

This report was prepared for the school 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 school's 2009-10 administration of the *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook*, (www.wested.org/chks/narratives) which discusses the significance of each question. Several other tools to help in data use are also available, as described below.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey* (CSCS), which was administered at the same time. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The Survey Content Guidebook provides a cross-walk between the two surveys' questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: www.wested.org/chks 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 and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey (along with the California School Climate Survey of staff), and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the school. 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 survey assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

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

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

Closing the Achievement Gap

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2010.

ASSESSING THE DATA

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

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the school'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 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 school are unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be not how you

compare with others but your satisfaction with your own survey results and whether your indicators are improving.

NEXT STEPS

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

ACKNOWLEDGEMENTS

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

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CALIFORNIA

healthy kids

SURVEY

Villa Park High
Secondary
2009-2010
Main Report

Core Module A



Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target Sample	646	568
Final Number	534	479
Average Response Rate	83%	84%

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 9	Grade 11
	%	%
12 years or younger	0	0
13 years old	0	0
14 years old	56	0
15 years old	41	0
16 years old	2	61
17 years old	0	37
18 years or older	0	1

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

Table A2.2

Gender of Sample

	Grade 9	Grade 11
	%	%
Male	53	46
Female	47	54

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 9	Grade 11
	%	%
American Indian or Alaska Native	4	2
Native Hawaiian or Pacific Islander	4	4
Asian	14	16
Black or African American (non-Hispanic)	4	4
Hispanic or Latino/Latina	35	32
White or Caucasian (non-Hispanic)	50	55
Other	12	5
Selected more than one	16	15

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

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

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

	Grade 9	Grade 11
	%	%
A home with both parents	67	74
A home with only one parent	24	21
Other relative's home	2	1
A home with more than one family	3	2
Friend's home	1	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	1	1
Other transitional or temporary housing	0	0
Other living arrangements	3	1

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

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

	Grade 9	Grade 11
	%	%
Mostly A's	25	16
A's and B's	31	31
Mostly B's	11	13
B's and C's	16	21
Mostly C's	6	8
C's and D's	7	8
Mostly D's	3	2
Mostly F's	2	2

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

Table A2.6

Truancy, Past 12 Months

	Grade 9	Grade 11
	%	%
0 times	60	46
1-2 times	18	19
A few times	14	21
Once a month	1	5
Once a week	1	3
More than once a week	6	7

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

Table A2.7

Days Home Alone During Normal School Week

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 A2.8

Migrant Education

	Grade 9	Grade 11
	%	%
Yes	2	1
No	68	87
Don't know	30	12

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		
	H	M	L	H	M	L
<i>School Environment</i>						
Total	30	55	15	40	50	10
Caring Adult Relationships	29	58	13	44	48	8
High Expectations	41	49	10	52	44	5
Opportunities for Meaningful Participation	13	50	37	15	51	34
<i>Community Environment</i>						
Total	71	23	7	75	20	5
Caring Adult Relationships	66	27	7	71	24	5
High Expectations	71	22	7	73	23	4
Opportunities for Meaningful Participation	53	32	15	59	31	11
<i>School Connectedness Scale</i>						
	40	45	15	49	40	11

Table A3.2

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	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 A3.3

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	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 A3.4

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		
	H	M	L	H	M	L
School Environment						
Total	40	51	9	39	58	3
Caring Adult Relationships	37	55	8	38	61	1
High Expectations	51	45	4	45	53	3
Opportunities for Meaningful Participation	17	59	24	21	60	19
Community Environment						
Total	74	17	9	73	24	3
Caring Adult Relationships	67	20	13	62	31	7
High Expectations	71	17	11	63	34	3
Opportunities for Meaningful Participation	66	30	4	65	30	5
School Connectedness Scale						
	42	44	14	53	43	4

Table A3.5

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	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 - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total	21	57	22	34	52	14
Caring Adult Relationships	25	57	18	42	46	12
High Expectations	35	51	14	54	39	7
Opportunities for Meaningful Participation	9	44	47	7	43	50
Community Environment						
Total	63	28	9	63	30	7
Caring Adult Relationships	65	28	8	69	27	4
High Expectations	67	24	9	70	24	7
Opportunities for Meaningful Participation	40	36	24	42	36	22
School Connectedness Scale						
	36	47	17	48	41	11

