

*Washington State*

## **Healthy Youth Survey**

2010 Analytic Report



**June 2011**

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# Washington State Healthy Youth Survey 2010

## Analytic Report

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# Executive Summary

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## Background

The Washington State Healthy Youth Survey (HYS) measures health risk behaviors that contribute to the health and safety of youth in Washington State. The survey results serve two important functions; first as needs assessment data for program planning, and second as 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 2010 administration of the Healthy Youth Survey (HYS 2010) represents a collaborative effort among the Department of Health; the Office of Superintendent of Public Instruction; the Department of Social and Health Services' Division of Behavioral Health and Recovery; the Department of Commerce; the Family Policy Council; the Liquor Control Board, and the contractor, RMC Research Corp. Representatives of these agencies served as members of the Joint Survey Planning Committee, which guided every aspect of the survey development and implementation.

The HYS 2010 was the 11th administration of a statewide survey among Washington's students. This report provides results of HYS 2010, including comparisons by grade and by gender. It also includes past survey results, and compares changes from the HYS 2008 results and looks at trends over time.

## Participation

Washington State schools were randomly selected for the HYS 2010 statewide sample. Of the sampled schools asked to participate, about 91 percent of Grade 6 schools, 90 percent of Grade 8 schools, 85 percent of Grade 10 schools, and 81 percent of Grade 12 schools took part in the survey.

All Grade 6, 8, 10 and 12 students in the sampled schools were eligible to participate in the survey. An estimated 83 percent of the Grade 6 students, 77 percent of the Grade 8 students, 67 percent of the Grade 10 students, and 53 percent of the Grade 12 students in these schools took part in the survey (estimates based on fall 2010 enrollment data from the Office of Superintendent of Public Instruction).

A total of 212 schools and 34,069 students contributed data to the statewide sample. In addition, 177,262 students in 933 schools participated in the survey as non-sampled schools. These additional schools received reports of their own results, but those results are not included in this statewide report because the schools were not part of the representative statewide sample.

## Results

Some behaviors increase with age and others decrease as part of normal development. Most of the results in this summary are presented as a range, reporting from the lowest to the highest rate. Significant increases or decreases from 2008 to 2010 are also included. Results are provided for the following topics:

- Physical activity and dietary behavior
- Health status and health care
- School climate
- Unintentional injury behaviors
- Intentional injury behaviors
- Alcohol, tobacco and other drug use

## Physical Activity and Dietary Behavior

- Self-reported data on height and weight indicate that obesity ranged from a low of 10 percent among Grade 10 students to a high of 11 percent among Grade 8 and 12 students. In addition, overweight ranged from a low of 14 percent among Grade 12 students to a high of 16 percent among Grade 8 students.
- Sixty minutes of physical activity on at least five days a week are recommended for youth. Meeting the physical activity recommendation ranged from a low of 46 percent among Grade 12 students to a high of 58 percent among Grade 6 students.
- Watching television or playing video games for three or more hours on an average school day ranged from a low of 50 percent among Grade 10 students to a high of 52 percent among Grade 8 students.
- Eating dinner with their family most of the time or always ranged from a low of 52 percent among Grade 12 students to a high of 76 percent among Grade 6 students.
- Students who reported that their family had to cut meal size or skip meals because of lack of money for food in the past year ranged from a low of 17 percent among Grade 8 students to a high of 19 percent among Grade 12 students.
- Drinking two or more sodas on the previous day ranged from a low of 11 percent among Grade 6 students to a high of 13 percent among Grade 8 and 12 students. From 2008, there was a significant decrease in drinking two or more sodas among Grade 10 students.
- Drinking regular soda, sports drinks, or other sweetened beverages at school (including after school or weekend activities) ranged from a low of 67 percent among Grade 8 students to a high of 71 percent among Grade 10 students. From 2008, there was a significant decrease in drinking sweetened beverages at school among Grade 10 students.
- Among those who drank soft drinks at school, purchasing soft drinks at school ranged from a low of 26 percent among Grade 8 students to a high of 36 percent among Grade 10 students.

## Health Status and Health Care

- Doctor-diagnosed or lifetime asthma ranged from a low of 14 percent among Grade 6 students to a high of 19 percent among Grade 8, 10 and 12 students.
- Current asthma ranged from a low of 7 percent among Grade 6 students to a high of 10 percent among Grade 10 students. From 2008, there was a significant decrease in current asthma among Grade 12 students.
- Doctor-diagnosed or lifetime diabetes was 4 percent for Grade 8, 10 and 12 students.
- Visiting a doctor or health care provider in the past year for a checkup or physical exam when not sick or injured ranged from a low of 58 percent among Grade 12 students to high of 62 percent among Grade 8 students.
- Visiting a dentist in the past year for a checkup, exam, teeth cleaning, or other dental work ranged from a low of 74 percent among Grade 12 students to a high of 77 percent among Grade 10 students. From 2008, there were significant increases in seeing a dentist in the past year among Grade 10 and 12 students.
- Experiencing depressive feelings (i.e., had ever felt so sad or hopeless almost every day for two weeks in a row that they stopped doing some usual activities) during the past year ranged from a low of 25 percent among Grade 8 students to a high of 30 percent among Grade 10 students.

## School Climate

- Feeling safe at school ranged from a low of 83 percent among Grade 8 students to a high of 88 percent among Grade 12 students. From 2008, there was a significant increase in feeling safe at school among Grade 12 students.
- However, being bullied at school in the past month ranged from a low of 17 percent among Grade 12 students to a high of 30 percent among Grade 8 students.
- Being harassed because of their perceived sexual orientation ranged from a low of 8 percent among Grade 12 students to a high of 13 percent among Grade 8 students.
- Fighting at school in the past year ranged from a low of 6 percent among Grade 12 students to a high of 15 percent among Grade 8 students.
- Carrying weapons at school in the past month ranged from a low of 3 percent among Grade 6 students to a high of 7 percent among Grade 12 students.
- Being drunk or high at school in the past year ranged from a low of 8 percent among Grade 8 students to a high of 19 percent among Grade 12 students.
- Using tobacco at school in the past month ranged from a low of 3 percent among Grade 8 students to a high of 9 percent among Grade 12 students. From 2008, there were significant decreases in using tobacco at school in the past month among Grade 8 and 10 students.
- Having someone at school for students to discuss substance-related problems (such as a counselor, intervention specialist, or some other school staff member) ranged from a low of 59 percent among Grade 10 students to a high of 64 percent among Grade 8 and 12 students.

## Unintentional Injury Behaviors

- Almost all students wore their seat belts always or most of the time, ranging from a low of 90 percent among Grade 8 students to a high of 95 percent among Grade 6 students.
- Riding in a vehicle in the past month that was driven by someone who had been drinking ranged from a low of 18 percent among Grade 8 students to a high of 23 percent among Grade 12 students. From 2008, there was a significant decrease in riding with a driver who had been drinking among Grade 10 students.
- Seven percent of Grade 10, and 12 percent of Grade 12 students drove a vehicle in the past month after they had been drinking alcohol.
- Among those who rode a bicycle during the past year, wearing a helmet always or most of the time ranged from a low of 20 percent among Grade 12 students to a high of 27 percent among Grade 8 students.
- Among those who had been in a small boat such as a canoe, raft, or motorboat, always wearing a life vest when boating ranged from a low of 36 percent among Grade 12 students to a high of 52 percent among Grade 8 students.

## **Intentional Injury Behaviors**

- Attempting suicide in the past year varied from a low of 6 percent among Grade 12 students to a high of 7 percent among Grade 8 and 10 students. From 2008, there was a significant decrease in attempted suicide among Grade 10 students.
- Any physical fighting (not just fighting at school) in the past year ranged from a low of 20 percent among Grade 12 students to a high of 34 percent among Grade 8 students. From 2008, there were significant decreases in physical fighting among Grade 8, 10 and 12 students.
- Gang membership in the past year ranged from a low of 5 percent among Grade 12 students to a high of 7 percent among Grade 8 students. From 2008, there were significant decreases in gang membership among Grade 8, 10 and 12 students.

## **Alcohol, Tobacco, and Other Drug Use**

Alcohol, tobacco, and marijuana continue to be the substances most widely used by youth in Washington. The use of these substances remained relatively stable over the past two years, although from 2008 there was a significant decrease in 30-day alcohol use among Grade 10 students. There were no significant changes in binge drinking, 30-day cigarette smoking, chewing tobacco use or marijuana use from 2008.

- 30-day alcohol use ranged from a low of 4 percent among Grade 6 students to a high of 40 percent among Grade 12 students.
- Binge drinking (i.e., five or more drinks on at least one occasion during the previous two weeks) ranged from a low of 4 percent among Grade 6 students to a high of 25 percent among Grade 12 students.
- 30-day cigarette smoking ranged from a low of 2 percent among Grade 6 students to a high of 20 percent among Grade 12 students.
- 30-day chewing tobacco use ranged from a low of 1 percent among Grade 6 students to a high of 9 percent among Grade 12 students.
- 30-day marijuana use ranged from a low of 2 percent among Grade 6 students to a high of 26 percent among Grade 12 students.
- 30-day use of prescription pain medication to “get high” ranged from a low of 4 percent among Grade 8 students to a high of 8 percent among Grade 12 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, cigarettes and marijuana for students in Grade 8 (the only grade examined in terms of risk and protective factors for this report). As the number of risk factors for individual students increased, the more likely they were to use alcohol, cigarettes, and marijuana. Similarly, as the number of protective factors for individual students increased, the less likely they were to use alcohol, cigarettes, and marijuana.

The HYS 2010 Analytic Report details the findings from the 2010 administration of the Healthy Youth Survey. HYS 2010 continues Washington State’s ongoing effort to assess the health of youth throughout the 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.

# 1. Introduction

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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 estimates 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 22 years.

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

- No Child Left Behind (U.S. Department of Education, 2002), which addresses the importance of school safety.
- The National Drug Control Strategy (The White House, 2005).
- 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, 2000a, 2000b).

State initiatives of interest to readers of this report include these:

- The Washington Education Reform Act of 1993.
- The Washington State Board of Health Strategic Plan 2009 (Washington State Board of Health, 2009)
- The Washington State Governor's Council on Substance Abuse long-term goals (Lisicich and Owens, 2000).

The 2010 administration of the Healthy Youth Survey (HYS 2010) meets a wide variety of information needs by producing:

- Empirical needs assessment data necessary for planning substance abuse and other prevention and early intervention programs, including county-level six-year strategic plans.
- Data for studying trends of student substance use and abuse, and associated risk and protective factors.
- Information to support monitoring of the state's block grant for substance abuse prevention and treatment from the Substance Abuse and Mental Health Services Administration.
- Needs assessment, evaluation, and monitoring of federal grants to prevent and reduce substance use such as the Reducing Underage Drinking Initiative and the evaluation of results from the Strategic Prevention Framework State Incentive Grant.
- Information to support the evaluation of prevention and 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 goals for substance abuse prevention.



- Information on the progress of programs implemented pursuant to the state’s Youth Violence Act (E2SHB 2319).
- Information on sexual education in schools used to help monitor implementation of the Healthy Youth Act.
- Needs assessment data used as part of the Comprehensive Needs Assessment for the Maternal and Child Health Block Grant.
- Data that can contribute information to local community profiles designed to help community stakeholders understand the importance of programs that support youth.
- 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.
- Data to support community and state level grant applications.

HYS 2010 represents a collaborative effort by the Department of Health; the Office of Superintendent of Public Instruction; the Department of Social and Health Services’ Division of Behavioral Health and Recovery; the Department of Commerce; the Family Policy Council; the Liquor Control Board; and the survey contractor, RMC Research Corp. Representatives of these agencies served as members of the Joint Survey Planning Committee, which guided every aspect of the survey development and implementation. In addition, staff members from the University of Washington’s Social Development Research Group provided consultation on the risk and protective factors assessment portion of the survey.

Staff members at the nine Educational Service Districts (ESDs) coordinated local school recruitment efforts and provided technical assistance. Local health jurisdictions, educational agencies, and other local partners provided valuable input into the development and administration of the survey.

The HYS 2010 was the 11th administration of a statewide survey among Washington’s students. Nine of the surveys included students in Grades 6, 8, 10, and 12, one survey (1988) included students in Grades 6, 8 and 10, and one survey (1999) included students in Grades 9 through 12. The survey content and methodology have varied over time:

- The first two administrations in 1988 and 1990 included only questions about alcohol, tobacco, and other drug use and associated behaviors (Deck and Nickel, 1989; Gabriel, 1991).
- The 1992 and 1995 surveys asked additional questions that addressed other health risk behaviors (Einspruch and Pollard, 1993; Gabriel, Deck, Einspruch, and Nickel, 1995).
- The 1998 survey focused on alcohol, tobacco, and other drug use and related risk and protective factors (Einspruch, Gabriel, Deck, and Nickel, 1998).
- The 1999 survey (Bensley, VanEenwyk, Schoder, and Tollefsen, 2000) was based on the Centers for Disease Control and Prevention’s Youth Risk Behavior Survey (Grunbaum et al., 2004).
- The 2000 survey was similar to the 1988 survey and focused on alcohol, tobacco, and other drug use and related risk and protective factors (Einspruch, Deck, Nickel, and Hyatt, 2001).
- The 2002, 2004, 2006, 2008 and 2010 surveys once again included items related to health behaviors, substance use, and related risk and protective factors (Einspruch and Hyatt, 2004), (Einspruch, 2005).

## Organization and Purpose of the Report

This report provides the results of the 2010 administration of the Healthy Youth Survey and results from the earlier Washington State surveys. It is organized in the following sections.

- Chapter 1 describes the purpose of this report.
- Chapter 2 describes the survey methods.
- Chapter 3 presents 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 related to intentional injury behaviors.
- Chapter 8 details results related to alcohol, tobacco, and other drug use.
- Chapter 9 details results pertaining to relevant risk and protective factors.
- Chapter 10 concludes the report.

Chapters 3 through 9 are organized so that the 2010 results are presented first, followed by comparative analyses to test for differences by grade level and gender. Next, the differences in Washington State survey results over time are presented along with the results of comparative analyses to test for significant differences from 2008 to 2010 and trend analyses for items that have five or more years of data. 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.

Throughout the report, national- and state-level goals, objectives, and benchmarks—such as Healthy People 2010 (U.S. Department of Health and Human Services, 2000a, 2000b)—are included to provide a context in which to review the results.

## Participation

The Department of Health selected three simple random samples of schools serving Grade 6, Grade 8, and Grades 10 and 12 to constitute representative samples of Washington's Grade 6, 8, 10, and 12 students. One sample was drawn for Grades 10 and 12 because those grades usually occur together in a high school, whereas Grades 6 and 8 may be together in a middle school, or separate in an elementary school or junior high school. Of those schools asked to participate in the survey, about 91 percent with Grade 6 students, 90 percent with Grade 8 students, 85 percent with Grade 10 students, and 81 percent with Grade 12 students took part in the survey.

About 83 percent of the Grade 6 students, 77 percent of the Grade 8 students, 67 percent of the Grade 10 students, and 53 percent of the Grade 12 students completed valid surveys. These participation rates are based on the October 2010 enrollment in all sampled schools. Although the Grade 10 and 12 participation rates are below 70 percent, these findings are expected to be representative of Washington youth in public schools, based on an extensive examination of bias conducted for HYS 2002 and HYS 2004.

RMC Research's analysis of the survey results included a series of quality controls to remove data that were incomplete, obviously inaccurate, or internally inconsistent (e.g., reporting no lifetime use of a substance and also reporting use of the same substance in the past 30 days). The results presented in this report are not perfect estimates. There are margins of error indicated by the confidence intervals.

A total of 34,069 students in 212 schools contributed data to the statewide results. In addition, 177,262 students in 933 schools participated in the survey as non-sampled schools. Non-sampled schools received reports of their own results, but those results are not included in this statewide report because the schools were not part of the representative statewide sample.

Over the life of the survey, the number of participating students has grown: 10,485 in 1988, 18,375 in 1990, 15,463 in 1992, 20,780 in 1995, 52,332 in 1998, 102,532 in 2000, 137,515 in 2002, 185,095 in 2004, 198,312 in 2006, 210,851 in 2008 and 211,331 (in 1,047 schools) in 2010. This continued increase in participation may reflect increasing interest across the state in health-related information and is a tribute to the collaboration and funding effort among sponsoring agencies, schools, and local community members.

## **Cautions**

Readers should bear in mind several cautions when interpreting the survey results presented in this report. This section describes these cautions in detail.

### ***Representativeness***

Survey responses are often used to estimate the frequency of behaviors or other characteristics in a population larger than that which 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 possible only if the students who participated in the survey are not different from those who did not participate. If they are different, the survey is considered biased and the results are limited in their ability to be generalized to all students. Bias represents systematic error and is different from the random fluctuation measured by confidence intervals.

Previous analyses of Healthy Youth Survey bias in 2002 and 2004 found that Healthy Youth Survey results are representative of public school students in Washington, but not representative of youth who attend alternative schools. They also may not be representative of youth who attend private schools, nonpublic tribal schools, home school, juvenile detention, or who have dropped out of school.

### ***Trends***

In comparing the results of HYS 2010 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 from that year, although comparisons between the sampled and non-sampled schools that year revealed similar levels of substance use. In addition, the wording of some of the survey items has changed over the years so that some items are only somewhat comparable over the years, and some are not comparable at all. A description of changes to substance use survey items over time is available on pages 51 and 56.

Many administration procedures and data processing concepts have, however, been consistent over time, and the Healthy Youth Survey 2002, 2004, 2006, 2008 and 2010 administrations were very similar.

### ***Rounding Differences***

Results presented in this Analytic Report were calculated to two decimal points, then rounded to whole numbers. Results presented in the Appendix of this report and in the local reports prepared by RMC Research were also calculated to two decimal points, then rounded to one decimal point. If you round the results ending in 0.5 in the Appendix or local reports to whole numbers, those rounded results may

be 1 percent different from the whole numbers presented in this report. For example, if a result in the Appendix is 8.5 percent, then you would round up to 9 percent. But that 8.5 percent could have originally been 8.49 percent - thus it was rounded down to 8 percent in this report.

### ***School Dropouts***

In interpreting differences between survey results for each grade level, readers should remember that some reported behaviors and risk factors may appear more prevalent in Grade 10 compared to Grade 12 because of increased rate of school dropout 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 because many of the youth most likely to engage in risky 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 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 et al., 1994).

### ***Developmental Changes***

In interpreting differences between grade levels, readers should remember that developmental changes may influence students' perceptions and accuracy of reporting. These factors include the ability to read or accurately interpret the intention of survey questions, to accurately recall events during a specific time frame, or to have developed opinions about different topics.

### ***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 exist, the direction of the correlation may be reverse of what is expected, or an apparent relationship might be due to some other measured or unmeasured cause.

## 2. Methods

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This chapter details the methodological considerations of HYS 2010. The chapter addresses the topics of sampling, survey administration, the questionnaires, reliability and validity, data preparation and analysis, response rates, non-completion rates, and the characteristics of the students who completed the survey. The 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 serving the surveyed grades, with at least 15 students in each grade. For the statewide sample, Department of Health epidemiology staff members drew three simple random samples of all public schools serving Grade 6, Grade 8, and Grades 10 and 12. This procedure was used because Grades 10 and 12 usually occur together within a single school, whereas Grades 6 and 8 may be together in a middle school or separate in an elementary school and a junior high school. About 27 percent of the schools had fewer than 15 students per grade, but these schools accounted for only 1 percent of the students. Consequently, excluding these schools saves considerable effort in the recruitment and administration phase without biasing the final results.

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, it was estimated that a sample size of about 21,340 students would be needed. The average school enrollments were 108 in Grade 6, 166 in Grade 8, 201 in Grade 10, and 172 in Grade 12. Using estimations of a 50 percent response rate for schools and a 90 percent response rate for students within the participating schools and experience from the 2002, 2004, 2006, and 2008 surveys, the sample was drawn to include 110 schools serving Grade 6, 72 schools serving Grade 8, 70 schools serving Grades 10 and 12, and two schools serving Grade 10 but not 12. The additional schools for Grade 10 were necessary because a small number of schools served Grade 10 but not Grade 12.

Schools not selected for the state sample were offered an opportunity to participate in the survey by “piggybacking” onto the statewide data collection effort. The Department of Health also drew county samples in six large counties 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 (Clark, King, Pierce, Snohomish, Spokane and Thurston for Grade 6; Clark, King, Pierce, Snohomish and Spokane for Grade 8; and King, Pierce, and Snohomish for Grades 10 and 12). For county samples, additional schools were added to those already in the state sample. The data from the piggyback schools, including those drawn for the county samples, are not included in the results presented in this report because they were not part of the state sample.

### Survey Administration

All Washington public schools, except institutional /correctional schools, serving 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 2010 calendar year. Schools that wished to participate registered between March and the end of June 2010.

Each school designated a survey coordinator. The survey contractor and sponsoring agencies offered an on-line training to provide the coordinators with the information necessary to successfully administer

the survey. Materials were made available on the project website. Coordinators were instructed to train the teachers in their school(s) who were to administer the survey to students (teacher training materials were provided to the coordinators).

The coordinators received detailed written instructions with their survey materials, along with materials used to notify parents and students prior to the survey administration. Parents had an opportunity to decline 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 and proctored the survey administration. Students participated on a voluntary and anonymous basis. Students who did not wish to participate were provided with an alternative activity.

Teachers read a standardized set of instructions to the 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. 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.

## Questionnaires

The questions on HYS 2010 were derived primarily from the following sources: the Monitoring the Future survey (Johnston et al., 1994; National Institute on Drug Abuse, 2001), the Youth Risk Behavior Survey (Eaton et al., 2006), the Global Youth Tobacco Survey (Centers for Disease Control and Prevention, 2000), and the Communities that Care Survey (Arthur, Hawkins, Catalano, and Pollard, 1998). HYS 2010 was divided into four forms because 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).

Each form of the survey included a perforated, optional tear-off page of relatively sensitive questions that schools could remove prior to the survey administration if they preferred not to present those questions to the students.

Form A mainly contained items from the Monitoring the Future survey and the Communities that Care Survey. Form B mainly contained items from the Youth Risk Behavior Survey and the Global Youth Tobacco Survey. Form B included four new sexual behavior questions on the optional tear-off page. Form NS was the same as Form B, but lacked the optional sexual behavior. Because these two forms are almost identical, they are often referred to as Form B-NS in this report.

Form A had 158 items, Form B had 121 items, and Form NS had 117 items. Thirty-six items were common to both forms A and B-NS. Students in Grades 8, 10, and 12 completed Forms A and B-NS (the forms were alternated when they were packaged by the printer so that in a classroom every other student completed Form A and every other student completed either Form B-NS, effectively distributing the two forms randomly among the students).

Form C contained 90 items drawn primarily from Forms A and B (not including the sexual behavior questions) and was completed by students in Grade 6.

## Translations

The survey was available in English and Spanish. All schools received Spanish-language survey materials. The survey coordinators duplicated the Spanish survey materials locally and provided them to the students as needed. 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 Spanish survey.

## 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 HYS 2010 questions were gleaned from four established surveys 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 (Arthur et. al, 1998; Eaton et al., 2006; Johnston et al., 1994). This field testing generally addresses such issues as the content and structure of questions, the ordering of questions, the types and ordering of the response options, and survey length.

Bensley (1997) reviewed the reliability and validity of school-based surveys and found adequate reliability based on a large test–retest study and on studies of interrelationships among the data (such as gender and age differences and differences between dropouts and in-school youth). Bensley found that remaining questions about validity were based on differences among methodologies. School-based, self-administered surveys appeared to yield higher prevalence than either telephone surveys or face-to-face interviews, but lower prevalence than biochemical indicators of substance use or methods that provide even greater anonymity. Biochemical indicators, which provide the most objective comparison data, and low self-reported use of a fictitious drug suggest that most self-reported behaviors on school-based surveys are likely valid but some underreporting may occur. Underreporting of socially disapproved behaviors has been noted for both adults and youth, particularly when the possibility is greater that the responding individual is identifiable.

## Data Preparation and Analysis

RMC Research prepared completed answer sheets for scanning and forwarded them to the University of Washington’s Office of Educational Assessment to be scanned. RMC Research Corp. cleaned the scanned data using Statistical Package for the Social Sciences (SPSS) and programs designed to detect dishonest and inconsistent answers, and then analyzed the data using SPSS, SAS, and SUDAAN software programs.

RMC Research prepared and disseminated local reports with item-level frequency distributions and scale results to the participating schools (unless the school requested at the time of registration that these reports not be sent), districts, counties, and 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 were required to have participated in the survey for a report of results to be produced at that level (if participation was between 40 and 69 percent, a “report of participating schools” was produced). An interpretive guide to aid recipients in reading their report was made available on the project web site. Statewide results were presented as comparative data in the local reports. For this Analytic Report the following additional analyses were conducted.

### ***Differences by Grade Level and Gender***

A chi-square test of significance was used to compare 2010 results among grade levels and between genders. Comparisons with a *p*-value less than 0.05 were considered significant differences.

## ***Differences over Time***

A chi-square test of significance was used to compare HYS 2008 results to HYS 2010 results. Comparisons with a  $p$ -value less than 0.05 were reported as significant differences.

Joinpoint analysis (National Cancer Institute, 2005) was used to examine trends over time for those questions that had been asked on five or more administrations of the survey. Differences in the linear trend of the total time span of the question are reported for analyses in which the  $p$ -value was less than 0.05.

Joinpoint analysis tested both whether there was a significant trend over time and whether there was a change in the trend over time (i.e., a change in inflection). The Joinpoint analysis allowed one change in trend if there were eight time points and two changes in trend if there were 11 time points. The direction of the differences and if there was a significant change in trend, the time spans with significant trends are reported for analyses in which the  $p$ -value was less than 0.05.

Washington trend data presented in this report are from surveys that were implemented in Washington public schools from 1988 to 2010:

- **1988: Student Alcohol and Drug Use Survey (SADUS)**—This health risk-focused survey was administered in public schools in the fall of 1988. A total of 10,485 Grade 6, 8, and 10 students in 125 schools participated in the state sample for a state response rate of about 50 percent.
- **1990: Student Alcohol and Drug Use Survey**—SADUS was administered in public schools in the fall of 1990. A total of 18,375 Grade 6, 8, 10, and 12 students in 176 schools participated in the state sample for a state response rate of about 65 percent.
- **1992: Washington State Survey of Adolescent Health Behaviors (WSSAHB)**—This substance use and risk and protective factor-focused survey was administered in public schools in the fall of 1992. Because the state sample response rate was 45 percent, sampled and non-sampled schools were combined for the report (a total of 15,463 Grade 6, 8, 10, and 12 students in 144 schools).
- **1995: Washington State Survey of Adolescent Health Behaviors**—WSSAHB was administered in public schools in the spring of 1995. A total of 8,780 Grade 6, 8, 10, and 12 students in 89 schools participated in the state sample for a state response rate of about 25 percent. An additional 12,060 students participated in the survey voluntarily and contributed to local results.
- **1998: Washington State Survey of Adolescent Health Behaviors**—WSSAHB was administered in public schools in the spring of 1998. A total of 14,601 Grade 6, 8, and 10 students in 102 schools participated in the state sample for a state response rate of about 60 percent. An additional 37,731 students participated in the survey voluntarily and contributed to local results.
- **1999: Washington State Youth Risk Behavior Survey**—This health risk-focused survey was administered in public schools in the spring of 1999. A total of 7,642 Grade 9, 10, 11, and 12 students completed the survey (4,022 from the Seattle region and 3,602 across the state). The overall response rate was about 40 percent.
- **2000: Washington State Survey of Adolescent Health Behaviors**—WSSAHB was administered in public schools in the fall of 2000. A total of 17,780 Grade 6, 8, 10, and 12 students in 98 schools participated in the state sample for a state response rate of about 65 percent. An additional 84,662 students participated in the survey voluntarily and contributed to local results.
- **2002: Healthy Youth Survey**—This health risk and risk and protective factor-focused survey was administered in public schools in the fall of 2002. A total of 24,685 Grade 6, 8, 10, and 12 students in 171 schools participated in the state sample for a state response rate of about 55 percent. An additional 112,650 students participated in the survey voluntarily and contributed to local results.



- **2004: Healthy Youth Survey**—HYS was administered in public schools in the fall of 2004. A total of 30,263 Grade 6, 8, 10, and 12 students in 191 schools participated in the state sample for a state response rate of about 65 percent. An additional 154,832 students participated in the survey voluntarily and contributed to local results.
- **2006: Healthy Youth Survey**—HYS was administered in public schools in the fall of 2006. A total of 32,531 Grade 6, 8, 10, and 12 students in 203 schools participated in the state sample for a state response rate of about 65 percent. An additional 165,781 students participated in the survey voluntarily and contributed to local results.
- **2008: Healthy Youth Survey**—HYS was administered in public schools in the fall of 2010. A total of 30,346 Grade 6, 8, 10, and 12 students in 201 schools participated in the state sample for a state response rate of about 66 percent. An additional 180,505 students participated in the survey voluntarily and contributed to local results.
- **2010: Healthy Youth Survey**—HYS was administered in public schools in the fall of 2010. A total of 34,069 Grade 6, 8, 10, and 12 students in 212 schools participated in the state sample for a state response rate of about 70 percent. An additional 177,262 students participated in the survey voluntarily and contributed to local results.

### ***Changes to Chart Formatting***

In previous Analytic Reports, we have presented bar charts detailing specific outcomes by year and grade. As additional years have been added, these bar charts have become increasingly complex, and so in this report, we used line charts for most outcomes. In order to maintain readability we have not presented confidence intervals in the charts. However, confidence intervals for 2010 are available at the end of this report in the Appendix: HYS 2010 State Sample Results, and confidence intervals for previous years are depicted in the HYS 2008 Analytic Report (available online at [www.AskHYS.net](http://www.AskHYS.net)). Also, significance tests for changes between 2008 and 2010, and tests of trend between 2002 and 2010 are included in this Analytic Report for each of the outcomes depicted in the charts.

### ***Calculating Confidence Intervals***

Confidence intervals for the 1999, 2002, 2004, 2006, 2008 and 2010 data were obtained by direct analysis using SUDAAN. Confidence intervals for the 1992, 1995, 1998, and 2000 data were based on estimates provided in the respective reports (and confidence intervals for 1988 and 1990 were based on the 1992 estimates), which provided only single estimates that have been applied to all percentages obtained in those years and included in this report:

- For 1988, 1990, and 1992 percentages near 50 percent, these estimates were plus or minus 1.4 percent for Grade 6, 1.4 percent for Grade 8, 1.7 percent for Grade 10, and 2.0 percent for Grade 12. For 1988, 1990 and 1992 percentages near 10 or 90 percent, these estimates were plus or minus 0.9 percent for Grade 6, 0.8 percent for Grade 8, 1.0 percent for Grade 10, and 1.2 percent for Grade 12. Twenty-five percent was used to divide these two groups of percentages. (The confidence intervals for 1998 and 1990 are based on the estimates provided in 1992.)
- For 1995 these estimates were plus or minus 2 percent for Grade 6, 2 percent for Grade 8, 2 percent for Grade 10, and 4 percent for Grade 12.
- For 1998 these estimates were plus or minus 2 percent for Grade 6, 3 percent for Grade 8, 4 percent for Grade 10, and 4 percent for Grade 12.
- For 2000 these estimates were plus or minus 3 percent for Grade 6, 3 percent for Grade 8, 4 percent for Grade 10, and 4 percent for Grade 12.

## Response Rates

The overall response rates (the number of participating students who completed valid surveys divided by the total enrollment in schools asked to participate in the state sample) were 85 percent in Grade 6, 79 percent in Grade 8, 67 percent in Grade 10, and 53 percent in Grade 12. Participation rates presented here are based on the 2010-2011 enrollment data from the Office of Superintendent of Public Instruction's P-105 October Enrollment Headcount Report for October 2010 (retrieved from <http://www.k12.wa.us/DataAdmin/default.aspx>). Although some of the participation rates are below 70 percent, these findings are expected to be representative of Washington youth in public schools based on an extensive examination of bias conducted for HYS 2002 and 2004.

Table 1 provides the response rates for schools calculated by dividing the number of participating schools by the number of schools asked to participate. Because some schools were selected for more than one sampled grade, the total number of schools is less than the sum of the number of schools at each grade.

**Table 1**  
**School Response Rates in 2010**

Number of Schools			
Grade	Participated	Asked to Participate	Response Rate
Grade 6	99	109	91%
Grade 8	65	72	90%
Grade 10	51	60	85%
Grade 12	55	68	81%

Surveys were screened to detect dishonest and inconsistent answers. Of the original 220,485 surveys that were submitted from all schools (sampled and "piggyback"), 8,351 were dropped during this data cleaning process. This was about 2 percent of Grade 6 surveys, 4 percent of Grade 8 surveys, and 5 percent of Grade 10 and 12 surveys. Another 722 surveys were completed by students who used the wrong survey form for their grade. Responses from students who took the wrong form were included in school building results, but excluded from higher aggregations, such as district, county and state results.

Table 2 provides the percentage of valid surveys compared to total enrollment in sampled schools asked to participate.

**Table 2**  
**Valid Surveys in 2010**

Grade	Number of Valid Surveys	Enrollment in Schools Asked to Participate	Percent of Valid Surveys
Grade 6	11,549	13,961	83%
Grade 8	9,723	12,581	77%
Grade 10	6,889	10,244	67%
Grade 12	5,908	11,166	53%
Total	34,069	47,613	72%

## Non-completion Rates by Form

HYS 2010 consisted of four forms, each with optional questions on a tear-off page at the end of the forms. Figure 1 illustrates the percentage of Grade 8, 10 and 12 students who did not complete each item on Form A; Figure 2 illustrates the percentage of Grade 8, 10, and 12 students who did not complete each item on Forms B-NS; and Figure 3 illustrates the percentage of Grade 6 students who did not complete each item on Form C. The sharp increase in the non-completion rates on the right side of the graphs indicates the location of the optional tear-off page of questions.

The overall non-completion rate of the main body by form type and grade were:

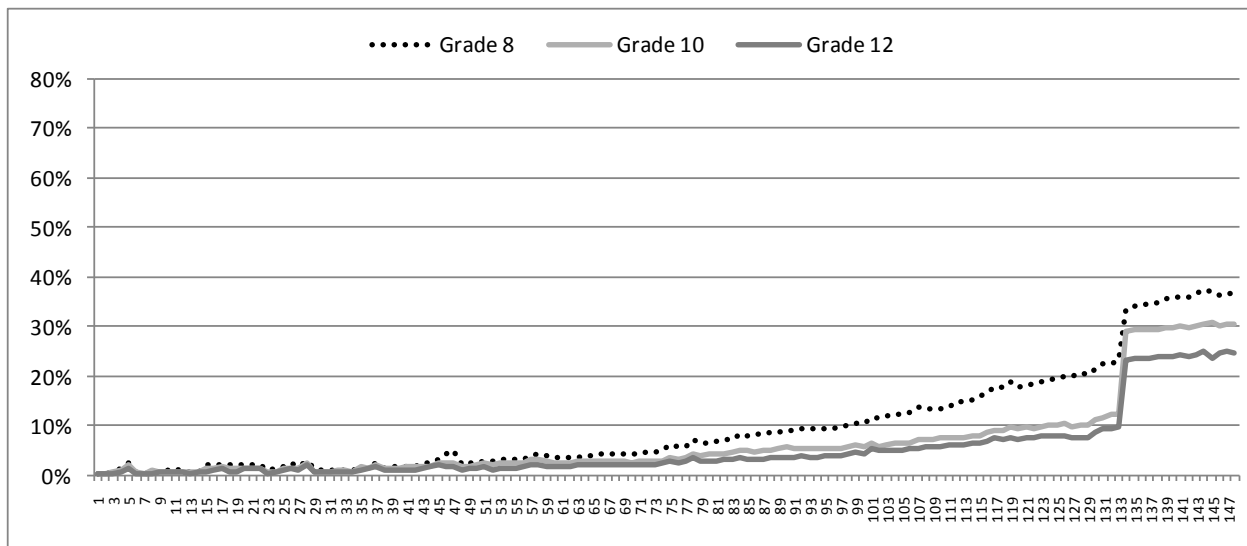
- 23 percent of Grade 8, 12 percent of Grade 10, and 10 percent of Grade 12 students did not complete Form A.
- 20 percent of Grade 8, 10 percent of Grade 10, and 6 percent of Grade 12 students did not complete Form B.
- 13 percent of Grade 6 students did not complete Form C.

Although it varied by grade, on the main body of each form, 90 percent of students completed:

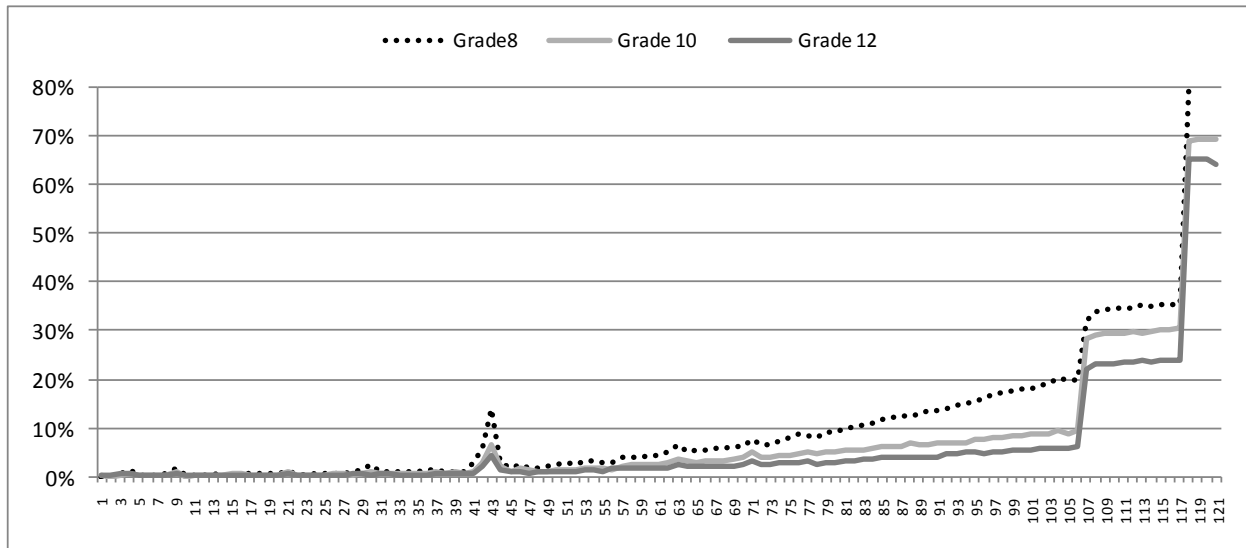
- 112 out of 151 questions on Form A.
- 94 out of 121 questions on Form B.
- 72 out of 90 questions on Form C.

Compared to the rates reported for the 2008 administration, the non-completion rates for HYS 2010 were higher for Form A, similar for Form B, and lower for Form C.

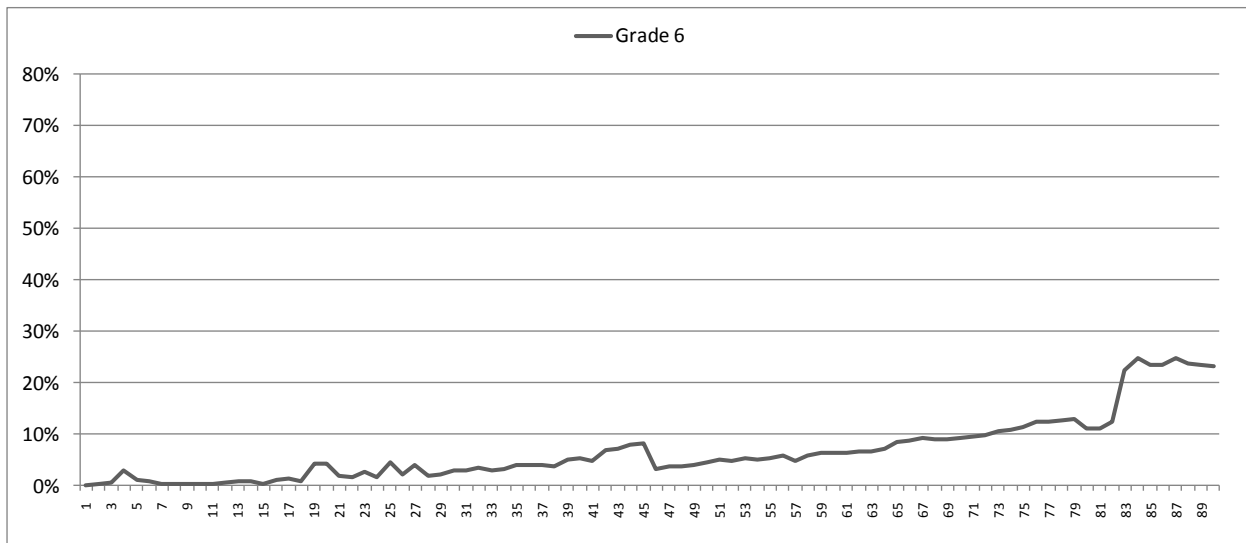
**Figure 1**  
**Non-completion Rates for Form A, Grades 8, 10, and 12 in 2010**



**Figure 2**  
**Non-completion Rates for Form B-NS, Grades 8, 10, and 12 in 2010**



**Figure 3**  
**Non-completion Rates for Form C, Grade 6 in 2010**



## Respondent Characteristics

The findings of HYS 2010 presented in this report are based on the responses of 34,069 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 3 provides details about the demographic characteristics of the participating students.

**Table 3**  
**Respondent Characteristics in 2010**

Characteristic	Percent of Students (and 95% CI)							
	Grade 6		Grade 8		Grade 10		Grade 12	
<b>Age</b>								
10 or younger	2.1%	(±0.3%)	–	–	–	–	–	–
11	72.7	(±1.4)	–	–	–	–	–	–
12	24.3	(±1.3)	1.0%	(±0.2)	0.1%	(±0.1%)	0.2%	(±0.1%)
13	0.8	(±0.2)	71.4	(±1.2)	0.04	(±0.03)	0.02	(±0.1)
14	0.1	(±0.1)	26.1	(±1.2)	1.4	(±0.4)	0	(±0.0)
15	–	–	1.0	(±0.3)	70	(±1.7)	0.2	(±0.1)
16	–	–	1.0	(±0.1)	27.1	(±1.5)	1.5	(±0.3)
17	–	–	0.03	(±0.07)	1.2	(±0.4)	70.2	(±2.3)
18	–	–	0.02	(±0.06)	0.1	(±0.1)	25.6	(±1.7)
19 or older	–	–	0.1	(±0.1)	0.04	(±0.08)	2.4	(±0.8)
<b>Gender</b>								
Female	50.3%	(±0.9%)	50.0%	(±0.9)	52.3%	(±1.0%)	49.6%	(±1.6%)
Male	49.7	(±0.9)	50	(±0.9)	47.7	(±1.0)	50.4	(±1.6)
<b>Ethnic group</b>								
Asian or Asian American	8.9%	(±2.3%)	8.6%	(±2.7)	8.0%	(±3.1%)	8.3%	(±2.8%)
American Indian or Alaskan Native	4.8	(±0.8)	2.9	(±0.4)	2.1	(±0.5)	1.7	(±0.4)
Black or African American	5.6	(±1.5)	5.4	(±1.5)	4.2	(±1.2)	3.7	(±0.8)
Hispanic or Latino/Latina	14.9	(±3.6)	14	(±4.7)	14.1	(±6.4)	12.5	(±4.9)
Native Hawaiian or other Pacific Islander	1.8	(±0.4)	2.1	(±0.5)	2.1	(±0.7)	2	(±0.8)
White or Caucasian	37.6	(±4.4)	50.1	(±5.1)	56.7	(±5.8)	61.6	(±5.3)
Other	14.5	(±1.1)	7.8	(±1.2)	5.6	(±0.8)	4.6	(±0.8)
More than one race/ethnicity marked	12	(±1.1)	8.9	(±1.0)	7.3	(±0.9)	5.6	(±0.7)
<b>Language spoken at home</b>								
English	80.5%	(±4.1%)	80.0%	(±4.2)	80.9%	(±4.4%)	81.8%	(±3.5%)
Spanish	12.0	(±3.7)	9.8	(±3.3)	9.1	(±4.0)	8.6	(±3.4)
Russian	–	–	1.3	(±0.5)	1.1	(±0.3)	0.8	(±0.3)
Ukrainian	–	–	0.9	(±0.3)	0.9	(±0.4)	0.5	(±0.2)
Vietnamese	–	–	1.2	(±0.6)	1.5	(±0.8)	1.2	(±0.5)
Chinese	–	–	1.0	(±0.7)	1.6	(±0.8)	1.2	(±0.5)
Korean	–	–	0.7	(±0.4)	0.8	(±0.3)	1.4	(±0.7)
Japanese	–	–	0.3	(±0.1)	0.3	(±0.1)	0.3	(±0.2)
Other	7.5	(±2.0)	4.7	(±1.4)	3.8	(±1.1)	4.3	(±1.2)

Note. Dashes (–) indicate that the answer choice was not included on the survey.

### 3. Physical Activity and Dietary Behavior

#### Obesity and Overweight

Obesity is a leading indicator for Healthy People 2010, one objective being to reduce the proportion of children and adolescents who are overweight or obese to 5 percent by 2010. In the Healthy Youth Survey overweight is based on the self-reported height and weight.<sup>1</sup>

In 2010, 11 percent of Grade 8 and 12 students, and 10 percent of Grade 10 students were obese based on their reported body mass index. Sixteen percent of Grade 8 students and 15 percent of Grade 10 and 14 percent of Grade 12 students were overweight.

*Differences by grade level:*

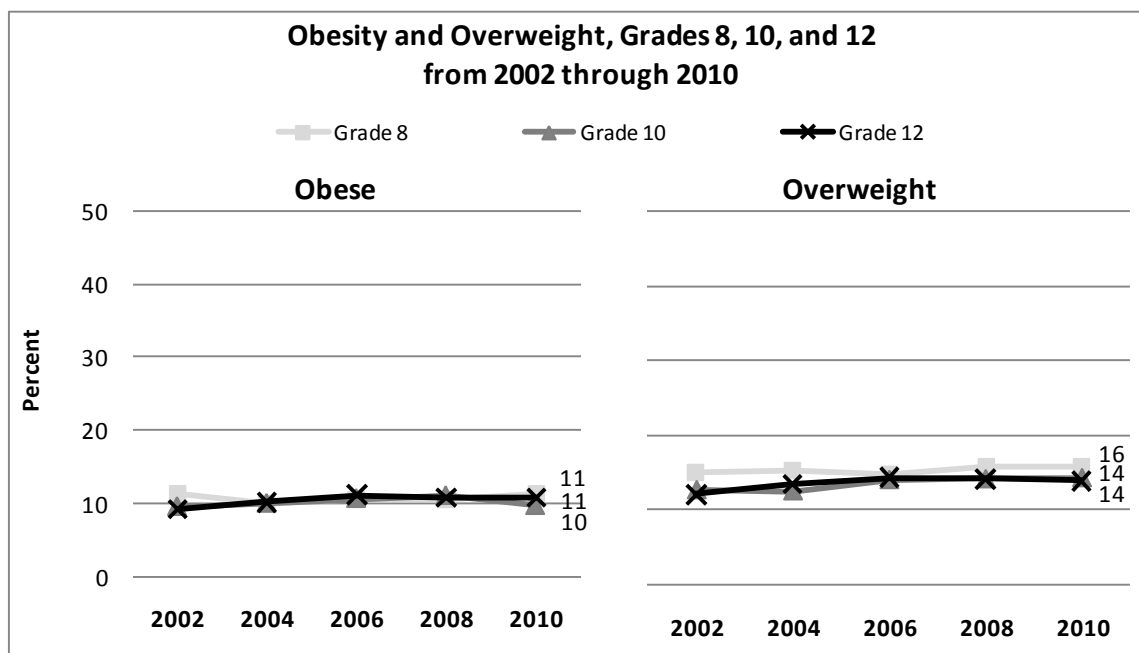
- There were no differences in obesity or overweight by grade level.

*Differences by gender:*

- Grade 8, 10 and 12 males were more likely than females to be obese.
- Grade 10 males were more likely than females to be overweight.

*Differences over time:*

- There were no significant changes in obesity or overweight from 2002 to 2010.
- There were no significant trends for obesity from 2002 to 2010.
- Among Grade 10 students, there was a significant increasing trend in overweight from 2002 through 2010.



*Survey Questions:*

- How tall are you without your shoes on?
- How much do you weigh without your shoes on?

*Note:* Findings based on reported Body Mass Index (BMI) ratings calculated from height and weight, see footnote on the bottom of the page.

<sup>1</sup>Obese and overweight are based on age and gender specific growth charts developed by the Centers for Disease Control and Prevention (Kuzmarski, Ogden, Grummer-Strawn, et al., 2000). Body mass index 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 body mass index (based on the grown charts) are considered obese and those in the top 15 percent, but not the top 5 percent, are considered overweight. This is a change from 2006 and earlier years, when these categories were called overweight and at risk for overweight, respectively.

# Exercise and Physical Activity

## 60 Minutes of Exercise Daily

In 2010, 58 percent of Grade 6 students, 57 percent of Grade 8 students, 51 percent of Grade 10 students and 46 percent of Grade 12 students reported that they were physically active for 60 minutes on at least five days a week.

Current *Physical Activity Guidelines for Americans* state that children and adolescents should do one hour (60 minutes) or more of physical activity every day (U.S. Department of Health and Human Services, 2008).

