

weapons violence bullying peers
 tobacco **safety** drugs HIV/
 AIDS suicide depression pregnancy
 gangs truancy weapons
healthy kids violence bullying
 alcohol tobacco drugs HIV/
 AIDS suicide pregnancy gangs
 truancy weapons **drug-free**
well-being violence bullying
 drugs HIV/AIDS gangs truancy
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 pregnancy gangs
 HIV **RESILIENCE**
 truancy suicide
 gangs truancy weapons violence
healthy kids bullying alcohol
 tobacco drugs HIV/AIDS suicide
 depression pregnancy

Berkeley Technology Academy
 Secondary
 2011-2012
 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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PREFACE

This report provides the detailed results for each question from this school/district's 2011–12 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.¹

The CHKS, along with the *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS), is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on learning barriers, engagement, and supports. For additional information and resources, visit the survey website: chks.wested.org.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine whether staff and parent perceptions accurately reflect student behaviors and experiences. The *CHKS Guidebook* to survey content provides a crosswalk between student and staff survey questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff, to guide school improvement efforts.

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.² The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning

¹ *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support)

² *Guidebook for the California Healthy Kids Survey, Part I: Administration* (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.

supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

School-Related Content

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

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

Closing the Achievement Gap

Several tables are particularly useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap, which former Superintendent O'Connell declared CDE's top priority. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. CDE urges schools that are experiencing achievement gaps among their students to administer the Closing the Achievement Gap module and request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

The tables in this Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

AIDS TO UNDERSTANDING AND USING THE DATA

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

- To help in understanding and interpreting these results, *Guidebook for the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook for the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- *A Workbook on Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy.³

ASSESSING THE DATA

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

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

³ The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help determine whether changes in results are locally unique or may be part of a larger trend, possibly affected by broad social forces.

Ultimately, however, the most fundamental concern should be what the survey results say about the students and schools and what improvements need to be made.

NEXT STEPS

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

Compare with Other Data Sources

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

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

ACKNOWLEDGMENTS

The CHKS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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Administrator, Coordinated School Health and Safety Office
California Department of Education

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	NT*
<i>Student Sample Size</i>	
Target Sample	67
Final Number	19
Average Response Rate	28%

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

2. Sample Characteristics

Table A2.1

Age of Sample

	NT
	%
12 years or younger	
13 years old	
14 years old	
15 years old	
16 years old	
17 years old	
18 years or older	

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

Table A2.2

Gender of Sample

	NT
	%
Male	
Female	

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

Table A2.3

Hispanic or Latino

	NT
	%
No	
Yes	

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

Table A2.4

Race

	NT
	%
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A2.5

Living Situation

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

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

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

	NT
	%
Mostly A's	41
A's and B's	12
Mostly B's	6
B's and C's	12
Mostly C's	6
C's and D's	6
Mostly D's	6
Mostly F's	12

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

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

	NT
	%
0 times	53
1-2 times	27
A few times	13
Once a month	0
Once a week	0
More than once a week	7

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

Table A2.8

Days Home Alone During Normal School Week

Never

1 day

2 days

3 days

4 days

5 days

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

Table A2.9

Migrant Education

	NT
	%
Yes	13
No	47
Don't know	40

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	NT		
	H	M	L
<i>School Environment</i>			
Total	21	64	14
Caring Adult Relationships	19	75	6
High Expectations	40	53	7
Opportunities for Meaningful Participation	0	76	24
<i>Community Environment</i>			
Total	23	69	8
Caring Adult Relationships	20	73	7
High Expectations	27	67	7
Opportunities for Meaningful Participation	13	60	27
<i>School Connectedness Scale</i>			
	6	67	28

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

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

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

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

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

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

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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

NH/PI:

Table A3.9.2

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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

NH/PI:

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

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

NH/PI:

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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

NH/PI:

Table A3.10
School Connectedness Scale Questions

	NT
	%
I feel close to people in this school.	
Strongly Disagree	33
Disagree	11
Neither Agree Nor Disagree	39
Agree	11
Strongly Agree	6
I am happy to be at this school.	
Strongly Disagree	22
Disagree	11
Neither Agree Nor Disagree	39
Agree	28
Strongly Agree	0
I feel like I am part of this school.	
Strongly Disagree	17
Disagree	6
Neither Agree Nor Disagree	22
Agree	28
Strongly Agree	28
Teachers at this school treat students fairly.	
Strongly Disagree	24
Disagree	18
Neither Agree Nor Disagree	35
Agree	24
Strongly Agree	0
I feel safe in my school.	
Strongly Disagree	11
Disagree	22
Neither Agree Nor Disagree	50
Agree	17
Strongly Agree	0