Table A3.7

Summary Table - White or Caucasian (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total	34	54	11	45	47	8
Caring Adult Relationships	32	58	10	48	46	6
High Expectations	46	45	9	54	42	3
Opportunities for Meaningful Participation	12	56	32	18	53	29
Community Environment						
Total	78	19	3	83	15	3
Caring Adult Relationships	70	26	4	77	19	4
High Expectations	77	19	5	79	19	2
Opportunities for Meaningful Participation	62	28	11	68	27	5
School Connectedness Scale						
	47	41	13	51	38	11

Table A3.8

Summary Table - Other Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total	37	53	10	38	58	4
Caring Adult Relationships	26	59	15	42	54	4
High Expectations	43	48	8	38	58	4
Opportunities for Meaningful Participation	16	52	32	28	48	24
Community Environment						
Total	77	15	8	72	20	8
Caring Adult Relationships	66	26	8	72	20	8
High Expectations	67	25	8	68	24	8
Opportunities for Meaningful Participation	50	42	8	48	44	8
School Connectedness Scale						
	36	48	16	46	42	12

Table A3.9

Summary Table - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total	34	57	9	38	52	10
Caring Adult Relationships	31	60	10	44	48	8
High Expectations	48	43	10	51	42	7
Opportunities for Meaningful Participation	8	60	31	14	53	33
Community Environment						
Total	81	17	2	74	22	4
Caring Adult Relationships	75	21	4	68	25	7
High Expectations	82	13	5	73	22	5
Opportunities for Meaningful Participation	62	30	8	59	34	7
School Connectedness Scale						
	42	47	11	51	41	8

Table A3.10.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
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								

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

Table A3.10.2

Summary Table -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
School Environment								
Total			40		21	34	37	34
Caring Adult Relationships			37		25	32	26	31
High Expectations			51		35	46	43	48
Opportunities for Meaningful Participation			17		9	12	16	8
Community Environment								
Total			74		63	78	77	81
Caring Adult Relationships			67		65	70	66	75
High Expectations			71		67	77	67	82
Opportunities for Meaningful Participation			66		40	62	50	62
School Connectedness Scale								
			42		36	47	36	42

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

Table A3.10.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
School Environment								
Total			39		34	45	38	38
Caring Adult Relationships			38		42	48	42	44
High Expectations			45		54	54	38	51
Opportunities for Meaningful Participation			21		7	18	28	14
Community Environment								
Total			73		63	83	72	74
Caring Adult Relationships			62		69	77	72	68
High Expectations			63		70	79	68	73
Opportunities for Meaningful Participation			65		42	68	48	59
School Connectedness Scale								
			53		48	51	46	51

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

Table A3.10.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
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								

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

Table A3.11
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
I feel close to people in this school		
Strongly Disagree	7	6
Disagree	7	9
Neither Agree Nor Disagree	24	20
Agree	43	38
Strongly Agree	19	27
I am happy to be at this school		
Strongly Disagree	8	7
Disagree	8	6
Neither Agree Nor Disagree	23	22
Agree	42	43
Strongly Agree	19	22
I feel like I am part of this school		
Strongly Disagree	11	10
Disagree	13	10
Neither Agree Nor Disagree	28	29
Agree	36	36
Strongly Agree	12	15
Teachers at this school treat students fairly		
Strongly Disagree	10	6
Disagree	15	14
Neither Agree Nor Disagree	35	29
Agree	32	38
Strongly Agree	7	13
I feel safe in my school		
Strongly Disagree	9	5
Disagree	9	6
Neither Agree Nor Disagree	31	25
Agree	38	48
Strongly Agree	13	17

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

Table A3.12
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult...	Grade 9	Grade 11
	%	%
who really cares about me (Caring Relationships)		
Not At All True	13	8
A Little True	32	24
Pretty Much True	32	32
Very Much True	23	35
who tells me when I do a good job (High Expectations)		
Not At All True	11	5
A Little True	23	16
Pretty Much True	38	39
Very Much True	28	40
who notices when I am not there (CR)		
Not At All True	12	7
A Little True	27	21
Pretty Much True	36	33
Very Much True	25	38
who always wants me to do my best (HE)		
Not At All True	5	3
A Little True	18	12
Pretty Much True	34	34
Very Much True	43	52
who listens when I have something to say (CR)		
Not At All True	12	5
A Little True	25	19
Pretty Much True	35	37
Very Much True	28	39
who believes that I will be a success (HE)		
Not At All True	9	7
A Little True	25	18
Pretty Much True	33	34
Very Much True	33	41

