

California Healthy Kids Survey

Wheatland Elementary
Secondary
2012-2013
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 2012-13 *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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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7
<i>Student Sample Size</i>	
Target Sample	125
Final Number	121
Average Response Rate	97%

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7
	%
12 years or younger	51
13 years old	45
14 years old	3
15 years old	0
16 years old	0
17 years old	0
18 years or older	0

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

Table A2.2

Gender of Sample

	Grade 7
	%
Male	52
Female	48

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

Table A2.3

Hispanic or Latino

	Grade 7
	%
No	72
Yes	27

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

Table A2.4

Race

	Grade 7 %
American Indian or Alaska Native	5
Asian	7
Black or African American	6
Native Hawaiian or Pacific Islander	0
White	48
Mixed (two or more) races	34

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

Table A2.5

Living Situation

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

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

Table A2.6

Grades, Past 12 Months

	Grade 7
	%
Mostly A's	16
A's and B's	33
Mostly B's	8
B's and C's	21
Mostly C's	8
C's and D's	11
Mostly D's	2
Mostly F's	1

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

Table A2.7

Truancy, Past 12 Months

	Grade 7
	%
0 times	82
1-2 times	11
A few times	6
Once a month	0
Once a week	1
More than once a week	1

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

Table A2.8

Days Home Alone During Normal School Week

	Grade 7 %
Never	30
1 day	18
2 days	15
3 days	12
4 days	3
5 days	21

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

Table A2.9

Migrant Education

	Grade 7 %
Yes	2
No	64
Don't know	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?

Table A2.10

Military

	Grade 7 %
No	58
Yes	41
Don't know	2

Question HS A132/MS A114: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<i>School Environment</i>			
Total	51	44	5
Caring Adult Relationships	48	47	5
High Expectations	63	36	2
Opportunities for Meaningful Participation	19	67	14
<i>Community Environment</i>			
Total	76	23	2
Caring Adult Relationships	77	17	6
High Expectations	72	24	4
Opportunities for Meaningful Participation	65	28	8
<i>School Connectedness Scale</i>			
	70	25	5

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<i>School Environment</i>			
Total	52	45	3
Caring Adult Relationships	45	52	3
High Expectations	70	30	0
Opportunities for Meaningful Participation	21	64	15
<i>Community Environment</i>			
Total	76	24	0
Caring Adult Relationships	85	9	6
High Expectations	76	18	6
Opportunities for Meaningful Participation	64	30	6
<i>School Connectedness Scale</i>			
	82	15	3

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<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 A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<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 A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<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 A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	55	38	7
Caring Adult Relationships	48	45	7
High Expectations	62	34	3
Opportunities for Meaningful Participation	17	69	14
Community Environment			
Total	74	23	4
Caring Adult Relationships	74	19	7
High Expectations	69	28	3
Opportunities for Meaningful Participation	65	26	9
School Connectedness Scale			
	71	26	3

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<i>School Environment</i>			
Total	51	46	2
Caring Adult Relationships	51	44	5
High Expectations	66	34	0
Opportunities for Meaningful Participation	24	63	12
<i>Community Environment</i>			
Total	73	27	0
Caring Adult Relationships	80	12	7
High Expectations	73	20	7
Opportunities for Meaningful Participation	63	34	2
<i>School Connectedness Scale</i>			
	83	12	5

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	52					55	51
Caring Adult Relationships	45					48	51
High Expectations	70					62	66
Opportunities for Meaningful Participation	21					17	24
Community Environment							
Total	76					74	73
Caring Adult Relationships	85					74	80
High Expectations	76					69	73
Opportunities for Meaningful Participation	64					65	63
School Connectedness Scale							
	82					71	83

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

NH/PI:

Table A3.9.2

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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

NH/PI:

Table A3.9.3

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							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

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

NH/PI:

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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

NH/PI:

Table A3.10
School Connectedness Scale Questions

	Grade 7 %
I feel close to people in this school.	
Strongly Disagree	2
Disagree	5
Neither Agree Nor Disagree	13
Agree	50
Strongly Agree	29
I am happy to be at this school.	
Strongly Disagree	3
Disagree	4
Neither Agree Nor Disagree	10
Agree	39
Strongly Agree	43
I feel like I am part of this school.	
Strongly Disagree	3
Disagree	9
Neither Agree Nor Disagree	16
Agree	41
Strongly Agree	31
Teachers at this school treat students fairly.	
Strongly Disagree	6
Disagree	13
Neither Agree Nor Disagree	24
Agree	38
Strongly Agree	19
I feel safe in my school.	
Strongly Disagree	1
Disagree	4
Neither Agree Nor Disagree	11
Agree	45
Strongly Agree	39

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 7 %
---	--------------

Caring Relationships

who really cares about me.

