

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
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Schools
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PREVENTION
 HIV/AIDS suicide depression
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Weapons violence
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Weapons
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RESILIENCE
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 depression pregnancy

Montebello Unified 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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PREFACE

This report provides the detailed results for each question from this district'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.org/reports) discusses the significance of each question. Several other tools to help in data use are also available, as described below.

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

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

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

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

School-Related Content

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

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

Closing the Achievement Gap

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

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.

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.

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 Department of Education

Montebello Unified
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	x
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 9	Grade 11	NT*
<i>Student Sample Size</i>			
Target Sample	2561	2370	523
Final Number	2098	1755	284
Average Response Rate	82%	74%	54%

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 9	Grade 11	NT
	%	%	%
12 years or younger	0	0	3
13 years old	0	0	1
14 years old	56	0	4
15 years old	41	0	6
16 years old	2	59	28
17 years old	0	38	38
18 years or older	0	2	20

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

Table A2.2

Gender of Sample

	Grade 9	Grade 11	NT
	%	%	%
Male	50	48	66
Female	50	52	34

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

Table A2.3

Hispanic or Latino

	Grade 9	Grade 11	NT
	%	%	%
No	11	10	5
Yes	88	89	91

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

Table A2.4***Race***

	Grade 9	Grade 11	NT
	%	%	%
American Indian or Alaska Native	5	3	5
Asian	4	4	2
Black or African American	2	1	4
Native Hawaiian or Pacific Islander	1	1	1
White	9	9	19
Mixed (two or more) races	51	50	43

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

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

	Grade 9	Grade 11	NT
	%	%	%
A home with both parents	64	63	46
A home with only one parent	27	28	40
Other relative's home	3	2	6
A home with more than one family	4	3	3
Friend's home	0	0	1
Foster home, group care, or waiting placement	0	1	1
Hotel or motel	0	0	0
Migrant housing	0	0	0
Shelter	0	0	0
On the street (no fixed housing), car campground	0	0	1
Other transitional or temporary housing	0	0	0
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.

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

	Grade 9	Grade 11	NT
	%	%	%
Mostly A's	14	9	16
A's and B's	24	21	19
Mostly B's	7	8	12
B's and C's	23	27	30
Mostly C's	8	10	7
C's and D's	14	16	10
Mostly D's	4	4	3
Mostly F's	6	3	3

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

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

	Grade 9	Grade 11	NT
	%	%	%
0 times	63	47	45
1-2 times	17	21	17
A few times	12	19	23
Once a month	1	3	2
Once a week	2	4	4
More than once a week	4	6	9

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

Table A2.8

Days Home Alone During Normal School Week

Never

1 day

2 days

3 days

4 days

5 days

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

Table A2.9

Migrant Education

	Grade 9	Grade 11	NT
	%	%	%
Yes	2	2	3
No	56	73	63
Don't know	42	25	34

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
<i>School Environment</i>									
Total	27	57	16	32	51	17	26	56	18
Caring Adult Relationships	29	57	14	35	53	13	30	57	13
High Expectations	45	46	9	45	46	9	38	50	13
Opportunities for Meaningful Participation	11	49	40	15	47	38	10	50	41
<i>Community Environment</i>									
Total	54	35	11	58	32	10	38	48	14
Caring Adult Relationships	59	31	10	61	28	11	46	42	12
High Expectations	59	31	10	61	30	9	44	43	13
Opportunities for Meaningful Participation	35	41	25	40	39	22	18	47	35
<i>School Connectedness Scale</i>									
	43	47	9	42	47	12	38	44	18

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	26	56	18	34	53	13	45	41	14
Caring Adult Relationships	32	52	16	35	53	11	40	50	10
High Expectations	46	44	10	51	41	9	56	37	8
Opportunities for Meaningful Participation	9	46	44	14	52	34	13	50	37
Community Environment									
Total	51	38	11	56	33	11	40	45	15
Caring Adult Relationships	63	27	11	57	33	10	53	38	9
High Expectations	61	29	10	60	30	10	53	36	11
Opportunities for Meaningful Participation	32	40	29	35	42	23	19	51	30
School Connectedness Scale									
	43	44	13	35	50	15	38	51	11

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	20	64	16	29	47	24			
Caring Adult Relationships	27	59	14	36	40	24			
High Expectations	47	43	9	37	50	13			
Opportunities for Meaningful Participation	3	58	39	13	43	43			
Community Environment									
Total	53	33	14	55	30	16			
Caring Adult Relationships	60	32	8	67	18	16			
High Expectations	54	38	8	62	22	16			
Opportunities for Meaningful Participation	38	38	25	27	36	36			
School Connectedness Scale									
	40	49	12	30	50	20			