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

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

	Grade 9	Grade 11
	%	%
I do interesting activities at school		
(Opportunities for Meaningful Participation)		
Not At All True	19	19
A Little True	25	19
Pretty Much True	26	30
Very Much True	30	31
I help decide things like class rules or activities		
(OMP)		
Not At All True	55	50
A Little True	25	29
Pretty Much True	12	15
Very Much True	8	7
I do things that make a difference at school (OMP)		
Not At All True	32	28
A Little True	35	32
Pretty Much True	20	26
Very Much True	13	15

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

Table A3.13
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a	Grade 9	Grade 11
teacher or some other adult...	%	%
who really cares about me (CR)		
Not At All True	5	3
A Little True	9	5
Pretty Much True	17	16
Very Much True	69	76
who tells me when I do a good job (HE)		
Not At All True	8	5
A Little True	9	9
Pretty Much True	25	21
Very Much True	58	64

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

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

Outside of my home and school, there is a teacher or some other adult...	Grade 9	Grade 11
	%	%
who notices when I am upset about something (CR)		
Not At All True	9	9
A Little True	13	11
Pretty Much True	20	22
Very Much True	57	58
who believes that I will be a success (HE)		
Not At All True	7	4
A Little True	10	9
Pretty Much True	19	21
Very Much True	64	66
who always wants me to do my best (HE)		
Not At All True	6	4
A Little True	8	6
Pretty Much True	15	16
Very Much True	72	74
whom I trust (CR)		
Not At All True	9	6
A Little True	9	9
Pretty Much True	20	19
Very Much True	62	65

Questions HS A27-30/MS A26-29: Outside of my home and school, there is an adult...who notices when I am upset about something...believes that I will be a success...always wants me to do my best...whom I trust.

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

	Grade 9	Grade 11
	%	%
I am part of clubs, sports teams, church/temple or other group activities (OMP)		
Not At All True	25	21
A Little True	11	12
Pretty Much True	13	12
Very Much True	52	55
I am involved in music, art, literature, sports or a hobby (OMP)		
Not At All True	16	10
A Little True	10	9
Pretty Much True	13	16
Very Much True	61	65
I help other people (OMP)		
Not At All True	9	7
A Little True	20	20
Pretty Much True	34	33
Very Much True	37	40

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 %
Alcohol (one full drink)		
0 times	58	35
1 time	8	6
2 to 3 times	11	11
4 or more times	23	48
Marijuana		
0 times	79	59
1 time	3	5
2 to 3 times	6	7
4 or more times	13	29
Inhalants (to get high)		
0 times	82	82
1 time	6	5
2 to 3 times	5	4
4 or more times	7	9
Cocaine		
0 times	94	92
1 time	2	3
2 to 3 times	2	2
4 or more times	3	3
Methamphetamine or any amphetamines		
0 times	94	96
1 time	2	1
2 to 3 times	1	1
4 or more times	3	2

*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
	%	%
LSD or other psychedelics		
0 times	91	90
1 time	3	4
2 to 3 times	2	3
4 or more times	3	3
Ecstasy		
0 times	87	83
1 time	2	4
2 to 3 times	3	5
4 or more times	7	8
Heroin		
0 times	94	96
1 time	2	1
2 to 3 times	1	1
4 or more times	3	1
Other illegal drug or pill		
0 times	89	81
1 time	3	4
2 to 3 times	2	5
4 or more times	6	10
<i>Any of the above AOD Use</i>	44	66
Prescription pain killers		
0 times	88	81
1 time	3	4
2 to 3 times	3	5
4 or more times	5	10

*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
	%	%
Barbiturates		
0 times	97	97
1 time	1	1
2 to 3 times	1	1
4 or more times	2	1
Tranquilizers or sedatives		
0 times	93	89
1 time	2	3
2 to 3 times	2	4
4 or more times	2	4
Cold/Cough Medicines		
0 times	85	78
1 time	3	5
2 to 3 times	3	5
4 or more times	9	12
Diet Pills		
0 times	94	95
1 time	2	1
2 to 3 times	1	2
4 or more times	3	2
Ritalin™ or Adderall™		
0 times	94	92
1 time	1	2
2 to 3 times	2	2
4 or more times	3	4

