

APPENDIX 1  
CALIFORNIA HEALTHY KIDS SURVEY

#### *Alcohol Use*

Alcohol Consumption, 5<sup>th</sup> Grade  
Lifetime Alcohol Use, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Current Alcohol Use, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
How Students Like to Drink Alcohol, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Perceived Harm of Alcohol, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Difficulty of Obtaining Alcohol, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Lifetime Drinking and Driving, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Ridden in a Car with a Driver Who Has Been Drinking, 7<sup>th</sup> Grade  
Peer Disapproval of Alcohol Use, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades

#### *Tobacco Use*

Tobacco Use, 5<sup>th</sup> Grade  
Lifetime Tobacco Use, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Current Tobacco Use, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Perceived Harm of Cigarettes, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Difficulty of Obtaining Cigarettes, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Peer Disapproval of Cigarette Use, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades

#### *Other Drug Use*

Inhalant and Marijuana Use, 5<sup>th</sup> Grade  
Lifetime Use of Marijuana, Inhalants and Derbisol, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Current Marijuana and Inhalant Use, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Perceived Harm of Marijuana, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Difficulty of Obtaining Marijuana, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Peer Disapproval of Marijuana Use, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Lifetime Use of Cocaine, Methamphetamines, LSD, Ecstasy and Heroin, 9<sup>th</sup>, 11<sup>th</sup> and non-traditional Grades  
Current Use of Cocaine, Methamphetamines and LSD, 9<sup>th</sup>, 11<sup>th</sup> and non-traditional Grades  
Illegal Drug Distribution at School, Past Year, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Substance Use at School, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades

*Violence and Safety*

Use of Protective Gear: Seatbelt and Bicycle Helmet Use, 5<sup>th</sup> Grade  
Guns or Knives at School, Past Year, 5<sup>th</sup> Grade  
Carried Gun at School, Past Year, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Carried Knife or Club to School, Past Year, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Students and Weapons at School, Past Year, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Students Feel Safe At and Outside of School, 5<sup>th</sup> Grade  
Feeling Safe by County Catchment Area, 5<sup>th</sup> Grade  
Percent of Students Who Feel Safe or Very Safe at School, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Home Alone After School, 5<sup>th</sup> Grade  
Hitting or Pushing at School, 5<sup>th</sup> Grade  
Experience and Fear of Being Bullied at School in the Past Year, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Rumors and Lies, 5<sup>th</sup> Grade  
Experience of Verbal Harassment at School in the Past Year, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Experience of Property Damage at School in the Past Year, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Causes of Harassment, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Violence in Relationships, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades

*Physical and Mental Health*

Body Image, 5<sup>th</sup> Grade  
Weight Loss Efforts, 5<sup>th</sup> Grade  
Days of Exercise per Week, 5<sup>th</sup> Grade  
Physical Activity in Past Week, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Different Types of Physical Activity in Past Week, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Asthma by Sex and County Catchment Area, 5<sup>th</sup> Grade  
Asthma by Sex and County Catchment Area, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades  
Depression in Past Year, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades

## Sample Characteristics

### 5<sup>th</sup> Grade Surveys

The CHKS survey is administered to a sample based on enrollments within each district. Classrooms within each district were selected to reach a target of 900 students per district. In districts with fewer than 900 students, the target sample was the full enrollment. Two elementary school districts are not represented in the data set: Portola Valley Elementary in South County and La Honda-Pescadero Unified on the Coastsides. Nonetheless, because of the large number and countywide distribution of respondents, the data is broadly representative of 5<sup>th</sup> graders in San Mateo County. Because the 5<sup>th</sup> graders receive a survey that differs substantially from the survey administered to 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional students, this reports displays 5<sup>th</sup> grade data and responses separate from those of other grades.

Only students who answered “most” or “all” to the question, “Did you answer the questions on this survey honestly and truthfully?” were included in the analysis. The analysis set consisted of 3485 students from 18 districts.

The majority of students were aged 10 (73.5%) or 11 (21.7%). The age distribution of all respondents is summarized in **Table 1**. The sample consists 53.3% of females and 45.9% of males, with the remainder missing data on sex. Over one third indicated that they had moved in the past year, with 22.7% of 3,454 respondents indicating one move and 17.1% indicating two or more moves in the past year. Race data was not available for 5<sup>th</sup> graders.

**Table 1: Age Distribution of 5<sup>th</sup> Grade Sample**

Age	Number	Percent
7 or under	12	0.3
8	9	0.3
9	81	2.3
10	2563	73.5
11	755	21.7
12	44	1.3
13 or over	2	0.1
missing	19	0.6
<b>Total</b>	<b>3485</b>	<b>100</b>

### Secondary School Surveys

The sampling methods described above were also used to obtain the target sample for 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional students. Note, that the total number of non-traditional students was very small and thus the target sample includes all non-traditional students in San Mateo County. The only secondary school district not represented in the data is La Honda-Pescadero Unified on the Coastsides.

Only students who answered “most” or “all” to the question, “How many questions in this survey did you answer honestly?” were included in the analysis. Sample characteristics are summarized by grade level below.

#### 7<sup>th</sup> Grade

The 7<sup>th</sup> grade sample was 53.9% female and 45.3% male, with the rest missing information on sex. The majority of 7<sup>th</sup> graders were between the ages of 11 and 13, inclusive. The enrollment was divided among catchment areas as follows: North County 35.3%, Mid County 34.7%, South County 30.9% and Coastsides 9%. About one third of 7<sup>th</sup> graders indicated that they had moved in the past year, with 20.2% of 3,698 respondents indicating one move and 12.9% indicating two or more moves in the past year.

Age	Number	Percent
10 or under	5	0.1
11	121	3.2
12	2692	71.8
13	866	23.1
14	49	1.3
15	2	0.1
16	1	0
17	0	0
18 or over	1	0
missing	12	0.3
<b>Total</b>	<b>3749</b>	<b>100</b>

Race	Number	Percent
<i>American Indian/ Alaskan Native</i>	107	2.9
<i>Asian</i>	720	19.2
<i>Black</i>	139	3.7
<i>Hispanic</i>	1031	27.5
<i>Native Hawaiian/ Pacific Islander</i>	185	4.9
<i>White</i>	1136	30.3
<i>Other or missing data</i>	431	11.5
<b>Total</b>	<b>3749</b>	<b>100</b>

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

The 9<sup>th</sup> grade sample was 52.9% female and 46.6% male, with the rest missing information on sex. The majority of 9<sup>th</sup> graders were between the ages of 13 and 15, inclusive. The enrollment was divided among catchment areas as follows: North County 33.4%, Mid County 41.6%, South County 19.4% and Coastside 5.6%. Less than one third of 9<sup>th</sup> graders indicated that they had moved in the past year, with 20.0% of 3,390 respondents indicating one move and 8.9% indicating two or more moves in the past year.

Age	Number	Percent
10 or under	4	0.1
11	4	0.1
12	1	0
13	85	2.5
14	2312	67.3
15	976	28.4
16	38	1.1
17	5	0.1
18 or over	2	0.1
missing	10	0.3
<b>Total</b>	<b>3437</b>	<b>100</b>

Race	Number	Percent
<i>American Indian/ Alaskan Native</i>	71	2.1
<i>Asian</i>	896	26.1
<i>Black</i>	137	4
<i>Hispanic</i>	761	22.1
<i>Native Hawaiian/ Pacific Islander</i>	265	7.7
<i>White</i>	1064	31
<i>Other or missing data</i>	243	7.1
<b>Total</b>		<b>100</b>

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

The 11<sup>th</sup> grade sample was 51.7% female and 47.6% male, with the rest missing information on sex. The majority of 11<sup>th</sup> graders were between the ages of 15 and 17, inclusive. The enrollment was divided among catchment areas as follows: North County 35.6%, Mid County 40.1%, South County 18.4% and Coastside 6.0%. Less than one quarter of 11<sup>th</sup> graders indicated that they had moved in the past year, with 16.1% of 2,791 respondents indicating one move and 7.0% indicating two or more moves in the past year.

<b>Age</b>	<b>Number</b>	<b>Percent</b>
10 or under	2	0.1
11	3	0.1
12	2	0.1
13	1	0
14	5	0.2
15	79	2.8
16	1927	68.4
17	767	27.2
18 or over	32	1.1
missing	3	0.1
<b>Total</b>	<b>2821</b>	<b>100</b>

<b>Race</b>	<b>Number</b>	<b>Percent</b>
<i>American Indian/ Alaskan Native</i>	74	2.6
<i>Asian</i>	655	23.2
<i>Black</i>	74	2.6
<i>Hispanic</i>	689	24.4
<i>Native Hawaiian/ Pacific Islander</i>	232	8.2
<i>White</i>	906	32.1
<i>Other or missing data</i>	191	6.8
<b>Total</b>	<b>2821</b>	<b>100</b>

*Non-traditional students*

Non-traditional students are students who for various reasons are placed in special educational settings without grade levels. The non-traditional student sample was 40.2% female and 57.1% male, with the rest missing information on sex. The majority of non-traditional students were aged 14 and over. The enrollment was divided among catchment areas as follows: North County 26.1%, Mid County 51.2%, South County 16.8% and Coastside 5.9%. Over 40% of non-traditional students indicated that they had moved in the past year, with 24.6% of 581 respondents indicating one move and 18.1% indicating two or more moves in the past year.

<b>Age</b>	<b>Number</b>	<b>Percent</b>
10 or under	2	0.3
11	1	0.2
12	1	0.2
13	11	1.9
14	25	4.2
15	45	7.6
16	152	25.6
17	263	44.3
18 or over	89	15
missing	5	0.8
<b>Total</b>	<b>594</b>	<b>100</b>

<b>Race</b>	<b>Number</b>	<b>Percent</b>
<i>American Indian/ Alaskan Native</i>	23	3.9
<i>Asian</i>	39	6.6
<i>Black</i>	53	8.9
<i>Hispanic</i>	295	49.7
<i>Native Hawaiian/ Pacific Islander</i>	60	10.1
<i>White</i>	96	16.2
<i>Other or missing data</i>	28	4.7
<b>Total</b>	<b>594</b>	<b>100</b>



## Resilience and Youth Development

Resilience and youth development is a theoretical framework that steers away from a risk-based approach to improving outcomes and instead focuses on assessing the presence of supports, opportunities and values that positively influence a young individual's behaviors. Research has shown that bolstering these positive factors—also called assets—mediates positive developmental outcomes.

The California Healthy Kids Survey assesses a limited group of assets that can be categorized into school, community, home and peer environments. Within these broad environmental groupings, principal assets assessed are caring relationships, high expectations and meaningful participation. These assets taken as a whole are termed external assets. An optional portion of the CHKS survey also assesses internal assets, which are individual skills and values that youth develop in conjunction with the presence of external assets. According to the theoretical framework, the presence of external assets fulfills youth needs such as safety, love, belonging, respect, mastery, challenge, power, and meaning. The development of internal assets is directly correlated with the presence of external assets. Research has also shown that the presence of these assets is protective against engaging in risk behaviors.

An individual is scored high, moderate, or low in any single asset based on how a set of questions (scale) were answered on the survey. The questions were scored from 1 to 4, with 1 indicating the less desirable response. Students deemed *high* in any asset had an average item response (for all questions composing the scale) above 3. *Moderate* scorers were those students with an average item response of at least 2 and no more than 3. *Low* scorers had an average item response below 2.

The following pages summarize assets by grade levels, including the percentage of students deemed to score high, moderate, and low in each asset category and the questions used to assess each asset. The relationship between asset levels and specific behaviors are also assessed. Because internal assets are deemed to be a direct result of and highly correlated with external assets, the following analyses of the relationship between asset levels and behaviors focuses only on external assets.

For secondary school students (7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional) a portion of the survey relating to resilience was not mandatory, the number of student responses is much smaller for this part of the report. The results can not be generalized to the entire county because the sample is not representative. Nonetheless, the following data provide evidence of the relationship between assets and behavior. Hopefully the reader will find the argument to foster programs that increase asset levels a compelling one.

For more information about assets and resiliency, please refer to the West Ed Youth Resilience and Development site at: [http://www.wested.org/pub/docs/hks\\_resilience.html](http://www.wested.org/pub/docs/hks_resilience.html)

## **California Healthy Kids Survey 2003-4**

### 5<sup>th</sup> Grade Asset Levels

#### *External Assets*

##### **Caring Relationships**

Caring relationships are supportive connections to others who model and support healthy development and well-being. Caring relationships are the most critical factor protecting healthy and successful child and youth development, even in the face of much environmental stress, challenge and risk.

5<sup>th</sup> graders in San Mateo County generally indicated high levels of caring relationships. The proportion of students rating “high” in San Mateo County (82.6%) was slightly higher than in California overall (79%). Caring relationships for 5<sup>th</sup> graders in San Mateo County were stronger in the home (82.5% high) than in the school (67.2% high) environment.

##### **High Expectations**

High expectations are consistently communicated direct and indirect messages that the student can and will succeed responsibly. These messages are the core of caring relationships and reflect the adult’s belief in the youth’s innate resilience and ability to learn. The high expectations approach conveys firm and individualized guidance. This is a pivotal protective factor in the home, school and community environments of youth who have overcome the odds.

5<sup>th</sup> graders in San Mateo County generally indicated high levels of high expectations. The proportion of students rating “high” in San Mateo County (88%) was slightly higher than in California overall (84%). San Mateo County 5<sup>th</sup> graders reported higher levels of high expectations in the home (93.5% high) than in the school (62.4% high) environment. The high expectations asset was much lower in the peer environment than in the home or at school environments, with only 54.6% of 5<sup>th</sup> graders in the county scoring in the “high” category.

##### **Meaningful Participation**

Meaningful participation refers to the student’s involvement in relevant, engaging and interesting activities with opportunities for responsibility and contribution. Providing these opportunities is a natural outcome of environments that convey high expectations. Participation meets a fundamental human need and results in positive developmental outcomes.

This asset scale was the weakest overall, with only 20.4% of 5<sup>th</sup> graders countywide scoring high. This is comparable to the statewide average of 18%. The percent of students scoring high in the home and school environments was roughly the same: 20.9% and 18.1%, respectively.

### ***Internal Assets***

#### **Empathy**

The understanding and caring about another's experiences and feelings is considered essential to healthy development and the root of morality and mutual respect. The lack of empathy is associated with bullying, harassment, teasing and other forms of violence. Less than half (44.8%) of surveyed 5<sup>th</sup> graders scored high on this scale.

#### **Problem Solving**

Problem solving includes the ability to plan, be resourceful, think critically and reflectively, and creatively examine multiple perspectives before making a decision or taking action. Less than half (41.7%) of surveyed 5<sup>th</sup> graders scored high on this scale.

#### **Goals and Aspirations**

Having goals and aspirations refers to using one's dreams, visions and plans to focus on the future: to have high expectations and hope. This leads to a sense of deep connectedness, which is the most powerful individual asset protecting against negative developmental outcomes, including teen pregnancy, school failure, emotional distress, suicide, violence and involvement with alcohol and other drug abuse. San Mateo County 5<sup>th</sup> graders scored well on this scale, with 83.7% scoring high.

Scale descriptions were provided by WestEd in the report:

*Technical Report 5<sup>th</sup> Grade Fall 2003-Spring 2004 San Mateo County*

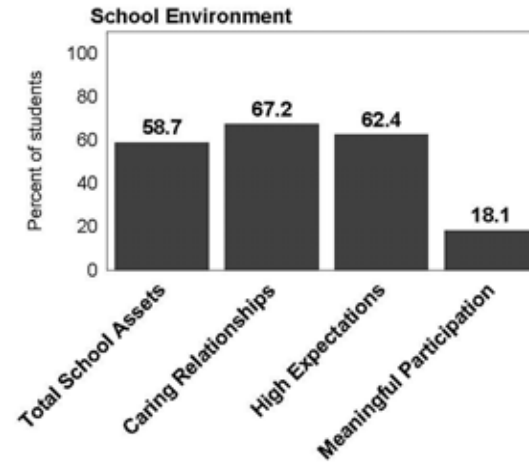
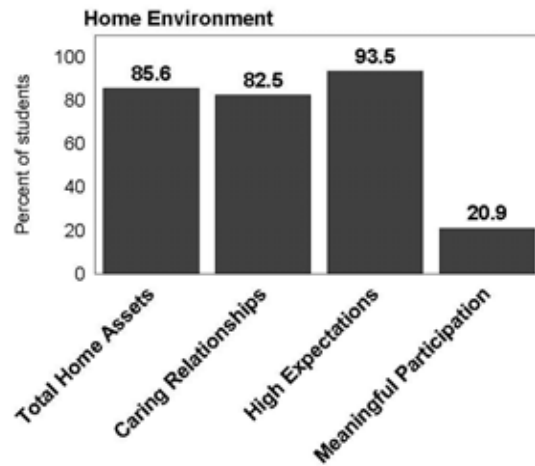
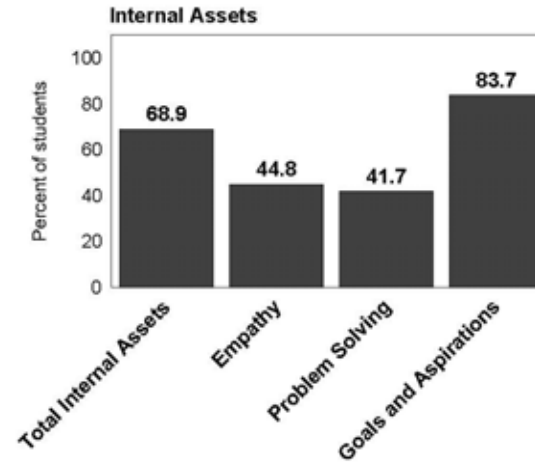
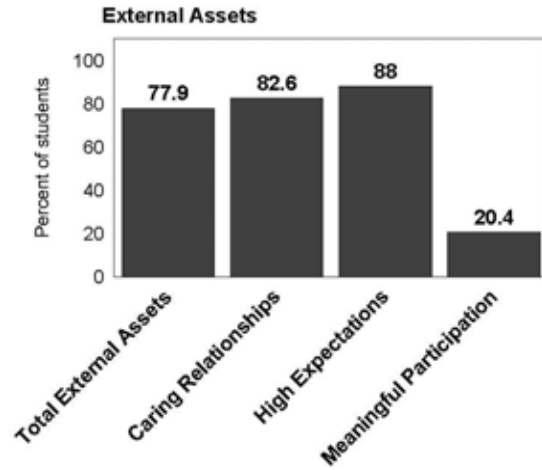
2003-4 5th Grade

Percent of students scoring high, moderate, and low in assets	San Mateo County				California		
	n	High	Moderate	Low	High	Moderate	Low
<b>Total External Assets</b>	3185	77.9	21.9	0.2	72	27	1
Caring Relationships	3377	82.6	17.1	0.3	79	20	1
High Expectations	3420	88	11.8	0.1	84	16	0
Meaningful Participation	3374	20.4	73.1	6.5	18	74	9
<b>School Environment</b>	3335	58.7	39.5	1.7	53	44	3
Caring Relationships: Adults in school	3410	67.2	31	1.8	64	33	3
High Expectations: Adults in school	3445	62.4	36.1	1.5	60	38	2
Meaningful Participation	3427	18.1	71	10.9	15	69	16
<b>Home Environment</b>	3368	85.6	14.2	0.1	83	16	1
Caring Relationships: Adults in home	3445	82.5	17	0.5	80	18	1
High Expectations: Adults in home	3457	93.5	6.1	0.3	92	8	1
Meaningful Participation	3420	20.9	74.3	4.8	20	74	6
<b>Peer Environment-High Expectations</b>	3401	54.6	43.2	2.1	52	45	3
<b>Total Internal Assets</b>	3320	68.9	30.7	0.4	55*	43*	3*
Empathy	3438	44.8	51.2	4	45	50	6
Problem Solving	3436	41.7	53.6	4.7	40	54	7
Goals and Aspirations	3405	83.7	16.1	0.2	66*	32*	2*

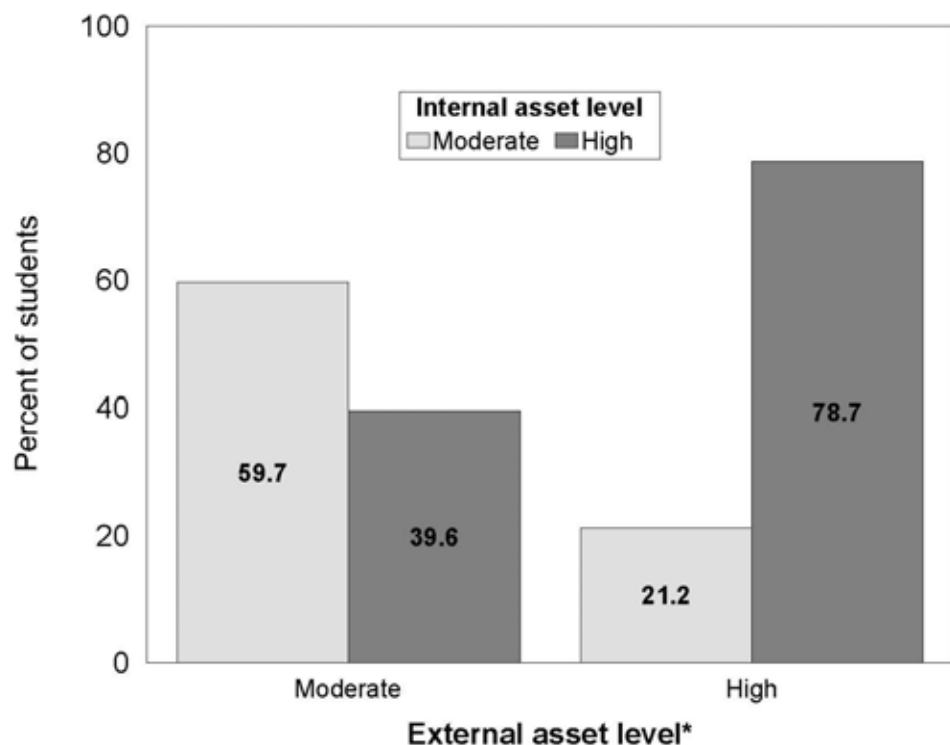
\*San Mateo and California numbers are not comparable due to differences in scale computations

# High Asset Levels

## San Mateo County, 5th Grade



## Impact of External Asset Level on Internal Asset Level 5th Grade



There were very few students in the 5th grade who were classified as having low assets, external or internal. Of the students with a high level of external assets (n= 2386) the majority (78.7%) also had high levels of internal assets. This is twice the corresponding proportion in students with moderate external asset levels (n= 667).

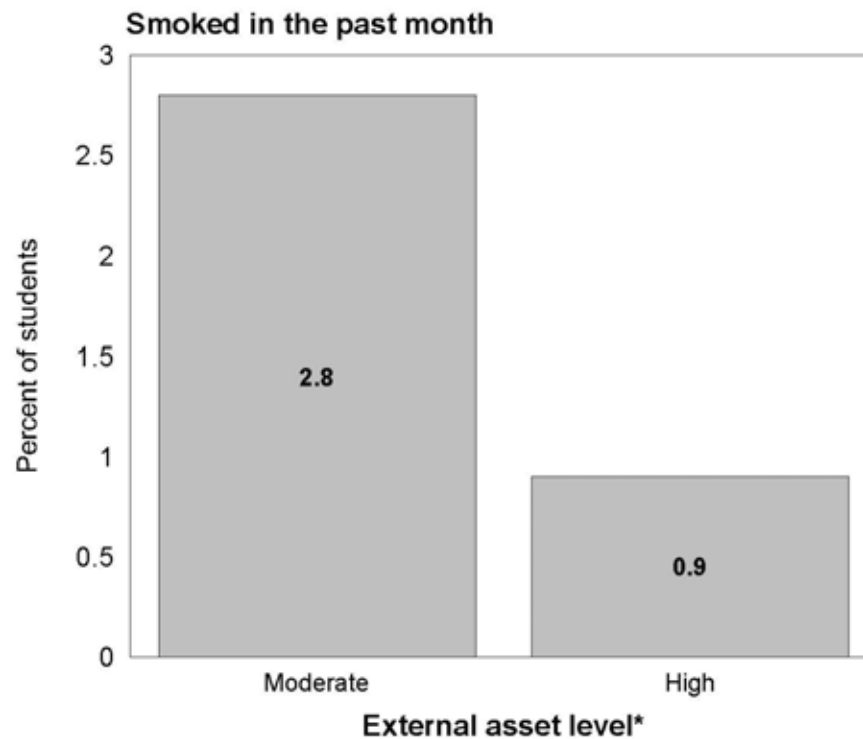
\* There were not enough students with "low" assets to be included in analysis.

California Healthy Kids Survey San Mateo County 2003-4

n= 3058

# External Assets and Current Smoking

## 5th Grade

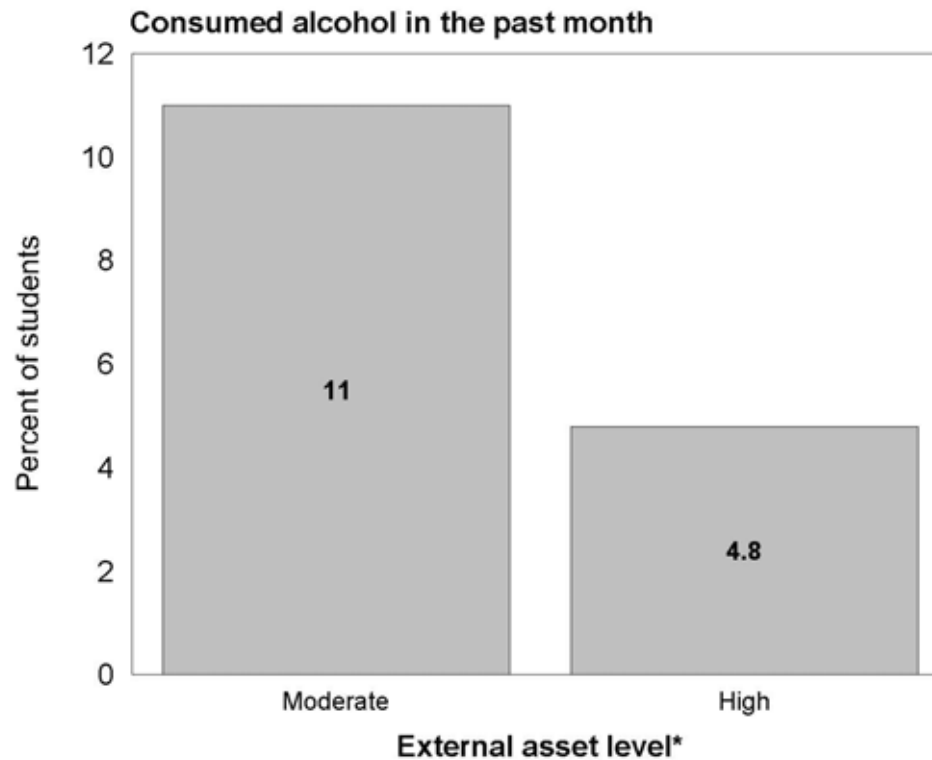


The percentage admitting to smoking a cigarette in the past month was three times higher in 5th grade students with moderate asset levels (n= 686) than in those with high asset levels (n= 2438).

\* There were not enough students with "low" assets to be included in analysis.  
California Healthy Kids Survey San Mateo County 2003-4  
n= 3130

# External Assets and Current Alcohol Use

## 5th Grade



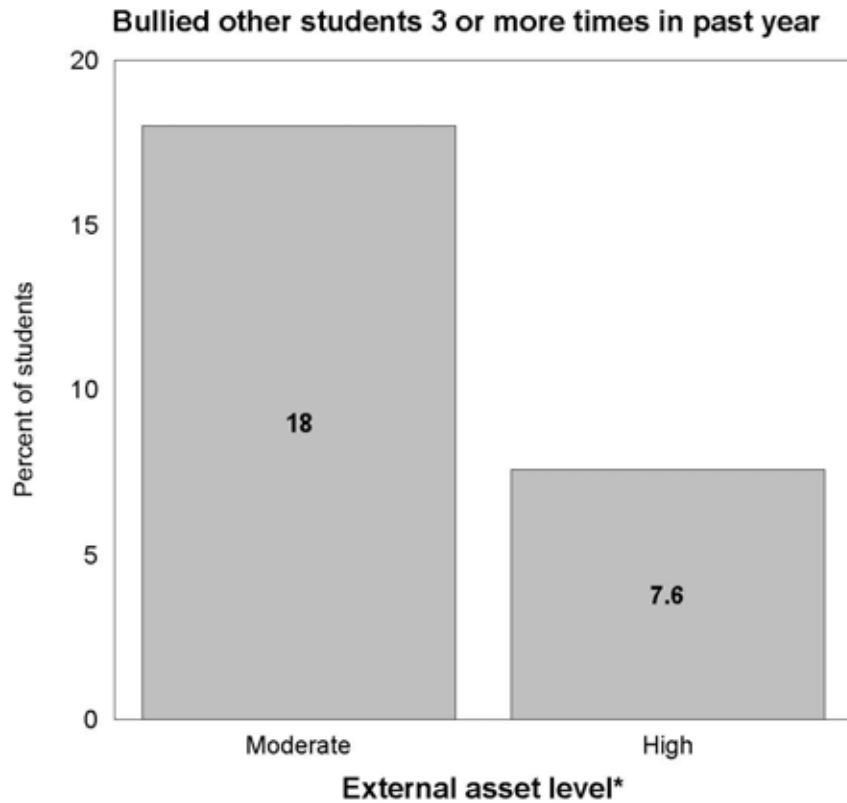
The proportion of students reporting alcohol consumption in the past month was over twice as high in moderate asset (n= 681) versus high asset individuals (n= 2460).

\* There were not enough students with "low" assets to be included in analysis.  
California Healthy Kids Survey San Mateo County 2003-4  
n= 3146



# External Assets and Bullying at School

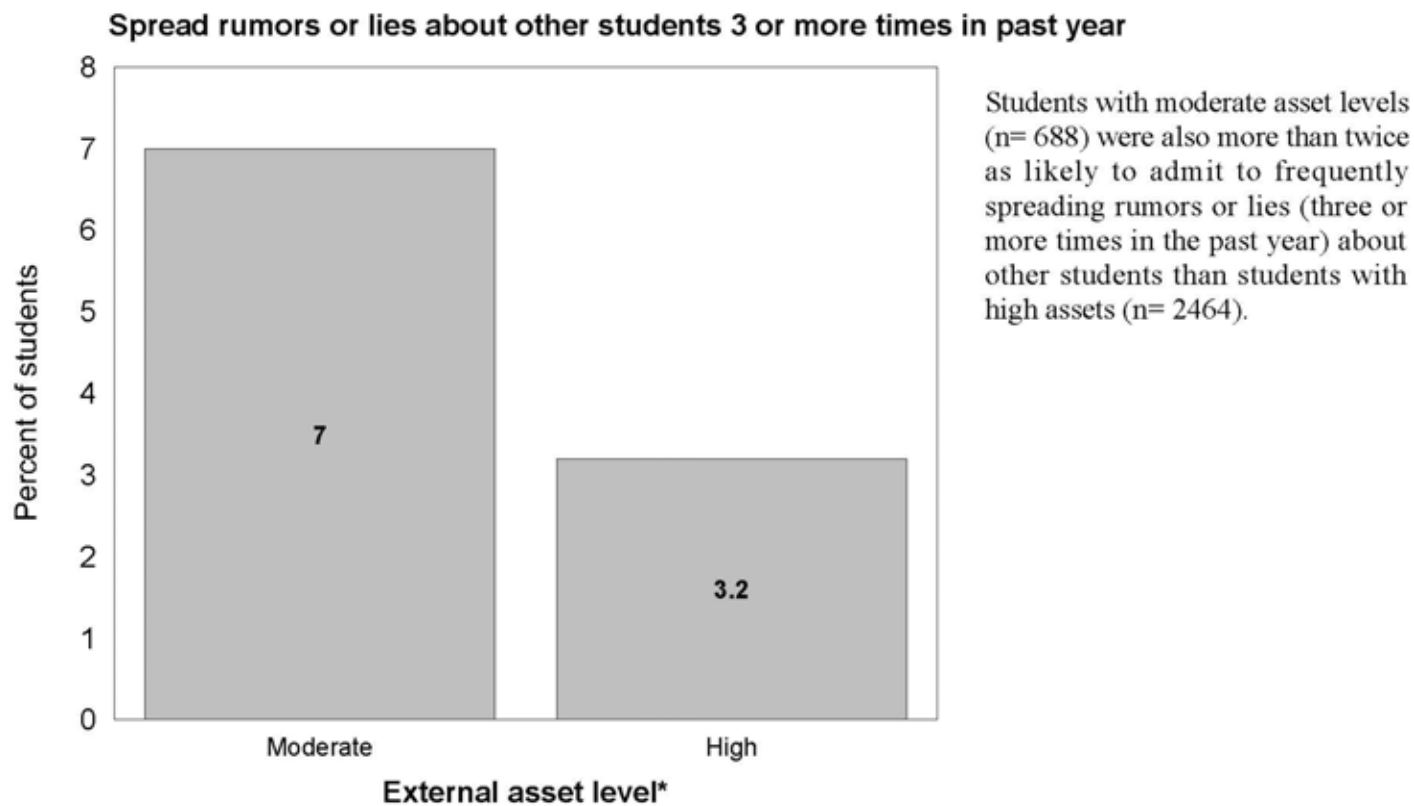
## 5th Grade



Students with moderate asset levels (n= 693) were more than twice as likely to admit to frequent bullying (three or more times in the past year) of other students than students with high assets (n= 2459).

\* There were not enough students with "low" assets to be included in analysis.  
**California Healthy Kids Survey San Mateo County 2003-4**  
n= 3158

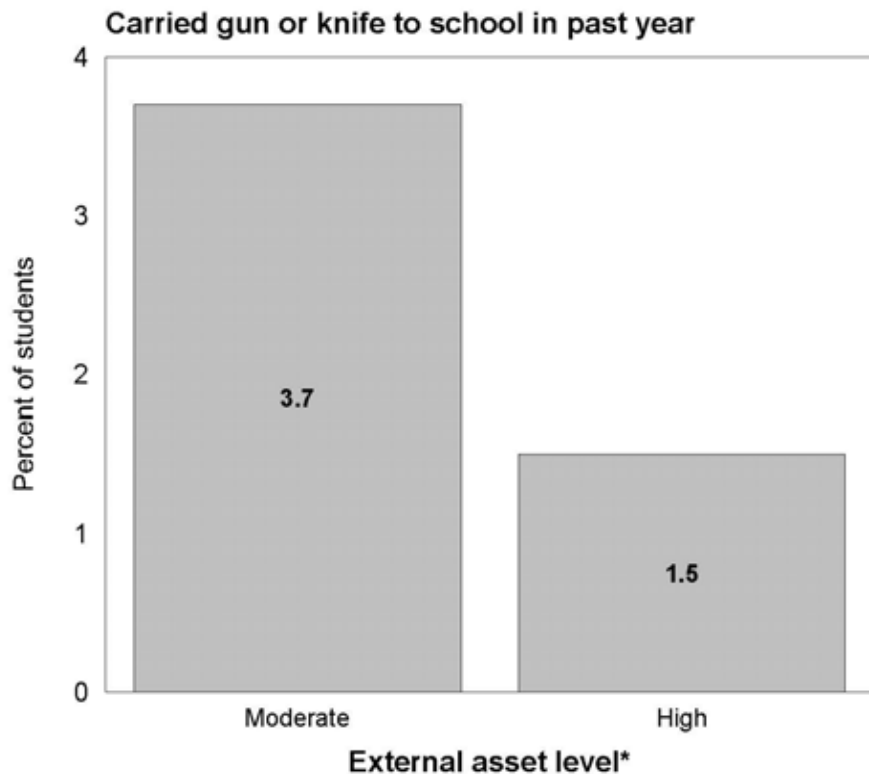
## External Assets and Spreading Rumors or Lies at School 5th Grade



\* There were not enough students with "low" assets to be included in analysis.  
**California Healthy Kids Survey San Mateo County 2003-4**  
n= 3158

# External Assets and Carrying Weapons to School

## 5th Grade

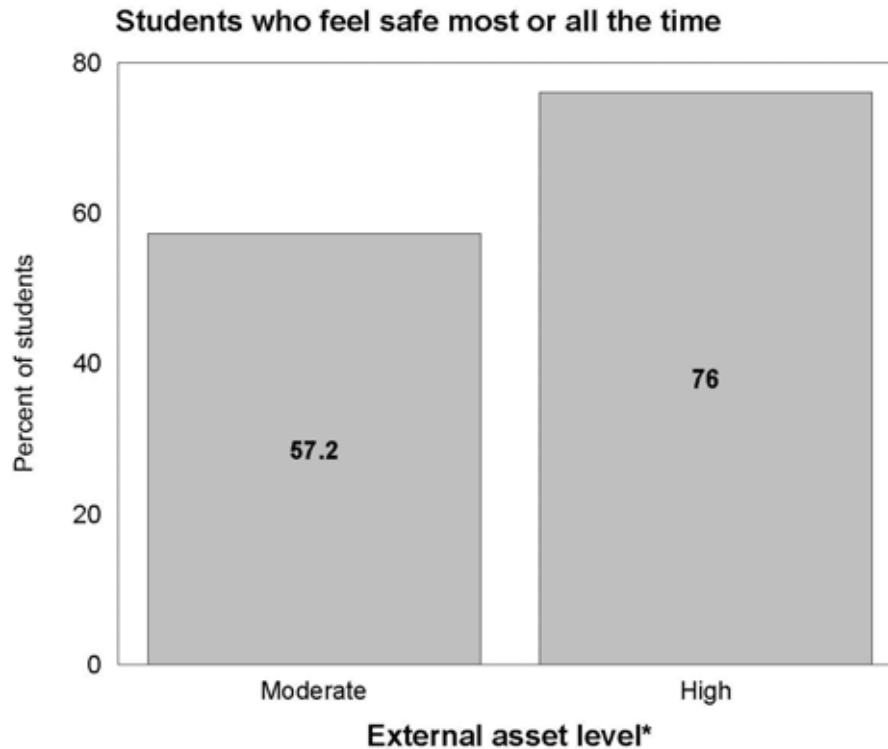


The percent of moderate asset students (n= 694) who carried weapons to school was more than double the percent of those with high asset levels (n=2469).

