California Healthy Kids Survey

Guadalupe Union Elementary
Secondary
2010-2011
Main Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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PREFACE

This report provides the detailed results for each question from this district's 2010-11 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, the *CHKS Survey Content Guidebook,* (chks.wested.ort/reports) discusses the significance of each question. Several other tools to help in data use are also available, as described below.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey (CSCS)*. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The *CHKS Survey Content Guidebook* provides a cross-walk between the two surveys' questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: chks.wested.org and cscs.wested.org.

SURVEY PURPOSE

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

SURVEY CONTENT OVERVIEW

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

[1] The CHKS Guidebook to Survey Administration contains detailed information about the content of all the survey modules. The modules themselves can be downloaded from the website.

School-Related Content

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

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

Closing the Achievement Gap

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

CDE urges districts that are experiencing achievement gaps among their students to administer this module and request supplementary reports disaggregating all their CHKS and by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

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

Depending on the nature of the districts' enrollment and module administration it may also receive two supplemental CHKS reports. Districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate.

AIDS TO UNDERSTANDING AND USING THE DATA

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

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2011.

ASSESSING THE DATA

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

Representativeness

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

Changes Between Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

Comparison Data

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

Ultimately, however, the most fundamental concern should be not how you compare with others but your satisfaction with your own survey results and whether your indicators are improving.

NEXT STEPS

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

Request School Reports

Individual school-level reports may be of interest for many reasons. Primary among these is the interest of staff and parents about their own local school results, especially if the schools vary significantly in demographics, programs, or other characteristics. A comparison among schools may also prove useful in identifying sites which might benefit from special work or interventions. A small fee applies. (For large districts that sample schools and students, the sample may not support school reports.)

Compare with Other Data Sources

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

Discuss with Students and Staff

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

Conduct Additional Analyses of The Dataset

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

Add Questions to your Next CHKS

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGEMENTS

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

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California Department of Education

Guadalupe Union Elementary

Secondary
2010-2011
Main Report

Core Module A

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7
Student Sample Size	
Target Sample	127
Final Number	118
Average Response Rate	**93%**

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 %
12 years or younger	74
13 years old	23
14 years old	3
15 years old	0
16 years old	0
17 years old	0
18 years or older	0

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

Table A2.2

Gender of Sample

	Grade 7 %
Male	53
Female	47

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

Table A2.3

Hispanic or Latino

	Grade 7 %
No	12
Yes	86

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

Table A2.4

Race

	Grade 7 %
American Indian or Alaska Native	5
Asian	1
Black or African American	2
Native Hawaiian or Pacific Islander	1
White	3
Mixed (two or more) races	78

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

Table A2.5

Living Situation

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

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

Table A2.6

Grades, Past 12 Months

	Grade 7 %
Mostly A's	12
A's and B's	42
Mostly B's	7
B's and C's	24
Mostly C's	5
C's and D's	7
Mostly D's	1
Mostly F's	2

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

Table A2.7

Truancy, Past 12 Months

	Grade 7 %
0 times	82
1-2 times	10
A few times	7
Once a month	1
Once a week	0
More than once a week	0

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

Table A2.8

Days Home Alone During Normal School Week

	Grade 7 %
Never	65
1 day	16
2 days	9
3 days	7
4 days	3
5 days	0

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

Table A2.9

Migrant Education

	Grade 7 %
Yes	14
No	45
Don't know	41

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

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Core Module A

Section A

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3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	31	58	11
Caring Adult Relationships	25	62	13
High Expectations	57	34	10
Opportunities for Meaningful Participation	14	51	35
Community Environment			
Total	53	37	10
Caring Adult Relationships	55	35	10
High Expectations	57	35	9
Opportunities for Meaningful Participation	38	44	19
School Connectedness Scale	46	42	12

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	31	59	10
Caring Adult Relationships	24	62	13
High Expectations	59	32	9
Opportunities for Meaningful Participation	13	52	35
Community Environment			
Total	55	37	8
Caring Adult Relationships	56	35	9
High Expectations	59	34	7
Opportunities for Meaningful Participation	36	45	19
School Connectedness Scale	50	42	9

