

# California Healthy Kids Survey

Statewide Results  
2008-2010

Variations by Race/Ethnicity  
Among Secondary Students

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# PREFACE

This report contains the statewide results provided by students in grades 7 and 9/11 (combined) who participated in the *California Healthy Kids Survey* (CHKS) between fall 2008 and spring 2010, disaggregated by the race/ethnicity of respondents. It was funded by the California Department of Education (CDE) as part of its efforts to address the vexing and persistent academic “achievement gap” between African American and Latino students and their White and Asian counterparts. This initiative to Close the Achievement Gap (known as CTAG) is especially important to California because the state serves such high proportions of non-White students, as well as students whose native language is not English and who traditionally do not perform as well as other students in school.<sup>1</sup>

A previous report and factsheet provided the results for 2006-08.<sup>2</sup> This report not only updates the results for 2008-10 but provides the first findings from the supplementary CTAG module was developed in 2008 in order to provide further information about school climate related to issues of respect, equity, and diversity.<sup>3</sup> The enclosed tables disaggregate the results by the following eight racial/ethnic categories.

- American Indian or Native American
- Native Hawaiian or Pacific Islander
- Asian
- African American
- Hispanic or Lantino/a
- White or Caucaisan (non-Hispanic)
- Other (any other than above)
- Mixed (more than one of the above categories)<sup>4</sup>

Poverty has been shown to be a major contributing factor to the racial/ethnic achievement gap. Yet an analysis of California’s 2007 Standardized Testing and Reporting (STAR) data shows that poverty does not completely explain why the performance of African American and Latino

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<sup>1</sup> As former Superintendent O’Connell stressed in his 2008 State of Education report: “[O]ur future success requires us to close the achievement gap that exists between our white students and our students of color, as well as gaps with our English learners, poor students, and students with disabilities....In California, the students representing the achievement gap are the *majority* of our school population. In California, closing the gap is more critical than anywhere else in this nation and it is the way to help *all* students succeed. Closing the achievement gap will not only improve the lives and futures of our students, it will secure the future of our state.” More information about research related to closing the achievement gap is available at CDE’s CTAG website: [www.closingtheachievementgap.org](http://www.closingtheachievementgap.org). Several factsheets analyzing CHKS data related to the race/ethnicity of students and schools are available on the CHKS website.

<sup>2</sup> Austin, G., Nakamoto, J., and Bailey, J. (2010) Racial/Ethnic Differences in School Performance, Engagement, Safety and Supports. CHKS Factsheet #9. Los Alamitos, CA: WestEd Health and Human Development Program for the California Department of Education. Available from [http://www.wested.org/cs/chks/print/docs/chks\\_factsheets.html](http://www.wested.org/cs/chks/print/docs/chks_factsheets.html).

<sup>3</sup> Between 2008 and 2010, CDE provided districts that included the CTAG Module in their CHKS with special reports disaggregating all their survey results for both the CHKS and their California School Climate Survey. Because not all districts administered this CTAG Module, these results are not publicly posted like the Main CHKS reports.

<sup>4</sup> All school district receive in their Main CHKS report several tables with key survey result disaggregated by the same racial/ethnic groups. Districts can also request custom reports with all their results disaggregated, enabling comparison with this state report.

students lags behind.<sup>5</sup> As the California P-16 Council emphasized in its report on *Closing the Achievement Gap*, a student's ability to learn and a teachers' ability to educate occurs within the context of the values, beliefs, and rituals of the school, community, and larger society. It is important to examine how school experiences, learning barriers and supports, and overall student well-being may vary among different groups of students in ways that affect their ability to succeed academically and thrive. Schools need more data on the role of school climate and culture to guide their efforts.

Supportive of these observations, CHKS Factsheet 9 summarizes how 17 school-based indicators covering academic performance, engagement, developmental supports, safety, and harassment differed significantly across eight racial/ethnic groups of secondary students as self-reported in 2006-08. Overall, White and Asian students reported much better grades and higher percentages on most school-related well-being indicators that research has related to academic performance than did the non-Asian, non-White minority groups. The results indicated that underlying the racial-ethnic achievement gap there are also gaps in school engagement, safety, and student supports that need to be addressed. This suggests that efforts to close the state's persistent racial-ethnic Achievement Gap should include improvements in school climates to make them more engaging, safe, and supportive and reduce the level of harassment non-White students experience.

As summarized in the Key Findings section, the 2008-10 results confirm the findings of Factsheet 9, but also show some improvements, especially in regard to Latinos. The data from the CTAG module further show that Asians and Whites report more positive results percentages on indicators related to being treated with respect and fairness. These new findings are summarized in Factsheet #14.<sup>6</sup>

## **REPORT SAMPLE**

During the years covered by this report, CDE required school districts that receive federal Safe and Drug Free Schools or state Tobacco Use Prevention Education funding to administer the CHKS, and its companion California School Climate Survey of staff, once every two years. Thus, it requires two years to produce a statewide report from all districts participating in the survey. For the two school years covered in this report, the survey was administered in 710 districts in 2,362 schools, to 257,385 students in 7<sup>th</sup> grade, 247,256 in 9<sup>th</sup>, and 211,867 in 11<sup>th</sup>. The data from each district are weighted to reflect overall statewide student enrollment. Table A1.2 gives the final number of respondents, and percent of the total sample they represented, by each racial/ethnic group included in this analysis.

The CTAG Module was completed 73,000 7<sup>th</sup> graders and 152,000 9/11<sup>th</sup> graders in 142 districts and 769 schools. The sample consisted of schools in diverse communities in southern and northern California that elected to include the CTAG Module in their CHKS survey.

## **SURVEY PURPOSE**

The CHKS and CSCS form the largest, most comprehensive state effort in the nation to provide *local* school districts with key data from their students and staff on a regular basis on school

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<sup>5</sup> California Department of Education, News Release, August 25, 2007, *State Superintendent Jack O'Connell releases 2007 STAR results showing encouraging, troubling trends*. <http://www.cde.ca.gov/nr/ne/yr07/yr07re198.asp>

<sup>6</sup> Austin, G. and Hanson, T.L. (2012). Racial and Ethnic Group Differences in Responses on the CHKS Closing the Achievement Gap Module (CTAG). CHKS Factsheet #14. Los Alamitos, CA: WestEd Health and Human Development Program for the California Department of Education. Available from [http://chks.wested.org/using\\_results/publications](http://chks.wested.org/using_results/publications)

climate; learning barriers, engagement, and supports; and overall well-being. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) promoting positive youth development, resilience, and well-being; and (3) preventing youth health-risk behaviors and other barriers to academic achievement. A thorough understanding of the scope and nature of youth behaviors, experiences, and attitudes, particularly in regard to the school, 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 supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. This report provides the results only for the required Core Module, as listed in the Table of Contents. This Core Module consists of a broad range 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 and well-being.<sup>7</sup> Most of the questions assess perceptions, behaviors, and experiences that relate to the school. The primary focus of the Core Module is assessing student perceptions and experiences related to the school climate and learning engagement (including school safety and connectedness); developmental supports and opportunities that promote resilience, academic achievement, and well-being; and health and behavioral barriers to learning such as substance use, bullying and violence, and poor mental health. It also provides students self-report data on truancy and class grades.

Data particularly relevant to CTAG in this report are the percentages reporting harassment, particularly because of their race/ethnicity, victimization, perceived school safety; school connectedness, attendance, and self-reported grades, and the developmental supports and opportunities (or protective factors) provided by the school.

### **Supplementary Closing the Achievement Gap Module**

The supplementary CTAG Module asks directly about student perceptions or experiences related to race, ethnicity, culture, and equity, as well as other factors that have been related to the Achievement Gap and school climate.<sup>8</sup> The results for this module are provided in Section 8.<sup>9</sup> Among the areas assessed are:

- Teacher/adult treatment of students with respect & fairness.
- Teacher/adult encouragement of high standards & help with schoolwork.

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<sup>7</sup> The CHKS Guidebook to Survey Administration contains detailed information about the content of all the survey modules. The modules themselves can be downloaded from the website.

<sup>8</sup> The CTAG questions were developed by an advisory board and were focused on two areas: (1) Perceptions, experiences, actions related to race, ethnicity, culture; and (2) More general questions about key factors that can be analyzed by respondent race/ethnicity to shed light on factors research relates to the gap.

<sup>9</sup> Between 2008 and 2010, districts that administered this module received reports disaggregating all their CHKS results by student race/ethnicity. They also received a CTAG Report of results from the companion *California School Climate Survey* (CSCS), disaggregated by the race/ethnicity of respondents.



- Relevance of class lessons, books, and lessons to real life and students' cultural background.
- Level of participation in classroom discussions.
- Level of racial/ethnic tension in the school.

## ***SURVEY ADMINISTRATION***

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.

## ***THE REPORT***

The tables in this report provide the percentages responding to each question response option by grade level, organized by topic, as outlined in the Table of Contents. 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.

## **Comparison with Staff Survey Results**

Companion reports also provide the 2008-10 results from the California School Climate Survey (CSCS) of school staff disaggregated by staff race/ethnicity and by the predominant racial/ethnic composition of school enrollment. CHKS/CSCS results should be compared to determine how consistent are student and staff perceptions and experiences.

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

Several guides, workshops, and other aids are available to help understand and use survey results. These are described and made available on the survey website ([www.wested.org/chks](http://www.wested.org/chks)). Three are particularly important.

- To help in understanding and interpreting these results, a CHKS ***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*** 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 related to CTAG.

## ***ACKNOWLEDGEMENTS***

This report and companion analyses on how survey results vary across the race/ethnicity of California students and school staff without the support of Shadidi Sia-Maat at the California Department of Education. His passionate concern for reducing the achievement gap and creating equity and pathways for success for all students were an inspiration to this project.

The CHKS was developed under contract from the California Department of Education (CDE) by WestEd in collaboration with Duerr Evaluation Resources. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.wested.org/chks>.

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# KEY FINDINGS

## ***TRENDS SINCE 2006-08***

Exhibit 1 provides the summary table in Factsheet 9 of key indicator data from both 2006-08 and 2008-10, disaggregated by the eight racial/ethnic groups covered in this report. The general pattern in the results are markedly consistent across the two time periods. Most results are equivalent (only changed 1-2 points) or improved. For no indicator was there a general trend toward more negative results. Especially noteworthy improvements were evident for:

- Grades B or better;
- High levels of school connectedness;
- Truancy only once or twice;
- Perceived school safety, along with lower fear of being beaten up, pbysical fighting, and seeing weapons at school; and
- Being harassed in high school only (most harassment indicators were level).

Yet some shifts among groups are worth mentioning.

- The improvements in grades were most evident among African Americans, Latinos, and Others. In contrast, in 7<sup>th</sup> grade, the percentage declined by six points among Whites.
- The biggest improvements in school connectedness were among African Americans and Latinos in 7<sup>th</sup> grade, up by six points.
- Although perceived safety generally improved among all groups, the improvement was most evident among African Americans and Latinos, whereas the percentages remained level among Whites.
- In contrast to these trends showing relatively higher improvement among African Americans, they showed a four-point increase in reported harassment for reasons for race in 7<sup>th</sup> grade (while other groups remained level). And in 9/11<sup>th</sup> grade, African Americans were the only group which did not show improvement in experiencing any harassment.

## ***RESULTS FOR CTAG MODULE QUESTIONS***

Section 8 of this report provides the results for the ten questions on the supplementary CTAG Module. The range in agreement percentages across the eight groups for the was 2 to 10 points in 7<sup>th</sup> grade, and 3 to 13 points in high school.

Among 7<sup>th</sup> graders, the biggest groups differences (8-10 points) were on the following three indicators of disrespect from staff and racial/ethnic tension among students, with non-Asian minority students reporting the most positive results.

- Disrespect or mistreatment by an adult because of my race, ethnicity, or nationality;
- Teachers and other adults treating all students with respect.
- A lot of tension in this school between different cultures, races, or ethnicities.

Among high school students, only one of these questions fell within the top four questions with the largest differences — staff treatment of students with respect — and it had the biggest difference across groups, by 16 points. The lowest percentage was reported by American Indians (34%) and the highest by Asians (50%). On this item, percentage for Whites was equivalent to that of African Americans and Hispanics (range 37%-39%).

The next largest difference is for all students being treated fairly when they break school rules and for instructional supports, a 15-point spread between Asians and American Indians for fair treatment in disciplining. This was one of the few items in which Hispanics were slightly most positive than Whites (39% vs. 37%). This is followed by a 10-12 point difference in two items related to instruction supports, assessing teachers providing help with needed schoolwork and making classroom lessons important and helpful in real life. Asians stood out from all other groups with the highest agreement percentages. But, in contrast to the results seen so far, on these two items Whites joined American Indians in having the worse outcomes.

Although the questions assessing disrespect by staff and student tension because of race/ethnicity were not the questions with the largest group difference, as was the case in 7<sup>th</sup> grade, there was still variances across groups of 6-8 points. African Americans in high school stand out with the highest percentage agreeing they have been disrespected because of their race/ethnicity (22%, compared to 14% among Whites). The percentage for Asians (19%) is only moderately lower than African Americans, one of the few instances where results for Asians are more negative than for Whites.

Exhibit 2 provides a summary of the percentages agreeing/strongly agreeing for the three largest groups: Whites, Hispanics, African American, and Asians. These results are discussed in more depth in CHKS Factsheet #14, which is appended to this report. This factsheet also provides a summary of the results across items for each individual group. Although the differences among these four groups were on the whole consistent with those for all eight groups, one item does emerge more clearly as having significant variance: the physical condition of the schoolyard and buildings. Among 7<sup>th</sup> graders there was a 5-point range and among high school students a 6-point range.

There was relatively small differences (3-4 points) on teachers: (1) encouraging students to work hard in school to be successful in college or career; and (2) giving students a chance to take part in classroom discussions/activities. For the former, Hispanic agreement percentages were even higher than Whites.

Although results among Hispanics were often close to African Americans, they reported notably lower percentages than African Americans for racial/ethnic tension, and were even lower than Whites.

In short, in both middle school and high school, American Indian, African American, and Hispanic students feel less respected by staff and, arguably, by their peers of other race/ethnicity, than do Whites and Asians. In high school, they also are more likely to feel all students are not disciplined fairly, which can be seen as a component of respect. This helps explain why these groups feel less connected to the school, have higher rates of truancy and dropout, and experience an achievement gap. Non-Asian minorities also report attending schools that are less clean and in good condition than do Whites. However, on indications related to instructional support Whites in high school report less positive outcomes than most minority groups except American Indians and differences diminish on some indicators.