\* There were not enough students with "low" assets to be included in analysis.  
California Healthy Kids Survey San Mateo County 2003-4  
n= 3168

# External Assets and Feeling Safe Outside of School

## 5th Grade



Students with high asset levels (n= 2465) were more likely to feel safe outside of school than students with moderate asset levels (n= 692).

\* There were not enough students with "low" assets to be included in analysis.  
**California Healthy Kids Survey San Mateo County 2003-4**  
n=3163

Descriptions and comments for 5<sup>th</sup> grade data are located on the corresponding pages themselves. The following descriptions correspond to data for secondary school and non-traditional grades, which immediately follow this text.

*Impact of External Asset Levels on Internal Asset Levels, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

An individual's level of internal assets is highly correlated with his or her level of external assets. In this slide the reader can easily see this relationship. In the 7<sup>th</sup> grade 92.6 of students with high external assets also have high internal assets whereas only 5 percent of students with low external assets have high internal assets. This trend holds true for all grade levels assessed, with a much higher percentage of students in the "high external asset" versus the "low external asset" group having high levels of internal assets.

*External Assets and Current Smoking, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

For the purposes of this slide, current smoking was defined as smoking 10 or more days in the past month. For all grade levels except 9<sup>th</sup>, the trend is clear that increasing external asset levels correspond to decreased rates of current smoking.

*External Assets, Drinking and Driving, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional grades*

Only in 11<sup>th</sup> graders did assets have any protective effect against students driving after drinking or riding with a friend who had been drinking.

*External Assets and Binge Drinking, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

Binge drinking is defined as 5 or more drinks in a row (within a couple of hours). At all grade levels, the percentage of students with low external assets who engaged in binge drinking was much higher than the percentage of students with high external assets who engaged in binge drinking.

*External Assets and Current Drug Use, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

High external asset levels had a protective effect against any current inhalant, marijuana and cocaine use at all grade levels (7<sup>th</sup> graders were not assessed for cocaine use).

*External Assets and Truancy, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

High levels of external assets were protective against skipping classes in 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grades. This effect was true whether the analysis looked at students skipping at all in the past year, skipping at least once a month (regular truancy), or more than once a week (frequent truancy). Interestingly the data seems to show an opposite effect in non-traditional students. Many of the students in non-traditional settings are there because of frequent truancy. Because the survey assesses truancy in the past year, but does not provide information about how long the student may have been in the non-traditional setting, there is no way for the analysis to account for such confounders.

*External Assets and Good Grades, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

Good grades were defined as mostly As and Bs in the past year. Students in the 7<sup>th</sup> and 9<sup>th</sup> grade show a clear trend of increasing proportions reporting good grades with increasing levels of assets. The 11<sup>th</sup> grade students don't follow this trend, but it is still clear that a higher proportion of students with high external assets get good grades than those with low external assets (65.9% versus 46.1%). Again, data for non-traditional students does not reflect the trend, perhaps for the same reasons described previously.

*External Assets and Depression, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

Because of its multi-faceted nature, depression is something that one would not expect to be as strongly correlated to external asset levels. The data show that in 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grades a smaller proportion of students with high asset levels report being depressed during the past year for periods of 2 weeks or longer, compared to students with low assets. The trend is weak, however, with students of moderate asset levels reporting more depression and fairly small differences between the low and high asset students in 9<sup>th</sup> grade. Data in the non-traditional setting does not flow with the expected at all, with low asset students indicating less depression than high or moderate asset students, perhaps for the same reasons described previously.

*External Assets and Fighting at School, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

A high level of external assets shows a somewhat protective effect against occasional fighting (1 to 3 times in past year) at some grade levels. This effect is clearer at all grade levels in the set of students who have indicated frequent fighting (4 or more times in past year).

*External Assets and Gang Membership, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

In 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade, lifetime gang participation was lower in students with high asset levels versus those with lower asset levels. Interestingly, this is not necessarily an expected finding, since the survey asks about lifetime gang participation. A student's current asset levels may have had no effect on gang participation several years prior. The survey does not ask about current gang membership. The students in non-traditional settings show no trend based on asset levels, perhaps for the same reasons described previously.

*External Assets and Bringing Weapons to School, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

At all grade levels, students with high assets were much less likely to carry guns or any other weapons to school.

*External Assets and Vandalism of School Property, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and non-traditional Grades*

Except for in non-traditional settings, a much lower percent of high asset students reported purposely damaging school property compared to low asset students.

#### **California Healthy Kids Survey 2003-4**

7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup> and Non-traditional Student Asset Levels

##### ***External Assets***

##### **Caring Relationships**

Caring relationships are supportive connections to others who model and support healthy development and well-being. Caring relationships are the most critical factor protecting healthy and successful child and youth development even in the face of much environmental stress, challenge and risk.

The percentage of students scoring high on the total caring relationships scale drops from 7<sup>th</sup> (74.2%) to 11<sup>th</sup> (52.9%) grade. There is not much change from 9<sup>th</sup> (53.6%) to 11<sup>th</sup> (52.9%) grade, however. As would be expected, non-traditional students scored the lowest, with only 42.5% scoring high. Interestingly, in the school environment, non-traditional students fared similarly to 11<sup>th</sup> graders, with 30.2% versus 32.6% scoring high on the caring relationships scale.

##### **High Expectations**

High expectations are consistently communicated direct and indirect messages that the student can and will succeed responsibly. These messages are the core of caring relationships and reflect the adult's belief in the youth's innate resilience and ability to learn. The high expectations approach conveys firm and individualized guidance. This is a pivotal protective factor in the home, school and community environments of youth who have overcome the odds.

Trends in the total high expectations scale were similar to the total caring relationships scale, with 7<sup>th</sup> graders scoring highest (80.6%), followed by 9<sup>th</sup> (63.3%) and 11<sup>th</sup> (62.5%) graders. Non-traditional students fell well below with only 40.6% scoring high. Students scored highest on the high expectations scale in the home environment.

##### **Meaningful Participation**

Meaningful participation refers to the involvement of the student in relevant, engaging and interesting activities with opportunities for responsibility and contribution. Providing these opportunities is a natural outcome of environments that convey high expectations. Participation meets a fundamental human need and results in positive developmental outcomes.

As in 5<sup>th</sup> graders, this asset was the weakest overall asset for all secondary school grades; barely over half (53.8%) of 7<sup>th</sup> graders, 24.2% of 9<sup>th</sup> graders, 23.9% of 11<sup>th</sup> graders, and only 10.1% of non-traditional students scored high on the overall meaningful participation scale. Students reported lowest levels of meaningful participation in the school environment.

### *Internal Assets*

#### **Cooperation and Communication**

This measure of social competence assesses flexibility in relationships and the ability to work with, to exchange information and ideas with and to express feelings and needs to others. The percentage of students scoring high fell from 67.2% in the 7<sup>th</sup> grade to 45.8% and 44.4% in the 9<sup>th</sup> and 11<sup>th</sup> grades, respectively. The percentage of non-traditional students scoring high was much lower at 24.1%.

#### **Self-efficacy**

Self-efficacy refers to believing in one's own competence and feeling empowered to make a difference. This asset was one of the stronger internal assets in 7<sup>th</sup> graders (73.2% scoring high), but by high school a much smaller percentage of students were scoring high (50.4% of 9<sup>th</sup> graders and 48.7% of 11<sup>th</sup> graders). Non-traditional students were again much lower with only 39.1% scoring high.

#### **Empathy**

The understanding and caring about another's experiences and feelings is considered essential to healthy development and the root of morality and mutual respect. The lack of empathy is associated with bullying, harassment, teasing and other forms of violence. Empathy levels were relatively stable across all grade levels, ranging from 53.2% scoring high in 9<sup>th</sup> graders to 67.7% in 7<sup>th</sup> graders, with the exception of only 33.7% of non-traditional students scoring high.

#### **Problem Solving**

Problem solving includes the ability to plan, be resourceful, think critically and reflectively, and creatively examine multiple perspectives before making a decision or taking action. This was the weakest internal asset for secondary school students, with the largest percentage (relative to other internal assets) of students scoring low in each grade. The percentage of students scoring high ranged from 60.9% of 7<sup>th</sup> graders to 30.4% of non-traditional students.

#### **Self-awareness**

Self-awareness is knowing and understanding oneself. It includes developing an understanding of how one's thinking influences behavior, feelings, and moods, as well as an understanding of one's strengths and challenges. This asset scale was fairly strong in 7<sup>th</sup> graders (73.1% scoring high) and weaker in high school grades, with 57.2% of 9<sup>th</sup> graders and 53.1% of 11<sup>th</sup> graders scoring high. Non-traditional students were not very different from other high school students, with 47.1% scoring high. It is interesting that students' self-awareness decreased with age, rather counter-intuitive given the process of intellectual maturation.



**Goals and Aspirations**

Having goals and aspirations refers to using visions and plans to focus on the future: to have high expectations and hopes. This leads to a sense of deep connectedness, which is the most powerful individual asset protecting against negative developmental outcomes including teen pregnancy, school failure, emotional distress, suicide, violence and involvement with alcohol and other drug abuse.

This was the strongest internal asset for all grade levels: 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders scored similarly with 89.6%, 84.3% and 84.2% of students, respectively, scoring high and 62.2% of non-traditional students scoring high.

Scale descriptions were provided by WestEd in the report:

*Technical Report 5<sup>th</sup> Grade Fall 2003-Spring 2004 San Mateo County*

2003-4  
7th Grade

Percent of students scoring High, Moderate, and Low in Assets	San Mateo County				California		
	n	H	M	L	H	M	L
<b>External Assets</b>							
<i>Total*</i>	1141	75.6	22.6	1.8	61	34	5
Caring Relationships	1196	74.2	23.2	2.6	62	32	6
High Expectations	1198	80.6	18.4	1	70	27	3
Meaningful Participation	1183	53.8	39.1	7.1	38	49	14
<b>School Environment</b>							
Total Assets	2784	45.1	44.6	10.3	35	49	16
Caring Relationships: Adult in School	2857	42.3	48	9.8	35	51	14
High Expectations: Adult in School	2852	58.1	35.7	6.2	49	41	10
Meaningful Participation	2827	25.4	54.2	20.3	18	53	30
<b>Community Environment</b>							
Total Assets	2692	70.5	22.3	7.3	64	27	10
Caring Relationships: Adult in Community	2756	68	23.9	8.1	63	26	10
High Expectations: Adult in Community	2747	68.8	23	8.2	64	26	10
Meaningful Participation	2735	58.1	30.9	11	48	35	20
<b>Peer Environment*</b>							
Total Assets	1245	70.4	26.5	3.1	58	36	6
Caring Relationships: Peers	1261	67.8	26.7	5.5	57	32	9
High Expectations: Pro-social Peers	1252	58.7	38.3	3	48	53	5
<b>Home Environment*</b>							
Total Assets	1193	81.3	16.5	2.2	72	24	5
Caring Relationships: Adults in Home	1228	75.3	21.3	3.4	66	27	7
High Expectations: Adults in Home	1230	87.9	10.9	1.2	80	17	3
Meaningful Participation	1204	59.7	33.9	6.4	51	39	10
<b>Internal Assets*</b>							
<i>Total</i>	1416	80.8	17.9	1.3	69	27	4
Cooperation and Communication	1450	67.2	29.9	2.9	55	39	6
Self-efficacy	1476	73.2	25.1	1.8	62	34	4
Empathy	1458	67.7	28.7	3.6	57	35	8
Problem Solving	1488	60.9	32.6	6.5	50	40	10
Self-awareness	1444	73.1	24.2	2.6	64	30	6
Goals and Aspirations	1503	89.6	9.4	1	82	15	3
<b>School Connectedness</b>	2004	68.4	26.2	5.4	42	43	15

\* The questions in these scales were not mandatory, thus the sample is smaller and not representative of the county population.

2003-4  
9th Grade

Percent of students scoring High, Moderate, and Low in Assets	San Mateo County				California		
	n	H	M	L	H	M	L
<b>External Assets</b>							
<i>Total*</i>	733	49.9	46.1	4	54	41	6
Caring Relationships	756	53.6	39.4	7	57	36	7
High Expectations	754	63.3	34.4	2.4	64	32	4
Meaningful Participation	749	24.2	58.7	17.1	29	51	19
<b>School Environment</b>							
Total Assets	3173	27.8	54.9	17.3	26	53	22
Caring Relationships: Adult in School	3233	28.4	58.2	13.4	26	56	18
High Expectations: Adult in School	3234	41.2	49	9.7	38	50	13
Meaningful Participation	3193	14.1	53.1	32.9	13	51	36
<b>Community Environment</b>							
Total Assets	3123	59.3	30.3	10.4	59	29	12
Caring Relationships: Adult in Community	3181	58.4	30.6	11	59	29	11
High Expectations: Adult in Community	3176	59.2	30.7	10.1	60	29	11
Meaningful Participation	3138	46.2	36.1	17.7	44	36	20
<b>Peer Environment*</b>							
Total Assets	777	58.9	37.1	4	58	36	6
Caring Relationships: Peers	784	58.2	33.4	8.4	59	32	9
High Expectations: Pro-social Peers	779	44.4	52.8	2.8	42	53	5
<b>Home Environment*</b>							
Total Assets	748	57.1	36.6	6.3	63	30	7
Caring Relationships: Adults in Home	765	49.7	39.3	11	57	33	10
High Expectations: Adults in Home	768	76.2	21	2.9	76	20	4
Meaningful Participation	753	32.4	53.4	14.2	39	45	16
<b>Internal Assets*</b>							
<i>Total</i>	779	65.6	32.6	1.8	66	30	4
Cooperation and Communication	792	45.8	50	4.2	48	45	7
Self-efficacy	801	50.4	45.1	4.5	56	39	5
Empathy	792	53.2	41.5	5.3	57	37	7
Problem Solving	804	43.5	47.1	9.3	46	42	12
Self-awareness	785	57.2	35.7	7.1	57	35	8
Goals and Aspirations	811	84.3	13.8	1.8	82	15	3
<b>School Connectedness</b>	2645	63.7	30.5	5.9	34	51	16

\* The questions in these scales were not mandatory, thus the sample is smaller and not representative of the county population.

2003-4  
11th Grade

Percent of students scoring High, Moderate, and Low in Assets	San Mateo County				California		
	n	H	M	L	H	M	L
<b>External Assets</b>							
<i>Total*</i>	621	50.2	45.6	4.2	55	40	4
Caring Relationships	633	52.9	42	5.1	60	45	5
High Expectations	630	62.5	35.1	2.4	66	31	3
Meaningful Participation	632	23.9	52.4	23.7	29	51	20
<b>School Environment</b>							
<i>Total Assets</i>	2676	30.8	51.5	17.8	29	51	20
Caring Relationships: Adult in School	2702	32.6	54.2	13.2	32	53	14
High Expectations: Adult in School	2701	41	49	10	40	49	11
Meaningful Participation	2687	15.9	47.5	36.6	14	48	38
<b>Community Environment</b>							
<i>Total Assets</i>	2639	59.6	29.7	10.7	60	29	11
Caring Relationships: Adult in Community	2666	60.3	27.7	12	61	28	11
High Expectations: Adult in Community	2660	60.6	29.1	10.3	60	30	10
Meaningful Participation	2652	45.7	36.6	17.8	45	37	19
<b>Peer Environment*</b>							
<i>Total Assets</i>	644	62.9	34	3.1	63	33	4
Caring Relationships: Peers	647	64.5	29.5	6	63	30	7
High Expectations: Pro-social Peers	644	40.4	56.4	3.3	45	52	4
<b>Home Environment*</b>							
<i>Total Assets</i>	634	54.6	35.2	10.3	61	32	7
Caring Relationships: Adults in Home	641	48.4	37.3	14.4	55	34	10
High Expectations: Adults in Home	642	73.2	23.7	3.1	77	21	3
Meaningful Participation	636	33.2	45.8	21.1	36	47	16
<b>Internal Assets*</b>							
<i>Total</i>	647	66	31.5	2.5	69	29	3
Cooperation and Communication	651	44.4	49.3	6.3	49	46	5
Self-efficacy	653	48.7	47.9	3.4	58	39	3
Empathy	652	59.8	35.6	4.6	61	34	5
Problem Solving	655	44.7	45	10.2	47	43	10
Self-awareness	651	53.1	37.6	9.2	57	36	6
Goals and Aspirations	660	84.2	13.2	2.6	84	14	2
<b>School Connectedness</b>	2322	57.9	35	7.1	31	51	18

\* The questions in these scales were not mandatory, thus the sample is smaller and not representative of the county population.

2003-4  
Non-traditional

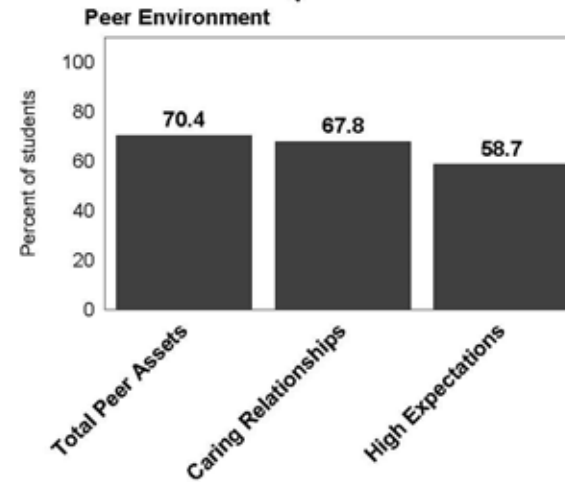
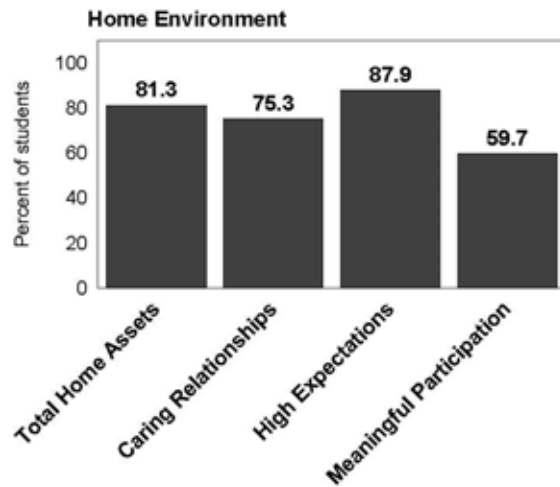
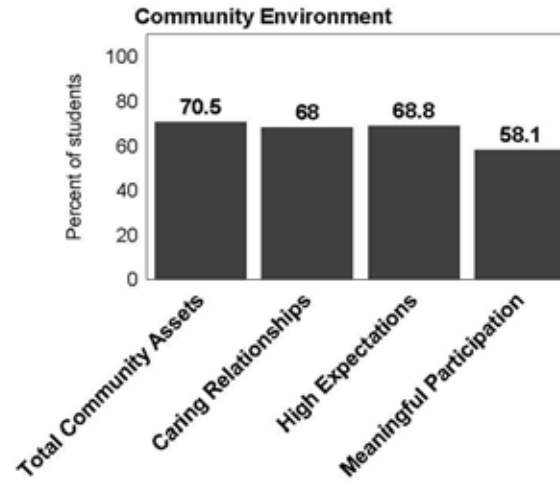
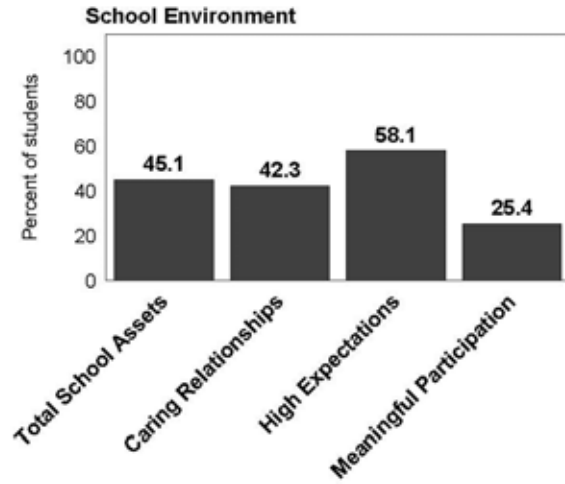
Percent of students scoring High, Moderate, and Low in Assets	San Mateo County				California		
	n	H	M	L	H	M	L
<b>External Assets</b>							
<i>Total*</i>	244	32	57.8	10.2	26	52	10
Caring Relationships	254	42.5	46.9	10.6	48	42	10
High Expectations	251	40.6	50.6	8.8	49	43	7
Meaningful Participation	248	10.1	52.4	37.5	16	53	31
<b>School Environment</b>							
<i>Total Assets</i>	515	24.7	54.4	21	26	51	22
Caring Relationships: Adult in School	527	30.2	54.3	15.6	33	51	16
High Expectations: Adult in School	526	36.3	49	14.6	38	47	15
Meaningful Participation	517	10.4	46.6	42.9	11	45	43
<b>Community Environment</b>							
<i>Total Assets</i>	509	32.4	46.2	21.4	41	41	18
Caring Relationships: Adult in Community	517	44.7	38.7	16.6	49	36	15
High Expectations: Adult in Community	516	40.9	41.7	17.4	48	37	16
Meaningful Participation	511	15.1	43.6	41.3	20	45	35
<b>Peer Environment*</b>							
<i>Total Assets</i>	259	34	52.1	13.9	43	46	11
Caring Relationships: Peers	260	43.8	41.2	15	49	37	14
High Expectations: Pro-social Peers	259	15.1	68.3	16.6	26	63	10
<b>Home Environment*</b>							
<i>Total Assets</i>	250	41.2	43.6	15.2	46	41	13
Caring Relationships: Adults in Home	255	37.6	43.5	18.8	44	40	16
High Expectations: Adults in Home	255	55.7	36.5	7.8	59	33	8
Meaningful Participation	252	19.8	50.4	29.8	29	48	23
<b>Internal Assets*</b>							
<i>Total</i>	260	43.1	46.9	10	52	40	8
Cooperation and Communication	261	24.1	59.4	16.5	36	52	12
Self-efficacy	261	39.1	52.5	8.4	49	44	7
Empathy	261	33.7	48.7	17.6	43	43	14
Problem Solving	260	30.4	47.7	21.9	37	46	17
Self-awareness	261	47.1	41.4	11.5	49	41	10
Goals and Aspirations	262	62.2	29.4	8.4	65	28	7
<b>School Connectedness</b>	465	44.9	41.7	13.3	29	46	24

\* The questions in these scales were not mandatory, thus the sample is smaller and not representative of the county population.

Percent of students scoring High, Moderate, and Low in Assets	7th Grade				9th Grade				11th Grade				Non-traditional			
	n	H	M	L	n	H	M	L	n	H	M	L	n	H	M	L
<b>External Assets</b>																
<i>Total*</i>	1141	75.6	22.6	1.8	733	49.9	46.1	4	621	50.2	45.6	4.2	244	32	57.8	10.2
Caring Relationships	1196	74.2	23.2	2.6	756	53.6	39.4	7	633	52.9	42	5.1	254	42.5	46.9	10.6
High Expectations	1198	80.6	18.4	1	754	63.3	34.4	2.4	630	62.5	35.1	2.4	251	40.6	50.6	8.8
Meaningful Participation	1183	53.8	39.1	7.1	749	24.2	58.7	17.1	632	23.9	52.4	23.7	248	10.1	52.4	37.5
<b>School Environment</b>																
<i>Total Assets</i>	2784	45.1	44.6	10.3	3173	27.8	54.9	17.3	2676	30.8	51.5	17.8	515	24.7	54.4	21
Caring Relationships: Adult in School	2857	42.3	48	9.8	3233	28.4	58.2	13.4	2702	32.6	54.2	13.2	527	30.2	54.3	15.6
High Expectations: Adult in School	2852	58.1	35.7	6.2	3234	41.2	49	9.7	2701	41	49	10	526	36.3	49	14.6
Meaningful Participation	2827	25.4	54.2	20.3	3193	14.1	53.1	32.9	2687	15.9	47.5	36.6	517	10.4	46.6	42.9
<b>Community Environment</b>																
<i>Total Assets</i>	2692	70.5	22.3	7.3	3123	59.3	30.3	10.4	2639	59.6	29.7	10.7	509	32.4	46.2	21.4
Caring Relationships: Adult in Community	2756	68	23.9	8.1	3181	58.4	30.6	11	2666	60.3	27.7	12	517	44.7	38.7	16.6
High Expectations: Adult in Community	2747	68.8	23	8.2	3176	59.2	30.7	10.1	2660	60.6	29.1	10.3	516	40.9	41.7	17.4
Meaningful Participation	2735	58.1	30.9	11	3138	46.2	36.1	17.7	2652	45.7	36.6	17.8	511	15.1	43.6	41.3
<b>Peer Environment*</b>																
<i>Total Assets</i>	1245	70.4	26.5	3.1	777	58.9	37.1	4	644	62.9	34	3.1	259	34	52.1	13.9
Caring Relationships: Peers	1261	67.8	26.7	5.5	784	58.2	33.4	8.4	647	64.5	29.5	6	260	43.8	41.2	15
High Expectations: Pro-social Peers	1252	58.7	38.3	3	779	44.4	52.8	2.8	644	40.4	56.4	3.3	259	15.1	68.3	16.6
<b>Home Environment*</b>																
<i>Total Assets</i>	1193	81.3	16.5	2.2	748	57.1	36.6	6.3	634	54.6	35.2	10.3	250	41.2	43.6	15.2
Caring Relationships: Adults in Home	1228	75.3	21.3	3.4	765	49.7	39.3	11	641	48.4	37.3	14.4	255	37.6	43.5	18.8
High Expectations: Adults in Home	1230	87.9	10.9	1.2	768	76.2	21	2.9	642	73.2	23.7	3.1	255	55.7	36.5	7.8
Meaningful Participation	1204	59.7	33.9	6.4	753	32.4	53.4	14.2	636	33.2	45.8	21.1	252	19.8	50.4	29.8
<b>Internal Assets*</b>																
<i>Total</i>	1416	80.8	17.9	1.3	779	65.6	32.6	1.8	647	66	31.5	2.5	260	43.1	46.9	10
Cooperation and Communication	1450	67.2	29.9	2.9	792	45.8	50	4.2	651	44.4	49.3	6.3	261	24.1	59.4	16.5
Self-efficacy	1476	73.2	25.1	1.8	801	50.4	45.1	4.5	653	48.7	47.9	3.4	261	39.1	52.5	8.4
Empathy	1458	67.7	28.7	3.6	792	53.2	41.5	5.3	652	59.8	35.6	4.6	261	33.7	48.7	17.6
Problem Solving	1488	60.9	32.6	6.5	804	43.5	47.1	9.3	655	44.7	45	10.2	260	30.4	47.7	21.9
Self-awareness	1444	73.1	24.2	2.6	785	57.2	35.7	7.1	651	53.1	37.6	9.2	261	47.1	41.4	11.5
Goals and Aspirations	1503	89.6	9.4	1	811	84.3	13.8	1.8	660	84.2	13.2	2.6	262	62.2	29.4	8.4
<b>School Connectedness</b>	2004	68.4	26.2	5.4	2645	63.7	30.5	5.9	2322	57.9	35	7.1	465	44.9	41.7	13.3

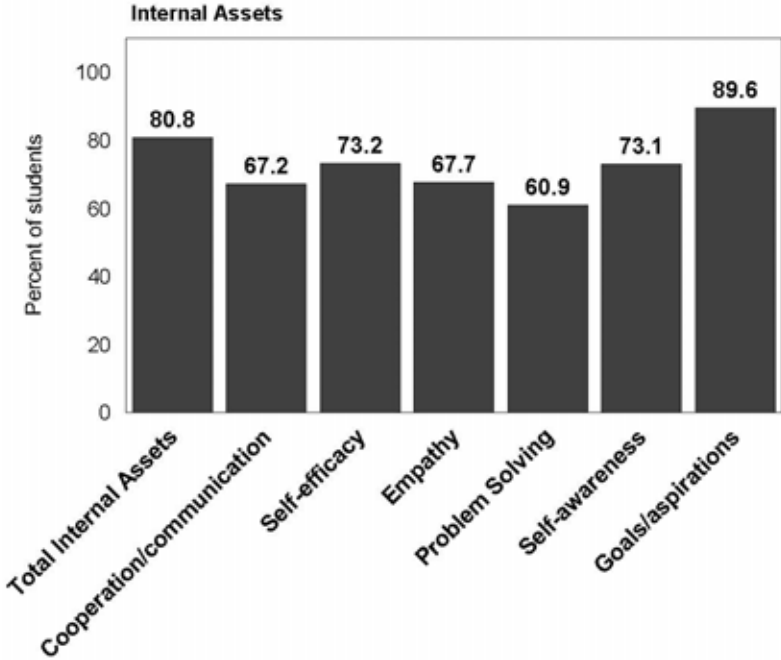
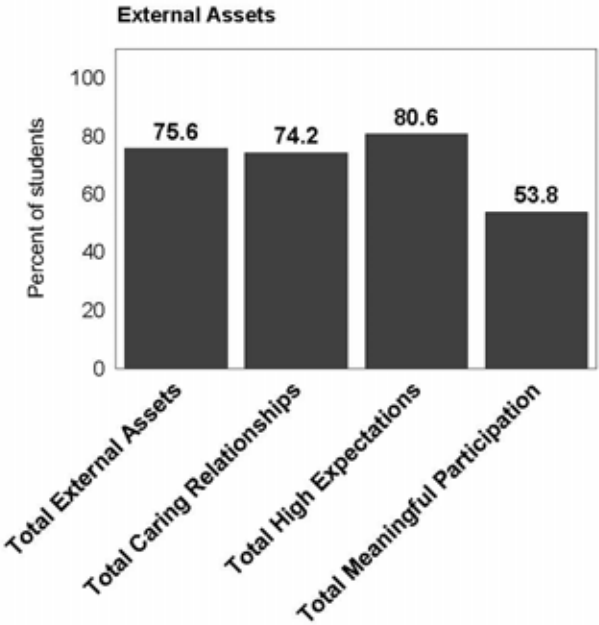
# High Asset Levels

## San Mateo County, 7th grade



# High Asset Levels

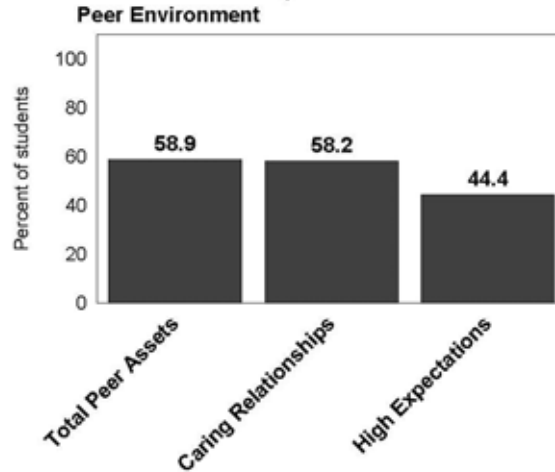
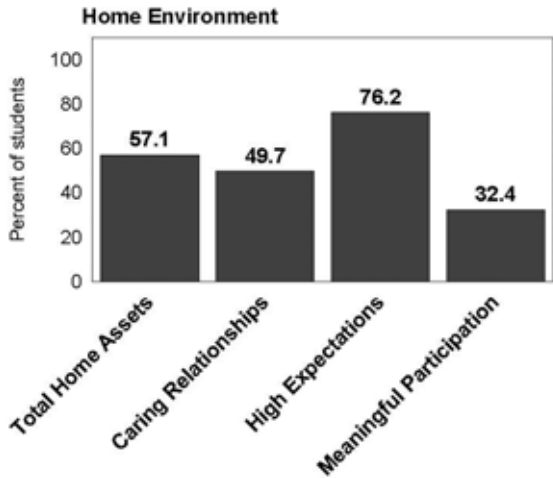
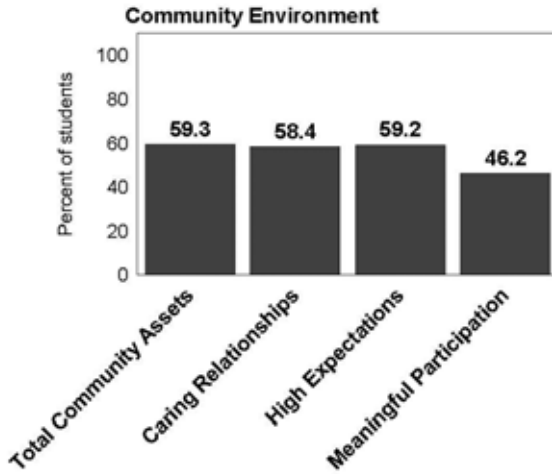
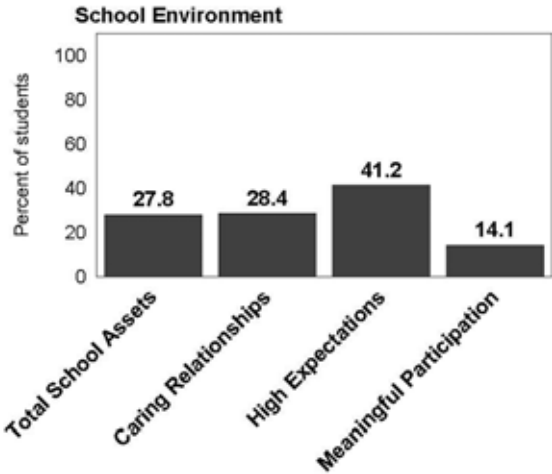
San Mateo County, 7th grade





