

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

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

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

# Montebello Unified Secondary 2009-2010 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:

[District/COE Name]. *California Healthy Kids Survey, 2009-10: 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 district's 2009-10 administration of the *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, review these findings along with the *Survey Content Guidebook*, ([www.wested.org/chks/narratives](http://www.wested.org/chks/narratives)) which 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), which was administered at the same time. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The 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: [www.wested.org/chks](http://www.wested.org/chks) 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 and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey (along with the California School Climate Survey of staff), and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. 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 survey 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.

These questions can be compared to staff perceptions on the California School Climate Survey.

## **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 has 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.

To make the survey more valuable in support of CTAG efforts, in 2008-09 a supplementary module was created that assesses student perceptions of the respect shown to them at the school; equity and diversity; and cultural sensitivity. (Similar questions were added to the CSCS as well.) CDE automatically provides districts that select to administer the CHKS CTAG Module with supplementary reports disaggregating all their CHKS and CSCS results by the race/ethnicity of staff and 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.

Depending on the nature of the districts' enrollment and module administration it may also receive two supplemental CHKS reports. Districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate. As noted, if the district also elected to administer the supplementary CHKS "CTAG" module, it will also receive all CHKS and CSCS results broken down by racial/ethnic categories of students and staff. (CSCS reports that compare results between special education staff and general education are also being provided.)

## ***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 2010.

## ***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.

#### **Request School Reports**

Individual school-level reports may be of interest for many reasons. Primary among these is the interest of staff and parents about their own local school results, especially if the schools vary significantly in demographics, programs, or other characteristics. A comparison among schools may also prove useful in identifying sites which might benefit from special work or interventions. A small fee applies. (For large districts that sample schools and students, the sample may not support school reports.)

#### **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.

#### **Conduct Additional Analyses of The Dataset**

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

### **Add Questions to your Next CHKS**

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

### ***ACKNOWLEDGEMENTS***

The CHKS was developed, and this report prepared for the district, 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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CALIFORNIA

*healthy kids*

SURVEY

**Montebello Unified**  
Secondary  
2009-2010  
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	x
H. District After School Module	

**Table A1.2**  
*Student Sample Characteristics*

	Grade 7	Grade 9	Grade 11	NT*
<i>Student Sample Size</i>				
Target Sample	2441	2651	2447	568
Final Number	2053	2126	1817	332
<b>Average Response Rate</b>	<b>84%</b>	<b>80%</b>	<b>74%</b>	<b>58%</b>

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

## 2. Sample Characteristics

**Table A2.1**

***Age of Sample***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
12 years or younger	55	0	0	2
13 years old	43	1	0	2
14 years old	2	58	0	3
15 years old	0	38	0	6
16 years old	0	2	60	25
17 years old	0	0	37	39
18 years or older	0	0	2	23

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

**Table A2.2**

***Gender of Sample***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Male	49	50	51	59
Female	51	50	49	41

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

**Table A2.3**

***Ethnic/Racial Characteristics of Sample***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	4	2	2	2
Native Hawaiian or Pacific Islander	1	1	1	2
Asian	4	5	4	1
Black or African American (non-Hispanic)	3	2	2	2
Hispanic or Latino/Latina	83	90	90	90
White or Caucasian (non-Hispanic)	3	4	4	4
Other	9	4	4	6
Selected more than one	7	6	6	5

*Question HS/MS A.6: How do you describe yourself? (Mark all that apply)*

Note: Column totals may add up to more than 100% because students could select more than one response.

**Table A2.4*****Living Situation***

	Grade 9	Grade 11	NT
	%	%	%
A home with both parents	65	65	49
A home with only one parent	27	28	37
Other relative's home	4	4	5
A home with more than one family	5	3	4
Friend's home	1	0	2
Foster home, group care, or waiting placement	1	0	1
Hotel or motel	0	0	1
Migrant housing	0	0	0
Shelter	0	0	1
On the street (no fixed housing), car campground	1	1	1
Other transitional or temporary housing	0	0	1
Other living arrangements	1	1	1

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

**Table A2.5*****Grades, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Mostly A's	16	13	9	11
A's and B's	30	24	22	19
Mostly B's	8	7	10	8
B's and C's	24	24	27	29
Mostly C's	4	8	12	10
C's and D's	11	14	15	14
Mostly D's	3	4	4	5
Mostly F's	3	6	3	5

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	78	61	46	40
1-2 times	13	18	20	20
A few times	6	12	20	20
Once a month	1	2	3	0
Once a week	0	1	3	6
More than once a week	1	6	8	15

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

**Table A2.7*****Days Home Alone During Normal School Week***

	Grade 7
	%
Never	60
1 day	19
2 days	9
3 days	8
4 days	4
5 days	0

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

**Table A2.8*****Migrant Education***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Yes	2	2	2	2
No	55	53	72	66
Don't know	44	45	26	31

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

### 3. Resilience Indicators and School Connectedness

Table A3.1

*Summary Table*

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>												
Total	32	54	14	29	55	16	34	51	16	27	58	15
Caring Adult Relationships	33	52	14	31	56	13	38	52	10	34	56	9
High Expectations	55	37	8	47	44	9	48	45	8	41	47	11
Opportunities for Meaningful Participation	13	50	36	13	50	37	14	48	37	13	45	41
<b><i>Community Environment</i></b>												
Total	57	33	10	56	35	8	59	29	11	41	48	11
Caring Adult Relationships	59	30	10	60	31	10	60	28	12	51	37	11
High Expectations	62	29	10	62	29	9	61	30	10	49	42	9
Opportunities for Meaningful Participation	37	43	20	36	40	24	38	41	21	19	50	32
<b><i>School Connectedness Scale</i></b>												
	49	43	7	44	46	10	42	47	11	35	46	19