Not At All True	2
A Little True	25
Pretty Much True	37
Very Much True	36

who notices when I am not there.

Not At All True	8
A Little True	25
Pretty Much True	35
Very Much True	32

who listens when I have something to say.

Not At All True	5
A Little True	23
Pretty Much True	26
Very Much True	47

High Expectations

who tells me when I do a good job.

Not At All True	2
A Little True	21
Pretty Much True	28
Very Much True	48

who always wants me to do my best.

Not At All True	1
A Little True	10
Pretty Much True	27
Very Much True	62

who believes that I will be a success.

Not At All True	4
A Little True	18
Pretty Much True	26
Very Much True	51

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

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

	Grade 7 %
Opportunities for Meaningful Participation	
I do interesting activities at school.	
Not At All True	4
A Little True	19
Pretty Much True	36
Very Much True	41
I help decide things like class rules or activities.	
Not At All True	32
A Little True	36
Pretty Much True	25
Very Much True	7
I do things that make a difference at school.	
Not At All True	13
A Little True	40
Pretty Much True	27
Very Much True	19

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

Table A3.12

Community Protective Factors (Developmental Supports)

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

Caring Relationships

who really cares about me.

Not At All True	2
A Little True	12
Pretty Much True	17
Very Much True	70

who notices when I am upset about something.

Not At All True	9
A Little True	10
Pretty Much True	17
Very Much True	64

whom I trust.

Not At All True	4
A Little True	6
Pretty Much True	20
Very Much True	70

High Expectations

who tells me when I do a good job.

Not At All True	5
A Little True	16
Pretty Much True	23
Very Much True	56

who believes that I will be a success.

Not At All True	3
A Little True	14
Pretty Much True	17
Very Much True	66

who always wants me to do my best.

Not At All True	2
A Little True	9
Pretty Much True	12
Very Much True	76

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

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

	Grade 7
	%
Opportunities for Meaningful Participation	
I am part of clubs, sports teams, church/temple or other group activities.	
Not At All True	12
A Little True	12
Pretty Much True	15
Very Much True	61
I am involved in music, art, literature, sports or a hobby.	
Not At All True	9
A Little True	9
Pretty Much True	12
Very Much True	70
I help other people.	
Not At All True	2
A Little True	20
Pretty Much True	42
Very Much True	37
<i>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.</i>	

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 %
Alcohol (one full drink)	
0 times	82
1 time	10
2 to 3 times	5
4 or more times	3
Marijuana	
0 times	97
1 time	2
2 to 3 times	0
4 or more times	1
Inhalants (to get high)	
0 times	93
1 time	3
2 to 3 times	3
4 or more times	1
Cocaine	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Methamphetamine or any amphetamine	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...alcohol (one full glass)...marijuana...inhalants...cocaine...methamphetamine or any amphetamine?
na=not asked of middle school students

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 7 %
LSD or other psychedelics	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ecstasy	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Heroin	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Other illegal drug or pill	
0 times	94
1 time	6
2 to 3 times	0
4 or more times	0
<i>Any of the above AOD Use</i>	
25	
Prescription pain killers	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

*Question HS A.43-47//MS A.41: During your life, how many times have you used or tried LSD or other psychedelics ...ecstasy... heroin...other illegal drug or pill...prescription pain killers.
na=not asked of middle school students*

Table A4.1 - Continued

AOD Use, Lifetime

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

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

Table A4.2

Age of Onset

	Grade 7 %
Alcohol (one full drink)	
Never	71
10 or under	14
11 -12 years old	13
13-14 years old	3
15-16 years old	0
17 years or older	0
Marijuana	
Never	98
10 or under	0
11 -12 years old	2
13-14 years old	1
15-16 years old	0
17 years or older	0
Other illegal drug	
Never	94
10 or under	1
11 -12 years old	2
13-14 years old	2
15-16 years old	0
17 years or older	0

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

Table A4.3

Current AOD Use, Past 30 Days

	Grade 7
	%
Alcohol (at least one drink)	9
Binge drinking (5 or more drinks in a row)	3
Marijuana	0
Inhalants	2
Cocaine	na
Methamphetamine or any amphetamine	na
Ecstasy, LSD or other psychedelics	na
Other illegal drug or pill	2
<i>Any drug use</i>	4
<i>Heavy drug user</i>	1
<i>Any of the above AOD Use</i>	10
Two or more of the above at the same time	na