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

na=not asked of middle school students

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

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
Never	53	33
10 or under	10	6
11 -12 years old	10	6
13-14 years old	22	23
15-16 years old	3	30
17 years or older	1	3
Marijuana		
Never	81	60
10 or under	2	0
11 -12 years old	3	5
13-14 years old	11	14
15-16 years old	3	20
17 years or older	1	2
Other illegal drug		
Never	85	76
10 or under	2	1
11 -12 years old	2	1
13-14 years old	8	8
15-16 years old	2	14
17 years or older	0	1

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

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

	Grade 9	Grade 11
	%	%
Alcohol (at least one drink)	23	38
Marijuana	12	21
Inhalants	6	5
Cocaine	4	2
Methamphetamine or any amphetamines	3	2
Ecstasy, LSD or other psychedelics	8	7
Other illegal drug or pill	7	6
<i>Any of the above AOD Use</i>	25	41
Two or more drugs at the same time	8	12

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

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

	Grade 9	Grade 11
	%	%
Alcohol		
None	77	62
1 or 2 days	14	17
3 to 9 days	4	13
10 to 19 days	2	5
20 or more days (daily)	2	3
Marijuana		
None	88	79
1 or 2 days	5	9
3 to 9 days	2	4
10 to 19 days	2	3
20 or more days (daily)	3	4

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
	%	%
0 times	74	54
1 to 2 times	13	20
3 to 6 times	5	13
7 or more times	8	14

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
	%	%
0 times	81	61
1 to 2 times	5	9
3 to 6 times	4	6
7 or more times	10	24

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
	%	%
0 days	86	71
1 to 2 days	6	15
3 or more days	8	14

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
	%	%
Don't drink alcohol	55	38
Just a sip or two	15	11
Enough to feel it a little	12	13
Enough to feel it a lot	11	27
Until really drunk	8	12

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
	%	%
Don't use drugs	79	64
Not high at all	3	3
A little high	4	6
Moderately high	5	16
Very high	8	11

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
	%	%
<i>Never</i>	75	74
<i>Any</i>	25	26
1 time	8	7
2 times	6	8
3 to 6 times	4	5
7 or more times	7	7

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
	%	%
Alcohol		
0 days	93	96
1 to 2 days	4	2
3 or more days	3	2
Marijuana		
0 days	94	95
1 to 2 days	3	3
3 or more days	4	2
Any illegal drug or pill		
0 days	94	97
1 to 2 days	3	2
3 or more days	3	1

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
	%	%
0 times	87	79
1 to 2 times	5	8
3 to 6 times	4	4
7 or more times	4	9

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 %
Alcohol - Drink Occasionally		
Great	27	17
Moderate	24	25
Slight	33	40
None	16	18
Alcohol - 5 or more drinks once or twice a week		
Great	54	52
Moderate	27	30
Slight	11	11
None	9	7

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 %
Marijuana - Smoke Occasionally		
Great	43	33
Moderate	27	23
Slight	18	25
None	12	19
Marijuana - Smoke once or twice a week		
Great	61	48
Moderate	19	22
Slight	9	16
None	11	14

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 %
Alcohol - One or two drinks nearly every day		
Neither approve or disapprove	21	18
Somewhat disapprove	21	23
Strongly disapprove	58	59
Marijuana or Hashish - Once or twice		
Neither approve or disapprove	28	42
Somewhat disapprove	21	21
Strongly disapprove	51	37
Marijuana - Once a month or more		
Neither approve or disapprove	25	37
Somewhat disapprove	17	19
Strongly disapprove	58	44

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 %
None of them	11	5
10 percent	21	8
20 percent	11	8
30 percent	12	9
40 percent	10	9
50 percent	13	17
60 percent	5	8
70 percent	5	12
80 percent	5	13
90 percent	4	9
All of them	3	2

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
	%	%
Does not apply, never used alcohol/drugs	68	45
Problems with emotions, nerves, mental health	7	9
Trouble or problems with the police	10	10
Money problems	5	4
Get into trouble in school	3	7
Problems with school work	4	8
Fight with other kids	4	5
Damage a friendship	5	8
Physically hurt or injure yourself	4	5
Unwanted or unprotected sex	5	7
Forget what happened or pass out	8	17
Other problems	4	7
More than one problem	10	18
Never had problems when I've used alcohol/drugs	18	29

