Washington State
Healthy Youth Survey 2002

Analytic Report

Prepared for

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January 2004

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The survey planning and implementation involved professionals from many agencies and disciplines across the state. The following staff were, however, most consistently involved: Martin Mueller and Mona Johnson at the Office of Superintendent of Public Instruction; Juliet VanEenwyk, Judy Schoder, Julia Dilley, Lillian Bensley, Lauren Jenks, and Susan Richardson at the Department of Health; Steve Smothers and Linda Becker at the Department of Social and Health Services; Susan Roberts at the Department of Community, Trade and Economic Development; and Bill Hall at the Family Policy Council. Li Yang at the University of Washington's Office of Educational Assessment and Michael Arthur and John Briney of the University of Washington's Social Development Research Group also helped with the survey effort. We also acknowledge Lillian Bensley, Juliet VanEenwyk, Judy Schoder, and Pam Tollefsen for allowing us to use in this report background material that was drawn directly from their 1999 report of Washington Youth Risk Behavior Survey results.

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Executive Summary

Background

The Washington State Healthy Youth Survey (HYS) is an effort to measure health-risk behaviors that contribute to morbidity, mortality, and social problems among youth in Washington State. The survey results serve as important needs assessment data for program planning and offer a global look at the effectiveness of statewide prevention and health promotion initiatives based on a range of education and health-related goals at the federal and state levels. The 2002 Healthy Youth Survey (HYS02) represents a collaborative effort among the Office of Superintendent of Public Instruction (OSPI); the Department of Health (DOH); the Department of Social and Health Services' Division of Alcohol and Substance Abuse (DASA); the Department of Community, Trade and Economic Development (CTED); the Family Policy Council (FPC); and the contractor, RMC Research Corporation. Representatives of these agencies served as members of the Joint Survey Planning Committee (JSPC), which guided every aspect of the survey development and implementation. The 2002 administration was the eighth statewide survey of Washington's students.

Participation

The Department of Health selected a simple random sample of schools at each grade level of interest to constitute a representative sample of Washington's Grade 6, 8, 10, and 12 students. Of those schools asked to participate in the survey, 74.8 percent with Grade 6 students, 75.4 percent with Grade 8 students, and 59.5 percent with students in Grades 10 and 12 took part in the survey. Based on the enrollment in these schools, 62.0 percent of the Grade 6 students, 68.4 percent of the Grade 8 students, 46.0 percent of the Grade 10 students, and 41.5 percent of the Grade 12 students took part in the survey. A total of 171 schools and 24,685 students contributed data to the statewide sample. In addition, 112,650 students in 581 schools participated in the survey as non-sampled schools. These schools received reports of their own results, but their results are

not included in this statewide report because these schools were not part of the representative statewide sample.

Physical Activity and Dietary Behavior

Based on their reported heights and weights, approximately 10 percent of students in Grades 8, 10 and 12 were overweight. In addition, between 12 and 15 percent of students in these grades were at risk for becoming overweight.

About 35 percent of students in Grade 6, and about 40 percent of students in Grades 8, 10, and 12 indicated that they were trying to lose weight, generally by exercising and eating less food, fewer calories, or foods low in fat.

Only about 25 percent of Grade 8 students ate fruit and vegetables five or more times per day over the past seven days. This drops to about 20 percent by Grade 12.

Over 75 percent of Grade 8 and 10 students and almost 70 percent of Grade 12 students met the recommendation of either moderate or vigorous physical activity.

About one fourth of students in Grades 8, 10, and 12 drank two or more sodas in the previous day. Only about 16 percent of Grade 6 students reported drinking two or more sodas.

Students who spend less time watching television, playing video games, or using a computer for fun are less likely to be overweight. For instance, about 64 percent of Grade 10 students who are overweight report that they spent three or more hours a day watching television, playing video games, or using a computer for fun, compared to about 40 percent of Grade 10 students who are not overweight.

Health Status and Health Care

About 13 percent of Grade 6 students reported that they have ever been told they have asthma. This increases to about 19 percent by Grade 12.

Only about half of the students at each grade level rated their school as good or very good at educating them about HIV/AIDS.

The HYS02 asked the question "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?" Although this question is not sufficient to diagnose depression, between 25 and 30 percent of students in Grades 8, 10, and 12 reported having experienced depressive feelings during the past year.

About 60 percent of students in Grades 8, 10, and 12 reported that they saw a doctor or health care provider for a check-up when they were not sick or injured in the last year. About 6 percent of students in these grades reported that they had never seen a doctor or health care provider when they were not sick or injured.

Between 70 and 75 percent of students in Grades 8, 10, and 12 reported that they saw a dentist in the last 12 months. Between 2 and 3 percent of students in these grades reported that they had never seen a dentist.

School Climate

Although nearly all students reported that they felt safe at school and on the way to or from school, about one third of Grade 6 students reported being bullied in the past 30 days. This drops to below 15 percent by Grade 12. The survey question defined bullying as a student or group of students saying or doing nasty or unpleasant things to another student; under this definition bullying includes teasing a student repeatedly in a way her or she does not like but does not include two students of about the same strength quarreling or fighting.

Between 5 and 7 percent of students in Grades 8, 10, and 12 reported that within the past month they had carried a gun, knife, or club on school property.

One in five Grade 8 students reported having been in a physical fight on school property at least once in the past year. This drops to about 8 percent by Grade 12.

Unintentional Injury Behaviors

Of those students in Grades 8, 10, and 12 who indicated that they rode a motorcycle in the past 12 months, nearly 80 percent wore a helmet at least sometimes.

Of those students who rode a bicycle in the past 12 months, about 40 percent of Grade 8 students wore a helmet at least sometimes. This drops to about 30 percent of the Grade 10 and Grade 12 students who rode a bicycle in the past year

Only about 5 percent of Grade 6 students reported that they did not wear seatbelts, most of the time or always, when riding in a vehicle. This increases to about 10 percent for older students.

One fifth of Grade 8 students, and about one quarter of Grade 10 and Grade 12 students reported that during the past 30 days they had ridden in a vehicle driven by someone who had been drinking alcohol.

About 5 percent of Grade 8 students reported that during the past 30 days they had driven a vehicle after they had been drinking alcohol. This increases to about 15 percent for Grade 12 students.

Intentional Injury Behaviors

In 2002 between 7 and 10 percent of students in Grades 8, 10, and 12 reported carrying a weapon such as a gun, knife, or club for self-protection or because they thought they might need it in a fight.

Between 6 and 8 percent of Grade 8, 10, and 12 students had attempted suicide in the past year. Among those who had attempted suicide, about half required medical treatment. Many more students also seriously considered attempting suicide and actually made a suicide plan.

Alcohol, Tobacco, and Other Drug Use

Alcohol is the most commonly used substance among students, followed by marijuana and cigarettes. In addition, older students reported greater prevalence of use than younger students for most substances. Alcohol use in the past 30 days was reported by about 4 percent of Grade 6 students and by more than 40 percent of Grade 12 students. Cigarette use in the past 30 days was reported by about 2 percent of Grade 6 students and by more than 20 percent of Grade 12 students. Marijuana use in the past

30 days was reported by less than 2 percent of Grade 6 students and 25 percent of Grade 12 students. Binge drinking in the past two weeks was reported by 10 percent of Grade 8 students. This increased to over 25 percent of Grade 12 students. Although the manufacture and use of methamphetamine is a concern among Washington State citizens, a much smaller percentage of students reported having used methamphetamine in the past 30 days than reported having used alcohol, tobacco, or marijuana. Between 2 and 3 percent Grade 8, 10, and 12 students reported using methamphetamine in the past 20 days.

Use of alcohol in the past 30 days decreased among Grades 6, 8, 10, and 12 students from 1998 to 2002.

Use of cigarettes in the past 30 days decreased among Grades 6, 8, and 10 students from 1998 to 2002.

Use of marijuana in the past 30 days decreased from 1998 to 2002 among Grade 8 students.

As in previous survey administrations, there was a clear relationship between the number of risk and protective factors present and the use of alcohol and other drugs for students in Grade 8. As the number of risk factors for individual students increased, the more likely they were to use alcohol and other drugs. Similarly, as the number of protective factors for individual students increased, the less likely they were to use alcohol and other drugs.

Introduction

Background

The Washington State Healthy Youth Survey (HYS) is an effort to measure health-risk behaviors that contribute to morbidity, mortality, and social problems among youth in Washington State. These behaviors include alcohol, tobacco, and other drug use, behaviors that result in unintentional and intentional injuries (e.g., violence), dietary behaviors and physical activity, and related risk and protective factors. The survey produces an estimate of the prevalence of major adolescent health-risk behaviors and provides crucial information to school officials, health professionals, human service agencies, policymakers, and parents as they work together to ensure the optimum health of young people across the state. This report uses the survey results to estimate the current status of these health-risk behaviors and examine trends in the behaviors over the past 14 years.

The survey results also serve as important needs assessment data for program planning and offer a global look at the effectiveness of statewide prevention and health promotion initiatives based on a range of education and health-related goals at the federal and state levels. Federal initiatives of interest to readers of this report include:

- *No Child Left Behind* (Bush, 2001), which addresses the importance of school safety.
- The National Drug Control Strategy (The White House, 2003).
- The U.S. Department of Education's Safe and Drug-Free Schools and Communities Program Principles of Effectiveness (U.S. Department of Education, 1998).
- The U.S. Department of Health and Human Services' Healthy People 2010 Health Promotion Objectives (U.S. Department of Health and Human Services, 2000).

State initiatives of interest to readers of this report include:

- The Washington Education Reform Act of 1993.

- The Washington State Board of Health Priority Health Goals (Washington State Department of Health, 2002a).
- The Washington State Governor's Council on Substance Abuse long-term goals (Lisicich and Owens, 2000).

The 2002 administration of the Healthy Youth Survey meets a wide variety of information needs by producing:

- Empirical needs assessment data necessary for planning prevention and early intervention programs.
- Data for studying trends of student substance use and abuse and associated risk and protective factors.
- Information on the progress of drug education programs funded under the federal Safe and Drug-Free Schools and Communities Act, the federal Tobacco Settlement, and the state Omnibus Controlled Substance and Alcohol Abuse Act.
- Data to measure the progress toward attainment of the state's targeted benchmarks for substance abuse prevention established by the Governor's Substance Abuse Prevention Advisory Committee.
- Information on the progress of programs implemented pursuant to the state's Youth Violence Act, E2SHB 2319.
- Data that can contribute information to local community profiles.
- Data to describe risk and protective factors that can be used by local school and community members as they plan or refine school- and community-based prevention and intervention programs.

The 2002 Healthy Youth Survey represents a collaborative effort among the Office of Superintendent of Public Instruction (OSPI); the Department of Health (DOH); the Department of Social and Health Services' Division of Alcohol and Substance Abuse (DASA); the Department of Community, Trade and Economic Development (CTED); the Family Policy Council (FPC); and the contractor, RMC Research Corporation.

Representatives of these agencies served as members of the Joint Survey Planning Committee (JSPC), which guided every aspect of the survey development and implementation. In addition, staff from the University of Washington's Social Development Research Group provided consultation on the risk and protective factors assessment portion of the survey. Local health jurisdictions, educational agencies, and other local partners provided valuable input into the development and administration of the survey.

The 2002 administration was the eighth statewide survey of Washington's students. Seven of the surveys included students in Grades 6, 8, 10, and 12 and the remaining (1999) survey included students in Grades 9–12. The first two administrations (1998 and 1990, respectively; Deck and Nickel, 1989; Gabriel, 1991) included, questions only about alcohol, tobacco, and other drug use and associated risk and protective factors. The 1992 and 1995 surveys (Einspruch and Pollard, 1993; Gabriel, Deck, Einspruch, and Nickel, 1995) included coverage of a variety of other health risk behaviors. The 1998 survey (Einspruch, Gabriel, Deck, and Nickel, 1998) once again focused on alcohol, tobacco, and other drug use and related risk and protective factors. The 1999 survey (Bensley, VanEenwyk, Schoder, and Tollefsen, 2000) was based on the Centers for Disease Control and Prevention's (CDC) Youth Risk Behavior Survey (Grunbaum et al., 2002). The 2000 survey (Einspruch, Deck, Nickel, and Hyatt, 2001) was similar to the 1998 survey. The 2002 survey once again combined items related to health behaviors, substance use, and related risk and protective factors.

Participation

The Department of Health selected a simple random sample of schools at each grade level of interest to constitute a representative sample of Washington's Grade 6, 8, 10, and 12 students. Of those schools asked to participate in the survey, 74.8 percent with Grade 6 students, 75.4 percent with Grade 8 students, and 59.5 percent with students in Grades 10 and 12 took part in the survey. Based on the enrollment in these schools, 62.0 percent of the Grade 6 students, 68.4 percent of the Grade 8 students, 46.0 percent of the Grade 10 students, and 41.4 percent of the Grade 12 students took part in the survey.

RMC Research's analysis of the survey results included a series of quality control steps to remove data that were incomplete, obviously inaccurate, or internally inconsistent (for example, reporting no lifetime use of a substance, but use of the same substance in the past 30 days). The results presented in this report are not perfect estimates—rather, there exists a certain margin of error for interpretation. This margin of error is indicated by the confidence intervals provided with the item-level results included in Appendix A.

In addition to the 171 schools and 24,685 students who contributed data to the statewide sample, 112,650 students in 581 schools participated in the survey as non-sampled schools. These schools received reports of their own results, but their results are not included in this statewide report because these schools were not part of the representative statewide sample. Half again as many students and schools participated in the 2002 survey administration than in 2000, more than twice as many students and nearly twice as many schools participated in the 2000 survey than in 1998, and the 1998 survey included more than twice as many students and schools as the 1995 administration. This continued increase in participation may reflect increasing interest across the state in health-related information and is a tribute to the collaboration among the sponsoring agencies and local community members.

Purpose of the Report

This report provides the results of the 2002 administration of the HYS. Beyond this introduction, the *Analytic Report* contains nine additional chapters that address the adolescent health behaviors of Washington's students. Chapter 2 describes the survey methods. Chapter 3 details results related to physical activity and dietary behaviors. Chapter 4 presents results related to health status and health care. Chapter 5 presents results related to school climate. Chapter 6 presents results related to unintentional injury behaviors. Chapter 7 presents results regarding intentional injury behaviors. Chapter 8 details results related to alcohol, tobacco, and other drug use and Chapter 9 details results pertaining to relevant risk and protective factors. Chapter 10 concludes the report. The report also includes five appendices. Appendix A includes item-level frequency distributions and associated confidence intervals. Appendix B includes the three survey forms and Appendix C provides a crosswalk across the three

forms. Appendix D lists the participating schools. Appendix E provides detail about analyses conducted to assess possible bias.

In reporting the results of this survey, the authors provide three comparative frames of reference. First, trends over time are presented using comparisons with the results of previous surveys. These comparisons allow readers to view the trends over past years' reports of health risk behaviors among Washington's students at the same grade levels. Second, using Healthy People 2010 (U.S. Department of Health and Human Services, 2000a, 2000b) as a starting point, the state has established a specific set of objectives for substance abuse prevention, many of which are measured with student survey data. Where available, the targets for those objectives are compared to the results of the current survey. Third, comparisons to the most recent national data available are presented where possible (for example, Grunbaum et al., 2002).

Caution

Readers should bear in mind several cautions regarding the survey data contained in this report.

Representativeness

Survey responses are often used to estimate the frequency of behaviors or other characteristics in a population larger than those who actually completed the survey. Thus, the results of the survey are used to characterize all Grade 6, 8, 10, and 12 students in Washington even though only a portion of public school students took the survey. This is only possible if those who participated in the survey are not different in their behaviors from those who did not participate. If they are different the survey is considered biased and the results are limited in their generalizability to all students. Bias represents systematic error and is different from the random fluctuation measured by confidence intervals.

Bensley conducted an analysis of possible bias and concluded that the results of the 2002 Healthy Youth Survey can be generalized to all public school students in Grades 6, 8, 10, and 12 who do not attend alternative schools. However, caution should be

exercised in using questions that were asked at the end of the questionnaires as the completion rates were lower for those items than for items that appeared earlier on the survey (see Appendix E).

Trends

In comparing the results of the 2002 survey and earlier surveys, readers should remember that certain factors may influence apparent trends. For example, information about the characteristics of the 1988 and 1990 samples is not readily available. Comparisons with the 1992 survey might be influenced by the inclusion of non-sampled schools in the data, although comparisons between the sampled and non-sampled schools that year revealed similar levels of substance use. In addition, wording or some items have changed over the years so that some items are only somewhat comparable over the years, and some are not comparable at all.

School Dropouts

In interpreting differences between grade levels, readers should remember that some reported behaviors and risk factors may appear more prevalent in Grade 8 and Grade 10 compared to Grade 12 because of increased school dropouts after age 16 (i.e., prior to Grade 12). It is generally accepted that the results for high school seniors in surveys, such as this one, are underestimates of young people of that age group because many of the students most likely to engage in these kinds of behaviors may have dropped out of school (Johnston, O'Malley, and Bachman, 1994). Thus the authors recommend interpreting results for high school seniors with some caution, particularly when their prevalence rates differ markedly from those of students in earlier grades.

The school dropout concern is not new and has existed in previous Washington State surveys. Unless the characteristics of school dropouts have changed over time, the bias in Grade 12 estimates is likely similar to what it has been in the past. This fact means that although any given year's data on health risk behaviors among Grade 12 students may be an underestimate, the year-to-year comparisons are likely to be less affected by this bias (Johnston, O'Malley, and Bachman, 1994).

Developmental Changes

In interpreting differences between grade levels, readers should remember that developmental changes may influence students' perceptions and accuracy of reporting.

Self-Report Data

The survey measures self-reports, which may be influenced by factors including problems in remembering, social desirability or the wish to present oneself in a positive manner, reading ability, and developmental changes.

Correlational Data

Interrelationships among the variables should not be interpreted as indicating that one variable caused the other. Although this causal relationship might be the case, the reverse might also be true or an apparent relationship might be due to some other measured or unmeasured cause.

Methods

This chapter details the methodological considerations of the HYS02 and includes information provided by the Department of Health. The chapter addresses the topics of sampling, survey administration, the questionnaire, reliability and validity, data preparation and analysis, response rates, completion rates, and the characteristics of the students who completed the survey. Survey procedures were approved by the Washington State Institutional Review Board.

Sampling

The statewide results presented in this report are based on a statewide sample of all schools in the public school system containing the surveyed grades. The statewide sample was drawn by the Department of Health and comprised three simple random samples (drawn without replacement): one for students in Grade 6, one for students in Grade 8, and one for students in Grades 10 and 12. This procedure was used because Grades 10 and 12 usually occur together within a single school, while Grades 6 and 8 may be together in a middle school or separate in an elementary school and junior high school. A school was required to have least 15 students in the sampled grade, based on 2000–01 enrollment data, to be eligible to be included in the sample.

To obtain a confidence interval of plus (+) or minus (–) 3 percent for statewide results at each grade, based on the intraclass correlations obtained in the 2000 survey, the DOH estimated that a sample size of 21,133 students would be needed. Using an estimated 50 percent response rate for schools and a 90 percent response rate for students within the participating schools, the DOH drew a sample of 253 schools enrolling an estimated total of 46,962 students (13,308 in Grade 6; 11,240 in Grade 8; 11,905 in Grade 10; and 10,509 in Grade 12) to achieve the desired participation rate. The data from the participating state sample schools were not weighted for this report.

Schools not selected for the state sample were offered an opportunity to participate in the survey by "piggy-backing" onto the statewide data collection effort. DOH also

drew county samples in four large counties (King, Snohomish, Pierce, and Spokane) where the reduction in the number of schools in a sample compared to a census justified the additional effort associated with drawing and analyzing a sample. The data from these schools were not included in the results presented in this report because they were not part of the state sample.

Survey Administration

All public schools in Washington containing Grades 6, 8, 10, or 12 were invited to participate in the survey, as either a state sampled, county sampled, or piggyback school at the beginning of the 2002 calendar year. Schools that wished to participate registered during the period from January through June 2002. Each school designated a survey coordinator. The contractor and sponsoring agencies conducted a video teleconference to train the coordinators to administer the survey and a copy of the training video shown during the teleconference was available to the coordinators upon request. Coordinators were instructed to train the teachers in their school(s) who were to administer the survey. The coordinators received detailed written instructions with their survey materials. They also received instructions and materials to use in notifying parents and students prior to the survey administration. Parents were given an opportunity to refuse their child's participation, and students could also choose not to participate. The coordinators distributed the survey materials to the teachers, who in turn distributed them to the students (who participated on a voluntary and anonymous basis) and proctored the students during the survey administration. Students who did not wish to participate were provided with an alternative activity. Teachers read a standardized set of instructions to students, informing them of the importance of the survey. The survey was to be administered to all participating students in a single class period during the school day and students absent that day were not to make up the survey. Students placed their completed answer sheets in an envelope that was sealed, returned to the coordinator, and ultimately returned to RMC Research.

Questionnaire

The questions on the HYS02 were derived primarily from the following sources: Monitoring the Future survey (Johnston et al., 1994; National Institute on Drug Abuse, 2001), the Youth Risk Behavior Survey (YRBS; Grunbaum et al., 2002), the Global Youth Tobacco Survey (YTS; Centers for Disease Control and Prevention, 2000), and the Communities that Care Survey (Arthur, Hawkins, Catalano, and Pollard, 1998). The survey was divided into three forms since the number of items of interest to the sponsoring agencies was greater than could be answered by a student during the allotted time (one class period). Form A mainly contained items from the Monitoring the Future and Communities that Care Surveys. Form B mainly contained items from the YRBS and the Global Youth Tobacco Survey. Form A had 139 items and Form B had 148 items; 42 items were common to both forms. Students in Grades 8, 10, and 12 completed Forms A and B (the forms were alternated when they were printed so that in a classroom every other student completed Form A and every other student completed Form B, effectively distributing the two forms randomly among the students). Form C contained 96 items drawn from Forms A and B and was completed by students in Grade 6. Each form of the survey contained a perforated, optional "tear off" page containing relatively sensitive questions that schools could remove prior to the survey administration if they preferred not to present those questions to the students.

The survey was available in four languages other than English. All schools received Spanish-language survey materials and administration directions. Survey materials in Russian, Korean, and Vietnamese were available upon request. The non-English survey materials included a parent letter, a one-page survey information sheet, and camera-ready copies of Forms A, B, and C. The survey coordinators duplicated the translated survey materials locally and provided them to the students. Students read the translated survey but responded on the English answer sheet to preserve anonymity. It is, therefore, impossible to know how many students read a translated survey though 41 requests for Russian materials, 20 requests for Korean materials, and 17 requests for Vietnamese materials were made (translated materials were sent to 32 buildings). Six requests were made for languages that were not available (Chinese, Japanese, Arabic, and Punjabi).

Reliability and Validity

A survey item is *valid* if it accurately measures the concept it is intended to measure. A survey item is *reliable* if it consistently produces the same results under the same circumstances. Nearly all the HYS02 questions were gleaned from the four established surveys mentioned in the previous section that have been used throughout the United States—some for more than 25 years. Each of these surveys has been subjected to scientific research regarding reliability and validity and has been field tested extensively. This field testing generally addresses such issues as the content and structure of questions, the ordering of questions, the types and ordering of response options, and survey length. In addition, a pilot version of Washington's HYS was field tested in fall 2001. The sponsoring agencies used the information that emerged from this effort to refine and improve the survey.

Data Preparation and Analysis

RMC Research prepared completed answer sheets for scanning and forwarded them to the Office of Educational Assessment at the University of Washington. RMC Research cleaned the scanned data using Statistical Package for the Social Sciences (SPSS) programs designed to detect dishonest and inconsistent answers and then analyzed the data using SAS and SUDAAN software programs. RMC Research prepared and disseminated local reports with item-level frequency distributions and scale results to participating schools (unless the school requested at the time of registration that these reports not be sent), districts, counties, and Educational Service Districts (ESDs). In all cases, a minimum of 15 valid, completed surveys were required at a given grade level for a grade-level report to be produced. In addition, 70 percent or more of the students enrolled at a district, county, or ESD had to participate in the survey for a report to be produced at that level (DOH subsequently provided reports to those districts, counties, and ESDs in which 40–69 percent of the enrolled students participated in the survey). These local reports were accompanied by an Interpretive Guide to aid recipients in reading their report. Statewide results were presented as comparative data in the local reports. Staff from the sponsoring state agencies and RMC Research conducted a

series of 11 workshops across the state during March and April 2003 to help participants understand and use their local results.

Two methods were used in this report to compare results. First, a chi-square test was used to compare gender differences in the 2002 results. Second, non-overlapping 95 percent confidence intervals were used to compare trends over time and to compare state and national data. Confidence intervals for the 2002 data were obtained by direct analysis using SUDAAN. Confidence intervals for the 1999 data were obtained from Benley, et al. (2000). Confidence intervals for the 1992, 1995, 1998, and 2000 data were based on estimates provided in those reports. These reports provided only single estimates and they have been applied to all percentages obtained in those years and included in this report.

Response Rates

The overall response rates (the number of participating students divided by the total enrollment in schools asked to participate in the state sample, based on 2002–03 enrollment data) were 62.0 percent in Grade 6, 68.4 percent in Grade 8, 46.0 percent in Grade 10, and 41.5 percent in Grade 12. In spite of the relatively low response rates, DOH concluded that with some exceptions, the results are representative of Grade 6, 8, 10, and 12 public school students in non-alternative schools in Washington State (see Appendix E).

Table 1 provides the response rates for schools, calculated by dividing the number of participating schools by the number of schools asked to participate, with the following exceptions:

Six schools that were included in the random sample of schools were excluded from the calculations, including two because they had no 2002–03 enrollment data, three because they were sampled for Grade 6 but had no Grade 6 enrollment in 2002–03, and one because students attended it part-time while primarily attending other schools.

Eight schools selected for the Grades 10 and 12 sample, but had insufficient numbers of students (fewer than 15 students) enrolled at one of the grades for that grade to be eligible for the state sample, were nevertheless recruited for those grades, and so are included in the response rates for those grades.

Readers should note that 13 schools were selected for more than one sample, so that the total number of schools is less than the sum of the number of schools at each grade.

Table 1
Response Rates

Schools	Number of participating schools	Number of schools asked to participate	School response rate
Schools Grade 6	80	107	74.8
Schools Grade 8	52	69	75.4
Schools Grade 10/12	47	79	59.5
Total	171	242	70.7

Table 2 provides the overall student response rates, calculated by dividing the number of participating students by the number of students in all schools asked to participate based on 2002–03 enrollment data, with the same exceptions as noted for Table 1.

Table 2
Overall Response Rates

Students	Number of participating students	Enrollment in schools asked to participate	Total response rate
Students Grade 6	8,132	13,106	62.0
Students Grade 8	7,908	11,569	68.4
Students Grade 10	5,415	11,766	46.0
Students Grade 12	4,300	10,370	41.5
Total	25,755	48,828	52.7

During data cleaning, 180 surveys were dropped from Grade 6, 435 surveys were dropped from Grade 8, 288 surveys were dropped from Grade 10, and 167 surveys were dropped from Grade 12. Table 3 provides the percentage of valid surveys compared to total enrollment in schools asked to participate.

Table 3
Valid Surveys

Students	Number of valid surveys	Enrollment in schools asked to participate	% valid surveys
Students Grade 6	7,952	13,106	60.7
Students Grade 8	7,473	11,569	64.6
Students Grade 10	5,127	11,766	43.5
Students Grade 12	4,133	10,370	39.9
Total	24,685	48,828	50.4

Completion Rates by Form

The HYS02 survey consisted of three forms. Figure 1 illustrates the percentage of students who completed each item on Form A, Figure 2 illustrates the percentage of students who completed each item on Form B, and Figure 3 illustrates the percentage of students who completed each item on Form C. These figures show that the noncompletion rate reaches 10 percent at item 107 on Form A, item 86 on Form B, and item 79 on Form C (the sharp increase in the noncompletion rates on the right side of the graphs indicates the location of the optional tear-off page of questions). These rates are similar to those reported for the 1995, 1998, and 2000 survey administrations and for the fall 2001 pilot test of the HYS02.

Figure 1
Completion Rates for Form A, Grades 8, 10, and 12

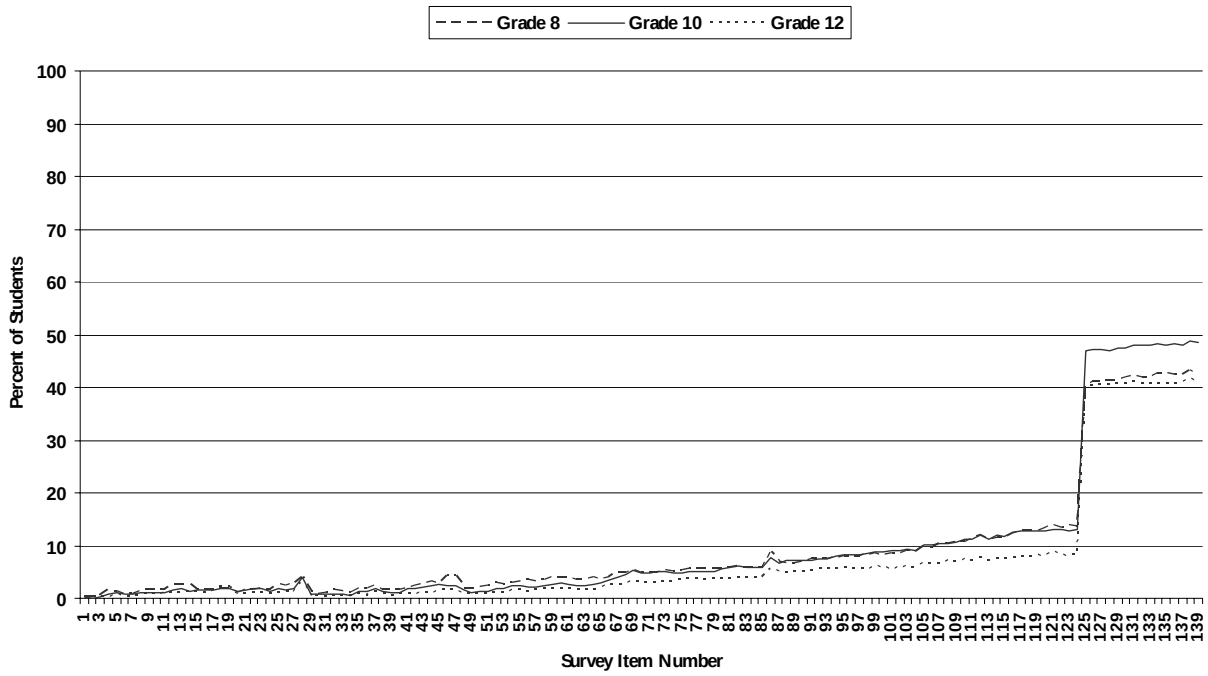


Figure 2
Completion Rates for Form B, Grades 8, 10, and 12

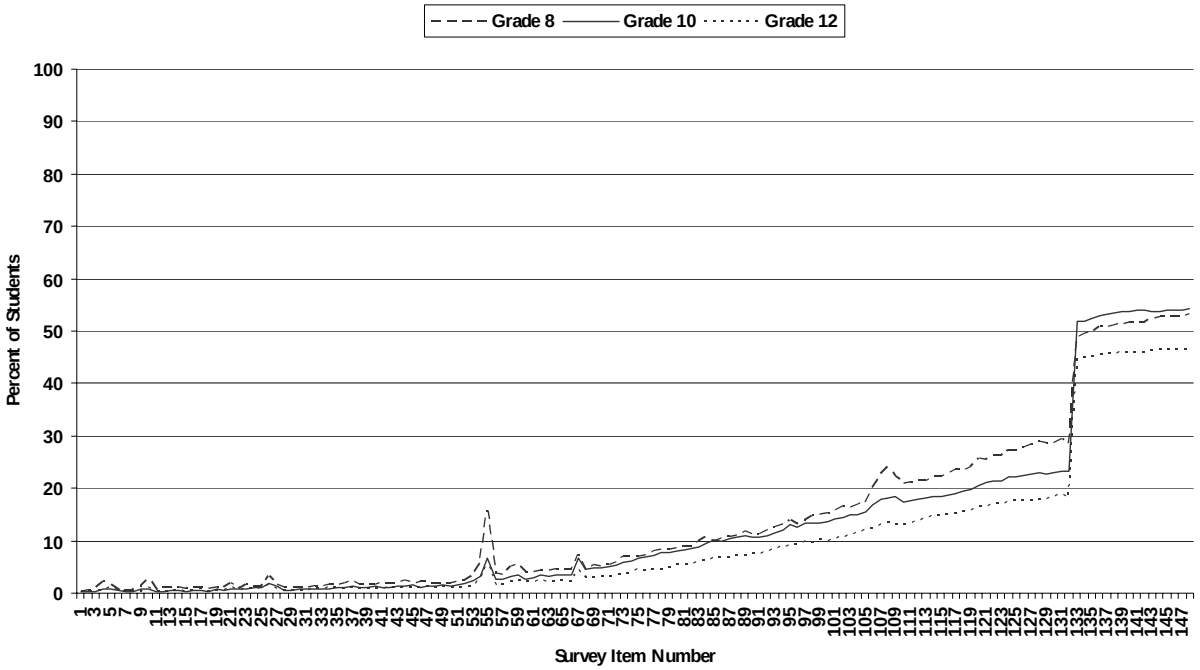
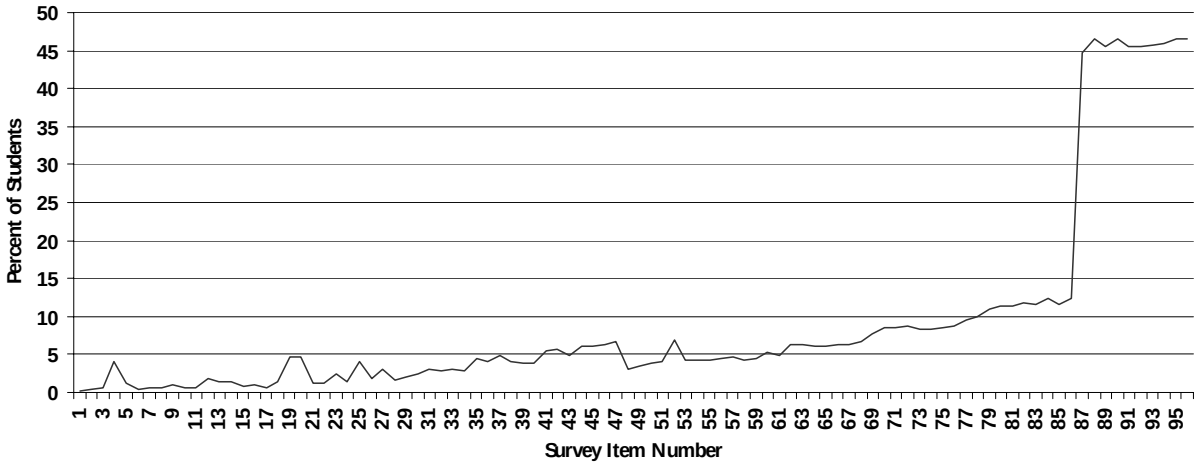


Figure 3
Completion Rates for Form C, Grade 6



Respondent Characteristics

The findings of the HYS02 presented in this report are based on the responses of 24,685 students in Grades 6, 8, 10, and 12. These students were selected using a scientific sampling plan intended to represent the full population of public school students at these grade levels across the state. Table 4 provides details about the demographic characteristics of the participating students. Most students were age appropriate for their grade level. Males and females were nearly equally represented at Grades 6, 8, and 10, but females were slightly overrepresented at Grade 12. In terms of the ethnic distribution of the participating students, comparison of the results to the actual distribution of students in the state is impeded by the fact that the survey item that asked about ethnicity used different ethnicity categories than those used by the federal Department of Education Office of Civil Rights (and OSPI). In addition, students could mark multiple ethnic categories on the survey but can choose only one category for OSPI enrollment data. If, however, one sums the number of students in Table 2 who indicated that they were "White or Caucasian" or "Other" and the number of students who marked more than one category, the resulting percentages for each grade are within two percentage points of the statewide percentages of students reported as "White" by OSPI (2001–02 data provided by OSPI on Form P-105). Most (85 to 90 percent) of the students reported that they speak English at home.

Table 4
Respondent Characteristics

	Percent of Students (and Margin of Error)							
Characteristic	**Grade 6**		**Grade 8**		**Grade 10**		**Grade 12**	
Age	**(*n* = 7,901)**		**(*n* = 7,400)**		**(*n* = 5,116)**		**(*n* = 4,123)**	
10 or younger	1.5	(±0.3)	–	–	–	–	–	–
11	71.9	(±1.8)	–	–	–	–	–	–
12	25.0	(±1.8)	1.0	(±0.2)	0.0	(±0.1)	0.1	(±0.1)
13	1.4	(±0.4)	70.0	(±1.5)	0.1	(±0.1)	0.1	(±0.1)
14	0.2	(±0.2)	27.5	(±1.2)	1.4	(±0.5)	0.1	(±0.1)
15	0.1	(±0.0)	1.2	(±0.4)	67.6	(±2.1)	0.1	(±0.1)
16	–	–	0.1	(±0.1)	28.3	(±1.7)	1.8	(±0.7)
17	–	–	0.0	(±0.0)	1.9	(±0.7)	68.8	(±2.5)

18	–	–	0.0	(±0.0)	0.4	(±0.3)	27.3	(±2.4)
19 or older	–	–	0.1	(±0.1)	0.2	(±0.2)	1.8	(±0.8)

(table continues)

	Percent of Students (and Margin of Error)							
Characteristic	**Grade 6**		**Grade 8**		**Grade 10**		**Grade 12**	
Gender	**(*n* = 7,913)**		**(*n* = 7,432)**		**(*n* = 5,113)**		**(*n* = 4,124)**	
Female	50.8	(±1.3)	50.7	(±1.3)	51.5	(±1.5)	52.2	(±1.4)
Male	49.2	(±1.3)	49.4	(±1.3)	48.5	(±1.5)	47.8	(±1.4)
Ethnic Group	**(*n* = 7,623)**		**(*n* = 7,336)**		**(*n* = 5,088)**		**(*n* = 4,110)**	
Asian or Asian American	7.4	(±2.1)	6.0	(±1.4)	5.8	(±2.1)	6.6	(±2.4)
American Indian or Alaskan Native	4.5	(±0.7)	4.5	(±1.2)	1.8	(±0.4)	1.8	(±0.8)
Black or African American	2.6	(±0.6)	5.3	(±2.1)	3.1	(±1.2)	3.1	(±1.4)
Hispanic or Latino/Latina	9.3	(±3.0)	8.3	(±2.4)	9.9	(±5.4)	8.6	(±4.6)
Native Hawaiian or other Pacific Islander	1.3	(±0.3)	2.0	(±0.5)	1.6	(±0.5)	1.6	(±0.7)
White or Caucasian	49.7	(±3.3)	59.6	(±4.8)	69.9	(±6.5)	72.0	(±6.2)
Other	19.2	(±2.2)	9.7	(±1.1)	5.0	(±0.8)	3.8	(±0.9)
More than one race/ethnicity marked	5.9	(±0.8)	4.6	(±0.6)	3.0	(±0.7)	2.6	(±0.6)
Language spoken at home	**(*n* = 7,823)**		**(*n* = 7,006)**		**(*n* = 4,843)**		**(*n* = 3,975)**	
English	84.7	(±3.0)	86.7	(±2.4)	87.6	(±4.6)	87.4	(±4.1)
Spanish	8.3	(±3.0)	5.6	(±1.9)	6.4	(±4.1)	5.7	(±3.5)
Russian	–	–	1.4	(±0.5)	0.9	(±0.4)	0.8	(±0.3)
Ukrainian	–	–	0.7	(±0.2)	0.7	(±0.2)	0.6	(±0.3)
Vietnamese	–	–	1.3	(±0.4)	0.7	(±0.3)	1.1	(±0.7)
Other	7.0	(±2.0)	4.3	(±1.2)	3.8	(±1.9)	4.4	(±1.9)

Note. Dashes indicate that this answer choice was not included on the survey.

Physical Activity and Dietary Behavior

Background

Exercise and regular physical activity has both immediate and long-term positive effects on health. Immediate effects include building and maintaining healthy bones and lean muscles, controlling weight, reducing feelings of depression and anxiety, and promoting psychological well-being. Physical activity can lower high blood pressure and cholesterol levels in children. Long-term effects include a reduced risk of death from heart disease and premature death in general and a reduced risk of developing diabetes, colon cancer, and high blood pressure (Centers for Disease Control and Prevention, 1999).

According to the Surgeon General's Report on Physical Activity and Health (Centers for Disease Control and Prevention, 1996), everyone can benefit from a moderate amount of physical activity on most, if not all, days of the week. Young people should select activities they enjoy that fit into their daily lives. The Surgeon General's report recommends moderate exercise for 30 minutes at least five times a week or vigorous exercise for 20 minutes at least three times a week. Increasing the frequency, time, or intensity of physical activity can bring even more health benefits—up to a point. Too much physical activity can lead to injuries and other health problems (Sammann, 1998).

Nutrition is essential for sustenance, growth and development, and health and well-being. Nutritional or dietary factors contribute substantially to the burden of preventable illness and premature death in the United States. Dietary factors are associated with four of the ten leading causes of death among adults: coronary heart disease, some types of cancer, strokes, and Type II diabetes. Behaviors, often established in youth, contribute to these health problems in adulthood (Gordon, Reynolds, and Lindquist, 1999). The Dietary Guidelines for Americans (U.S. Department of Agriculture, 2000) recommend that to stay healthy, one should eat a wide variety of foods; maintain or achieve a healthy weight by balancing food intake with physical

activity; and choose a diet that is plentiful in grain products, vegetables, and fruits, moderate in total fat, and low in saturated fat and cholesterol.

The prevalence of obesity among adolescents more than doubled from 5 percent in the late 1970s to 11 percent between 1994 and 1998 (Centers for Disease Control and Prevention, 1999). Obesity in adolescence is associated with negative physical, psychological, and social consequences. Extra weight acquired during adolescence may persist into adulthood and increase the risk later in life for heart disease, gall bladder disease, some types of cancer, and osteoarthritis of the weight-bearing joints. An area of concern related to the increased focus on obesity is the potential for an increased prevalence of eating disorders such as anorexia and bulimia. Unhealthy weight control efforts associated with these disorders include fasting and self-induced vomiting. Despite the concerns about the increase in obesity and certain excesses in the American diet, many residents of the United States suffer from malnourishment. Children are most vulnerable to the impact of food insecurity because their bodies and brains are growing and developing.

Summary of Comparisons to Other Data

Washington students in Grades 10 and 12 reported rates similar to those reported nationally (Grunbaum, 2002) for obesity, risk for becoming overweight, and consumption of five servings of fruits and vegetable daily. Washington students exceeded students nationally in participation in vigorous cardiovascular exercise three or more days per week.

Summary of Gender Differences

The HYS02 data indicate that males were more likely than females to have a high body mass index (BMI)[1] (8.1 percent of females compared to 14.4 percent of males in Grade 8, 5.1 percent of females compared to 13.9 percent of males in Grade 10, and 3.1 percent of females compared to 12.6 percent of males in Grade 12). However, females

[1]The Centers for Disease Control and Prevention (2000) developed the BMI, which is obtained by dividing a person's weight (in kilograms) by the square of his or her height (in centimeters). Individuals in the top 5 percent for BMI based on age- and gender-specific growth charts are considered overweight. Those in

were more likely than males to describe themselves as overweight (37.0 percent of females compared to 24.1 percent of males in Grade 8, 40.5 percent of females compared to 23.2 percent of males in Grade 10, and 43.2 percent of females compared to 21.3 percent of males in Grade 12). Males were more likely than females to exercise vigorously on a daily basis (71.7 percent of females compared to 78.1 percent of males in Grade 8, 70.0 percent of females compared to 76.3 percent of males in Grade 10, and 56.8 percent of females compared to 71.4 percent of males in Grade 12).

Detailed Results

Figure 4 illustrates the percentages of students whose BMI reported on the HYS02 indicated that they were overweight or at risk for becoming overweight. Eleven (11.2) percent of Grade 8 students, 9.5 percent of Grade 10 students, and 9.1 percent of Grade 12 students were overweight. In addition, 15.1 percent of Grade 8 students, 12.7 percent of Grade 10 students, and 12.1 percent of Grade 12 students who were surveyed were at risk for becoming overweight. After adjusting for changes in the norms for coding overweight, the differences between 1999 and 2002 in terms of the percentages of Grade 10 and 12 students who were overweight or at risk of becoming overweight are not statistically significant (Grade 6 and 8 students were not surveyed on this topic in 1999). Obesity is a leading indicator for Healthy People 2010 and is related to the objective to reduce the proportion of children and adolescents who are overweight or obese (the 2010 target is 5 percent).

Figure 4
Prevalence of Overweight or At Risk for Becoming Overweight

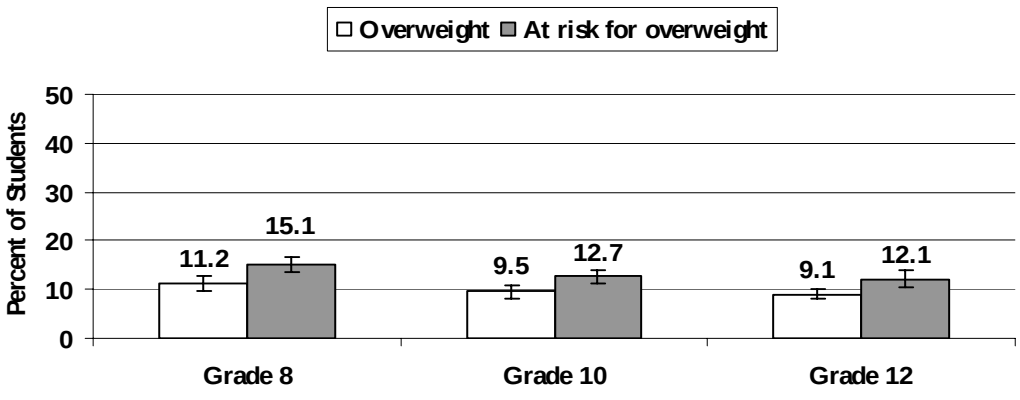


Table 5 details the students' behaviors to control their weight. Thirty-five (35.0) percent of Grade 6 students, 40.9 percent of Grade 8 students, 42.0 percent of Grade 10 students, and 41.0 percent of Grade 12 students indicated that they were trying to lose weight, generally by exercising and eating less food, fewer calories, or foods low in fat. In the past 30 days 10.0 percent of Grade 8 students, 12.9 percent of Grade 10 students, and 12.2 percent of Grade 12 students had fasted, taken diet medications without a doctor's advice, or vomited or taken laxatives with the intent to lose weight or keep from gaining weight. These figures are similar to those reported in 1999, except that there is some evidence of fewer efforts toward weight control. Grade 10 students were more likely in 2002 not to be trying to do anything about their weight (24.3 percent in 1999 and 30.5 percent in 2002), and Grade 12 students were less likely to eat less or both (10.6 percent in 1999 and 7.0 percent in 2002 for eating less, and 35.3 percent in 1999 and 28.3 percent in 2002 for both exercising and eating less).

Table 5
Weight Control

	Percent of Students			
Survey Question/Responses	**Grade 6**	**Grade 8**	**Grade 10**	**Grade 12**
Which of the following are you trying to do about your weight?	**(*n* = 7,025)**	**(*n* = 3,587)**	**(*n* = 2,496)**	**(*n* = 2,031)**
a. I am not trying to do anything about my weight.	30.4	34.0	30.5	30.3
b. Lose weight.	35.0	40.9	42.0	41.0
c. Gain weight.	7.6	7.9	12.1	13.1
d. Stay the same weight.	27.1	17.3	15.4	15.7
During the past 30 days, did you do any of the following to lose weight or keep from gaining weight?	**(*n* = *)**	**(*n* = 3,484)**	**(*n* = 2,482)**	**(*n* = 2,021)**
a. Not trying to do anything about my weight.	–	42.3	39.2	40.9
b. I ate less food, fewer calories, or foods low in fat.	–	7.5	9.0	10.6
c. I exercised.	–	24.3	22.8	20.2
d. Both b and c.	–	25.9	28.9	28.3
During the past 30 days, did you do any of the following to lose weight or keep	**(*n* = *)**	**(*n* = 3,476)**	**(*n* = 2,478)**	**(*n* = 2,018)**

from gaining weight? ▪ Gone without eating for 24 hours or more (also called fasting). ▪ Taken diet pills, powders or liquids without a doctor's advice. ▪ Vomited or taken laxatives.				
a. No	–	90.0	87.1	87.8
b. Yes	–	10.0	12.9	12.2

Note. Dashes indicate that this question not asked of Grade 6 students.

Figure 5 illustrates the percentages of students who reported eating five or more servings of fruit and vegetables per day over the past seven days. Only about one fourth (26.8 percent) of Grade 8 students, 22.3 percent of Grade 10 students, and 19.5 percent of Grade 12 students met this dietary recommendation for fruit and vegetable consumption.

Figure 5
Students Who Ate Five or More Servings of Fruit and Vegetables Each Day Over the Past 7 Days

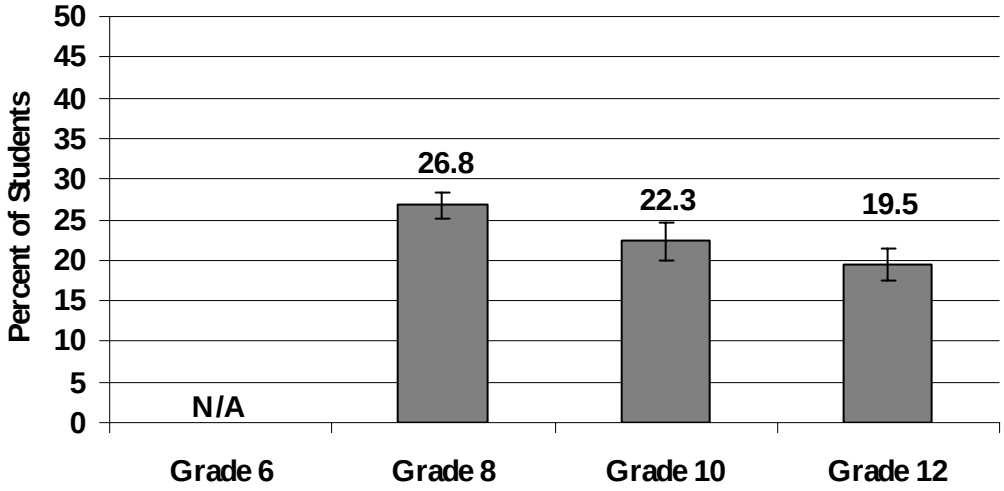


Figure 6 illustrates the percentages of students who participated in physical activity that made them sweat and breathe hard—such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic acts—for at least 20 minutes three times a week. Older students were less likely than younger students to engage in vigorous cardiovascular exercise: 80.2 percent of Grade 6 students and 74.9 percent of Grade 8 students reported this behavior, compared to 73.0 percent of Grade 10 students and 63.7 percent Grade 12 students. Vigorous cardiovascular exercise is a leading indicator for Healthy People 2010 and is related to the objective to increase the proportion of adolescents who engage in vigorous physical activity that promotes cardiorespiratory fitness three or more days per week for 20 or more minutes per occasion (the 2010 target is 85 percent).

Figure 6
Involvement in Vigorous Cardiovascular Exercise Three or More Days per Week

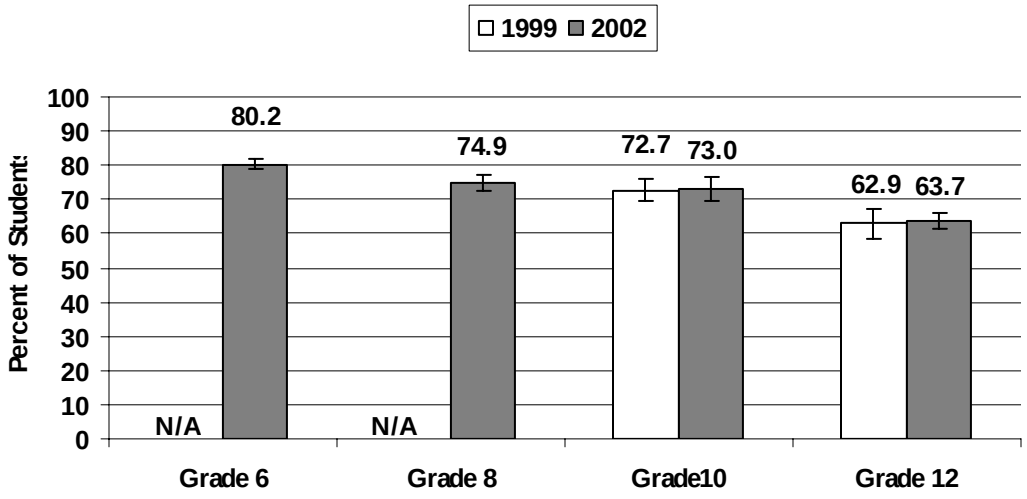


Figure 7 illustrates the percentage of students who met either the recommendation for moderate or vigorous physical activity and the percentage of students who met neither recommendation. About three fourths (78.4 percent) of Grade 8 students, 77.6 percent of Grade 10 students, and 68.6 percent of Grade 12 students met the recommendation of either moderate or vigorous physical activity. The remaining 21.6 percent of Grade 8 students, 22.4 percent of Grade 10 students, and 31.4 percent of Grade 12 students did not meet either requirement.

Figure 7
Students Who Met the Recommendation for Moderate or Vigorous Physical Activity

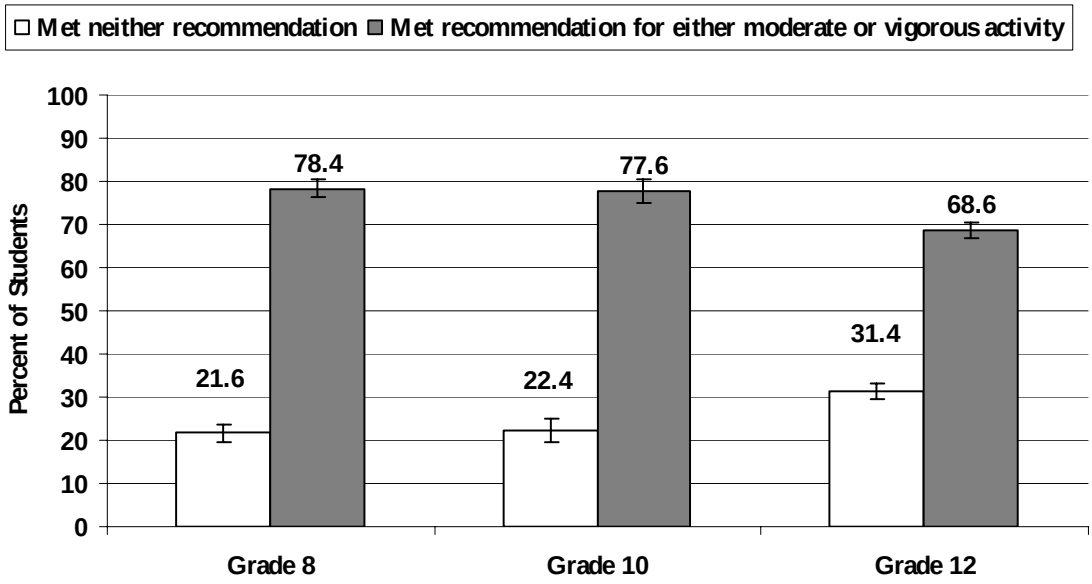
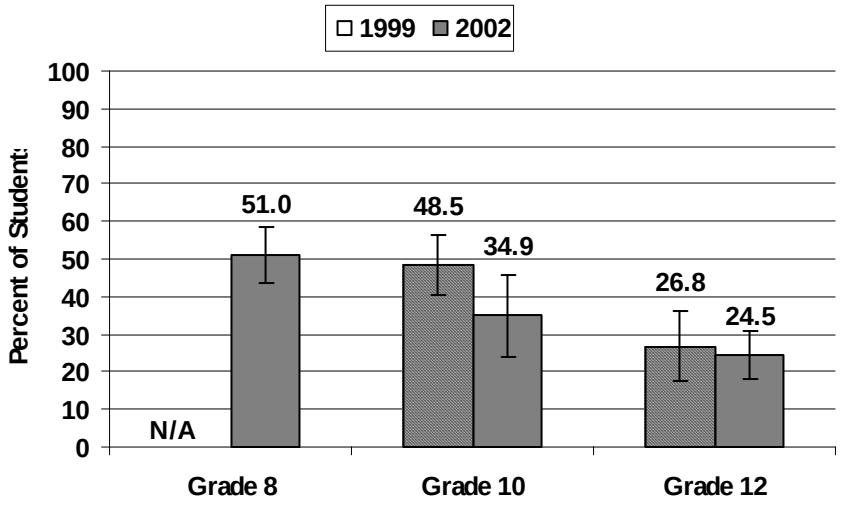


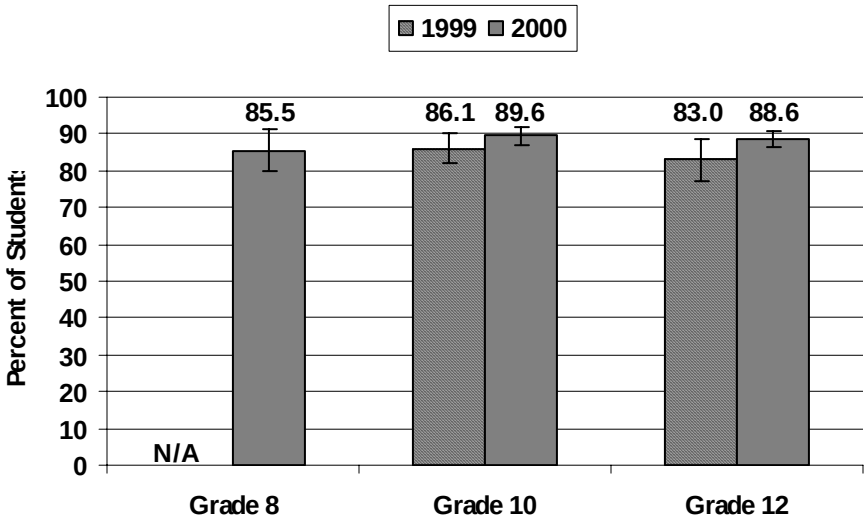
Figure 8 illustrates the percentages of students who reported participating in physical education classes daily during an average school week and Figure 9 illustrates the percentages of those students who participated in physical education who spent more than 20 minutes actually exercising or playing sports during an average physical education class. Older students were less likely than younger students to report engaging in these two behaviors. Whereas about half (51.0 percent) the students in Grade 8 participated in daily physical education, only 34.9 percent of Grade 10 students and 24.5 percent of Grade 12 students did so. In addition, as shown in Figure 9, 85.5 percent of the Grade 8 students reported spending more than 20 minutes of an average physical education class actually exercising or playing sports, as did 89.6 percent of Grade 10 students and 88.6 percent of Grade 12 students.

Figure 8
Participation in Physical Education



Note. Percentages represent students who participate in 5 days of physical education classes in an average week when they are in school.

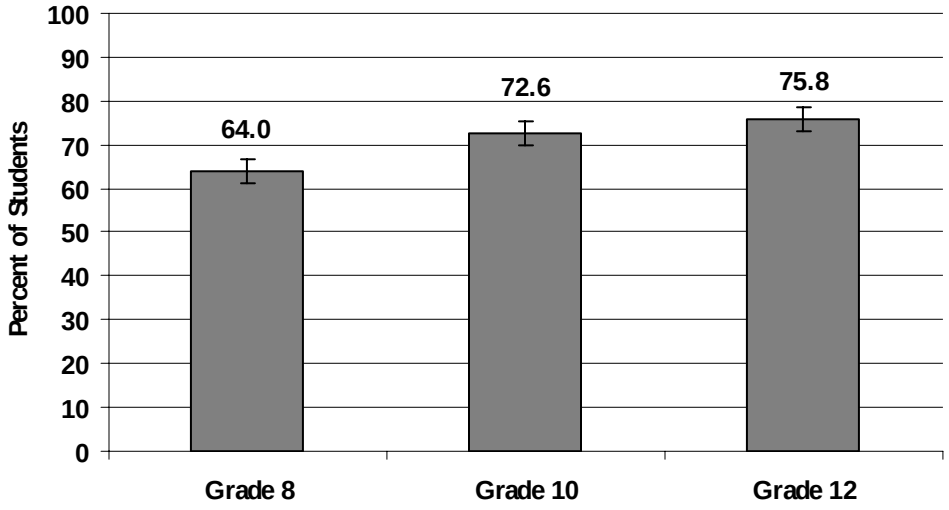
Figure 9
Amount of Exercise During Physical Education Classes



Note. Percentages represent students who spent more than 20 minutes exercising or playing sports during an average physical education class. The *n* for this chart is as follows; 2,484 Grade 8, 1,392 Grade 10, and 826 Grade 12 students.

Figure 10 illustrates the percentages of students who reported watching television for two hours or less on an average school day. About two thirds (64.0 percent) of students in Grade 8, 72.6 percent of Grade 10 students, and 75.8 percent of Grade 12 students reported this behavior. In addition, 85.9 percent of students in Grade 8, 86.7 percent of students in Grade 10, and 90.0 percent of students in Grade 12 reported that on an average school day they spend two hours or less playing video games or using a computer for fun. Students in Grade 6 were asked a single question regarding both watching television and playing video games or using a computer for fun. About two thirds (70.6 percent) of the Grade 6 students reported spending two hours or less engaged in these activities on an average school day.

Figure 10
Television Watching for Two Hours or Less on an Average School Day



Note. Percentages based on students who reported watching television for two hours or less on an average school day.

Figure 11 illustrates the percentages of students who reported eating dinner with their family most of the time or always. Older students were less likely than younger students to report eating dinner with their family: 68.9 percent of Grade 8 students and 60.4 percent of Grade 10 students reported this behavior, compared to 47.2 percent of Grade 12 students.

Figure 11
Eating Family Dinners Most of the Time or Always

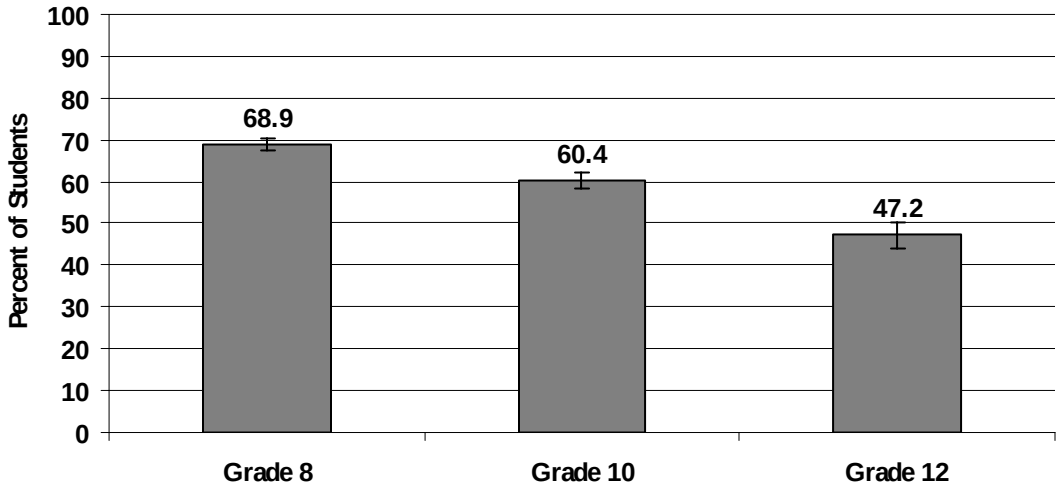


Figure 12 illustrates the percentages of students who reported drinking two or more sodas on the previous day. Whereas only 16.2 percent of Grade 6 students reported consuming this amount of soda, 27.0 percent of Grade 8 students, 25.8 percent of Grade 10 students, and 27.3 percent of Grade 12 students reported this level of consumption.