**Table A3.2**

**Summary Table - American Indian or Alaska Native**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total	26	57	17	35	51	14	36	46	18			
Caring Adult Relationships	27	60	12	35	47	19	39	43	18			
High Expectations	50	38	12	47	47	7	43	39	18			
Opportunities for Meaningful Participation	9	56	35	12	60	28	7	60	33			
<b>Community Environment</b>												
Total	59	24	17	60	28	12	48	24	28			
Caring Adult Relationships	57	26	17	49	37	14	45	31	24			
High Expectations	61	21	18	51	37	12	38	41	21			
Opportunities for Meaningful Participation	40	42	18	44	42	14	38	38	24			
<b>School Connectedness Scale</b>												
	46	49	5	42	44	14	31	55	14			

**Table A3.3**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	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			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total	43	50	7	37	56	8	25	63	13			
Caring Adult Relationships	50	42	8	36	54	10	27	62	11			
High Expectations	64	31	4	53	44	3	39	55	6			
Opportunities for Meaningful Participation	15	57	28	18	50	32	9	58	33			
<b>Community Environment</b>												
Total	56	40	4	55	35	10	53	28	19			
Caring Adult Relationships	55	36	10	45	45	11	48	33	19			
High Expectations	58	36	7	57	33	10	52	35	13			
Opportunities for Meaningful Participation	46	42	12	44	35	21	42	40	19			
<b>School Connectedness Scale</b>												
	59	34	7	45	41	14	37	52	11			

**Table A3.5**

**Summary Table - Black or African American (non-Hispanic)**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total	30	50	20	24	52	24	38	41	22			
Caring Adult Relationships	31	50	19	28	49	23	41	50	9			
High Expectations	43	45	12	38	43	19	53	34	13			
Opportunities for Meaningful Participation	17	45	38	9	48	43	13	56	31			
<b>Community Environment</b>												
Total	47	42	11	60	33	7	52	35	13			
Caring Adult Relationships	45	43	12	63	22	15	48	35	16			
High Expectations	47	41	12	62	29	9	53	31	16			
Opportunities for Meaningful Participation	53	30	18	39	43	17	39	45	16			
<b>School Connectedness Scale</b>												
	40	47	13	32	51	17	25	56	19			

**Table A3.6**

**Summary Table - Hispanic or Latino/Latina**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total	31	55	14	29	56	16	34	50	16	28	57	15
Caring Adult Relationships	33	53	14	31	56	13	38	52	10	35	56	8
High Expectations	55	38	7	48	44	8	48	44	8	42	48	10
Opportunities for Meaningful Participation	13	50	38	13	50	38	15	47	38	14	44	42
<b>Community Environment</b>												
Total	57	33	10	57	35	8	60	30	11	42	49	10
Caring Adult Relationships	59	30	10	61	30	9	62	28	11	52	38	10
High Expectations	62	29	9	63	29	9	61	29	10	51	41	9
Opportunities for Meaningful Participation	36	43	21	36	40	24	39	40	21	20	48	32
<b>School Connectedness Scale</b>												
	50	43	7	45	46	9	43	47	11	36	47	17

**Table A3.7**

**Summary Table - White or Caucasian (non-Hispanic)**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total	30	57	13	37	48	15	36	50	14			
Caring Adult Relationships	34	55	11	38	47	15	39	50	11			
High Expectations	62	35	3	52	32	16	51	42	8			
Opportunities for Meaningful Participation	19	53	28	16	53	31	15	49	35			
<b>Community Environment</b>												
Total	62	29	10	59	27	14	69	23	8			
Caring Adult Relationships	57	32	11	60	31	9	59	29	12			
High Expectations	70	20	9	62	28	10	63	28	9			
Opportunities for Meaningful Participation	47	44	9	37	42	21	56	33	11			
<b>School Connectedness Scale</b>												
	50	44	6	35	46	19	33	53	14			

**Table A3.8**

**Summary Table - Other Ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total	33	56	11	20	55	24	31	51	19			
Caring Adult Relationships	37	51	13	23	52	25	36	52	12			
High Expectations	55	37	8	37	49	14	43	42	14			
Opportunities for Meaningful Participation	15	59	26	10	48	43	13	51	36			
<b>Community Environment</b>												
Total	61	32	7	47	42	11	58	21	21			
Caring Adult Relationships	61	32	7	52	36	12	53	25	22			
High Expectations	60	32	8	44	43	13	57	26	17			
Opportunities for Meaningful Participation	42	39	19	35	42	23	33	50	17			
<b>School Connectedness Scale</b>												
	45	48	7	24	55	21	22	47	30			