### Differences by grade level:

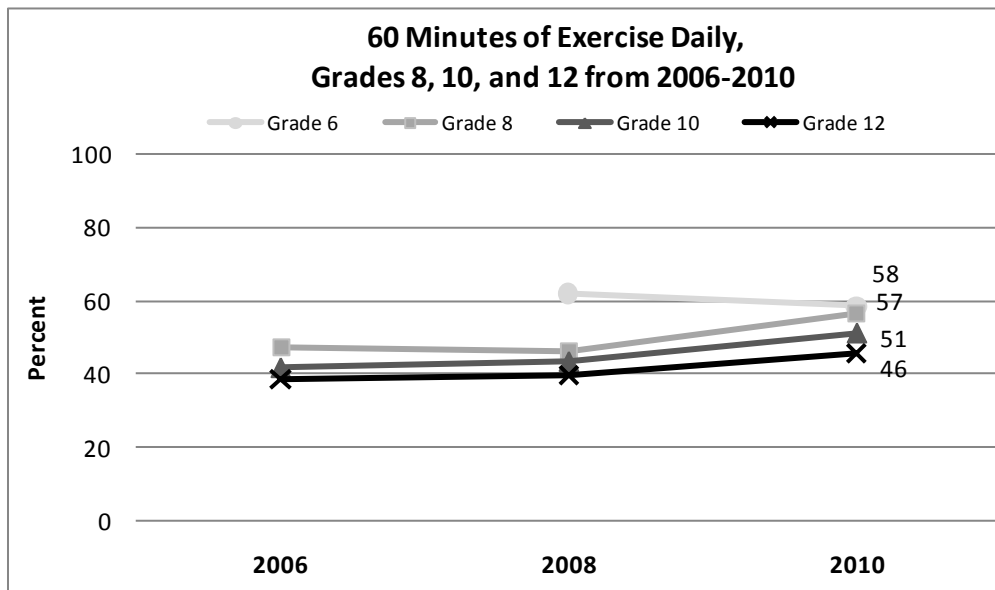
- Students in the following grades were more likely to be physically active for 60 minutes on five days a week:
  - Grade 6 students were more likely than Grade 10 and 12 students.
  - Grade 8 students were more likely than Grade 10 and 12 students.
  - Grade 10 students were more likely than Grade 12 students.

### Differences by gender:

- Grades 6, 8, 10 and 12 males were more likely than females to be physically active for 60 minutes on five days a week.

### Differences over time:

- Among Grade 6 students there was a significant decrease, and among Grades 8, 10 and 12 students there were significant increases in being physically active for 60 minutes on five days a week from 2008 to 2010.



*Survey Question:* In the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increases your heart rate or makes you breathe hard some of the time.)

*Note.* Percentages represent students who reported they were physically active for 60 minutes at least five days in an average week.

*Source:* HYS 2006, 2008 and 2010.

## Physical Education Classes

In 2010, 61 percent of Grade 8 students, 29 percent of Grade 10 students, and 24 percent of Grade 12 students reported that they participated in a physical education class every day during an average school week.

A Healthy People 2010 objective for physical education is that 50 percent of students participate in physical education classes daily (five days a week).

### Differences by grade level:

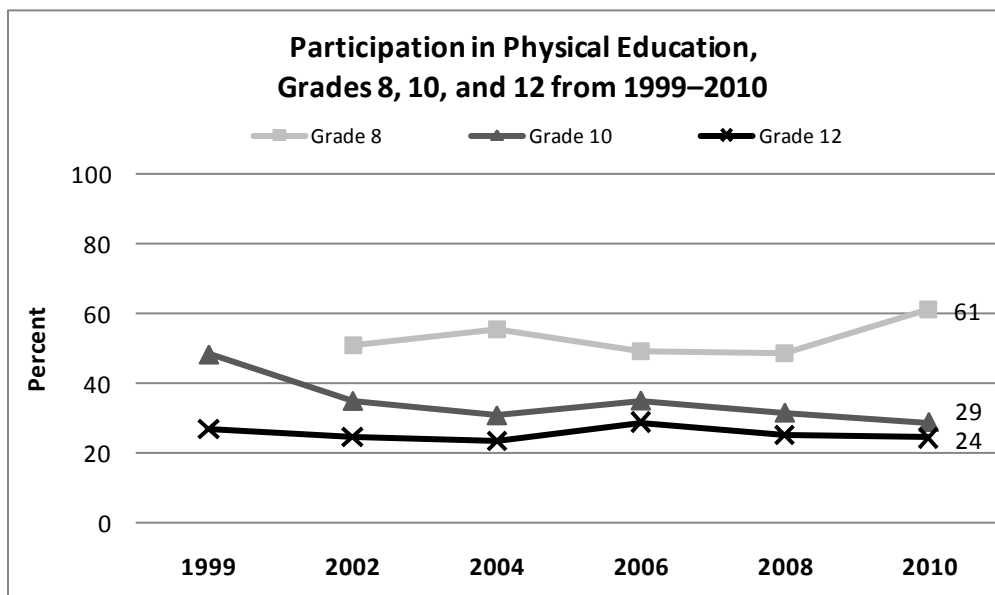
- Grade 8 students were more likely than Grade 10 or 12 students to report participation in physical education classes every day during an average school week.

### Differences by gender:

- Grade 8, 10 and 12 males were more likely than females to participate in physical education classes every day during an average school week.

### Differences over time:

- Among Grade 8 students, there was a significant increase in participation in physical education classes from 2008 to 2010.
- Among Grade 10 students, there was a significant decreasing trend in participation in physical education classes from 1999 through 2010.



*Survey Question:* In an average week when you are in school, on how many days do you go to physical education (PE) classes?

*Note:* Percentages represent students who reported they participated in five days of physical education classes in an average week when in school.

*Source:* YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.



## Time Spent in Physical Education Classes

In 2010, 89 percent of Grade 8 students, 91 percent of Grade 10, and 93 percent of Grade 12 students reported spending more than 20 minutes of an average physical education (PE) class actually exercising or playing sports.

### Differences by grade level:

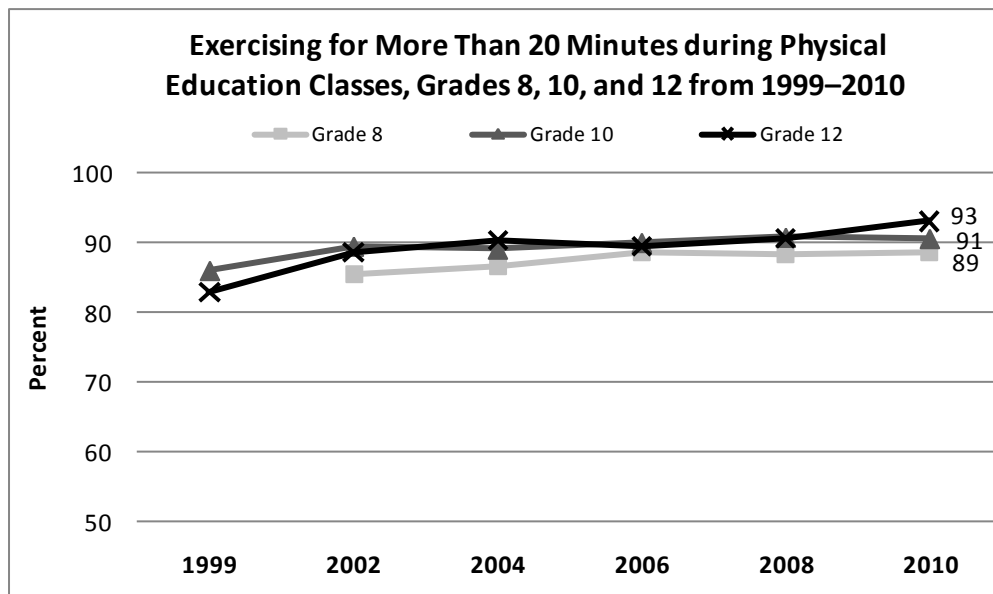
- Grade 12 students were more likely than Grade 8 students to spend an average of 20 minutes of an average PE class exercising.

### Differences by gender:

- Grade 10 males were more likely than females to spend an average of 20 minutes of an average PE class exercising.

### Differences over time:

- Among Grade 12 students, there was a significant increase in spending an average of 20 minutes of an average PE class exercising from 2008 to 2010.
- There were significant increasing trends in spending an average of 20 minutes of an average PE class exercising of among Grade 8 from 2002 through 2010, and among Grade 10 and 12 students from 1999 through 2010.



*Survey Question:* During an average PE class, how many minutes do you spend actually exercising or playing sports?

### Notes:

- Percentages represent students who reported they participated in physical education and exercised for more than 20 minutes during physical education classes.
- Students who reported that they “do not take PE” were not included in the results.
- The sample sizes for the 2010 results in this figure are: 3,679 Grade 8, 1,612 Grade 10, and 1,341 Grade 12 students.

*Source:* YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Television Watching and Video Game Playing

In 2010, about 52 percent of Grade 8 students, 50 percent of Grade 10 students, and 51 percent of Grade 12 students reported either watching television or playing video games three or more hours on an average school day.

A Healthy People 2010 objective is that at least 75 percent of students restrict their television watching to two hours or less on a school day.

### *Differences by grade level:*

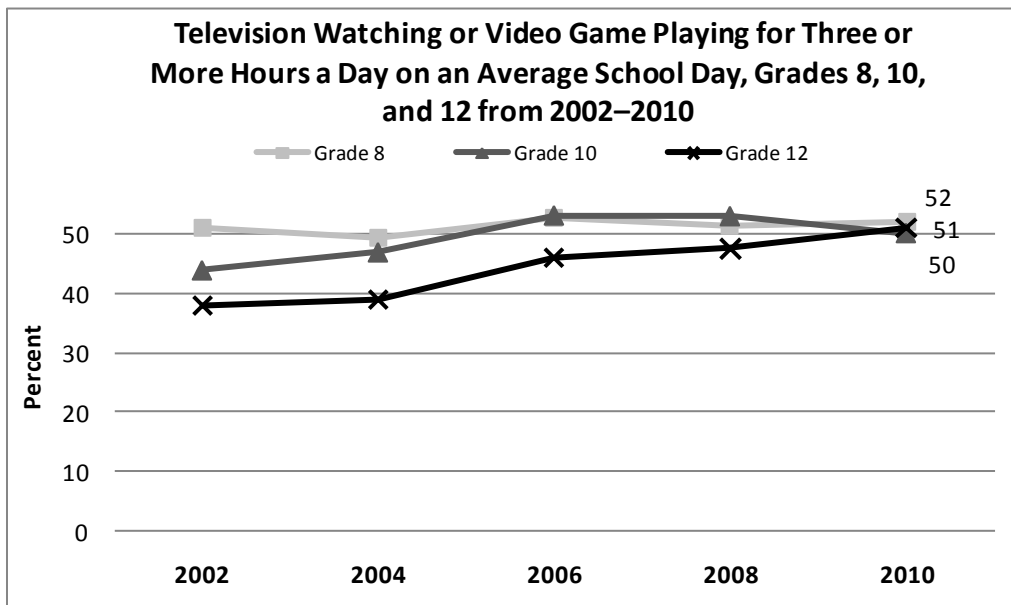
- There were no differences by grade level.

### *Differences by gender:*

- Grade 8, 10 and 12 males were more likely than females to either watch television or play video games for three or more hours on an average school day.

### *Differences over time:*

- There were no significant changes from 2008 to 2010.
- Among Grade 12 students, there was a significant increasing trend in screen time from 2002 through 2010.



### *Survey Questions:*

- On the average school day, how many hours did you watch television, including videos and DVDs?
- 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, computer games, and the Internet.)

### *Notes:*

- Percentages represented students who reported watching television for three or more hours on an average school day.
- The question wording was changed slightly in 2006 to include DVDs.

Source: HYS 2002, 2004, 2006, 2008 and 2010.

## Nutrition

### ***Eating Dinner with Family***

In 2010, 76 percent of Grade 6 students, 67 percent of Grade 8 students, 60 percent of Grade 10 students, and 52 percent of Grade 12 students reported eating dinner with their family most of the time or always.

Children and adolescents who eat meals with family are more likely to have healthy eating habits.

#### *Differences by grade level:*

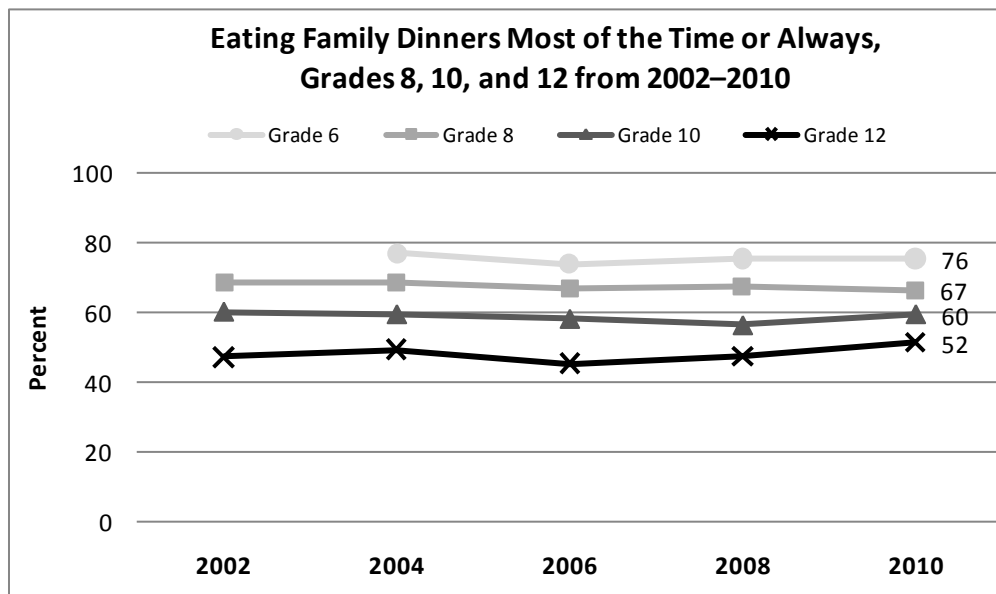
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was less likely to eat dinner with their family most of the time or always.

#### *Differences by gender:*

- Grade 8 and 10 males were more likely than females to eat dinner with their family most of the time or always.

#### *Differences over time:*

- Among Grade 12 students, there was a significant increase in eating dinner with family from 2008 to 2010.
- Among Grade 8 students, there was a significant decreasing trend in eating dinner with the family from 2002 to 2010.



*Survey Question:* How often do you eat dinner with your family?

*Note:* Percentages represent students who reported they ate dinner with their family most of the time or always.

*Source:* HYS 2002, 2004, 2006, 2008 and 2010.

## Drinking Sodas

In 2010, 11 percent of Grade 6 students, 13 percent of Grade 8 students, 12 percent of Grade 10 students, and 13 percent of Grade 12 students reported drinking two or more sodas on the previous day.

Drinking sugar-sweetened beverage is associated with obesity.

### Differences by grade level:

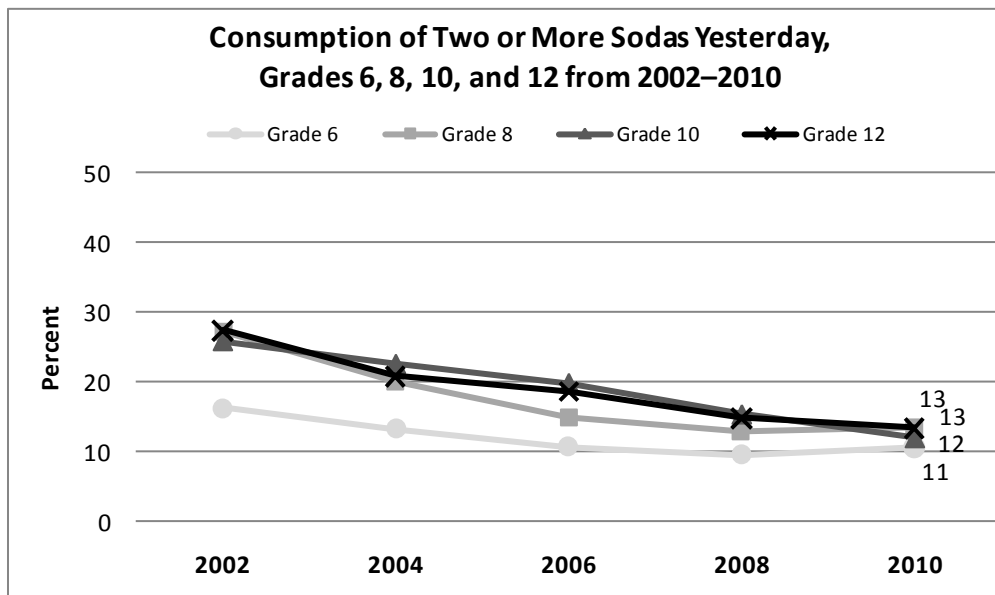
- Grade 6 students were less likely than Grade 8 and 12 to drink two or more sodas on the previous day.

### Differences by gender:

- Grade 6, 8, 10 and 12 males were more likely than females to report drinking two or more sodas on the previous day.

### Differences over time:

- Among Grade 10 students, there was a significant decrease in drinking two or more sodas on the previous day from 2008 to 2010.
- Among Grade 6, 8, 10 and 12 students, there were significant decreasing trends in drinking 2 or more sodas on the previous day from 2002 through 2010.



*Survey Question:* How many sodas or pops did you drink yesterday? (Do not count diet soda.)

*Note.* Percentages represent students who reported they consumed two or more sodas on the previous day.

*Source:* HYS 2002, 2004, 2006, 2008 and 2010.

## Sweetened Drinks at School

In 2010, 67 percent of Grade 8 students, 71 percent of Grade 10 students, and 68 percent of Grade 12 students reported drinking sweetened drinks at school. Among those who reported drinking these beverages at school in 2010, 26 percent of Grade 8 students, 36 percent of Grade 10 students, and 29 percent of Grade 12 students said they bought the sweetened drinks at school.

### Differences by grade level:

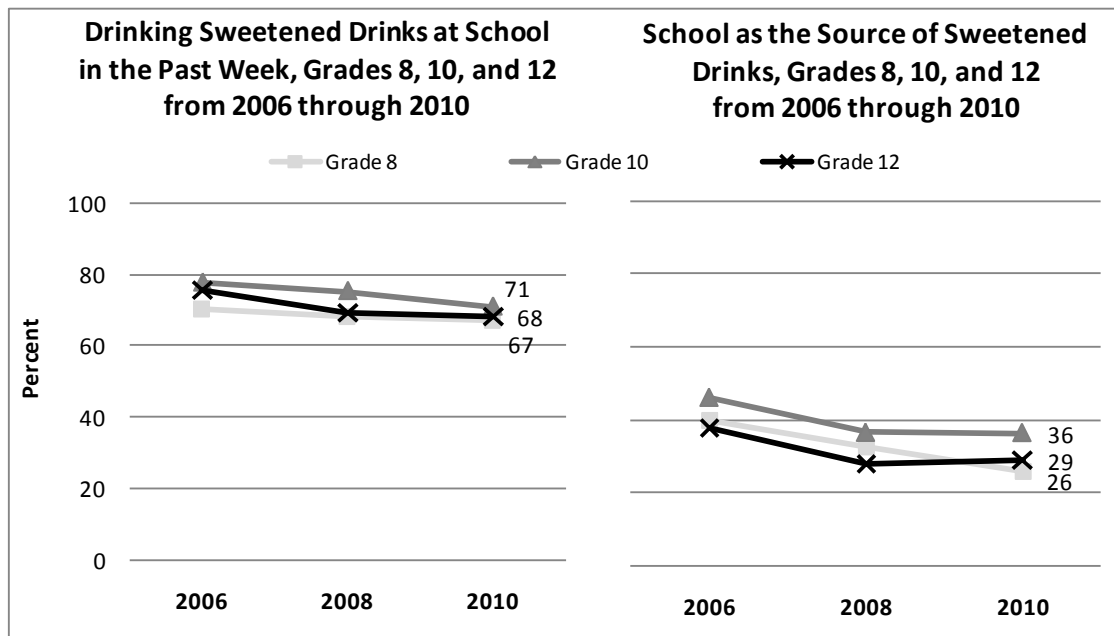
- There were no differences in drinking sweetened drinks at school by grade level.
- Among those who drank sweetened beverages at school, Grade 10 students were more likely than Grade 8 and 12 students to buy the sweetened drinks at school.

### Differences by gender:

- Grade 10 and 12 males were more likely than females to drink sweetened drinks at school.
- There were no differences in buying sweetened drinks at school.

### Differences over time:

- Among Grade 10 students, there was a significant decrease in drinking sweetened drinks at school in the past week from 2008 to 2010.
- Among Grade 8 students who drank these beverages at school, there was a significant decrease in buying the drinks at school from 2008 to 2010.



### Survey Questions:

- During the past 7 days, how many times did you drink regular soda, sports drinks (such as Gatorade) and other flavored sweetened drinks (such as Snapple or SoBe) at school (including any after-school and weekend activities)? Do not include diet drinks.
- During the past 7 days, where did you usually get the soda or other sweetened drinks that you drank at school? (Choose only one answer.)

### Notes:

- Percentages represent students who reported that they drank soda or sweetened drinks at school in the past 7 days and that they bought the soft drinks at school.
- Students who reported that they drank sodas "0 times" at school in the past 7 were not included in the source of soda results.
- The sample sizes for the 2010 results in this figure are: 2,734 Grade 8, 2,213 Grade 10, and 1,871 Grade 12 students.

Source: HYS 2006, 2008 and 2010.

## Food Insecurity

In 2010, 17 percent of Grade 8, 19 percent of Grade 10, and 19 percent of Grade 12 students reported food insecurity.

Compared to children from families who are food secure, children from families with food insecurity are more likely to have behavior problems, do poorly in school, need medical care and hospitalization, and to develop chronic diseases (Center on Hunger and Poverty, 2002; Hampton, 2007). Food insecurity may also be associated with poor quality diet and obesity (Townsend, 2001). When money and resources for food are stretched, low-income families and individuals may purchase cheap foods that are high in fat, sugar, and calories. Obesity may also be a response to uncertain supplies of food. When money or resources are available for food, family members may overeat to compensate for times when they did not have any food (Food Research and Action Center, 2003).

### Differences by grade level:

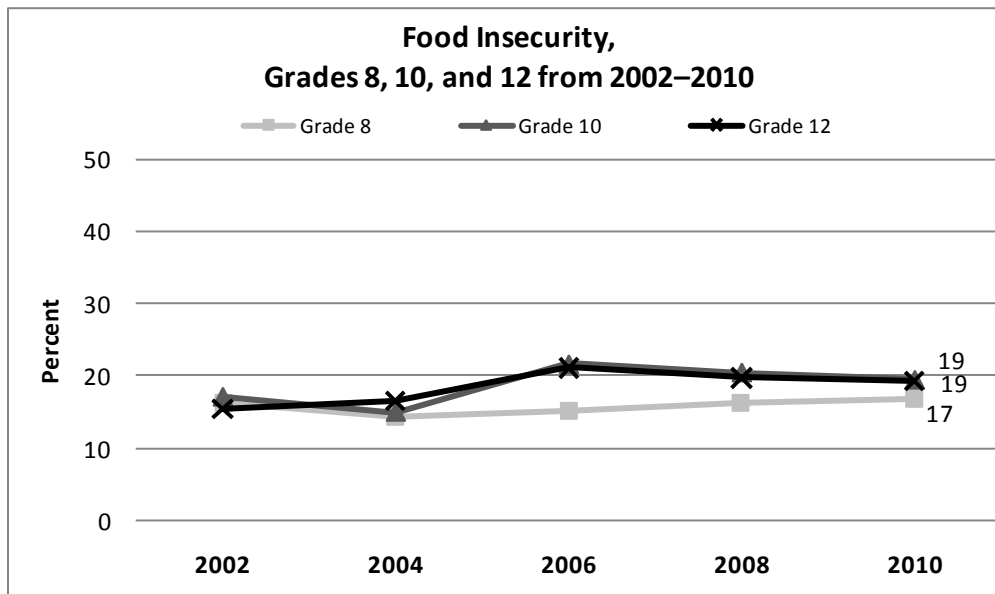
- There were no significant differences by grade level.

### Differences by gender:

- There were no significant differences by gender.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were no significant trends from 2002 through 2010.



*Survey Question:* 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?

### Notes:

- Percentages represent students who reported their family cut meal size or skipped meals in the past year due to lack of money for food.
- This question is asked on the optional tear-off page of the survey.

*Source:* HYS 2002, 2004, 2006, 2008 and 2010.

## 4. Health Status and Health Care

### Asthma

#### Lifetime Asthma

Lifetime asthma includes anyone who has ever been told by a doctor or nurse that they have asthma. In 2008, 14 percent of Grade 6 students, and 19 percent of Grade 8, 10 and 12 students reported that they had been told they have asthma.

##### Differences by grade level:

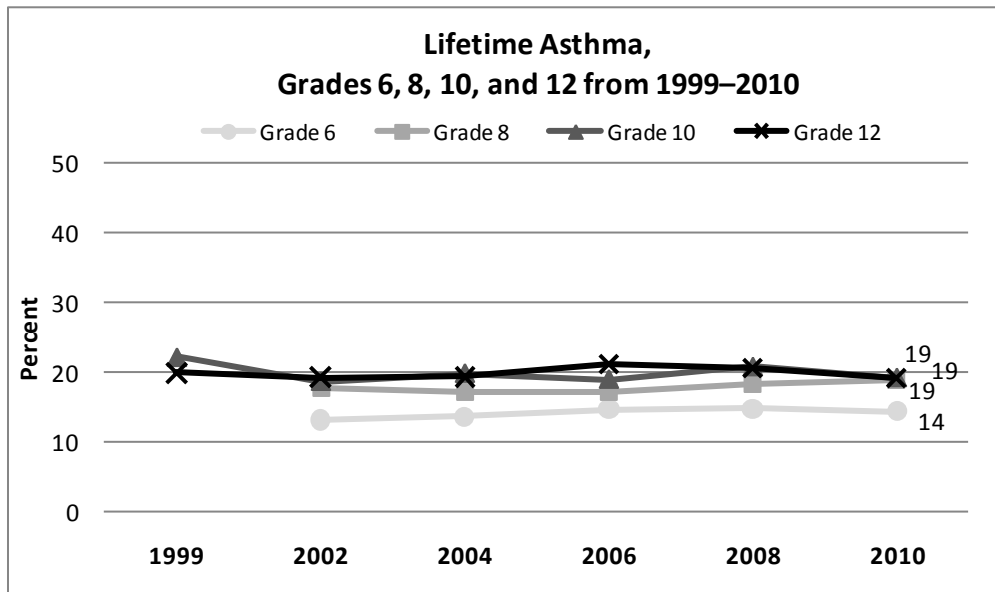
- Grade 6 students were less likely than Grade 8, 10 and 12 students to have been diagnosed with asthma in their lifetime.

##### Differences by gender:

- Grade 6 males were more likely than females to have been diagnosed with asthma in their lifetime.

##### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were no significant trends in lifetime asthma from 1999 through 2010, or from 2002 through 2010.



*Survey Question:* Has a doctor or nurse ever told you that you have asthma?

*Note.* Percentages represent students who reported were ever told they had asthma by a doctor or nurse in their life.

*Source:* YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Current Asthma

Current asthma includes anyone who had ever been told they have asthma by a doctor or a nurse and also reports that they still have asthma. In 2010, 7 percent of Grade 6 students, 9 percent of Grade 8 students, 10 percent of Grade 10 students, and 8 percent of 12 students reported that they were told they had asthma and that they still have asthma.

### Differences by grade level:

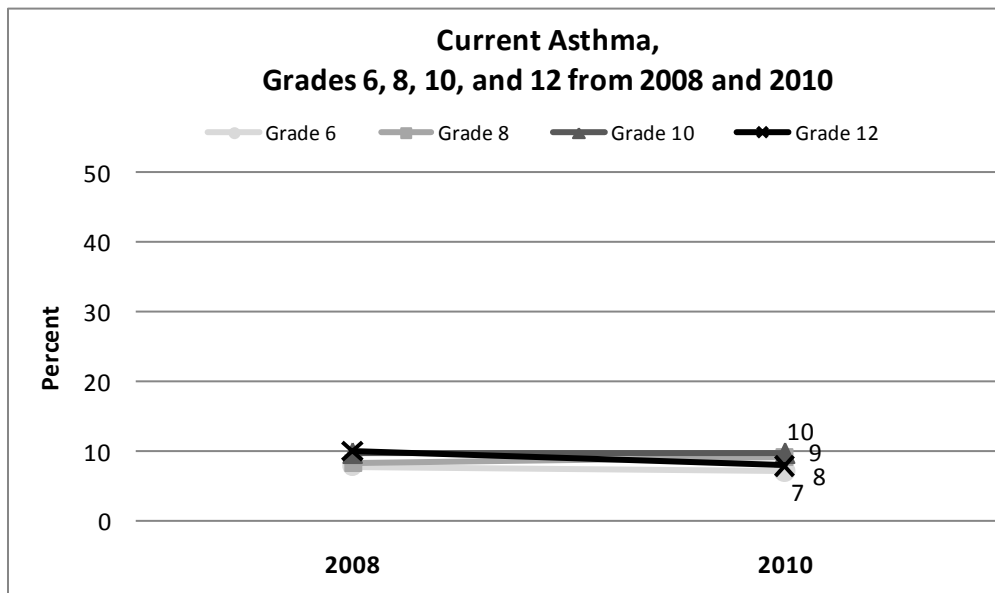
- Grade 6 students were less likely than Grade 8 and 10 students to have current asthma.
- Grade 12 students were less likely than Grade 10 students to have current asthma.

### Differences by gender:

- Grade 10 and 12 females were more likely than males to have current asthma.

### Differences over time:

- Among Grade 12 students, there was a significant decrease in current asthma from 2008 to 2010.



### Survey Questions:

- Has a doctor or nurse ever told you that you have asthma?
- Do you still have asthma?

### Notes:

- Percentages represent students who reported they were ever told they had asthma and those who were ever told they have asthma and still have asthma.
- The definition of current asthma changed in 2008, so previous results for current asthma are not comparable. In the past current asthma was defined as being diagnosed by a doctor and having an asthma attack in the past year.

Source: HYS 2008 and 2010



## Diabetes

Diabetes is becoming more common among youth and has lifelong implications for health and well-being. In 2010, 4 percent of Grade 8, 10 and 12 students reported having been told they have diabetes.

### Differences by grade level:

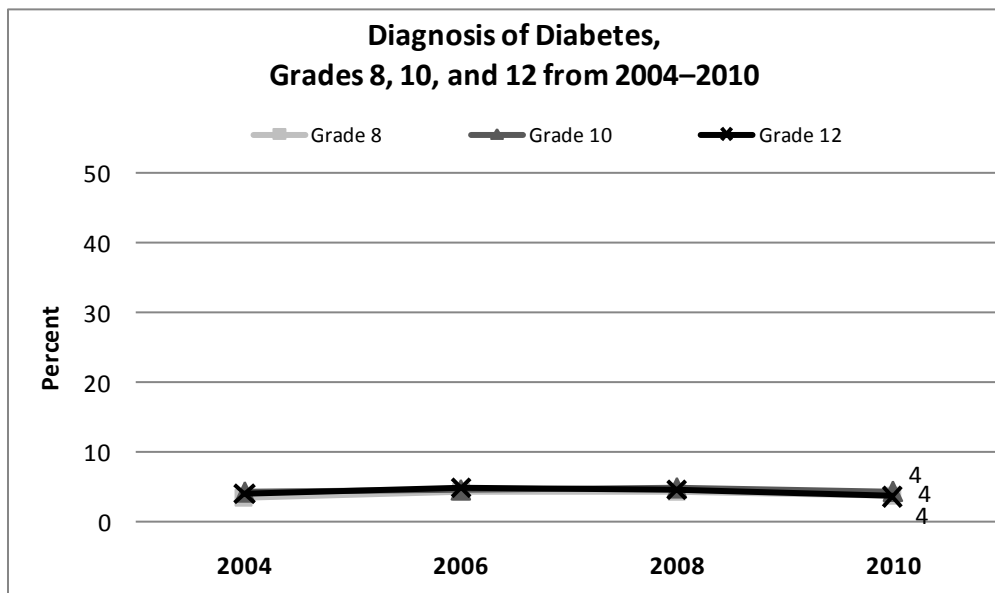
- There were no significant differences by grade level.

### Differences by gender:

- Grade 12 males were more likely than females to report having been told they have diabetes.

### Differences over time:

- There were no significant changes from 2008 to 2010.



*Survey Question:* Have you ever been told by a doctor or other health professional that you have diabetes?

*Note:* Percentages represent students who reported they were ever told they had diabetes.

*Source:* HYS 2004, 2006, 2008 and 2010.

## Access to Care

### Access to a Doctor

Access to medical and dental care is an important component in creating a healthy adolescent and adult. In 2010, 62 percent of Grade 8 students, 61 percent of Grade 10 students, and 58 percent of Grade 12 students had seen a doctor for a checkup or physical exam in the past 12 months when they were not sick or injured.

#### Differences by grade level:

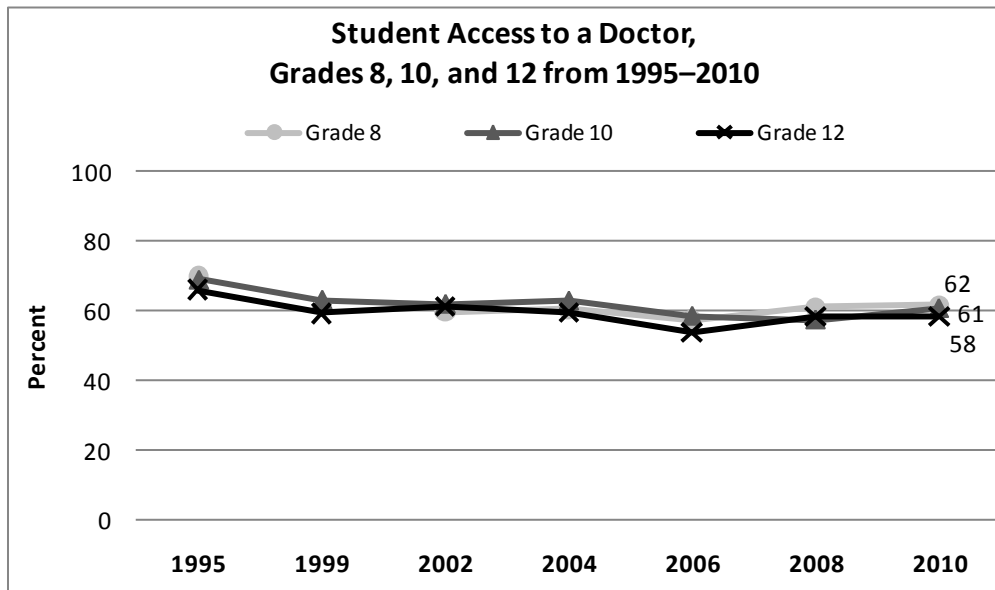
- Grade 8 students were more likely than Grade 12 students to have seen a doctor for a checkup or physical exam in the past year.

#### Differences by gender:

- Grade 12 females were more likely than males to have seen a doctor for a checkup or physical exam in the past year.

#### Differences over time:

- There were no significant changes from 2008 to 2010.
- Among Grade 10 students, there was a significant decreasing trend in seeing a doctor for a checkup or physical exam in the past year from 1995 through 2010.



*Survey Question:* 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?

*Note:* Percentages represent students who reported they saw a doctor or health care provider when they were not sick or injured in the past year.

*Source:* WSSAHB 1995, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Access to a Dentist

In 2010, 75 percent of Grade 8, 77 percent of Grade 10, and 74 percent of Grade 12 students had seen a dentist in the past 12 months.

### Differences by grade level:

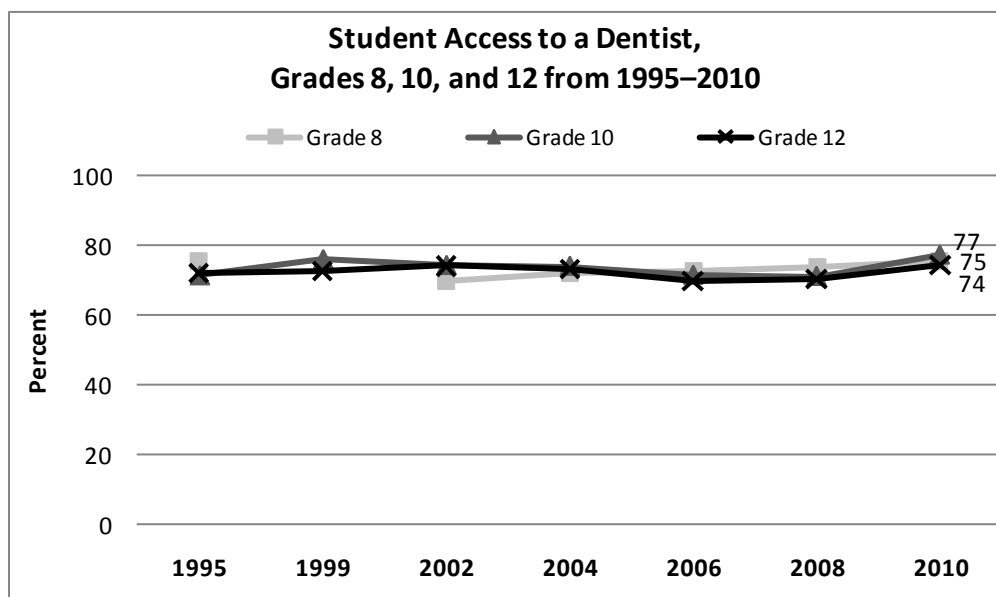
- Grade 10 students were more likely than Grade 12 students to have seen a dentist in the past 12 months.

### Differences by gender:

- Grade 10 and 12 females were more likely than males to have seen a dentist in the past 12 months.

### Differences over time:

- Among Grade 10 and 12 students, there were significant increases in seeing a dentist in the past year from 2008 to 2010.
- There were no significant trends from 1995 through 2010.



*Survey Question:* When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?

*Note:* Percentages represent students who reported they saw a dentist in the past year.

*Source:* WSSAHB 1995, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Depression

Students were asked, “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, it can be used as a surrogate measure for experiencing symptoms of depression.

In 2010, 25 percent of students in Grade 8, 30 percent of students in Grades 10, and 28 percent of students in Grade 12 reported experiencing depressive feelings during the past year.

### *Differences by grade level:*

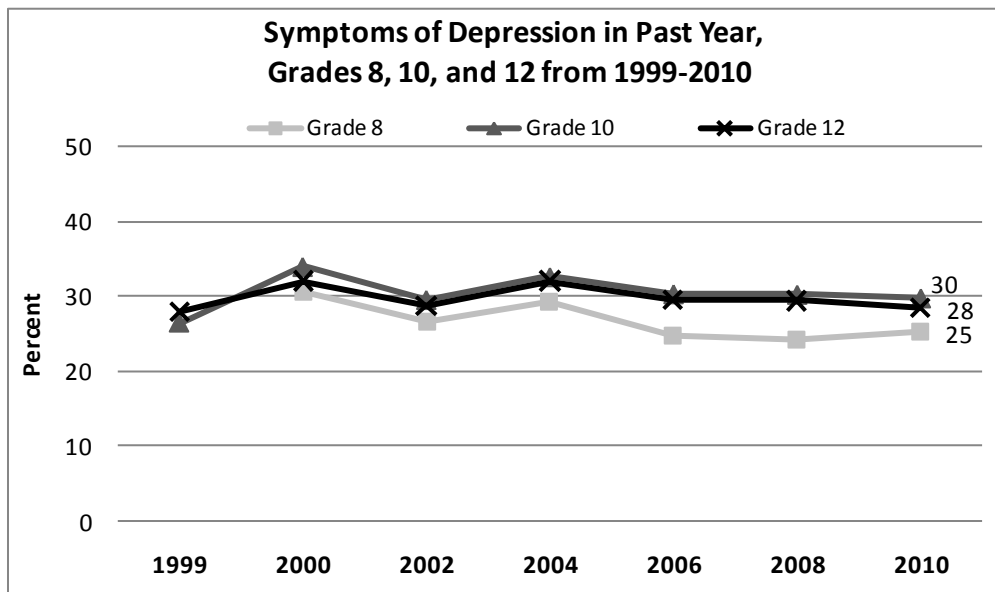
- Grade 10 and 12 students were more likely than Grade 8 students to experience depressive feelings.

### *Differences by gender:*

- Grade 8, 10 and 12 females were more likely than males to experience depressive feelings.

### *Differences over time:*

- There were no significant changes from 2008 to 2010.
- There were no significant trends from 1999 through 2010.



*Survey 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?

*Note:* Percentages represent students who reported, yes, they felt sad or hopeless for two weeks or more in the past year.

*Source:* YRBS 1999, WSSAHB 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Sexual Behavior

Engaging in sexual activities can result in unintended pregnancy and sexually transmitted diseases including HIV.

In 2010, 31 percent in Grade 10 and 53 percent in Grade 12 students reported they ever had sexual intercourse. Other results for Washington youth in 2010:

- About 6 percent of Grade 10 students and 5 percent of Grade 12 students had sexual intercourse before the age of 13.
- About 8 percent of Grade 10 students and 17 percent of Grade 12 students had sexual intercourse with four or more partners in their lifetime.
- Among those who had ever had sexual intercourse, about 62 percent of Grade 10 students and 54 percent of Grade 12 students used a condom the last time they had sexual intercourse.

### Differences by grade level:

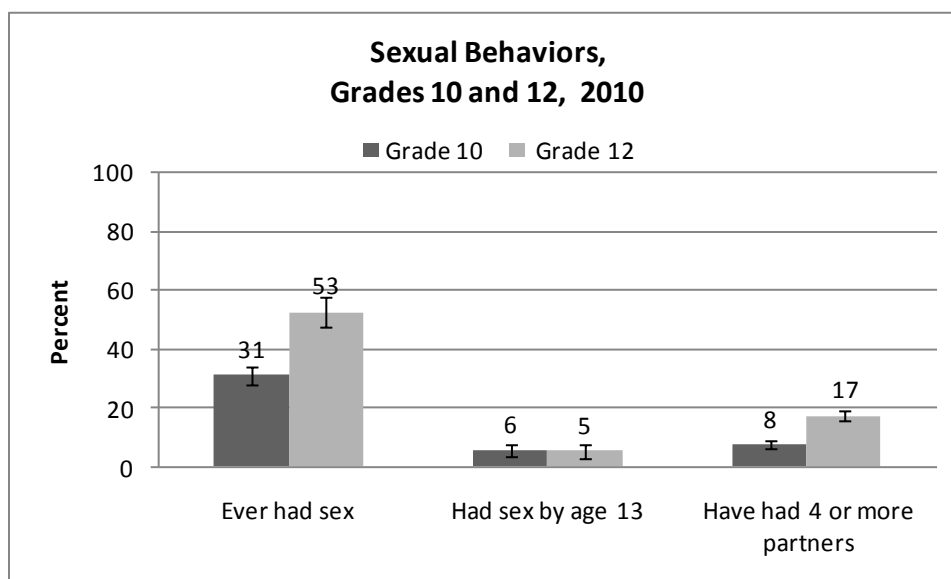
- Grade 12 students were more likely than Grade 10 students to have ever had sexual intercourse, were more likely to have had sex before age 13, and were more likely to have had four or more partners.
- Among those who ever had sexual intercourse, Grade 10 students were more likely than Grade 12 students to have used a condom the last time they had sexual intercourse.

### Differences by gender:

- Grade 12 males were more likely to have had sexual intercourse before age 13 compared to females.
- There were no significant differences by gender in ever having sex, in having four or more sexual partners, or using a condom the last time a student had sexual intercourse.

### Differences over time:

- This is the first time this question has been asked since 1992.



### Survey Questions:

- Have you ever had sexual intercourse?
- How old were you when you had sexual intercourse for the first time?
- With how many people have you ever had sexual intercourse?
- The last time you had sexual intercourse, did you or your partner use a condom?

### Notes:

- Percentages represent students who had ever had sexual intercourse, who had sex before age 13, or who had 4 or more sexual partners.
- The results for Grade 8 are not reported.

Source: HYS 2010.

## 5. School Climate

### School Safety, Bullying, and Harassment

School districts in Washington are required by law to adopt policies and procedures that prohibit harassment, intimidation and bullying (RCW 28A.300.285). State legislators, the Governor, the state education agency, local schools and communities, and parents recognize that students must feel safe at school to be successful learners. Effective school safety plans that include bullying and harassment prevention programs challenge traditional cultural norms that might condone bullying as a normal part of growing up.

#### Feeling Safe at School

When students feel safe at school, they are more likely to make better grades compared to those students who do not feel safe at school (Dilley 2009). In 2010, 87 percent of Grade 6 students, 83 percent of Grade 8 students, 85 percent of Grade 10 students, and 88 percent of Grade 12 students felt safe at school.

##### Differences by grade level:

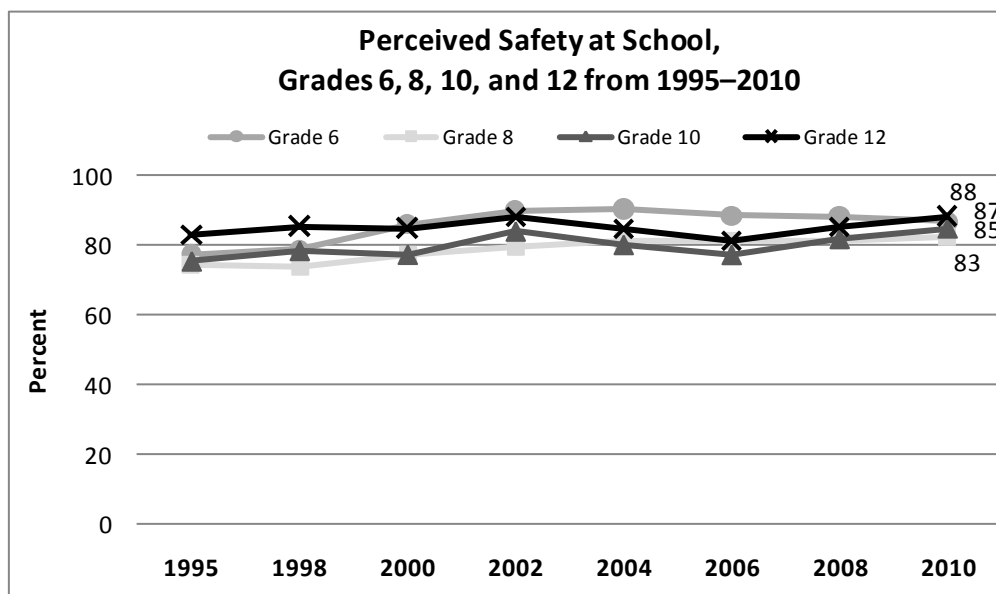
- Grade 8 students were less likely than Grade 6 and 12 students to feel safe at school. Grade 10 students were less likely than Grade 12 students to feel safe at school.

##### Differences by gender:

- Grades 6, 8, 10 and 12 males were less likely than females to feel safe at school.

##### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were significant increasing trends in feeling safe at school among Grade 6 students from 1995 through 2002, and among Grade 8 students from 1995 through 2010.



Survey Question: I feel safe at my school.

##### Notes:

- Survey forms A and B have different response options.
- Percentages represent students who reported that they, yes or mostly true, or, YES! or definitely true, that they felt safe at school.

##### Source:

WSSAHB 1995, 1998 and 2000, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Bullying

Bullying is defined 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. In 2010, 30 percent of Grade 6 and 8 students, 24 percent of Grade 10 students, and 17 percent of Grade 12 students reported being bullied in the past 30 days.

Students who are bullied at school are more likely to get lower grades compared to those who are not bullied. Creating a safe environment is critical for students' academic achievement. Research has identified best practice support programs that address school harassment and bullying and build positive school culture (Smith, Pepler, and Rigby, 2004).

### Differences by grade level:

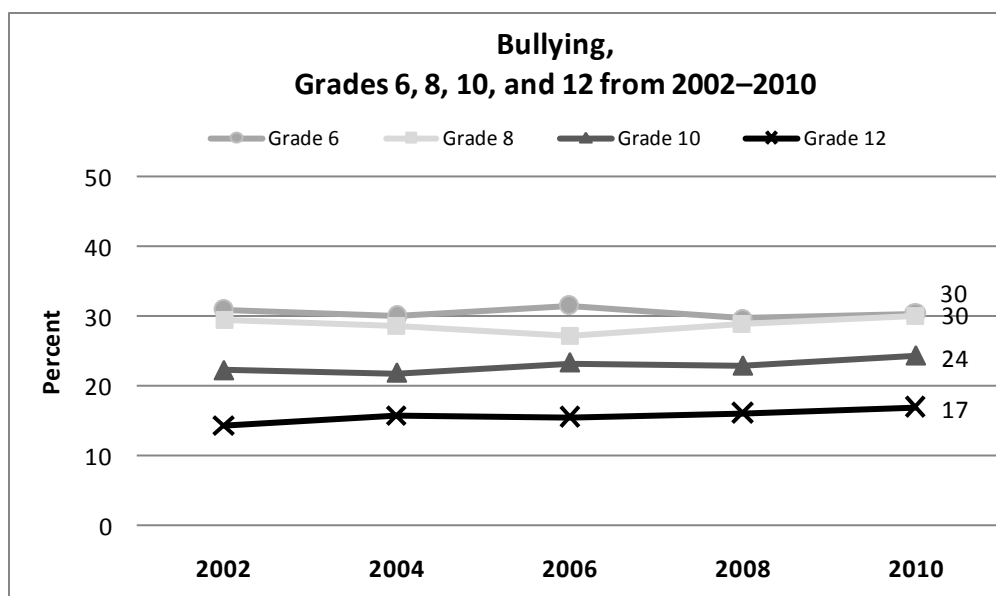
- Grade 6 and 8 students were more likely than Grade 10 and 12 students to be bullied.
- Grade 10 students were more likely than Grade 12 students to be bullied.

### Differences by gender:

- Grade 8 and 10 females were more likely than males to have been bullied.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- Among Grade 10 and 12 students, there were significant increasing trends in bullying from 2002 through 2010.



*Survey Question:* 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 argue or fight. In the last 30 days, how often have you been bullied?

*Note:* Percentages of students who reported they were bullied on any days in the last 30 days.

*Source:* HYS 2002, 2004, 2006, 2008 and 2010.

## Harassment

### Harassed for Perceived Sexual Orientation or Harassment by Someone Using a Computer or Cell Phone

Many schools have modified procedures to specifically address computer or cell phone harassment.