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**Table 1. Summary of School Performance, Engagement, Supports, Safety, and Harassment Indicators by Race/Ethnicity, 2008-10, with comparison to 2006-08**

	7 <sup>th</sup> Grade									9 <sup>th</sup> /11 <sup>th</sup> Grades							
	W (%)	As (%)	PI (%)	AI (%)	AA (%)	L (%)	O (%)	M (%)	W (%)	As (%)	PI (%)	AI (%)	AA (%)	L (%)	O (%)	M (%)	
<b>School Performance and Engagement (+)</b>																	
Grades mostly Bs and above (Table A2.5)	62	84	72	62	60	58	67	71	68	78	64	56	53	48	61	62	
2006-08	74	82	70	61	56	54	63	69	65	75	62	55	49	44	56	59	
Truant only two times or less* (Table 2.6)	93	95	91	90	89	90	92	91	80	85	76	74	74	74	78	77	
2006-08	93	95	90	90	88	89	91	91	76	82	73	72	72	71	76	73	
School connectedness — High (Table 3.10.2)	56	55	49	46	40	48	49	50	51	45	43	39	33	40	41	44	
2006-08	53	51	46	43	34	42	46	46	47	42	40	36	31	37	37	40	
<b>Developmental Supports at School (+)</b>																	
Caring adult relationship — High (Table 3.10.2)	40	34	33	36	35	33	36	37	40	31	33	35	35	31	34	36	
2006-08	40	33	32	36	35	31	35	35	39	30	32	36	35	30	34	36	
High expectations — High (Table 3.10.2)	60	57	56	54	56	54	56	58	52	46	49	47	48	45	47	49	
2006-08	59	55	55	54	55	51	55	56	50	44	46	46	47	43	45	48	
Opportunities for meaningful participation — High (Table 3.10.2)	16	15	15	14	15	12	14	14	17	17	18	16	16	12	16	16	
2006-08	17	16	16	16	17	13	16	16	17	15	17	15	16	12	15	15	
<b>School Safety (-)</b>																	
Didn't feel very safe or safe at school (Table 6.10)	34	34	39	40	42	41	37	39	32	36	40	44	47	45	42	40	
2006-08	35	36	40	43	48	46	40	43	37	40	42	37	51	47	46	45	
Been afraid of being beaten up* (Table 6.2)	27	26	30	28	23	26	28	28	17	16	19	19	16	17	19	17	
2006-08	29	29	33	30	24	30	29	29	18	17	21	20	17	18	19	19	
Been in a physical fight* (Table 6.2)	23	20	29	31	37	29	26	27	15	12	20	24	27	20	20	19	
2006-08	24	22	33	34	41	33	29	30	17	14	21	25	28	23	22	21	
Seen someone with a weapon (Table 6.5)	28	23	36	34	37	36	31	33	24	20	29	32	32	30	28	28	
2006-08	28	25	38	36	41	41	33	35	26	22	31	35	35	34	31	32	
<b>Harassment on School Property* (-)</b>																	
Any harassment (Table 6.7)	45	45	49	47	47	39	45	49	32	33	36	40	38	30	39	37	
2006-08	46	47	51	49	48	41	45	50	35	35	39	42	37	32	40	40	
Harassed because of race, ethnicity, national origin (Table 6.7)	16	28	27	21	30	17	20	23	12	22	21	19	24	15	21	19	
2006-08	17	27	29	23	26	18	19	23	13	23	22	20	23	17	20	20	

Key: W = White, As = Asian, PI = Pacific Islander/Native Hawaiians, AI = American Indian/Native American, AA = African-American, L = Latino/a, O = Other, M = Multi-ethnic

(+)The higher the percentage, the more positive the result. (-)=The lower the percentage, the more positive the result

\*In the 12 months prior to the survey

	7 <sup>th</sup> Grade								9 <sup>th</sup> /11 <sup>th</sup> Grades							
	W (%)	As (%)	PI (%)	AI (%)	AA (%)	L (%)	O (%)	M (%)	W (%)	As (%)	PI (%)	AI (%)	AA (%)	L (%)	O (%)	M (%)
Been threatened/injured with a weapon (Table 6.5)	9	7	13	13	15	10	11	11	6	5	10	12	13	8	10	9
2006-08	9	8	16	15	17	12	11	13	7	5	9	13	13	9	10	9
Had mean rumors/lies told about you (Table 6.1)	29	25	32	31	29	25	29	32	24	19	26	28	24	20	25	27
2006-08	31	26	32	33	30	27	30	32	25	20	28	29	25	22	26	28
Made fun of because of looks or way talk (Table 6.1)	31	28	32	33	33	27	31	34	24	23	27	29	29	21	27	28
2006-08	31	27	31	32	31	27	31	32	25	22	26	28	28	21	26	28
Had sexual joke, comment, gesture made to you (Table 6.1)	35	28	39	36	36	30	32	39	41	32	43	46	43	32	40	45
2006-08	33	26	36	36	38	31	33	38	41	31	42	46	43	33	40	46
Been pushed, hit, kicked (not kidding around) (Table 6.2)	28	26	33	33	30	28	31	31	14	11	16	19	17	14	17	15
2006-08	29	27	31	35	30	30	32	32	15	12	18	19	16	15	17	16

Most positive results
Most negative results

Key: W = White, As = Asian, PI = Pacific Islander/Native Hawaiians, AI = American Indian/Native American, AA = African-American, L = Latino/a, O = Other, M = Multi-ethnic

(+)The higher the percentage, the more positive the result. (-)=The lower the percentage, the more positive the result

\*In the 12 months prior to the survey

**Table 2. CTAG Module by Race/Ethnicity**

	7 <sup>th</sup> Grade				9 <sup>th</sup> /11 <sup>th</sup> Grades			
	AA (%)	As (%)	L (%)	W (%)	AA (%)	As (%)	L (%)	W (%)
Teachers and other adults at this school treat all students with respect (Table 8.1)	49	53	47	50	37	50	42	40
Teachers and other adults encourage me to work hard in school I can be successful in college or at the job I choose. (Table 8.2)	56	57	54	56	47	54	50	46
The teachers and other adults work hard to help me with my schoolwork when I need it. (Table 8.3)	51	52	50	49	39	46	43	37
Teachers show how classroom lessons are important and helpful to me in real life. (Table 8.4)	53	56	53	53	41	47	45	37
Teachers give me a chance to take part in classroom discussions or activities. (Table 8.5)	48	48	46	52	43	48	44	46
The books and lessons in your classes include examples of your race or ethnic background. (Table 8.6)	40	38	38	39	33	36	35	36
All students are treated fairly when they break school rules. (Table 8.7)	45	49	45	47	35	46	39	37
I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality. (Table 8.8)	26	19	21	16	22	19	18	14
There is a lot of tension in this school between different cultures, races, or ethnicities. (Table 8.9)	30	26	25	22	30	27	24	26
The schoolyard and buildings are clean and in good condition. (Table 8.10)	39	42	39	44	31	37	34	37



California Healthy Kids Survey, 2008-2010

# 7<sup>th</sup> Grade

Variations by race/ethnicity among  
secondary school students

# 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 Size***

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
Final Number	13,371	8,704	36,720	18,518	116,552	69,029	34,454	33,769
Percent Total	5.3%	3.4%	14.0%	7.7%	46.3%	27.1%	13.5%	13.4%

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 2. Sample Characteristics

**Table A2.1**

### *Age of Sample*

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
12 years or younger	60	64	70	59	60	64	64	65
13 years old	37	34	28	37	37	35	33	33
14 years old	3	2	1	3	3	1	2	2
15 years old	0	0	0	0	0	0	0	0
16 years old	0	0	0	0	0	0	0	0
17 years old	0	0	0	0	0	0	0	0
18 years or older	0	0	0	0	0	0	0	0

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

**Table A2.2**

### *Gender of Sample*

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Male	51	48	49	50	47	48	48	44
Female	49	52	51	50	53	52	52	56

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

**Table A2.3**

### *Ethnic/Racial Characteristics of Sample*

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
American Indian or Alaska Native	100	9	2	9	3	6	7	24
Native Hawaiian or Pacific Islander	6	100	6	4	1	2	3	14
Asian	7	26	100	6	2	5	6	22
Black or African American (non-Hispanic)	12	9	3	100	2	4	4	19
Hispanic or Latino/Latina	26	18	6	14	100	12	15	50
White or Caucasian (non-Hispanic)	34	20	9	15	7	100	22	60
Other	19	12	6	8	4	11	100	39
Selected more than one	61	55	21	34	15	29	39	100

*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.

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
A home with both parents	na	na	na	na	na	na	na	na
A home with only one parent	na	na	na	na	na	na	na	na
Other relative's home	na	na	na	na	na	na	na	na
A home with more than one family	na	na	na	na	na	na	na	na
Friend's home	na	na	na	na	na	na	na	na
Foster home, group care, or waiting placement	na	na	na	na	na	na	na	na
Hotel or motel	na	na	na	na	na	na	na	na
Migrant housing	na	na	na	na	na	na	na	na
Shelter	na	na	na	na	na	na	na	na
	na	na	na	na	na	na	na	na
Other transitional or temporary housing	na	na	na	na	na	na	na	na
Other living arrangements	na	na	na	na	na	na	na	na

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Mostly A's	22	28	42	20	17	33	25	29
A's and B's	32	36	36	31	33	34	34	35
Mostly B's	8	8	6	8	8	7	8	7
B's and C's	19	15	10	20	22	14	18	16
Mostly C's	4	3	2	5	5	3	4	3
C's and D's	9	6	3	9	10	5	7	6
Mostly D's	2	1	1	2	2	1	2	1
Mostly F's	4	2	1	4	3	2	3	2

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
0 times	78	79	86	78	78	82	81	80
1-2 times	12	12	9	11	12	11	11	11
A few times	6	6	3	6	6	5	5	6
Once a month	1	1	0	1	1	1	1	1
Once a week	1	1	0	1	1	0	0	1
More than once a week	2	2	1	3	2	1	2	2

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Never	51	50	54	56	57	42	51	47
1 day	21	21	21	18	19	24	21	22
2 days	13	14	12	13	11	16	13	14
3 days	10	10	8	9	8	12	9	11
4 days	5	5	4	4	4	6	5	6
5 days	0	0	0	0	0	0	0	0

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

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Yes	4	4	3	4	5	3	3	3
No	58	55	55	58	48	70	55	65
Don't know	38	42	42	38	47	27	42	33

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

### 3. Resilience Indicators and School Connectedness

Table A3.2

*Summary Table - American Indian or Alaska Native*

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b><i>School Environment</i></b>			
Total	34	53	12
Caring Adult Relationships	36	51	13
High Expectations	54	38	8
Opportunities for Meaningful Participation	14	55	31
<b><i>Community Environment</i></b>			
Total	67	25	8
Caring Adult Relationships	65	26	9
High Expectations	67	24	9
Opportunities for Meaningful Participation	51	36	13
<b><i>School Connectedness Scale</i></b>			
	46	41	13

Table A3.3

*Summary Table - Native Hawaiian or Pacific Islander*

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b><i>School Environment</i></b>			
Total	34	55	11
Caring Adult Relationships	33	55	12
High Expectations	56	38	6
Opportunities for Meaningful Participation	15	58	26
<b><i>Community Environment</i></b>			
Total	68	25	7
Caring Adult Relationships	63	28	9
High Expectations	67	24	8
Opportunities for Meaningful Participation	55	34	10
<b><i>School Connectedness Scale</i></b>			
	49	40	10

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**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
<b>School Environment</b>			
Total	35	56	10
Caring Adult Relationships	34	56	10
High Expectations	57	39	5
Opportunities for Meaningful Participation	15	58	27
<b>Community Environment</b>			
Total	64	29	7
Caring Adult Relationships	59	31	10
High Expectations	64	28	8
Opportunities for Meaningful Participation	53	37	11
<b>School Connectedness Scale</b>			
	55	38	7

**Table A3.5**

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

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

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b>School Environment</b>			
Total	34	53	13
Caring Adult Relationships	35	51	14
High Expectations	56	36	8
Opportunities for Meaningful Participation	15	54	31
<b>Community Environment</b>			
Total	67	25	8
Caring Adult Relationships	64	26	10
High Expectations	68	22	9
Opportunities for Meaningful Participation	50	37	14
<b>School Connectedness Scale</b>			
	40	44	16

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A3.6**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b>School Environment</b>			
Total	31	56	14
Caring Adult Relationships	33	54	13
High Expectations	54	39	7
Opportunities for Meaningful Participation	12	53	35
<b>Community Environment</b>			
Total	60	31	9
Caring Adult Relationships	62	28	10
High Expectations	64	26	9
Opportunities for Meaningful Participation	39	41	19
<b>School Connectedness Scale</b>			
	48	42	10

**Table A3.7**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b>School Environment</b>			
Total	40	51	9
Caring Adult Relationships	40	51	9
High Expectations	60	35	5
Opportunities for Meaningful Participation	16	57	28
<b>Community Environment</b>			
Total	77	19	5
Caring Adult Relationships	73	21	6
High Expectations	75	19	6
Opportunities for Meaningful Participation	63	30	8
<b>School Connectedness Scale</b>			
	56	36	8

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



**Table A3.8**

**Summary Table - Other Ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b>School Environment</b>			
Total	34	54	12
Caring Adult Relationships	36	52	12
High Expectations	56	37	7
Opportunities for Meaningful Participation	14	56	31
<b>Community Environment</b>			
Total	67	25	7
Caring Adult Relationships	65	26	9
High Expectations	68	24	8
Opportunities for Meaningful Participation	51	36	13
<b>School Connectedness Scale</b>			
	49	40	11

**Table A3.9**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
<b>School Environment</b>			
Total	36	53	11
Caring Adult Relationships	37	52	11
High Expectations	58	36	6
Opportunities for Meaningful Participation	14	56	30
<b>Community Environment</b>			
Total	72	22	6
Caring Adult Relationships	69	23	8
High Expectations	72	21	7
Opportunities for Meaningful Participation	57	33	10
<b>School Connectedness Scale</b>			
	50	40	10

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A3.10.1**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7							
	A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>								
Total	34	34	35	34	31	40	34	36
Caring Adult Relationships	36	33	34	35	33	40	36	37
High Expectations	54	56	57	56	54	60	56	58
Opportunities for Meaningful Participation	14	15	15	15	12	16	14	14
<b>Community Environment</b>								
Total	67	68	64	67	60	77	67	72
Caring Adult Relationships	65	63	59	64	62	73	65	69
High Expectations	67	67	64	68	64	75	68	72
Opportunities for Meaningful Participation	51	55	53	50	39	63	51	57
<b>School Connectedness Scale</b>								
	46	49	55	40	48	56	49	50