**Table A3.9**

**Summary Table - Selected More Than One Ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b>School Environment</b>												
Total	30	61	9	31	54	15	39	47	13			
Caring Adult Relationships	36	54	10	36	49	15	44	48	9			
High Expectations	55	39	6	50	43	7	53	35	11			
Opportunities for Meaningful Participation	14	57	30	12	52	36	16	52	32			
<b>Community Environment</b>												
Total	60	30	10	66	27	7	65	21	13			
Caring Adult Relationships	55	33	11	63	31	6	61	22	17			
High Expectations	60	30	10	66	28	6	64	25	11			
Opportunities for Meaningful Participation	45	36	18	39	41	20	50	37	12			
<b>School Connectedness Scale</b>												
	48	44	8	40	46	14	34	51	15			

**Table A3.10.1**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>								
Total	26		43	30	31	30	33	30
Caring Adult Relationships	27		50	31	33	34	37	36
High Expectations	50		64	43	55	62	55	55
Opportunities for Meaningful Participation	9		15	17	13	19	15	14
<b>Community Environment</b>								
Total	59		56	47	57	62	61	60
Caring Adult Relationships	57		55	45	59	57	61	55
High Expectations	61		58	47	62	70	60	60
Opportunities for Meaningful Participation	40		46	53	36	47	42	45
<b>School Connectedness Scale</b>								
	46		59	40	50	50	45	48

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.10.2**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>								
Total	35		37	24	29	37	20	31
Caring Adult Relationships	35		36	28	31	38	23	36
High Expectations	47		53	38	48	52	37	50
Opportunities for Meaningful Participation	12		18	9	13	16	10	12
<b>Community Environment</b>								
Total	60		55	60	57	59	47	66
Caring Adult Relationships	49		45	63	61	60	52	63
High Expectations	51		57	62	63	62	44	66
Opportunities for Meaningful Participation	44		44	39	36	37	35	39
<b>School Connectedness Scale</b>								
	42		45	32	45	35	24	40

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.10.3**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>								
Total	36		25	38	34	36	31	39
Caring Adult Relationships	39		27	41	38	39	36	44
High Expectations	43		39	53	48	51	43	53
Opportunities for Meaningful Participation	7		9	13	15	15	13	16
<b>Community Environment</b>								
Total	48		53	52	60	69	58	65
Caring Adult Relationships	45		48	48	62	59	53	61
High Expectations	38		52	53	61	63	57	64
Opportunities for Meaningful Participation	38		42	39	39	56	33	50
<b>School Connectedness Scale</b>								
	31		37	25	43	33	22	34

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.10.4**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>								
Total					28			
Caring Adult Relationships					35			
High Expectations					42			
Opportunities for Meaningful Participation					14			
<b>Community Environment</b>								
Total					42			
Caring Adult Relationships					52			
High Expectations					51			
Opportunities for Meaningful Participation					20			
<b>School Connectedness Scale</b>								
					36			

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.11**  
***School Connectedness Scale Questions***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>I feel close to people in this school</b>				
Strongly Disagree	3	5	5	12
Disagree	6	7	8	9
Neither Agree Nor Disagree	24	25	28	30
Agree	47	44	39	38
Strongly Agree	20	19	20	11
<b>I am happy to be at this school</b>				
Strongly Disagree	5	6	6	15
Disagree	5	6	7	11
Neither Agree Nor Disagree	19	22	26	28
Agree	44	43	41	27
Strongly Agree	27	23	21	18
<b>I feel like I am part of this school</b>				
Strongly Disagree	6	7	7	12
Disagree	10	10	10	15
Neither Agree Nor Disagree	26	30	33	32
Agree	40	39	35	28
Strongly Agree	18	13	15	12
<b>Teachers at this school treat students fairly</b>				
Strongly Disagree	8	9	8	12
Disagree	14	12	12	10
Neither Agree Nor Disagree	28	31	30	19
Agree	34	35	40	40
Strongly Agree	16	12	10	18
<b>I feel safe in my school</b>				
Strongly Disagree	6	8	7	11
Disagree	10	10	10	9
Neither Agree Nor Disagree	24	31	32	31
Agree	38	37	38	32
Strongly Agree	22	15	12	16

*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 A3.12*****School Protective Factors (Developmental Supports)***

<b>At my school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 11</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>who really cares about me (Caring Relationships)</b>				
Not At All True	13	14	11	10
A Little True	31	33	30	31
Pretty Much True	33	32	33	38
Very Much True	24	21	26	21
<b>who tells me when I do a good job (High Expectations)</b>				
Not At All True	9	8	7	9
A Little True	21	22	21	22
Pretty Much True	33	38	37	39
Very Much True	37	32	35	31
<b>who notices when I am not there (CR)</b>				
Not At All True	14	13	9	11
A Little True	26	26	23	19
Pretty Much True	31	34	35	36
Very Much True	29	28	33	33
<b>who always wants me to do my best (HE)</b>				
Not At All True	6	6	5	8
A Little True	13	17	16	20
Pretty Much True	25	32	34	35
Very Much True	56	45	45	37
<b>who listens when I have something to say (CR)</b>				
Not At All True	12	10	9	12
A Little True	22	24	20	20
Pretty Much True	33	36	36	40
Very Much True	32	30	35	28
<b>who believes that I will be a success (HE)</b>				
Not At All True	8	10	9	11
A Little True	17	19	20	21
Pretty Much True	29	32	33	34
Very Much True	46	39	38	34