Figure 12
Consumption of Two or More Sodas Yesterday

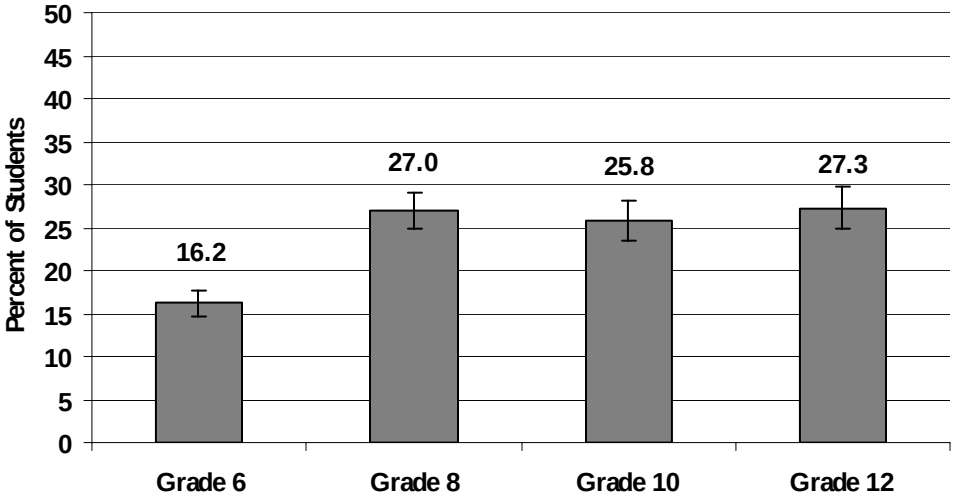


Table 6 details dieting behaviors of the students who were not overweight. Even though not overweight, many of these students (for example, 51.8 percent of the females in Grade 12 and 12.4 of the males in Grade 12) were trying to lose weight. These students were generally trying to lose weight either by exercising or both exercising and controlling their diet.

Table 6
Dieting Behaviors of Students Who are Not Overweight

Which of the following are you trying to do about your weight?		Percent of Students (and Margin of Error)							
		Nothing		Lose weight		Gain weight		Stay the same weight	
Grade 8	Female	29.7	(±3.5%)	45.4	(±3.7%)	3.4	(±1.1%)	21.6	(±2.4%)
	Male	50.0	(± 3.2)	18.0	(± 2.5)	14.2	(± 1.7)	17.8	(± 2.5)
Grade 10	Female	24.1	(± 2.2)	52.3	(± 2.8)	4.3	(±1.0)	19.3	(± 2.3)
	Male	45.1	(± 3.9)	14.9	(± 2.3)	26.4	(± 3.0)	13.6	(± 3.0)
Grade 12	Female	26.7	(± 2.6)	51.8	(± 3.7)	2.6	(± 1.1)	18.9	(± 3.1)
	Male	41.1	(± 4.1)	12.4	(± 2.4)	30.9	(± 4.0)	15.7	(± 2.6)

During the past 30 days did you do any of the following to lose weight or keep from gaining weight?		Percent of Students (and Margin of Error)							
		Not trying to do anything		Ate less, fewer calories, or foods low in fat		Exercised		Both ate less and exercised	
Grade 8	Female	36.5	(±3.5%)	8.1	(±1.6%)	24.4	(±3.0%)	31.0	(±3.0%)
	Male	60.4	(± 3.2)	3.5	(± 1.1)	25.1	(± 2.7)	11.1	(± 1.7)
Grade 10	Female	27.1	(± 2.7)	11.8	(± 2.4)	21.0	(± 2.5)	40.2	(± 3.9)
	Male	62.6	(± 3.2)	3.0	(± 1.2)	25.0	(± 2.5)	9.4	(± 2.6)
Grade 12	Female	29.8	(± 2.8)	13.8	(± 2.0)	18.4	(± 2.8)	38.0	(± 3.7)
	Male	64.6	(± 3.0)	2.9	(± 1.2)	20.2	(± 3.6)	12.3	(± 2.7)

During the past 30 days, did you do any of the following to lose weight or keep from gaining weight: fasted, took diet pills or powders or liquids without a doctor's prescription, vomited, or taken laxatives?		Percent of Students (and Margin of Error)			
		No		Yes	
Grade 8	Female	86.7	(±2.0%)	13.3	(±2.0%)
	Male	96.4	(± 1.2)	3.6	(± 1.2)
Grade 10	Female	81.2	(± 2.5)	18.8	(± 2.5)
	Male	95.8	(± 1.8)	4.2	(± 1.8)
Grade 12	Female	84.3	(± 2.4)	15.7	(± 2.4)
	Male	95.5	(± 1.5)	4.5	(± 1.5)

Students were asked how easy it was to cross the streets when they bicycled or walked in their neighborhood, or to school, during the past 30 days. Figure 13 shows that 51.5 percent of Grade 6 students, 61.2 percent of Grade 8 students, 54.5 percent of Grade 10 students, and 48.0 percent of Grade 12 students reported that crossing streets was easy when bicycling or walking.

Figure 13
Students Reporting That Crossing the Street Walking or With Their Bicycle is Easy

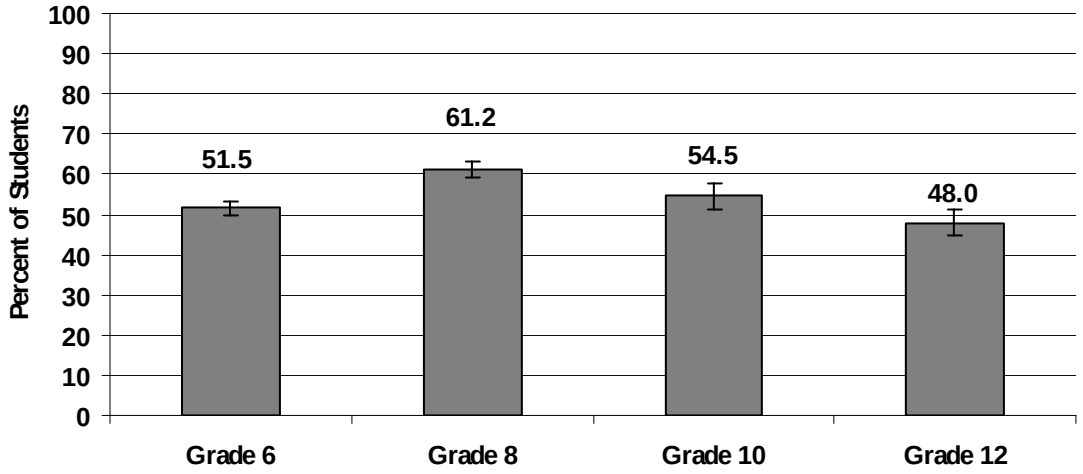
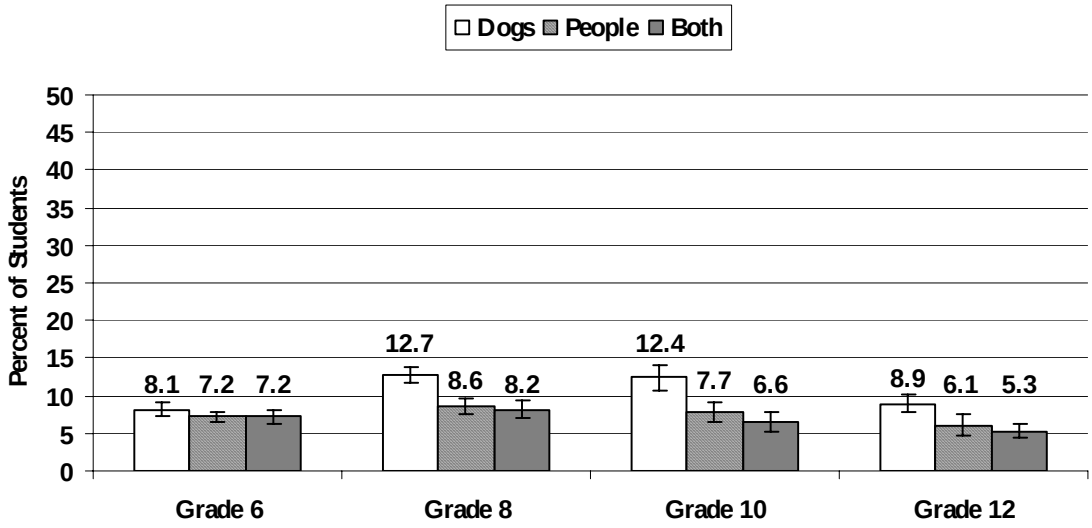


Figure 14 shows the percentage of students who reported that there were dogs or people that scared them or made them feel uneasy when, in the past 30 days, they had bicycled or walked in their neighborhood or to school. Across the four grades a total of about 20 to 30 percent of the students were scared or made to feel uneasy by dogs, people, or both. For example, among Grade 8 students 12.7 percent were scared by dogs, 8.6 percent were scared by people, and 8.2 percent were scared by both.

Figure 14
Students Scared by Dogs or People When Crossing the Street



Health Status and Health Care

Background

The HYS02 assessed Washington students' general health, depression, asthma, health care, and human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) education. (Results regarding suicide-related behaviors are presented in the chapter on intentional injury). The Healthy People 2010 objectives emphasize the importance of health education and access to health care services for preventing disease and minimizing the long-term effects of disease. Sixteen percent of Washington households with children under 18 years old include a child with asthma, resulting in an estimated 151,000 children with asthma in Washington (Macdonald, Bensley, VanEenwyk, and Simmons, 1999). AIDS is the sixth leading cause of death for youth aged 15–24 nationally (Centers for Disease Control and Prevention, 1999) and the 12 leading cause among Washington youth (Washington State Department of Health, 1999). About half of all new infections of HIV, the virus that causes AIDS, occur in people 25 years old or younger, and the majority are infected through sexual behavior (U.S. Department of Health and Human Services, 2000a). Thus adolescents are a critical group for effective prevention education. Washington State law RCW 28A.230.070 requires that HIV/AIDS prevention education be provided each year to students in all public schools beginning in Grade 5. In some cases, this instruction takes the form of assemblies or other nonclassroom events that may not be perceived by students as HIV/AIDS education but meet the legal requirements.

Summary of Comparisons to Other Data

Washington students in Grades 10 and 12 reported rates similar to those reported nationally (Grunbaum et al., 2002) for experiencing feelings related to depression in the past 12 months.

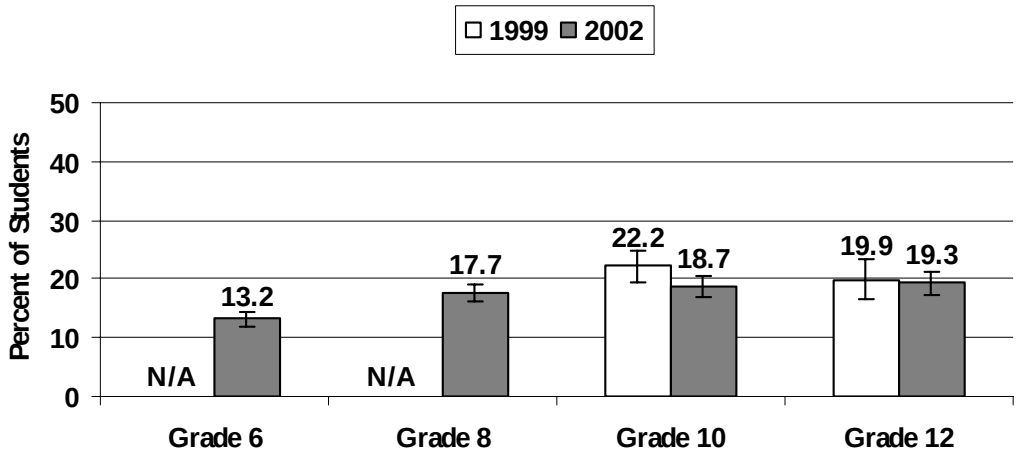
Summary of Gender Differences

Among Grade 8 and 12 students, females were more likely than males to have seen a doctor in the past month for a check-up or physical exam when they were not sick (61.6 percent of females compared to 57.9 percent of males in Grade 8 and 64.5 percent of females compared to 57.3 percent of males in Grade 12). Females were more likely than males to report experiencing feelings related to depression during the past year (33.0 percent of females compared to 19.6 percent of males in Grade 8, 36.6 percent of females compared to 21.7 percent of males in Grade 10, and 34.4 percent of females compared to 22.3 percent of males in Grade 12).

Detailed Results

Figure 15 illustrates the percentages of students who had ever been told by a doctor or other health professional that they have asthma. Thirteen (13.2) percent of Grade 6 students, 17.7 percent of Grade 8 students, 18.7 percent of Grade 10 students, and 19.3 percent of Grade 12 students reported that they have been told they have asthma. For students in Grades 10 and 12 no significant difference in the 1999 and 2002 results was evident.

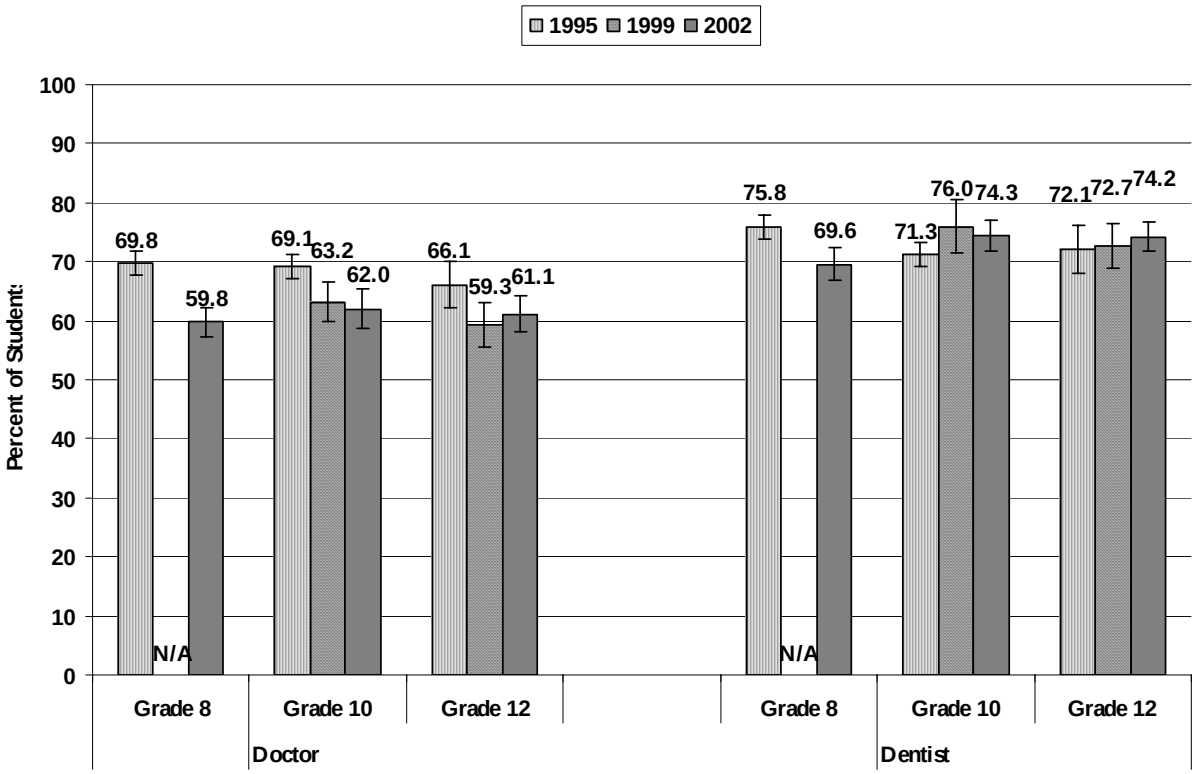
Figure 15
Prevalence of Asthma



Note. Percentages represent students who had ever been told by a doctor or other health professional that they have asthma.

Figure 16 illustrates the percentages of students who in the past 12 months had seen a doctor or health care provider for a check-up or physical exam when they were not sick or injured and who had seen a dentist for a check-up, exam, teeth cleaning, or other dental work. About two thirds of the students had seen a doctor and about three fourths of the students had seen a dentist in the past 12 months.

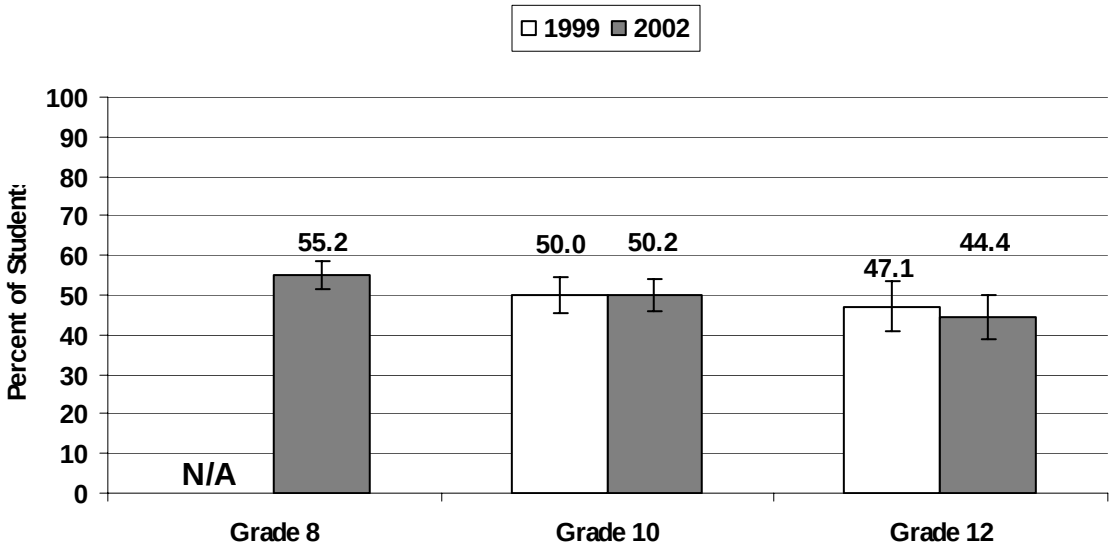
Figure 16
Student Access to Health Care



Note. Percentages represent students who in the past 12 months had visited a doctor or health care provider for a check-up or physical exam when they were not sick or injured or had seen a dentist for a check-up, exam, teeth cleaning, or other dental work.

Figure 17 illustrates the percentages of students who perceived that their school is good or very good at educating them about HIV/AIDS. Only about half of the students at each grade level rated their school this highly (55.2 percent of Grade 8 students, 50.2 percent of Grade 10 students, and 44.4 percent of Grade 12 students). The results for this question were similar in 1999 and 2002.

Figure 17
Perceived Adequacy of Schools' HIV/AIDS Education

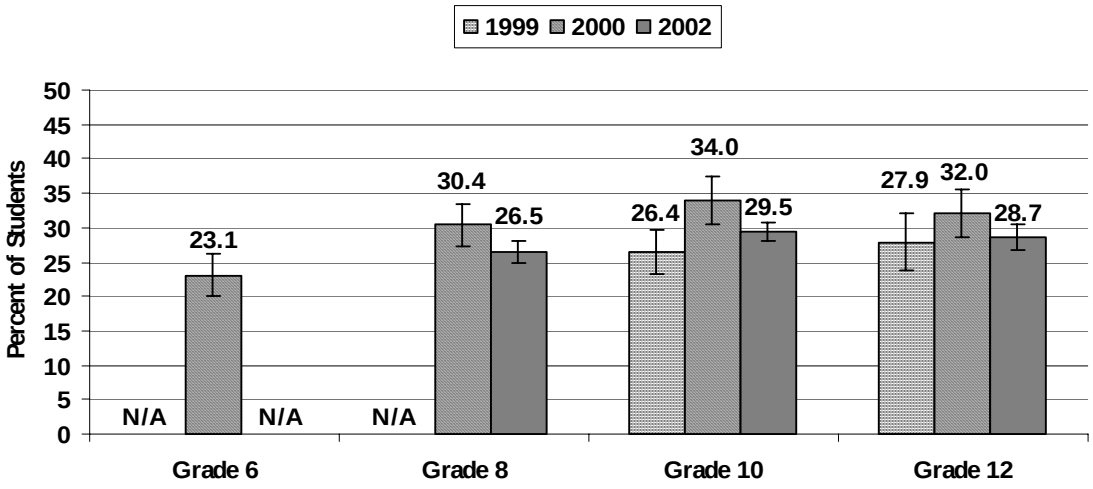


Note. Percentages represent students who considered their school's HIV/AIDS education efforts as good or very good.

People who are depressed experience a range of symptoms, which may include sadness, loss of usual interests and pleasures, sleep disturbance, weight or appetite disturbance, difficulty concentrating, intense feelings of guilt, and suicidal thoughts or behaviors (Keefe and Harvey, 1994). In addition to the suffering entailed, individuals who experience depression may also experience reduced interest in normal activities.

The HYS02 asked the question "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?" Although this question is not sufficient to diagnose depression, Figure 18 illustrates that 26.5 percent of Grade 8 students, 29.5 percent of Grade 10 students, and 28.7 percent of Grade 12 students reported having experienced depressive feelings during the past year.

Figure 18
Experience of Depressive Feelings



Note. Percentages represent students who reported having in the past 12 months felt so sad and hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities.

School Climate

Background

The HYS02 included coverage of school climate, including perceived safety at school, bullying behavior, and weapon carrying at school. Bullying is a marker for more serious violent behaviors, such as weapon carrying and frequent fighting, and thus should not be considered a normal aspect of youth development (Nansel, Overpeck, Haynie, Ruan, and Scheidt, 2003). The Governor's Substance Abuse Prevention Advisory Committee aims to increase the percentage of adolescents reporting that they feel safe in school to 85 percent of Grade 6, 8, and 10, and 90 percent of Grade 12 students. The importance of supportive learning environments was also emphasized in OSPI's review of research studies that led to the identification of nine characteristics of high-performing schools (Office of Superintendent of Public Instruction, 2002).

Summary of Comparisons to Other Data

Washington students in Grades 10 and 12 reported rates similar to those reported nationally (Grunbaum et al., 2002) that in the past had carried a weapon to school during the past 30 days or had been in a physical fight on school property in the past 12 months.

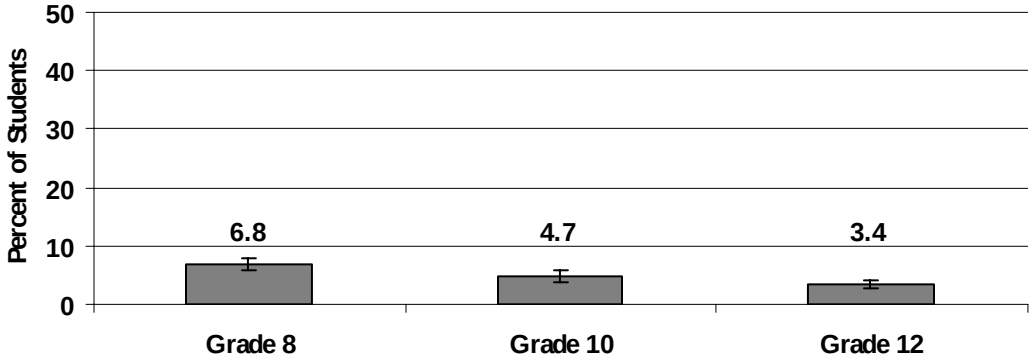
Summary of Gender Differences

Males were more likely than females to have been drunk or high at school during the past year (15.9 percent of females compared to 17.8 percent of males in Grade 10 and 16.2 percent of females compared to 23.7 percent of males in Grade 12). Males were more likely than females to have been in a physical fight on school property in the past year (10.6 percent of females compared to 27.4 percent of males in Grade 8, 8.2 percent of females compared to 16.4 percent of males in Grade 10, and 4.9 percent of females compared to 12.1 percent of males in Grade 12).

Detailed Results

Figure 19 illustrates the percentages of students who reported that they did not go to school at least once in the past 30 days because they felt unsafe at school or on the way to or from school. Nearly all students felt safe at school or on the way to or from school—only 6.8 percent of Grade 8 students, 4.7 percent of Grade 10 students, and 3.4 percent of Grade 12 students reported missing school because they felt unsafe.

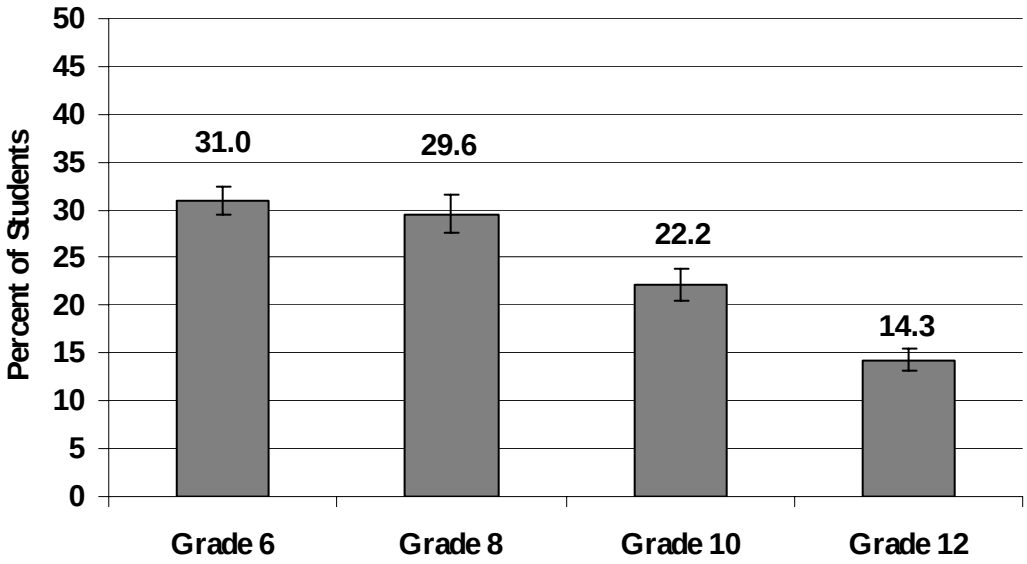
Figure 19
Perceived Safety at School



Note. Percentages represent students who reported staying home from school at least once in the past 30 days because they felt unsafe at school or on the way to or from school.

Figure 20 illustrates the percentages of students who reported being bullied in the past 30 days. The survey question defined bullying as a student or group of students saying or doing nasty or unpleasant things to another student. Under this definition bullying includes teasing a student repeatedly in a way he or she does not like but does not include two students of about the same strength quarreling or fighting. About one third (31.0 percent) of Grade 6 students, 29.6 percent of Grade 8 students, 22.2 percent of Grade 10 students, and 14.3 percent of Grade 12 students reported being bullied in the past 30 days. In addition, about 25 percent of the students in Grades 8, 10, and 12 reported that at school or on their way to or from school someone had ever made offensive racial comments or attacked them based on their race or ethnicity, about 40 percent of the students at all three grades reported that someone had ever made offensive sexual comments to them, and about 15 percent of the students at all three grades reported that someone had ever made offensive comments or attacked them because they were perceived as gay or lesbian.

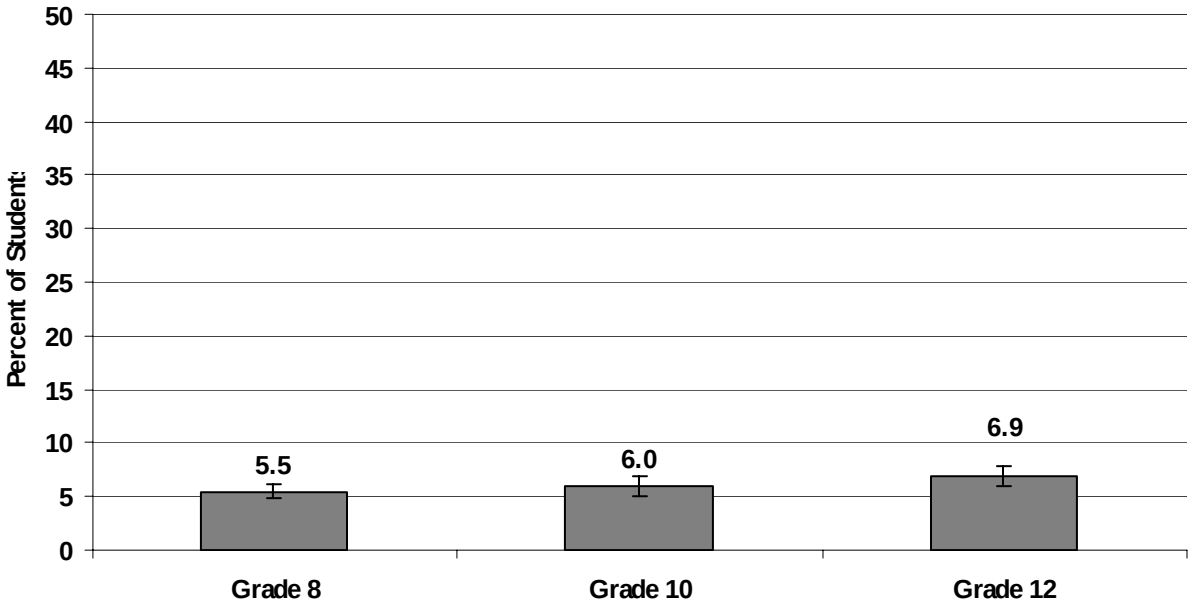
Figure 20
Students Who Were Bullied in the Past 30 Days



Note. Percentages represent students who reported being bullied in the past 30 days.

Figure 21 shows the percentages of students who reported that within the past month they had carried a gun, knife, or club on school property. Approximately 5.0 percent of Grade 8 students, 6.0 percent of Grade 10 students, and 6.9 percent of Grade 12 students reported having done so.

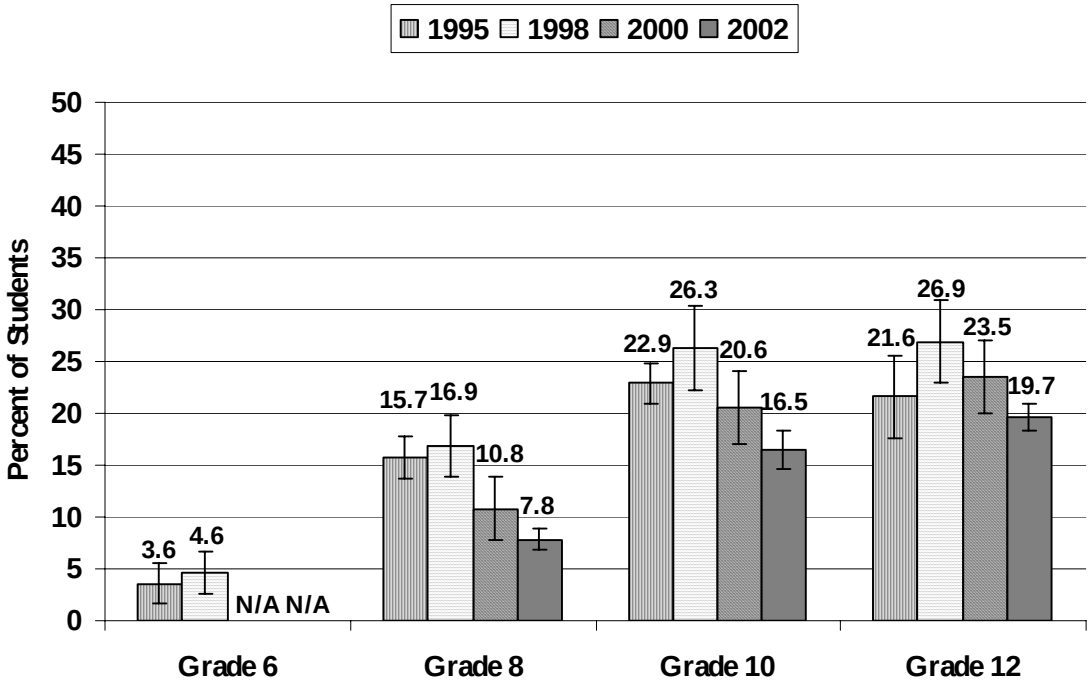
Figure 21
Weapon Carrying to School



Note. Percentages represent students who reported that they had carried a weapon such as a gun, knife, or club on school property within the past 30 days.

Figure 22 illustrates the percentages of students who reported that they had been drunk or high at school at least once during the past year. The percentages of students who reported this behavior decreased from 1998 to 2002, but even so 19.7 percent of Grade 12 students reported having been drunk or high at school at least once in the past year.

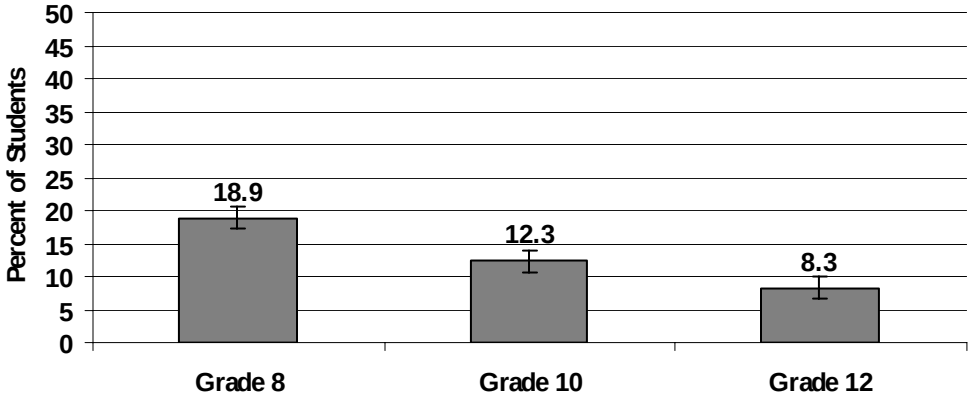
Figure 22
Attending School Drunk or High



Note. Percentages represent students who reported that they had been drunk or high at school at least once during the past 12 months.

Figure 23 illustrates the percentages of students who reported having been in a physical fight on school property at least once in the past year. Nineteen (18.9) percent of Grade 8 students, 12.3 percent of Grade 10 students, and 8.3 percent of Grade 12 students reported having had this experience.

Figure 23
Physical Fighting on School Property



Note. Percentages represent students who reported having been in a physical fight on school property at least once in the past 12 months.

Unintentional Injury Behaviors

Background

In the United States in 1999, seven out of ten deaths of youth and young adults aged 10 to 24 resulted from only four causes: motor vehicle crashes (31 percent), other unintentional injuries (12 percent), homicide (15 percent), and suicide (12 percent) (Anderson, 2001). Preventing injuries and deaths in motor vehicle and bicycle crashes is an important public health goal. Similar to the nation as a whole, motor vehicle crash injuries are the leading cause of death among Washington youth aged 15 to 24. Between 1993 and 1998, 15.5 percent of drivers in fatal crashes in Washington were age 20 or younger although this age group accounted for only 6.9 percent of all licensed drivers in the state (Doane and Griffith, 2000). Younger drivers tend to take more risks and are less skilled at detecting traffic hazards compared to older drivers. Prevention measures include wearing seat belts, which is estimated to reduce the risk of a fatal motor vehicle injury by 45 percent, and avoiding drinking and driving behaviors (Doane and Griffith).

For bicycle and motorcycle riders, wearing helmets reduces risk for head injuries, the leading cause of death in motorcycles and bicycle crashes (Centers for Disease Control and Prevention, 1999). An observational study by the Washington State Traffic Safety Commission (1998) concluded that Washington adolescents were less likely than other age groups to wear bicycle helmets. Of the adolescents who were observed riding bicycles, 34.7 percent wore helmets, compared to 52.7 percent across all age groups.

Summary of Comparisons to Other Data

Washington students in Grades 10 and 12 were less likely than students nationally to report that in the past 30 days they had ridden in a car or other vehicle driven by someone who had been drinking alcohol (Grunbaum et al., 2002). Washington students

were also less likely than students nationally to report that in the past 30 days they had driven a car or other vehicle after drinking alcohol.

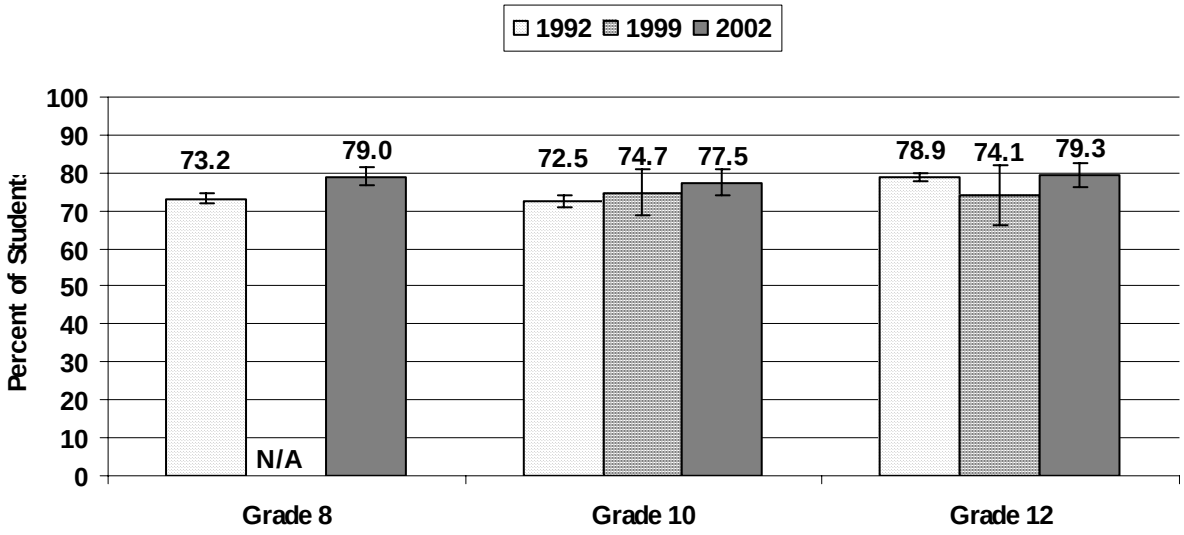
Summary of Gender Differences

The HYS02 results indicate that females were more likely than males to always wear a seatbelt when riding in a vehicle (68.1 percent of females compared to 64.4 percent of males in Grade 8, 69.1 percent of females compared to 65.7 percent of males in Grade 10, and 78.9 percent of females compared to 69.5 percent of males in Grade 12).

Detailed Results

Figure 24 illustrates the percentages of students who reported having worn a helmet when riding a motorcycle during the past 12 months. These percentages are based on the number of students who indicated that they did ride a motorcycle during that time. About three fourths (79.0) percent of Grade 8 students, 77.5 percent of Grade 10 students, and 79.3 percent of Grade 12 students who rode a motorcycle in the past year wore a helmet at least sometimes.

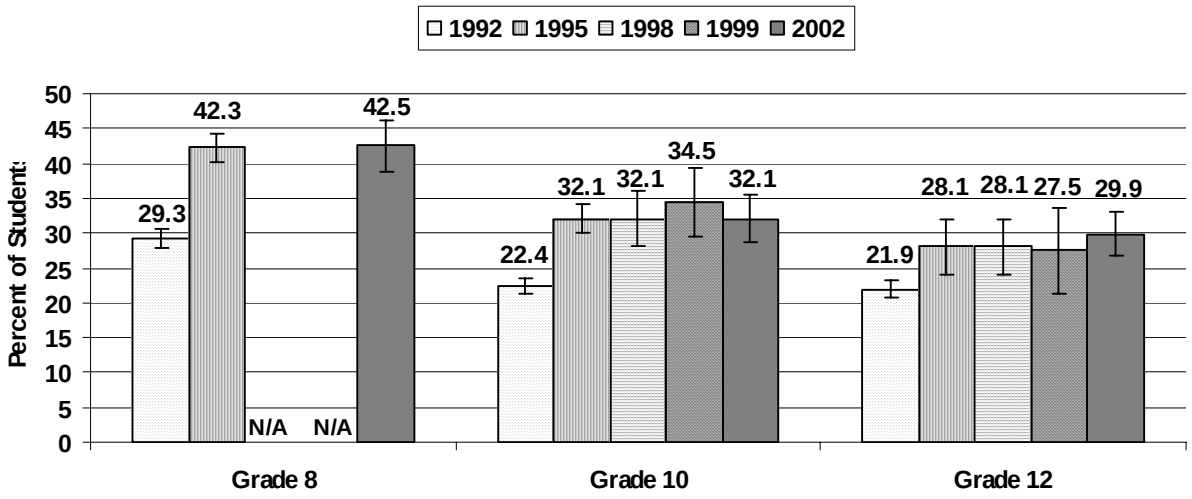
Figure 24
Helmet Wearing When Riding a Motorcycle



Note. Percentages represent students who reported that they had worn a helmet sometimes, most of the time, or always when riding a motorcycle in the past 12 months. The *n's* for this chart are: 1,201 Grade 8, 743 Grade 10, and 566 Grade 12 students.

Figure 25 illustrates the percentages of students who wore a helmet when riding a bicycle during the past 12 months. These percentages are based on the number of students who indicated that they did ride a bicycle during that time. Just under half (42.5 percent) of the Grade 8 students, 32.1 percent of the Grade 10 students, and 29.9 percent of the Grade 12 students who rode a bicycle in the past year wore a helmet at least sometimes. These results are similar to the results reported since 1995.

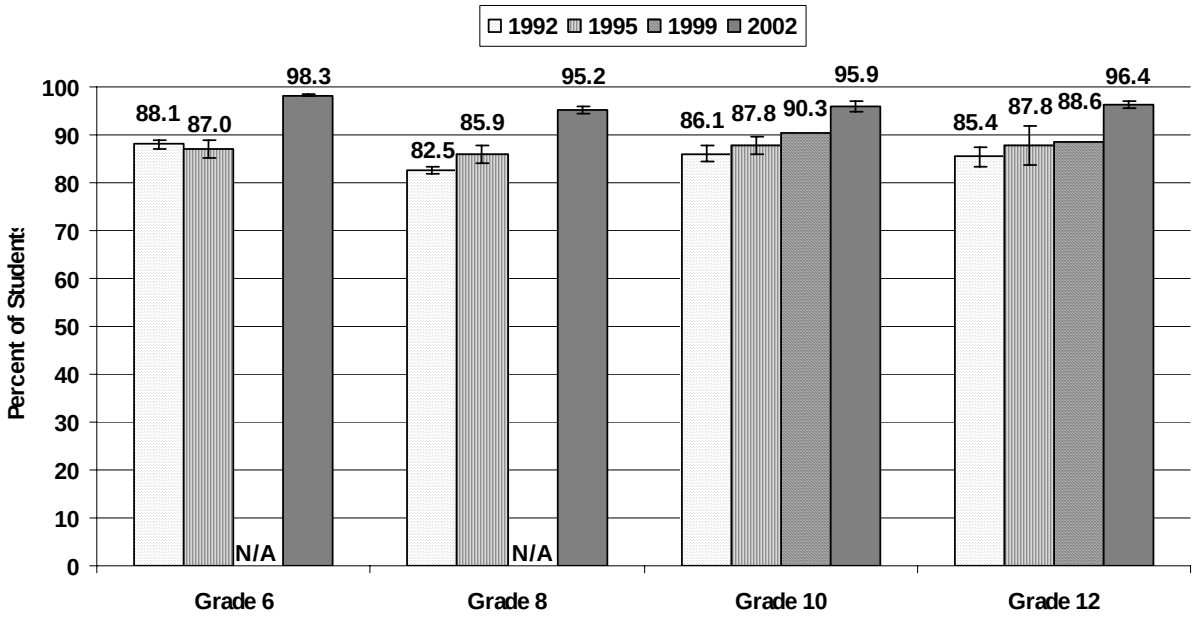
Figure 25
Helmet Wearing When Riding a Bicycle



Note. Percentages represent students who reported that they had worn a helmet sometimes, most of the time, or always when riding a bicycle in the past 12 months. The *n's* for this chart are: 3,193 Grade 8, 1,186 Grade 10, and 1,173 Grade 12 students.

Figure 26 illustrates the percentages of students who wore a seat belt when riding in a vehicle. In 2002 nearly all students reported that they wore a seat belt when riding in a vehicle. These results have shown a steady increase since 1992.

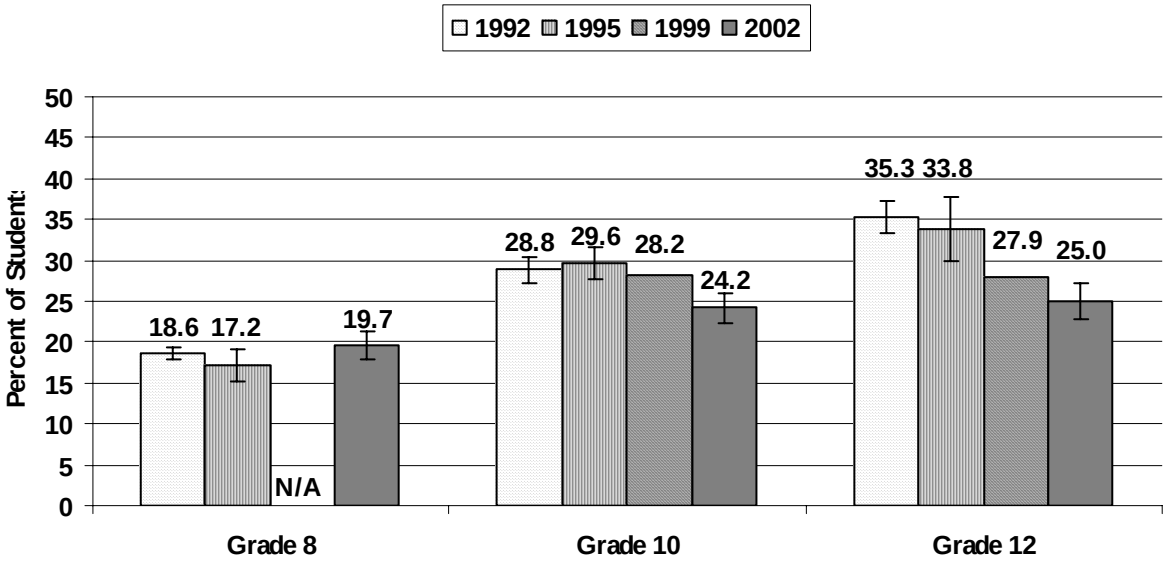
Figure 26
Seat Belt Wearing When Riding in a Vehicle



Note. Percentages represent students who reported that they wear a seat belt sometimes, most of the time, or always when riding in a vehicle.

Figure 27 illustrates the percentages of students who had during the past 30 days ridden in a vehicle driven by someone who had been drinking alcohol. One fifth (19.7 percent) of Grade 8 students, 24.2 percent of Grade 10 students, and 25.0 percent of Grade 12 students reported this behavior. Although the results for students in Grades 8 have not changed since 1992, the percentage of Grade 10 and 12 students reporting this behavior has decreased.

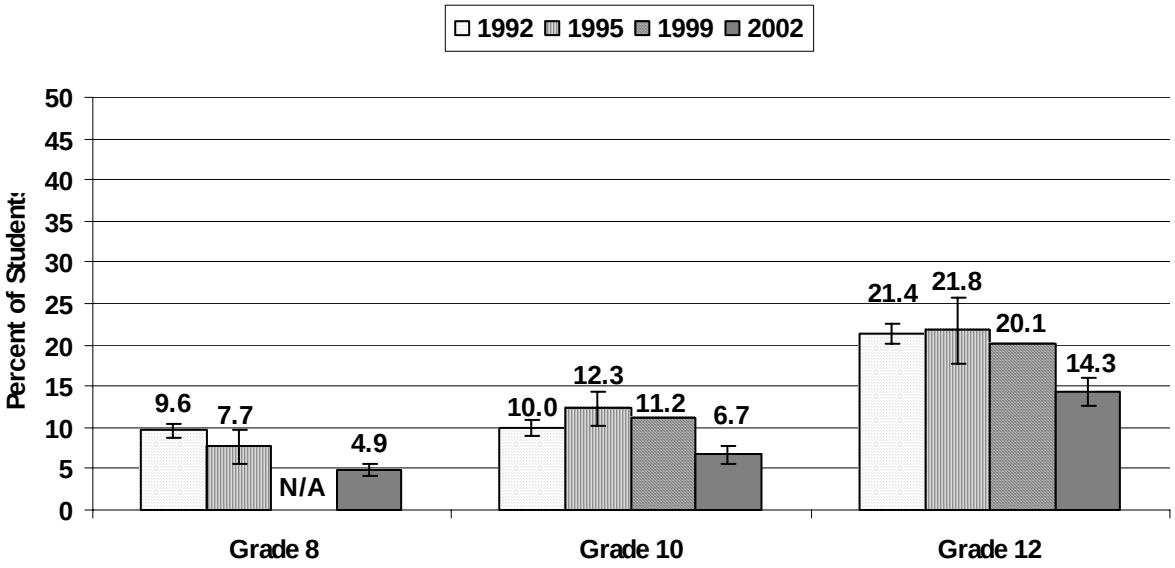
Figure 27
Riding in a Vehicle Whose Driver Had Been Drinking Alcohol



Note. Percentages represent students who reported that in the past 30 days they had ridden in a vehicle whose driver had been drinking alcohol.

Figure 28 illustrates the percentages of students who had during the past 30 days driven a vehicle after they had been drinking alcohol. About one fifth (4.9 percent) of Grade 8 students, 6.7 percent of Grade 10 students, 14.3 percent of Grade 12 students reported that in the past month they had driven a vehicle after they had been drinking alcohol. Although the results for students in Grades 8 have not changed since 1992, the percentage of Grade 10 and 12 students reporting this behavior has decreased.

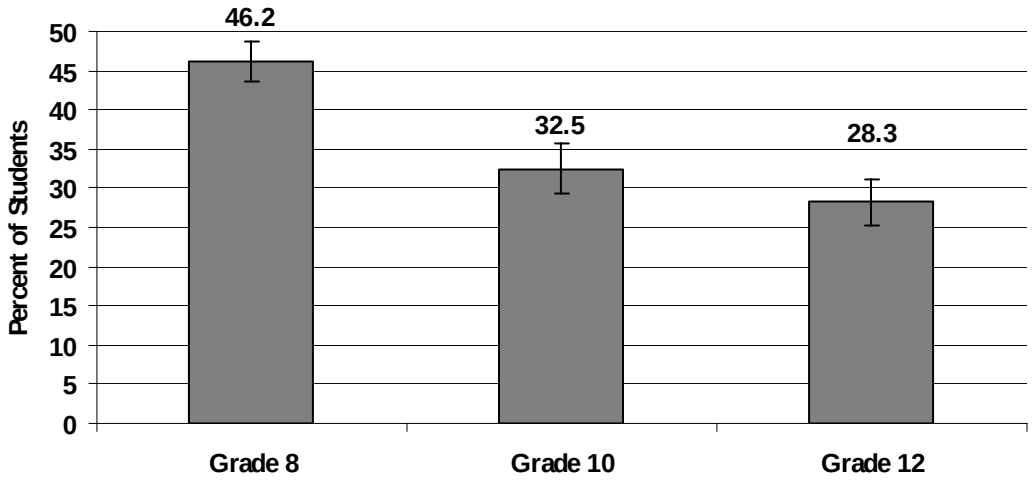
Figure 28
Driving a Vehicle After Drinking Alcohol



Note. Percentages represent students who reported that in the past 30 days they had driven a vehicle after drinking alcohol.

Figure 29 illustrates the percentages of students who reported always wearing a life vest when in a small boat such as a canoe, raft, or motorboat. These percentages are based on the number of students who indicated that they had been boating. Nearly half (46.2 percent) of the Grade 8 students, 32.5 percent of the Grade 10 students, and 28.3 percent of the Grade 12 students reported always wearing a life vest when boating.

Figure 29
Life Vest Wearing When Boating



Note. Percentages represent students who reported always wearing a life vest when in a small boat such as a canoe, raft, or small motor boat. The *n's* for this chart are: 2,942 Grade 8, 2,094 Grade 10, and 1,671 Grade 12 students.

Intentional Injury Behaviors

Background

In 1984 the U.S. Surgeon General declared violence as much a current national public health issue as smallpox, tuberculosis, and syphilis had been decades earlier. Fundamental to the public health perspective on violence is a shift from a reactive effort toward a proactive effort to change the social, behavioral, and environmental factors that cause violence (Mercy, 1993). Central to this approach is the objective measurement of the incidence and prevalence of violence and violence-related behaviors.

Fighting, weapon carrying, and attempted suicide are all health risk behaviors associated with threats to personal safety, future injury, and death. Healthy People 2010 objectives related to intentional injury and related risk behavior include "Reduce physical fighting in the past year among adolescents in Grades 9 through 12 to 32 percent" and "Reduce weapon carrying on school property during the past 30 days among adolescents in Grades 9 through 12 to 4.9 percent."

After all deaths due to unintentional injury, suicide was the second and homicide the third leading cause of death among Washington youth aged 15 to 24 from 1999 to 2001, accounting for more than 150 preventable deaths each year (Washington State DOH, 2002b). Approximately nine out of ten homicide victims are killed with a weapon such as a gun, knife, or club (Centers for Disease Control and Prevention, 1999). Programs to prevent and treat delinquency need to start early in life due to the onset of serious forms of delinquency and drug use observed at an early age. Intervention programs also need to deal with problem behaviors—such as using drugs, engaging in precocious sexual activity, failing school, and joining juvenile gangs—which often occur together (Huizinga, Loeber, and Thornberry, 1994). Although reducing established delinquency is difficult, some programs (particularly those that include both family and individual interventions) have had success (U.S. Congress, Office of Technology Assessment, 1991; for more information see Bensley and VanEenwyk, 1995).

Nationally, a decrease in self-reported fighting and gun carrying among youth in Grades 9 through 12 occurred between 1991 and 2001, from 43 percent to 33 percent. Weapon carrying also decreased from 1991 to 1997 (from 26 percent to 18 percent), then remained constant from 1997 to 2001 (Grunbaum et al., 2002). Also, between 1993 and 1998, national homicide rates dropped from 20.5 to 11.7 per 100,000 among youth aged 15 to 19 (Wonder, n.d.).

Summary of Comparisons to Other Data

The HYS02 results indicate that Washington students in Grades 10 and 12 were less likely than students nationally (Grunbaum, 2001) to have carried a weapon in the past 30 days (Grunbaum et al., 2002). Washington students reported rates similar to those reported nationally for suicidal ideation and attempt.

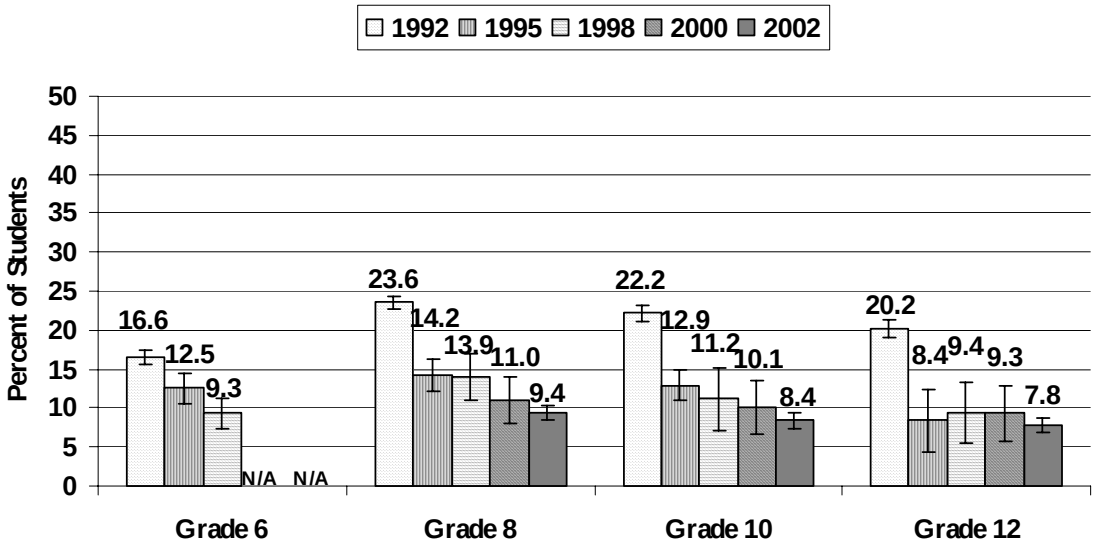
Summary of Gender Differences

Males were more likely than females to report carrying a weapon in the past 30 days for self-protection or because they might need it in a fight (4.8 percent of females compared to 14.1 percent of males in Grade 8, 3.7 percent of females compared to 13.3 percent of males in Grade 10, and 3.2 percent of females compared to 12.9 percent of males in Grade 12). Among Grade 8 and 10 students, females were more likely than males to have attempted suicide (10.1 percent of females compared to 6.2 percent of males in Grade 8 and 11.4 percent of females compared to 6.3 percent of males in Grade 10).

Detailed Results

The HYS02 contained a question that asked students how many times in the past 30 days they had carried a weapon such as a gun, knife, or club for self-protection or because they thought they might need it in a fight. Figure 30 illustrates changes in this behavior over time. Grade 6 students showed a decline from 1992 to 1998 in weapon carrying, but have not been asked this question since 1998. Grade 8 and 10 students have shown a decline from 1992 to 2002. The percentage of students in Grade 12 who reported this behavior has remained steady since 1995. In 2002 9.4 percent of Grade 8 students, 8.4 percent of Grade 10 students, and 7.8 percent of Grade 12 students reported carrying a weapon in the past 30 days.

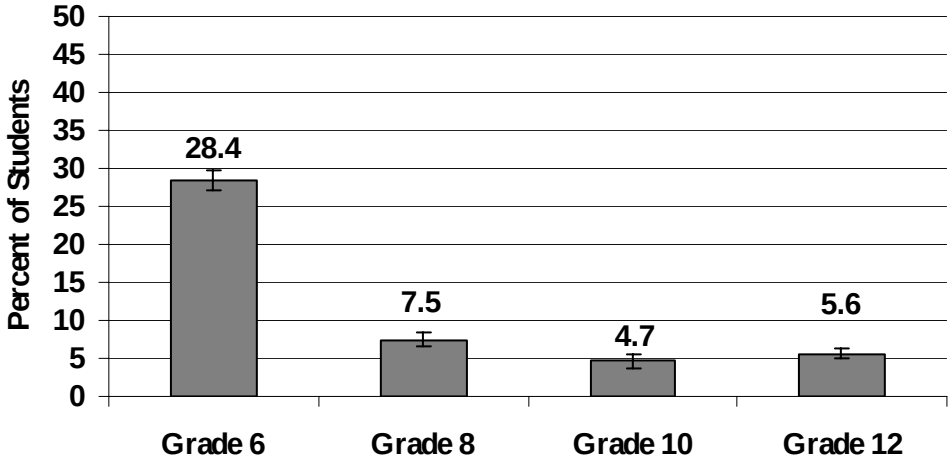
Figure 30
Trend in Weapon Carrying



Note. Percentages represent students who reported having carried within the past month a gun; knife or razor; or club, stick, pipe, or other weapon for self-protection or because they thought they might need the weapon in a fight.

Students were asked whether they had been a member of a gang during the past 12 months. Figure 31 shows that 28.4 percent of the Grade 6 students, 7.5 percent of the Grade 8 students, 4.7 percent of the Grade 10 students, and 5.6 percent of the Grade 12 students reported having been a gang member during the past 12 months. The high percentage of Grade 6 students who reported this behavior should be regarded with caution because their responses might have been influenced by current language usage among students of that age (i.e., a group of friends being referred to as a gang).

Figure 31
Gang Membership



Note. Percentages represent students who reported that they had belonged to a gang in the past 12 months.

Attempted suicide heightens the risk of eventual suicide and is related to a host of other problem behaviors such as substance abuse and delinquency. Figure 32 illustrates the percentages of students who reported suicidal ideation or attempt. Eight (8.2) percent of Grade 8 students, 8.9 percent of Grade 10 students, and 6.2 percent of Grade 12 students had attempted suicide in the past year. Among those who had attempted suicide, about half required medical treatment. Many more students also seriously considered attempting suicide and actually made a suicide plan.

Figure 32
Suicide-Related Behaviors

Note. Percentages represent students who reported these behaviors in the past 12 months.

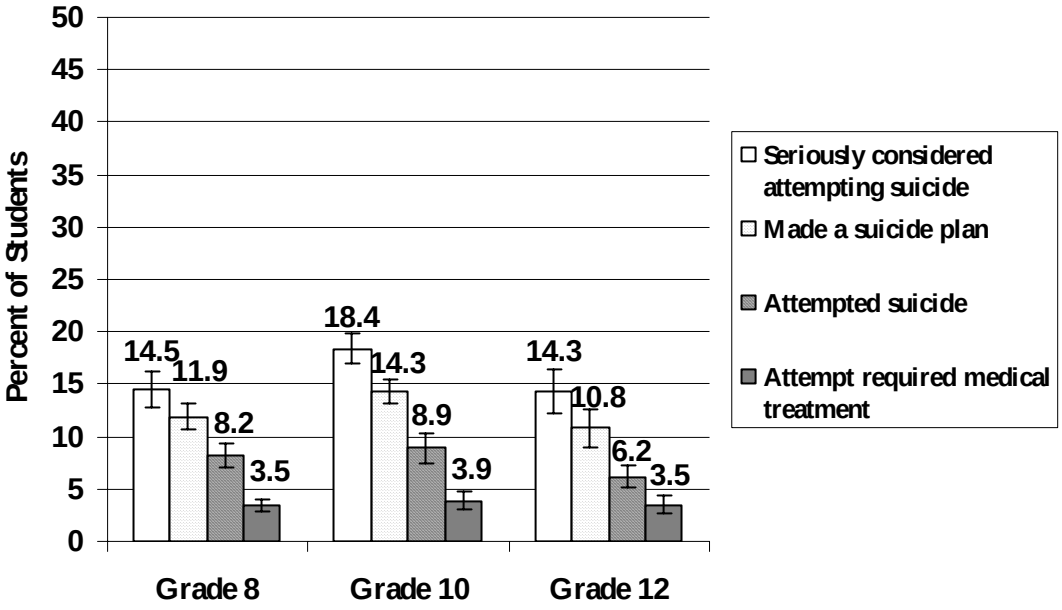
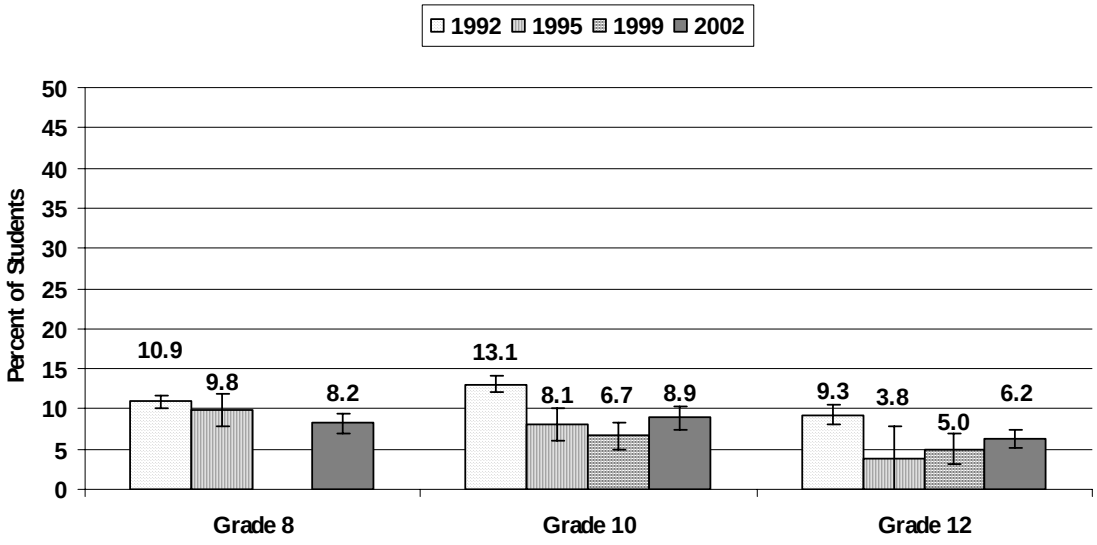


Figure 33 shows the trend over time from 1992 to 2002 in the percentages of students who attempted suicide in the past year. Among Grade 8 students little change occurred over this period, among Grade 10 and 12 students there was a drop from 1992 to 1995 and a steady rate from 1995 to 2002.

Figure 33
Students Who Attempted Suicide



Note. Percentages represent students who reported having attempted suicide in the past 12 months.

Alcohol, Tobacco, and Other Drug Use

Background

Alcohol, tobacco, and other drug use, especially heavy use, can interfere with young people's positive and healthy physical, emotional, and social development. Relationships within families and among friends and satisfactory progress in school can suffer from substance use. Substance use throughout the lifespan also has important effects on health. Of the more than two million deaths each year in the United States, approximately one in four is attributable to alcohol, tobacco, and illicit drug use (tobacco causes about 430,700 deaths, alcohol causes about 100,000 deaths, and illicit drugs cause about 16,000 deaths)—thus substance abuse is the single largest preventable cause of death in this country (Schneider Institute for Health Policy, 2001). Alcohol use contributes to motor vehicle crashes, which are the leading cause of death for 15- to 24-year-olds, and to homicide and suicide. In addition to injuries, drug use is associated with other problem behaviors in youth such as school failure and delinquency (Centers for Disease Control and Prevention, 1999).