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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>I feel close to people in this school</b>							
Strongly Disagree	6	5	3	7	4	3	5
Disagree	7	6	5	8	6	5	7
Neither Agree Nor Disagree	23	20	26	22	24	22	25
Agree	42	46	45	42	46	46	44
Strongly Agree	22	24	20	21	20	24	20
<b>I am happy to be at this school</b>							
Strongly Disagree	8	7	5	11	6	5	7
Disagree	7	6	5	9	6	6	6
Neither Agree Nor Disagree	20	20	19	21	19	18	19
Agree	37	40	41	35	41	39	39
Strongly Agree	27	27	31	24	27	31	29
<b>I feel like I am part of this school</b>							
Strongly Disagree	9	8	5	11	7	6	8
Disagree	11	9	8	12	10	8	10
Neither Agree Nor Disagree	24	25	26	23	25	22	24
Agree	36	38	40	35	39	40	38
Strongly Agree	20	20	21	19	18	24	20
<b>Teachers at this school treat students fairly</b>							
Strongly Disagree	12	10	7	17	11	8	10
Disagree	13	13	10	16	13	11	13
Neither Agree Nor Disagree	26	28	26	27	27	25	26
Agree	32	33	38	27	33	37	34
Strongly Agree	17	15	19	13	15	19	17
<b>I feel safe in my school</b>							
Strongly Disagree	10	8	6	12	8	6	8
Disagree	10	10	8	11	10	8	10
Neither Agree Nor Disagree	23	26	25	24	25	21	23
Agree	35	35	38	33	37	38	36
Strongly Agree	22	21	24	20	21	27	23

*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.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

<b>At my school, there is a teacher or some other adult...</b>	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>who really cares about me (Caring Relationships)</b>							
Not At All True	13	12	10	14	13	10	12
A Little True	29	32	32	29	31	28	30
Pretty Much True	31	34	37	30	33	35	32
Very Much True	27	23	22	28	23	28	26
<b>who tells me when I do a good job (High Expectations)</b>							
Not At All True	9	8	6	9	8	6	8
A Little True	19	19	19	19	20	17	19
Pretty Much True	33	35	37	30	35	34	33
Very Much True	39	38	39	42	37	43	40
<b>who notices when I am not there (CR)</b>							
Not At All True	14	13	11	15	14	10	13
A Little True	23	24	26	22	25	22	24
Pretty Much True	29	32	35	27	31	33	30
Very Much True	34	31	29	36	30	35	33
<b>who always wants me to do my best (HE)</b>							
Not At All True	6	5	4	7	6	4	5
A Little True	12	11	11	12	13	10	12
Pretty Much True	25	26	28	23	27	25	25
Very Much True	57	57	57	58	54	61	58
<b>(CB)</b>							
Not At All True	12	10	7	14	12	8	11
A Little True	22	23	21	22	23	20	22
Pretty Much True	32	35	38	29	33	35	33
Very Much True	34	32	34	34	32	37	34
<b>who believes that I will be a success (HE)</b>							
Not At All True	10	8	6	11	9	7	9
A Little True	17	17	17	17	17	16	17
Pretty Much True	29	30	34	25	30	32	30
Very Much True	44	45	42	47	44	46	44

*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 believes that I will be a success.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>I do interesting activities at school (Opportunities for Meaningful Participation)</b>							
Not At All True	15	13	11	17	17	12	14
A Little True	26	25	27	24	28	26	27
Pretty Much True	29	31	34	26	29	32	30
Very Much True	29	32	29	33	26	30	29
<b>I help decide things like class rules or activities (OMP)</b>							
Not At All True	51	45	43	53	52	46	50
A Little True	27	30	33	24	27	30	28
Pretty Much True	13	15	16	13	13	15	14
Very Much True	9	9	9	10	7	9	9
<b>I do things that make a difference at school (OMP)</b>							
Not At All True	26	23	22	28	31	21	26
A Little True	35	37	39	32	35	36	35
Pretty Much True	23	24	25	21	21	25	23
Very Much True	17	16	14	18	13	17	16

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

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

<b>Outside of my home and school, there is a teacher or some other adult... who really cares about me (CR)</b>	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
Not At All True	9	8	7	9	9	5	8
A Little True	9	10	12	9	11	7	10
Pretty Much True	15	16	19	15	17	13	16
Very Much True	67	67	62	67	63	74	67
<b>who tells me when I do a good job (HE)</b>							
Not At All True	10	10	9	11	11	6	9
A Little True	12	13	15	12	14	9	12
Pretty Much True	21	22	25	19	24	20	22
Very Much True	56	55	51	58	51	65	56

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>AI/AN %</b>	<b>NH/PI %</b>	<b>A %</b>	<b>AA %</b>	<b>H/L %</b>	<b>W %</b>	<b>O %</b>
<b>who notices when I am upset about something (CR)</b>							
Not At All True	12	13	14	13	13	9	12
A Little True	13	15	18	12	14	11	14
Pretty Much True	20	22	24	19	22	21	21
Very Much True	54	50	44	57	50	59	53
<b>who believes that I will be a success (HE)</b>							
Not At All True	9	9	8	9	9	6	9
A Little True	10	11	12	10	12	8	11
Pretty Much True	18	19	22	16	20	17	19
Very Much True	62	62	57	65	59	69	62
<b>who always wants me to do my best (HE)</b>							
Not At All True	8	7	7	9	8	5	7
A Little True	9	8	9	8	9	6	8
Pretty Much True	15	16	18	15	18	14	16
Very Much True	68	68	65	69	65	75	69
<b>whom I trust (CR)</b>							
Not At All True	11	11	10	12	12	7	10
A Little True	10	11	12	11	11	8	10
Pretty Much True	17	18	21	17	19	16	18
Very Much True	62	60	57	60	58	70	62

*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.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>I am part of clubs, sports teams, church/temple or other group activities (OMP)</b>							
Not At All True	25	21	23	24	33	17	24
A Little True	12	11	13	11	13	10	12
Pretty Much True	15	15	16	14	15	14	15
Very Much True	49	53	47	51	39	59	48
<b>I am involved in music, art, literature, sports or a hobby (OMP)</b>							
Not At All True	16	13	12	18	23	9	16
A Little True	10	9	10	10	12	8	10
Pretty Much True	15	15	16	15	16	14	16
Very Much True	59	63	62	57	48	69	58
<b>I help other people (OMP)</b>							
Not At All True	11	9	7	12	13	6	9
A Little True	20	20	20	21	25	18	20
Pretty Much True	33	35	37	31	33	37	34
Very Much True	36	37	36	35	29	39	36

*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.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 4. Alcohol and Other Drug Use

Table A4.1

### *AOD Use, Lifetime*

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Alcohol (one full drink)</b>							
0 times	73	76	88	74	70	80	79
1 time	9	9	5	9	10	8	8
2 to 3 times	8	7	4	7	9	6	6
4 or more times	10	8	3	10	11	6	7
<b>Marijuana</b>							
0 times	87	88	96	84	87	93	91
1 time	4	4	1	4	4	2	3
2 to 3 times	3	3	1	4	3	2	2
4 or more times	6	5	2	8	6	3	4
<b>Inhalants (to get high)</b>							
0 times	86	85	91	86	84	90	88
1 time	5	6	4	5	6	4	5
2 to 3 times	4	4	2	4	4	3	3
4 or more times	5	5	3	5	5	3	4
<b>Cocaine</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na
<b>Methamphetamine or any amphetamines</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na

*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*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



**Table A4.1 - Continued**

***AOD Use, Lifetime***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>LSD or other psychedelics</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na
<b>Ecstasy</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na
<b>Heroin</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na
<b>Other illegal drug or pill</b>							
0 times	93	93	97	92	92	96	95
1 time	2	2	1	2	3	1	2
2 to 3 times	2	2	1	2	2	1	1
4 or more times	3	2	1	3	3	1	2
<b><i>Any of the above AOD Use</i></b>	<b>33</b>	<b>32</b>	<b>18</b>	<b>34</b>	<b>36</b>	<b>24</b>	<b>26</b>
<b>Prescription pain killers</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na

*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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A4.1 - Continued**

**AOD Use, Lifetime**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Barbiturates</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na
<b>Tranquilizers or sedatives</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na
<b>Cold/Cough Medicines</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na
<b>Diet Pills</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na
<b>Ritalin™ or Adderall™</b>							
0 times	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na

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

*na=not asked of middle school students*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A4.2**

**Age of Onset**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Alcohol (one full drink)</b>							
Never	67	68	83	68	63	74	74
10 or under	14	14	8	14	15	10	12
11 -12 years old	15	15	8	15	18	13	12
13-14 years old	3	3	1	3	3	2	2
15-16 years old	0	0	0	0	0	0	0
17 years or older	1	0	0	1	1	0	0
<b>Marijuana</b>							
Never	90	90	97	87	89	94	93
10 or under	3	3	1	4	2	1	2
11 -12 years old	5	5	2	7	6	3	4
13-14 years old	2	1	1	2	2	1	1
15-16 years old	0	0	0	0	0	0	0
17 years or older	0	0	0	0	0	0	0
<b>Other illegal drug</b>							
Never	93	94	98	93	93	96	95
10 or under	2	2	1	2	2	1	1
11 -12 years old	3	3	1	4	4	2	2
13-14 years old	1	1	0	1	1	1	1
15-16 years old	0	0	0	0	0	0	0
17 years or older	0	0	0	0	0	0	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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
Alcohol (at least one drink)	15	13	6	15	18	11	12
Marijuana	7	7	2	9	8	4	5
Inhalants	7	7	4	7	8	5	6
Cocaine	na	na	na	na	na	na	na
Methamphetamine or any amphetamines	na	na	na	na	na	na	na
Ecstasy, LSD or other psychedelics	na	na	na	na	na	na	na
Other illegal drug or pill	4	4	2	5	5	2	3
<b>Any of the above AOD Use</b>	19	17	8	19	22	14	15
Two or more drugs at the same time	na	na	na	na	na	na	na

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**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Alcohol</b>							
None	85	87	94	85	82	89	88
1 or 2 days	9	8	4	9	12	7	8
3 to 9 days	2	2	1	2	3	2	2
10 to 19 days	1	1	0	1	1	1	1
20 or more days (daily)	2	2	1	2	2	1	2
<b>Marijuana</b>							
None	93	93	98	91	92	96	95
1 or 2 days	4	3	1	4	4	2	2
3 to 9 days	1	1	0	2	2	1	1
10 to 19 days	1	1	0	1	1	0	0
20 or more days (daily)	2	2	1	2	2	1	1

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
0 times	88	89	95	88	87	93	92
1 to 2 times	8	8	3	7	9	5	6
3 to 6 times	2	2	1	2	3	1	1
7 or more times	2	2	1	2	2	1	1

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
0 times	88	89	96	87	88	93	92
1 to 2 times	6	5	2	6	6	3	4
3 to 6 times	2	2	1	3	2	1	2
7 or more times	4	3	1	5	3	2	2

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
0 days	92	94	98	93	92	95	95
1 to 2 days	4	3	1	4	5	3	3
3 or more days	3	3	1	3	3	2	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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
Don't drink alcohol	69	70	82	69	64	74	74
Just a sip or two	18	17	11	17	20	16	16
Enough to feel it a little	7	6	3	7	8	5	5
Enough to feel it a lot	4	4	2	4	4	2	3
Until really drunk	3	3	1	3	3	2	2

*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)***

*Never*

*Any*

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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A4.11*****Ever Been a Passenger in a Car Driven by Someone Who Had Been Drinking***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b><i>Never</i></b>	52	53	67	57	51	55	59
<b><i>Any</i></b>	48	47	33	43	49	45	41
1 time	14	14	12	13	15	14	13
2 times	10	10	7	8	10	9	8
3 to 6 times	10	10	6	8	10	9	8
7 or more times	14	13	7	13	14	12	11

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Alcohol</b>							
0 days	93	94	97	92	92	97	95
1 to 2 days	4	4	2	5	6	2	4
3 or more days	2	2	1	3	2	1	2
<b>Marijuana</b>							
0 days	96	96	99	94	96	98	97
1 to 2 days	2	2	1	3	3	1	1
3 or more days	2	2	1	3	2	1	1
<b>Any illegal drug or pill</b>							
0 days	96	96	98	95	96	98	97
1 to 2 days	3	3	1	3	3	2	2
3 or more days	2	2	1	2	1	1	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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
0 times	93	93	97	92	92	96	95
1 to 2 times	4	4	2	5	5	2	3
3 to 6 times	1	1	1	2	2	1	1
7 or more times	2	2	1	2	2	1	1

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



**Table A4.14**

***Perceived Harm of Frequent Alcohol Use***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Alcohol - Drink Occasionally</b>							
Great	26	29	31	29	30	21	26
Moderate	22	25	26	20	22	24	22
Slight	26	25	24	21	21	35	25
None	27	22	19	29	27	20	27
<b>Alcohol - 5 or more drinks once or twice a week</b>							
Great	43	49	57	44	40	50	44
Moderate	22	22	19	18	21	27	21
Slight	11	9	6	9	12	10	9
None	25	21	17	29	28	14	25

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Marijuana - Smoke Occasionally</b>							
Great	41	44	49	40	42	45	42
Moderate	22	23	24	19	19	28	22
Slight	11	11	8	11	10	11	9
None	26	22	18	30	29	15	27
<b>Marijuana - Smoke once or twice a week</b>							
Great	51	53	60	45	45	65	52
Moderate	15	16	15	15	17	15	14
Slight	8	9	6	9	9	6	7
None	26	22	18	30	29	14	26

*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*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A4.16**

***Personal Disapproval of Using Alcohol***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Alcohol - One or two drinks nearly every day</b>							
Neither approve or disapprove	23	19	13	26	26	14	21
Somewhat disapprove	15	15	11	13	18	12	13
Strongly disapprove	62	67	76	60	56	74	67
<b>Marijuana or Hashish - Once or twice</b>							
Neither approve or disapprove	25	20	14	29	27	16	21
Somewhat disapprove	14	15	13	13	16	13	12
Strongly disapprove	61	64	73	58	58	71	66
<b>Marijuana - Once a month or more</b>							
Neither approve or disapprove	24	20	14	28	27	14	21
Somewhat disapprove	12	13	10	12	15	10	11
Strongly disapprove	64	67	76	60	59	76	69