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

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

	Grade 9 %	Grade 11 %
Does not apply, have not used alcohol or drugs	70	47
Had to increase use to get same effect as before	6	12
Spent a lot of time getting, using, or being "hung over" from using	5	7
Used alcohol or drugs a lot more than intended	6	9
Used alcohol or drugs when alone	7	11
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	3	4
Didn't like the way you felt when not high or drunk	5	5
Thought about reducing or stopping	4	13
Told self not going to use but used anyway	6	10
Spoke with someone about reducing or stopping use	4	6
Attended counseling, program, or group to reduce/stop use	2	1
More than one experience	7	17
Use alcohol or drugs but have not experienced any of these things	15	25

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
	%	%
Alcohol		
Very difficult	7	4
Fairly difficult	7	5
Fairly easy	22	25
Very easy	44	54
Don't know	20	12
Marijuana		
Very difficult	8	5
Fairly difficult	9	5
Fairly easy	20	19
Very easy	33	52
Don't know	29	20

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
	%	%
0 times	70	66
1 time	11	10
2 to 3 times	8	7
4 or more times	10	17

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
	%	%
No	36	39
Yes	64	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 9	Grade 11
	%	%
No	15	13
Yes	85	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 drug use?

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 9 %	Grade 11 %
A cigarette, even one or two puffs		
0 times	na	na
1 time	na	na
2 to 3 times	na	na
4 or more times	na	na
A whole cigarette		
0 times	82	66
1 time	6	3
2 to 3 times	3	7
4 or more times	9	24
Smokeless tobacco		
0 times	94	91
1 time	2	3
2 to 3 times	1	2
4 or more times	4	4

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 %
Smoked part or all of a cigarette		
Never	80	63
10 or under	3	3
11 -12 years old	5	3
13-14 years old	10	11
15-16 years old	2	17
17 years or older	0	3
Smokeless Tobacco		
Never	92	88
10 or under	1	1
11 -12 years old	2	0
13-14 years old	3	2
15-16 years old	1	7
17 years or older	0	1

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 %
Cigarettes		
Any	11	19
Daily	3	3
Smokeless Tobacco		
Any	3	4
Daily	1	1

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
	%	%
<i>None</i>	95	99
<i>Any</i>	5	1
1 or 2 days	2	0
3 to 9 days	1	0
10 to 19 days	0	0
20 to 30 days	1	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 9	Grade 11
	%	%
Neither approve or disapprove	19	15
Somewhat disapprove	14	17
Strongly disapprove	68	68

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
	%	%
Neither approve or disapprove	15	11
Somewhat disapprove	16	19
Strongly disapprove	69	70

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
	%	%
Smoking Occasionally		
Great	35	30
Moderate	35	36
Slight	21	25
None	10	9
Smoking 1-2 packs of cigarette a day		
Great	76	82
Moderate	12	9
Slight	4	3
None	9	7

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
	%	%
Very difficult	6	4
Fairly difficult	8	3
Fairly easy	26	23
Very easy	36	55
Don't know	24	15

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
	%	%
None of them	11	5
10 percent	24	17
20 percent	17	13
30 percent	15	13
40 percent	9	13
50 percent	11	20
60 percent	4	6
70 percent	2	5
80 percent	2	4
90 percent	2	3
All of them	2	1

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
	%	%
American Indian or Alaska Native		
Native Hawaiian or Pacific Islander		
Asian	10	7
Black or African American (non-Hispanic)		
Hispanic or Latino/Latina	12	19
White or Caucasian (non-Hispanic)	7	23
Other	16	
Multi-Racial (selected more than one)	9	21

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 %
Had mean rumors/lies spread about you		
0 times	58	63
1 time	19	15
2 to 3 times	11	12
4 or more times	12	9
Had sexual jokes/comments/gestures made to you		
0 times	53	52
1 time	11	9
2 to 3 times	12	15
4 or more times	23	24
Been made fun of because of your looks/way talk		
0 times	57	72
1 time	15	8
2 to 3 times	11	8
4 or more times	17	12

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
	%	%
Been pushed, shoved, hit, etc.		
0 times	69	84
1 time	13	7
2 to 3 times	8	6
4 or more times	10	4
Been afraid of being beaten up		
0 times	77	85
1 time	12	10
2 to 3 times	5	2
4 or more times	6	3
Been in physical fight		
0 times	79	86
1 time	8	7
2 to 3 times	5	2
4 or more times	7	4

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
	%	%
Had property stolen/damaged		
0 times	72	75
1 time	16	15
2 to 3 times	6	6
4 or more times	6	4
Damaged school property on purpose		
0 times	85	89
1 time	7	4
2 to 3 times	3	2
4 or more times	5	4