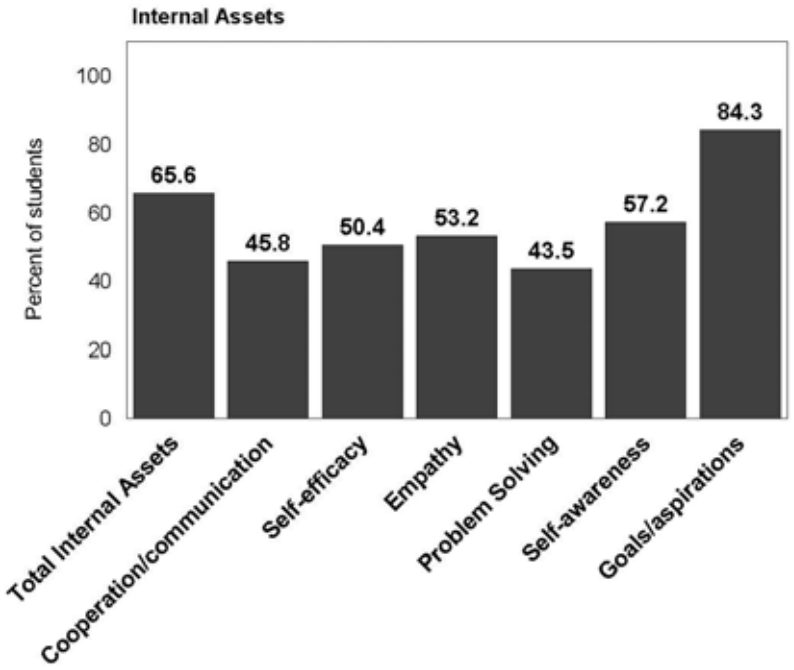
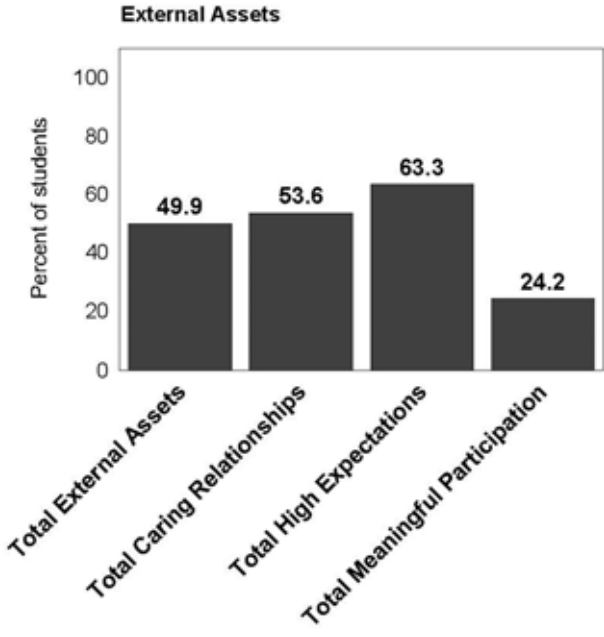
# High Asset Levels

## San Mateo County, 9th grade



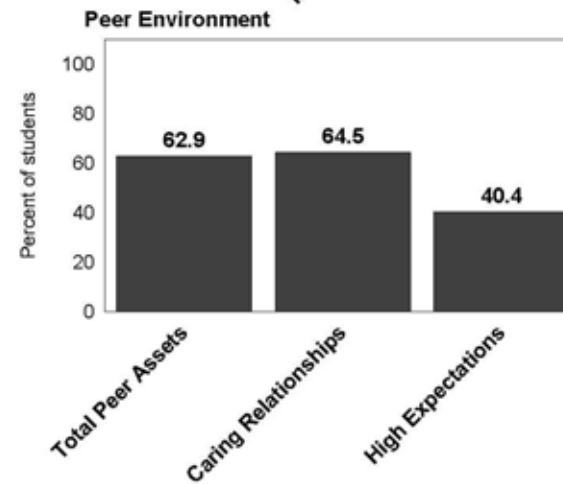
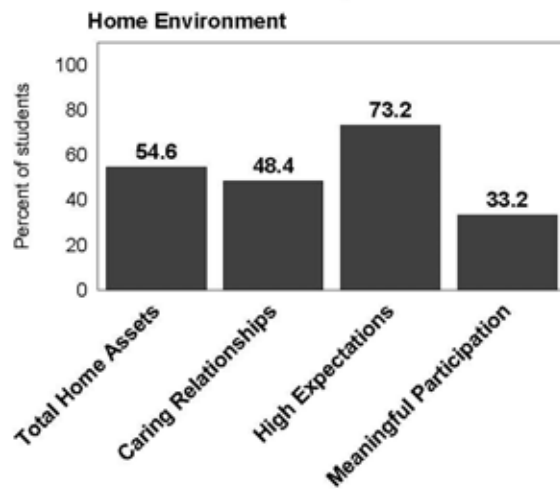
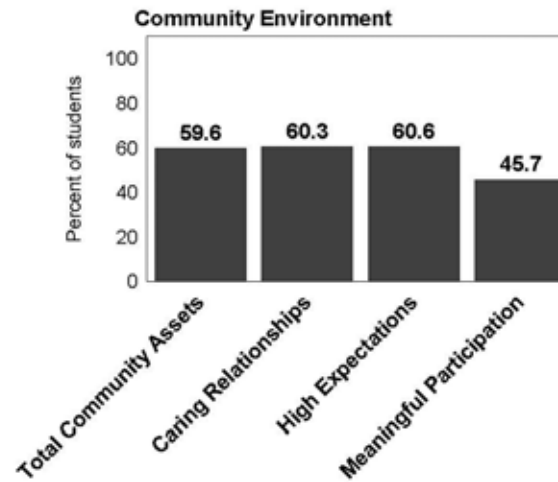
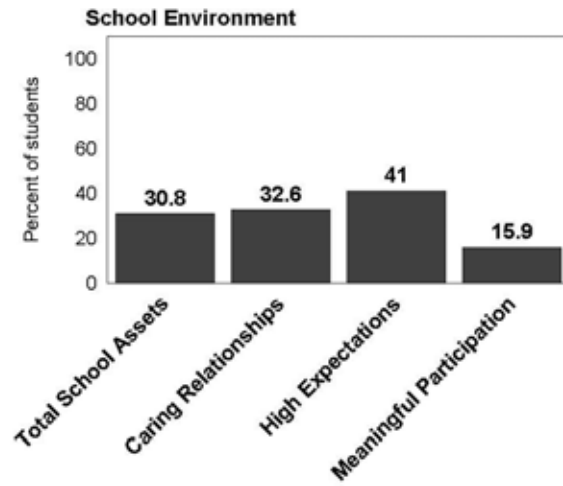
# High Asset Levels

San Mateo County, 9th grade



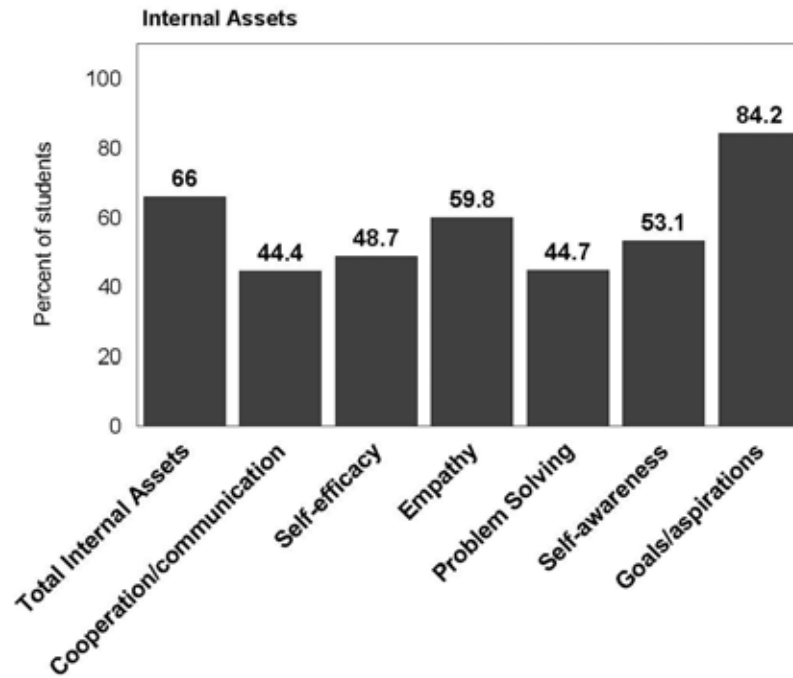
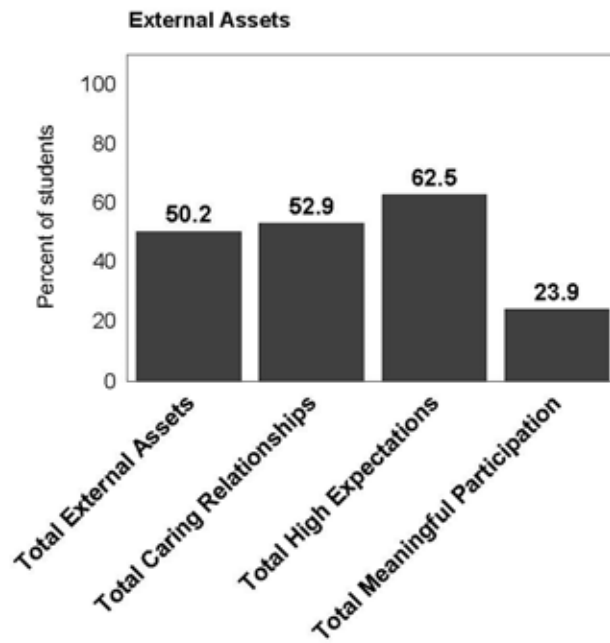
# High Asset Levels

## San Mateo County, 11th grade



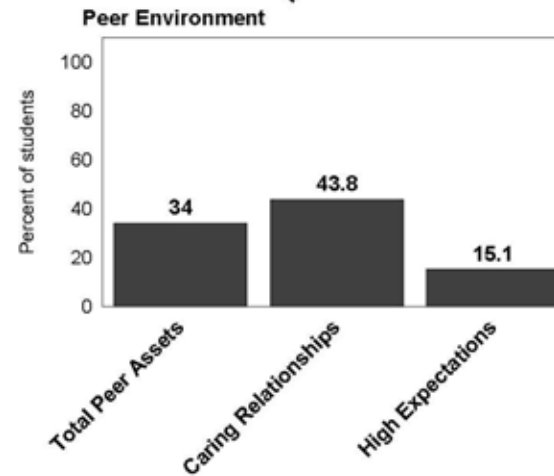
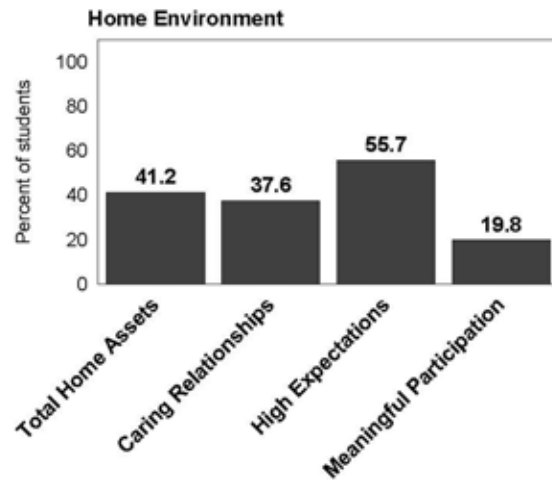
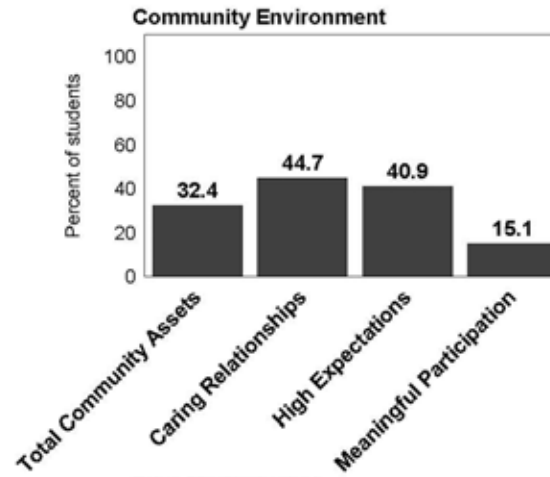
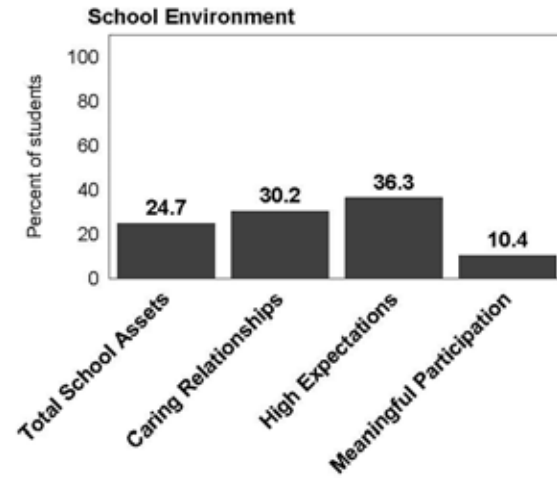
# High Asset Levels

San Mateo County, 11th grade



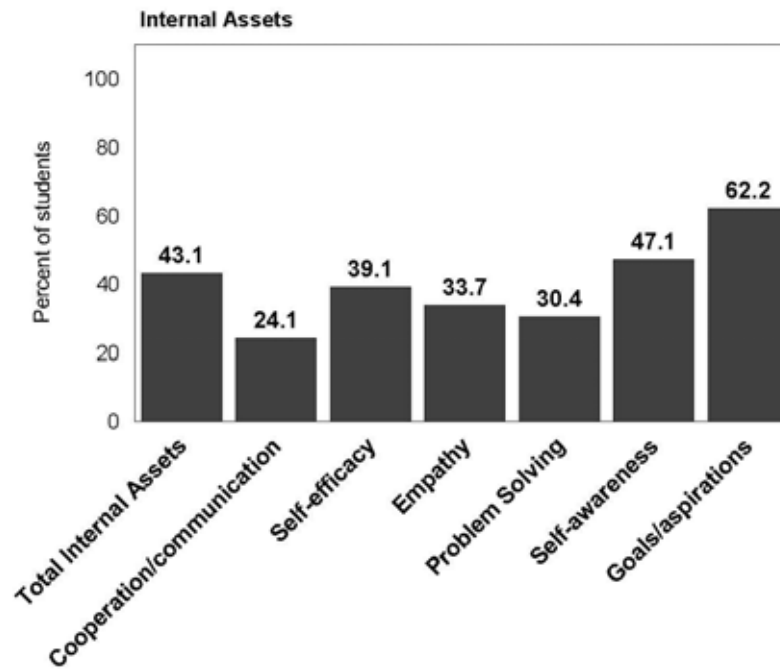
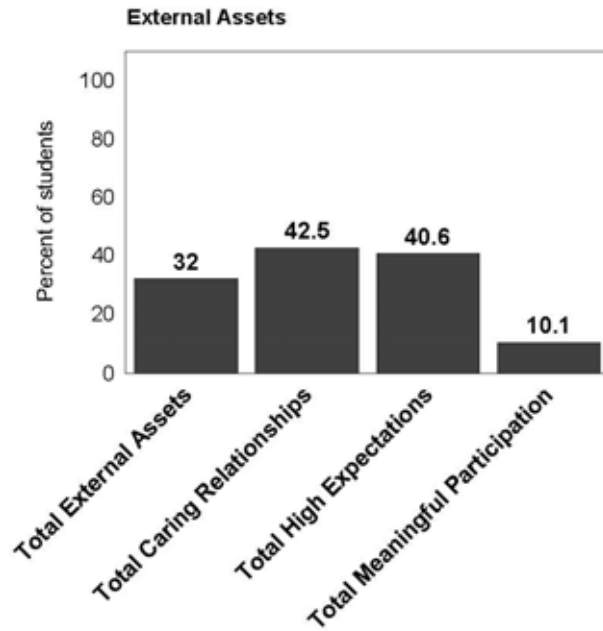
# High Asset Levels

## San Mateo County, non-traditional students



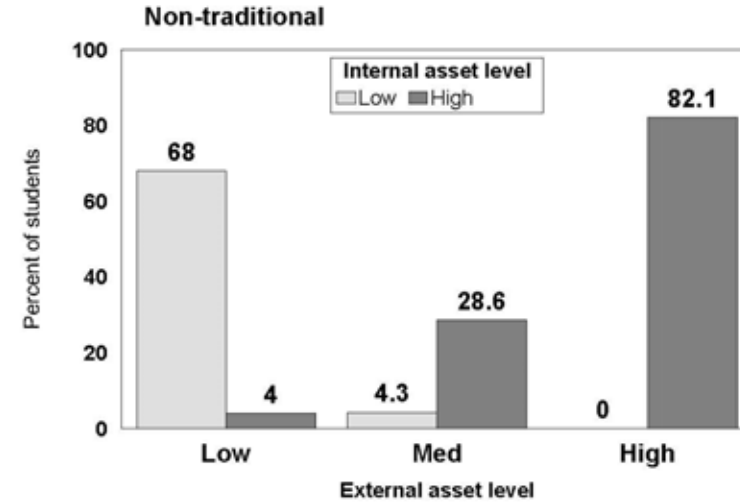
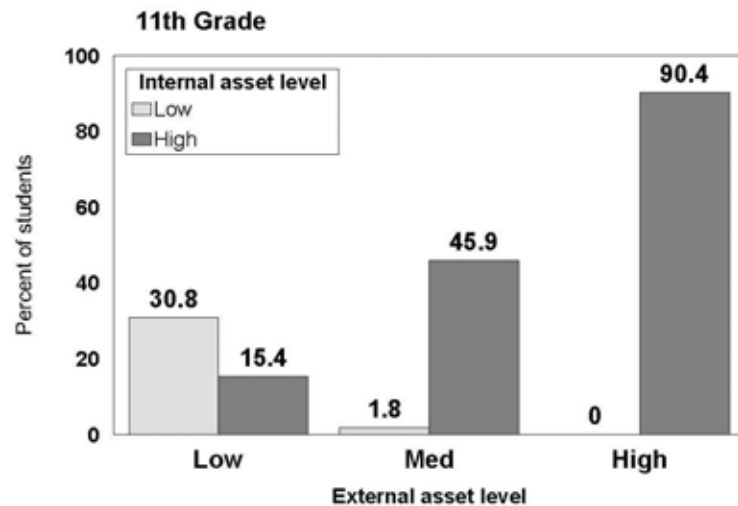
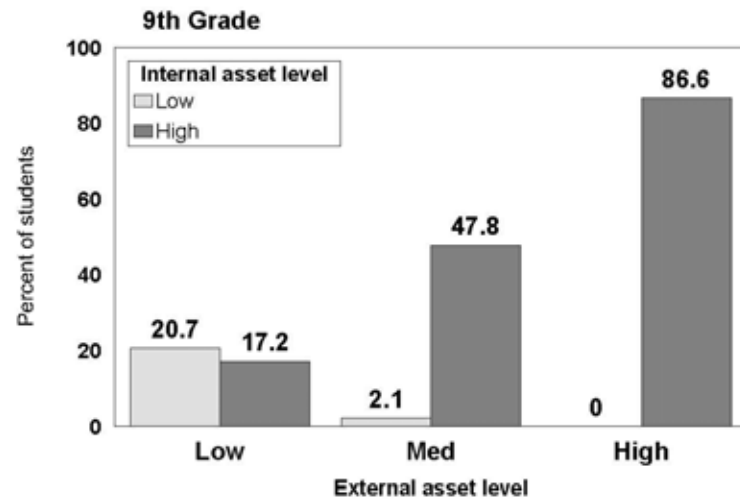
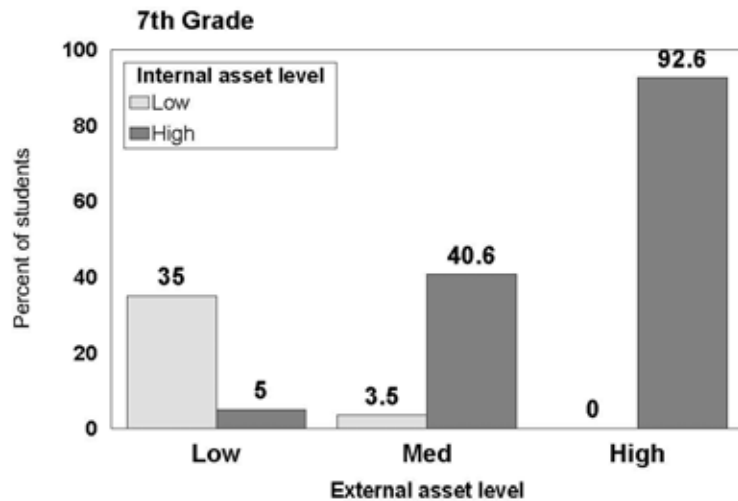
# High Asset Levels

San Mateo County, non-traditional students



# Impact of External Asset Level on Internal Asset Level

## 7th, 9th, 11th and Non-traditional Grades

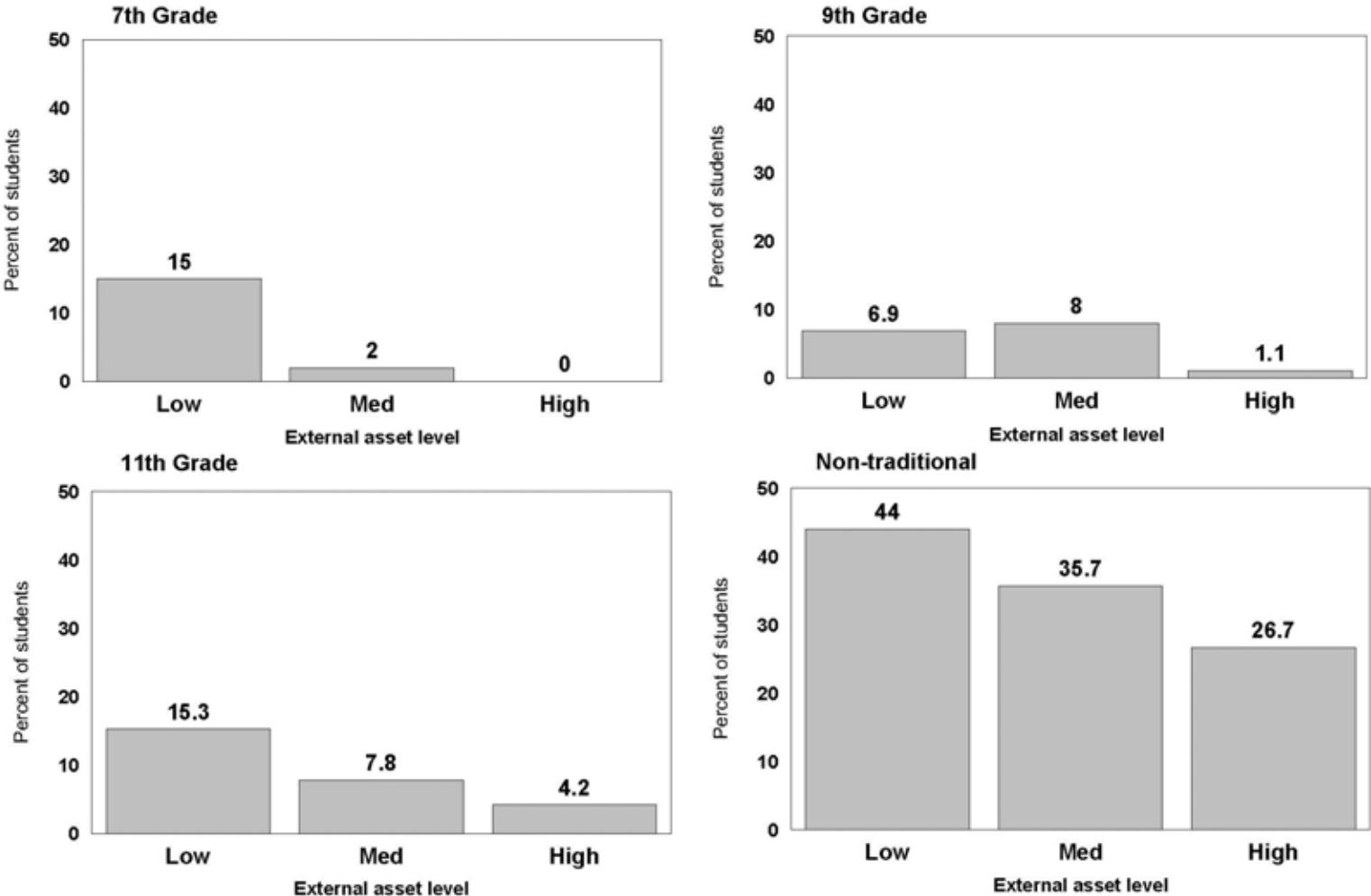


California Healthy Kids Survey San Mateo County 2003-4  
 n=1124 (7th), 729 (9th), 618 (11th), 243 (NT)

# External Assets and Current Smoking

Relation of asset level to current smoking (10 or more days in past month)

7th, 9th, 11th and Non-traditional Grades

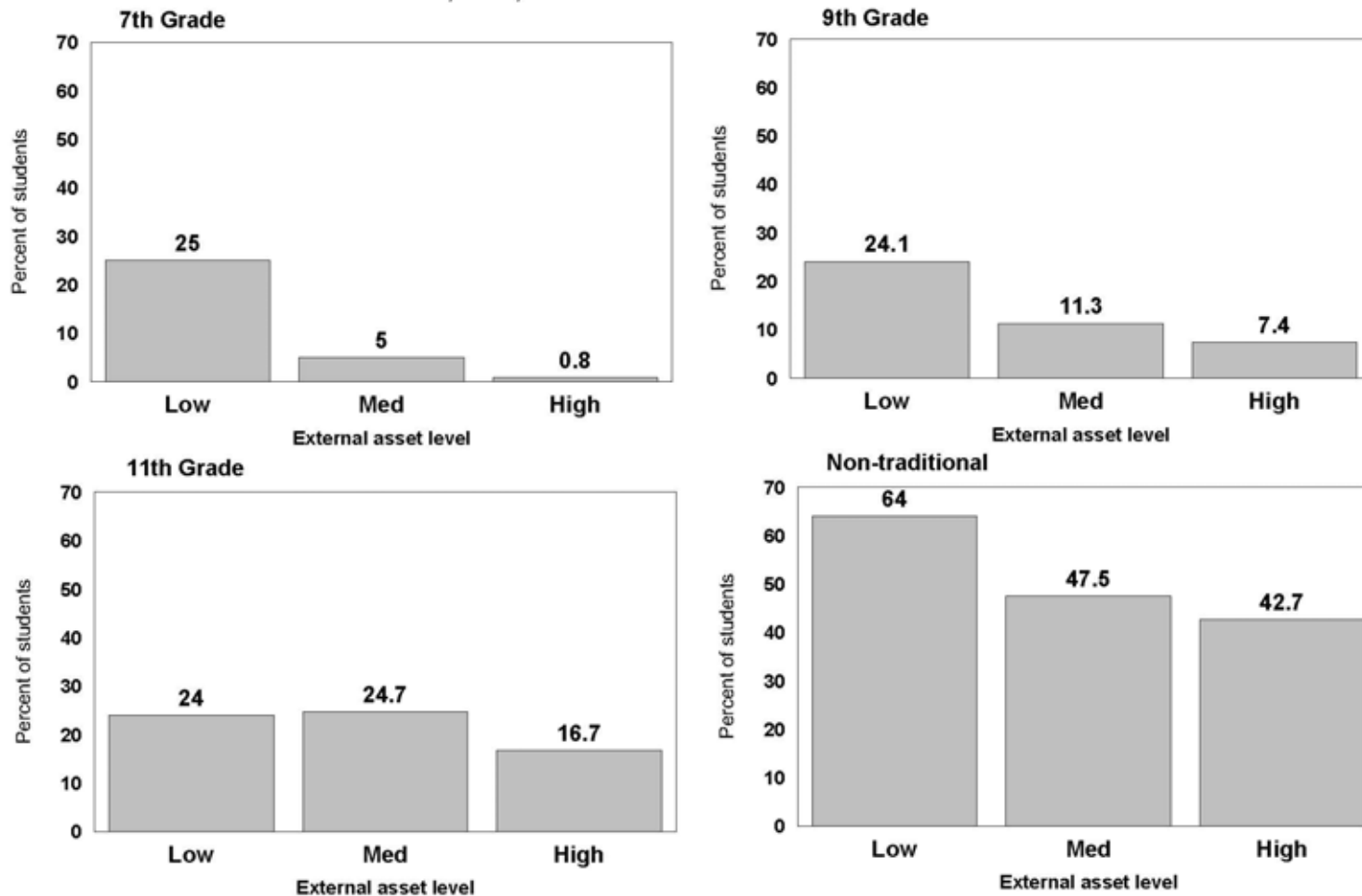


California Healthy Kids Survey San Mateo County 2003-4  
 n=1136 (7th), 730 (9th), 619 (11th), 241 (NT)



# External Assets and Binge Drinking

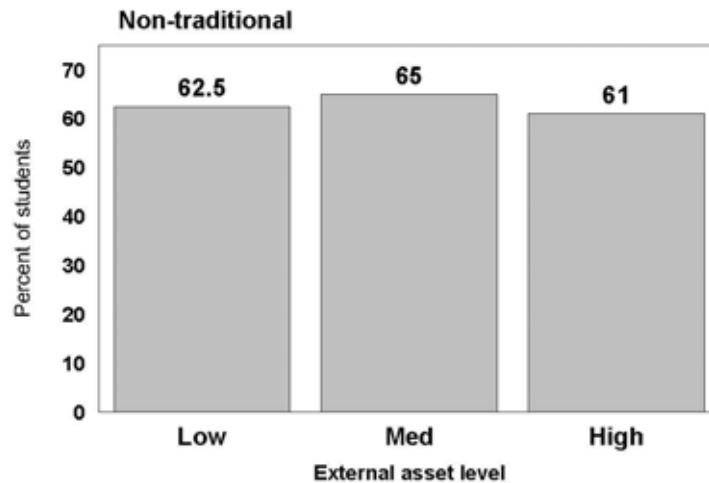
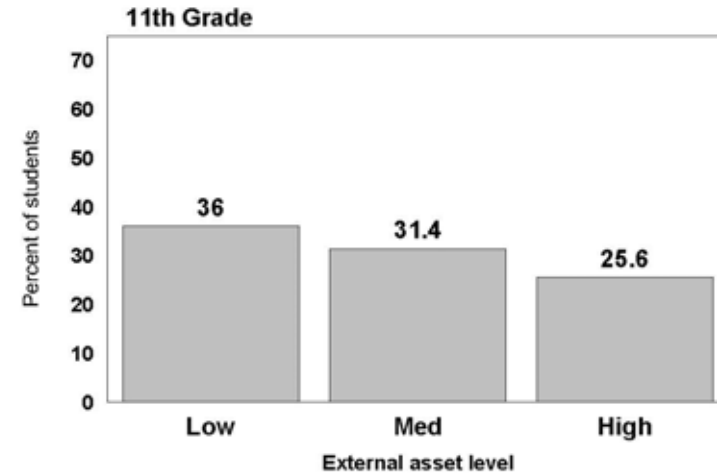
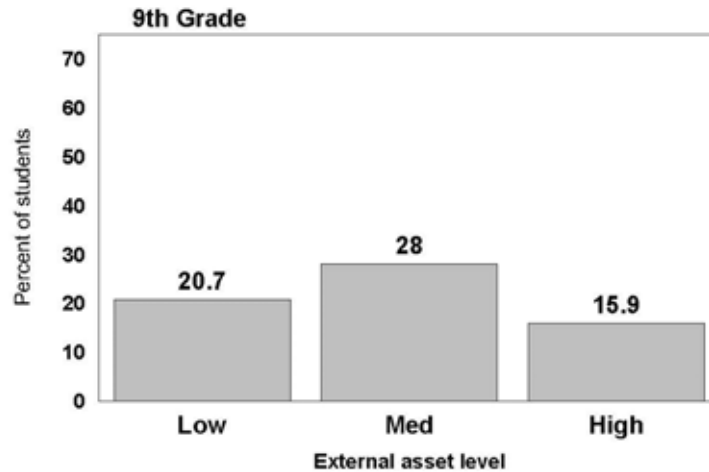
Relation of asset level to binge drinking in past month  
7th, 9th, 11th and Non-traditional Grades



California Healthy Kids Survey San Mateo County 2003-4  
n=1139 (7th), 730 (9th), 619 (11th), 241 (NT)

# External Assets, Drinking and Driving

Relation of asset level to ever driving after drinking or riding in vehicle driven by friend who drank  
9th, 11th and Non-traditional Grades

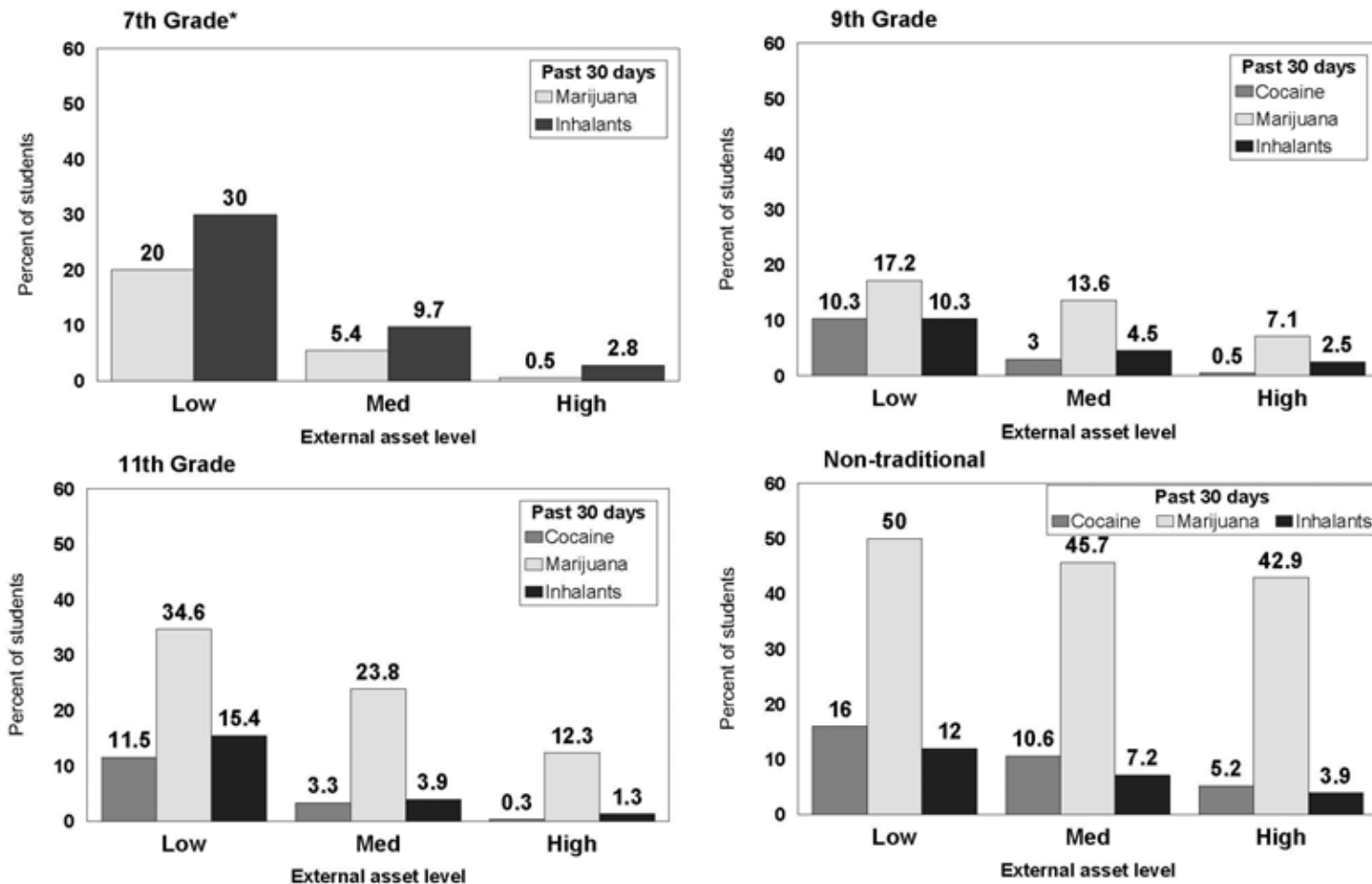


Although assets may have a protective effect against binge drinking, a high asset level does not appear to have a clear cut effect on drinking and driving or riding with a driver who has been drinking.