In 2010, 11 percent of Grade 8, 10 and 12 students reported being harassed with a computer or cell phone in the past 30 days. In 2010, 13 percent of Grade 8, 11 percent of Grade 10, and 8 percent of Grade 12 students reported being harassed because someone thought they were gay, lesbian or bisexual

#### Differences by grade level:

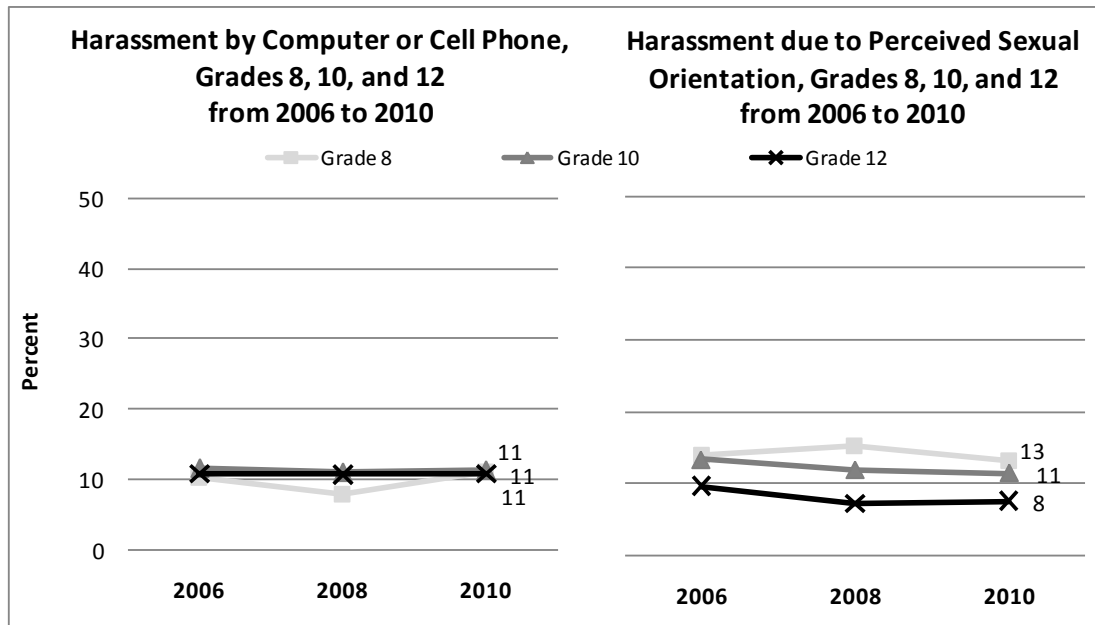
- There were no differences by grade for harassment with a computer or cell phone.
- Grade 8 and 10 students were more likely than Grade 12 students to be harassed due to perceived sexual orientation.

#### Differences by gender:

- Grade 8, 10 and 12 females were more likely than males to be harassed with a computer or cell phone.
- Grade 8, 10 and 12 males were more likely than females to be harassed due to perceived sexual orientation.

#### Differences over time:

- Among Grade 8 students, there was a significant increase in being harassed with a computer or cell phone from 2006 to 2010.
- Among Grade 8 students, there was a significant decrease in being harassed due to perceived sexual orientation from 2006 to 2010.



#### Survey Questions:

- In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school because someone thought you were gay, lesbian or bisexual (whether you are or are not)?
- In the past 30 days, has someone used the computer or a cell phone to bully, harass or intimidate you?

#### Notes:

- Percentages represent students who reported being harassed any times due to perceived sexual orientation in the past month.
- Percentages represent students who were harassed by a computer or cell phone any times in the past 30 days.
- Other questions about harassment were asked in 2008, including due to gender, race, religion, and health/disability.

Source: HYS 2006, 2008 and 2010.



## Fighting and Weapon Carrying at School

Creating a safe learning environment is a key factor in ensuring student achievement. In recent years tragic school shootings in the United States have highlighted the importance of ensuring that students do not carry weapons to school. In response, federal law now requires a one-year expulsion for students who bring firearms to schools (RCW 28A.600.010). Additionally, fighting is a key indicator for determining whether schools are safe.

### Fighting at School

School referral systems that encourage students to report threats and fighting will help prevent future violent incidents. Research has identified best practice programs that can address negative student behaviors and build positive school cultures (Smith, Pepler, and Rigby, 2004). In 2010, 15 percent of Grade 8 students, 9 percent of Grade 10 students, and 6 percent of Grade 12 students reported fighting at school in the past year.

#### Differences by grade level:

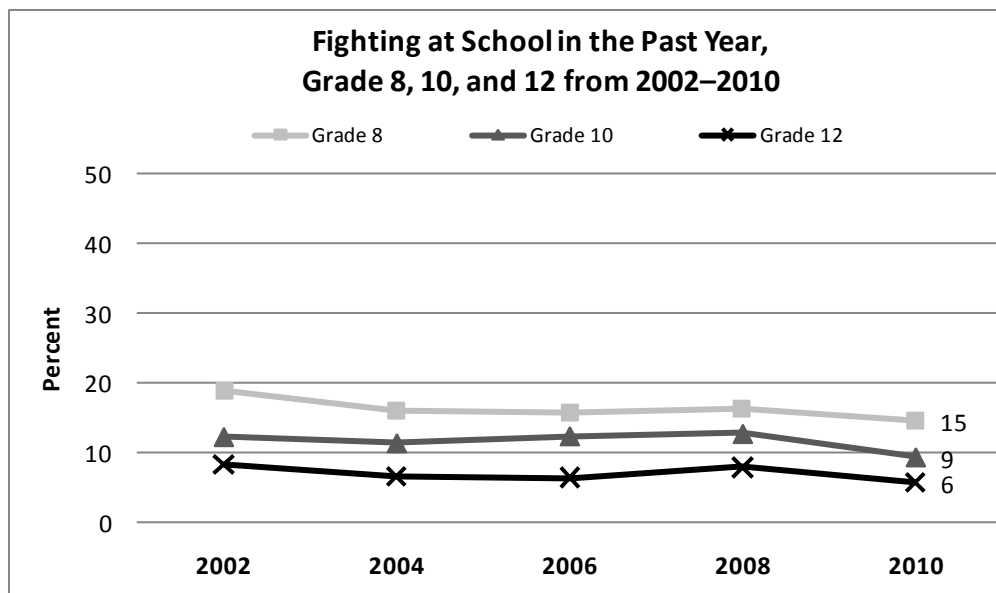
- Among Grade 8, 10 and 12 students, as grade levels increase, each grade was less likely to fight at school in the past year.

#### Differences by gender:

- Grade 8, 10 and 12 males were more likely than females to fight at school in the past year.

#### Differences over time:

- Among grade 10 and 12 students, there were significant decreases in fighting at school from 2008 to 2010.
- There were no significant trends from 2002 through 2010.



*Survey Question:* During the past 12 months, how many times were you in a physical fight on school property?

*Note:* Percentages represent students who reported that they were in at least one physical fight at school in the past year.

*Source:* HYS 2002, 2004, 2006, 2008 and 2010.

## Weapon Carrying at School

School safety requires the commitment of staff members, students, parents and the community. Creating a safe and supportive learning environment is critical for student academic success (Dilley, 2009). In 2010, 3 percent of Grade 6 students, 5 percent of Grade 8 students, and 7 percent of Grade 10 and 12 students reported weapon carrying at school in the past 30 days.

### Differences by grade level:

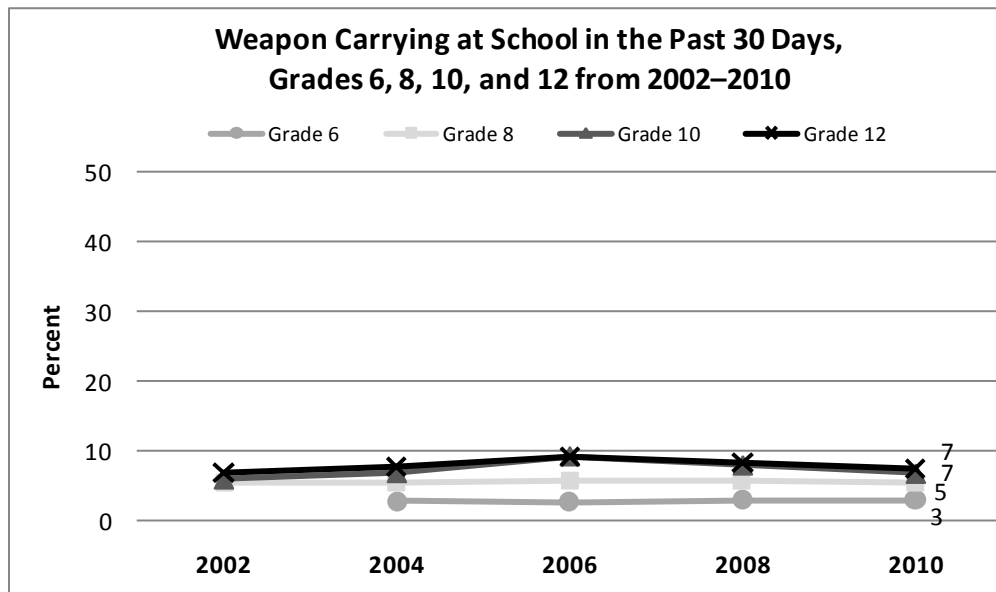
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to carry a weapon at school in the past 30 days, except there was not an increase between Grade 10 and 12 students.

### Differences by gender:

- Grade 6, 8, 10 and 12 males were more likely than females to carry a weapon at school in the past 30 days.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were no significant trends from 2002 through 2010.



*Survey Question:* During the past 30 days, did you carry a weapon such as a gun, knife, or club on school property?

*Notes:*

- Percentages represent students who reported any weapon carrying at school in the past 30 days.
- Grade 6 students were asked if they carried a weapon at school, “yes” or “no.”
- Grade 8, 10 and 12 students were asked the number of times they carried a weapon.
- In 2006, the response options were reduced from 5 different number of times options to 3 different number of times.

*Source:* HYS 2002, 2004, 2006, 2008 and 2010.

## Substance Use at School

The use of substances at school significantly affects student learning and compromises the school environment. Substance use and abuse are closely correlated with violent behavior. Prevention, early intervention, treatment, and other related efforts that reduce the number of students engaging in these behaviors and coming to school high or drunk enhances school safety and increases student potential for academic success.

### ***Alcohol or Other Drug Use on School Property***

In 2010, 8 percent of Grade 8 students, 17 percent of Grade 10 students, and 19 percent of Grade 12 students reported being drunk or high at school in the past year.

#### *Differences by grade level:*

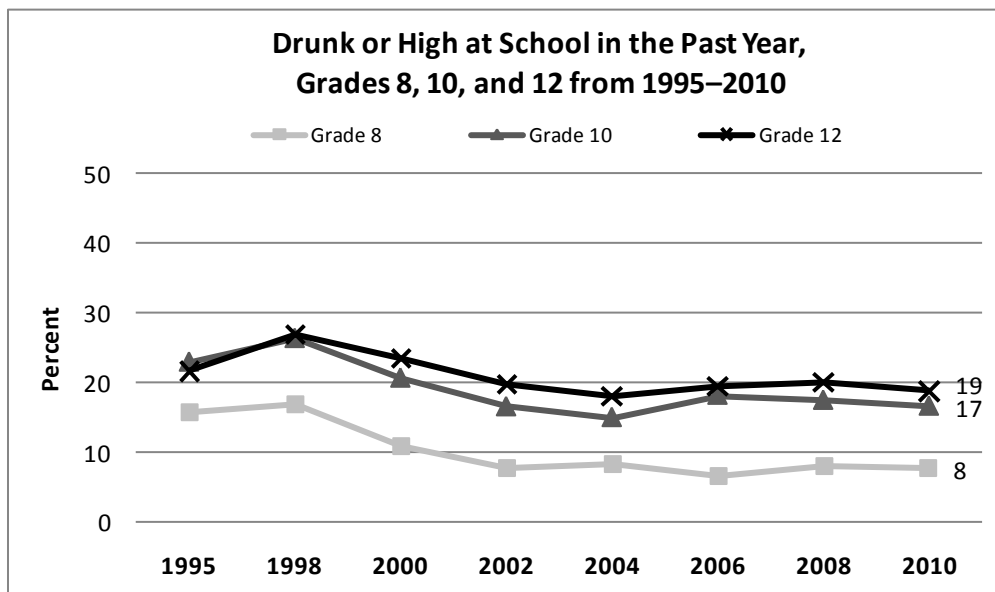
- Grade 10 and 12 students were more likely than Grade 8 students to be drunk or high at school in the past year.

#### *Differences by gender:*

- Grade 12 males were more likely than females to report being drunk or high at school in the past year.

#### *Differences over time:*

- There were no significant changes from 2008 to 2010.
- Among Grade 8 and 10 students, there were significant decreasing trends in being drunk or high at school in the past year from 1995 through 2010.



*Survey Question:* How many times in the past year (12 months) have you been drunk or high at school?

*Note:* Percentages represent students who reported being drunk or high on school property on any days in the past year.

*Source:* WSSAHB 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Tobacco Use on School Property

In 2010, 3 percent of Grade 8 students, 6 percent of Grade 10 students, and 9 percent of Grade 12 students reported using tobacco at school in the past 30 days.

### Differences by grade level:

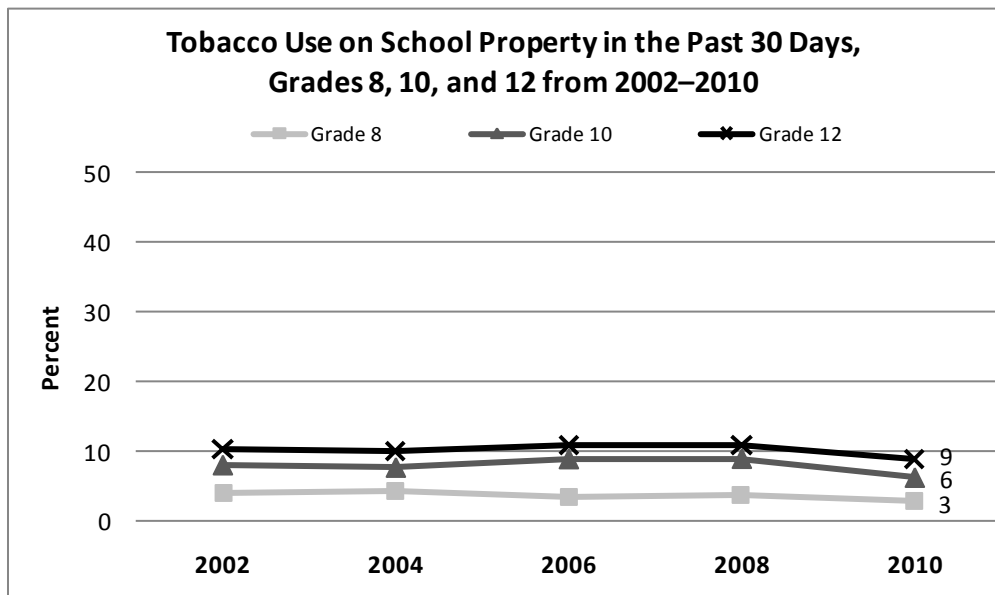
- Among Grade 8, 10 and 12 students, as grade levels increase, each grade was more likely to use tobacco at school in the past 30 days.

### Differences by gender:

- Grade 10 and 12 males were more likely than females to use tobacco at school in the past 30 days.

### Differences over time:

- Among Grade 8 and 10 students, there were significant decreases in using tobacco at school in the past 30 days from 2008 to 2010.
- There were no significant trends from 2002 through 2010.



*Survey Question:* During the past 30 days, on how many days did you use tobacco (cigarettes, cigars, or chew/dip) on school property?

*Note:* Percentages represent students who reported using tobacco on school property on any days in the past 30 days.

*Source:* HYS 2002, 2004, 2006, 2008 and 2010.

## Perceived Availability of School Staff to Discuss Substance-Related Problems

Students who have opportunities for interaction with school staff, especially in times of crisis, are more likely to be connected to school and academically successful (Catalano, Haggerty, Oesterle, Fleming, and Hawkins, 2004). In 2010, 64 percent of Grade 8 and 12 students, and 59 percent of Grade 10 students reported having someone at school with whom to discuss substance-related problems.

### Differences by grade level:

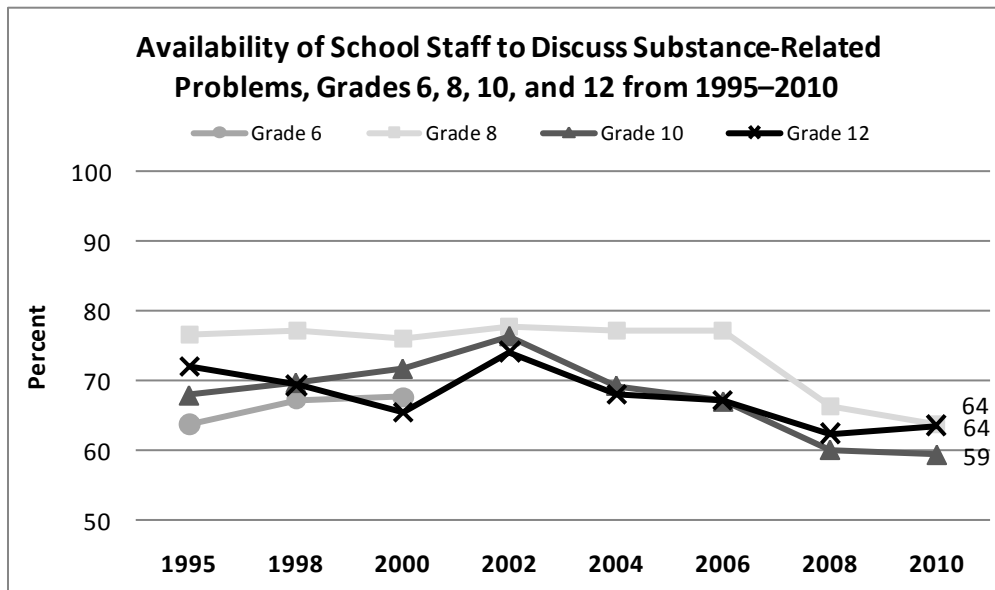
- Grade 8 students were more likely than Grade 10 students, and Grade 12 students were more likely than Grade 10 students to have someone at school to discuss substance-related problems.

### Differences by gender:

- Grade 10 males were more likely than females to have someone at school to discuss substance-related problems.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were significant decreasing trends in having someone at school to discuss substance-related problems with among Grade 8 students from 2006 through 2010, and among Grade 10 students from 2002 through 2010.



*Survey Question:* Does your school provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs?

*Note:* Percentages represent students who were aware of having someone at school with whom they could discuss substance-related problems. Those who answered “I’m not sure” were considered not aware.

*Source:* WSSAHB 1995 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## School Attendance

A significant portion of young people’s lives is spent attending school. When youth enjoy school and attend regularly, they are more likely to achieve academically and are at much less risk of engaging in a variety of at-risk behaviors.

### *Skipping or Cutting School*

In 2010, 17 percent of Grade 6 students, 19 percent of Grade 8 students, 21 percent of Grade 10 students, and 28 percent of Grade 12 students reporting skipping or cutting at least one day of school in the past 30 days.

#### *Differences by grade level:*

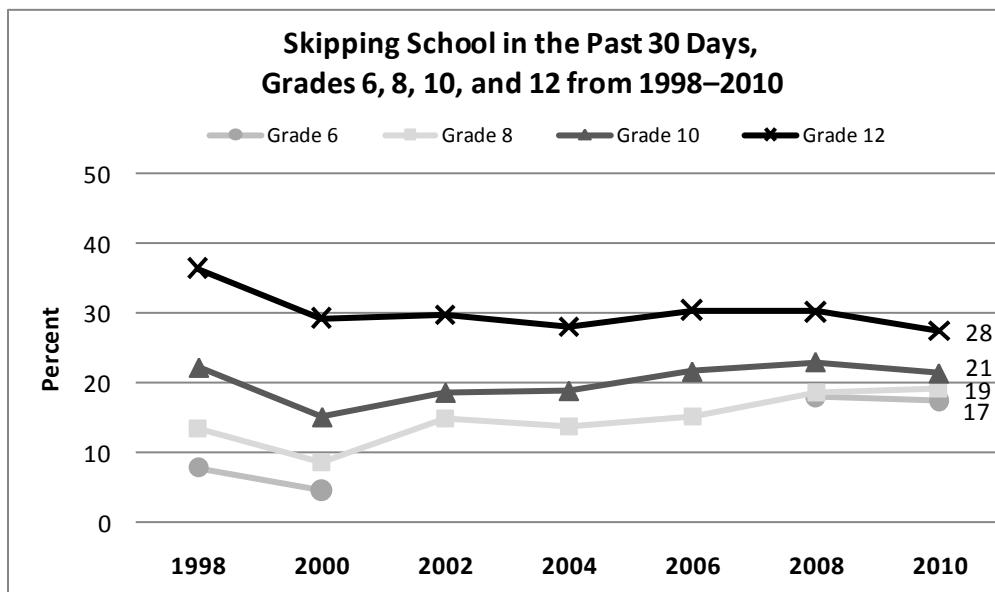
- Grade 8 and 10 students were more likely than Grade 6 students to skip or cut a whole day of school in the past 30 days.
- Grade 12 students were more likely than Grade 6, 8 and 10 students to skip or cut a whole day of school in the past 30 days.

#### *Differences by gender:*

- Grade 6 males were more likely than females to skip or cut a whole day of school in the past 30 days
- Grade 8 females were more likely than males to skip or cut a whole day of school in the past 30 days.

#### *Differences over time:*

- There were no significant changes from 2008 to 2010.
- For Grade 8, there was a significant increasing trend in skipping school from 1998 through 2010.



*Survey Question:* During the LAST 4 WEEKS, how many whole days of school have you missed because you skipped or “cut”?

#### *Notes:*

- Percentages represent students who reported they skipped or cut any days of school in the past 30 days.
- This question was not asked of Grade 6 students in 2002, 2004 and 2006, but was added back on the survey in 2008.

*Source:* WSSAHB 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Enjoying School

Students who report a positive attitude toward school are more likely to be academically successful (Catalano, Haggerty, Oesterle, Fleming, and Hawkins, 2004). In 2010, 32 percent of Grade 6 students, 20 percent of Grade 8 students, and 13 percent of Grade 10 and 12 students reported almost always enjoying school over the past year.

Differences by grade level:

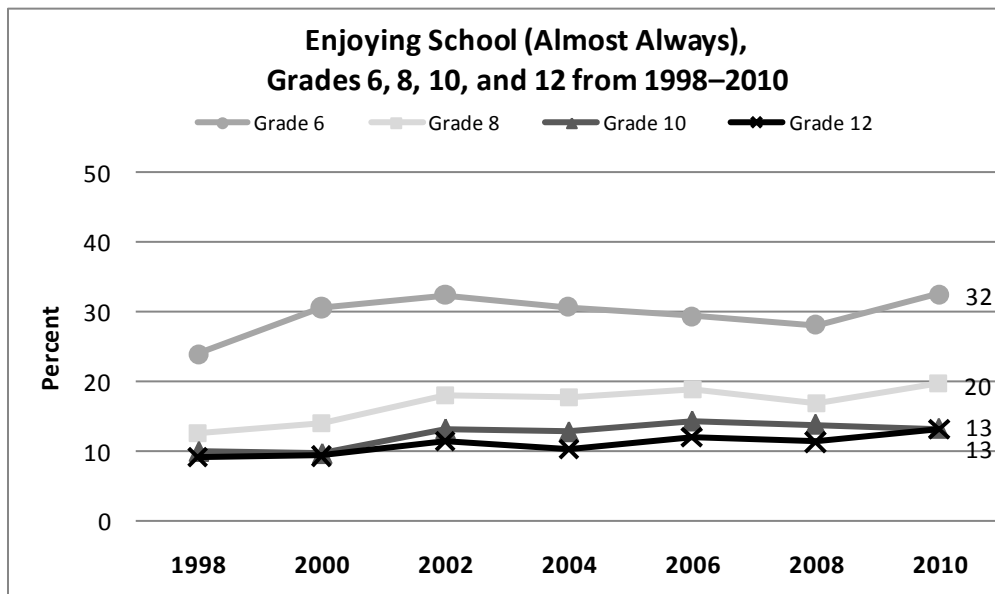
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was less likely to almost always enjoy school, except there was no difference between Grade 10 and 12 students.

Differences by gender:

- Grade 6, 8, 10 and 12 females were more likely than males to almost always enjoy school.

Differences over time:

- Among Grade 6 and 8 students, there was a significant increase in almost always enjoying school from 2008 to 2010.
- Among Grade 12 students there was a significant increasing trend in almost always enjoying school from 1998 through 2010.



*Survey Question:* Think back over the past year in school. How often did you: Enjoy being in school?

*Note:* Percentages represent students who reported they almost always enjoy school.

*Source:* WSSAHB 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## 6. Unintentional Injury Behaviors

### Motor Vehicle Safety

Among youth, motor vehicle-related injuries are the leading cause of death. The risk of motor vehicle crashes is higher among 16- to 19-year-olds than among any other age group. In fact, per mile driven, youth drivers are four times more likely than older drivers to crash. This is because they tend to take more risks, are less skilled at detecting hazards, tend to speed more often and have the lowest seat belt use compared to older drivers (Centers for Disease Control and Prevention, 2010).

### Seat Belt Use

In 2010, 95 percent of Grade 6 students, 90 percent of Grade 8 students, 91 percent of Grade 10 students, and 93 percent of Grade 12 students reported wearing a seat belt most of the time or always.

The Healthy People 2010 objective for seat belt wearing is 92 percent.

#### Differences by grade level:

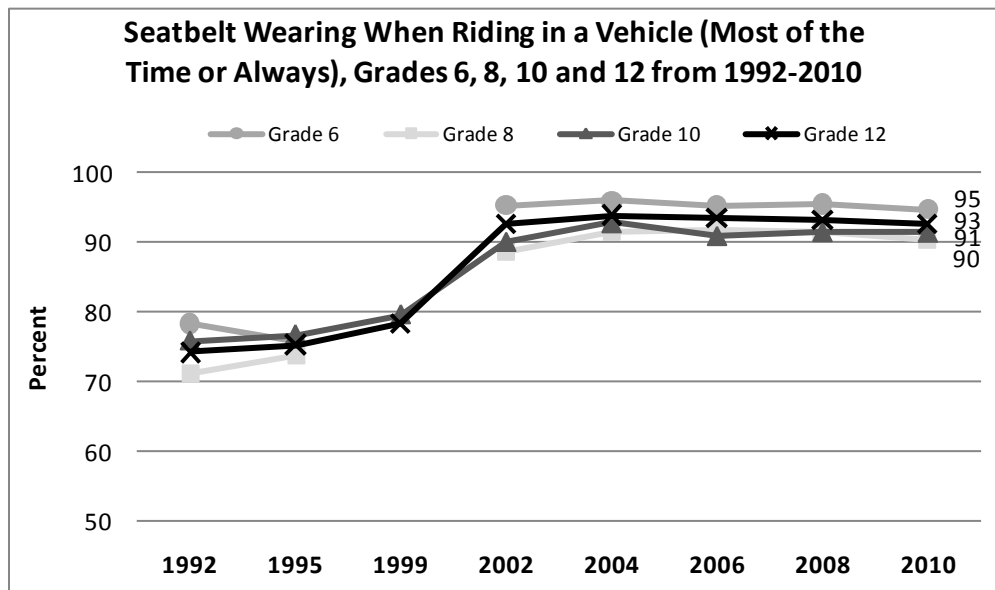
- Grade 6 students were more likely than Grade 8, 10 and 12 students to wear seat belts most of the time or always.
- Grade 12 students were more likely than Grade 8 students to wear seat belts most of the time or always.

#### Differences by gender:

- Grade 12 females were more likely than males to wear seat belts most of the time or always.

#### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were significant increasing trends in wearing seat belts most of the time or always among Grade 6 and 8 students from 1992 through 2010, among Grade 10 students from 1992 through 2004, and among Grade 12 students from 1992 through 2002.



*Survey Question:* How often do you wear a seat belt when riding in a car driven by someone else?

#### Notes:

- Percentages represent students who reported that they wear a seat belt most of the time or always when riding in a vehicle.
- The language “driven by someone else” is not included in the Grade 6 survey question.

*Source:* WSSAHB 1992 and 1995, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.



## Riding with a Drinking Driver

Impaired driving is a strong risk factor for a fatal crash. At all levels of blood alcohol concentration (BAC), the risk of involvement in a motor vehicle crash is greater for teens than for older drivers. In 2008, 25 percent of drivers ages 15 to 20 who died in motor vehicle crashes had a BAC of 0.08 g/dl or higher (Centers for Disease Control and Prevention, 2009).

In 2010, 18 percent of Grade 8 students, 22 percent of Grade 10 and 23 percent of Grade 12 students reported riding in a car driven by someone who had been drinking alcohol.

The Healthy People 2010 objective is to reduce the percentage of riding with someone who has been drinking alcohol to 30 percent.

### Differences by grade level:

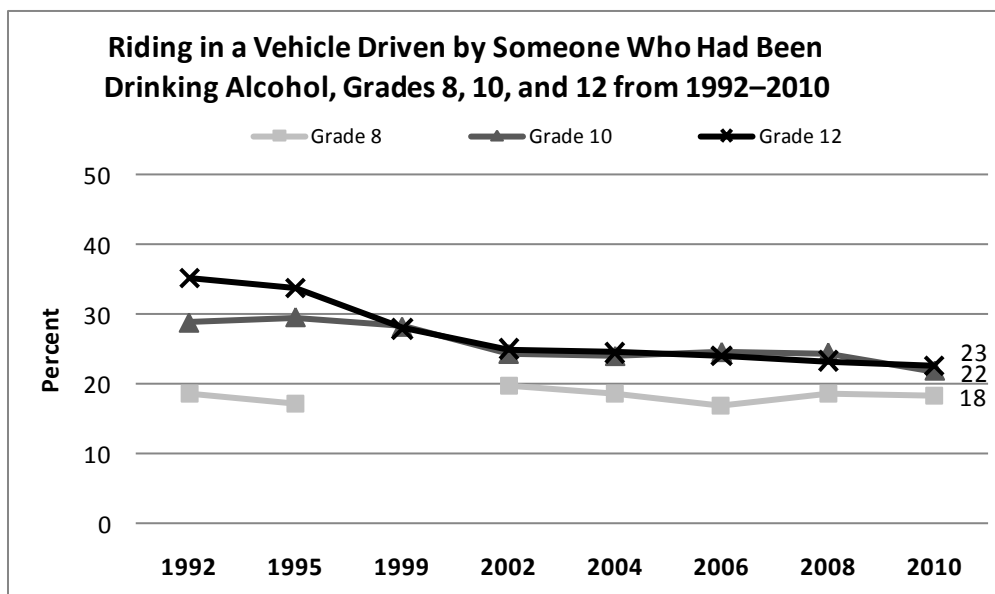
- Grade 10 and 12 students were more likely than Grade 8 students to ride in a vehicle driven by someone who had been drinking alcohol.

### Differences by gender:

- Grade 8 and 10 females were more likely than males to ride in a vehicle driven by someone who had been drinking alcohol.
- Grade 12 males were more likely than females to ride in a vehicle driven by someone who had been drinking alcohol.

### Differences over time:

- Among Grade 10 students, there was a significant decrease in riding in a vehicle driven by someone who had been drinking alcohol from 2008 to 2010.
- There were significant decreasing trends in riding in a vehicle driven by someone who had been drinking alcohol among Grade 10 students from 1992 through 2010, and among Grade 12 students from 1992 to 2002.



*Survey Question:* 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?

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

*Source:* WSSAHB 1992 and 1995, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Drinking and Driving

In 2010, 7 percent of Grade 10 students and 12 percent of Grade 12 students reported drinking alcohol and driving in the past 30 days.

### Differences by grade level:

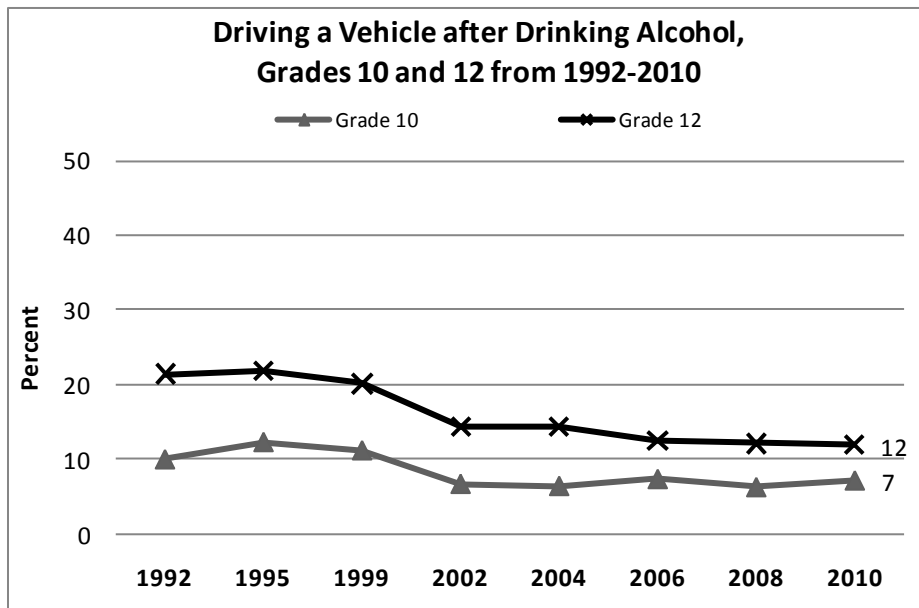
- Grade 12 students were more likely than Grade 10 students to report driving a vehicle after drinking alcohol.

### Differences by gender:

- Grade 10 and 12 males were more likely than females to report driving a vehicle after drinking alcohol.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- Among Grade 10 and 12 students, there were significant decreasing trends from 1992 through 2010.



*Survey Question:* During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?

### Notes:

- Percentages represent students who reported drinking alcohol and driving any times in the past 30 days.
- The results for Grade 8 students are not reported due to the fact that most are not old enough to drive.

*Source:* WSSAHB 1992 and 1995, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Bicycle Safety

Wearing a helmet, while riding a bicycle, reduces the risk for head injuries. Washington adolescents have a low prevalence of wearing a bicycle helmet. In 2010, 27 percent of the Grade 8 students, 24 percent of the Grade 10 students, and 20 percent of the Grade 12 students who rode a bicycle in the past year wore a helmet always or most of the time.

### Differences by grade level:

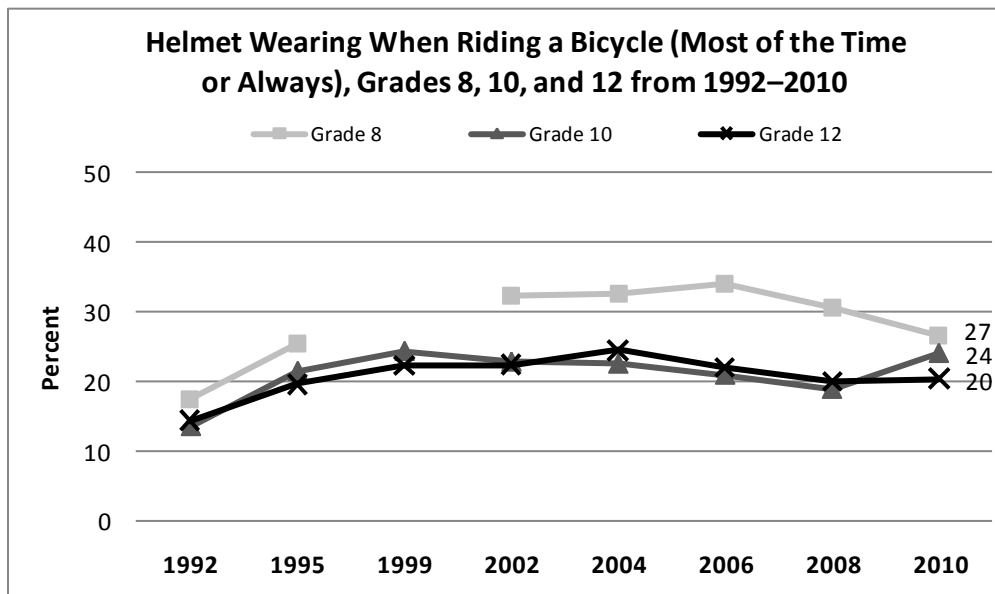
- Grade 12 students were less likely than students in Grade 8 and Grade 10 to report wearing a helmet always or most of the time when bicycling.

### Differences by gender:

- Grade 12 males were less likely than females to report wearing a helmet always or most of the time when bicycling.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- Among Grade 8 and 10 students, there were significant increasing trends in wearing a helmet always or most of the time when bicycling from 1992 through 2010.



*Survey Question:* When you rode a bicycle during the past 12 months, how often did you wear a helmet?

### Notes:

- Percentages represent students who reported that they rode a bicycle in the past 12 months and wore a helmet most of the time or always.
- Students who reported that they “did not ride a bicycle in the past 12 months” were not included in the results. The sample sizes for the 2008 results in this figure are: 4,009 Grade 8; 2,554 Grade 10; and 1,861 Grade 12 students.

*Source:* WSSAHB 1992 and 1995, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Boat Safety

Drowning is the second leading cause of unintentional injury death for children in Washington. Most Washington State drownings occur in open water such as lakes, rivers, and the ocean. However, less than half of teens wear life vests while riding in small boats. In 2010, 52 percent of the Grade 8 students, 41 percent of the Grade 10 students, and 36 percent of the Grade 12 students who go boating reported always wearing a life vest.

### Differences by grade level:

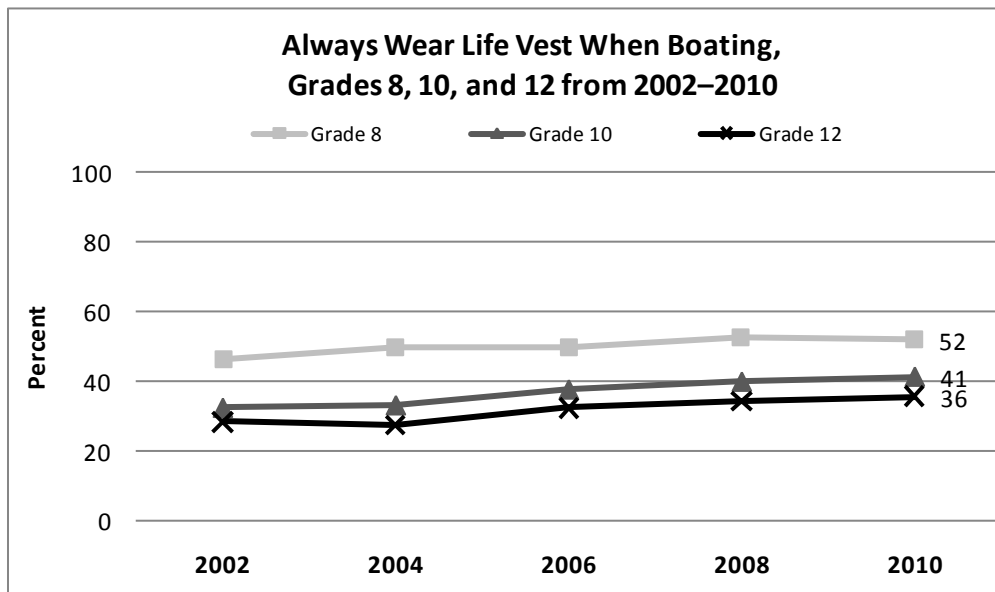
- Among Grade 8, 10 and 12 students, as grade levels increase, each grade was less likely to always wear a life vest when boating.

### Differences by gender:

- Grade 8, 10 and 12 males were less likely than females to always wear a life vest when boating.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- Among Grades 8, 10, and 12 students there were significant increasing trends in wearing a life vest while boating from 2002 through 2010.



*Survey Question:* How often do you wear a life vest when you're in a small boat like a canoe, raft, or small motorboat?

#### Notes:

- Percentages represent students who boat and reported always wearing a life vest when in a small boat such as a canoe, raft, or small motor boat.
- Students who reported that they "never go boating" were not included in the results. The sample sizes for the 2008 results in this chart are 3,547 Grade 8; 2,620 Grade 10; and 2,200 Grade 12 students.

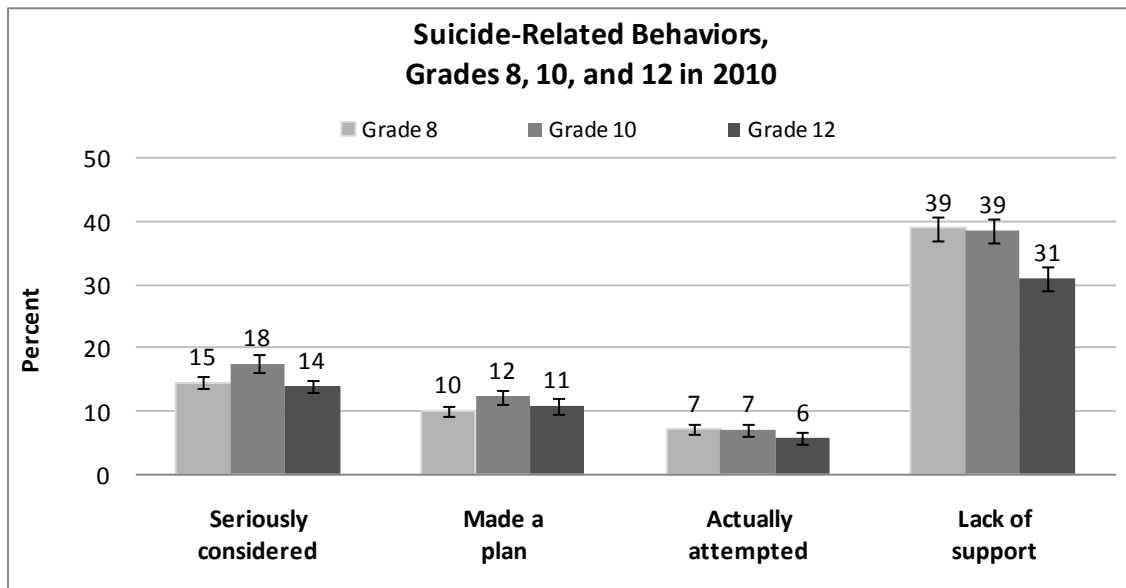
*Source:* HYS 2002, 2004, 2006, 2008 and 2010.

## 7. Intentional Injury Behaviors

### Suicide

Attempted suicide heightens the risk of eventual suicide, and is related to a variety of other problem behaviors such as substance abuse and delinquency. In 2010, students reported the following suicide-related behaviors:

- Seriously considered attempting suicide in the past year: 15 percent of Grade 8, 18 percent of Grade 10, and 14 percent of Grade 12 students.
- Made a plan about how to attempt suicide in the past year: 10 percent of Grade 8, 12 percent of Grade 10, and 11 percent of Grade 12 students.
- Actually attempted suicide: 7 percent of Grade 8 and 10, and 6 percent of Grade 12 students.
- Felt that they did not have an adult to turn to for help when feeling sad or hopeless: 26 percent of Grade 6, 39 percent of Grade 8 and 10, and 31 percent of Grade 12 students.



#### Survey Questions:

- During the past 12 months, did you ever seriously consider attempting suicide?
- During the past 12 months, did you make a plan about how you would attempt suicide?
- During the past 12 months, how many times did you actually attempt suicide?
- When you feel sad or hopeless, are there adults that you can turn to for help?

#### Notes:

- Percentages represent students who seriously considered suicide, who made a plan to attempt suicide, and who actually attempted suicide any time in the past 12 months.
- Percentages for “no adult to turn to for help when depressed” represent students who felt sad or hopeless, and did not have or did not know if they had adults to turn to for help. Students who reported that they “never feel sad or hopeless” were not included in the results.
- The sample sizes for the 2010 “no adult to turn to for help when depressed” results in this chart are 3,327 Grade 8; 2,743 Grade 10; and 2,253 Grade 12 students.

Source: HYS 2010.

## Suicide Attempts

In 2010, 7 percent of Grade 8 and 10 students, and 6 percent of Grade 12 students actually attempted suicide in the past year.

The Healthy People 2010 objective is to reduce the percentage of adolescents who attempt suicide to no more than 1 percent.

### Differences by grade level:

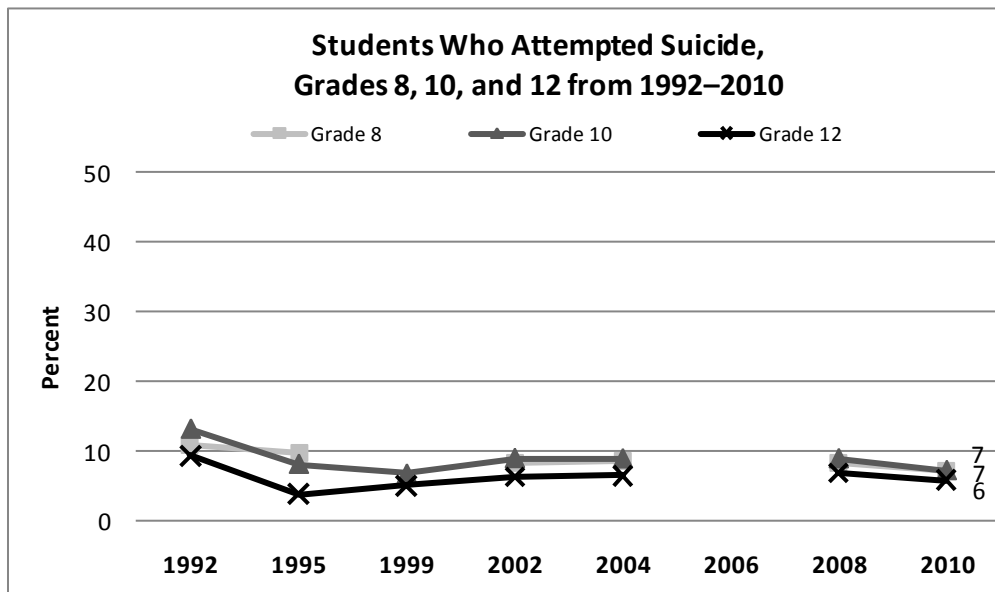
- Grade 8 and 10 students were more likely than Grade 12 students to have attempted suicide in the past year.

### Differences by gender:

- Grade 8 females were more likely than males to have attempted suicide in the past year.

### Differences over time:

- Among Grade 10 students, there was a significant decrease in attempting suicide in the past year from 2008 to 2010.
- Among Grade 8, 10 and 12 students, there were significant decreasing trends in attempting suicide in the past 12 months from 1992 through 2010.



*Survey Questions:* During the past 12 months, how many times did you actually attempt suicide?

*Notes:*

- Percentages represent students who reported attempted suicide any time in the past 12 months.
- In 2006, the survey response options were changed from the number of times of attempted suicide to “yes” or “no” attempted suicide.
- Caution should be exercised if these results are compared to the 2006 results.

*Source:* WSSAHB 1992 and 1995, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Weapon Carrying

Weapon or gun carrying is not a violent behavior in itself, but carrying a weapon significantly increases the risk that a violent argument will result in death, disability, or other serious injury.

In 2010, 11 percent of Grade 8 students, and 10 percent of Grade 10 and 12 students reported carrying a weapon in the past 30 days because they might need it in a fight.

### Differences by grade level:

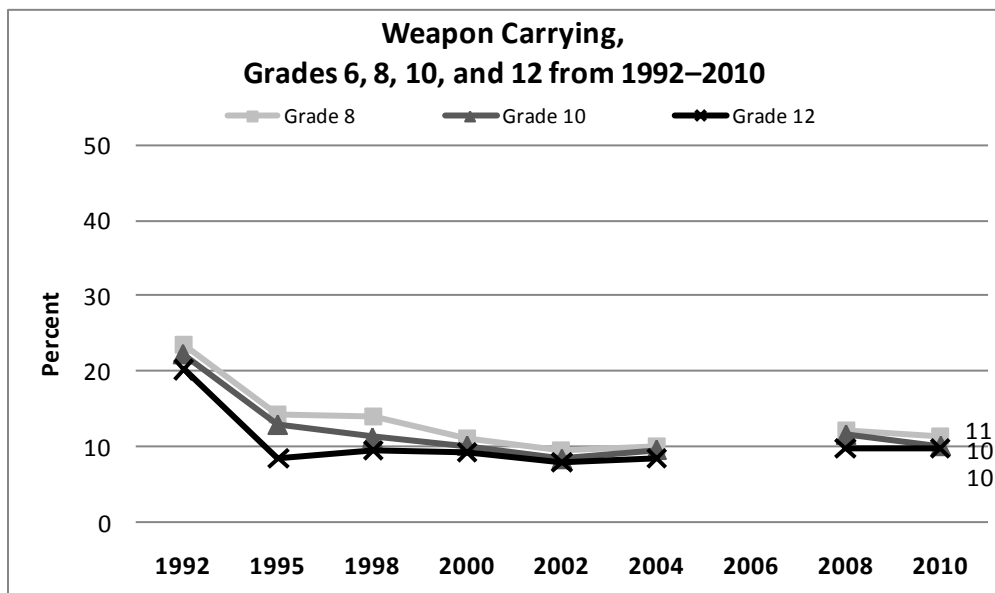
- There were no significant differences by grade level.

### Differences by gender:

- Grade 8, 10 and 12 males were more likely than females to carry a weapon in the past 30 days.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- Among Grade 8 and 12 students, there were significant decreasing trends in carrying a weapon in the past 30 days from 1992 through 2002.



*Survey Question:* 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.)

### Notes:

- Percentages represent students who reported carrying a weapon on any days in the past 30 days.
- This question was not asked in 2006.

*Source:* WSSAHB 1992 and 1995, YRBS 1999, HYS 2002, 2004, 2008 and 2010.

## Physical Fighting

Physical fighting, a common form of interpersonal violence among teens, is a public health concern both because of the potential for fight-related injuries and its association with participation in many other health risk behaviors.

In 2010, 29 percent of Grade 6 students, 34 percent of Grade 8 students, 26 percent of Grade 10 students, and 20 percent of Grade 12 students reported being in a physical fight in the past year.

The Healthy People 2010 goal is to reduce physical fighting in the past year among adolescents in Grades 9 through 12 to 32 percent.