The Office of Superintendent of Public Instruction administers a combined total of approximately $10 million in funding from the U.S. Department of Education, Office of Safe and Drug-Free Schools and the Washington State Division of Alcohol and Substance Abuse to local school districts for the implementation of comprehensive substance abuse and violence prevention activities. A significant portion of these funds are dedicated to providing school-based Prevention/Intervention Program Services to youth and their families impacted by substance abuse and violence related issues.

Tobacco use is considered the most important preventable cause of death in the United States. In Washington, it is estimated that 8,202 (19.8 percent) of deaths in 1997 were attributable to smoking (LeMier, 1999). Cigarette smoking contributes to heart disease, cancer, pulmonary disease, and stroke; smokeless tobacco use is associated with heart disease, cancer, and pulmonary disease. The Washington State Department of Health received a $15 million allocation from tobacco settlement funds to implement

a statewide comprehensive tobacco prevention and control program. A significant proportion of program funding has been dedicated to youth-oriented antitobacco media campaigns, school-based prevention programs, and community-based youth empowerment programs. The measurement of youth tobacco use is an important key to tracking overall program efficacy.

The economic costs of alcohol, tobacco, and other drug abuse are enormous. Nationwide, the economic cost of substance abuse—in terms of health care, motor vehicle crashes, crime, lost productivity, and other adverse outcomes—was $276 billion in 1995 (Harwood, Fountain, and Livermore, 1998). Wickizer, Wagner, Atherly, and Beck (1993) studied the economic costs of alcohol and other drugs to Washington State in 1990 and estimated economic losses totaling $1.81 billion—that is, $372 for every man, woman, and child living in the state. The authors also found that alcohol abuse—not other drug abuse—had the greatest economic impact and that for every dollar the state collected in tax revenue from alcohol sales, over seven dollars were spent as a result of alcohol abuse. In 1999 Wickizer updated this figure, estimating that the economic cost of alcohol, tobacco, and other drug use in Washington State in 1996 had been $2.54 billion. This figure represents a 39 percent increase over the 1990 cost estimate.

Alcohol use, tobacco use, and other drug use are preventable behaviors. Current research findings on alcohol, including research into its effects on the brain, genetic and psychosocial influences, medical consequences, prevention, and treatment are presented in the *10th Special Report to the U.S. Congress on Alcohol and Health* (National Institute on Alcohol Abuse and Alcoholism, 2000). Caulkins, Pacula, Paddock, and Chiesa (2002) noted that the benefits of school-based drug prevention programs in the United States far exceed the costs. According to their analysis, the lifetime social benefits from one average student's participation in drug prevention were estimated at $840, while the cost of one student's participation in drug prevention is approximately $150. The authors concluded that every $1.00 spent on school-based drug prevention results in a cost-savings of $5.60. The national health objectives for the year 2010 place a high priority on reductions in alcohol and other drug use (U.S. Department of Health and Human Services, 2000a). Although schools can play an important role in substance

abuse prevention, it is important that they have the support of the communities in which they exist. The Healthy People 2010 objective that supports this idea is "Increase the number of communities using partnerships or coalition models to conduct comprehensive substance abuse prevention efforts" (U.S. Department of Health and Human Services, 2000a, 2000b). In addition, the Washington State Governor's Prevention Plan targets age of first use as one of eighteen important prevention objectives, due to the importance of the age of initiation to subsequent problem substance use. For example, the Governor's goal for Grade 12 students is that their average age of first having more than a sip of beer, wine, or hard liquor increase to 16 years of age.

Some of the survey items have changed over time since the 1988 (or later administrations). In some cases these changes were made to reconcile differences in the way they are worded on national surveys, and hence on the different Washington surveys prior to the development of the HYS. Future survey efforts will seek to preserve the items as much as possible, so that trends over time may be observed.

Summary of Comparisons to Other Data

Washington students in Grade 10 had lower 30-day prevalence of alcohol and hallucinogen use than did students nationally (Monitoring the Future, 2002). Washington students in Grade 12 had lower 30-day alcohol and cigarette use rates than did students nationally (Monitoring the Future, 2002). Substance use is a leading indicator for Healthy People 2010, and is related to the objective to increase the proportion of adolescents not using alcohol or any illicit drugs in the past 30 days (the 2010 target is 89 percent).

Summary of Gender Differences

Gender differences in rates of use appeared in some grades for some substances. For example, 4.6 percent of males used alcohol in the past 30 days compared to 2.3 percent of females in Grade 6, 16.0 percent of males used alcohol compared to 19.4 percent of females in Grade 8, and 44.9 percent of males used alcohol compared to 40.9 percent of females in Grade 12. As another example, 1.98 percent of males used marijuana in the past 30 days compared to 0.8 percent of females in Grade 6, 21.0

percent of males used marijuana compared to 15.8 percent of females in Grade 10, and 28.9 percent of males used marijuana compared to 20.8 percent of females in Grade 12.

Detailed Results

Lifetime Prevalence of Substance Abuse

The survey assessed lifetime prevalence of use for most substances differently beginning in 2000. In 1998 and earlier administrations, students were asked "Have you ever, even once in your lifetime, used any of the following drugs?" Beginning with the 2000 administration, students were asked this same question in reference to some substances, and for other substances lifetime prevalence was determined from the students' responses to the question "How old were you when you first . . . ?" followed by a list of drugs and behavioral descriptors (rather than the names of the drugs only; for example, "had more than a sip or two of beer, wine, or hard liquor" rather than "drank alcohol"). Although the new approach appears comparable to earlier approaches, the changes in the results from 1998 to 2000 are significant enough that that they may be due to the change in measurement rather than behavioral changes. Readers are therefore cautioned against comparing changes over time for these substances, which are identified in a footnote to the relevant tables.

As in all previous statewide surveys, respondents reported alcohol as the most commonly used substance. Smoking tobacco and marijuana followed. These three drugs are often termed *gateway substances*, which refers to initial experimentation with illegal drugs that often leads to more frequent use of these and other substances. Although the majority of people who use marijuana do not go on to use more addictive substances, studies on the influence of gateway drugs indicate that young people who use marijuana are 85 times more likely to use cocaine than those who have never used marijuana (Center on Addiction and Substance Abuse, 1994).

Tables 7a through 7d detail lifetime prevalence for students in Grades 6, 8, 10, and 12 from 1988 through 2002.

Table 7a
Lifetime Prevalence of Substance Use by Year: Grade 6

Substance	Percent of Students							Change 2000–2002
	1988	1990	1992	1995	1998	2000	2002	
Alcohol	51.4	33.0	33.0	33.2	39.8	21.2[a]	32.7	**11.5**
Tobacco, smoking	12.4	11.3	11.7	20.6	25.7	15.1 [a]	6.3	**-8.8**
Tobacco, smokeless	9.5	5.4	5.5	7.1	7.8	1.8 [a]	–	[b]
Marijuana	3.6	1.7	1.9	4.9	7.0	2.2 [a]	3.4	1.2
Hallucinogens (Psychedelics)	1.5	0.8	1.2	1.1	2.6	0.8	–	[b]
Inhalants	13.0	7.5	7.7	3.9	7.0	2.5	3.6	1.1
Over-the-counter drugs	–	7.0	7.8	2.0	–	–	–	[b]
Cocaine	0.8	0.9	1.1	1.3	2.3	–	–	[b]
Steroids	1.7	1.2	1.1	1.2	2.6	–	–	[b]
Other illegal drugs	–	–	1.4	1.6	–	2.4	3.3	0.9
Heroin	–	–	–	–	1.7	–	–	[b]
Amphetamines	–	–	–	–	3.4	–	–	[b]
Methamphetamines	–	–	–	–	2.3	–	–	[b]
Party drugs	–	–	–	–	–	0.9	–	[b]

Note. Dashes indicate a substance was not represented on that particular year's survey. Statistically significant changes are highlighted in bold.
[a]The presentation of the question changed beginning with the 2000 administration. [b]No data were available to compare change between 2000 and 2002 administrations.

Table 7b
Lifetime Prevalence of Substance Use by Year: Grade 8

Substance	Percent of Students							Change 2000–2002
	1988	1990	1992	1995	1998	2000	2002	
Alcohol	68.9	60.2	55.3	58.1	62.7	45.7[a]	44.2	-1.5
Tobacco, smoking	29.8	32.5	31.0	48.9	48.2	37.1 [a]	28.6	**-8.5**
Tobacco, smokeless	16.6	13.9	13.1	22.9	14.8	5.2 [a]	8.0	2.8
Marijuana	14.4	11.2	9.0	27.2	28.2	19.7 [a]	15.7	-4.0
Hallucinogens (Psychedelics)	4.0	5.0	5.6	9.3	8.7	4.7	–	[b]
Inhalants	17.3	17.1	17.4	14.5	14.3	9.6	–	[b]
Over-the-counter drugs	–	13.8	11.1	11.6	–	–	–	[b]
Cocaine	2.0	3.0	2.0	5.5	5.2	–	3.1	-2.1[c]
Steroids	3.0	25.0	1.0	2.5	2.6	2.2	3.1	0.9
Other illegal drugs	–	–	4.0	8.4	–	–	–	[b]
Heroin	–	–	–	–	2.6	1.4	–	[b]
Amphetamines	–	–	–	–	8.4	4.3	–	[b]
Methamphetamines	–	–	–	–	4.6	2.0	2.5	0.5
Party drugs	–	–	–	–	–	4.8	–	[b]

Note. Dashes indicate a substance was not represented on that particular year's survey. Statistically significant changes are highlighted in bold.
[a]The presentation of the question changed beginning with the 2000 administration. [b]No data were available to compare change between 2000 and 2002 administrations.

Table 7c
Lifetime Prevalence of Substance Use by Year: Grade 10

Substance	Percent of Students							Change 2000–2002
	1988	1990	1992	1995	1998	2000	2002	
Alcohol	84.1	75.7	70.3	70.5	79.7	65.0[a]	60.0	-5.0
Tobacco, smoking	43.1	43.4	43.7	55.7	63.4	52.2[a]	39.0	**-13.2**
Tobacco, smokeless	21.5	22.1	23.2	30.7	25.8	14.3[a]	13.1	-1.2
Marijuana	32.7	21.5	22.8	39.1	49.5	37.6[a]	32.4	-5.2
Hallucinogens (Psychedelics)	12.14	9.1	11.1	15.4	18.8	10.7	–	[b]
Inhalants	19.5	17.7	15.6	12.3	15.3	11.5	–	[b]
Over-the-counter drugs	–	23.2	18.4	12.3	–	–	–	[b]
Cocaine	8.1	4.3	3.5	7.4	9.4	6.0	5.4	-0.6
Steroids	4.9	3.0	2.2	2.1	3.1	2.9	2.9	0.0
Other illegal drugs	–	–	7.9	11.6	–	–	–	[b]
Heroin	–	–	–	–	3.9	1.9	–	[b]
Amphetamines	–	–	–	–	14.6	8.4	–	[b]
Methamphetamines	–	–	–	–	9.8	–	4.5	-5.3[c]
Party drugs	–	–	–	–	–	9.3	–	[b]

Note. Dashes indicate a substance was not represented on that particular year's survey. Statistically significant changes are highlighted in bold.

[a]The presentation of the question changed beginning with the 2000 administration. [b]No data were available to compare change between 2000 and 2002 administrations. [c]Figure reflects a change between the 1998 administration and the 2002 administration. No data are available for the 2000 administration.

Table 7d
Lifetime Prevalence of Substance Use by Year: Grade 12

Substance	Percent of Students						Change 2000–2002
	1990	1992	1995	1998	2000	2002	
Alcohol	83.0	79.8	82.1	84.2	76.0[a]	74.9	-1.1
Tobacco, smoking	51.7	52.6	64.7	68.4	60.9[a]	52.1	**-8.8**
Tobacco, smokeless	28.5	27.9	37.7	35.0	24.8[a]	20.0	-4.8
Marijuana	34.0	32.9	43.5	55.1	50.5 [a]	48.0	-2.5
Hallucinogens (Psychedelics)	13.7	16.8	18.7	23.8	15.1	–	[b]
Inhalants	16.4	13.1	11.0	13.3	13.1	–	[b]
Over-the-counter drugs	27.2	22.3	11.6	–	–	–	[b]
Cocaine	7.8	4.6	7.6	9.7	9.2	8.3	-0.9
Steroids	3.2	2.47	2.4	3.0	2.9	4.2	1.3
Other illegal drugs	–	9.5	11.1	–	–	–	[b]
Heroin	–	–	–	3.6	2.4	–	[b]
Amphetamines	–	–	–	14.9	10.0	–	[b]
Methamphetamines	–	–	–	11.0	7.5	7.2	-0.3
Party drugs	–	–	–	–	13.5	–	[b]

Note. Dashes indicate a substance was not represented on that particular year's survey. Statistically significant changes are highlighted in bold.
[a]The presentation of the question changed beginning with the 2000 administration. [b]No data were available to compare change between 2000 and 2002 administrations. [c]Figure reflects a change between the 1998 administration and the 2002 administration. No data are available for the 2000 administration.

Table 8 shows the average age of first use for those respondents who had ever tried a given substance (the row labeled *M* shows the average age of first use, the row labeled *n* shows the sub-sample size on which this average was computed, and the row labeled *SD* shows the standard deviation). Grade 12 students reported that on average, they first had more than a sip or two of beer, wine, or hard liquor at 13.7, began drinking alcoholic beverages at least once or twice a month at 15.2 years of age, first smoked a cigarette (even just a puff) at 12.1 years of age, and first smoked marijuana at 14.3 years of age. These findings in this table are virtually identical to those for 1998 and 2000.

Table 8
Average Age of First Use, Among Students Who Have Used by the Target Grade

Action		Grade 8	Grade 10	Grade 12
More than a sip of beer, wine, or hard liquor	*M*	11.3	12.6	13.7
	n	3,119	2,932	2,986
	SD	1.3	1.8	2.2
Began drinking at least once or twice a month	*M*	12.1	13.7	15.2
	n	434	625	852
	SD	1.5	1.5	1.7
Smoked a cigarette, even just a puff	*M*	11.1	12.1	12.1
	n	996	924	1,017
	SD	1.3	1.8	2.3
Smoked marijuana	*M*	11.9	13.1	14.3
	n	1,113	1,587	1,917
	SD	1.3	1.6	1.9

Students begin experimenting with alcohol and other drugs at an early age. The younger the age of drinking onset, the greater the chance that an individual will develop a clinically defined alcohol disorder at some point in life. For example, Grant and Dawson (1997) found that young people who began drinking before age 15 were four times more likely to develop alcohol dependence than those who began drinking at age 21. However, the causal relationships are not known, as youth who begin using substances may have other risk factors. Washington State's substance abuse

prevention target is to "Increase the average age of first use of alcohol, tobacco, and marijuana to age 16."

30-Day Prevalence of Substance Use

Although lifetime prevalence trends are of great concern, readers must remember that these tends reflect, in part, experimental use. Lifetime prevalence is the percentage of students who have ever tried a substance, even if only on one occasion. An indicator of more current use is students' responses to questions about substance use in the past 30 days. Tables 9a through 9d detail Grade 6, 8, 10, and 12 students' alcohol, tobacco, and other drug use in the past 30 days. Because the survey question regarding alcohol changed in 2000, the results from 2000 and 2002 are not comparable to those from previous survey administrations. In 1998 the question read: During the past 30 days, how many times have you used each of the following drugs . . . alcohol (beer, wine, wine coolers, hard liquor)? In 2000 the question read: During the past 30 days, on how many days did you . . . drink a glass, can, or bottle of alcohol (beer, wine, wine coolers, hard liquor)? The question regarding hallucinogens also changed: in 2000 the term *psychedelic* was used, whereas *hallucinogens* had been used in previous administrations.

Alcohol is clearly the most commonly used substance among students, followed by marijuana and cigarettes. In addition, older students reported greater prevalence of use than younger students for most substances. For example, alcohol use in the past 30 days was reported by 3.8 percent of Grade 6 students and by 42.8 percent of Grade 12 students. Cigarette use in the past 30 days was reported by 2.2 percent of Grade 6 students and 22.7 percent of Grade 12 students. Marijuana use in the past 30 days was reported by 1.3 percent of Grade 6 students and 24.7 percent of Grade 12 students. The manufacture and use of methamphetamine is a concern among Washington State citizens (Baird, 2003). However, a much smaller percentage of students reported having used methamphetamine than reported having used alcohol, tobacco, or marijuana. Methamphetamine use in the past 30 days was reported by 2.1 percent of Grade 8 students, 2.9 percent of Grade 10 students, and 2.4 percent of Grade 12 students.

Table 9a
30-Day Prevalence of Substance Use by Year: Grade 6

Substance	Percent of Students						Change 2000–2002
	1990	1992	1995	1998	2000	2002	
Alcohol	11.8	12.8	12.2	13.8	6.6[a]	3.8	**-2.8**
Tobacco, smoking	2.4	2.8	4.3	4.7	4.0	2.2	-1.8
Tobacco, smokeless	–	–	3.6	3.5	0.8	1.0	0.2
Marijuana	1.3	1.3	3.1	3.4	1.5	1.3	-0.2
Hallucinogens (Psychedelics)	–	–	–	1.3	0.6	–	[b]
Inhalants	–	–	2.7	3.2	1.4	–	[b]
Cocaine	–	–	1.0	1.1	–	–	[b]
Other illegal drugs	–	1.4	1.3	–	1.0	–	[b]
Heroin	–	–	–	0.6	–	–	[b]
Amphetamines	–	–	–	1.4	–	–	[b]
Methamphetamines	–	–	–	0.9	–	–	[b]
Party drugs	–	–	–	–	0.7	–	[b]

Note. Dashes indicate a substance was not represented on that particular year's survey. Statistically significant changes are highlighted in bold.
[a]The presentation of the question changed for the 2000 administration. [b]No data were available to compare change between 2000 and 2002 administrations.

Table 9b
30-Day Prevalence of Substance Use by Year: Grade 8

Substance	Percent of Students						Change 2000–2002
	1990	1992	1995	1998	2000	2002	
Alcohol	29.1	24.0	30.1	31.0	22.3[a]	17.8	**-4.5**
Tobacco, smoking	12.1	10.3	18.8	15.2	12.5	9.2	**-3.3**
Tobacco, smokeless	–	–	11.5	6.7	2.1	2.7	0.6
Marijuana	7.6	6.1	16.2	16.5	12.0	10.4	-1.6
Hallucinogens (Psychedelics)	–	–	–	3.8	3.1	3.0	-0.1
Inhalants	–	–	7.3	6.6	4.9	5.0	0.1
Cocaine	3.1	2.0	3.6	2.5	1.5	2.4	0.9
Other illegal drugs	5.4	5.0	6.9	–	–	2.5	-4.4[c]
Heroin	–	–	–	1.3	0.8	–	[b]
Amphetamines	–	–	–	3.9	2.7	–	[b]
Methamphetamines	–	–	–	2.3	1.2	2.1	0.9
Party drugs	–	–	–	–	3.4	–	[b]

Note. Dashes indicate a substance was not represented on that particular year's survey. Statistically significant changes are highlighted in bold.

[a]The presentation of the question changed for the 2000 administration. [b]No data were available to compare change between 2000 and 2002 administrations. [c]Figure represents a change from the 1995 administration to the 2002 administration. No data are available for the 1998 and 2002 administration.

Table 9c
30-Day Prevalence of Substance Use by Year: Grade 10

Substance	Percent of Students						Change 1998–2002
	1990	1992	1995	1998	2000	2002	
Alcohol	44.0	40.0	37.0	44.9	37.6[a]	29.3	**-8.3**
Tobacco, smoking	15.5	17.1	20.9	21.8	19.8	15.0	**-4.8**
Tobacco, smokeless	–	–	15.3	9.6	4.6	4.8	0.2
Marijuana	10.6	13.2	23.0	26.6	21.9	18.3	-3.6
Hallucinogens (Psychedelics)	–	–	–	5.8	5.8	4.0	-1.8
Inhalants	–	–	5.4	3.9	3.6	3.8	0.2
Cocaine	2.1	2.1	3.2	3.2	2.6	2.7	0.1
Other illegal drugs	7.2	7.3	6.1	–	–	3.3	-2.8[c]
Heroin	–	–	–	1.3	1.0	–	[b]
Amphetamines	–	–	–	5.6	4.5	–	[b]
Methamphetamines	–	–	–	3.8	2.6	2.9	0.3
Party drugs	–	–	–	–	6.2	–	[b]

Note. Dashes indicate a substance was not represented on that particular year's survey. Statistically significant changes are highlighted in bold.
[a]The presentation of the question changed for the 2000 administration. [b]No data were available to compare change between 2000 and 2002 administrations. [c]Figure represents a change from the 1995 administration to the 2002 administration. No data are available for the 1998 and 2002 administration.

Table 9d
30-Day Prevalence of Substance Use by Year: Grade 12

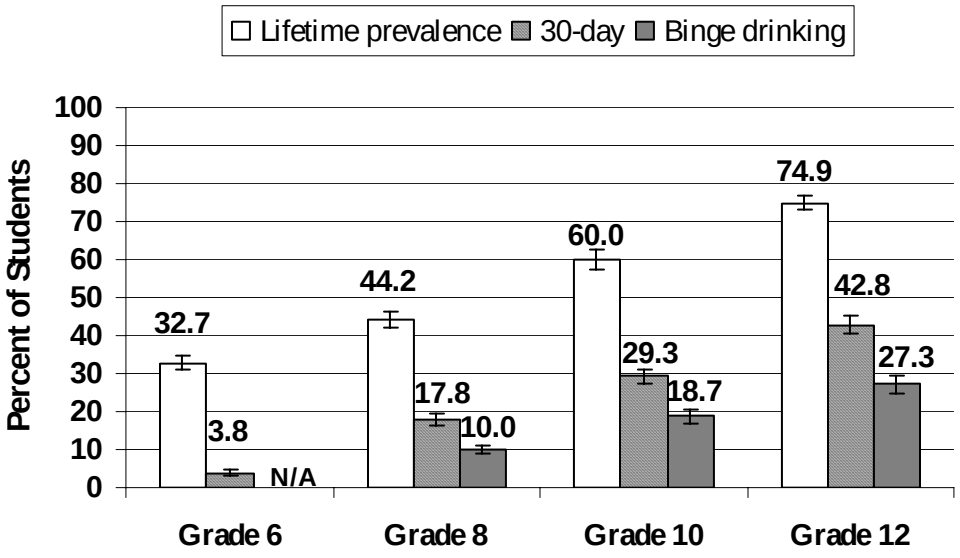
Substance	Percent of Students						Change 1998–2002
	1990	1992	1995	1998	2000	2002	
Alcohol	52.0	51.8	44.8	52.0	46.8[a]	42.8	-4.0
Tobacco, smoking	20.7	22.3	24.0	28.6	27.6	22.7	**-4.9**
Tobacco, smokeless	–	–	18.2	12.4	8.8	7.5	-1.3
Marijuana	15.9	17.3	23.3	28.7	24.4	24.7	0.3
Hallucinogens (Psychedelics)	–	–	–	6.0	6.5	5.1	-1.4
Inhalants	–	–	2.7	2.3	2.4	3.0	0.6
Cocaine	2.6	2.0	1.9	2.7	2.8	4.4	**1.6**
Other illegal drugs	8.8	8.2	5.1	–	–	3.3	-1.8
Heroin	–	–	–	0.7	0.8	–	[b]
Amphetamines	–	–	–	3.6	4.0	–	[b]
Methamphetamines	–	–	–	2.9	2.9	2.4	-0.5
Party drugs	–	–	–	–	6.8	–	[b]

Note. Dashes indicate a substance was not represented on that particular year's survey. Statistically significant changes are highlighted in bold.
[a]The presentation of the question changed for the 2000 administration. [b]No data were available to compare change between 2000 and 2002 administrations.

Alcohol

Alcohol has been consistently reported as the substance most frequently used among Washington's students. Figure 34 presents the HYS02 findings on three standard indicators of alcohol use: lifetime prevalence, 30-day use, and binge drinking. Among Grade 8 students 44.2 percent had tried alcohol at some time in their lives, 17.8 percent reported alcohol use in the past 30 days, and 10.0 percent reported binge drinking (i.e., consuming five or more drinks in a row) during the past two weeks. These rates increase at each grade level. Approximately 75.0 percent of the Grade 12 students had tried alcohol at some time in their lives, 42.8 percent reported alcohol use in the past 30 days, and 27.3 percent reported binge drinking during the past two weeks.

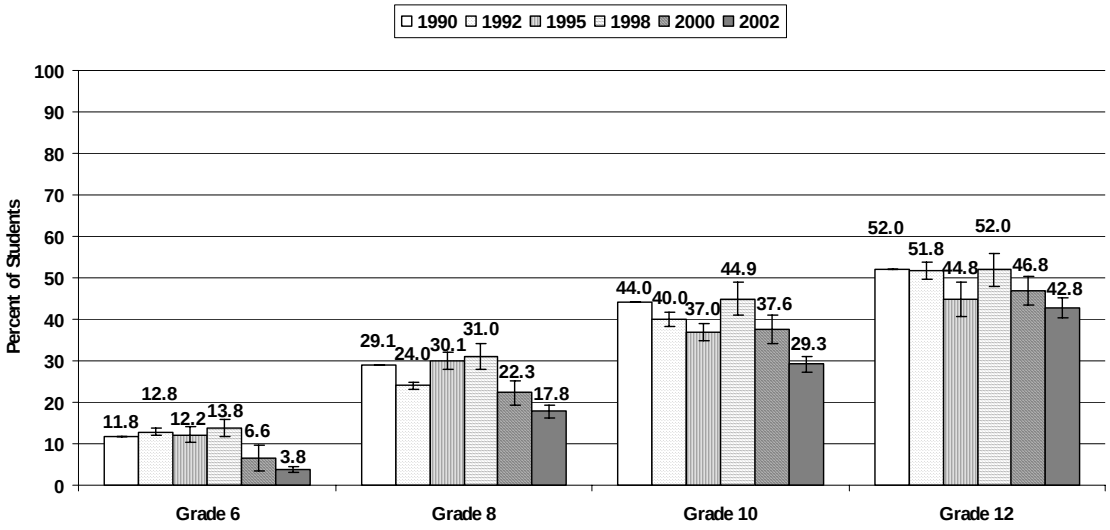
Figure 34
Alcohol Use by Grade



Note. Percentages represent students who reported that they tried alcohol at some time in their lives, used alcohol in the past 30 days, and engaged in binge drinking in the past two weeks.

Figure 35 illustrates the trend in alcohol use by grade from 1992 to 1998 and from 2000 to 2002. Readers are reminded that the wording of the survey question changed in 2000, so that the results from 2000 forward should not be compared with those from 1998 and before.

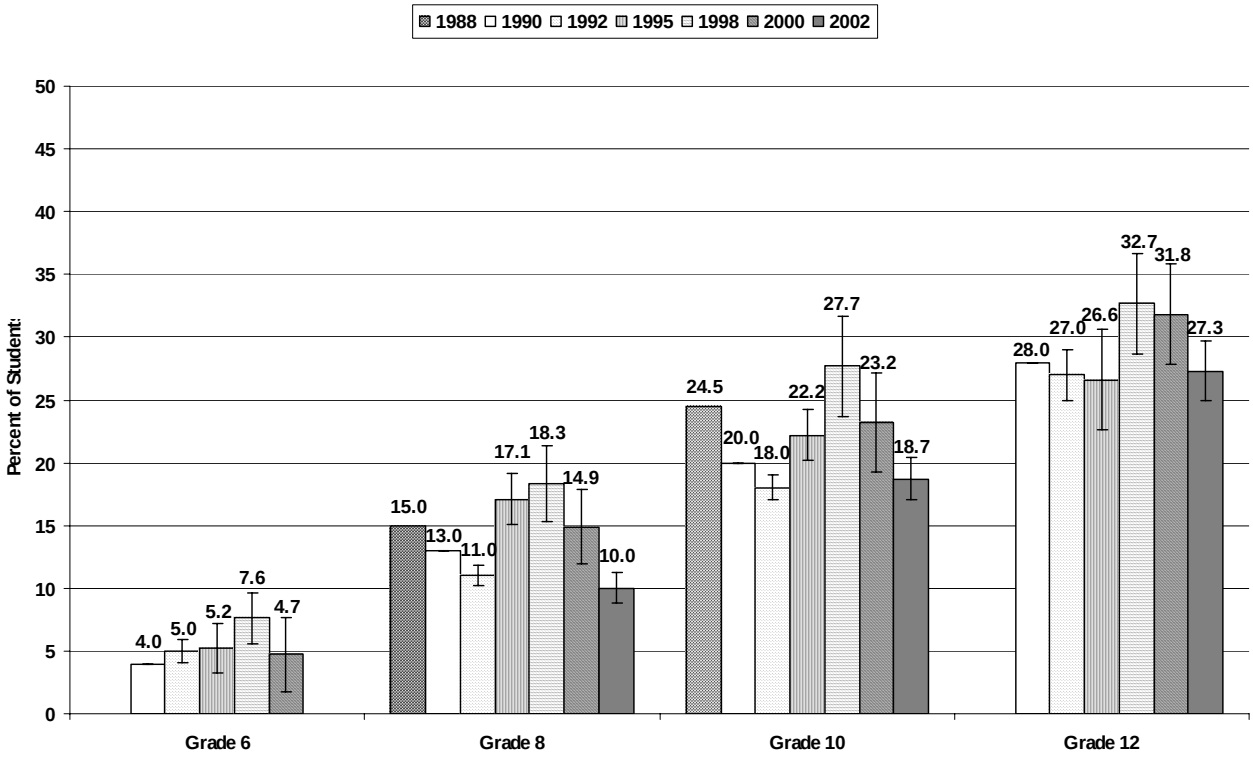
Figure 35
Trend in Alcohol Use by Grade



Note. Percentages represent students who reported that they had used alcohol in the past 30 days. The wording of this question changed between 1998 and 2000.

Figure 36 illustrates changes in binge drinking among Washington students between 1988 and 2002. Binge drinking decreased among students in Grades 8 and 10 from 1998 to 2002. The rates of binge drinking remained, however, high in 2002: 10.0 percent of Grade 8 students, 18.7 percent of Grade 10 students, and 27.3 percent of Grade 12 students reported binge drinking in the past two weeks.

Figure 36
Trend in Binge Drinking by Grade



Note. Percentages represent students who reported that they had engaged in binge drinking in the past two weeks.

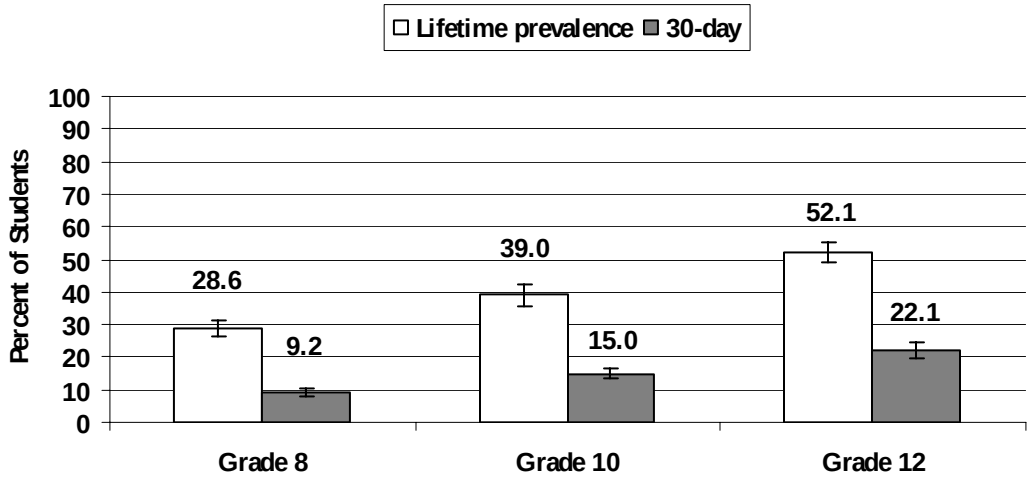
Tobacco

Smoking is the leading cause of preventable disease and death in the United States and the health consequences of smoking impose a considerable toll on society. Smoking is a major risk factor for heart disease, stroke, lung cancer, and chronic lung diseases. Direct medical costs related to smoking total at least $50 billion per year (Centers for Disease Control and Prevention, 1994), and direct medical costs related to

smoking during pregnancy are approximately $1.4 billion per year (Centers for Disease Control and Prevention, 1997).

Figure 37 illustrates smoking tobacco (i.e., cigarette) use across grades as reported in 2002. Older students were more likely to report having tried cigarettes and having used cigarettes in the past 30 days. For example, 28.6 percent of Grade 8 students and 52.1 percent of Grade 12 students had tried smoking tobacco at some point in their lives. Similarly, 9.2 percent of Grade 8 students and 22.1 percent of Grade 12 students had smoked cigarettes in the past 30 days.

Figure 37
Cigarette Use by Grade

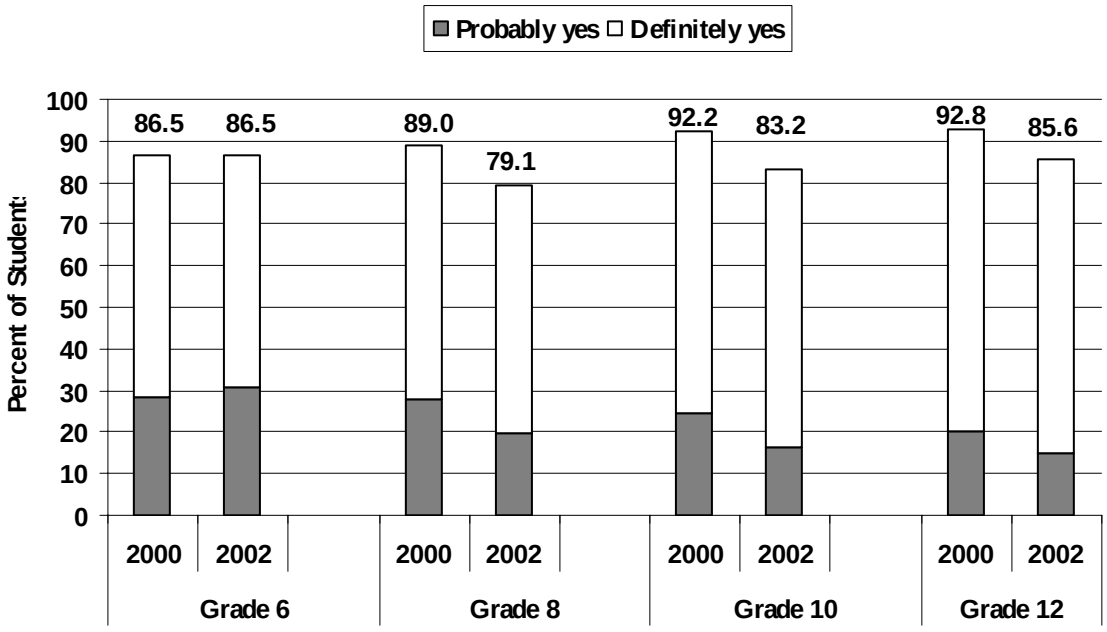


Note. Percentage represents students who have ever smoked a cigarette (even just a puff) and who smoked cigarettes in the past 30 days.

Exposure to secondhand smoke has serious health effects (California Environmental Protection Agency, 1997; U.S. Department of Health and Human Services, 1986; U.S. Environmental Protection Agency, 1992). Each year, secondhand smoke causes an estimated 3,000 nonsmokers to die of lung cancer and 150,000 to 300,000 infants and children under age 18 months of age experience lower respiratory tract infections. Secondhand smoke exposure causes heart disease among adults (Glantz and Parmely, 1995; Pirkle et al., 1996).

The surveyed students indicated whether they thought that smoke from other people's cigarettes (secondhand smoke) is harmful. Figure 38 shows that most students (86.5 percent in Grade 6, 79.1 percent in Grade 8, 83.2 percent in Grade 10, and 85.6 percent in Grade 12) believed that secondhand smoke was *probably* or *definitely* harmful.

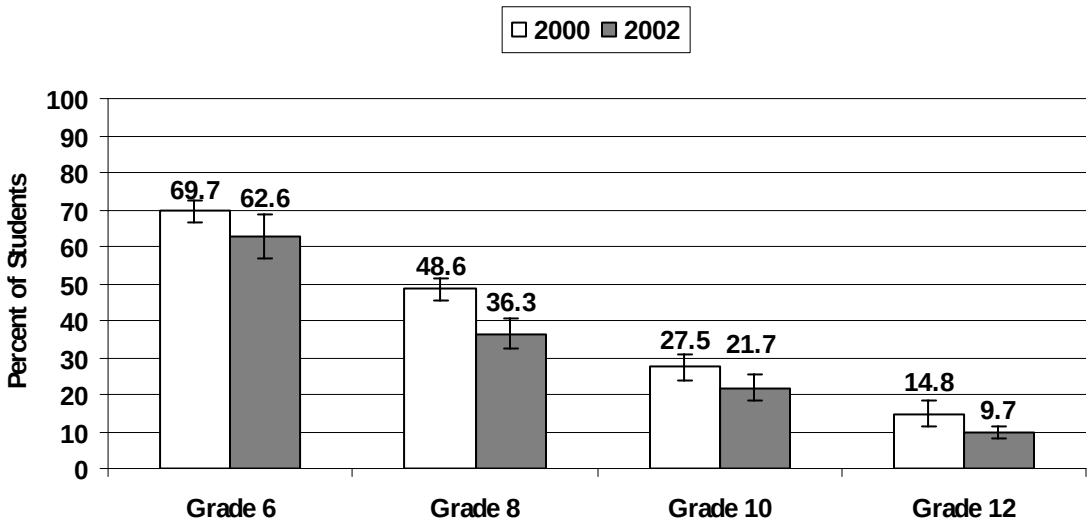
Figure 38
Perception of Risk of Secondhand Smoke



Note. Percentages represent students who reported they perceived that smoke from other people's cigarettes is probably or definitely harmful.

Students were also asked whether during the past year they had practiced in class ways to refuse tobacco—in role playing exercises, for example. About two thirds (62.6 percent) of the Grade 6 students indicated having done so. This percentage decreased at each grade level, however, and only 9.7 percent of Grade 12 students had practiced tobacco refusal skills in class. Figure 39 illustrates these findings.

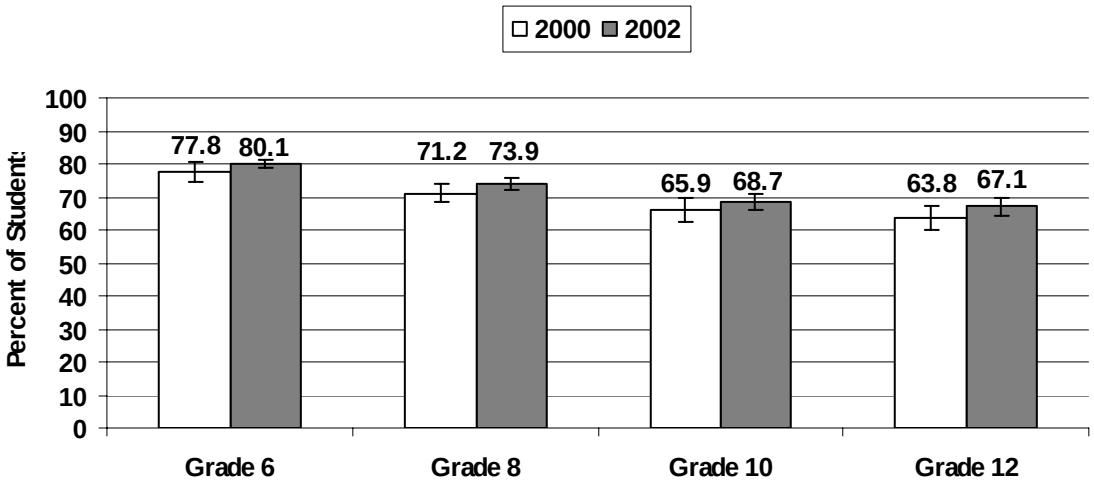
Figure 39
Students Who Practiced Tobacco Refusal Skills in Class



Note. Percentages represent students who reported that they had practiced refusing tobacco in the past 12 months.

The survey asked students whether their parents or guardians had discussed the dangers of tobacco use with them. Four-fifths (80.1 percent) of Grade 6 students indicated that such a discussion had occurred. Students in higher grades were somewhat less likely to report such a discussion (see Figure 40).

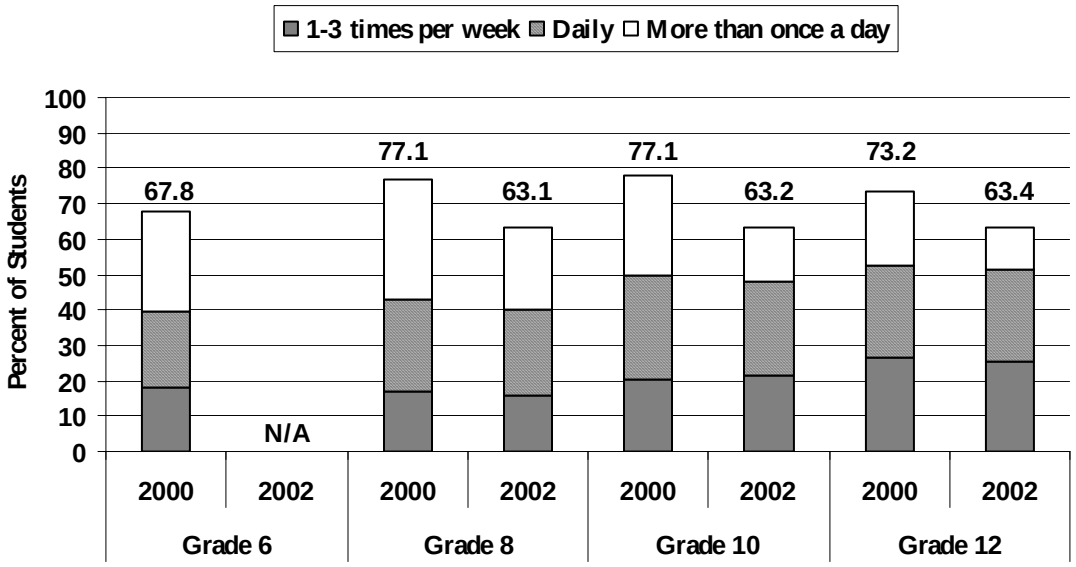
Figure 40
Discussion of Dangers of Tobacco Use With Parents or Guardians



Note. Percentages represent students who reported that either of their parents or guardians had discussed with them the dangers of tobacco use.

Students reported the frequency with which they had seen antismoking ads on television or heard them on the radio in the past 30 days. In 2002 63.1 percent of Grade 8 students, 63.2 percent of Grade 10 students, and 63.4 percent of Grade 12 students reported having seen or heard antismoking ads at least once a week during the past 30 days. Figure 41 shows these findings.

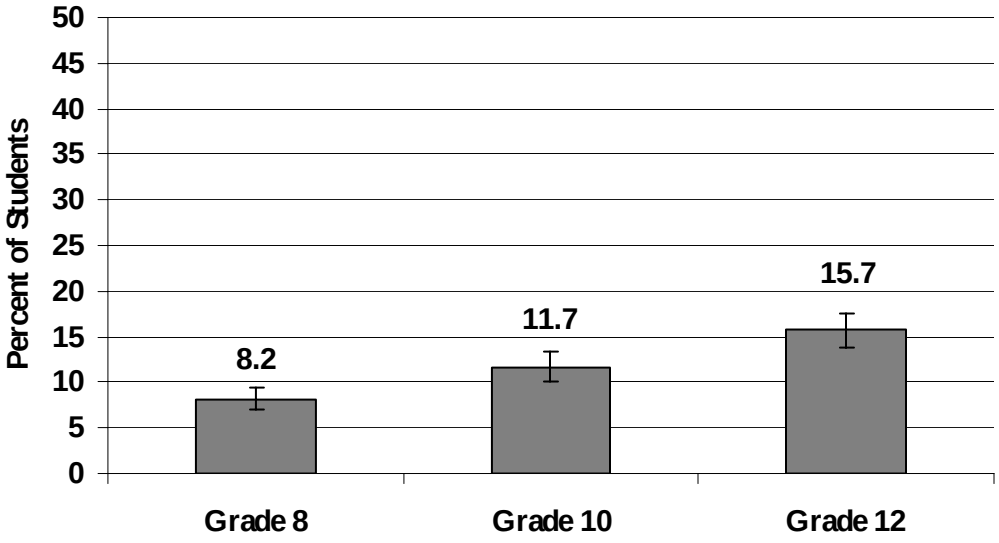
Figure 41
Exposure to Antismoking Television and Radio Ads



Note. Percentages represent students who reported that they had seen or heard commercials on television, the Internet, or on the radio about the dangers of smoking in the past 30 days.

Students reported the frequency with which they had attempted to quit using tobacco the past year. Eight (8.2) percent of Grade 8 students, 11.7 percent of Grade 10 students, and 15.7 percent of Grade 12 students reported that they had tried to quit using tobacco during the past year. Figure 42 illustrates these results.

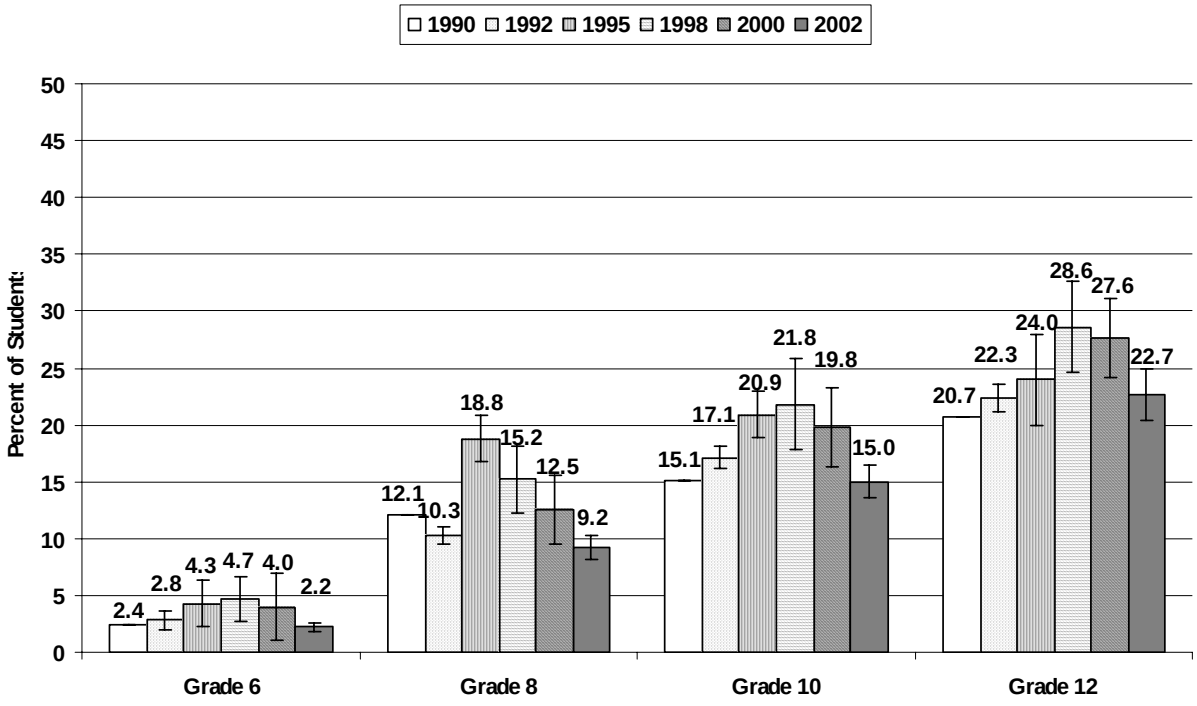
Figure 42
Attempts to Quit Using Tobacco



Note. Percentages represent students who reported that they had tried to quit using tobacco (cigarettes, cigars, or chew/dip) in the past 12 months.

Figure 43 shows changes in student use of cigarettes in the past 30 days from 1990 through 2002. Cigarette use decreased among Grades 6, 8, and 10 students from 1998 to 2002.

Figure 43
Trend in Cigarette Use by Grade

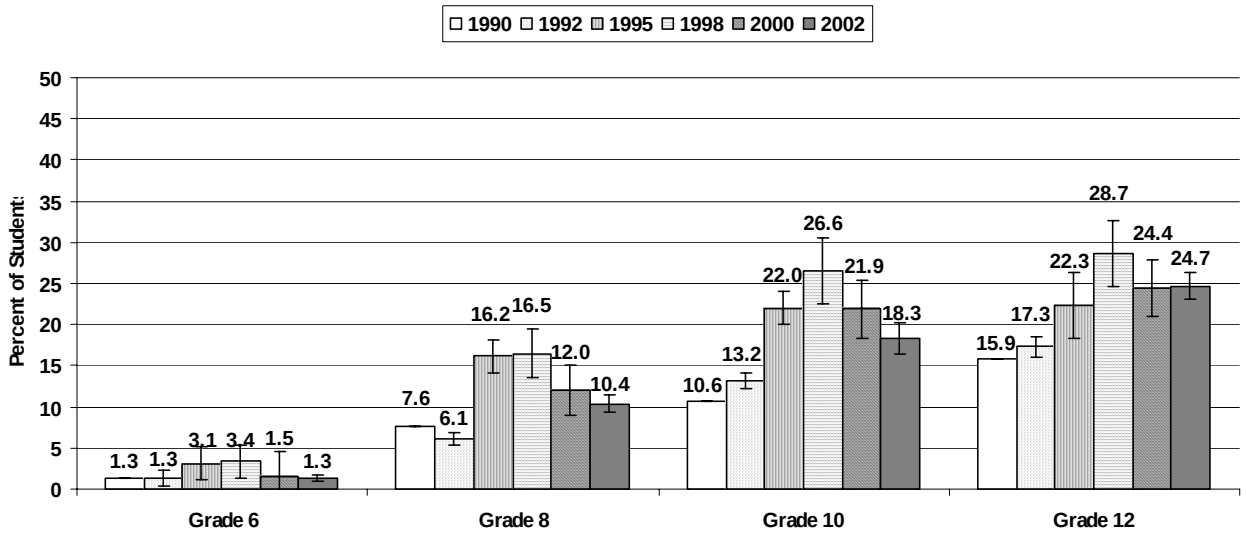


Note. Percentages represent students who reported that they had smoked cigarettes in the past 30 days.

Marijuana

Along with alcohol and tobacco, marijuana is a gateway drug with important health consequences. Marijuana use is of concern given its prevalence in adolescent substance abuse treatment. For example, 63 percent of youth in Washington's Division of Alcohol and Substance Abuse-funded treatment report marijuana as their primary drug of abuse. Current use (i.e., use in the past 30 days) of marijuana decreased from 1998 to 2002 among Grade 8 students (see Figure 44).

Figure 44
Trend in Marijuana Use by Grade



Note. Percentages represent students who reported that they had used marijuana in the past 30 days.

Relationship Between Perceived Risk and Level of Use

Figure 45 shows the association between the perceived risk of binge drinking and the prevalence of binge drinking in the past two weeks for Grade 8 students. From 1988 to 1992 an increased perception of risk was associated with a decreased level of binge drinking. Then, from 1992 to 1995 a decreased perception of risk was associated with an increased prevalence of binge drinking. More recently, from 1995 to 2000, a continued increase in the perceived risk of binge drinking was associated with a leveling and then decreased prevalence of binge drinking (note that the question about the perceived risk of binge drinking was not included in 2002).

Figure 45
Trend in Perception of Risk and Binge Drinking Among Grade 8 Students

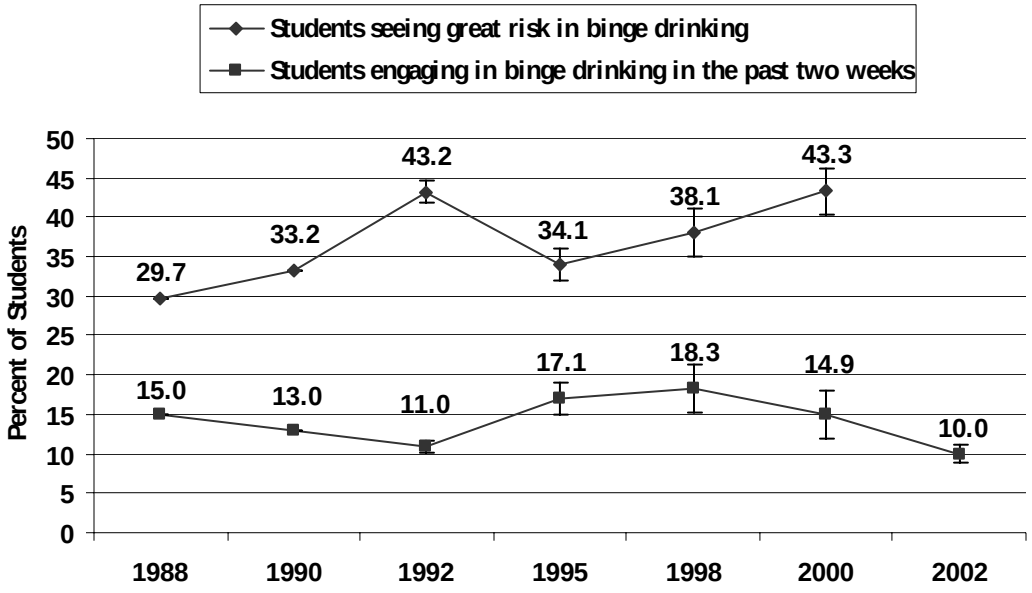
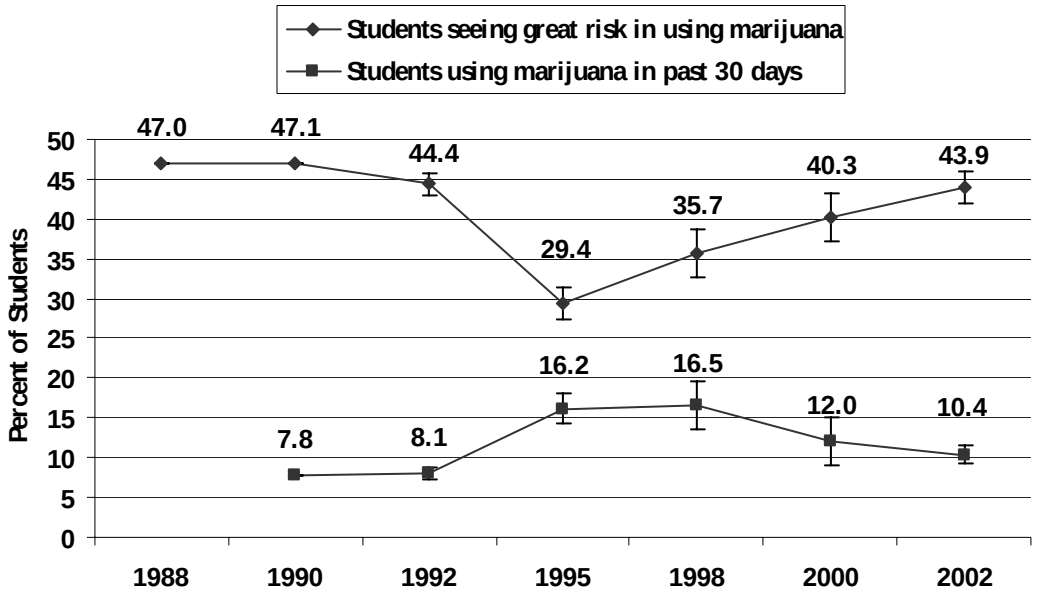


Figure 46 shows the association between the perceived risk of marijuana use and the prevalence of marijuana use in the past month for Grade 8 students. From 1988 to 1992 a steady level of perceived risk was associated with an unchanging prevalence of marijuana use. From 1992 to 1995 a decreased perception of risk was associated with an increased prevalence of marijuana use. More recently, from 1995 to 2002, a continued increase in perceived risk was associated with a leveling and then decreased prevalence of marijuana use.

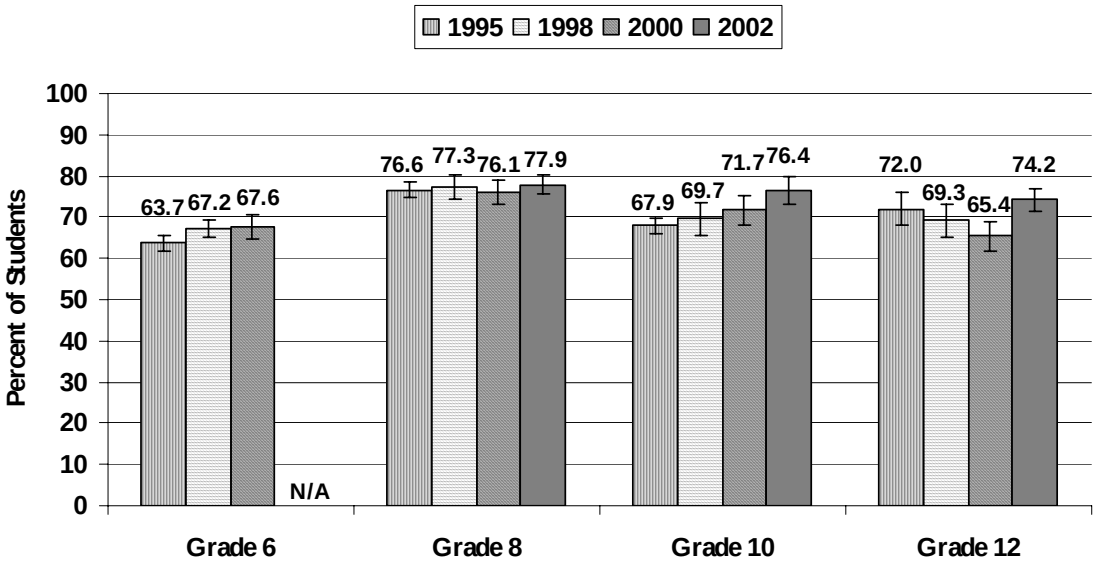
Figure 46
Trend in Perception of Risk and Marijuana Use Among Grade 8 Students



The relationships between the perceived risk and actual binge drinking and marijuana use are not conclusive proof of the causal influence of attitudes on behavior. Indeed, some would argue that the behavior occurs first and attitudes are formed to support the behavior. The strong inverse association of these trends is, however, strongly suggestive of the close link between the perceived health risk and the actual behavior.

Figure 47 shows the percentage of students who reported that their school provides a counselor, intervention specialist, or other school staff member with whom students can discuss problems with alcohol, tobacco, or other drugs. At all four grade levels, about two thirds to three fourths of the students responded that their school provides such a person. Over the years, this result has remained steady for students in Grades 6 and 8, increased for students in Grade 10, and increased from 2000 to 2002 for students in Grade 12.

Figure 47
Availability of School Staff to Discuss Substance-Related Problems



Risk and Protective Factors

Background

The adolescent health risk behaviors addressed in this report have many implications for the students, families, schools, and communities in which they occur. Decades of research have shown that risk factors are associated with increased likelihood of health risk behaviors including alcohol, tobacco, and other drug abuse (Kandel, Daview, Karus, and Yamagucchi, 1986; Dryfoos, 1991; Hawkins et al., 1992) and violence and delinquent behaviors (Bensley and VanEenwyk, 1995; Brewer, Hawkins, Catalano, and Neckerman, 1995; Wasserman et al., 2003; Herrenkohl et al., 2004). Similarly, protective factors exert a positive influence or buffer against the negative influence of risk.

Risk factors are characteristics of individuals, families, and communities that make them more vulnerable to ill health. Protective factors are characteristics that reduce the likelihood of disease, injury, or disability. Health-related risk and protective factors are commonly grouped into three general categories including lifestyle and behavior, environmental exposure (encompassing both physical and social environments), and biologic and genetic characteristics. Some risk and protective factors may be measured as different ends of the same continuum. For example, wearing seatbelts protects against motor vehicle-related injury and death; not using a seatbelt increases risk for these outcomes.

The risk and protective factors in the Healthy Youth Survey focus on lifestyle, behaviors, and the social environment. The social environment includes the school, peer, community and home environments, and individual assets. The survey includes some factors directly related to health, but most of the risk and protective factors are associated with behaviors such as drug and tobacco use, violence, and staying in school. The presence of multiple risk factors predicts an increased likelihood that an individual will engage in substance use, while the presence of protective factors helps to buffer the effect of risk factors and increase resilience.

Several researchers and government agencies have described a risk reduction and protective factor enhancement approach as the most promising approach to preventing problem behaviors (Hawkins et al., 1992; Institute of Medicine, 1994). The premise of this approach is that preventing a problem before it occurs necessitates addressing the factors that predict the problem. Ideally, doing so entails discovering the causes of the problem behavior and influencing the causes. Today, longitudinal research has identified several factors that are potential causes of problem behaviors, although further work is necessary, to determine which of these factors are truly causal. In the interim, these risk and protective factors represent promising inputs for prevention and intervention programs and policies.

Hawkins and Catalano at the University of Washington's Social Development Research Group (SDRG) have developed a theoretical framework which includes 25 risk and protective factors. These factors are based on a model of social development that hypothesizes that strong bonds serve as protective factors against behaviors that violate socially accepted standards. Attachment (a positive emotional link) and commitment (a personal investment) are the components of the social bond. The theory hypothesizes that when social groups produce strong bonds of attachment and commitment in members, and promote clear standards for behavior, these groups increase behavior consistent with those standards and prevent behavior that violates them (Hawkins, Guo, Hill, Battin-Pearson, and Abbott, 2001). Early and sustained intervention, through the elementary grades, should put children on a developmental trajectory leading to more positive outcomes and fewer problem behaviors over the long term.

The 1995, 1998, 2000, and 2002 survey administrations included substantial coverage of risk and protective factors using standardized assessment tools developed by the Social Development Research Group at the University of Washington (Arthur, Hawkins, Catalano, and Pollard, 1998; Arthur, Hawkins, Pollard, Catalano, and Baglioni, 2002). The HYS02 assessed six risk factors among students in Grade 6 and 16 risk factors among students in Grades 8, 10, and 12, organized into four domains of influence—community, family, school, and peer-individual:

Community Risk Factors

- Low neighborhood attachment.
- Laws and norms favorable toward drug use.
- Perceived availability of drugs.
- Perceived availability of handguns.

School Risk Factors

- Academic failure.
- Low commitment to school.

Peer-Individual Risk Factors

- Early initiation of drug use.
- Early initiation of problem behavior.
- Favorable attitudes toward antisocial behavior.
- Favorable attitudes toward drug use.
- Perceived risk of use.
- Friends' use of drugs.
- Rewards for antisocial involvement.
- Intentions to use.

Family Risk Factors

- Poor family management.
- Antisocial behavior among familiar adults.

Because the family domain was measured on an optional page on the HYS02, not all of the participating schools asked these questions and the number of students who answered the questions in this domain was smaller than the numbers of respondents for the other domains. Thus the results for the family domain are not included in this report.

Another body of research has focused on the abilities of young people to overcome the odds that challenge them (Werner and Smith, 1989) and succeed in spite of a preponderance of risk in their environments. Benard (1991) summarized this literature on protective factors, citing the longitudinal research of Werner and Smith and Rutter (1979) in the formulation of a construct termed *resilience*. Resnick et al. (1997) found that parent-family connectedness and perceived school connectedness were

protective against every health risk behavior measured in their study except history of pregnancy. Parental expectations regarding school achievement and school connectedness were also associated with lower levels of health risk behaviors (except in the case of suicide, in which only parent-family connectedness was protective).

The HYS02 also assessed eight protective factors (again, results for the optional family domain are not included in this report):

Community Protective Factors

- Opportunities for prosocial involvement.
- Rewards for prosocial involvement.

School Protective Factors

- Opportunities for prosocial involvement.
- Rewards for prosocial involvement.

Peer-Individual Protective Factors

- Social skills.
- Belief in the moral order.

Family Protective Factors

- Opportunities for prosocial involvement.
- Rewards for prosocial involvement.

This chapter presents the HYS02 results for the assessment of risk and protection at each grade level in the community, school, and peer-individual domains. The relationships between risk and protective factors and the major health risk behaviors of alcohol use, drug use, violent behavior, and delinquent behavior are also presented. Readers should remember that all results are based on student self-report and therefore represent perceptions of risk and protection, which may not be accurate. Furthermore, the statistical relationships between risk and protective factors and health risk behaviors are not necessarily causal relationships. Rather, the statistical relationships indicate an association or co-occurrence of these factors and behaviors. Both the risk factor and the behavior may be associated with a third factor such as poverty or other factors that were not addressed in this study. Similarly, some apparent relationships may be confounded with age.