California Healthy Kids Survey San Mateo County 2003-4  
n= 729 (9th), 613 (11th), 238 (NT)

# External Assets and Current Drug Use

Relation of asset level to drug use in past month  
7th, 9th, 11th and Non-traditional Grades



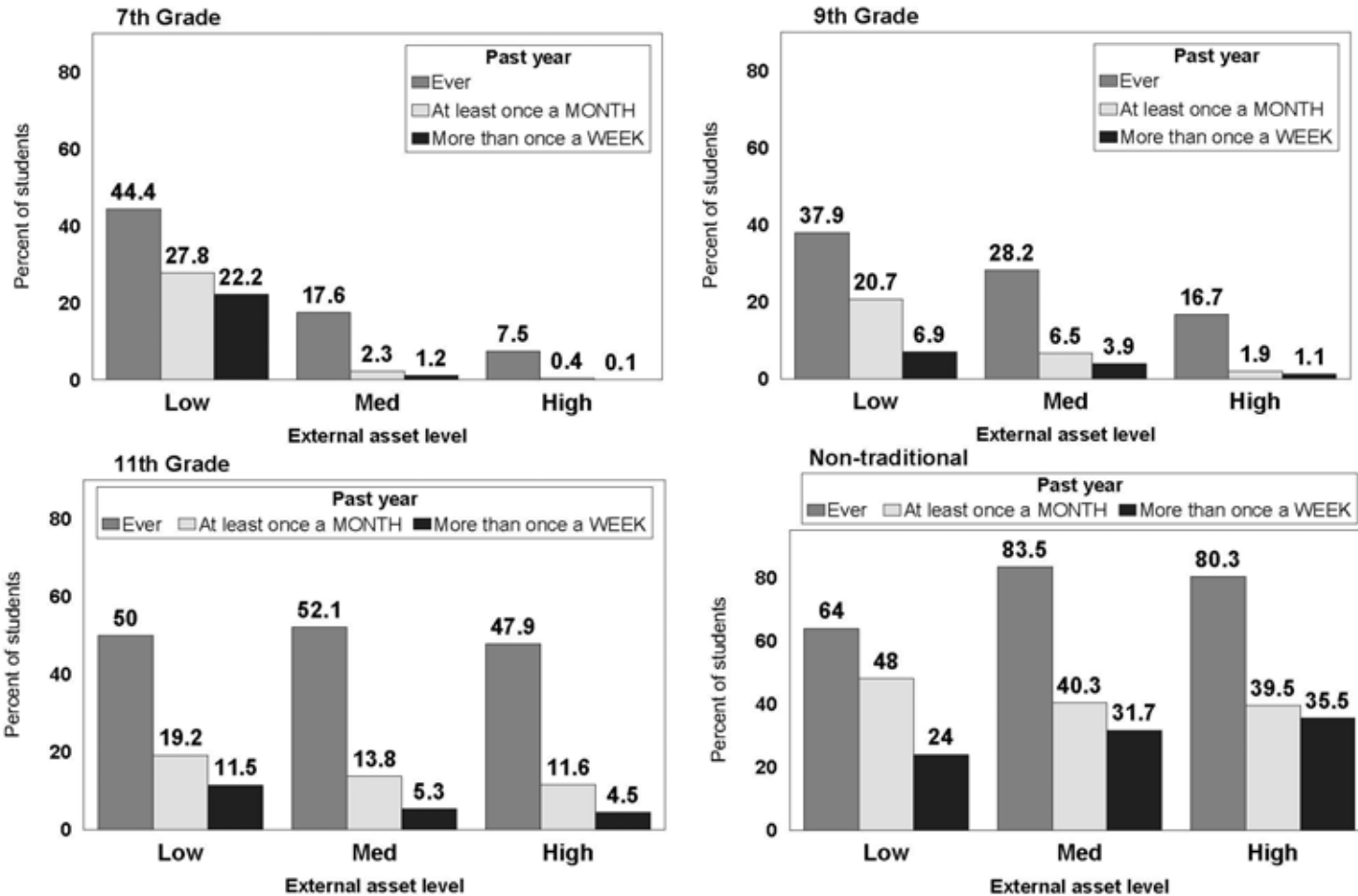
California Healthy Kids Survey San Mateo County 2003-4

\* Data on cocaine use was not available for the 7th grade

Inhalants n= 1139 (7th), 728 (9th), 617 (11th), 241 (NT); Marijuana n= 1140 (7th), 731 (9th), 617 (11th), 241 (NT); Cocaine n= 729 (9th), 617 (11th), 243 (NT)

# External Assets and Truancy

Relation of asset level to frequency of skipping school or classes in past year  
7th, 9th, 11th and Non-traditional Grades



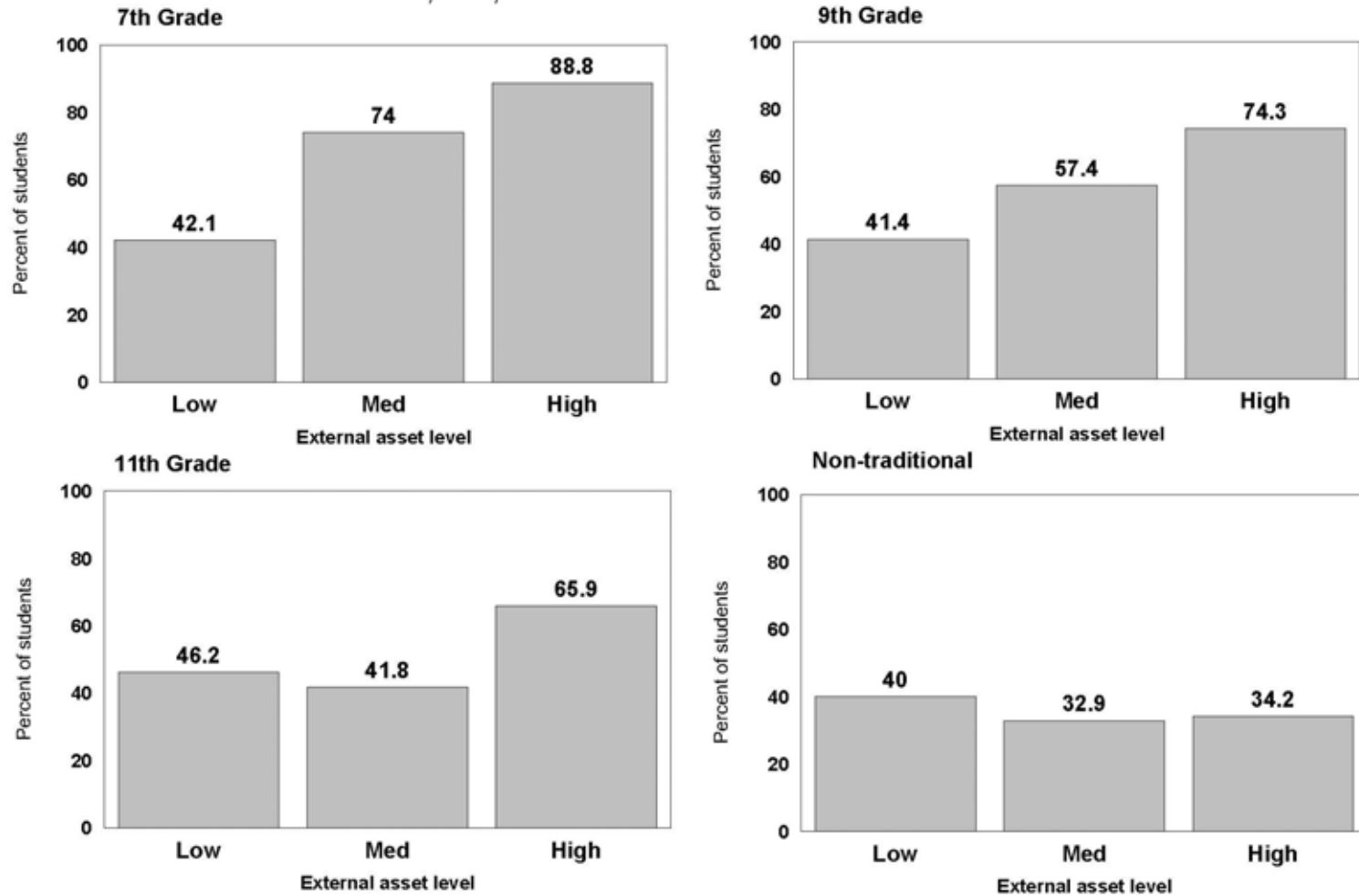
California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months about how many times did you skip school or cut classes? n= 1129 (7th), 731 (9th), 619 (11th), 240 (NT)

# External Assets and Good Grades

Relation of asset level to getting mostly As or Bs in the past year

7th, 9th, 11th and Non-traditional Grades

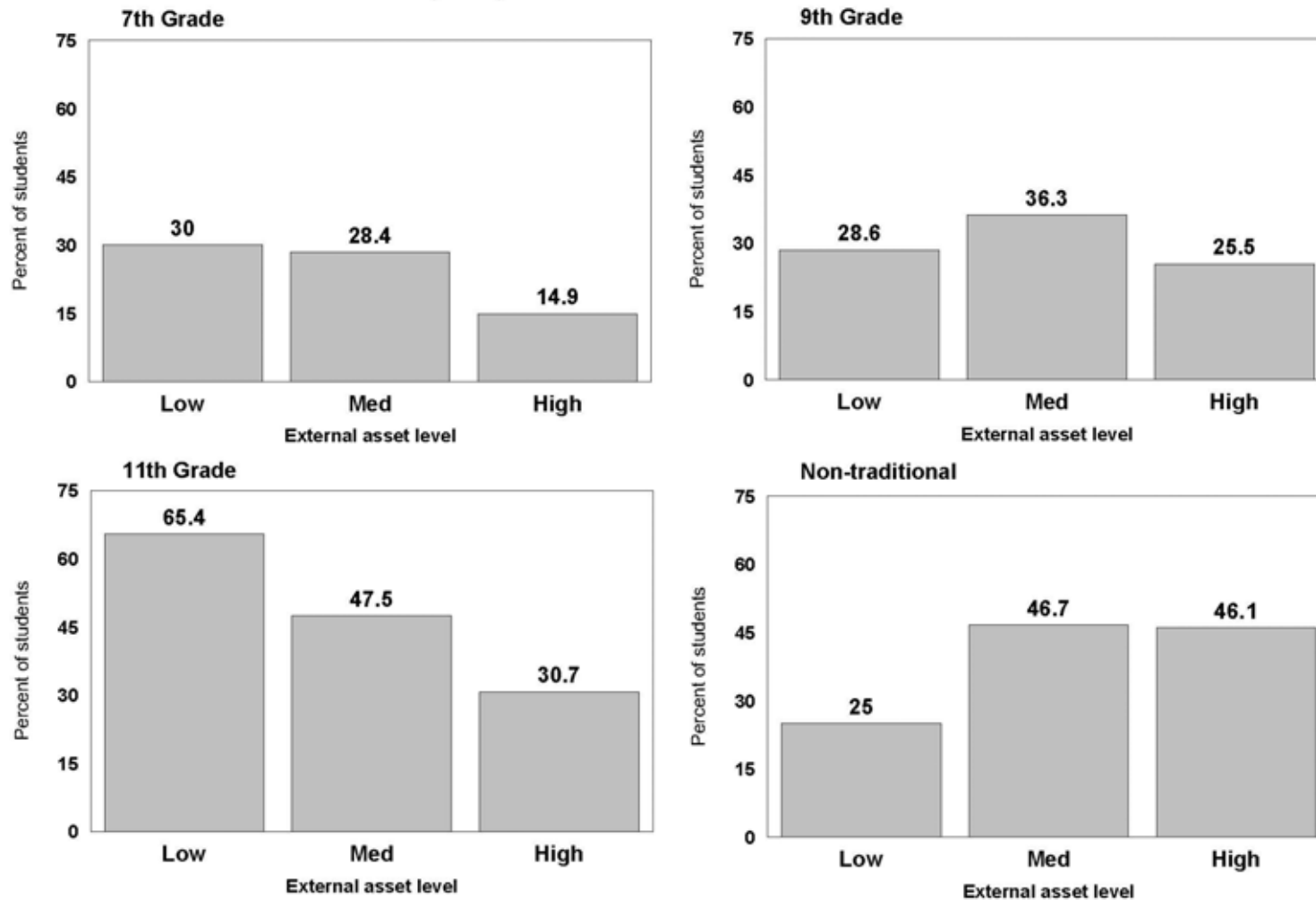


California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months how would you describe the grades you mostly received in school? Includes responses of "Mostly A's," "A's and B's," and "Mostly B's"  
 n= 1132 (7th), 731 (9th), 617 (11th), 241 (NT)

# External Assets and Depression

Relation of asset level to depression for periods of 2 or more weeks in the past year  
7th, 9th, 11th and Non-traditional Grades



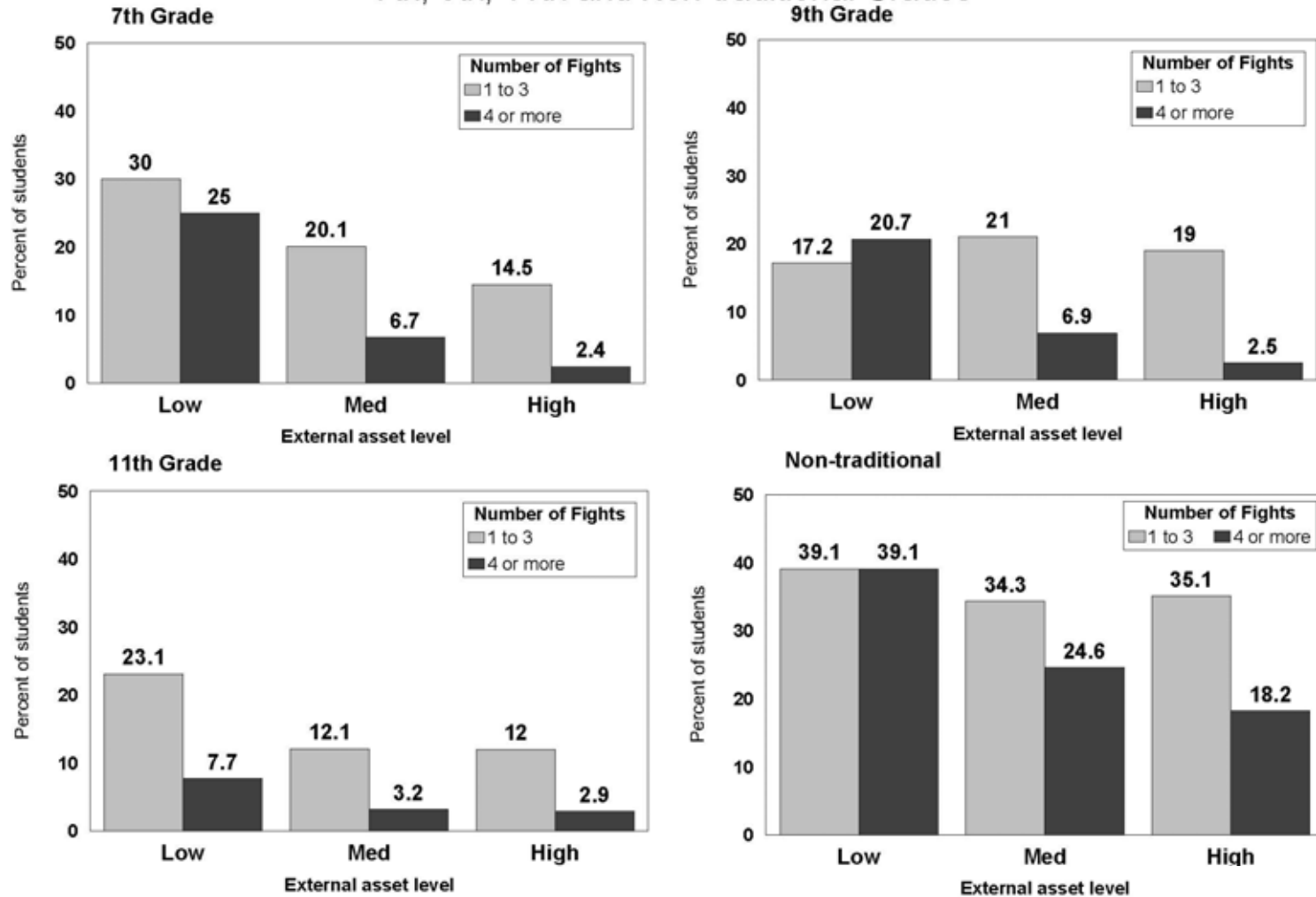
California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months did you ever feel so sad and hopeless almost everyday for two weeks or more that you stopped doing some usual activities?  
n=1128 (7th), 726 (9th), 612 (11th), 235 (NT)

# External Assets and Fighting at School

Relation of asset level to physical fights in the past year

7th, 9th, 11th and Non-traditional Grades



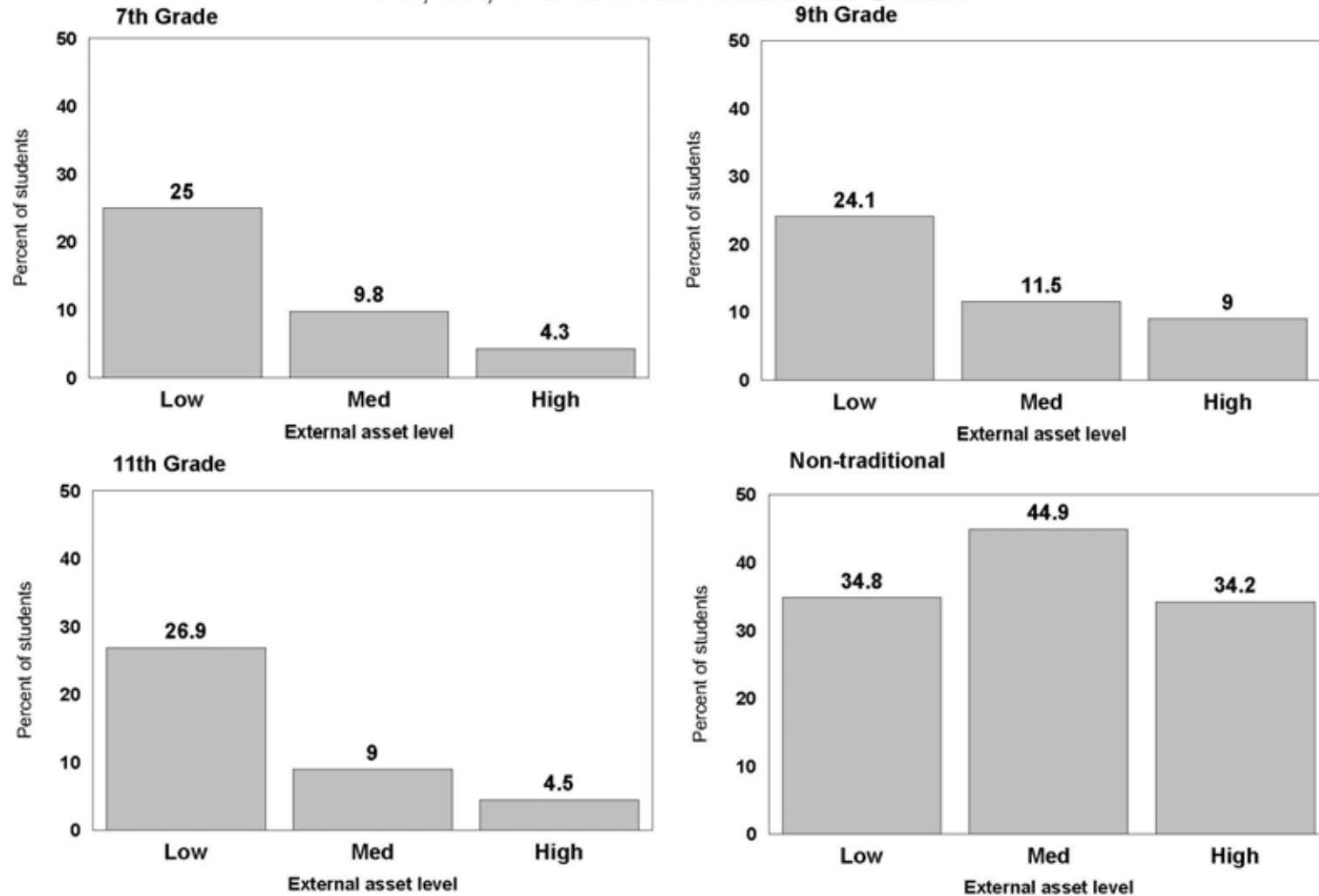
California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months how many times on school property have you been in a physical fight? n= 1132 (7th), 727 (9th), 616 (11th), 234 (NT)

# External Assets and Gang Membership

Relation of asset level to lifetime gang participation

7th, 9th, 11th and Non-traditional Grades

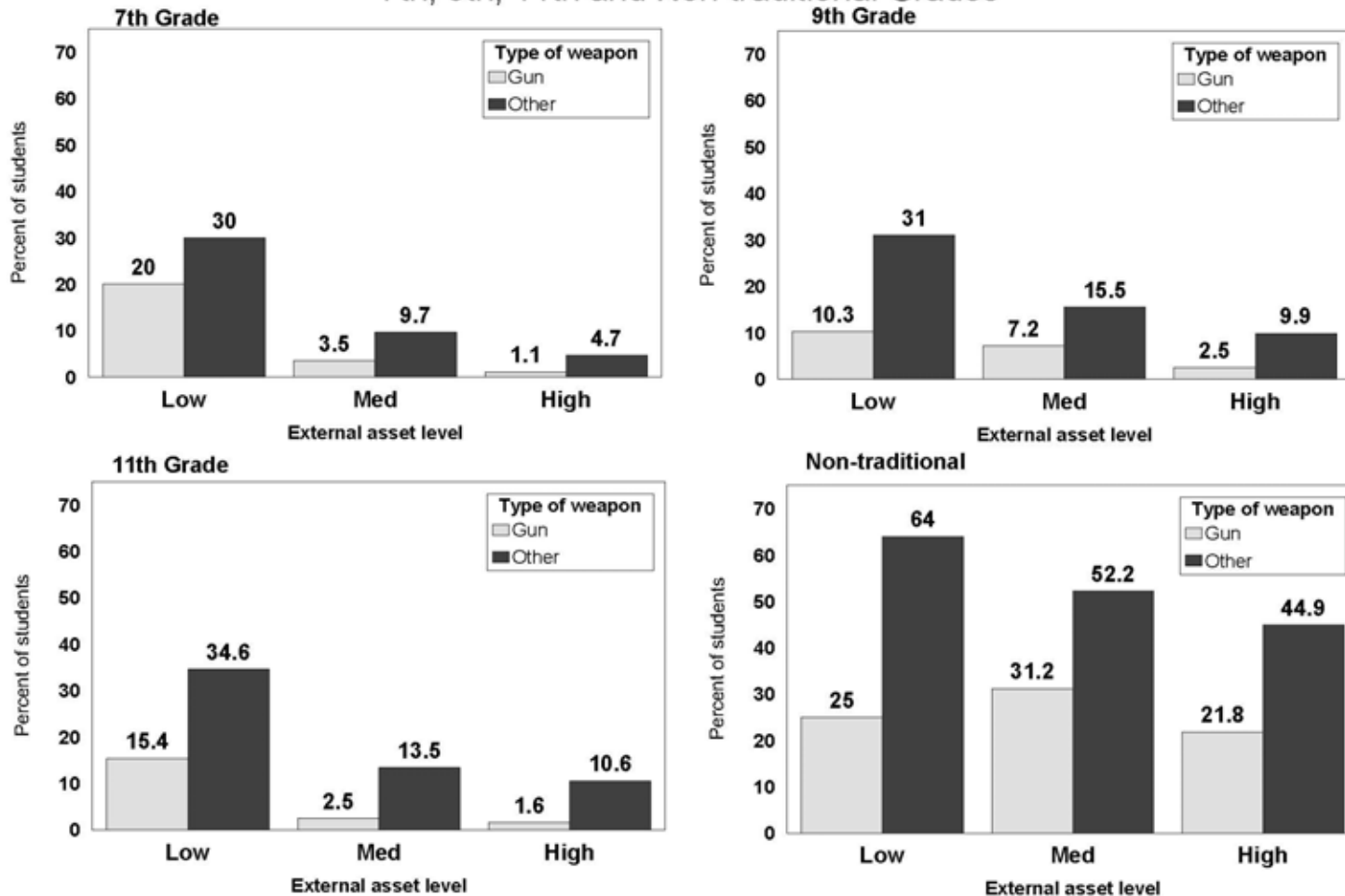


California Healthy Kids Survey San Mateo County 2003-4  
Have you ever belonged to a gang? n=1129 (7th), 725 (9th), 614 (11th), 235 (NT)



# External Assets and Weapons at School

Relation of asset level to carrying weapons at school  
7th, 9th, 11th and Non-traditional Grades



California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months how many times on school property have you:

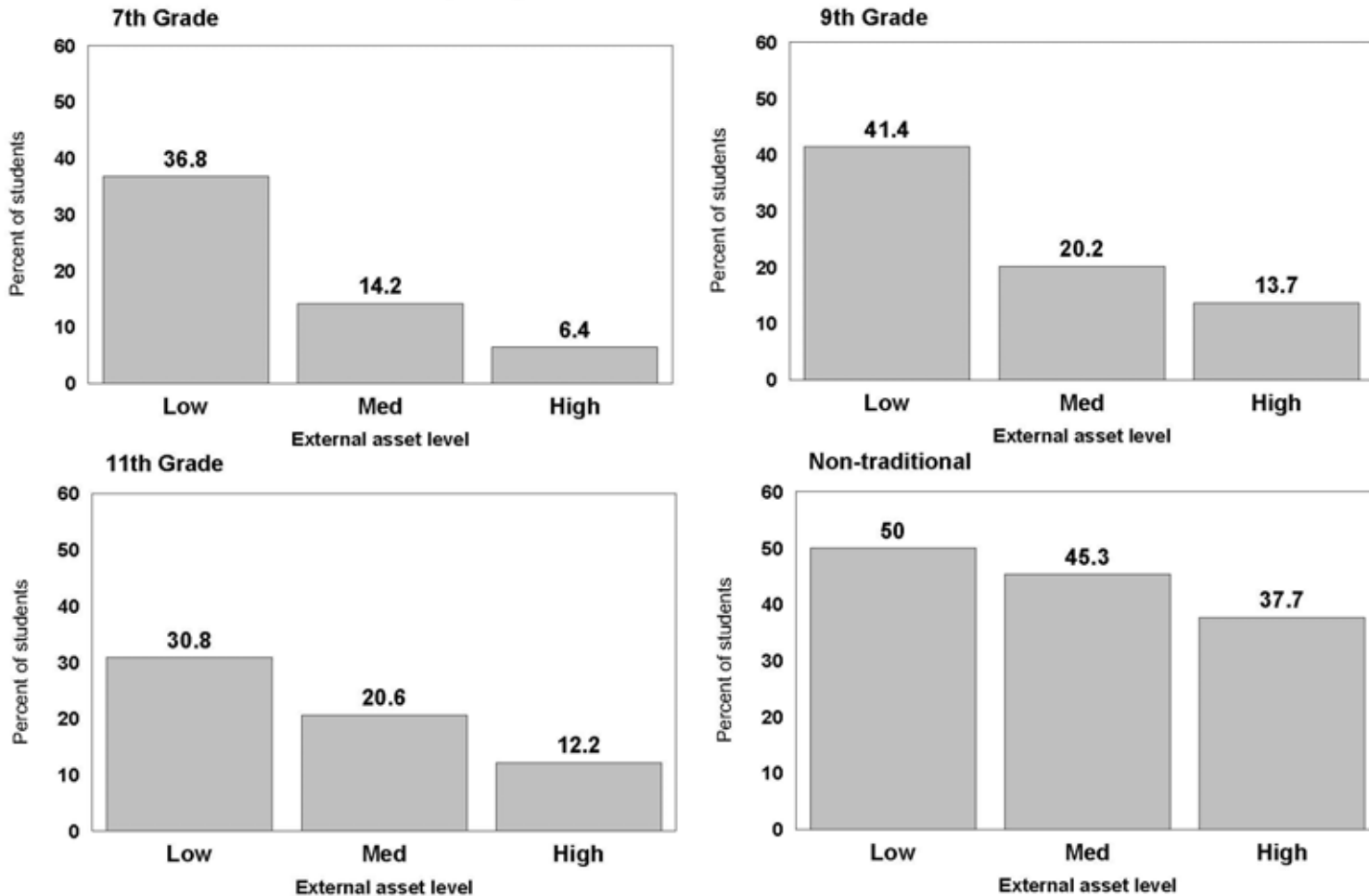
- carried a gun? n= 1130 (7th), 728 (9th), 621 (11th), 240 (NT)

- carried any other weapon, such as a knife or club? n= 1123 (7th), 730 (9th), 618 (11th), 241 (NT)

# External Assets and School Vandalism

Relation of asset level to purposely damaging school property

7th, 9th, 11th and Non-traditional Grades



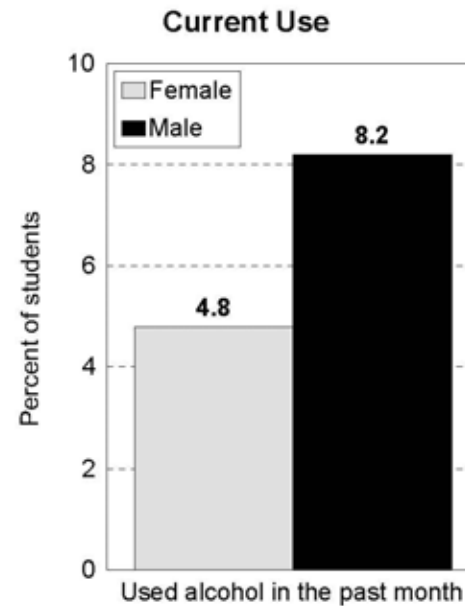
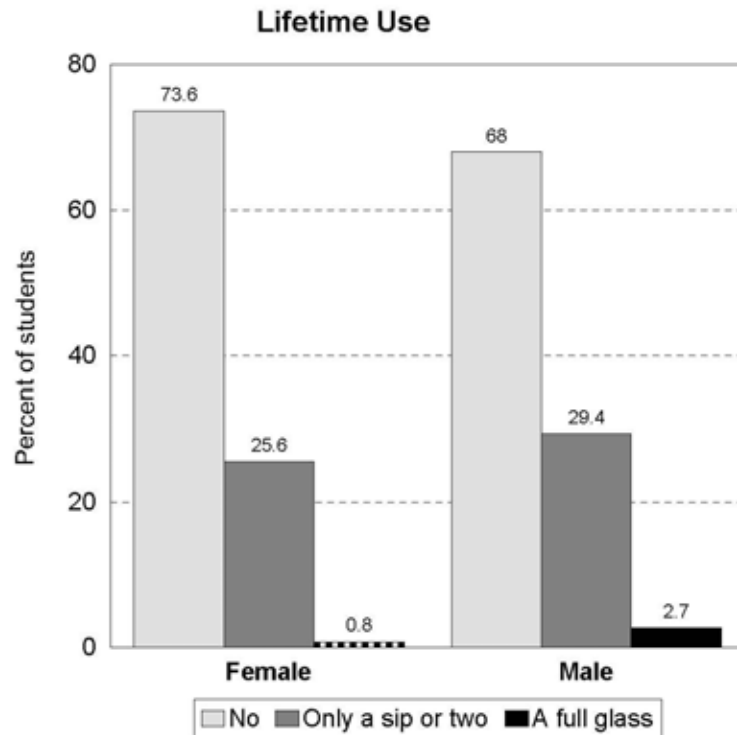
California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months how many times on school property have you damaged school property on purpose?

n= 1128 (7th), 731 (9th), 620 (11th), 240 (NT)

# Alcohol Consumption

## 5th Grade



### Perceived Harm of Alcohol Use

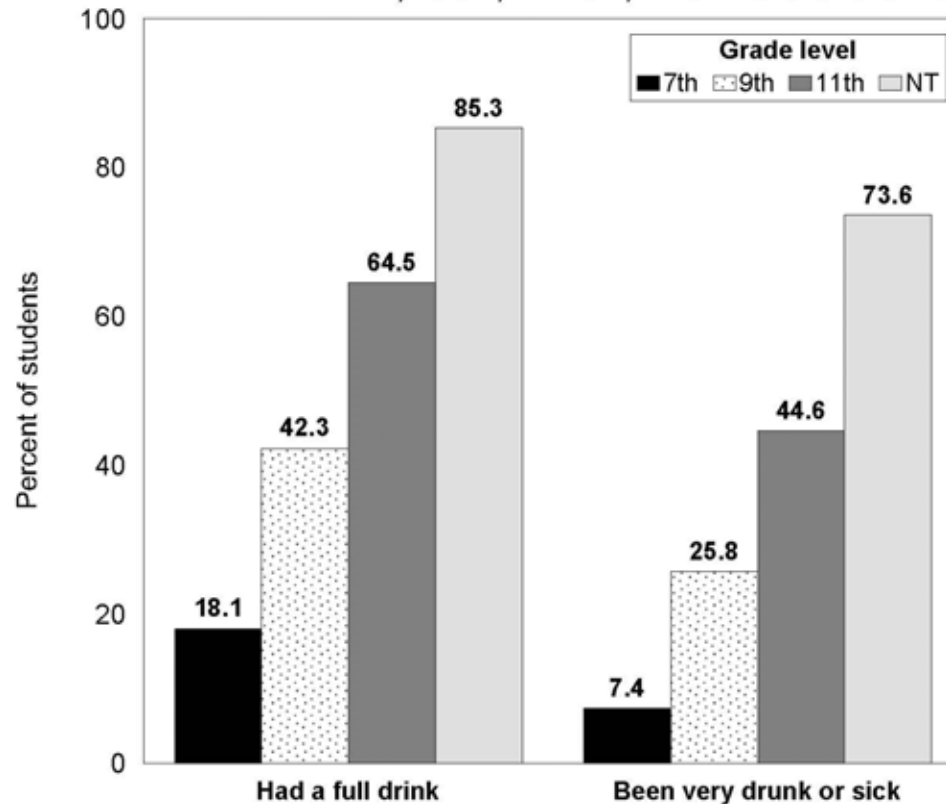
Overall, 72.7% of all respondents indicated a belief that alcohol is "very bad" for a person's health. 25.5% responded "a little bad" and 1.9% responded "not bad."

8.3% of the students reporting **current** alcohol consumption believe it is "not bad" versus 1.4% of non-users.

Did you ever drink beer, wine, or other alcohol? n=1837 (female), 1552 (male)  
 In the past month did you drink any beer, wine, or other alcohol? n=1840 (female), 1570 (male)  
 Do you think using alcohol is bad for a person's health? n=218 (current users), 3183 (non-users)

# Lifetime Alcohol Use

## 7th, 9th, 11th, non-traditional (NT)



### California Healthy Kids Survey San Mateo County 2003-4

During your life, how many times have you (data reflects total of students with any use):

- used or tried one full drink of alcohol? n= 3690 (7th), 3397 (9th), 2782 (11th), 571 (NT)

- been very drunk or sick after drinking alcohol? n= 3699 (7th), 3398 (9th), 2790 (11th), 565 (NT)

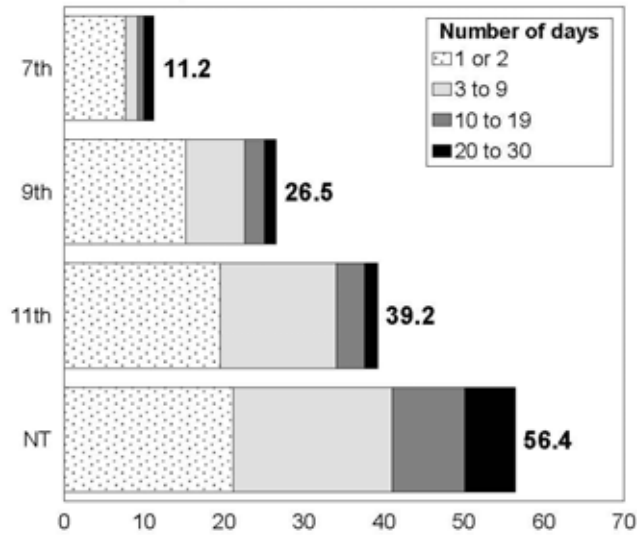
Most 11th graders and non-traditional students have tried alcohol and about three-quarters of non-traditional students report having been very drunk. The proportion of students who have been very drunk or sick relative to the number having tried alcohol increases with grade level, from less than half in the 7th graders to over two-thirds in the 11th grade.

The following page shows alcohol use patterns for the past 30 days. The data show that a high proportion of those who are drinking are binge drinking. Between 8% and 20% of students have had at least one drink of alcohol. About 4% of 7th graders, 12% of 9th graders, 23% of 11th graders, and 43% of non-traditional students have had five or more drinks at a time.