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

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

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7		
	H	M	L
School Environment			
Total	32	60	8
Caring Adult Relationships	24	65	11
High Expectations	62	31	7
Opportunities for Meaningful Participation	15	52	33
Community Environment			
Total	56	39	4
Caring Adult Relationships	56	36	8
High Expectations	61	34	6
Opportunities for Meaningful Participation	38	44	18
School Connectedness Scale	51	37	12

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	31						32
Caring Adult Relationships	24						24
High Expectations	59						62
Opportunities for Meaningful Participation	13						15
Community Environment							
Total	55						56
Caring Adult Relationships	56						56
High Expectations	59						61
Opportunities for Meaningful Participation	36						38
School Connectedness Scale	50						51

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

Table A3.9.2

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

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

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

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Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

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

8. Results by Gender

Table A8.1

Selected Alcohol and Drug Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Lifetime and Current ATOD Use		
During your life did you ever…		
drink alcohol (one full drink)?	27	29
use inhalants?	9	8
smoke marijuana?	9	12
During the past 30 days, did you…		
drink alcohol (one full drink)?	20	22
use inhalants?	4	7
smoke marijuana?	7	7
Level of Involvement (High Risk Patterns)		
During your life have you ever…		
been very drunk or sick after drinking alcohol?	5	11
been high from using drugs?	5	13
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	7	7
ATOD Use at School		
During your life, have you ever been drunk/high on school property?	4	7
During the past 30 days, did you use marijuana on school property?	5	5
Perceived Harm		
*Frequent use of… is harmful.**		
alcohol (five or more drinks once or twice a week)	78	69
marijuana (once or twice a week)	75	68

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
During your life, did you ever smoke a cigarette?	2	11
During the past 30 days, did you smoke a cigarette?	5	12
During the past 30 days, did you smoke cigarettes daily?	0	0
During the past 30 days, did you smoke cigarettes on school property?	2	8
Frequent use of cigarettes is harmful. (1-2 packs a day)*	80	67

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

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	7th Grade	
	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?		
Race, ethnicity, or national origin	17	12
Religion	4	5
Gender	13	7
Gay/lesbian, or someone thought you were	7	9
Physical/mental disability	2	5
Any other reason	17	19
During the past 12 months at school have you been in a physical fight?	12	29
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	4	7
Feels safe at school	64	54
Currently belong to a gang?	9	9

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Did you eat breakfast today?	59	68
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?	17	35

9. Comparisons

Table A9.1

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

	7th Grade %	
	District	CSS
Lifetime and Current ATOD Use		
During your life did you ever…		
smoke a cigarette?	7	7
chew tobacco or snuff?	3	4
drink alcohol (glass)?	28	24
use inhalants?	9	11
smoke marijuana?	11	9
During the past 30 days, did you…		
smoke a cigarette?	9	6
chew tobacco or snuff?	4	3
drink alcohol (glass)?	21	15
use inhalants?	5	5
smoke marijuana?	7	7
Level of Involvement (High Risk Patterns)		
During your life have you ever…		
been very drunk or sick after drinking?	9	11
been high from using drugs?	9	8
During the past 30 days, did you…		
drink 5 drinks in a couple of hours?	7	6

Table A9.1 - ***Continued***

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

	7th Grade %	
	District	CSS
ATOD Use on School Property		
During your life, have you ever been drunk/high?	5	6
During the past 30 days, did you smoke cigarettes?	5	3
Perceived Harm		
People risk harming themselves using...[b]		
cigarettes (1-2 packs a day)	73	83
alcohol (five or more drinks once or twice a week)	74	83
marijuana (once or twice a week)	71	82

[b]combines "Great," "Moderate," and "Slight"

Table A9.2

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

	7th Grade %	
	District	CSS
School Safety		
During the past 12 months at school, have you….		
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	23	31
been in a physical fight?	21	32
been afraid of being beaten up?	19	29
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	13	10
How safe do you feel when you are at school? Very safe.	18	18
Do you consider yourself a member of a gang?	9	9
School Protective Factors - High Levels (Resilience Indicators)		
Caring relationships with teacher or other adult	25	31
High expectations from teacher or other adult	57	45
Opportunities for meaningful participation at their school	14	16
Total	31	31
School Connectedness Scale	46	39

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Custom Module G

G1

During the past 12 months, did you receive information on alcohol, tobacco, or drugs in a class such as health, science, or physical education?