Each risk and protective factor scale is calculated as the average score of the students' responses to one or more questions. Students whose scores placed them above a cut point, determined by recent analyses conducted by the University of Washington Social Development Research Group, were considered at risk on a given risk factor or resilient on a given protective factor.

Research has also suggested a cumulative effect in the influence of risk and protection on these health risk behaviors (Bry, McKeon, and Pandina, 1982; Newcomb, Maddahian, and Skager, 1987; Werner and Smith, 1989). In addition to examining the specific influence of a given risk or protective factor, examining the relationship between multiple risk or protective factors and these behaviors is important. This examination helps illustrate whether students who are at high risk on more risk factors are more likely to engage in health risk behaviors than students who are at high risk on fewer factors. An examination of the relationship between multiple risk or protective factors and health risk behaviors also helps show whether students who are well protected are less likely to engage in these behaviors than students who are less protected.

Figure 48 displays the relationship between the number of risk factors present and the use of alcohol and other drugs for students in Grade 8. Perhaps the most obvious interpretation is the clear, linear relationship between the number of risk factors present and the prevalence of lifetime and 30-day alcohol and other drug use. Clearly, as the number of risk factors for individual students increased, the more likely they were to use alcohol and other drugs. These findings are consistent with the findings from the 1995, 1998, and 2000 survey administrations.

Figure 48
Relationship Between Substance Use and Number of Risk Factors, Grade 8

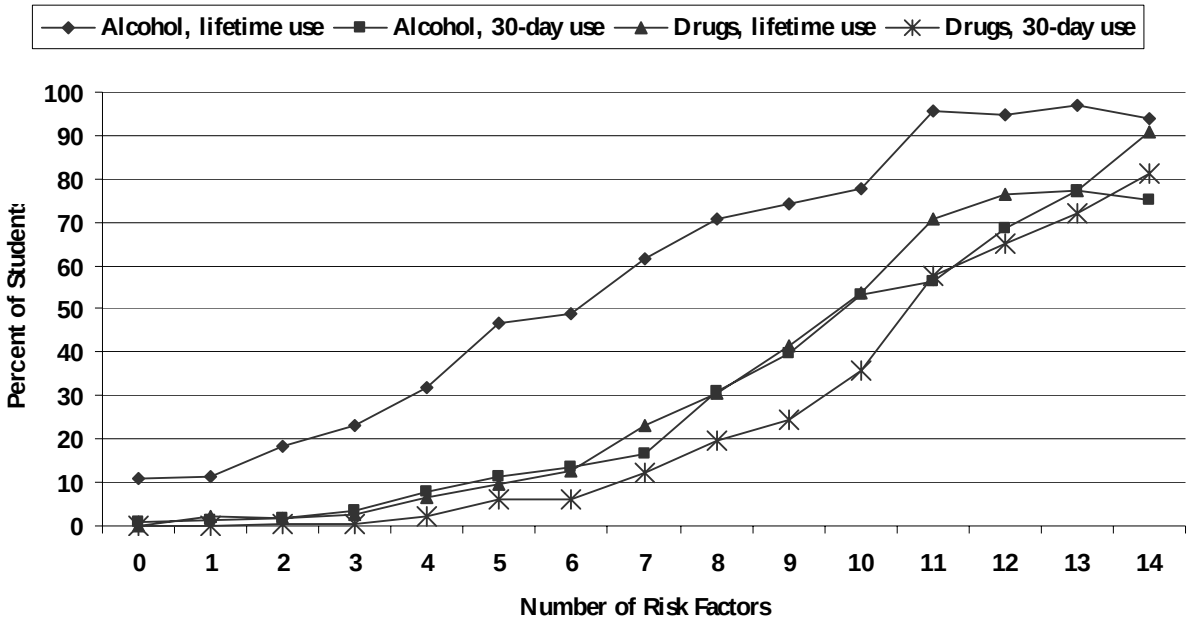
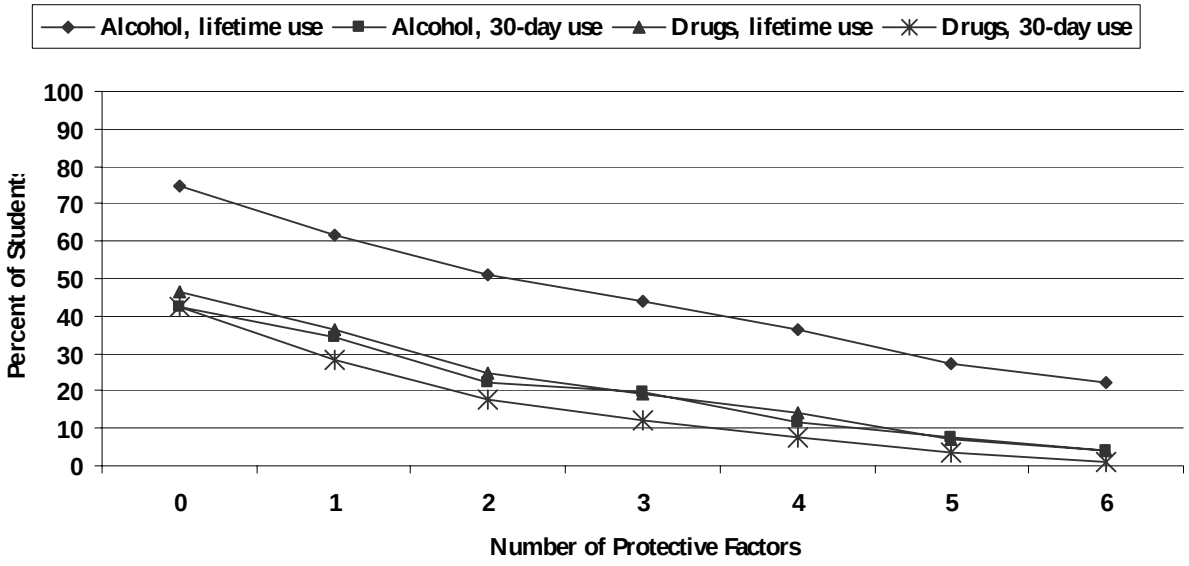

Alcohol, lifetime use
Alcohol, 30-day use
Drugs, lifetime use
Drugs, 30-day use
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14
Number of Risk Factors

Figure 49 is a similar display relating the presence of protective factors to alcohol and other drug use. Again, the overall relationship was strong: increased levels of protection (i.e., the presence of several protective factors in students) were clearly associated with lower rates of alcohol and other drug use. Protective factors have also been found to have a moderating effect on the presence of risk factors (DeWit, Silverman, Goodstadt, and Stoduto, 1995; Gabriel, Deck, Einspruch, and Nickel, 1997; Jessor, Van den Bos, Vanderryn, Costa, and Trubin, 1995).

Figure 49
Relationship Between Substance Use and Number of Protective Factors, Grade 8



Detailed Results

Community Domain

The HYS02 assessed four risk factors and two protective factors in the community domain:

Risk Factors

- *Low neighborhood attachment.* Students who do not feel a part of the neighborhood in which they live and feel that what they do there does not

makes a difference in their lives are at higher risk for crime and substance abuse.

- *Laws and norms favorable toward drug use.* The policies a community holds in relation to health and problem behaviors are communicated through laws, social practices, and expectations and are related to use.
- *Perceived availability of drugs.* Perceptions of the availability or access to alcohol and other drugs have been shown to predict use of these substances.
- *Perceived availability of handguns*. Perceptions of the availability or access to handguns may be related to the use of handguns.

Protective Factors

- *Opportunities for prosocial involvement*. Youth need opportunities to participate meaningfully in activities in the community (the items in this scale were modified for the HYS and are therefore different than those used by SDRG).
- *Rewards for prosocial involvement*. Youth need rewards for positive participation in prosocial activities.

Table 10 details the percentages of students at risk and the percentages of students resilient on the risk and protective factor scales in the community domain. As may be seen in the table, older students were at considerably increased risk on the factor of perceived availability of drugs.

Table 10

Profile of Community Risk Factors by Grade: 2000 and 2002

		Percent of Students Who Reported Risk or Protective Factor							
		Grade 6		Grade 8		Grade 10		Grade 12	
Factor		2000	2002	2000	2002	2000	2002	2000	2002
Risk	Low neighborhood attachment	48.6	–	35.0	41.1[a]	43.8	45.0	48.2	46.9
	Laws and norms favorable toward drug use	37.5	37.1	33.3	33.0	44.1	38.7	42.3	39.3
	Perceived availability of drugs	26.8	23.6	34.9	29.3	48.8	35.5[a]	55.9	45.2[a]
	Perceived availability of handguns	22.7	–	35.7	36.4	25.3	21.9	32.6	26.2[a]
Protective	Opportunities for prosocial involvement	42.4	25.8[a]	56.5	50.7[a]	48.9	46.6	47.1	42.7
	Rewards for prosocial involvement	67.4	48.0[a]	52.6	54.9	55.7	60.3	51.5	55.1

Note. Percentages represent students *at-risk* or *resilient* based upon their risk and protective factor scale scores. Dashes indicate that the risk factor was not included in the 2002 survey.
[a]Statistically significant change from 2000 to 2002.

School Domain

School is an environment in which young people spend a great deal of time. As a result, schools have the opportunity, although not the sole responsibility, to greatly influence adolescent development. Readers should note that the items used to create the low commitment to school risk factor changed slightly in 2002 from those used in 1995, 1998,

and 2000. Although analyses conducted by researchers at Social Development Research Group indicate that the revised scale is comparable to the scales used in previous survey administrations, readers should use caution in comparing the 2002 results on this risk factor with results from previous years. The HYS02 included two risk factors and two protective factors in the school domain:

Risk Factors

- *Academic failure.* Children fail in school for many reasons, but research indicates that the very experience of failure—regardless of whether the failure is linked to the students' abilities—places them at higher risk for negative behavior.
- *Low commitment to school.* When young people cease to see the school role as viable, they are at higher risk of engaging in the health risk behaviors.

Protective Factors

- *Opportunities for prosocial involvement*. When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in problem behaviors.
- *Rewards for prosocial involvement*. When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in health risk behaviors.

Table 11 details the percentages of students at risk and percentages of students resilient on the risk and protective factors in the school domain. The percentage of students at risk on the academic failure risk factor increased from 2000 to 2002 among Grade 8, 10, and 12 students. The percentage of students at risk on the low commitment to school risk factor increased from 2000 to 2002 among Grade 12 students. The percentage of students who were resilient on the protective factor rewards for conventional involvement decreased from 2000 to 2002 among Grade 6 students.

Table 11
Profile of School Risk Factors by Grade: 2000 and 2002

		Percent of Students Who Reported Risk or Protective Factor							
		Grade 6		Grade 8		Grade 10		Grade 12	
Factor		2000	2002	2000	2002	2000	2002	2000	2002
R	Academic failure	39.9	41.2	41.4	47.3[a]	38.2	46.8[a]	41.3	48.5[a]
R	Low commitment to school	35.2	40.5[a]	39.4	34.4	42.5	37.3	47.3	37.6[a]
P	Opportunities for prosocial involvement	59.2	–	60.5	62.6	57.4	59.6	57.7	63.5
P	Rewards for prosocial involvement	60.1	50.5[a]	52.8	52.1	59.3	61.4	45.0	45.8

Note. R = Risk. P = Protective. Percentages represent students *at-risk* or *resilient* based upon their risk and protective factor scale scores. Dash indicates that the protective factor was not included in the 2002 survey.
[a]Statistically significant change from 2000 to 2002.

Peer-Individual Domain

The social environments of the school and community greatly influence young people's behavior. In addition, many characteristics of individuals and attributes of peer groups are powerful determinants of behavior. The HYS02 included eight risk factors and two protective factors in the peer-individual domain:

Risk Factors

- *Early initiation of drug use.* Research clearly shows that the earlier an individual begins using alcohol, tobacco, and other drugs, the more likely he or she is to develop drug use problems in adolescence.

- *Early initiation of problem behavior.* Research clearly shows that the earlier an individual begins engaging in delinquent and violent behavior, the more likely he or she is to develop delinquent or violent behavior problems in adolescence.
- *Favorable attitudes toward antisocial behavior.* Young people who accept or condone antisocial behavior are more likely to engage in health risk behaviors.
- *Favorable attitudes toward drug use.* Young people who have positive or accepting attitudes toward drug use are more likely to engage in a variety of health risk behaviors.
- *Perceived risk of use.* Young people who do not perceive a risk in using alcohol, tobacco, and other drugs are at higher risk of engaging in substance use.
- *Friends' use of drugs.* Young people whose friends use drugs are more likely to engage in health risk behaviors.
- *Rewards for antisocial involvement.* Young people who believe that they are favorably perceived as a result of engaging in antisocial behavior are more likely to engage in that behavior.
- *Intentions to use.* Young people who intend to use alcohol or other drugs as an adult are more likely to do so as they become older.

Protective Factors

- *Social skills.* Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to participate in negative health risk behaviors.
- *Belief in the moral order.* Young people who have a belief in what is right or wrong are at lower risk for engaging in problem behaviors.

Table 12 shows the profile of the peer-individual risk and protective factors across grade levels. Older students were more likely to report being at risk in terms of early initiation of drug use, favorable attitudes toward antisocial behavior, and favorable attitudes toward drug use. In addition, from 2000 to 2002 a decrease occurred on the factors early initiation of drug use, favorable attitudes toward drug use, and friends' use of drugs. There was also an increase in the percentage of students in Grade 6 and Grade 12 at risk on the factor perceived risk of drugs (i.e., a larger percentage of students did not perceive drug use as risky).

Table 12
Profile of Peer-Individual Risk Factors by Grade: 2000 and 2002

		Percent of Students Who Reported Risk or Protective Factor							
		Grade 6		Grade 8		Grade 10		Grade 12	
Factor		2000	2002	2000	2002	2000	2002	2000	2002
Risk	Early initiation of drug use	27.1	–	44.8	27.4[a]	45.5	32.5[a]	48.7	37.5[a]
	Early initiation of problem behavior	18.0	–	28.9	33.3	31.8	36.7	33.4	38.1
	Favorable attitudes toward antisocial behavior	32.3	–	36.6	32.6	43.4	39.3	41.9	43.4
	Favorable attitudes toward drug use	23.5	22.6	34.4	27.8[a]	45.4	37.6[a]	47.1	40.8[a]
	Perceived risk of use	24.9	32.3[a]	34.9	38.3	28.5	34.8	35.8	43.4[a]
	Friends' use of drugs	22.9	–	37.5	28.5[a]	42.2	30.7[a]	43.4	36.9[a]
	Rewards for antisocial involvement	25.4	–	42.7	49.2[a]	38.1	41.8	43.6	53.9[a]
	Intent to use	–	–	–	27.9	–	37.1	–	26.2
Protective	Social skills	–	–	66.1	69.2	55.4	64.0[a]	64.2	67.2
	Belief in the moral order	56.8	–	64.4	66.1	69.2	71.4	57.4	55.7

Note. Percentages represent students *at-risk* or *resilient* based upon their risk and protective factor scale scores. Dashes indicate that the risk or protective factor was not included in the survey for a given grade or year or was not comparable across years.
[a]Statistically significant change from 2000 to 2002.

The data presented in this chapter represent Washington State as a whole. The level of these indicators of risk and protection likely vary by community. Communities can compare community-level data to state-level data—and to county-level data where available—to determine which risk and protective factors are priorities for their communities to address. Communities can then target specific populations or geographical areas where risk exposure is high and protection is low for intensive interventions.

Conclusion

The 2002 administration of the Washington State Healthy Youth Survey continued the collaborative tradition of state agencies assessing the health of youth throughout the state. Sponsoring agencies included the Office of Superintendent of Public Instruction, the Department of Health, the Department of Social and Health Services' Division of Alcohol and Substance Abuse, and the Office of Community, Trade and Economic Development. RMC Research Corporation conducted the survey. This survey was the eighth of its kind in the state since 1988 and the results in this report charted trends in health behaviors and related risk and protective factors over the past 14 years. The number of schools and students participating in the survey has increased substantially for each of the past three administrations.

Based on their reported BMI, about one fourth of the students in Grades 8, 10 and 12 are overweight or at risk of becoming overweight. In addition, only one fourth or fewer of the students at these three grades met the dietary recommendation for eating five or more servings of fruit and vegetables per day over the past seven days. In addition, about one fourth of the students at these three grades met the recommendation for vigorous or moderate physical exercise.

Many students also reported experiencing feelings related to depression, that is, during the past 12 months, they had ever felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. Although this question is not sufficient to diagnose depression, 26.5 percent of Grade 8 students, 29.5 percent of Grade 10 students, and 28.7 percent of Grade 12 students reported having experienced depressive feelings during the past year.

Although nearly all students felt safe at school or on the way to or from school, about one third of Grade 6 students, one fourth of Grade 8 and 10 students, and one seventh of the Grade 12 students reported being bullied in the past 30 days. About one in twenty students in Grades 8, 10, and 12 reported that within the past month they had carried a gun, knife, or club on school property.

Less than 10 percent of students in Grades 8, 10, and 12 attempted suicide in the past year. However, among those who had attempted suicide, about half required medical treatment. Many more students also seriously considered attempting suicide and actually made a suicide plan.

Alcohol remained the most commonly used substance among students, followed by marijuana and cigarettes. In addition, older students reported greater prevalence of use than younger students for most substances. Among Grade 12 students, nearly half had used alcohol and about one fourth had smoked cigarettes or marijuana in the past 30 days. However, from 1998 to 2002 use of alcohol in the past 30 days decreased among Grades 6, 8, 10, and 12; use of cigarettes decreased among Grades 6, 8, and 10; and use of marijuana in the past 30 days decreased among students in Grade 8. This report again reaffirmed the relationship between substance use and risk and protective factors.

The 2002 HYS is part of an ongoing effort to assess the health of youth throughout Washington State. The results of the survey will be used by stakeholders at the state, county, district, school, and community levels who are interested in developing and improving prevention and intervention programs to better the lives of youth.

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Appendix A
Item-Level Results by Grade

Appendix A

1. How old are you?	Grade 6 (n = *)		Grade 8 (*n* = 7,400)		Grade 10 (*n* = 5,116)		Grade 12 (*n* = 4,123)	
a. 12 or younger	*	*	1.0%	(± 0.2%)	0.1%	(± 0.1%)	0.1%	(± 0.1%)
b. 13	*	*	70.0	(± 1.5)	0.0	(± 0.1)	0.1	(± 0.1)
c. 14	*	*	27.5	(± 1.2)	1.4	(± 0.5)	0.1	(± 0.1)
d. 15	*	*	1.2	(± 0.4)	67.6	(± 2.1)	0.1	(± 0.1)
e. 16	*	*	0.1	(± 0.1)	28.3	(± 1.7)	1.8	(± 0.7)
f. 17	*	*	0.0	(± 0.0)	1.9	(± 0.7)	68.8	(± 2.5)
g. 18	*	*	0.0	(± 0.0)	0.4	(± 0.3)	27.3	(± 2.4)
h. 19 or older	*	*	0.1	(± 0.1)	0.2	(± 0.2)	1.8	(± 0.8)

2. How old are you?	Grade 6 (*n* = 7,901)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. 10 or younger	1.5%	(± 0.3%)	*	*	*	*	*	*
b. 11	71.9	(± 1.8)	*	*	*	*	*	*
c. 12	25.0	(± 1.8)	*	*	*	*	*	*
d. 13	1.4	(± 0.4)	*	*	*	*	*	*
e. 14	0.2	(± 0.2)	*	*	*	*	*	*
f. 15 or older	0.1	(± 0.0)	*	*	*	*	*	*

3. Are you:	Grade 6 (*n* = 7,913)		Grade 8 (*n* = 7,432)		Grade 10 (*n* = 5,113)		Grade 12 (*n* = 4,124)	
a. Female	50.8%	(± 1.3%)	50.7%	(± 1.3%)	51.5%	(± 1.5%)	52.2%	(± 1.4%)
b. Male	49.2	(± 1.3)	49.4	(± 1.3)	48.5	(± 1.5)	47.8	(± 1.4)

4. How do you describe yourself? (Select one or more responses.)	Grade 6 (*n* = 7,623)		Grade 8 (*n* = 7,336)		Grade 10 (*n* = 5,088)		Grade 12 (*n* = 4,110)	
a. Asian or Asian American	7.4%	(± 2.1%)	6.0%	(± 1.4%)	5.8%	(± 2.1%)	6.6%	(± 2.4%)
b. American Indian or Alaskan Native	4.5	(± 0.7)	4.5	(± 1.2)	1.8	(± 0.4)	1.8	(± 0.8)
c. Black or African-American	2.6	(± 0.6)	5.3	(± 2.1)	3.1	(± 1.2)	3.1	(± 1.4)
d. Hispanic or Latino/Latina	9.3	(± 3.0)	8.3	(± 2.4)	9.9	(± 5.4)	8.6	(± 4.6)
e. Native Hawaiian or other Pacific Islander	1.3	(± 0.3)	2.0	(± 0.5)	1.6	(± 0.5)	1.6	(± 0.7)
f. White or Caucasian	49.7	(± 3.3)	59.6	(± 4.8)	69.9	(± 6.5)	72.0	(± 6.2)
g. Other	19.2	(± 2.2)	9.7	(± 1.1)	5.0	(± 0.8)	3.8	(± 0.9)
More than one race/ethnicity marked	*5.9*	*(± 0.8)*	*4.6*	*(± 0.6)*	*3.0*	*(± 0.7)*	*2.6*	*(± 0.6)*

5. What language is usually spoken at home[A] / in the home[B]?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,006)		Grade 10 (*n* = 4,843)		Grade 12 (*n* = 3,975)	
a. English	*	*	86.7%	(± 2.4%)	87.6%	(± 4.6%)	87.4%	(± 4.1%)
b. Spanish	*	*	5.6	(± 1.9)	6.4	(± 4.1)	5.7	(± 3.5)
c. Russian	*	*	1.4	(± 0.5)	0.9	(± 0.4)	0.8	(± 0.3)
d. Ukrainian	*	*	0.7	(± 0.2)	0.7	(± 0.2)	0.6	(± 0.3)
e. Vietnamese	*	*	1.3	(± 0.4)	0.7	(± 0.3)	1.1	(± 0.7)
f. Other	*	*	4.3	(± 1.2)	3.8	(± 1.9)	4.4	(± 1.9)

A = wording on Form A B = wording on Form B C = wording on Form C

° = answer choices presented in different order on one or more versions of the survey

† = optional item

6. What language is usually spoken in the home?	Grade 6 (*n* = 7,823)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. English	84.7%	(± 3.0%)	*	*	*	*	*	*
b. Spanish	8.3	(± 3.0)	*	*	*	*	*	*
c. Other	7.0	(± 2.0)	*	*	*	*	*	*

7. What is the highest degree or diploma your father earned?	Grade 6 (*n* = *)		Grade 8 (*n* = 6,866)		Grade 10 (*n* = 4,802)		Grade 12 (*n* = 3,960)	
a. None	*	*	9.1%	(± 1.0%)	11.0%	(± 2.9%)	12.2%	(± 3.0%)
b. High school diploma or GED	*	*	14.0	(± 1.1)	22.7	(± 2.1)	26.3	(± 2.8)
c. Two-year college	*	*	8.0	(± 0.7)	11.8	(± 1.0)	14.4	(± 1.4)
d. Four-year college or more	*	*	19.9	(± 3.2)	28.8	(± 4.2)	30.8	(± 4.9)
e. Don't know	*	*	49.0	(± 2.4)	25.8	(± 1.9)	16.4	(± 1.4)

8. What is the highest degree or diploma your mother earned?	Grade 6 (*n* = *)		Grade 8 (*n* = 6,881)		Grade 10 (*n* = 4,810)		Grade 12 (*n* = 3,964)	
a. None	*	*	7.2%	(± 1.1%)	9.0%	(± 2.9%)	9.6%	(± 2.8%)
b. High school diploma or GED	*	*	16.9	(± 1.2)	26.7	(± 2.0)	31.3	(± 2.9)
c. Two-year college	*	*	9.9	(± 0.8)	16.7	(± 1.4)	19.7	(± 1.5)
d. Four-year college or more	*	*	20.1	(± 2.8)	25.7	(± 3.0)	26.7	(± 3.3)
e. Don't know	*	*	45.9	(± 2.1)	21.9	(± 1.9)	12.7	(± 1.1)

9. How far in school do you think you will get? (Mark only one.)	Grade 6 (*n* = *)		Grade 8 (*n* = 3,267)		Grade 10 (*n* = 2,290)		Grade 12 (*n* = 1,917)	
a. Won't graduate from high school	*	*	2.7%	(± 0.6%)	2.1%	(± 0.8%)	1.5%	(± 0.6%)
b. Will graduate from high school, but won't go any further	*	*	7.0	(± 1.1)	6.8	(± 1.6)	5.6	(± 1.4)
c. Will go to a community college, technical, or other 2-year school after high school	*	*	15.4	(± 1.9)	21.0	(± 1.8)	28.0	(± 3.6)
d. Will attend a 4-year college	*	*	9.5	(± 1.0)	10.6	(± 1.6)	9.6	(± 1.2)
e. Will graduate from a 4-year college	*	*	36.9	(± 2.2)	37.2	(± 2.9)	30.7	(± 2.3)
f. Will earn an advanced graduate degree	*	*	28.6	(± 2.0)	22.5	(± 2.1)	24.6	(± 3.8)

10. Not counting chores around your home, how many hours per week are you currently working for pay?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,156)		Grade 10 (*n* = 2,231)		Grade 12 (*n* = 1,880)	
a. None, not currently working	*	*	63.8%	(± 2.0%)	70.7%	(± 2.5%)	46.9%	(± 3.0%)
b. 4 hours or less a week	*	*	20.2	(± 1.4)	12.4	(± 1.7)	7.0	(± 1.4)
c. 5–10 hours a week	*	*	9.0	(± 1.0)	7.9	(± 1.2)	11.5	(± 2.0)
d. 11–20 hours a week	*	*	3.2	(± 0.6)	5.3	(± 0.8)	20.6	(± 2.4)
e. 21–30 hours a week	*	*	1.5	(± 0.5)	1.8	(± 0.6)	9.7	(± 1.6)
f. 31–40 hours a week	*	*	0.6	(± 0.2)	0.8	(± 0.4)	2.9	(± 1.0)
g. More than 40 hours a week	*	*	1.7	(± 0.5)	1.0	(± 0.4)	1.4	(± 0.5)

A = wording on Form A B = wording on Form B C = wording on Form C

° = answer choices presented in different order on one or more versions of the survey

† = optional item

11. How honest were you in filling out this survey?	Grade 6 (*n* = 6,951)		Grade 8 (*n* = 5,902)		Grade 10 (*n* = 4,199)		Grade 12 (*n* = 3,576)	
a. I was very honest	88.8%	(± 1.1%)	85.5%	(± 1.1%)	88.2%	(± 1.6%)	89.5%	(± 1.1%)
b. I was honest pretty much of the time	9.6	(± 0.9)	12.4	(± 0.9)	10.1	(± 1.3)	9.0	(± 1.0)
c. I was honest some of the time	1.6	(± 0.4)	2.2	(± 0.4)	1.7	(± 0.4)	1.5	(± 0.5)
d. I was honest once in a while	Surveys pulled							
e. I was not honest at all	Surveys pulled							

12. Have you ever smoked a cigarette, even just a puff? (Computed from item 215.)	Grade 6 (*n* = *)		Grade 8 (*n* = 3,479)		Grade 10 (*n* = 2,372)		Grade 12 (*n* = 1,953)	
a. No	*	*	71.4%	(± 2.4%)	61.1%	(± 3.6%)	47.9%	(± 3.0%)
b. Yes	*	*	28.6	(± 2.4)	39.0	(± 3.6)	52.1	(± 3.0)

13. Have you ever smoked a whole cigarette? (Computed from item 42 or 43.)	Grade 6 (*n* = 7,582)		Grade 8 (*n* = 7,155)		Grade 10 (*n* = 4,922)		Grade 12 (*n* = 4,009)	
a. No	93.7%	(± 1.0%)	80.3%	(± 2.0%)	70.4%	(± 2.2%)	57.5%	(± 2.4%)
b. Yes	6.3	(± 1.0)	19.7	(± 2.0)	29.6	(± 2.2)	42.5	(± 2.4)

14. Have you ever used chewing tobacco, snuff, or dip? (Computed from item 49.)	Grade 6 (*n* = *)		Grade 8 (*n* = 2,902)		Grade 10 (*n* = 2,115)		Grade 12 (*n* = 1,793)	
a. No	*	*	92.0%	(± 1.5%)	86.9%	(± 1.7%)	80.0%	(± 2.8%)
b. Yes	*	*	8.0	(± 1.5)	13.1	(± 1.7)	20.0	(± 2.8)

15. Have you ever smoked a cigar, cigarillo, or little cigar? (Computed from item 50.)	Grade 6 (*n* = *)		Grade 8 (*n* = 2,896)		Grade 10 (*n* = 2,110)		Grade 12 (*n* = 1,787)	
a. No	*	*	84.7%	(± 2.1%)	74.9%	(± 2.5%)	62.3%	(± 2.6%)
b. Yes	*	*	15.3	(± 2.1)	25.1	(± 2.5)	37.7	(± 2.6)

16. Have you ever had more than a sip or two of beer, wine, or hard liquor (for example: vodka, whiskey, or gin)? (Computed from item 216 or 217.)	Grade 6 (*n* = 7,608)		Grade 8 (*n* = 7,108)		Grade 10 (*n* = 4,887)		Grade 12 (*n* = 3,988)	
a. No	67.4%	(± 1.9%)	55.9%	(± 1.9%)	40.0%	(± 2.5%)	25.1%	(± 2.0%)
b. Yes	32.7	(± 1.9)	44.2	(± 1.9)	60.0	(± 2.5)	74.9	(± 2.0)

17. Have you ever smoked marijuana? (Computed from item 213 or 214.)	Grade 6 (*n* = 7,612)		Grade 8 (*n* = 7,122)		Grade 10 (*n* = 4,903)		Grade 12 (*n* = 3,996)	
a. No	96.6%	(± 0.5%)	84.3%	(± 1.6%)	67.6%	(± 2.7%)	52.0%	(± 2.4%)
b. Yes	3.4	(± 0.5)	15.7	(± 1.6)	32.4	(± 2.7)	48.0	(± 2.4)

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18. Have you ever, even once in your life, used steroids (muscle builders) without a doctor's prescription?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,053)		Grade 10 (*n* = 4,877)		Grade 12 (*n* = 3,993)	
a. No	*	*	96.9%	(± 0.4%)	97.1%	(± 0.4%)	95.8%	(± 0.6%)
b. Yes	*	*	3.1	(± 0.4)	2.9	(± 0.4)	4.2	(± 0.6)

19. Have you ever, even once in your life, used cocaine or crack (coke, rock, snow)?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,044)		Grade 10 (*n* = 4,864)		Grade 12 (*n* = 3,990)	
a. No	*	*	97.0%	(± 0.5%)	94.6%	(± 0.8%)	91.8%	(± 1.4%)
b. Yes	*	*	3.1	(± 0.5)	5.4	(± 0.8)	8.3	(± 1.4)

20. Have you ever, even once in your life, used a needle to inject any illegal drugs?	Grade 6 (*n* = *)		Grade 8 (*n* = 6,995)		Grade 10 (*n* = 4,847)		Grade 12 (*n* = 3,986)	
a. No	*	*	98.4%	(± 0.3%)	97.9%	(± 0.4%)	97.9%	(± 0.5%)
b. Yes	*	*	1.6	(± 0.3)	2.1	(± 0.4)	2.1	(± 0.5)

21. Have you ever, even once in your life, used methamphetamines (meth, crystal meth, ice, crank)? Do not include other types of amphetamines.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,435)		Grade 10 (*n* = 2,337)		Grade 12 (*n* = 1,938)	
a. No	*	*	97.5%	(± 0.5%)	95.6%	(± 0.8%)	92.8%	(± 1.6%)
b. Yes	*	*	2.5	(± 0.5)	4.5	(± 0.8)	7.2	(± 1.6)

22. Have you ever, even once in your lifetime, used inhalants (things you sniff to get high)?	Grade 6 (*n* = 7,586)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Yes	3.6%	(± 0.6%)	*	*	*	*	*	*
b. No	96.4	(± 0.6)	*	*	*	*	*	*

23. Have you ever, even once in your lifetime, used other illegal drugs?	Grade 6 (*n* = 7,581)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Yes	3.3%	(± 0.6%)	*	*	*	*	*	*
b. No	96.7	(± 0.6)	*	*	*	*	*	*

24. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?	Grade 6 (*n* = *)		Grade 8 (*n* = 6,094)		Grade 10 (*n* = 4,358)		Grade 12 (*n* = 3,658)	
a. I did not smoke during the past 30 days	*	*	89.8%	(± 1.3%)	84.2%	(± 1.6%)	76.6%	(± 2.2%)
b. Less than 1 per day	*	*	3.7	(± 0.5)	3.6	(± 0.7)	5.2	(± 0.8)
c. 1 per day	*	*	2.1	(± 0.4)	3.2	(± 0.5)	3.5	(± 0.7)
d. 2–5 per day	*	*	2.9	(± 0.5)	6.3	(± 0.9)	9.1	(± 1.4)
e. 6–10 per day	*	*	0.8	(± 0.2)	1.5	(± 0.4)	3.3	(± 0.8)
f. 11–20 per day	*	*	0.3	(± 0.1)	0.6	(± 0.3)	1.6	(± 0.6)
g. More than 20 cigarettes per day	*	*	0.4	(± 0.2)	0.5	(± 0.2)	0.7	(± 0.2)

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

25. Smoke cigarettes?	Grade 6 (*n* = 7,710)		Grade 8 (*n* = 7,236)		Grade 10 (*n* = 4,989)		Grade 12 (*n* = 4,051)	
a. None	97.8%	(± 0.4%)	90.9%	(± 1.1%)	85.0%	(± 1.4%)	77.3%	(± 2.3%)
b. 1–2 days	1.3	(± 0.3)	3.8	(± 0.6)	4.3	(± 0.7)	5.1	(± 0.7)
c. 3–5 days	0.4	(± 0.1)	1.3	(± 0.3)	2.3	(± 0.3)	2.9	(± 0.6)
d. 6–9 days	0.2	(± 0.1)	1.0	(± 0.3)	1.6	(± 0.3)	2.4	(± 0.6)
e. 10–29 days	0.1	(± 0.1)	1.5	(± 0.3)	3.1	(± 0.6)	4.6	(± 0.7)
f. All 30 days	0.3	(± 0.1)	1.6	(± 0.4)	3.7	(± 0.7)	7.7	(± 1.4)
Any use in past 30 days	*2.2*	*(± 0.4)*	*9.2*	*(± 1.1)*	*15.0*	*(± 1.4)*	*22.7*	*(± 2.3)*

26. Chew tobacco or use snuff?[A,C] / Use chewing tobacco, snuff, or dip?[B]	Grade 6 (n = 7,670)		Grade 8 (n = 7,228)		Grade 10 (n = 4,984)		Grade 12 (n = 4,050)	
a. None	99.0%	(± 0.3%)	97.3%	(± 0.5%)	95.2%	(± 0.8%)	92.5%	(± 1.4%)
b. 1–2 days	0.6	(± 0.2)	1.3	(± 0.3)	2.0	(± 0.4)	2.7	(± 0.6)
c. 3–5 days	0.1	(± 0.1)	0.5	(± 0.2)	0.8	(± 0.3)	1.2	(± 0.3)
d. 6–9 days	0.1	(± 0.1)	0.5	(± 0.2)	0.7	(± 0.2)	0.8	(± 0.3)
e. 10–29 days	0.1	(± 0.1)	0.2	(± 0.1)	0.6	(± 0.2)	1.4	(± 0.4)
f. All 30 days	0.1	(± 0.1)	0.3	(± 0.1)	0.7	(± 0.3)	1.4	(± 0.5)
Any use in past 30 days	*1.0*	*(± 0.3)*	*2.7*	*(± 0.5)*	*4.8*	*(± 0.8)*	*7.5*	*(± 1.4)*

27. Smoke cigars, cigarillos, or little cigars?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,615)		Grade 10 (*n* = 1,979)		Grade 12 (*n* = 1,694)	
a. 0 days	*	*	91.7%	(± 1.4%)	88.6%	(± 1.7%)	84.8%	(± 1.6%)
b. 1–2 days	*	*	3.8	(± 0.8)	5.2	(± 1.2)	7.1	(± 1.3)
c. 3–9 days	*	*	1.9	(± 0.5)	3.3	(± 0.7)	3.8	(± 0.9)
d. 10–29 days	*	*	1.3	(± 0.4)	1.6	(± 0.6)	2.5	(± 0.8)
e. All 30 days	*	*	1.4	(± 0.5)	1.3	(± 0.5)	1.8	(± 0.5)
Any use in past 30 days	*	*	*8.3*	*(± 1.4)*	*11.4*	*(± 1.7)*	*15.2*	*(± 1.6)*

28. Smoke tobacco in a pipe?[†]	Grade 6 (*n* = *)		Grade 8 (*n* = 1,746)		Grade 10 (*n* = 1,188)		Grade 12 (*n* = 1,110)	
a. 0 days	*	*	94.4%	(± 1.1%)	94.1%	(± 1.9%)	95.1%	(± 1.5%)
b. 1–2 days	*	*	2.7	(± 0.7)	2.6	(± 1.0)	2.7	(± 1.1)
c. 3–9 days	*	*	1.6	(± 0.6)	2.0	(± 0.9)	1.5	(± 0.7)
d. 10–29 days	*	*	0.5	(± 0.4)	0.4	(± 0.3)	0.3	(± 0.3)
e. All 30 days	*	*	0.8	(± 0.4)	0.8	(± 0.5)	0.5	(± 0.4)
Any use in past 30 days	*	*	*5.6*	*(± 1.1)*	*5.9*	*(± 1.9)*	*5.0*	*(± 1.5)*

29. Smoke bidis (“beedies”, flavored cigarettes)?[†]	Grade 6 (*n* = *)		Grade 8 (*n* = 1,739)		Grade 10 (*n* = 1,185)		Grade 12 (*n* = 1,105)	
a. 0 days	*	*	93.2%	(± 1.5%)	92.0%	(± 2.5%)	91.7%	(± 1.7%)
b. 1–2 days	*	*	3.3	(± 0.9)	4.1	(± 1.6)	4.7	(± 1.1)
c. 3–9 days	*	*	2.4	(± 0.8)	2.5	(± 1.1)	2.8	(± 1.2)
d. 10–29 days	*	*	0.6	(± 0.4)	0.7	(± 0.5)	0.5	(± 0.4)
e. All 30 days	*	*	0.6	(± 0.4)	0.7	(± 0.6)	0.4	(± 0.3)
Any use in past 30 days	*	*	*6.8*	*(± 1.5)*	*8.0*	*(± 2.5)*	*8.3*	*(± 1.7)*

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30. Smoke clove cigarettes (kreteks)?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,737)		Grade 10 (*n* = 1,183)		Grade 12 (*n* = 1,106)	
a. 0 days	*	*	95.1%	(± 1.4%)	93.7%	(± 2.4%)	94.5%	(± 1.6%)
b. 1–2 days	*	*	2.1	(± 0.7)	2.2	(± 0.9)	2.6	(± 1.1)
c. 3–9 days	*	*	1.3	(± 0.6)	2.4	(± 1.2)	1.8	(± 0.9)
d. 10–29 days	*	*	0.9	(± 0.4)	1.4	(± 0.8)	0.5	(± 0.4)
e. All 30 days	*	*	0.8	(± 0.4)	0.4	(± 0.3)	0.6	(± 0.5)
Any use in past 30 days	*	*	*5.0*	*(± 1.4)*	*6.3*	*(± 2.4)*	*5.5*	*(± 1.6)*

31. Drink a glass, can or bottle of alcohol (beer, wine, wine coolers, hard liquor)?	Grade 6 (n = 7,650)		Grade 8 (n = 7,204)		Grade 10 (n = 4,967)		Grade 12 (n = 4,039)	
a. None	96.2%	(± 0.7%)	82.2%	(± 1.5%)	70.7%	(± 1.9%)	57.2%	(± 2.4%)
b. 1–2 days	2.6	(± 0.5)	11.3	(± 1.0)	15.2	(± 1.2)	19.9	(± 1.3)
c. 3–5 days	0.6	(± 0.2)	3.4	(± 0.5)	7.5	(± 1.0)	11.3	(± 0.9)
d. 6–9 days	0.1	(± 0.1)	1.3	(± 0.2)	2.9	(± 0.5)	6.1	(± 0.8)
e. 10 or more days	0.4	(± 0.2)	1.9	(± 0.4)	3.7	(± 0.5)	5.5	(± 0.8)
Any use in past 30 days	*3.8*	*(± 0.7)*	*17.8*	*(± 1.5)*	*29.3*	*(± 1.9)*	*42.8*	*(± 2.4)*

32. Use marijuana or hashish (grass, hash, pot)?	Grade 6 (*n* = 7,633)		Grade 8 (*n* = 7,207)		Grade 10 (*n* = 4,966)		Grade 12 (*n* = 4,037)	
a. None	98.7%	(± 0.4%)	89.6%	(± 1.1%)	81.7%	(± 1.9%)	75.4%	(± 1.7%)
b. 1–2 days	0.6	(± 0.3)	4.6	(± 0.6)	6.7	(± 0.9)	9.1	(± 1.0)
c. 3–5 days	0.3	(± 0.1)	2.1	(± 0.4)	3.5	(± 0.5)	3.8	(± 0.7)
d. 6–9 days	0.2	(± 0.1)	1.0	(± 0.2)	2.1	(± 0.4)	3.0	(± 0.5)
e. 10 or more days	0.3	(± 0.2)	2.7	(± 0.5)	6.1	(± 0.9)	8.8	(± 1.1)
Any use in past 30 days	*1.3*	*(± 0.4)*	*10.4*	*(± 1.1)*	*18.3*	*(± 1.9)*	*24.7*	*(± 1.7)*

33. Use inhalants (things you sniff to get high)?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,151)		Grade 10 (*n* = 4,962)		Grade 12 (*n* = 4,040)	
a. None	*	*	95.0%	(± 0.6%)	96.2%	(± 0.6%)	97.0%	(± 0.6%)
b. 1–2 days	*	*	2.9	(± 0.5)	2.2	(± 0.4)	1.6	(± 0.4)
c. 3–5 days	*	*	0.9	(± 0.3)	1.0	(± 0.3)	0.7	(± 0.2)
d. 6–9 days	*	*	0.5	(± 0.2)	0.3	(± 0.1)	0.4	(± 0.2)
e. 10 or more days	*	*	0.7	(± 0.2)	0.4	(± 0.1)	0.3	(± 0.2)
Any use in past 30 days	*	*	*5.0*	*(± 0.6)*	*3.8*	*(± 0.6)*	*3.0*	*(± 0.6)*

34. Use methamphetamines (meth, crystal meth, ice, crank)? Do not include other types of amphetamines.	Grade 6 (*n* = *)		Grade 8 (*n* = 7,134)		Grade 10 (*n* = 4,955)		Grade 12 (*n* = 4,034)	
a. None	*	*	97.9%	(± 0.4%)	97.1%	(± 0.7%)	96.7%	(± 0.6%)
b. 1–2 days	*	*	1.0	(± 0.3)	1.5	(± 0.5)	1.6	(± 0.4)
c. 3–5 days	*	*	0.4	(± 0.2)	0.5	(± 0.2)	0.8	(± 0.3)
d. 6–9 days	*	*	0.4	(± 0.1)	0.4	(± 0.2)	0.4	(± 0.2)
e. 10 or more days	*	*	0.3	(± 0.1)	0.5	(± 0.2)	0.6	(± 0.2)
Any use in past 30 days	*	*	*2.1*	*(± 0.4)*	*2.9*	*(± 0.7)*	*2.4*	*(± 0.6)*

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35. Use psychedelics (angel dust, LSD, acid, microdot, PCP, magic mushrooms)?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,142)		Grade 10 (*n* = 4,954)		Grade 12 (*n* = 4,036)	
a. None	*	*	97.0%	(± 0.5%)	96.0%	(± 0.7%)	94.9%	(± 1.2%)
b. 1–2 days	*	*	1.6	(± 0.3)	2.1	(± 0.4)	2.5	(± 0.7)
c. 3–5 days	*	*	0.7	(± 0.2)	0.9	(± 0.3)	1.3	(± 0.4)
d. 6–9 days	*	*	0.3	(± 0.1)	0.4	(± 0.2)	0.7	(± 0.2)
e. 10 or more days	*	*	0.5	(± 0.2)	0.6	(± 0.2)	0.6	(± 0.3)
Any use in past 30 days	*	*	*3.0*	*(± 0.5)*	*4.0*	*(± 0.7)*	*5.1*	*(± 1.2)*

36. Use Ecstasy or MDMA?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,128)		Grade 10 (*n* = 4,951)		Grade 12 (*n* = 4,032)	
a. None	*	*	97.6%	(± 0.4%)	96.8%	(± 0.8%)	96.4%	(± 0.7%)
b. 1–2 days	*	*	1.3	(± 0.3)	1.8	(± 0.5)	2.0	(± 0.5)
c. 3–5 days	*	*	0.7	(± 0.2)	0.7	(± 0.3)	0.7	(± 0.2)
d. 6–9 days	*	*	0.3	(± 0.1)	0.3	(± 0.2)	0.5	(± 0.3)
e. 10 or more days	*	*	0.2	(± 0.1)	0.3	(± 0.1)	0.5	(± 0.2)
Any use in past 30 days	*	*	*2.4*	*(± 0.4)*	*3.2*	*(± 0.8)*	*3.6*	*(± 0.7)*

37. Use cocaine or crack (coke, rock, snow)?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,142)		Grade 10 (*n* = 4,955)		Grade 12 (*n* = 4,034)	
a. None	*	*	97.6%	(± 0.5%)	97.3%	(± 0.5%)	95.6%	(± 0.7%)
b. 1–2 days	*	*	1.2	(± 0.3)	1.1	(± 0.3)	2.1	(± 0.5)
c. 3–5 days	*	*	0.5	(± 0.2)	0.7	(± 0.2)	1.0	(± 0.4)
d. 6–9 days	*	*	0.4	(± 0.1)	0.5	(± 0.2)	0.6	(± 0.2)
e. 10 or more days	*	*	0.4	(± 0.1)	0.4	(± 0.2)	0.6	(± 0.2)
Any use in past 30 days	*	*	*2.4*	*(± 0.5)*	*2.7*	*(± 0.5)*	*4.4*	*(± 0.7)*

38. Use other illegal drugs, including amphetamines, heroin, and other drugs not included in 32–37?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,125)		Grade 10 (*n* = 4,957)		Grade 12 (*n* = 4,030)	
a. None	*	*	97.5%	(± 0.5%)	96.7%	(± 0.5%)	96.8%	(± 0.6%)
b. 1–2 days	*	*	1.3	(± 0.3)	1.4	(± 0.3)	1.4	(± 0.3)
c. 3–5 days	*	*	0.5	(± 0.2)	0.7	(± 0.2)	0.7	(± 0.3)
d. 6–9 days	*	*	0.4	(± 0.1)	0.6	(± 0.2)	0.5	(± 0.2)
e. 10 or more days	*	*	0.5	(± 0.2)	0.6	(± 0.2)	0.7	(± 0.2)
Any use in past 30 days	*	*	*2.5*	*(± 0.5)*	*3.3*	*(± 0.5)*	*3.3*	*(± 0.6)*

39. Have you ever smoked cigarettes every day for 30 days?	Grade 6 (*n* = 6,823)		Grade 8 (*n* = 7,200)		Grade 10 (*n* = 4,954)		Grade 12 (*n* = 4,031)	
a. No	93.7%	(± 0.6%)	94.8%	(± 0.8%)	89.5%	(± 1.2%)	83.6%	(± 2.1%)
b. Yes	6.3	(± 0.6)	5.3	(± 0.8)	10.5	(± 1.2)	16.5	(± 2.1)

40. If one of your best friends offered you a cigarette, would you smoke it?	Grade 6 (*n* = 7,448)		Grade 8 (*n* = 7,176)		Grade 10 (*n* = 4,921)		Grade 12 (*n* = 4,017)	
a. Definitely no	89.2%	(± 1.0%)	75.4%	(± 1.8%)	70.3%	(± 1.5%)	66.2%	(± 2.2%)
b. Probably no	8.0	(± 0.7)	14.9	(± 1.1)	14.8	(± 0.9)	13.2	(± 1.1)
c. Probably yes	2.0	(± 0.4)	6.3	(± 0.8)	9.1	(± 0.9)	10.8	(± 1.1)
d. Definitely yes	0.8	(± 0.2)	3.4	(± 0.5)	5.9	(± 0.8)	9.8	(± 1.6)

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41. Do you think that you will smoke a cigarette anytime in the next year?	Grade 6 (*n* = 7,414)		Grade 8 (*n* = 7,162)		Grade 10 (*n* = 4,920)		Grade 12 (*n* = 4,011)	
a. Definitely no	86.0%	(± 1.3%)	70.1%	(± 1.8%)	66.7%	(± 1.8%)	61.1%	(± 2.3%)
b. Probably no	10.3	(± 1.0)	17.4	(± 1.0)	16.1	(± 1.1)	14.2	(± 1.2)
c. Probably yes	2.7	(± 0.5)	8.4	(± 1.0)	9.7	(± 1.2)	12.5	(± 1.1)
d. Definitely yes	1.1	(± 0.2)	4.1	(± 0.5)	7.5	(± 0.8)	12.2	(± 1.7)

42. How old were you the first time you smoked a whole cigarette?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,106)		Grade 10 (*n* = 4,922)		Grade 12 (*n* = 4,009)	
a. Never have	*	*	80.2%	(± 2.0%)	70.4%	(± 2.2%)	57.5%	(± 2.4%)
b. 10 or younger	*	*	7.6	(± 1.0)	6.7	(± 1.0)	5.4	(± 0.8)
c. 11	*	*	4.2	(± 0.5)	3.9	(± 0.7)	4.1	(± 0.8)
d. 12	*	*	4.3	(± 0.6)	4.5	(± 0.7)	6.0	(± 1.0)
e. 13	*	*	3.0	(± 0.4)	4.9	(± 0.7)	6.5	(± 0.8)
f. 14	*	*	0.4	(± 0.1)	5.3	(± 0.5)	5.4	(± 0.7)
g. 15	*	*	0.1	(± 0.1)	3.6	(± 0.6)	6.2	(± 0.7)
h. 16	*	*	0.0	(± 0.0)	0.5	(± 0.2)	5.3	(± 0.6)
i. 17 or older	*	*	0.2	(± 0.1)	0.1	(± 0.1)	3.5	(± 0.5)

43. How old were you the first time you smoked a whole cigarette?	Grade 6 (*n* = 7,560)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Never have	93.8%	(± 1.0%)	*	*	*	*	*	*
b. 10 or younger	4.4	(± 0.8)	*	*	*	*	*	*
c. 11	1.5	(± 0.3)	*	*	*	*	*	*
d. 12	0.2	(± 0.1)	*	*	*	*	*	*
e. 13 or older	0.2	(± 0.1)	*	*	*	*	*	*

44. How much do you think people risk harming themselves if they smoke one to five cigarettes per day?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,645)		Grade 10 (*n* = 2,513)		Grade 12 (*n* = 2,044)	
a. No risk	*	*	3.8%	(± 0.7%)	2.9%	(± 0.6%)	4.7%	(± 0.9%)
b. Slight risk	*	*	8.8	(± 1.0)	9.2	(± 1.0)	11.6	(± 1.7)
c. Moderate risk	*	*	30.0	(± 1.6)	30.8	(± 2.1)	30.1	(± 1.9)
d. Great risk	*	*	49.5	(± 2.0)	52.9	(± 3.0)	50.5	(± 2.2)
e. Not sure	*	*	7.9	(± 1.2)	4.2	(± 1.3)	3.1	(± 0.8)

45. Do you think young people risk harming themselves if they smoke from 1–5 cigarettes per day?[B] (one to five cigarettes a day?)[C]	Grade 6 (*n* = 7,177)		Grade 8 (*n* = 3,655)		Grade 10 (*n* = 2,544)		Grade 12 (*n* = 2,045)	
a. Definitely no	5.6%	(± 0.8%)	5.7%	(± 0.9%)	5.0%	(± 1.0%)	4.2%	(± 1.0%)
b. Probably no	5.1	(± 0.7)	3.6	(± 0.6)	3.1	(± 0.9)	2.2	(± 0.7)
c. Probably yes	27.9	(± 1.1)	22.2	(± 1.7)	20.6	(± 2.2)	18.9	(± 1.6)
d. Definitely yes	61.5	(± 1.9)	68.5	(± 2.0)	71.3	(± 2.9)	74.8	(± 1.9)

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46. During the past year, did you practice ways to say NO to tobacco in any of your classes (for example: by role playing)?	Grade 6 (*n* = 7,839)		Grade 8 (*n* = 3,659)		Grade 10 (*n* = 2,536)		Grade 12 (*n* = 2,046)	
a. Yes	62.6%	(± 6.0%)	36.3%	(± 4.1%)	21.7%	(± 3.5%)	9.7%	(± 1.6%)
b. No	23.8	(± 4.2)	46.0	(± 3.5)	63.4	(± 3.3)	81.6	(± 2.4)
c. Not sure	13.5	(± 2.1)	17.7	(± 1.7)	14.9	(± 1.5)	8.8	(± 1.5)

47. During the past 30 days, on how many days did you use tobacco (cigarettes, cigars, or chew/dip) on school property?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,603)		Grade 10 (*n* = 2,535)		Grade 12 (*n* = 2,049)	
a. 0 days	*	*	96.2%	(± 0.6%)	92.0%	(± 1.4%)	89.7%	(± 1.4%)
b. 1–2 days	*	*	1.9	(± 0.5)	3.6	(± 0.9)	3.5	(± 0.8)
c. 3–9 days	*	*	0.9	(± 0.3)	2.4	(± 0.5)	2.9	(± 0.7)
d. 10–29 days	*	*	0.6	(± 0.2)	1.1	(± 0.5)	2.2	(± 0.7)
e. All 30 days	*	*	0.4	(± 0.2)	1.0	(± 0.4)	1.8	(± 0.7)

48. During the past 12 months, have you ever tried to quit using tobacco (cigarettes, cigars, chew/dip)?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,592)		Grade 10 (*n* = 2,527)		Grade 12 (*n* = 2,046)	
a. I did not use tobacco during the past 12 months	*	*	84.9%	(± 1.7%)	77.3%	(± 2.4%)	70.1%	(± 2.9%)
b. Yes	*	*	8.2	(± 1.2)	11.7	(± 1.7)	15.7	(± 1.8)
c. No	*	*	6.9	(± 0.9)	11.0	(± 1.5)	14.2	(± 1.9)

49. How old were you when you used chewing tobacco, snuff, or dip for the first time?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,902)		Grade 10 (*n* = 2,115)		Grade 12 (*n* = 1,793)	
a. Never used	*	*	92.0%	(± 1.5%)	86.9%	(± 1.7%)	80.0%	(± 2.8%)
b. 10 or younger	*	*	2.6	(± 0.7)	2.7	(± 0.6)	2.1	(± 0.7)
c. 11	*	*	1.4	(± 0.4)	1.6	(± 0.5)	1.3	(± 0.5)
d. 12	*	*	1.4	(± 0.5)	1.6	(± 0.5)	1.8	(± 0.5)
e. 13	*	*	1.6	(± 0.5)	1.9	(± 0.7)	2.5	(± 0.8)
f. 14	*	*	0.4	(± 0.2)	2.5	(± 0.6)	3.0	(± 1.0)
g. 15	*	*	0.2	(± 0.1)	2.4	(± 0.8)	3.1	(± 0.9)
h. 16	*	*	0.0	(± 0.1)	0.4	(± 0.3)	3.1	(± 1.0)
i. 17 or older	*	*	0.4	(± 0.3)	0.1	(± 0.2)	3.1	(± 0.8)

50. How old were you when you smoked a cigar, cigarillo, or little cigar for the first time?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,896)		Grade 10 (*n* = 2,110)		Grade 12 (*n* = 1,787)	
a. Never used	*	*	84.7%	(± 2.1%)	74.9%	(± 2.5%)	62.3%	(± 2.6%)
b. 10 or younger	*	*	5.5	(± 1.0)	4.6	(± 1.0)	4.3	(± 0.7)
c. 11	*	*	3.4	(± 0.7)	2.9	(± 0.8)	2.5	(± 0.7)
d. 12	*	*	3.3	(± 0.8)	3.5	(± 0.8)	3.4	(± 0.8)
e. 13	*	*	2.3	(± 0.5)	4.5	(± 0.9)	5.0	(± 0.8)
f. 14	*	*	0.5	(± 0.2)	4.4	(± 0.7)	4.9	(± 0.9)
g. 15	*	*	0.1	(± 0.1)	4.2	(± 1.0)	7.1	(± 1.5)
h. 16	*	*	0.1	(± 0.1)	0.7	(± 0.4)	6.7	(± 1.1)
i. 17 or older	*	*	0.3	(± 0.2)	0.4	(± 0.3)	4.0	(± 0.8)

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51. Do you think smoking cigarettes makes young people look cool or fit in?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,888)		Grade 10 (*n* = 2,106)		Grade 12 (*n* = 1,780)	
a. Definitely no	*	*	83.1%	(± 1.9%)	84.9%	(± 1.8%)	83.5%	(± 1.9%)
b. Probably no	*	*	9.3	(± 1.2)	10.0	(± 1.5)	9.5	(± 1.5)
c. Probably yes	*	*	5.3	(± 0.9)	3.7	(± 0.7)	4.8	(± 0.9)
d. Definitely yes	*	*	2.4	(± 0.5)	1.4	(± 0.5)	2.3	(± 0.6)

52. Do you think it is safe to smoke for only a year or two, as long as you quit after that?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,885)		Grade 10 (*n* = 2,096)		Grade 12 (*n* = 1,771)	
a. Definitely no	*	*	77.3%	(± 2.0%)	76.4%	(± 2.5%)	74.0%	(± 1.9%)
b. Probably no	*	*	13.8	(± 1.4)	14.0	(± 1.8)	15.6	(± 1.8)
c. Probably yes	*	*	6.1	(± 1.0)	7.1	(± 1.4)	7.5	(± 1.2)
d. Definitely yes	*	*	2.9	(± 0.7)	2.5	(± 0.7)	2.9	(± 0.7)

53. Do you think the smoke from other people's cigarettes (secondhand smoke) is harmful to you?	Grade 6 (*n* = 7,001)		Grade 8 (*n* = 2,907)		Grade 10 (*n* = 2,091)		Grade 12 (*n* = 1,763)	
a. Definitely no	6.3%	(± 0.7%)	16.1%	(± 1.5%)	13.0%	(± 2.5%)	10.6%	(± 2.0%)
b. Probably no	7.2	(± 0.9)	4.9	(± 0.8)	3.8	(± 1.1)	3.7	(± 1.0)
c. Probably yes	30.7	(± 2.1)	19.8	(± 1.7)	16.2	(± 2.1)	15.0	(± 2.2)
d. Definitely yes	55.8	(± 2.8)	59.3	(± 2.4)	67.0	(± 3.4)	70.6	(± 3.3)

54. Do you think you will be smoking cigarettes 5 years from now?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,852)		Grade 10 (*n* = 2,090)		Grade 12 (*n* = 1,763)	
a. Definitely no	*	*	72.8%	(± 2.2%)	73.8%	(± 2.6%)	74.5%	(± 2.3%)
b. Probably no	*	*	17.5	(± 1.5)	16.3	(± 2.1)	16.8	(± 1.8)
c. Probably yes	*	*	6.7	(± 1.2)	7.9	(± 1.3)	6.5	(± 1.4)
d. Definitely yes	*	*	3.0	(± 0.7)	2.1	(± 0.6)	2.2	(± 0.5)

55. Some tobacco companies make items like sports gear, t-shirts, lighters, hats, jackets, and sunglasses that people can buy or receive for free. During the past 12 months, did you buy or receive anything that has a tobacco company name or picture on it?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,829)		Grade 10 (*n* = 2,083)		Grade 12 (*n* = 1,755)	
a. No	*	*	87.2%	(± 1.5%)	88.0%	(± 1.7%)	87.8%	(± 1.6%)
b. Yes	*	*	12.8	(± 1.5)	12.1	(± 1.7)	12.3	(± 1.6)

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56. (Some tobacco companies make items like sports gear, t-shirts, lighters, hats, jackets, and sunglasses that people can buy or receive for free.)[C] Would you ever use or wear something that has a tobacco company name or picture on it such as a lighter, t-shirt, hat, or sunglasses?	Grade 6 (*n* = 7,040)		Grade 8 (*n* = 2,857)		Grade 10 (*n* = 2,074)		Grade 12 (*n* = 1,749)	
a. Definitely no	61.4%	(± 1.9%)	57.3%	(± 2.6%)	51.5%	(± 2.7%)	49.5%	(± 2.5%)
b. Probably no	25.5	(± 1.3)	24.0	(± 1.8)	25.7	(± 2.3)	25.4	(± 2.5)
c. Probably yes	9.7	(± 1.1)	14.1	(± 1.6)	17.1	(± 2.1)	20.2	(± 2.1)
d. Definitely yes	3.4	(± 0.6)	4.6	(± 0.8)	5.8	(± 1.0)	4.9	(± 1.2)

57. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?	Grade 6 (*n* = 7,036)		Grade 8 (*n* = 2,856)		Grade 10 (*n* = 2,067)		Grade 12 (*n* = 1,746)	
a. 0 days	65.7%	(± 2.7%)	55.0%	(± 2.3%)	52.1%	(± 2.4%)	42.2%	(± 2.9%)
b. 1–2 days	14.8	(± 0.8)	19.3	(± 1.3)	21.8	(± 1.7)	26.6	(± 1.9)
c. 3–4 days	5.1	(± 0.6)	8.1	(± 1.0)	8.8	(± 1.3)	11.3	(± 1.3)
d. 5–6 days	2.8	(± 0.4)	4.0	(± 0.7)	4.8	(± 1.0)	6.1	(± 1.1)
e. 7 days	11.5	(± 1.8)	13.7	(± 2.0)	12.6	(± 1.7)	13.8	(± 2.0)

58. During the past 7 days, on how many days did you ride in a car with someone who was smoking cigarettes?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,787)		Grade 10 (*n* = 2,055)		Grade 12 (*n* = 1,738)	
a. 0 days	*	*	64.7%	(± 3.0%)	64.6%	(± 2.7%)	62.3%	(± 3.4%)
b. 1–2 days	*	*	14.4	(± 1.4)	15.2	(± 1.7)	16.1	(± 2.1)
c. 3–4 days	*	*	7.5	(± 1.0)	8.5	(± 1.4)	8.5	(± 1.3)
d. 5–6 days	*	*	4.0	(± 0.7)	4.1	(± 1.0)	4.4	(± 0.9)
e. 7 days	*	*	9.4	(± 1.5)	7.5	(± 1.3)	8.7	(± 1.7)

59. During the past 30 days, have you seen or heard commercials on TV, the Internet, or on the radio about the dangers of cigarette smoking?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,729)		Grade 10 (*n* = 2,034)		Grade 12 (*n* = 1,724)	
a. Not in the past 30 days	*	*	20.7%	(± 2.0%)	18.3%	(± 2.7%)	15.6%	(± 2.1%)
b. 1–3 times in the past 30 days	*	*	16.2	(± 1.4)	18.5	(± 1.8)	21.1	(± 1.7)
c. 1–3 times per week	*	*	15.8	(± 1.4)	21.6	(± 1.7)	25.4	(± 1.8)
d. Daily or almost daily	*	*	24.4	(± 2.1)	26.4	(± 1.9)	26.1	(± 2.6)
e. More than once a day	*	*	22.9	(± 2.3)	15.2	(± 1.8)	11.9	(± 1.5)

60. Does anyone who lives with you now smoke cigarettes?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,732)		Grade 10 (*n* = 2,025)		Grade 12 (*n* = 1,720)	
a. No	*	*	64.4%	(± 2.8%)	68.7%	(± 2.4%)	66.9%	(± 3.5%)
b. Yes	*	*	35.6	(± 2.8)	31.3	(± 2.4)	33.1	(± 3.5)