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

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	Grade 7
	%
Alcohol	
None	91
1 or 2 days	6
3 to 9 days	1
10 to 19 days	0
20 or more days (daily)	3
Marijuana	
None	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 or more days (daily)	0

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Grade 7
	%
0 times	94
1 to 2 times	4
3 to 6 times	2
7 or more times	0

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

Table A4.6

Ever "High" from Using Drugs

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

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

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	Grade 7
	%
0 days	98
1 to 2 days	1
3 or more days	2

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

Table A4.8

Desired Level of Alcohol Consumption, Drinking Style or Preference

	Grade 7
	%
Don't drink alcohol	84
Just a sip or two	12
Enough to feel it a little	2
Enough to feel it a lot	3
Until really drunk	0

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

Table A4.9

Usual Level of Highness When Using Drugs

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

Question HS A77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?

Table A4.10

Ever Driven after Drinking (Respondent or by Friend)

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

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

Table A4.11

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

	Grade 7
	%
<i>Never</i>	60
<i>Any</i>	40
1 time	16
2 times	7
3 to 6 times	0
7 or more times	5

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

Table A4.12

Any Current Alcohol and Marijuana Use on School Property, Past 30 Days

	Grade 7 %
Alcohol	
0 days	98
1 to 2 days	1
3 or more days	1
Marijuana	
0 days	100
1 to 2 days	0
3 or more days	0
Any illegal drug or pill	
0 days	98
1 to 2 days	2
3 or more days	0
<i>Any of the above</i>	3

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

Table A4.13

Ever Drunk or High on School Property

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

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 %
Alcohol - Drink Occasionally	
Great	20
Moderate	28
Slight	34
None	18
Alcohol - 5 or more drinks once or twice a week	
Great	42
Moderate	29
Slight	13
None	17

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

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 %
Marijuana - Smoke Occasionally	
Great	42
Moderate	26
Slight	13
None	19
Marijuana - Smoke once or twice a week	
Great	50
Moderate	21
Slight	10
None	19

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

Table A4.16

Personal Disapproval of Using Alcohol

	Grade 7 %
Alcohol - One or two drinks nearly every day	
Neither approve or disapprove	14
Somewhat disapprove	8
Strongly disapprove	78
Marijuana or Hashish - Once or twice	
Neither approve or disapprove	14
Somewhat disapprove	13
Strongly disapprove	73
Marijuana - Once a month or more	
Neither approve or disapprove	11
Somewhat disapprove	11
Strongly disapprove	79

Question HS A.92-94/MS A.76-78: How do you feel about someone your age...drink alcohol one or two drinks every day...smoke marijuana or hashish, once or twice...smoke marijuana, once a month or more?

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

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

Question HS A.88/MS A.74: Think about a group of 100 students in your grade. About how many students...ever tried marijuana?

Table A4.18

Occurrence of Problems while Using Alcohol/Drugs

Does not apply, never used alcohol/drugs

Problems with emotions, nerves, mental health

Trouble or problems with the police

Money problems

Miss school

Problems with school work

Fight with other kids

Damage a friendship

Physically hurt or injure yourself

Unwanted or unprotected sex

Forget what happened or pass out

Other problems

More than one problem

Never had problems when I've used alcohol/drugs

Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems?

(Mark all that apply.)

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

Table A4.19

Occurrence of Experiences Related to Dependency while Using Alcohol/Drugs

Does not apply, have not used alcohol or drugs

Had to increase use to get same effect as before

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

Used alcohol or drugs a lot more than intended

Used alcohol or drugs when alone

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

Thought about reducing or stopping

Told yourself not going to use, but used anyway

Spoke with someone about reducing or stopping use

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

More than one experience

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

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

Mark all that apply.

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

Table A4.20

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 7 %
Alcohol	
Very difficult	18
Fairly difficult	6
Fairly easy	15
Very easy	14
Don't know	47
Marijuana	
Very difficult	23
Fairly difficult	9
Fairly easy	8
Very easy	9
Don't know	52

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

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	Grade 7 %
0 times	88
1 time	9
2 to 3 times	2
4 or more times	2

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

Table A4.22

Talked to Parents or Guardian about Dangers of Tobacco, Alcohol, or Drug use

	Grade 7
	%
No	39
Yes	61

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

Table A4.23

Heard, Read or Watched any Messages about Not Using Alcohol, Tobacco or Drugs

	Grade 7
	%
No	13
Yes	87

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

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7 %
Hispanic or Latino	19
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	9
Mixed (two or more) races	13

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

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

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 %
A cigarette, even one or two puffs	
0 times	93
1 time	8
2 to 3 times	0
4 or more times	0
A whole cigarette	
0 times	99
1 time	1
2 to 3 times	0
4 or more times	0
Smokeless tobacco	
0 times	97
1 time	3
2 to 3 times	0
4 or more times	0

Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried... a cigarette, even a puff of two... a whole cigarette...smokeless tobacco?