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	32	51	17						
Caring Adult Relationships	31	52	17						
High Expectations	43	43	14						
Opportunities for Meaningful Participation	9	56	35						
Community Environment									
Total	60	29	12						
Caring Adult Relationships	60	31	10						
High Expectations	55	33	12						
Opportunities for Meaningful Participation	48	33	19						
School Connectedness Scale									
	39	43	17						

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	31	64	6	35	52	13			
Caring Adult Relationships	32	58	11	35	54	11			
High Expectations	49	50	1	35	54	11			
Opportunities for Meaningful Participation	18	59	23	25	50	25			
Community Environment									
Total	63	35	1	66	23	11			
Caring Adult Relationships	58	33	10	50	41	9			
High Expectations	60	36	4	52	39	9			
Opportunities for Meaningful Participation	50	33	17	48	32	19			
School Connectedness Scale									
	49	47	4	41	44	16			

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	26	57	16	34	49	17	24	57	19
Caring Adult Relationships	28	58	14	36	50	14	33	53	14
High Expectations	43	49	8	45	45	10	35	51	13
Opportunities for Meaningful Participation	11	49	39	16	47	37	9	50	41
Community Environment									
Total	54	35	11	59	32	9	43	46	11
Caring Adult Relationships	59	31	11	62	28	10	48	43	9
High Expectations	59	31	11	61	30	8	49	39	12
Opportunities for Meaningful Participation	36	40	24	42	39	19	23	45	33
School Connectedness Scale									
	43	49	9	42	45	13	40	40	21

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

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

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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
School Environment							
Total	26	20	32		31	26	
Caring Adult Relationships	32	27	31		32	28	
High Expectations	46	47	43		49	43	
Opportunities for Meaningful Participation	9	3	9		18	11	
Community Environment							
Total	51	53	60		63	54	
Caring Adult Relationships	63	60	60		58	59	
High Expectations	61	54	55		60	59	
Opportunities for Meaningful Participation	32	38	48		50	36	
School Connectedness Scale							
	43	40	39		49	43	

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
School Environment							
Total	34	29			35	34	
Caring Adult Relationships	35	36			35	36	
High Expectations	51	37			35	45	
Opportunities for Meaningful Participation	14	13			25	16	
Community Environment							
Total	56	55			66	59	
Caring Adult Relationships	57	67			50	62	
High Expectations	60	62			52	61	
Opportunities for Meaningful Participation	35	27			48	42	
School Connectedness Scale							
	35	30			41	42	

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
School Environment							
Total	45					24	
Caring Adult Relationships	40					33	
High Expectations	56					35	
Opportunities for Meaningful Participation	13					9	
Community Environment							
Total	40					43	
Caring Adult Relationships	53					48	
High Expectations	53					49	
Opportunities for Meaningful Participation	19					23	
School Connectedness Scale							
	38					40	

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

	Grade 9 %	Grade 11 %	NT %
I feel close to people in this school			
Strongly Disagree	4	5	12
Disagree	6	7	9
Neither Agree Nor Disagree	25	24	36
Agree	44	42	34
Strongly Agree	21	21	10
I am happy to be at this school			
Strongly Disagree	4	6	13
Disagree	6	7	8
Neither Agree Nor Disagree	25	29	30
Agree	43	39	37
Strongly Agree	21	19	12
I feel like I am part of this school			
Strongly Disagree	6	8	13
Disagree	9	10	10
Neither Agree Nor Disagree	31	31	33
Agree	40	37	34
Strongly Agree	14	14	10
Teachers at this school treat students fairly			
Strongly Disagree	8	7	12
Disagree	13	13	7
Neither Agree Nor Disagree	32	33	25
Agree	35	37	39
Strongly Agree	11	10	17
I feel safe in my school			
Strongly Disagree	6	7	11
Disagree	10	9	9
Neither Agree Nor Disagree	34	33	35
Agree	38	39	36
Strongly Agree	13	11	10

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

Table A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult...	Grade 9	Grade 11	NT
	%	%	%
<i>Caring Relationships</i>			
who really cares about me			
Not At All True	12	11	14
A Little True	32	29	26
Pretty Much True	35	34	39
Very Much True	21	27	21
who notices when I am not there			
Not At All True	13	11	12
A Little True	27	26	23
Pretty Much True	33	34	37
Very Much True	27	29	29
who listens when I have something to say			
Not At All True	11	10	14
A Little True	25	23	24
Pretty Much True	36	33	33
Very Much True	28	33	29
<i>High Expectations</i>			
who tells me when I do a good job			
Not At All True	8	8	12
A Little True	22	22	22
Pretty Much True	39	36	38
Very Much True	31	34	28
who always wants me to do my best			
Not At All True	6	6	11
A Little True	16	17	18
Pretty Much True	34	35	37
Very Much True	44	42	34
who believes that I will be a success			
Not At All True	9	11	14
A Little True	19	20	23
Pretty Much True	34	32	31
Very Much True	38	37	32