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61. About how many cigarettes have you smoked in your entire life?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,705)		Grade 10 (*n* = 2,013)		Grade 12 (*n* = 1,711)	
a. None	*	*	72.9%	(± 3.2%)	63.2%	(± 2.8%)	50.9%	(± 3.6%)
b. 1 or more puffs but never a whole cigarette	*	*	8.6	(± 1.2)	7.3	(± 1.2)	9.5	(± 1.4)
c. 1 cigarette	*	*	3.6	(± 0.8)	3.1	(± 0.7)	4.2	(± 1.1)
d. 2-5 cigarettes	*	*	5.0	(± 1.0)	6.1	(± 1.0)	7.0	(± 1.0)
e. 6–15 cigarettes (about 1/2 a pack total)	*	*	3.1	(± 0.7)	4.0	(± 0.9)	4.7	(± 0.9)
f. 16–25 cigarettes (about 1 pack total)	*	*	1.4	(± 0.5)	2.6	(± 0.5)	3.5	(± 0.9)
g. 26–99 cigarettes (more than 1 pack, but less than 5 packs)	*	*	2.3	(± 0.6)	4.5	(± 1.2)	5.7	(± 0.9)
h. 100 or more cigarettes (5 or more packs)	*	*	3.2	(± 0.7)	9.2	(± 1.5)	14.6	(± 2.6)

62. Do you want to stop using tobacco right now?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,664)		Grade 10 (*n* = 1,994)		Grade 12 (*n* = 1,703)	
a. I do not use tobacco now	*	*	88.7%	(± 1.8%)	84.4%	(± 1.9%)	77.9%	(± 2.4%)
b. Yes	*	*	5.5	(± 1.1)	7.8	(± 1.3)	11.1	(± 1.6)
c. No	*	*	5.8	(± 1.1)	7.8	(± 1.3)	11.0	(± 1.7)

63. How many times, if any, have you tried to quit using tobacco?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,645)		Grade 10 (*n* = 1,986)		Grade 12 (*n* = 1,703)	
a. I have never used tobacco regularly	*	*	85.6%	(± 2.0%)	79.8%	(± 2.2%)	76.0%	(± 2.6%)
b. None	*	*	6.0	(± 1.2)	7.3	(± 1.0)	7.5	(± 1.2)
c. 1 time	*	*	4.0	(± 0.9)	5.7	(± 1.0)	5.2	(± 1.0)
d. 2 times	*	*	1.9	(± 0.6)	3.5	(± 0.7)	5.7	(± 1.2)
e. 3–5 times	*	*	1.3	(± 0.4)	2.4	(± 0.7)	4.1	(± 1.0)
f. 6–9 times	*	*	0.3	(± 0.2)	0.8	(± 0.5)	0.8	(± 0.4)
g. 10 or more times	*	*	1.0	(± 0.3)	0.6	(± 0.4)	0.8	(± 0.4)

64. Have you ever participated in a program to help you quit using tobacco?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,632)		Grade 10 (*n* = 1,979)		Grade 12 (*n* = 1,701)	
a. I have never used tobacco regularly	*	*	82.8%	(± 2.1%)	78.0%	(± 2.1%)	72.3%	(± 3.0%)
b. Yes	*	*	3.3	(± 0.8)	3.2	(± 1.0)	3.8	(± 1.3)
c. No	*	*	13.9	(± 1.8)	18.8	(± 2.2)	23.9	(± 2.4)

65. Has either of your parents (or guardians) discussed the dangers of tobacco use with you?	Grade 6 (*n* = 7,062)		Grade 8 (*n* = 2,659)		Grade 10 (*n* = 1,978)		Grade 12 (*n* = 1,697)	
a. Mother (or female guardian) only	13.9%	(± 1.0%)	20.2%	(± 1.7%)	17.5%	(± 2.0%)	15.1%	(± 1.9%)
b. Father (or male guardian) only	3.7	(± 0.5)	4.7	(± 0.8)	4.0	(± 0.8)	4.9	(± 1.0)
c. Both	62.5	(± 1.9)	49.0	(± 2.3)	47.1	(± 2.9)	47.0	(± 3.0)
d. Neither	19.9	(± 1.1)	26.1	(± 1.7)	31.3	(± 2.4)	32.9	(± 2.6)

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66. Have you heard about the Washington Tobacco Quit Line, a free telephone counseling service to help people your age quit using tobacco (cigarettes and other tobacco products)?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,622)		Grade 10 (*n* = 1,975)		Grade 12 (*n* = 1,685)	
a. No	*	*	67.2%	(± 2.4%)	72.1%	(± 2.3%)	76.6%	(± 2.2%)
b. Yes	*	*	16.1	(± 1.9)	13.0	(± 1.8)	13.2	(± 1.7)
c. Unsure	*	*	16.7	(± 1.7)	14.9	(± 1.8)	10.2	(± 1.4)

67. During the past 30 days, how did you usually get your own tobacco? (Choose only one answer.)	Grade 6 (*n* = *)		Grade 8 (*n* = 2,588)		Grade 10 (*n* = 1,967)		Grade 12 (*n* = 1,677)	
a. I did not use tobacco during the past 30 days	*	*	88.6%	(± 1.6%)	82.7%	(± 1.8%)	75.3%	(± 3.0%)
b. I bought it in a store such as a convenience store, supermarket, discount store or gas station	*	*	2.0	(± 0.6)	2.2	(± 0.7)	8.9	(± 1.8)
c. I bought it from a vending machine	*	*	1.1	(± 0.4)	0.7	(± 0.4)	1.7	(± 0.5)
d. I gave someone else money to buy them for me	*	*	2.1	(± 0.7)	5.5	(± 0.9)	6.2	(± 1.2)
e. I borrowed (or bummed) them from someone else	*	*	2.4	(± 0.6)	3.7	(± 0.8)	4.1	(± 0.8)
f. A person 18 years old or older gave them to me	*	*	1.1	(± 0.4)	2.2	(± 0.6)	2.3	(± 0.8)
g. I took them from a store or a family member	*	*	0.9	(± 0.3)	0.9	(± 0.5)	0.3	(± 0.3)
h. I got them some other way	*	*	1.8	(± 0.5)	2.1	(± 0.5)	1.2	(± 0.6)

68. Do you think you will try a cigarette soon?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,730)		Grade 10 (*n* = 1,179)		Grade 12 (*n* = 1,107)	
a. I have already tried smoking cigarettes	*	*	33.9%	(± 3.3%)	37.9%	(± 2.8%)	49.2%	(± 4.0%)
b. No	*	*	61.6	(± 4.0)	56.9	(± 3.2)	46.1	(± 4.5)
c. Yes	*	*	4.6	(± 1.3)	5.2	(± 1.5)	4.7	(± 1.3)

69. Are the cigarettes that you usually smoke menthol cigarettes?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,730)		Grade 10 (*n* = 1,182)		Grade 12 (*n* = 1,108)	
a. I do not smoke cigarettes	*	*	85.3%	(± 2.3%)	80.6%	(± 2.8%)	74.1%	(± 3.3%)
b. Yes	*	*	7.0	(± 1.5)	6.9	(± 1.4)	7.2	(± 1.9)
c. No	*	*	7.7	(± 1.4)	12.4	(± 2.1)	18.7	(± 2.5)

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70. When you last tried to quit, how long did you stay off tobacco?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,714)		Grade 10 (*n* = 1,174)		Grade 12 (*n* = 1,105)	
a. I have never used tobacco regularly	*	*	86.0%	(± 2.4%)	79.8%	(± 2.9%)	75.2%	(± 3.3%)
b. I have never tried to quit	*	*	4.5	(± 0.9)	5.3	(± 1.3)	6.8	(± 1.2)
c. Less than a day	*	*	2.1	(± 0.6)	1.5	(± 0.8)	2.3	(± 0.7)
d. 1-7 days	*	*	1.8	(± 0.7)	3.4	(± 0.9)	4.1	(± 1.4)
e. More than 7 days but less than 30 days	*	*	1.2	(± 0.6)	2.1	(± 0.8)	3.1	(± 1.1)
f. More than 30 days but less than 6 months	*	*	1.0	(± 0.5)	2.3	(± 0.8)	3.5	(± 1.4)
g. More than 6 months but less than a year	*	*	0.8	(± 0.4)	1.2	(± 0.6)	1.5	(± 0.6)
h. More than a year	*	*	2.7	(± 1.1)	4.3	(± 1.1)	3.5	(± 0.9)

71. How much do you think people risk harming themselves if they smoke marijuana occasionally?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,638)		Grade 10 (*n* = 2,505)		Grade 12 (*n* = 2,037)	
a. No risk	*	*	7.8%	(± 1.1%)	11.9%	(± 1.6%)	16.4%	(± 2.1%)
b. Slight risk	*	*	12.0	(± 1.2)	18.3	(± 1.8)	25.5	(± 2.0)
c. Moderate risk	*	*	29.6	(± 1.8)	33.1	(± 2.0)	31.2	(± 2.3)
d. Great risk	*	*	43.9	(± 2.0)	33.7	(± 2.9)	24.9	(± 2.4)
e. Not sure	*	*	6.7	(± 0.8)	3.1	(± 1.1)	2.1	(± 0.7)

72. Think back over the last 2 weeks. How many times have you had five or more drinks in a row? (A drink is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink.)	Grade 6 (*n* = *)		Grade 8 (*n* = 7,091)		Grade 10 (*n* = 4,916)		Grade 12 (*n* = 4,007)	
a. None	*	*	90.0%	(± 1.2%)	81.3%	(± 1.7%)	72.7%	(± 2.4%)
b. Once	*	*	4.7	(± 0.7)	7.5	(± 0.8)	10.1	(± 1.6)
c. Twice	*	*	2.3	(± 0.4)	5.1	(± 0.7)	7.3	(± 0.7)
d. 3–5 times	*	*	1.7	(± 0.4)	3.8	(± 0.5)	6.0	(± 0.9)
e. 6–9 times	*	*	0.6	(± 0.2)	1.0	(± 0.2)	2.0	(± 0.4)
f. 10 or more times	*	*	0.8	(± 0.2)	1.4	(± 0.4)	2.0	(± 0.5)

73. How many times in the past year (12 months) have you been drunk or high at school?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,101)		Grade 10 (*n* = 4,910)		Grade 12 (*n* = 4,007)	
a. Never	*	*	92.2%	(± 1.0%)	83.5%	(± 1.9%)	80.3%	(± 1.3%)
b. 1–2 times	*	*	4.1	(± 0.7)	6.8	(± 1.2)	8.2	(± 0.8)
c. 3–5 times	*	*	1.5	(± 0.3)	3.7	(± 0.7)	3.6	(± 0.6)
d. 6–9 times	*	*	0.8	(± 0.2)	1.5	(± 0.4)	1.8	(± 0.5)
e. 10 or more times	*	*	1.4	(± 0.4)	4.6	(± 0.7)	6.2	(± 0.9)

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74. Overweight: "Overweight" includes students who are in the top 5% for body mass index by age and gender based on growth charts developed by the Centers for Disease Control and Prevention (2000). "At risk for overweight" includes students who are in the top 15% but not the top 5%. (Computed from numeric responses to "How tall are you without your shoes on?" and "How much do you weigh without your shoes on?")	Grade 6 (*n* = *)		Grade 8 (*n* = 2,956)		Grade 10 (*n* = 2,353)		Grade 12 (*n* = 1,913)	
Overweight	*	*	11.2%	(± 1.4%)	9.5%	(± 1.5%)	9.1%	(± 1.0%)
At risk for overweight	*	*	8.2	(± 1.1)	7.0	(± 0.7)	7.0	(± 1.3)
Not overweight	*	*	80.6	(± 1.7)	83.5	(± 1.6)	84.0	(± 1.7)

75. How do you describe your weight?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,529)		Grade 10 (*n* = 2,495)		Grade 12 (*n* = 2,032)	
a. Very underweight	*	*	4.5%	(± 0.6%)	2.4%	(± 0.6%)	2.3%	(± 0.8%)
b. Slightly underweight	*	*	12.2	(± 0.9)	13.8	(± 1.3)	11.3	(± 1.3)
c. About the right weight	*	*	52.5	(± 1.7)	51.7	(± 2.0)	53.5	(± 1.8)
d. Slightly overweight	*	*	25.5	(± 1.5)	26.8	(± 1.7)	27.3	(± 1.6)
e. Very overweight	*	*	5.4	(± 0.7)	5.3	(± 0.9)	5.6	(± 0.7)

76. Which of the following are you trying to do about your weight?	Grade 6 (*n* = 7,025)		Grade 8 (*n* = 3,587)		Grade 10 (*n* = 2,496)		Grade 12 (*n* = 2,031)	
a. I am not trying to do anything about my weight°	30.4%	(± 1.8%)	34.0%	(± 1.9%)	30.5%	(± 2.3%)	30.3%	(± 1.8%)
b. Lose weight	35.0	(± 1.9)	40.9	(± 2.0)	42.0	(± 1.9)	41.0	(± 2.4)
c. Gain weight	7.6	(± 0.6)	7.9	(± 0.7)	12.1	(± 1.4)	13.1	(± 1.7)
d. Stay the same weight	27.1	(± 1.2)	17.3	(± 1.4)	15.4	(± 1.4)	15.7	(± 1.3)

77. During the past 30 days, did you do any of the following to lose weight or keep from gaining weight?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,484)		Grade 10 (*n* = 2,482)		Grade 12 (*n* = 2,021)	
a. Not trying to do anything about my weight	*	*	42.3%	(± 2.1%)	39.2%	(± 1.9%)	40.9%	(± 2.1%)
b. I ate less food, fewer calories or foods low in fat	*	*	7.5	(± 0.8)	9.0	(± 1.5)	10.6	(± 1.3)
c. I exercised	*	*	24.3	(± 1.5)	22.8	(± 1.3)	20.2	(± 1.9)
d. Both B & C	*	*	25.9	(± 1.8)	28.9	(± 2.1)	28.3	(± 1.9)

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78. During the past 30 days, did you do any of the following to lose weight or keep from gaining weight? • Gone without eating for 24 hours or more (also called fasting); • Taken diet pills, powders or liquids without a doctor's advice; • Vomited or taken laxatives	Grade 6 (*n* = *)		Grade 8 (*n* = 3,476)		Grade 10 (*n* = 2,478)		Grade 12 (*n* = 2,018)	
a. No	*	*	90.0%	(± 1.2%)	87.1%	(± 1.4%)	87.8%	(± 1.5%)
b. Yes	*	*	10.0	(± 1.2)	12.9	(± 1.4)	12.2	(± 1.5)

79. Have you ever done any of the following to lose weight or keep from gaining weight? • Gone without eating for 24 hours or more (also called fasting); • Taken diet pills, powders or liquids without a doctor's advice; • Vomited or taken laxatives	Grade 6 (*n* = 6,943)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Yes	8.8%	(± 0.8%)	*	*	*	*	*	*
b. No	91.2	(± 0.8)	*	*	*	*	*	*

80. Number of servings of fruits and vegetables eaten per day (Computed from questions about the number and types of fruits and vegetables eaten over the past 7 days.)	Grade 6 (*n* = *)		Grade 8 (*n* = 3,457)		Grade 10 (*n* = 2,431)		Grade 12 (*n* = 1,999)	
Less than 1	*	*	10.7%	(± 1.1%)	10.9%	(± 1.1%)	10.2%	(± 1.9%)
1 to less than 3	*	*	40.3	(± 1.6)	43.5	(± 1.7)	45.8	(± 2.1)
3 to less than 5	*	*	22.2	(± 1.4)	23.3	(± 1.9)	24.5	(± 2.2)
5 or more	*	*	26.8	(± 1.6)	22.3	(± 2.3)	19.5	(± 1.9)

81. How often do you eat dinner with your family?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,503)		Grade 10 (*n* = 2,475)		Grade 12 (*n* = 2,021)	
a. Never	*	*	4.9%	(± 0.7%)	6.4%	(± 0.9%)	9.1%	(± 1.5%)
b. Rarely	*	*	10.8	(± 1.1)	13.0	(± 1.5)	18.5	(± 2.0)
c. Sometimes	*	*	15.4	(± 1.2)	20.2	(± 1.4)	25.2	(± 1.7)
d. Most of the time	*	*	37.8	(± 1.7)	38.3	(± 1.6)	33.8	(± 2.3)
e. Always	*	*	31.1	(± 1.5)	22.0	(± 1.5)	13.5	(± 1.5)

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82. How many sodas or pops did you drink yesterday? (Do not count diet soda.)	Grade 6 (*n* = 7,017)		Grade 8 (*n* = 3,441)		Grade 10 (*n* = 2,392)		Grade 12 (*n* = 1,972)	
a. None	53.8%	(± 2.2%)	42.7%	(± 2.7%)	46.1%	(± 2.6%)	46.2%	(± 3.3%)
b. 1	30.0	(± 1.4)	30.3	(± 1.5)	28.1	(± 1.9)	26.5	(± 2.1)
c. 2	9.6	(± 0.9)	15.2	(± 1.5)	13.5	(± 1.5)	15.7	(± 2.1)
d. 3	3.5	(± 0.5)	6.3	(± 0.8)	6.8	(± 1.3)	5.9	(± 1.2)
e. 4 or more	3.1	(± 0.6)	5.4	(± 0.9)	5.5	(± 1.3)	5.7	(± 1.0)

On how many of the past 7 days did you:

83. Exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?	Grade 6 (*n* = 7,793)		Grade 8 (*n* = 3,552)		Grade 10 (*n* = 2,448)		Grade 12 (*n* = 2,006)	
a. 0 days	6.0%	(± 0.7%)	9.0%	(± 1.1%)	12.2%	(± 1.9%)	17.2%	(± 1.9%)
b. 1 day	6.3	(± 0.6)	7.1	(± 0.9)	7.3	(± 1.4)	8.5	(± 1.3)
c. 2 days	7.4	(± 0.7)	9.0	(± 1.1)	7.5	(± 1.4)	10.7	(± 1.2)
d. 3 days	10.6	(± 0.9)	10.2	(± 1.1)	11.6	(± 2.1)	10.0	(± 1.4)
e. 4 days	11.0	(± 0.8)	8.3	(± 1.0)	8.5	(± 1.6)	7.5	(± 1.1)
f. 5 days	16.3	(± 1.2)	16.9	(± 1.7)	18.1	(± 2.7)	17.2	(± 2.0)
g. 6 days	10.4	(± 1.1)	8.4	(± 1.1)	10.3	(± 1.3)	9.5	(± 1.4)
h. 7 days	31.9	(± 1.8)	31.1	(± 2.0)	24.4	(± 2.1)	19.4	(± 2.1)

84. Do physical activity for at least 30 minutes that did not make you sweat and breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,472)		Grade 10 (*n* = 2,441)		Grade 12 (*n* = 2,004)	
a. 0 days	*	*	23.4%	(± 1.9%)	21.8%	(± 1.8%)	22.2%	(± 2.3%)
b. 1 day	*	*	14.5	(± 1.2)	12.3	(± 1.2)	13.1	(± 1.4)
c. 2 days	*	*	12.8	(± 1.0)	13.6	(± 1.2)	13.2	(± 1.1)
d. 3 days	*	*	10.4	(± 1.2)	11.4	(± 1.3)	11.8	(± 1.2)
e. 4 days	*	*	7.1	(± 0.8)	6.6	(± 0.9)	7.4	(± 1.3)
f. 5 days	*	*	8.4	(± 0.8)	10.4	(± 1.8)	10.1	(± 1.2)
g. 6 days	*	*	3.3	(± 0.6)	4.5	(± 0.7)	5.2	(± 1.0)
h. 7 days	*	*	20.2	(± 1.4)	19.5	(± 1.3)	16.9	(± 1.7)

85. Do exercises to strengthen or tone your muscles, such as push-ups, sit-ups, or weight lifting?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,483)		Grade 10 (*n* = 2,444)		Grade 12 (*n* = 2,002)	
a. 0 days	*	*	18.4%	(± 1.6%)	18.8%	(± 2.9%)	26.1%	(± 2.0%)
b. 1 day	*	*	10.4	(± 1.1)	9.3	(± 1.8)	11.1	(± 1.5)
c. 2 days	*	*	11.8	(± 1.7)	11.4	(± 1.3)	10.3	(± 1.4)
d. 3 days	*	*	11.1	(± 1.3)	13.1	(± 2.5)	12.9	(± 1.7)
e. 4 days	*	*	8.6	(± 1.0)	9.5	(± 1.3)	7.6	(± 1.3)
f. 5 days	*	*	16.3	(± 2.2)	17.8	(± 4.2)	14.5	(± 2.2)
g. 6 days	*	*	4.1	(± 0.7)	5.3	(± 1.1)	5.0	(± 1.0)
h. 7 days	*	*	19.2	(± 1.6)	15.0	(± 1.7)	12.5	(± 1.3)

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86. On an average school day, how many hours do you watch TV?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,475)		Grade 10 (*n* = 2,433)		Grade 12 (*n* = 2,002)	
a. I do not watch TV on an average school day	*	*	9.2%	(± 1.1%)	11.2%	(± 1.3%)	14.1%	(± 1.8%)
b. Less than 1 hour per day	*	*	15.6	(± 1.3)	19.7	(± 2.0)	22.1	(± 1.5)
c. 1 hour per day	*	*	16.1	(± 1.4)	18.6	(± 1.5)	17.5	(± 1.7)
d. 2 hours per day	*	*	23.1	(± 1.4)	23.1	(± 1.7)	22.1	(± 1.8)
e. 3 hours per day	*	*	17.4	(± 1.5)	15.4	(± 1.6)	13.6	(± 1.8)
f. 4 hours per day	*	*	7.9	(± 1.0)	5.7	(± 0.8)	5.4	(± 1.3)
g. 5 or more hours per day	*	*	10.7	(± 1.5)	6.4	(± 1.2)	5.1	(± 1.1)

87. On an average school day, how many hours do you play video games or use a computer for fun? (Include activities such as Nintendo, Game Boy, Play Station, and computer games.)	Grade 6 (*n* = *)		Grade 8 (*n* = 3,449)		Grade 10 (*n* = 2,428)		Grade 12 (*n* = 1,996)	
a. I do not play video games or use a computer for fun on an average school day	*	*	29.3%	(± 1.8%)	33.7%	(± 2.4%)	43.4%	(± 2.2%)
b. Less than 1 hour per day	*	*	28.2	(± 1.4)	24.9	(± 2.2)	23.0	(± 1.8)
c. 1 hour per day	*	*	16.3	(± 1.4)	16.6	(± 1.6)	13.5	(± 1.3)
d. 2 hours per day	*	*	12.1	(± 1.2)	11.5	(± 1.6)	10.1	(± 1.4)
e. 3 hours per day	*	*	6.9	(± 0.7)	6.8	(± 1.5)	5.1	(± 1.2)
f. 4 hours per day	*	*	3.1	(± 0.6)	2.4	(± 0.5)	2.6	(± 0.7)
g. 5 or more hours per day	*	*	4.1	(± 0.8)	4.0	(± 0.8)	2.4	(± 0.7)

88. On an average school day, how many hours do you watch TV, play video games, or use a computer for fun?	Grade 6 (*n* = 7,810)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. I do not do these activities on an average school day	9.7%	(± 1.0%)	*	*	*	*	*	*
b. Less than 1 hour per day	20.1	(± 1.1)	*	*	*	*	*	*
c. 1 hour per day	18.6	(± 1.2)	*	*	*	*	*	*
d. 2 hours per day	22.2	(± 1.1)	*	*	*	*	*	*
e. 3 hours per day	13.7	(± 0.9)	*	*	*	*	*	*
f. 4 hours per day	6.7	(± 0.7)	*	*	*	*	*	*
g. 5 or more hours per day	9.0	(± 1.1)	*	*	*	*	*	*

89. In an average week when you are in school, on how many days do you go to physical education (PE) classes?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,411)		Grade 10 (*n* = 2,413)		Grade 12 (*n* = 1,991)	
a. 0 days	*	*	30.3%	(± 5.0%)	44.6%	(± 7.4%)	62.2%	(± 4.4%)
b. 1 day	*	*	3.1	(± 1.4)	1.7	(± 0.7)	1.8	(± 0.7)
c. 2 days	*	*	3.7	(± 1.7)	3.2	(± 1.5)	2.2	(± 0.9)
d. 3 days	*	*	9.5	(± 5.7)	12.9	(± 9.9)	7.2	(± 4.5)
e. 4 days	*	*	2.5	(± 1.2)	2.8	(± 2.5)	2.2	(± 1.1)
f. 5 days	*	*	51.0	(± 7.6)	34.9	(± 10.8)	24.5	(± 6.5)

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90. During an average PE class, how many minutes do you spend actually exercising or playing sports?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,413)		Grade 10 (*n* = 2,407)		Grade 12 (*n* = 1,986)	
a. I do not take PE	*	*	27.2%	(± 4.8%)	42.2%	(± 6.9%)	58.4%	(± 4.3%)
b. Less than 10 minutes	*	*	2.9	(± 0.6)	1.7	(± 0.6)	1.8	(± 0.5)
c. 10–20 minutes	*	*	7.7	(± 1.3)	4.4	(± 1.2)	2.9	(± 0.8)
d. 21–30 minutes	*	*	15.2	(± 1.8)	9.3	(± 3.1)	7.1	(± 1.8)
e. 31–40 minutes	*	*	21.9	(± 2.6)	16.1	(± 3.5)	11.1	(± 2.4)
f. More than 40 minutes	*	*	25.2	(± 3.5)	26.5	(± 5.4)	18.6	(± 3.3)

91. Do you have any physical disabilities or long-term health problems lasting or expected to last 6 months or more?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,411)		Grade 10 (*n* = 2,389)		Grade 12 (*n* = 1,974)	
a. Yes	*	*	12.6%	(± 1.2%)	12.7%	(± 1.6%)	12.8%	(± 1.4%)
b. No	*	*	70.5	(± 1.7)	74.8	(± 1.8)	79.1	(± 1.8)
c. Not sure	*	*	16.9	(± 1.5)	12.4	(± 1.4)	8.2	(± 1.3)

92. Do you have any long-term emotional problems or learning disabilities lasting or expected to last 6 months or more?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,401)		Grade 10 (*n* = 2,384)		Grade 12 (*n* = 1,976)	
a. Yes	*	*	8.0%	(± 1.1%)	10.6%	(± 1.8%)	9.2%	(± 1.3%)
b. No	*	*	80.6	(± 1.6)	80.5	(± 2.2)	84.4	(± 1.6)
c. Not sure	*	*	11.4	(± 1.5)	8.9	(± 1.1)	6.5	(± 1.2)

93. Would other people consider you to have a disability or long-term health problem including physical health, emotional, or learning problems?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,379)		Grade 10 (*n* = 2,378)		Grade 12 (*n* = 1,970)	
a. Yes	*	*	8.8%	(± 1.1%)	10.2%	(± 1.5%)	8.5%	(± 1.4%)
b. No	*	*	76.5	(± 1.5)	78.6	(± 1.8)	83.3	(± 1.9)
c. Not sure	*	*	14.7	(± 1.5)	11.3	(± 1.3)	8.2	(± 1.2)

94. Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems (because of any physical disabilities or long-term health problem lasting or)[C] expected to last 6 months or more?	Grade 6 (*n* = 7,817)		Grade 8 (*n* = 3,418)		Grade 10 (*n* = 2,366)		Grade 12 (*n* = 1,972)	
a. Yes	6.8%	(± 0.7%)	7.6%	(± 0.8%)	8.7%	(± 1.1%)	8.2%	(± 1.3%)
b. No	77.0	(± 1.9)	85.3	(± 1.2)	86.5	(± 1.4)	88.0	(± 1.5)
c. Not sure	16.3	(± 1.5)	7.1	(± 0.9)	4.9	(± 0.8)	3.8	(± 0.7)

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95. Have you ever been told by a doctor or other health professional that you had asthma?	Grade 6 (*n* = 7,872)		Grade 8 (*n* = 3,413)		Grade 10 (*n* = 2,365)		Grade 12 (*n* = 1,968)	
a. Yes	13.2%	(± 1.2%)	17.7%	(± 1.5%)	18.7%	(± 1.8%)	19.3%	(± 1.9%)
b. No	81.1	(± 1.3)	77.2	(± 1.6)	77.9	(± 2.0)	78.2	(± 1.8)
c. Not sure	5.8	(± 0.6)	5.2	(± 0.9)	3.5	(± 0.7)	2.6	(± 0.7)

96. During the past 12 months, have you had an asthma attack or taken asthma medication?	Grade 6 (*n* = 7,846)		Grade 8 (*n* = 3,405)		Grade 10 (*n* = 2,358)		Grade 12 (*n* = 1,957)	
a. Never had asthma	65.7%	(± 1.2%)	54.7%	(± 1.9%)	50.5%	(± 2.9%)	46.0%	(± 2.8%)
b. Yes	9.8	(± 0.9)	18.9	(± 1.5)	22.2	(± 1.8)	22.4	(± 1.5)
c. No	20.8	(± 0.8)	23.1	(± 1.7)	25.2	(± 2.3)	29.6	(± 2.7)
d. Not sure	3.8	(± 0.4)	3.4	(± 0.7)	2.2	(± 0.8)	1.9	(± 0.6)

97. When was the last time you saw a doctor or health care provider for a check-up or physical exam when you were not sick or injured?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,345)		Grade 10 (*n* = 2,349)		Grade 12 (*n* = 1,955)	
a. During the past 12 months	*	*	59.8%	(± 2.4%)	62.0%	(± 3.3%)	61.1%	(± 3.0%)
b. Between 12 and 24 months ago	*	*	14.1	(± 1.1)	15.0	(± 1.2)	15.8	(± 1.6)
c. More than 24 months ago	*	*	4.9	(± 0.8)	6.9	(± 0.9)	8.9	(± 1.3)
d. Never	*	*	5.1	(± 0.8)	5.7	(± 1.3)	5.9	(± 1.2)
e. Not sure	*	*	16.0	(± 1.5)	10.5	(± 1.9)	8.3	(± 1.5)

98. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,342)		Grade 10 (*n* = 2,345)		Grade 12 (*n* = 1,952)	
a. During the past 12 months	*	*	69.6%	(± 2.8%)	74.3%	(± 2.6%)	74.2%	(± 2.4%)
b. Between 12 and 24 months ago	*	*	10.9	(± 1.2)	11.0	(± 1.1)	13.1	(± 1.3)
c. More than 24 months ago	*	*	5.8	(± 1.0)	7.0	(± 1.4)	7.0	(± 1.0)
d. Never	*	*	2.8	(± 0.6)	2.1	(± 0.5)	1.7	(± 0.6)
e. Not sure	*	*	11.0	(± 1.6)	5.5	(± 1.3)	4.0	(± 0.9)

99. When you rode a motorcycle in the past 12 months, how often did you wear a helmet?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,608)		Grade 10 (*n* = 2,543)		Grade 12 (*n* = 2,045)	
a. I did not ride a motorcycle during the past 12 months	*	*	66.7%	(± 2.5%)	70.8%	(± 3.1%)	72.3%	(± 3.7%)
b. Never wore a helmet	*	*	5.1	(± 0.8)	4.7	(± 1.1)	4.1	(± 1.0)
c. Rarely wore a helmet	*	*	1.9	(± 0.5)	1.9	(± 0.7)	1.6	(± 0.5)
d. Sometimes wore a helmet	*	*	2.1	(± 0.5)	2.2	(± 0.6)	2.0	(± 0.7)
e. Most of the time wore a helmet	*	*	5.2	(± 0.9)	5.2	(± 0.9)	4.2	(± 1.1)
f. Always wore a helmet	*	*	19.0	(± 1.6)	15.3	(± 2.1)	15.8	(± 2.2)

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100. When you rode a bicycle during the past 12 months, how often did you wear a helmet?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,649)		Grade 10 (*n* = 2,551)		Grade 12 (*n* = 2,053)	
a. I did not ride a bicycle in the past 12 months	*	*	12.5%	(± 1.2%)	26.1%	(± 2.0%)	42.9%	(± 3.5%)
b. Never wore a helmet	*	*	38.7	(± 2.8)	41.1	(± 3.0)	34.2	(± 3.0)
c. Rarely wore a helmet	*	*	11.6	(± 1.1)	9.1	(± 1.2)	5.9	(± 1.2)
d. Sometimes wore a helmet	*	*	9.0	(± 0.8)	6.8	(± 1.0)	4.3	(± 0.9)
e. Most of the time wore a helmet	*	*	12.2	(± 1.4)	6.9	(± 1.3)	4.5	(± 0.8)
f. Always wore a helmet	*	*	16.0	(± 2.2)	10.0	(± 2.0)	8.3	(± 1.4)

101. When you ride a bicycle, how often do you wear a helmet?	Grade 6 (*n* = 7,886)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. I do not ride a bicycle	7.9%	(± 1.1%)	*	*	*	*	*	*
b. Never wear a helmet	17.0	(± 2.9)	*	*	*	*	*	*
c. Rarely wear a helmet	12.6	(± 1.5)	*	*	*	*	*	*
d. Sometimes wear a helmet	14.2	(± 1.0)	*	*	*	*	*	*
e. Most of the time wear a helmet	18.5	(± 1.5)	*	*	*	*	*	*
f. Always wear a helmet	29.8	(± 3.5)	*	*	*	*	*	*

102. When you rollerblade or ride a skateboard, how often do you wear a helmet?	Grade 6 (*n* = 7,881)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. I do not rollerblade or ride a skateboard	27.8%	(± 1.4%)	*	*	*	*	*	*
b. Never wear a helmet	18.9	(± 2.6)	*	*	*	*	*	*
c. Rarely wear a helmet	10.4	(± 1.0)	*	*	*	*	*	*
d. Sometimes wear a helmet	8.8	(± 0.7)	*	*	*	*	*	*
e. Most of the time wear a helmet	12.0	(± 1.3)	*	*	*	*	*	*
f. Always wear a helmet	22.2	(± 2.5)	*	*	*	*	*	*

103. How often do you wear a life vest when you're in a small boat like a canoe, raft, or small motorboat?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,647)		Grade 10 (*n* = 2,556)		Grade 12 (*n* = 2,060)	
a. Never go boating	*	*	19.3%	(± 3.1%)	18.1%	(± 3.4%)	18.9%	(± 3.7%)
b. Never	*	*	10.8	(± 1.2)	15.4	(± 1.7)	18.5	(± 2.4)
c. Less than half the time	*	*	9.3	(± 1.2)	14.1	(± 2.0)	13.8	(± 2.0)
d. About half the time	*	*	8.8	(± 1.1)	11.0	(± 1.5)	10.8	(± 1.3)
e. More than half the time	*	*	14.6	(± 1.6)	14.7	(± 1.8)	15.2	(± 1.8)
f. Always	*	*	37.3	(± 2.2)	26.6	(± 2.3)	23.0	(± 2.1)

104. How often do you wear a seat belt when riding in a car (driven by someone else) [B]?	Grade 6 (*n* = 7,881)		Grade 8 (*n* = 3,700)		Grade 10 (*n* = 2,557)		Grade 12 (*n* = 2,061)	
a. Never	0.8%	(± 0.2%)	1.8%	(± 0.4%)	1.5%	(± 0.7%)	1.8%	(± 0.5%)
b. Rarely	0.9	(± 0.3)	3.0	(± 0.5)	2.6	(± 0.6)	1.8	(± 0.6)
c. Sometimes	3.0	(± 0.5)	6.3	(± 1.2)	5.8	(± 1.1)	3.8	(± 1.0)
d. Most of the time	14.4	(± 0.8)	22.7	(± 1.5)	22.6	(± 1.5)	18.1	(± 1.8)
e. Always	80.9	(± 1.2)	66.2	(± 2.3)	67.5	(± 2.1)	74.5	(± 2.5)

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105. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,622)		Grade 10 (*n* = 2,545)		Grade 12 (*n* = 2,059)	
a. 0 times	*	*	80.3%	(± 1.7%)	75.8%	(± 1.9%)	75.0%	(± 2.2%)
b. 1 time	*	*	8.0	(± 1.0)	9.3	(± 1.1)	10.6	(± 1.2)
c. 2–3 times	*	*	5.1	(± 0.8)	7.9	(± 1.1)	7.9	(± 1.4)
d. 4–5 times	*	*	1.4	(± 0.4)	2.4	(± 0.6)	2.0	(± 0.7)
e. 6 or more times	*	*	5.3	(± 0.8)	4.6	(± 0.8)	4.5	(± 1.0)

106. Have you ever ridden in a car driven by someone who had been drinking alcohol?	Grade 6 (*n* = 7,139)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Yes	23.0%	(± 2.0%)	*	*	*	*	*	*
b. No	59.9	(± 1.8)	*	*	*	*	*	*
c. Not sure	17.1	(± 1.0)	*	*	*	*	*	*

107. During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,573)		Grade 10 (*n* = 2,542)		Grade 12 (*n* = 2,045)	
a. 0 times	*	*	95.1%	(± 0.8%)	93.3%	(± 1.0%)	85.7%	(± 1.7%)
b. 1 time	*	*	1.9	(± 0.5)	2.8	(± 0.6)	6.4	(± 1.1)
c. 2–3 times	*	*	1.3	(± 0.4)	1.9	(± 0.5)	4.5	(± 0.9)
d. 4–5 times	*	*	0.4	(± 0.2)	0.7	(± 0.3)	1.7	(± 0.6)
e. 6 or more times	*	*	1.3	(± 0.4)	1.4	(± 0.5)	1.7	(± 0.6)

108. In the past 30 days, when you bicycled or walked in your neighborhood or to school did you have enough room to walk or bike?	Grade 6 (*n* = 7,852)		Grade 8 (*n* = 3,122)		Grade 10 (*n* = 2,179)		Grade 12 (*n* = 1,835)	
a. Yes	75.2%	(± 1.5%)	78.5%	(± 1.9%)	69.8%	(± 3.1%)	55.5%	(± 2.5%)
b. No	6.2	(± 0.7)	7.3	(± 1.1)	7.1	(± 1.2)	8.5	(± 1.7)
c. I did not walk or ride a bike	18.6	(± 1.2)	14.1	(± 1.4)	23.1	(± 3.1)	36.0	(± 2.1)

109. In the past 30 days, when you bicycled or walked in your neighborhood or to school was it easy to cross the streets?	Grade 6 (*n* = 7,880)		Grade 8 (*n* = 3,103)		Grade 10 (*n* = 2,177)		Grade 12 (*n* = 1,830)	
a. Yes	51.5%	(± 1.8%)	61.2%	(± 2.1%)	54.5%	(± 3.2%)	48.0%	(± 3.1%)
b. Sometimes yes and sometimes no	24.6	(± 1.6)	20.8	(± 1.7)	19.6	(± 2.6)	16.7	(± 2.0)
c. No	3.1	(± 0.5)	4.0	(± 0.8)	4.7	(± 1.4)	3.9	(± 1.2)
d. I did not cross any streets	6.3	(± 1.0)	4.2	(± 0.8)	4.1	(± 1.1)	3.4	(± 0.8)
e. I did not walk or ride a bike	14.5	(± 1.1)	9.8	(± 1.0)	17.1	(± 3.0)	28.0	(± 2.4)

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110. In the past 30 days, when you bicycled or walked in your neighborhood or to school were there dogs or people who bothered you or made you feel uneasy?[B] / who scared you?[C]	Grade 6 (*n* = 7,882)		Grade 8 (*n* = 3,074)		Grade 10 (*n* = 2,170)		Grade 12 (*n* = 1,820)	
a. Yes, dogs.	8.1%	(± 0.9%)	12.7%	(± 1.1%)	12.4%	(± 1.6%)	8.9%	(± 1.2%)
b. Yes, people.	7.2	(± 0.6)	8.6	(± 1.0)	7.7	(± 1.3)	6.1	(± 1.4)
c. Yes, both dogs and people	7.2	(± 0.9)	8.2	(± 1.1)	6.6	(± 1.3)	5.3	(± 1.0)
d. No	62.1	(± 1.8)	58.9	(± 1.8)	53.7	(± 3.4)	48.2	(± 2.7)
e. I did not walk or ride a bike	15.4	(± 1.2)	11.7	(± 1.2)	19.6	(± 3.4)	31.5	(± 2.2)

111. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club for self-protection or because you thought you might need it in a fight? (DO NOT include carrying a weapon for hunting, fishing, or camping.)	Grade 6 (*n* = *)		Grade 8 (*n* = 7,330)		Grade 10 (*n* = 5,090)		Grade 12 (*n* = 4,111)	
a. 0 days	*	*	90.6%	(± 0.9%)	91.6%	(± 1.0%)	92.2%	(± 1.0%)
b. 1 day	*	*	3.8	(± 0.5)	2.6	(± 0.3)	1.8	(± 0.4)
c. 2–3 days	*	*	2.2	(± 0.4)	2.1	(± 0.4)	1.6	(± 0.4)
d. 4–5 days	*	*	0.9	(± 0.2)	0.7	(± 0.2)	0.7	(± 0.2)
e. 6 or more days	*	*	2.5	(± 0.3)	3.0	(± 0.6)	3.8	(± 0.6)

112. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,308)		Grade 10 (*n* = 5,081)		Grade 12 (*n* = 4,111)	
a. 0 days	*	*	94.5%	(± 0.7%)	94.0%	(± 0.9%)	93.1%	(± 0.9%)
b. 1 day	*	*	2.8	(± 0.5)	1.9	(± 0.4)	2.0	(± 0.5)
c. 2–3 days	*	*	1.0	(± 0.2)	1.6	(± 0.4)	1.3	(± 0.4)
d. 4–5 days	*	*	0.5	(± 0.2)	0.4	(± 0.2)	0.7	(± 0.3)
e. 6 or more days	*	*	1.2	(± 0.3)	2.1	(± 0.5)	2.9	(± 0.6)

113. During the past 30 days, did you carry a weapon such as a gun, knife, or club on school property?	Grade 6 (*n* = 7,596)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Yes	3.2%	(± 0.5%)	*	*	*	*	*	*
b. No	96.8	(± 0.5)	*	*	*	*	*	*

114. During the past 12 months, how many times were you in a physical fight?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,311)		Grade 10 (*n* = 5,081)		Grade 12 (*n* = 4,111)	
a. 0 times	*	*	63.3%	(± 1.8%)	73.5%	(± 1.3%)	78.3%	(± 1.5%)
b. 1 time	*	*	16.6	(± 0.9)	12.7	(± 0.8)	11.6	(± 1.1)
c. 2–3 times	*	*	11.2	(± 0.9)	8.5	(± 0.9)	6.1	(± 0.9)
d. 4–5 times	*	*	3.3	(± 0.4)	2.4	(± 0.4)	1.7	(± 0.5)
e. 6 or more times	*	*	5.7	(± 0.6)	3.0	(± 0.4)	2.3	(± 0.5)

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115. During the past 12 months, have you been a member of a gang?	Grade 6 (*n* = 6,937)		Grade 8 (*n* = 7,099)		Grade 10 (*n* = 4,873)		Grade 12 (*n* = 3,997)	
a. No	71.6%	(± 1.3%)	92.5%	(± 0.8%)	95.3%	(± 0.9%)	94.4%	(± 0.7%)
b. Yes	28.4	(± 1.3)	7.5	(± 0.8)	4.7	(± 0.9)	5.6	(± 0.7)

116. During the past 30 days, on how many days did you carry a gun? (Do not include carrying a gun while hunting.)	Grade 6 (*n* = *)		Grade 8 (*n* = 3,629)		Grade 10 (*n* = 2,554)		Grade 12 (*n* = 2,058)	
a. 0 days	*	*	96.0%	(± 0.6%)	96.6%	(± 0.7%)	97.3%	(± 0.8%)
b. 1 day	*	*	2.0	(± 0.4)	1.4	(± 0.5)	0.7	(± 0.4)
c. 2–3 days	*	*	0.8	(± 0.3)	0.7	(± 0.3)	0.6	(± 0.3)
d. 4–5 days	*	*	0.4	(± 0.2)	0.2	(± 0.2)	0.4	(± 0.4)
e. 6 or more days	*	*	0.8	(± 0.3)	1.2	(± 0.4)	0.9	(± 0.4)

117. During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,630)		Grade 10 (*n* = 2,548)		Grade 12 (*n* = 2,053)	
a. 0 times	*	*	95.3%	(± 0.7%)	96.3%	(± 0.9%)	96.5%	(± 0.7%)
b. 1 time	*	*	3.3	(± 0.6)	2.4	(± 0.6)	2.4	(± 0.7)
c. 2–3 times	*	*	0.8	(± 0.3)	0.8	(± 0.3)	0.8	(± 0.4)
d. 4–5 times	*	*	0.1	(± 0.1)	0.3	(± 0.2)	0.1	(± 0.1)
e. 6 or more times	*	*	0.5	(± 0.2)	0.2	(± 0.3)	0.2	(± 0.2)

118. Have you ever been in a physical fight in which you were hurt and had to be treated by a doctor or nurse?	Grade 6 (*n* = 6,888)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. No	86.6%	(± 1.1%)	*	*	*	*	*	*
b. Yes	13.4	(± 1.1)	*	*	*	*	*	*

119. During the past 12 months, how many times were you in a physical fight on school property?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,626)		Grade 10 (*n* = 2,548)		Grade 12 (*n* = 2,051)	
a. 0 times	*	*	81.1%	(± 1.7%)	87.7%	(± 1.6%)	91.7%	(± 1.6%)
b. 1 time	*	*	11.3	(± 1.1)	8.0	(± 1.3)	5.7	(± 1.3)
c. 2–3 times	*	*	5.1	(± 0.8)	2.8	(± 0.6)	1.7	(± 0.5)
d. 4–5 times	*	*	1.1	(± 0.4)	0.7	(± 0.4)	0.4	(± 0.3)
e. 6 or more times	*	*	1.3	(± 0.4)	0.8	(± 0.4)	0.6	(± 0.3)

120. I try to work out conflicts or disagreements by talking about them.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,595)		Grade 10 (*n* = 2,544)		Grade 12 (*n* = 2,039)	
a. Almost always	*	*	24.5%	(± 2.3%)	32.2%	(± 2.3%)	40.3%	(± 2.4%)
b. Often	*	*	16.9	(± 1.5)	20.7	(± 2.1)	21.4	(± 1.9)
c. Sometimes	*	*	24.6	(± 1.8)	23.2	(± 1.8)	20.9	(± 1.8)
d. Seldom	*	*	13.5	(± 1.3)	11.7	(± 1.2)	8.9	(± 1.2)
e. Never	*	*	20.5	(± 1.9)	12.2	(± 2.1)	8.5	(± 1.9)

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121. Do you try to work out your problems by talking about them?	Grade 6 (*n* = 7,429)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. No, never	22.5%	(± 2.0%)	*	*	*	*	*	*
b. Yes, some of the time	34.2	(± 1.4)	*	*	*	*	*	*
c. Yes, most of the time	25.7	(± 2.0)	*	*	*	*	*	*
d. Yes, all of the time	17.6	(± 1.2)	*	*	*	*	*	*

122. During the past 12 months, did your boyfriend or girlfriend ever limit your activities, threaten you, or make you feel unsafe in any other way?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,786)		Grade 10 (*n* = 1,186)		Grade 12 (*n* = 1,117)	
a. No	*	*	93.1%	(± 1.3%)	91.0%	(± 2.1%)	91.5%	(± 1.8%)
b. Yes	*	*	6.9	(± 1.3)	9.0	(± 2.1)	8.5	(± 1.8)

123. During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,771)		Grade 10 (*n* = 1,185)		Grade 12 (*n* = 1,114)	
a. No	*	*	93.7%	(± 1.2%)	92.0%	(± 2.1%)	92.6%	(± 2.0%)
b. Yes	*	*	6.3	(± 1.2)	8.0	(± 2.1)	7.4	(± 2.0)

124. Have you ever been physically abused by an adult?†	Grade 6 (*n* = 4,244)		Grade 8 (*n* = 1,823)		Grade 10 (*n* = 1,182)		Grade 12 (*n* = 1,115)	
a. No	88.0%	(± 1.8%)	83.9%	(± 1.6%)	81.8%	(± 3.0%)	83.3%	(± 2.1%)
b. Yes	12.0	(± 1.8)	16.1	(± 1.6)	18.2	(± 3.0)	16.7	(± 2.1)

125. Not counting TV and movies, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,772)		Grade 10 (*n* = 1,179)		Grade 12 (*n* = 1,115)	
a. No	*	*	64.8%	(± 3.1%)	63.1%	(± 2.3%)	66.1%	(± 3.2%)
b. Yes	*	*	35.2	(± 3.1)	36.9	(± 2.3)	33.9	(± 3.2)

126. During the past l2 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?	Grade 6 (*n* = *)		Grade 8 (*n* = 6,892)		Grade 10 (*n* = 4,776)		Grade 12 (*n* = 3,958)	
a. Yes°	*	*	26.5%	(± 1.7%)	29.5%	(± 1.3%)	28.7%	(± 1.9%)
b. No	*	*	73.5	(± 1.7)	70.5	(± 1.3)	71.3	(± 1.9)

127. During the past 12 months, did you ever seriously consider attempting suicide?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,615)		Grade 10 (*n* = 2,545)		Grade 12 (*n* = 2,050)	
a. Yes	*	*	14.5%	(± 1.7%)	18.4%	(± 1.5%)	14.3%	(± 2.1%)
b. No	*	*	85.5	(± 1.7)	81.7	(± 1.5)	85.7	(± 2.1)

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128. During the past 12 months, did you make a plan about how you would attempt suicide?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,618)		Grade 10 (*n* = 2,539)		Grade 12 (*n* = 2,050)	
a. Yes	*	*	11.9%	(± 1.2%)	14.3%	(± 1.2%)	10.8%	(± 1.8%)
b. No	*	*	88.1	(± 1.2)	85.7	(± 1.2)	89.2	(± 1.8)

129. During the past 12 months, how many times did you actually attempt suicide?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,618)		Grade 10 (*n* = 2,534)		Grade 12 (*n* = 2,046)	
a. 0 times	*	*	91.8%	(± 1.2%)	91.1%	(± 1.4%)	93.8%	(± 1.1%)
b. 1 time	*	*	3.8	(± 0.8)	4.1	(± 0.8)	3.3	(± 0.8)
c. 2–3 times	*	*	2.6	(± 0.5)	2.6	(± 0.6)	1.6	(± 0.5)
d. 4–5 times	*	*	0.7	(± 0.3)	0.7	(± 0.3)	0.2	(± 0.2)
e. 6 or more times	*	*	1.1	(± 0.4)	1.5	(± 0.5)	1.1	(± 0.4)

130. If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,551)		Grade 10 (*n* = 2,512)		Grade 12 (*n* = 2,032)	
a. I did not attempt suicide during the past 12 months	*	*	80.8%	(± 1.8%)	82.7%	(± 2.0%)	83.4%	(± 2.2%)
b. Yes	*	*	3.5	(± 0.6)	3.9	(± 0.8)	3.5	(± 0.8)
c. No	*	*	15.7	(± 1.6)	13.5	(± 1.7)	13.0	(± 1.8)

131. Have you ever seriously thought about killing yourself?	Grade 6 (*n* = 7,439)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Yes	17.3%	(± 1.5%)	*	*	*	*	*	*
b. No	82.7	(± 1.5)	*	*	*	*	*	*

132. Have you ever tried to kill yourself?	Grade 6 (*n* = 7,451)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Yes	5.2%	(± 0.8%)	*	*	*	*	*	*
b. No	94.8	(± 0.8)	*	*	*	*	*	*

133. When you feel sad or hopeless, are there people (or places that) [B] you can turn to for help?	Grade 6 (*n* = 7,463)		Grade 8 (*n* = 3,656)		Grade 10 (*n* = 2,528)		Grade 12 (*n* = 2,049)	
a. I never feel sad or hopeless	13.2%	(± 0.9%)	24.6%	(± 1.7%)	21.2%	(± 1.7%)	21.3%	(± 1.7%)
b. Yes	68.0	(± 1.4)	53.8	(± 1.5)	58.1	(± 2.1)	62.2	(± 2.1)
c. No	8.8	(± 0.9)	8.0	(± 0.9)	8.7	(± 1.3)	8.3	(± 1.1)
d. Not sure	10.0	(± 0.8)	13.6	(± 1.1)	12.0	(± 0.8)	8.2	(± 1.2)

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134. How likely would you be to seek help if you were feeling depressed or suicidal?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,305)		Grade 10 (*n* = 2,337)		Grade 12 (*n* = 1,942)	
a. I never feel depressed or suicidal	*	*	50.7%	(± 2.0%)	40.2%	(± 1.7%)	37.2%	(± 2.4%)
b. Very likely	*	*	16.2	(± 1.3)	18.8	(± 1.5)	19.9	(± 1.5)
c. Somewhat likely	*	*	12.5	(± 1.2)	15.9	(± 1.7)	18.1	(± 1.8)
d. Somewhat unlikely	*	*	7.8	(± 1.0)	11.0	(± 1.3)	11.5	(± 1.6)
e. Very unlikely	*	*	12.8	(± 1.1)	14.2	(± 1.3)	13.2	(± 2.0)

135. How likely would you be to seek help for a friend who you thought might be depressed or suicidal?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,277)		Grade 10 (*n* = 2,319)		Grade 12 (*n* = 1,935)	
a. Very likely	*	*	54.6%	(± 2.0%)	57.2%	(± 1.6%)	59.8%	(± 2.8%)
b. Somewhat likely	*	*	21.5	(± 1.3)	25.6	(± 1.5)	24.8	(± 1.9)
c. Somewhat unlikely	*	*	7.5	(± 0.9)	7.3	(± 1.0)	6.8	(± 1.1)
d. Very unlikely	*	*	16.4	(± 1.6)	9.9	(± 1.3)	8.7	(± 1.8)

136. A student is being bullied when another student, or group of students, say or do nasty or unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she doesn't like. It is NOT bullying when two students of about the same strength quarrel or fight. In the last 30 days, how often have you been bullied?	Grade 6 (*n* = 7,536)		Grade 8 (*n* = 7,059)		Grade 10 (*n* = 4,849)		Grade 12 (*n* = 3,983)	
a. I have not been bullied	69.0%	(± 1.4%)	70.4%	(± 1.9%)	77.8%	(± 1.7%)	85.7%	(± 1.1%)
b. Once	14.9	(± 0.8)	12.8	(± 0.9)	10.5	(± 0.8)	7.3	(± 0.7)
c. 2–3 times	8.3	(± 0.5)	7.6	(± 0.6)	5.8	(± 0.6)	3.8	(± 0.6)
d. About once a week	2.7	(± 0.4)	3.3	(± 0.5)	2.3	(± 0.6)	1.4	(± 0.4)
e. Several times a week	5.1	(± 0.6)	6.0	(± 0.7)	3.6	(± 0.6)	1.8	(± 0.4)

137. 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 6 (*n* = *)		Grade 8 (*n* = 3,624)		Grade 10 (*n* = 2,551)		Grade 12 (*n* = 2,052)	
a. 0 days	*	*	93.2%	(± 1.1%)	95.3%	(± 1.0%)	96.6%	(± 0.6%)
b. 1 day	*	*	4.0	(± 0.7)	2.5	(± 0.6)	1.5	(± 0.5)
c. 2–3 days	*	*	1.4	(± 0.4)	1.1	(± 0.5)	1.0	(± 0.4)
d. 4–5 days	*	*	0.5	(± 0.2)	0.4	(± 0.3)	0.4	(± 0.2)
e. 6 or more days	*	*	1.0	(± 0.3)	0.7	(± 0.4)	0.5	(± 0.4)

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138. Has anyone ever made offensive racial comments or attacked you based on your race or ethnicity, either at school or on your way to or from school?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,804)		Grade 10 (*n* = 1,206)		Grade 12 (*n* = 1,126)	
a. No	*	*	73.7%	(± 3.6%)	73.9%	(± 3.7%)	74.2%	(± 3.4%)
b. Yes	*	*	19.0	(± 3.1)	20.3	(± 2.9)	19.4	(± 2.6)
c. Unsure	*	*	7.3	(± 1.2)	5.8	(± 1.5)	6.5	(± 1.3)

139. Has anyone ever made offensive sexual comments to you—at school or on your way to or from school?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,805)		Grade 10 (*n* = 1,201)		Grade 12 (*n* = 1,124)	
a. No	*	*	60.7%	(± 3.1%)	57.5%	(± 2.7%)	62.2%	(± 3.5%)
b. Yes	*	*	30.8	(± 2.9)	35.7	(± 2.2)	32.7	(± 3.3)
c. Unsure	*	*	8.6	(± 1.0)	6.8	(± 1.6)	5.1	(± 1.5)

140. Has anyone ever made offensive comments or attacked you because they thought you were gay or lesbian—at school or on your way to or from school?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,791)		Grade 10 (*n* = 1,193)		Grade 12 (*n* = 1,121)	
a. No	*	*	84.0%	(± 1.6%)	85.8%	(± 2.4%)	88.0%	(± 2.3%)
b. Yes	*	*	10.7	(± 1.4)	9.6	(± 2.0)	9.4	(± 1.9)
c. Unsure	*	*	5.3	(± 1.2)	4.5	(± 1.2)	2.7	(± 0.9)

141. Does your school provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,680)		Grade 10 (*n* = 2,524)		Grade 12 (*n* = 2,052)	
a. No	*	*	4.6%	(± 0.7%)	3.3%	(± 0.8%)	5.6%	(± 1.5%)
b. Yes	*	*	77.9	(± 2.3)	76.4	(± 3.4)	74.2	(± 2.9)
c. I'm not sure	*	*	17.5	(± 2.1)	20.3	(± 3.1)	20.2	(± 2.4)

142. How good is your school at educating you about HIV/AIDS?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,254)		Grade 10 (*n* = 2,293)		Grade 12 (*n* = 1,910)	
a. Very good	*	*	20.1%	(± 2.5%)	16.9%	(± 2.8%)	14.6%	(± 2.9%)
b. Good	*	*	35.1	(± 2.2)	33.3	(± 2.7)	29.8	(± 3.5)
c. Fair	*	*	26.8	(± 2.2)	28.5	(± 1.6)	32.1	(± 2.7)
d. Poor	*	*	9.3	(± 1.3)	10.9	(± 2.0)	14.6	(± 3.7)
e. I have not had HIV/AIDS education at my school	*	*	8.7	(± 1.9)	10.5	(± 2.4)	8.9	(± 2.2)

143. Teachers at school encourage me to be the best I can be.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,231)		Grade 10 (*n* = 2,284)		Grade 12 (*n* = 1,898)	
a. Strongly disagree	*	*	7.2%	(± 0.9%)	6.8%	(± 1.1%)	6.7%	(± 1.5%)
b. Disagree	*	*	10.2	(± 1.3)	13.8	(± 1.4)	14.9	(± 2.3)
c. Not sure	*	*	25.4	(± 1.8)	26.3	(± 2.3)	25.4	(± 2.1)
d. Agree	*	*	40.2	(± 1.9)	42.6	(± 1.9)	43.1	(± 2.9)
e. Strongly agree	*	*	16.9	(± 1.7)	10.6	(± 1.5)	10.0	(± 1.8)

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144. During the average week, how many hours do you spend in a supervised after-school activity either at school or away from school? Supervised activities include things such as sports, recreation, art, music, dance or drama activities, using libraries, doing volunteer work or service projects, religious activities, or club activities.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,190)		Grade 10 (*n* = 2,254)		Grade 12 (*n* = 1,886)	
a. None	*	*	40.5%	(± 2.5%)	35.4%	(± 2.9%)	36.7%	(± 3.9%)
b. 1–2 hours	*	*	25.4	(± 1.8)	20.9	(± 2.2)	19.0	(± 1.8)
c. 3–5 hours	*	*	15.6	(± 1.2)	17.4	(± 1.8)	17.3	(± 1.6)
d. 6–10 hours	*	*	10.5	(± 1.3)	12.4	(± 1.5)	10.8	(± 1.5)
e. 11 or more hours	*	*	8.1	(± 1.2)	14.1	(± 1.4)	16.1	(± 2.7)

145. There are adults in my life who really care about me.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,184)		Grade 10 (*n* = 2,238)		Grade 12 (*n* = 1,872)	
a. 0 not at all true	*	*	3.2%	(± 0.8%)	3.0%	(± 0.9%)	2.4%	(± 0.7%)
b. 1	*	*	2.1	(± 0.5)	1.8	(± 0.5)	2.1	(± 0.7)
c. 2	*	*	2.5	(± 0.6)	2.3	(± 0.5)	2.2	(± 0.6)
d. 3	*	*	2.1	(± 0.6)	2.7	(± 0.8)	2.2	(± 0.5)
e. 4	*	*	2.1	(± 0.4)	2.7	(± 0.7)	2.8	(± 0.7)
f. 5	*	*	3.4	(± 0.7)	3.7	(± 0.8)	3.3	(± 0.8)
g. 6	*	*	2.3	(± 0.6)	2.5	(± 0.7)	1.8	(± 0.5)
h. 7	*	*	3.4	(± 0.6)	4.3	(± 0.8)	4.5	(± 1.1)
i. 8	*	*	4.4	(± 0.6)	5.7	(± 1.0)	5.7	(± 1.1)
j. 9	*	*	6.1	(± 0.8)	5.5	(± 1.0)	5.9	(± 0.8)
k. 10 completely true	*	*	68.4	(± 2.2)	65.8	(± 3.3)	67.2	(± 2.6)

146. I feel I am getting along with my parents or guardians.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,161)		Grade 10 (*n* = 2,224)		Grade 12 (*n* = 1,864)	
a. 0 not at all true	*	*	5.3%	(± 1.0%)	4.9%	(± 0.9%)	4.0%	(± 0.9%)
b. 1	*	*	3.5	(± 0.7)	2.7	(± 0.6)	3.2	(± 0.6)
c. 2	*	*	3.0	(± 0.6)	2.7	(± 0.8)	3.6	(± 1.0)
d. 3	*	*	2.5	(± 0.5)	3.3	(± 0.8)	2.8	(± 0.5)
e. 4	*	*	2.8	(± 0.6)	3.4	(± 0.8)	2.5	(± 0.8)
f. 5	*	*	7.1	(± 1.1)	6.7	(± 1.0)	6.2	(± 1.4)
g. 6	*	*	4.0	(± 0.7)	6.4	(± 1.0)	6.1	(± 0.9)
h. 7	*	*	8.7	(± 1.1)	10.2	(± 1.5)	9.9	(± 1.5)
i. 8	*	*	12.1	(± 1.1)	14.6	(± 1.6)	15.7	(± 1.9)
j. 9	*	*	16.2	(± 1.5)	13.9	(± 1.3)	14.9	(± 1.7)
k. 10 completely true	*	*	34.9	(± 1.7)	31.1	(± 2.0)	31.2	(± 2.5)

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147. I look forward to the future.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,133)		Grade 10 (*n* = 2,217)		Grade 12 (*n* = 1,866)	
a. 0 not at all true	*	*	4.0%	(± 0.8%)	3.0%	(± 0.7%)	2.8%	(± 0.7%)
b. 1	*	*	1.6	(± 0.4)	1.3	(± 0.5)	1.7	(± 0.5)
c. 2	*	*	1.7	(± 0.5)	1.5	(± 0.6)	1.5	(± 0.5)
d. 3	*	*	1.7	(± 0.5)	1.6	(± 0.5)	1.6	(± 0.5)
e. 4	*	*	1.5	(± 0.4)	2.3	(± 0.6)	1.8	(± 0.6)
f. 5	*	*	5.5	(± 0.9)	4.6	(± 1.0)	4.3	(± 1.0)
g. 6	*	*	3.0	(± 0.7)	3.7	(± 0.9)	2.8	(± 0.5)
h. 7	*	*	6.5	(± 0.9)	6.5	(± 1.1)	6.8	(± 0.9)
i. 8	*	*	9.8	(± 1.2)	10.5	(± 1.3)	11.8	(± 1.6)
j. 9	*	*	11.9	(± 1.3)	13.6	(± 1.3)	13.3	(± 1.5)
k. 10 completely true	*	*	52.9	(± 1.8)	51.6	(± 2.2)	51.6	(± 2.0)

148. I feel good about myself.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,123)		Grade 10 (*n* = 2,217)		Grade 12 (*n* = 1,855)	
a. 0 not at all true	*	*	3.8%	(± 0.7%)	3.5%	(± 0.8%)	3.1%	(± 0.8%)
b. 1	*	*	2.0	(± 0.5)	1.9	(± 0.5)	1.8	(± 0.5)
c. 2	*	*	2.6	(± 0.6)	2.5	(± 0.7)	2.4	(± 0.8)
d. 3	*	*	2.6	(± 0.6)	3.0	(± 0.7)	3.0	(± 0.6)
e. 4	*	*	3.5	(± 0.6)	4.2	(± 1.0)	3.1	(± 0.9)
f. 5	*	*	6.7	(± 0.9)	8.4	(± 1.2)	7.6	(± 1.3)
g. 6	*	*	5.3	(± 0.7)	5.9	(± 1.0)	6.2	(± 1.1)
h. 7	*	*	8.3	(± 1.0)	11.2	(± 0.9)	12.6	(± 1.7)
i. 8	*	*	12.5	(± 1.1)	14.4	(± 1.3)	15.9	(± 1.3)
j. 9	*	*	17.1	(± 1.7)	16.3	(± 1.6)	16.0	(± 1.9)
k. 10 completely true	*	*	35.7	(± 2.2)	28.6	(± 2.3)	28.5	(± 1.9)