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

**Table A4.17**

***Student Perception of Percent of Marijuana Use Among Peers***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
None of them	43	44	63	44	43	42	50
10 percent	25	25	21	21	23	29	23
20 percent	9	9	6	9	9	10	8
30 percent	6	5	3	6	6	5	5
40 percent	3	3	1	3	3	3	3
50 percent	7	6	3	9	8	5	6
60 percent	2	1	1	1	2	1	1
70 percent	2	1	1	2	2	1	1
80 percent	1	1	0	2	1	1	1
90 percent	1	1	0	1	1	1	1
All of them	2	2	1	3	2	1	1

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**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

---

Get into trouble in 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

---

~~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%.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A4.19**  
***Occurrence of Experiences 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  
Didn't like the way you felt when not high or drunk

---

Thought about reducing or stopping

---

Told self not going to use but used anyway

---

Spoke with someone about reducing or stopping

---

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%.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Alcohol</b>							
Very difficult	13	14	17	14	12	11	13
Fairly difficult	11	12	13	9	10	12	10
Fairly easy	17	18	15	16	16	19	16
Very easy	20	18	12	22	21	19	17
Don't know	39	37	44	39	40	39	44
<b>Marijuana</b>							
Very difficult	20	23	28	19	18	21	21
Fairly difficult	10	12	11	8	9	12	10
Fairly easy	11	11	7	11	11	11	9
Very easy	16	14	7	20	17	12	12
Don't know	43	41	48	42	44	45	48

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
0 times	83	82	92	81	80	87	86
1 time	8	8	4	8	9	7	7
2 to 3 times	4	4	2	4	5	3	3
4 or more times	6	5	2	6	6	4	4

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
No	41	41	42	46	42	35	41
Yes	59	59	58	54	58	65	59

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

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
No	23	18	15	23	20	16	21
Yes	77	82	85	77	80	84	79

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 5. Tobacco Use

**Table A5.1**

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>A cigarette, even one or two puffs</b>							
0 times	81	84	92	80	82	88	86
1 time	8	7	4	8	8	5	6
2 to 3 times	5	4	2	5	5	3	4
4 or more times	6	5	2	6	5	4	4
<b>A whole cigarette</b>							
0 times	90	92	97	90	92	95	94
1 time	3	3	1	3	3	2	2
2 to 3 times	2	2	1	3	2	1	2
4 or more times	4	4	1	4	3	2	3
<b>Smokeless tobacco</b>							
0 times	93	94	98	94	95	96	96
1 time	3	2	1	2	2	2	2
2 to 3 times	2	1	1	2	1	1	1
4 or more times	2	2	1	2	2	1	1

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A5.2**

**Age of Onset**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Smoked part or all of a cigarette</b>							
Never	85	86	94	84	85	90	89
10 or under	6	6	3	6	5	3	4
11 -12 years old	8	7	3	8	8	5	5
13-14 years old	1	1	1	2	2	1	1
15-16 years old	0	0	0	0	0	0	0
17 years or older	0	0	0	0	0	0	0
<b>Smokeless Tobacco</b>							
Never	93	94	98	93	94	96	96
10 or under	2	2	1	2	2	1	1
11 -12 years old	3	3	1	3	3	2	2
13-14 years old	1	1	0	1	1	0	1
15-16 years old	0	0	0	0	0	0	0
17 years or older	0	0	0	0	0	0	0

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

**Table A5.3**

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Cigarettes</b>							
Any	6	6	2	7	6	4	5
Daily	1	1	0	1	1	1	1
<b>Smokeless Tobacco</b>							
Any	4	4	2	4	4	2	3
Daily	1	1	0	1	1	0	1

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b><i>None</i></b>	96	96	98	95	96	98	97
<b><i>Any</i></b>	4	4	2	5	4	2	3
1 or 2 days	2	2	1	3	2	1	2
3 to 9 days	1	0	0	1	1	0	0
10 to 19 days	0	0	0	0	0	0	0
20 to 30 days	1	1	0	1	1	0	1

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
Neither approve or disapprove	21	18	13	25	24	12	19
Somewhat disapprove	11	11	9	11	14	8	10
Strongly disapprove	68	71	78	64	62	80	71

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
Neither approve or disapprove	17	14	10	21	19	9	15
Somewhat disapprove	15	15	11	15	17	12	13
Strongly disapprove	68	71	79	64	64	79	72

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Smoking Occasionally</b>							
Great	30	33	35	33	33	28	30
Moderate	27	29	32	22	24	36	27
Slight	19	19	17	16	17	23	18
None	24	20	16	28	27	13	24
<b>Smoking 1-2 packs of cigarette a day</b>							
Great	61	63	69	55	55	74	60
Moderate	10	12	11	11	11	10	11
Slight	5	5	4	5	6	3	4
None	24	20	17	29	28	13	25

*Question HS A.78-79/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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
Very difficult	13	14	18	13	13	12	13
Fairly difficult	11	13	14	9	10	13	11
Fairly easy	17	18	14	16	16	19	15
Very easy	17	16	9	20	17	14	15
Don't know	42	39	45	42	44	42	46

*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.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
None of them	43	44	60	44	43	41	48
10 percent	27	27	24	23	25	32	26
20 percent	9	9	6	9	9	10	8
30 percent	6	6	4	6	6	6	5
40 percent	3	3	2	3	4	3	3
50 percent	7	6	3	9	9	5	6
60 percent	1	1	0	1	1	1	1
70 percent	1	1	0	1	1	1	1
80 percent	1	1	0	1	1	1	1
90 percent	1	1	0	1	1	0	0
All of them	1	1	1	2	1	1	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**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
American Indian or Alaska Native	6	9	7	7	7	6	6
Native Hawaiian or Pacific Islander	9	6	4	10	8	6	7
Asian	7	4	2	9	6	4	5
Black or African American (non-Hispanic)	7	10	9	7	10	7	8
Hispanic or Latino/Latina	7	8	6	10	6	6	6
White or Caucasian (non-Hispanic)	6	6	4	7	6	4	4
Other	6	7	5	8	6	4	5
Multi-Racial (selected more than one)	6	5	4	7	6	5	5

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 6. Violence and Safety

**Table A6.1**

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Had mean rumors/lies spread about you</b>							
0 times	49	47	55	52	54	50	51
1 time	20	21	20	19	20	21	20
2 to 3 times	13	14	13	13	12	14	13
4 or more times	18	17	12	16	13	15	16
<b>Had sexual jokes/comments/gestures made to you</b>							
0 times	50	47	59	51	57	51	54
1 time	14	14	14	13	14	14	14
2 to 3 times	12	12	10	11	10	12	11
4 or more times	24	26	18	25	19	23	21
<b>Been made fun of because of your looks/way talk</b>							
0 times	52	51	56	53	57	54	54
1 time	15	17	17	14	16	15	15
2 to 3 times	11	12	11	10	10	11	11
4 or more times	22	20	17	23	17	20	20

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Been pushed, shoved, hit, etc.</b>							
0 times	51	52	58	55	56	56	53
1 time	16	16	16	15	17	16	16
2 to 3 times	13	13	12	11	12	12	13
4 or more times	20	19	14	19	16	16	18
<b>Been afraid of being beaten up</b>							
0 times	72	70	74	77	74	73	72
1 time	14	15	14	11	15	14	14
2 to 3 times	6	7	6	5	6	6	6
4 or more times	8	8	6	7	6	7	8
<b>Been in physical fight</b>							
0 times	69	71	80	63	71	77	74
1 time	14	13	11	14	13	12	12
2 to 3 times	8	7	5	10	8	6	7
4 or more times	9	9	4	13	8	5	7

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Had property stolen/damaged</b>							
0 times	66	65	69	68	72	70	69
1 time	17	17	16	16	15	16	16
2 to 3 times	9	9	8	9	7	8	8
4 or more times	8	8	7	8	6	6	7
<b>Damaged school property on purpose</b>							
0 times	84	83	90	82	83	88	87
1 time	8	9	5	8	9	7	7
2 to 3 times	4	4	2	4	4	3	3
4 or more times	4	5	2	5	4	3	3

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Carried a gun</b>							
0 times	93	93	97	92	94	96	95
1 time	3	3	1	3	3	1	2
2 or more times	4	4	2	5	3	2	3
<b>Carried any other weapon</b>							
0 times	86	87	93	86	88	91	90
1 time	6	6	3	6	6	4	5
2 or more times	8	7	3	8	6	5	6

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Seen someone with a weapon</b>							
0 times	66	64	77	63	64	72	69
1 time	17	18	13	17	18	16	16
2 or more times	17	18	10	19	18	12	15
<b>Been threatened/injured with a weapon</b>							
0 times	87	87	93	85	90	91	89
1 time	7	7	4	7	6	5	6
2 or more times	6	6	3	7	5	4	5

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
Neither approve or disapprove	21	17	13	24	23	12	19
Somewhat disapprove	11	12	11	10	12	10	10
Strongly disapprove	68	71	76	66	66	79	71

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A6.7**

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
<b>Race, Ethnicity, or National Origin</b>							
0 times	79	73	72	70	83	84	80
1 time	9	11	11	11	9	7	8
2 or more times	12	16	17	18	9	9	11
<b>Religion</b>							
0 times	88	88	87	88	91	90	87
1 time	6	5	6	5	5	5	6
2 or more times	7	7	7	6	4	5	7
<b>Gender</b>							
0 times	85	86	90	87	90	88	87
1 time	7	6	5	6	5	6	6
2 or more times	8	8	5	7	5	6	7
<b>Sexual Orientation *</b>							
0 times	84	85	88	87	90	86	87
1 time	7	6	5	5	5	6	6
2 or more times	9	9	6	8	5	8	8
<b>Physical/Mental Disability</b>							
0 times	91	92	95	92	94	93	93
1 time	4	3	2	3	3	3	3
2 or more times	5	5	3	5	3	4	4
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>							
	37	40	37	40	29	33	35
<b>Any Other Reason</b>							
0 times	68	68	73	73	75	68	70
1 time	10	10	10	9	10	11	11
2 or more times	22	22	17	18	15	21	20
<b><i>Any Harassment</i></b>							
	47	49	45	47	39	45	45

*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."*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
No	90	90	94	87	90	94	92
Yes	10	10	6	13	10	6	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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
Does not apply, didn't have a boy/girlfriend	45	48	69	43	46	52	53
No	48	46	28	50	50	44	42
Yes	6	6	3	7	5	4	5

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
Very safe	22	20	22	23	20	22	22
Safe	38	41	44	35	39	44	41
Neither safe nor unsafe	28	29	27	30	31	25	27
Unsafe	6	6	4	6	5	5	6
Very unsafe	5	4	3	6	4	3	5

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A6.11****Cyber Bullying**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
0 times (never)	80	76	81	81	83	82	82
1 time	9	11	9	9	9	9	9
2-3 times	5	6	5	5	5	5	5
4 or more times	5	6	5	5	4	4	5

*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)?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
American Indian or Alaska Native	37	44	42	45	39	41	44
Native Hawaiian or Pacific Islander	44	40	43	44	42	40	44
Asian	42	43	37	45	42	38	40
Black or African American (non-Hispanic)	45	44	45	40	43	42	45
Hispanic or Latino/Latina	39	42	42	43	29	37	37
White or Caucasian (non-Hispanic)	41	40	38	42	37	33	40
Other	44	44	40	45	37	40	35
Multi-Racial (selected more than one)	40	41	40	43	37	38	39

*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**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
American Indian or Alaska Native	21	29	29	34	24	22	26
Native Hawaiian or Pacific Islander	29	27	31	32	27	25	28
Asian	29	31	28	34	29	25	28
Black or African American (non-Hispanic)	34	32	34	30	32	30	32
Hispanic or Latino/Latina	24	27	29	32	17	21	21
White or Caucasian (non-Hispanic)	22	25	25	30	21	16	21
Other	26	28	28	32	21	21	20
Multi-Racial (selected more than one)	23	28	28	31	22	21	21

*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*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 7. Physical and Mental Health

**Table A7.1**

***Eating of Breakfast***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
No	35	36	27	39	39	27	32
Yes	65	64	73	61	61	73	68

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

**Table A7.2**

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %
No	68	67	74	70	70	74	71
Yes	32	33	26	30	30	26	29

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

**Table A7.3**

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

No

Yes

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## Section 8. Closing the Achievement Gap Module

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
Final Number	4,284	3,428	14,293	6,131	38,514	24,064	11,490	11,981

### CTAG 8.1

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	28	28	25	25	27	25	27	25
Disagree	14	9	9	12	13	11	12	12
Neither disagree nor agree	13	15	13	14	13	14	14	15
Agree	23	24	26	23	24	27	24	25
Strongly agree	22	24	27	26	23	23	22	23

### CTAG 8.2

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	28	29	26	24	27	26	28	26
Disagree	8	5	5	7	6	6	6	6
Neither disagree nor agree	13	11	12	13	13	12	12	13
Agree	26	27	27	27	28	27	27	28
Strongly agree	26	27	30	29	26	29	27	27

### CTAG 8.3

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	29	28	27	24	27	27	28	27
Disagree	8	6	6	8	7	7	7	7
Neither disagree nor agree	15	16	15	17	16	15	15	17
Agree	25	27	27	27	28	26	26	27
Strongly agree	22	22	25	24	22	23	23	22

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

### CTAG 8.4

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	20	20	17	16	17	15	18	16
Disagree	13	11	9	11	12	13	12	12
Neither disagree nor agree	19	18	17	18	18	19	18	20
Agree	26	28	30	27	29	28	28	28
Strongly agree	22	24	26	26	24	25	24	23

### CTAG 8.5

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	21	20	20	19	19	17	19	18
Disagree	12	11	8	11	12	10	11	11
Neither disagree nor agree	21	22	21	21	22	20	20	22
Agree	25	25	27	25	26	28	26	27
Strongly agree	21	21	21	23	20	24	22	21

### CTAG 8.6

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	26	27	27	24	24	23	26	24
Disagree	15	14	12	14	15	15	14	15
Neither disagree nor agree	20	23	23	21	22	23	22	23
Agree	20	19	21	21	22	21	20	21
Strongly agree	17	17	17	19	16	18	17	16

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**CTAG 8.7*****All students are treated fairly when they break school rules.***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	25	23	22	22	21	21	24	22
Disagree	13	11	9	12	13	12	12	12
Neither disagree nor agree	20	20	20	20	20	19	20	21
Agree	22	25	26	22	24	24	23	24
Strongly agree	20	20	23	23	21	23	22	21

**CTAG 8.8*****I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	50	50	50	43	46	57	51	52
Disagree	15	16	16	16	18	15	17	16
Neither disagree nor agree	15	15	14	15	15	11	14	14
Agree	10	10	10	13	11	8	10	10
Strongly agree	10	9	9	13	10	8	9	8

**CTAG 8.9*****There is a lot of tension in this school between different cultures, races, or ethnicities.***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	36	36	36	32	33	39	36	36
Disagree	17	15	15	15	17	18	17	17
Neither disagree nor agree	21	22	23	22	23	21	22	22
Agree	14	14	14	15	14	12	13	14
Strongly agree	12	12	12	15	11	10	12	11

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

California Healthy Kids Survey, 2008-2010

# 9<sup>th</sup> / 11<sup>th</sup> Grade

Variations by race/ethnicity among  
secondary school students



# 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***

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
Final Number	17,906	19,240	68,085	34,125	200,486	154,815	39,094	58,939
Percent Total	3.9%	4.1%	14.2%	8.0%	45.7%	32.6%	8.5%	12.8%

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 2. Sample Characteristics

**Table A2.1**

### *Age of Sample*

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
12 years or younger	1	1	0	1	0	0	0	0
13 years old	1	1	2	1	1	1	1	1
14 years old	35	35	36	34	34	34	37	37
15 years old	20	17	15	19	20	17	20	18
16 years old	29	33	33	31	30	34	29	31
17 years old	13	13	13	13	14	14	12	12
18 years or older	1	1	1	1	1	0	1	1

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

**Table A2.2**

### *Gender of Sample*

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
Male	48	50	49	51	47	48	48	45
Female	52	50	51	49	53	52	52	55

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

**Table A2.3**

### *Ethnic/Racial Characteristics of Sample*

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
American Indian or Alaska Native	100	9	3	11	3	6	9	23
Native Hawaiian or Pacific Islander	9	100	8	6	2	3	5	18
Asian	10	28	100	7	2	5	8	26
Black or African American (non-Hispanic)	20	10	4	100	3	4	7	22
Hispanic or Latino/Latina	35	19	7	16	100	11	18	52
White or Caucasian (non-Hispanic)	49	23	10	18	9	100	25	64
Other	19	10	5	8	4	6	100	28
Selected more than one	76	56	22	38	15	24	43	100

*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.