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

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

	Grade 9 %	Grade 11 %	NT %
Opportunities for Meaningful Participation			
I do interesting activities at school			
Not At All True	23	22	29
A Little True	28	27	30
Pretty Much True	26	24	26
Very Much True	24	27	14
I help decide things like class rules or activities			
Not At All True	52	50	47
A Little True	27	26	28
Pretty Much True	14	14	18
Very Much True	6	10	7
I do things that make a difference at school			
Not At All True	32	31	33
A Little True	35	31	31
Pretty Much True	21	23	21
Very Much True	11	15	14

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

Table A3.12

Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult...	Grade 9	Grade 11	NT
	%	%	%
<i>Caring Relationships</i>			
who really cares about me			
Not At All True	7	8	10
A Little True	12	10	12
Pretty Much True	21	18	29
Very Much True	60	64	49
who notices when I am upset about something			
Not At All True	12	13	14
A Little True	16	13	16
Pretty Much True	24	23	34
Very Much True	48	52	37
whom I trust			
Not At All True	12	14	16
A Little True	13	12	13
Pretty Much True	21	20	28
Very Much True	53	55	43
<i>High Expectations</i>			
who tells me when I do a good job			
Not At All True	11	10	17
A Little True	16	16	19
Pretty Much True	26	24	31
Very Much True	46	50	33
who believes that I will be a success			
Not At All True	9	10	12
A Little True	13	12	16
Pretty Much True	24	23	30
Very Much True	54	55	42
who always wants me to do my best			
Not At All True	8	8	10
A Little True	10	9	12
Pretty Much True	22	20	32
Very Much True	60	63	47

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

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

	Grade 9 %	Grade 11 %	NT %
Opportunities for Meaningful Participation			
I am part of clubs, sports teams, church/temple or other group activities			
Not At All True	39	35	53
A Little True	12	13	16
Pretty Much True	14	14	17
Very Much True	34	38	14
I am involved in music, art, literature, sports or a hobby			
Not At All True	28	24	36
A Little True	13	14	15
Pretty Much True	18	15	21
Very Much True	42	47	28
I help other people			
Not At All True	14	14	21
A Little True	24	21	31
Pretty Much True	32	32	26
Very Much True	30	33	22

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)			
0 times	50	34	17
1 time	10	10	7
2 to 3 times	13	12	13
4 or more times	27	44	63
Marijuana			
0 times	65	55	19
1 time	6	7	6
2 to 3 times	7	8	10
4 or more times	22	30	65
Inhalants (to get high)			
0 times	76	77	55
1 time	6	5	8
2 to 3 times	7	5	9
4 or more times	11	12	28
Cocaine			
0 times	93	90	64
1 time	3	3	8
2 to 3 times	2	3	9
4 or more times	2	4	19
Methamphetamine or any amphetamines			
0 times	94	92	72
1 time	2	2	4
2 to 3 times	2	2	10
4 or more times	2	4	15

*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 9 %	Grade 11 %	NT %
LSD or other psychedelics			
0 times	93	92	79
1 time	2	3	5
2 to 3 times	2	2	9
4 or more times	2	3	7
Ecstasy			
0 times	85	79	53
1 time	5	5	6
2 to 3 times	4	5	12
4 or more times	6	11	28
Heroin			
0 times	96	96	90
1 time	1	1	2
2 to 3 times	1	1	6
4 or more times	2	2	3
Other illegal drug or pill			
0 times	86	85	66
1 time	3	3	6
2 to 3 times	4	5	9
4 or more times	6	7	19
<i>Any of the above AOD Use</i>	55	70	88
Prescription pain killers			
0 times	87	83	65
1 time	4	5	8
2 to 3 times	4	5	12
4 or more times	5	6	15

*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 9 %	Grade 11 %	NT %
Barbiturates			
0 times	96	97	89
1 time	1	1	3
2 to 3 times	1	1	4
4 or more times	1	1	4
Tranquilizers or sedatives			
0 times	94	94	84
1 time	2	1	5
2 to 3 times	2	2	6
4 or more times	2	2	6
Cold/Cough Medicines			
0 times	77	74	60
1 time	5	4	6
2 to 3 times	7	7	17
4 or more times	12	15	17
Diet Pills			
0 times	93	94	89
1 time	2	1	2
2 to 3 times	2	1	5
4 or more times	4	4	4
Ritalin™ or Adderall™			
0 times	96	95	89
1 time	1	1	3
2 to 3 times	1	2	4
4 or more times	2	2	3