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
	%	%
Carried a gun		
0 times	93	96
1 time	2	1
2 or more times	4	3
Carried any other weapon		
0 times	89	94
1 time	4	2
2 or more times	7	4

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 %
Seen someone with a weapon		
0 times	75	79
1 time	13	10
2 or more times	12	11
Been threatened/injured with a weapon		
0 times	89	93
1 time	5	4
2 or more times	5	3

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 %
Neither approve or disapprove	16	9
Somewhat disapprove	13	8
Strongly disapprove	71	82

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 %
Race, Ethnicity, or National Origin		
0 times	78	85
1 time	9	5
2 or more times	13	10
Religion		
0 times	87	92
1 time	4	3
2 or more times	9	5
Gender		
0 times	90	93
1 time	4	5
2 or more times	6	3
Sexual Orientation *		
0 times	88	92
1 time	5	3
2 or more times	7	5
Physical/Mental Disability		
0 times	92	96
1 time	4	2
2 or more times	4	2
<i>Any of the Above Five Hate-Crime Reasons</i>		
	34	23
Any Other Reason		
0 times	75	86
1 time	8	6
2 or more times	17	8
<i>Any Harassment</i>		
	41	29

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
	%	%
No	91	92
Yes	9	8

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
	%	%
Does not apply, didn't have a boy/girlfriend	50	45
No	45	49
Yes	4	6

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
	%	%
Very safe	16	20
Safe	44	51
Neither safe nor unsafe	32	24
Unsafe	4	2
Very unsafe	4	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
	%	%
0 times (never)	76	80
1 time	11	11
2-3 times	5	6
4 or more times	7	3

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

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

	Grade 9 %	Grade 11 %
American Indian or Alaska Native		
Native Hawaiian or Pacific Islander		
Asian	46	25
Black or African American (non-Hispanic)		
Hispanic or Latino/Latina	38	27
White or Caucasian (non-Hispanic)	27	20
Other	35	20
Multi-Racial (selected more than one)	37	24

Question HS A.113-117/MS A.95-99 During the past 12 months, how many times on school property were you harassed or bullied 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 %
American Indian or Alaska Native		
Native Hawaiian or Pacific Islander		
Asian	40	22
Black or African American (non-Hispanic)		
Hispanic or Latino/Latina	26	18
White or Caucasian (non-Hispanic)	13	9
Other	23	20
Multi-Racial (selected more than one)	24	14

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
	%	%
No	36	33
Yes	64	67

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
	%	%
No	73	69
Yes	27	31

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
	%	%
No	80	83
Yes	20	17

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	9th Grade		11th Grade	
	Female %	Male %	Female %	Male %
Lifetime and Current ATOD Use				
<i>During your life did you ever...</i>				
drink alcohol (one full drink)?	42	41	66	65
use inhalants?	16	20	18	18
smoke marijuana?	16	27	41	41
<i>During the past 30 days, did you...</i>				
drink alcohol (one full drink)?	23	23	40	35
use inhalants?	6	7	5	5
smoke marijuana?	10	14	20	22
Level of Involvement (High Risk Patterns)				
<i>During your life have you ever...</i>				
been very drunk or sick after drinking alcohol?	26	26	50	43
been high from using drugs?	16	21	41	38
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	14	14	30	27
ATOD Use at School				
During your life, have you ever been drunk/high on school property?	11	15	22	21
During the past 30 days, did you use marijuana on school property?	5	8	3	7
Perceived Harm				
<i>Frequent use of... is harmful.*</i>				
alcohol (five or more drinks once or twice a week)	90	92	94	91
marijuana (once or twice a week)	88	90	90	82

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

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

	9th Grade		11th Grade	
	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	16	20	36	32
During the past 30 days, did you smoke a cigarette?	8	13	21	17
During the past 30 days, did you smoke cigarettes daily?	2	4	2	3
During the past 30 days, did you smoke cigarettes on school property?	4	6	1	2
Frequent use of cigarettes is harmful. (1-2 packs a day)*	89	93	94	91

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

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

	9th Grade		11th Grade	
	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	20	24	15	16
Religion	13	13	8	9
Gender	13	7	10	5
Gay/lesbian, or someone thought you were	12	12	8	8
Physical/mental disability	4	11	2	6
Any other reason	21	28	14	14
During the past 12 months at school have you been in a physical fight?	13	29	8	20
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	4	5	6	6
Feels safe at school	61	58	72	69
Currently belong to a gang?	7	11	5	12