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
A home with both parents	52	62	71	44	66	64	62	58
A home with only one parent	32	23	16	39	24	25	25	30
Other relative's home	7	5	3	6	4	3	4	5
A home with more than one family	3	5	3	3	4	1	3	3
Friend's home	1	1	0	1	0	1	1	1
Foster home, group care, or waiting placement	2	1	0	1	0	0	1	1
Hotel or motel	1	1	0	1	0	0	1	1
Migrant housing	1	1	0	1	0	0	0	0
Shelter	1	1	0	1	0	0	1	0
On the street (no fixed housing), car campground	2	2	1	3	1	1	1	1
Other transitional or temporary housing	1	1	0	1	0	0	1	1
Other living arrangements	4	2	1	2	1	2	3	3

*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***

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
Mostly A's	18	21	33	16	12	24	20	20
A's and B's	28	33	36	27	27	33	31	32
Mostly B's	10	10	9	10	9	10	10	10
B's and C's	22	20	13	23	25	18	20	20
Mostly C's	7	5	3	7	8	5	6	6
C's and D's	9	7	4	10	12	6	8	8
Mostly D's	2	1	1	2	3	1	2	2
Mostly F's	4	3	1	4	4	2	3	3

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
0 times	57	57	69	56	54	62	60	58
1-2 times	18	19	16	17	19	18	17	18
A few times	15	15	10	15	16	13	14	15
Once a month	3	2	1	2	2	2	2	2
Once a week	2	2	1	2	2	2	2	2
More than once a week	6	5	3	7	6	3	5	4

*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***

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
Yes	3	2	2	3	5	1	2	1
No	74	71	72	72	63	84	72	78
Don't know	23	26	25	25	32	15	26	20

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

### 3. Resilience Indicators and School Connectedness

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 (%)	Grades 9, 11		
	H	M	L
<b><i>School Environment</i></b>			
Total	33	51	16
Caring Adult Relationships	35	50	14
High Expectations	47	43	10
Opportunities for Meaningful Participation	16	51	33
<b><i>Community Environment</i></b>			
Total	64	28	9
Caring Adult Relationships	62	27	10
High Expectations	65	26	10
Opportunities for Meaningful Participation	49	36	15
<b><i>School Connectedness Scale</i></b>			
	39	45	16

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 (%)	Grades 9, 11		
	H	M	L
<b><i>School Environment</i></b>			
Total	34	54	13
Caring Adult Relationships	33	55	12
High Expectations	49	43	8
Opportunities for Meaningful Participation	18	53	29
<b><i>Community Environment</i></b>			
Total	66	26	7
Caring Adult Relationships	62	28	9
High Expectations	64	27	8
Opportunities for Meaningful Participation	54	35	11
<b><i>School Connectedness Scale</i></b>			
	43	44	13

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A3.4**

**Summary Table - Asian**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grades 9, 11		
	H	M	L
<b>School Environment</b>			
Total	32	56	12
Caring Adult Relationships	31	58	10
High Expectations	46	47	7
Opportunities for Meaningful Participation	17	54	30
<b>Community Environment</b>			
Total	62	30	9
Caring Adult Relationships	57	32	11
High Expectations	59	32	9
Opportunities for Meaningful Participation	52	36	12
<b>School Connectedness Scale</b>			
	45	44	11

**Table A3.5**

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grades 9, 11		
	H	M	L
<b>School Environment</b>			
Total	33	52	15
Caring Adult Relationships	35	51	14
High Expectations	48	42	11
Opportunities for Meaningful Participation	16	51	33
<b>Community Environment</b>			
Total	63	27	10
Caring Adult Relationships	62	27	11
High Expectations	64	25	10
Opportunities for Meaningful Participation	47	36	16
<b>School Connectedness Scale</b>			
	33	47	20

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**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 (%)	Grades 9, 11		
	H	M	L
<b>School Environment</b>			
Total	27	55	18
Caring Adult Relationships	31	55	14
High Expectations	45	46	9
Opportunities for Meaningful Participation	12	48	40
<b>Community Environment</b>			
Total	58	32	10
Caring Adult Relationships	62	29	10
High Expectations	62	29	9
Opportunities for Meaningful Participation	38	39	23
<b>School Connectedness Scale</b>			
	40	47	13

**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 (%)	Grades 9, 11		
	H	M	L
<b>School Environment</b>			
Total	38	51	12
Caring Adult Relationships	40	51	9
High Expectations	52	42	6
Opportunities for Meaningful Participation	17	52	30
<b>Community Environment</b>			
Total	74	21	5
Caring Adult Relationships	71	22	6
High Expectations	73	22	6
Opportunities for Meaningful Participation	57	33	10
<b>School Connectedness Scale</b>			
	51	38	10

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**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 (%)	Grades 9, 11		
	H	M	L
<b>School Environment</b>			
Total	32	53	15
Caring Adult Relationships	34	53	13
High Expectations	47	44	9
Opportunities for Meaningful Participation	16	50	34
<b>Community Environment</b>			
Total	65	27	8
Caring Adult Relationships	63	27	10
High Expectations	65	26	9
Opportunities for Meaningful Participation	49	37	14
<b>School Connectedness Scale</b>			
	41	44	15

**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 (%)	Grades 9, 11		
	H	M	L
<b>School Environment</b>			
Total	34	52	13
Caring Adult Relationships	36	52	12
High Expectations	49	43	8
Opportunities for Meaningful Participation	16	51	32
<b>Community Environment</b>			
Total	68	25	7
Caring Adult Relationships	66	26	9
High Expectations	68	25	8
Opportunities for Meaningful Participation	53	35	12
<b>School Connectedness Scale</b>			
	44	44	12

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



**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 (%)	Grades 9, 11							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
<b>School Environment</b>								
Total	33	34	32	33	27	38	32	34
Caring Adult Relationships	35	33	31	35	31	40	34	36
High Expectations	47	49	46	48	45	52	47	49
Opportunities for Meaningful Participation	16	18	17	16	12	17	16	16
<b>Community Environment</b>								
Total	64	66	62	63	58	74	65	68
Caring Adult Relationships	62	62	57	62	62	71	63	66
High Expectations	65	64	59	64	62	73	65	68
Opportunities for Meaningful Participation	49	54	52	47	38	57	49	53
<b>School Connectedness Scale</b>								
	39	43	45	33	40	51	41	44

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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>I feel close to people in this school</b>								
Strongly Disagree	9	7	6	11	6	5	8	6
Disagree	8	7	8	9	8	7	8	7
Neither Agree Nor Disagree	22	21	25	24	26	19	24	22
Agree	38	41	42	36	42	42	38	41
Strongly Agree	23	24	20	20	19	26	22	24
<b>I am happy to be at this school</b>								
Strongly Disagree	11	9	7	14	8	7	10	8
Disagree	9	8	7	11	8	7	8	8
Neither Agree Nor Disagree	25	25	25	25	25	20	24	24
Agree	35	38	41	33	39	40	36	38
Strongly Agree	21	21	21	17	20	25	22	22
<b>I feel like I am part of this school</b>								
Strongly Disagree	12	9	7	14	9	7	11	9
Disagree	12	10	9	12	11	9	11	10
Neither Agree Nor Disagree	28	28	31	27	32	25	29	28
Agree	33	37	38	33	35	39	34	36
Strongly Agree	16	16	15	15	13	19	16	17
<b>Teachers at this school treat students fairly</b>								
Strongly Disagree	12	10	7	15	9	7	11	9
Disagree	14	13	11	16	13	12	13	13
Neither Agree Nor Disagree	30	31	30	30	31	28	30	31
Agree	32	35	39	29	36	40	34	36
Strongly Agree	11	11	12	10	11	13	12	11
<b>I feel safe in my school</b>								
Strongly Disagree	11	9	7	14	8	6	10	8
Disagree	10	9	8	11	10	8	10	9
Neither Agree Nor Disagree	29	29	28	29	31	23	28	28
Agree	35	37	40	32	37	42	35	38
Strongly Agree	16	16	17	14	14	21	17	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.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

<b>At my school, there is a teacher or some other adult...</b>	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>who really cares about me (Caring Relationships)</b>								
Not At All True	14	12	10	15	13	10	13	11
A Little True	28	30	33	28	31	27	30	29
Pretty Much True	31	33	35	30	33	34	31	33
Very Much True	28	25	22	27	22	29	26	27
<b>who tells me when I do a good job (High Expectations)</b>								
Not At All True	10	8	7	10	8	6	9	7
A Little True	20	19	21	20	22	18	21	20
Pretty Much True	35	38	40	34	38	37	36	37
Very Much True	35	35	33	36	32	38	34	36
<b>who notices when I am not there (CR)</b>								
Not At All True	14	12	10	14	13	9	13	12
A Little True	24	25	27	23	27	23	25	24
Pretty Much True	31	35	37	30	33	35	32	33
Very Much True	31	28	26	33	27	33	30	31
<b>who always wants me to do my best (HE)</b>								
Not At All True	8	6	5	9	7	4	7	5
A Little True	15	14	15	15	17	13	16	14
Pretty Much True	30	32	36	29	33	32	31	32
Very Much True	47	48	45	47	43	51	46	48
<b>who listens when I have something to say (CR)</b>								
Not At All True	12	10	7	13	11	7	11	9
A Little True	22	22	22	23	24	19	22	22
Pretty Much True	33	37	40	32	36	38	35	36
Very Much True	33	31	31	32	29	36	32	33
<b>who believes that I will be a success (HE)</b>								
Not At All True	12	10	8	13	10	7	11	9
A Little True	20	19	21	19	21	18	20	19
Pretty Much True	30	34	37	29	33	35	32	33
Very Much True	38	37	35	40	36	40	37	38

*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.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>I do interesting activities at school (Opportunities for Meaningful Participation)</b>								
Not At All True	19	15	14	21	23	15	19	16
A Little True	23	23	26	22	28	24	25	24
Pretty Much True	25	27	30	23	25	28	25	26
Very Much True	32	34	30	34	24	33	30	33
<b>I help decide things like class rules or activities (OMP)</b>								
Not At All True	50	45	43	51	53	47	50	49
A Little True	25	28	31	24	26	29	26	27
Pretty Much True	14	16	16	14	13	15	14	14
Very Much True	10	11	10	11	7	10	10	9
<b>I do things that make a difference at school (OMP)</b>								
Not At All True	29	25	25	29	34	25	28	27
A Little True	31	33	37	31	33	35	33	34
Pretty Much True	22	24	24	21	20	24	22	22
Very Much True	18	18	15	19	13	17	17	17

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

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

<b>Outside of my home and school, there is a teacher or some other adult... who really cares about me (CR)</b>	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Not At All True	8	7	8	9	7	4	8	6
A Little True	9	9	11	9	10	7	9	8
Pretty Much True	16	17	20	16	18	14	16	16
Very Much True	67	67	61	66	65	75	67	70
<b>who tells me when I do a good job (HE)</b>								
Not At All True	11	9	11	11	10	6	10	9
A Little True	12	14	16	12	15	10	12	12
Pretty Much True	22	23	26	21	25	21	22	22
Very Much True	55	54	48	55	50	63	56	57

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian,  
AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>AI/AN %</b>	<b>NH/PI %</b>	<b>A %</b>	<b>AA %</b>	<b>H/L %</b>	<b>W %</b>	<b>O %</b>	<b>ME %</b>
<b>who notices when I am upset about something (CR)</b>								
Not At All True	13	13	15	13	12	9	12	12
A Little True	14	15	19	13	14	12	14	14
Pretty Much True	21	23	24	20	23	21	21	22
Very Much True	53	49	42	54	50	58	53	53
<b>who believes that I will be a success (HE)</b>								
Not At All True	10	8	9	10	9	6	9	8
A Little True	11	12	14	10	12	9	11	11
Pretty Much True	20	22	25	19	22	19	20	20
Very Much True	59	58	52	61	56	67	60	62
<b>who always wants me to do my best (HE)</b>								
Not At All True	8	7	8	9	8	5	8	6
A Little True	9	9	10	9	10	7	9	8
Pretty Much True	17	18	21	17	20	16	18	17
Very Much True	66	66	61	65	63	73	66	68
<b>whom I trust (CR)</b>								
Not At All True	14	12	12	14	12	8	12	11
A Little True	11	11	13	12	12	9	11	11
Pretty Much True	17	19	22	18	20	17	18	18
Very Much True	58	58	53	57	56	66	59	60