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 9 %	Grade 11 %	NT %
Alcohol (one full drink)			
Never	44	32	17
10 or under	12	8	11
11 -12 years old	15	9	15
13-14 years old	25	18	29
15-16 years old	3	31	21
17 years or older	1	2	8
Marijuana			
Never	67	58	23
10 or under	3	2	7
11 -12 years old	7	6	19
13-14 years old	19	13	22
15-16 years old	2	19	21
17 years or older	0	2	8
Other illegal drug			
Never	79	75	48
10 or under	2	1	7
11 -12 years old	5	3	7
13-14 years old	12	6	14
15-16 years old	2	14	17
17 years or older	0	1	6

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

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

	Grade 9	Grade 11	NT
	%	%	%
Alcohol (at least one drink)	28	33	55
Binge drinking (5 or more drinks in a row)	16	21	46
Marijuana	20	22	56
Inhalants	10	8	21
Cocaine	4	4	21
Methamphetamine or any amphetamines	3	4	16
Ecstasy, LSD or other psychedelics	6	6	22
Other illegal drug or pill	8	6	20
<i>Any drug use</i>	24	26	63
<i>Heavy drug user</i>	13	13	40
<i>Any of the above AOD Use</i>	34	40	69
Two or more of the above at the same time	9	12	31

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

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

	Grade 9	Grade 11	NT
	%	%	%
Alcohol			
None	72	67	45
1 or 2 days	17	18	24
3 to 9 days	6	8	13
10 to 19 days	3	4	8
20 or more days (daily)	2	3	9
Marijuana			
None	80	78	44
1 or 2 days	8	9	15
3 to 9 days	5	6	7
10 to 19 days	2	3	10
20 or more days (daily)	4	5	24

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 9	Grade 11	NT
	%	%	%
0 times	70	60	30
1 to 2 times	17	21	26
3 to 6 times	7	9	18
7 or more times	6	9	26

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

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

	Grade 9	Grade 11	NT
	%	%	%
0 times	69	61	25
1 to 2 times	10	11	15
3 to 6 times	7	8	10
7 or more times	15	20	50

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

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

	Grade 9	Grade 11	NT
	%	%	%
0 days	84	79	54
1 to 2 days	9	11	18
3 or more days	7	10	27

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

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

	Grade 9	Grade 11	NT
	%	%	%
Don't drink alcohol	49	37	23
Just a sip or two	16	15	11
Enough to feel it a little	15	18	20
Enough to feel it a lot	13	21	31
Until really drunk	6	8	16

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	66	60	25
Not high at all	5	5	7
A little high	9	10	18
Moderately high	11	15	25
Very high	9	10	25

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
	%	%	%
<i>Never</i>	77	75	60
<i>Any</i>	23	25	40
1 time	7	7	9
2 times	5	6	9
3 to 6 times	5	6	13
7 or more times	6	6	10

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

Table A4.11

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

Never

Any

1 time

2 times

3 to 6 times

7 or more times

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

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

	Grade 9	Grade 11	NT
	%	%	%
Alcohol			
0 days	91	91	80
1 to 2 days	6	6	13
3 or more days	3	3	7
Marijuana			
0 days	89	91	70
1 to 2 days	5	4	14
3 or more days	5	4	16
Any illegal drug or pill			
0 days	94	95	83
1 to 2 days	3	3	8
3 or more days	3	2	9
Any of the above	16	14	35

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 9	Grade 11	NT
	%	%	%
0 times	79	74	47
1 to 2 times	9	11	16
3 to 6 times	5	7	13
7 or more times	6	8	24

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

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

	Grade 9 %	Grade 11 %	NT %
Alcohol - Drink Occasionally			
Great	31	31	38
Moderate	27	27	22
Slight	23	26	20
None	19	17	20
Alcohol - 5 or more drinks once or twice a week			
Great	45	46	40
Moderate	23	23	21
Slight	12	14	17
None	20	17	21

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 9 %	Grade 11 %	NT %
Marijuana - Smoke Occasionally			
Great	37	33	28
Moderate	24	21	15
Slight	16	22	26
None	23	24	31
Marijuana - Smoke once or twice a week			
Great	42	39	28
Moderate	21	19	16
Slight	13	17	21
None	24	25	34

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 9 %	Grade 11 %	NT %
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	29	28	43
Somewhat disapprove	25	21	28
Strongly disapprove	46	51	30
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	37	41	56
Somewhat disapprove	21	23	23
Strongly disapprove	42	36	21
Marijuana - Once a month or more			
Neither approve or disapprove	37	42	57
Somewhat disapprove	21	19	24
Strongly disapprove	42	39	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***