149. I am satisfied with the way my life is now.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,110)		Grade 10 (*n* = 2,213)		Grade 12 (*n* = 1,860)	
a. 0 not at all true	*	*	6.9%	(± 1.1%)	6.3%	(± 1.1%)	5.5%	(± 1.2%)
b. 1	*	*	2.6	(± 0.6)	3.8	(± 0.6)	2.9	(± 0.6)
c. 2	*	*	3.3	(± 0.7)	3.6	(± 0.8)	3.7	(± 0.8)
d. 3	*	*	3.9	(± 0.7)	3.8	(± 0.8)	4.4	(± 0.8)
e. 4	*	*	4.0	(± 0.8)	5.7	(± 1.0)	4.4	(± 1.3)
f. 5	*	*	6.9	(± 0.9)	8.5	(± 1.2)	9.0	(± 1.5)
g. 6	*	*	5.7	(± 0.8)	6.2	(± 1.1)	7.8	(± 1.1)
h. 7	*	*	8.4	(± 1.1)	11.0	(± 1.0)	10.9	(± 1.3)
i. 8	*	*	11.7	(± 1.0)	13.5	(± 1.5)	16.1	(± 1.8)
j. 9	*	*	17.2	(± 1.5)	14.8	(± 1.6)	14.4	(± 2.1)
k. 10 completely true	*	*	29.5	(± 1.7)	23.0	(± 1.5)	21.1	(± 2.0)

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150. I feel alone in my life.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,085)		Grade 10 (*n* = 2,199)		Grade 12 (*n* = 1,851)	
a. 0 not at all true	*	*	48.0%	(± 2.1%)	39.0%	(± 2.4%)	40.1%	(± 2.3%)
b. 1	*	*	10.9	(± 0.9)	13.3	(± 1.4)	13.0	(± 1.5)
c. 2	*	*	6.1	(± 0.9)	8.4	(± 1.1)	9.9	(± 1.1)
d. 3	*	*	3.6	(± 0.7)	4.6	(± 0.7)	5.4	(± 1.0)
e. 4	*	*	2.9	(± 0.5)	3.6	(± 0.9)	4.1	(± 0.8)
f. 5	*	*	4.3	(± 0.6)	5.9	(± 0.9)	5.0	(± 1.1)
g. 6	*	*	3.2	(± 0.5)	4.0	(± 1.0)	4.1	(± 0.8)
h. 7	*	*	4.5	(± 0.7)	5.2	(± 0.7)	5.3	(± 1.2)
i. 8	*	*	4.7	(± 0.8)	5.3	(± 0.9)	5.4	(± 1.0)
j. 9	*	*	4.7	(± 0.7)	4.0	(± 0.9)	3.0	(± 0.6)
k. 10 completely true	*	*	7.1	(± 1.0)	6.7	(± 1.1)	4.8	(± 0.9)

151. Compared with others my age, my life is	Grade 6 (*n* = *)		Grade 8 (*n* = 3,056)		Grade 10 (*n* = 2,191)		Grade 12 (*n* = 1,842)	
a. 0 much worse than others	*	*	5.2%	(± 1.1%)	4.2%	(± 1.2%)	3.0%	(± 0.8%)
b. 1	*	*	2.4	(± 0.6)	1.8	(± 0.5)	2.0	(± 0.6)
c. 2	*	*	2.2	(± 0.5)	2.8	(± 0.7)	2.3	(± 0.6)
d. 3	*	*	3.5	(± 0.8)	3.8	(± 0.7)	2.6	(± 0.7)
e. 4	*	*	4.7	(± 0.8)	4.9	(± 1.0)	4.7	(± 0.8)
f. 5	*	*	15.8	(± 1.3)	14.8	(± 1.5)	13.8	(± 1.7)
g. 6	*	*	7.4	(± 0.9)	8.5	(± 1.1)	7.0	(± 1.0)
h. 7	*	*	12.0	(± 1.2)	13.7	(± 1.8)	14.9	(± 1.3)
i. 8	*	*	13.8	(± 1.3)	15.3	(± 1.5)	17.7	(± 1.8)
j. 9	*	*	12.0	(± 1.3)	10.9	(± 1.5)	11.8	(± 1.9)
k. 10 much better than others	*	*	20.9	(± 1.7)	19.2	(± 1.2)	20.3	(± 2.1)

In the last month, how often have you felt that:

152. You were unable to control the important things in your life?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,936)		Grade 10 (*n* = 2,132)		Grade 12 (*n* = 1,811)	
a. Never	*	*	37.8%	(± 1.9%)	27.1%	(± 1.9%)	24.1%	(± 2.3%)
b. Almost never	*	*	20.4	(± 1.7)	23.1	(± 1.7)	26.5	(± 2.5)
c. Sometimes	*	*	24.3	(± 1.3)	30.6	(± 2.0)	32.5	(± 1.9)
d. Fairly often	*	*	9.7	(± 0.9)	11.8	(± 1.5)	11.3	(± 1.6)
e. Very often	*	*	7.8	(± 1.1)	7.4	(± 1.2)	5.6	(± 0.9)

153. You dealt successfully with irritating life hassles?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,841)		Grade 10 (*n* = 2,108)		Grade 12 (*n* = 1,793)	
a. Never	*	*	24.8%	(± 1.8%)	12.8%	(± 1.9%)	11.3%	(± 1.9%)
b. Almost never	*	*	11.3	(± 1.1)	9.8	(± 1.2)	8.4	(± 1.4)
c. Sometimes	*	*	27.4	(± 1.5)	33.8	(± 2.5)	33.0	(± 1.9)
d. Fairly often	*	*	20.9	(± 1.2)	28.3	(± 2.4)	33.1	(± 2.5)
e. Very often	*	*	15.6	(± 1.9)	15.3	(± 2.2)	14.3	(± 1.6)

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154. You were effectively coping with important changes that were occurring in your life?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,783)		Grade 10 (*n* = 2,098)		Grade 12 (*n* = 1,788)	
a. Never	*	*	21.7%	(± 1.8%)	11.9%	(± 1.9%)	9.7%	(± 1.6%)
b. Almost never	*	*	9.6	(± 1.2)	8.7	(± 1.1)	8.1	(± 1.3)
c. Sometimes	*	*	27.6	(± 1.6)	30.7	(± 1.8)	31.4	(± 2.6)
d. Fairly often	*	*	21.3	(± 1.8)	29.8	(± 2.1)	33.0	(± 2.5)
e. Very often	*	*	19.8	(± 1.9)	18.9	(± 2.1)	17.7	(± 1.8)

155. You were on top of things?	Grade 6 (*n* = *)		Grade 8 (*n* = 2,856)		Grade 10 (*n* = 2,093)		Grade 12 (*n* = 1,796)	
a. Never	*	*	11.0%	(± 1.5%)	8.1%	(± 1.3%)	5.7%	(± 1.4%)
b. Almost never	*	*	8.3	(± 1.0)	9.2	(± 1.5)	8.0	(± 1.4)
c. Sometimes	*	*	25.8	(± 2.3)	28.6	(± 2.9)	31.4	(± 2.1)
d. Fairly often	*	*	29.8	(± 2.1)	33.0	(± 1.8)	37.2	(± 2.2)
e. Very often	*	*	25.0	(± 2.2)	21.2	(± 2.9)	17.7	(± 1.6)

In the last month, how often have you felt that:

156. Do you have goals and plans for the future?	Grade 6 (*n* = 7,772)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. No	12.9%	(± 0.9%)	*	*	*	*	*	*
b. Yes	87.1	(± 0.9)	*	*	*	*	*	*

157. I like my neighborhood.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,728)		Grade 10 (*n* = 2,543)		Grade 12 (*n* = 2,059)	
a. NO!	*	*	6.2%	(± 0.9%)	5.4%	(± 1.0%)	5.3%	(± 1.0%)
b. no	*	*	12.2	(± 1.3)	12.0	(± 1.1)	9.4	(± 1.5)
c. yes	*	*	58.7	(± 1.8)	61.3	(± 2.2)	60.9	(± 2.0)
d. YES!	*	*	22.9	(± 1.7)	21.3	(± 2.3)	24.4	(± 2.7)

158. If I had to move, I would miss the neighborhood I now live in.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,726)		Grade 10 (*n* = 2,542)		Grade 12 (*n* = 2,061)	
a. NO!	*	*	9.8%	(± 1.4%)	9.2%	(± 1.4%)	9.1%	(± 1.5%)
b. no	*	*	25.3	(± 1.8)	29.5	(± 2.4)	31.3	(± 2.8)
c. yes	*	*	40.2	(± 1.7)	41.6	(± 1.8)	40.2	(± 2.2)
d. YES!	*	*	24.8	(± 1.3)	19.7	(± 2.3)	19.4	(± 2.5)

159. I'd like to get out of my neighborhood.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,707)		Grade 10 (*n* = 2,537)		Grade 12 (*n* = 2,052)	
a. NO!	*	*	28.6%	(± 1.8%)	20.9%	(± 1.4%)	19.4%	(± 2.5%)
b. no	*	*	44.2	(± 2.0)	49.5	(± 2.0)	49.2	(± 2.4)
c. yes	*	*	19.3	(± 1.5)	22.7	(± 1.6)	23.8	(± 2.1)
d. YES!	*	*	7.9	(± 1.0)	7.0	(± 0.9)	7.6	(± 1.4)

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160. How wrong would most adults in your neighborhood think it was for kids your age to use marijuana?	Grade 6 (*n* = 7,617)		Grade 8 (*n* = 3,748)		Grade 10 (*n* = 2,537)		Grade 12 (*n* = 2,053)	
a. Very wrong	84.8%	(± 1.4%)	69.3%	(± 2.2%)	58.0%	(± 2.9%)	51.5%	(± 3.0%)
b. Wrong	9.2	(± 0.8)	20.6	(± 1.7)	29.3	(± 1.8)	31.9	(± 1.8)
c. A little bit wrong	3.4	(± 0.5)	7.3	(± 0.9)	10.3	(± 1.7)	12.9	(± 2.0)
d. Not wrong at all	2.6	(± 0.4)	2.8	(± 0.5)	2.4	(± 0.6)	3.7	(± 0.9)

161. How wrong would most adults in your neighborhood think it was for kids your age to drink alcohol?	Grade 6 (*n* = 7,634)		Grade 8 (*n* = 3,745)		Grade 10 (*n* = 2,537)		Grade 12 (*n* = 2,052)	
a. Very wrong	76.8%	(± 1.3%)	54.5%	(± 1.9%)	39.0%	(± 2.5%)	27.5%	(± 2.6%)
b. Wrong	15.9	(± 0.8)	31.6	(± 1.7)	39.5	(± 2.1)	40.6	(± 3.1)
c. A little bit wrong	4.9	(± 0.5)	10.9	(± 1.1)	17.6	(± 1.8)	24.1	(± 2.1)
d. Not wrong at all	2.4	(± 0.5)	3.1	(± 0.5)	3.9	(± 1.0)	7.7	(± 1.1)

162. How wrong would most adults in your neighborhood think it was for kids your age to smoke cigarettes?	Grade 6 (*n* = 7,630)		Grade 8 (*n* = 3,746)		Grade 10 (*n* = 2,535)		Grade 12 (*n* = 2,046)	
a. Very wrong	78.5%	(± 1.5%)	57.6%	(± 2.1%)	41.1%	(± 2.5%)	25.4%	(± 2.5%)
b. Wrong	13.6	(± 0.9)	27.3	(± 1.5)	35.0	(± 1.6)	35.8	(± 2.0)
c. A little bit wrong	4.9	(± 0.6)	11.0	(± 1.2)	18.3	(± 2.3)	26.7	(± 1.6)
d. Not wrong at all	2.9	(± 0.5)	4.1	(± 0.5)	5.6	(± 0.9)	12.2	(± 1.9)

163. If a kid drank some beer, wine, or hard liquor (for example: vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	Grade 6 (*n* = 7,513)		Grade 8 (*n* = 3,705)		Grade 10 (*n* = 2,521)		Grade 12 (*n* = 2,044)	
a. NO!	11.9%	(± 1.2%)	18.1%	(± 1.6%)	25.1%	(± 3.1%)	30.0%	(± 2.7%)
b. no	29.1	(± 1.4)	45.8	(± 1.9)	53.2	(± 1.8)	52.5	(± 2.5)
c. yes	32.4	(± 1.4)	26.3	(± 1.5)	16.9	(± 2.3)	13.0	(± 1.5)
d. YES!	26.6	(± 1.6)	9.9	(± 1.2)	4.8	(± 1.0)	4.5	(± 0.8)

164. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	Grade 6 (*n* = 7,547)		Grade 8 (*n* = 3,698)		Grade 10 (*n* = 2,517)		Grade 12 (*n* = 2,044)	
a. NO!	7.3%	(± 0.7%)	9.9%	(± 1.4%)	14.2%	(± 1.9%)	16.3%	(± 1.9%)
b. no	13.3	(± 1.1)	26.8	(± 1.7)	36.2	(± 2.5)	37.2	(± 2.6)
c. yes	29.7	(± 1.1)	33.4	(± 1.5)	32.2	(± 2.6)	29.5	(± 2.4)
d. YES!	49.7	(± 1.9)	29.9	(± 2.3)	17.4	(± 2.0)	17.0	(± 2.0)

165. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	Grade 6 (*n* = 7,491)		Grade 8 (*n* = 3,706)		Grade 10 (*n* = 2,527)		Grade 12 (*n* = 2,040)	
a. NO!	9.3%	(± 1.1%)	15.7%	(± 1.4%)	23.3%	(± 3.0%)	28.9%	(± 2.6%)
b. no	20.7	(± 1.0)	36.2	(± 1.7)	47.1	(± 1.7)	49.1	(± 2.3)
c. yes	34.0	(± 1.1)	31.2	(± 1.6)	22.1	(± 2.0)	16.7	(± 2.5)
d. YES!	36.1	(± 1.4)	17.0	(± 1.4)	7.5	(± 1.2)	5.3	(± 1.0)

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166. If you wanted to get some beer, wine, or hard liquor (for example: vodka, whiskey, or gin), how easy would it be for you to get some?	Grade 6 (*n* = 7,461)		Grade 8 (*n* = 3,740)		Grade 10 (*n* = 2,524)		Grade 12 (*n* = 2,041)	
a. Very hard	68.1%	(± 1.4%)	35.2%	(± 1.7%)	16.3%	(± 2.2%)	9.1%	(± 1.7%)
b. Sort of hard	15.1	(± 1.0)	26.5	(± 1.5)	23.1	(± 2.1)	16.1	(± 1.4)
c. Sort of easy	8.5	(± 0.6)	20.5	(± 1.4)	30.5	(± 2.2)	29.9	(± 2.6)
d. Very easy	8.4	(± 0.9)	17.8	(± 1.5)	30.2	(± 2.5)	44.9	(± 3.4)

167. If you wanted to get some cigarettes, how easy would it be for you to get some?	Grade 6 (*n* = 7,459)		Grade 8 (*n* = 3,737)		Grade 10 (*n* = 2,521)		Grade 12 (*n* = 2,047)	
a. Very hard	69.8%	(± 1.7%)	37.4%	(± 2.3%)	19.4%	(± 2.5%)	7.8%	(± 1.5%)
b. Sort of hard	12.8	(± 0.7)	23.2	(± 1.3)	21.5	(± 1.8)	9.9	(± 1.8)
c. Sort of easy	7.6	(± 0.7)	17.8	(± 1.3)	24.2	(± 1.6)	17.4	(± 2.3)
d. Very easy	9.8	(± 1.2)	21.5	(± 1.8)	35.0	(± 3.7)	64.9	(± 3.0)

168. If you wanted to get some marijuana, how easy would it be for you to get some?	Grade 6 (*n* = 7,439)		Grade 8 (*n* = 3,738)		Grade 10 (*n* = 2,521)		Grade 12 (*n* = 2,036)	
a. Very hard	86.5%	(± 1.4%)	56.6%	(± 2.7%)	29.4%	(± 2.8%)	15.4%	(± 2.0%)
b. Sort of hard	6.1	(± 0.7)	16.9	(± 1.5)	19.9	(± 1.2)	17.0	(± 1.7)
c. Sort of easy	3.7	(± 0.5)	13.9	(± 1.3)	22.1	(± 1.9)	28.2	(± 1.7)
d. Very easy	3.8	(± 0.7)	12.6	(± 1.4)	28.6	(± 2.6)	39.3	(± 3.2)

169. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Grade 6 (*n* = 7,394)		Grade 8 (*n* = 3,727)		Grade 10 (*n* = 2,511)		Grade 12 (*n* = 2,024)	
a. Very hard	89.0%	(± 1.2%)	73.9%	(± 1.9%)	51.9%	(± 2.7%)	36.8%	(± 2.7%)
b. Sort of hard	5.7	(± 0.6)	15.2	(± 1.4)	27.2	(± 2.0)	31.9	(± 1.9)
c. Sort of easy	2.6	(± 0.4)	6.8	(± 0.8)	14.1	(± 1.8)	21.1	(± 1.9)
d. Very easy	2.7	(± 0.5)	4.0	(± 0.7)	6.8	(± 1.2)	10.2	(± 1.5)

170. If you wanted to get a handgun, how easy would it be for you to get one?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,683)		Grade 10 (*n* = 2,514)		Grade 12 (*n* = 2,022)	
a. Very hard	*	*	63.6%	(± 2.5%)	52.2%	(± 3.5%)	44.7%	(± 2.9%)
b. Sort of hard	*	*	19.6	(± 1.6)	25.9	(± 1.8)	29.1	(± 2.3)
c. Sort of easy	*	*	9.0	(± 1.2)	12.2	(± 1.7)	13.8	(± 1.6)
d. Very easy	*	*	7.9	(± 1.0)	9.7	(± 1.5)	12.4	(± 1.4)

171. There are adults in my neighborhood I could talk to about something important.	Grade 6 (*n* = 7,743)		Grade 8 (*n* = 3,760)		Grade 10 (*n* = 2,529)		Grade 12 (*n* = 2,053)	
a. NO!	14.5%	(± 1.3%)	11.7%	(± 1.1%)	13.7%	(± 1.6%)	14.6%	(± 1.9%)
b. no	19.6	(± 1.2)	16.4	(± 1.3)	18.5	(± 1.7)	20.8	(± 1.8)
c. yes	39.1	(± 1.5)	36.4	(± 1.7)	39.7	(± 2.1)	37.9	(± 2.0)
d. YES!	26.8	(± 1.3)	35.5	(± 1.6)	28.1	(± 2.6)	26.8	(± 1.8)

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172. My neighbors notice when I am doing a good job and let me know.	Grade 6 (*n* = 7,697)		Grade 8 (*n* = 3,745)		Grade 10 (*n* = 2,519)		Grade 12 (*n* = 2,051)	
a. NO!	29.1%	(± 1.6%)	23.0%	(± 1.6%)	26.7%	(± 2.0%)	30.5%	(± 3.0%)
b. no	35.0	(± 1.6)	30.9	(± 1.5)	33.1	(± 1.7)	33.3	(± 1.9)
c. yes	26.5	(± 1.5)	32.6	(± 1.6)	29.7	(± 1.9)	27.8	(± 2.5)
d. YES!	9.4	(± 0.8)	13.4	(± 1.2)	10.5	(± 1.4)	8.3	(± 1.2)

173. There are people in my neighborhood who encourage me to do my best.	Grade 6 (*n* = 7,716)		Grade 8 (*n* = 3,743)		Grade 10 (*n* = 2,517)		Grade 12 (*n* = 2,047)	
a. NO!	19.4%	(± 1.4%)	17.1%	(± 1.5%)	20.0%	(± 1.5%)	24.9%	(± 3.3%)
b. no	24.8	(± 1.2)	23.7	(± 1.4)	26.4	(± 2.3)	27.9	(± 1.9)
c. yes	37.0	(± 1.3)	38.2	(± 1.6)	38.0	(± 1.7)	34.1	(± 2.4)
d. YES!	18.8	(± 1.3)	21.0	(± 1.5)	15.5	(± 1.6)	13.1	(± 1.6)

174. There are people in my neighborhood who are proud of me when I do something well.	Grade 6 (*n* = 7,692)		Grade 8 (*n* = 3,729)		Grade 10 (*n* = 2,516)		Grade 12 (*n* = 2,045)	
a. NO!	19.2%	(± 1.2%)	16.3%	(± 1.6%)	18.8%	(± 1.4%)	23.1%	(± 3.1%)
b. no	26.1	(± 1.3)	23.6	(± 1.1)	26.4	(± 2.0)	26.4	(± 1.5)
c. yes	38.1	(± 1.3)	40.8	(± 1.5)	40.0	(± 1.9)	37.6	(± 2.6)
d. YES!	16.6	(± 1.2)	19.3	(± 1.2)	14.8	(± 2.0)	13.0	(± 2.0)

Which of the following activities do you regularly participate in:

175. Sports teams?	Grade 6 (*n* = 7,710)		Grade 8 (*n* = 3,742)		Grade 10 (*n* = 2,529)		Grade 12 (*n* = 2,052)	
a. Yes	67.1%	(± 2.1%)	65.5%	(± 2.3%)	58.3%	(± 2.3%)	54.5%	(± 2.9%)
b. No, even though this activity is available	23.7	(± 1.3)	29.1	(± 2.0)	37.5	(± 2.3)	41.8	(± 3.1)
c. No, because this activity is not available	9.3	(± 1.2)	5.5	(± 0.8)	4.2	(± 0.9)	3.7	(± 1.0)

176. Scouting (such as Cub Scouts, Boy Scouts, Girl Scouts, Brownies, Camp Fire Boys & Girls, etc.)?	Grade 6 (*n* = 7,588)		Grade 8 (*n* = 3,707)		Grade 10 (*n* = 2,518)		Grade 12 (*n* = 2,043)	
a. Yes	16.1%	(± 1.4%)	10.0%	(± 1.3%)	7.6%	(± 0.9%)	7.1%	(± 1.4%)
b. No, even though this activity is available	70.8	(± 1.4)	76.5	(± 2.0)	80.7	(± 2.4)	80.9	(± 2.2)
c. No, because this activity is not available	13.1	(± 1.2)	13.5	(± 1.8)	11.7	(± 2.4)	12.0	(± 2.4)

177. Arts groups (such as art, music, drama, dance, etc.)?	Grade 6 (*n* = 7,619)		Grade 8 (*n* = 3,714)		Grade 10 (*n* = 2,522)		Grade 12 (*n* = 2,040)	
a. Yes	48.6%	(± 2.4%)	41.1%	(± 2.9%)	42.4%	(± 2.4%)	40.3%	(± 3.4%)
b. No, even though this activity is available	39.9	(± 2.1)	47.7	(± 2.5)	51.4	(± 2.4)	54.3	(± 3.3)
c. No, because this activity is not available	11.5	(± 0.9)	11.2	(± 1.6)	6.2	(± 1.2)	5.3	(± 1.1)

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178. Service or social clubs (such as Boys and Girls Clubs, 4-H Clubs, church youth groups, etc.)?	Grade 6 (*n* = 7,557)		Grade 8 (*n* = 3,706)		Grade 10 (*n* = 2,513)		Grade 12 (*n* = 2,038)	
a. Yes	35.6%	(± 1.7%)	38.6%	(± 2.5%)	42.1%	(± 3.4%)	40.2%	(± 2.9%)
b. No, even though this activity is available	51.3	(± 1.4)	51.7	(± 2.0)	53.0	(± 3.3)	54.4	(± 2.6)
c. No, because this activity is not available	13.2	(± 1.0)	9.7	(± 1.5)	4.9	(± 1.1)	5.4	(± 1.5)

179. How often do you feel the schoolwork you are assigned is meaningful and important?	Grade 6 (*n* = 7,788)		Grade 8 (*n* = 3,656)		Grade 10 (*n* = 2,461)		Grade 12 (*n* = 2,002)	
a. Almost always	33.3%	(± 1.4%)	21.8%	(± 1.8%)	12.9%	(± 1.9%)	10.7%	(± 1.7%)
b. Often	26.4	(± 1.3)	26.9	(± 1.5)	23.8	(± 2.2)	23.4	(± 1.9)
c. Sometimes	27.6	(± 1.1)	32.1	(± 1.6)	37.1	(± 2.3)	38.3	(± 2.5)
d. Seldom	8.5	(± 0.6)	12.9	(± 1.2)	20.4	(± 2.3)	21.2	(± 2.0)
e. Never	4.3	(± 0.6)	6.3	(± 1.0)	5.9	(± 1.0)	6.3	(± 1.5)

180. How interesting are most of your courses to you?	Grade 6 (*n* = 7,642)		Grade 8 (*n* = 3,754)		Grade 10 (*n* = 2,546)		Grade 12 (*n* = 2,059)	
a. Very interesting and stimulating	15.2%	(± 1.1%)	8.5%	(± 1.0%)	6.0%	(± 1.3%)	8.0%	(± 1.4%)
b. Quite interesting	37.1	(± 1.3)	27.0	(± 1.7)	25.4	(± 2.3)	30.0	(± 2.1)
c. Fairly interesting	31.2	(± 1.2)	39.1	(± 1.5)	42.4	(± 1.9)	39.4	(± 2.0)
d. Slightly dull	11.6	(± 1.0)	16.4	(± 1.2)	18.9	(± 1.9)	17.2	(± 1.5)
e. Very dull	4.9	(± 0.7)	9.0	(± 1.2)	7.2	(± 1.3)	5.3	(± 1.4)

181. How important do you think the things you are learning in school are going to be for you later in life?	Grade 6 (*n* = 7,803)		Grade 8 (*n* = 3,772)		Grade 10 (*n* = 2,541)		Grade 12 (*n* = 2,057)	
a. Very important	56.6%	(± 2.1%)	38.8%	(± 2.5%)	24.4%	(± 3.0%)	18.5%	(± 2.1%)
b. Quite important	26.8	(± 1.5)	29.3	(± 1.4)	27.5	(± 1.6)	28.4	(± 1.7)
c. Fairly important	11.7	(± 1.0)	19.2	(± 1.5)	28.5	(± 1.8)	29.3	(± 2.1)
d. Slightly important	3.8	(± 0.5)	9.3	(± 1.0)	15.7	(± 1.7)	18.9	(± 1.9)
e. Not at all important	1.0	(± 0.2)	3.5	(± 0.8)	3.9	(± 1.0)	4.8	(± 1.0)

Think back over the past year in school. How often did you:

182. Enjoy being in school?	Grade 6 (*n* = 7,896)		Grade 8 (*n* = 7,019)		Grade 10 (*n* = 4,829)		Grade 12 (*n* = 3,973)	
a. Never	6.6%	(± 0.9%)	9.7%	(± 0.9%)	7.6%	(± 0.9%)	7.5%	(± 1.1%)
b. Seldom	6.9	(± 0.7)	15.2	(± 0.9)	17.3	(± 1.5)	18.8	(± 1.1)
c. Sometimes	29.3	(± 1.2)	30.4	(± 1.1)	35.0	(± 1.3)	35.1	(± 1.2)
d. Often	24.8	(± 1.4)	26.5	(± 1.2)	26.9	(± 1.3)	27.2	(± 1.8)
e. Almost always	32.4	(± 1.4)	18.2	(± 1.1)	13.1	(± 1.5)	11.3	(± 1.2)

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183. Hate being in school?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,698)		Grade 10 (*n* = 2,542)		Grade 12 (*n* = 2,056)	
a. Never	*	*	11.2%	(± 1.4%)	6.3%	(± 1.2%)	7.4%	(± 1.1%)
b. Seldom	*	*	28.3	(± 1.9)	29.9	(± 2.1)	28.6	(± 2.2)
c. Sometimes	*	*	37.3	(± 1.9)	37.6	(± 1.9)	38.8	(± 1.5)
d. Often	*	*	13.9	(± 1.0)	18.3	(± 1.8)	18.0	(± 2.1)
e. Almost always	*	*	9.3	(± 1.0)	8.0	(± 1.6)	7.2	(± 1.3)

184. Try to do your best work in school?	Grade 6 (*n* = 7,829)		Grade 8 (*n* = 3,753)		Grade 10 (*n* = 2,541)		Grade 12 (*n* = 2,055)	
a. Never	1.0%	(± 0.2%)	2.8%	(± 0.6%)	1.8%	(± 0.5%)	2.5%	(± 0.7%)
b. Seldom	1.4	(± 0.3)	5.9	(± 0.8)	7.3	(± 1.1)	8.6	(± 1.4)
c. Sometimes	6.4	(± 0.8)	12.5	(± 1.1)	18.5	(± 1.3)	21.1	(± 1.6)
d. Often	17.4	(± 0.8)	28.1	(± 1.4)	32.1	(± 1.7)	34.2	(± 2.1)
e. Almost always	73.9	(± 1.3)	50.7	(± 2.0)	40.4	(± 2.2)	33.6	(± 2.2)

185. During the LAST 4 WEEKS, how many whole days of school have you missed because you skipped or "cut"?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,716)		Grade 10 (*n* = 2,547)		Grade 12 (*n* = 2,057)	
a. None	*	*	85.2%	(± 1.4%)	81.4%	(± 2.5%)	70.3%	(± 2.8%)
b. 1	*	*	6.4	(± 0.8)	8.4	(± 1.1)	11.5	(± 1.5)
c. 2	*	*	2.7	(± 0.6)	3.7	(± 0.8)	5.7	(± 1.3)
d. 3	*	*	2.4	(± 0.7)	2.6	(± 0.8)	5.4	(± 1.2)
e. 4–5	*	*	1.6	(± 0.5)	1.9	(± 0.6)	3.9	(± 1.1)
f. 6–10	*	*	0.7	(± 0.3)	1.3	(± 0.5)	1.8	(± 0.5)
g. 11 or more	*	*	1.1	(± 0.4)	0.8	(± 0.4)	1.4	(± 0.5)

186. In my school, students have lots of chances to help decide things like class activities and rules.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,686)		Grade 10 (*n* = 2,527)		Grade 12 (*n* = 2,051)	
a. NO!	*	*	20.3%	(± 1.9%)	19.2%	(± 1.8%)	20.3%	(± 2.4%)
b. no	*	*	30.0	(± 1.5)	33.4	(± 2.1)	35.4	(± 2.3)
c. yes	*	*	40.4	(± 2.3)	39.3	(± 3.0)	34.9	(± 2.4)
d. YES!	*	*	9.3	(± 1.0)	8.2	(± 1.4)	9.4	(± 2.0)

187. There are lots of chances for students in my school to talk with a teacher one-on-one.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,689)		Grade 10 (*n* = 2,529)		Grade 12 (*n* = 2,055)	
a. NO!	*	*	6.5%	(± 1.0%)	5.8%	(± 1.0%)	4.8%	(± 1.0%)
b. no	*	*	16.4	(± 1.4)	18.8	(± 1.9)	14.4	(± 2.0)
c. yes	*	*	49.3	(± 1.5)	54.3	(± 2.0)	54.6	(± 2.5)
d. YES!	*	*	27.8	(± 1.5)	21.2	(± 2.4)	26.2	(± 2.5)

188. Teachers ask me to work on special classroom projects.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,663)		Grade 10 (*n* = 2,516)		Grade 12 (*n* = 2,040)	
a. NO!	*	*	20.2%	(± 1.5%)	20.3%	(± 2.3%)	17.0%	(± 1.8%)
b. no	*	*	40.4	(± 1.8)	50.6	(± 2.5)	45.5	(± 2.5)
c. yes	*	*	30.5	(± 1.9)	24.4	(± 1.8)	31.3	(± 1.9)
d. YES!	*	*	9.0	(± 1.0)	4.7	(± 1.0)	6.2	(± 1.3)

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189. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	Grade 6 (*n* = *)		Grade 8 (*n* = 6,893)		Grade 10 (*n* = 4,799)		Grade 12 (*n* = 3,941)	
a. NO![A] / Definitely NOT true[B]	*	*	3.7%	(± 0.6%)	3.4%	(± 1.0%)	3.3%	(± 0.7%)
b. no[A] / Mostly not true[B]	*	*	6.5	(± 0.8)	5.2	(± 0.9)	6.6	(± 1.3)
c. yes[A] / Mostly true[B]	*	*	37.8	(± 1.7)	34.2	(± 1.9)	37.0	(± 2.1)
d. YES![A] / Definitely true[B]	*	*	51.9	(± 2.4)	57.3	(± 2.9)	53.1	(± 2.8)

190. I have lots of chances to be part of class discussions or activities.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,694)		Grade 10 (*n* = 2,532)		Grade 12 (*n* = 2,054)	
a. NO!	*	*	4.9%	(± 0.8%)	3.8%	(± 0.8%)	2.9%	(± 0.9%)
b. no	*	*	13.3	(± 1.6)	11.9	(± 1.4)	9.7	(± 2.0)
c. yes	*	*	51.2	(± 1.5)	56.6	(± 2.3)	52.5	(± 3.0)
d. YES!	*	*	30.6	(± 1.8)	27.8	(± 2.7)	34.9	(± 3.0)

191. My teacher(s) notices when I am doing a good job and lets me know about it.	Grade 6 (*n* = 7,832)		Grade 8 (*n* = 3,743)		Grade 10 (*n* = 2,532)		Grade 12 (*n* = 2,053)	
a. NO!	5.3%	(± 0.7%)	6.7%	(± 0.9%)	7.0%	(± 1.0%)	6.3%	(± 1.1%)
b. no	15.1	(± 1.3)	16.8	(± 1.7)	23.0	(± 2.0)	23.5	(± 2.1)
c. yes	55.2	(± 1.4)	53.9	(± 2.2)	57.1	(± 2.3)	54.0	(± 1.9)
d. YES!	24.4	(± 1.7)	22.6	(± 1.6)	12.9	(± 1.9)	16.1	(± 2.2)

192. The school lets my parents know when I have done something well.	Grade 6 (*n* = 7,737)		Grade 8 (*n* = 3,723)		Grade 10 (*n* = 2,517)		Grade 12 (*n* = 2,049)	
a. NO!	14.6%	(± 1.0%)	24.8%	(± 1.6%)	29.3%	(± 1.8%)	33.9%	(± 3.1%)
b. no	35.4	(± 1.4)	37.7	(± 1.7)	46.2	(± 1.8)	41.5	(± 2.0)
c. yes	37.3	(± 1.6)	27.8	(± 1.6)	19.6	(± 2.2)	19.3	(± 2.2)
d. YES!	12.8	(± 0.9)	9.7	(± 1.1)	4.9	(± 1.0)	5.3	(± 0.8)

193. I feel safe at my school.	Grade 6 (*n* = 7,842)		Grade 8 (*n* = 7,355)		Grade 10 (*n* = 5,073)		Grade 12 (*n* = 4,111)	
a. NO![A,C] / Definitely NOT true[B]	3.0%	(± 0.5%)	7.2%	(± 0.9%)	5.1%	(± 0.8%)	3.9%	(± 0.9%)
b. no[A,C] / Mostly not true[B]	7.0	(± 0.7)	13.3	(± 1.4)	10.8	(± 1.3)	8.0	(± 1.5)
c. yes[A,C] / Mostly true[B]	47.4	(± 1.9)	54.3	(± 1.4)	59.3	(± 1.6)	54.4	(± 2.7)
d. YES![A,C] / Definitely true[B]	42.6	(± 2.2)	25.3	(± 2.5)	24.8	(± 2.2)	33.8	(± 4.3)

194. My teachers praise me when I work hard in school.	Grade 6 (*n* = 7,622)		Grade 8 (*n* = 3,702)		Grade 10 (*n* = 2,507)		Grade 12 (*n* = 2,045)	
a. NO!	11.8%	(± 1.2%)	16.3%	(± 1.6%)	16.2%	(± 1.5%)	13.6%	(± 1.5%)
b. no	28.5	(± 1.5)	33.9	(± 1.5)	40.9	(± 1.8)	40.8	(± 2.3)
c. yes	46.4	(± 1.5)	39.6	(± 1.8)	35.6	(± 2.0)	37.1	(± 1.9)
d. YES!	13.3	(± 1.2)	10.2	(± 1.3)	7.3	(± 1.2)	8.5	(± 1.2)

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195. Putting them all together, what were your grades (like)[A,C] last year?	Grade 6 (*n* = 7,584)		Grade 8 (*n* = 6,924)		Grade 10 (*n* = 4,783)		Grade 12 (*n* = 3,961)	
a. Mostly As	42.2%	(± 2.6%)	40.5%	(± 2.4%)	35.7%	(± 3.2%)	33.6%	(± 3.0%)
b. Mostly Bs	40.3	(± 1.9)	32.3	(± 1.5)	33.8	(± 1.7)	37.2	(± 1.8)
c. Mostly Cs	12.7	(± 1.3)	17.9	(± 1.4)	22.0	(± 2.0)	22.9	(± 1.8)
d. Mostly Ds	2.9	(± 0.5)	5.4	(± 0.7)	5.5	(± 0.9)	4.8	(± 1.0)
e. Mostly Fs	2.0	(± 0.4)	3.9	(± 0.6)	3.0	(± 0.5)	1.5	(± 0.4)

196. Are your school grades better than the grades of most students in your class?	Grade 6 (*n* = 7,571)		Grade 8 (*n* = 3,704)		Grade 10 (*n* = 2,495)		Grade 12 (*n* = 2,036)	
a. NO!	7.4%	(± 0.9%)	9.8%	(± 1.0%)	7.8%	(± 1.2%)	8.8%	(± 1.0%)
b. no	29.9	(± 1.3)	29.6	(± 1.7)	32.1	(± 1.9)	33.4	(± 2.0)
c. yes	49.3	(± 1.8)	43.2	(± 1.8)	43.7	(± 2.4)	42.8	(± 1.8)
d. YES!	13.5	(± 0.9)	17.4	(± 0.9)	16.4	(± 1.9)	15.0	(± 1.4)

How much do you think people risk harming themselves if they:

197. Smoke one or more packs of cigarettes per day?	Grade 6 (*n* = 7,327)		Grade 8 (*n* = 3,697)		Grade 10 (*n* = 2,512)		Grade 12 (*n* = 2,044)	
a. No risk	4.9%	(± 0.9%)	3.5%	(± 0.9%)	2.8%	(± 0.8%)	3.5%	(± 0.8%)
b. Slight risk	4.0	(± 0.5)	3.7	(± 0.7)	3.0	(± 0.8)	3.3	(± 0.7)
c. Moderate risk	12.4	(± 0.9)	10.0	(± 1.1)	8.6	(± 1.1)	8.6	(± 1.3)
d. Great risk	66.6	(± 2.3)	77.6	(± 1.9)	82.1	(± 2.3)	82.2	(± 1.6)
e. Not sure	12.0	(± 1.1)	5.1	(± 0.8)	3.5	(± 1.2)	2.4	(± 0.8)

198. Try marijuana once or twice?	Grade 6 (*n* = 7,261)		Grade 8 (*n* = 3,690)		Grade 10 (*n* = 2,504)		Grade 12 (*n* = 2,035)	
a. No risk	9.1%	(± 1.4%)	15.3%	(± 1.5%)	25.8%	(± 2.4%)	38.7%	(± 3.1%)
b. Slight risk	16.8	(± 0.9)	25.8	(± 1.8)	31.0	(± 2.4)	29.9	(± 2.5)
c. Moderate risk	24.2	(± 1.5)	25.3	(± 1.3)	22.6	(± 2.1)	16.7	(± 1.6)
d. Great risk	37.3	(± 1.6)	26.9	(± 1.9)	17.5	(± 1.9)	12.5	(± 1.4)
e. Not sure	12.6	(± 0.9)	6.7	(± 0.8)	3.1	(± 0.9)	2.3	(± 0.7)

199. Smoke marijuana regularly?	Grade 6 (*n* = 7,256)		Grade 8 (*n* = 3,677)		Grade 10 (*n* = 2,507)		Grade 12 (*n* = 2,039)	
a. No risk	7.2%	(± 1.2%)	5.7%	(± 0.9%)	7.1%	(± 1.2%)	9.3%	(± 1.5%)
b. Slight risk	3.5	(± 0.5)	6.7	(± 0.7)	9.4	(± 1.2)	11.7	(± 1.4)
c. Moderate risk	10.8	(± 0.7)	12.9	(± 1.2)	19.5	(± 2.1)	23.3	(± 2.2)
d. Great risk	68.9	(± 2.3)	67.2	(± 2.1)	60.2	(± 2.9)	53.0	(± 3.2)
e. Not sure	9.6	(± 0.8)	7.5	(± 1.0)	3.8	(± 1.2)	2.8	(± 0.7)

200. Take one or two drinks of an alcoholic beverage (wine, beer, a shot, liquor) nearly every day?	Grade 6 (*n* = 7,241)		Grade 8 (*n* = 3,683)		Grade 10 (*n* = 2,508)		Grade 12 (*n* = 2,034)	
a. No risk	13.9%	(± 1.5%)	14.0%	(± 1.3%)	13.7%	(± 1.6%)	17.5%	(± 1.5%)
b. Slight risk	21.3	(± 1.0)	22.6	(± 1.4)	22.0	(± 2.2)	22.9	(± 1.6)
c. Moderate risk	27.9	(± 1.5)	30.4	(± 1.4)	32.2	(± 1.7)	29.7	(± 1.5)
d. Great risk	26.9	(± 1.6)	26.7	(± 1.8)	28.6	(± 2.0)	27.5	(± 2.0)
e. Not sure	10.0	(± 0.8)	6.3	(± 1.0)	3.5	(± 1.0)	2.5	(± 0.6)

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What are the chances you would be seen as cool if you:

201. Smoked cigarettes?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,622)		Grade 10 (*n* = 2,501)		Grade 12 (*n* = 2,028)	
a. No or very little chance	*	*	60.3%	(± 2.2%)	55.9%	(± 2.5%)	59.3%	(± 3.5%)
b. Little chance	*	*	19.4	(± 1.6)	25.2	(± 1.6)	23.3	(± 2.2)
c. Some chance	*	*	12.5	(± 1.2)	12.8	(± 1.5)	11.2	(± 1.6)
d. Pretty good chance	*	*	4.9	(± 0.8)	4.5	(± 0.8)	3.8	(± 0.8)
e. Very good chance	*	*	3.0	(± 0.7)	1.6	(± 0.6)	2.4	(± 0.7)

202. Began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,610)		Grade 10 (*n* = 2,496)		Grade 12 (*n* = 2,028)	
a. No or very little chance	*	*	56.8%	(± 2.0%)	39.9%	(± 2.4%)	36.1%	(± 2.8%)
b. Little chance	*	*	20.2	(± 1.5)	25.6	(± 2.0)	21.8	(± 1.6)
c. Some chance	*	*	13.8	(± 1.1)	20.5	(± 1.8)	24.6	(± 1.6)
d. Pretty good chance	*	*	6.2	(± 0.9)	10.6	(± 1.0)	12.5	(± 1.8)
e. Very good chance	*	*	3.0	(± 0.5)	3.5	(± 0.9)	5.0	(± 0.8)

203. Smoked marijuana?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,601)		Grade 10 (*n* = 2,487)		Grade 12 (*n* = 2,029)	
a. No or very little chance	*	*	57.4%	(± 2.6%)	44.2%	(± 2.7%)	43.7%	(± 3.0%)
b. Little chance	*	*	16.3	(± 1.3)	22.8	(± 2.2)	22.1	(± 1.6)
c. Some chance	*	*	12.3	(± 1.1)	18.5	(± 1.8)	19.0	(± 2.1)
d. Pretty good chance	*	*	7.9	(± 1.0)	9.8	(± 1.5)	10.4	(± 1.5)
e. Very good chance	*	*	6.2	(± 1.1)	4.6	(± 1.0)	4.8	(± 0.7)

204. Carried a handgun?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,609)		Grade 10 (*n* = 2,495)		Grade 12 (*n* = 2,030)	
a. No or very little chance	*	*	73.2%	(± 2.4%)	75.2%	(± 2.3%)	81.6%	(± 2.4%)
b. Little chance	*	*	12.2	(± 1.2)	14.9	(± 1.7)	10.3	(± 1.5)
c. Some chance	*	*	7.3	(± 1.1)	5.1	(± 0.9)	3.8	(± 1.1)
d. Pretty good chance	*	*	3.4	(± 0.7)	2.9	(± 0.7)	1.7	(± 0.5)
e. Very good chance	*	*	3.9	(± 0.7)	1.9	(± 0.7)	2.6	(± 0.8)

205. I think it is okay to take something without asking as long as you get away with it.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,624)		Grade 10 (*n* = 2,501)		Grade 12 (*n* = 2,034)	
a. NO!	*	*	55.7%	(± 1.8%)	51.9%	(± 2.3%)	56.5%	(± 3.0%)
b. no	*	*	30.6	(± 1.6)	35.6	(± 2.0)	31.6	(± 1.9)
c. yes	*	*	8.6	(± 0.9)	8.9	(± 1.3)	8.2	(± 1.3)
d. YES!	*	*	5.1	(± 0.7)	3.5	(± 0.7)	3.7	(± 0.8)

206. I think sometimes it's okay to cheat at school.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,624)		Grade 10 (*n* = 2,501)		Grade 12 (*n* = 2,034)	
a. NO!	*	*	43.6%	(± 2.0%)	30.2%	(± 2.5%)	25.0%	(± 2.7%)
b. no	*	*	33.8	(± 1.7)	35.9	(± 1.9)	36.0	(± 2.2)
c. yes	*	*	17.5	(± 1.5)	28.0	(± 2.0)	30.4	(± 2.4)
d. YES!	*	*	5.1	(± 0.7)	6.0	(± 1.0)	8.6	(± 1.8)

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207. It is all right to beat up people if they start the fight.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,608)		Grade 10 (*n* = 2,493)		Grade 12 (*n* = 2,031)	
a. NO!	*	*	29.9%	(± 1.9%)	24.1%	(± 1.9%)	24.7%	(± 2.4%)
b. no	*	*	26.1	(± 1.5)	27.1	(± 2.4)	26.8	(± 2.1)
c. yes	*	*	24.0	(± 1.6)	27.4	(± 2.0)	28.4	(± 1.9)
d. YES!	*	*	20.0	(± 1.5)	21.4	(± 2.1)	20.1	(± 1.8)

208. It is important to be honest with your parents, even if they become upset or you get punished.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,616)		Grade 10 (*n* = 2,489)		Grade 12 (*n* = 2,025)	
a. NO!	*	*	7.2%	(± 0.9%)	6.5%	(± 0.8%)	5.8%	(± 1.1%)
b. no	*	*	9.7	(± 1.2)	12.6	(± 1.1)	15.1	(± 2.0)
c. yes	*	*	37.5	(± 1.6)	44.0	(± 2.4)	45.1	(± 2.4)
d. YES!	*	*	45.7	(± 1.7)	36.8	(± 2.2)	33.9	(± 2.7)

209. You're looking at CDs in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says, "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees, and no other customers. What would you do now?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,602)		Grade 10 (*n* = 2,475)		Grade 12 (*n* = 2,021)	
a. Ignore her	*	*	17.1%	(± 1.4%)	21.8%	(± 2.7%)	28.3%	(± 2.6%)
b. Grab a CD and leave the store	*	*	10.8	(± 1.3)	10.8	(± 1.5)	10.2	(± 1.5)
c. Tell her to put the CD back	*	*	41.4	(± 1.8)	33.5	(± 2.5)	30.6	(± 2.3)
d. Act like it's a joke and ask her to put the CD back	*	*	30.8	(± 1.8)	33.8	(± 2.5)	30.9	(± 1.9)

210. It's 8:00 on a weeknight and you are about to go over to a friend's house when your mom asks you where you are going. You say, "Oh, just going to hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,571)		Grade 10 (*n* = 2,462)		Grade 12 (*n* = 2,013)	
a. Leave the house anyway	*	*	7.3%	(± 0.9%)	6.4%	(± 1.1%)	9.0%	(± 1.1%)
b. Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out	*	*	71.4	(± 1.7)	75.8	(± 2.2)	75.9	(± 1.9)
c. Not say anything and start watching TV	*	*	12.3	(± 1.5)	7.2	(± 1.4)	5.2	(± 1.2)
d. Get into an argument with her	*	*	9.1	(± 1.1)	10.7	(± 1.1)	9.9	(± 1.4)

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211. You are visiting another part of town and you don't know any of the people your age there. You are walking down the street and some teenager you don't know is walking toward you. He is about your size. As he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,571)		Grade 10 (*n* = 2,444)		Grade 12 (*n* = 2,009)	
a. Push the person back	*	*	11.5%	(± 1.1%)	10.0%	(± 1.2%)	10.8%	(± 1.3%)
b. Say nothing and keep on walking	*	*	40.2	(± 2.1)	46.0	(± 2.7)	41.8	(± 2.3)
c. Say, "Watch where you're going," and keep on walking	*	*	31.7	(± 1.6)	28.8	(± 2.3)	34.7	(± 2.5)
d. Swear at the person and walk away	*	*	16.6	(± 1.1)	15.3	(± 1.5)	12.7	(± 1.5)

212. You are at a party at someone's house and one of your friends offers you a drink containing alcohol. What would you say or do?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,549)		Grade 10 (*n* = 2,425)		Grade 12 (*n* = 1,994)	
a. Drink it	*	*	18.7%	(± 1.4%)	33.6%	(± 3.2%)	47.5%	(± 2.9%)
b. Tell your friend, "No thanks. I don't drink," and suggest that you and your friend go and do something else	*	*	40.9	(± 1.7)	31.5	(± 2.8)	22.9	(± 1.6)
c. Just say, "No, thanks," and walk away	*	*	30.0	(± 1.6)	27.5	(± 2.2)	25.4	(± 2.1)
d. Make up a good excuse, tell your friend you had something else to do, and leave	*	*	10.4	(± 1.0)	7.5	(± 1.0)	4.2	(± 1.1)

213. How old were you the first time you smoked marijuana?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,073)		Grade 10 (*n* = 4,903)		Grade 12 (*n* = 3,996)	
a. Never have	*	*	84.3%	(± 1.6%)	67.6%	(± 2.7%)	52.0%	(± 2.4%)
b. 10 or younger	*	*	2.9	(± 0.5)	3.3	(± 0.6)	2.4	(± 0.5)
c. 11	*	*	2.9	(± 0.6)	2.2	(± 0.5)	2.0	(± 0.5)
d. 12	*	*	4.9	(± 0.7)	3.9	(± 0.8)	4.3	(± 0.7)
e. 13	*	*	4.3	(± 0.5)	8.1	(± 1.1)	6.4	(± 0.8)
f. 14	*	*	0.4	(± 0.2)	8.7	(± 1.1)	8.2	(± 1.0)
g. 15	*	*	0.1	(± 0.1)	5.6	(± 0.7)	10.9	(± 1.1)
h. 16	*	*	0.0	(± 0.0)	0.5	(± 0.2)	8.7	(± 0.7)
i. 17 or older	*	*	0.2	(± 0.1)	0.1	(± 0.1)	5.1	(± 0.7)

214. Have you ever, even once in your lifetime smoked marijuana?	Grade 6 (*n* = 7,589)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Yes	3.4%	(± 0.5%)	*	*	*	*	*	*
b. No	96.6	(± 0.5)	*	*	*	*	*	*

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215. How old were you the first time you smoked a cigarette, even just a puff?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,479)		Grade 10 (*n* = 2,372)		Grade 12 (*n* = 1,953)	
a. Never have	*	*	71.4%	(± 2.4%)	61.1%	(± 3.6%)	47.9%	(± 3.0%)
b. 10 or younger	*	*	13.2	(± 1.7)	12.1	(± 2.2)	11.5	(± 1.8)
c. 11	*	*	5.5	(± 0.8)	5.3	(± 0.9)	6.1	(± 1.0)
d. 12	*	*	4.9	(± 1.0)	5.1	(± 0.8)	6.1	(± 0.9)
e. 13	*	*	4.2	(± 0.6)	5.4	(± 1.0)	6.9	(± 1.2)
f. 14	*	*	0.5	(± 0.2)	6.6	(± 0.8)	6.5	(± 1.2)
g. 15	*	*	0.1	(± 0.1)	3.9	(± 0.6)	6.1	(± 1.1)
h. 16	*	*	0.1	(± 0.1)	0.4	(± 0.3)	5.3	(± 1.0)
i. 17 or older	*	*	0.3	(± 0.2)	0.0	(± 0.1)	3.5	(± 0.8)

216. How old were you the first time you[A] (How old were you when you first)[B] had more than a sip or two of beer, wine, or hard liquor (for example: vodka, whiskey, or gin)?	Grade 6 (*n* = *)		Grade 8 (*n* = 7,060)		Grade 10 (*n* = 4,887)		Grade 12 (*n* = 3,988)	
a. Never have	*	*	55.8%	(± 2.0%)	40.0%	(± 2.5%)	25.1%	(± 2.0%)
b. 10 or younger	*	*	17.6	(± 1.1)	13.7	(± 1.2)	11.6	(± 1.1)
c. 11	*	*	8.0	(± 0.7)	5.1	(± 0.6)	3.5	(± 0.6)
d. 12	*	*	9.0	(± 0.9)	7.7	(± 0.9)	6.0	(± 0.7)
e. 13	*	*	8.4	(± 0.6)	10.9	(± 0.9)	9.2	(± 0.8)
f. 14	*	*	1.0	(± 0.3)	12.8	(± 1.1)	11.1	(± 0.9)
g. 15	*	*	0.1	(± 0.1)	9.0	(± 0.9)	15.3	(± 1.3)
h. 16	*	*	0.1	(± 0.1)	0.8	(± 0.3)	11.9	(± 1.2)
i. 17 or older	*	*	0.1	(± 0.1)	0.2	(± 0.1)	6.3	(± 0.8)

217. Have you ever, even once in your lifetime had more than a sip or two of beer, wine, or hard liquor (for example: vodka, whiskey, or gin)?	Grade 6 (*n* = 7,587)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Yes	32.7%	(± 1.9%)	*	*	*	*	*	*
b. No	67.4	(± 1.9)	*	*	*	*	*	*

218. How old were you the first time you began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,455)		Grade 10 (*n* = 2,352)		Grade 12 (*n* = 1,946)	
a. Never have	*	*	87.4%	(± 1.5%)	73.4%	(± 2.2%)	56.2%	(± 2.5%)
b. 10 or younger	*	*	2.2	(± 0.5)	1.5	(± 0.6)	1.4	(± 0.5)
c. 11	*	*	1.9	(± 0.5)	1.4	(± 0.5)	0.6	(± 0.4)
d. 12	*	*	3.0	(± 0.6)	1.8	(± 0.6)	1.5	(± 0.8)
e. 13	*	*	4.3	(± 0.7)	4.3	(± 0.9)	3.1	(± 0.9)
f. 14	*	*	0.7	(± 0.4)	8.0	(± 1.1)	4.5	(± 1.0)
g. 15	*	*	0.0	(± 0.0)	8.5	(± 1.1)	9.7	(± 1.4)
h. 16	*	*	0.1	(± 0.1)	1.0	(± 0.4)	13.4	(± 1.6)
i. 17 or older	*	*	0.3	(± 0.2)	0.2	(± 0.2)	9.7	(± 1.3)

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How old were you when you first:

219. Got suspended from school?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,438)		Grade 10 (*n* = 2,334)		Grade 12 (*n* = 1,945)	
a. Never have	*	*	77.7%	(± 2.7%)	75.6%	(± 3.2%)	73.7%	(± 3.2%)
b. 10 or younger	*	*	7.7	(± 1.3)	6.2	(± 1.5)	4.5	(± 1.1)
c. 11	*	*	4.7	(± 0.9)	2.3	(± 0.7)	2.4	(± 0.7)
d. 12	*	*	5.2	(± 0.9)	4.0	(± 0.9)	4.0	(± 1.2)
e. 13	*	*	4.3	(± 0.7)	5.0	(± 1.1)	4.7	(± 0.8)
f. 14	*	*	0.3	(± 0.2)	5.0	(± 0.9)	3.5	(± 1.0)
g. 15	*	*	0.0	(± 0.0)	1.7	(± 0.6)	3.3	(± 1.1)
h. 16	*	*	0.0	(± 0.0)	0.3	(± 0.2)	2.5	(± 0.8)
i. 17 or older	*	*	0.1	(± 0.1)	0.0	(± 0.1)	1.5	(± 0.5)

220. Got arrested?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,433)		Grade 10 (*n* = 2,332)		Grade 12 (*n* = 1,949)	
a. Never have	*	*	91.6%	(± 1.1%)	89.5%	(± 1.8%)	86.1%	(± 2.0%)
b. 10 or younger	*	*	2.2	(± 0.5)	1.1	(± 0.5)	1.0	(± 0.5)
c. 11	*	*	1.5	(± 0.5)	0.9	(± 0.4)	1.0	(± 0.4)
d. 12	*	*	2.0	(± 0.4)	1.3	(± 0.4)	0.8	(± 0.4)
e. 13	*	*	2.1	(± 0.5)	2.3	(± 0.7)	1.1	(± 0.7)
f. 14	*	*	0.4	(± 0.2)	2.8	(± 1.0)	1.2	(± 0.4)
g. 15	*	*	0.0	(± 0.1)	1.9	(± 0.5)	2.3	(± 0.8)
h. 16	*	*	0.0	(± 0.1)	0.2	(± 0.2)	3.9	(± 0.9)
i. 17 or older	*	*	0.2	(± 0.1)	0.0	(± 0.1)	2.7	(± 0.7)

221. Carried a handgun?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,432)		Grade 10 (*n* = 2,326)		Grade 12 (*n* = 1,944)	
a. Never have	*	*	90.4%	(± 1.3%)	90.1%	(± 1.6%)	90.2%	(± 1.5%)
b. 10 or younger	*	*	3.6	(± 0.7)	2.0	(± 0.5)	2.3	(± 0.7)
c. 11	*	*	1.7	(± 0.5)	1.3	(± 0.5)	0.7	(± 0.3)
d. 12	*	*	1.5	(± 0.3)	1.3	(± 0.4)	1.0	(± 0.4)
e. 13	*	*	1.8	(± 0.5)	1.7	(± 0.5)	1.0	(± 0.4)
f. 14	*	*	0.6	(± 0.3)	1.6	(± 0.5)	1.4	(± 0.4)
g. 15	*	*	0.1	(± 0.1)	1.5	(± 0.5)	1.4	(± 0.5)
h. 16	*	*	0.0	(± 0.1)	0.2	(± 0.2)	1.1	(± 0.4)
i. 17 or older	*	*	0.2	(± 0.2)	0.3	(± 0.2)	0.9	(± 0.5)

222. Attacked someone with the idea of seriously hurting them?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,413)		Grade 10 (*n* = 2,323)		Grade 12 (*n* = 1,941)	
a. Never have	*	*	84.3%	(± 1.5%)	82.2%	(± 1.8%)	82.6%	(± 2.2%)
b. 10 or younger	*	*	5.7	(± 0.9)	4.8	(± 1.0)	3.7	(± 0.7)
c. 11	*	*	2.4	(± 0.5)	1.4	(± 0.4)	1.4	(± 0.4)
d. 12	*	*	3.2	(± 0.6)	2.6	(± 0.7)	1.8	(± 0.5)
e. 13	*	*	3.5	(± 0.6)	3.2	(± 0.8)	2.3	(± 0.8)
f. 14	*	*	0.6	(± 0.3)	3.0	(± 0.7)	2.1	(± 0.6)
g. 15	*	*	0.1	(± 0.1)	2.4	(± 0.8)	2.5	(± 0.6)
h. 16	*	*	0.0	(± 0.0)	0.3	(± 0.2)	2.1	(± 0.7)
i. 17 or older	*	*	0.2	(± 0.2)	0.1	(± 0.1)	1.4	(± 0.7)

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How wrong do you think it is for someone your age to:

223. Take a handgun to school?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,390)		Grade 10 (*n* = 2,301)		Grade 12 (*n* = 1,928)	
a. Very wrong	*	*	85.5%	(± 1.6%)	86.6%	(± 1.8%)	91.0%	(± 1.7%)
b. Wrong	*	*	11.2	(± 1.4)	10.3	(± 1.3)	6.0	(± 1.3)
c. A little bit wrong	*	*	2.3	(± 0.5)	2.3	(± 0.6)	2.0	(± 0.5)
d. Not wrong at all	*	*	1.0	(± 0.4)	0.8	(± 0.4)	1.0	(± 0.4)

224. Steal anything worth more than $5?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,362)		Grade 10 (*n* = 2,296)		Grade 12 (*n* = 1,927)	
a. Very wrong	*	*	60.3%	(± 2.3%)	54.6%	(± 3.0%)	53.4%	(± 3.2%)
b. Wrong	*	*	25.8	(± 1.7)	29.8	(± 1.9)	30.4	(± 2.0)
c. A little bit wrong	*	*	10.0	(± 1.4)	12.0	(± 1.5)	12.5	(± 1.8)
d. Not wrong at all	*	*	3.9	(± 0.6)	3.6	(± 1.0)	3.8	(± 1.0)

225. Steal anything worth less than $5?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,370)		Grade 10 (*n* = 2,294)		Grade 12 (*n* = 1,921)	
a. Very wrong	*	*	46.7%	(± 2.2%)	43.0%	(± 3.4%)	42.8%	(± 3.6%)
b. Wrong	*	*	27.4	(± 1.5)	31.0	(± 2.5)	31.6	(± 2.4)
c. A little bit wrong	*	*	18.2	(± 1.5)	19.4	(± 2.1)	19.6	(± 2.4)
d. Not wrong at all	*	*	7.7	(± 1.0)	6.5	(± 1.5)	6.0	(± 1.1)

226. Pick a fight with someone?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,357)		Grade 10 (*n* = 2,286)		Grade 12 (*n* = 1,924)	
a. Very wrong	*	*	43.3%	(± 2.2%)	37.1%	(± 2.9%)	37.3%	(± 2.5%)
b. Wrong	*	*	31.5	(± 1.7)	36.1	(± 2.4)	37.2	(± 2.1)
c. A little bit wrong	*	*	18.4	(± 1.3)	20.0	(± 1.9)	19.8	(± 1.9)
d. Not wrong at all	*	*	6.9	(± 1.0)	6.7	(± 1.1)	5.8	(± 1.0)

227. Attack someone with the idea of seriously hurting them?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,349)		Grade 10 (*n* = 2,279)		Grade 12 (*n* = 1,915)	
a. Very wrong	*	*	68.7%	(± 1.9%)	63.7%	(± 2.6%)	64.0%	(± 2.7%)
b. Wrong	*	*	21.3	(± 1.5)	23.6	(± 2.0)	23.5	(± 1.7)
c. A little bit wrong	*	*	7.4	(± 1.0)	9.3	(± 1.3)	9.3	(± 1.5)
d. Not wrong at all	*	*	2.7	(± 0.6)	3.4	(± 0.7)	3.2	(± 0.9)

228. Stay away from school all day when their parents think they are at school?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,337)		Grade 10 (*n* = 2,274)		Grade 12 (*n* = 1,918)	
a. Very wrong	*	*	58.9%	(± 2.3%)	41.9%	(± 2.7%)	28.2%	(± 3.2%)
b. Wrong	*	*	27.1	(± 1.9)	35.0	(± 2.1)	34.7	(± 2.4)
c. A little bit wrong	*	*	10.6	(± 1.0)	17.6	(± 2.0)	27.5	(± 3.6)
d. Not wrong at all	*	*	3.5	(± 0.7)	5.5	(± 1.2)	9.7	(± 1.6)

229. Drink beer, wine, or hard liquor (for example: vodka, whiskey, or gin) regularly?	Grade 6 (*n* = 7,278)		Grade 8 (*n* = 3,351)		Grade 10 (*n* = 2,252)		Grade 12 (*n* = 1,908)	
a. Very wrong	81.6%	(± 1.3%)	61.8%	(± 2.4%)	41.1%	(± 2.7%)	27.5%	(± 2.3%)
b. Wrong	13.2	(± 0.9)	21.3	(± 1.6)	25.0	(± 1.8)	24.7	(± 2.5)
c. A little bit wrong	3.7	(± 0.4)	11.8	(± 1.3)	23.1	(± 2.4)	29.1	(± 2.6)
d. Not wrong at all	1.5	(± 0.3)	5.1	(± 0.8)	10.8	(± 1.4)	18.7	(± 2.3)