### Differences by grade level:

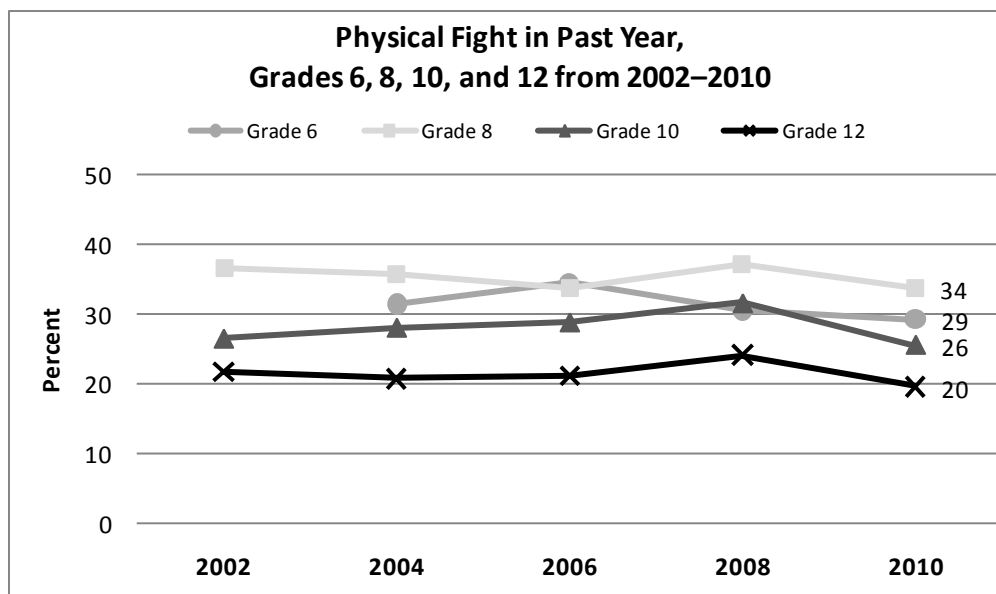
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was less likely to be in a physical fight in the past year, except Grade 8 students were more likely than Grade 6 students to be in a physical fight.

### Differences by gender:

- Grade 6, 8, 10 and 12 males were more likely than females to be in a physical fight in the past year.

### Differences over time:

- Among Grade 8, 10 and 12 students, there were significant decreases in physical fighting from 2008 to 2010.
- There were no significant trends from 2002 through 2010.



*Survey Question:* During the past 12 months, how many times were you in a physical fight?

*Note:* Percentages represent students who reported being in a physical fight in the past year.

*Source:* HYS 2002, 2004, 2006, 2008 and 2010.



## Gangs

Youth gangs are responsible for the majority of serious violence in the United States and commit a disproportionate share of offenses. In schools and neighborhoods where gangs are active, gangs create a climate of fear, and increase the amount of violence and criminal behavior.

In 2010, 7 percent of Grade 8, 6 percent of Grade 10, and 5 percent of Grade 12 students reported being in a gang in the past year.

### *Differences by grade level:*

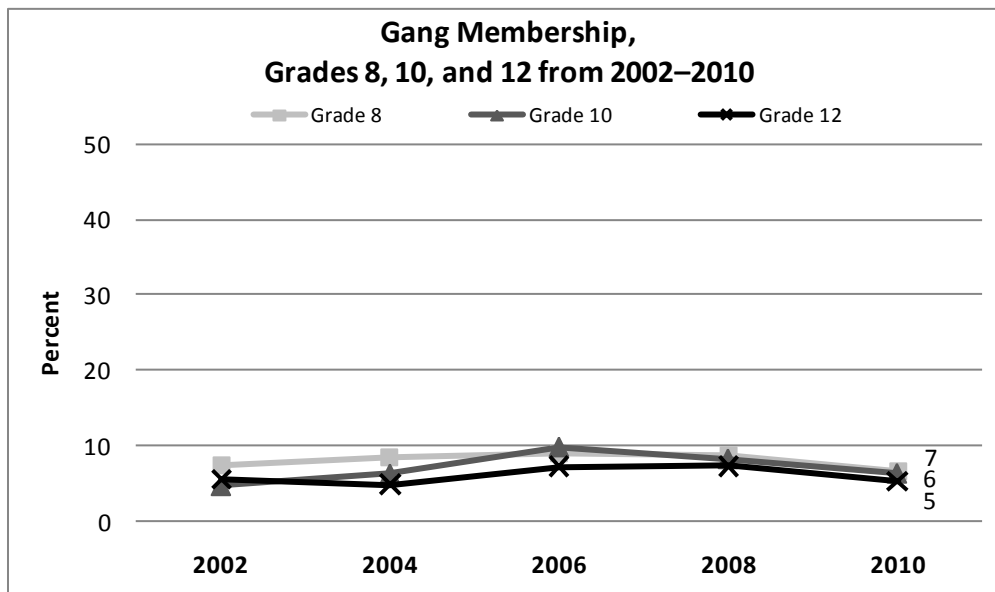
- Grade 8 students were more likely than students in Grade 12 to have been a gang member in the past year.

### *Differences by gender:*

- Grade 8, 10 and 12 males were more likely than females to have been a gang member in the past year.

### *Differences over time:*

- Among Grade 8, 10 and 12 students, there were significant decreases in gang membership from 2008 to 2010.
- There were no significant trends from 2002 through 2010.



*Survey Question:* During the past 12 months, have you been a member of a gang?

*Note:* Percentages represent students who reported “yes” they were a member of a gang in the past 12 months.

*Source:* HYS 2002, 2004, 2006, 2008 and 2010.

## 8. Alcohol, Tobacco, and Other Drug Use

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### Current Substance Use

Student responses to questions about substance use in the past 30 days are indicators of their current substance use. This section presents current (30-day) prevalence results by grade from 1988 to 2010 (see Tables 4 through 7). Detailed results for individual substances appear in subsequent sections.

The prevalence of current use for some substances has been assessed differently over time. Superscripts in the tables describe any changes to survey questions or responses. Therefore, readers should use caution when making strong conclusions about changes over time for these substances.

In addition, it is important to recognize that these results are based on responses from students attending public schools. Rates of substance use may be different in other educational settings, and are likely higher among youth who have dropped out of school.

#### *Description of Superscript Notes*

How the question was asked and changes over time:

1. Question asked as “how often did you use . . .”
2. Question asked as “during the past 30 days, how many times have you . . .”
3. Question asked as “during the past 30 days, on how many days did you . . .”
4. Question asked as “think back over the past two weeks, how many times have you . . .”
5. Question asked as “during the past 30 days, how many cigarettes have you smoked . . .”
6. Question asked as “which describes your use of cocaine (coke, crack or freebase) . . .”

Other changes in question format and wording over time:

- a. In 1990, 1992, 1995, and 1998 question worded as “used alcohol,” in 1999 worded as “have at least one drink,” and in 2000, 2002 and 2004 worded as “drink a glass, bottle, or can.”
- b. The description of chewing tobacco has changed over time; from “smokeless tobacco (chew, plug, snuff)” in 1995 and 1998, to “chewing tobacco or snuff, such as Redman, Levi Garret, Beechnut, Skoal, Skoal Bandits or Copenhagen” in 1999, to “chew tobacco or use snuff” in 2000 and 2002, and then to “chewing tobacco, snuff, or dip” in 2004.
- c. The term “hallucinogens” was used in 1990, 1992, 1995 and 1998 and then changed to “psychedelics” in 2000.
- d. In 1995, 1998, 2000 and 2002 the description of inhalants included only “things you sniff to get high.” In 1999 it included “sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high.”
- e. In 2010, the Ritalin question changed from “Some kids take a medicine prescribed by their doctor to help with hyperactivity or focus (ADD),” to a more inclusive list of drugs, “Some names for this medicine are Ritalin, Adderall, or Concerta.”

**Table 4**  
**Current (30-Day) Substance Use by Year, Grade 6**

Substance	Percent of Students												Change
	1988	1990	1992	1995	1998	1999	2000	2002	2004	2006	2008	2010	
Alcohol	–	11.8 <sup>1,a</sup>	12.8	12.2 <sup>2</sup>	13.8	–	6.6 <sup>3,a</sup>	3.8	4.4	4.3	3.5	3.8	0.3
Binge drinking	–	4.0 <sup>4</sup>	4.7	6.2	7.6	–	4.7	–	–	–	3.0	3.7	0.7
Cigarettes	–	2.4 <sup>1</sup>	2.8	4.4 <sup>5</sup>	4.7	–	4.0 <sup>3</sup>	2.2	2.0	1.9	1.4	1.7	0.3
Tobacco, chewing	–	–	–	3.6 <sup>2,b</sup>	3.5	–	0.8 <sup>3,b</sup>	1.0 <sup>b</sup>	1.0	1.2	1.1	1.0	-0.1
Cigars	–	–	–	–	–	–	1.5 <sup>3</sup>	–	–	–	–	–	–
Tobacco in pipe	–	–	–	–	–	–	0.6 <sup>3</sup>	–	–	–	–	–	–
Bidis	–	–	–	–	–	–	1.0 <sup>3</sup>	–	–	–	–	–	–
Marijuana	–	1.3 <sup>1</sup>	1.3	3.1 <sup>2</sup>	3.4	–	1.5 <sup>3</sup>	1.3	1.7	1.5	1.2	1.6	0.4
Other illegal drugs* (not alcohol, tobacco or marijuana)	–	–	–	–	–	–	–	–	–	–	–	0.9	–
Hallucinogens (psychedelics)	–	–	–	–	1.3 <sup>2,c</sup>	–	0.6 <sup>3,c</sup>	–	–	–	–	–	–
Inhalants	–	–	–	2.7 <sup>2</sup>	3.2	–	1.4 <sup>3</sup>	–	–	–	–	–	–
Cocaine	–	–	–	1.0	1.1	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	0.6	–	–	–	–	–	–	–	–
Amphetamines	–	–	–	–	1.4	–	–	–	–	–	–	–	–
Methamphetamines	–	–	–	–	0.9	–	–	–	–	–	–	–	–
Party Drugs	–	–	–	–	–	–	0.7	–	–	–	–	–	–

*Notes:*

- \* Other illegal drugs do not include alcohol, tobacco or marijuana.
- Dashes (–) indicate a substance was not represented on that particular year’s survey.
- Change column provides the percentage point change from 2008 to 2010. Changes that are statistically significant at the 95 percent confidence level are bolded.
- The superscript numbers and letters are used to describe the changes in questions over time. Details are available on page 51.

**Table 5**  
**Current (30-Day) Substance Use by Year, Grade 8**

Substance	Percent of Students												Change
	1988	1990	1992	1995	1998	1999	2000	2002	2004	2006	2008	2010	
Alcohol	–	29.1 <sup>1,a</sup>	24.0	30.1 <sup>2</sup>	31.0	–	22.3 <sup>3,a</sup>	17.8	18.0	15.4	16.1	14.4	-1.7
Binge Drinking	15.0 <sup>4</sup>	12.8	10.7	17.1	18.3	–	14.9	10.0	10.2	8.6	9.1	8.1	-1.0
Cigarettes	–	12.1 <sup>1</sup>	10.3	18.8 <sup>5</sup>	15.2	–	12.5 <sup>3</sup>	9.2	7.8	6.4	7.3	6.6	-0.7
Tobacco, chewing	–	–	–	11.5 <sup>2,b</sup>	6.7	–	2.1 <sup>3,b</sup>	2.7 <sup>b</sup>	2.8	2.8	3.4	3.0	-0.4
Cigars	–	–	–	–	–	–	4.3 <sup>3</sup>	8.3	6.4	6.9	8.3	4.3	<b>-4.0</b>
Tobacco in a pipe	–	–	–	–	–	–	2.1 <sup>3</sup>	5.6	4.0	3.7	5.1	–	–
Bidis	–	–	–	–	–	–	3.3 <sup>3</sup>	6.8	5.3	4.5	6.3	–	–
Cloves	–	–	–	–	–	–	–	5.0 <sup>3</sup>	3.5	3.2	4.0	–	–
Tobacco in a hookah	–	–	–	–	–	–	–	–	–	–	6.1	–	–
Marijuana	–	7.6 <sup>1</sup>	6.1	16.2 <sup>2</sup>	16.5	–	12.0 <sup>3</sup>	10.4	9.2	7.0	8.3	9.5	1.2
Other illegal drugs* (not alcohol, tobacco or marijuana)	–	–	–	–	–	–	–	–	3.3 <sup>3</sup>	3.0	3.4	3.0	-0.4
Hallucinogens (psychedelics)	–	–	–	–	3.8 <sup>2,c</sup>	–	3.1 <sup>3,c</sup>	3.0	–	–	–	–	–
Inhalants	–	–	–	7.3 <sup>2</sup>	6.6	–	4.9 <sup>3</sup>	5.0	–	5.0	6.4	–	–
Cocaine	–	3.1 <sup>1</sup>	2.0	3.6 <sup>2</sup>	2.5	–	1.5 <sup>3</sup>	2.4	3.1	–	–	–	–
Heroin	–	–	–	–	1.3 <sup>2</sup>	–	0.8 <sup>3</sup>	–	–	–	–	–	–
Amphetamines	–	–	–	–	3.9	–	2.7	–	–	–	–	–	–
Methamphetamines	–	–	–	–	2.3	–	1.2	2.1	1.9	1.3	2.1	–	–
Party drugs	–	–	–	–	–	–	2.4	2.1	–	–	–	–	–
Ritalin	–	–	–	–	–	–	–	–	2.8	2.0	2.8	–	–
Pain killers	–	–	–	–	–	–	–	–	–	3.6	4.3	4.3	0.0

*Notes:*

- \* Other illegal drugs do not include alcohol, tobacco or marijuana.
- Dashes (–) indicate a substance was not represented on that particular year’s survey.
- Change column provides the percentage point change from 2008 to 2010. Changes that are statistically significant at the 95 percent confidence level are bolded.
- The superscript numbers and letters are used to describe the changes in questions over time. Details are available on page 51.

**Table 6**  
**Current (30-Day) Substance Use by Year, Grade 10**

Substance	Percent of Students												Change
	1988	1990	1992	1995	1998	1999	2000	2002	2004	2006	2008	2010	
Alcohol	–	44.0 <sup>1,a</sup>	40.0	37.0 <sup>2</sup>	44.9	45.3 <sup>3,a</sup>	37.6 <sup>a</sup>	29.3	32.6	32.8	31.7	27.7	<b>-4.0</b>
Binge Drinking	24.5 <sup>4</sup>	20.2	17.9	22.2	27.7	–	23.2	18.7	18.7	19.6	18.4	16.2	-2.2
Cigarettes	–	15.5 <sup>1</sup>	17.1	20.9 <sup>5</sup>	21.8	25.0 <sup>3</sup>	19.8	15.0	13.0	14.9	14.4	12.7	-1.7
Tobacco, chewing	–	–	–	15.3 <sup>2,b</sup>	9.6	10.5 <sup>3,b</sup>	4.6 <sup>b</sup>	4.8 <sup>b</sup>	4.9	6.4	6.7	6.2	-0.5
Cigars	–	–	–	–	–	15.4 <sup>3</sup>	7.9	11.4	11.4	16.8	16.0	8.5	<b>-7.5</b>
Tobacco in a pipe	–	–	–	–	–	–	1.9 <sup>3</sup>	5.9	5.6	10.1	7.1	–	–
Bidis	–	–	–	–	–	–	4.6 <sup>3</sup>	8.0	8.1	12.7	10.4	–	–
Cloves	–	–	–	–	–	–	–	6.3 <sup>3</sup>	5.5	9.5	6.7	–	–
Tobacco in a hookah	–	–	–	–	–	–	–	–	–	–	10.0	–	–
Marijuana	–	10.6 <sup>1</sup>	13.2	23.0 <sup>2</sup>	26.6	24.3	21.9 <sup>3</sup>	18.3	17.1	18.3	19.1	20.0	0.9
Other illegal drugs* (not alcohol, tobacco or marijuana)	–	–	–	–	–	–	–	–	5.7 <sup>3</sup>	7.2	7.0	6.5	-0.5
Hallucinogens (psychedelics)	–	–	–	–	5.8 <sup>2,c</sup>	–	5.8 <sup>3,c</sup>	4.0	–	–	–	–	–
Inhalants	–	–	–	5.4 <sup>2,d</sup>	3.9	5.7 <sup>d</sup>	3.6 <sup>3,d</sup>	3.8	–	5.7	5.6	–	–
Cocaine	–	2.1 <sup>1</sup>	2.1	3.2 <sup>2</sup>	3.2	2.6 <sup>6</sup>	2.6 <sup>3</sup>	2.7	–	–	–	–	–
Heroin	–	–	–	–	1.3 <sup>2</sup>	–	1.0 <sup>3</sup>	–	–	–	–	–	–
Amphetamines	–	–	–	–	5.6	–	4.5	–	–	–	–	–	–
Methamphetamines	–	–	–	–	3.8	–	2.6	2.9	2.9	2.9	3.6	–	–
Party drugs	–	–	–	–	–	–	6.2	–	–	–	–	–	–
Ecstasy	–	–	–	–	–	–	–	3.2	2.7	–	–	–	–
Ritalin	–	–	–	–	–	–	–	–	4.2	5.0	4.9	–	–
Pain killers	–	–	–	–	–	–	–	–	–	10.0	9.5	8.3	-1.2

**Notes:**

- \* Other illegal drugs do not include alcohol, tobacco or marijuana.
- Dashes (–) indicate a substance was not represented on that particular year’s survey.
- Change column provides the percentage point change from 2008 to 2010. Changes that are statistically significant at the 95 percent confidence level are bolded.
- The superscript numbers and letters are used to describe the changes in questions over time. Details are available on page 51.

**Table 7**  
**Current (30-Day) Substance Use by Year, Grade 12**

Substance	Percent of Students												
	1988	1990	1992	1995	1998	1999	2000	2002	2004	2006	2008	2010	Change
Alcohol	–	52.0 <sup>1,a</sup>	51.8	44.8 <sup>2</sup>	52.0	49.0 <sup>3,a</sup>	46.8 <sup>a</sup>	42.8	42.6	42.1	40.8	40.0	-0.8
Binge Drinking	–	27.8 <sup>4</sup>	27.3	26.6	32.7	–	31.8	27.3	25.8	26.1	25.9	24.9	-1.0
Cigarettes	–	20.7 <sup>1</sup>	22.3	24.0 <sup>5</sup>	28.6	35.2 <sup>3</sup>	27.6	22.7	19.7	20.0	20.0	19.6	-0.4
Tobacco, chewing	–	–	–	18.2 <sup>2,b</sup>	12.4	11.1 <sup>3,b</sup>	8.8 <sup>b</sup>	7.5 <sup>b</sup>	7.6	8.9	8.6	8.9	0.3
Cigars	–	–	–	–	–	21.2 <sup>3</sup>	13.1	15.2	18.3	24.3	20.9	17.4	<b>-3.5</b>
Tobacco in a pipe	–	–	–	–	–	–	1.7 <sup>3</sup>	5.0	5.0	9.1	6.8	–	–
Bidis	–	–	–	–	–	–	6.5 <sup>3</sup>	8.3	8.3	11.8	10.1	–	–
Cloves	–	–	–	–	–	–	–	5.5 <sup>3</sup>	5.5	8.9	7.0	–	–
Tobacco in a hookah	–	–	–	–	–	–	–	–	–	–	13.1	–	–
Marijuana	–	15.9 <sup>1</sup>	17.3	23.3 <sup>2</sup>	28.7	28.0	24.4 <sup>3</sup>	24.7	19.5	21.6	23.4	26.3	2.9
Other illegal drugs* (not alcohol, tobacco or marijuana)	–	–	–	–	–	–	–	–	6.8 <sup>3</sup>	8.6	8.1	7.5	-0.6
Hallucinogens (psychedelics)	–	–	–	–	6.0 <sup>2,c</sup>	–	6.5 <sup>3,c</sup>	5.1	–	–	–	–	–
Inhalants	–	–	–	2.7 <sup>2,d</sup>	2.3	6.3 <sup>d</sup>	2.4 <sup>3,d</sup>	3.0	–	3.5	4.5	–	–
Cocaine	–	2.6 <sup>1</sup>	2.0	1.9 <sup>2</sup>	2.7	2.7 <sup>6</sup>	2.8 <sup>3</sup>	4.4	–	–	–	–	–
Heroin	–	–	–	–	0.7 <sup>2</sup>	–	0.8 <sup>3</sup>	–	–	–	–	–	–
Amphetamines	–	–	–	–	3.6 <sup>2</sup>	–	4.0	–	–	–	–	–	–
Methamphetamines	–	–	–	–	2.9 <sup>2</sup>	–	2.9 <sup>3</sup>	3.3	2.7	2.7	3.8	–	–
Party drugs	–	–	–	–	–	–	6.8 <sup>3</sup>	–	–	–	–	–	–
Ecstasy	–	–	–	–	–	–	–	3.6 <sup>3</sup>	2.7	–	–	–	–
Ritalin	–	–	–	–	–	–	–	–	3.6 <sup>3</sup>	5.2	5.4	–	–
Pain killers	–	–	–	–	–	–	–	–	–	11.6	12.0	7.9	<b>-4.1</b>

*Notes:*

- \* Other illegal drugs do not include alcohol, tobacco or marijuana.
- Dashes (–) indicate a substance was not represented on that particular year’s survey.
- Change column provides the percentage point change from 2008 to 2010. Changes that are statistically significant at the 95 percent confidence level are bolded.
- The superscript numbers and letters are used to describe the changes in questions over time. Details are available on page 51.

## Lifetime Substance Use

Lifetime prevalence is the percentage of students who had ever tried a substance, *even if on only one occasion*. This section presents lifetime substance use results by grade from 1988 to 2010 (see Tables 8 through 11). Lifetime prevalence trends reflect experimental use, and thus are especially relevant to efforts that aim to delay youths' initiation of substance use.

The prevalence of lifetime use for some substances has been assessed differently over time. Superscripts in the tables describe any changes to survey questions or responses. Therefore, readers should use caution when making strong conclusions about changes over time for these substances.

### Description of Superscript Notes

How the question was asked and changes over time:

1. Question asked as "how often did you use . . ."
2. Question asked as "have you ever in your life, even once, used . . ."
3. Question asked as "how old were you when you first used . . ."
4. Question asked as "how many times have you . . ."

Other changes in question format and wording over time:

- a. In 1988 and 1990 three questions were combined to create an alcohol estimate (how often did you use: beer, wine or wine coolers, hard liquor). In 1992, four questions were combined (beer, wine, wine coolers, hard liquor). In 1995 only one question was asked about alcohol (beer, wine, wine coolers, liquor). In 2000 the language changed to specify "more than a sip or two."
- b. The description of chewing tobacco has changed from "chewing tobacco" in 1988 to "smokeless tobacco (chew, plug, snuff)" in 1990. In 1995, "spit" was added, then changed to "(chew, dip or snuff)" in 2000, and to "chewing tobacco, snuff, or dip" in 2002.
- c. The term "hallucinogens" was used in 1990, 1992, 1995 and 1998 and then changed to "psychedelics" in 2000.
- d. In 1988 the inhaled substance question included "glue, gasoline, paint thinner, spray cans, and white out." In 1990, "snappers, poppers, and rush" were added. In 2002 the question was simplified to say only "things you sniff to get high."
- e. In 1990 and 1992 the over-the-counter question included "drugs purchased from the drug store to get high (diet pills like Dexatrim, stay awake pills like NoDoz and Vivarin, pep pills, Nyquil or other coffee medicine)." In 1995 it was shortened to "drugs you can get from the drug store to get high."
- f. In 1999, 2002, and 2004 "without a doctor's prescription" was added to the steroids question.
- g. In 1990 the methamphetamine question was for "crystal methamphetamine (crystal meth, ice)." In 1998 and 2000 the question was "methamphetamine, specifically (meth, crystal meth, ice, crank)." In 2002 and 2004 a statement was added, "do not include other types of amphetamines."
- h. In 2010, the description "(coke, rock, snow)" was dropped from the cocaine question.

**Table 8**  
**Lifetime Substance Use by Year, Grade 6**

Substance	Percent of Students												Change
	1988	1990	1992	1995	1998	1999	2000	2002	2004	2006	2008	2010	
Alcohol	51.4 <sup>1,a</sup>	33.0	33.0 <sup>a</sup>	33.4 <sup>2,a</sup>	39.8	–	21.2 <sup>a</sup>	32.7	30.3	30.9	29.2	26.3	<b>-2.9</b>
Cigarette (even just a puff)	–	–	–	26.7 <sup>3</sup>	26.5	–	15.1	–	–	–	–	–	–
Cigarette (whole)	–	–	–	–	–	–	7.2 <sup>3</sup>	6.2	5.4	4.9	3.8	–	–
Tobacco, chewing	9.5 <sup>1,b</sup>	5.4 <sup>b</sup>	5.5	7.1 <sup>2,b</sup>	7.8	–	1.8 <sup>3,b</sup>	<sup>b</sup> –	–	–	–	–	–
Marijuana	3.6 <sup>1</sup>	1.7	1.9	4.9 <sup>2</sup>	7.0	–	2.2 <sup>3</sup>	3.4 <sup>2</sup>	3.0	3.2	2.7	3.9	<b>1.2</b>
Hallucinogens (psychedelics)	1.5 <sup>1,c</sup>	0.8	1.2	1.1 <sup>2</sup>	2.6	–	0.8 <sup>c</sup>	–	–	–	–	–	–
Inhalants	13.0 <sup>1,d</sup>	7.5 <sup>d</sup>	7.7	3.9 <sup>2</sup>	7.0	–	2.5	3.6 <sup>d</sup>	3.7	3.7	2.9	3.5	0.6
Over-the-counter	–	7.0 <sup>1,e</sup>	7.8	2.0 <sup>2,e</sup>	–	–	–	–	–	–	–	–	–
Cocaine	0.8 <sup>1</sup>	0.9	1.1	1.3 <sup>2</sup>	2.3	–	–	–	–	–	–	–	–
Steroids	1.7 <sup>1</sup>	1.2	1.1	1.2 <sup>2</sup>	2.6	–	–	–	–	–	–	–	–
Other illegal drugs	–	–	–	–	–	–	–	3.3 <sup>2</sup>	2.9	3.3	3.8	3.3	0.5
Heroin	–	–	–	–	1.7 <sup>2</sup>	–	–	–	–	–	–	–	–
Illegal injection drugs	–	–	–	–	–	–	–	–	–	–	–	–	–
Amphetamines	–	–	–	–	3.4 <sup>2</sup>	–	–	–	–	–	–	–	–
Methamphetamines	–	0.9 <sup>1,g</sup>	–	–	2.3 <sup>2,g</sup>	–	–	–	–	–	–	–	–
Party drugs	–	–	–	–	–	–	0.9 <sup>2</sup>	–	–	–	–	–	–

*Notes:*

- Dashes (–) indicate a substance was not represented on that particular year’s survey.
- Change column provides the percentage point change from 2008 to 2010. Changes that are statistically significant at the 95 percent confidence level are bolded.
- The superscript numbers and letters are used to describe the changes in questions over time. Details are available on page 56.



**Table 9**  
**Lifetime Substance Use by Year, Grade 8**

Substance	Percent of Students												
	1988	1990	1992	1995	1998	1999	2000	2002	2004	2006	2008	2010	Change
Alcohol	68.9 <sup>1,a</sup>	60.2	55.3 <sup>a</sup>	61.4 <sup>2,a</sup>	62.7	–	45.7 <sup>3,a</sup>	44.2	42.0	37.6	39.4	39.0	-0.4
Cigarette (even just a puff)	–	–	–	53.3 <sup>3</sup>	49.1	–	37.1	28.6	23.9	19.8	20.1	17.6	-2.5
Cigarette (whole)	–	–	–	–	–	–	25.3 <sup>3</sup>	19.8	15.8	12.7	13.2	–	–
Tobacco, chewing	16.6 <sup>1,b</sup>	13.9 <sup>b</sup>	13.1	22.9 <sup>2,b</sup>	14.8	–	5.2 <sup>3,b</sup>	8.0 <sup>b</sup>	7.3	–	–	–	–
Marijuana	14.4 <sup>1</sup>	11.2	9.7	27.2 <sup>2</sup>	28.2	–	19.7	15.7	14.0	10.7	11.9	13.2	1.3
Hallucinogens (psychedelics)	4.1 <sup>1,c</sup>	5.7	5.6	9.3 <sup>2</sup>	8.7	–	4.7 <sup>c</sup>	–	–	–	–	–	–
Inhalants	17.3 <sup>1,d</sup>	17.1 <sup>d</sup>	17.4	14.5 <sup>2,d</sup>	14.3	–	9.6	–	5.3	5.7	6.1	5.8	-0.3
Over-the-counter	–	23.2 <sup>1,e</sup>	18.4	12.3 <sup>2,e</sup>	–	–	–	–	–	–	–	–	–
Cocaine	2.8 <sup>1</sup>	3.4	2.6	5.5 <sup>2</sup>	5.2	–	3.3 <sup>2</sup>	3.0	3.4	2.4 <sup>4</sup>	3.2	2.6 <sup>h</sup>	-0.6
Steroids	3.3 <sup>1,f</sup>	2.7	1.9	2.5 <sup>2</sup>	2.6	–	2.2 <sup>f</sup>	3.1	1.6	1.9	–	2.4	–
Other illegal drugs	–	–	–	–	–	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	2.6 <sup>2</sup>	–	1.4	–	–	1.6	–	2.2	–
Illegal injection drugs	–	–	–	–	–	–	1.0 <sup>2</sup>	1.6	1.4	1.7	–	–	–
Amphetamines	–	–	–	–	8.4 <sup>2</sup>	–	4.3	–	–	–	–	–	–
Methamphetamines	–	3.0 <sup>1,g</sup>	–	–	4.6 <sup>2,g</sup>	–	2.0	2.5	3.3	1.9	2.8	2.4	-0.4
Party drugs	–	–	–	–	–	–	4.8 <sup>2</sup>	–	–	–	–	–	–

*Notes:*

- Dashes (–) indicate a substance was not represented on that particular year’s survey.
- Change column provides the percentage point change from 2008 to 2010. Changes that are statistically significant at the 95 percent confidence level are bolded.
- The superscript numbers and letters are used to describe the changes in questions over time. Details are available on page 56.

**Table 10**  
**Lifetime Substance Use by Year, Grade 10**

Substance	Percent of Students												
	1988	1990	1992	1995	1998	1999	2000	2002	2004	2006	2008	2010	Change
Alcohol	84.1 <sup>1,a</sup>	75.7	70.3 <sup>a</sup>	73.0 <sup>2,a</sup>	79.7	68.9 <sup>3,a</sup>	65.0	60.0	60.4	61.2	60.6	57.1	<b>-3.5</b>
Cigarette (even just a puff)	–	–	–	59.8 <sup>3</sup>	64.1	–	52.2	38.9	35.1	35.5	33.0	29.2	<b>-3.8</b>
Cigarette (whole)	–	–	–	–	–	50.1 <sup>3</sup>	40.9	29.6	26.3	26.6	25.2	–	–
Tobacco, chewing	21.5 <sup>1,b</sup>	22.1 <sup>b</sup>	23.2	30.7 <sup>2,b</sup>	25.8	–	14.3 <sup>3,b</sup>	13.1 <sup>b</sup>	11.6	–	–	–	–
Marijuana	32.7 <sup>1</sup>	21.5	22.8	39.1 <sup>2</sup>	49.5	42.4	37.6	32.4	29.5	30.8	30.8	30.9	0.1
Hallucinogens (psychedelics)	12.1 <sup>1,c</sup>	9.1	11.1	15.4 <sup>2</sup>	18.8	–	10.7 <sup>c</sup>	–	–	–	–	–	–
Inhalants	19.5 <sup>1,d</sup>	17.7 <sup>d</sup>	15.6	12.3 <sup>2,d</sup>	15.3	–	11.9	–	6.6	10.7	8.9	9.2	0.3
Over-the-counter	–	27.2 <sup>1,e</sup>	22.3	10.4 <sup>2,e</sup>	–	–	–	–	–	–	–	–	–
Cocaine	8.1 <sup>1</sup>	4.3	3.5	7.4 <sup>2</sup>	9.4	7.7 <sup>4</sup>	6.0 <sup>2</sup>	5.4	6.0	7.3 <sup>5</sup>	7.0	6.1 <sup>h</sup>	-0.9
Steroids	4.9 <sup>1,f</sup>	3.0	2.2	2.1 <sup>2</sup>	3.1	3.6 <sup>4,f</sup>	2.9 <sup>2</sup>	2.9 <sup>4</sup>	2.7	3.2	–	3.5	–
Other illegal drugs	–	–	–	–	–	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	3.9 <sup>2</sup>	6.3 <sup>4</sup>	1.9 <sup>2</sup>	–	–	4.7	–	3.5	–
Illegal injection drugs	–	–	–	–	–	2.8 <sup>4</sup>	1.3 <sup>1</sup>	2.1	1.8	2.5	–	–	–
Amphetamines	–	–	–	–	14.6 <sup>2</sup>	–	8.4	–	–	–	–	–	–
Methamphetamines	–	3.1 <sup>1,g</sup>	–	–	9.8 <sup>2,g</sup>	–	5.3	4.5 <sup>g</sup>	5.1	5.9	4.7	4.8	0.1
Party drugs	–	–	–	–	–	–	9.3 <sup>2</sup>	–	–	–	–	–	–

*Notes:*

- Dashes (–) indicate a substance was not represented on that particular year’s survey.
- Change column provides the percentage point change from 2008 to 2010. Changes that are statistically significant at the 95 percent confidence level are bolded.
- The superscript numbers and letters are used to describe the changes in questions over time. Details are available on page 56.

**Table 11**  
**Lifetime Substance Use by Year, Grade 12**

Substance	Percent of Students												
	1988	1990	1992	1995	1998	1999	2000	2002	2004	2006	2008	2010	Change
Alcohol	–	83.0 <sup>1,a</sup>	79.8 <sup>a</sup>	81.9 <sup>2,a</sup>	84.2	75.9 <sup>3,a</sup>	76.0	74.9	72.6	72.2	72.4	70.6	-1.8
Cigarette (even just a puff)	–	–	–	67.6 <sup>3</sup>	67.4	–	60.9	52.1	47.5	45.0	44.3	40.8	-3.5
Cigarette (whole)	–	–	–	–	–	59.6 <sup>3</sup>	52.0	42.5	36.8	35.5	34.3	–	–
Tobacco, chewing	–	28.5 <sup>1,b</sup>	27.9	37.7 <sup>2,b</sup>	35.0	–	24.8 <sup>3,b</sup>	20.0 <sup>b</sup>	17.6	–	–	–	–
Marijuana	–	34.0 <sup>1</sup>	32.9	43.5 <sup>2</sup>	55.1	57.3	50.5	48.0	41.1	43.1	44.6	45.7	1.1
Hallucinogens (psychedelics)	–	13.7 <sup>1,c</sup>	16.8	18.7 <sup>2</sup>	23.8	–	15.1 <sup>c</sup>	–	–	–	–	–	–
Inhalants	–	16.4 <sup>1,d</sup>	13.1	11.0 <sup>2,d</sup>	13.3	–	13.1	–	7.1	9.4	9.7	10.7	1.0
Over-the-counter	–	27.2 <sup>1,e</sup>	22.3	10.4 <sup>2,e</sup>	–	–	–	–	–	–	–	–	–
Cocaine	–	7.8 <sup>1</sup>	4.6	7.6 <sup>2</sup>	9.7	13.1 <sup>4</sup>	9.2 <sup>2</sup>	8.2	8.3	9.8 <sup>5</sup>	10.5	8.9 <sup>h</sup>	-1.6
Steroids	–	3.2 <sup>1,f</sup>	2.4	2.4 <sup>2</sup>	3.0	2.6 <sup>4,f</sup>	2.9 <sup>2</sup>	4.2 <sup>4</sup>	2.5	3.9	–	3.5	–
Other illegal drugs	–	–	–	–	–	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	3.6 <sup>2</sup>	4.6 <sup>4</sup>	2.4 <sup>2</sup>	–	–	4.7	–	4.1	–
Illegal injection drugs	–	–	–	–	–	3.0 <sup>4</sup>	1.5 <sup>1</sup>	2.1	1.8	2.9	–	–	–
Amphetamines	–	–	–	–	14.9 <sup>2</sup>	–	10.0	–	–	–	–	–	–
Methamphetamines	–	4.3 <sup>1,g</sup>	–	–	11.0 <sup>2,g</sup>	–	7.5	7.2 <sup>g</sup>	6.3	7.1	5.6	4.8	-0.8
Party drugs	–	–	–	–	–	–	13.5 <sup>2</sup>	–	–	–	–	–	–

*Notes:*

- Dashes (–) indicate a substance was not represented on that particular year’s survey.
- Change column provides the percentage point change from 2008 to 2010. Changes that are statistically significant at the 95 percent confidence level are bolded.
- The superscript numbers and letters are used to describe the changes in questions over time. Details are available on page 56.

## Alcohol Use

Alcohol has been consistently reported as the substance most frequently used by Washington’s youth. As age-specific survey data illustrate, the number of youth using alcohol increases sharply with each grade. The number of Grade 6 and 8 students who report any lifetime use is of particular concern because of the strong association between age of initiation and subsequent alcohol abuse and dependence.

### Lifetime Alcohol Use

In 2010, 26 percent of Grade 6 students, 39 percent of Grade 8 students, 57 percent of Grade 10 students, and 71 percent of Grade 12 students reported having tried more than a sip or two of alcohol sometime in their lives (lifetime use).

#### Differences by grade level:

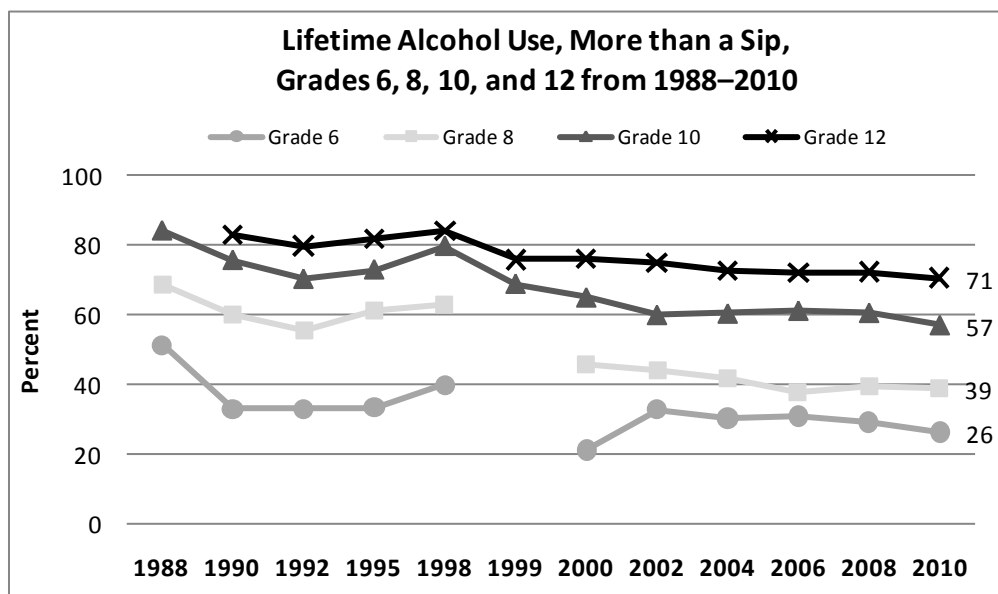
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to report they drank more than a sip or two of alcohol in their lifetime.

#### Differences by gender:

- Grade 6 and 8 males were more likely than females to report they drank more than a sip or two of alcohol in their lifetime.

#### Differences over time:

- Among Grade 6 and 10 students, there were significant decreases in lifetime alcohol use from 2008 to 2010.
- There were significant decreasing trends in lifetime alcohol use among Grade 6, 8 and 10 students from 1988 through 2010, and among Grade 12 students from 1990 through 2010.



#### Survey Questions:

- How old were you the first time you: Had more than a sip or two of beer, wine, or hard liquor (for example: vodka, whiskey, or gin)?
- 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)?

Note: Percentage represents students who had ever had more than a sip of alcohol at any age in their life (Grades 8, 10 and 12) or had ever a sip of alcohol in their life (Grade 6).

Source: SADUS 1988 and 1990, WSSAHB 1992, 1995, 1998, and 2000, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## 30-Day Alcohol Use

In 2010, 4 percent of Grade 6 students, 14 percent of Grade 8 students, 28 percent of Grade 10 students, and 40 percent of Grade 12 students reported drinking alcohol in the past 30 days.

### Differences by grade level:

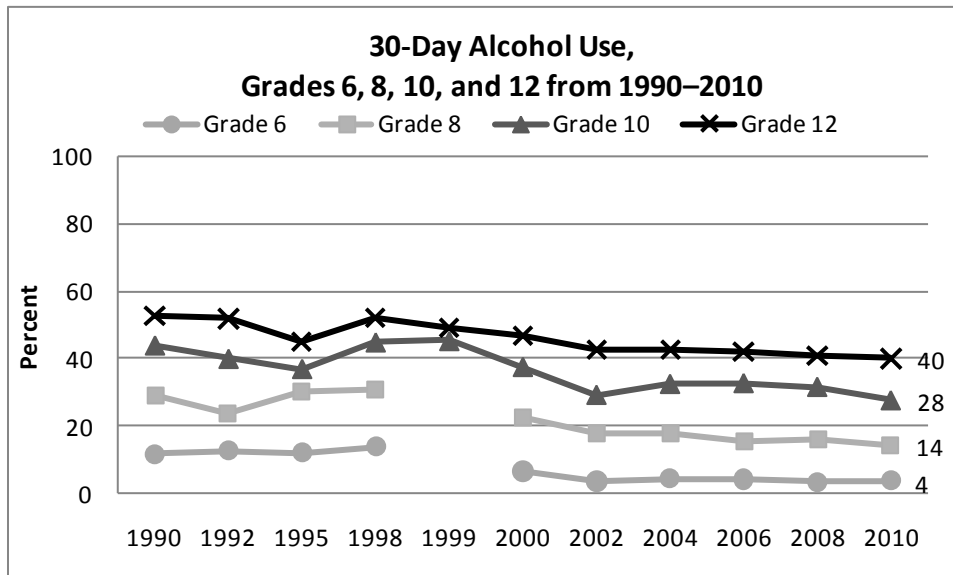
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to use alcohol in the past 30 days.

### Differences by gender:

- Grade 6, 10 and 12 males were more likely than females to use alcohol in the past 30 days.
- Grade 8 females were more likely than males to use alcohol in the past 30 days.

### Differences over time:

- Among Grade 10 students, there was a significant decrease in 30-day alcohol use from 2008 to 2010.
- Among Grade 6, 8, 10 and 12 students, there were significant decreasing trends in 30-day alcohol use from 1990 through 2010.



*Survey Question:* 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)?

*Note:* Percentages represent students who reported that they drank alcohol on any days in the past 30 days.

*Source:* SADUS 1990, WSSAHB 1992, 1995, 1998, and 2000, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Binge Drinking

The survey question on binge drinking (defined as five or more drinks in a row during the previous two weeks) may underestimate excessive alcohol consumption. Low-weight and inexperienced drinkers suffer negative effects from fewer than five drinks, and students may underestimate the amount of alcohol they consume in a “drink.”

In 2010, 4 percent of Grade 6 students, 8 percent of Grade 8 students, 16 percent of Grade 10 students, and 25 percent of Grade 12 students reported binge drinking in the past 30 days.

### Differences by grade level:

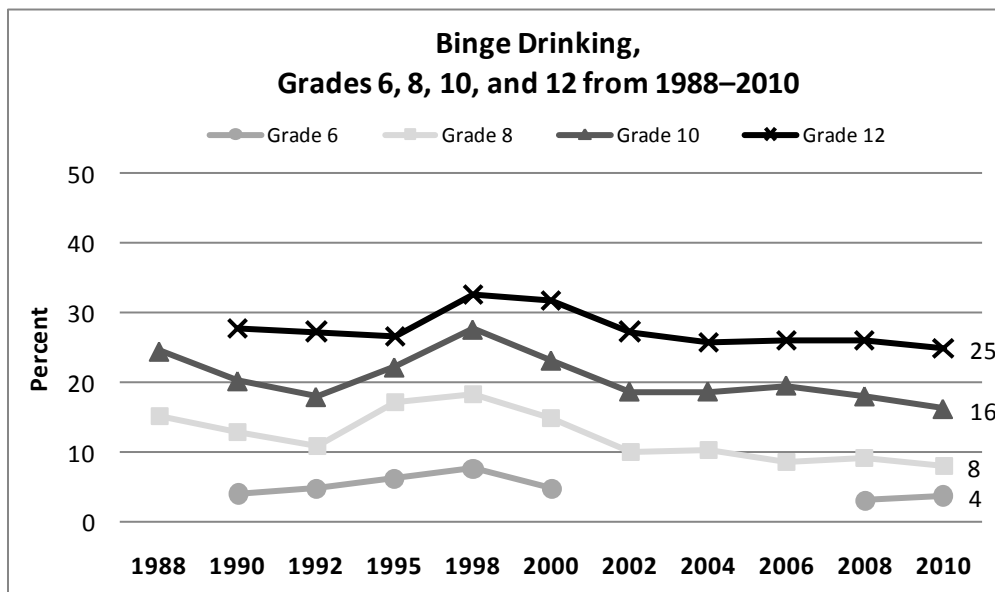
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to report binge drinking.

### Differences by gender:

- Grade 6 and 12 males were more likely than females to report binge drinking.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- Among Grade 8 students, there was a significant decreasing trend in binge drinking from 1988 through 2010.



*Survey Question:* 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.)

*Note:* Percentages represent students who reported that they had five or more drinks in a row in the past two weeks.

*Source:* SADUS 1988 and 1990, WSSAHB 1992, 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Average Age of First Alcohol Use

Some youth 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.

The average age of first use for students who had ever tried more than a sip or two of alcohol in 2010:

- Grade 10 students, on average, first had more than a sip or two of beer, wine, or hard liquor at 12.8 years of age.
- Grade 10 students, on average, began drinking alcoholic beverages at least once or twice a month at 13.8 years of age.
- These results are similar to the results from previous years.

**Table 12**  
**Average Age of First Use and Regular Use of Alcohol in 2010**

Behavior	Mean Age of First Reported Use		
	Grade 8	Grade 10	Grade 12
Had more than a sip of beer, wine, or hard liquor	11.3 (± 0.04)	12.8 (± 0.08)	14.0 (± 0.1)
Began drinking at least once or twice a month	12.3 (± 0.1)	13.8 (± 0.2)	15.1 (± 0.1)

### Survey Questions:

- How old were you the first time you had more than a sip or two of beer, wine, or hard liquor (for example: vodka, whiskey, or gin)?
- How old were you the first time you began drinking alcoholic beverages regularly, that is, at least once or twice a month?

### Notes:

- Age of first use is calculated by excluding students who responded “Never had,” drank alcohol and calculating the mean age of use among those who drank at any age.
- Age of first use is calculated by excluding students who responded “Never had,” drank alcohol regularly and calculating the mean age of use among those who drank regularly at any age.

Source: HYS 2010.

## Levels of Problem Drinking: Composite Scale

The level of drinking is an important consideration in the design of prevention and intervention strategies. The definitions of experimental, problem and heavy drinking combine frequency of drinking with episodes of binge drinking (see Notes below). Students reported the following levels of drinking in 2010:

- Experimental drinking: 6 percent of Grade 8, 11 percent of Grade 10, and 13 percent of Grade 12 students.
- Problem drinking: 4 percent of Grade 8, 8 percent of Grade 10, and 12 percent of Grade 12 students.
- Heavy drinking: 5 percent of Grade 8, 10 percent of Grade 10, and 16 percent of Grade 12 students.

### Differences by grade level:

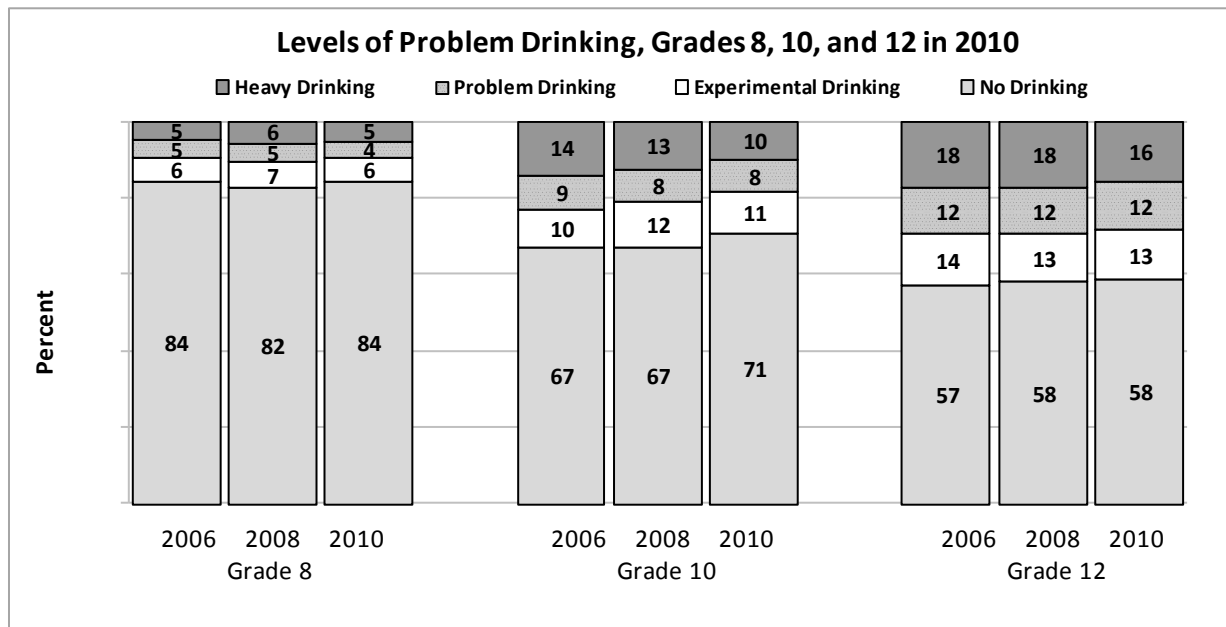
- Among Grade 8, 10 and 12 students, as grade levels increase, each grade was more likely to report experimental drinking, problem drinking and heavy drinking.