# Current Alcohol Use

## 7th, 9th, 11th non-traditional (NT) grades

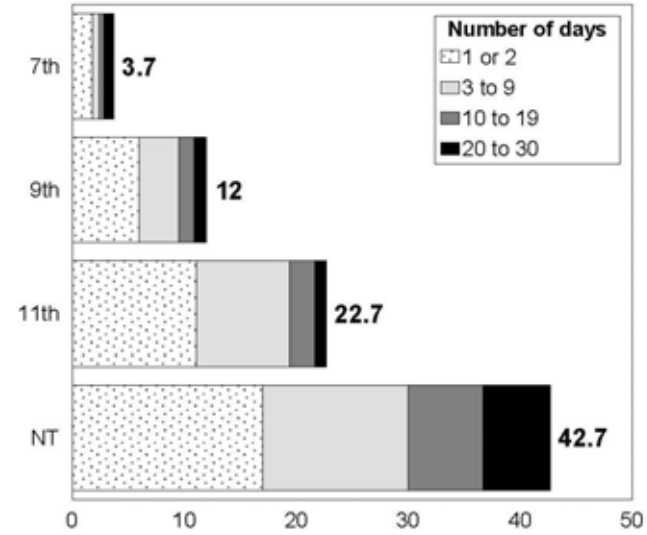
Alcohol consumption



Percent of students

	7th	9th	11th	NT
1 or 2	7.7	15.2	19.5	21.1
3 to 9	1.5	7.4	14.5	19.9
10 to 19	0.8	2.5	3.6	9.1
<b>20 to 30</b>	<b>1.2</b>	<b>1.4</b>	<b>1.6</b>	<b>6.3</b>

Binge drinking



Percent of students

	7th	9th	11th	NT
1 or 2	1.8	6	11.1	17
3 to 9	0.6	3.5	8.3	13
10 to 19	0.4	1.4	2.3	6.7
<b>20 to 30</b>	<b>0.9</b>	<b>1.1</b>	<b>1</b>	<b>6</b>

**California Healthy Kids Survey San Mateo County 2003-4**

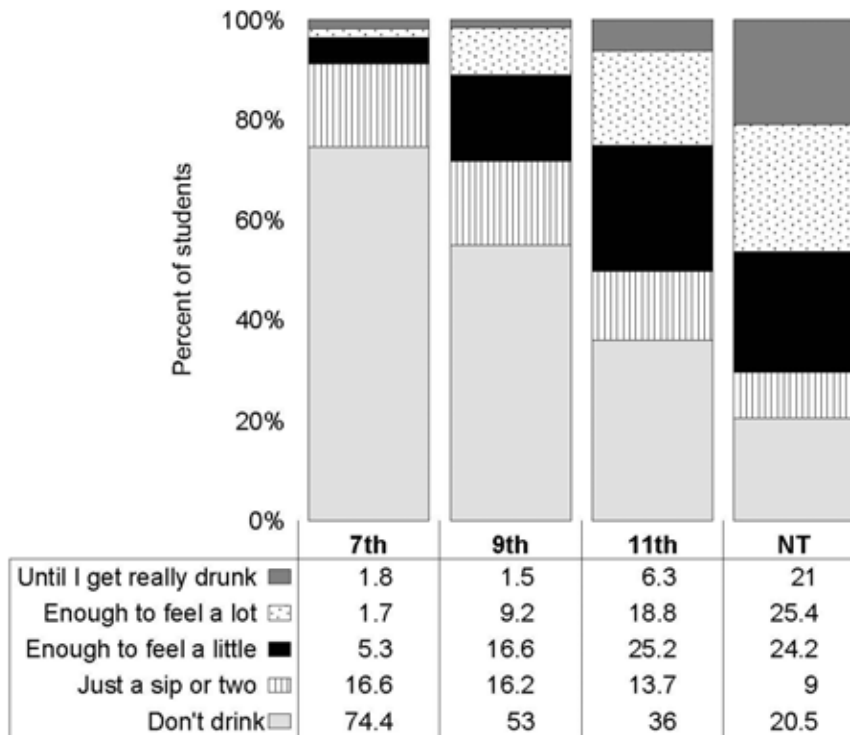
During the past 30 days on how many days did you use:

- at least one drink of alcohol? n= 3693 (7th), 3394 (9th), 2791 (11th), 573 (NT)

- five or more drinks of alcohol in a row, that is, within a couple of hours? n= 3708 (7th), 3396 (9th), 2791 (11th), 571 (NT)

# How Students Like to Drink Alcohol

7th, 9th, 11th, and non-traditional (NT) grades



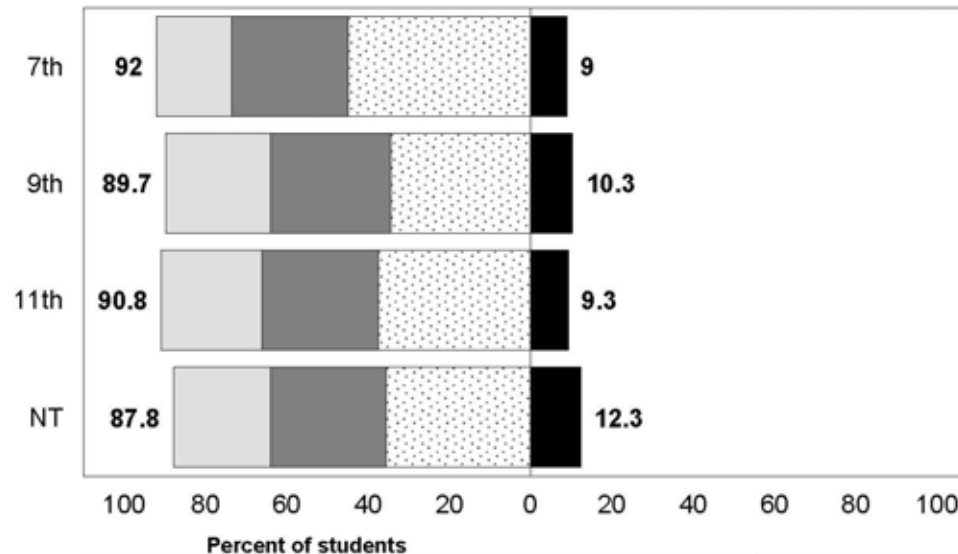
As the grade level increases, the proportion of students who indicate they don't drink is reduced by more than half (74.4% of 7th graders vs 36% of 11th graders). The proportion of students who indicate they drink until they get really drunk more than triples from 7th to 11th grade.

As the previous page indicates, the proportion of students who binge drink increases dramatically with grade levels: it is about one-third of those who drink in 7th grade, just under one-half of those who drink in 9th grade, over one-half of those in 11th grade and about three-quarters in non-traditional students who drink.

California Healthy Kids Survey San Mateo County 2003-4  
How do you like to drink alcohol? n= 3685 (7th), 3383 (9th), 2786 (11th), 567 (NT)

# Perceived Harm of Alcohol

## 7th, 9th, 11th, and non-traditional (NT)



About 10% of students perceived daily alcohol use as "harmless." Almost half of 7th graders (45%) perceived daily alcohol use as "extremely harmful." In the older grades, this proportion dropped: about a third of 9th, 11th, and non-traditional students thought daily alcohol use was "extremely harmful."

	7th	9th	11th	NT
Harmless* ■	9	10.3	9.3	12.3
Extremely harmful ▨	44.8	34.3	37.5	35.5
Harmful ■	28.8	29.7	28.5	28.5
Somewhat harmful □	18.4	25.7	24.8	23.8

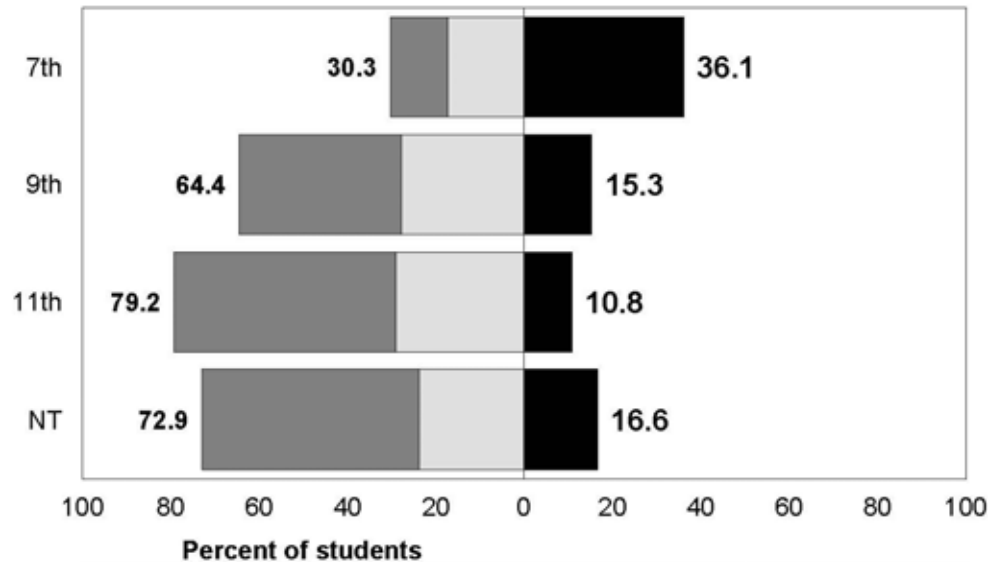
### California Healthy Kids Survey San Mateo County 2003-4

How harmful do you think it is to use the following substances frequently (daily or almost daily)? n= 3692 (7th), 3405 (9th), 2799 (11th), 589 (NT)

\* "Harmless" category includes answers of "harmless" and "mainly harmless"

# Difficulty of Obtaining Alcohol

## 7th, 9th, 11th, and non-traditional (NT)



Above 7th grade, alcohol does not appear difficult to obtain, with most students believing it is fairly or very easy to get. As the percentage of students who find it difficult to obtain alcohol decreases, the proportion that finds it "very easy" more than triples from 7th (13%) to 11th (50.2%) grade.

### California Healthy Kids Survey San Mateo County 2003-4

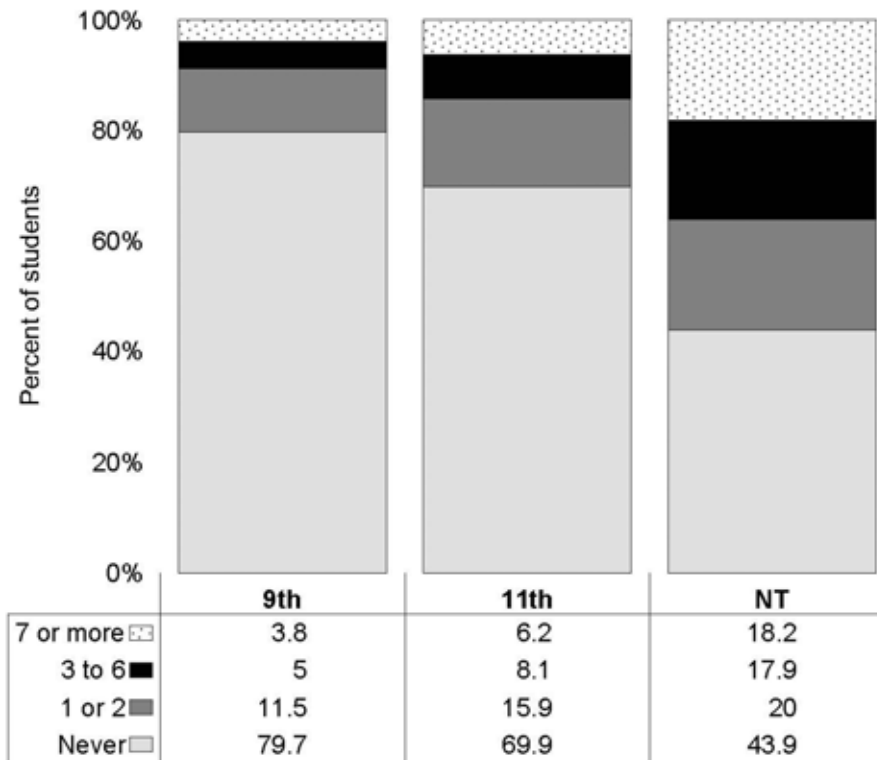
How difficult is it for students in your grade to get any of the following substances if they really want them? n= 3698 (7th), 3398 (9th), 2808 (11th), 583 (NT)

\*"Difficult" category includes answers of "very difficult" and "fairly difficult."



# Lifetime Drinking and Driving

## 9th, 11th, and non-traditional (NT) grades

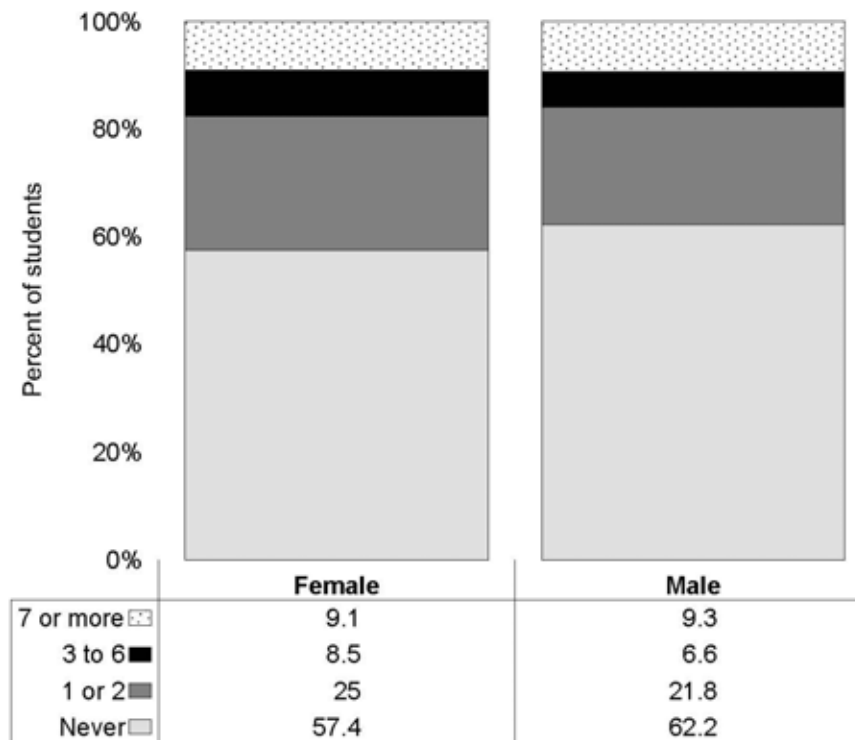


Many students have mixed alcohol with driving. About 20% of 9th graders, 30% of 11th graders, and 56% of non-traditional students have driven after drinking or ridden in a car with a driver who had been drinking.

### California Healthy Kids Survey San Mateo County 2003-4

San Mateo County During your life, how many times have you ever 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? n= 3381 (9th), 2779 (11th), 565 (NT)

## Ridden in a Car with a Driver Who Has Been Drinking 7th Grade



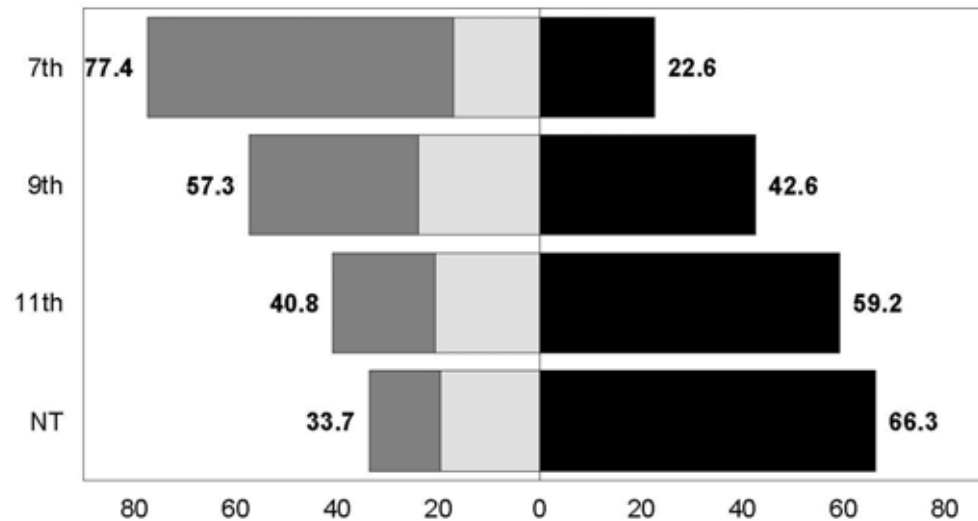
Almost half (42.6%) of 7th grade girls indicate having ridden with a driver who had been drinking at least once during their lifetime. A smaller proportion (37.8%) of boys indicate having done so. Almost 10% of boys and girls indicate having ridden with a drinking driver 7 or more times. The survey question does not distinguish between peers or adults who are the drivers.

**California Healthy Kids Survey San Mateo County 2003-4**

During your life, how many times have you ridden in a car driven by someone who has been drinking alcohol? n=1988 (female), 1671 (male)

# Peer Disapproval of Alcohol Use

## 7th, 9th, 11th, and non-traditional (NT)



Reported peer disapproval of alcohol use wanes from 77.4% in 7th grade to 40.8% by 11th grade and a mere 33.7% in non-traditional students.

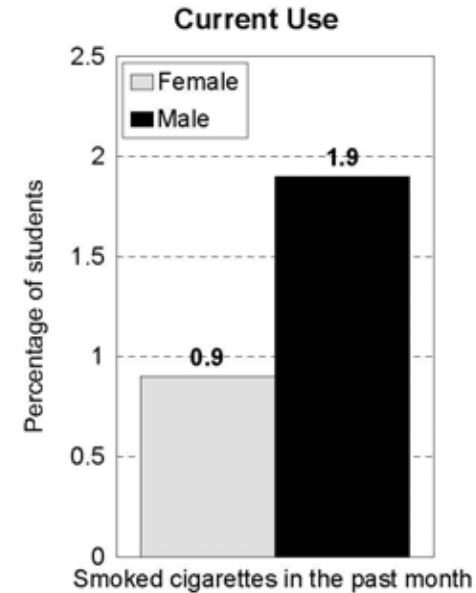
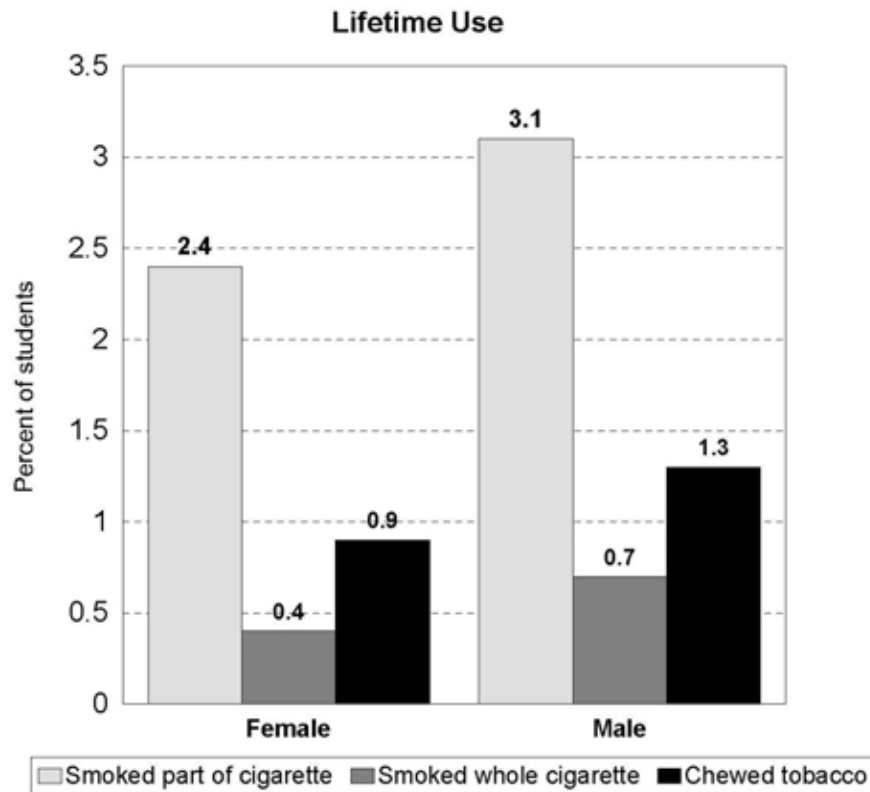
	Percent of students			
	7th	9th	11th	NT
Not much or at all ■	22.6	42.6	59.2	66.3
Some □	17	23.9	20.6	19.6
A lot ■	60.4	33.4	20.2	14.1

California Healthy Kids Survey San Mateo County 2003-4

How much would your friends disapprove of you for using alcohol? n= 3686 (7th), 3382 (9th), 2783 (11th), 581 (NT)

# Tobacco Use

## 5th Grade



### Perceived Harm of Smoking

Of current smokers (students reporting smoking in the past month), 83.3% responded that smoking is "very bad," 12.5% "a little bad" and 6.3% "not bad" for a person's health. Of the nonsmokers, 96.2% responded "very bad," 2.6% "a little bad" and 1.2% "not bad."

Have you ever smoked a cigarette? n=1845 (female), 1588 (male)

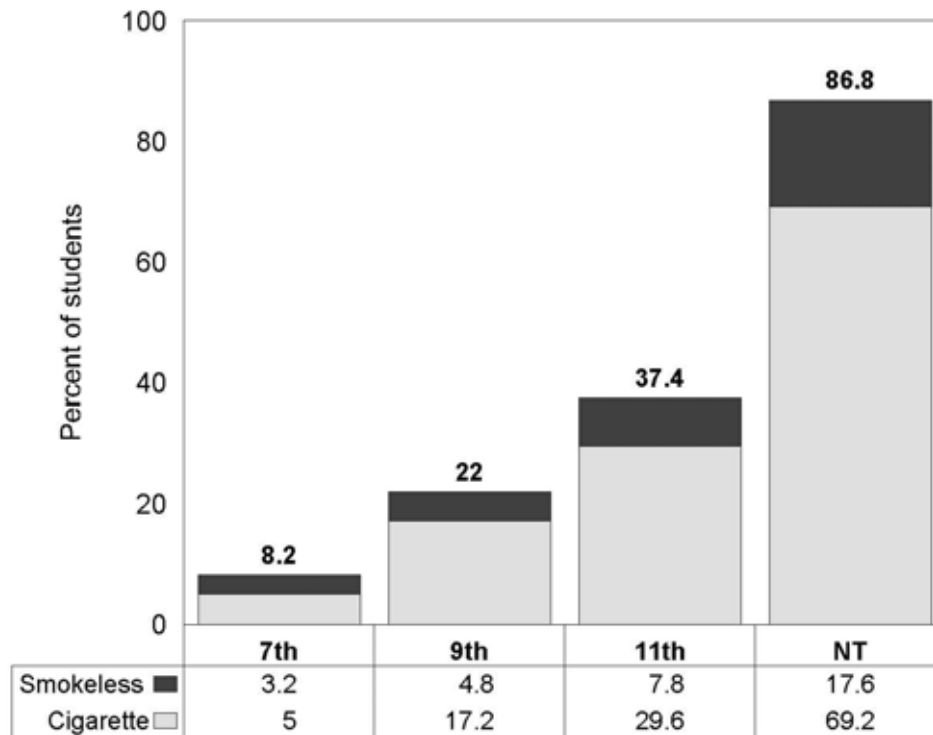
Have you ever chewed tobacco or snuff (dip)? 1853 (female), 1592 (male)

In the past month, did you smoke a cigarette? 1822 (female), 1569 (male)

Do you think smoking cigarettes is bad for a person's health? n=48 (current smokers), 3342 (nonsmokers)

# Lifetime Tobacco Use

## 7th, 9th, 11th, non-traditional (NT)



Tobacco use increased with grade level, from 8% of 7th graders to 37% of 11th graders. Almost all non-traditional students (87%) have tried tobacco.

The following page shows current (past month) use. In all grades, there are about twice as many students who use tobacco products once or twice a month as those who use it daily.

The proportion of students currently using smokeless tobacco is fairly consistent throughout grade levels (between 2 and 3 percent), but much higher in non-traditional students (6.4%).

### California Healthy Kids Survey San Mateo County 2003-4

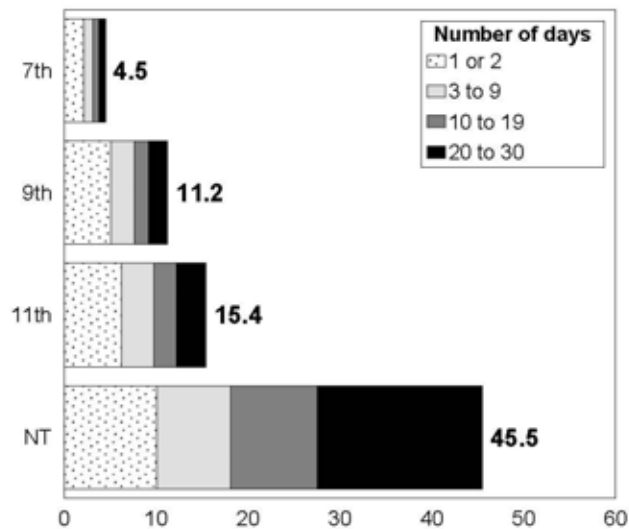
During your life, how many times have you used or tried (data reflects total of students with any use):

- a whole cigarette? n= 3704 (7th), 3412 (9th), 2791 (11th), 572 (NT)
- smokeless tobacco? n= 3696(8th), 3403 (9th), 2781 (11th), 568 (NT)

# Current Tobacco Use

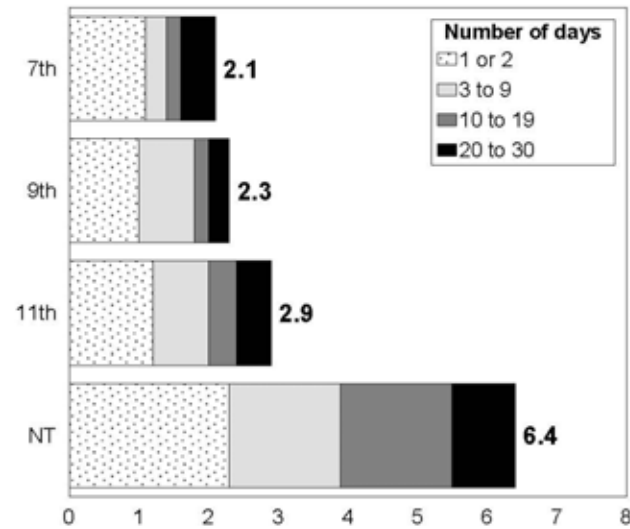
## 7th, 9th, 11th non-traditional (NT) grades

Smoked cigarettes



	7th	9th	11th	NT
1 or 2	2.1	5.1	6.2	10.1
3 to 9	1	2.5	3.6	8
10 to 19	0.7	1.6	2.4	9.4
20 to 30	0.7	2	3.2	18

Used smokeless tobacco



	7th	9th	11th	NT
1 or 2	1.1	1	1.2	2.3
3 to 9	0.3	0.8	0.8	1.6
10 to 19	0.2	0.2	0.4	1.6
20 to 30	0.5	0.3	0.5	0.9

**California Healthy Kids Survey San Mateo County 2003-4**

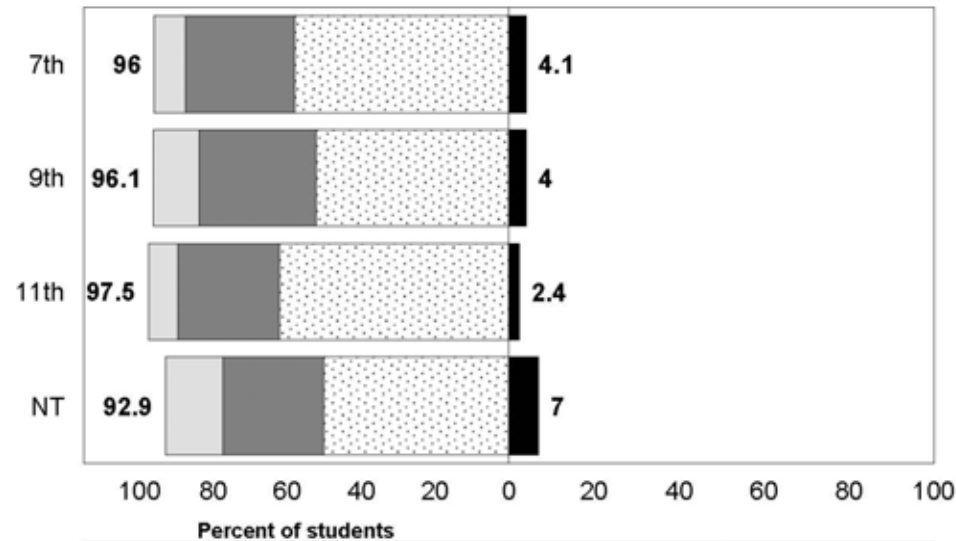
During the past 30 days on how many days did you use:

- cigarettes? n= 3696 (7th), 3406 (9th), 2790 (11th), 572 (NT)

- smokeless tobacco? n= 3699 (7th), 3406 (9th), 2786 (11th), 574 (NT)

# Perceived Harm of Cigarettes

## 7th, 9th, 11th, and non-traditional (NT)



More than half of students in all grades believed that daily use of cigarettes was "extremely harmful." Between 2% (11th graders) and 7% (non-traditional students) perceived it as "harmless."

	7th	9th	11th	NT
Harmless* ■	4.1	4	2.4	7
Extremely harmful ▨	58	52.1	62.1	50.2
Harmful ■	29.5	31.8	27.4	27.2
Somewhat harmful □	8.5	12.2	8	15.5

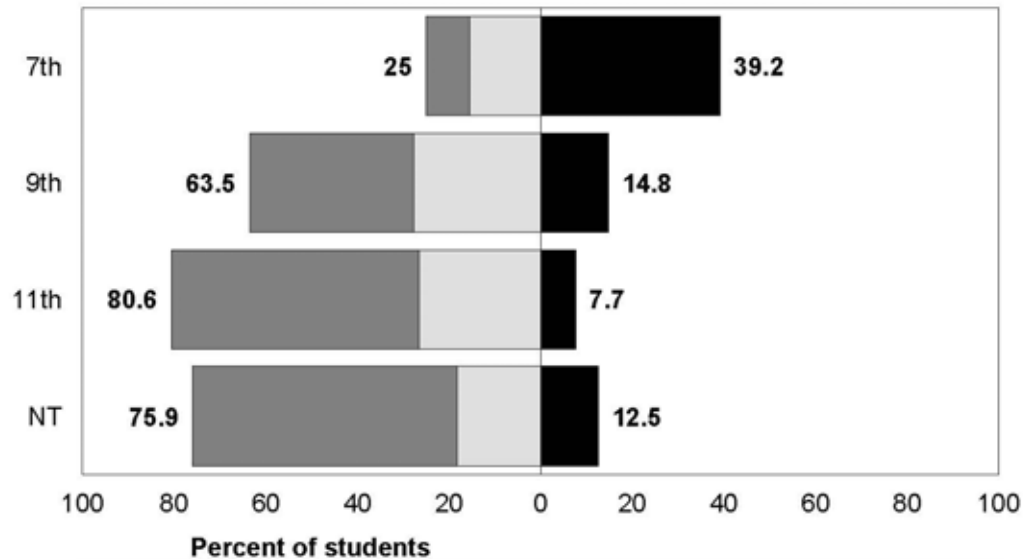
### California Healthy Kids Survey San Mateo County 2003-4

How harmful do you think it is to use the following substances frequently (daily or almost daily)? n= 3696 (7th), 3396 (9th), 2798 (11th), 592 (NT)

\* "Harmless" category includes answers of "harmless" and "mainly harmless"

# Difficulty of Obtaining Cigarettes

## 7th, 9th, 11th, and non-traditional (NT)



Above 7th grade, cigarettes do not appear difficult to obtain, with most students believing they are fairly or very easy to get. The proportion of students who state that cigarettes are "very easy" to obtain increases dramatically with increasing grade levels, from 9.5% in 7th grade to 54.1% in 11th grade.

	7th	9th	11th	NT
Difficult* ■	39.2	14.8	7.7	12.5
Fairly easy □	15.5	27.8	26.5	18.3
Very easy ■	9.5	35.7	54.1	57.6
Don't know	35.9	21.7	11.5	11.5

### California Healthy Kids Survey San Mateo County 2003-4

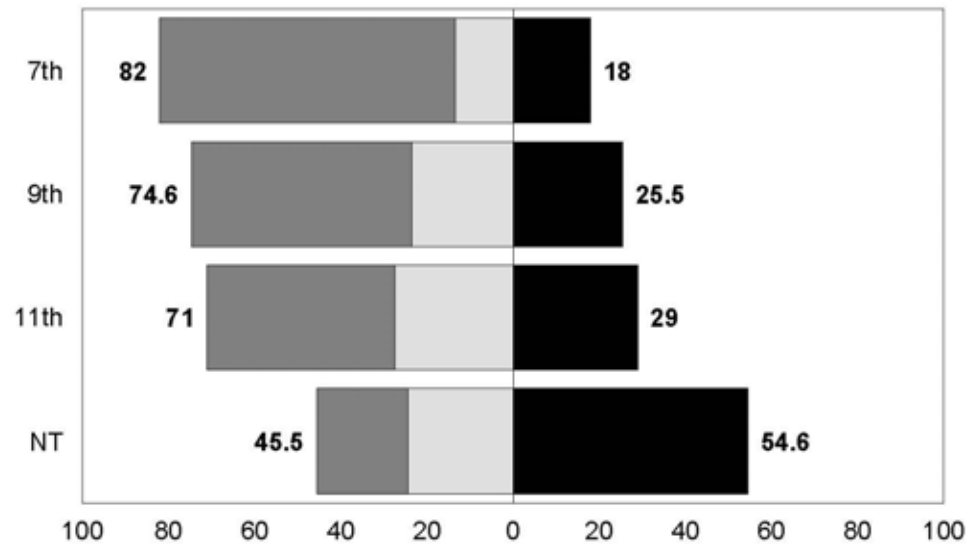
How difficult is it for students in your grade to get any of the following substances if they really want them? n= 3689 (7th), 3394 (9th), 2806 (11th), 589 (NT)

\* "Difficult" category includes answers of "very difficult" and "fairly difficult."



# Peer Disapproval of Cigarette Use

## 7th, 9th, 11th, and non-traditional (NT)



Reported levels of peer disapproval of cigarette use were quite high: over 70 percent for all grade levels except non-traditional, which was 45.5%. In 7th, 9th, and 11th grade the majority reporting disapproval indicated a strong disapproval ("a lot").

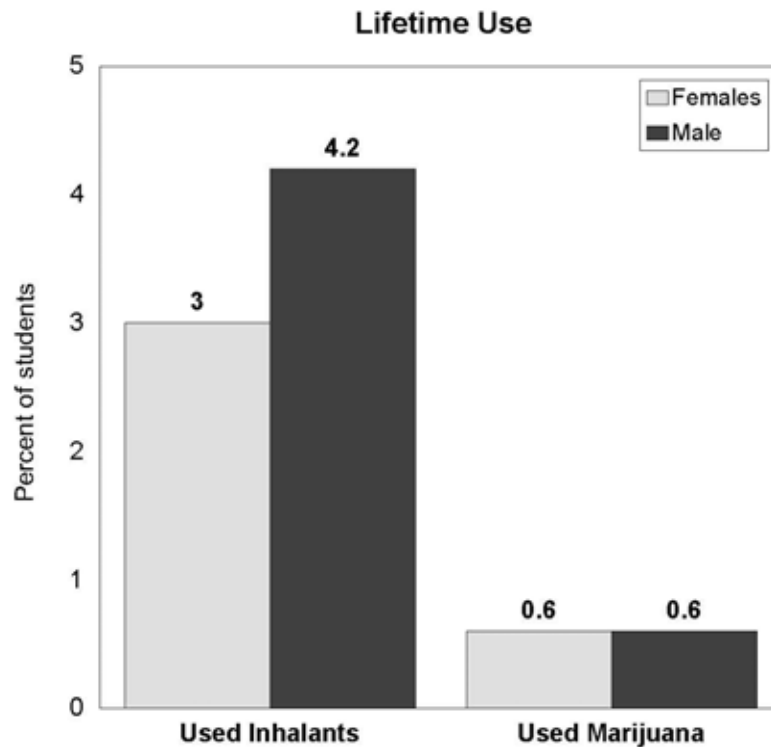
	Percent of students			
	7th	9th	11th	NT
Not much or at all	18	25.5	29	54.6
Some	13.4	23.6	27.4	24.4
A lot	68.6	51	43.6	21.1

California Healthy Kids Survey San Mateo County 2003-4

How much would your friends disapprove of you for using cigarettes? n= 3654 (7th), 3347 (9th), 2764 (11th), 565 (NT)

# Lifetime Inhalant and Marijuana Use

## 5th Grade



### Perceived Harm of Marijuana Use

Overall, 95% of all respondents indicated a belief that marijuana use is "very bad" for a person's health, versus 2.4% "a little bad" and 2.6% "not bad."