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>I do interesting activities at school</b>				
<b>(Opportunities for Meaningful Participation)</b>				
Not At All True	17	22	21	26
A Little True	30	25	25	27
Pretty Much True	28	24	26	28
Very Much True	25	28	28	19
<b>I help decide things like class rules or activities</b>				
<b>(OMP)</b>				
Not At All True	51	53	50	48
A Little True	27	26	26	25
Pretty Much True	13	14	15	18
Very Much True	9	7	9	10
<b>I do things that make a difference at school (OMP)</b>				
Not At All True	32	34	32	34
A Little True	35	31	32	35
Pretty Much True	20	22	21	17
Very Much True	13	13	14	15

*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 A3.13**  
**Community Protective Factors (Developmental Supports)**

<b>Outside of my home and school, there is a teacher or some other adult... who really cares about me (CR)</b>	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Not At All True	9	7	8	9
A Little True	11	11	10	13
Pretty Much True	20	19	18	27
Very Much True	60	63	63	50
<b>who tells me when I do a good job (HE)</b>				
Not At All True	12	10	11	13
A Little True	15	15	14	19
Pretty Much True	25	26	24	28
Very Much True	48	49	51	40

*Questions HS A25-26/MS 24-25: Outside of my home and school, there is an adult who...really cares about me, tells me when I do a good job*

**Table A3.13 - Continued**  
**Community Protective Factors (Developmental Supports)**

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 11</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>who notices when I am upset about something (CR)</b>				
Not At All True	15	13	13	12
A Little True	14	14	13	19
Pretty Much True	22	23	23	22
Very Much True	49	50	52	47
<b>who believes that I will be a success (HE)</b>				
Not At All True	10	9	10	11
A Little True	12	12	12	17
Pretty Much True	20	23	23	27
Very Much True	57	56	55	45
<b>who always wants me to do my best (HE)</b>				
Not At All True	8	7	8	8
A Little True	8	11	10	14
Pretty Much True	20	18	20	28
Very Much True	63	64	63	50
<b>whom I trust (CR)</b>				
Not At All True	13	12	13	16
A Little True	12	13	12	14
Pretty Much True	20	21	20	23
Very Much True	55	54	55	48

*Questions HS A27-30/MS A26-29: Outside of my home and school, there is an adult...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 A3.13 - Continued**  
**Community Protective Factors (Developmental Supports)**

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>I am part of clubs, sports teams, church/temple or other group activities (OMP)</b>				
Not At All True	38	39	36	54
A Little True	13	14	13	15
Pretty Much True	15	13	12	13
Very Much True	35	34	38	18
<b>I am involved in music, art, literature, sports or a hobby (OMP)</b>				
Not At All True	25	26	24	35
A Little True	13	13	13	18
Pretty Much True	15	15	16	15
Very Much True	48	45	47	32
<b>I help other people (OMP)</b>				
Not At All True	13	15	12	23
A Little True	25	23	23	23
Pretty Much True	33	32	31	28
Very Much True	30	30	33	26

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

## 4. Alcohol and Other Drug Use

**Table A4.1**

*AOD Use, Lifetime*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (one full drink)</b>				
0 times	70	48	36	19
1 time	10	11	8	7
2 to 3 times	10	14	13	13
4 or more times	9	28	42	61
<b>Marijuana</b>				
0 times	85	66	57	24
1 time	4	6	6	6
2 to 3 times	5	6	9	10
4 or more times	6	22	28	60
<b>Inhalants (to get high)</b>				
0 times	83	77	77	59
1 time	7	7	6	8
2 to 3 times	5	6	7	8
4 or more times	6	10	11	26
<b>Cocaine</b>				
0 times	na	92	90	68
1 time	na	3	4	6
2 to 3 times	na	3	3	11
4 or more times	na	3	4	16
<b>Methamphetamine or any amphetamines</b>				
0 times	na	93	93	75
1 time	na	2	2	6
2 to 3 times	na	2	2	7
4 or more times	na	2	3	13

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

**Table A4.1 - Continued**

***AOD Use, Lifetime***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>LSD or other psychedelics</b>				
0 times	na	92	92	80
1 time	na	3	3	5
2 to 3 times	na	2	2	7
4 or more times	na	3	3	9
<b>Ecstasy</b>				
0 times	na	82	82	59
1 time	na	5	4	9
2 to 3 times	na	5	5	12
4 or more times	na	8	9	20
<b>Heroin</b>				
0 times	na	95	96	87
1 time	na	1	1	3
2 to 3 times	na	2	1	5
4 or more times	na	2	2	4
<b>Other illegal drug or pill</b>				
0 times	91	86	87	70
1 time	3	4	2	6
2 to 3 times	2	4	4	8
4 or more times	3	6	7	16
<b><i>Any of the above AOD Use</i></b>	36	59	68	87
<b>Prescription pain killers</b>				
0 times	na	87	85	66
1 time	na	4	3	7
2 to 3 times	na	5	5	11
4 or more times	na	4	7	16

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Barbiturates</b>				
0 times	na	97	97	87
1 time	na	2	1	3
2 to 3 times	na	1	1	5
4 or more times	na	1	1	4
<b>Tranquilizers or sedatives</b>				
0 times	na	95	95	85
1 time	na	2	1	5
2 to 3 times	na	2	1	4
4 or more times	na	1	2	6
<b>Cold/Cough Medicines</b>				
0 times	na	77	76	61
1 time	na	4	4	7
2 to 3 times	na	6	6	13
4 or more times	na	12	13	20
<b>Diet Pills</b>				
0 times	na	92	93	86
1 time	na	2	1	4
2 to 3 times	na	3	2	3
4 or more times	na	3	4	7
<b>Ritalin™ or Adderall™</b>				
0 times	na	96	96	85
1 time	na	2	1	3
2 to 3 times	na	1	1	7
4 or more times	na	1	2	5