### Differences by gender:

- Grade 8, 10 and 12 females were more likely than males to report experimental drinking.
- There were no significant differences by gender for problem drinking.
- Grade 12 males were more likely than females to report heavy drinking.

### Differences over time:

- Among Grade 10 students, there was a significant decrease in heavy drinking from 2008 to 2010.
- There were no significant trends for experimental or problem drinking.



### Survey Questions:

- During the past 30 days, on how many days did you: Drink a glass, can or bottle of alcohol?
- Think back over the last 2 weeks. How many times have you had five or more drinks in a row?

### Notes:

- Experimental drinking represents drinking 1–2 times in the past 30 days and no binge drinking in the past two weeks.
- Problem drinking represents drinking 3–5 times in the past 30 days and/or binge drinking in the past two weeks.
- Heavy drinking represents drinking 6 or more times in the past 30 days and/or binge drinking 2 or more times in the past two weeks.

Source: HYS 2006, 2008 and 2010.



## Perception of Access to Alcohol and Sources

In spite of the laws that seek to prevent underage drinking, a high percentage of youth do not find it hard to obtain alcohol. In 2010, only 69 percent of Grade 6 students, 41 percent of Grade 8 students, 18 percent of Grade 10 students, and 11 percent of Grade 12 students reported that alcohol would be “very hard” to get.

### Differences by grade level:

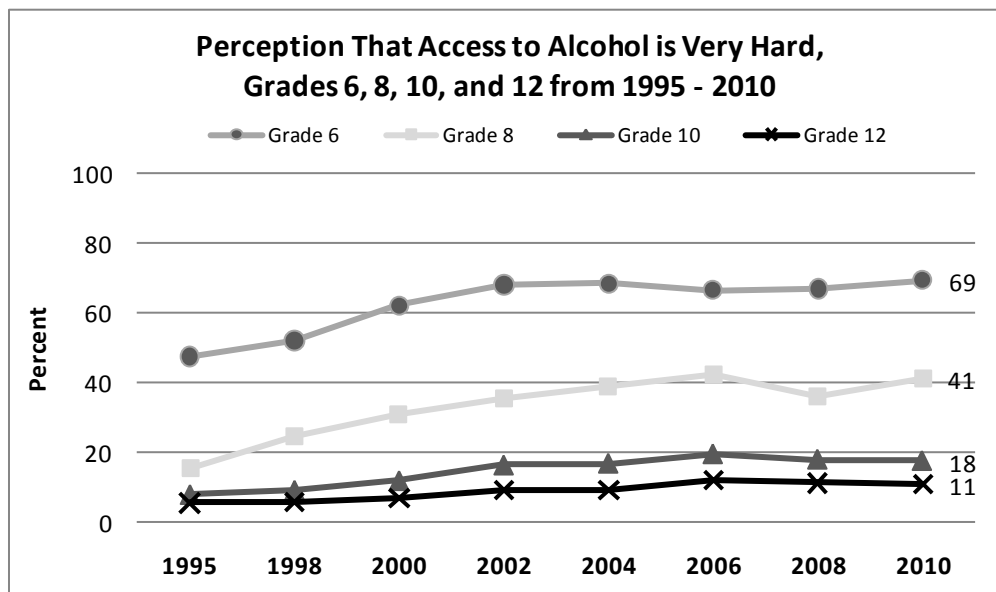
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was less likely to perceive that alcohol would be very hard to get.

### Differences by gender:

- Grade 6 males were less likely than females to perceive that alcohol would be very hard to get.

### Differences over time:

- Among Grade 6 and 8 students, there were significant increases in the perception that alcohol would be very hard to get from 2008 to 2010.
- There were significant increasing trends in the perception that alcohol would be very hard to get among Grade 6 students from 1995 through 2002; among Grade 10 students from 1995 through 2006, and among Grade 12 students from 1995 through 2010.



*Survey Question:* 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?

*Note:* Percentages represent students who reported it would be very hard to get alcohol if they wanted some.

*Source:* WSSAHB 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Usual Sources of Alcohol

Younger students are more likely to get alcohol from home, while older students are more likely to get alcohol from friends, at parties, and to give money to someone to buy it for them. The following chart represents where they usually obtained alcohol, among students who used alcohol in the past 30 days.

### Differences by grade level:

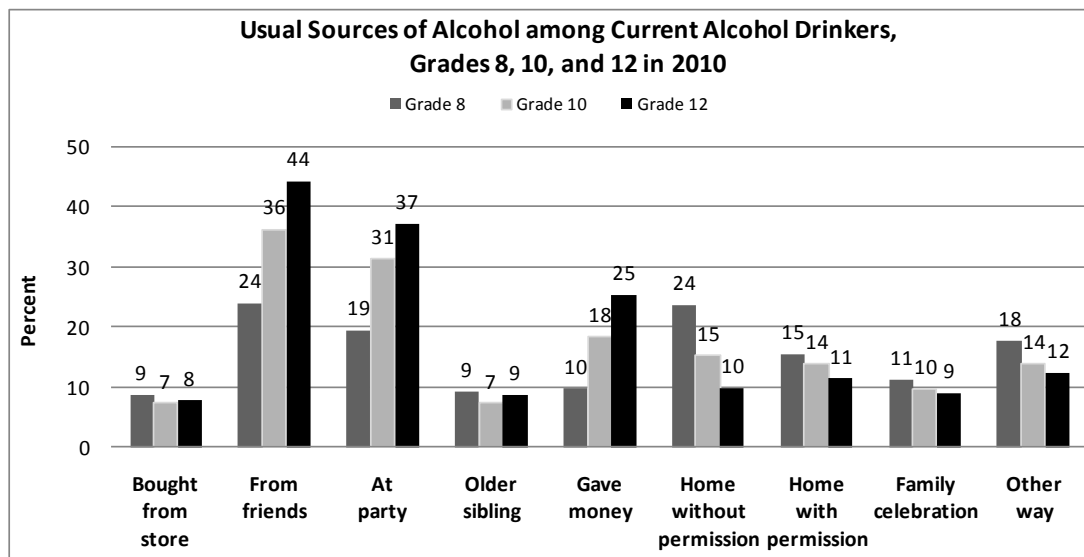
- Among Grade 8, 10 and 12 students, as grade levels increase, each grade was more likely to get alcohol from friends, get alcohol at a party, and to give someone money for alcohol.
- Among Grade 8, 10 and 12 students, as grade levels increase, each grade was less likely to take alcohol from home without permission.
- Grade 8 students were more likely than Grade 12 students to get alcohol from home with parental permission and more likely to get alcohol some other way.
- There were no significant differences in buying alcohol at a store, getting alcohol from an older sibling, and getting alcohol at a family celebration by grade.

### Differences by gender:

- Grade 12 males were more likely than girls to buy alcohol from a store, and Grade 10 males were more likely to get alcohol from an older sibling and to get alcohol some other way.
- Grade 10 and 12 females were more likely than males to get alcohol from friends, Grade 12 females were more likely to get alcohol at a party, and Grade 8 females were more likely to take alcohol from home without permission and to get it at a family celebration.
- There was no significant difference in getting alcohol from home with parental permission and by giving someone money to buy alcohol by gender.

### Differences over time:

- From 2008 to 2010, there were significant increases among Grade 8 students buying alcohol from a store, and among Grade 10 and 12 students getting alcohol at a party.
- From 2008 to 2010, there were significant decreases among Grade 8 students getting alcohol from friends, among Grade 8, 10 and 12 students giving money to someone for alcohol, among Grade 10 students taking alcohol from home without permission, and among Grade 10 and 12 students getting alcohol from home with parental permission.



*Survey Question:* During the past 30 days, how did you usually get alcohol (beer, wine, or hard liquor)? Choose all that apply.

#### Notes:

- Students could check multiple responses.
- Students who reported “did not get alcohol in the past 30 days” were not included in the results.
- The sample sizes for the 2010 results in this figure are: 621 Grade 8; 898 Grade 10; and 1,121 Grade 12 students.

Source: HYS 2010.

## Perception of Risk from Daily Alcohol Consumption

Because alcohol use is so widely accepted in our culture, it is not surprising that youth do not appreciate the possible harmful effects of alcohol consumption.

In 2010, only 31 percent of Grade 6 students, 38 percent of Grade 8 students, 39 percent of Grade 10 students, and 38 percent of Grade 12 students perceived “great risk” in having one or two drinks of alcohol every day.

### Differences by grade level:

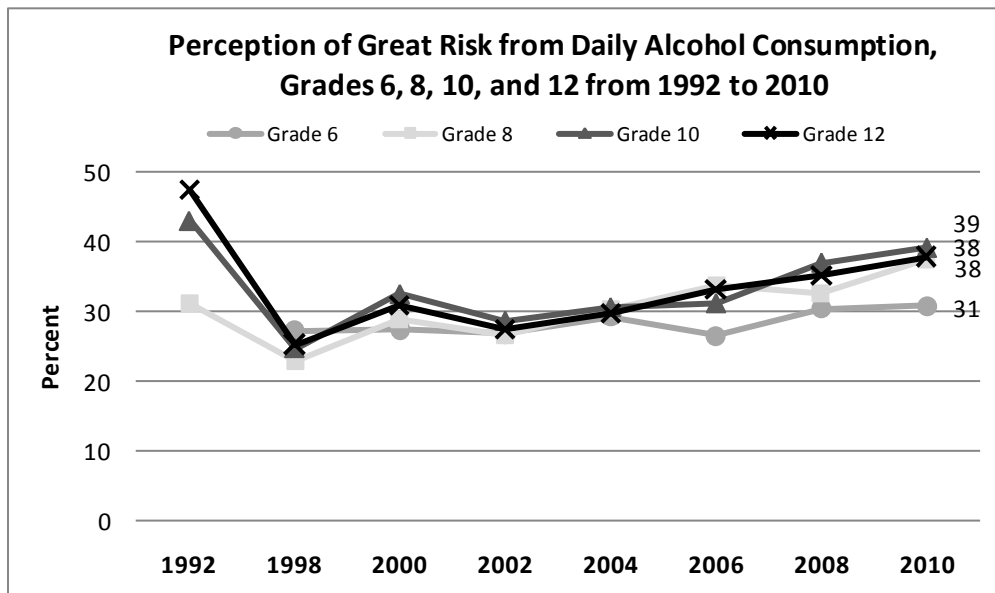
- Grade 6 students were less likely than students in Grades 8, 10 and 12 to perceive great risk in having one or two drinks of alcohol every day.

### Differences by gender:

- Grade 6, 8, 10 and 12 females were more likely than males to perceive great risk in having more than one or two drinks of alcohol every day.

### Differences over time:

- Among Grade 8 students, there was a significant increase in the perception of great risk in having one or two drinks of alcohol every day from 2008 to 2010.
- Among Grade 10 and 12 students, there were significant decreasing trends in the perception of great risk in having one or two drinks of alcohol every day from 1992 through 2002.



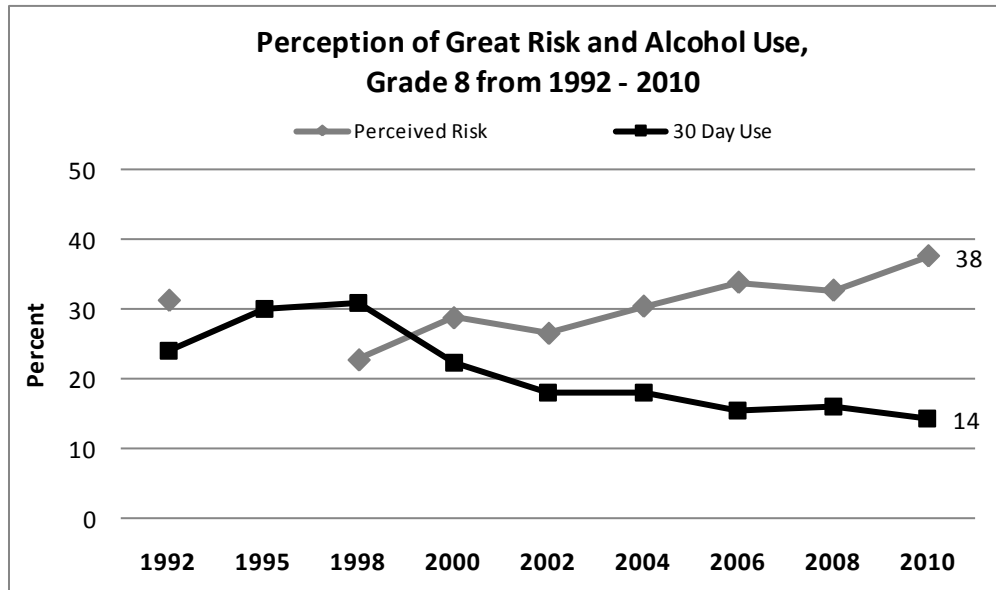
*Survey Question:* How much do you think people risk harming themselves if they take one or two drinks of an alcoholic beverage (wine, beer, a shot of liquor) nearly every day?

*Note:* Percentages represent students who reported that there is great risk from daily alcohol consumption.

*Source:* WSSAHB 1992, 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Association of Perception of Risk and 30-Day Alcohol Use

In general, there is an inverse relationship between alcohol use and the perception of risk of harm. As students report an increased perception of great risk of daily alcohol use there is a *decrease* in reported 30-day alcohol use.



### Survey Questions:

- How much do you think people risk harming themselves if they take one or two drinks of an alcoholic beverage (wine, beer, a shot of liquor) nearly every day?
- 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)?

### Notes:

- Percentages represent students who reported that there was great risk in having one or two drinks of alcoholic beverages every day and that they had used alcohol in the past 30 days.
- The question about perceived risk was not asked in 1995.

Source: WSSAHB 1992, 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Tobacco Use

Historically, cigarettes have been the most popular tobacco product used by youth. Youth cigarette smoking rates peaked in the late 1990s but have dropped significantly since. Recently, youth have been experimenting with other types of tobacco. Currently, cigars are the most common type of tobacco used among students in Grades 8, 10 and 12. Among Grade 10 students who used any tobacco in the past 30 days, almost three-quarters of them used multiple types of tobacco products.

### Lifetime Cigarette Smoking

In 2010, 18 percent of Grade 8 students, 29 percent of Grade 10 students, and 41 percent of Grade 12 students reported ever having smoked a cigarette, even just a puff.

#### Differences by grade level:

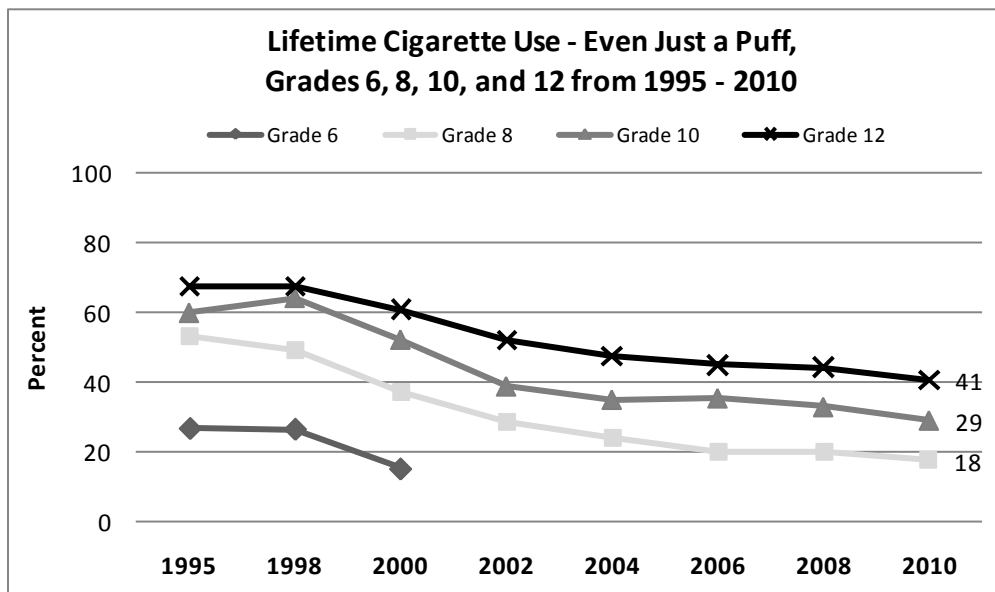
- Among Grade 8, 10 and 12 students, as grade levels increase, each grade was more likely to have ever smoked a cigarette, even just a puff.

#### Differences by gender:

- Grade 10 males were more likely than females to have ever smoked a cigarette, even just a puff.

#### Differences over time:

- Among Grade 10 students, there was a significant decrease in ever smoking cigarettes from 2008 to 2010
- Among Grade 8, 10 and 12 students, there were significant decreasing trends in ever smoking a cigarette from 1995 through 2010.



*Survey Question:* How old were you the first time you smoked a cigarette, even just a puff?

*Note:* Lifetime percentage represents students who had ever smoked a whole cigarette at any age in their life.

*Source:* WSSAHB 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## 30-Day Cigarette Smoking

In 2010, 2 percent of Grade 6 students, 7 percent of Grade 8 students, 13 percent of Grade 10 students, and 20 percent of Grade 12 students reported smoking a cigarette in the past 30 days.

### Differences by grade level:

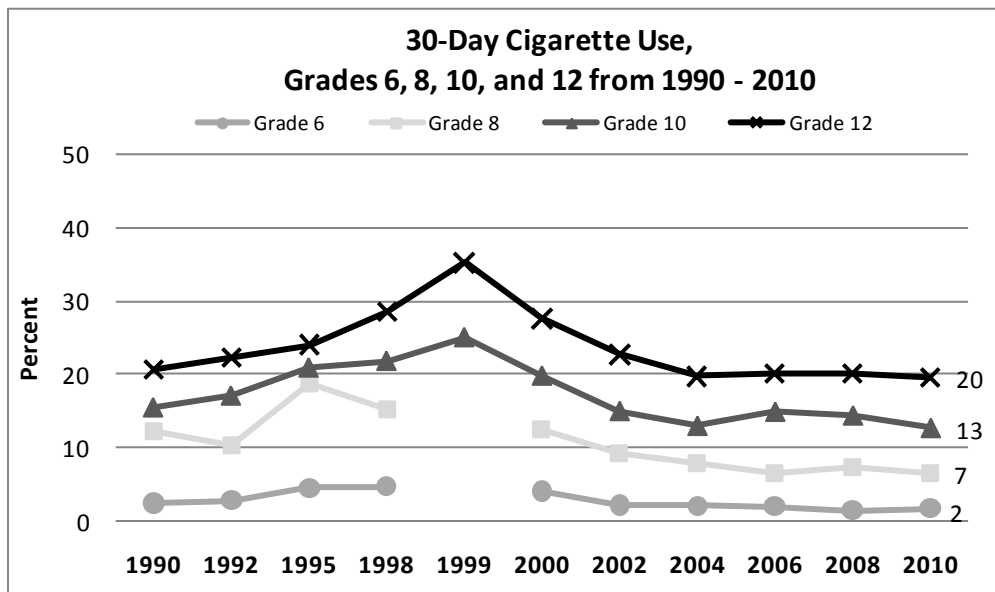
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to have smoked cigarettes in the past 30 days.

### Differences by gender:

- Grade 6 and 12 males were more likely than females to have smoked cigarettes in the past 30 days.

### Differences over time:

- There were no significant changes from 2008 to 2010
- There were significant decreasing trends in 30-day cigarette smoking among Grade 6 students from 1990 through 2010, and among Grade 8 students from 1995 through 2010.
- Among Grade 12 students, there was a significant increasing trend in 30-day cigarette smoking from 1990 through 1999, then a significant decreasing trend from 1999 through 2004.



*Survey Question:* During the past 30 days, on how many days did you: Smoke cigarettes?

*Note:* Percentages represent students who smoked cigarettes on any days in the past 30 days.

*Source:* SADUS 1990, WSSAHB 1992, 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## ***Average Age of First Cigarette Smoking***

Table 13 shows the average age of first use for students who had ever tried a puff and students who had smoked a whole cigarette.

The earlier youth begin smoking cigarettes, the more likely they are to become strongly addicted to nicotine. Nine out of 10 adult smokers began smoking when they were teens or earlier (U.S Department of Health and Human Services, 1995 and 2006).

Grade 10 students, on average, first smoked a puff of a cigarette at 12.7 years of age. These results are similar to those from previous Healthy Youth Survey administrations.

**Table 13**  
**Average Age of First Cigarette Use in 2010**

<b>Behavior</b>	<b>Mean Age of First Reported Use</b>		
	<b>Grade 8</b>	<b>Grade 10</b>	<b>Grade 12</b>
Smoked a cigarette, even just a puff	11.5 ( $\pm$ 0.1)	12.7 ( $\pm$ 0.2)	13.8 ( $\pm$ 0.2)

*Survey Question:* How old were you the first time you smoked a cigarette, even just a puff?

*Note:* Age of first use is calculated by excluding students who responded "Never had," smoked a puff of a cigarette and calculating the mean age of use among those who smoked at any age.

*Source:* HYS 2010.

## 30-Day Chewing Tobacco Use

Using chewing tobacco represents a significant health risk and is not a safe substitute for smoking cigarettes. Chewing tobacco causes cancers of the mouth, pharynx and esophagus; gum recession; and an increased risk for heart disease and stroke. Youth chewing tobacco use can lead to a lifetime of addiction to nicotine, and frequently leads to habitual cigarette smoking (U.S. Department of Health and Human Services, 1994; National Cancer Institute, 1992; World Health Organization, 2007; and Tomar, 2003).

In 2010, chewing tobacco use in the past 30 days was reported by 1 percent of Grade 6 students, 3 percent of Grade 8 students, 6 percent of Grade 10 students, and 9 percent of Grade 12 students.

### Differences by grade level:

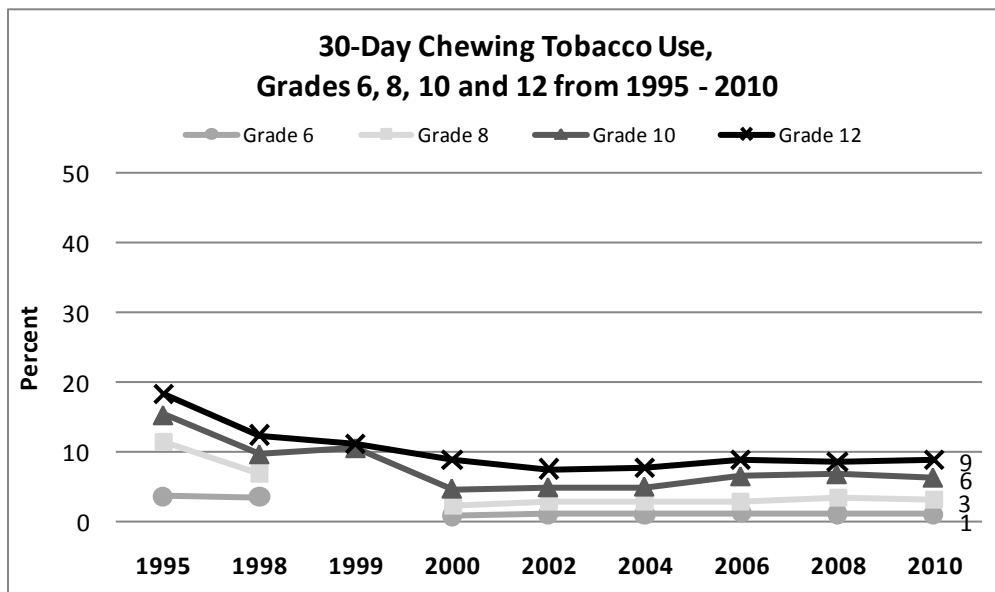
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to have used chewing tobacco in the past 30 days

### Differences by gender:

- Grade 6, 8, 10 and 12 males were more likely than females to report having used chewing tobacco in the past 30 days.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were significant decreasing trends in 30-day chewing tobacco use among Grade 8 students from 1995 through 2000, and among Grade 10 and 12 students from 1995 through 2002.



*Survey Question:* During the past 30 days, on how many days did you: Use chewing tobacco, snuff, or dip?

*Note:* Percentages represent students who reported that they had used chewing tobacco on any days in the past 30 days.

*Source:* WSSAHB 1995, 1998 and 2000, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.



### 30-Day Cigar, Cigarillo or Little Cigar Smoking

In 2010, cigar smoking in the past 30 days was reported by 4 percent of Grade 8 students, 8 percent of Grade 10 students, and 17 percent of Grade 12 students.

*Differences by grade level:*

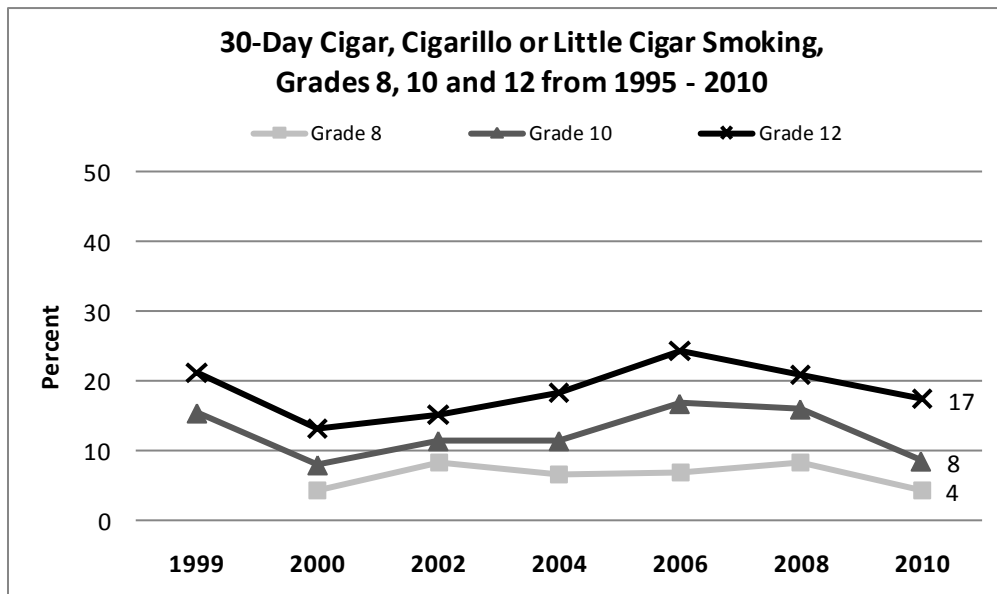
- Among Grade 8, 10 and 12 students, as grade levels increase, each grade was more likely to have smoked cigars in the past 30 days

*Differences by gender:*

- Grade 10 and 12 males were more likely than females to have smoked cigars in the past 30 days.

*Differences over time:*

- Among Grade 8, 10 and 12 students, there were significant decreases in 30-day cigar smoking from 2008 to 2010.
- There were no significant trends from 1999 through 2010, or from 2000 through 2010.



*Survey Question:* During the past 30 days, on how many days did you: Smoke cigars, cigarillos or little cigars?

*Note:* Percentages represent students who reported that they had smoked cigars on any days in the past 30 days.

*Source:* YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Susceptibility to Cigarette Smoking

Youth who have not made a firm commitment against smoking cigarettes are considered susceptible to smoking. They may or may not have smoked recently or in their lifetime, but their susceptibility predicts that given the opportunity or an accepting environment they may initiate smoking. This measure was developed by Pierce, Gilpin, Farkas, and Merritt (1996) and has been found to predict progression to smoking within a longitudinal study of youth behaviors.

Susceptibility to cigarette smoking is a composite measure, using the results from two questions: “If one of your best friends offered you a cigarette, would you smoke it?” and, “Do you think that you will smoke a cigarette anytime in the next year?” If a student does not respond “definitely not” to both questions, then he or she is considered to be susceptible to smoking.

In 2010, 14 percent of Grade 6 students, 27 percent of Grade 8 students, 33 percent of Grade 10 students, and 38 percent of Grade 12 students were susceptible to smoking.

### Differences by grade level:

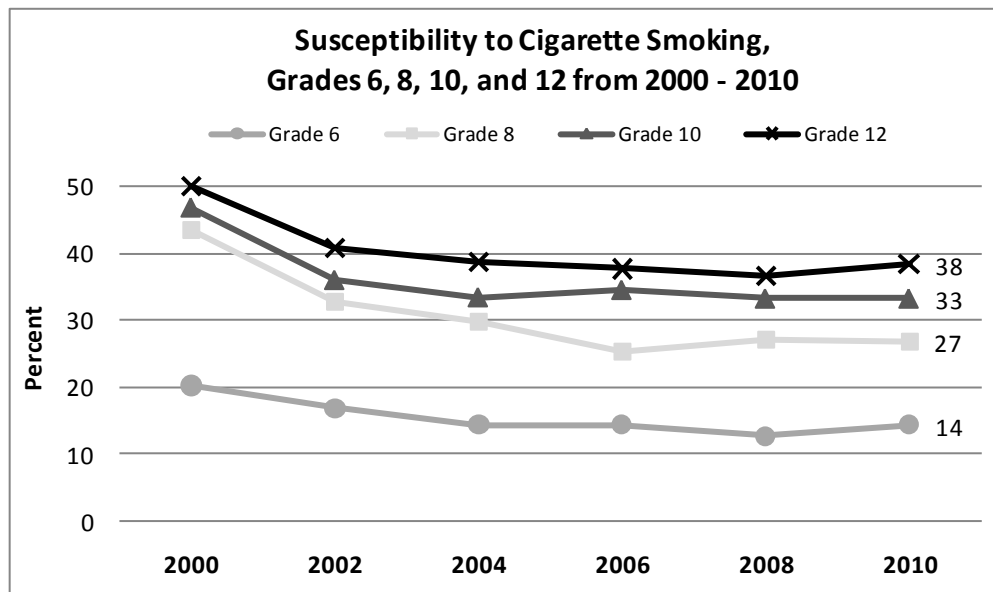
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to be susceptible to smoking.

### Differences by gender:

- Grade 6 and 12 males were more likely than females to be susceptible to smoking.
- Grade 8 females were more likely than males to be susceptible to smoking.

### Differences over time:

- Among Grade 6 students, there was a significant increase in susceptibility to smoking from 2008 to 2010.
- Among Grade 8 students, there was a significant decreasing trend in susceptibility to smoking from 2000 through 2010.



### Survey Questions:

- If one of your best friends offered you a cigarette, would you smoke it?
- Do you think that you will smoke a cigarette anytime in the next year?

*Note:* Susceptibility to cigarette smoking is a composite measure, using the results of the two questions above. If a student does not respond “definitely not” to both questions then they are susceptible to smoking.

*Source:* WSSAHB 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Prevention Messages from School Instruction

Evidence suggests that instruction that addresses the short- and long-term negative physiologic and social consequences of tobacco use, social influences on tobacco use, peer norms, and life skills can prevent or reduce tobacco use among students (Starr et al., 2005).

In 2010, 76 percent of Grade 6 students, 75 percent of Grade 8 students, 63 percent of Grade 10 students, and 50 percent of Grade 12 students reported having received tobacco prevention instruction at school at least once during the past year.

### Differences by grade level:

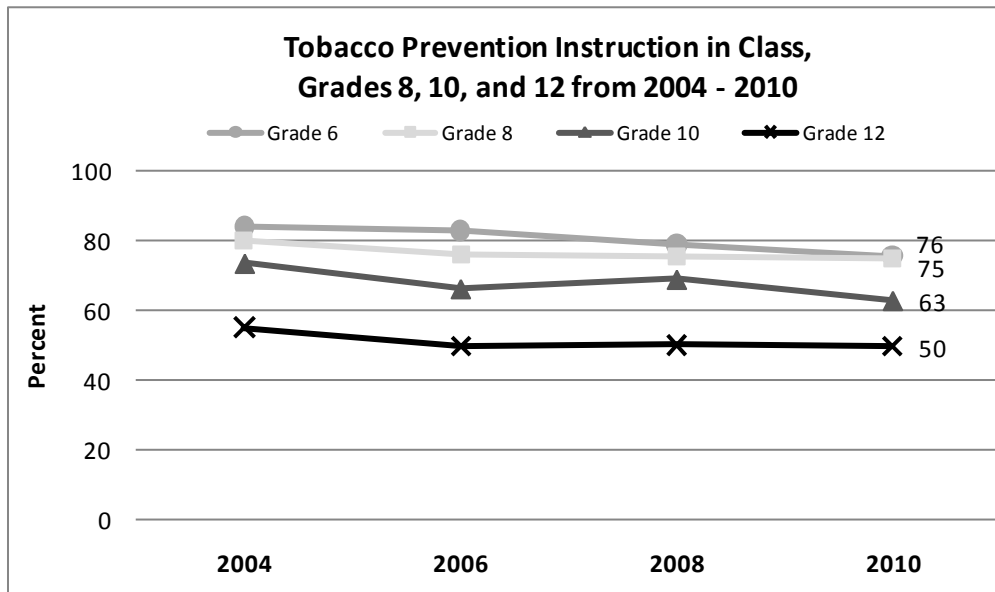
- Grade 6 and 8 students were more likely than Grade 10 and 12 students to have received tobacco prevention instruction in the past year.
- Grade 10 students were more likely than Grade 12 students to have received tobacco prevention instruction in the past year.

### Differences by gender:

- Grade 8 females were more likely than males to receive tobacco prevention instruction in the past year.

### Differences over time:

- Among Grade 6 students, there was a significant decrease in receiving tobacco prevention instruction at school in the past year from 2008 to 2010.



*Survey Question:* During the past year in school, how many times did you get information in classes about the dangers of tobacco?

*Note:* Percentages represent students who reported that they received instruction in class at least once in the past year.

*Source:* HYS 2004, 2006, 2008 and 2010.

## Tobacco Prevention Messages From Parents

Studies have found that parental actions, attitudes, and opinions about smoking have a great deal of influence on whether their children smoke (Newman, 1989; and Distefan, 1998).

In 2010, 79 percent of Grade 6 students, 74 percent of Grade 8 students, 72 percent of Grade 10 students, and 70 percent of Grade 12 students reported having parental discussions about the dangers of tobacco.

### Differences by grade level:

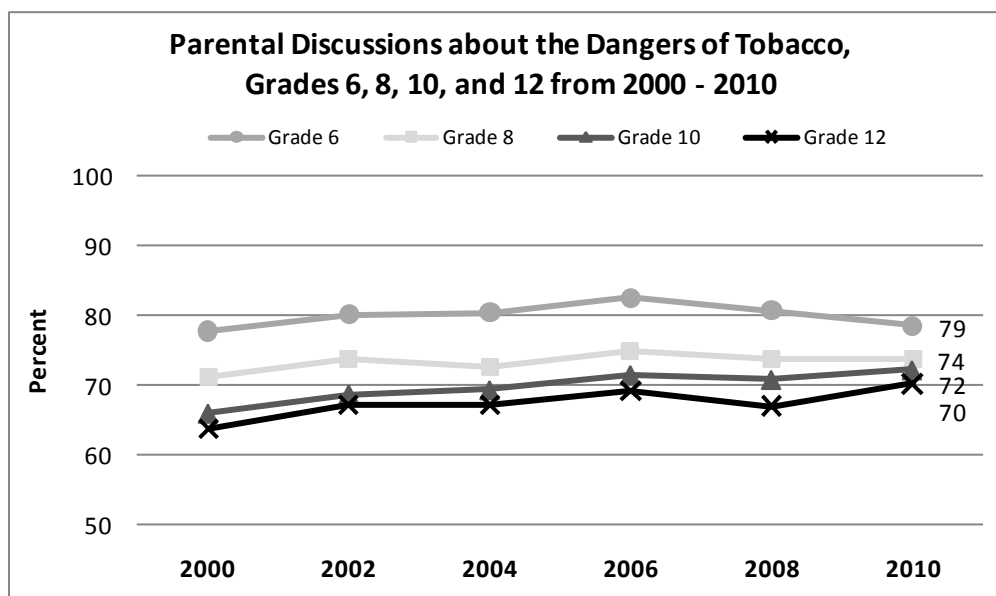
- Grade 6 students were more likely than Grade 8, 10 and 12 students to discuss the dangers of tobacco with parents.
- Grade 8 students were more likely than Grade 12 students to discuss the dangers of tobacco with parents.

### Differences by gender:

- Grade 8, 10 and 12 males were more likely than females to have discussed the dangers of tobacco with parents.

### Differences over time:

- Among Grade 6 students there was a significant decrease, and among Grade 12 students there was a significant increase in discussing the dangers of tobacco with parents from 2008 to 2010.
- Among Grade 10 students, there was a significant increasing trend in discussing the dangers of tobacco with parents from 2000 through 2010.



*Survey Question:* Has either of your parents (or guardians) discussed the dangers of tobacco use with you?

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

*Source:* WSSAHB 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Tobacco Prevention Messages From the Media

There is strong evidence that mass media campaigns are effective in reducing youth tobacco use, when implemented in combination with tobacco price increases, school-based education, and other community education programs (Task Force on Community Preventive Services, 2005).

In 2010, 32 percent of Grade 8 students, 36 percent of Grade 10 students, and 38 percent of Grade 12 students reported seeing or hearing anti-smoking media messages at least once a week in the past 30 days.

### Differences by grade level:

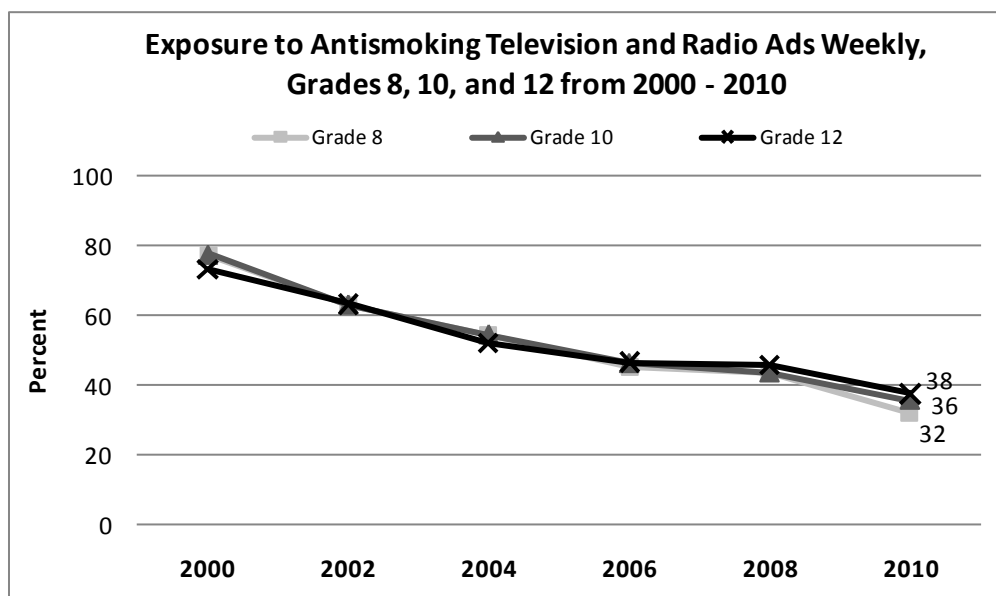
- Grade 8 students were more likely than Grade 10 and 12 students to see or hear anti-smoking media messages at least once a week in the past 30 days.

### Differences by gender:

- Grade 12 males were more likely than females to see or hear anti-smoking media messages at least once a week in the past 30 days.

### Differences over time:

- Among Grade 8, 10 and 12 students, there were significant decreases in seeing or hearing anti-smoking media messages at least once a week in the past 30 days from 2008 to 2010.
- Among Grade 8, 10 and 12 students, there were significant decreasing trends in seeing or hearing anti-smoking media messages at least once a week in the past 30 days from 2000 through 2010.



*Survey Question:* 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?

*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 at least once a week in the past 30 days.

*Source:* WSSAHB 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Secondhand Smoke Exposure

Secondhand smoke exposure causes disease and premature death in children and adults who do not smoke. Scientific evidence indicates that there is no risk-free level of exposure to secondhand smoke (U.S. Department of Health and Human Services, 2006c).

In 2010, 24 percent of Grade 6 students, 32 percent of Grade 8 students, 35 percent of Grade 10 students, and 41 percent of Grade 12 students reported being exposed to secondhand smoke in a room in the past week.

### Differences by grade level:

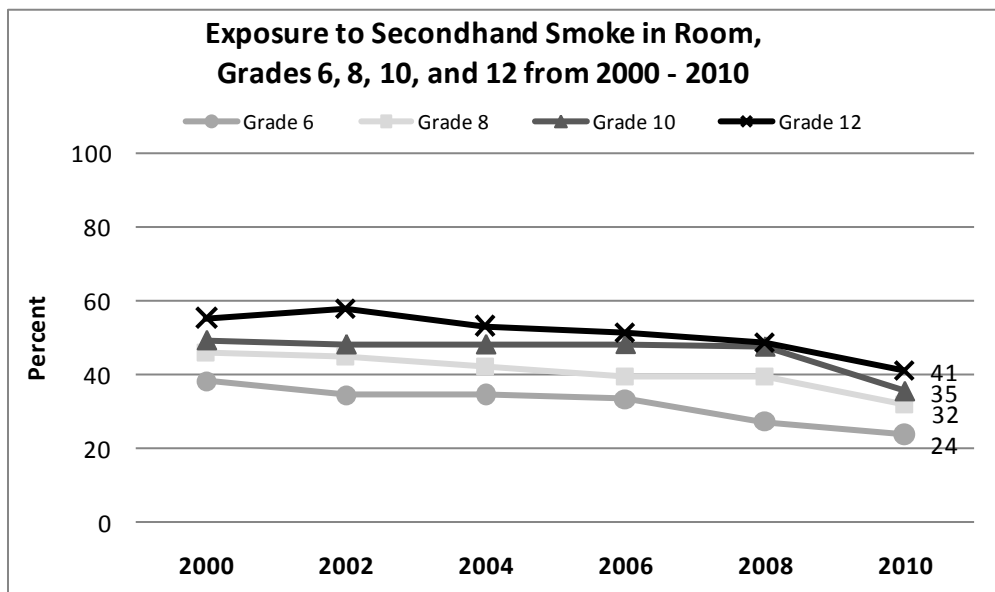
- Grade 6 students were less likely than grade 8, 10 and 12 students to be exposed to secondhand smoke in a room in the past week.
- Grade 8 students were less likely than grade 10 and 12 students to be exposed to secondhand smoke in a room in the past week.

### Differences by gender:

- Grade 8 and 10 females were more likely than males to be exposed to secondhand smoke in a room in the past week.

### Differences over time:

- Among Grade 6, 8, 10 and 12 students, there were significant decreases in exposure to secondhand smoke in a room in the past week from 2008 to 2010.
- Among Grade 6, 8 and 12 students, there were significant decreasing trends in being exposed to secondhand smoke in a room in the past week from 2000 through 2010.



*Survey Question:* During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?

*Note:* Percentages represent students who reported they had been exposed to secondhand smoke in a room in the past week.

*Source:* WSSAHB 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Perception of Harm from Secondhand Smoke

In 2010, 57 percent of Grade 6 students, 59 percent of Grade 8 students, 58 percent of Grade 10 students, and 62 percent of Grade 12 students reported that secondhand smoke was definitely harmful.

### Differences by grade level:

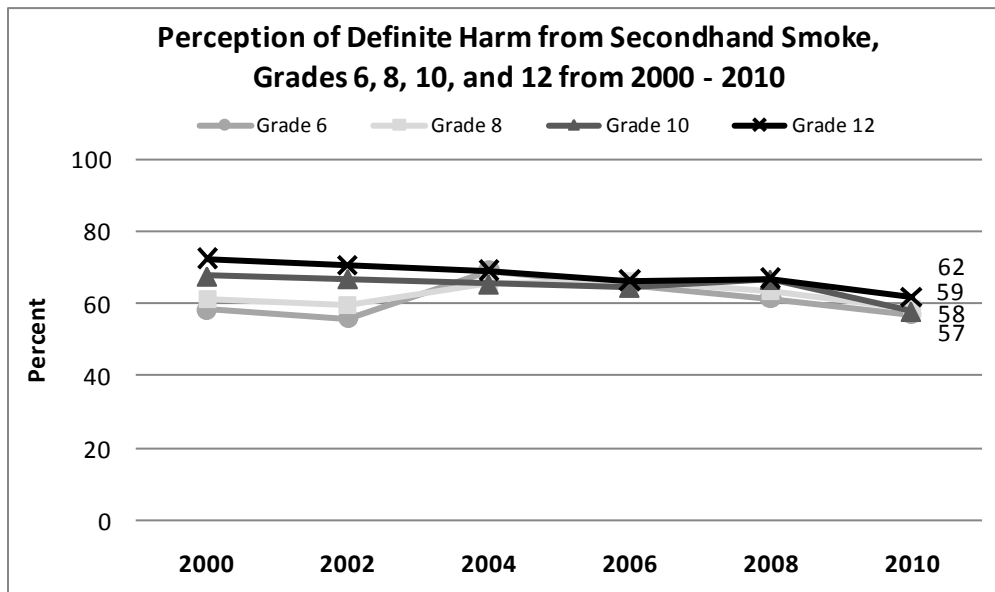
- Grade 12 students were more likely than Grade 6, 8 and 10 students to perceive secondhand smoke as definitely harmful.

### Differences by gender:

- Grade 6, 10, and 12 females were more likely than males to perceive secondhand smoke as definitely harmful.

### Differences over time:

- Among Grade 6, 8, 10 and 12 students, there were significant decreases in the perception that secondhand smoke is definitely harmful from 2008 to 2010.
- Among Grade 12 students, there was a significant decreasing trend in the perception that secondhand smoke is definitely harmful from 2000 through 2010.



*Survey Question:* Do you think the smoke from other people's cigarettes (secondhand smoke) is harmful to you?

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

*Source:* WSSAHB 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Perception of Access to Cigarettes

There is strong evidence that community mobilization, along with additional interventions such as strong local laws for tobacco retailers, active enforcement of retailer sales laws, and retailer education with reinforcement are effective in reducing youth tobacco use and access to tobacco products from commercial sources (Task Force on Community Preventive Services, 2005).

In 2010, 71 percent of Grade 6 students, 48 percent of Grade 8 students, 24 percent of Grade 10 students, and 12 percent of Grade 12 students reported that it would be very hard to get cigarettes.

### Differences by grade level:

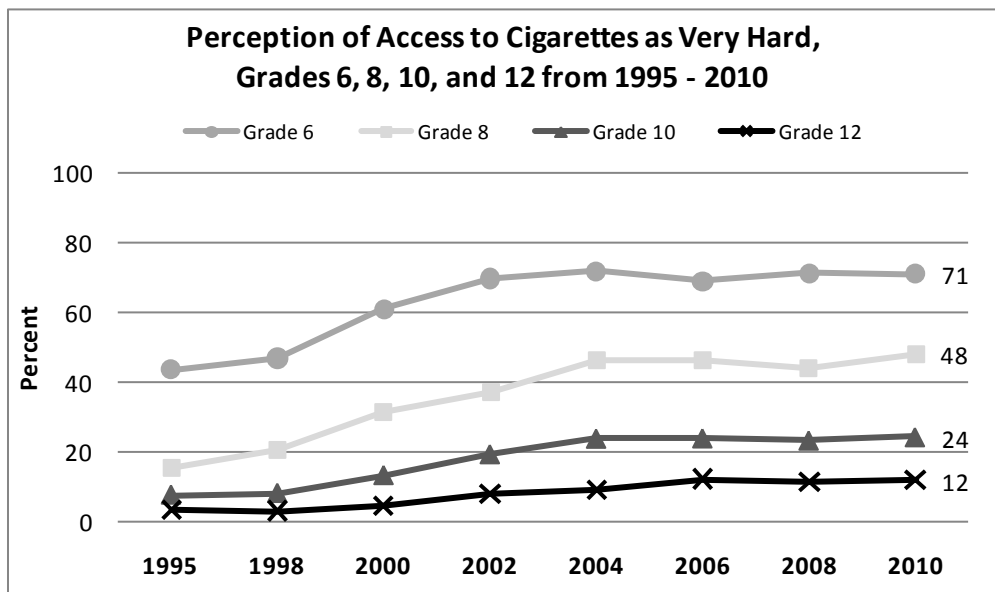
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was less likely to perceive that cigarettes would be very hard to get.

### Differences by gender:

- Grade 6 females were more likely than males to perceive that cigarettes are very hard to get.
- Grade 8 males were more likely than females to perceive that cigarettes are very hard to get.

### Differences over time:

- Among Grade 8 students, there was a significant increase in the perception that it would be very hard to get cigarettes from 2008 to 2010.
- There were significant increasing trends in the perception that it would be very hard to get cigarettes among Grade 6 students from 1995 through 2002, among Grade 8 and 10 students from 1995 through 2004, and among Grade 12 students from 1995 through 2006.



*Survey Question:* If you wanted to get some cigarettes, how easy would it be for you to get some?

*Note:* Percentages represent students who reported it would be very hard to get cigarettes if they wanted some.

*Source:* WSSAHB 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.



## Usual Sources of Tobacco

Despite laws restricting access to tobacco, youth still obtain it from a variety of sources. Younger youth who are experimenting with tobacco usually get it from friends or parents. Older, more addicted youth usually purchase their tobacco or ask friends over 18 to buy it for them.