	Grade 9 %	Grade 11 %	NT %
None of them	13	9	16
10 percent	12	7	2
20 percent	8	5	5
30 percent	9	6	7
40 percent	7	5	3
50 percent	18	19	10
60 percent	6	7	1
70 percent	7	11	7
80 percent	8	12	6
90 percent	7	12	16
All of them	5	6	26

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	57	46	27
Problems with emotions, nerves, mental health	11	12	18
Trouble or problems with the police	7	8	23
Money problems	4	4	9
Miss school	4	5	14
Problems with school work	6	7	6
Fight with other kids	4	3	8
Damage a friendship	6	6	7
Physically hurt or injure yourself	4	5	6
Unwanted or unprotected sex	3	4	7
Forget what happened or pass out	7	10	14
Other problems	4	5	6
More than one problem	10	13	18
Never had problems when I've used alcohol/drugs	22	32	28

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

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

	Grade 9 %	Grade 11 %	NT %
Does not apply, have not used alcohol or drugs	61	48	28
Had to increase use to get same effect as before	8	11	20
Spent a lot of time getting, using, or being "hung over" from using	5	5	13
Used alcohol or drugs a lot more than intended	6	8	18
Used alcohol or drugs when alone	7	10	12
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	3	4	11
Often didn't feel OK unless had something to drink or used a drug	3	4	7
Thought about reducing or stopping	8	11	15
Told self not going to use but used anyway	6	8	13
Spoke with someone about reducing or stopping use	4	7	8
Attended counseling, program, or group to reduce/stop use	1	2	6
More than one experience	9	13	19
Use alcohol or drugs but have not experienced any of these things	19	28	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***

	Grade 9 %	Grade 11 %	NT %
Alcohol			
Very difficult	7	5	14
Fairly difficult	8	8	10
Fairly easy	22	24	21
Very easy	38	45	41
Don't know	25	18	13
Marijuana			
Very difficult	8	5	16
Fairly difficult	6	4	6
Fairly easy	18	18	12
Very easy	43	55	55
Don't know	26	18	12

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 9 %	Grade 11 %	NT %
0 times	63	62	58
1 time	13	10	10
2 to 3 times	10	11	13
4 or more times	13	17	19

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

Table A4.22

Talked to parents or guardian about dangers of tobacco, alcohol, or drug use

	Grade 9	Grade 11	NT
	%	%	%
No	48	47	48
Yes	52	53	52

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

Table A4.23

Heard, read or watched any messages about not using alcohol, tobacco or drugs

	Grade 9	Grade 11	NT
	%	%	%
No	19	23	33
Yes	81	77	67

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

Table A4.24***Used Alcohol, Past 30 days*****Cells are empty if there are less than 25 respondents**

	Grade 9	Grade 11	NT
	%	%	%
Hispanic or Latino	29	33	54
American Indian or Alaska Native	20	40	
Asian	8	17	
Black or African American	37		
Native Hawaiian or Pacific Islander			
White	27	31	45
Mixed (two or more) races	28	34	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**

	Grade 9	Grade 11	NT
	%	%	%
Hispanic or Latino	21	22	22
American Indian or Alaska Native	19	34	
Asian	3	8	
Black or African American	35		
Native Hawaiian or Pacific Islander			
White	15	21	53
Mixed (two or more) races	22	22	57

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs			
0 times	na	na	na
1 time	na	na	na
2 to 3 times	na	na	na
4 or more times	na	na	na
A whole cigarette			
0 times	78	72	36
1 time	7	7	10
2 to 3 times	5	6	13
4 or more times	9	15	41
Smokeless tobacco			
0 times	95	93	83
1 time	2	2	5
2 to 3 times	2	2	6
4 or more times	1	3	6

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 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette			
Never	74	67	32
10 or under	5	3	8
11 -12 years old	7	5	17
13-14 years old	12	9	17
15-16 years old	2	15	18
17 years or older	0	1	8
Smokeless Tobacco			
Never	91	89	71
10 or under	2	1	4
11 -12 years old	2	2	7
13-14 years old	4	3	10
15-16 years old	0	5	5
17 years or older	0	1	3

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

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

	Grade 9 %	Grade 11 %	NT %
Cigarettes			
Any	9	12	37
Daily	1	2	8
Smokeless Tobacco			
Any	3	3	13
Daily	1	1	4

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 9	Grade 11	NT
	%	%	%
<i>None</i>	96	96	82
<i>Any</i>	4	4	18
1 or 2 days	2	3	9
3 to 9 days	1	1	3
10 to 19 days	0	0	1
20 to 30 days	1	1	4

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

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

	Grade 9	Grade 11	NT
	%	%	%
Neither approve or disapprove	27	24	40
Somewhat disapprove	19	18	26
Strongly disapprove	54	58	34