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

*na=not asked of middle school students*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (one full drink)</b>				
Never	63	45	33	18
10 or under	15	12	9	16
11 -12 years old	18	15	9	17
13-14 years old	4	25	19	21
15-16 years old	0	3	26	20
17 years or older	1	1	4	7
<b>Marijuana</b>				
Never	88	68	60	25
10 or under	2	3	2	11
11 -12 years old	7	8	4	15
13-14 years old	3	18	13	24
15-16 years old	0	2	18	18
17 years or older	1	1	2	8
<b>Other illegal drug</b>				
Never	91	78	76	52
10 or under	2	2	2	5
11 -12 years old	5	5	2	8
13-14 years old	2	13	5	14
15-16 years old	0	2	13	14
17 years or older	0	0	1	7

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol (at least one drink)	17	31	34	53
Marijuana	9	22	24	53
Inhalants	10	10	7	21
Cocaine	na	5	5	15
Methamphetamine or any amphetamines	na	5	4	14
Ecstasy, LSD or other psychedelics	na	11	10	23
Other illegal drug or pill	6	9	7	18
<b><i>Any of the above AOD Use</i></b>	23	38	42	67
Two or more drugs at the same time	na	11	12	32

*Question HS A.63, 65-71/MS A.52,54-56: During the past 30 days, on how many days did you use...?*  
na=not asked of middle school students

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Alcohol</b>				
None	83	69	66	47
1 or 2 days	11	18	18	21
3 to 9 days	2	8	9	15
10 to 19 days	1	3	3	10
20 or more days (daily)	2	2	3	8
<b>Marijuana</b>				
None	91	78	76	47
1 or 2 days	5	9	9	16
3 to 9 days	2	6	6	13
10 to 19 days	1	3	3	7
20 or more days (daily)	2	4	5	17

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	87	70	61	35
1 to 2 times	10	16	18	27
3 to 6 times	1	7	10	16
7 or more times	2	8	10	21

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	87	69	63	33
1 to 2 times	7	10	11	13
3 to 6 times	2	7	7	10
7 or more times	4	14	19	45

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 days	92	82	78	56
1 to 2 days	4	10	11	19
3 or more days	3	8	11	24

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Don't drink alcohol	66	48	38	29
Just a sip or two	20	15	14	8
Enough to feel it a little	7	15	20	19
Enough to feel it a lot	4	13	18	26
Until really drunk	3	8	9	18

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

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

	Grade 9	Grade 11	NT
	%	%	%
Don't use drugs	67	62	33
Not high at all	4	4	4
A little high	9	10	17
Moderately high	11	15	20
Very high	9	10	26

*Question HS A.77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?*

**Table A4.10*****Ever Driven after Drinking (Respondent or by Friend)***

	Grade 9	Grade 11	NT
	%	%	%
<b><i>Never</i></b>	76	72	59
<b><i>Any</i></b>	24	28	41
1 time	7	6	11
2 times	5	8	6
3 to 6 times	5	7	9
7 or more times	7	8	14

*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>	55
<i>Any</i>	45
1 time	15
2 times	9
3 to 6 times	10
7 or more times	12

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Alcohol</b>				
0 days	91	87	90	79
1 to 2 days	6	8	6	11
3 or more days	3	5	4	10
<b>Marijuana</b>				
0 days	94	88	90	76
1 to 2 days	3	6	5	11
3 or more days	3	7	5	13
<b>Any illegal drug or pill</b>				
0 days	94	91	93	85
1 to 2 days	4	5	3	7
3 or more days	2	4	3	8

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	92	77	74	48
1 to 2 times	5	10	10	14
3 to 6 times	2	6	7	13
7 or more times	2	7	8	25

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol - Drink Occasionally</b>				
Great	29	31	32	35
Moderate	23	27	26	25
Slight	19	25	26	21
None	30	17	16	19
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	37	46	48	38
Moderate	20	22	25	24
Slight	11	13	12	19
None	31	19	15	19

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Marijuana - Smoke Occasionally</b>				
Great	39	40	38	31
Moderate	20	24	24	19
Slight	10	16	18	24
None	32	20	21	25
<b>Marijuana - Smoke once or twice a week</b>				
Great	40	43	43	30
Moderate	17	22	20	18
Slight	10	14	17	23
None	33	21	21	29

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Alcohol - One or two drinks nearly every day</b>				
Neither approve or disapprove	26	28	28	41
Somewhat disapprove	18	24	23	32
Strongly disapprove	56	48	49	28
<b>Marijuana or Hashish - Once or twice</b>				
Neither approve or disapprove	27	35	39	55
Somewhat disapprove	18	24	22	22
Strongly disapprove	56	42	39	23
<b>Marijuana - Once a month or more</b>				
Neither approve or disapprove	27	36	40	54
Somewhat disapprove	16	21	20	21
Strongly disapprove	56	43	39	25