### Differences by grade level:

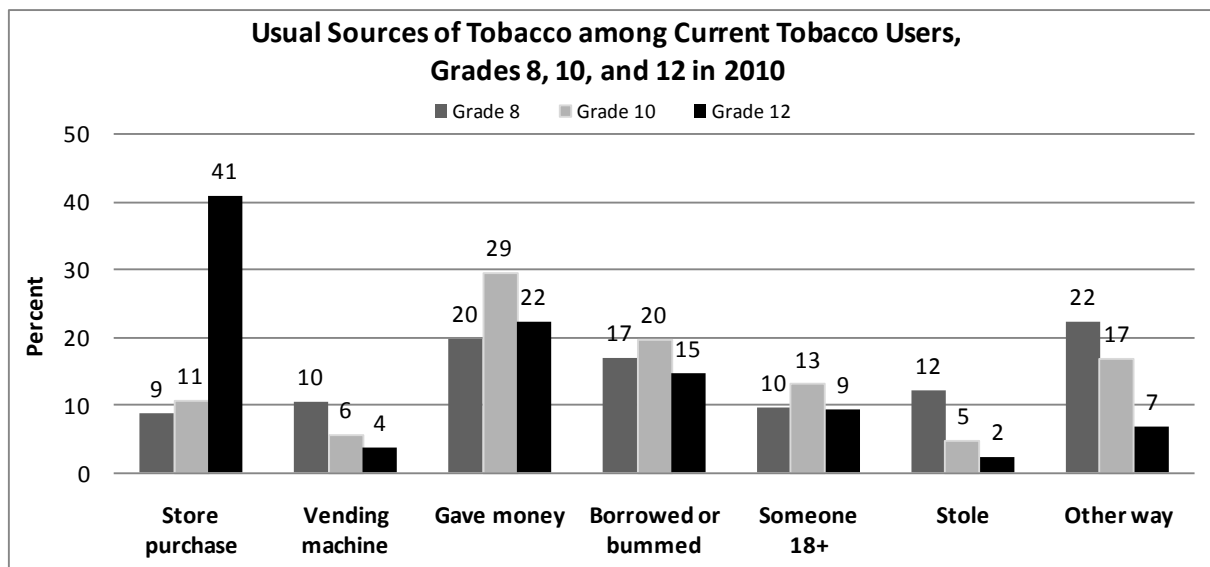
- Grade 12 students were more likely than Grade 8 and 10 students to purchase from a store.
- Grade 8 students were more likely than Grade 10 and 12 students to purchase from a vending machine.
- Grade 10 students were more likely than Grade 8 and 12 students to give someone money.
- Grade 10 students were more likely than Grade 12 students to borrow or “bum,” and give money to someone 18 or older.
- As grade levels increased, each grade was less likely to steal from a store or family member.
- Grade 8 and 10 students were more likely than Grade 12 students to get tobacco another way.

### Differences by gender:

- Grade 10 and 12 males were more likely than females to purchase from a store, and Grade 8 males were more likely to purchase from a vending machine.
- Grade 12 females were more likely than males to give money and to borrow or “bum,” and Grade 10 females were more likely than males to steal from a store or family member.
- There were no significant differences by gender for getting tobacco from someone 18 or older, or by another way.

### Differences over time:

- There were no significant changes in any of the ways youth obtained tobacco from 2008 to 2010.



*Survey Question:* During the past 30 days, how did you usually get your own tobacco? (Choose only one answer.)

*Notes:*

- Proportions represent students who smoked cigarettes in the last 30 days and where they usually got their tobacco.
- Students who reported that they “did not get tobacco in the past 30 days” were not included in the results.
- The sample sizes for this figure are 354 for Grade 8; 462 for Grade 10; and 674 for Grade 12.

*Source:* HYS 2010.

## Perception of Risk from Heavy Cigarette Smoking (Pack or More Daily)

In 2010, 61 percent of Grade 6 students, 72 percent of Grade 8 students, 74 percent of Grade 10 students, and 76 percent of Grade 12 students reported there was great risk in smoking a pack or more of cigarettes a day.

### Differences by grade level:

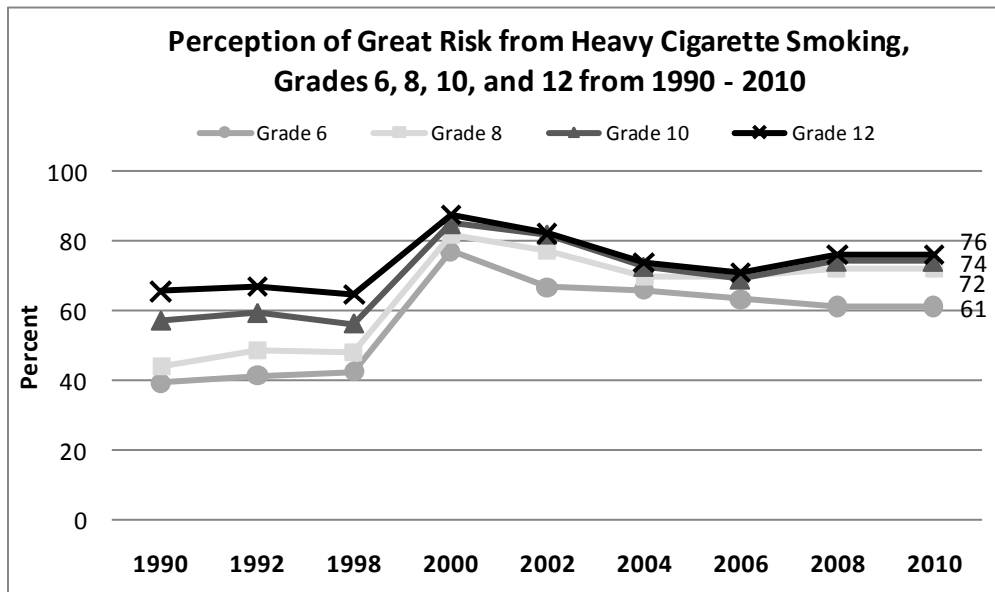
- Grade 6 students were less likely than Grade 8, 10, and 12 students to perceive great risk in smoking a pack or more of cigarettes a day.
- Grade 8 students were less likely than Grade 12 students to perceive great risk in smoking a pack or more of cigarettes a day.

### Differences by gender:

- Grade 6, 8, 10 and 12 females were more likely than males to perceive great risk in smoking a pack or more of cigarettes a day.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- There was a significant increasing trend in the perception of great risk from smoking a pack of cigarettes or more a day among Grade 6 students from 1990 through 2010, and among Grade 8 students from 1990 through 2000.



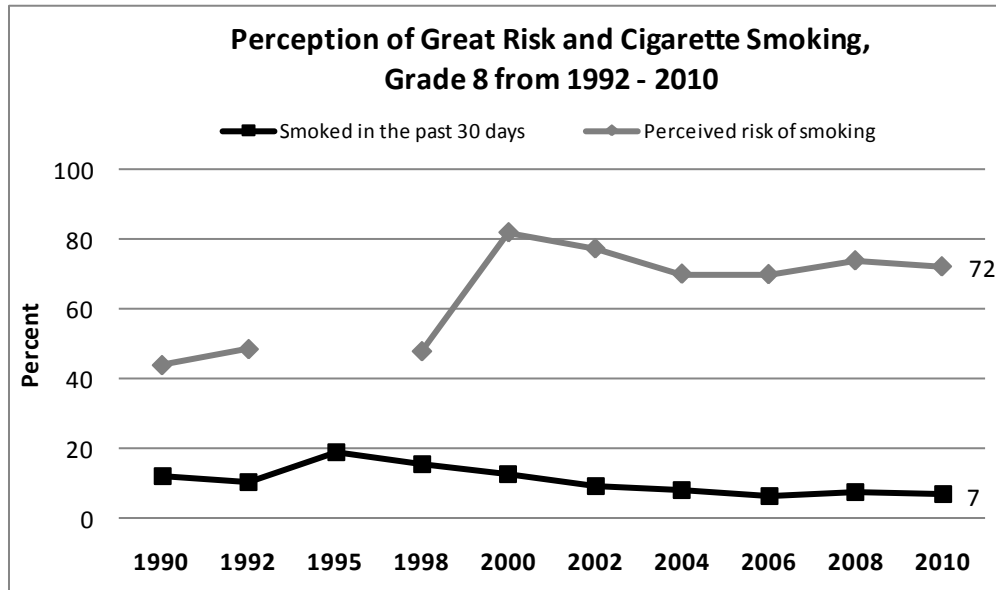
*Survey Question:* How much do you think people risk harming themselves if they: Smoke one or more packs of cigarettes per day?

*Note:* Percentages represent students who reported there is great risk from smoking a pack or more of cigarettes a day.

*Source:* WSSAHB 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Association of Perception of Risk and 30-Day Cigarette Smoking

This chart shows the association between the perceived risk of harm from smoking a pack or more of cigarettes per day and the prevalence of cigarette smoking in the past 30 days for Grade 8 students. Youth who do not perceive a great risk in tobacco use are at a higher risk to use it. This relationship has remained flat since 2000.



### Survey Questions:

- How much do you think people risk harming themselves if they: Smoke one or more packs of cigarettes per day?
- During the past 30 days, on how many days did you: Smoke cigarettes?

### Notes:

- Percentages represent students who reported that there was great risk in smoking a pack or more of cigarettes per day and that they had smoked cigarettes in the past 30 days.
- The question about perceived risk was not asked in 1995.

Source: SADUS 1990, WSSAHB 1992, 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Other Drugs: Marijuana Use

Marijuana has been the most widely used illicit drug since the state’s first survey of youth substance use in 1988. It is also by far the primary drug used by youth entering treatment. Trends in use have been associated with youth perception of the risk of marijuana use—that is, as perception of risk declined during the 1990s, the prevalence of marijuana use grew. Then, as perception of risk rose in the early 2000s, marijuana use declined (Johnston, O’Malley, Bachman, and Schulenberg, 2007).

### Lifetime Marijuana Use

In 2010, 4 percent of Grade 6 students, 13 percent of Grade 8 students, 31 percent of Grade 10 students, and 46 percent of Grade 12 students reported having smoked marijuana at some time in their life.

#### Differences by grade level:

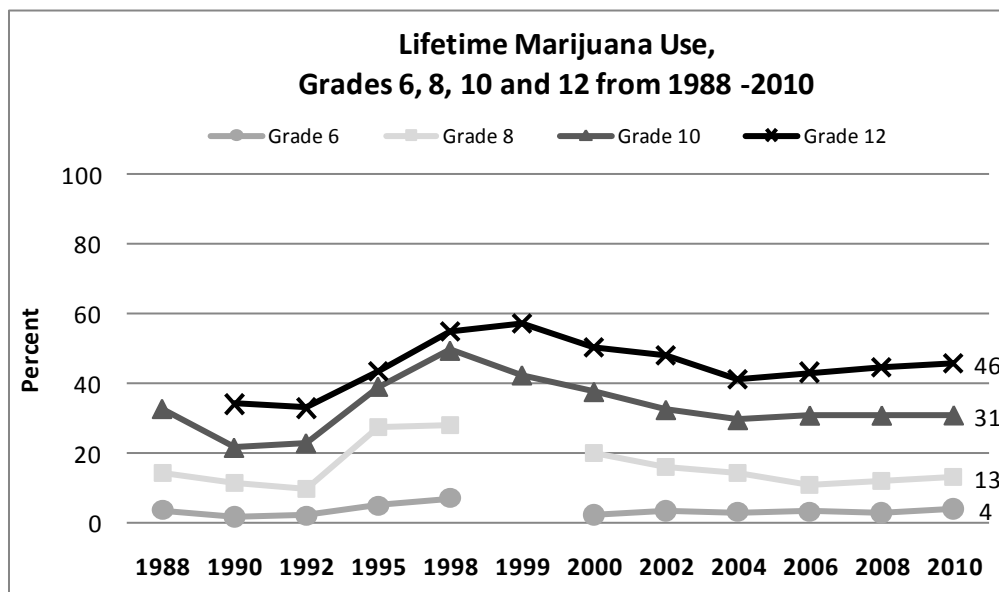
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to have used marijuana in their lifetime.

#### Differences by gender:

- Grade 6, 8, 10 and 12 males were more likely than females to report lifetime marijuana use.

#### Differences over time:

- Among Grade 6 students, there was a significant increase in lifetime marijuana use from 2008 to 2010.
- There were no significant trends from 1988 through 2010.



Survey Question: How old were you the first time you smoked marijuana?

- How old were you the first time you: Smoked marijuana?
- Have you ever, even once in your lifetime: Smoked marijuana?

Note: Percentages represent students who had ever smoked marijuana at any age in their life (Grades 8, 10 and 12) or had ever smoked marijuana in their life (Grade 6).

Source: SADUS 1988 and 1990, WSSAHB 1992, 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

### 30-Day Marijuana Use

In 2010, 2 percent of Grade 6 students, 9 percent of Grade 8 students, 20 percent of Grade 10 students, and 26 percent of Grade 12 students reported using marijuana in the past 30 days.

*Differences by grade level:*

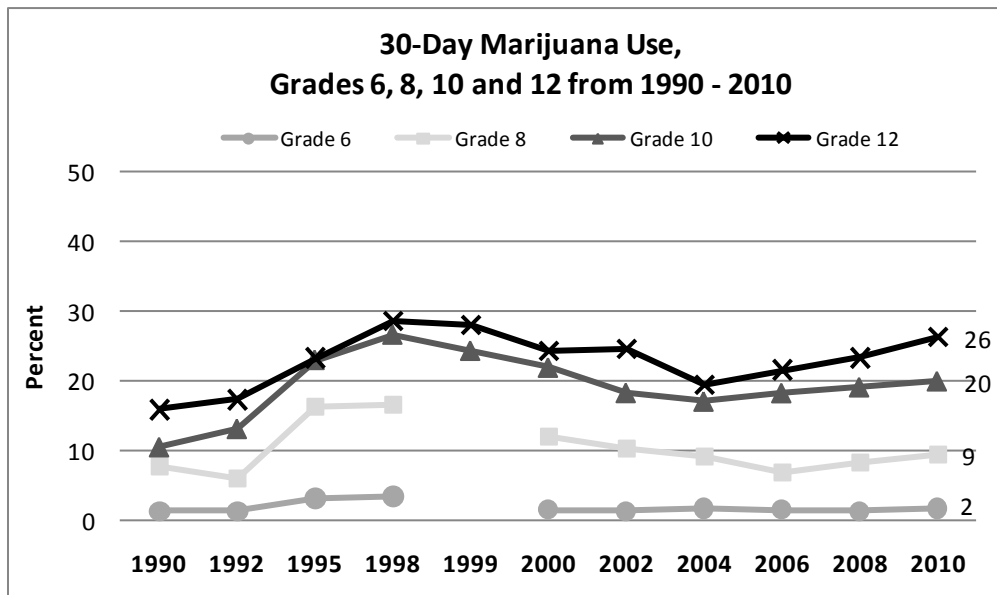
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to have used marijuana in the past 30 days.

*Differences by gender:*

- Grade 6, 10 and 12 males were more likely than females to have used marijuana in the past 30 days.

*Differences over time:*

- There were no significant changes from 2008 to 2010.
- Among Grade 10 students, there were significant increasing trends in marijuana use in the past 30 days from 1990 through 1998, and among Grade 12 students from 1990 through 1998, and among Grade 12 students from 1990 to 1999.



*Survey Question:* How old were you the first time you smoked marijuana?

*Note:* Percentages represent students who used marijuana on any days in the past 30 days.

*Source:* SADUS 1990, WSSAHB 1992, 1995, 1998 and 2000, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## ***Average Age of First Marijuana Use***

Some students begin experimenting with marijuana at an early age. Grade 10 students reported that on average they first smoked marijuana at 13.3 years of age. These results are similar to those reported in 2008.

**Table 14**  
**Average Age of First Marijuana Use in 2010**

<b>Behavior</b>	<b>Mean Age of First Reported Use</b>		
	<b>Grade 8</b>	<b>Grade 10</b>	<b>Grade 12</b>
Smoked marijuana	12.0 ( $\pm 0.1$ )	13.3 ( $\pm 0.1$ )	14.5 ( $\pm 0.2$ )

*Survey Question:* How old were you the first time you smoked marijuana?

*Note:* Age of first use is calculated by excluding students who responded "Never had," used marijuana and calculating the mean age of use among those who used marijuana at any age.

*Source:* HYS 2010.

## Perception of Access to Marijuana

A study based on a national survey (Caulkins and Pacula, 2006) found that among people of all ages, most marijuana users obtain the drug for free (59 percent), from a friend or relative (88 percent), and through indoor transactions (87 percent). Only 6 percent reported purchasing marijuana from a stranger.

In 2010, 84 percent of Grade 6 students, 62 percent of Grade 8 students, 28 percent of Grade 10 students, and 17 percent of Grade 12 students reported that it would be very hard to get marijuana.

### Differences by grade level:

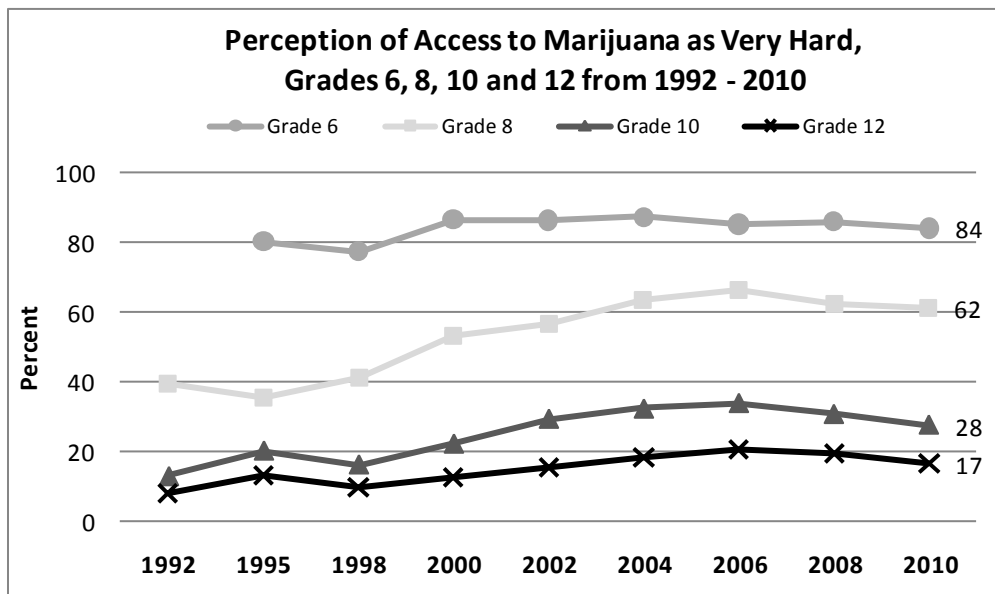
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was less likely to perceive that marijuana would be very hard to get.

### Differences by gender:

- Grade 6 and 10 females were more likely than males to perceive that marijuana would be very hard to get.

### Differences over time:

- Among Grade 6, 10 and 12 students, there were significant decreases in the perception that getting marijuana would be very hard from 2008 to 2010.
- There were significant increasing trends in the perception that getting marijuana would be very hard among Grade 8 students from 1992 through 2010, among Grade 10 students from 1992 through 2004, and among Grade 12 students from 1992 through 2006.



*Survey Question:* If you wanted to get some marijuana, how easy would it be for you to get some?

*Note:* Percentages represent students who reported that it would be very hard to get marijuana if they wanted some.

*Source:* WSSAHB 1992, 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.



## Perception of Risk from Regular Marijuana Use

Long-term trend data from Monitoring the Future suggests that perceived risk of marijuana use is a leading indicator of actual use. That is, during the 1970s, and again in the 1990s, as the perception of risk fell, the use of marijuana rose (Johnston, O'Malley, Bachman, and Schulenberg, 2007). There have been significant declines in the perception of risk from 2000 through 2010 among Grade 10 and 12 students.

In 2010, 49 percent of Grade 6 students, 59 percent of Grade 8 students, 46 percent of Grade 10 students, and 37 percent of Grade 12 students reported there was great risk in using marijuana regularly.

### Differences by grade:

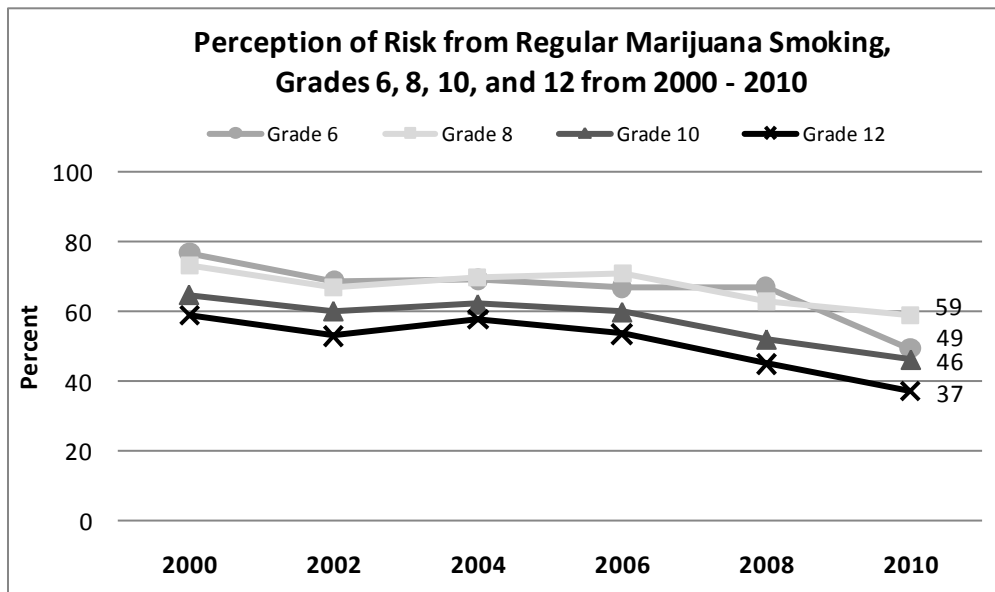
- Grade 6 and 10 students were less likely than Grade 8 students to perceive great risk in using marijuana regularly.
- Grade 12 students were less likely than Grade 6, 8 and 10 students to perceive great risk in using marijuana regularly.

### Differences by gender:

- Grade 8, 10 and 12 females were more likely than males to perceive great risk in regular marijuana use.

### Differences over time:

- Among Grade 6, 8, 10 and 12 students, there were significant decreases in the perception of great risk from using marijuana regularly from 2008 to 2010.
- Among Grade 10 and 12 students, there were significant decreasing trends in the perception of great risk from using marijuana regularly from 2000 through 2010.



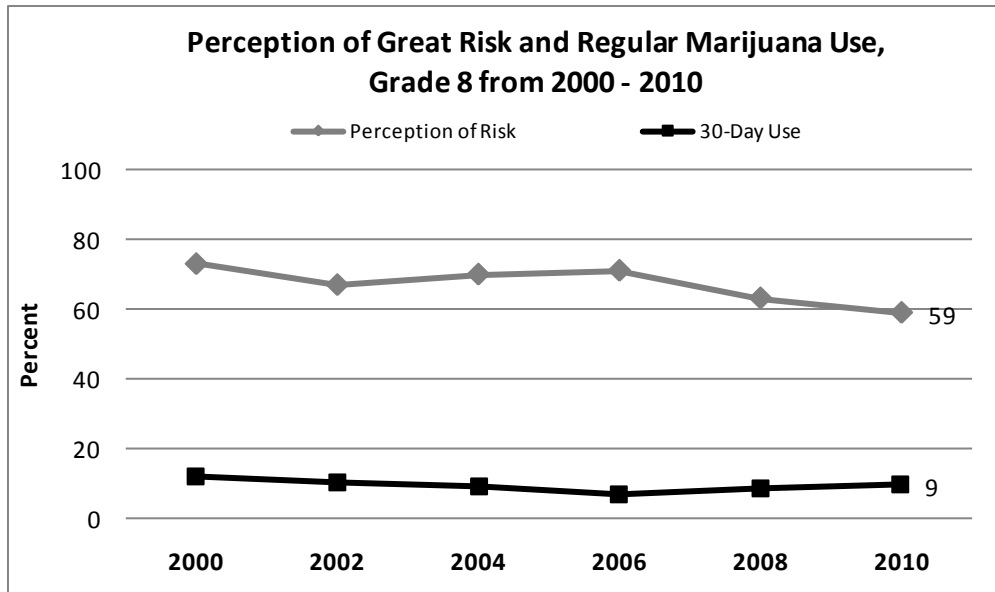
*Survey Question:* How much do you think people risk harming themselves if they: Smoke marijuana regularly? (at least once or twice a week)

*Note:* Percentages represent students who reported there is great risk from regular marijuana use.

*Source:* WSSAHB 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Association of Perception of Risk and Regular Marijuana Smoking

This chart shows the association between the perceived risk of harm from regularly using marijuana and the prevalence of marijuana use in the past 30 days for Grade 8 students. Decreases in the perception of great risk may be associated with increased marijuana use.



### Survey Questions:

- How much do you think people risk harming themselves if they: Smoke marijuana regularly (at least once or twice a week)?
- During the past 30 days, on how many days did you: Use marijuana or hashish (grass, hash, pot)?

*Note:* Percentages represent students who reported that there was great risk in smoking marijuana regularly and that they had used marijuana on any days in the past 30 days.

Source: WSSAHB 2000, 2002, 2004, 2006, 2008 and 2010.

## Other Drugs Not Including Alcohol, Tobacco, or Marijuana

The Healthy Youth Survey also tracks drugs that are less common than alcohol, tobacco, and marijuana. The drugs that are included in the survey can change over time. For instance, early surveys included prescription drugs, but they were eliminated as concerns about party drugs grew. Now prescription drugs are back on the survey.

### 30-Day Other Drug Use (Not Including Alcohol, Tobacco, or Marijuana)

In 2010, 1 percent of Grade 6 students, 3 percent of Grade 8 students, 7 percent of Grade 10 students, and 8 percent of Grade 12 students reported using an illegal drug other than alcohol, tobacco or marijuana in the past 30 days.

#### Differences by grade level:

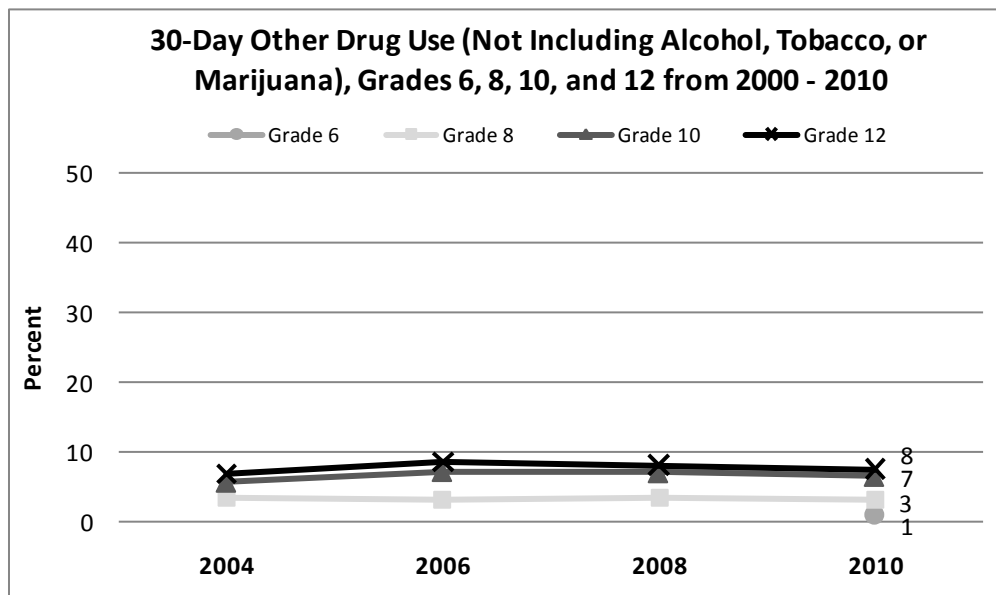
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to use other illegal drugs in the past 30 days, except there was no difference between Grade 10 and 12 students.

#### Differences by gender:

- Grade 6, 10 and 12 males were more likely than females to use other illegal drugs in the past 30 days.

#### Differences over time:

- There were no significant changes from 2008 to 2010.



*Survey Question:* During the past 30 days, on how many days did you: Not counting alcohol, tobacco, or marijuana, use another illegal drug?

*Note:* Percentages represent students who used other illegal drugs on any days in the past 30 days.

*Source:* HYS 204, 2006, 2008 and 2010.

## Lifetime Methamphetamine Use

Methamphetamine, a subclass of amphetamines, was at one time called “speed.” During the past several years, media reports have sometimes referred to methamphetamine use as an epidemic. This reflects the environmental and familial consequences of methamphetamine production. Nationally, methamphetamine use has been declining, including most recently among young adults (Substance Abuse and Mental Health Services Administration, 2009).

Lifetime methamphetamine use was reported by 2 percent of Grade 8 students, and 5 percent of Grade 10 and 12 students.

### Differences by grade level:

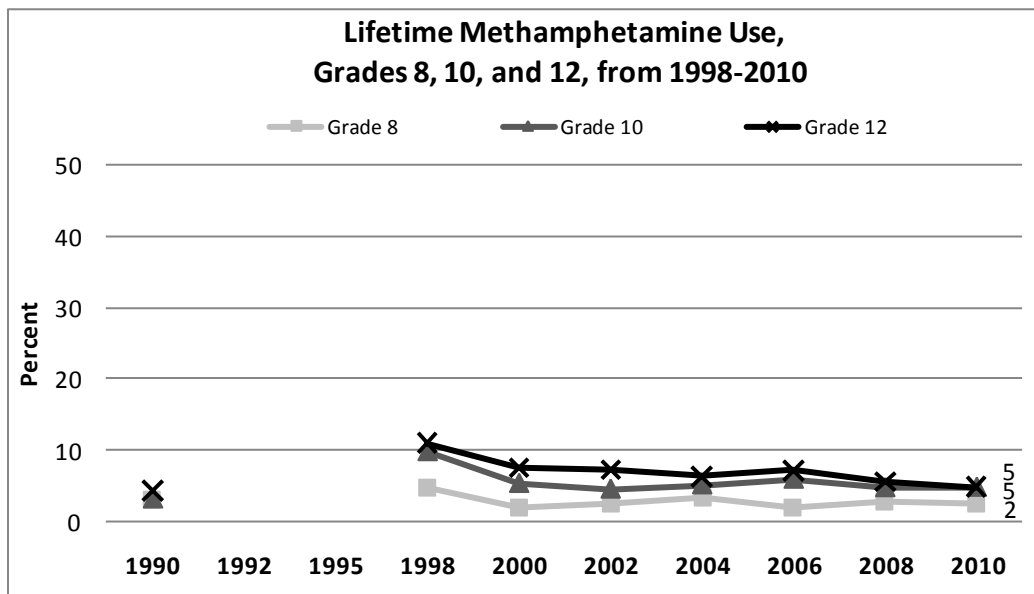
- Grade 10 and 12 were more likely than Grade 8 students to have used methamphetamines in their lifetime.

### Differences by gender:

- Grade 10 and 12 males were more likely than females to have used methamphetamines in their lifetime.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were no significant trends from 1990 through 2010.



*Survey Question:* Have you ever, even once in your lifetime, used any of the following drugs? Methamphetamines (meth, crystal meth, ice, crank) Do not include other types of amphetamines.

*Notes:* Percentages represent students who had ever used methamphetamines in their life.

*Source:* WSSAHB 1990 and 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Lifetime Inhalant Use

Inhalants are fumes or gases that can be inhaled for the purpose of getting high. Inhalants include common household products such as glue, gasoline, solvents such as nail polish remover, and propellants in certain products such as whipped cream dispensers.

In 2010, 4 percent of Grade 6 students, 6 percent of Grade 8 students, 9 percent of Grade 10 students, and 10 percent of Grade 12 students reported ever using inhalants.

### *Differences by grade level:*

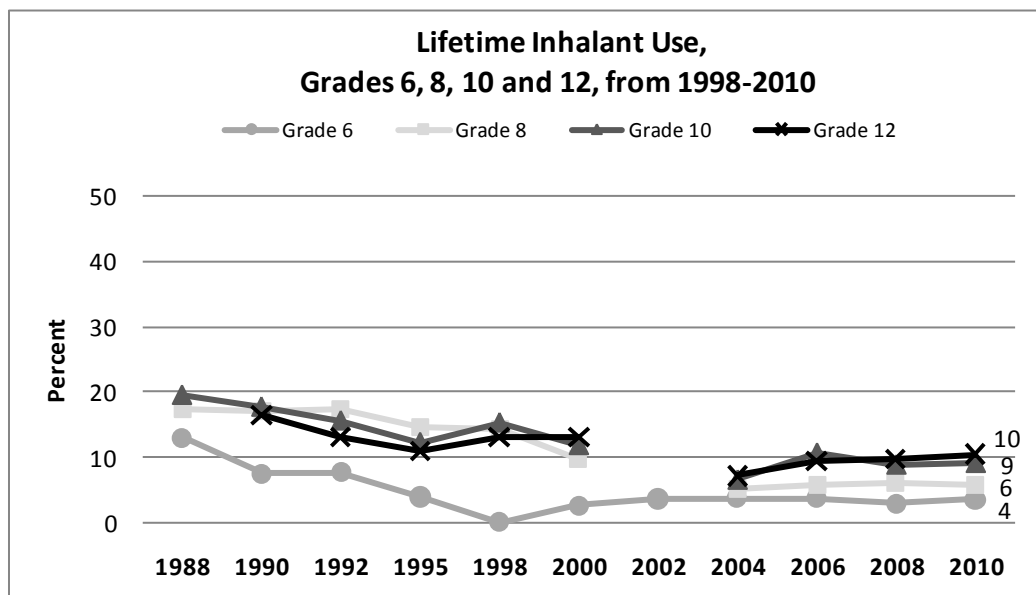
- Among Grade 6, 8, 10 and 12 students, as grade levels increase, each grade was more likely to report some lifetime use of inhalants.

### *Differences by gender:*

- Among Grade 8, 10 and 12 students, males were more likely than females to report lifetime inhalant use.

### *Differences over time:*

- There were no significant changes from 2008 to 2010.
- There were significant decreasing trends in lifetime inhalant use among Grade 6, 8 and 10 students from 1988 through 2010 and among Grade 12 students from 1990 through 2010.



### *Survey Questions:*

- How old were you the first time you: Used inhalants?
- Have you ever, even once in your lifetime, used inhalants (things you sniff to get high)?

*Note:* Percentages represent students who had ever used inhalants at any age in their life (Grades 8, 10 and 12) or had ever used inhalants once in the life (Grade 6).

*Source:* SADUS 1988 and 1990, WSSAHB 1992, 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008 and 2010.

## Prescription Opiate (Painkiller) Use

Awareness and concern are growing regarding the use of prescription drugs that young people are using to get high. In 2010, painkiller use “to get high” in the past 30 days was reported by 4 percent of Grade 8 students, and 8 percent of Grade 10 and 12 students.

### Differences by grade level:

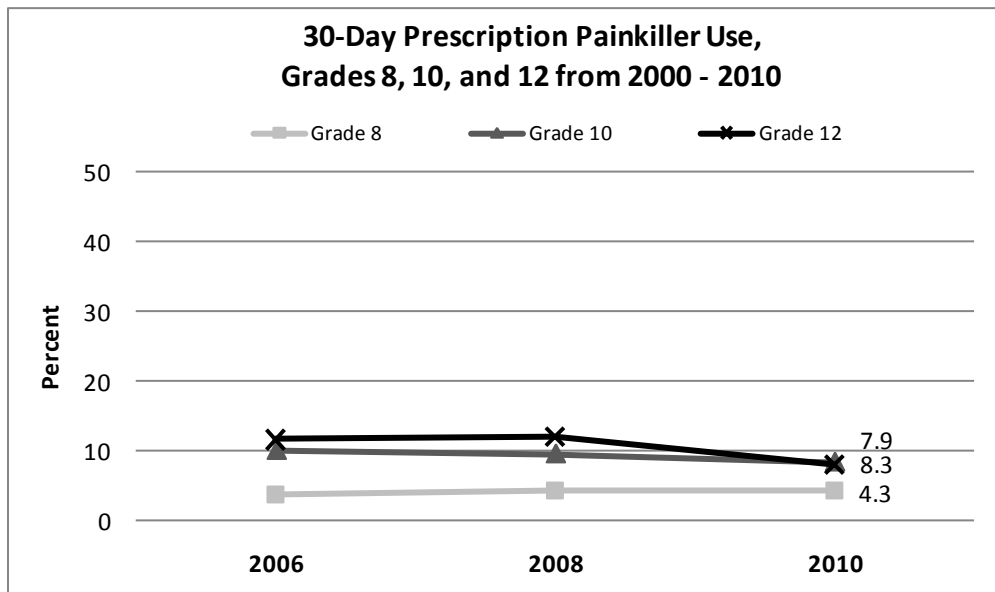
- Grade 10 and 12 students were more likely than Grade 8 students to use painkillers to get high in the past 30 days.

### Differences by gender:

- Grade 12 males were more likely than females to use painkillers to get high in the past 30 days.

### Differences over time:

- Among Grade 12 students, there was a significant decrease in using painkillers to get high in the past 30 days from 2008 to 2010.



*Survey Question:* During the past 30 days, on how many days did you: Use a pain killer to get high, like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)?

*Note:* Percentages represent students who reported using painkillers to get high on any days in the past 30 days.

*Source:* HYS 2006, 2008 and 2010.

## Usual Sources of Painkillers

Among all students, the most common source of painkillers was from their own prescription or from a friend.

### Differences by grade level:

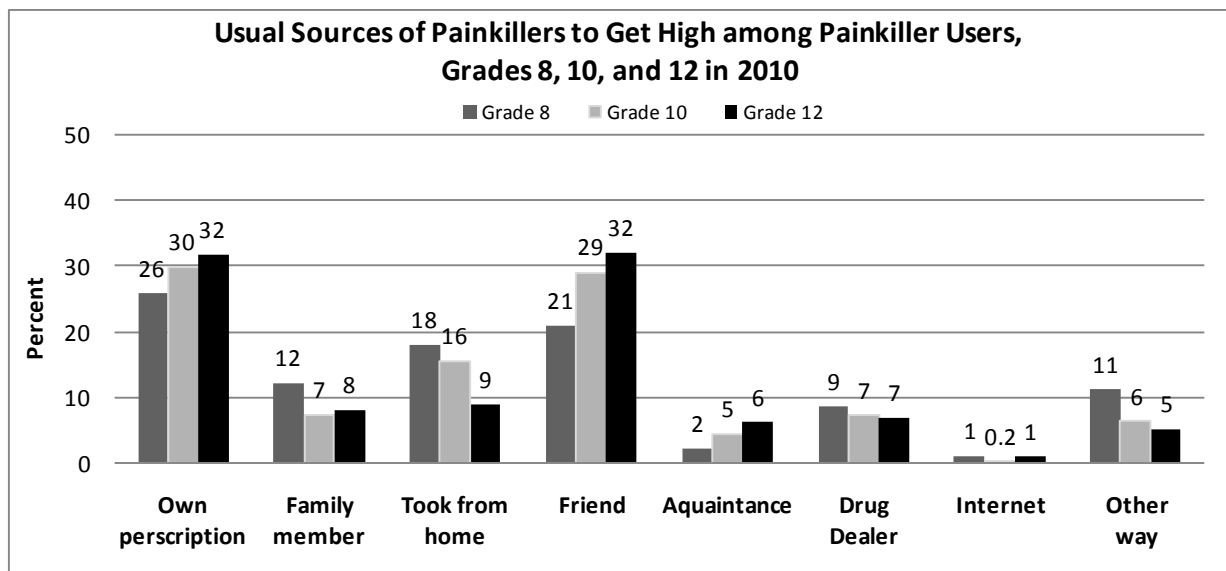
- Grade 8 students were more likely than Grade 12 students to get painkillers from a family member, and Grade 8 and 10 students were more likely than Grade 12 students to take painkillers from home.
- Grade 10 and 12 students were more likely than Grade 8 students to get painkillers from a friend, and Grade 12 students were more likely than Grade 8 students to get painkillers from an acquaintance.
- Grade 8 students were more likely than Grade 10 and 12 students to get painkillers some other way.
- There were no significant differences for getting painkillers from their own prescriptions, from a drug dealer, or from the internet by grade.

### Differences by gender:

- Grade 8 males were more likely than females to get painkillers from family members, and Grade 12 males were more likely to get painkillers some other way.
- Grade 12 females were more likely than males to take painkillers from home.
- There were no significant differences for getting painkillers from their own prescriptions, from friends, from acquaintances, from a drug dealer, or from the internet by gender.

### Differences over time:

- Among Grade 10 students, there was a significant increase in getting painkillers from their own prescriptions, and a significant decrease in getting painkillers some other way from 2008 to 2010.



*Survey Question:* If you have EVER used pain killers to get high, where did you usually get them? (Choose only one answer.)

*Notes:*

- Percentages represent students who ever used painkillers to get high and where they usually got them.
- Students who reported that they “did not use pain killers to get high” were not included in the results.
- The sample sizes for this figure are 351 for Grade 8; 537 for Grade 10; and 577 for Grade 12.

*Source:* HYS 2008.

## Lifetime Heroin Use

In 2010, lifetime heroin use was reported by 2 percent of Grade 8 students, 3 percent of Grade 10 students, and 4 percent of Grade 12 students.

### Differences by grade level:

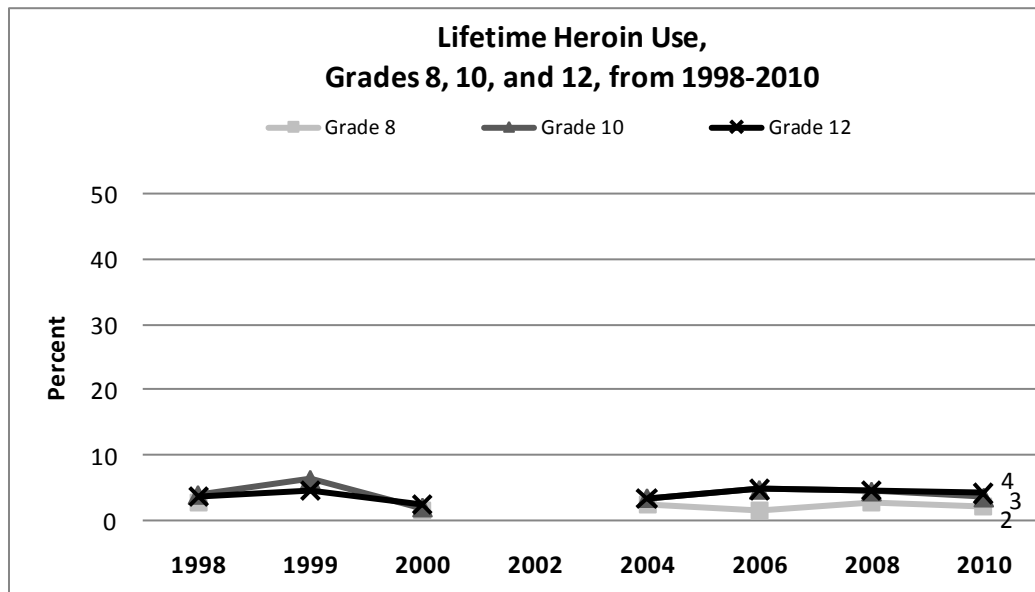
- Grade 10 and 12 students were more likely than Grade 8 students to use heroin in their lifetime.

### Differences by gender:

- Grade 12 males were more likely than females to use heroin in their lifetime.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were no significant trends from 1998 through 2010.



*Survey Question:* Have you ever, even once in your lifetime, used any of the following drugs: Heroin?

*Note:* Percentages represent students who had ever used heroin in their life.

*Source:* WSSAHB 1998 and 2000, YRBS 1999, HYS 2006, 2008 and 2010.



## Lifetime Cocaine Use

In 2010, lifetime cocaine use was reported by 3 percent of Grade 8 students, 6 percent of Grade 10, and 9 percent of Grade 12 students.

### Differences by grade level:

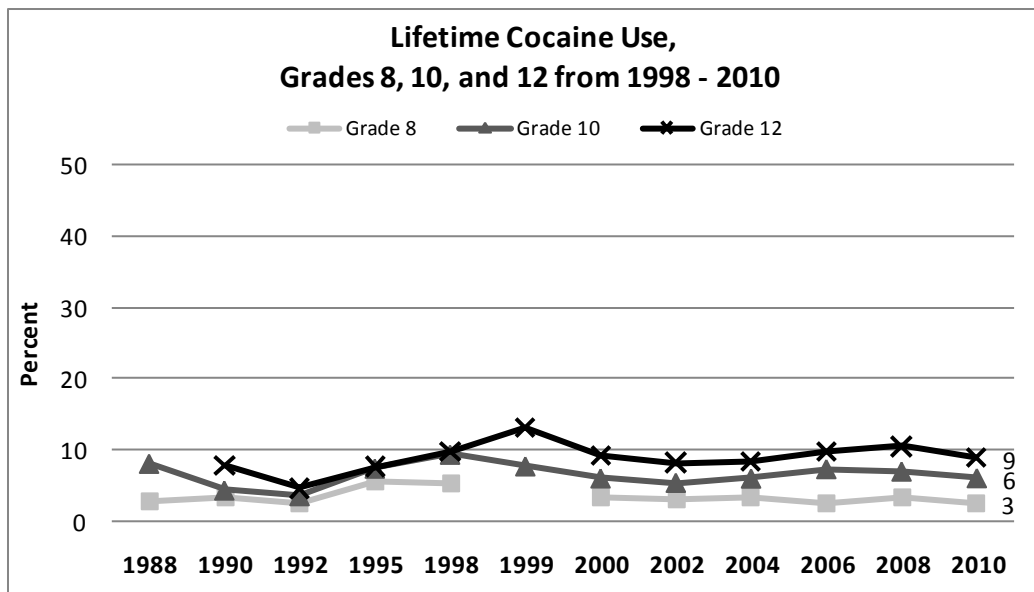
- Among Grade 8, 10 and 12 students, as grade levels increase, each grade was more likely to use cocaine in their lifetime.

### Differences by gender:

- Grade 10 and 12 males were more likely than females to use cocaine in their lifetime.

### Differences over time:

- There were no significant changes from 2008 to 2010.
- There were no significant trends from 1988 through 2010, or from 1990 through 2010.



*Survey Question:* Have you ever, even once in your lifetime, used any of the following drugs: Cocaine?

*Note:* Percentages represent students who had ever used cocaine in their life.

*Source:* WSSAHB 1988, 1990, 1992, 1995, 1998 and 2000, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## Lifetime Steroid Use

In 2010, lifetime steroid use was reported by 2 percent of Grade 8 students, and 3 percent of Grade 10 and 12 students.

### Differences by grade level:

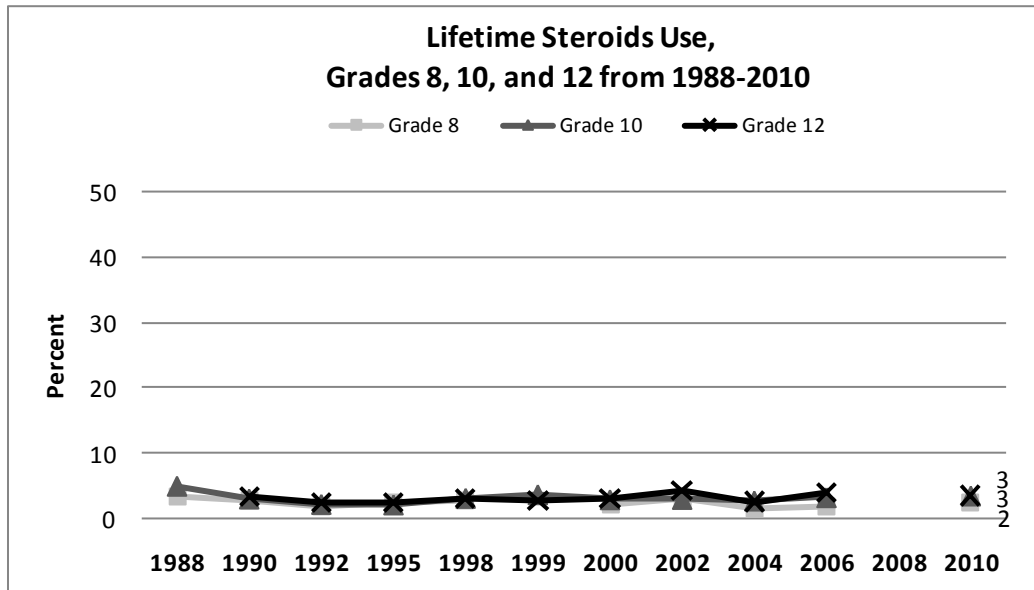
- Grade 10 and 12 students were more likely than Grade 8 students to use steroids in their lifetime.

### Differences by gender:

- Grade 8, 10 and 12 males were more likely than females to use steroids in their lifetime.

### Differences over time:

- There were no significant trends from 1988 through 2010, or from 1990 through 2010.



*Survey Question:* Have you ever, even once in your life, used steroids (muscle builders) without a doctor's prescription?

*Note:* Percentages represent students who had ever used steroids, without a doctor's prescription, in their life.

*Source:* WSSAHB 1988, 1990, 1992, 1995, 1998 and 2000, YRBS 1999, HYS 2002, 2004, 2006, 2008 and 2010.

## 9. Risk and Protective Factors

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This chapter covers a broad set of questions about health behaviors, and about the risk factors and protective factors associated with them. Risk factors are characteristics of individuals and their families, schools, and communities that make them more vulnerable to ill health and poor lifestyle choices. Similarly, protective factors exert a positive influence or buffer against the negative influence of risk in these social environments. The Healthy Youth Survey includes many questions directly related to health, but most of the risk and protective factors measured in the survey are associated with behaviors such as substance use, violence, and staying in school. The presence of multiple risk factors predicts an increased likelihood that an individual will engage in these behaviors, whereas the presence of protective factors helps to buffer the effect of risk factors and increase resilience.

Research over several decades has identified risk factors that are associated with increased likelihood of health risk behaviors including alcohol, tobacco, and other drug abuse (Dryfoos, 1991; Hawkins et al., 1992; Kandel, Daview, Karus, and Yamagucchi, 1986); violence and delinquent behaviors (Bensley, Spieker, VanEenwyk, and Schoder, 1999; Brewer, Hawkins, Catalano, and Neckerman, 1995; Herrenkohl, Chung, and Catalano, 2004; Wasserman et al., 2003); and driving after drinking (Sabel, Bensley, and VanEenwyk, 2004).

Another body of research has focused on young people's ability to overcome the odds that challenge them (Werner and Smith, 1989) and to 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).

Using these multiple strands of research, Hawkins and Catalano at the University of Washington's Social Development Research Group developed a theoretical framework based on a model of social development which 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).

By addressing risk and protective factors, families, schools, and communities can help promote positive social development. 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. These risk and protective factors represent promising inputs for prevention and intervention programs and policies.

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 implement prevention services for specific populations or geographical areas where risk exposure is high and protection is low.