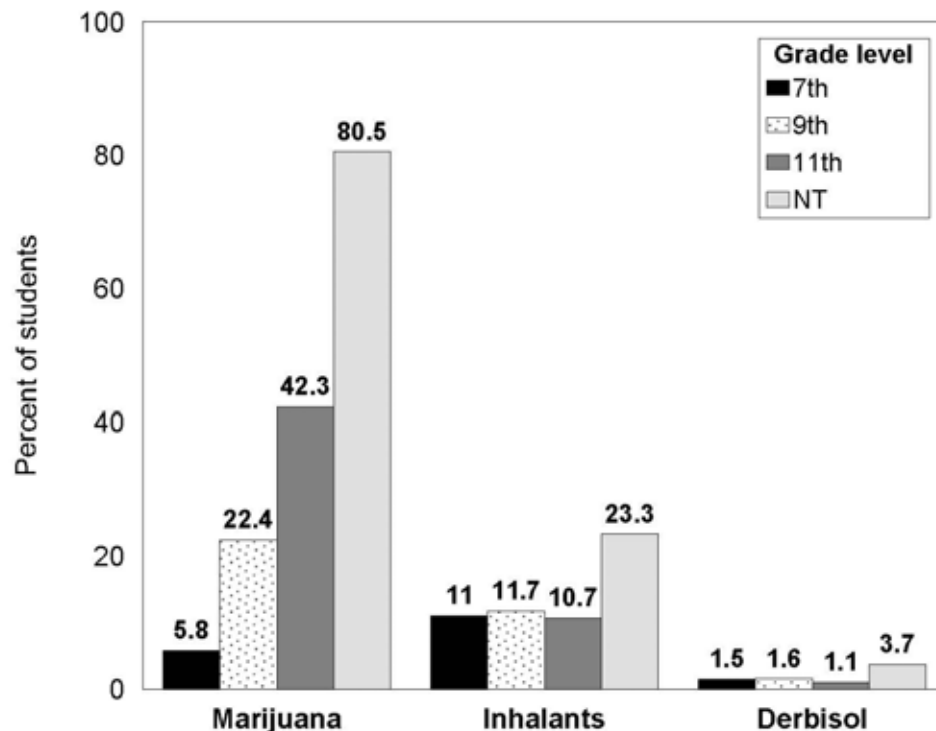
Have you ever sniffed something through your nose to get high? n=1840 (female), 1584 (male)

Have you ever smoked any marijuana (pot, grass, weed)? 1846 (female), 1585 (male)

Do you think using marijuana (pot, grass, weed) is bad for a person's health? n=2926

# Lifetime Use of Marijuana, Inhalants and Derbisol

## 7th, 9th, 11th, and non-traditional (NT)



### California Healthy Kids Survey San Mateo County 2003-4

During your life how many times have you used or tried (data reflects total of students with any use):

- marijuana? n= 3704 (7th), 3400 (9th), 2782 (11th), 570 (NT)
- inhalants? n= 3691 (7th), 3406 (9th), 2786 (11th), 570 (NT)
- derbisol? n= 1704 (7th), 3404 (9th), 2790 (11th), 574 (NT)

Marijuana use quadruples between 7th and 9th grades, and again doubles between 9th and 11th grades when almost half of students (42%) have at least tried it. Use of inhalants remains relatively constant across grade levels.

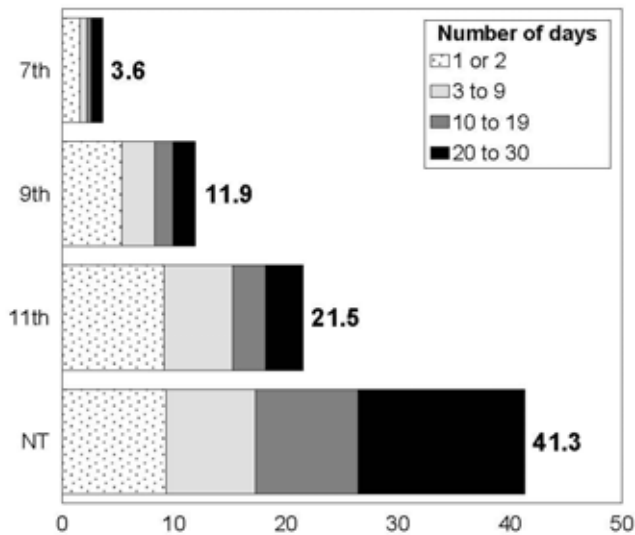
Derbisol is a fictitious substance that tests whether or not students are selecting positive responses honestly. Positive responses to the derbisol use question may be viewed as a baseline measure of students who are lying about their experience using substances.

The following page shows current (past month) use. Use of marijuana varied dramatically, from about 4% of 7th graders to 41% of non-traditional students smoking at least once a month. Use of inhalants actually decreased with grade as students get into other drugs. Non-traditional students again had the highest rates of use.

# Current Marijuana and Inhalant Use

## 7th, 9th, 11th non-traditional (NT) grades

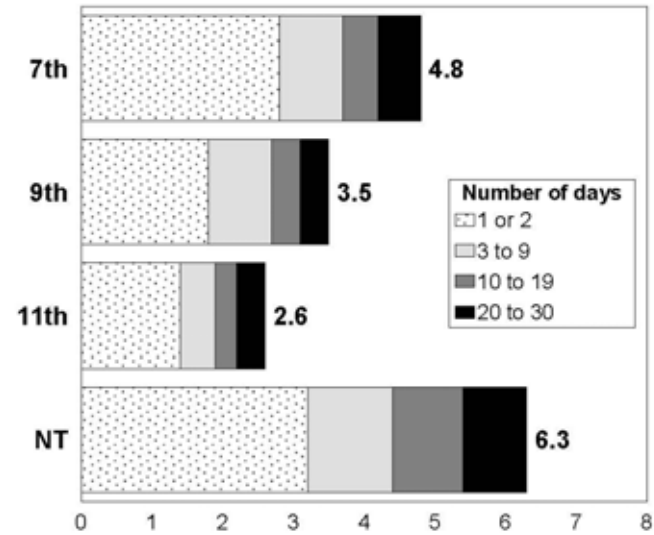
**Marijuana**



**Percent of students**

	7th	9th	11th	NT
1 or 2	1.6	5.3	9.1	9.3
3 to 9	0.6	3	6.1	8
10 to 19	0.4	1.6	3	9.1
<b>20 to 30</b>	<b>1</b>	<b>2</b>	<b>3.3</b>	<b>14.9</b>

**Inhalants**



**Percent of students**

	7th	9th	11th	NT
1 or 2	2.8	1.8	1.4	3.2
3 to 9	0.9	0.9	0.5	1.2
10 to 19	0.5	0.4	0.3	1
<b>20 to 30</b>	<b>0.6</b>	<b>0.4</b>	<b>0.4</b>	<b>0.9</b>

**California Healthy Kids Survey San Mateo County 2003-4**

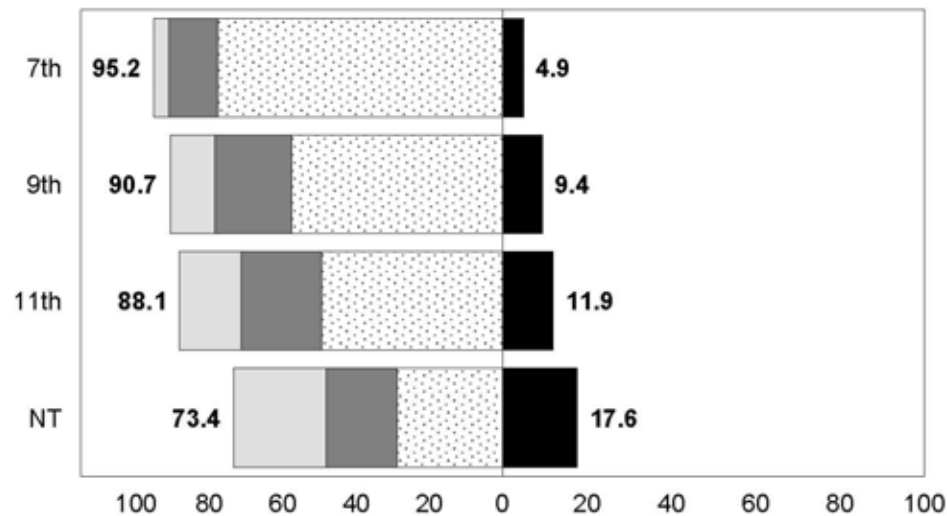
During the past 30 days on how many days did you use:

- marijuana? n= 3697 (7th), 3406 (9th), 2786 (11th), 572 (NT)

- inhalants? n= 3696 (7th), 3404 (9th), 2782 (11th), 574 (NT)

# Perceived Harm of Marijuana

## 7th, 9th, 11th, and non-traditional (NT)



Perceived harmfulness of marijuana changed linearly with grade level from 78% of 7th graders to only 29% of non-traditional students believing daily use is extremely harmful.

	Percent of students			
	7th	9th	11th	NT
Harmless* ■	4.9	9.4	11.9	17.6
Extremely harmful ☞	77.6	57.6	49.4	28.8
Harmful ■	13.4	20.9	22	19.4
Somewhat harmful □	4.2	12.2	16.7	25.2

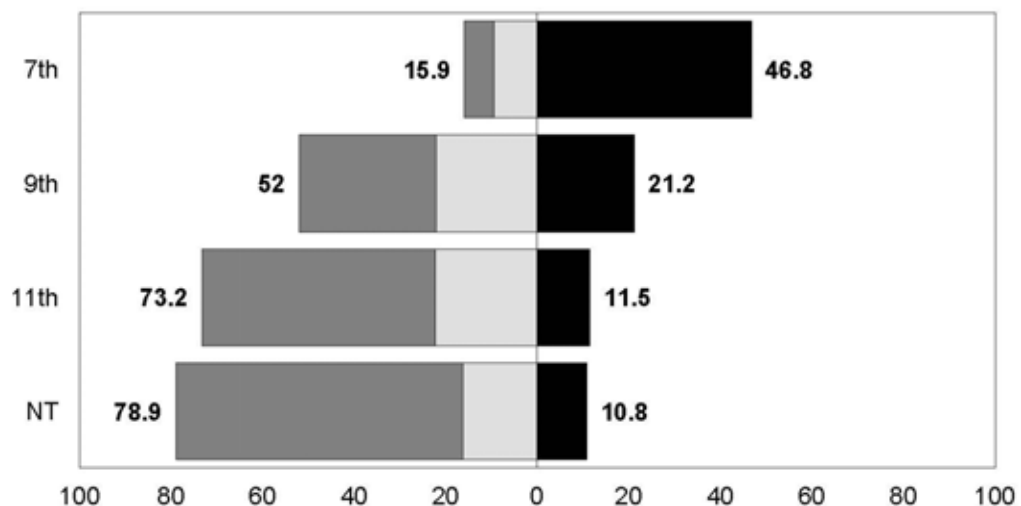
### California Healthy Kids Survey San Mateo County 2003-4

How harmful do you think it is to use the following substances frequently (daily or almost daily)? n= 3698 (7th), 3392 (9th), 2800 (11th), 587 (NT)

\* "Harmless" category includes answers of "harmless" and "mainly harmless"

# Difficulty of Obtaining Marijuana

7th, 9th, 11th, and non-traditional (NT)



Above 7th grade, marijuana does not appear difficult to obtain, with more than half of students believing it is fairly or very easy to get.

	7th	9th	11th	NT
Difficult*	46.8	21.2	11.5	10.8
Fairly easy	9.5	22.1	22.2	16.2
Very easy	6.4	29.9	51	62.7
Don't know	37.2	26.5	15.3	10.3

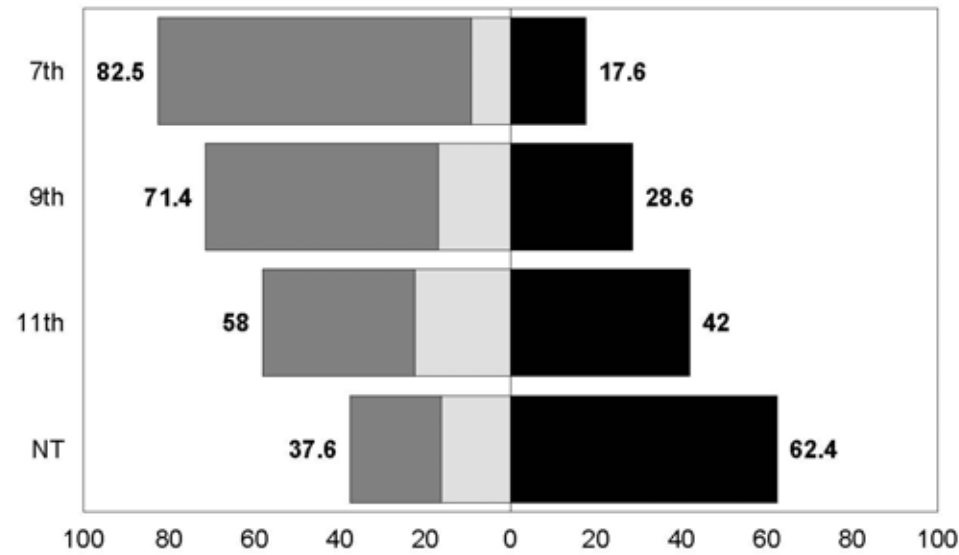
## California Healthy Kids Survey San Mateo County 2003-4

How difficult is it for students in your grade to get any of the following substances if they really want them? n= 3697 (7th), 3395 (9th), 2802 (11th), 585 (NT)

\* "Difficult" category includes answers of "very difficult" and "fairly difficult."

# Peer Disapproval of Marijuana Use

## 7th, 9th, 11th, and nontraditional (NT)



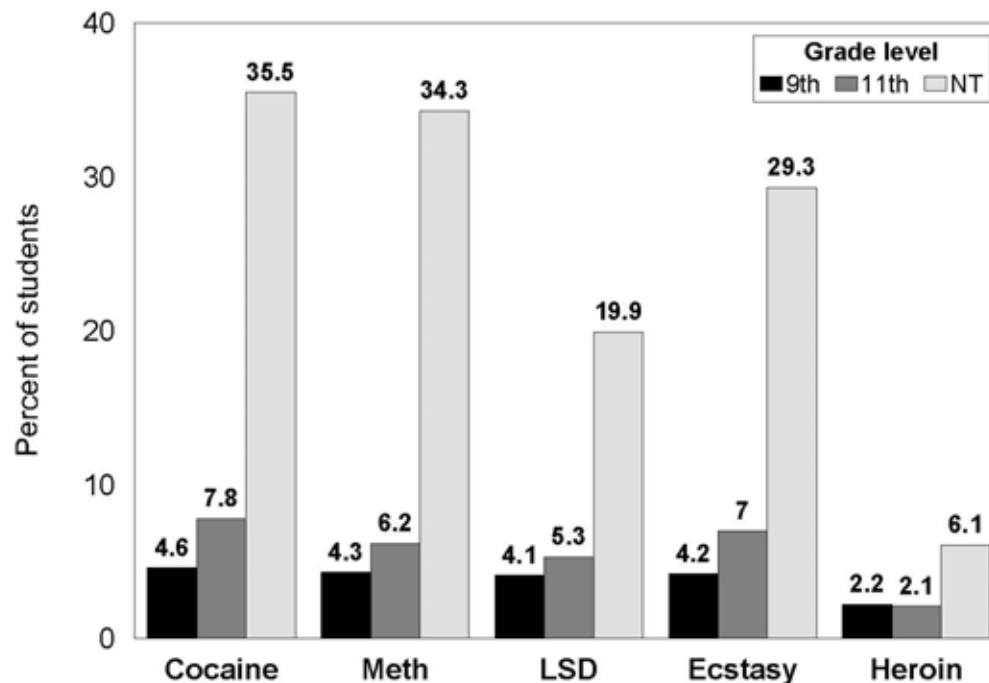
Peer disapproval of marijuana use is quite high in 7th grade at 82.5%, but sinks to 58% by 11th grade. In non-traditional students, a greater proportion reported "not much" or no disapproval by peers for using marijuana.

	Percent of students			
	7th	9th	11th	NT
Not much or at all	17.6	28.6	42	62.4
Some	9.2	17	22.4	16.3
A lot	73.3	54.4	35.6	21.3

California Healthy Kids Survey San Mateo County 2003-4

How much would your friends disapprove of you for using marijuana? n= 3688 (7th), 3375 (9th), 2783 (11th), 582 (NT)

## Lifetime Use of Cocaine, Methamphetamines, LSD, Ecstasy and Heroin 9th, 11th, non-traditional (NT) grades



Non-traditional students were dramatically more likely to have used or tried any of the substances. Use among 9th and 11th graders was between 4% and 8%, except for heroin use, which was about 2% for both grades.

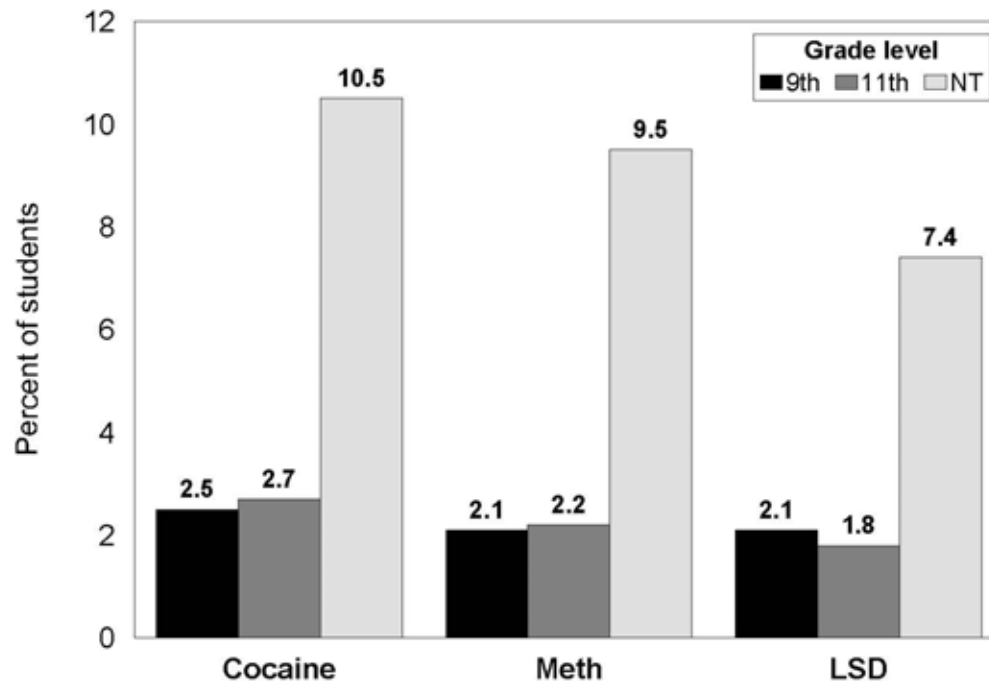
### California Healthy Kids Survey San Mateo County 2003-4

During your life how many times have you used or tried (data reflect total of students with any use):

- cocaine? n= 3408 (9th), 2786 (11th), 569 (NT)
- methamphetamine or any amphetamines? 3405 (9th), 2787 (11th), 571 (NT)
- LSD or other psychedelics? n= 3398 (9th), 2783 (11th), 572 (NT)
- ecstasy? n= 3406 (9th), 2783 (11th), 574 (NT)
- heroin? n= 3398 (9th), 2788 (11th), 573 (NT)



## Current Use of Cocaine, Methamphetamines and LSD 9th, 11th, non-traditional (NT) grades



Use of cocaine, methamphetamines, and LSD is about 2% for 9th and 11th graders. Use among non-traditional students is much higher.

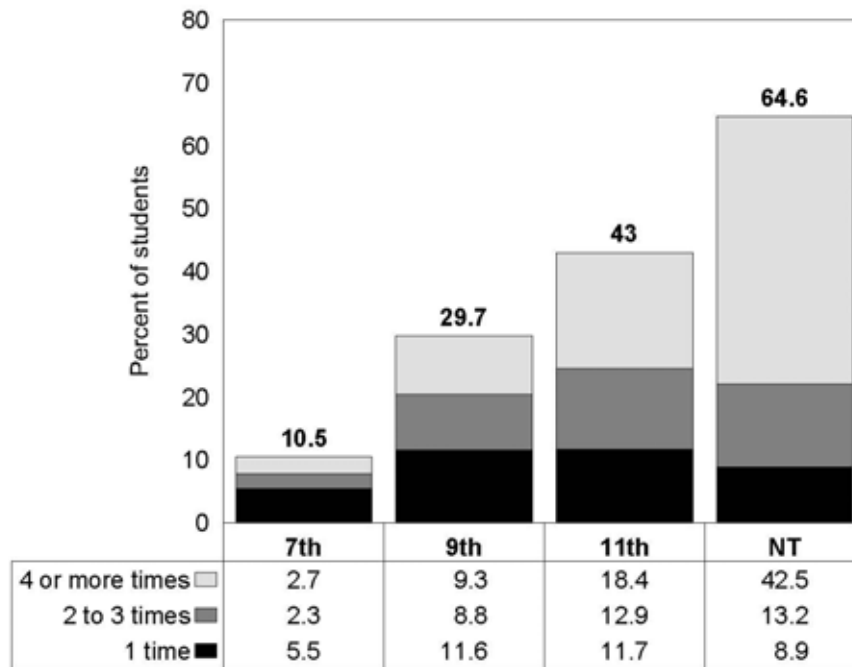
### California Healthy Kids Survey San Mateo County 2003-4

During the past 30 days on how many days did you use:

- cocaine? n= 3408 (9th), 2786 (11th), 569 (NT)
- methamphetamine or any amphetamines? 3405 (9th), 2787 (11th), 571 (NT)
- LSD or other psychedelics? n= 3398 (9th), 2783 (11th), 572 (NT)

# Illegal Drug Distribution at School, Past Year

## 7th, 9th, 11th, and non-traditional (NT) grades



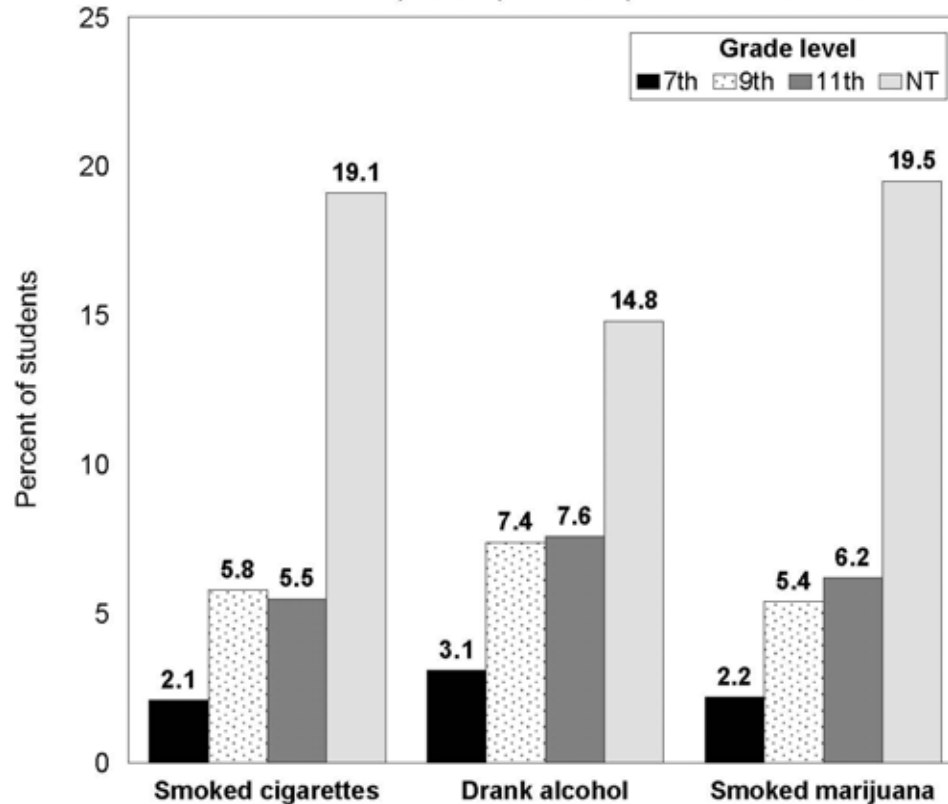
The proportion of students who report having been offered an illegal drug at school in the past year jumps with each grade level. A major contributor to these increases is the increase in the proportion of students who report having been offered a drug four or more times.

### California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months how many times on school property have you been offered, sold or given an illegal drug?  
 n= 3691 (7th), 3387 (9th), 2776 (11th), 570 (NT)

# Substance Use at School

7th, 9th, 11th, non-traditional (NT)



A surprising percentage of students admit to having used cigarettes, alcohol, or marijuana on school property.

In high school, over 5 percent of students in each grade admitted to using each of the three substances at school in the past month.

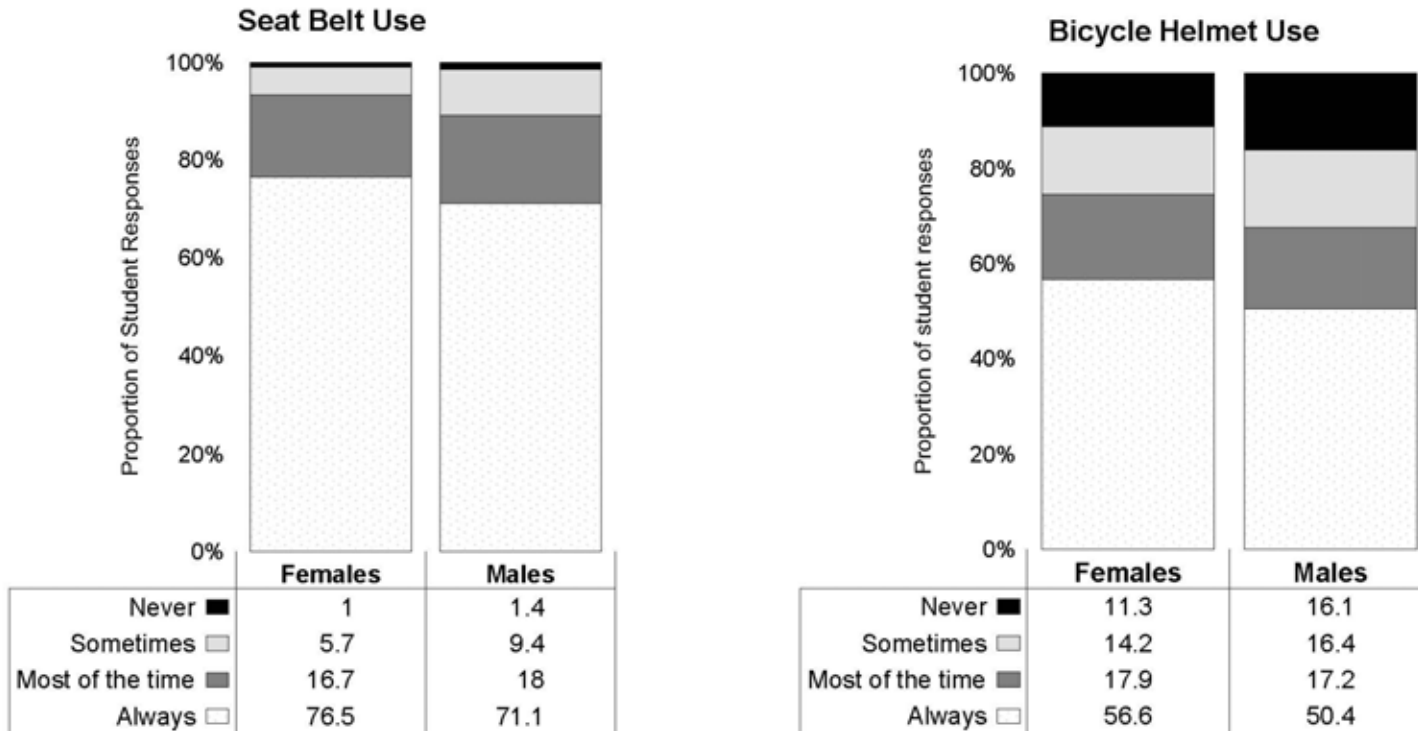
## California Healthy Kids Survey San Mateo County 2003-4

During the past 30 days on how many days on school property did you (data reflects total of students with any use):

- smoke cigarettes? n= 3702 (7th), 3402 (9th), 2788 (11th), 575 (NT)
- have at least one drink of alcohol? n= 3707 (7th), 3409 (9th), 2792 (11th), 574 (NT)
- smoke marijuana? n=3696 (7th), 3398 (9th), 2790 (11th), 573 (NT)

# Use of Protective Gear

## 5th Grade

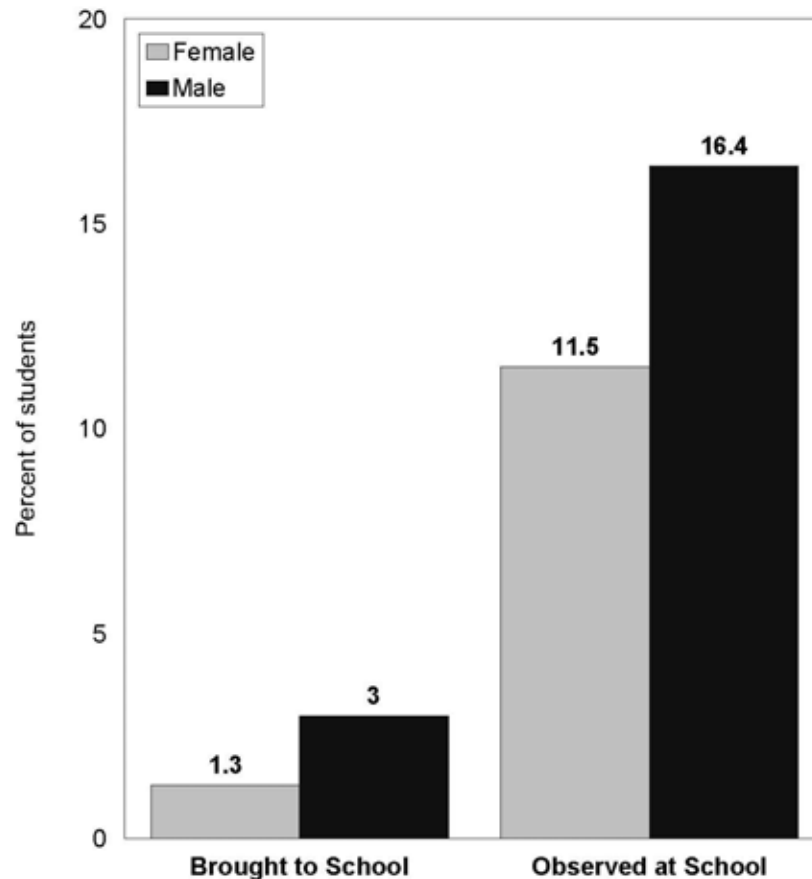


In the 5th grade, girls are more likely than boys to report always using seat belts and bicycle helmets. The percent of students reporting bicycle helmet use, however, is much lower than that reporting seat belt usage, with barely over half of girls and boys reporting "always" using bicycle helmets.

**California Healthy Kids Survey San Mateo County 2003-4**  
 When you ride in a car do you wear a seat belt? n=1849 (females), 1594 (males)  
 When you ride a bicycle do you wear a helmet? n=1842 (females), 1584 (males)

# Guns or Knives at School, Past Year

## 5th Grade



Although the percentage of students observing guns or knives at school is over 5 times as much as the percentage reporting bringing guns or knives to school, it is likely that each weapon present on school property is observed by several other students. Given the patterns in gender differences, it seems plausible that students are deliberately showing the weapons to their friends; otherwise one would expect for any given weapon to have an equal likelihood of being observed by girl or boy, resulting in minimal gender differences in the "Observed" category.

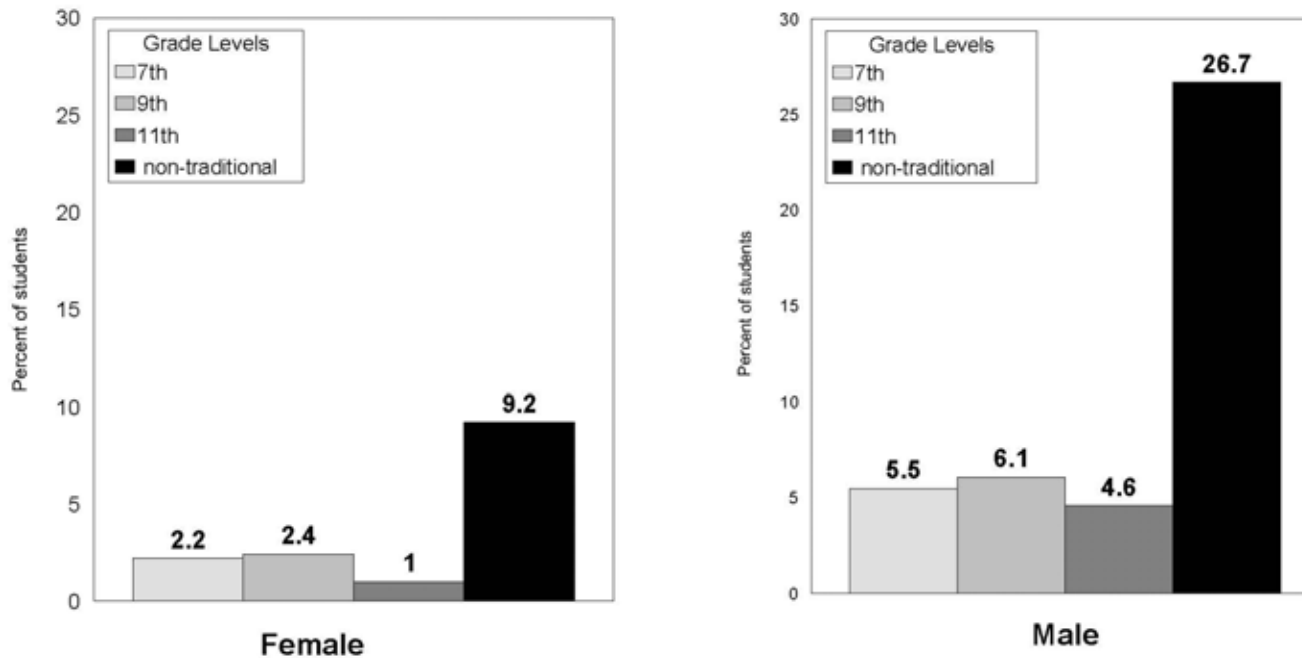
### California Healthy Kids Survey San Mateo County 2003-4

During the past year, did you ever bring a gun or knife to school? n=1849 (females), 1586 (males)

During the past year, have you ever seen another kid with a gun or knife at school? n=1839 (females), 1537 (males)

# Carried Gun at School, Past Year

7th, 9th, 11th, and non-traditional grades



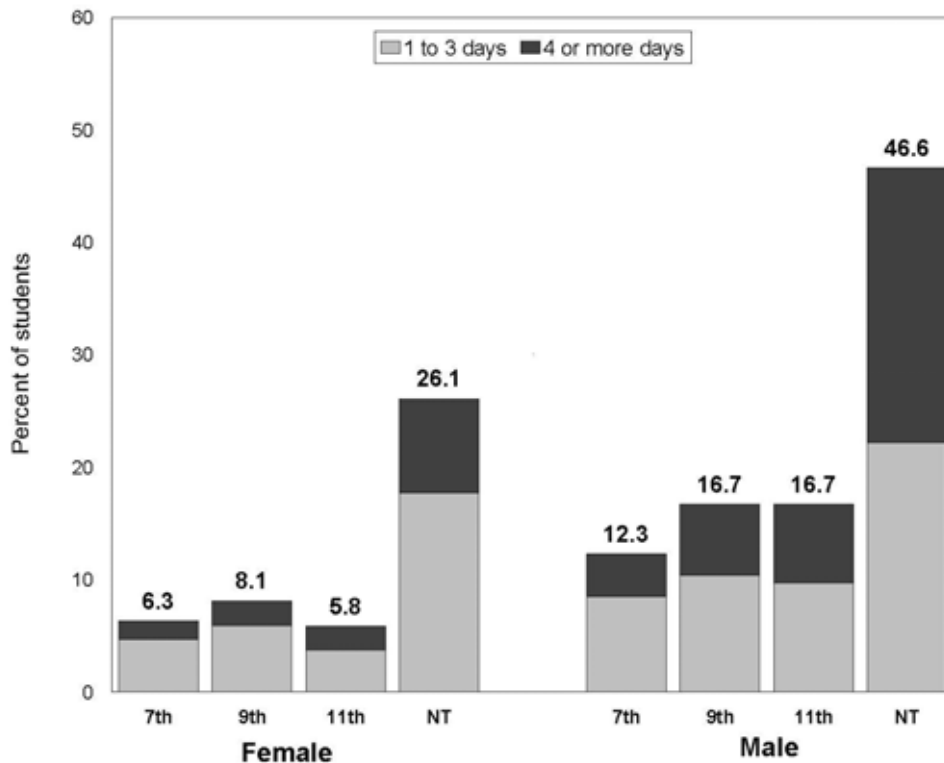
At all grade levels, females were less than half as likely to carry guns to school in the past year. Both male and female non-traditional students were more than four times as likely as students in any other grade to carry a gun to school in the past year.