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
None of them	45	13	9	13
10 percent	22	9	6	5
20 percent	9	8	6	4
30 percent	5	8	7	4
40 percent	3	7	6	3
50 percent	8	20	18	12
60 percent	2	6	8	1
70 percent	2	7	10	8
80 percent	2	9	12	8
90 percent	1	8	12	15
All of them	2	5	6	28

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

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

	Grade 9	Grade 11	NT
	%	%	%
Does not apply, never used alcohol/drugs	58	46	29
Problems with emotions, nerves, mental health	11	10	15
Trouble or problems with the police	7	8	20
Money problems	3	5	10
Get into trouble in school	5	7	16
Problems with school work	8	7	10
Fight with other kids	5	5	14
Damage a friendship	6	6	8
Physically hurt or injure yourself	4	5	8
Unwanted or unprotected sex	3	5	10
Forget what happened or pass out	9	11	17
Other problems	5	6	6
More than one problem	13	14	24
Never had problems when I've used alcohol/drugs	21	31	27

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

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

	Grade 9 %	Grade 11 %	NT %
Does not apply, have not used alcohol or drugs	60	50	35
Had to increase use to get same effect as before	9	12	22
Spent a lot of time getting, using, or being "hung over" from using	6	6	12
Used alcohol or drugs a lot more than intended	7	8	15
Used alcohol or drugs when alone	7	8	17
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	5	5	10
Didn't like the way you felt when not high or drunk	4	4	10
Thought about reducing or stopping	8	12	17
Told self not going to use but used anyway	8	9	13
Spoke with someone about reducing or stopping use	6	6	10
Attended counseling, program, or group to reduce/stop use	2	2	5
More than one experience	12	14	23
Use alcohol or drugs but have not experienced any of these things	17	27	20

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

*(Mark all that apply.)*

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Alcohol</b>				
Very difficult	14	7	6	12
Fairly difficult	11	8	8	10
Fairly easy	14	24	24	18
Very easy	17	38	45	45
Don't know	43	24	17	14
<b>Marijuana</b>				
Very difficult	19	7	5	13
Fairly difficult	9	5	4	4
Fairly easy	10	18	17	12
Very easy	18	46	57	57
Don't know	44	23	17	14

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	79	55	56	54
1 time	10	15	13	12
2 to 3 times	5	13	12	9
4 or more times	6	17	20	25

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	45	43	44	41
Yes	55	57	56	59

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	22	16	17	19
Yes	78	84	83	81

*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?*

## 5. Tobacco Use

**Table A5.1**

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>A cigarette, even one or two puffs</b>				
0 times	83	na	na	na
1 time	8	na	na	na
2 to 3 times	5	na	na	na
4 or more times	3	na	na	na
<b>A whole cigarette</b>				
0 times	93	78	72	35
1 time	3	7	7	10
2 to 3 times	2	7	7	15
4 or more times	2	8	14	40
<b>Smokeless tobacco</b>				
0 times	94	94	93	83
1 time	2	2	2	6
2 to 3 times	2	1	2	5
4 or more times	2	2	3	7

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Smoked part or all of a cigarette</b>				
Never	85	72	66	33
10 or under	5	6	5	11
11 -12 years old	8	8	6	13
13-14 years old	2	12	9	17
15-16 years old	0	1	12	15
17 years or older	0	1	2	11
<b>Smokeless Tobacco</b>				
Never	94	91	89	73
10 or under	1	1	2	3
11 -12 years old	4	3	2	7
13-14 years old	1	4	2	8
15-16 years old	0	1	4	6
17 years or older	0	0	1	3

*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***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
Any	6	12	12	39
Daily	1	2	2	10
<b>Smokeless Tobacco</b>				
Any	4	4	4	11
Daily	1	1	1	2

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<i>None</i>	97	95	96	83
<i>Any</i>	3	5	4	17
1 or 2 days	2	3	2	8
3 to 9 days	0	1	1	4
10 to 19 days	0	0	0	2
20 to 30 days	1	1	1	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***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Neither approve or disapprove	26	26	25	38
Somewhat disapprove	14	19	17	24
Strongly disapprove	61	55	57	37

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Neither approve or disapprove	21	19	18	33
Somewhat disapprove	17	20	20	19
Strongly disapprove	61	61	62	49

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Smoking Occasionally</b>				
Great	32	35	40	38
Moderate	23	27	26	22
Slight	15	17	18	19
None	30	21	16	21
<b>Smoking 1-2 packs of cigarette a day</b>				
Great	51	61	68	57
Moderate	10	11	12	11
Slight	7	6	4	9
None	32	21	16	23

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Very difficult	14	7	5	11
Fairly difficult	10	8	8	6
Fairly easy	14	22	23	18
Very easy	15	33	42	47
Don't know	47	30	23	17

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
None of them	49	18	13	18
10 percent	23	17	19	9
20 percent	8	12	12	8
30 percent	7	11	12	8
40 percent	3	9	8	6
50 percent	7	19	18	18
60 percent	1	3	5	2
70 percent	0	3	4	6
80 percent	1	4	4	9
90 percent	1	2	3	6
All of them	1	3	2	11

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	5	14	11	
Native Hawaiian or Pacific Islander				
Asian	1	5	11	
Black or African American (non-Hispanic)	17	24	32	
Hispanic or Latino/Latina	6	11	12	38
White or Caucasian (non-Hispanic)	5	12	16	
Other	3	13	24	
Multi-Racial (selected more than one)	7	12	17	