The 1995, 1998, 2000, 2002, 2004, 2006, 2008 and 2010 survey administrations in Washington included substantial coverage of risk and protective factors using standardized assessment tools developed by the Social Development Research Group (Arthur et al., 1998; Arthur, Hawkins, Pollard, Catalano, and Baglioni, 2002) and published in their Communities That Care survey. These risk and protective factors are organized into four domains of influence: community, family, school, and peer-individual.

More information on the risk and protective factors used in the HYS is available at: <http://www.hys.wa.gov/Reporting/RPHistory.pdf>

HYS 2010 assessed six risk factors among students in Grade 6 and 16 risk factors among students in Grades 8, 10, and 12 (see Table 15). The questions for the two family domain risk factors were on the optional tear-off page of the survey, and are not included in this report.

**Table 15**  
**Risk Factors Included in 2010**

Domain	Risk Factor
Community	Laws and norms favorable toward drug use
	Perceived availability of drugs
	Perceived availability of handguns <sup>S</sup>
	Low neighborhood attachment <sup>S</sup>
School	Academic failure
	Low commitment to school
Peer-Individual	Early initiation of drug use <sup>S</sup>
	Early initiation of antisocial behavior <sup>S</sup>
	Favorable attitudes toward antisocial behavior <sup>S</sup>
	Favorable attitudes toward drug use
	Perceived risk of drug use
	Friends' use of drugs <sup>S</sup>
	Intentions to use <sup>S</sup>
	Interactions with antisocial peers <sup>S</sup>
Family	Poor family management <sup>S†</sup>
	Parental attitudes favorable towards drug use <sup>S</sup>

† Because some of the family domain was measured on an optional tear-off page on HYS 2010, 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.

<sup>S</sup> Included only on the secondary version of the survey (Grades 8, 10 and 12).

The HYS 2010 administration also assessed six protective factors among students in Grade 6 and 10 protective factors among students in Grades 8, 10, and 12 (see Table 16). Again, the questions for the two family domain protective factors were on the optional tear-off page of the survey, and are not included in this report.

**Table 16**  
**Protective Factors Included in 2010**

Domain	Protective Factor
Community	Opportunities for prosocial involvement <sup>S</sup> Rewards for prosocial involvement <sup>E</sup>
School	Opportunities for prosocial involvement Rewards for prosocial involvement
Peer-Individual	Social skills <sup>S</sup> Belief in the moral order <sup>S</sup> Interaction with prosocial peers <sup>S</sup> Prosocial involvement <sup>E</sup>
Family	Opportunities for prosocial involvement <sup>†</sup> Rewards for prosocial involvement <sup>†</sup>

<sup>†</sup> Because some of the family domain was measured on an optional tear-off page on HYS 2010, 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.

<sup>S</sup> Included only on the secondary version of the survey (Grades 8, 10 and 12).

<sup>E</sup> Included only on the elementary version of the survey (Grade 6).

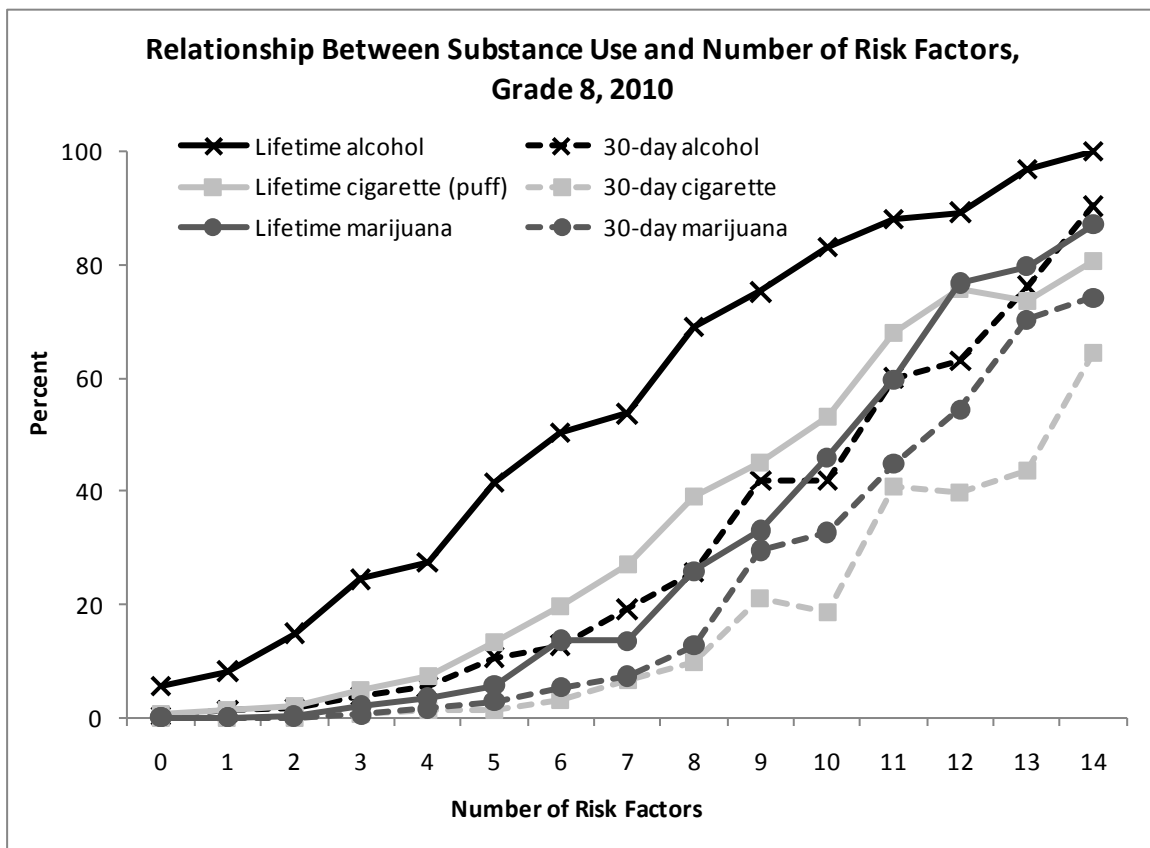
This chapter presents HYS 2010 results for the assessment of risk and protection at each grade level in the community, school, and peer-individual domains. The relationships between risk and protective factors and the major health risk behaviors of substance use and violent and delinquent behavior are also presented. Readers should remember that all results are based on student self-report and therefore represent perceptions of risk and protection, which might not be accurate. Furthermore, the statistical relationships between risk and protective factors and health risk behaviors are not necessarily causal. 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 the Social Development Research Group's research, 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.

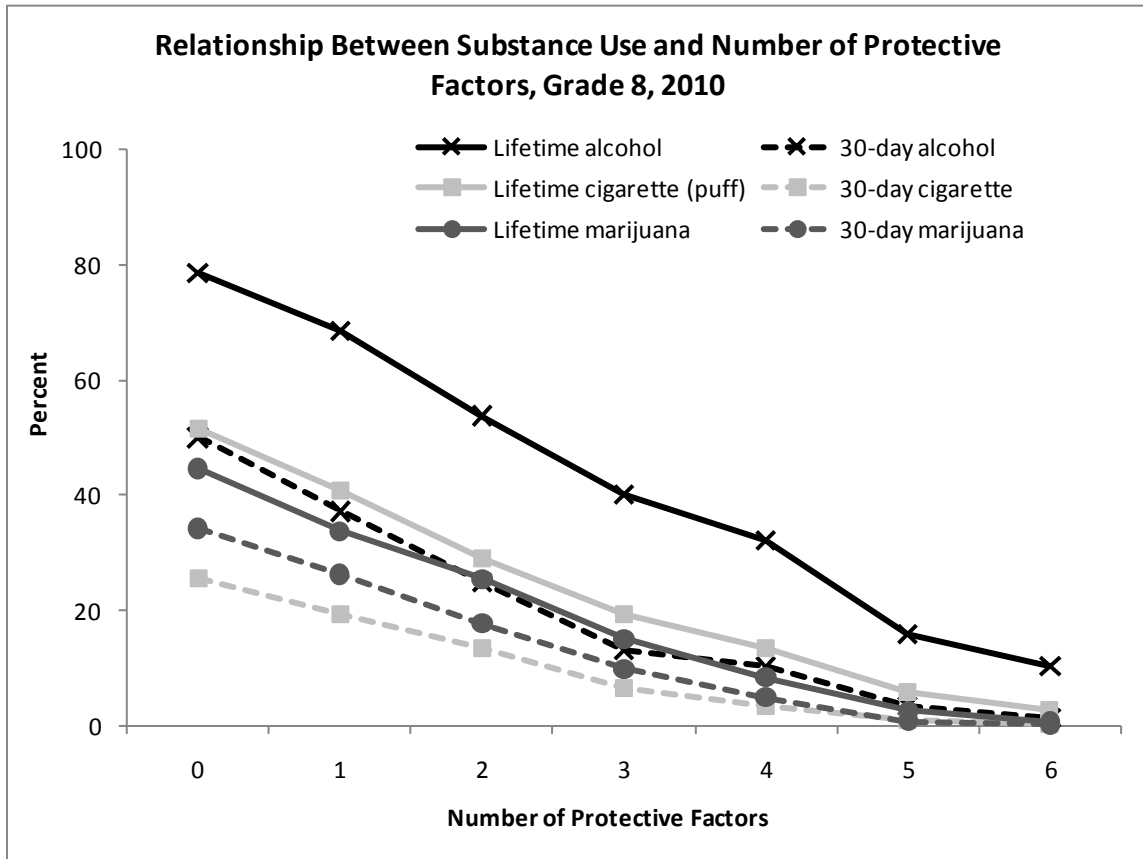
The following chart shows the relationship between the number of risk factors present and the use of alcohol, cigarettes, and marijuana for students in Grade 8. The most obvious interpretation is the clear, linear relationship between the number of risk factors present and the prevalence of lifetime and 30-day alcohol, cigarette, and marijuana use. As the number of risk factors for individual students increased, the more likely they were to use alcohol, cigarettes and marijuana. These findings are consistent with the findings from the 1995, 1998, 2000, 2002, 2004, 2006 and 2008 survey administrations.



Note: Percentages represent students who reported using alcohol, cigarettes, or marijuana in their lifetime or in the past 30 days according to each number or risk factors (0 through 14).

Source: HYS 2010.

The following chart is a similar display relating the presence of protective factors to the use of alcohol, cigarettes, and marijuana. Again, the overall relationship is strong: increased levels of protection were clearly associated with lower rates of alcohol, cigarette, and marijuana use. Protective factors have also been found to have a buffering 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).



Note: Percentages represent students who reported using alcohol, cigarettes, or marijuana in their lifetime or in the past 30 days according to each number of protective factors (0 through 6).

Source: HYS 2010.

## Community Domain: Risk Factors

HYS 2010 assessed four risk factors in the community domain (only two for Grade 6):

- *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 make 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 of alcohol and other drugs have been shown to predict use of these substances.
- *Perceived availability of handguns.* Perceptions of the availability of handguns may be related to the use of handguns.

There was a significant decrease in the percent of youth at risk for perceived availability of handguns among Grade 8 students.

**Table 17**  
**Profile of Community Risk Factors,**  
**Percent of Youth at Risk, Grades 6, 8, 10, and 12 from 2000–2010**

Risk Factor	Grade 6						Grade 8						Grade 10						Grade 12					
	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010
Low neighborhood attachment	48.6	–	–	–	–	–	35.0	41.1	–	36.6	34.5	33.9	43.8	45.0	–	47.9	44.8	41.9	48.2	46.9	–	50.2	53.3	50.2
Laws and norms favorable toward drug use	37.5	37.1	37.1	37.0	35.9	36.5	33.3	33.0	29.8	28.2	28.3	27.7	44.1	38.7	40.1	39.1	36.7	34.5	42.3	39.3	37.3	35.8	34.4	32.5
Perceived availability of drugs	26.8	23.6	<b>22.5</b> <sub>a</sub>	<b>24.6</b> <sub>c</sub>	23.5	22.6	34.9	29.3	23.0	20.9	<b>24.8</b> <sub>d</sub>	24.1	48.8	35.5	31.8	32.7	34.2	34.4	55.9	45.2	40.5	38.1	39.4	38.1
Perceived availability of handguns	22.7	–	–	–	–	–	35.7	36.4	34.4	31.6	34.9	<b>31.3</b> <sub>e</sub>	25.3	21.9	21.0	21.5	20.7	18.2	32.6	26.2	26.6	25.5	24.4	22.6
Transitions and mobility	–	–	–	–	–	–	–	–	50.5	–	–	–	–	–	57.7	–	–	–	–	–	50.3	–	–	–

Note: Percentages represent students at risk based upon their risk factor scale scores.

Dashes (–) indicate that the risk factor was not included in the survey that year.

Changes that are statistically significant at the 95 percent confidence level are bolded.

<sup>a</sup> Statistically significant change from 2000 to 2002.

<sup>b</sup> Statistically significant change from 2002 to 2004.

<sup>c</sup> Statistically significant change from 2004 to 2006

<sup>d</sup> Statistically significant change from 2006 to 2008

<sup>e</sup> Statistically significant change from 2008 to 2010

<sup>x</sup> Items in the risk or protective factor changed over time; the result is not comparable.



## Community Domain: Protective Factors

HYS 2010 assessed two protective factors in the community domain (only one for Grade 6 and only one for Grades 8, 10 and 12).

- *Opportunities for prosocial involvement.* Youth need opportunities to participate meaningfully in activities in the community. Note: in 2002 the items in this scale were modified for the Healthy Youth Survey and are therefore different than those used by the Social Development Research Group.
- *Rewards for prosocial involvement.* Youth need rewards for positive participation in prosocial activities.

There were no significant changes in community protective factors from 2008 to 2010.

**Table 18**  
**Profile of Community Protective Factors,**  
**Percent of Youth Protected, Grades 6, 8, 10, and 12 from 2000–2010**

Protective Factor	Grade 6						Grade 8						Grade 10						Grade 12					
	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010
Opportunities for prosocial involvement	42.4	25.8	–	–	–	–	56.5	50.7	72.3	69.2	66.6	67.5	48.9	46.6	72.4	<b>66.1</b> <sub>c</sub>	69.2	71.1	47.1	42.7	70.9	69.3	71.3	76.0
Rewards for prosocial involvement	67.4	<b>48.0</b> <sub>a</sub>	<b>38.6</b> <sub>b</sub>	37.9	36.4	35.9	52.6	54.9	56.6	54.0	54.0	–	55.7	60.3	60.4	<b>56.2</b> <sub>c</sub>	<b>62.2</b> <sub>d</sub>	–	51.5	55.1	56.6	56.8	<b>62.0</b> <sub>d</sub>	–

Note: Percentages represent students who are protected based upon their protective factor scale scores.

Dashes (–) indicate that the risk factor was not included in the survey that year.

Changes that are statistically significant at the 95 percent confidence level are bolded.

<sup>a</sup>Statistically significant change from 2000 to 2002.

<sup>b</sup>Statistically significant change from 2002 to 2004.

<sup>c</sup>Statistically significant change from 2004 to 2006

<sup>d</sup>Statistically significant change from 2006 to 2008

<sup>e</sup>Statistically significant change from 2008 to 2010

<sup>x</sup>Items in the protective factor changed over time; the result is not comparable.

## School Domain: Risk Factors

HYS 2010 assessed two risk factors in the school domain. Readers should note that the items used to create the low commitment to school risk factor changed slightly in 2002. Although analyses conducted by the Social Development Research Group indicate that the revised scale is comparable to the scales used prior to 2002, readers should use caution in comparing the results on this risk factor with the results from 2000.

- *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.

There were significant decreases in the percent of youth at risk for low commitment to school among Grade 6, 8 and 12 students from 2008 to 2010.

**Table 19**  
**Profile of School Risk Factors,**  
**Percent of Youth at Risk, Grades 6, 8, 10, and 12 from 2000–2010**

Risk Factor	Grade 6						Grade 8						Grade 10						Grade 12					
	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010
Academic failure	39.9	41.2	40.6	41.5	42.4	41.9	41.4	47.3	48.2	45.9	47.5	46.8	38.2	46.8	47.2	<b>50.6<sup>c</sup></b>	48.2	47.4	41.3	48.5	46.6	50.1	51.4	49.1
Low commitment to school	35.2	40.5	44.4	<b>52.0<sup>c</sup></b>	<b>43.0<sup>d</sup></b>	<b>38.9<sup>e</sup></b>	39.4	34.4	37.1	36.2	38.6	<b>35.6<sup>e</sup></b>	42.5	37.3	40.7	39.9	38.2	37.8	47.3	37.6	42.2	40.8	41.4	<b>36.5<sup>e</sup></b>

Note: Percentages represent students at risk based upon their risk factor scale scores. Dashes (–) indicate that the risk factor was not included in the survey that year.

Changes that are statistically significant at the 95 percent confidence level are bolded.

<sup>a</sup> Statistically significant change from 2000 to 2002.

<sup>b</sup> Statistically significant change from 2002 to 2004.

<sup>c</sup> Statistically significant change from 2004 to 2006

<sup>d</sup> Statistically significant change from 2006 to 2008

<sup>e</sup> Statistically significant change from 2008 to 2010

<sup>x</sup> Items in the risk or protective factor changed over time; the result is not comparable.

## School Domain: Protective Factors

HYS 2010 assessed two protective factors in the school domain (only one for Grade 6).

- *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.

There were significant decreases in the percent of youth protected by rewards for prosocial involvement among Grade 8 and 10 students from 2008 to 2010.

**Table 20**  
**Profile of School Protective Factors,**  
**Percent of Youth Protected, Grades 6, 8, 10, and 12 from 2000–2010**

Protective Factor	Grade 6						Grade 8						Grade 10						Grade 12					
	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010
Opportunities for prosocial involvement	59.2	–	–	–	–	–	60.5	62.6	62.2	64.0	<b>59.8</b> <sub>d</sub>	62.6	57.4	59.6	58.5	57.7	59.0	61.8	57.7	63.5	61.2	61.6	60.7	64.0
Rewards for prosocial involvement	60.1	50.5	52.3	52.8	<b>49.8</b> <sub>d</sub>	49.5	52.8	52.1	53.4	56.5	<b>53.1</b> <sub>d</sub>	<b>49.0</b> <sub>e</sub>	59.3	61.4	61.2	61.1	63.5	<b>58.4</b> <sub>e</sub>	45.0	45.8	44.6	45.4	46.8	45.3

*Note:* Percentages represent students who are protected based upon their protective factor scale scores. Dashes (–) indicate that the risk factor was not included in the survey that year.

Changes that are statistically significant at the 95 percent confidence level are bolded.

<sup>a</sup> Statistically significant change from 2000 to 2002.

<sup>b</sup> Statistically significant change from 2002 to 2004.

<sup>c</sup> Statistically significant change from 2004 to 2006

<sup>d</sup> Statistically significant change from 2006 to 2008

<sup>e</sup> Statistically significant change from 2008 to 2010

<sup>x</sup> Items in the protective factor changed over time; the result is not comparable.

### ***Peer-Individual Domain: Risk Factors***

HYS 2010 assessed eight risk factors in the peer-individual domain (only two for Grade 6).

- *Early initiation of drug use.* Research 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 as an adult.
- *Early initiation of antisocial behavior.* Research 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.
- *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.
- *Interaction with antisocial peers.* Young people who interact with antisocial peers are more likely to engage in antisocial behaviors.

From 2008 to 2010, the following significant changes occurred:

- A significant decrease in the percent of Grade 12 students at risk due to early initiation of drug use.
- A significant decrease in the percent of Grade 10 students at risk due to early initiation of antisocial behavior.
- Significant increases in the percent of Grade 6, 8, 10 and 12 students at risk due to perceived risk of drug use.
- A significant increase in the percent of Grade 12 students due to the risk factor “intentions to use.”
- A significant decrease in the percent of Grade 12 students at risk due to interaction with antisocial peers.

**Table 21**  
**Profile of Peer-Individual Risk Factors,**  
**Percent of Youth at Risk, Grades 6, 8, 10, and 12 from 2000–2010**

Risk Factor	Grade 6						Grade 8						Grade 10						Grade 12					
	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010
Early initiation of drug use	27.1	–	–	–	–	–	44.8	27.4	24.6	<b>19.8<sub>c</sub></b>	20.8	20.1	45.5	32.5	29.2	31.4	29.3	26.6	48.7	37.5	33.0	32.9	32.3	<b>27.9<sub>e</sub></b>
Early initiation of antisocial behavior	18.0	–	–	–	–	–	28.9	33.3	32.9	30.6	33.9	32.2	31.8	36.7	35.4	39.4	41.4	<b>36.7<sub>e</sub></b>	33.4	38.1	35.2	<b>39.4<sub>c</sub></b>	41.3	37.9
Favorable attitudes toward antisocial behavior	32.3	–	–	–	–	–	36.6	32.6	33.3	31.2	34.8	31.9	43.4	39.3	41.0	<b>44.7<sub>c</sub></b>	45.9	43.2	41.9	43.4	41.8	42.5	42.5	42.6
Favorable attitudes toward drug use	23.5	22.6	22.2	21.4	20.9	20.9	34.4	27.8	27.2	<b>22.9<sub>c</sub></b>	24.8	24.5	45.4	37.6	35.0	37.2	37.2	36.7	47.1	40.8	36.7	34.8	37.7	37.9
Perceived risk of drug use	24.9	32.3	30.3	<b>32.7<sub>c</sub></b>	31.9	<b>40.3<sub>e</sub></b>	34.9	38.3	35.0	33.0	33.9	<b>37.7<sub>e</sub></b>	28.5	34.8	33.7	35.0	35.6	<b>39.1<sub>e</sub></b>	35.8	43.4	38.4	40.6	43.3	<b>48.0<sub>e</sub></b>
Friends' use of drugs	22.9	–	–	–	–	–	37.5	28.5	27.2	<b>22.8<sub>c</sub></b>	25.6	24.1	42.2	30.7	27.6	29.7	28.8	29.0	43.4	36.9	25.9	26.5	27.2	28.5
Rewards for antisocial involvement	25.4	–	–	–	–	–	42.7	49.2	48.8	46.2	47.7	–	38.1	41.8	44.7	47.2	44.0	–	43.6	53.9	55.2	57.9	<b>53.8<sub>d</sub></b>	–
Intentions to use	–	–	–	–	–	–	–	27.9	28.3	26.1	<b>30.7<sub>d</sub></b>	31.1	–	37.1	37.3	<b>40.7<sub>c</sub></b>	42.6	44.7	–	26.2	26.3	28.2	30.7	<b>34.7<sub>e</sub></b>
Interaction with antisocial peers	–	–	48.4	–	–	–	–	–	41.7	41.5	44.6	42.7	–	–	45.2	<b>51.8<sub>c</sub></b>	51.0	47.9	–	–	46.1	<b>52.7<sub>c</sub></b>	54.0	<b>48.3<sub>e</sub></b>

Note: Percentages represent students at risk based upon their risk factor scale scores. Dashes (–) indicate that the risk factor was not included in the survey that year.

Changes that are statistically significant at the 95 percent confidence level are bolded.

<sup>a</sup> Statistically significant change from 2000 to 2002.

<sup>b</sup> Statistically significant change from 2002 to 2004.

<sup>c</sup> Statistically significant change from 2004 to 2006

<sup>d</sup> Statistically significant change from 2006 to 2008

<sup>e</sup> Statistically significant change from 2008 to 2010

<sup>x</sup> Items in the risk or protective factor changed over time; the result is not comparable.

## Peer-Individual Domain: Protective Factors

HYS 2010 assessed four protective factors in the peer-individual domain (only two for Grade 6).

- *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.
- *Interaction with prosocial peers.* Young people who interact with peers who are a positive influence are at lower risk for engaging in problem behaviors.
- *Prosocial involvement.* Young people who are engaged in positive social activities are at lower risk for engaging in problem behaviors.

There were significant decreases in the protective factor “social skills” among Grade 8, 10 and 12 students from 2008 to 2010.

**Table 22**  
**Profile of Peer-Individual Protective Factors,**  
**Percent of Youth Protected, Grades 6, 8, 10, and 12 from 2000–2010**

Protective Factor	Grade 6						Grade 8						Grade 10						Grade 12					
	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010	2000	2002	2004	2006	2008	2010
Social skills	–	–	–	–	–	–	66.1	69.2	70.7	71.1	68.8	<b>65.0<sub>e</sub></b>	55.4	64.0	60.8	<b>56.9<sub>c</sub></b>	58.1	<b>53.8<sub>e</sub></b>	64.2	67.2	70.3	67.1	68.4	<b>47.5<sub>e</sub></b>
Belief in the moral order	56.8	–	–	–	–	–	64.4	66.1	64.2	65.5	<b>61.2<sub>d</sub></b>	64.1	69.2	71.4	68.6	<b>65.5<sub>c</sub></b>	66.8	69.5	57.4	55.7	55.4	53.2	53.2	54.0
Interaction with prosocial peers	–	–	48.4	46.2	<b>43.2<sub>d</sub></b>	–	–	–	54.7	55.8	57.0	57.0	–	–	56.9	55.3	55.0	56.6	–	–	54.1	52.1	52.6	55.0
Prosocial involvement	–	–	43.3	43.6	<b>40.4<sub>d</sub></b>	39.7	–	–	40.0	<b>54.0<sub>c</sub></b>	–	–	–	–	45.1	<b>54.3<sub>c</sub></b>	–	–	–	–	43.3	<b>49.7<sub>c</sub></b>	–	–

Note: Percentages represent students who are protected based upon their protective factor scale scores. Dashes (–) indicate that the risk factor was not included in the survey that year.

Changes that are statistically significant at the 95 percent confidence level are bolded.

<sup>a</sup> Statistically significant change from 2000 to 2002.

<sup>b</sup> Statistically significant change from 2002 to 2004.

<sup>c</sup> Statistically significant change from 2004 to 2006

<sup>d</sup> Statistically significant change from 2006 to 2008

<sup>e</sup> Statistically significant change from 2008 to 2010

<sup>x</sup> Items in the risk or protective factor changed over time; the result is not comparable.



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## Appendix: Health Youth Survey 2010 State Sample Results by Grade

	6th Grade	8th Grade	10th Grade	12th Grade
<b>Demographics</b>				
1. How old are you?				
	(n = *)	(n = 9,715)	(n = 6,882)	(n = 5,903)
a. 12 or younger	* *	1.0% (± 0.3%)	0.1% (± 0.1%)	0.2% (± 0.1%)
b. 13	* *	71.7 (± 1.2)	0.0 (± 0.0)	0.0 (± 0.0)
c. 14	* *	26.1 (± 1.1)	1.4 (± 0.4)	0.0 (± 0.0)
d. 15	* *	0.9 (± 0.2)	70.0 (± 1.7)	0.2 (± 0.1)
e. 16	* *	0.1 (± 0.0)	27.1 (± 1.5)	1.5 (± 0.3)
f. 17	* *	0.0 (± 0.0)	1.2 (± 0.4)	70.2 (± 2.3)
g. 18	* *	0.0 (± 0.0)	0.1 (± 0.1)	25.6 (± 1.7)
h. 19 or older	* *	0.1 (± 0.1)	0.0 (± 0.0)	2.4 (± 0.8)
2. How old are you?				
	(n = 11,523)	(n = *)	(n = *)	(n = *)
a. 10 or younger	2.1% (± 0.3%)	* *	* *	* *
b. 11	72.7 (± 1.4)	* *	* *	* *
c. 12	24.3 (± 1.3)	* *	* *	* *
d. 13	0.8 (± 0.2)	* *	* *	* *
e. 14	0.1 (± 0.1)	* *	* *	* *
f. 15 or older	0.0 (± 0.0)	* *	* *	* *
3. Are you:				
	(n = 11,512)	(n = 9,691)	(n = 6,875)	(n = 5,900)
a. Female	50.3% (± 0.9%)	50.5% (± 0.9%)	52.3% (± 1.0%)	49.6% (± 1.6%)
b. Male	49.7 (± 0.9)	49.5 (± 0.9)	47.7 (± 1.0)	50.4 (± 1.6)
4. How do you describe yourself? (Select one or more responses.)				
	(n = 11,201)	(n = 9,595)	(n = 6,837)	(n = 5,882)
b. Asian or Asian American	8.9% (± 2.3%)	8.6% (± 2.4%)	8.0% (± 3.1%)	8.3% (± 2.8%)
a. American Indian or Alaskan Native	4.8 (± 0.8)	2.9 (± 0.5)	2.1 (± 0.5)	1.7 (± 0.4)
c. Black or African-American	5.6 (± 1.5)	5.4 (± 1.4)	4.2 (± 1.2)	3.7 (± 0.8)
d. Hispanic or Latino/Latina	14.9 (± 3.6)	14.0 (± 4.1)	14.1 (± 6.4)	12.5 (± 4.9)
e. Native Hawaiian or other Pacific Islander	1.8 (± 0.4)	2.1 (± 0.5)	2.1 (± 0.7)	2.0 (± 0.8)
f. White or Caucasian	37.6 (± 4.4)	50.1 (± 5.1)	56.7 (± 5.8)	61.6 (± 5.3)
g. Other	14.5 (± 1.1)	7.8 (± 0.7)	5.6 (± 0.8)	4.6 (± 0.8)
More than one race/ethnicity marked	12.0 (± 1.1)	9.0 (± 1.0)	7.3 (± 0.9)	5.6 (± 0.7)
5. What language is usually spoken at home?				

† = optional item

A = wording on Form A, B = wording on Form B/NS, and C = wording on Form C

HYS 2010 State Sample Results

	6th Grade (n = *)	8th Grade (n = 9,236)	10th Grade (n = 6,650)	12th Grade (n = 5,776)
a. English	* *	80.0% (± 4.2%)	80.9% (± 4.4%)	81.8% (± 3.5%)
b. Spanish	* *	9.8 (± 3.3)	9.1 (± 4.0)	8.6 (± 3.4)
c. Russian	* *	1.3 (± 0.5)	1.1 (± 0.3)	0.8 (± 0.3)
d. Ukrainian	* *	0.9 (± 0.3)	0.9 (± 0.4)	0.5 (± 0.2)
e. Vietnamese	* *	1.2 (± 0.6)	1.5 (± 0.8)	1.2 (± 0.5)
f. Chinese	* *	1.0 (± 0.7)	1.6 (± 0.8)	1.2 (± 0.5)
g. Korean	* *	0.7 (± 0.4)	0.8 (± 0.3)	1.4 (± 0.7)
h. Japanese	* *	0.3 (± 0.1)	0.3 (± 0.1)	0.3 (± 0.2)
i. Other	* *	4.7 (± 1.4)	3.8 (± 1.1)	4.3 (± 1.2)

6. What language is usually spoken in the home?

	(n = 11,412)	(n = *)	(n = *)	(n = *)
a. English	80.5% (± 4.1%)	* *	* *	* *
b. Spanish	12.0 (± 3.7)	* *	* *	* *
c. Other	7.5 (± 2.0)	* *	* *	* *

7. How far did your mother get in school?

	(n = *)	(n = 9,120)	(n = 6,649)	(n = 5,774)
a. Did not finish high school	* *	10.8% (± 1.6%)	11.9% (± 3.1%)	12.3% (± 2.7%)
b. Graduated from high school or GED	* *	19.2 (± 1.6)	19.6 (± 2.0)	22.3 (± 2.4)
c. Had some college or technical training after high school	* *	17.9 (± 1.2)	23.2 (± 1.5)	26.3 (± 1.8)
d. Graduated from a 4-year college	* *	17.7 (± 2.1)	20.9 (± 3.4)	20.4 (± 3.6)
e. Earned an advanced graduate degree	* *	8.8 (± 1.6)	9.7 (± 1.8)	9.5 (± 1.8)
f. Don't know	* *	23.3 (± 1.3)	12.2 (± 1.3)	6.7 (± 0.8)
g. Does not apply	* *	2.3 (± 0.4)	2.5 (± 0.5)	2.5 (± 0.6)

8. How far did your father get in school?

	(n = *)	(n = 9,069)	(n = 6,643)	(n = 5,774)
a. Did not finish high school	* *	0.1% (± 1.7%)	0.1% (± 3.1%)	0.1% (± 2.6%)
b. Graduated from high school or GED	* *	18.0 (± 1.4)	18.7 (± 2.3)	21.7 (± 2.1)
c. Had some college or technical training after high school	* *	14.7 (± 1.1)	17.1 (± 1.5)	20.8 (± 1.6)
d. Graduated from a 4-year college	* *	15.8 (± 1.6)	19.5 (± 3.2)	18.2 (± 3.0)
e. Earned an advanced graduate degree	* *	10.3 (± 2.4)	12.9 (± 3.0)	13.0 (± 2.8)
f. Don't know	* *	27.1 (± 1.8)	15.4 (± 1.8)	9.9 (± 1.0)
g. Does not apply	* *	3.1 (± 0.5)	3.5 (± 0.5)	3.4 (± 0.6)

9. How many hours per week are you currently working for pay, NOT counting chores around your home, yard work, or babysitting?

	(n = *)	(n = 4,323)	(n = 3,228)	(n = 2,849)
a. None, not currently working	* *	85.2% (± 1.2%)	82.2% (± 2.2%)	63.2% (± 2.9%)
b. 10 hours or less a week	* *	9.9 (± 0.9)	12.0 (± 1.5)	18.2 (± 2.2)
c. 11-30 hours a week	* *	2.4 (± 0.5)	3.8 (± 0.7)	15.8 (± 1.7)
d. 31-40 hours a week	* *	0.9 (± 0.3)	1.1 (± 0.8)	2.0 (± 0.7)

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	6th Grade	8th Grade	10th Grade	12th Grade
e. More than 40 hours a week	* *	1.6 (± 0.4)	0.9 (± 0.5)	0.9 (± 0.4)
10. Not counting chores around your home, while working for pay, have you ever been injured badly enough that you needed to go to a nurse, doctor, or hospital?				
	(n = *)	(n = 4,288)	(n = 3,214)	(n = 2,840)
a. Never worked for pay	* *	70.8% (± 2.2%)	62.3% (± 3.6%)	39.8% (± 3.2%)
b. Have worked, but never injured enough to see nurse or doctor	* *	26.6 (± 2.1)	35.5 (± 3.5)	57.3 (± 3.0)
c. Yes, I was injured at work and needed to go to a nurse, doctor or hospital	* *	2.6 (± 0.5)	2.3 (± 0.8)	2.9 (± 0.7)
11. How would you describe the type of place that you currently work? (Pick your main job. Choose one.)				
	(n = *)	(n = 4,258)	(n = 3,208)	(n = 2,837)
a. Not currently working	* *	77.0% (± 1.8%)	75.0% (± 2.5%)	58.8% (± 2.8%)
b. Restaurant (including fast food)	* *	1.6 (± 0.3)	3.4 (± 1.1)	11.7 (± 1.6)
c. Store (including grocery, convenience, clothing, music, or gift stores, gas station)	* *	1.2 (± 0.3)	2.4 (± 0.7)	6.8 (± 1.2)
d. Hospital, clinic, or nursing home	* *	0.6 (± 0.3)	0.8 (± 0.4)	1.3 (± 0.4)
e. Construction	* *	0.9 (± 0.3)	1.1 (± 0.4)	1.8 (± 0.6)
f. Farm or dairy	* *	1.4 (± 0.5)	1.3 (± 0.6)	1.4 (± 0.6)
g. Factory	* *	0.4 (± 0.2)	0.3 (± 0.2)	0.4 (± 0.3)
h. Packing house or food processing	* *	0.3 (± 0.2)	0.4 (± 0.2)	0.3 (± 0.2)
i. Babysitting	* *	6.4 (± 0.9)	4.7 (± 0.7)	2.5 (± 0.9)
j. Yard work	* *	3.8 (± 0.6)	2.7 (± 0.8)	1.9 (± 0.6)
k. Other	* *	6.4 (± 1.0)	7.7 (± 1.2)	13.2 (± 2.0)
12. On an average school night, how many hours do you sleep?				
	(n = *)	(n = 4,251)	(n = 3,216)	(n = 2,834)
a. 5 hours or less	* *	8.1% (± 0.9%)	12.7% (± 1.4%)	14.7% (± 1.6%)
b. About 6 hours	* *	12.8 (± 1.2)	22.9 (± 1.6)	27.1 (± 1.5)
c. About 7 hours	* *	23.3 (± 1.5)	31.2 (± 2.1)	33.9 (± 1.8)
d. About 8 hours	* *	38.7 (± 1.6)	27.5 (± 2.3)	20.2 (± 2.1)
e. 9 hours or more	* *	17.1 (± 1.4)	5.8 (± 0.9)	4.1 (± 0.9)
13. On an average weekend night (Friday and Saturday night), how many hours do you sleep?				
	(n = *)	(n = 4,247)	(n = 3,193)	(n = 2,832)
a. 5 hours or less	* *	19.1% (± 1.5%)	15.3% (± 2.3%)	14.6% (± 2.5%)
b. About 6 hours	* *	12.1 (± 1.0)	9.4 (± 1.5)	10.4 (± 1.4)
c. About 7 hours	* *	12.2 (± 1.0)	9.3 (± 1.1)	12.3 (± 1.2)
d. About 8 hours	* *	16.6 (± 1.0)	21.5 (± 1.5)	25.6 (± 1.7)
e. 9 hours or more	* *	40.0 (± 2.1)	44.5 (± 3.3)	37.1 (± 3.1)
14. How honest were you in filling out this survey?				
	(n = 10,099)	(n = 7,632)	(n = 6,143)	(n = 5,438)
a. I was very honest	89.6% (± 1.0%)	82.9% (± 1.2%)	84.5% (± 2.1%)	87.0% (± 1.1%)
b. I was honest pretty much of the time	9.0 (± 0.9)	14.5 (± 1.2)	12.8 (± 1.4)	11.4 (± 0.8)

	6th Grade		8th Grade		10th Grade		12th Grade	
c. I was honest some of the time	1.5	(± 0.3)	2.6	(± 0.5)	2.7	(± 0.9)	1.6	(± 0.5)
d. I was honest once in a while	*	*	*	*	*	*	*	*
e. I was not honest at all	*	*	*	*	*	*	*	*

**Alcohol, Tobacco, and Other Drug Use**

**Lifetime Use**

15. Have you ever smoked a cigarette, even just a puff? (Computed from item 210.)

	(n = *)		(n = 4,465)		(n = 3,288)		(n = 2,858)	
a. No	*	*	82.4%	(± 2.0%)	70.8%	(± 2.9%)	59.2%	(± 3.6%)
b. Yes	*	*	17.6	(± 2.0)	29.2	(± 2.9)	40.8	(± 3.6)

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 211 or 212.)

	(n = 10,970)		(n = 9,238)		(n = 6,673)		(n = 5,783)	
a. No	73.7%	(± 1.2%)	61.0%	(± 2.1%)	42.9%	(± 2.3%)	29.4%	(± 2.0%)
b. Yes	26.3	(± 1.2)	39.0	(± 2.1)	57.1	(± 2.3)	70.6	(± 2.0)

17. Have you ever smoked marijuana? (Computed from item 208 or 209.)

	(n = 10,982)		(n = 9,282)		(n = 6,690)		(n = 5,791)	
a. No	96.1%	(± 0.6%)	86.8%	(± 1.6%)	69.1%	(± 2.5%)	54.3%	(± 2.4%)
b. Yes	3.9	(± 0.6)	13.2	(± 1.6)	30.9	(± 2.5)	45.7	(± 2.4)

**Have you ever, even once in your life:**

18. Used inhalants?

	(n = 10,957)		(n = 4,431)		(n = 3,278)		(n = 2,850)	
a. No	96.5%	(± 0.5%)	94.2%	(± 0.7%)	90.9%	(± 1.0%)	89.3%	(± 1.5%)
b. Yes	3.5	(± 0.5)	5.8	(± 0.7)	9.2	(± 1.0)	10.7	(± 1.5)

19. Used heroin?

	(n = *)		(n = 4,427)		(n = 3,283)		(n = 2,848)	
a. No	*	*	97.9%	(± 0.5%)	96.5%	(± 0.9%)	95.9%	(± 0.9%)
b. Yes	*	*	2.2	(± 0.5)	3.5	(± 0.9)	4.1	(± 0.9)

20. Used methamphetamines (meth, crystal meth, ice, crank)? Do not include other types of amphetamines.

	(n = *)		(n = 4,430)		(n = 3,280)		(n = 2,849)	
a. No	*	*	97.7%	(± 0.5%)	95.2%	(± 1.2%)	95.2%	(± 0.9%)
b. Yes	*	*	2.4	(± 0.5)	4.8	(± 1.2)	4.8	(± 0.9)

21. Used cocaine?

	(n = *)		(n = 4,424)		(n = 3,284)		(n = 2,849)	
a. No	*	*	97.4%	(± 0.5%)	93.9%	(± 1.1%)	91.1%	(± 1.5%)
b. Yes	*	*	2.6	(± 0.5)	6.1	(± 1.1)	8.9	(± 1.5)

22. Used steroids (muscle builders) without a doctor's prescription?

	(n = *)		(n = 4,419)		(n = 3,279)		(n = 2,845)	
a. No	*	*	97.6%	(± 0.5%)	96.6%	(± 0.9%)	96.5%	(± 1.0%)
b. Yes	*	*	2.4	(± 0.5)	3.5	(± 0.9)	3.5	(± 1.0)

23. Have you ever, even once in your lifetime, used other illegal drugs?

	(n = 10,943)		(n = *)		(n = *)		(n = *)	
b. No	97.7%	(± 0.4%)	*	*	*	*	*	*
a. Yes	2.3	(± 0.4)	*	*	*	*	*	*



	6th Grade	8th Grade	10th Grade	12th Grade
<b>30-Day Use (Use in the Past 30 Days)</b>				
<i>During the past 30 days, on how many days did you:</i>				
<b>24. Smoke cigarettes?</b>				
	(n = 11,161)	(n = 9,495)	(n = 6,793)	(n = 5,845)
a. None	98.3% (± 0.4%)	93.4% (± 0.9%)	87.3% (± 1.7%)	80.4% (± 2.4%)
b. 1–2 days	1.1 (± 0.2)	2.9 (± 0.4)	4.2 (± 0.5)	5.6 (± 0.7)
c. 3–5 days	0.2 (± 0.1)	1.2 (± 0.3)	2.0 (± 0.5)	2.7 (± 0.4)
d. 6–9 days	0.1 (± 0.1)	0.8 (± 0.2)	1.3 (± 0.3)	2.1 (± 0.4)
e. 10–29 days	0.1 (± 0.1)	0.7 (± 0.2)	2.1 (± 0.5)	3.5 (± 0.6)
f. All 30 days	0.2 (± 0.1)	0.9 (± 0.3)	3.1 (± 0.7)	5.7 (± 1.4)
Any use in past 30 days	1.7 (± 0.4)	6.6 (± 0.9)	12.7 (± 1.7)	19.6 (± 2.4)
<b>25. Use chewing tobacco, snuff, or dip?</b>				
	(n = 11,108)	(n = 9,494)	(n = 6,786)	(n = 5,843)
a. None	99.0% (± 0.3%)	97.0% (± 0.5%)	93.8% (± 1.4%)	91.1% (± 1.6%)
b. 1–2 days	0.7 (± 0.2)	1.4 (± 0.3)	2.5 (± 0.6)	3.3 (± 0.7)
c. 3–5 days	0.2 (± 0.1)	0.6 (± 0.2)	1.1 (± 0.3)	1.4 (± 0.3)
d. 6–9 days	0.1 (± 0.0)	0.4 (± 0.2)	0.8 (± 0.3)	1.2 (± 0.4)
e. 10–29 days	0.1 (± 0.0)	0.2 (± 0.1)	0.9 (± 0.3)	1.4 (± 0.5)
f. All 30 days	0.1 (± 0.1)	0.4 (± 0.1)	1.0 (± 0.3)	1.6 (± 0.5)
Any use in past 30 days	1.0 (± 0.3)	3.0 (± 0.5)	6.2 (± 1.4)	8.9 (± 1.6)
<b>26. Smoke cigars, cigarillos, or little cigars?<sup>†</sup></b>				
	(n = *)	(n = 4,821)	(n = 3,410)	(n = 2,946)
a. 0 days	* *	95.7% (± 0.7%)	91.6% (± 1.3%)	82.7% (± 2.5%)
b. 1–2 days	* *	2.8 (± 0.5)	4.1 (± 0.8)	9.7 (± 1.6)
c. 3–9 days	* *	0.9 (± 0.3)	2.4 (± 0.6)	4.5 (± 1.0)
d. 10–29 days	* *	0.4 (± 0.1)	1.0 (± 0.3)	1.8 (± 0.5)
e. All 30 days	* *	0.4 (± 0.2)	0.9 (± 0.3)	1.4 (± 0.5)
Any use in past 30 days	* *	4.3 (± 0.7)	8.5 (± 1.3)	17.4 (± 2.5)
<b>27. Use tobacco that tastes like candy, fruit, or alcohol (tobacco includes: little cigars, bidis, cloves, chew, spit, snus, hookah)?</b>				
	(n = *)	(n = 4,813)	(n = 3,411)	(n = 2,946)
a. 0 days	* *	95.0% (± 0.8%)	89.4% (± 1.3%)	81.2% (± 1.9%)
b. 1–2 days	* *	2.9 (± 0.5)	5.5 (± 0.8)	9.5 (± 1.2)
c. 3–9 days	* *	1.1 (± 0.4)	3.0 (± 0.6)	6.1 (± 1.0)
d. 10–29 days	* *	0.5 (± 0.2)	1.3 (± 0.4)	2.1 (± 0.5)
e. All 30 days	* *	0.4 (± 0.2)	0.8 (± 0.3)	1.0 (± 0.4)
Any use in past 30 days	* *	5.0 (± 0.8)	10.6 (± 1.3)	18.8 (± 1.9)
<b>28. Drink a glass, can or bottle of alcohol (beer, wine, wine coolers, hard liquor)?</b>				
	(n = 11,103)	(n = 9,459)	(n = 6,775)	(n = 5,835)
a. None	96.2% (± 0.5%)	85.6% (± 1.3%)	72.4% (± 1.9%)	60.0% (± 2.2%)
b. 1–2 days	2.7 (± 0.3)	9.4 (± 0.8)	16.8 (± 1.1)	21.0 (± 1.5)
c. 3–5 days	0.5 (± 0.2)	2.7 (± 0.4)	6.1 (± 0.9)	11.5 (± 1.0)
d. 6–9 days	0.2 (± 0.1)	1.1 (± 0.3)	2.4 (± 0.4)	4.5 (± 0.7)
e. 10 or more days	0.3 (± 0.1)	1.3 (± 0.3)	2.3 (± 0.5)	3.1 (± 0.7)
Any use in past 30 days	3.8 (± 0.5)	14.4 (± 1.3)	27.7 (± 1.9)	40.0 (± 2.2)
<b>29. Use marijuana or hashish (grass, hash, pot)?</b>				

	6th Grade (n = 11,067)	8th Grade (n = 9,460)	10th Grade (n = 6,775)	12th Grade (n = 5,835)
a. None	98.4% (± 0.4%)	90.5% (± 1.1%)	80.0% (± 1.8%)	73.7% (± 2.0%)
b. 1–2 days	0.8 (± 0.2)	4.4 (± 0.6)	7.3 (± 0.7)	9.2 (± 0.9)
c. 3–5 days	0.3 (± 0.1)	1.8 (± 0.3)	4.2 (± 0.7)	4.6 (± 0.7)
d. 6–9 days	0.3 (± 0.1)	0.8 (± 0.2)	2.2 (± 0.4)	2.6 (± 0.5)
e. 10 or more days	0.3 (± 0.1)	2.5 (± 0.5)	6.2 (± 0.8)	9.9 (± 1.4)
Any use in past 30 days	1.6 (± 0.4)	9.5 (± 1.1)	20.0 (± 1.8)	26.3 (± 2.0)

30. Not counting alcohol, tobacco, or marijuana, use another illegal drug?

	(n = 11,018)	(n = 9,431)	(n = 6,777)	(n = 5,829)
a. None	1.0% (± 0.2%)	1.0% (± 0.4%)	0.9% (± 1.2%)	0.9% (± 0.9%)
b. 1–2 days	0.4 (± 0.1)	1.5 (± 0.3)	3.3 (± 0.5)	3.8 (± 0.5)
c. 3–5 days	0.2 (± 0.1)	0.9 (± 0.2)	1.6 (± 0.5)	1.9 (± 0.4)
d. 6–9 days	0.1 (± 0.0)	0.3 (± 0.1)	0.8 (± 0.3)	0.8 (± 0.2)
e. 10 or more days	0.3 (± 0.1)	0.3 (± 0.1)	0.8 (± 0.2)	1.1 (± 0.3)
Any use in past 30 days	0.9 (± 0.2)	3.0 (± 0.4)	6.5 (± 1.2)	7.5 (± 0.9)

31. Use any illegal drug, including marijuana? (Computed from items 29 and 30.)

	(n = 10,988)	(n = 9,419)	(n = 6,767)	(n = 5,824)
None	98.0% (± 0.4%)	90.0% (± 1.2%)	79.1% (± 1.8%)	72.6% (± 2.0%)
1 or more	2.0 (± 0.4)	10.0 (± 1.2)	20.9 (± 1.8)	27.4 (± 2.0)
Any use in the past 30 days	2.0 (± 0.4)	10.0 (± 1.2)	20.9 (± 1.8)	27.4 (± 2.0)

32. Use a pain killer to get high, like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)?

	(n = *)	(n = 9,398)	(n = 6,760)	(n = 5,821)
a. None	* *	95.7% (± 0.5%)	91.7% (± 1.3%)	92.1% (± 1.2%)
b. 1–2 days	* *	2.5 (± 0.4)	4.4 (± 0.6)	4.4 (± 0.7)
c. 3–5 days	* *	1.0 (± 0.2)	2.1 (± 0.5)	2.1 (± 0.5)
d. 6–9 days	* *	0.3 (± 0.1)	0.8 (± 0.2)	0.6 (± 0.2)
e. 10 or more days	* *	0.5 (± 0.2)	1.0 (± 0.3)	0.9 (± 0.3)
Any use in past 30 days	* *	4.3 (± 0.5)	8.3 (± 1.3)	7.9 (± 1.2)

33. Some kids take a medicine prescribed by their doctor to help with hyperactivity or focus (ADD). Some names for this medicine are Ritalin, Adderall, or Concerta. In the past 30 days have you taken one of these drugs?