Table A5.2

Age of Onset

	Grade 7 %
Smoked part or all of a cigarette	
Never	94
10 or under	2
11-12 years old	2
13-14 years old	1
15-16 years old	0
17 years or older	0
Smokeless tobacco	
Never	97
10 or under	0
11-12 years old	1
13-14 years old	2
15-16 years old	0
17 years or older	0

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

Table A5.3

Any and Daily Use of Cigarettes and Smokeless Tobacco, Past 30 Days

	Grade 7 %
Cigarettes	
Any	1
Daily	0
Smokeless tobacco	
Any	1
Daily	0

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

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

	Grade 7
	%
<i>None</i>	99
<i>Any</i>	1
1 or 2 days	1
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0

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

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

	Grade 7
	%
Neither approve nor disapprove	12
Somewhat disapprove	5
Strongly disapprove	83

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

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

	Grade 7
	%
Neither approve or disapprove	3
Somewhat disapprove	14
Strongly disapprove	83

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

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	Grade 7 %
Smoking occasionally	
Great	23
Moderate	37
Slight	23
None	17
Smoking 1-2 packs of cigarettes a day	
Great	62
Moderate	15
Slight	8
None	15

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

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	Grade 7 %
Very difficult	14
Fairly difficult	13
Fairly easy	16
Very easy	8
Don't know	49

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

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	Grade 7 %
None of them	66
10 percent	23
20 percent	7
30 percent	3
40 percent	0
50 percent	0
60 percent	1
70 percent	0
80 percent	0
90 percent	0
All of them	0

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

Table A5.10

Used Cigarettes, Past 30 days

Cells are empty if there are less than 25 respondents.

	Grade 7 %
Hispanic or Latino	0
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	2
Mixed (two or more) races	0

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 %
Had mean rumors/lies spread about you	
0 times	35
1 time	24
2 to 3 times	19
4 or more times	22
Had sexual jokes/comments/gestures made to you	
0 times	51
1 time	19
2 to 3 times	13
4 or more times	17
Been made fun of because of your looks/way of talking	
0 times	43
1 time	18
2 to 3 times	17
4 or more times	23

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you... had mean rumors/lies spread about you...had sexual jokes/comments/gestures made to you...been make fun of your looks/ way of talking?

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

	Grade 7 %
Been pushed, shoved, hit, etc.	
0 times	48
1 time	21
2 to 3 times	16
4 or more times	15
Been afraid of being beaten up	
0 times	72
1 time	12
2 to 3 times	7
4 or more times	9
Been in a physical fight	
0 times	74
1 time	12
2 to 3 times	7
4 or more times	7

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

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

	Grade 7 %
Had property stolen/damaged	
0 times	66
1 time	18
2 to 3 times	7
4 or more times	9
Damaged school property on purpose	
0 times	93
1 time	5
2 to 3 times	2
4 or more times	1

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

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

	Grade 7 %
Carried a gun	
0 times	97
1 time	1
2 or more times	2
Carried any other weapon	
0 times	91
1 time	4
2 or more times	5

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

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

	Grade 7
	%
Seen someone with a weapon	
0 times	74
1 time	12
2 or more times	14
Been threatened/injured with a weapon	
0 times	94
1 time	4
2 or more times	2

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you...seen someone with a weapon...been threatened/injured with a weapon?

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

	Grade 7
	%
Neither approve or disapprove	14
Somewhat disapprove	20
Strongly disapprove	66

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

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 7 %
Race, Ethnicity, or National Origin	
0 times	69
1 time	14
2 or more times	17
Religion	
0 times	84
1 time	6
2 or more times	10
Gender	
0 times	92
1 time	5
2 or more times	3
Sexual Orientation *	
0 times	86
1 time	6
2 or more times	8
Physical/Mental Disability	
0 times	93
1 time	5
2 or more times	2
<i>Any of the Above Five Hate-Crime Reasons</i>	
	45
Any Other Reason	
0 times	56
1 time	19
2 or more times	25
<i>Any Harassment</i>	
	64

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

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

Table A6.8

Gang Involvement, Current

	Grade 7 %
No	97
Yes	3

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

Table A6.9

Physical Violence by Boyfriend/Girlfriend, Past 12 Months

	Grade 7 %
Does not apply, didn't have a boyfriend/girlfriend	41
No	52
Yes	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 7 %
Very safe	21
Safe	48
Neither safe nor unsafe	24
Unsafe	3
Very unsafe	3

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

Table A6.11

Cyber Bullying

	Grade 7
	%
0 times (never)	71
1 time	13
2-3 times	8
4 or more times	7

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

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents.