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

## 6. Violence and Safety

**Table A6.1**

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Had mean rumors/lies spread about you</b>				
0 times	54	64	67	69
1 time	20	16	14	12
2 to 3 times	13	10	10	9
4 or more times	12	9	9	9
<b>Had sexual jokes/comments/gestures made to you</b>				
0 times	56	54	57	68
1 time	13	13	10	11
2 to 3 times	11	12	12	6
4 or more times	21	21	21	15
<b>Been made fun of because of your looks/way talk</b>				
0 times	58	64	69	75
1 time	16	15	12	12
2 to 3 times	10	8	8	6
4 or more times	16	13	11	8

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Been pushed, shoved, hit, etc.</b>				
0 times	57	71	79	76
1 time	18	13	11	11
2 to 3 times	11	8	5	6
4 or more times	14	8	5	8
<b>Been afraid of being beaten up</b>				
0 times	74	80	86	85
1 time	15	12	9	8
2 to 3 times	5	5	3	5
4 or more times	6	4	3	2
<b>Been in physical fight</b>				
0 times	69	77	81	64
1 time	14	11	8	14
2 to 3 times	10	6	7	11
4 or more times	7	6	4	11

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Had property stolen/damaged</b>				
0 times	73	73	80	75
1 time	15	16	11	14
2 to 3 times	6	7	5	6
4 or more times	5	4	4	5
<b>Damaged school property on purpose</b>				
0 times	83	84	88	78
1 time	8	7	5	8
2 to 3 times	5	4	3	4
4 or more times	4	4	4	10

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Carried a gun</b>				
0 times	94	93	95	82
1 time	3	3	2	7
2 or more times	3	4	3	11
<b>Carried any other weapon</b>				
0 times	88	89	90	74
1 time	6	5	4	10
2 or more times	6	7	6	16

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Seen someone with a weapon</b>				
0 times	64	67	71	62
1 time	19	16	13	14
2 or more times	17	17	16	24
<b>Been threatened/injured with a weapon</b>				
0 times	91	91	91	75
1 time	6	5	4	9
2 or more times	4	4	4	16

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Neither approve or disapprove	23	23	18	32
Somewhat disapprove	12	11	10	20
Strongly disapprove	65	66	72	48

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

**Table A6.7**

***Reason for Harassment on School Property, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
<b>Race, Ethnicity, or National Origin</b>				
0 times	87	86	89	87
1 time	7	6	5	5
2 or more times	6	8	7	8
<b>Religion</b>				
0 times	91	90	93	88
1 time	5	5	3	7
2 or more times	4	5	4	6
<b>Gender</b>				
0 times	91	91	93	89
1 time	5	4	3	5
2 or more times	4	5	4	6
<b>Sexual Orientation *</b>				
0 times	89	89	93	87
1 time	5	5	3	6
2 or more times	6	6	4	7
<b>Physical/Mental Disability</b>				
0 times	95	94	95	88
1 time	3	3	2	6
2 or more times	2	4	3	6
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>				
	26	25	19	23
<b>Any Other Reason</b>				
0 times	78	81	85	85
1 time	9	7	5	5
2 or more times	12	12	10	10
<b><i>Any Harassment</i></b>				
	36	32	24	26

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

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	92	90	91	82
Yes	8	10	9	18

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

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Does not apply, didn't have a boy/girlfriend	47	44	39	31
No	49	51	54	56
Yes	4	5	7	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***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Very safe	23	17	18	31
Safe	40	38	40	32
Neither safe nor unsafe	28	36	35	32
Unsafe	5	5	4	3
Very unsafe	4	3	3	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	Grade 9	Grade 11	NT
	%	%	%	%
0 times (never)	83	79	79	75
1 time	8	12	10	12
2-3 times	5	6	7	7
4 or more times	4	4	4	6

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

**Table A6.12*****Harassment for Hate-Crime Reasons*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	26	38	22	
Native Hawaiian or Pacific Islander				
Asian	49	42	30	
Black or African American (non-Hispanic)	42	33	41	
Hispanic or Latino/Latina	24	23	18	21
White or Caucasian (non-Hispanic)	47	33	33	
Other	35	45	27	
Multi-Racial (selected more than one)	42	30	27	

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

**Table A6.13*****Harassment for Race, Ethnicity or National Origin*****Cells are empty if there are less than 25 respondents**

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
American Indian or Alaska Native	10	18	15	
Native Hawaiian or Pacific Islander				
Asian	36	37	21	
Black or African American (non-Hispanic)	19	20	34	
Hispanic or Latino/Latina	11	12	10	11
White or Caucasian (non-Hispanic)	34	22	20	
Other	15	26	18	
Multi-Racial (selected more than one)	24	21	17	

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

## 7. Physical and Mental Health

**Table A7.1**

***Eating of Breakfast***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	41	48	43	52
Yes	59	52	57	48

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

**Table A7.2**

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

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	70	70	69	66
Yes	30	30	31	34