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

	9th Grade		11th Grade	
	Female %	Male %	Female %	Male %
Did you eat breakfast today?	63	65	66	68
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?	32	23	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? (PI)	18	20	45 ^a	34	34	55 ^a
chew tobacco or snuff?	6	6	~	9	10	~
drink alcohol (glass)?	42	47	67	65	66	79
use inhalants?	18	14	15	18	15	12
smoke marijuana? (PI)	21	25	29	41	42	50
<i>During the past 30 days, did you...</i>						
smoke a cigarette? (PI)	11	11	15	19	17	24
chew tobacco or snuff?	3	5	6	4	6	6
drink alcohol (glass)? (PI)	23	24	37	38	42	53
use inhalants?	6	7	~	5	7	~
smoke marijuana? (PI)	12	15	16	21	24	21
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking?	26	28	~	46	45	~
been high from using drugs?	19	22	~	39	37	~
<i>During the past 30 days, did you...</i>						
drink 5 drinks in a couple of hours?	14	16	18	29	29	28

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

^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?	13	13	~	21	25	~
During the past 30 days, did you smoke cigarettes?	5	7	4	1	7	5
Perceived Harm^b						
<i>People risk harming themselves using...^c</i>						
cigarettes (1-2 packs a day)	91	90	~	93	93	~
alcohol (five or more drinks once or twice a week)	91	89	~	93	92	~
marijuana (once or twice a week)	89	85	~	86	87	~

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

^bnot comparable with previous CHKS results

^ccombines "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?	34	27	~	23	22	~
been in a physical fight?	21	25	18	14	23	11
been afraid of being beaten up? (PI)	23	22	~	15	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	12	13	~	7	13	~
How safe do you feel when you are at school? Very safe. (PI)	16	16	~	20	20	~
Do you consider yourself a member of a gang?	9	8	~	8	8	~
School Protective Factors - High Levels (Resilience Indicators)						
Caring relationships with teacher or other adult (PI)	29	28	~	44	29	~
High expectations from teacher or other adult (PI)	41	39	~	52	38	~
Opportunities for meaningful participation at their school (PI)	13	13	~	15	15	~
Total	30	27	~	40	28	~
School Connectedness Scale (PI)	40	34	~	49	31	~

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

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

CALIFORNIA

healthy kids

SURVEY

Villa Park High
Secondary
2009-2010
Main Report

Closing the Achievement Gap



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

	Grade 9	Grade 11
	%	%
Strongly disagree	8	3
Disagree	7	6
Neither disagree nor agree	16	16
Agree	39	44
Strongly agree	30	31

G2***Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.***

	Grade 9	Grade 11
	%	%
Strongly disagree	7	3
Disagree	11	10
Neither disagree nor agree	26	25
Agree	38	40
Strongly agree	18	22

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

	Grade 9	Grade 11
	%	%
Strongly disagree	10	8
Disagree	13	12
Neither disagree nor agree	29	32
Agree	31	34
Strongly agree	17	15

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

	Grade 9	Grade 11
	%	%
Strongly disagree	9	4
Disagree	10	6
Neither disagree nor agree	25	22
Agree	37	45
Strongly agree	19	22

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

	Grade 9	Grade 11
	%	%
Strongly disagree	14	8
Disagree	8	10
Neither disagree nor agree	32	37
Agree	30	30
Strongly agree	16	13

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

	Grade 9	Grade 11
	%	%
Strongly disagree	13	13
Disagree	13	18
Neither disagree nor agree	28	25
Agree	31	27
Strongly agree	14	17

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

	Grade 9	Grade 11
	%	%
Strongly disagree	10	6
Disagree	8	7
Neither disagree nor agree	27	24
Agree	36	39
Strongly agree	19	24

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

	Grade 9	Grade 11
	%	%
Strongly disagree	41	48
Disagree	16	22
Neither disagree nor agree	21	15
Agree	13	10
Strongly agree	9	4

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

	Grade 9	Grade 11
	%	%
Strongly disagree	19	19
Disagree	17	25
Neither disagree nor agree	31	31
Agree	21	17
Strongly agree	11	8

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

	Grade 9	Grade 11
	%	%
Strongly disagree	17	18
Disagree	19	25
Neither disagree nor agree	34	30
Agree	21	20
Strongly agree	9	6