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

Table A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult...	NT
	%
<i>Caring Relationships</i>	
who really cares about me.	
Not At All True	25
A Little True	25
Pretty Much True	44
Very Much True	6
who notices when I am not there.	
Not At All True	11
A Little True	26
Pretty Much True	47
Very Much True	16
who listens when I have something to say.	
Not At All True	14
A Little True	43
Pretty Much True	29
Very Much True	14
<i>High Expectations</i>	
who tells me when I do a good job.	
Not At All True	13
A Little True	27
Pretty Much True	47
Very Much True	13
who always wants me to do my best.	
Not At All True	13
A Little True	25
Pretty Much True	31
Very Much True	31
who believes that I will be a success.	
Not At All True	14
A Little True	21
Pretty Much True	29
Very Much True	36

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

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

	NT
	%
Opportunities for Meaningful Participation	
I do interesting activities at school.	
Not At All True	24
A Little True	35
Pretty Much True	12
Very Much True	29
I help decide things like class rules or activities.	
Not At All True	47
A Little True	29
Pretty Much True	18
Very Much True	6
I do things that make a difference at school.	
Not At All True	27
A Little True	33
Pretty Much True	33
Very Much True	7

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

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

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

Caring Relationships**who really cares about me.**

Not At All True	20
A Little True	13
Pretty Much True	40
Very Much True	27

who notices when I am upset about something.

Not At All True	21
A Little True	21
Pretty Much True	36
Very Much True	21

whom I trust.

Not At All True	7
A Little True	0
Pretty Much True	64
Very Much True	29

High Expectations**who tells me when I do a good job.**

Not At All True	13
A Little True	20
Pretty Much True	60
Very Much True	7

who believes that I will be a success.

Not At All True	14
A Little True	7
Pretty Much True	43
Very Much True	36

who always wants me to do my best.

Not At All True	7
A Little True	14
Pretty Much True	50
Very Much True	29

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

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

	NT
	%
Opportunities for Meaningful Participation	
I am part of clubs, sports teams, church/temple or other group activities.	
Not At All True	27
A Little True	20
Pretty Much True	33
Very Much True	20
I am involved in music, art, literature, sports or a hobby.	
Not At All True	29
A Little True	29
Pretty Much True	36
Very Much True	7
I help other people.	
Not At All True	25
A Little True	31
Pretty Much True	19
Very Much True	25

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	NT
	%
Alcohol (one full drink)	
0 times	39
1 time	22
2 to 3 times	22
4 or more times	17
Marijuana	
0 times	42
1 time	0
2 to 3 times	42
4 or more times	16
Inhalants (to get high)	
0 times	47
1 time	11
2 to 3 times	21
4 or more times	21
Cocaine	
0 times	56
1 time	0
2 to 3 times	44
4 or more times	0
Methamphetamine or any amphetamine	
0 times	58
1 time	11
2 to 3 times	11
4 or more times	21

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

Table A4.1 - Continued

AOD Use, Lifetime

	NT %
LSD or other psychedelics	
0 times	59
1 time	12
2 to 3 times	12
4 or more times	18
Ecstasy	
0 times	59
1 time	12
2 to 3 times	24
4 or more times	6
Heroin	
0 times	53
1 time	18
2 to 3 times	18
4 or more times	12
Other illegal drug or pill	
0 times	56
1 time	6
2 to 3 times	22
4 or more times	17
<i>Any of the above AOD Use</i>	
68	
Prescription pain killers	
0 times	41
1 time	18
2 to 3 times	24
4 or more times	18

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

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

	NT %
Barbiturates	
0 times	56
1 time	11
2 to 3 times	6
4 or more times	28
Tranquilizers or sedatives	
0 times	63
1 time	13
2 to 3 times	19
4 or more times	6
Cold/cough medicines	
0 times	53
1 time	0
2 to 3 times	12
4 or more times	35
Diet pills	
0 times	56
1 time	6
2 to 3 times	6
4 or more times	31
Ritalin™ or Adderall™	
0 times	47
1 time	27
2 to 3 times	7
4 or more times	20

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

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

	NT
	%
Alcohol (one full drink)	
Never	47
10 or under	20
11 -12 years old	13
13-14 years old	7
15-16 years old	13
17 years or older	0
Marijuana	
Never	44
10 or under	6
11 -12 years old	13
13-14 years old	13
15-16 years old	13
17 years or older	13
Other illegal drug	
Never	50
10 or under	6
11 -12 years old	13
13-14 years old	25
15-16 years old	6
17 years or older	0

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

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

	NT
	%
Alcohol (at least one drink)	41
Binge drinking (5 or more drinks in a row)	41
Marijuana	47
Inhalants	41
Cocaine	35
Methamphetamine or any amphetamine	35
Ecstasy, LSD or other psychedelics	47
Other illegal drug or pill	53
<i>Any drug use</i>	56
<i>Heavy drug user</i>	39
<i>Any of the above AOD Use</i>	56
Two or more of the above at the same time	38