California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months, how many times on school property have you carried a gun? n= 3663 (7th), 3397 (9th), 2789 (11th), 572 (NT)

# Carried Other Weapon to School in Past Year

7th, 9th, 11th, and non-traditional (NT) grades



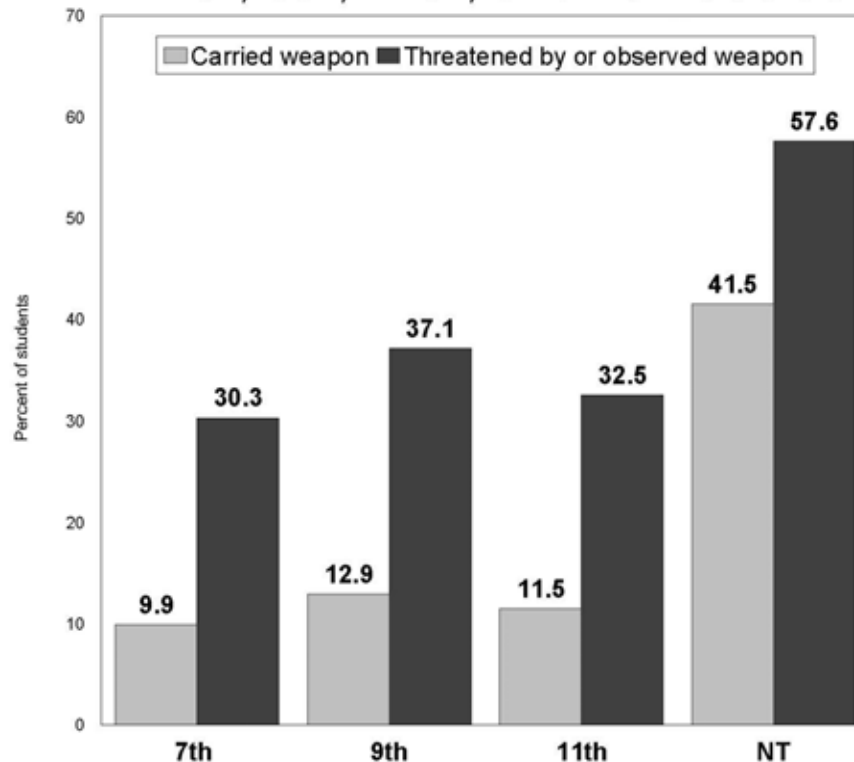
As with gun carriage at school, males were more likely than females to report carrying other types of weapons to school in the past year. Again, those in non-traditional school settings indicated the highest rate of weapons carriage during the past year.

**California Healthy Kids Survey San Mateo County 2003-4**

During the past 12 months, how many times on school property have you carried any other weapon, such as a knife or club?  
 n=3663 (7th), 3400 (9th), 2786 (11th), 569 (NT)

# Students and Weapons at School in the Past Year

7th, 9th, 11th, and non-traditional (NT) grades



At grade levels 7th, 9th, and 11th the number of students reporting observing or being threatened by a weapon was roughly triple the number of students reporting carrying a weapon at school. This could be due to the fact that every weapon brought to school can be shown to many students. In the non-traditional grade this trend is not as pronounced, but almost half of the respondents reported carrying a weapon.

## California Healthy Kids Survey San Mateo County 2003-4

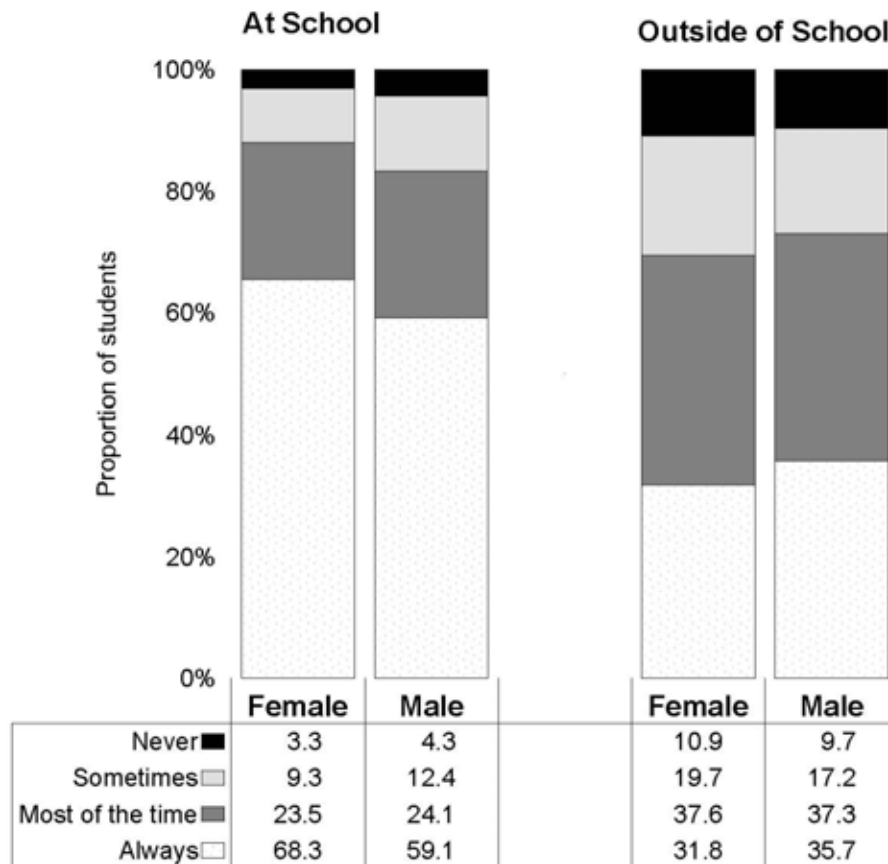
During the past 12 months, how many times on school property have you:

- carried a gun? n= 3663 (7th), 3397 (9th), 2789 (11th), 572 (NT)
- carried any other weapon, such as a knife or club? n=3663 (7th), 3400 (9th), 2786 (11th), 569 (NT)
- been threatened or injured with a weapon, such as a gun, knife, or club? n= 3659 (7th), 3398 (9th), 2787 (11th), 569 (NT)
- seen someone carrying a gun, knife, or other weapon? n= 3650 (7th), 3377 (9th), 2774 (11th), 560 (NT)



# Students Feel Safe At and Outside of School

## 5th Grade



Regardless of gender, students reported feeling safer at school versus outside of school, with 63.8% of girls and 59.1% of boys reporting "always" at school versus 31.8% of girls and 35.7% of boys reporting "always" outside of school.

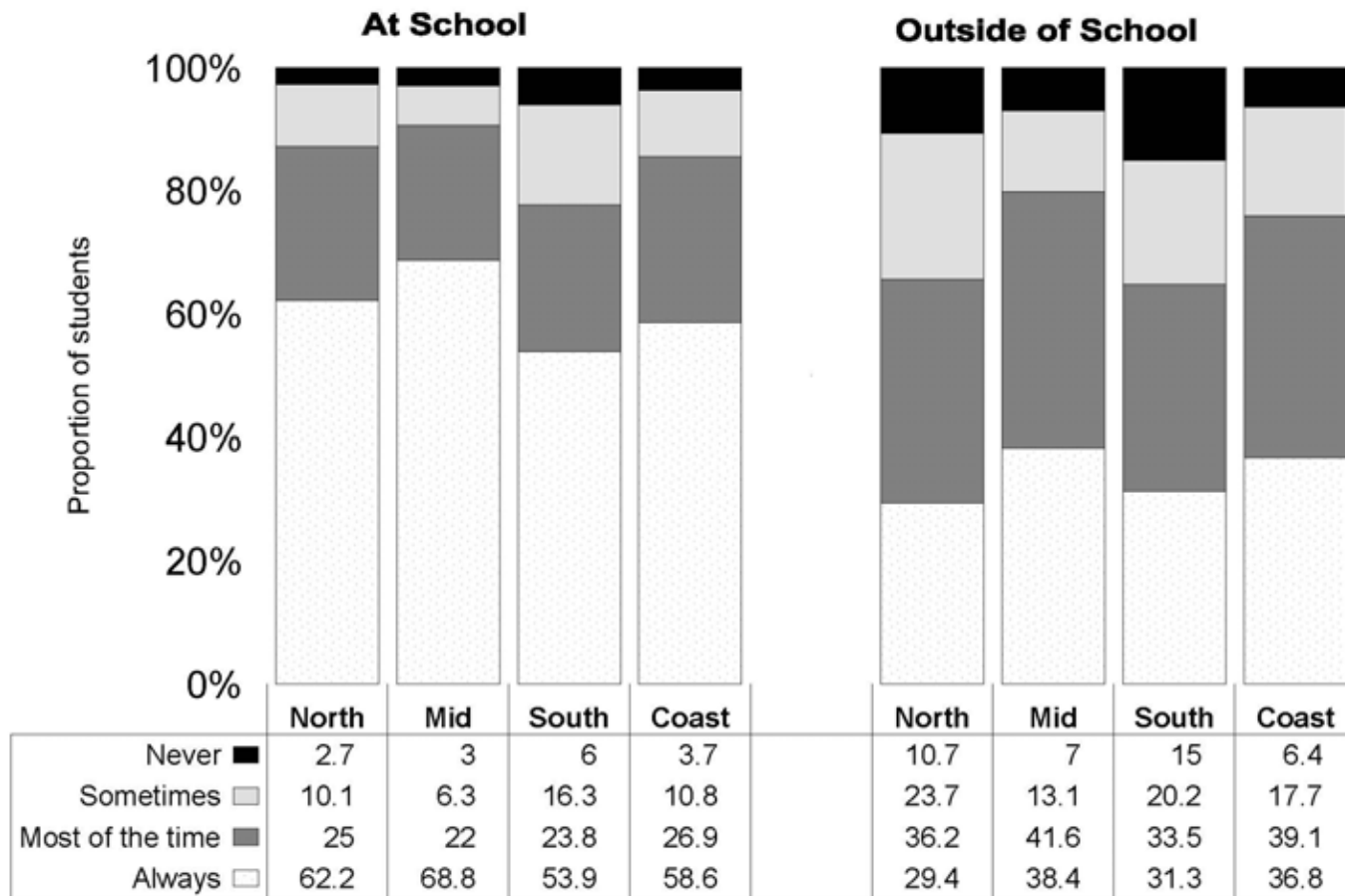
At school, girls were somewhat more likely than boys to indicate higher feelings of safety, whereas outside of school the opposite was true.

The next slide illustrates students' safety perceptions by county catchment area. There are not any dramatic variations by catchment area, although students in the mid-county area indicate slightly higher feelings of safety both at and outside of school.

**California Healthy Kids Survey San Mateo County 2003-4**  
 Do you feel safe at school? n=1843 (females), 1575 (males)  
 Do you feel safe outside of school? n=1841 (females), 1584 (males)

# Feeling Safe by County Catchment Area

## 5th Grade

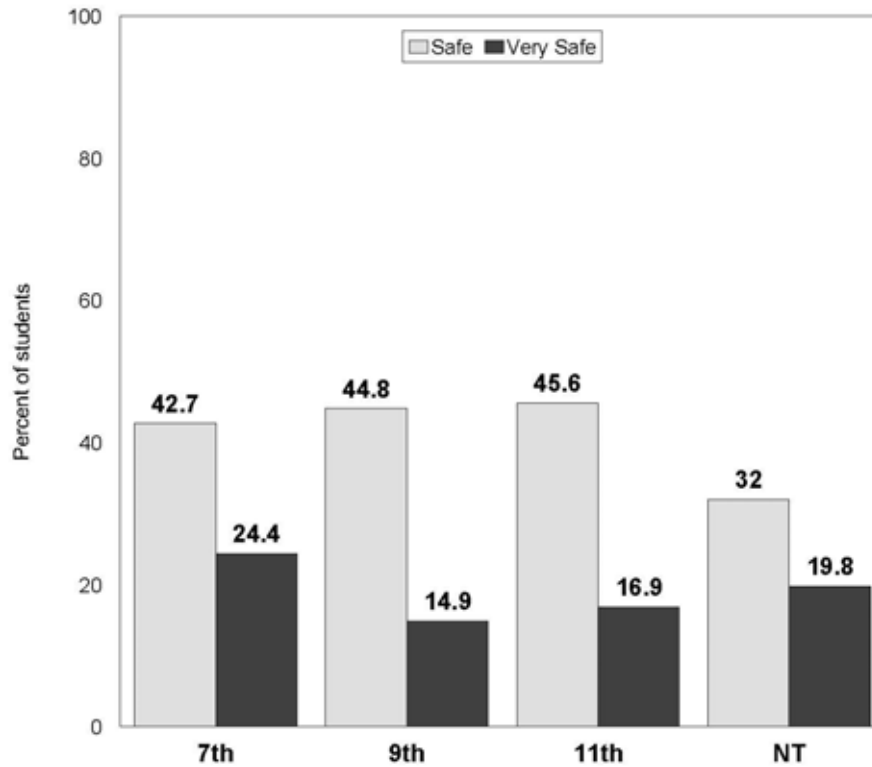


**California Healthy Kids Survey San Mateo County 2003-4**

Do you feel safe at school? North County (n=969), Mid County (n=1175), South County (n=1032), Coast (n=268)

Do you feel safe outside of school? North County (n=970), Mid County (n=1178), South County (n=1037), Coast (n=266)

## Percent of Students Who Feel Safe or Very Safe at School 7th, 9th, 11th, and non-traditional (NT)



At all grade levels, a large percentage of students responded "neither safe nor unsafe" to the question about school safety. A consistently smaller percentage of students responded either "unsafe" or "very unsafe": in the 7th grade, 6.2%; in 9th grade, 5.1%; in 11th grade, 4.9%; and in non-traditional grades, 10%.

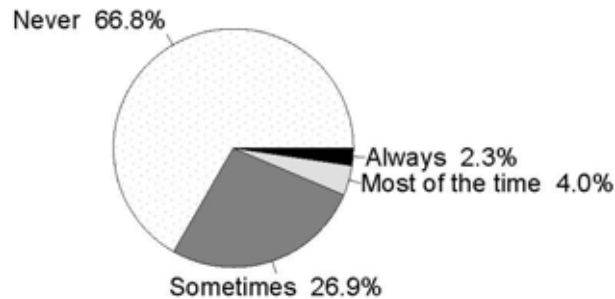
California Healthy Kids Survey San Mateo County 2003-4

How safe do you feel when you are at school? n= 3666 (7th), 3381 (9th), 2780 (11th), 572 (NT)

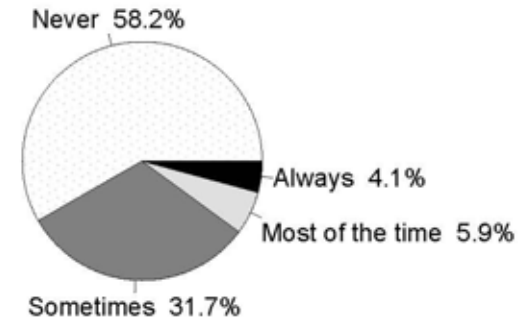
# Home Alone After School

## 5th Grade

Females



Males



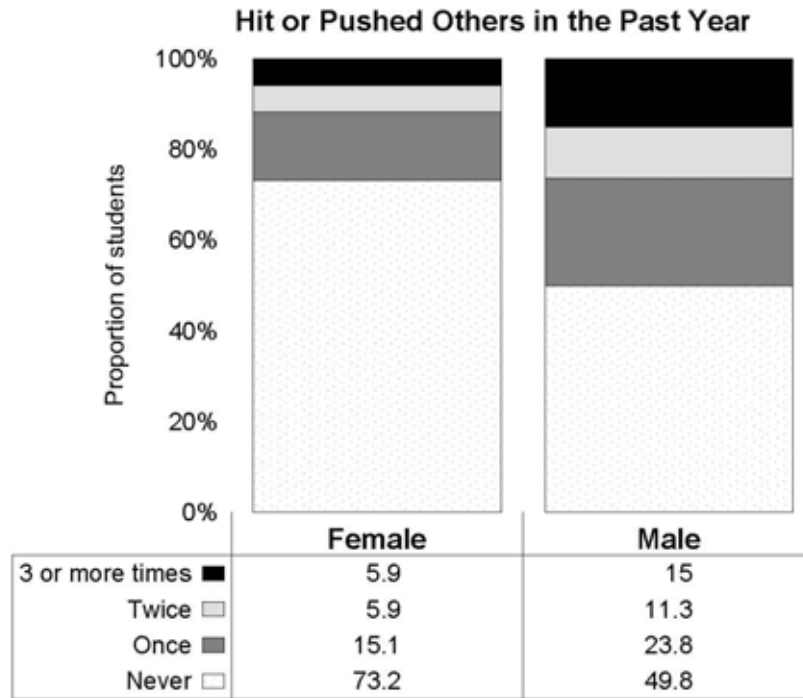
Do you feel safe outside of school?	Never	Sometimes	Most of the time	Always	Total n (100%)
Never home alone	9.5%	19.4%	35.6%	35.5%	2145
Sometimes home alone	8.0%	18.0%	43.5%	30.6%	991
Home alone most of the time	16.3%	19.9%	35.5%	28.3%	166
Always home alone	38.3%	6.5%	21.5%	33.6%	107

38.3 percent of children who reported being *always* home alone after school reported *never* feeling safe outside of school versus only 9.5 percent of children who were *never* home alone after school.

California Healthy Kids Survey San Mateo County 2003-4  
 Are you home alone after school? n=1849 (females), 1575 (males)

# Hitting or Pushing at School

## 5th Grade

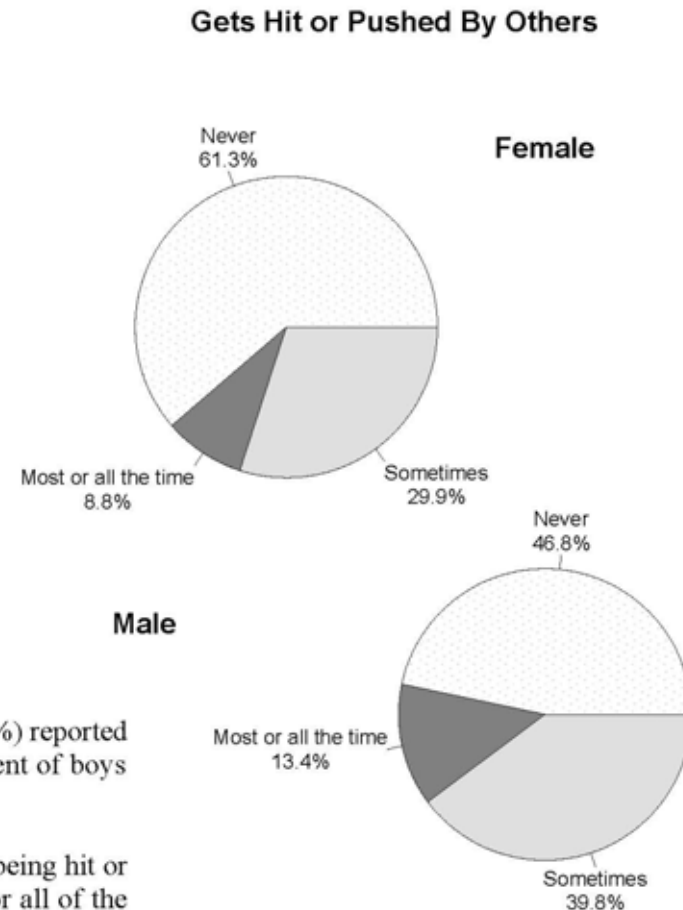


Not surprisingly, a larger percentage of boys (50.2%) than girls (26.8%) reported hitting or pushing others at school during the past year. Fifteen percent of boys admitted doing so 3 or more times in the past year.

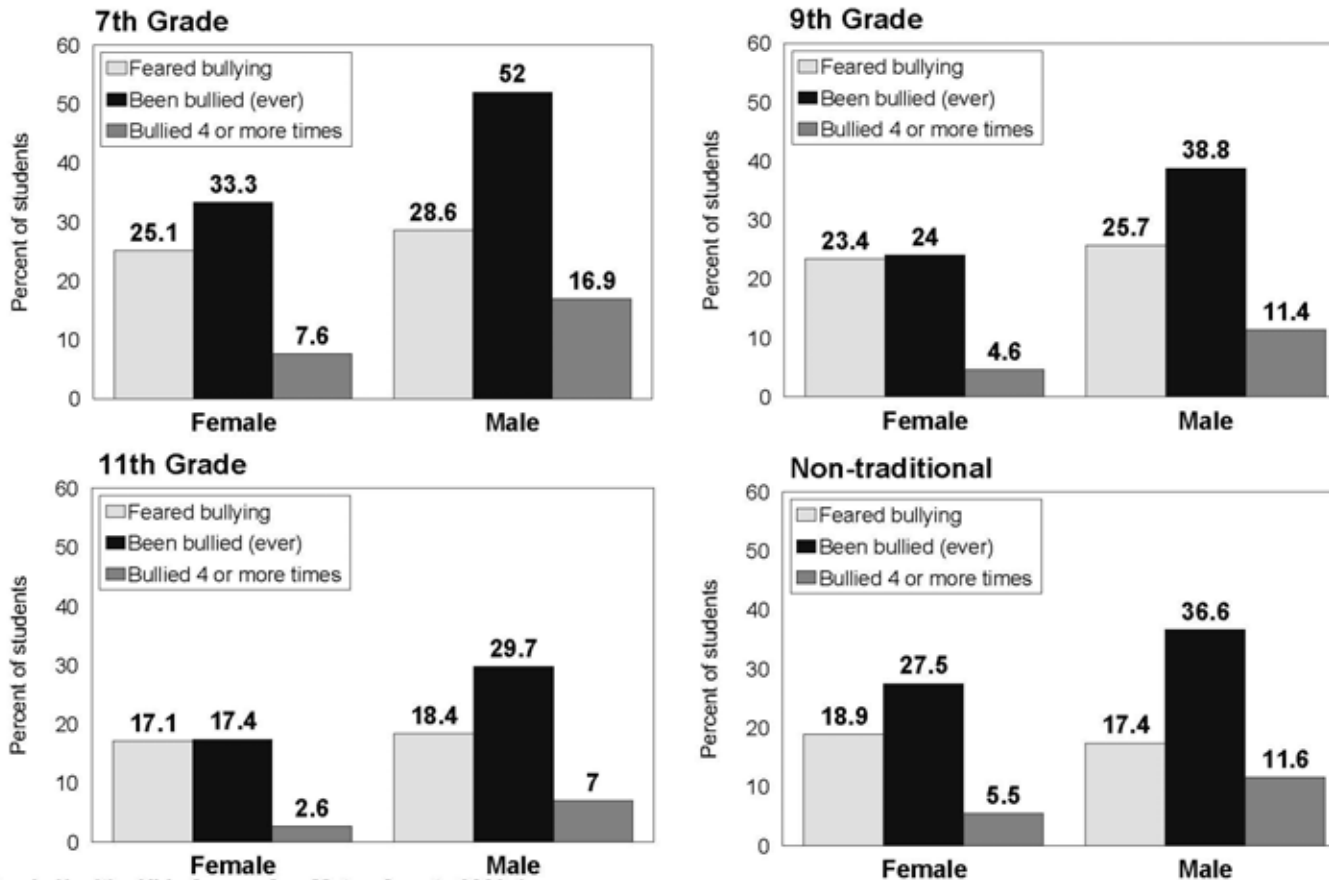
A larger percentage of boys (53.2%) than girls (38.7%) also reported being hit or pushed by others. 13.4 percent of boys reported being bullied most or all of the time versus 8.8 percent of girls.

**California Healthy Kids Survey San Mateo County 2003-4**

During the past year, how many times have you hit or pushed other kids at school when you were not playing around? n=1837 (female), 1577 (male);  
Do other kids hit or push you at school when they are not just playing around? n=1845 (female), 1588 (male)



## Experience and Fear of Being Bullied at School in the Past Year 7th, 9th, 11th, and non-traditional grades



California Healthy Kids Survey San Mateo County 2003-4

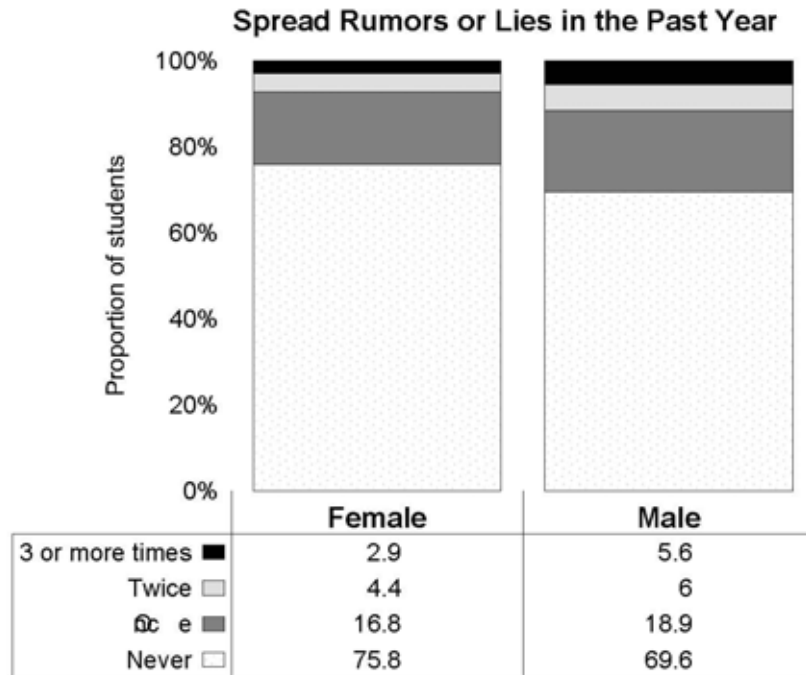
During the past 12 months, how many times on school property have you:

-been afraid of being beaten up? n= 3694 (7th), 3408 (9th), 2788 (11th), 571 (NT)

-been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around? n= 3660 (7th), 3383 (9th), 2772 (11th), 572 (NT)

# Rumors and Lies

## 5th Grade

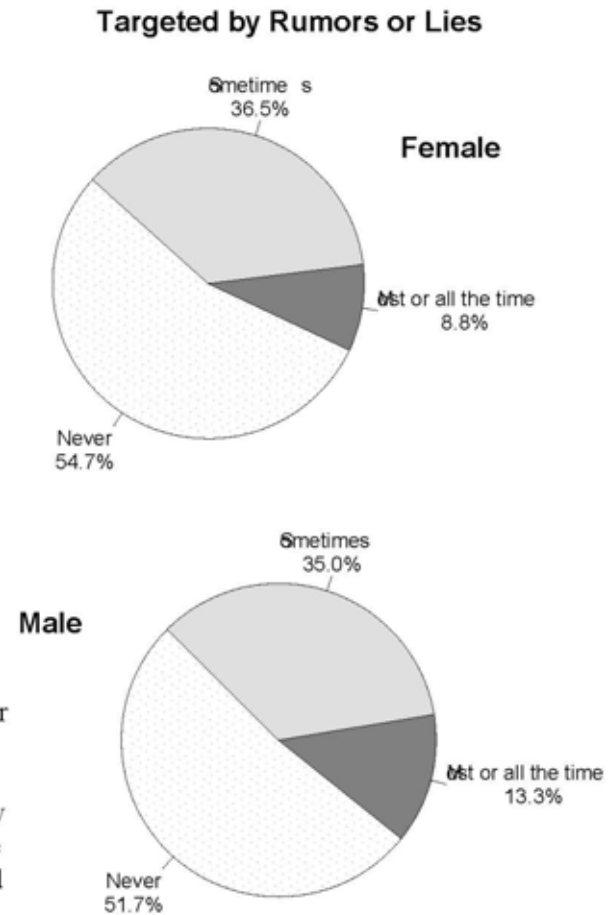


30.4 percent of boys and 24.8 percent of girls reported spreading rumors or lies at school over the past year.

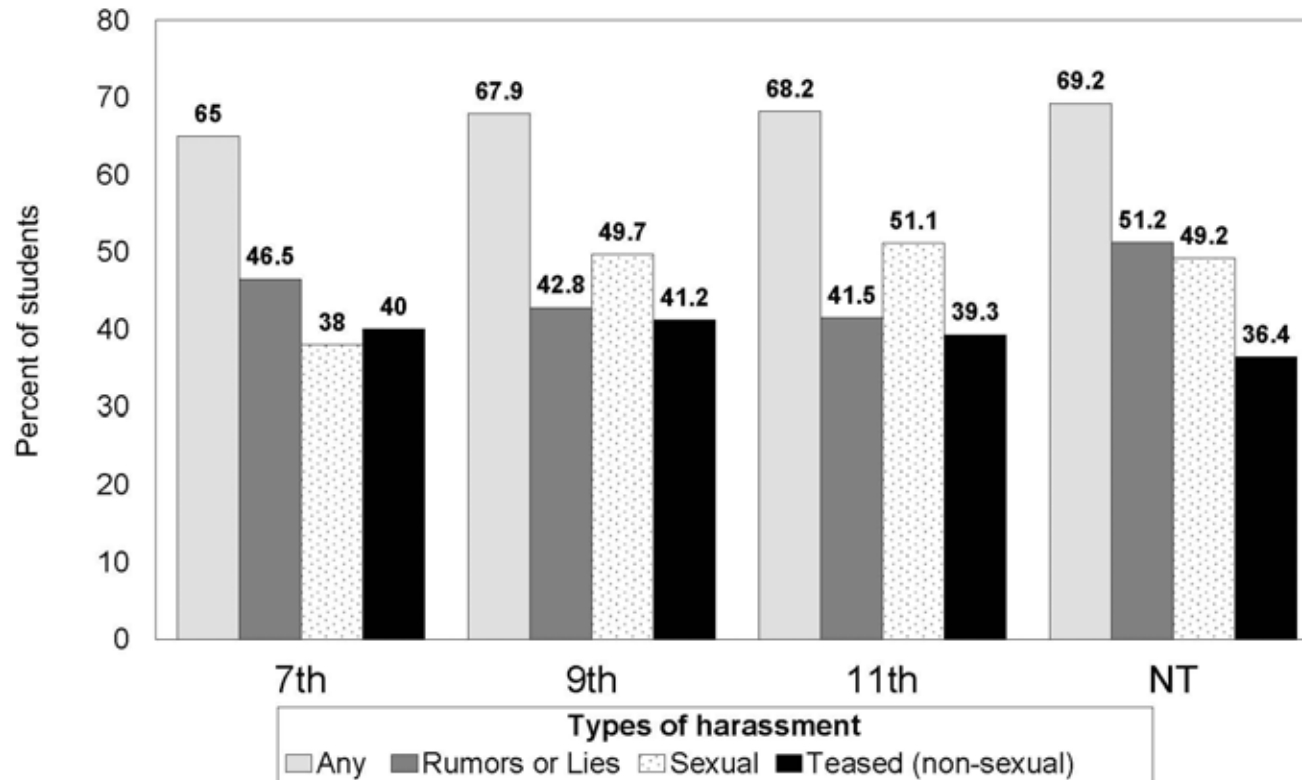
48.3 percent of boys and 45.3 percent of girls reported being targeted by rumors or lies in the past year. Although the total percentages of those targeted do not differ much by gender, 13.3% of boys reported being targeted most or all of the time versus 8.8% of girls.

**California Healthy Kids Survey San Mateo County 2003-4**

During the past year, how many times have you spread mean rumors or lies about other kids at school? n=1837 (female), 1577 (male)  
 Do other kids at school spread mean rumors or lies about you? n=1835 (female), 1583 (male)



## Experience of Verbal Harassment at School in the Past Year 7th, 9th, 11th, and non-traditional (NT) grades



### California Healthy Kids Survey San Mateo County 2003-4

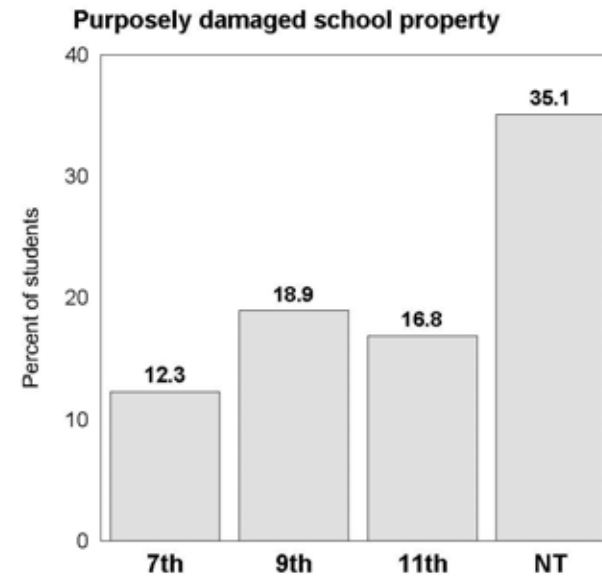
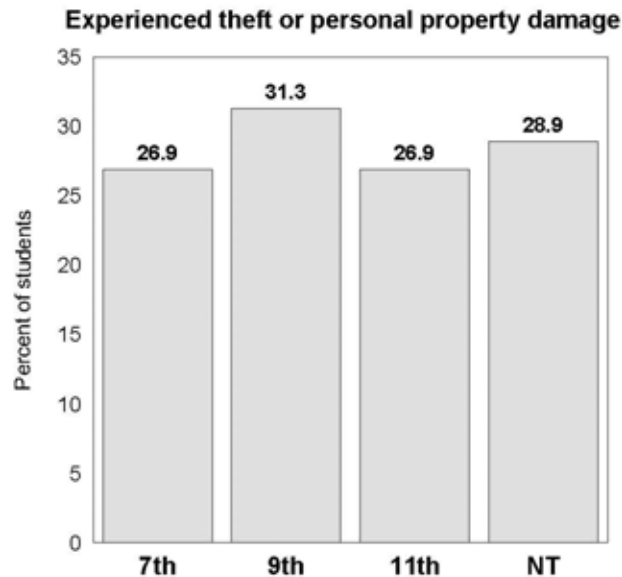
During the past 12 months, how many times on school property have you:

- had mean rumors or lies spread about you? n= 3688 (7th), 3377 (9th), 2772 (11th), 565 (NT)
- had sexual jokes, comments, or gestures made to you? n= 3674 (7th), 3380 (9th), 2770 (11th), 571 (NT)
- been made fun of because of your looks or the way you talk? n= 3669 (7th), 3368 (9th), 2782 (11th), 569 (NT)



# Property Damage at School in the Past Year

## 7th, 9th, 11th, and non-traditional (NT) grades



There were not many grade level differences in the experience of theft of property damage, but non-traditional students were far more likely to report perpetrating school property damage in the past year.

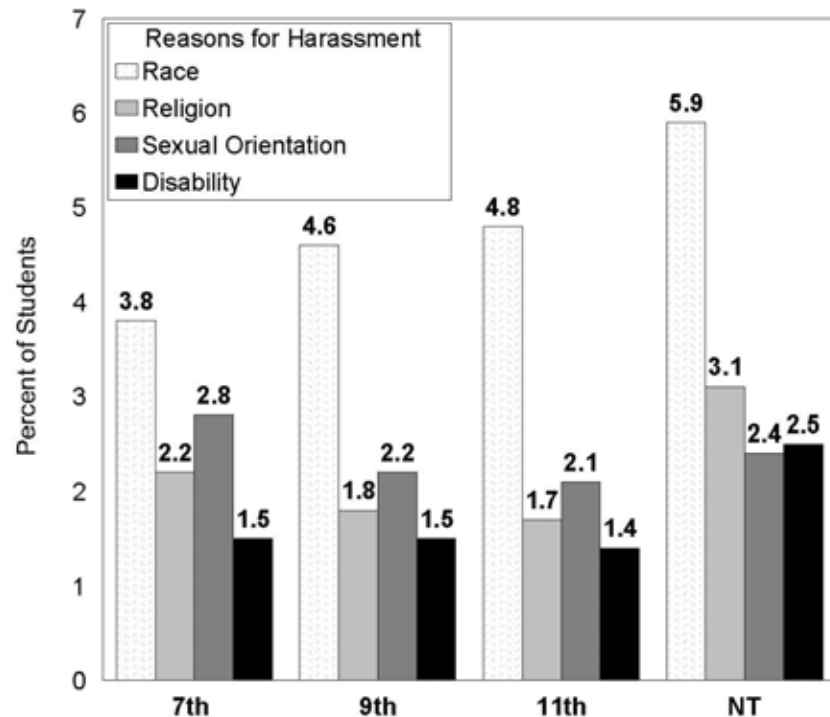
### California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months, how many times on school property have you:

- had your property stolen or deliberately damaged, such as your car, clothing or books? n= 3683 (7th), 3387 (9th), 2777 (11th), 570 (NT)

- damaged school property on purpose? n= 3670 (7th), 3390 (9th), 2784 (11th), 573 (NT)

## Causes of Frequent\* Harassment at School in Past Year 7th, 9th, 11th, and non-traditional (NT) grades



At all grade levels, race is the most commonly cited reason for experience of harassment or bullying.