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 9	Grade 11	NT
	%	%	%
Neither approve or disapprove	22	20	32
Somewhat disapprove	19	17	27
Strongly disapprove	59	63	40

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 9	Grade 11	NT
	%	%	%
Smoking Occasionally			
Great	36	37	42
Moderate	26	25	18
Slight	18	20	15
None	20	18	25
Smoking 1-2 packs of cigarette a day			
Great	61	66	56
Moderate	13	10	11
Slight	5	6	8
None	22	17	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***

	Grade 9	Grade 11	NT
	%	%	%
Very difficult	7	5	12
Fairly difficult	8	6	9
Fairly easy	22	24	20
Very easy	33	41	43
Don't know	30	24	16

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

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

	Grade 9	Grade 11	NT
	%	%	%
None of them	18	15	21
10 percent	23	18	11
20 percent	13	12	9
30 percent	11	11	8
40 percent	7	9	4
50 percent	15	18	16
60 percent	3	4	3
70 percent	3	5	9
80 percent	3	4	8
90 percent	2	3	6
All of them	2	2	6

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 9	Grade 11	NT
	%	%	%
Hispanic or Latino	9	8	34
American Indian or Alaska Native	8	19	
Asian	15		
Black or African American			
Native Hawaiian or Pacific Islander	5	10	
White	9	12	36
Mixed (two or more) races			

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
Had mean rumors/lies spread about you			
0 times	69	68	71
1 time	16	15	13
2 to 3 times	8	9	9
4 or more times	7	8	8
Had sexual jokes/comments/gestures made to you			
0 times	64	66	72
1 time	11	9	10
2 to 3 times	10	9	8
4 or more times	15	16	10
Been made fun of because of your looks/way talk			
0 times	68	72	73
1 time	13	11	10
2 to 3 times	8	8	9
4 or more times	11	9	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 9	Grade 11	NT
	%	%	%
Been pushed, shoved, hit, etc.			
0 times	76	80	80
1 time	12	10	9
2 to 3 times	7	6	7
4 or more times	6	4	3
Been afraid of being beaten up			
0 times	82	85	80
1 time	11	8	10
2 to 3 times	4	4	7
4 or more times	3	2	3
Been in physical fight			
0 times	80	84	69
1 time	10	8	12
2 to 3 times	6	4	10
4 or more times	5	4	10

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 9	Grade 11	NT
	%	%	%
Had property stolen/damaged			
0 times	77	81	79
1 time	14	11	8
2 to 3 times	5	6	8
4 or more times	4	3	5
Damaged school property on purpose			
0 times	84	89	77
1 time	8	5	9
2 to 3 times	4	3	8
4 or more times	5	3	7

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 9	Grade 11	NT
	%	%	%
Carried a gun			
0 times	95	96	87
1 time	2	2	5
2 or more times	3	2	8
Carried any other weapon			
0 times	91	91	77
1 time	4	4	7
2 or more times	5	5	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 9 %	Grade 11 %	NT %
Seen someone with a weapon			
0 times	73	74	67
1 time	13	12	15
2 or more times	14	14	18
Been threatened/injured with a weapon			
0 times	92	93	81
1 time	4	3	8
2 or more times	4	3	10

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 9 %	Grade 11 %	NT %
Neither approve or disapprove	21	18	33
Somewhat disapprove	11	7	20
Strongly disapprove	68	75	47

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 9 %	Grade 11 %	NT %
Race, Ethnicity, or National Origin			
0 times	87	87	83
1 time	6	6	6
2 or more times	7	7	11
Religion			
0 times	93	91	83
1 time	4	4	9
2 or more times	3	5	8
Gender			
0 times	92	93	84
1 time	3	3	6
2 or more times	4	4	10
Sexual Orientation *			
0 times	90	92	85
1 time	4	3	7
2 or more times	5	4	8
Physical/Mental Disability			
0 times	94	95	84
1 time	3	2	7
2 or more times	3	3	9
<i>Any of the Above Five Hate-Crime Reasons</i>			
	22	21	26
Any Other Reason			
0 times	82	85	78
1 time	8	6	12
2 or more times	11	9	11
<i>Any Harassment</i>			
	29	25	31

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

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

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

	Grade 9	Grade 11	NT
	%	%	%
No	91	93	86
Yes	9	7	14

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 9	Grade 11	NT
	%	%	%
Does not apply, didn't have a boy/girlfriend	46	41	40
No	49	53	53
Yes	5	7	7