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

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

	NT
	%
Alcohol	
None	59
1 or 2 days	24
3 to 9 days	6
10 to 19 days	6
20 or more days (daily)	6
Marijuana	
None	53
1 or 2 days	12
3 to 9 days	12
10 to 19 days	12
20 or more days (daily)	12

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

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

	NT
	%
0 times	41
1 to 2 times	24
3 to 6 times	24
7 or more times	12

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***

	NT
	%
0 times	44
1 to 2 times	19
3 to 6 times	25
7 or more times	13

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***

	NT
	%
0 days	59
1 to 2 days	18
3 or more days	24

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

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

	NT
	%
Don't drink alcohol	64
Just a sip or two	7
Enough to feel it a little	14
Enough to feel it a lot	0
Until really drunk	14

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

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

	NT
	%
Don't use drugs	67
Not high at all	0
A little high	13
Moderately high	7
Very high	13

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)***

	NT
	%
<i>Never</i>	50
<i>Any</i>	50
1 time	6
2 times	13
3 to 6 times	6
7 or more times	25

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

Table A4.11

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

Never

Any

1 time

2 times

3 to 6 times

7 or more times

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

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

	NT
	%
Alcohol	
0 days	60
1 to 2 days	13
3 or more days	27
Marijuana	
0 days	63
1 to 2 days	13
3 or more days	25
Any illegal drug or pill	
0 days	73
1 to 2 days	7
3 or more days	20
<i>Any of the above</i>	44

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

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

	NT
	%
0 times	44
1 to 2 times	38
3 to 6 times	13
7 or more times	6

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

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

	NT
	%
Alcohol - Drink Occasionally	
Great	43
Moderate	0
Slight	21
None	36
Alcohol - 5 or more drinks once or twice a week	
Great	47
Moderate	0
Slight	18
None	35

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

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

	NT
	%
Marijuana - Smoke Occasionally	
Great	35
Moderate	18
Slight	6
None	41
Marijuana - Smoke once or twice a week	
Great	50
Moderate	0
Slight	8
None	42

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

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

	NT
	%
Alcohol - One or two drinks nearly every day	
Neither approve or disapprove	50
Somewhat disapprove	10
Strongly disapprove	40
Marijuana or Hashish - Once or twice	
Neither approve or disapprove	38
Somewhat disapprove	15
Strongly disapprove	46
Marijuana - Once a month or more	
Neither approve or disapprove	30
Somewhat disapprove	20
Strongly disapprove	50

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

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

	NT
	%
None of them	39
10 percent	17
20 percent	11
30 percent	6
40 percent	6
50 percent	6
60 percent	0
70 percent	0
80 percent	6
90 percent	0
All of them	11

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

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

	NT
	%
Does not apply, never used alcohol/drugs	41
Problems with emotions, nerves, mental health	18
Trouble or problems with the police	18
Money problems	12
Miss school	6
Problems with school work	18
Fight with other kids	12
Damage a friendship	6
Physically hurt or injure yourself	6
Unwanted or unprotected sex	6
Forget what happened or pass out	6
Other problems	6
More than one problem	6
Never had problems when I've used alcohol/drugs	6

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

(Mark all that apply.)

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

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

	NT
	%
Does not apply, have not used alcohol or drugs	44
Had to increase use to get same effect as before	6
Spent a lot of time getting, using, or being "hung over" from using	13
Used alcohol or drugs a lot more than intended	13
Used alcohol or drugs when alone	6
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	6
Often didn't feel OK unless had something to drink or used a drug	6
Thought about reducing or stopping	6
Told yourself not going to use, but used anyway	0
Spoke with someone about reducing or stopping use	0
Attended counseling, program, or group to reduce/stop use	0
More than one experience	6
Use alcohol or drugs, but have not experienced any of these things	6

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

Mark all that apply.

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

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

	NT
	%
Alcohol	
Very difficult	44
Fairly difficult	13
Fairly easy	6
Very easy	6
Don't know	31
Marijuana	
Very difficult	35
Fairly difficult	18
Fairly easy	0
Very easy	18
Don't know	29

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

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

	NT
	%
0 times	53
1 time	0
2 to 3 times	20
4 or more times	27

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

Table A4.22

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

	NT
	%
No	63
Yes	38

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

	NT
	%
No	64
Yes	36

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

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents.