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230. Smoke cigarettes?	Grade 6 (*n* = 7,283)		Grade 8 (*n* = 6,087)		Grade 10 (*n* = 4,288)		Grade 12 (*n* = 3,631)	
a. Very wrong	85.6%	(± 1.1%)	68.8%	(± 1.9%)	56.2%	(± 2.8%)	43.6%	(± 2.1%)
b. Wrong	11.1	(± 0.9)	19.4	(± 1.1)	23.8	(± 1.7)	24.9	(± 1.6)
c. A little bit wrong	2.2	(± 0.4)	8.4	(± 0.9)	12.6	(± 1.4)	16.7	(± 1.0)
d. Not wrong at all	1.2	(± 0.2)	3.4	(± 0.5)	7.4	(± 1.0)	14.7	(± 1.8)

231. Smoke marijuana?	Grade 6 (*n* = 7,253)		Grade 8 (*n* = 3,372)		Grade 10 (*n* = 2,258)		Grade 12 (*n* = 1,911)	
a. Very wrong	91.9%	(± 0.8%)	72.2%	(± 2.2%)	53.3%	(± 3.5%)	41.4%	(± 3.3%)
b. Wrong	5.5	(± 0.6)	14.8	(± 1.5)	20.5	(± 1.7)	24.8	(± 2.1)
c. A little bit wrong	1.5	(± 0.3)	7.9	(± 0.9)	15.2	(± 2.0)	18.3	(± 2.2)
d. Not wrong at all	1.2	(± 0.3)	5.1	(± 0.8)	11.0	(± 1.6)	15.5	(± 2.0)

232. Use LSD, cocaine, amphetamines, or another illegal drug?	Grade 6 (*n* = 7,250)		Grade 8 (*n* = 3,372)		Grade 10 (*n* = 2,262)		Grade 12 (*n* = 1,910)	
a. Very wrong	94.3%	(± 0.6%)	86.0%	(± 1.2%)	79.4%	(± 2.0%)	77.3%	(± 2.1%)
b. Wrong	3.9	(± 0.5)	9.5	(± 1.1)	14.1	(± 1.4)	13.4	(± 1.5)
c. A little bit wrong	0.9	(± 0.3)	2.9	(± 0.5)	3.9	(± 0.9)	5.5	(± 0.9)
d. Not wrong at all	0.9	(± 0.2)	1.6	(± 0.4)	2.6	(± 0.8)	3.8	(± 1.0)

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

233. Smoked cigarettes?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,292)		Grade 10 (*n* = 2,243)		Grade 12 (*n* = 1,906)	
a. None	*	*	71.7%	(± 2.4%)	57.4%	(± 3.1%)	43.5%	(± 3.8%)
b. 1	*	*	13.4	(± 1.3)	17.4	(± 1.9)	18.2	(± 1.8)
c. 2	*	*	5.4	(± 0.9)	9.6	(± 1.4)	12.1	(± 1.4)
d. 3	*	*	3.2	(± 0.7)	5.2	(± 1.0)	7.7	(± 1.3)
e. 4	*	*	6.3	(± 1.0)	10.5	(± 1.4)	18.5	(± 2.1)

234. Tried beer, wine, or hard liquor (for example: vodka, whiskey, or gin) when their parents didn't know about it?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,276)		Grade 10 (*n* = 2,234)		Grade 12 (*n* = 1,900)	
a. None	*	*	62.4%	(± 2.6%)	37.6%	(± 3.4%)	22.1%	(± 2.5%)
b. 1	*	*	15.6	(± 1.3)	18.4	(± 1.6)	13.7	(± 1.7)
c. 2	*	*	7.6	(± 0.9)	12.0	(± 1.2)	11.3	(± 1.5)
d. 3	*	*	4.6	(± 0.7)	9.0	(± 1.5)	10.3	(± 1.1)
e. 4	*	*	9.8	(± 1.3)	22.9	(± 2.2)	42.6	(± 2.6)

235. Used marijuana?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,278)		Grade 10 (*n* = 2,236)		Grade 12 (*n* = 1,900)	
a. None	*	*	73.6%	(± 2.5%)	52.9%	(± 3.0%)	37.8%	(± 2.7%)
b. 1	*	*	11.2	(± 1.2)	15.9	(± 1.4)	17.4	(± 1.3)
c. 2	*	*	4.7	(± 1.0)	8.9	(± 1.2)	11.8	(± 1.3)
d. 3	*	*	3.4	(± 0.6)	6.8	(± 1.1)	8.5	(± 1.2)
e. 4	*	*	7.2	(± 1.1)	15.5	(± 1.8)	24.6	(± 2.0)

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236. Used LSD, cocaine, amphetamines, or other illegal drugs?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,269)		Grade 10 (*n* = 2,232)		Grade 12 (*n* = 1,896)	
a. None	*	*	92.1%	(± 1.0%)	85.1%	(± 1.6%)	79.8%	(± 2.4%)
b. 1	*	*	4.1	(± 0.8)	8.4	(± 1.0)	9.8	(± 1.3)
c. 2	*	*	1.4	(± 0.5)	3.3	(± 0.7)	4.4	(± 1.1)
d. 3	*	*	0.7	(± 0.3)	1.3	(± 0.5)	2.7	(± 0.9)
e. 4	*	*	1.7	(± 0.5)	1.9	(± 0.6)	3.4	(± 0.8)

237. When I am an adult I will smoke cigarettes.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,255)		Grade 10 (*n* = 2,228)		Grade 12 (*n* = 1,897)	
a. NO!	*	*	75.2%	(± 1.6%)	76.0%	(± 2.1%)	75.0%	(± 2.5%)
b. no	*	*	19.2	(± 1.4)	17.2	(± 1.8)	16.3	(± 1.7)
c. yes	*	*	3.9	(± 0.8)	5.1	(± 1.1)	6.3	(± 1.2)
d. YES!	*	*	1.6	(± 0.4)	1.8	(± 0.6)	2.4	(± 0.5)

238. When I am an adult I will drink beer, wine, or liquor.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,236)		Grade 10 (*n* = 2,232)		Grade 12 (*n* = 1,901)	
a. NO!	*	*	35.3%	(± 2.0%)	25.5%	(± 2.3%)	21.0%	(± 2.5%)
b. no	*	*	24.4	(± 1.9)	22.4	(± 1.8)	17.0	(± 2.1)
c. yes	*	*	32.3	(± 2.1)	39.1	(± 2.0)	40.8	(± 1.9)
d. YES!	*	*	8.0	(± 1.0)	13.0	(± 1.4)	21.2	(± 2.7)

239. When I am an adult I will smoke marijuana.	Grade 6 (*n* = *)		Grade 8 (*n* = 3,242)		Grade 10 (*n* = 2,231)		Grade 12 (*n* = 1,891)	
a. NO!	*	*	78.8%	(± 1.8%)	69.4%	(± 2.9%)	68.0%	(± 2.4%)
b. no	*	*	13.8	(± 1.5)	18.1	(± 2.0)	17.9	(± 1.7)
c. yes	*	*	4.2	(± 0.7)	7.8	(± 1.5)	7.5	(± 1.3)
d. YES!	*	*	3.3	(± 0.6)	4.6	(± 1.1)	6.6	(± 1.1)

About how many adults have you known personally who in the past year have:

240. Used marijuana, crack, cocaine, or other drugs?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,578)		Grade 10 (*n* = 2,440)		Grade 12 (*n* = 2,005)	
a. None	*	*	55.2%	(± 2.6%)	46.9%	(± 3.2%)	39.6%	(± 2.9%)
b. 1 adult	*	*	16.4	(± 1.0)	16.0	(± 1.9)	15.0	(± 1.2)
c. 2 adults	*	*	7.9	(± 1.0)	10.8	(± 1.3)	10.5	(± 1.1)
d. 3–4 adults	*	*	7.2	(± 0.9)	9.8	(± 1.7)	14.3	(± 1.6)

241. Sold or dealt drugs?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,578)		Grade 10 (*n* = 2,443)		Grade 12 (*n* = 2,005)	
a. None	*	*	74.2%	(± 2.5%)	65.7%	(± 3.6%)	58.3%	(± 3.4%)
b. 1 adult	*	*	11.9	(± 1.3)	14.1	(± 1.6)	15.3	(± 1.5)
c. 2 adults	*	*	5.6	(± 1.1)	7.9	(± 1.3)	8.9	(± 1.3)
d. 3–4 adults	*	*	3.3	(± 0.7)	5.3	(± 1.2)	8.4	(± 1.9)
e. 5 or more adults	*	*	5.1	(± 1.0)	7.1	(± 1.5)	9.1	(± 1.8)

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242. Done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging, or assaulting others, etc.?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,572)		Grade 10 (*n* = 2,435)		Grade 12 (*n* = 2,004)	
a. None	*	*	71.4%	(± 2.4%)	66.6%	(± 2.7%)	64.1%	(± 3.6%)
b. 1 adult	*	*	13.5	(± 1.2)	14.3	(± 0.9)	14.2	(± 1.5)
c. 2 adults	*	*	5.3	(± 0.7)	7.0	(± 1.2)	7.3	(± 1.3)
d. 3–4 adults	*	*	4.0	(± 0.7)	5.0	(± 0.9)	6.7	(± 1.5)
e. 5 or more adults	*	*	5.9	(± 1.0)	7.1	(± 1.5)	7.7	(± 1.6)

243. Gotten drunk or high?	Grade 6 (*n* = *)		Grade 8 (*n* = 3,554)		Grade 10 (*n* = 2,433)		Grade 12 (*n* = 1,999)	
a. None	*	*	42.1%	(± 2.4%)	31.4%	(± 2.2%)	23.8%	(± 3.3%)
b. 1 adult	*	*	18.2	(± 1.3)	16.6	(± 1.7)	11.8	(± 1.6)
c. 2 adults	*	*	8.2	(± 1.0)	9.5	(± 1.0)	9.4	(± 1.3)
d. 3–4 adults	*	*	8.8	(± 0.9)	10.5	(± 1.3)	13.1	(± 1.2)
e. 5 or more adults	*	*	22.7	(± 2.0)	32.0	(± 2.7)	42.0	(± 3.0)

The next set of questions asks about your family. When answering these questions, please think about the people you consider to be your family—parents, grandparents, aunts, uncles, etc.

244. My parents ask if I've gotten my homework done.†	Grade 6 (*n* = *)		Grade 8 (*n* = 2,230)		Grade 10 (*n* = 1,362)		Grade 12 (*n* = 1,237)	
a. NO!	*	*	4.7%	(± 1.0%)	6.3%	(± 1.7%)	8.8%	(± 2.2%)
b. no	*	*	6.2	(± 1.2)	10.2	(± 1.6)	16.4	(± 1.9)
c. yes	*	*	33.6	(± 1.7)	38.6	(± 2.5)	42.9	(± 2.6)
d. YES!	*	*	55.5	(± 2.2)	44.9	(± 1.9)	31.9	(± 3.1)

245. Would your parents know if you did not come home on time?†	Grade 6 (*n* = *)		Grade 8 (*n* = 2,217)		Grade 10 (*n* = 1,357)		Grade 12 (*n* = 1,231)	
a. NO!	*	*	7.1%	(± 1.4%)	6.3%	(± 1.3%)	7.0%	(± 1.7%)
b. no	*	*	13.3	(± 1.5)	13.6	(± 1.7)	16.2	(± 2.4)
c. yes	*	*	31.6	(± 1.8)	36.0	(± 2.5)	39.9	(± 3.0)
d. YES!	*	*	48.1	(± 2.4)	44.1	(± 3.5)	37.0	(± 2.6)

246. When I am not at home, one of my parents knows where I am and who I am with.†	Grade 6 (*n* = *)		Grade 8 (*n* = 2,214)		Grade 10 (*n* = 1,357)		Grade 12 (*n* = 1,230)	
a. NO!	*	*	4.9%	(± 1.1%)	5.0%	(± 1.5%)	6.1%	(± 1.5%)
b. no	*	*	10.0	(± 1.2)	11.1	(± 2.0)	15.6	(± 1.9)
c. yes	*	*	37.0	(± 2.0)	44.5	(± 2.2)	48.2	(± 2.6)
d. YES!	*	*	48.1	(± 1.9)	39.4	(± 2.6)	30.1	(± 2.5)

247. The rules in my family are clear.†	Grade 6 (*n* = *)		Grade 8 (*n* = 2,202)		Grade 10 (*n* = 1,358)		Grade 12 (*n* = 1,230)	
a. NO!	*	*	5.4%	(± 1.1%)	4.4%	(± 1.6%)	4.4%	(± 1.6%)
b. no	*	*	9.2	(± 1.2)	10.8	(± 1.5)	13.3	(± 2.4)
c. yes	*	*	34.5	(± 2.8)	44.0	(± 2.8)	44.4	(± 2.5)
d. YES!	*	*	50.9	(± 2.4)	40.8	(± 2.9)	38.0	(± 2.4)

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248. My family has clear rules about alcohol and drug use.†	Grade 6 (*n* = *)		Grade 8 (*n* = 2,200)		Grade 10 (*n* = 1,348)		Grade 12 (*n* = 1,223)	
a. NO!	*	*	5.4%	(± 1.2%)	4.1%	(± 1.7%)	4.7%	(± 1.7%)
b. no	*	*	7.8	(± 1.3)	10.8	(± 1.8)	15.4	(± 3.0)
c. yes	*	*	22.8	(± 2.0)	31.1	(± 2.5)	34.8	(± 2.4)
d. YES!	*	*	64.1	(± 2.8)	54.0	(± 3.7)	45.2	(± 3.4)

249. If you drank some beer, wine, or liquor (for example: vodka, whiskey, or gin) without your parent's permission, would you be caught by them?†	Grade 6 (*n* = *)		Grade 8 (*n* = 2,179)		Grade 10 (*n* = 1,342)		Grade 12 (*n* = 1,222)	
a. NO!	*	*	12.0%	(± 1.3%)	15.3%	(± 3.1%)	22.0%	(± 2.7%)
b. no	*	*	20.9	(± 2.3)	37.5	(± 3.5)	46.8	(± 3.9)
c. yes	*	*	25.7	(± 1.8)	24.4	(± 2.1)	16.8	(± 2.1)
d. YES!	*	*	41.4	(± 2.5)	22.8	(± 3.1)	14.4	(± 2.4)

250. If you carried a handgun without your parent's permission, would you be caught by them?†	Grade 6 (*n* = *)		Grade 8 (*n* = 2,176)		Grade 10 (*n* = 1,335)		Grade 12 (*n* = 1,218)	
a. NO!	*	*	6.8%	(± 1.3%)	8.6%	(± 2.3%)	11.8%	(± 2.0%)
b. no	*	*	10.1	(± 1.5)	18.0	(± 3.1)	26.2	(± 2.9)
c. yes	*	*	22.3	(± 1.7)	28.4	(± 1.8)	25.9	(± 2.2)
d. YES!	*	*	60.9	(± 2.4)	45.0	(± 4.4)	36.1	(± 2.5)

251. If you skipped school, would you be caught by your parents?†	Grade 6 (*n* = *)		Grade 8 (*n* = 2,180)		Grade 10 (*n* = 1,335)		Grade 12 (*n* = 1,223)	
a. NO!	*	*	7.1%	(± 1.3%)	8.5%	(± 2.5%)	14.6%	(± 2.6%)
b. no	*	*	10.6	(± 1.6)	18.1	(± 3.6)	28.8	(± 4.8)
c. yes	*	*	26.7	(± 2.5)	33.4	(± 2.3)	30.8	(± 3.8)
d. YES!	*	*	55.6	(± 2.3)	40.0	(± 5.5)	25.8	(± 3.4)

252. My parents give me lots of chances to do fun things with them.†	Grade 6 (*n* = 4,388)		Grade 8 (*n* = 2,233)		Grade 10 (*n* = 1,331)		Grade 12 (*n* = 1,223)	
a. NO!	5.4%	(± 0.8%)	8.9%	(± 1.5%)	8.9%	(± 1.8%)	10.1%	(± 1.9%)
b. no	11.3	(± 1.3)	17.0	(± 1.5)	19.7	(± 2.3)	20.9	(± 2.4)
c. yes	38.8	(± 1.3)	38.0	(± 1.9)	44.9	(± 2.2)	45.1	(± 3.2)
d. YES!	44.5	(± 1.8)	36.1	(± 2.1)	26.5	(± 2.3)	24.0	(± 2.6)

253. My parents ask me what I think before most family decisions affecting me are made.†	Grade 6 (*n* = 4,239)		Grade 8 (*n* = 2,204)		Grade 10 (*n* = 1,326)		Grade 12 (*n* = 1,223)	
a. NO!	8.2%	(± 1.1%)	13.5%	(± 1.4%)	13.1%	(± 1.8%)	12.3%	(± 1.8%)
b. no	18.1	(± 1.7)	20.4	(± 1.5)	24.3	(± 1.6)	24.1	(± 2.1)
c. yes	39.7	(± 1.8)	35.2	(± 2.1)	40.3	(± 2.3)	42.8	(± 2.2)
d. YES!	34.0	(± 1.8)	30.9	(± 1.6)	22.4	(± 2.2)	20.9	(± 2.7)

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254. If I had a personal problem, I could ask my mom or dad for help.†	Grade 6 (*n* = 4,332)		Grade 8 (*n* = 2,206)		Grade 10 (*n* = 1,334)		Grade 12 (*n* = 1,222)	
a. NO!	4.6%	(± 0.8%)	9.3%	(± 1.5%)	10.7%	(± 2.0%)	9.3%	(± 1.1%)
b. no	6.1	(± 0.8)	13.0	(± 1.7)	14.6	(± 1.8)	15.6	(± 2.3)
c. yes	28.6	(± 1.5)	34.6	(± 2.3)	41.2	(± 2.2)	41.7	(± 2.3)
d. YES!	60.7	(± 1.9)	43.2	(± 2.2)	33.4	(± 3.1)	33.5	(± 2.4)

255. My parents notice when I am doing a good job and let me know about it.†	Grade 6 (*n* = 4,324)		Grade 8 (*n* = 2,214)		Grade 10 (*n* = 1,328)		Grade 12 (*n* = 1,223)	
a. Never or almost never	5.0%	(± 0.8%)	8.2%	(± 1.1%)	9.2%	(± 2.3%)	9.0%	(± 1.7%)
b. Sometimes	16.0	(± 1.7)	22.0	(± 1.8)	24.3	(± 2.2)	27.2	(± 3.7)
c. Often	27.6	(± 1.3)	30.0	(± 2.0)	34.4	(± 2.8)	33.9	(± 3.3)
d. All the time	51.3	(± 2.5)	39.8	(± 2.0)	32.2	(± 3.0)	29.9	(± 3.0)

256. How often do your parents tell you they're proud of you for something you've done?†	Grade 6 (*n* = 4,307)		Grade 8 (*n* = 2,214)		Grade 10 (*n* = 1,331)		Grade 12 (*n* = 1,220)	
a. Never or almost never	4.7%	(± 0.8%)	9.5%	(± 1.3%)	9.5%	(± 2.0%)	11.7%	(± 1.9%)
b. Sometimes	14.4	(± 1.4)	23.0	(± 1.8)	26.2	(± 3.5)	28.0	(± 3.1)
c. Often	32.1	(± 2.0)	30.4	(± 1.8)	33.9	(± 2.6)	30.4	(± 2.7)
d. All the time	48.8	(± 2.7)	37.1	(± 2.0)	30.4	(± 3.6)	29.9	(± 2.9)

257. Do you enjoy spending time with your dad?†	Grade 6 (*n* = 4,253)		Grade 8 (*n* = 2,178)		Grade 10 (*n* = 1,312)		Grade 12 (*n* = 1,207)	
a. NO!	4.0%	(± 0.8%)	10.3%	(± 1.3%)	11.1%	(± 1.6%)	10.8%	(± 1.5%)
b. no	3.8	(± 0.7)	9.7	(± 1.6)	10.8	(± 1.8)	12.3	(± 2.0)
c. yes	24.9	(± 1.6)	32.3	(± 1.9)	40.4	(± 2.8)	43.3	(± 3.4)
d. YES!	67.3	(± 2.0)	47.7	(± 2.1)	37.8	(± 2.9)	33.6	(± 2.2)

258. Do you enjoy spending time with your mom?†	Grade 6 (*n* = 4,326)		Grade 8 (*n* = 2,205)		Grade 10 (*n* = 1,320)		Grade 12 (*n* = 1,213)	
a. NO!	2.3%	(± 0.5%)	5.4%	(± 0.9%)	5.6%	(± 1.7%)	5.9%	(± 1.3%)
b. no	2.9	(± 0.6)	7.1	(± 1.1)	9.2	(± 1.5)	9.0	(± 1.9)
c. yes	22.7	(± 1.3)	35.0	(± 2.1)	42.0	(± 2.7)	43.8	(± 2.5)
d. YES!	72.1	(± 1.7)	52.5	(± 2.2)	43.2	(± 2.8)	41.3	(± 2.6)

259. How often does a parent or guardian ask you where you are going or with whom you will be?†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,876)		Grade 10 (*n* = 1,234)		Grade 12 (*n* = 1,140)	
a. All of the time	*	*	64.7%	(± 2.5%)	70.0%	(± 2.5%)	63.9%	(± 3.9%)
b. Most of the time	*	*	21.8	(± 1.6)	19.0	(± 1.9)	20.2	(± 2.9)
c. Some of the time	*	*	6.1	(± 0.9)	5.1	(± 1.6)	8.3	(± 1.6)
d. Seldom	*	*	3.8	(± 1.0)	3.4	(± 0.8)	4.7	(± 1.7)
e. Never	*	*	3.7	(± 0.7)	2.4	(± 0.9)	3.1	(± 1.0)

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260. My parents or guardians encourage me to be the best I can be.†	Grade 6 (*n* = *)		Grade 8 (*n* = 1,855)		Grade 10 (*n* = 1,231)		Grade 12 (*n* = 1,141)	
a. Strongly agree	*	*	62.2%	(± 2.1%)	58.4%	(± 3.7%)	59.8%	(± 3.6%)
b. Agree	*	*	25.0	(± 1.8)	27.1	(± 2.1)	27.9	(± 1.9)
c. Not sure	*	*	7.9	(± 1.1)	9.5	(± 1.9)	8.0	(± 2.1)
d. Disagree	*	*	2.3	(± 0.7)	3.3	(± 1.0)	2.8	(± 0.7)
e. Strongly disagree	*	*	2.6	(± 0.6)	1.7	(± 0.7)	1.6	(± 0.7)

261. How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food?†	Grade 6 (*n* = 4,237)		Grade 8 (*n* = 1,890)		Grade 10 (*n* = 1,219)		Grade 12 (*n* = 1,133)	
a. Almost every month	2.8%	(± 0.6%)	6.9%	(± 1.6%)	7.1%	(± 1.9%)	5.4%	(± 1.3%)
b. Some months but not every month	4.0	(± 0.8)	5.2	(± 1.1)	4.9	(± 1.3)	4.8	(± 1.1)
c. Only 1–2 months	5.9	(± 0.7)	4.1	(± 1.0)	5.1	(± 1.4)	5.2	(± 1.4)
d. Did not have to skip or cut the size of meals.	87.4	(± 1.6)	83.8	(± 2.4)	82.9	(± 3.6)	84.6	(± 2.1)

262. How often do you eat dinner with your family?†	Grade 6 (*n* = 4,283)		Grade 8 (*n* = *)		Grade 10 (*n* = *)		Grade 12 (*n* = *)	
a. Never	2.6%	(± 0.6%)	*	*	*	*	*	*
b. Rarely	7.2	(± 1.2)	*	*	*	*	*	*
c. Sometimes	11.4	(± 0.9)	*	*	*	*	*	*
d. Most of the time	35.7	(± 1.9)	*	*	*	*	*	*
e. Always	43.2	(± 2.3)	*	*	*	*	*	*

A = wording on Form A B = wording on Form B C = wording on Form C

° = answer choices presented in different order on one or more versions of the survey

† = optional item

Appendix B
Healthy Youth Survey (02) Forms A, B, and C

The 2002 Healthy Youth Survey Forms can be found at the following web addresses:

Form A http://www3.doh.wa.gov/HYS/Documents/HYS_WA_FormA2002.pdf

Form B http://www3.doh.wa.gov/HYS/Documents/HYS_WA_FormB2002.pdf

Form C http://www3.doh.wa.gov/HYS/Documents/HYS_WA_FormC2002.pdf

Appendix C
Item Crosswalk Across Forms

Appendix C

Form A	I Num	Form B	I Num	Form C	I Num
A001	I001	B001	I001	C001	I002
A002	IGrade	B002	I003	C002	I003
A003	I003	B003	IGrade	C003	IGrade
A004	I004	B004	I004	C004	I004
A005	I005	B005	I099	C005	I006
A006	I157	B006	I100	C006	I101
A007	I158	B007	I103	C007	I102
A008	I159	B008	I104	C008	I104
A009a	I160	B009	I105	C009	I108
A009b	I161	B010	I107	C010	I109
A009c	I162	B011a	I111	C011	I110
A010	I163	B011b	I116	C012	I083
A011	I164	B011c	I112	C013	I088
A012	I165	B011d	I137	C014	I094
A013	I166	B012a	I114	C015	I095
A014	I167	B012b	I117	C016	I096
A015	I168	B012c	I119	C017a	I182
A016	I169	B013	I193	C017b	I184
A017	I170	B014	I115	C018	I195
A018	I171	B015	I136	C019	I196
A019	I172	B016	I120	C020	I046
A020	I173	B017	I126	C021	I191
A021	I174	B018	I127	C022	I192
A022a	I175	B019	I128	C023	I193
A022b	I176	B020	I129	C024	I194
A022c	I177	B021	I130	C025	I179
A022d	I178	B022	I133	C026	I180
A023	I179	B023	I013	C027	I181
A024	I180	B023	I042	C028	I156
A025	I181	B024	I025	C029	I171
A026a	I182	B025	I026	C030	I172
A026b	I183	B026	I040	C031	I173
A026c	I184	B027	I041	C032	I174
A027	I185	B028	I039	C033a	I175
A028	I186	B029	I045	C033b	I176
A029	I187	B030	I046	C033c	I177
A030	I188	B031	I047	C033d	I178
A031	I189	B032	I048	C034a	I160
A032	I190	B033a	I031	C034b	I161
A033	I191	B033b	I032	C034c	I162
A034	I192	B033c	I037	C035	I163
A035	I193	B033d	I033	C036	I165
A036	I194	B033e	I035	C037	I164
A037	I195	B033f	I036	C038	I166
A038	I196	B033g	IDerb	C039	I167
A039	I007	B033h	I034	C040	I168
A040	I008	B033i	I038	C041	I169
A041	I141	B034	I016	C042a	I025
A042a	I111	B034	I216	C042b	I026
A042b	I112	B035	I072	C042c	I031
A043	I114	B036	I017	C042d	I032

Appendix C

Form A	I Num	Form B	I Num	Form C	I Num
A044a	I044	B036	I213	C042e	IDerb
A044b	I197	B037	I073	C043a	I016
A044c	I198	B038	I018	C043a	I217
A044d	I071	B039	I019	C043b	I017
A044e	I199	B040	I020	C043b	I214
A044f	I200	B041/42	I074	C043c	I022
A045a	I201	B043	I075	C043d	I023
A045b	I202	B044	I076	C044	I013
A045c	I203	B045	I077	C044	I043
A045d	I204	B046	I078	C045	I113
A046	I205	B047A-F	I080	C046	I115
A047	I206	B048	I081	C047	I136
A048	I207	B049	I082	C048	I118
A049	I208	B050a	I083	C049	I121
A050	I209	B050b	I084	C050	I131
A051	I210	B050c	I085	C051	I132
A052	I211	B051	I086	C052	I133
A053	I212	B052	I087	C053	I039
A054a	I240	B053	I089	C054	I040
A054b	I241	B054	I090	C055	I041
A054c	I242	B055	I091	C056a	I197
A054d	I243	B056	I092	C056b	I198
A055a	I025	B057	I093	C056c	I199
A055b	I026	B058	I094	C056d	I200
A055c	I031	B059	I095	C057a	I229
A055d	I032	B060	I096	C057b	I230
A055e	I033	B061	I097	C057c	I231
A055f	I034	B062	I098	C057d	I232
A055g	I035	B063	I134	C058	I045
A055h	I036	B064	I135	C059	I106
A055i	IDerb	B065	I005	C060	I065
A055j	I037	B066	I008	C061	I056
A055k	I038	B067	I007	C062	I057
A056	I039	B068	I009	C063	I053
A057	I024	B069	I195	C064	I076
A058	I072	B070	I142	C065	I079
A059	I073	B071	I182	C066	I082
A060	I040	B072	I143	C067	I011
A061	I041	B073	I189	C068	I252
A062a	I017	B074	I144	C069	I253
A062a	I213	B075	I010	C070	I254
A062b	I012	B076	I145	C071	I257
A062b	I215	B077	I146	C072	I258
A062c	I013	B078	I147	C073	I255
A062c	I042	B079	I148	C074	I256
A062d	I016	B080	I149	C075	I262
A062d	I216	B081	I150	C076	I261
A062e	I218	B082	I151	C077	I124
A063	I018	B083	I108		
A064	I019	B084	I109		
A065	I020	B085	I110		

Appendix C

Form A	I Num	Form B	I Num	Form C	I Num
A066	I021	B086a	I152		
A067a	I219	B086b	I153		
A067b	I220	B086c	I154		
A067c	I221	B086d	I155		
A067d	I222	B087	I014		
A068	I115	B087	I049		
A069	I136	B088	I015		
A070a	I223	B088	I050		
A070b	I224	B089	I051		
A070c	I225	B090	I052		
A070d	I226	B091	I053		
A070e	I227	B092	I054		
A070f	I228	B093	I055		
A071a	I229	B094	I056		
A071b	I230	B095	I057		
A071c	I231	B096	I058		
A071d	I232	B097	I059		
A072a	I233	B098	I060		
A072b	I234	B099	I230		
A072c	I235	B100	I061		
A072d	I236	B101	I024		
A073	I126	B102	I062		
A074	I011	B103	I063		
A075	I237	B104	I064		
A076	I238	B105	I065		
A077	I239	B106	I027		
A078	I244	B107	I066		
A079	I245	B108	I067		
A080	I246	B109	I011		
A081	I247	B110	I259		
A082	I248	B111	I260		
A083	I249	B112	I261		
A084	I250	B113	I138		
A085	I251	B114	I139		
A086	I252	B115	I140		
A087	I253	B116	I122		
A088	I254	B117	I123		
A089	I255	B118	I124		
A090	I256	B119	I125		
A091	I257	B120	I028		
A092	I258	B121	I029		
		B122	I030		
		B123	I068		
		B124	I069		
		B125	I070		

Appendix D
List of Participating Schools

Appendix D

County	District	School	Grade	State Sample	County Sample
Adams	Othello	Hiawatha Elementary School	6		
Adams	Othello	Lutacaga Elementary School	6		
Adams	Othello	Othello High School	10		
Adams	Othello	Othello High School	12		
Adams	Othello	Robert B. McFarland Junior High School	8		
Adams	Othello	Scootney Springs Elementary School	6	X	
Adams	Ritzville	Ritzville Grade School	6	X	
Adams	Ritzville	Ritzville High School	10		
Adams	Ritzville	Ritzville High School	12		
Adams	Washtucna	Washtucna Elementary/High School	6		
Adams	Washtucna	Washtucna Elementary/High School	8		
Adams	Washtucna	Washtucna Elementary/High School	10		
Asotin	Asotin-Anatone	Asotin Junior/Senior High School	8		
Asotin	Asotin-Anatone	Asotin Junior/Senior High School	10		
Asotin	Asotin-Anatone	Asotin Junior/Senior High School	12		
Asotin	Clarkston	Charles Francis Adams High School	10		
Asotin	Clarkston	Charles Francis Adams High School	12		
Asotin	Clarkston	Educational Opportunity Center	8		
Asotin	Clarkston	Educational Opportunity Center	10		
Asotin	Clarkston	Educational Opportunity Center	12		
Asotin	Clarkston	Heights Elementary School	6		
Asotin	Clarkston	Highland Elementary School	6		
Asotin	Clarkston	Lincoln Middle School	8		
Asotin	Clarkston	Parkway Elementary School	6		
Benton	Finley	Finley Middle School	6		
Benton	Finley	Finley Middle School	8		
Benton	Finley	River View High School	10		
Benton	Finley	River View High School	12		
Benton	Kennewick	Desert Hills Middle School	6	X	
Benton	Kennewick	Desert Hills Middle School	8		
Benton	Kiona-Benton	Kiona-Benton City High School	10		
Benton	Kiona-Benton	Kiona-Benton City High School	12		
Benton	Kiona-Benton	Kiona-Benton City Middle School	6		
Benton	Kiona-Benton	Kiona-Benton City Middle School	8		
Benton	Kiona-Benton	Kiona-Benton City Middle School	10		
Benton	Prosser	Housel Middle School	6		
Benton	Prosser	Housel Middle School	8		
Benton	Prosser	Housel Middle School	10		
Benton	Prosser	Housel Middle School	12		
Benton	Prosser	Prosser Falls Education Center	10	X	
Benton	Prosser	Prosser Falls Education Center	12	X	
Benton	Prosser	Prosser High School	10	X	
Benton	Prosser	Prosser High School	12	X	
Benton	Richland	Carmichael Middle School	6		
Benton	Richland	Carmichael Middle School	8		

Appendix D

County	District	School	Grade	State Sample	County Sample
Benton	Richland	Chief Joseph Middle School	6		
Benton	Richland	Chief Joseph Middle School	8		
Benton	Richland	Chief Joseph Middle School	12		
Benton	Richland	Hanford Middle School	8	X	
Benton	Richland	Hanford Middle School	12		
Benton	Richland	Richland High School	8		
Benton	Richland	Richland High School	10	X	
Benton	Richland	Richland High School	12	X	
Chelan	Cascade	Cascade High School	10	X	
Chelan	Cascade	Cascade High School	12	X	
Chelan	Cascade	Icicle River Middle School	6	X	
Chelan	Cascade	Icicle River Middle School	8		
Chelan	Cashmere	Cashmere High School	10		
Chelan	Cashmere	Cashmere High School	12		
Chelan	Cashmere	Cashmere Middle School	6	X	
Chelan	Cashmere	Cashmere Middle School	8		
Chelan	Lake Chelan	Chelan High School	10	X	
Chelan	Lake Chelan	Chelan High School	12	X	
Chelan	Lake Chelan	Chelan Middle School	6		
Chelan	Lake Chelan	Chelan Middle School	8	X	
Chelan	Lake Chelan	Chelan Middle School	10		
Chelan	Manson	Manson Elementary School	6		
Chelan	Manson	Manson Junior Senior High School	8		
Chelan	Wenatchee	Foothills Middle School	6		
Chelan	Wenatchee	Foothills Middle School	8		
Chelan	Wenatchee	Foothills Middle School	12		
Chelan	Wenatchee	Orchard Middle School	6	X	
Chelan	Wenatchee	Orchard Middle School	8	X	
Chelan	Wenatchee	Pioneer Middle School	6		
Chelan	Wenatchee	Pioneer Middle School	8	X	
Chelan	Wenatchee	Pioneer Middle School	10		
Chelan	Wenatchee	Wenatchee High School	10		
Chelan	Wenatchee	Wenatchee High School	12		
Chelan	Wenatchee	Westside High School	10		
Chelan	Wenatchee	Westside High School	12		
Clallam	Cape Flattery	Clallam Bay Elementary/High School	10	X	
Clallam	Cape Flattery	Neah Bay Elementary/High School	6		
Clallam	Cape Flattery	Neah Bay Elementary/High School	8		
Clallam	Cape Flattery	Neah Bay Elementary/High School	10		
Clallam	Cape Flattery	Neah Bay Elementary/High School	12		
Clallam	Sequim	Sequim Community School	10		
Clallam	Sequim	Sequim Community School	12		
Clallam	Sequim	Sequim High School	10		
Clallam	Sequim	Sequim High School	12		
Clallam	Sequim	Sequim Middle School	6		

Appendix D

County	District	School	Grade	State Sample	County Sample
Clallam	Sequim	Sequim Middle School	8		
Clallam	Sequim	Sequim Middle School	12		
Clark	Battle Ground	Lewisville Middle School	8	X	X
Clark	Battle Ground	Lewisville Middle School	10		
Clark	Battle Ground	Maple Grove Middle School	6	X	X
Clark	Battle Ground	Maple Grove Middle School	8	X	X
Clark	Battle Ground	Maple Grove Middle School	10		
Clark	Battle Ground	Maple Grove Middle School	12		
Clark	Camas	Camas High School	10	X	
Clark	Camas	Camas High School	12	X	
Clark	Camas	J. D. Zellerbach Elementary School	6	X	X
Clark	Camas	Skyridge Middle School	8		
Clark	Evergreen (Clark)	Cascade Middle School	6		
Clark	Evergreen (Clark)	Cascade Middle School	8	X	X
Clark	Evergreen (Clark)	Cascade Middle School	12		
Clark	Evergreen (Clark)	Covington Middle School	6		
Clark	Evergreen (Clark)	Covington Middle School	8	X	X
Clark	Evergreen (Clark)	Evergreen High School	8		
Clark	Evergreen (Clark)	Evergreen High School	10		
Clark	Evergreen (Clark)	Evergreen High School	12		
Clark	Evergreen (Clark)	Frontier Junior High School	6		X
Clark	Evergreen (Clark)	Frontier Junior High School	8		X
Clark	Evergreen (Clark)	Frontier Junior High School	10		
Clark	Evergreen (Clark)	Heritage High School	8		
Clark	Evergreen (Clark)	Heritage High School	10		
Clark	Evergreen (Clark)	Heritage High School	12		
Clark	Evergreen (Clark)	Legacy High School	10		
Clark	Evergreen (Clark)	Legacy High School	12		
Clark	Evergreen (Clark)	Mountain View High School	10		
Clark	Evergreen (Clark)	Mountain View High School	12		
Clark	Evergreen (Clark)	Pacific Junior High School	6		X
Clark	Evergreen (Clark)	Pacific Junior High School	8		X
Clark	Evergreen (Clark)	Pacific Junior High School	12		
Clark	Evergreen (Clark)	Shahala Middle School	6		
Clark	Evergreen (Clark)	Shahala Middle School	8		
Clark	Evergreen (Clark)	Shahala Middle School	12		
Clark	Evergreen (Clark)	Wy'East Middle School	6		X
Clark	Evergreen (Clark)	Wy'East Middle School	8		X
Clark	Evergreen (Clark)	Wy'East Middle School	12		
Clark	Hockinson	Hockinson Middle School	6		
Clark	Hockinson	Hockinson Middle School	8		
Clark	Ridgefield	Ridgefield High School	8		
Clark	Ridgefield	Ridgefield High School	10	X	
Clark	Ridgefield	Ridgefield High School	12	X	
Clark	Ridgefield	South Ridge Elementary School	6		X

Appendix D

County	District	School	Grade	State Sample	County Sample
Clark	Ridgefield	Union Ridge Elementary School	6		X
Clark	Ridgefield	View Ridge Middle School	8		
Clark	Washougal	Canyon Creek Middle School	6		X
Clark	Washougal	Canyon Creek Middle School	8		X
Clark	Washougal	Jemtegaard Middle School	6		X
Clark	Washougal	Jemtegaard Middle School	8		X
Clark	Washougal	Washougal High School	10		
Clark	Washougal	Washougal High School	12		
Columbia	Dayton	Dayton Elementary School	6	X	
Columbia	Dayton	Dayton High School	10		
Columbia	Dayton	Dayton High School	12		
Columbia	Dayton	Dayton Middle School	8		
Cowlitz	Kelso	Barnes Elementary School	6		
Cowlitz	Kelso	Beacon Hill Elementary School	6		
Cowlitz	Kelso	Butler Acres Elementary School	6		
Cowlitz	Kelso	Carrolls Elementary School	6		
Cowlitz	Kelso	Catlin Elementary School	6		
Cowlitz	Kelso	Coweeman Junior High School	8		
Cowlitz	Kelso	Huntington Junior High School	8	X	
Cowlitz	Kelso	Kelso High School	10		
Cowlitz	Kelso	Kelso High School	12		
Cowlitz	Kelso	Rose Valley Elementary School	6		
Cowlitz	Kelso	Wallace Elementary School	6		
Cowlitz	Longview	Cascade Middle School	6		
Cowlitz	Longview	Cascade Middle School	8		
Cowlitz	Longview	Cascade Middle School	12		
Cowlitz	Longview	Mark Morris High School	10	X	
Cowlitz	Longview	Mark Morris High School	12	X	
Cowlitz	Longview	Monticello Middle School	6	X	
Cowlitz	Longview	Monticello Middle School	8	X	
Cowlitz	Longview	Monticello Middle School	12		
Cowlitz	Longview	R. A. Long High School	8		
Cowlitz	Longview	R. A. Long High School	10		
Cowlitz	Longview	R. A. Long High School	12		
Cowlitz	Toutle	Toutle Lake Elementary School	6		
Cowlitz	Toutle	Toutle Lake Middle/High School	8		
Cowlitz	Toutle	Toutle Lake Middle/High School	10		
Cowlitz	Toutle	Toutle Lake Middle/High School	12		
Douglas	Bridgeport	Bridgeport High School	10	X	
Douglas	Bridgeport	Bridgeport High School	12	X	
Douglas	Bridgeport	Bridgeport Middle School	6		
Douglas	Bridgeport	Bridgeport Middle School	8		
Douglas	Eastmont	Eastmont Junior High School	8	X	
Douglas	Eastmont	Eastmont Junior High School	10		
Douglas	Eastmont	Eastmont Junior High School	12		

Appendix D

County	District	School	Grade	State Sample	County Sample
Douglas	Eastmont	Eastmont Senior High School	8		
Douglas	Eastmont	Eastmont Senior High School	10		
Douglas	Eastmont	Eastmont Senior High School	12		
Douglas	Eastmont	Sterling Middle School	6	X	
Douglas	Waterville	Waterville Junior/Senior High School	6		
Douglas	Waterville	Waterville Junior/Senior High School	8		
Douglas	Waterville	Waterville Junior/Senior High School	10	X	
Douglas	Waterville	Waterville Junior/Senior High School	12	X	
Ferry	Inchelium	Inchelium K-12 School	6		
Ferry	Inchelium	Inchelium K-12 School	8		
Ferry	Inchelium	Inchelium K-12 School	10		
Ferry	Inchelium	Inchelium K-12 School	12		
Ferry	Republic	Republic Elementary School	6	X	
Ferry	Republic	Republic Junior/Senior High School	8		
Ferry	Republic	Republic Junior/Senior High School	10		
Ferry	Republic	Republic Junior/Senior High School	12		
Franklin	Kahlotus	Kahlotus School	6		
Franklin	Kahlotus	Kahlotus School	8		
Franklin	Kahlotus	Kahlotus School	10		
Franklin	Kahlotus	Kahlotus School	12		
Franklin	North Franklin	Basin City Elementary School	6	X	
Franklin	North Franklin	Connell Elementary School	6	X	
Franklin	North Franklin	Connell High School	10		
Franklin	North Franklin	Connell High School	12		
Franklin	North Franklin	Mesa Elementary School	6		
Franklin	North Franklin	Robert L. Olds Junior High School	8		
Franklin	North Franklin	Robert L. Olds Junior High School	12		
Franklin	Pasco	McLoughlin Middle School	6		
Franklin	Pasco	McLoughlin Middle School	8		
Franklin	Pasco	McLoughlin Middle School	12		
Franklin	Pasco	Pasco Senior High School	8		
Franklin	Pasco	Pasco Senior High School	10		
Franklin	Pasco	Pasco Senior High School	12		
Garfield	Pomeroy	Pomeroy Elementary School	6		
Garfield	Pomeroy	Pomeroy Junior/Senior High School	8		
Garfield	Pomeroy	Pomeroy Junior/Senior High School	10		
Garfield	Pomeroy	Pomeroy Junior/Senior High School	12		
Grant	Ephrata	Ephrata Middle School	8		
Grant	Ephrata	Ephrata Middle School	12		
Grant	Ephrata	Ephrata Senior High School	10		
Grant	Ephrata	Ephrata Senior High School	12		
Grant	Ephrata	Parkway School	6		
Grant	Grand Coulee	Grand Coulee Dam Middle School	6		
Grant	Grand Coulee	Grand Coulee Dam Middle School	8		
Grant	Grand Coulee	Skilskin High School	10		

Appendix D

County	District	School	Grade	State Sample	County Sample
Grant	Grand Coulee	Skilskin High School	12		
Grant	Moses Lake	Chief Moses Lake Middle School	6		
Grant	Moses Lake	Chief Moses Lake Middle School	8		
Grant	Moses Lake	Chief Moses Lake Middle School	12		
Grant	Moses Lake	Frontier Middle School	6		
Grant	Moses Lake	Frontier Middle School	8		
Grant	Moses Lake	Frontier Middle School	10		
Grant	Moses Lake	Midway Middle School	6		
Grant	Moses Lake	Midway Middle School	8		
Grant	Moses Lake	Moses Lake High School	8		
Grant	Moses Lake	Moses Lake High School	10		
Grant	Moses Lake	Moses Lake High School	12		
Grant	Soap Lake	Soap Lake Middle/Senior High School	6	X	
Grant	Soap Lake	Soap Lake Middle/Senior High School	8		
Grant	Soap Lake	Soap Lake Middle/Senior High School	10		
Grant	Soap Lake	Soap Lake Middle/Senior High School	12		
Grant	Wahluke	Morris Schott Middle School	6		
Grant	Wahluke	Morris Schott Middle School	8		
Grant	Wahluke	Wahluke High School	10		
Grant	Wahluke	Wahluke High School	12		
Grant	Warden	Warden High School	10		
Grant	Warden	Warden High School	12		
Grant	Warden	Warden Middle School	6		
Grant	Warden	Warden Middle School	8		
Grant	Warden	Warden Middle School	12		
Grays Harbor	Aberdeen	J. M. Weatherwax High School	8		
Grays Harbor	Aberdeen	J. M. Weatherwax High School	10		
Grays Harbor	Aberdeen	J. M. Weatherwax High School	12		
Grays Harbor	Aberdeen	Miller Junior High School	8		
Grays Harbor	Aberdeen	Miller Junior High School	10		
Grays Harbor	Aberdeen	Miller Junior High School	12		
Grays Harbor	Aberdeen	Robert Gray Elementary School	6		
Grays Harbor	Hoquiam	Hoquiam High School	10		
Grays Harbor	Hoquiam	Hoquiam High School	12		
Grays Harbor	Hoquiam	Hoquiam Middle School	8	X	
Grays Harbor	Hoquiam	Hoquiam Middle School	10		
Grays Harbor	Hoquiam	Lincoln Elementary School	6	X	
Grays Harbor	Montesano	Beacon Avenue Elementary School	6		
Grays Harbor	Montesano	Montesano Junior/Senior High School	8		
Grays Harbor	Montesano	Montesano Junior/Senior High School	10		
Grays Harbor	Montesano	Montesano Junior/Senior High School	12		
Grays Harbor	Montesano	Simpson Avenue Elementary School	6		
Grays Harbor	Ocosta	Ocosta Elementary School	6		
Grays Harbor	Wishkah Valley	Wishkah Valley School	6	X	
Grays Harbor	Wishkah Valley	Wishkah Valley School	8		

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County	District	School	Grade	State Sample	County Sample
Grays Harbor	Wishkah Valley	Wishkah Valley School	10		
Grays Harbor	Wishkah Valley	Wishkah Valley School	12		
Island	Coupeville	Coupeville High School	10		
Island	Coupeville	Coupeville High School	12		
Island	Coupeville	Coupeville Middle School	6		
Island	Coupeville	Coupeville Middle School	8		
Island	Oak Harbor	North Whidbey Middle School	6		
Island	Oak Harbor	North Whidbey Middle School	8		
Island	Oak Harbor	North Whidbey Middle School	12		
Island	Oak Harbor	Oak Harbor High School	8		
Island	Oak Harbor	Oak Harbor High School	10		
Island	Oak Harbor	Oak Harbor High School	12		
Island	Oak Harbor	Oak Harbor Middle School	6		
Island	Oak Harbor	Oak Harbor Middle School	8		
Island	Oak Harbor	Oak Harbor Middle School	10		
Island	Oak Harbor	Outreach High School	10		
Island	Oak Harbor	Outreach High School	12		
Island	South Whidbey	Bayview High School	10		
Island	South Whidbey	Bayview High School	12		
Island	South Whidbey	Langley Middle School	6		
Island	South Whidbey	Langley Middle School	8		
Island	South Whidbey	Langley Middle School	12		
Island	South Whidbey	South Whidbey High School	8		
Island	South Whidbey	South Whidbey High School	10		
Island	South Whidbey	South Whidbey High School	12		
Jefferson	Chimacum	Chimacum High School	8		
Jefferson	Chimacum	Chimacum High School	10		
Jefferson	Chimacum	Chimacum High School	12		
Jefferson	Chimacum	Chimacum Middle School	6		
Jefferson	Chimacum	Chimacum Middle School	8		
Jefferson	Chimacum	Chimacum Middle School	12		
Jefferson	Chimacum	P1 Program	6		
Jefferson	Chimacum	P1 Program	8		
Jefferson	Chimacum	P1 Program	10		
Jefferson	Chimacum	P1 Program	12		
Jefferson	Port Townsend	Blue Heron Middle School	6		
Jefferson	Port Townsend	Blue Heron Middle School	8		
Jefferson	Port Townsend	Port Townsend High School	8		
Jefferson	Port Townsend	Port Townsend High School	10		
Jefferson	Port Townsend	Port Townsend High School	12		
King	Bellevue	Bellevue High School	8		
King	Bellevue	Bellevue High School	10	X	X
King	Bellevue	Bellevue High School	12	X	X
King	Bellevue	Chinook Middle School	6	X	X
King	Bellevue	Chinook Middle School	8		

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County	District	School	Grade	State Sample	County Sample
King	Bellevue	Chinook Middle School	10		
King	Bellevue	Chinook Middle School	12		
King	Bellevue	Highland Middle School	6		
King	Bellevue	Highland Middle School	8		
King	Bellevue	Interlake High School	8		
King	Bellevue	Interlake High School	10		
King	Bellevue	Interlake High School	12		
King	Bellevue	International School	6	X	X
King	Bellevue	International School	8		
King	Bellevue	International School	10		
King	Bellevue	International School	12		
King	Bellevue	Newport High School	8		
King	Bellevue	Newport High School	10		X
King	Bellevue	Newport High School	12		X
King	Bellevue	Odle Middle School	6	X	X
King	Bellevue	Odle Middle School	8		
King	Bellevue	Robinswood High School	10		
King	Bellevue	Robinswood High School	12		
King	Bellevue	Robinswood Middle School	6		
King	Bellevue	Robinswood Middle School	8		
King	Bellevue	Sammamish High School	10	X	X
King	Bellevue	Sammamish High School	12	X	X
King	Bellevue	Tillicum Middle School	6		
King	Bellevue	Tillicum Middle School	8		
King	Bellevue	Tillicum Middle School	12		
King	Bellevue	Tyee Middle School	6		
King	Bellevue	Tyee Middle School	8		
King	Bellevue	Tyee Middle School	10		
King	Federal Way	Federal Way High School	10	X	X
King	Federal Way	Federal Way High School	12	X	X
King	Federal Way	Illahee Junior High School	8		
King	Federal Way	Kilo Junior High School	8		
King	Federal Way	Lake Dolloff Elementary School	6	X	X
King	Federal Way	Lakota Junior High School	8		
King	Federal Way	Mirror Lake Elementary School	6	X	X
King	Federal Way	Panther Lake Elementary School	6	X	X
King	Federal Way	Rainier View Elementary School	6	X	X
King	Federal Way	Sacajawea Junior High School	8	X	X
King	Federal Way	Saghalie Junior High School	8		
King	Federal Way	Totem Junior High School	8		X
King	Federal Way	Totem Junior High School	10		
King	Federal Way	Woodmont Elementary School	6	X	X
King	Highline	Beverly Park Elementary At Glenda School	6		
King	Highline	Cascade Middle School	8		
King	Highline	Cedarhurst Elementary School	6		

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County	District	School	Grade	State Sample	County Sample
King	Highline	Chinook Middle School	8		
King	Highline	Des Moines Elementary	6		
King	Highline	Evergreen High School	10		
King	Highline	Evergreen High School	12		
King	Highline	Gregory Heights Elementary School	6		
King	Highline	Highline High School	10		
King	Highline	Highline High School	12		
King	Highline	Madrona Elementary School	6		
King	Highline	Marvista Elementary School	6		
King	Highline	McMicken Heights Elementary School	6		
King	Highline	Midway Intermediate School	6		
King	Highline	Mount Rainier High School	8		
King	Highline	Mount Rainier High School	10		
King	Highline	Mount Rainier High School	12		
King	Highline	Mount View Elementary School	6	X	X
King	Highline	Olympic Intermediate School	6	X	X
King	Highline	Pacific Middle School	8	X	X
King	Highline	Salmon Creek Elementary School	6		
King	Highline	Seahurst Elementary School	6		
King	Highline	Sea-Tac Occupational Skills Center	12		
King	Highline	Shorewood Elementary School	6		
King	Highline	Southern Heights Elementary School	6		
King	Highline	Sunnydale Elementary School	6		
King	Highline	Sylvester Middle School	8	X	X
King	Highline	Tyee High School	10		
King	Highline	Tyee High School	12		
King	Highline	Valley View Elementary School	6		
King	Kent	East Hill Elementary School	6	X	X
King	Kent	Grass Lake Elementary School	6	X	X
King	Kent	Kent Junior High School	8	X	X
King	Kent	Kent Junior High School	12		
King	Kent	Mt. View Academy	10	X	X
King	Kent	Mt. View Academy	12	X	X
King	Kent	Neely O. Brien Elementary School	6	X	X
King	Kent	Pine Tree Elementary School	6	X	X
King	Lake Washington	Best Senior High School	8		
King	Lake Washington	Best Senior High School	10		
King	Lake Washington	Best Senior High School	12		
King	Lake Washington	Horace Mann Elementary School	6	X	X
King	Lake Washington	Louisa May Alcott Elementary School	6	X	X
King	Lake Washington	Northstar Junior High School	8		
King	Mercer Island	Islander Middle School	6		
King	Mercer Island	Islander Middle School	8		
King	Mercer Island	Islander Middle School	12		
King	Mercer Island	Mercer Island High School	10		

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County	District	School	Grade	State Sample	County Sample
King	Mercer Island	Mercer Island High School	12		
King	Northshore	Arrowhead Elementary School	6		
King	Northshore	Bear Creek Elementary School	6		
King	Northshore	Bothell High School	10		
King	Northshore	Bothell High School	12		
King	Northshore	Canyon Creek Elementary School	6		
King	Northshore	Canyon Park Junior High School	8		
King	Northshore	Canyon Park Junior High School	12		
King	Northshore	Cottage Lake Elementary School	6		
King	Northshore	Crystal Springs Elementary School	6		
King	Northshore	East Ridge Elementary School	6		
King	Northshore	Fernwood Elementary School	6		
King	Northshore	Frank Love Elementary School	6		
King	Northshore	Hollywood Hill Elementary School	6		
King	Northshore	Inglemoor High School	8		
King	Northshore	Inglemoor High School	10		
King	Northshore	Inglemoor High School	12		
King	Northshore	Kenmore Elementary School	6		
King	Northshore	Kenmore Junior High School	8		
King	Northshore	Kokanee Elementary School	6		
King	Northshore	Leota Junior High School	8		
King	Northshore	Lockwood Elementary School	6		
King	Northshore	Maywood Hills Elementary School	6		
King	Northshore	Moorlands Elementary School	6		
King	Northshore	Northshore Junior High School	8		
King	Northshore	Northshore Junior High School	10		
King	Northshore	Shelton View Elementary School	6		
King	Northshore	Skyview Junior High School	8		
King	Northshore	Sunrise Elementary School	6		
King	Northshore	Timbercrest Junior High School	8		
King	Northshore	Wellington Elementary School	6		
King	Northshore	Westhill Elementary School	6		
King	Northshore	Woodin Elementary School	6	X	X
King	Northshore	Woodinville High School	8		
King	Northshore	Woodinville High School	10		
King	Northshore	Woodinville High School	12		
King	Northshore	Woodmoor Elementary School	6	X	X
King	Renton	A. W. Dimmitt Middle School	6		
King	Renton	A. W. Dimmitt Middle School	8		
King	Renton	Black River High School	10	X	X
King	Renton	Black River High School	12	X	X
King	Renton	Charles A. Lindbergh High School	10	X	X
King	Renton	Charles A. Lindbergh High School	12	X	X
King	Renton	Fred Nelsen Middle School	6		
King	Renton	Fred Nelsen Middle School	8		

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County	District	School	Grade	State Sample	County Sample
King	Renton	Fred Nelsen Middle School	12		
King	Renton	John H. McKnight Middle School	6		
King	Renton	John H. McKnight Middle School	8		
King	Renton	John H. McKnight Middle School	12		
King	Renton	Oliver M. Hazen High School	10		
King	Renton	Oliver M. Hazen High School	12		
King	Renton	Renton High School	10		
King	Renton	Renton High School	12		
King	Renton	Renton Re-Entry Program	10		
King	Renton	Renton Re-Entry Program	12		
King	Riverview	Cedarcrest High School	8		
King	Riverview	Cedarcrest High School	10	X	X
King	Riverview	Cedarcrest High School	12	X	X
King	Riverview	Tolt Middle School	6		
King	Riverview	Tolt Middle School	8		
King	Seattle	Eckstein Middle School	6	X	X
King	Seattle	Ingraham High School	12	X	X
King	Seattle	Interagency Schools	8		
King	Seattle	Interagency Schools	10		
King	Seattle	Interagency Schools	12		
King	Seattle	Meany Middle School	8	X	X
King	Seattle	Middle College High School	10		
King	Seattle	Middle College High School	12		
King	Seattle	Whitman Middle School	6	X	X
King	Shoreline	Albert Einstein Middle School	8		
King	Shoreline	Albert Einstein Middle School	10		
King	Shoreline	Kellogg Middle School	8		
King	Shoreline	Kellogg Middle School	12		
King	Shoreline	Shorecrest High School	10		
King	Shoreline	Shorecrest High School	12		
King	Shoreline	Shorewood High School	8		
King	Shoreline	Shorewood High School	10		
King	Shoreline	Shorewood High School	12		
King	Snoqualmie Valley	Chief Kanim Middle School	6		
King	Snoqualmie Valley	Chief Kanim Middle School	8		
King	Snoqualmie Valley	Mount Si High School	10		
King	Snoqualmie Valley	Mount Si High School	12		
King	Snoqualmie Valley	Snoqualmie Middle School	6		
King	Snoqualmie Valley	Snoqualmie Middle School	8		
King	Snoqualmie Valley	Snoqualmie Middle School	10		
King	Snoqualmie Valley	Snoqualmie Middle School	12		
King	Snoqualmie Valley	Two Rivers High School	8		
King	Snoqualmie Valley	Two Rivers High School	10		
King	Snoqualmie Valley	Two Rivers High School	12		
King	Tahoma	Cedar River Middle School	6		

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County	District	School	Grade	State Sample	County Sample
King	Tahoma	Glacier Park Elementary School	6		
King	Tahoma	Lake Wilderness Elementary School	6		
King	Tahoma	Maple Valley High School	10		
King	Tahoma	Maple Valley High School	12		
King	Tahoma	Rock Creek Elementary School	6		
King	Tahoma	Shadow Lake Elementary School	6		
King	Tahoma	Tahoma Junior High School	8		
King	Tahoma	Tahoma Junior High School	10		
King	Tahoma	Tahoma Senior High School	10	X	X
King	Tahoma	Tahoma Senior High School	12	X	X
King	Tukwila	Foster Senior High School	8		
King	Tukwila	Foster Senior High School	10	X	X
King	Tukwila	Foster Senior High School	12	X	X
King	Tukwila	Showalter Middle School	6		
King	Tukwila	Showalter Middle School	8		
King	Vashon Island	McMurray Middle School	6		
King	Vashon Island	McMurray Middle School	8	X	X
King	Vashon Island	Vashon Island High School	10		X
King	Vashon Island	Vashon Island High School	12		X
Kitsap	Bainbridge Island	Bainbridge High School	10		
Kitsap	Bainbridge Island	Bainbridge High School	12		
Kitsap	Bainbridge Island	Contract Studies Program	10		
Kitsap	Bainbridge Island	Contract Studies Program	12		
Kitsap	Bainbridge Island	Odyssey Multiage Program	6		
Kitsap	Bainbridge Island	Odyssey Multiage Program	8		
Kitsap	Bainbridge Island	Renaissance	6		
Kitsap	Bainbridge Island	Renaissance	8		
Kitsap	Bainbridge Island	Sonoji Sakai Intermediate School	6		X
Kitsap	Bainbridge Island	Woodward Middle School	8		
Kitsap	Bainbridge Island	Woodward Middle School	10		
Kitsap	Bremerton	Bremerton High School	10		
Kitsap	Bremerton	Bremerton Junior High School	8		
Kitsap	Bremerton	Mountain View Middle School	6		
Kitsap	Bremerton	Mountain View Middle School	8		
Kitsap	Bremerton	Renaissance High School	10	X	
Kitsap	Bremerton	Renaissance High School	12	X	
Kitsap	Central Kitsap	Clear Creek Elementary School	6		
Kitsap	Central Kitsap	Cottonwood Elementary School	6		X
Kitsap	Central Kitsap	Jackson Park Elementary School	6		X
Kitsap	Central Kitsap	Olympic High School	8		
Kitsap	Central Kitsap	Olympic High School	10		
Kitsap	Central Kitsap	Olympic High School	12		
Kitsap	Central Kitsap	Seabeck Elementary School	6	X	X
Kitsap	Central Kitsap	Woodlands Elementary School	6		X
Kitsap	South Kitsap	Cedar Heights Junior High School	8		

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County	District	School	Grade	State Sample	County Sample
Kitsap	South Kitsap	East Port Orchard Elementary School	6	X	X
Kittitas	Cle Elum-Roslyn	Cle Elum-Roslyn High School	10		
Kittitas	Cle Elum-Roslyn	Cle Elum-Roslyn High School	12		
Kittitas	Cle Elum-Roslyn	Walter Strom Middle School	6		
Kittitas	Cle Elum-Roslyn	Walter Strom Middle School	8		
Kittitas	Easton	Easton Elementary/High School	6		
Kittitas	Easton	Easton Elementary/High School	8		
Kittitas	Easton	Easton Elementary/High School	10		
Kittitas	Easton	Easton Elementary/High School	12		
Kittitas	Ellensburg	Ellensburg High School	10		
Kittitas	Ellensburg	Ellensburg High School	12		
Kittitas	Ellensburg	Morgan Middle School	6		
Kittitas	Ellensburg	Morgan Middle School	8		
Kittitas	Kittitas	Kittitas Middle/High School	6		
Kittitas	Kittitas	Kittitas Middle/High School	8		
Kittitas	Kittitas	Kittitas Middle/High School	10		
Kittitas	Kittitas	Kittitas Middle/High School	12		
Kittitas	Thorp	Thorp Junior Senior High School	6		
Kittitas	Thorp	Thorp Junior Senior High School	8		
Kittitas	Thorp	Thorp Junior Senior High School	10		
Kittitas	Thorp	Thorp Junior Senior High School	12		
Klickitat	Centerville	Centerville Elementary School	6		
Klickitat	Centerville	Centerville Elementary School	8		
Klickitat	Goldendale	Goldendale High School	10	X	
Klickitat	Goldendale	Goldendale High School	12	X	
Klickitat	Goldendale	Goldendale Middle School	6		
Klickitat	Goldendale	Goldendale Middle School	8	X	
Klickitat	Trout Lake	Trout Lake School	6		
Klickitat	Trout Lake	Trout Lake School	8		
Klickitat	White Salmon	Columbia High School	10	X	
Klickitat	White Salmon	Columbia High School	12	X	
Klickitat	White Salmon	Henkle Middle School	6	X	
Klickitat	White Salmon	Henkle Middle School	8		
Klickitat	White Salmon	Henkle Middle School	12		
Klickitat	Wishram	Wishram High And Elementary School	8		
Klickitat	Wishram	Wishram High And Elementary School	10		
Lewis	Adna	Adna Middle/High School	6	X	
Lewis	Adna	Adna Middle/High School	8		
Lewis	Adna	Adna Middle/High School	10	X	
Lewis	Centralia	Centralia High School	8		
Lewis	Centralia	Centralia High School	10		
Lewis	Centralia	Centralia High School	12		
Lewis	Centralia	Centralia Middle School	8		
Lewis	Centralia	Centralia Middle School	10		
Lewis	Centralia	Oakview Elementary School	6		