*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.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>I am part of clubs, sports teams, church/temple or other group activities (OMP)</b>								
Not At All True	28	22	22	27	36	22	27	24
A Little True	12	12	13	12	14	11	13	12
Pretty Much True	14	15	16	14	14	14	15	14
Very Much True	46	51	49	47	37	53	45	49
<b>I am involved in music, art, literature, sports or a hobby (OMP)</b>								
Not At All True	16	13	13	20	26	11	16	13
A Little True	10	10	11	11	13	9	11	10
Pretty Much True	16	17	18	15	17	15	16	16
Very Much True	58	61	58	54	45	65	56	61
<b>I help other people (OMP)</b>								
Not At All True	11	9	8	14	15	7	10	9
A Little True	19	18	19	21	24	18	19	19
Pretty Much True	32	33	34	30	31	35	32	34
Very Much True	38	40	39	36	30	40	39	38

*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.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 4. Alcohol and Other Drug Use

Table A4.1

### *AOD Use, Lifetime*

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Alcohol (one full drink)</b>								
0 times	42	46	66	47	40	47	50	45
1 time	8	8	7	8	9	7	8	8
2 to 3 times	12	12	8	13	13	11	11	12
4 or more times	39	34	19	32	38	35	32	35
<b>Marijuana</b>								
0 times	60	66	84	59	64	67	68	65
1 time	6	5	3	7	6	5	5	6
2 to 3 times	7	6	3	8	7	5	6	6
4 or more times	27	22	10	27	23	22	21	23
<b>Inhalants (to get high)</b>								
0 times	80	84	92	84	82	87	84	84
1 time	6	5	3	4	6	4	5	5
2 to 3 times	5	4	2	4	5	4	4	5
4 or more times	9	7	3	8	7	5	7	7
<b>Cocaine</b>								
0 times	91	92	96	91	92	94	93	93
1 time	3	2	1	2	3	2	2	2
2 to 3 times	2	2	1	2	2	1	2	2
4 or more times	5	4	2	5	3	2	3	3
<b>Methamphetamine or any amphetamines</b>								
0 times	92	93	97	92	94	96	94	95
1 time	2	2	1	2	2	1	2	2
2 to 3 times	2	2	1	2	2	1	1	1
4 or more times	4	3	2	4	2	2	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*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A4.1 - Continued**

***AOD Use, Lifetime***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>LSD or other psychedelics</b>								
0 times	88	91	96	91	93	92	91	92
1 time	4	3	1	2	2	3	3	3
2 to 3 times	3	2	1	2	2	2	2	2
4 or more times	5	4	2	5	2	3	4	3
<b>Ecstasy</b>								
0 times	85	87	94	86	88	90	88	88
1 time	4	3	2	3	4	3	3	3
2 to 3 times	4	3	1	3	3	2	3	3
4 or more times	7	7	3	7	5	5	6	6
<b>Heroin</b>								
0 times	93	94	97	93	96	97	95	96
1 time	1	1	1	1	1	1	1	1
2 to 3 times	2	1	1	2	1	1	1	1
4 or more times	4	3	2	4	2	2	3	2
<b>Other illegal drug or pill</b>								
0 times	83	86	94	85	86	88	87	86
1 time	4	3	1	3	4	3	3	3
2 to 3 times	4	3	1	4	4	3	3	4
4 or more times	10	7	3	8	6	6	7	7
<b><i>Any of the above AOD Use</i></b>								
	63	58	37	60	63	56	55	59
<b>Prescription pain killers</b>								
0 times	78	83	92	82	85	83	83	82
1 time	5	4	2	4	4	4	4	4
2 to 3 times	6	5	2	5	5	5	5	5
4 or more times	11	8	3	9	6	8	8	8

*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*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



**Table A4.1 - Continued**

**AOD Use, Lifetime**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Barbiturates</b>								
0 times	94	95	98	94	97	97	96	97
1 time	1	1	1	1	1	1	1	1
2 to 3 times	2	1	1	2	1	1	1	1
4 or more times	3	2	1	3	1	1	2	2
<b>Tranquilizers or sedatives</b>								
0 times	91	93	97	92	95	94	93	94
1 time	2	2	1	2	2	2	2	2
2 to 3 times	3	2	1	2	2	2	2	2
4 or more times	4	3	2	4	2	3	3	3
<b>Cold/Cough Medicines</b>								
0 times	76	75	81	74	76	83	77	79
1 time	5	4	3	4	4	3	4	4
2 to 3 times	6	6	4	6	7	5	6	5
4 or more times	13	15	12	16	13	9	13	12
<b>Diet Pills</b>								
0 times	90	91	94	90	93	94	92	93
1 time	2	2	1	2	2	1	2	2
2 to 3 times	2	2	1	2	2	1	2	2
4 or more times	6	6	4	6	4	3	5	4
<b>Ritalin™ or Adderall™</b>								
0 times	90	93	96	92	95	93	93	93
1 time	2	2	1	2	1	2	2	2
2 to 3 times	3	2	1	2	1	2	2	2
4 or more times	5	4	2	4	2	3	4	3

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

*na=not asked of middle school students*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Alcohol (one full drink)</b>								
Never	39	42	62	43	36	43	46	41
10 or under	13	10	7	12	12	7	10	10
11 -12 years old	13	12	6	12	13	10	11	12
13-14 years old	22	22	14	20	23	23	20	23
15-16 years old	11	13	10	12	13	15	11	13
17 years or older	2	1	1	1	2	1	1	1
<b>Marijuana</b>								
Never	62	68	85	62	66	69	70	67
10 or under	5	3	1	5	3	2	3	3
11 -12 years old	7	5	2	7	6	4	5	5
13-14 years old	15	13	6	15	15	14	13	14
15-16 years old	9	9	5	9	9	11	8	9
17 years or older	1	1	1	1	1	1	1	1
<b>Other illegal drug</b>								
Never	77	82	92	81	81	83	83	81
10 or under	3	2	1	3	2	1	2	2
11 -12 years old	4	3	1	3	3	2	3	3
13-14 years old	9	7	3	7	8	7	7	8
15-16 years old	6	5	3	5	6	6	5	6
17 years or older	1	1	0	1	1	1	1	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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Alcohol (at least one drink)	33	28	15	28	34	31	28	30
Marijuana	23	18	8	23	19	19	18	19
Inhalants	8	6	3	8	7	4	6	6
Cocaine	6	4	2	6	4	3	4	3
Methamphetamine or any amphetamines	5	4	2	6	3	2	4	3
Ecstasy, LSD or other psychedelics	8	7	3	8	6	5	6	6
Other illegal drug or pill	10	7	3	9	7	6	8	7
<b><i>Any of the above AOD Use</i></b>	<b>39</b>	<b>34</b>	<b>18</b>	<b>36</b>	<b>39</b>	<b>35</b>	<b>33</b>	<b>35</b>
Two or more drugs at the same time	14	10	4	12	10	10	10	10

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Alcohol</b>								
None	67	72	85	72	66	69	72	70
1 or 2 days	16	15	9	14	18	16	14	16
3 to 9 days	9	7	4	6	9	9	7	8
10 to 19 days	3	3	1	3	3	3	3	3
20 or more days (daily)	4	4	2	5	3	2	3	3
<b>Marijuana</b>								
None	77	82	92	77	81	81	82	81
1 or 2 days	8	7	3	8	8	7	6	7
3 to 9 days	5	4	2	5	4	4	4	4
10 to 19 days	3	2	1	3	3	3	2	3
20 or more days (daily)	7	5	2	7	5	5	5	5

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
0 times	62	66	82	68	63	66	69	66
1 to 2 times	17	16	10	16	18	15	15	16
3 to 6 times	9	8	4	7	9	8	7	8
7 or more times	12	9	4	9	9	10	9	10

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
0 times	63	69	85	64	67	69	70	67
1 to 2 times	9	9	5	10	10	8	8	9
3 to 6 times	7	6	3	7	7	6	5	6
7 or more times	21	17	7	19	16	18	16	18

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
0 days	78	82	91	82	79	80	82	81
1 to 2 days	10	9	5	8	11	10	9	9
3 or more days	12	9	4	10	10	10	9	9

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Don't drink alcohol	44	46	64	49	41	47	50	46
Just a sip or two	14	14	13	14	16	13	13	14
Enough to feel it a little	14	14	10	14	17	12	13	14
Enough to feel it a lot	16	16	9	13	16	17	14	16
Until really drunk	12	10	4	11	10	11	10	10

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

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Don't use drugs	64	69	85	63	67	71	71	68
Not high at all	3	3	2	4	4	2	3	3
A little high	7	6	3	8	8	6	6	6
Moderately high	12	11	6	12	11	11	10	12
Very high	13	10	4	14	10	10	10	11

*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)***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b><i>Never</i></b>	72	74	85	77	71	76	77	75
<b><i>Any</i></b>	28	26	15	23	29	24	23	25
1 time	7	7	5	6	8	7	7	7
2 times	6	6	4	5	7	6	5	6
3 to 6 times	7	6	3	5	7	6	6	6
7 or more times	8	6	3	7	8	5	6	6

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Alcohol</b>								
0 days	90	92	96	89	90	95	92	93
1 to 2 days	5	4	2	6	6	3	4	4
3 or more days	5	4	2	5	4	2	4	3
<b>Marijuana</b>								
0 days	90	92	97	89	92	95	93	93
1 to 2 days	4	3	1	5	4	3	3	3
3 or more days	6	4	2	7	4	3	4	4
<b>Any illegal drug or pill</b>								
0 days	92	94	97	92	94	96	94	95
1 to 2 days	3	2	1	3	3	2	3	2
3 or more days	5	4	1	5	3	2	3	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?*

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
0 times	75	79	91	77	78	82	81	79
1 to 2 times	10	9	4	10	10	8	8	9
3 to 6 times	6	5	2	5	5	4	4	5
7 or more times	9	7	3	8	7	6	7	7

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A4.14**

***Perceived Harm of Frequent Alcohol Use***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Alcohol - Drink Occasionally</b>								
Great	23	29	33	30	29	18	27	22
Moderate	22	25	25	22	25	22	23	24
Slight	35	29	27	28	28	41	31	36
None	20	16	15	21	18	19	20	17
<b>Alcohol - 5 or more drinks once or twice a week</b>								
Great	47	55	62	51	44	50	51	52
Moderate	27	23	21	22	26	30	25	28
Slight	13	10	7	10	14	12	11	11
None	13	12	11	18	16	8	14	9

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Marijuana - Smoke Occasionally</b>								
Great	32	40	48	34	38	31	37	33
Moderate	22	23	23	20	22	25	22	25
Slight	22	18	14	20	18	24	19	23
None	24	19	15	26	22	19	21	19
<b>Marijuana - Smoke once or twice a week</b>								
Great	44	51	61	42	44	50	49	49
Moderate	20	19	17	19	21	21	19	21
Slight	15	13	9	15	14	14	13	14
None	21	17	13	24	21	14	19	16

*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*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



**Table A4.16**

***Personal Disapproval of Using Alcohol***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Alcohol - One or two drinks nearly every day</b>								
Neither approve or disapprove	30	24	18	32	30	21	27	24
Somewhat disapprove	22	20	17	19	24	21	19	21
Strongly disapprove	49	56	65	48	47	58	54	55
<b>Marijuana or Hashish - Once or twice</b>								
Neither approve or disapprove	45	38	27	45	39	42	40	41
Somewhat disapprove	20	20	19	19	21	20	18	21
Strongly disapprove	35	42	54	36	40	38	41	38
<b>Marijuana - Once a month or more</b>								
Neither approve or disapprove	42	35	24	44	38	36	37	37
Somewhat disapprove	18	18	16	17	20	18	17	19
Strongly disapprove	40	46	59	38	42	46	46	45

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
None of them	11	12	22	14	12	7	14	8
10 percent	9	12	22	8	10	11	12	11
20 percent	8	9	11	7	8	9	9	9
30 percent	8	9	9	7	8	10	8	9
40 percent	7	7	6	6	7	8	7	8
50 percent	16	16	12	17	18	16	16	16
60 percent	7	6	4	6	6	8	6	7
70 percent	9	8	4	8	8	10	8	9
80 percent	10	9	4	10	10	10	9	10
90 percent	10	7	3	9	8	8	8	9
All of them	6	5	2	8	5	3	4	4

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Does not apply, never used alcohol/drugs	50	55	73	55	51	55	58	53
Problems with emotions, nerves, mental health	12	11	6	9	10	9	9	10
Trouble or problems with the police	10	8	4	9	8	8	8	8
Money problems	6	5	2	5	4	4	4	5
Get into trouble in school	7	6	3	6	6	4	5	5
Problems with school work	8	7	3	6	7	6	6	7
Fight with other kids	7	5	2	6	5	4	5	5
Damage a friendship	8	7	3	5	6	7	6	7
Physically hurt or injure yourself	7	6	3	5	5	5	5	6
Unwanted or unprotected sex	8	6	2	6	5	5	5	6
Forget what happened or pass out	14	12	6	10	11	14	11	14
Other problems	7	6	3	5	5	5	6	6
More than one problem	17	15	7	12	14	15	13	16
Never had problems when I've used alcohol/drugs	26	24	15	25	26	23	22	25

*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%.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Does not apply, have not used alcohol or drugs	53	58	75	57	54	58	61	56
Had to increase use to get same effect as before	13	11	6	10	10	11	10	11
Spent a lot of time getting, using, or being "hung over" from using	8	7	3	7	6	6	6	7
Used alcohol or drugs a lot more than intended	9	9	4	7	8	8	7	9
Used alcohol or drugs when alone	12	9	5	9	9	10	9	11
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	5	5	2	4	4	4	4	5
Didn't like the way you felt when not high or drunk	5	5	2	4	4	4	4	5
Thought about reducing or stopping	13	12	6	9	10	11	9	12
Told self not going to use but used anyway	9	10	5	8	8	8	7	9
Spoke with someone about reducing or stopping	7	7	3	5	6	6	5	7
Attended counseling, program, or group to reduce/stop use	3	2	1	2	1	2	2	2
More than one experience	16	15	7	12	13	14	12	16
Use alcohol or drugs but have not experienced any of these things	23	20	13	21	23	20	19	22

*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%.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Alcohol</b>								
Very difficult	6	6	7	8	6	4	7	4
Fairly difficult	7	8	8	7	7	6	7	7
Fairly easy	22	25	26	21	23	25	22	24
Very easy	47	42	34	46	45	47	43	47
Don't know	18	19	26	19	19	18	21	18
<b>Marijuana</b>								
Very difficult	7	8	11	8	7	5	8	6
Fairly difficult	6	7	10	5	6	6	6	6
Fairly easy	17	20	20	15	18	20	18	19
Very easy	49	41	26	51	48	46	43	47
Don't know	21	23	33	21	22	23	26	23