	Grade 7 %
No	22
Yes	61
Not Sure	17

G2

During the past 12 months, did you participate in a sober or drug-free event?

	Grade 7 %
No	42
Yes	39
Not Sure	19

G3

During the past 12 months, did you participate in clubs or prevention activities that promote alcohol, tobacco, or drug-free lifestyles?

	Grade 7 %
No	34
Yes	54
Not Sure	13

G4

During the past 12 months, did you participate in activities that promote respect, understanding, and appreciation for all students and staff?

	Grade 7 %
No	40
Yes	25
Not Sure	36

G5

Did any of the school-based or community activities you participated in during the past year help you to avoid or reduce use of alcohol, tobacco, or drugs?

	Grade 7 %
No	21
Yes	42
Does not apply	37

G6

How do most students at your school who drink alcohol get it? (Mark All That Apply)

	Grade 7 %
At school	4
At parties or events outside school	10
At their own home	5
From adults at friends' homes	5
From friends or another teenager	5
Get adults to buy it for them	1
Buy it themselves at a store	1
At bars, clubs, or gambling casinos	1
Other	0
Don't know	66

G7

During the past 12 months, have you done any of the following, even if only once: Drink alcohol at home?

	Grade 7 %
No	88
Yes	10

G8

During the past 12 months, have you done any of the following, even if only once: Drink alcohol when you are by yourself?

	Grade 7 %
No	94
Yes	5

G9

During the past 12 months, have you done any of the following, even if only once: Drink alcohol with others in a limousine?

	Grade 7 %
No	98
Yes	2

G10

During the past 12 months, have you done any of the following, even if only once: Drink alchol with others while hanging out at such places like parks, playgrounds, beaches, or vacant lots?

	Grade 7 %
No	93
Yes	7

G11

During the past 12 months, have you done any of the following, even if only once: Drink alcohol or use drugs with others in a motel room?

	Grade 7 %
No	96
Yes	2

G12

How old were you the first time you felt high, drunk, or intoxicated from any kind of alcoholic drink?

	Grade 7 %
Never	82
10 years old or younger	6
11 years	7
12 years	5
13 years	1
14 years	0
15 years	0
16 years	0
17 years	0
18 years	0

G13

How old were you the first time you felt high or loaded from marijuana?

	Grade 7 %
Never	92
10 years old or younger	1
11 years	4
12 years	3
13 years	1
14 years	0
15 years	0
16 years	0
17 years	0
18 years	0

G14

During the past 12 months, have you used any high-caffeine or keep alert products to get high or loaded?

	Grade 7 %
No	81
Yes	18

G15

Think about a group of 100 students in your grade. About how many students have had at least one drink in the past month?

	Grade 7 %
0	44
10	20
20	9
30	11
40	4
50	7
60	1
70	1
80	0
90	2
100	1

G16

About how many times during the past year have you seen or heard messages about the number of students at your school that do not drink alcohol?

	Grade 7 %
0 times	
1 to 5 times	
6 to 10 times	
11 or more times	

G17

During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school, or on your way to or from school?

	Grade 7 %
0 days	85
1 day	4
2 or 3 days	5
4 or 5 days	5
6 or more days	1

G18

How much would your parent(s) or guardian disapprove of your using tobacco?

	Grade 7 %
A lot	81
Some	2
Not much	0
Not at all	17

G19

How much would your parent(s) or guardian disapprove of your using alcohol?

	Grade 7 %
A lot	72
Some	5
Not much	6
Not at all	16

G20

How much would your parent(s) or guardian disapprove of your using marijuana?

	Grade 7 %
A lot	79
Some	2
Not much	3
Not at all	17