### California Healthy Kids Survey San Mateo County 2003-4

\* Frequent harassment defined as 4 or more times

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?

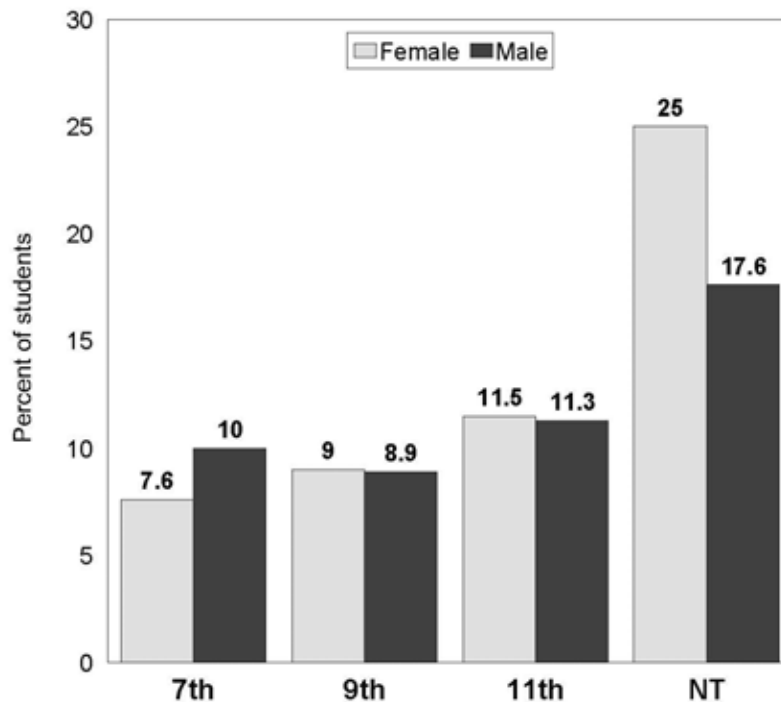
- your race, ethnicity, or national origin? n= 3696 (7th), 3409 (9th), 2797 (11th), 572 (NT)

- your religion? n= 3705 (7th), 3413 (9th), 2808 (11th), 572 (NT)

- because you are gay or lesbian or someone thought you were? n= 3701 (7th), 3409 (9th), 2801 (11th), 572 (NT)

- a physical or mental disability? n= 3694 (7th), 3413 (9th), 2795 (11th), 572 (NT)

## Experience of Violence in a Relationship in the Past Year 7th, 9th, 11th, and non-traditional (NT) grades



The occurrence of relationship violence did not differ much by sex in 9th and 11th grades, but in 7th grade, boys were more likely to report experiencing physical violence whereas in non-traditional grades, girls were more likely to report violence.

### California Healthy Kids Survey San Mateo County 2003-4

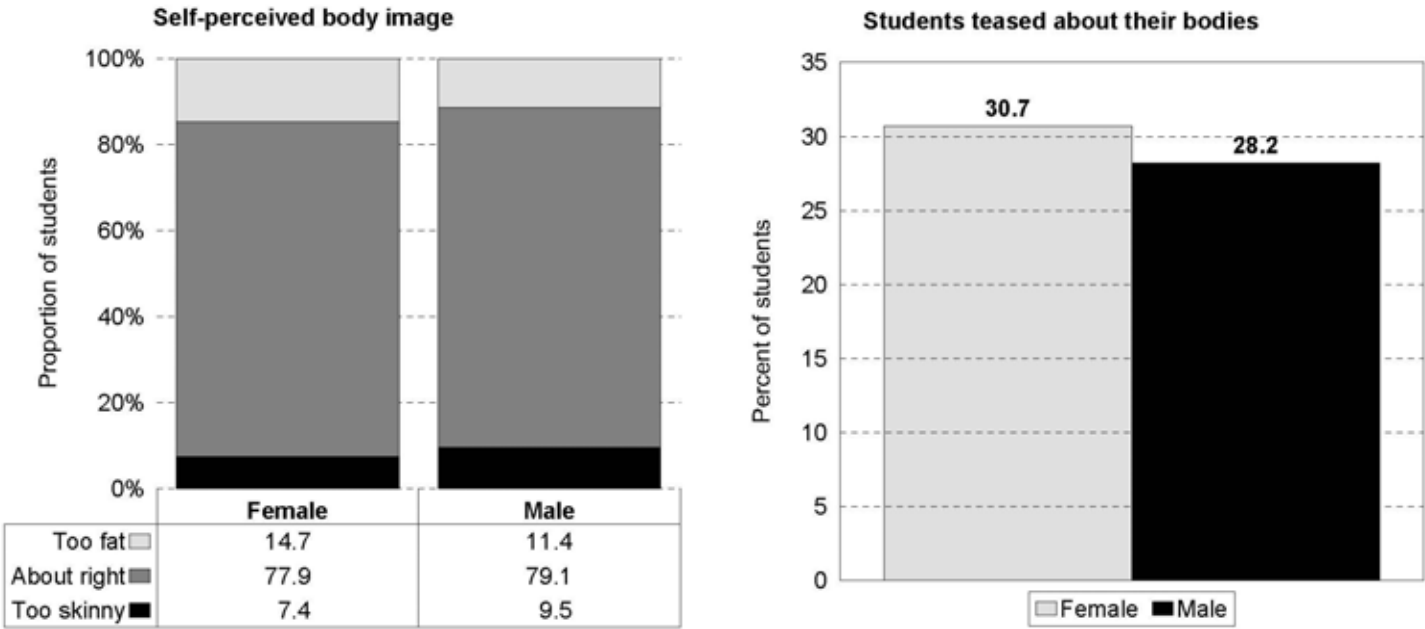
During the past 12 months, did your boyfriend or girlfriend ever hit, slap or physically hurt you on purpose?

Total n does not include students reporting no relationship within the past year

n=7th (female=725, male=717); 9th (female=970, male=777); 11th (female=882, male=675); NT (female=204, male=244)

# Body Image

## 5th Grade

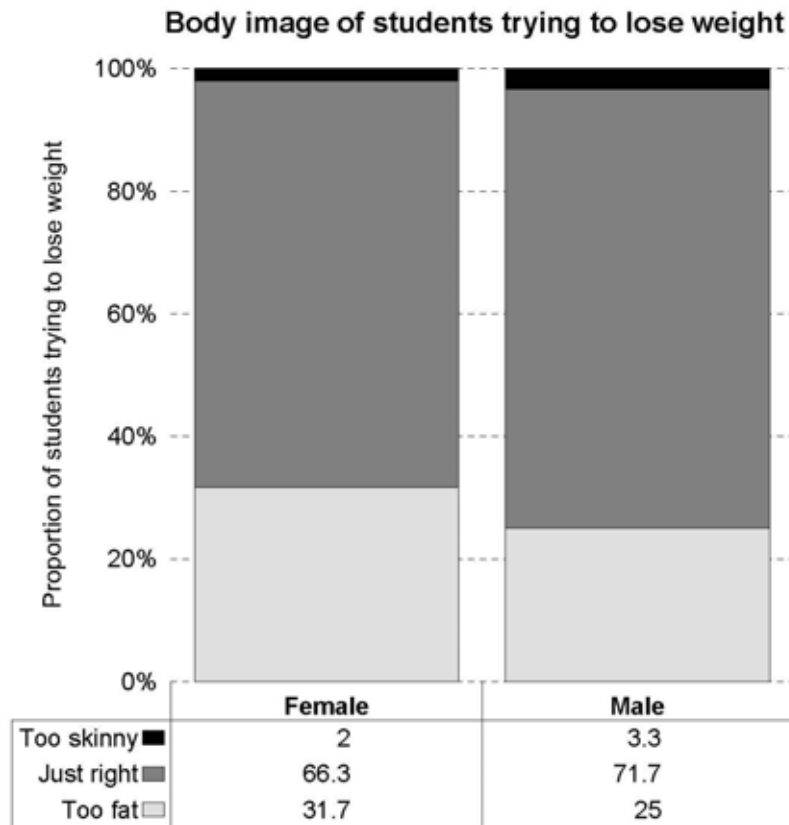


Although almost one-third of 5th grade boys and girls reported being teased because of their body looks, the majority of students reported feeling that their body was "about right" (77.9% girls, 79.1% boys).

**California Healthy Kids Survey San Mateo County 2003-4**  
 Do you think you are too skinny, about right, or too fat? n=1828 (female), 1568 (male)  
 Have other kids at school ever teased you about what your body looks like? n=1820 (females), 1544 (males)

# Weight Loss Efforts

## 5th Grade



Overall, 39.1% of 5th graders surveyed responded that they were doing something to try to lose weight. The proportions of girls versus boys were almost identical (39.1% to 39%). Of these students trying to lose weight, 41.7% of girls and 37.7% of boys reported being teased about their weight.

Although 31.7% of girls and 25.0% of boys who were trying to lose weight reported thinking of themselves as "too fat," the majority of those who reported weight loss efforts felt themselves to be "just right" (66.3% girls, 71.7% boys) or even "too skinny" (2% girls, 3.3% boys). Nonetheless, when compared to the overall student population (on previous slide), students trying to lose weight were more than twice as likely to feel "too fat": 31.7% of girls and 25% of boys trying to lose weight versus 14.7% of girls and 11.4% of boys overall.

**California Healthy Kids Survey San Mateo County 2003-4**

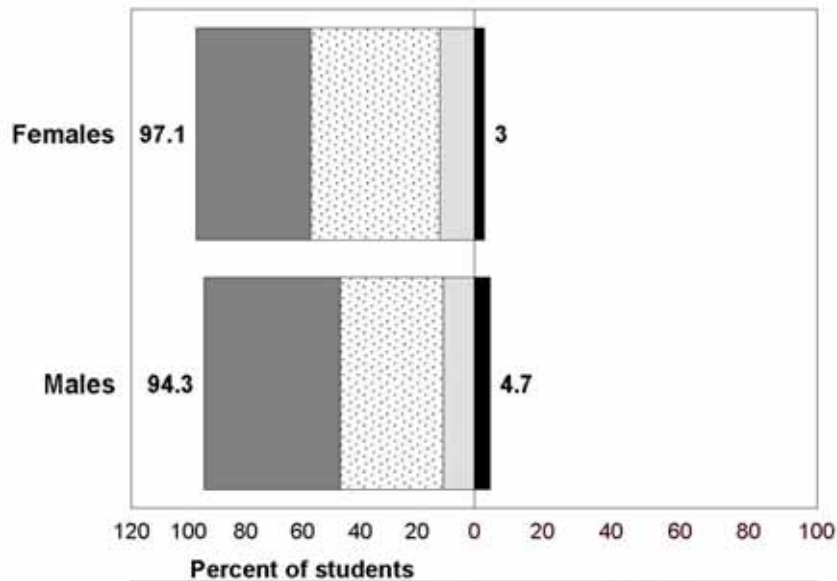
Are you doing anything to try to lose weight? n=1812 (female), 1570 (male)

Number of responses to both weight loss and teasing questions, 1782 (female), 1517 (male)

Number of responses to both weight loss and body image questions, 1796 (female), 1545 (male)

# Days of Exercise per Week

## 5th grade



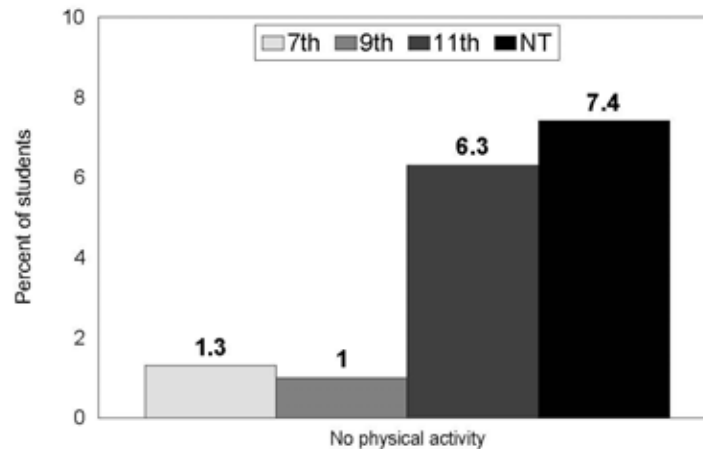
A higher percent of 5th grade males reported no days of exercise in the past week, versus females. Nonetheless, the majority of students, male and female, reported 3 or more days of exercise in the past week.

Percent of students		
	Females	Males
None ■	3	4.7
1 or 2 □	11.9	10.7
3 to 5 ▨	45.1	36.2
6 or 7 ■	40.1	47.4

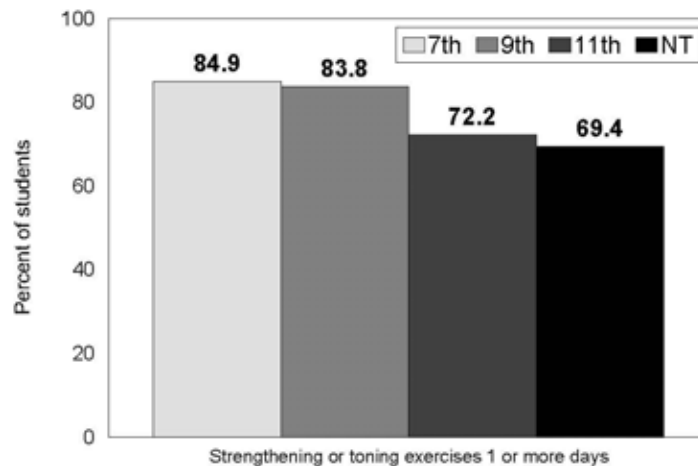
California Healthy Kids Survey San Mateo County 2003-4  
 How many days each week do you exercise, dance, or play sports? n=1761 (female), 1520 (male)

# Physical Activity in Past Week

7th, 9th, 11th, and non-traditional (NT) grades



A much smaller percentage of 7th and 9th grade students (1.3% and 1.0%, respectively) reported no physical activities (strenuous, light, or strengthening) in the past week than 11th grade (6.3%) and non-traditional (7.4%) students.



## Strengthening or toning exercises

A fairly high percentage of students in all grades reported engaging in strengthening or toning exercises at least once over the past week.

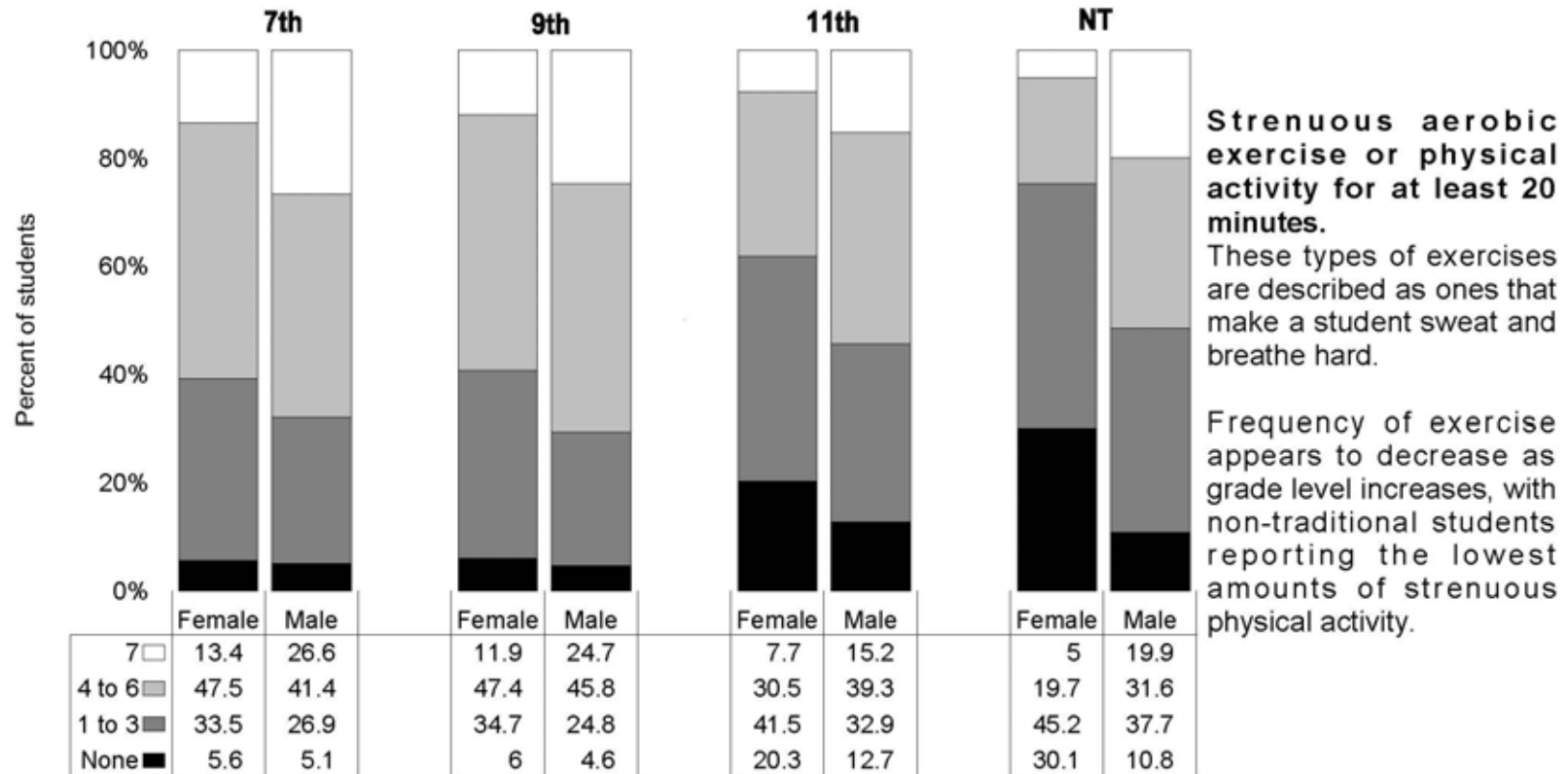
The following pages summarize students' responses to questions about specific types of physical activities. In all grade levels, for both strenuous and light exercise, males were more likely to report participation every day in the past week.

California Healthy Kids Survey San Mateo County 2003-4

On how many of the past 7 days did you do exercises to strengthen or tone your muscles? n= 3653 (7th), 3375 (9th), 2774 (11th), 572 (NT)

# Strenuous Physical Activity in Past Week

7th, 9th, 11th, and non-traditional (NT)



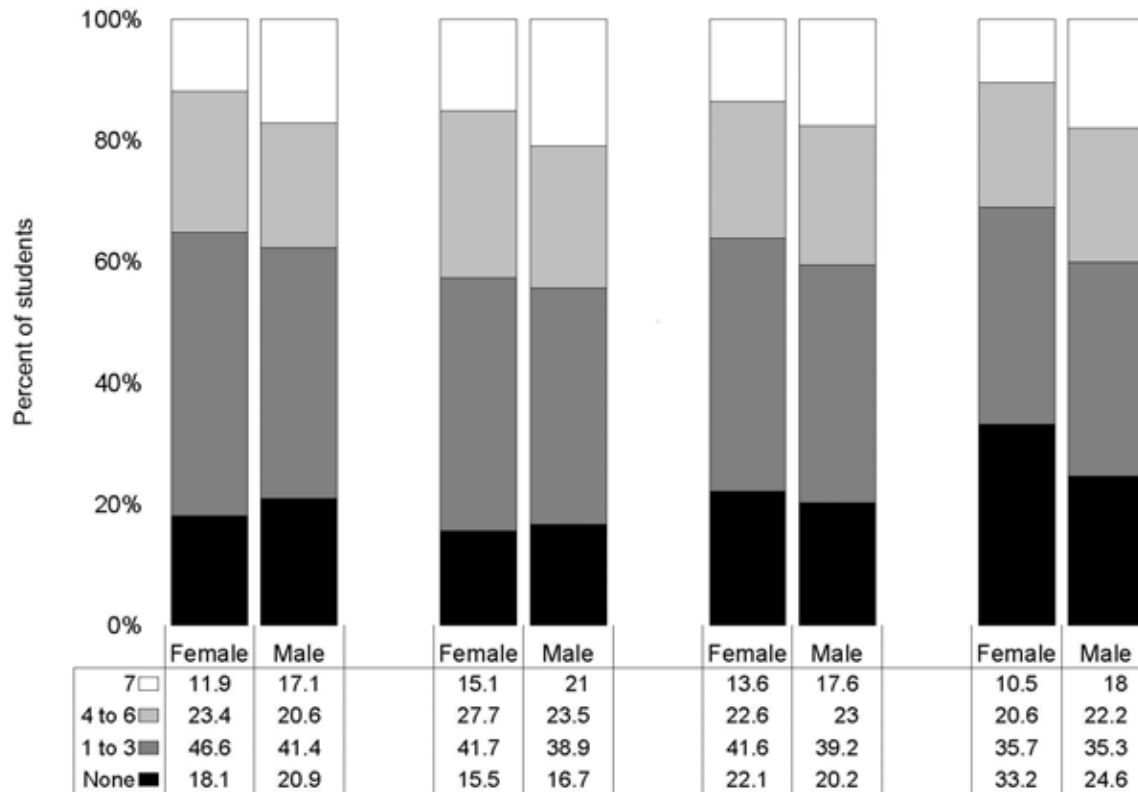
**California Healthy Kids Survey San Mateo County 2003-4**

On how many of the past 7 days did you exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard?  
 n= 7th- 1982 (female), 1659 (male); 9th- 1792 (female), 1573 (male); 11th- 1451 (female), 1327 (male); NT- 239 (female), 332 (male)



# Light Exercise in the Past Week

7th, 9th, 11th, and non-traditional (NT)



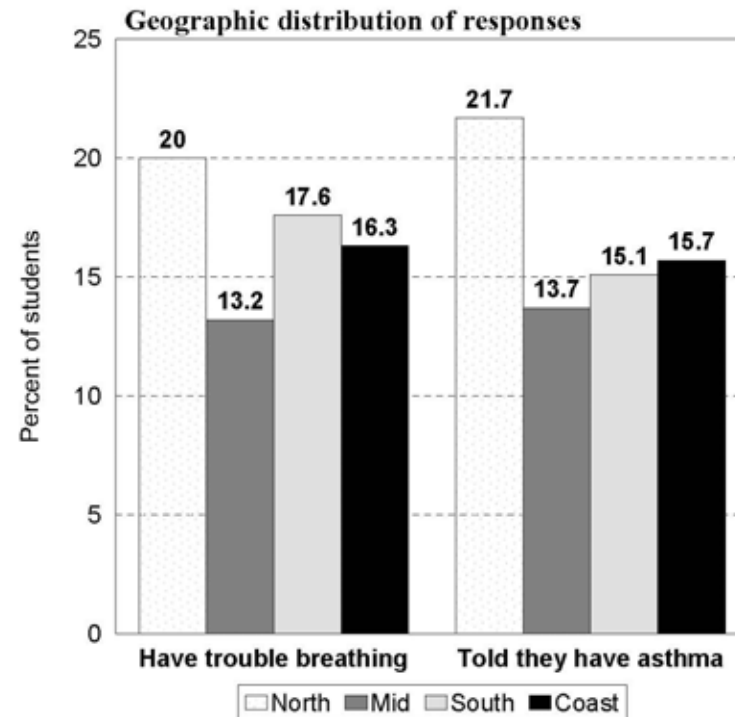
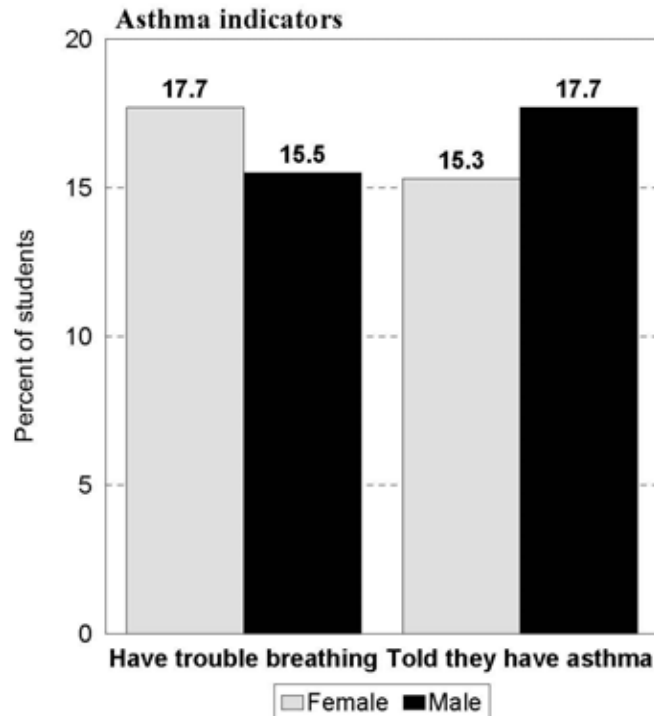
**Light exercise or physical activity for at least 30 minutes.** These activities are less strenuous and could include things such as housework or gardening.

**California Healthy Kids Survey San Mateo County 2003-4**

On how many of the past 7 days did you exercise or do a physical activity for at least 30 minutes that did not make you sweat and breathe hard?  
 n= 7th- 1981 (female), 1659 (male); 9th- 1797 (female), 1585 (male); 11th- 1453 (female), 1328 (male); NT- 238 (female), 334 (male)

# Asthma by Sex and County Catchment Area

## 5th Grade



Overall, 16.7% of 5th graders surveyed reported having trouble breathing when not exercising. Of the students reporting trouble breathing (n=568), 32.1% had been told they had asthma.

For both asthma indicator questions, North County had markedly higher percentages of positive responses.

### California Healthy Kids Survey San Mateo County 2003-4

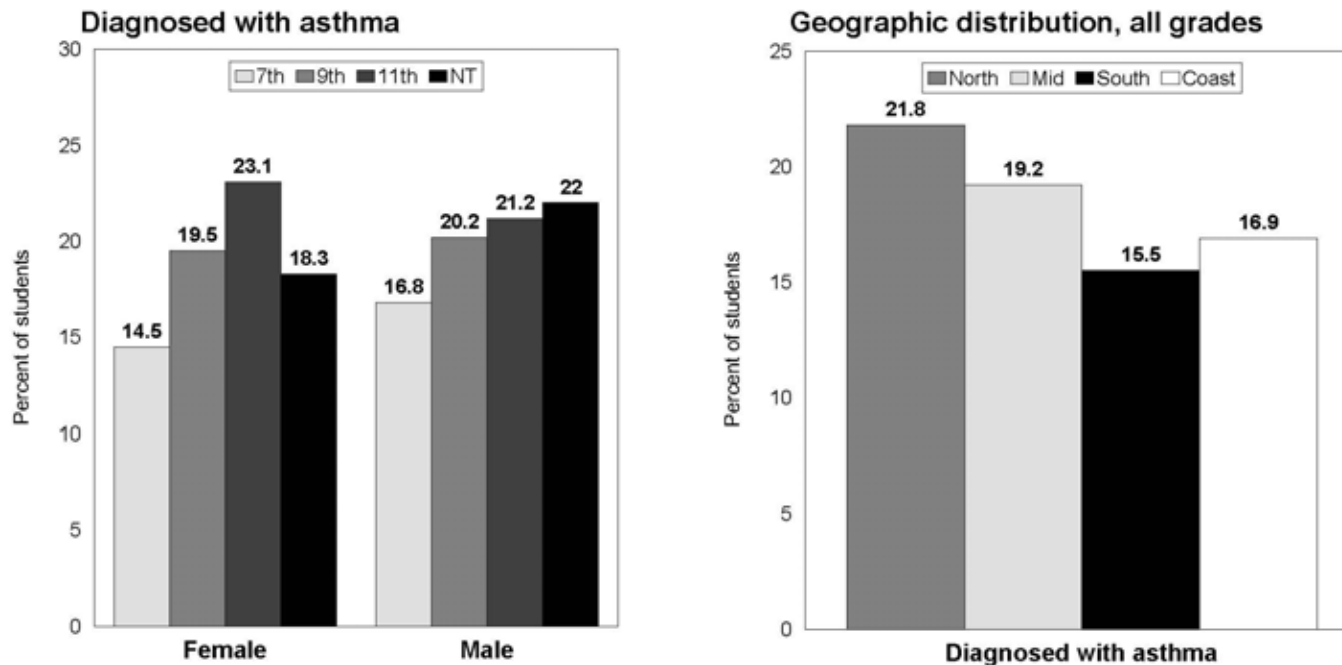
When not exercising, do you ever have trouble breathing (for example, shortness-of-breath, wheezing, or a sense of tightness in your chest)?

n=1815 (female), 1564 (male), 956 (North), 1163 (Mid), 1020 (South), 263 (Coast)

Has a parent or some other adult ever told you that you have asthma? n= 1821 (female), 1547 (male), 953 (North), 1157 (Mid), 1016 (South), 267 (Coast)

# Asthma by Sex and County Catchment Area

7th, 9th, 11th, and non-traditional (NT) grades



At all grade levels except 11th, a larger proportion of boys than girls reported having had an asthma diagnosis.

North County followed by Mid County had the highest reported prevalences of asthma. An asthma diagnosis was reported by more than 1 in 5 students (7th, 9th, 11th, and non-traditional combined) in the North County catchment area and almost 1 in 5 students in the Mid County area.

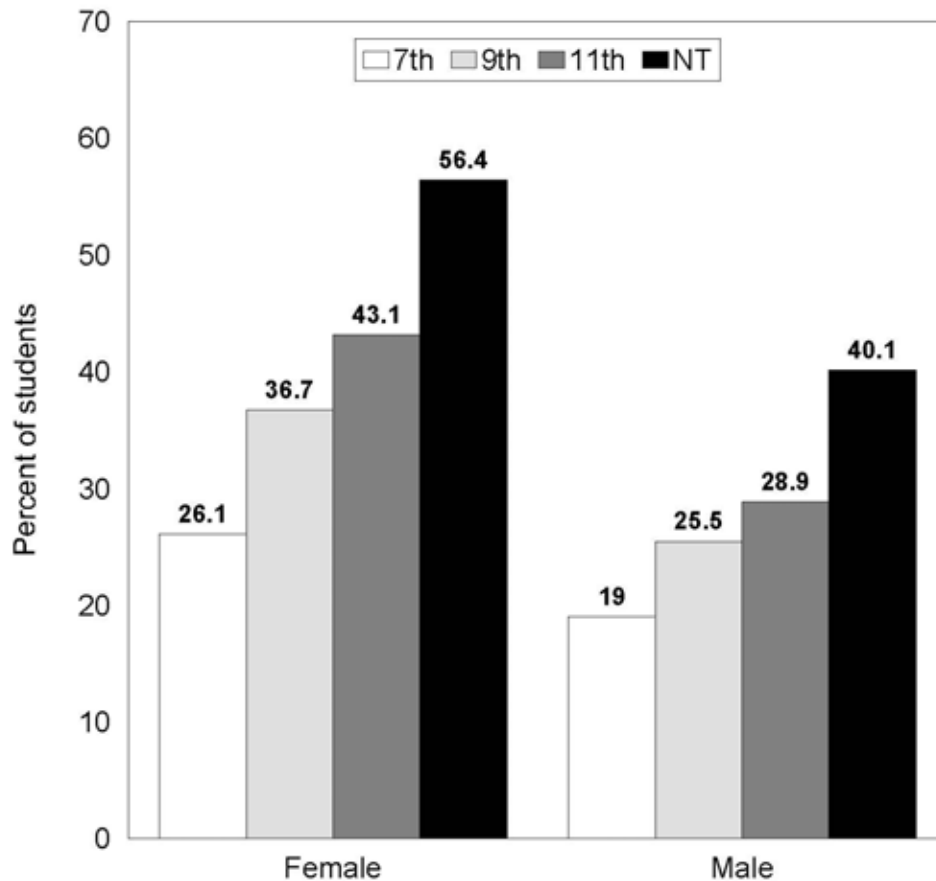
#### California Healthy Kids Survey San Mateo County 2003-4

Has a doctor ever told you or your parent/guardian that you have asthma?

n= 7th- 1981 (female), 1659 (male); 9th- 1797 (female), 1585 (male); 11th- 1453 (female), 1328 (male); NT- 238 (female), 334 (male)

# Depression in the Past Year

7th, 9th, 11th and non-traditional (NT)



At all grade levels, girls were more likely than boys to report having felt depression during the past year. The proportion of students reporting depression increased with grade level and was highest in non-traditional students.

## California Healthy Kids Survey San Mateo County 2003-4

During the past 12 months, did you ever feel so sad and hopeless almost everyday for two weeks or more that you stopped doing some usual activities?  
n= 7th- 1984 (female), 1655 (male); 9th- 1795 (female), 1571 (male); 11th- 1447 (female), 1320 (male); NT- 234 (female), 319 (male)

**California Healthy Kids Survey 2003-4 Secondary School (7th, 8th, 11th, and non-traditional grades)**

**Scale      Related Questions**  
**Internal Assets**

***School Environment***

- Caring Relationships: Adult in School "At my school, there is a teacher or some other adult..."
- who really cares about me
  - who notices when I'm not there
  - who listens to me when I have something to say
- High Expectations: Adult in School "At my school, there is a teacher or some other adult..."
- who tells me when I do a good job
  - who always wants me to do my best
  - who believes that I will be a success
- Meaningful Participation "At school..."
- I do interesting activities
  - I help decide things like class activities or rules
  - I do things that make a difference

***Community Environment***

- Caring Relationships: Adult in Community "Outside of my home and school, there is an adult..."
- who really cares about me
  - who notices when I am upset about something
  - whom I trust
- High Expectations: Adult in Community "Outside of my home and school, there is an adult..."
- who tells me when I do a good job
  - who believes that I will be a success
  - who always wants me to do my best
- Meaningful Participation "Outside of my home and school, I do these things..."
- 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

The following scales were composed of non-mandatory questions, thus the sample size is smaller and non-representative.

**Scale            Related Questions**  
**External Assets**

***Peer Environment\****

Caring Relationships: Peers "I have a friend about my own age..."

- who really cares about me
- who helps me when I'm having a hard time
- who talks with me about my problems

High Expectations: Pro-social Peers "My friends..."

- try to do what is right
- do well in school
- get into a lot of trouble

***Home Environment\****

Caring Relationships: Adults in Home "In my home, there is a parent or some other adult..."

- who is interested in my school work
- who talks with me about my problems
- who listens to me when I have something to say

High Expectations: Adults in Home "In my home, there is a parent or some other adult..."

- who believes that I will be a success
- who always wants me to do my best

Meaningful Participation "At home..."

- I do fun things or go fun places with my parents or other adults
- I do things that make a difference
- I help make decisions with my family

The following scales were composed of non-mandatory questions, thus the sample size is smaller and non-representative.

**Scale            Related Questions**  
**Internal Assets\***

Cooperation and Communication

I can work with someone who has different opinions than mine  
I enjoy working together with other students my age  
I stand up for myself without putting others down

Self-efficacy

I can do most things if I try  
There are many things that I do well

Empathy

I feel bad when someone gets their feelings hurt  
I try to understand what other people go through  
I try to understand how other people feel and think

Problem Solving

I know where to go for help with a problem  
I try to work out problems by talking or writing about them  
I can work out my problems  
When I need help, I find someone to talk with  
I have a friend about my own age who talks with me about my problems

Self-awareness

There is a purpose to my life  
I understand my moods and feelings  
I understand why I do what I do

Goals and Aspirations

I have goals and plans for the future  
I plan to graduate from high school  
I plan to go to college or some other school after high school

**School Connectedness**

I feel close to people at this school  
I am happy to be at this school  
I feel like I am part of this school  
The teachers at this school treat students fairly  
I feel safe in my school