	Grade 7
	%
Hispanic or Latino	42
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	41
Mixed (two or more) races	46

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents.

	Grade 7
	%
Hispanic or Latino	33
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	24
Mixed (two or more) races	29

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

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7 %
No	27
Yes	73

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %
No	72
Yes	28

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

No	
Yes	

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

Table A7.4

Gambling, Past 12 Months

	Grade 7 %
Card or dice games	
Not at all	87
Less than once a month	10
1 to 3 times	3
Once a week or more	1
Personal skill games	
Not at all	77
Less than once a month	8
1 to 3 times	7
Once a week or more	8
Betting on sports	
Not at all	82
Less than once a month	8
1 to 3 times	8
Once a week or more	2
Lottery	
Not at all	93
Less than once a month	5
1 to 3 times	1
Once a week or more	2
Bet or gambled in any other way	
Not at all	85
Less than once a month	9
1 to 3 times	2
Once a week or more	4

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Lifetime and Current AOD Use		
<i>During your life, did you ever...</i>		
drink alcohol (one full drink)?	16	21
use inhalants?	10	5
smoke marijuana?	3	3
<i>During the past 30 days, did you...</i>		
drink alcohol (one full drink)?	9	10
use inhalants?	5	0
smoke marijuana?	0	0
Level of Involvement (High Risk Patterns)		
<i>During your life, have you ever...</i>		
been very drunk or sick after drinking alcohol?	4	8
been high from using drugs?	3	3
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	5	0
AOD Use at School		
During your life, have you ever been drunk/high on school property?	0	6
During the past 30 days, did you use marijuana on school property?	0	0
Perceived Harm		
<i>Frequent use of... is harmful.*</i>		
alcohol (five or more drinks once or twice a week)	82	84
marijuana (once or twice a week)	77	84

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
During your life, did you ever smoke a cigarette?	0	2
During the past 30 days, did you smoke a cigarette?	0	2
During the past 30 days, did you smoke cigarettes daily?	0	0
During the past 30 days, did you smoke cigarettes on school property?	0	2
Frequent use of cigarettes is harmful. (1-2 packs a day)*	81	89

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

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	7th Grade	
	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>		
Race, ethnicity, or national origin	45	17
Religion	25	8
Gender	10	6
Gay/lesbian, or someone thought you were	16	13
Physical/mental disability	4	10
Any other reason	46	43
During the past 12 months at school, have you been in a physical fight?	26	27
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	5	8
Feels safe at school	67	71
Currently belong to a gang	5	2

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Did you eat breakfast today?	65	81
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?	29	26

9. Comparisons

Table A9.1

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

	7th Grade %	
	District	CSS
Lifetime and Current ATOD Use		
<i>During your life, did you ever...</i>		
smoke a cigarette?	1	7
chew tobacco or snuff?	3	4
drink alcohol (glass)?	18	24
use inhalants?	8	11
smoke marijuana?	3	9
<i>During the past 30 days, did you...</i>		
smoke a cigarette?	1	6
chew tobacco or snuff?	1	3
drink alcohol (glass)?	9	15
use inhalants?	2	5
smoke marijuana?	0	7
Level of Involvement (High Risk Patterns)		
<i>During your life have you ever...</i>		
been very drunk or sick after drinking?	6	11
been high from using drugs?	3	8
<i>During the past 30 days, did you...</i>		
drink 5 drinks in a couple of hours?	3	6

Table A9.1 - Continued

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

	7th Grade %	
	District	CSS
ATOD Use on School Property		
During your life, have you ever been drunk/high?	3	6
During the past 30 days, did you smoke cigarettes?	1	3
Perceived Harm		
<i>People risk harming themselves using...^b</i>		
cigarettes (1-2 packs a day)	85	83
alcohol (five or more drinks once or twice a week)	83	83
marijuana (once or twice a week)	81	82

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

Table A9.2

Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS

	7th Grade %	
	District	CSS
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?	45	31
been in a physical fight?	26	32
been afraid of being beaten up?	28	29
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	9	10
How safe do you feel when you are at school? Very safe.	21	18
Do you consider yourself a member of a gang?	3	9
School Protective Factors - High Levels (Resilience Indicators)		
Caring relationships with teacher or other adult	48	31
High expectations from teacher or other adult	63	45
Opportunities for meaningful participation at their school	19	16
Total	51	31
School Connectedness Scale	70	39