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

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

	Grade 9	Grade 11	NT
	%	%	%
Very safe	19	16	29
Safe	37	40	33
Neither safe nor unsafe	37	37	33
Unsafe	5	4	4
Very unsafe	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 9	Grade 11	NT
	%	%	%
0 times (never)	81	80	74
1 time	10	11	12
2-3 times	5	6	9
4 or more times	3	3	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 9	Grade 11	NT
	%	%	%
Hispanic or Latino	26	22	21
American Indian or Alaska Native	29	24	
Asian	24		
Black or African American			
Native Hawaiian or Pacific Islander	29	24	
White	23	20	26
Mixed (two or more) races			

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

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

	Grade 9	Grade 11	NT
	%	%	%
Hispanic or Latino	18	16	12
American Indian or Alaska Native	24	18	
Asian	14		
Black or African American			
Native Hawaiian or Pacific Islander	25	21	
White	12	13	19
Mixed (two or more) races			

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

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 9 %	Grade 11 %	NT %
No	47	44	49
Yes	53	56	51

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
No	69	68	71
Yes	31	32	29

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	84	85
Yes	18	16	15

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

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

	Grade 9 %	Grade 11 %	NT %
Card or dice games			
Not at all	85	84	71
Less than once a month	8	7	14
1 to 3 times	4	5	10
Once a week or more	3	4	5
Personal skill games			
Not at all	81	81	71
Less than once a month	8	8	9
1 to 3 times	5	5	10
Once a week or more	6	5	7
Betting on sports			
Not at all	78	76	70
Less than once a month	11	12	13
1 to 3 times	6	7	11
Once a week or more	5	5	6
Lottery			
Not at all	86	87	72
Less than once a month	7	6	11
1 to 3 times	4	4	10
Once a week or more	3	3	7
Bet or gambled in any other way			
Not at all	84	85	69
Less than once a month	8	8	13
1 to 3 times	4	4	11
Once a week or more	4	4	7

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

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use						
<i>During your life did you ever...</i>						
drink alcohol (one full drink)?	53	47	68	63	85	83
use inhalants?	27	21	23	22	48	42
smoke marijuana?	34	35	40	49	80	82
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	32	23	33	33	59	52
use inhalants?	11	8	8	8	20	19
smoke marijuana?	21	20	20	25	53	57
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking alcohol?	34	26	39	40	73	68
been high from using drugs?	32	30	34	44	78	73
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	18	14	20	22	42	46
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	23	19	25	27	56	52
During the past 30 days, did you use marijuana on school property?	11	11	6	11	26	31
Perceived Harm						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	82	77	84	82	78	79
marijuana (once or twice a week)	80	72	80	69	64	66

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

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

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	19	24	24	33	61	65
During the past 30 days, did you smoke a cigarette?	10	8	10	14	31	40
During the past 30 days, did you smoke cigarettes daily?	1	1	1	3	2	11
During the past 30 days, did you smoke cigarettes on school property?	4	4	3	5	16	19
Frequent use of cigarettes is harmful. (1-2 packs a day)*	80	76	83	83	76	73

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

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

	9th Grade		11th Grade		NT	
	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	13	14	15
Religion	6	9	8	9	15	17
Gender	7	8	6	7	15	15
Gay/lesbian, or someone thought you were	8	11	6	9	18	12
Physical/mental disability	4	7	4	7	15	15
Any other reason	20	17	16	14	23	21
During the past 12 months at school have you been in a physical fight?	16	24	12	20	32	29
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	5	5	7	7	8	6
Feels safe at school	53	59	54	58	51	67
Currently belong to a gang?	6	12	5	10	10	14

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

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	51	56	58	55	44	55
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?	40	22	38	26	37	25

9. Comparisons

Table A9.1

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

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use						
<i>During your life did you ever...</i>						
smoke a cigarette?	22	20	45 ^a	28	34	55 ^a
chew tobacco or snuff?	5	6	~	7	10	~
drink alcohol (glass)?	50	47	67	66	66	79
use inhalants?	24	14	15	23	15	12
smoke marijuana?	35	25	29	45	42	50
<i>During the past 30 days, did you...</i>						
smoke a cigarette?	9	11	15	12	17	24
chew tobacco or snuff?	3	5	6	3	6	6
drink alcohol (glass)?	28	24	37	33	42	53
use inhalants?	10	7	~	8	7	~
smoke marijuana?	20	15	16	22	24	21
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking?	30	28	~	40	45	~
been high from using drugs?	31	22	~	39	37	~
<i>During the past 30 days, did you...</i>						
drink 5 drinks in a couple of hours?	16	16	18	21	29	28

^aYRBS asks about smoking even a puff or two.