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County	District	School	Grade	State Sample	County Sample
Lewis	Centralia	Washington Elementary School	6		
Lewis	Chehalis	Chehalis Middle School	6		
Lewis	Chehalis	Chehalis Middle School	8		
Lewis	Chehalis	W. F. West High School	10		
Lewis	Chehalis	W. F. West High School	12		
Lewis	Morton	Morton Junior/Senior High School	6		
Lewis	Morton	Morton Junior/Senior High School	8		
Lewis	Morton	Morton Junior/Senior High School	10		
Lewis	Morton	Morton Junior/Senior High School	12		
Lewis	Mossyrock	Mossyrock Middle/High School	6		
Lewis	Mossyrock	Mossyrock Middle/High School	8		
Lewis	Mossyrock	Mossyrock Middle/High School	10		
Lewis	Mossyrock	Mossyrock Middle/High School	12		
Lewis	Toledo	Toledo High School	10		
Lewis	Toledo	Toledo High School	12		
Lewis	White Pass	Glenoma Elementary School	6		
Lewis	White Pass	Packwood Elementary School	6		
Lewis	White Pass	Randle Elementary School	6		
Lewis	White Pass	White Pass Junior/Senior High School	8	X	
Lewis	White Pass	White Pass Junior/Senior High School	10		
Lewis	White Pass	White Pass Junior/Senior High School	12		
Lewis	Winlock	Apolo High School	8		
Lewis	Winlock	Apolo High School	10		
Lewis	Winlock	Apolo High School	12	X	
Lewis	Winlock	Winlock High School	10		
Lewis	Winlock	Winlock High School	12		
Lewis	Winlock	Winlock Middle School	8		
Lewis	Winlock	Winlock Miller Elementary School	6	X	
Lincoln	Creston	Creston Elementary School	6		
Lincoln	Creston	Creston Junior/Senior High School	8		
Lincoln	Creston	Creston Junior/Senior High School	10		
Lincoln	Creston	Creston Junior/Senior High School	12		
Lincoln	Davenport	Davenport Elementary School	6		
Lincoln	Davenport	Davenport Junior/Senior High School	8		
Lincoln	Davenport	Davenport Junior/Senior High School	10		
Lincoln	Davenport	Davenport Junior/Senior High School	12		
Lincoln	Wilbur	Wilbur Elementary School	6		
Lincoln	Wilbur	Wilbur High School	8		
Lincoln	Wilbur	Wilbur High School	10	X	
Lincoln	Wilbur	Wilbur High School	12	X	
Mason	Grapeview	Grapeview K-8 School	6		
Mason	Grapeview	Grapeview K-8 School	8		
Mason	Hood Canal	Hood Canal Elementary/Junior High School	6		
Mason	Hood Canal	Hood Canal Elementary/Junior High School	8		
Mason	Mary M. Knight	Mary M. Knight Elementary School	6		

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County	District	School	Grade	State Sample	County Sample
Mason	Mary M. Knight	Mary M. Knight High School	8		
Mason	Mary M. Knight	Mary M. Knight High School	10		
Mason	Mary M. Knight	Mary M. Knight High School	12		
Mason	Pioneer	Pioneer Intermediate/Middle School	6		
Mason	Pioneer	Pioneer Intermediate/Middle School	8		
Mason	Pioneer	Pioneer Intermediate/Middle School	10		
Mason	Shelton	CHOICE High School	10		
Mason	Shelton	CHOICE High School	12		
Mason	Shelton	Shelton Alternative Middle School	8		
Mason	Shelton	Shelton High School	8		
Mason	Shelton	Shelton High School	10		
Mason	Shelton	Shelton High School	12		
Mason	Shelton	Shelton Middle School	6		
Mason	Shelton	Shelton Middle School	8	X	
Okanogan	Brewster	Brewster Elementary School	6		
Okanogan	Brewster	Brewster Junior/Senior High School	8		
Okanogan	Brewster	Brewster Junior/Senior High School	10		
Okanogan	Brewster	Brewster Junior/Senior High School	12		
Okanogan	Okanogan	Malott Elementary School	6		
Okanogan	Okanogan	Okanogan Junior/Senior High School	8	X	
Okanogan	Okanogan	Okanogan Junior/Senior High School	10		
Okanogan	Okanogan	Okanogan Junior/Senior High School	12		
Okanogan	Omak	Omak Alternative High School	10	X	
Okanogan	Omak	Omak Alternative High School	12	X	
Okanogan	Omak	Omak High School	8		
Okanogan	Omak	Omak High School	10		
Okanogan	Omak	Omak High School	12		
Okanogan	Omak	Omak Middle School	6		
Okanogan	Omak	Omak Middle School	8	X	
Okanogan	Oroville	Oroville Elementary School	6		
Okanogan	Oroville	Oroville Junior/Senior High School	8		
Okanogan	Oroville	Oroville Junior/Senior High School	10		
Okanogan	Oroville	Oroville Junior/Senior High School	12		
Pacific	Naselle-Grays River Valley	Naselle-Grays River High School	8		
Pacific	Naselle-Grays River Valley	Naselle-Grays River High School	10		
Pacific	Naselle-Grays River Valley	Naselle-Grays River High School	12		
Pacific	North River	North River School	6		
Pacific	North River	North River School	8		
Pacific	North River	North River School	10		
Pacific	North River	North River School	12		
Pacific	Ocean Beach	Hilltop Elementary School	6		
Pacific	Ocean Beach	Ilwaco High School	10		
Pacific	Ocean Beach	Ilwaco High School	12		
Pacific	Ocean Beach	Ilwaco Middle School	8	X	
Pacific	Ocean Beach	Ilwaco Middle School	12		

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County	District	School	Grade	State Sample	County Sample
Pacific	Raymond	Ninth Street Elementary School	6		
Pacific	Raymond	Raymond Junior/Senior High School	8		
Pacific	Raymond	Raymond Junior/Senior High School	10		
Pacific	Raymond	Raymond Junior/Senior High School	12		
Pacific	South Bend	Chauncey Davis Elementary School	6		
Pacific	South Bend	South Bend Junior-Senior High School	8		
Pacific	South Bend	South Bend Junior-Senior High School	10		
Pacific	South Bend	South Bend Junior-Senior High School	12		
Pend Oreille	Selkirk	Lillian Bailey Elementary School	6	X	
Pend Oreille	Selkirk	Selkirk Junior/Senior High School	8		
Pend Oreille	Selkirk	Selkirk Junior/Senior High School	10		
Pend Oreille	Selkirk	Selkirk Junior/Senior High School	12		
Pierce	Bethel	Bethel High School	8		
Pierce	Bethel	Bethel High School	10		
Pierce	Bethel	Bethel High School	12		
Pierce	Bethel	Bethel Junior High School	8		
Pierce	Bethel	Camas Prairie Elementary School	6		X
Pierce	Bethel	Cedarcrest Junior High School	8	X	X
Pierce	Bethel	Centennial Elementary School	6	X	X
Pierce	Bethel	Challenger Secondary School	8		
Pierce	Bethel	Challenger Secondary School	10		X
Pierce	Bethel	Challenger Secondary School	12		X
Pierce	Bethel	Chester H. Thompson Elementary School	6		
Pierce	Bethel	Clover Creek Elementary School	6		
Pierce	Bethel	Elk Plain School of Choice School	6		
Pierce	Bethel	Evergreen Elementary School	6		
Pierce	Bethel	Frontier Junior High School	8		X
Pierce	Bethel	Frontier Junior High School	12		
Pierce	Bethel	Graham Elementary School	6		
Pierce	Bethel	Naches Trail Elementary School	6		X
Pierce	Bethel	North Star Elementary School	6		
Pierce	Bethel	Pioneer Valley Elementary School	6		
Pierce	Bethel	Rocky Ridge Elementary School	6		X
Pierce	Bethel	Roy Elementary School	6		
Pierce	Bethel	Shining Mountain Elementary School	6		
Pierce	Bethel	Spanaway Junior High School	8		
Pierce	Bethel	Spanaway Lake High School	8		
Pierce	Bethel	Spanaway Lake High School	10		X
Pierce	Bethel	Spanaway Lake High School	12		X
Pierce	Carbonado	Carbonado Historical School 19	6		
Pierce	Carbonado	Carbonado Historical School 19	8		
Pierce	Clover Park	Hudtloff Middle School	8		
Pierce	Clover Park	Lochburn Middle School	8	X	X
Pierce	Clover Park	Mann Middle School	6		
Pierce	Clover Park	Mann Middle School	8		

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County	District	School	Grade	State Sample	County Sample
Pierce	Clover Park	Mann Middle School	10		
Pierce	Dieringer	North Tapps Middle School	6		
Pierce	Dieringer	North Tapps Middle School	8		X
Pierce	Eatonville	Eatonville High School	10		X
Pierce	Eatonville	Eatonville High School	12		X
Pierce	Eatonville	Eatonville Middle School	6		
Pierce	Eatonville	Eatonville Middle School	8	X	X
Pierce	Eatonville	Eatonville Middle School	10		
Pierce	Eatonville	Eatonville Middle School	12		
Pierce	Fife	Fife High School	8		
Pierce	Fife	Fife High School	10		
Pierce	Fife	Fife High School	12		
Pierce	Fife	Surprise Lake Middle School	6		
Pierce	Fife	Surprise Lake Middle School	8		
Pierce	Franklin Pierce	Franklin Pierce High School	8		
Pierce	Franklin Pierce	Franklin Pierce High School	10		
Pierce	Franklin Pierce	Franklin Pierce High School	12		
Pierce	Franklin Pierce	GATES High School	10		X
Pierce	Franklin Pierce	GATES High School	12		X
Pierce	Franklin Pierce	Morris Ford Middle School	6		
Pierce	Franklin Pierce	Morris Ford Middle School	8		X
Pierce	Franklin Pierce	Perry G. Keithley Middle School	6		
Pierce	Franklin Pierce	Perry G. Keithley Middle School	8		
Pierce	Franklin Pierce	Washington High School	10		
Pierce	Franklin Pierce	Washington High School	12		
Pierce	Orting	Orting Middle School	6		X
Pierce	Orting	Orting Middle School	8		
Pierce	Orting	Orting Middle School	10		
Pierce	Orting	Orting Senior High School	10		X
Pierce	Orting	Orting Senior High School	12		X
Pierce	Peninsula	Gig Harbor High School	8		
Pierce	Peninsula	Gig Harbor High School	10		
Pierce	Peninsula	Gig Harbor High School	12		
Pierce	Peninsula	Goodman Middle School	6		
Pierce	Peninsula	Goodman Middle School	8	X	X
Pierce	Peninsula	Goodman Middle School	12		
Pierce	Peninsula	Harbor Ridge Middle School	6	X	X
Pierce	Peninsula	Harbor Ridge Middle School	8	X	X
Pierce	Peninsula	Harbor Ridge Middle School	10		
Pierce	Peninsula	Henderson Bay Alternative High School	10		X
Pierce	Peninsula	Henderson Bay Alternative High School	12		X
Pierce	Peninsula	Key Peninsula Middle School	6		X
Pierce	Peninsula	Key Peninsula Middle School	8		
Pierce	Peninsula	Key Peninsula Middle School	12		
Pierce	Peninsula	Kopachuck Middle School	6		X

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County	District	School	Grade	State Sample	County Sample
Pierce	Peninsula	Kopachuck Middle School	8	X	X
Pierce	Peninsula	Kopachuck Middle School	10		
Pierce	Peninsula	Kopachuck Middle School	12		
Pierce	Peninsula	Peninsula High School	8		
Pierce	Peninsula	Peninsula High School	10		X
Pierce	Peninsula	Peninsula High School	12		X
Pierce	Puyallup	Aylen Junior High School	8		
Pierce	Puyallup	Doris Stahl Junior High School	8		X
Pierce	Puyallup	E. B. Walker High School	10		
Pierce	Puyallup	E. B. Walker High School	12		
Pierce	Puyallup	Edgemont Junior High School	8		
Pierce	Puyallup	Edward Zeiger Elementary School	6		
Pierce	Puyallup	Emerald Ridge High School	10		
Pierce	Puyallup	Emerald Ridge High School	12		
Pierce	Puyallup	Ferrucci Junior High School	8	X	X
Pierce	Puyallup	Firgrove Elementary School	6		
Pierce	Puyallup	Florence Pope Elementary School	6		X
Pierce	Puyallup	Frank Ballou Junior High School	8		
Pierce	Puyallup	Frank Ballou Junior High School	10		
Pierce	Puyallup	Frank Brouillet Elementary School	6		
Pierce	Puyallup	Fruitland Elementary School	6		
Pierce	Puyallup	Governor John Rogers High School	8		
Pierce	Puyallup	Governor John Rogers High School	10	X	X
Pierce	Puyallup	Governor John Rogers High School	12	X	X
Pierce	Puyallup	Hilltop Elementary School	6		
Pierce	Puyallup	J. P. Stewart Elementary School	6		
Pierce	Puyallup	Kalles Junior High School	8		X
Pierce	Puyallup	Kalles Junior High School	12		
Pierce	Puyallup	Karshner Elementary School	6		
Pierce	Puyallup	Karshner Elementary School	8		
Pierce	Puyallup	Maplewood Elementary School	6		
Pierce	Puyallup	Mt View Elementary School	6		
Pierce	Puyallup	Northwood Elementary School	6	X	X
Pierce	Puyallup	Phoenix Program	6		
Pierce	Puyallup	Phoenix Program	8		
Pierce	Puyallup	Puyallup Senior High School	8		
Pierce	Puyallup	Puyallup Senior High School	10		
Pierce	Puyallup	Puyallup Senior High School	12		
Pierce	Puyallup	Ridgecrest Elementary School	6	X	X
Pierce	Puyallup	Riverside Elementary School	6		
Pierce	Puyallup	Shaw Road Elementary School	6		X
Pierce	Puyallup	Spinning Elementary School	6		
Pierce	Puyallup	Sunrise Elementary School	6		
Pierce	Puyallup	Waller Road Elementary School	6		
Pierce	Puyallup	Warren Hunt Elem School	6		

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County	District	School	Grade	State Sample	County Sample
Pierce	Puyallup	Wildwood Park Elementary School	6		
Pierce	Puyallup	Woodland Elementary School	6		X
Pierce	Steilacoom	Pioneer Middle School	6		
Pierce	Steilacoom	Pioneer Middle School	8		X
Pierce	Steilacoom	Steilacoom High School	10		X
Pierce	Steilacoom	Steilacoom High School	12		X
Pierce	Sumner	Bonney Lake Elementary School	6		X
Pierce	Sumner	Crestwood Elementary School	6		
Pierce	Sumner	Daffodil Valley Elementary School	6		
Pierce	Sumner	Emerald Hills Elementary School	6		
Pierce	Sumner	Lakeridge Junior High School	8		
Pierce	Sumner	Lakeridge Junior High School	12		
Pierce	Sumner	Liberty Ridge Elementary School	6		
Pierce	Sumner	Maple Lawn Elementary School	6		
Pierce	Sumner	McAlder Elementary School	6		
Pierce	Sumner	Mountain View Junior High School	8		
Pierce	Sumner	Mountain View Junior High School	10		
Pierce	Sumner	Sumner Junior High School	8		X
Pierce	Sumner	Sumner Senior High School	8		
Pierce	Sumner	Sumner Senior High School	10		X
Pierce	Sumner	Sumner Senior High School	12		X
Pierce	Sumner	Victor Falls Elementary School	6		
Pierce	Tacoma	Baker Middle School	6		
Pierce	Tacoma	Baker Middle School	8		
Pierce	Tacoma	Baker Middle School	10		
Pierce	Tacoma	Gault Middle School	6		
Pierce	Tacoma	Gault Middle School	8	X	X
Pierce	Tacoma	Gray Middle School	6		
Pierce	Tacoma	Gray Middle School	8	X	X
Pierce	Tacoma	Gray Middle School	12		
Pierce	Tacoma	Henry Foss High School	8		
Pierce	Tacoma	Henry Foss High School	10		X
Pierce	Tacoma	Henry Foss High School	12		X
Pierce	Tacoma	Hunt Middle School	6		
Pierce	Tacoma	Hunt Middle School	8		X
Pierce	Tacoma	Hunt Middle School	10		
Pierce	Tacoma	Jason Lee Middle School	6		
Pierce	Tacoma	Jason Lee Middle School	8		X
Pierce	Tacoma	Lincoln High School	8		
Pierce	Tacoma	Lincoln High School	10		X
Pierce	Tacoma	Lincoln High School	12		X
Pierce	Tacoma	Mason Middle School	6		
Pierce	Tacoma	Mason Middle School	8		
Pierce	Tacoma	McIlvaigh Middle School	6		
Pierce	Tacoma	McIlvaigh Middle School	8		

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County	District	School	Grade	State Sample	County Sample
Pierce	Tacoma	Meeker Middle School	6		
Pierce	Tacoma	Meeker Middle School	8		
Pierce	Tacoma	Meeker Middle School	12		
Pierce	Tacoma	Mount Tahoma High School	10		
Pierce	Tacoma	Mount Tahoma High School	12		
Pierce	Tacoma	Remann Hall School	8		X
Pierce	Tacoma	Remann Hall School	10	X	X
Pierce	Tacoma	Remann Hall School	12	X	X
Pierce	Tacoma	Stadium High School	8		
Pierce	Tacoma	Stadium High School	10		X
Pierce	Tacoma	Stadium High School	12		X
Pierce	Tacoma	Truman Middle School	6		
Pierce	Tacoma	Truman Middle School	8		
Pierce	Tacoma	Truman Middle School	10		
Pierce	Tacoma	Wilson High School	8		
Pierce	Tacoma	Wilson High School	10		X
Pierce	Tacoma	Wilson High School	12		X
Pierce	White River	Mountain Meadow Elementary School	6	X	X
Pierce	White River	White River High School	8		
Pierce	White River	White River High School	10		X
Pierce	White River	White River High School	12		X
Private	Private	LaSalle High School	10		
Private	Private	LaSalle High School	12		
San Juan	Lopez	Lopez Junior/Senior High School	6		
San Juan	Lopez	Lopez Junior/Senior High School	8		
San Juan	Lopez	Lopez Junior/Senior High School	10		
San Juan	Lopez	Lopez Junior/Senior High School	12		
San Juan	Orcas Island	Orcas Island Elementary School	6	X	
San Juan	Orcas Island	Orcas Island Middle School	8		
San Juan	Orcas Island	Orcas Island Middle/High School	10	X	
San Juan	Orcas Island	Orcas Island Middle/High School	12	X	
San Juan	San Juan island	Friday Harbor High School	10	X	
San Juan	San Juan island	Friday Harbor High School	12	X	
San Juan	San Juan island	Friday Harbor Middle School	6		
San Juan	San Juan island	Friday Harbor Middle School	8		
Skagit	Anacortes	Anacortes High School	10		
Skagit	Anacortes	Anacortes High School	12		
Skagit	Anacortes	Anacortes Middle School	8		
Skagit	Burlington-Edison	Allen Elementary School	6		
Skagit	Burlington-Edison	Allen Elementary School	8		
Skagit	Burlington-Edison	Bay View Elementary School	6		
Skagit	Burlington-Edison	Bay View Elementary School	8		
Skagit	Burlington-Edison	Burlington-Edison High School	8		
Skagit	Burlington-Edison	Burlington-Edison High School	10		
Skagit	Burlington-Edison	Burlington-Edison High School	12		

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County	District	School	Grade	State Sample	County Sample
Skagit	Burlington-Edison	Edison Elementary School	6		
Skagit	Burlington-Edison	Edison Elementary School	8		
Skagit	Burlington-Edison	Lucille Umbarger Elementary School	6		
Skagit	Burlington-Edison	Lucille Umbarger Elementary School	8		
Skagit	Burlington-Edison	West View Elementary School	6		
Skagit	Burlington-Edison	West View Elementary School	8		
Skagit	Conway	Conway Consolidated School	6		
Skagit	Conway	Conway Consolidated School	8		
Skagit	La Conner	La Conner High School	10		
Skagit	La Conner	La Conner High School	12		
Skagit	La Conner	La Conner Middle School	6		
Skagit	La Conner	La Conner Middle School	8		
Skagit	Mount Vernon	Centennial Elementary School	6		
Skagit	Mount Vernon	Jefferson Elementary School	6		
Skagit	Mount Vernon	LaVenture Middle School	8	X	
Skagit	Mount Vernon	Lincoln Elementary School	6		
Skagit	Mount Vernon	Little Mountain Elementary School	6		
Skagit	Mount Vernon	Madison Elementary School	6		
Skagit	Mount Vernon	Mount Vernon High School	10		
Skagit	Mount Vernon	Mount Vernon High School	12		
Skagit	Mount Vernon	Washington Elementary School	6	X	
Skagit	Sedro-Woolley	Big Lake Elementary School	6		
Skagit	Sedro-Woolley	Cascade Middle School	8		
Skagit	Sedro-Woolley	Cascade Middle School	10		
Skagit	Sedro-Woolley	Cascade Middle School	12		
Skagit	Sedro-Woolley	Central Elementary School	6		
Skagit	Sedro-Woolley	Clear Lake Elementary School	6		
Skagit	Sedro-Woolley	Lyman Elementary School	6	X	
Skagit	Sedro-Woolley	Samish Elementary School	6		
Skagit	Sedro-Woolley	Sedro-Woolley Senior High School	10		
Skagit	Sedro-Woolley	Sedro-Woolley Senior High School	12		
Skagit	Sedro-Woolley	State Street High School	8		
Skagit	Sedro-Woolley	State Street High School	10	X	
Skagit	Sedro-Woolley	State Street High School	12	X	
Skamania	Skamania	Skamania Elementary School	6		
Skamania	Skamania	Skamania Elementary School	8		
Snohomish	Arlington	Arlington High School	10		X
Snohomish	Arlington	Arlington High School	12		X
Snohomish	Arlington	Eagle Creek Elementary School	6		
Snohomish	Arlington	Post Middle School	8		X
Snohomish	Arlington	Post Middle School	12		
Snohomish	Arlington	Presidents Elementary School	6	X	X
Snohomish	Arlington	Weston High School	10		X
Snohomish	Arlington	Weston High School	12		X
Snohomish	Darrington	Darrington Elementary School	6		

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County	District	School	Grade	State Sample	County Sample
Snohomish	Darrington	Darrington Middle School	8		
Snohomish	Darrington	Darrington Middle School	10		
Snohomish	Darrington	Darrington Middle School	12		
Snohomish	Edmonds	Beverly Elementary School	6		
Snohomish	Edmonds	Brier Elementary School	6		
Snohomish	Edmonds	Brier Terrace Middle School	8		X
Snohomish	Edmonds	Cedar Valley Elementary School	6		
Snohomish	Edmonds	Cedar Valley Elementary School	8		
Snohomish	Edmonds	Cedar Way Elementary School	6		
Snohomish	Edmonds	Chase Lake Elementary School	6		
Snohomish	Edmonds	College Place Elementary School	6		
Snohomish	Edmonds	College Place Middle School	8	X	X
Snohomish	Edmonds	Edmonds Elementary School	6		
Snohomish	Edmonds	Edmonds-Woodway High School	8		
Snohomish	Edmonds	Edmonds-Woodway High School	10		X
Snohomish	Edmonds	Edmonds-Woodway High School	12		X
Snohomish	Edmonds	Evergreen Elementary School	6	X	X
Snohomish	Edmonds	Hazelwood Elementary School	6		
Snohomish	Edmonds	Hilltop Elementary School	6		
Snohomish	Edmonds	Lynndale Elementary School	6		
Snohomish	Edmonds	Lynnwood High School	10		X
Snohomish	Edmonds	Lynnwood High School	12		X
Snohomish	Edmonds	Lynnwood Intermediate School	6		
Snohomish	Edmonds	Madrona Nongraded School	6		
Snohomish	Edmonds	Madrona Nongraded School	8		
Snohomish	Edmonds	Maplewood Co-Op School	6	X	X
Snohomish	Edmonds	Maplewood Co-Op School	8	X	X
Snohomish	Edmonds	Maplewood Co-Op School	10		
Snohomish	Edmonds	Martha Lake Elementary School	6		
Snohomish	Edmonds	Meadowdale Elementary School	6		
Snohomish	Edmonds	Meadowdale High School	8		
Snohomish	Edmonds	Meadowdale High School	10		
Snohomish	Edmonds	Meadowdale High School	12		
Snohomish	Edmonds	Meadowdale Middle School	8		X
Snohomish	Edmonds	Meadowdale Middle School	12		
Snohomish	Edmonds	Mountlake Terrace Elementary School	6		
Snohomish	Edmonds	Mountlake Terrace High School	10		
Snohomish	Edmonds	Mountlake Terrace High School	12		
Snohomish	Edmonds	Oak Heights Elementary School	6		
Snohomish	Edmonds	Options Program	8		
Snohomish	Edmonds	Options Program	10		X
Snohomish	Edmonds	Scriber Lake High School	10		X
Snohomish	Edmonds	Scriber Lake High School	12		X
Snohomish	Edmonds	Seaview Elementary School	6		
Snohomish	Edmonds	Sherwood Elementary School	6		

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County	District	School	Grade	State Sample	County Sample
Snohomish	Edmonds	Terrace Park K-8 Elementary School	6	X	X
Snohomish	Edmonds	Terrace Park K-8 Elementary School	8		X
Snohomish	Edmonds	Westgate Elementary School	6	X	X
Snohomish	Edmonds	Woodway Elementary School	6		X
Snohomish	Everett	Cascade High School	8		
Snohomish	Everett	Cascade High School	10		X
Snohomish	Everett	Cascade High School	12		X
Snohomish	Everett	Everett Alternative High School	8		
Snohomish	Everett	Everett Alternative High School	10		X
Snohomish	Everett	Everett Alternative High School	12		X
Snohomish	Everett	Everett High School	8		
Snohomish	Everett	Everett High School	10		X
Snohomish	Everett	Everett High School	12		X
Snohomish	Everett	Gateway Middle School	6	X	X
Snohomish	Everett	Gateway Middle School	8		
Snohomish	Everett	Gateway Middle School	10		
Snohomish	Everett	Gateway Middle School	12		
Snohomish	Everett	Heatherwood Middle School	6	X	X
Snohomish	Everett	Heatherwood Middle School	8		
Snohomish	Everett	Henry M. Jackson High School	8		
Snohomish	Everett	Henry M. Jackson High School	10		X
Snohomish	Everett	Henry M. Jackson High School	12		X
Snohomish	Granite Falls	Granite Falls High School	10		X
Snohomish	Granite Falls	Granite Falls High School	12		X
Snohomish	Granite Falls	Granite Falls Middle School	6		
Snohomish	Granite Falls	Granite Falls Middle School	8		
Snohomish	Granite Falls	Monte Cristo Elementary School K-5	6	X	X
Snohomish	Index	Index Elementary School	6		
Snohomish	Lake Stevens	Lake Stevens High School	8		
Snohomish	Lake Stevens	Lake Stevens High School	10		
Snohomish	Lake Stevens	Lake Stevens High School	12		
Snohomish	Lake Stevens	Lake Stevens Middle School	6		
Snohomish	Lake Stevens	Lake Stevens Middle School	8		X
Snohomish	Lake Stevens	Lake Stevens Middle School	10		
Snohomish	Lake Stevens	Lake Stevens Middle School	12		
Snohomish	Lake Stevens	North Lake Middle School	6	X	X
Snohomish	Lake Stevens	North Lake Middle School	8		X
Snohomish	Lake Stevens	Prove Alternative High School	10		X
Snohomish	Lake Stevens	Prove Alternative High School	12		X
Snohomish	Lakewood	Lakewood High School	8		
Snohomish	Lakewood	Lakewood High School	10		
Snohomish	Lakewood	Lakewood High School	12		
Snohomish	Lakewood	Lakewood Middle School	6		
Snohomish	Lakewood	Lakewood Middle School	8	X	X
Snohomish	Marysville	Cedarcrest Middle School	6		

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County	District	School	Grade	State Sample	County Sample
Snohomish	Marysville	Cedarcrest Middle School	8		
Snohomish	Marysville	Cedarcrest Middle School	12		
Snohomish	Marysville	Marysville Alternative Learning Center	10		
Snohomish	Marysville	Marysville Alternative Learning Center	12		
Snohomish	Marysville	Marysville Junior High School	8		
Snohomish	Marysville	Marysville Junior High School	10		
Snohomish	Marysville	Marysville Middle School	6		
Snohomish	Marysville	Marysville-Pilchuck High School	8		
Snohomish	Marysville	Marysville-Pilchuck High School	10	X	X
Snohomish	Marysville	Marysville-Pilchuck High School	12	X	X
Snohomish	Marysville	Tenth Street School	6		
Snohomish	Marysville	Tenth Street School	8	X	X
Snohomish	Monroe	Frank Wagner Middle School	6		X
Snohomish	Monroe	Hidden River Middle School	6		
Snohomish	Monroe	Leaders In Learning	10	X	X
Snohomish	Monroe	Leaders In Learning	12	X	X
Snohomish	Monroe	Monroe High School	10		
Snohomish	Monroe	Monroe High School	12		
Snohomish	Monroe	Monroe Junior High School	8		X
Snohomish	Monroe	Monroe Middle School	6		
Snohomish	Mukilteo	Explorer Middle School	6	X	X
Snohomish	Mukilteo	Explorer Middle School	8		
Snohomish	Mukilteo	Harbour Pointe Middle School	6		
Snohomish	Mukilteo	Harbour Pointe Middle School	8		X
Snohomish	Mukilteo	Harbour Pointe Middle School	12		
Snohomish	Mukilteo	Olympic View Middle School	6		
Snohomish	Mukilteo	Olympic View Middle School	8	X	X
Snohomish	Mukilteo	Voyager Middle School	6		
Snohomish	Mukilteo	Voyager Middle School	8		X
Snohomish	Mukilteo	Voyager Middle School	10		
Snohomish	Snohomish	AIM High School	10		
Snohomish	Snohomish	AIM High School	12		
Snohomish	Snohomish	Cathcart Elementary School	6	X	X
Snohomish	Snohomish	Centennial Middle School	8		X
Snohomish	Snohomish	Valley View Middle School	8		
Snohomish	Snohomish	Valley View Middle School	10		
Snohomish	Stanwood-Camano	Lincoln Hill High School	10		
Snohomish	Stanwood-Camano	Lincoln Hill High School	12		
Snohomish	Stanwood-Camano	Port Susan Middle School	6		X
Snohomish	Stanwood-Camano	Port Susan Middle School	8		X
Snohomish	Stanwood-Camano	Port Susan Middle School	10		
Snohomish	Stanwood-Camano	Stanwood High School	10		
Snohomish	Stanwood-Camano	Stanwood High School	12		
Snohomish	Stanwood-Camano	Stanwood Middle School	6		X
Snohomish	Stanwood-Camano	Stanwood Middle School	8		

County	District	School	Grade	State Sample	County Sample
Snohomish	Sultan	Sultan Middle School	6		X
Snohomish	Sultan	Sultan Middle School	8	X	X
Spokane	Cheney	Cheney Alternative High School	10		
Spokane	Cheney	Cheney Alternative High School	12		
Spokane	Cheney	Cheney High School	8		
Spokane	Cheney	Cheney High School	10		X
Spokane	Cheney	Cheney High School	12		X
Spokane	Cheney	Cheney Middle School	6		
Spokane	Cheney	Cheney Middle School	8		X
Spokane	Deer Park	Deer Park High School	10		X
Spokane	Deer Park	Deer Park High School	12		X
Spokane	Deer Park	Deer Park Middle School	6		
Spokane	Deer Park	Deer Park Middle School	8		X
Spokane	Deer Park	Deer Park Middle School	12		
Spokane	East Valley (Spokane)	East Valley High School	10		X
Spokane	East Valley (Spokane)	East Valley High School	12		X
Spokane	East Valley (Spokane)	East Valley Middle School	6	X	X
Spokane	East Valley (Spokane)	East Valley Middle School	8		
Spokane	East Valley (Spokane)	Mountain View Middle School	6		
Spokane	East Valley (Spokane)	Mountain View Middle School	8		X
Spokane	Freeman	Freeman Elementary/Junior High School	6		
Spokane	Freeman	Freeman Elementary/Junior High School	8		X
Spokane	Freeman	Freeman High School	10		X
Spokane	Freeman	Freeman High School	12		X
Spokane	Mead	Brentwood Elementary School	6		
Spokane	Mead	Colbert Elementary School	6		
Spokane	Mead	Evergreen Elementary School	6		
Spokane	Mead	Farwell Elementary School	6		
Spokane	Mead	Mead Alternative High School	10		X
Spokane	Mead	Mead Alternative High School	12		X
Spokane	Mead	Mead Middle School	8		X
Spokane	Mead	Mead Senior High School	10		X
Spokane	Mead	Mead Senior High School	12		X
Spokane	Mead	Meadow Ridge Elementary School	6		
Spokane	Mead	Midway Elementary School	6		X
Spokane	Mead	Mount Spokane High School	8		
Spokane	Mead	Mount Spokane High School	10		X
Spokane	Mead	Mount Spokane High School	12		X
Spokane	Mead	Northwood Middle School	8		
Spokane	Mead	Shiloh Hills Elementary School	6		
Spokane	Medical Lake	Medical Lake High School	10		X
Spokane	Medical Lake	Medical Lake High School	12		X
Spokane	Medical Lake	Medical Lake Middle School	8	X	X
Spokane	Nine Mile Falls	Lakeside High School	10		
Spokane	Nine Mile Falls	Lakeside High School	12		

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County	District	School	Grade	State Sample	County Sample
Spokane	Nine Mile Falls	Lakeside Middle School	6	X	X
Spokane	Nine Mile Falls	Lakeside Middle School	8		
Spokane	Nine Mile Falls	Lakeside Middle School	12		
Spokane	Riverside	Riverside High School	10	X	X
Spokane	Riverside	Riverside High School	12	X	X
Spokane	Riverside	Riverside Middle School	6		
Spokane	Riverside	Riverside Middle School	8		
Spokane	Spokane	Audubon Elementary School	6	X	X
Spokane	Spokane	Garry Middle School	8		X
Spokane	Spokane	Hutton Elementary School	6	X	X
Spokane	Spokane	James E. Chase Middle School	8		X
Spokane	Spokane	John R. Rogers High School	10		X
Spokane	Spokane	John R. Rogers High School	12		X
Spokane	Spokane	Moran Prairie Elementary School	6	X	X
Spokane	Spokane	North Central High School	8		
Spokane	Spokane	North Central High School	10		X
Spokane	Spokane	North Central High School	12		X
Spokane	Spokane	Pratt Elementary School	6	X	X
Spokane	Spokane	Regal Elementary School	6	X	X
Spokane	Spokane	Sacajawea Middle School	8		X
Spokane	Spokane	Shaw Middle School	8		X
Spokane	Spokane	Shaw Middle School	12		
Spokane	West Valley (Spokane)	Cbe Alternative Program	10	X	X
Spokane	West Valley (Spokane)	Cbe Alternative Program	12	X	X
Spokane	West Valley (Spokane)	Centennial Middle School	6	X	X
Spokane	West Valley (Spokane)	Centennial Middle School	8		
Spokane	West Valley (Spokane)	Centennial Middle School	10		
Spokane	West Valley (Spokane)	West Valley City School	6		
Spokane	West Valley (Spokane)	West Valley City School	8		X
Spokane	West Valley (Spokane)	West Valley High School	8		
Spokane	West Valley (Spokane)	West Valley High School	10		X
Spokane	West Valley (Spokane)	West Valley High School	12		X
Stevens	Columbia (Stevens)	Columbia Elementary/High School	6		
Stevens	Columbia (Stevens)	Columbia Elementary/High School	8		
Stevens	Columbia (Stevens)	Columbia Elementary/High School	10		
Stevens	Columbia (Stevens)	Columbia Elementary/High School	12		
Stevens	Colville	Colville Junior High School	8		
Stevens	Kettle Falls	Kettle Falls High School	10		
Stevens	Kettle Falls	Kettle Falls High School	12		
Stevens	Kettle Falls	Kettle Falls Middle School	6		
Stevens	Kettle Falls	Kettle Falls Middle School	8		
Stevens	Mary Walker	Mary Walker High School	10		
Stevens	Mary Walker	Mary Walker High School	12		
Stevens	Mary Walker	Springdale Middle School	6		
Stevens	Mary Walker	Springdale Middle School	8		

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County	District	School	Grade	State Sample	County Sample
Stevens	Northport	Northport Elementary School	6		
Stevens	Northport	Northport Elementary School	8		
Stevens	Northport	Northport High School	10	X	
Stevens	Northport	Northport High School	12	X	
Stevens	Valley	Valley Elementary/Middle School	6		
Stevens	Valley	Valley Elementary/Middle School	8		
Thurston	North Thurston	Chinook Middle School	8		
Thurston	North Thurston	Chinook Middle School	12		
Thurston	North Thurston	Evergreen Forest Elementary School	6		
Thurston	North Thurston	Horizons Elementary School	6		
Thurston	North Thurston	Komachin Middle School	8		
Thurston	North Thurston	Lacey Elementary School	6		X
Thurston	North Thurston	Lakes Elementary School	6		X
Thurston	North Thurston	Lydia Hawk Elementary School	6	X	X
Thurston	North Thurston	Meadows Elementary School	6	X	X
Thurston	North Thurston	Mountain View Elementary School	6	X	X
Thurston	North Thurston	Nisqually Middle School	8		
Thurston	North Thurston	North Thurston High School	10		
Thurston	North Thurston	North Thurston High School	12		
Thurston	North Thurston	Olympic View Elementary School	6		X
Thurston	North Thurston	Pleasant Glade Elementary School	6		X
Thurston	North Thurston	River Ridge High School	8		
Thurston	North Thurston	River Ridge High School	10	X	
Thurston	North Thurston	River Ridge High School	12	X	
Thurston	North Thurston	Seven Oaks Elementary School	6		X
Thurston	North Thurston	South Bay Elementary School	6		X
Thurston	North Thurston	South Sound High School	10		
Thurston	North Thurston	South Sound High School	12		
Thurston	North Thurston	Timberline High School	10		
Thurston	North Thurston	Timberline High School	12		
Thurston	North Thurston	Woodland Elementary School	6		
Thurston	Olympia	Capital High School	10		
Thurston	Olympia	Capital High School	12		
Thurston	Olympia	Jefferson Middle School	6		X
Thurston	Olympia	Jefferson Middle School	8	X	
Thurston	Olympia	Jefferson Middle School	10		
Thurston	Olympia	Olympia High School	8		
Thurston	Olympia	Olympia High School	10		
Thurston	Olympia	Olympia High School	12		
Thurston	Olympia	Thurgood Marshall Middle School	6		X
Thurston	Olympia	Thurgood Marshall Middle School	8	X	
Thurston	Olympia	Washington Middle School	6		
Thurston	Olympia	Washington Middle School	8		
Thurston	Olympia	Wilfred Reeves Middle School	6		X
Thurston	Olympia	Wilfred Reeves Middle School	8	X	

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County	District	School	Grade	State Sample	County Sample
Thurston	Rainier	Rainier High School	10		
Thurston	Rainier	Rainier High School	12		
Thurston	Rainier	Rainier Middle School	6		X
Thurston	Rainier	Rainier Middle School	8	X	
Thurston	Rochester	Rochester High School	10		
Thurston	Rochester	Rochester High School	12		
Thurston	Rochester	Rochester Middle School	6		
Thurston	Rochester	Rochester Middle School	8		
Thurston	Rochester	Rochester Middle School	12		
Thurston	Tenino	Tenino High School	8		
Thurston	Tenino	Tenino High School	10	X	
Thurston	Tenino	Tenino High School	12	X	
Thurston	Tenino	Tenino Middle School	6	X	X
Thurston	Tenino	Tenino Middle School	8	X	
Thurston	Tenino	Tenino Middle School	10		
Thurston	Tumwater	A. G. West Black Hills High School	10	X	
Thurston	Tumwater	A. G. West Black Hills High School	12	X	
Thurston	Tumwater	Black Lake Elementary School	6		X
Thurston	Tumwater	George Washington Bush Middle School	8		
Thurston	Tumwater	George Washington Bush Middle School	10		
Thurston	Tumwater	Littlerock Elementary School	6	X	X
Thurston	Tumwater	Peter G. Schmidt Elementary School	6		X
Thurston	Tumwater	Tumwater High School	8		
Thurston	Tumwater	Tumwater High School	10		
Thurston	Tumwater	Tumwater High School	12		
Thurston	Tumwater	Tumwater Middle School	8	X	
Thurston	Tumwater	Tumwater Middle School	10		
Thurston	Yelm	Mill Pond Intermediate School	6		X
Thurston	Yelm	Yelm High School	10		
Thurston	Yelm	Yelm High School	12		
Thurston	Yelm	Yelm Middle School	8		
Thurston	Yelm	Yelm Middle School	10		
Thurston	Yelm	Yelm Middle School	12		
Wahkiakum	Wahkiakum	Wahkiakum High School	10		
Wahkiakum	Wahkiakum	Wahkiakum High School	12		
Wahkiakum	Wahkiakum	Wendt Elementary/John C Thomas Middle School	6		
Wahkiakum	Wahkiakum	Wendt Elementary/John C Thomas Middle School	8		
Walla Walla	College Place	John Sager Middle School	8		
Walla Walla	College Place	Meadow Brook Intermediate School	6		
Walla Walla	Prescott	Prescott High School 3-12	6		
Walla Walla	Prescott	Prescott High School 3-12	8		
Walla Walla	Prescott	Prescott High School 3-12	10		
Walla Walla	Prescott	Prescott High School 3-12	12		
Walla Walla	Touchet	Touchet Elementary And High School	6		
Walla Walla	Touchet	Touchet Elementary And High School	8		

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County	District	School	Grade	State Sample	County Sample
Walla Walla	Touchet	Touchet Elementary And High School	10		
Walla Walla	Touchet	Touchet Elementary And High School	12		
Walla Walla	Waitsburg	Preston Hall Middle School	6		
Walla Walla	Waitsburg	Preston Hall Middle School	8		
Walla Walla	Waitsburg	Waitsburg High School	10		
Walla Walla	Waitsburg	Waitsburg High School	12		
Walla Walla	Walla Walla	Pioneer Middle School	6		
Walla Walla	Walla Walla	Pioneer Middle School	8		
Walla Walla	Walla Walla	Walla Walla High School	10		
Walla Walla	Walla Walla	Walla Walla High School	12		
Whatcom	Bellingham	Bellingham High School	8		
Whatcom	Bellingham	Bellingham High School	10		
Whatcom	Bellingham	Bellingham High School	12		
Whatcom	Bellingham	Fairhaven Middle School	6		
Whatcom	Bellingham	Fairhaven Middle School	8		
Whatcom	Bellingham	Kulshan Middle School	6		
Whatcom	Bellingham	Kulshan Middle School	8		
Whatcom	Bellingham	Kulshan Middle School	10		
Whatcom	Bellingham	Options High School	10	X	
Whatcom	Bellingham	Options High School	12	X	
Whatcom	Bellingham	Sehome High School	8		
Whatcom	Bellingham	Sehome High School	10		
Whatcom	Bellingham	Sehome High School	12		
Whatcom	Bellingham	Shuksan Middle School	6		
Whatcom	Bellingham	Shuksan Middle School	8		
Whatcom	Bellingham	Shuksan Middle School	10		
Whatcom	Bellingham	Squalicum High School	8		
Whatcom	Bellingham	Squalicum High School	10	X	
Whatcom	Bellingham	Squalicum High School	12	X	
Whatcom	Bellingham	Whatcom Middle School	6		
Whatcom	Bellingham	Whatcom Middle School	8		
Whatcom	Bellingham	Whatcom Middle School	12		
Whatcom	Blaine	Blaine High School	8		
Whatcom	Blaine	Blaine High School	10	X	
Whatcom	Blaine	Blaine High School	12	X	
Whatcom	Blaine	Blaine Middle School	8		
Whatcom	Blaine	Blaine Middle School	12		
Whatcom	Consortium	Timber Ridge Center	8		
Whatcom	Consortium	Timber Ridge Center	10		
Whatcom	Consortium	Timber Ridge Center	12		
Whatcom	Ferndale	Beach Elementary School	6		
Whatcom	Ferndale	Central Elementary School	6	X	
Whatcom	Ferndale	Custer Elementary School	6		
Whatcom	Ferndale	Eagleridge Elementary School	6	X	
Whatcom	Ferndale	Ferndale High School	10		

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County	District	School	Grade	State Sample	County Sample
Whatcom	Ferndale	Ferndale High School	12		
Whatcom	Ferndale	Horizon Middle School	8		
Whatcom	Ferndale	Horizon Middle School	10		
Whatcom	Ferndale	Mountain View Elementary School	6		
Whatcom	Ferndale	North Bellingham Elementary School	6		
Whatcom	Ferndale	Skyline Elementary School	6		
Whatcom	Meridian	Meridian High School	10		
Whatcom	Meridian	Meridian High School	12		
Whatcom	Meridian	Meridian Middle School	6		
Whatcom	Meridian	Meridian Middle School	8		
Whatcom	Meridian	Meridian Middle School	10		
Whatcom	Mount Baker	Acme Elementary School	6		
Whatcom	Mount Baker	Harmony Elementary School	6		
Whatcom	Mount Baker	Kendall Elementary School	6		
Whatcom	Mount Baker	Mount Baker Junior High School	8	X	
Whatcom	Mount Baker	Mount Baker Senior High School	10		
Whatcom	Mount Baker	Mount Baker Senior High School	12		
Whitman	Colfax	Colfax High School	10	X	
Whitman	Colfax	Colfax High School	12	X	
Whitman	Colfax	Leonard M. Jennings Elementary School	6		
Whitman	Colfax	Leonard M. Jennings Elementary School	8		
Whitman	Endicott	Endicott-Saint John Elementary/Middle School	6		
Whitman	Endicott	Endicott-Saint John Elementary/Middle School	8	X	
Whitman	Lacrosse	Lacrosse High School	6		
Whitman	Lacrosse	Lacrosse High School	8		
Whitman	Lacrosse	Lacrosse High School	10		
Whitman	Lacrosse	Lacrosse High School	12		
Whitman	Oakesdale	Oakesdale Elementary School	6		
Whitman	Oakesdale	Oakesdale Elementary School	8		
Whitman	Oakesdale	Oakesdale High School	10		
Whitman	Oakesdale	Oakesdale High School	12		
Whitman	Pullman	Lincoln Middle School	6	X	
Whitman	Pullman	Lincoln Middle School	8	X	
Whitman	Pullman	Lincoln Middle School	12		
Whitman	Pullman	Pullman High School	10		
Whitman	Pullman	Pullman High School	12		
Whitman	Rosalia	Rosalia Elementary/High School	6		
Whitman	Rosalia	Rosalia Elementary/High School	8		
Whitman	Rosalia	Rosalia Elementary/High School	10		
Whitman	Rosalia	Rosalia Elementary/High School	12		
Whitman	Saint John	Saint John/Endicott High School	6		
Whitman	Saint John	Saint John/Endicott High School	10		
Whitman	Saint John	Saint John/Endicott High School	12		
Whitman	Tekoa	Tekoa Elementary School	6		
Whitman	Tekoa	Tekoa High School	8	X	

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County	District	School	Grade	State Sample	County Sample
Whitman	Tekoa	Tekoa High School	10		
Whitman	Tekoa	Tekoa High School	12		
Yakima	East Valley (Yakima)	East Valley High School	10		
Yakima	East Valley (Yakima)	East Valley High School	12		
Yakima	East Valley (Yakima)	East Valley Intermediate School	6		
Yakima	Grandview	Compass High School	10		
Yakima	Grandview	Compass High School	12		
Yakima	Grandview	Grandview High School	10		
Yakima	Grandview	Grandview High School	12		
Yakima	Granger	Granger High School	8		
Yakima	Granger	Granger High School	10		
Yakima	Granger	Granger High School	12		
Yakima	Granger	Granger Middle School	6		
Yakima	Granger	Granger Middle School	8		
Yakima	Granger	Granger Middle School	12		
Yakima	Highland	Highland High School	10		
Yakima	Highland	Highland High School	12		
Yakima	Highland	Tieton Middle School	6		
Yakima	Highland	Tieton Middle School	8		
Yakima	Mabton	Artz-Fox Elementary School	6		
Yakima	Mabton	Mabton Junior/Senior High School	8		
Yakima	Mabton	Mabton Junior/Senior High School	10	X	
Yakima	Mabton	Mabton Junior/Senior High School	12	X	
Yakima	Mount Adams	Mount Adams Middle School	6		
Yakima	Mount Adams	Mount Adams Middle School	8	X	
Yakima	Mount Adams	White Swan High School	10		
Yakima	Mount Adams	White Swan High School	12		
Yakima	Naches Valley	Naches Valley High School	10		
Yakima	Naches Valley	Naches Valley High School	12		
Yakima	Naches Valley	Naches Valley Middle School	6		
Yakima	Naches Valley	Naches Valley Middle School	8		
Yakima	Selah	Selah High School	8		
Yakima	Selah	Selah High School	10		
Yakima	Selah	Selah High School	12		
Yakima	Selah	Selah Intermediate School	6		
Yakima	Selah	Selah Middle School	8		
Yakima	Sunnyside	Chief Kamiakin Elementary School	6		
Yakima	Sunnyside	Harrison Middle School	8		
Yakima	Sunnyside	Harrison Middle School	10		
Yakima	Sunnyside	Sunnyside High School	10		
Yakima	Sunnyside	Sunnyside High School	12		
Yakima	Toppenish	Toppenish High School	10		
Yakima	Toppenish	Toppenish High School	12		
Yakima	Toppenish	Toppenish Middle School	6		
Yakima	Toppenish	Toppenish Middle School	8		

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County	District	School	Grade	State Sample	County Sample
Yakima	Union Gap	Union Gap School	6		
Yakima	Union Gap	Union Gap School	8		
Yakima	Wapato	Pace Alternative High School	6		
Yakima	Wapato	Pace Alternative High School	8		
Yakima	Wapato	Pace Alternative High School	10		
Yakima	Wapato	Pace Alternative High School	12		
Yakima	West Valley (Yakima)	West Valley High School	10	X	
Yakima	West Valley (Yakima)	West Valley High School	12	X	
Yakima	West Valley (Yakima)	West Valley Junior High School	8		
Yakima	West Valley (Yakima)	West Valley Middle School	6		
Yakima	Yakima	Davis High School	8		
Yakima	Yakima	Davis High School	10	X	
Yakima	Yakima	Davis High School	12	X	
Yakima	Yakima	Eisenhower High School	10		
Yakima	Yakima	Eisenhower High School	12		
Yakima	Yakima	Franklin Middle School	6	X	
Yakima	Yakima	Franklin Middle School	8		
Yakima	Yakima	Lewis and Clark Middle School	6		
Yakima	Yakima	Lewis and Clark Middle School	8		
Yakima	Yakima	Washington Middle School	6	X	
Yakima	Yakima	Washington Middle School	8		
Yakima	Yakima	Wilson Middle School	6		
Yakima	Yakima	Wilson Middle School	8		
Yakima	Zillah	Zillah High School	10		
Yakima	Zillah	Zillah High School	12		

Appendix E
Analyses of Possible Bias
Prepared by Washington State Department of Health

Overview

Survey responses are often used to estimate the frequency of behaviors or other characteristics in a population larger than those who actually completed the survey. Thus, while only a portion of public school students took the Healthy Youth Survey in 2002, we would like to use their responses to characterize all students in Grades 6, 8, 10, and 12 in Washington. This is only possible if those who participated in the Healthy Youth Survey are not different in their behaviors from those who did not participate. If they are different, we say that the survey is biased and we are then limited in our ability to generalize the results to all students. Bias represents systematic error and is different from the random fluctuation that is measured by confidence intervals.

From our analysis of bias presented below, we conclude that the results of the 2002 Healthy Youth Survey can be generalized to all public school students in Grades 6, 8, 10, and 12 who do not attend alternative schools. However, caution should be exercised in using questions that were asked at the end of the questionnaires (see below for details).

Possible sources of bias in the 2002 Healthy Youth Survey

There are three potential sources of bias in the 2002 Healthy Youth Survey.

- The response rates for students on the 2002 Healthy Youth Survey were under 70 percent, with most of the low response rates due to schools opting not to participate, rather than individual students choosing not to complete the survey. The low school response rate introduces the possibility of bias due to differences between students in schools that participated and those that were asked to participate, but did not, especially for Grades 10 and12 (see chapter on Methods for more information).
- Among participating schools, approximately 40 percent did not complete the optional "tear-off" questions at the end of the survey, providing cause for additional concern about possible bias for these items.

- Bias might be caused on the last items on the survey due to some students being unable to complete the questionnaire in the time allotted.

Methods of Assessing Bias

In order to assess possible bias, we compared:

- Characteristics of participating and nonparticipating schools, among those schools that were randomly selected for the state sample.
- The responses of students in schools completing the optional items to students in schools "tearing off" these items, based on other items that were completed by all participating students.
- The responses of students who completed the last 30 items on the survey (not including the optional items) to students who did not complete these items, based on other items that were completed by all participating students. These analyses focused on Form B because survey noncompletion was more pronounced for Form B than the other forms.

To examine whether there were differences as described above, we conducted analyses of variance (ANOVAs) for continuous items and chi-squares for dichotomous items. The predictor variables were participation (participated/refused), completion/noncompletion of the optional questions, or completion/noncompletion of the questions at the end of the survey. Outcome variables depended on the type of bias being assessed and are discussed below. Analyses were generally conducted by grade and for all grades combined, although for some analyses, data were not available for all grades. Differences were considered statistically significant if the probability of finding a difference as large as the one measured would be expected to occur fewer than five times out of 100 (i.e., $p < 0.05$) by chance alone. Consideration of chance findings due to multiple comparisons is discussed, when needed, below. Additionally, where we found significant or marginally significant differences, we examined the possible role of alternative school under-representation.

Results and Conclusions

Comparison of school characteristics

In order to test whether the results of the Healthy Youth Survey might be biased due to the refusal of some schools to participate in the survey, we compared schools on several characteristics for which data were available from other sources. Where we found significant differences between schools, we also considered the possible role of under-representation of alternative schools in explaining these differences.

The characteristics on which we compared schools were:

- Percentages of children participating in the free or reduced lunch program.
- Percentage of minority enrollment.
- Percentage of Grade 10 students meeting standards in writing, reading, listening, math, and all four areas combined on Washington Assessment of Student Learning (WASL) scores.
- Graduation rates.
- Percentage of high school dropouts and students whose status was unknown.
- Percentages of Grade 6 students who indicated on a survey administered along with Iowa Test of Basic Skills (ITBS) achievement testing:
  - that they have computers at home.
  - that they changed schools during the school year.
  - that a language other than English is spoken in the home.
  - that they feel safe at school only some of the time, or never.

We used the most recent data available for each measure. This meant that the comparison of minority enrollment was based on 2002–03 data, and comparisons of free/reduced lunch, graduation, dropouts/status unknown, WASL scores, and ITBS data were based on 2001–02 data.

Free/reduced price lunches. Percentage of children participating in the free or reduced price lunch program provides an estimate of socioeconomic status. There

were no differences in the percentage of children receiving free or reduced lunch between the participating and nonparticipating schools (all p-values > .11).

Percentage minority. There were no differences between participating and nonparticipating schools on the percentage of students who had a race/ethnicity other than white (all p-values > .30).

WASL scores.

- *Writing*. We found a significant difference between participating and nonparticipating schools on WASL writing scores, measured as the percentage of students meeting standards ($p < .03$). In participating schools, 51.1 percent met the writing standards compared to 41.1 percent in nonparticipating schools. This difference became non-significant when alternative schools were omitted ($p > .19$; 54.3 percent in participating and 48.6 percent in nonparticipating schools).
- *Reading*. We found a marginally significant difference between participating and nonparticipating schools on WASL reading scores ($p < .08$). In participating schools, 56.0 percent met the reading standards compared to 47.5 percent in nonparticipating schools. The difference did not approach significance when alternative schools were omitted ($p > .26$; 60.1 percent and 55.4 percent respectively).
- *Math*. We did not find a difference between participating and nonparticipating schools on WASL math scores ($p > .26$).
- *Listening*. We found a significant difference between participating and nonparticipating schools on WASL listening scores ($p < .04$). In participating schools, 81.0 percent met the listening standards compared to 74.3 percent in nonparticipating schools. This difference disappeared when alternative schools were omitted ($p > .28$; 82.9 percent and 80.3 percent respectively).
- *Met all four standards*. We did not find a significant difference between participating and nonparticipating schools on meeting all four standards ($p > .11$).

Graduation. Graduation rates in schools in Grade 10 and Grade 12 sample were significantly higher in the participating compared to the nonparticipating schools ($p < .004$). The average graduation rate was 80.0 percent in participating schools and 62.3 percent in nonparticipating schools. This difference became no longer statistically significant when alternative schools were omitted ($p > .07$; graduation rates = 85.0 percent and 74.5 percent respectively).

Dropouts/status unknown. For schools in Grade 10 and Grade 12 sample, there was no difference in the percentages of students in Grades 9 through 12 who dropped out or were of unknown status ($p > .31$).

ITBS survey. A survey administered along with the Iowa Test of Basic Skills (ITBS) achievement tests in Grade 6 provides additional information that we used to compare participating and nonparticipating schools on four other characteristics. (This test is also given in Grades 3 and 9, but these grades were not surveyed and so this information was not used.) We compared participating and nonparticipating schools on:

- Percentages of students answering "yes" to the question "Do you have a computer in your home?" (yes/no).
- Percentages of students answering "yes" to the question "Have you attended any other school during this school year?" (yes/no).
- Percentages of students answering "B" or "C" in response to the following question: "How often is English spoken in your home?" (A. Only English is spoken in my home; B. Sometimes another language is spoken; C. Another language is spoken more often than English).
- Percentages of students answering "C" or "D" in response to the following question: "Do you feel safe at school? (A. Always; B. Most of the time; C. Some of the time; D. Never).

None of the tests approached significance (all p-values > .25).

Possible effect of underrepresentation of alternative schools on statewide estimates. These analyses indicate that alternative schools were underrepresented in the state sample and that largely as a result of this underrepresentation, participating schools

had significantly higher proportions of graduating students and higher scores on WASL writing and listening tests compared to nonparticipating schools. These analyses further suggest that the HYS results may provide under-estimates for some behaviors that differ between students in alternative and regular schools. However, whether statewide rates were affected depends on the number of students in the alternative schools. Alternative schools tend to be smaller than regular schools. If the number of students in alternative schools was small, even though students in alternative schools were underrepresented, it might not have a major effect on statewide rates. Only 216 students out of 9,260 students in Grades 10 and 12 were in alternative schools. Even if this number were doubled (i.e., if response rates for alternative and regular schools were similar and an additional 216 students from alternative schools participated) then students in alternative schools would make up only 4.6 percent of the participants.

In order to address the possible effect of underrepresentation of alternative schools on statewide estimates, we conducted several analyses in which we weighted students from those alternative schools that did participate to provide weighted estimates. We conducted these analyses on Grades 10 and 12 because most alternative schools are at the secondary level. We gave each student in a participating alternative school a weight of 2 (effectively doubling their effects on statewide estimates) because the response rate for alternative schools (29.6 percent) was about half that of regular schools (66.7 percent).

The items that were compared follow:

- Language spoken in home (percentage English).
- Mother's education (percentage < H.S. graduate).
- Watch TV 3+ hours/day.
- Drink 2+ sodas/day.
- Meet recommendations for vigorous activity.
- Eat dinner with family most of the time or always.
- Overweight or at risk for overweight.
- Tobacco makes you cool (percentage definitely no).

- Wear tobacco logos (percentage definitely no).
- Smoked cigarettes in the past 30 days.
- Drank alcohol in the past 30 days.
- Used marijuana in the past 30 days.
- Gang membership.
- Seriously considered suicide in past year.
- Perceived availability of drugs (percentage at risk).
- Attitude favorable toward drugs (percentage at risk).
- Community opportunities for prosocial involvement (percentage protected).
- School rewards for prosocial involvement (percentage protected).
- Number of risk factors (RF: percentage 1 RF, percentage 2 RF, percentage 3 RF, percentage 4RF).
- Number of protective factors (PF: percentage 1 PF, percentage 2 PF, percentage 3 PF, percentage 4 PF).

The results indicate that the underrepresentation of alternative schools did not have a large impact on the results of the survey. None of the weighted and unweighted estimates differed by more than 1 percent, with the exception of smoking cigarettes in the past month, which differed by 1.2 percent for Grade 12. The vast majority (46 of the 52 comparisons or 88 percent) differed by 0.5 percent or less. Also, the confidence intervals of the unweighted estimates included the weighted estimate for each item compared.

Conclusions. The analyses of school characteristics indicated that participating and nonparticipating schools differed in graduation rates and two WASL scores, and this difference appeared to be primarily due to the fact that alternative schools were underrepresented in the state sample. Because of the small size of these schools, this underrepresentation did not appear to affect the statewide estimates. However, statewide results probably are not representative of students in alternative schools.

Optional "tear-off" questions.

We compared student responses to questions on the main part of the questionnaire to assess whether there were differences between students in schools that tore off and schools that administered the questions on the optional "tear-off" sheet at the end. In addition to several questions related to demographics, we selected items from the main portion of the questionnaire that were conceptually related to questions on the tear-off section. We conducted 42 analyses (including 24 chi-squares for dichotomous items and 18 ANOVAs for continuous items). By chance we would expect about two of these tests to be significantly different at $p < .05$ and two were, suggesting that responses to the optional questions were not biased by differences between schools that tore off and schools that administered these questions.

The items selected for analysis follow. Unless otherwise indicated, there were no differences in responses between schools that completed and did not complete the optional section.

- Language spoken in home (percentage English): Grades 6, 8, 10, and 12.
- Mother's education (percentage who were less than a high school graduate): Grades 10 and 12.
- Eat dinner with family (never, rarely, sometimes, most of the time, always): Grades 8, 10, and 12.
- Youth Quality of Life Scale (continuous): Grades 8, 10, and 12.
- Tobacco makes you cool (Definitely no, probably no, probably yes, definitely yes): Grades 8, 10, and 12.
- Wear tobacco logos (Definitely no, probably no, probably yes, definitely yes): Grades 8, 10, and 12.
- Perceived availability of drugs (percentage at risk): Grades 6, 8, 10, and 12.
- Attitude favorable toward drugs (percentage at risk): Grades 6, 8, 10, and 12.
- Community opportunities for prosocial involvement (percentage protected): Grades 6, 8, 10, and 12.

- School rewards for prosocial involvement (percentage protected): Grades 6, 8, 10, and 12.
- Number of risk factors: Grades 6, 8, 10, and 12 ($p < .04$ for Grade 10).
- Number of protective factors: Grades 6, 8, 10, and 12 ($p < .05$ for Grade 8).

Failure to complete survey

Some items at the end of the survey had relatively high noncompletion rates (i.e. 15 percent or more of the students did not answer the questions). We were concerned that those items at the end of the questionnaire, which were completed by fewer than 85 percent of the participants, might be subject to bias due to differences between students who were able to complete the survey in the time allotted and those who were not. In order to assess this possible source of bias, we conducted a set of 15 analyses (five at each of Grades 8, 10, and 12) in which we compared the responses of students missing any of the last 30 items before the tear-off sheet on Form B to students who answered all of these questions.

The following items were used for comparison:

- Language spoken in home (percentage English).
- Grade average lower than B.
- Smoked cigarettes in the past 30 days.
- Drank alcohol in the past 30 days.
- Feel safe at school some of the time or never.

Eight out of the 15 comparisons achieved statistical significance, which is more than would be expected by chance. Significant differences were:

- Grade 8 students completing Form B were more likely to speak English in the home, have grade averages of B or higher, be non-smokers, and feel safe in school compared to non-completers.
- Grade 10 students completing Form B were more likely to have grade averages of B or higher, be non-smokers, and feel safe in school compared to non-completers.

- Grade 12 students completing Form B were more likely to speak English in the home compared to non-completers.

Additional analyses conducted to examine the possible effects on this source of bias on statewide rates obtained from the survey revealed that omitting non-completers from analyses of questions asked early in the survey reduced rates of smoking in the past month. From 9.5 percent (±1.4 percent) when all Grade 8 students who responded to Form B were included to 8.1 percent (± 1.5 percent) when only those individuals who completed the survey were included. When both Forms A and B were considered, results were similar: prevalence rates for smoking in the past month decreased from 9.2 percent (± 1.1 percent) when all Grade 8 students were included to 7.6 percent (± 1.1 percent) when only those individuals who completed the survey were included.

Because of these findings, we advise caution in interpreting the following items, administered at the end of Form B, for which there were less than 85 percent completion rates:

Grade 8 and 10: L08-L11, D13, D16, D38, D03 (computed from D38), D39, D04 (computed from D39), D40-D56, P34.

Grade 12: D13, D16, D47-D56, P34.