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
0 times	62	65	80	64	63	68	67	63
1 time	11	11	8	11	12	11	11	12
2 to 3 times	10	9	5	9	10	9	8	10
4 or more times	17	15	7	16	15	13	14	15

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
No	47	48	50	49	47	44	47	46
Yes	53	52	50	51	53	56	53	54

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
No	37	35	32	39	37	34	36	35
Yes	63	65	68	61	63	66	64	65

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 5. Tobacco Use

**Table A5.1**

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>A cigarette, even one or two puffs</b>								
0 times	na	na	na	na	na	na	na	na
1 time	na	na	na	na	na	na	na	na
2 to 3 times	na	na	na	na	na	na	na	na
4 or more times	na	na	na	na	na	na	na	na
<b>A whole cigarette</b>								
0 times	70	74	86	76	73	75	74	75
1 time	6	5	3	6	7	5	6	5
2 to 3 times	6	5	3	5	7	5	5	5
4 or more times	18	15	8	13	13	15	15	15
<b>Smokeless tobacco</b>								
0 times	87	90	96	90	92	89	90	91
1 time	4	3	1	3	3	3	3	3
2 to 3 times	3	2	1	2	2	2	2	2
4 or more times	6	5	2	5	3	5	4	4

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Smoked part or all of a cigarette</b>								
Never	65	69	83	70	67	71	70	69
10 or under	8	6	4	8	6	4	6	6
11 -12 years old	8	6	3	7	7	5	6	6
13-14 years old	12	10	6	9	12	11	11	11
15-16 years old	6	7	4	5	7	8	6	7
17 years or older	1	1	0	1	1	1	1	1
<b>Smokeless Tobacco</b>								
Never	85	88	94	87	89	87	88	89
10 or under	3	3	1	3	2	1	2	2
11 -12 years old	3	2	1	3	2	2	2	2
13-14 years old	5	4	2	4	4	4	4	4
15-16 years old	3	3	2	2	3	5	3	3
17 years or older	1	1	0	1	0	1	1	0

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

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Cigarettes</b>								
Any	16	13	7	13	12	13	13	12
Daily	5	4	2	4	2	3	3	3
<b>Smokeless Tobacco</b>								
Any	7	5	2	6	4	5	5	4
Daily	3	2	1	3	1	1	2	1

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<i>None</i>	93	94	97	93	95	96	95	96
<i>Any</i>	7	6	3	7	5	4	5	4
1 or 2 days	3	2	1	3	2	2	2	2
3 to 9 days	1	1	0	1	1	1	1	1
10 to 19 days	1	0	0	1	0	0	1	0
20 to 30 days	2	2	1	3	1	1	2	1

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Neither approve or disapprove	25	22	17	29	26	18	24	20
Somewhat disapprove	16	15	13	14	18	14	14	15
Strongly disapprove	59	63	70	56	57	68	62	65

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Neither approve or disapprove	19	16	13	23	19	13	18	14
Somewhat disapprove	17	17	14	16	19	16	17	17
Strongly disapprove	63	67	73	61	62	72	65	69

*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?*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Smoking Occasionally</b>								
Great	31	37	40	37	35	28	34	31
Moderate	30	30	32	25	27	36	30	34
Slight	24	20	17	19	20	27	21	25
None	15	12	11	19	18	9	15	10
<b>Smoking 1-2 packs of cigarette a day</b>								
Great	73	74	77	67	66	81	73	78
Moderate	10	10	9	10	11	9	10	10
Slight	4	4	3	5	5	3	4	3
None	13	12	10	18	17	7	13	9

*Question HS A.78-79/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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Very difficult	6	6	7	8	6	4	6	4
Fairly difficult	5	7	8	6	6	5	6	6
Fairly easy	22	25	27	20	23	25	22	24
Very easy	46	40	30	43	42	45	42	44
Don't know	21	22	28	23	24	21	24	22

*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.*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
None of them	12	13	20	17	14	8	15	10
10 percent	18	20	27	17	18	22	19	21
20 percent	13	14	14	12	12	16	13	14
30 percent	13	13	12	11	11	14	12	14
40 percent	9	9	7	8	8	10	9	10
50 percent	16	15	11	18	18	15	16	16
60 percent	5	4	3	4	4	4	4	5
70 percent	5	4	3	4	5	4	4	4
80 percent	4	3	2	3	4	3	4	3
90 percent	2	2	1	2	2	2	2	2
All of them	3	3	1	4	2	1	3	2

*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**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
American Indian or Alaska Native	16	25	24	17	17	15	17	15
Native Hawaiian or Pacific Islander	25	13	12	23	18	16	20	13
Asian	24	12	7	21	16	11	14	10
Black or African American (non-Hispanic)	17	23	21	13	17	15	17	14
Hispanic or Latino/Latina	17	18	16	17	12	14	15	14
White or Caucasian (non-Hispanic)	15	16	11	15	14	13	14	12
Other	17	20	14	17	15	14	13	13
Multi-Racial (selected more than one)	15	13	10	14	14	12	13	12

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 6. Violence and Safety

**Table A6.1**

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Had mean rumors/lies spread about you</b>								
0 times	55	57	66	60	63	59	59	57
1 time	17	17	15	16	16	17	16	17
2 to 3 times	13	13	10	11	11	13	12	13
4 or more times	15	13	9	13	10	11	13	13
<b>Had sexual jokes/comments/gestures made to you</b>								
0 times	44	46	58	48	57	49	50	44
1 time	10	11	10	10	11	11	10	11
2 to 3 times	12	12	10	11	11	12	11	13
4 or more times	34	31	22	31	21	28	28	33
<b>Been made fun of because of your looks/way talk</b>								
0 times	58	60	64	60	67	63	61	60
1 time	13	13	13	12	13	12	12	13
2 to 3 times	10	10	9	9	9	10	10	10
4 or more times	19	17	14	20	12	15	17	17

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Been pushed, shoved, hit, etc.</b>								
0 times	69	72	78	73	74	75	71	73
1 time	12	12	11	10	12	11	12	12
2 to 3 times	8	7	6	7	7	7	7	7
4 or more times	11	8	6	10	7	7	9	8
<b>Been afraid of being beaten up</b>								
0 times	81	81	84	84	83	83	81	83
1 time	10	11	9	8	10	10	10	10
2 to 3 times	4	4	3	4	4	4	4	4
4 or more times	5	4	3	5	3	3	5	4
<b>Been in physical fight</b>								
0 times	76	80	88	73	80	85	80	81
1 time	10	9	6	11	9	8	9	9
2 to 3 times	6	5	3	7	6	4	5	5
4 or more times	8	6	3	9	5	3	6	5

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Had property stolen/damaged</b>								
0 times	70	70	76	71	77	75	73	72
1 time	15	16	14	14	13	15	15	16
2 to 3 times	8	8	6	8	6	6	7	7
4 or more times	7	6	4	7	4	4	6	5
<b>Damaged school property on purpose</b>								
0 times	82	82	90	82	85	87	85	84
1 time	8	8	5	7	7	6	7	7
2 to 3 times	4	4	2	4	4	3	4	4
4 or more times	6	6	3	7	4	3	5	5

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Carried a gun</b>								
0 times	93	94	97	90	94	96	94	95
1 time	2	2	1	3	2	1	2	2
2 or more times	5	4	2	7	3	2	4	3
<b>Carried any other weapon</b>								
0 times	85	88	94	86	89	91	89	89
1 time	5	4	2	5	4	3	4	4
2 or more times	10	7	4	10	7	5	7	7

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Seen someone with a weapon</b>								
0 times	68	71	80	68	70	76	72	72
1 time	13	13	10	12	13	11	12	12
2 or more times	19	17	10	20	17	13	16	16
<b>Been threatened/injured with a weapon</b>								
0 times	88	90	95	87	92	94	90	91
1 time	6	4	3	5	4	3	5	4
2 or more times	6	5	3	8	4	3	5	4

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Neither approve or disapprove	20	17	14	24	20	12	19	14
Somewhat disapprove	12	11	10	11	11	10	11	11
Strongly disapprove	68	72	76	65	69	78	71	75

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**Table A6.7**

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
<b>Race, Ethnicity, or National Origin</b>								
0 times	81	79	78	76	85	88	79	81
1 time	6	7	8	7	7	4	7	7
2 or more times	13	14	14	17	8	7	14	12
<b>Religion</b>								
0 times	87	89	90	89	92	90	85	90
1 time	5	4	4	4	4	4	6	4
2 or more times	8	7	6	7	4	6	9	6
<b>Gender</b>								
0 times	87	89	92	88	93	92	89	90
1 time	5	4	3	4	3	4	4	4
2 or more times	8	6	5	7	4	5	6	6
<b>Sexual Orientation *</b>								
0 times	85	88	92	88	92	91	88	88
1 time	5	4	3	4	4	3	5	4
2 or more times	10	8	5	8	5	6	8	7
<b>Physical/Mental Disability</b>								
0 times	91	93	96	91	95	95	93	94
1 time	3	2	2	3	2	2	2	2
2 or more times	6	4	3	6	3	3	5	4
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>								
	33	30	28	33	24	24	32	30
<b>Any Other Reason</b>								
0 times	75	78	82	79	83	80	76	78
1 time	7	7	6	6	6	6	7	7
2 or more times	18	15	12	15	11	13	16	16
<b><i>Any Harassment</i></b>								
	40	36	33	38	30	32	39	37

*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."*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
No	88	89	93	85	90	93	90	91
Yes	12	11	7	15	10	7	10	9

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Does not apply, didn't have a boy/girlfriend	38	42	60	40	39	42	45	40
No	52	50	36	51	55	52	47	52
Yes	10	8	4	9	7	6	8	8

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Very safe	20	19	20	20	17	23	21	19
Safe	36	41	44	33	38	44	38	41
Neither safe nor unsafe	34	31	30	36	37	26	32	32
Unsafe	5	5	4	6	5	4	5	5
Very unsafe	5	4	3	6	3	2	4	3

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic



**Table A6.11*****Cyber Bullying***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
0 times (never)	74	73	79	77	79	77	76	75
1 time	11	12	10	10	10	11	11	11
2-3 times	8	8	6	6	6	7	7	7
4 or more times	7	7	5	7	4	5	6	6

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
American Indian or Alaska Native	33	40	40	38	33	34	38	33
Native Hawaiian or Pacific Islander	40	30	34	39	32	31	38	31
Asian	40	34	28	40	33	31	37	32
Black or African American (non-Hispanic)	38	39	40	33	35	35	39	34
Hispanic or Latino/Latina	33	32	33	35	24	27	33	28
White or Caucasian (non-Hispanic)	34	31	31	35	27	24	34	29
Other	38	38	37	39	33	34	32	34
Multi-Racial (selected more than one)	33	31	32	34	28	29	34	30

*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**

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
American Indian or Alaska Native	19	28	29	27	20	18	23	19
Native Hawaiian or Pacific Islander	28	21	25	28	22	19	26	21
Asian	29	25	22	30	23	21	28	23
Black or African American (non-Hispanic)	27	28	30	24	25	25	28	25
Hispanic or Latino/Latina	20	22	23	25	15	15	20	17
White or Caucasian (non-Hispanic)	18	19	21	25	15	12	19	17
Other	23	26	28	28	20	19	21	20
Multi-Racial (selected more than one)	19	21	23	25	17	17	20	19

*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*

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## 7. Physical and Mental Health

**Table A7.1**

***Eating of Breakfast***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
No	44	42	34	47	45	35	42	41
Yes	56	58	66	53	55	65	58	59

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

**Table A7.2**

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
No	62	64	70	68	67	70	65	65
Yes	38	36	30	32	33	30	35	35

*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***

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
No	75	78	82	79	82	83	79	78
Yes	25	22	18	21	18	17	21	22

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

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## Section 8. Closing the Achievement Gap Module

	AI/AN	NH/PI	A	AA	H/L	W	O	ME
Final Number	13,160	14,027	49,762	26,854	151,144	106,328	29,125	43,277

### CTAG 8.1

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	30	25	20	26	26	28	29	25
Disagree	18	14	12	16	13	17	16	16
Neither disagree nor agree	18	18	18	19	18	15	17	18
Agree	20	27	31	22	26	26	24	26
Strongly agree	14	16	19	15	16	13	14	15

### CTAG 8.2

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	26	23	21	23	22	27	25	22
Disagree	12	8	7	11	9	11	10	10
Neither disagree nor agree	18	18	17	20	19	16	18	19
Agree	27	31	33	29	31	29	28	30
Strongly agree	16	19	21	18	19	17	17	18

### CTAG 8.3

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	30	26	23	26	25	31	29	26
Disagree	14	10	8	12	9	12	11	11
Neither disagree nor agree	22	21	22	23	22	19	21	23
Agree	22	28	30	25	28	25	25	26
Strongly agree	12	15	16	14	15	12	13	13

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

#### CTAG 8.4

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	23	19	16	20	16	23	21	19
Disagree	15	11	11	13	12	15	13	14
Neither disagree nor agree	22	23	25	24	24	21	23	24
Agree	23	29	30	26	29	24	25	27
Strongly agree	14	15	17	15	16	13	14	14

#### CTAG 8.5

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	24	19	15	22	19	22	23	20
Disagree	12	10	9	11	11	11	11	11
Neither disagree nor agree	22	24	23	22	25	19	22	23
Agree	26	29	31	27	29	30	27	29
Strongly agree	14	16	17	16	15	16	15	15

#### CTAG 8.6

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

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	28	24	24	26	23	27	29	25
Disagree	15	14	12	14	14	13	14	15
Neither disagree nor agree	24	27	26	24	27	22	25	26
Agree	19	22	24	21	23	23	20	21
Strongly agree	11	11	12	12	12	13	11	11

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**CTAG 8.7***All students are treated fairly when they break school rules.*

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	28	21	18	25	22	26	27	23
Disagree	15	13	10	14	13	14	14	14
Neither disagree nor agree	24	25	26	24	25	22	23	25
Agree	19	25	29	22	25	24	22	23
Strongly agree	12	14	17	13	14	13	13	13

**CTAG 8.8***I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.*

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	46	42	41	39	43	54	47	47
Disagree	17	19	20	18	19	17	17	19
Neither disagree nor agree	18	19	20	20	19	14	18	17
Agree	10	11	12	13	11	9	10	10
Strongly agree	7	8	7	9	7	5	7	6

**CTAG 8.9***There is a lot of tension in this school between different cultures, races, or ethnicities.*

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	30	27	26	27	29	31	31	29
Disagree	17	17	18	15	18	19	17	19
Neither disagree nor agree	25	27	27	27	28	23	25	26
Agree	15	17	17	17	15	15	15	16
Strongly agree	12	12	10	13	9	11	11	10

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

**CTAG 8.10***The schoolyard and buildings are clean and in good condition.*

	AI/AN %	NH/PI %	A %	AA %	H/L %	W %	O %	ME %
Strongly disagree	25	20	19	25	20	22	24	21
Disagree	16	16	14	17	15	16	16	16
Neither disagree nor agree	26	29	29	26	29	24	27	28
Agree	20	23	25	20	23	24	21	23
Strongly agree	11	11	12	11	11	13	12	11

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, A=Asian, AA=African American, H/L=Hispanic or Latino/a, W=White, O=Other, ME=Multi-ethnic

## Racial and Ethnic Group Differences in Responses on the CHKS Closing the Achievement Gap Module (CTAG)\*

Factsheet 9 describes how 17 school-based indicators covering academic performance, engagement, developmental supports, safety, and harassment differed significantly across eight racial/ethnic groups of secondary students as self-reported on the California Health Kids Survey (CHKS), based on data collected in 2006–08. Overall, White and Asian students reported much better grades and higher percentages on most CHKS school-related well-being indicators than did the non-Asian, non-White minority groups. The results indicated that underlying the racial-ethnic achievement gap there are also gaps in school engagement, safety, and student supports that need to be addressed. This suggests that efforts to close the state's persistent racial-ethnic achievement gap should include improvements in school climates to make them more engaging, safe, and supportive and reduce the level of harassment non-White students experience.