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

Table A9.1 - Continued

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

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property						
During your life, have you ever been drunk/high?	21	13	~	26	25	~
During the past 30 days, did you smoke cigarettes?	4	7	4	4	7	5
Perceived Harm						
<i>People risk harming themselves using...^b</i>						
cigarettes (1-2 packs a day)	78	90	~	83	93	~
alcohol (five or more drinks once or twice a week)	80	89	~	83	92	~
marijuana (once or twice a week)	76	85	~	75	87	~

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

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

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

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
School Safety						
<i>During the past 12 months at school, have you....</i>						
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	22	27	~	21	22	~
been in a physical fight?	20	25	18	16	23	11
been afraid of being beaten up?	18	22	~	15	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	11	13	~	9	13	~
How safe do you feel when you are at school? Very safe.	19	16	~	16	20	~
Do you consider yourself a member of a gang?	9	8	~	7	8	~
School Protective Factors - High Levels (Resilience Indicators)						
Caring relationships with teacher or other adult	29	28	~	35	29	~
High expectations from teacher or other adult	45	39	~	45	38	~
Opportunities for meaningful participation at their school	11	13	~	15	15	~
Total	27	27	~	32	28	~
School Connectedness Scale	43	34	~	42	31	~

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

Montebello Unified
Secondary
2010-2011
Main Report

S3 Module & District Custom Question

G1***Adults at this school treat all students with respect.***

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	11	9	13
Disagree	12	14	9
Neither disagree nor agree	30	33	30
Agree	32	31	32
Strongly agree	16	12	15

G2***My class lessons include examples of my racial, ethnic, or cultural background.***

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	15	12	17
Disagree	18	15	19
Neither disagree nor agree	39	39	37
Agree	20	26	22
Strongly agree	8	8	5

G3***I have been disrespected by an adult at this school because of my race, ethnicity, or culture.***

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	49	47	42
Disagree	22	26	27
Neither disagree nor agree	17	17	18
Agree	7	6	10
Strongly agree	4	4	3

G4***There is a lot of tension in this school between different cultures, races, or ethnicities.***

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	29	32	39
Disagree	21	25	22
Neither disagree nor agree	28	27	24
Agree	14	10	11
Strongly agree	7	6	4

G5***Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.***

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	8	7	15
Disagree	6	6	7
Neither disagree nor agree	22	26	26
Agree	35	35	29
Strongly agree	28	25	22

G6***The teachers and other adults work hard to help me with my schoolwork when I need it.***

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	10	7	16
Disagree	8	10	6
Neither disagree nor agree	29	32	28
Agree	33	34	33
Strongly agree	20	17	16

G7***Teachers show how classroom lessons are helpful to students in real life.***

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	10	7	14
Disagree	8	9	8
Neither disagree nor agree	29	36	35
Agree	34	34	26
Strongly agree	19	13	15

G8***Teachers give students a chance to take part in classroom discussions or activities.***

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	8	6	15
Disagree	7	6	5
Neither disagree nor agree	25	27	28
Agree	39	43	35
Strongly agree	21	18	15

G9***Students at this school are motivated to learn.***

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	12	11	15
Disagree	13	14	13
Neither disagree nor agree	45	50	35
Agree	20	20	25
Strongly agree	10	6	10

G10

This school promotes academic success for all students.

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	8	7	14
Disagree	7	8	8
Neither disagree nor agree	32	35	36
Agree	34	35	28
Strongly agree	19	15	13

G11

This school is a supportive and inviting place for students to learn.

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	9	7	15
Disagree	7	8	6
Neither disagree nor agree	35	40	37
Agree	33	33	29
Strongly agree	16	13	13

G12

All students are treated fairly when they break school rules.

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	14	15	18
Disagree	13	13	12
Neither disagree nor agree	34	37	32
Agree	26	25	24
Strongly agree	14	10	12

G13

This school clearly informs students what would happen if they break school rules.

	Grade 9	Grade 11	NT
	%	%	%
Strongly disagree	9	7	17
Disagree	8	8	5
Neither disagree nor agree	26	29	31
Agree	34	37	31
Strongly agree	22	19	16

G14***The schoolyard and buildings are clean and in good condition***

	Grade 9 %	Grade 11 %	NT %
Strongly disagree	13	15	13
Disagree	13	15	8
Neither disagree nor agree	38	38	36
Agree	25	24	30
Strongly agree	9	7	13

G15***Students at this school are well behaved***

	Grade 9 %	Grade 11 %	NT %
Strongly disagree	17	19	20
Disagree	20	19	16
Neither disagree nor agree	45	49	39
Agree	13	10	20
Strongly agree	5	3	5

G16***I have participated in the following career-related activities at this school. (Mark all that apply)***

	Grade 9 %	Grade 11 %	NT %
Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments	20	25	27
Classes focused on preparing students for careers in a specific industry	14	19	16
Paid or unpaid internship or apprenticeship	9	11	17
None of the above or don't know	63	58	44

G17

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	87	89	90	86
1 day	5	4	4	4
2 or 3 days	4	4	3	4
4 or more days	4	3	3	6