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

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

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

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	NT
	%
A cigarette, even one or two puffs	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
A whole cigarette	
0 times	37
1 time	16
2 to 3 times	21
4 or more times	26
Smokeless tobacco	
0 times	56
1 time	13
2 to 3 times	13
4 or more times	19

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

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

	NT
	%
Smoked part or all of a cigarette	
Never	41
10 or under	6
11-12 years old	24
13-14 years old	18
15-16 years old	6
17 years or older	6
Smokeless tobacco	
Never	59
10 or under	12
11-12 years old	12
13-14 years old	6
15-16 years old	12
17 years or older	0

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

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

	NT
	%
Cigarettes	
Any	54
Daily	8
Smokeless tobacco	
Any	22
Daily	0

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

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

	NT
	%
<i>None</i>	79
<i>Any</i>	21
1 or 2 days	7
3 to 9 days	14
10 to 19 days	0
20 to 30 days	0

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

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

	NT
	%
Neither approve nor disapprove	70
Somewhat disapprove	0
Strongly disapprove	30

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

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

	NT
	%
Neither approve or disapprove	36
Somewhat disapprove	18
Strongly disapprove	45

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

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

	NT
	%
Smoking occasionally	
Great	50
Moderate	8
Slight	8
None	33
Smoking 1-2 packs of cigarettes a day	
Great	36
Moderate	21
Slight	14
None	29

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

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

	NT
	%
Very difficult	27
Fairly difficult	33
Fairly easy	7
Very easy	13
Don't know	20

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

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

	NT
	%
None of them	50
10 percent	6
20 percent	17
30 percent	6
40 percent	0
50 percent	6
60 percent	0
70 percent	11
80 percent	0
90 percent	0
All of them	6

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

Table A5.10***Used Cigarettes, Past 30 days***

Cells are empty if there are less than 25 respondents.

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

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	NT
	%
Had mean rumors/lies spread about you	
0 times	57
1 time	0
2 to 3 times	21
4 or more times	21
Had sexual jokes/comments/gestures made to you	
0 times	64
1 time	7
2 to 3 times	7
4 or more times	21
Been made fun of because of your looks/way of talking	
0 times	60
1 time	7
2 to 3 times	13
4 or more times	20

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

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

	NT
	%
Been pushed, shoved, hit, etc.	
0 times	57
1 time	21
2 to 3 times	0
4 or more times	21
Been afraid of being beaten up	
0 times	54
1 time	23
2 to 3 times	0
4 or more times	23
Been in a physical fight	
0 times	54
1 time	0
2 to 3 times	15
4 or more times	31

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

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

	NT
	%
Had property stolen/damaged	
0 times	54
1 time	15
2 to 3 times	0
4 or more times	31
Damaged school property on purpose	
0 times	67
1 time	7
2 to 3 times	13
4 or more times	13

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

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

	NT
	%
Carried a gun	
0 times	63
1 time	19
2 or more times	19
Carried any other weapon	
0 times	71
1 time	14
2 or more times	14

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

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

	NT
	%
Seen someone with a weapon	
0 times	64
1 time	7
2 or more times	29
Been threatened/injured with a weapon	
0 times	62
1 time	15
2 or more times	23

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

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

	NT
	%
Neither approve or disapprove	44
Somewhat disapprove	11
Strongly disapprove	44

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

Table A6.7***Reason for Harassment on School Property, Past 12 Months***

	NT
	%
Race, Ethnicity, or National Origin	
0 times	77
1 time	15
2 or more times	8
Religion	
0 times	67
1 time	8
2 or more times	25
Gender	
0 times	57
1 time	14
2 or more times	29
Sexual Orientation *	
0 times	64
1 time	7
2 or more times	29
Physical/Mental Disability	
0 times	69
1 time	0
2 or more times	31
<i>Any of the Above Five Hate-Crime Reasons</i>	
	47
Any Other Reason	
0 times	77
1 time	8
2 or more times	15
<i>Any Harassment</i>	
	47

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

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

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

	NT
	%
No	90
Yes	10

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

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

	NT
	%
Does not apply, didn't have a boyfriend/girlfriend	45
No	55
Yes	0

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***

	NT
	%
Very safe	57
Safe	7
Neither safe nor unsafe	7
Unsafe	21
Very unsafe	7

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

Table A6.11

Cyber Bullying

	NT
	%
0 times (never)	73
1 time	9
2-3 times	9
4 or more times	9

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

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents.

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

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents.

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

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

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	NT
	%
No	30
Yes	70

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	NT
	%
No	100
Yes	0

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

	NT
	%
No	67
Yes	33

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

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

	NT %
Card or dice games	
Not at all	100
Less than once a month	0
1 to 3 times	0
Once a week or more	0
Personal skill games	
Not at all	72
Less than once a month	6
1 to 3 times	6
Once a week or more	6
Betting on sports	
Not at all	56
Less than once a month	6
1 to 3 times	19
Once a week or more	19
Lottery	
Not at all	53
Less than once a month	13
1 to 3 times	20
Once a week or more	13
Bet or gambled in any other way	
Not at all	69
Less than once a month	23
1 to 3 times	8
Once a week or more	0

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