To obtain additional data about how school climate, particularly factors related to cultural sensitivity and equity, a supplementary 10-item *Closing the Achievement Gap Module* (CTAG) was created. This brief summarizes race and ethnic group differences in responses on this module as reported by over 200,000 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders in 142 districts and 769 schools. The sample consisted of schools in diverse communities in southern and northern California that elected to include the CTAG Module in their CHKS survey in 2008/09 or 2009/10. The full results are provided in a statewide report examining all

the CHKS results by race and ethnicity for 2008–10.<sup>1</sup>

In this brief, we summarize how the percentage of students that agreed or strongly agreed with each question (hereafter referred to as the level of agreement) varied across the following four groups of students: African American, Asian, Hispanic-Latino/a, and White-Caucasian (non-Hispanic). The results reveal moderate variation across groups, with particularly large group differences in high school and in regard to issues of respect and racial/ethnic tension, with non-Asian minorities reporting lower outcomes than Whites and Asians. Analysis of several items asking about instructional support revealed an exception to this pattern, however, with Whites reporting less instructional support from teachers and adults at school than that reported by other racial/ethnic groups.

### Results

The range in agreement percentages across groups on the ten questions was 2–10 percentage points in 7<sup>th</sup> grade, and 3–13 percentage points in high school. In almost all cases, with a few notable exceptions, non-Asian minorities had results less positive than Whites and Asians. Among 7<sup>th</sup> graders, Asians and Whites generally had similar results; among 9/11<sup>th</sup> graders, Asians exceeded Whites, often substantially.

The biggest racial/ethnic differences among 7<sup>th</sup> graders were on the following three indicators of disrespect from staff and racial/ethnic tension among students, with

\*This document was produced by WestEd for the California Department of Education's Closing the Achievement Gap project.

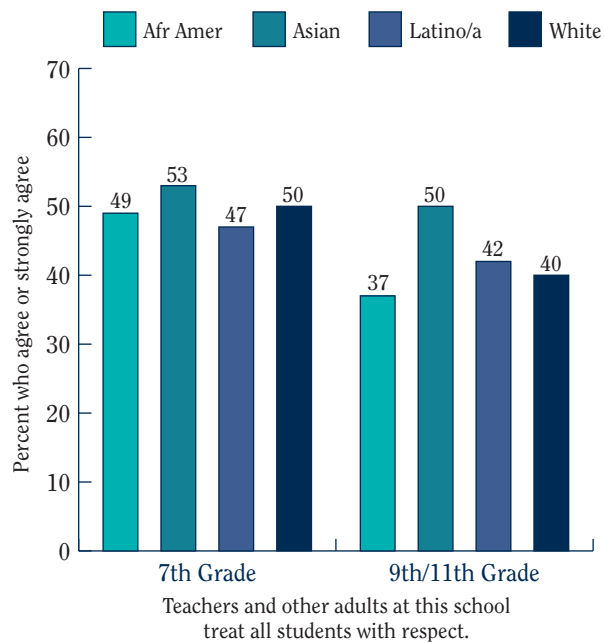


non-Asian minority students reporting the lowest rates of respect and highest rates of tension and disrespect because of race, ethnicity, and nationality (Figures 1, 3, and 4 and Table 1).

- Teachers and other adults at this school treat all students with respect (6 points).
- There is a lot of tension in this school between different cultures, races, or ethnicities (8 points).
- I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality (range 10 points)

Among high school students, four items differed the most by race/ethnicity. Only one of the items was the same as that for 7<sup>th</sup> graders — staff treatment of students with respect — and it had the biggest difference across groups, 13 points. African Americans reported the lowest percentage (37%) and Asians the highest, at 50%. Whites exhibited only slightly higher percentages (40%) than African Americans.

**Figure 1. Treating all students with respect by student race/ethnicity**



The next largest difference was for all students being treated fairly when they break school rules, an 11-point

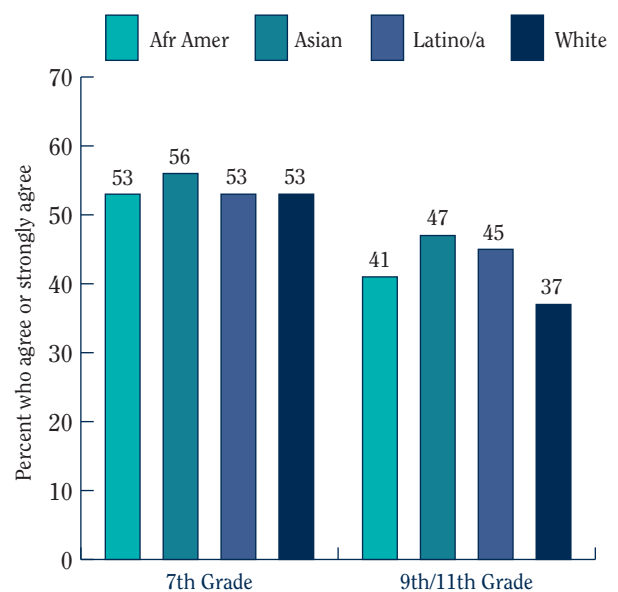
spread between Asians (46%) and African Americans (35%). Two items related to instructional issues had the next largest differences. These two items stand out as exceptions to the pattern described so far. These two items are:

- Teachers show how classroom lessons are important and helpful to me in real life (10 points)
- The teachers and other adults work hard to help me with my schoolwork when I need it (9 points)

But in contrast to the results above, on these two items, Whites reported the lowest level of agreement (see Figure 2).

Although the questions on disrespect by staff and student tension because of race/ethnicity did not exhibit the greatest differences across race and ethnic groups for the high school sample, the range in agreement percentages across groups was still large (6–8 points for high school and 8–10 points for middle school) (Figures 3 and 4). African Americans in high school particularly stand out with the highest percentage agreeing they have been disrespected because of their race/ethnicity (26% and 22% in middle and high school, respectively).

**Figure 2. Teachers show how classroom lessons are relevant by student race/ethnicity**



**Figure 3. Disrespected by adult due to race/ethnicity/nationality by student race/ethnicity**

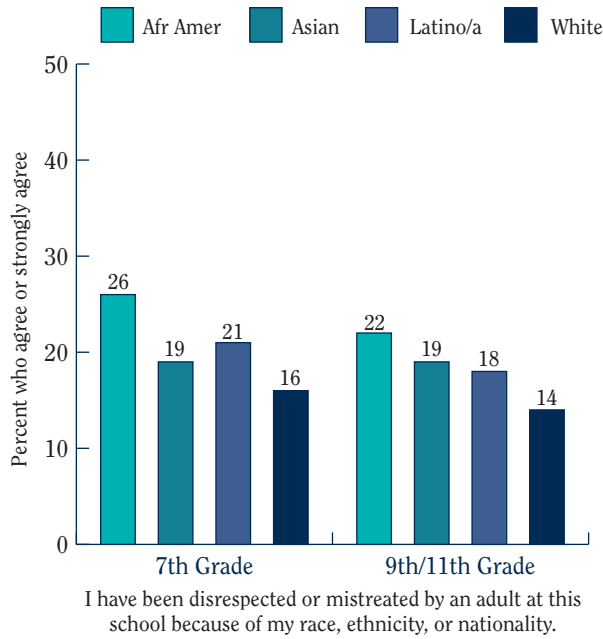
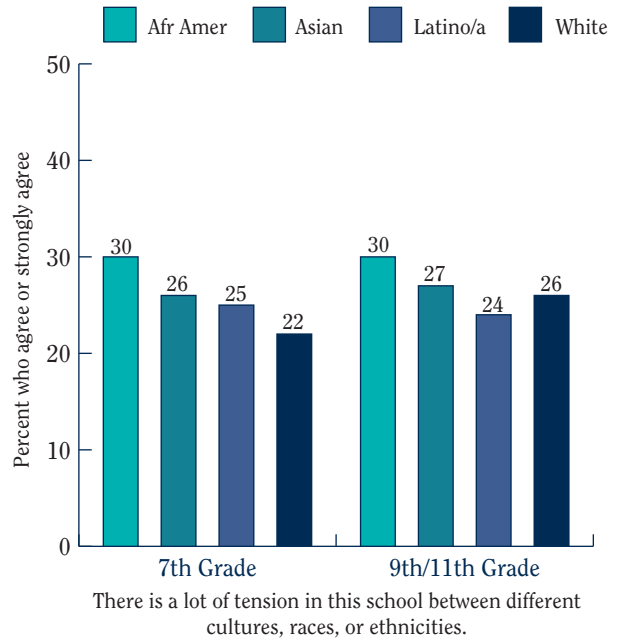


Table 1 provides detailed results for all the items on the CTAG module for African American, Asian, Hispanic, and White students. We summarize the results briefly by race/ethnicity.

**African American Students.** Particularly in high school, African American students report lower levels of agreement on the CTAG items than other groups. They report the lowest levels on the items assessing respectful treatment by school staff, teacher encouragement and assistance (high school, along with whites), opportunities to take part in classroom discussions and activities (high school), fair treatment of all students when rules are broken, and quality of school facilities. As described above, they are also more likely than other groups to report that they had been disrespected or mistreated because of their race/ethnicity and that there is a lot of tension in the school between different cultures, races, and ethnicities.

**Figure 4. Tension in school between different cultures, races, or ethnicities by student race/ethnicity**



**Asian Students.** In contrast to African American students, Asian students are more likely to report positive school climates than are students in other groups. Asians report the highest level of respectful treatment by school staff, teacher encouragement and assistance and demonstration of the relevance of classroom lessons, opportunities to take part in classroom discussions and activities (high school), fair treatment of all students when rules are broken, and quality of school facilities (high school).

**Hispanic Students.** Although Hispanics are often close to African Americans, they reported notably lower percentages than African Americans for racial/ethnic tension, even lower than Whites (high school only). This may be because so many Hispanics attend schools that are predominantly Hispanic.

**White Students.** White students are the most likely to report strong agreement that teachers provide opportunities to take part in classroom discussions or activities and that school facilities are clean and in good condition. White students also report the lowest levels of being disrespected or mistreated because of their race/ethnicity and tension in the school between different cultures,

racess, and ethnicities (middle school). In contrast, White students in high school are the least likely to agree that teachers and other adults provide encouragement and assistance in school.

### Conclusion

In short, in both middle school and high school, African American and Hispanic students feel less respected by staff than do Whites and Asians. In high school, they also are more likely to feel all students are not disciplined fairly, which can be seen as a component of respect. This may help explain why these groups also feel less connected to the school, have higher rates of truancy and dropout, and exhibit lower achievement test scores than Whites and Asians. Non-Asian minorities also report attending schools that are less clean and in good condi-

tion than do Whites and Asians. However, on indicators related to instruction and instructional support, not only do the differences diminish, but Whites report less positive outcomes than the other groups.

**Suggested citation:** Austin, G., and Hanson, T.L. (2012). *Racial and ethnic group differences in responses on the CHKS Closing the Achievement Gap Module (CTAG)*. Los Alamitos: WestEd Health and Human Development Program for the California Department of Education. Available from [http://chks.wested.org/using\\_results/publications](http://chks.wested.org/using_results/publications)

This document was produced by WestEd for the California Department of Education’s Closing the Achievement Gap project.

### Endnotes

1 WestEd. (2012). *California Healthy Kids Survey, Statewide Reports 2008/10, variations by race/ethnicity among secondary school students*. Los Alamitos: WestEd Health and Human Development Program for the California Department of Education. Available from [http://chks.wested.org/using\\_results/publications](http://chks.wested.org/using_results/publications)

**Table 1. CTAG Module Items by Student Race/Ethnicity**

	7 <sup>th</sup> Grade				9 <sup>th</sup> Grade			
	African Am	Asian	Hispanic	White	African Am	Asian	Hispanic	White
1. Teachers and other adults at this school treat all students with respect	49%	53%	47%	50%	37%	50%	42%	40%
2. Teachers and other adults encourage me to work hard in school I can be successful in college or at the job I choose.	56	57	54	56	47	54	50	46
3. The teachers and other adults work hard to help me with my schoolwork when I need it.	51	52	50	49	39	46	43	37
4. Teachers show how classroom lessons are important and helpful to me in real life	53	56	53	53	41	47	45	37
5. Teachers give me a chance to take part in classroom discussions or activities	48	48	46	52	43	48	44	46
6. The books and lessons in your classes include examples of your race or ethnic background.	40	38	38	39	33	36	35	36
7. All students are treated fairly when they break school rules.	45	49	45	47	35	46	39	37
8. I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.	26	19	21	16	22	19	18	14
9. There is a lot of tension in this school between different cultures, races, or ethnicities	30	26	25	22	30	27	24	26
10. The schoolyard and buildings are clean and in good condition.	39	42	39	44	31	37	34	37

*California Healthy Kids Survey*. Statewide weighted sample 2008–10. Percentage of students who “agree” or “strongly agree.”