*Question HS A.123/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

**Table A7.3**

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

	Grade 9	Grade 11	NT
	%	%	%
No	82	86	83
Yes	18	14	17

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

## 8. Results by Gender

Table A8.1

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<b>Lifetime and Current ATOD Use</b>								
<i>During your life did you ever...</i>								
drink alcohol (one full drink)?	29	31	56	49	63	64	83	80
use inhalants?	19	15	28	19	20	26	39	42
smoke marijuana?	13	17	32	36	37	49	74	78
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	17	16	35	27	33	35	50	55
use inhalants?	11	8	11	8	5	10	19	22
smoke marijuana?	8	10	21	23	19	28	49	56
<b>Level of Involvement (High Risk Patterns)</b>								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking alcohol?	13	12	33	27	38	40	67	62
been high from using drugs?	13	12	31	31	32	42	66	68
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	7	8	20	17	18	25	42	45
<b>ATOD Use at School</b>								
During your life, have you ever been drunk/high on school property?	8	9	24	22	22	29	49	54
During the past 30 days, did you use marijuana on school property?	5	7	12	13	6	14	19	28
<b>Perceived Harm</b>								
<i>Frequent use of... is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	69	68	81	81	86	85	77	85
marijuana (once or twice a week)	67	67	80	78	82	76	65	75

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

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	6	9	21	24	20	35	58	69
During the past 30 days, did you smoke a cigarette?	5	6	11	13	9	15	29	45
During the past 30 days, did you smoke cigarettes daily?	0	1	1	2	1	3	7	12
During the past 30 days, did you smoke cigarettes on school property?	3	4	5	6	2	6	13	20
Frequent use of cigarettes is harmful. (1-2 packs a day)*	69	68	80	78	86	83	75	79

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

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	11	15	12	16	10	13	7	16
Religion	7	11	8	11	6	8	10	13
Gender	9	10	9	9	7	6	7	13
Gay/lesbian, or someone thought you were	10	11	9	12	5	9	9	14
Physical/mental disability	4	7	5	7	3	7	7	15
Any other reason	23	21	20	19	15	15	12	16
During the past 12 months at school have you been in a physical fight?	23	40	19	26	15	23	29	40
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	3	5	5	5	6	8	17	10
Feels safe at school	64	62	53	58	58	56	64	62
Currently belong to a gang?	6	10	9	12	5	12	13	20

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

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	53	65	47	58	59	56	46	49
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?	33	26	36	24	35	26	40	27

## 9. Comparisons

**Table A9.1**

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
<b>Lifetime and Current ATOD Use</b>								
<i>During your life did you ever...</i>								
smoke a cigarette? (PI)	7	7	22	20	45 <sup>a</sup>	28	34	55 <sup>a</sup>
chew tobacco or snuff?	6	4	6	6	~	7	10	~
drink alcohol (glass)?	30	24	52	47	67	64	66	79
use inhalants?	17	11	23	14	15	23	15	12
smoke marijuana? (PI)	15	9	34	25	29	43	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	6	6	12	11	15	12	17	24
chew tobacco or snuff?	4	3	4	5	6	4	6	6
drink alcohol (glass)? (PI)	17	15	31	24	37	34	42	53
use inhalants?	10	5	10	7	~	7	7	~
smoke marijuana? (PI)	9	7	22	15	16	24	24	21
<b>Level of Involvement (High Risk Patterns)</b>								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	13	11	30	28	~	39	45	~
been high from using drugs?	13	8	31	22	~	37	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	8	6	18	16	18	22	29	28

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

<sup>a</sup>YRBS asks about smoking even a puff or two.

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

**Table A9.1 - Continued**

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
<b>ATOD Use on School Property</b>								
During your life, have you ever been drunk/high?	8	6	23	13	~	26	25	~
During the past 30 days, did you smoke cigarettes?	3	3	5	7	4	4	7	5
<b>Perceived Harm<sup>b</sup></b>								
<i>People risk harming themselves using...<sup>c</sup></i>								
cigarettes (1-2 packs a day)	68	83	79	90	~	84	93	~
alcohol (five or more drinks once or twice a week)	69	83	81	89	~	85	92	~
marijuana (once or twice a week)	67	82	79	85	~	79	87	~

(PI) = SDFSCA/TUPE performance indicator recommended by CDE.

<sup>b</sup>not comparable with previous CHKS results

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

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

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

	7th Grade %		9th Grade %			11th Grade %		
	District	CSS	District	CSS	YRBS	District	CSS	YRBS
<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	25	27	~	19	22	~
been in a physical fight?	31	32	23	25	18	19	23	11
been afraid of being beaten up? (PI)	26	29	20	22	~	14	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	13	10	13	13	~	11	13	~
How safe do you feel when you are at school? Very safe. (PI)	23	18	17	16	~	18	20	~
Do you consider yourself a member of a gang?	8	9	10	8	~	9	8	~
<b>School Protective Factors - High Levels (Resilience Indicators)</b>								
Caring relationships with teacher or other adult (PI)	33	31	31	28	~	38	29	~
High expectations from teacher or other adult (PI)	55	45	47	39	~	48	38	~
Opportunities for meaningful participation at their school (PI)	13	16	13	13	~	14	15	~
Total	32	31	29	27	~	34	28	~
<b>School Connectedness Scale (PI)</b>	49	39	44	34	~	42	31	~

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

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

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SURVEY

**Montebello Unified**  
Secondary  
2009-2010  
Main Report

Custom Module G



**G1**

*During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?*

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 days	91	90	92	92
1 day	5	4	4	2
2 or 3 days	2	3	2	3
4 or more days	3	2	3	3