	(n = *)	(n = 4,595)	(n = 3,344)	(n = 2,873)
a. No	* *	90.6% (± 1.1%)	88.6% (± 1.5%)	90.2% (± 1.1%)
b. Yes—prescribed by my doctor for me	* *	7.6 (± 1.0)	7.9 (± 0.9)	5.7 (± 0.9)
c. Yes—but NOT prescribed by a doctor for me	* *	1.8 (± 0.4)	3.5 (± 0.9)	4.1 (± 0.8)

**Other Tobacco-Related Questions**

34. If one of your best friends offered you a cigarette, would you smoke it?

	(n = 10,763)	(n = 9,316)	(n = 6,704)	(n = 5,809)
a. Definitely no	89.4% (± 1.1%)	78.2% (± 1.5%)	72.0% (± 2.2%)	67.3% (± 2.3%)
b. Probably no	7.4 (± 0.7)	12.3 (± 0.8)	13.3 (± 1.0)	13.4 (± 0.9)
c. Probably yes	2.3 (± 0.5)	6.6 (± 0.7)	8.7 (± 1.0)	10.5 (± 1.0)
d. Definitely yes	0.8 (± 0.2)	3.0 (± 0.5)	6.0 (± 1.0)	8.9 (± 1.4)

	6th Grade	8th Grade	10th Grade	12th Grade
35. Do you think that you will smoke a cigarette anytime in the next year?	(n = 10,727)	(n = 9,307)	(n = 6,702)	(n = 5,805)
a. Definitely no	88.7% (± 1.2%)	76.6% (± 1.6%)	69.8% (± 2.3%)	64.0% (± 2.3%)
b. Probably no	8.1 (± 0.8)	13.7 (± 0.9)	14.3 (± 1.2)	12.8 (± 0.8)
c. Probably yes	2.3 (± 0.4)	6.3 (± 0.7)	9.4 (± 1.0)	12.4 (± 1.1)
d. Definitely yes	0.9 (± 0.2)	3.4 (± 0.6)	6.6 (± 1.1)	10.9 (± 1.6)
36. Have made a firm commitment to not smoke cigarettes; i.e., not susceptible to smoking. (Computed from both items 34 and 35).	(n = 10,726)	(n = 9,305)	(n = 6,708)	(n = 5,809)
a. Yes, not susceptible	85.6% (± 1.3%)	73.1% (± 1.7%)	66.8% (± 2.4%)	61.7% (± 2.4%)
b. No, susceptible	14.4 (± 1.3)	26.9 (± 1.7)	33.2 (± 2.4)	38.4 (± 2.4)
37. Do you think young people risk harming themselves if they smoke 1–5 cigarettes a day?	(n = 10,309)	(n = 4,792)	(n = 3,410)	(n = 2,936)
a. Definitely no	7.7% (± 1.0%)	5.7% (± 0.7%)	5.7% (± 1.2%)	4.7% (± 0.9%)
b. Probably no	5.2 (± 0.5)	3.3 (± 0.5)	3.4 (± 0.7)	3.0 (± 0.7)
c. Probably yes	26.3 (± 0.9)	20.5 (± 1.6)	19.9 (± 1.8)	21.4 (± 1.6)
d. Definitely yes	60.8 (± 1.5)	70.5 (± 1.9)	71.0 (± 2.9)	71.0 (± 2.2)
38. During the past year in school, how many times did you get information in classes about the dangers of tobacco use?	(n = 11,312)	(n = 4,789)	(n = 3,401)	(n = 2,936)
a. None	24.2% (± 2.2%)	24.9% (± 2.6%)	37.1% (± 4.1%)	50.1% (± 3.6%)
b. Once	19.6 (± 1.3)	21.2 (± 1.9)	24.6 (± 1.4)	22.8 (± 2.1)
c. 2 or 3 times	31.3 (± 1.5)	29.0 (± 1.8)	24.9 (± 2.3)	19.0 (± 2.4)
d. 4 or more times	25.0 (± 2.5)	24.9 (± 3.9)	13.4 (± 2.2)	8.0 (± 1.4)
39. Do you think that rules about not using tobacco at your school are usually enforced?	(n = *)	(n = 4,721)	(n = 3,389)	(n = 2,939)
a. Definitely no	* *	11.8% (± 1.3%)	14.1% (± 2.2%)	12.0% (± 1.4%)
b. Probably no	* *	13.2 (± 1.4)	17.8 (± 1.8)	17.2 (± 2.5)
c. Probably yes	* *	36.0 (± 1.5)	42.9 (± 2.1)	43.0 (± 2.2)
d. Definitely yes	* *	39.1 (± 2.5)	25.2 (± 2.8)	27.8 (± 3.2)
40. During the past 30 days, on how many days did you use tobacco (cigarettes, cigars, or chew/dip) on school property?	(n = *)	(n = 4,801)	(n = 3,401)	(n = 2,936)
a. 0 days	* *	97.3% (± 0.6%)	93.7% (± 1.4%)	91.2% (± 1.6%)
b. 1–2 days	* *	1.4 (± 0.4)	2.5 (± 0.6)	3.5 (± 0.7)
c. 3–9 days	* *	0.7 (± 0.3)	1.4 (± 0.5)	2.2 (± 0.6)
d. 10–29 days	* *	0.3 (± 0.1)	1.2 (± 0.5)	1.8 (± 0.6)
e. All 30 days	* *	0.5 (± 0.2)	1.2 (± 0.5)	1.3 (± 0.5)
41. Do you think the smoke from other people’s cigarettes (secondhand smoke) is harmful to you?	(n = 10,045)	(n = 4,096)	(n = 3,165)	(n = 2,807)
a. Definitely no	6.6% (± 0.9%)	10.5% (± 1.3%)	9.5% (± 2.0%)	6.8% (± 1.4%)
b. Probably no	6.2 (± 0.6)	6.2 (± 0.9)	6.2 (± 1.5)	4.7 (± 0.8)
c. Probably yes	30.3 (± 1.4)	24.6 (± 1.8)	26.5 (± 2.0)	26.6 (± 1.7)
d. Definitely yes	56.9 (± 1.7)	58.7 (± 2.4)	57.9 (± 3.1)	61.9 (± 1.9)
42. Some tobacco companies make t-shirts, lighters, or other items 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?				

	6th Grade (n = *)	8th Grade (n = 4,066)	10th Grade (n = 3,160)	12th Grade (n = 2,808)
a. No	* *	89.7% (± 1.1%)	90.0% (± 1.6%)	88.9% (± 1.7%)
b. Yes	* *	10.3 (± 1.1)	10.0 (± 1.6)	11.1 (± 1.7)
43. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?				
	(n = 10,116)	(n = 4,028)	(n = 3,148)	(n = 2,804)
a. 0 days	76.4% (± 1.6%)	68.1% (± 2.3%)	64.7% (± 2.9%)	58.9% (± 3.7%)
b. 1–2 days	11.8 (± 0.7)	17.1 (± 1.5)	17.7 (± 1.6)	19.9 (± 1.1)
c. 3–4 days	4.1 (± 0.5)	6.0 (± 0.8)	6.8 (± 1.2)	8.5 (± 1.5)
d. 5–6 days	1.6 (± 0.3)	2.9 (± 0.5)	3.3 (± 0.6)	4.1 (± 0.9)
e. 7 days	6.1 (± 0.7)	5.9 (± 0.9)	7.5 (± 1.5)	8.7 (± 1.8)
44. Does anyone who lives with you now smoke cigarettes?				
	(n = *)	(n = 3,967)	(n = 3,128)	(n = 2,792)
a. No	* *	68.9% (± 2.6%)	70.8% (± 3.0%)	71.1% (± 3.2%)
b. Yes	* *	31.1 (± 2.6)	29.3 (± 3.0)	28.9 (± 3.2)
45. During the past 7 days, on how many days did you ride in a car with someone who was smoking cigarettes?				
	(n = 10,075)	(n = 4,013)	(n = 3,147)	(n = 2,799)
a. 0 days	80.0% (± 2.0%)	76.8% (± 2.4%)	74.3% (± 3.1%)	70.6% (± 3.6%)
b. 1-2 days	8.9 (± 1.0)	12.0 (± 1.3)	12.3 (± 1.8)	14.5 (± 1.5)
c. 3-4 days	4.1 (± 0.5)	5.1 (± 0.8)	5.6 (± 0.8)	6.0 (± 1.3)
d. 5-6 days	2.1 (± 0.4)	2.2 (± 0.5)	3.6 (± 0.9)	3.1 (± 0.7)
e. 7 days	4.9 (± 0.6)	3.9 (± 0.9)	4.1 (± 0.9)	5.7 (± 1.4)
46. Has either of your parents (or guardians) discussed the dangers of tobacco use with you?				
	(n = 10,111)	(n = 3,921)	(n = 3,121)	(n = 2,782)
a. Mother (or female guardian) only	14.9% (± 0.9%)	17.0% (± 1.3%)	16.3% (± 1.7%)	17.1% (± 1.6%)
b. Father (or male guardian) only	4.1 (± 0.4)	4.7 (± 0.8)	5.6 (± 1.4)	4.5 (± 0.6)
c. Both	59.5 (± 1.5)	52.0 (± 2.1)	50.3 (± 2.7)	48.6 (± 2.3)
d. Neither	21.5 (± 1.1)	26.3 (± 1.8)	27.8 (± 1.8)	29.8 (± 1.8)
47. Which of these best describes the rules about smoking inside the house where you live? Smoking is...				
	(n = *)	(n = 3,996)	(n = 3,139)	(n = 2,795)
a. Never allowed inside my house	* *	83.2% (± 1.9%)	84.7% (± 2.3%)	86.0% (± 2.1%)
b. Allowed only at some times or in some places	* *	12.2 (± 1.5)	11.1 (± 1.6)	9.2 (± 1.5)
c. Always allowed inside my house	* *	4.6 (± 1.1)	4.2 (± 0.9)	4.8 (± 1.0)
48. 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?				
	(n = *)	(n = 3,970)	(n = 3,131)	(n = 2,789)
a. Not in the past 30 days	* *	39.5% (± 1.9%)	34.7% (± 2.5%)	31.6% (± 1.8%)
b. 1–3 times in the past 30 days	* *	28.4 (± 1.6)	29.6 (± 1.7)	30.9 (± 1.9)
c. 1–3 times per week	* *	13.4 (± 1.2)	16.8 (± 1.4)	18.0 (± 1.4)
d. Daily or almost daily	* *	11.1 (± 1.3)	11.9 (± 1.1)	13.8 (± 1.4)
e. More than once a day	* *	7.6 (± 0.9)	7.0 (± 0.9)	5.7 (± 1.1)
49. During the past 30 days, how did you usually get your own tobacco? (Choose only one answer.)				

	6th Grade (n = *)	8th Grade (n = 3,860)	10th Grade (n = 3,104)	12th Grade (n = 2,776)
a. I did not use tobacco during the past 30 days	* *	90.8% (± 1.4%)	85.1% (± 2.3%)	75.7% (± 2.7%)
b. I bought it in a store such as a convenience store, supermarket, discount store or gas station	* *	0.8 (± 0.3)	1.6 (± 0.7)	9.9 (± 1.6)
c. I bought it from a vending machine	* *	1.0 (± 0.4)	0.8 (± 0.5)	0.9 (± 0.4)
d. I gave someone else money to buy them for me	* *	1.8 (± 0.5)	4.4 (± 0.8)	5.4 (± 1.0)
e. I borrowed (or bummed) them from someone else	* *	1.6 (± 0.5)	2.9 (± 0.6)	3.6 (± 0.8)
f. A person 18 years old or older gave them to me	* *	0.9 (± 0.3)	1.9 (± 0.6)	2.3 (± 0.5)
g. I took them from a store or a family member	* *	1.1 (± 0.3)	0.7 (± 0.3)	0.6 (± 0.3)
h. I got them some other way	* *	2.1 (± 0.5)	2.5 (± 0.8)	1.7 (± 0.4)

**Other Alcohol- and Drug-Related Questions**

50. During the past 30 days, have you seen or heard advertisements on TV, the Internet, the radio, or magazines about the dangers of kids drinking alcohol?

	(n = *)	(n = 4,766)	(n = 3,404)	(n = 2,918)
a. Not in the past 30 days	* *	37.3% (± 1.6%)	30.1% (± 1.5%)	29.0% (± 2.0%)
b. 1–3 times in the past 30 days	* *	27.9 (± 1.2)	32.3 (± 1.9)	34.5 (± 1.7)
c. 1–3 times per week	* *	14.8 (± 0.9)	18.2 (± 1.0)	18.0 (± 1.4)
d. Daily or almost daily	* *	11.5 (± 1.1)	12.6 (± 1.2)	13.1 (± 0.9)
e. More than once a day	* *	8.5 (± 0.9)	6.9 (± 0.9)	5.4 (± 1.0)

51. NOT including talks on drinking and driving, in the past year have your parents or guardians talked to you about why you should not drink alcohol?

	(n = *)	(n = 4,755)	(n = 3,395)	(n = 2,920)
a. Yes, a number of times	* *	43.3% (± 1.6%)	36.3% (± 2.2%)	30.2% (± 1.8%)
b. Yes, once	* *	18.8 (± 1.3)	18.7 (± 1.7)	18.8 (± 1.2)
c. No	* *	22.2 (± 1.2)	30.6 (± 1.4)	39.0 (± 2.1)
d. I don't remember	* *	15.7 (± 1.2)	14.4 (± 1.1)	12.0 (± 0.9)

52. During the past year in school, how many times did you get information in classes about reasons not to use alcohol and other drugs?

	(n = 10,229)	(n = 4,733)	(n = 3,382)	(n = 2,912)
a. None	19.4% (± 1.7%)	18.0% (± 1.9%)	24.0% (± 2.6%)	32.7% (± 3.2%)
b. Once	17.9 (± 1.3)	23.0 (± 2.2)	29.9 (± 1.9)	29.0 (± 1.6)
c. 2 or 3 times	30.2 (± 1.3)	31.5 (± 1.8)	29.8 (± 2.3)	27.6 (± 2.7)
d. 4 or more times	32.5 (± 2.3)	27.6 (± 3.6)	16.3 (± 2.4)	10.8 (± 1.9)

53. Do you think that rules about not drinking alcohol or using drugs at your school are usually enforced?

	(n = *)	(n = 4,704)	(n = 3,385)	(n = 2,929)
a. Definitely no	* *	11.8% (± 1.5%)	11.2% (± 1.4%)	9.0% (± 1.3%)
b. Probably no	* *	10.4 (± 1.2)	13.6 (± 1.5)	12.5 (± 1.0)
c. Probably yes	* *	32.7 (± 1.3)	41.4 (± 2.5)	38.6 (± 1.7)
d. Definitely yes	* *	45.1 (± 2.6)	33.9 (± 2.5)	40.0 (± 2.6)

	6th Grade	8th Grade	10th Grade	12th Grade
54. How much do you think people risk harming themselves if they smoke marijuana occasionally?				
	(n = *)	(n = 4,728)	(n = 3,378)	(n = 2,918)
a. No risk	* *	8.8% (± 1.1%)	18.3% (± 2.0%)	24.6% (± 1.8%)
b. Slight risk	* *	11.8 (± 1.1)	20.1 (± 1.6)	26.0 (± 2.1)
c. Moderate risk	* *	29.0 (± 1.6)	30.0 (± 1.8)	25.6 (± 1.8)
d. Great risk	* *	44.5 (± 2.2)	28.0 (± 2.1)	21.1 (± 2.1)
e. Not sure	* *	6.0 (± 1.0)	3.6 (± 1.0)	2.6 (± 0.8)
55. 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.)				
	(n = 10,883)	(n = 9,329)	(n = 6,719)	(n = 5,802)
a. None	96.4% (± 0.6%)	92.0% (± 0.9%)	83.8% (± 1.9%)	75.1% (± 2.2%)
b. Once	2.2 (± 0.3)	3.6 (± 0.4)	7.0 (± 0.7)	10.6 (± 0.7)
c. Twice	0.7 (± 0.2)	2.1 (± 0.4)	4.4 (± 0.6)	6.8 (± 0.9)
d. 3–5 times	0.3 (± 0.1)	1.2 (± 0.3)	2.5 (± 0.5)	5.0 (± 1.1)
e. 6–9 times	0.1 (± 0.1)	0.5 (± 0.1)	1.2 (± 0.3)	1.1 (± 0.3)
f. 10 or more times	0.3 (± 0.1)	0.6 (± 0.1)	1.2 (± 0.3)	1.5 (± 0.3)
56. If you had to guess, how many students in your grade at school drank alcohol during the past 30 days?				
	(n = *)	(n = 4,662)	(n = 3,352)	(n = 2,898)
a. 0 out of 10 (none)	* *	16.1% (± 2.0%)	3.5% (± 0.9%)	2.7% (± 0.8%)
b. 1 out of 10	* *	22.4 (± 2.3)	7.6 (± 1.4)	3.8 (± 0.7)
c. 2 out of 10	* *	14.8 (± 1.1)	8.1 (± 1.0)	5.4 (± 0.9)
d. 3 out of 10	* *	14.6 (± 1.2)	13.5 (± 1.6)	9.4 (± 1.3)
e. 4 out of 10	* *	9.2 (± 1.0)	12.6 (± 1.3)	10.9 (± 1.3)
f. 5 out of 10 (about half)	* *	11.2 (± 1.5)	20.8 (± 1.6)	21.1 (± 1.9)
g. 6 out of 10	* *	3.3 (± 0.6)	9.0 (± 0.9)	12.8 (± 1.6)
h. 7 out of 10	* *	2.8 (± 0.7)	9.7 (± 1.3)	13.0 (± 1.3)
i. 8 out of 10	* *	1.7 (± 0.4)	7.2 (± 1.2)	11.3 (± 1.1)
j. 9 out of 10	* *	1.3 (± 0.3)	3.7 (± 0.6)	5.6 (± 0.8)
k. 10 out of 10 (all)	* *	2.7 (± 0.7)	4.2 (± 1.2)	4.1 (± 1.0)
57. Think about the students in your school. If you had to guess, how wrong do most students in your grade think it is to drink alcohol regularly?				
	(n = *)	(n = 4,216)	(n = 3,217)	(n = 2,797)
a. Very wrong	* *	39.1% (± 2.0%)	17.3% (± 2.1%)	11.4% (± 1.9%)
b. Wrong	* *	33.6 (± 1.9)	25.2 (± 2.1)	17.4 (± 1.7)
c. A little bit wrong	* *	20.9 (± 1.8)	39.1 (± 2.0)	40.4 (± 2.3)
d. Not wrong at all	* *	6.5 (± 1.2)	18.5 (± 1.8)	30.9 (± 2.6)
58. Drinking Categories Variable (Computed from items 28 and 55).				
	(n = 10,850)	(n = 9,322)	(n = 6,723)	(n = 5,801)
a. No alcohol use	94.3% (± 0.7%)	84.3% (± 1.4%)	70.6% (± 2.2%)	58.4% (± 2.3%)
b. 1-2 days and no binges	1.7 (± 0.2)	6.2 (± 0.5)	10.9 (± 0.7)	13.1 (± 1.2)
c. 3-5 days or 1 binge	2.4 (± 0.4)	4.3 (± 0.5)	8.2 (± 0.7)	12.5 (± 0.8)
d. 6+ days or 2+ binges	1.6 (± 0.4)	5.3 (± 0.8)	10.4 (± 1.6)	16.1 (± 2.1)
59. How many times in the past year (12 months) have you been drunk or high at school?				
	(n = *)	(n = 9,319)	(n = 6,709)	(n = 5,799)
a. Never	* *	92.2% (± 0.9%)	83.4% (± 1.9%)	81.3% (± 1.6%)
b. 1–2 times	* *	4.2 (± 0.6)	7.3 (± 0.8)	7.2 (± 0.7)
c. 3–5 times	* *	1.6 (± 0.3)	3.4 (± 0.6)	4.0 (± 0.5)

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	6th Grade		8th Grade	10th Grade	12th Grade
d. 6–9 times	*	*	0.7 (± 0.2)	1.6 (± 0.4)	1.6 (± 0.4)
e. 10 or more times	*	*	1.2 (± 0.3)	4.2 (± 0.7)	5.9 (± 1.0)

60. During the past 30 days, how did you usually get alcohol (beer, wine, or hard liquor)? Choose all that apply. Percentages do not total 100% due to multiple responses.

	(n = *)	(n = 4,482)	(n = 3,295)	(n = 2,849)
a. I did not get alcohol in the past 30 days	* *	86.1% (± 1.4%)	72.8% (± 2.2%)	60.7% (± 2.5%)
b. I bought it from a store	* *	1.6 (± 0.4)	2.2 (± 0.6)	3.2 (± 0.8)
c. I got it from friends	* *	3.4 (± 0.5)	10.1 (± 1.2)	17.6 (± 1.6)
d. I got it at a party	* *	2.8 (± 0.5)	9.0 (± 1.2)	14.9 (± 1.3)
e. I got it from an older brother or sister	* *	1.3 (± 0.3)	2.1 (± 0.5)	3.6 (± 0.7)
f. I gave money to someone to get it for me	* *	1.4 (± 0.4)	5.1 (± 0.9)	10.1 (± 1.4)
g. I took it from home <b>without</b> my parents' permission	* *	3.5 (± 0.6)	4.3 (± 0.8)	4.0 (± 0.7)
h. I got it at home <b>with</b> my parents' permission	* *	2.2 (± 0.5)	4.0 (± 0.6)	4.6 (± 0.7)
i. I got it at a family celebration, ceremony, or party	* *	1.6 (± 0.5)	2.9 (± 0.6)	3.7 (± 0.6)
j. I got it some other way	* *	2.6 (± 0.5)	4.0 (± 0.9)	5.0 (± 0.7)

61. If you have EVER used pain killers to get high, where did you usually get them?

	(n = *)	(n = 4,535)	(n = 3,315)	(n = 2,850)
a. I did not use pain killers to get high	* *	92.1% (± 1.0%)	85.3% (± 1.8%)	81.9% (± 2.0%)
b. I used my own prescriptions (from a doctor or dentist)	* *	2.1 (± 0.5)	4.4 (± 0.8)	5.8 (± 0.9)
c. A family member gave them to me	* *	1.0 (± 0.3)	1.1 (± 0.6)	1.5 (± 0.5)
d. I took them from my home or someone else's home without permission	* *	1.4 (± 0.4)	2.3 (± 0.5)	1.6 (± 0.5)
e. I got them from a friend	* *	1.7 (± 0.4)	4.3 (± 0.6)	5.8 (± 1.0)
f. I got them from an acquaintance	* *	0.2 (± 0.2)	0.7 (± 0.3)	1.1 (± 0.4)
g. I got them from a drug dealer	* *	0.7 (± 0.2)	1.1 (± 0.4)	1.3 (± 0.5)
h. I got them from the internet	* *	0.1 (± 0.1)	0.0 (± 0.1)	0.2 (± 0.1)
i. I got them some other way	* *	0.9 (± 0.3)	0.9 (± 0.3)	1.0 (± 0.4)

62. During the last year, have you felt that you needed help (such as counseling or treatment) for your alcohol, tobacco, or other drug use?

	(n = *)	(n = 4,564)	(n = 3,332)	(n = 2,872)
a. I have not used alcohol or other drugs	* *	83.0% (± 1.7%)	66.9% (± 2.3%)	54.1% (± 2.1%)
b. I have used alcohol and/or drugs but I haven't needed help	* *	11.6 (± 1.3)	25.9 (± 2.0)	39.1 (± 2.0)
c. Yes, I felt I have needed help	* *	1.9 (± 0.4)	2.7 (± 0.5)	3.0 (± 0.8)
d. Not sure	* *	3.6 (± 0.6)	4.5 (± 1.0)	3.8 (± 0.9)

	6th Grade	8th Grade	10th Grade	12th Grade
<b>Nutrition and Fitness</b>				
63. Obese: "Obese" 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). "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?")				
	(n = *)	(n = 4,035)	(n = 3,140)	(n = 2,774)
a. Obese	* *	11.3% (± 1.4%)	9.7% (± 1.5%)	10.7% (± 1.4%)
b. Overweight	* *	15.8 (± 1.4)	14.6 (± 1.5)	14.0 (± 2.0)
c. Not overweight	* *	72.9 (± 2.4)	75.7 (± 2.3)	75.3 (± 2.6)
Note. Results are suppressed for building-level reports.				
64. Which of the following are you trying to do about your weight?				
	(n = *)	(n = 4,717)	(n = 3,347)	(n = 2,910)
a. I am not trying to do anything about my weight	* *	30.9% (± 1.7%)	27.7% (± 2.0%)	27.3% (± 1.7%)
b. Lose weight	* *	41.3 (± 2.1)	42.2 (± 1.7)	41.9 (± 2.1)
c. Gain weight	* *	8.7 (± 0.8)	12.7 (± 0.7)	14.7 (± 1.4)
d. Stay the same weight	* *	19.0 (± 1.5)	17.5 (± 1.2)	16.1 (± 1.5)
65. How often do you eat dinner with your family?				
	(n = 8,866)	(n = 4,756)	(n = 3,383)	(n = 2,928)
a. Never	3.2% (± 0.5%)	5.1% (± 0.8%)	7.2% (± 1.2%)	8.1% (± 1.3%)
b. Rarely	8.9 (± 0.9)	11.2 (± 1.0)	13.9 (± 1.3)	16.6 (± 1.4)
c. Sometimes	12.4 (± 0.9)	17.0 (± 1.3)	19.3 (± 1.5)	23.8 (± 1.9)
d. Most of the time	30.8 (± 1.3)	35.5 (± 1.7)	34.2 (± 2.1)	33.9 (± 2.5)
e. Always	44.7 (± 1.5)	31.2 (± 1.4)	25.5 (± 1.5)	17.7 (± 1.4)
66. 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? <sup>†</sup>				
	(n = *)	(n = 3,296)	(n = 2,455)	(n = 2,298)
a. Almost every month	* *	5.6% (± 1.1%)	7.3% (± 2.0%)	7.0% (± 1.4%)
b. Some months but not every month	* *	5.9 (± 0.8)	6.6 (± 1.5)	7.3 (± 1.4)
c. Only 1–2 months	* *	5.3 (± 0.9)	5.6 (± 1.6)	5.1 (± 0.8)
d. Did not have to skip or cut the size of meals	* *	83.1 (± 1.8)	80.5 (± 4.2)	80.7 (± 2.5)
67. Did you eat breakfast today?				
	(n = 10,246)	(n = 4,761)	(n = 3,386)	(n = 2,925)
a. Yes	77.2% (± 1.9%)	67.8% (± 2.1%)	63.1% (± 2.9%)	61.7% (± 2.5%)
b. No	22.8 (± 1.9)	32.2 (± 2.1)	36.9 (± 2.9)	38.3 (± 2.5)
68. How many sodas or pops did you drink yesterday? (Do not count diet soda.)				
	(n = 10,199)	(n = 4,747)	(n = 3,388)	(n = 2,924)
a. None	65.2% (± 2.0%)	60.0% (± 2.4%)	64.4% (± 3.0%)	61.2% (± 2.8%)
b. 1	24.2 (± 1.2)	26.6 (± 1.5)	23.7 (± 2.1)	25.5 (± 2.2)
c. 2	6.0 (± 0.7)	7.9 (± 1.0)	7.4 (± 1.0)	8.1 (± 1.1)
d. 3	2.0 (± 0.3)	2.7 (± 0.6)	2.8 (± 0.6)	2.6 (± 0.5)
e. 4 or more	2.6 (± 0.5)	2.9 (± 0.5)	1.7 (± 0.5)	2.6 (± 0.7)
69. During the past 7 days, how many times did you drink regular soda, sports drinks (such as Gatorade) and other				



	6th Grade	8th Grade	10th Grade	12th Grade
flavored sweetened drinks (such as Snapple or SoBe) at school (including any after-school and weekend activities)? Do not include diet drinks.				
	(n = *)	(n = 4,755)	(n = 3,386)	(n = 2,927)
a. 0 times	* *	32.7% (± 2.4%)	29.1% (± 2.9%)	31.7% (± 2.6%)
b. 1–3 times	* *	39.2 (± 1.6)	39.8 (± 2.2)	37.2 (± 1.9)
c. 4–6 times	* *	13.4 (± 1.0)	16.0 (± 1.4)	15.4 (± 1.3)
d. 7–9 times	* *	5.1 (± 0.8)	6.1 (± 1.1)	5.7 (± 0.9)
e. 10 times or more	* *	9.6 (± 1.1)	9.0 (± 1.5)	10.0 (± 1.5)

70. During the past 7 days, where did you usually get the soda or other sweetened drinks that you drank at school? (Choose only one answer.)

	6th Grade	8th Grade	10th Grade	12th Grade
	(n = *)	(n = 4,734)	(n = 3,364)	(n = 2,925)
a. I did not drink sodas, sports drinks, or other flavored drinks at school	* *	42.3% (± 2.5%)	34.2% (± 2.9%)	36.0% (± 2.3%)
b. I brought them from home	* *	28.1 (± 2.0)	25.2 (± 1.8)	25.3 (± 1.6)
c. I got them from friends	* *	6.3 (± 0.7)	5.7 (± 0.8)	4.0 (± 0.8)
d. I bought them at school	* *	14.8 (± 2.9)	23.9 (± 3.1)	18.5 (± 3.5)
e. Other	* *	8.6 (± 1.0)	11.0 (± 1.7)	16.1 (± 3.0)

**On how many of the past 7 days did you:**

71. In the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increases your heart rate or makes you breathe hard some of the time.)

	6th Grade	8th Grade	10th Grade	12th Grade
	(n = 11,242)	(n = 4,721)	(n = 3,376)	(n = 2,924)
a. 0 days	5.4% (± 0.6%)	8.6% (± 1.2%)	13.2% (± 1.6%)	15.9% (± 1.5%)
b. 1 day	4.9 (± 0.4)	6.1 (± 0.9)	7.1 (± 1.1)	8.6 (± 1.2)
c. 2 days	7.4 (± 0.6)	7.2 (± 0.9)	9.1 (± 1.0)	10.3 (± 1.2)
d. 3 days	11.1 (± 0.8)	10.4 (± 1.1)	10.1 (± 1.4)	10.1 (± 0.9)
e. 4 days	12.8 (± 0.8)	11.0 (± 1.0)	9.5 (± 1.3)	9.5 (± 1.2)
f. 5 days	17.6 (± 0.8)	18.5 (± 1.3)	17.8 (± 1.7)	15.5 (± 1.5)
g. 6 days	12.2 (± 1.1)	11.2 (± 1.2)	11.5 (± 1.8)	9.6 (± 1.0)
h. 7 days	28.7 (± 1.2)	27.0 (± 1.7)	21.7 (± 2.2)	20.6 (± 2.4)

72. On average how many days a week do you walk to or from school?

	6th Grade	8th Grade	10th Grade	12th Grade
	(n = 11,505)	(n = 4,705)	(n = 3,371)	(n = 2,921)
a. Never	64.8% (± 4.5%)	61.7% (± 4.9%)	62.7% (± 5.4%)	74.0% (± 3.7%)
b. 1–2	10.3 (± 1.1)	13.7 (± 1.7)	13.9 (± 2.1)	8.8 (± 1.4)
c. 3–4	6.4 (± 1.0)	6.0 (± 1.2)	6.4 (± 1.2)	4.3 (± 0.8)
d. I walk every day	18.5 (± 3.0)	18.5 (± 3.0)	17.1 (± 2.9)	12.9 (± 2.2)

73. On average how many days a week do you ride a bicycle to or from school?

	6th Grade	8th Grade	10th Grade	12th Grade
	(n = 11,499)	(n = 4,708)	(n = 3,372)	(n = 2,920)
a. Never	91.9% (± 1.1%)	92.9% (± 1.1%)	93.7% (± 1.4%)	95.0% (± 0.9%)
b. 1–2	4.3 (± 0.6)	3.5 (± 0.5)	3.3 (± 0.7)	2.4 (± 0.6)
c. 3–4	1.8 (± 0.3)	1.7 (± 0.5)	1.5 (± 0.6)	1.2 (± 0.4)
d. I bike every day	2.0 (± 0.5)	1.9 (± 0.4)	1.4 (± 0.5)	1.4 (± 0.3)

74. On an average school day, how many hours do you watch TV, including videos and DVDs?

	6th Grade	8th Grade	10th Grade	12th Grade
	(n = *)	(n = 4,717)	(n = 3,377)	(n = 2,921)
a. I do not watch TV on an average school day	* *	11.3% (± 1.1%)	13.4% (± 1.7%)	14.3% (± 1.3%)

	6th Grade	8th Grade	10th Grade	12th Grade
b. Less than 1 hour per day	* *	19.7 (± 1.4)	20.9 (± 1.7)	19.6 (± 1.8)
c. 1 hour per day	* *	17.8 (± 1.1)	17.4 (± 1.4)	18.3 (± 1.6)
d. 2 hours per day	* *	22.5 (± 1.4)	23.3 (± 1.7)	21.7 (± 1.4)
e. 3 hours per day	* *	14.5 (± 1.3)	12.9 (± 1.4)	14.3 (± 1.6)
f. 4 hours per day	* *	6.2 (± 0.7)	6.5 (± 1.0)	6.1 (± 0.8)
g. 5 or more hours per day	* *	8.1 (± 1.2)	5.6 (± 1.0)	5.8 (± 1.3)

75. 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, computer games, and the Internet.)

	(n = *)	(n = 4,719)	(n = 3,376)	(n = 2,923)
a. I do not play video games or use a computer for fun on an average school day	* *	18.1% (± 1.3%)	20.9% (± 2.1%)	23.6% (± 1.9%)
b. Less than 1 hour per day	* *	26.1 (± 1.7)	24.4 (± 2.1)	21.4 (± 1.9)
c. 1 hour per day	* *	19.4 (± 1.4)	17.2 (± 1.4)	16.9 (± 1.5)
d. 2 hours per day	* *	15.5 (± 1.4)	15.5 (± 1.7)	15.2 (± 1.1)
e. 3 hours per day	* *	9.1 (± 0.9)	10.4 (± 1.1)	11.0 (± 1.4)
f. 4 hours per day	* *	4.6 (± 0.7)	4.8 (± 0.7)	4.9 (± 0.8)
g. 5 or more hours per day	* *	7.4 (± 1.0)	6.8 (± 0.9)	6.9 (± 1.0)

76. In an average week when you are in school, on how many days do you go to physical education (PE) classes?

	(n = *)	(n = 4,688)	(n = 3,370)	(n = 2,915)
a. 0 days	* *	24.2% (± 5.7%)	58.2% (± 5.8%)	62.4% (± 4.4%)
b. 1 day	* *	1.0 (± 0.3)	1.1 (± 0.5)	1.5 (± 1.0)
c. 2 days	* *	2.2 (± 1.1)	1.4 (± 0.6)	1.5 (± 0.5)
d. 3 days	* *	7.2 (± 4.9)	7.0 (± 3.9)	7.0 (± 4.8)
e. 4 days	* *	3.9 (± 3.6)	3.5 (± 2.8)	3.4 (± 2.8)
f. 5 days	* *	61.4 (± 7.7)	28.8 (± 6.2)	24.3 (± 5.8)

77. During an average PE class, how many minutes do you spend actually exercising or playing sports?

	(n = *)	(n = 4,689)	(n = 3,360)	(n = 2,913)
a. I do not take PE	* *	21.5% (± 5.0%)	52.0% (± 5.6%)	54.0% (± 4.4%)
b. Less than 10 minutes	* *	2.1 (± 0.5)	1.4 (± 0.6)	1.0 (± 0.4)
c. 10–20 minutes	* *	6.9 (± 0.9)	3.1 (± 0.9)	2.2 (± 0.7)
d. 21–30 minutes	* *	12.3 (± 1.8)	4.8 (± 1.1)	5.3 (± 1.3)
e. 31–40 minutes	* *	17.8 (± 2.0)	10.5 (± 2.2)	11.0 (± 2.4)
f. 41–50 minutes	* *	20.4 (± 2.3)	12.6 (± 2.7)	11.2 (± 2.0)
g. 51–60 minutes	* *	11.1 (± 1.9)	7.9 (± 1.7)	7.9 (± 1.4)
h. More than 60 minutes	* *	7.9 (± 2.3)	7.7 (± 2.8)	7.6 (± 3.1)

78. During the average week, on how many days do you participate in supervised after-school activities either at school or away from school? Include activities such as sports, art, music, dance, drama, or community service, religious, or club activities.

	(n = *)	(n = 9,133)	(n = 6,656)	(n = 5,777)
a. 0 days	* *	34.1% (± 2.1%)	31.4% (± 2.4%)	32.5% (± 3.6%)
b. 1–2 days	* *	22.3 (± 1.3)	22.5 (± 1.6)	24.3 (± 2.2)
c. 3 or more days	* *	43.6 (± 2.5)	46.1 (± 2.3)	43.3 (± 2.6)

**Health Conditions and Health Care**

79. Has a doctor or nurse ever told you that you have asthma?

(n = 11,481)	(n = 4,664)	(n = 3,350)	(n = 2,901)
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	6th Grade	8th Grade	10th Grade	12th Grade
a. Yes	14.4% (± 0.8%)	18.9% (± 1.2%)	19.2% (± 1.4%)	19.1% (± 1.5%)
b. No	75.9 (± 0.9)	71.6 (± 1.5)	75.1 (± 1.6)	76.6 (± 1.9)
c. Not sure	9.7 (± 0.5)	9.5 (± 0.9)	5.7 (± 0.6)	4.3 (± 0.8)

80. Do you still have asthma?

	(n = 11,455)	(n = 4,657)	(n = 3,341)	(n = 2,896)
a. I have never had asthma	68.9% (± 1.1%)	63.8% (± 1.6%)	64.1% (± 1.9%)	62.3% (± 1.9%)
b. Yes	10.3 (± 0.7)	12.4 (± 0.8)	12.7 (± 1.3)	12.1 (± 1.0)
c. No	11.0 (± 0.7)	12.3 (± 1.1)	14.0 (± 1.1)	17.2 (± 1.5)
d. Not sure	9.8 (± 0.5)	11.6 (± 1.0)	9.3 (± 1.1)	8.5 (± 1.1)

81. RESCUE inhalers are asthma medicine that you breath in through your mouth that gives you QUICK relief from asthma symptoms. They are PRESCRIBED by a doctor. During the past 4 weeks, about how many days per week on average did you use a rescue inhaler?<sup>†</sup>

	(n = *)	(n = 3,134)	(n = 2,389)	(n = 2,246)
a. Never	* *	90.3% (± 1.1%)	89.7% (± 2.7%)	91.5% (± 1.1%)
b. 1 or 2 days per week	* *	4.5 (± 0.8)	5.0 (± 1.0)	4.5 (± 0.9)
c. 3 to 6 days per week	* *	1.9 (± 0.5)	1.6 (± 0.7)	1.6 (± 0.5)
d. Every day, once per day	* *	0.6 (± 0.3)	1.1 (± 0.5)	0.8 (± 0.4)
e. Every day, twice or more per day	* *	0.7 (± 0.3)	1.0 (± 0.5)	0.8 (± 0.4)
f. I'm not sure	* *	2.0 (± 0.6)	1.7 (± 0.6)	0.9 (± 0.4)

82. During the past 12 months, how many times did you visit an emergency room or urgent care center because of your asthma?<sup>†</sup>

	(n = *)	(n = 3,156)	(n = 2,398)	(n = 2,255)
a. I do not have asthma	* *	78.7% (± 1.5%)	78.0% (± 2.5%)	79.4% (± 2.1%)
b. None	* *	15.9 (± 1.2)	17.0 (± 1.9)	16.5 (± 1.7)
c. 1 to 3 times	* *	2.6 (± 0.6)	2.8 (± 1.1)	2.2 (± 0.7)
d. 4 to 9 times	* *	0.4 (± 0.2)	1.0 (± 0.4)	0.6 (± 0.4)
e. 10 to 12 times	* *	0.4 (± 0.2)	0.2 (± 0.2)	0.3 (± 0.2)
f. More than 12 times	* *	0.3 (± 0.2)	0.2 (± 0.2)	0.2 (± 0.2)
g. I don't know	* *	1.7 (± 0.5)	0.8 (± 0.5)	0.8 (± 0.5)

83. During the past 12 months, how many days did you stay out of school or stay away from your usual activities because of your asthma?<sup>†</sup>

	(n = *)	(n = 3,141)	(n = 2,386)	(n = 2,242)
a. I do not have asthma	* *	79.8% (± 1.5%)	79.2% (± 2.8%)	80.7% (± 2.1%)
b. None	* *	15.1 (± 1.1)	15.6 (± 1.6)	14.9 (± 1.7)
c. 1 to 2 days	* *	1.9 (± 0.5)	2.5 (± 1.1)	1.9 (± 0.5)
d. 3 to 4 days	* *	0.9 (± 0.3)	1.2 (± 0.9)	0.7 (± 0.3)
e. 5 to 10 days	* *	0.5 (± 0.3)	0.5 (± 0.4)	0.7 (± 0.4)
f. More than 10 days	* *	0.5 (± 0.2)	0.4 (± 0.3)	0.4 (± 0.2)
g. I don't know	* *	1.3 (± 0.4)	0.7 (± 0.3)	0.7 (± 0.6)

84. Symptoms of asthma include coughing, wheezing, shortness of breath, and chest tightness when you don't have a cold or the flu. During the past 4 weeks, about how many days per week on average did you have any symptoms of asthma?<sup>†</sup>

	(n = *)	(n = 3,126)	(n = 2,378)	(n = 2,242)
a. Never	* *	79.6% (± 1.4%)	78.9% (± 1.7%)	81.4% (± 1.7%)
b. 1 or 2 days per week	* *	9.8 (± 1.0)	11.1 (± 1.1)	9.9 (± 1.2)

	6th Grade		8th Grade		10th Grade		12th Grade	
c. 3 to 6 days per week	*	*	4.0	(± 0.8)	4.0	(± 1.0)	3.3	(± 0.6)
d. Every day, but not throughout the day	*	*	1.9	(± 0.5)	1.6	(± 0.5)	2.2	(± 0.6)
e. Every day, throughout the day	*	*	1.0	(± 0.4)	1.1	(± 0.4)	1.1	(± 0.5)
f. I'm not sure	*	*	3.8	(± 0.8)	3.2	(± 0.8)	2.1	(± 0.6)

85. During the past year, did you miss any time from school because of a toothache (do not include toothache due to braces or an injury)? (For the secondary version of this question, please see Item 256.)

	(n = 11,439)		(n = *)		(n = *)		(n = *)	
a. Yes	8.4%	(± 0.8%)	*	*	*	*	*	*
b. No	81.8	(± 1.4)	*	*	*	*	*	*
c. Not sure	9.8	(± 0.8)	*	*	*	*	*	*

86. Have you ever been told by a doctor or other health professional that you have diabetes?

	(n = *)		(n = 3,932)		(n = 3,129)		(n = 2,781)	
a. No	*	*	93.2%	(± 0.9%)	93.5%	(± 1.6%)	94.6%	(± 0.9%)
b. Yes	*	*	3.6	(± 0.7)	4.4	(± 1.2)	3.6	(± 0.7)
c. I don't know	*	*	3.2	(± 0.5)	2.1	(± 0.6)	1.8	(± 0.5)

87. 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?

	(n = *)		(n = 4,642)		(n = 3,343)		(n = 2,898)	
a. During the past 12 months	*	*	61.6%	(± 2.1%)	60.7%	(± 3.0%)	58.2%	(± 2.4%)
b. Between 12 and 24 months ago	*	*	15.0	(± 1.1)	17.1	(± 1.8)	19.7	(± 2.2)
c. More than 24 months ago	*	*	4.1	(± 0.6)	6.3	(± 1.1)	8.6	(± 1.4)
d. Never	*	*	3.1	(± 0.5)	4.0	(± 0.8)	3.8	(± 0.9)
e. Not sure	*	*	16.2	(± 1.5)	11.9	(± 1.4)	9.7	(± 1.4)

88. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?

	(n = *)		(n = 4,643)		(n = 3,338)		(n = 2,900)	
a. During the past 12 months	*	*	75.3%	(± 2.4%)	77.3%	(± 2.6%)	74.5%	(± 2.2%)
b. Between 12 and 24 months ago	*	*	9.0	(± 1.0)	9.8	(± 1.0)	11.8	(± 1.2)
c. More than 24 months ago	*	*	5.0	(± 0.7)	4.8	(± 1.0)	7.5	(± 1.0)
d. Never	*	*	1.7	(± 0.4)	1.5	(± 0.5)	1.6	(± 0.5)
e. Not sure	*	*	9.0	(± 1.3)	6.6	(± 1.3)	4.6	(± 1.0)

### Sexual Behavior

89. Have you ever had sexual intercourse?<sup>†</sup>

	(n = *)		(n = 930)		(n = 1,061)		(n = 1,024)	
a. Yes	*	*	16.8%	(± 3.0%)	31.2%	(± 4.9%)	52.6%	(± 4.6%)
b. No	*	*	83.2	(± 3.0)	68.8	(± 4.9)	47.4	(± 4.6)

90. How old were you when you had sexual intercourse for the first time?<sup>†</sup>

	(n = *)		(n = 921)		(n = 1,055)		(n = 1,021)	
a. I have never had sexual intercourse	*	*	86.5%	(± 3.1%)	68.8%	(± 5.3%)	47.6%	(± 4.7%)
b. 11 years old or younger	*	*	3.2	(± 1.2)	2.8	(± 2.4)	3.2	(± 1.4)
c. 12 years old	*	*	3.9	(± 1.3)	2.8	(± 1.0)	2.2	(± 1.2)
d. 13 years old	*	*	4.9	(± 2.2)	5.8	(± 1.2)	3.7	(± 1.6)
e. 14 years old	*	*	0.9	(± 0.8)	7.8	(± 1.8)	5.8	(± 1.7)

	6th Grade		8th Grade		10th Grade		12th Grade	
f. 15 years old	*	*	0.1	(± 0.2)	10.2	(± 2.7)	13.0	(± 1.7)
g. 16 years old	*	*	0.1	(± 0.2)	1.1	(± 0.7)	16.3	(± 2.5)
h. 17 years old or older	*	*	0.4	(± 0.4)	0.7	(± 0.3)	8.2	(± 2.3)

91. With how many people have you ever had sexual intercourse?<sup>†</sup>

	(n = *)		(n = 919)		(n = 1,056)		(n = 1,021)	
a. I have never had sexual intercourse	*	*	86.7%	(± 2.7%)	69.5%	(± 5.6%)	48.5%	(± 4.9%)
b. 1 person	*	*	5.3	(± 1.4)	13.0	(± 3.3)	18.9	(± 2.0)
c. 2 people	*	*	2.2	(± 0.7)	6.6	(± 1.9)	9.3	(± 1.7)
d. 3 people	*	*	1.9	(± 1.2)	3.3	(± 1.5)	5.9	(± 1.4)
e. 4 people	*	*	0.7	(± 0.6)	2.4	(± 0.7)	4.6	(± 1.6)
f. 5 people	*	*	0.2	(± 0.3)	1.4	(± 0.6)	3.3	(± 1.1)
g. 6 or more people	*	*	3.1	(± 1.3)	3.8	(± 1.3)	9.5	(± 1.8)

92. The last time you had sexual intercourse, did you or your partner use a condom?<sup>†</sup>

	(n = *)		(n = 914)		(n = 1,055)		(n = 1,015)	
a. I have never had sexual intercourse	*	*	85.9%	(± 3.2%)	70.2%	(± 5.0%)	47.8%	(± 5.0%)
b. Yes	*	*	8.2	(± 1.9)	18.4	(± 3.0)	28.2	(± 2.4)
c. No	*	*	5.9	(± 1.8)	11.4	(± 2.4)	24.0	(± 3.5)

**Safety**

93. When you rode a bicycle during the past 12 months, how often did you wear a helmet?

	(n = *)		(n = 4,828)		(n = 3,414)		(n = 2,945)	
a. I did not ride a bicycle in the past 12 months	*	*	17.0%	(± 1.6%)	25.2%	(± 2.2%)	36.8%	(± 2.7%)
b. Never wore a helmet	*	*	40.2	(± 2.8)	41.8	(± 4.5)	40.9	(± 3.6)
c. Rarely wore a helmet	*	*	12.1	(± 1.1)	8.6	(± 1.0)	5.6	(± 1.0)
d. Sometimes wore a helmet	*	*	8.6	(± 0.9)	6.3	(± 1.2)	3.8	(± 0.8)
e. Most of the time wore a helmet	*	*	9.4	(± 1.4)	7.7	(± 1.4)	4.7	(± 1.0)
f. Always wore a helmet	*	*	12.8	(± 1.9)	10.3	(± 2.0)	8.2	(± 1.5)

94. When you ride a bicycle, how often do you wear a helmet?

	(n = 11,504)		(n = *)		(n = *)		(n = *)	
a. I do not ride a bicycle	11.5%	(± 1.2%)	*	*	*	*	*	*
b. Never wear a helmet	22.6	(± 3.2)	*	*	*	*	*	*
c. Rarely wear a helmet	13.2	(± 1.2)	*	*	*	*	*	*
d. Sometimes wear a helmet	13.4	(± 0.9)	*	*	*	*	*	*
e. Most of the time wear a helmet	15.4	(± 1.5)	*	*	*	*	*	*
f. Always wear a helmet	23.9	(± 3.2)	*	*	*	*	*	*

95. How often do you wear a life vest when you're in a small boat like a canoe, raft, or small motorboat?

	(n = *)		(n = 4,835)		(n = 3,419)		(n = 2,949)	
a. Never go boating in a small boat	*	*	26.6%	(± 2.8%)	23.4%	(± 2.7%)	25.4%	(± 2.2%)
b. Never	*	*	9.1	(± 1.2)	12.3	(± 1.6)	15.9	(± 1.7)
c. Less than half the time	*	*	6.7	(± 0.8)	9.4	(± 1.5)	10.9	(± 1.2)
d. About half the time	*	*	7.2	(± 0.8)	9.5	(± 1.2)	8.6	(± 0.9)

	6th Grade		8th Grade		10th Grade		12th Grade	
e. More than half the time	*	*	12.1	(± 1.4)	13.7	(± 1.5)	12.6	(± 1.5)
f. Always	*	*	38.2	(± 2.3)	31.8	(± 1.9)	26.7	(± 2.2)

96. How often do you wear a seat belt when riding in a car (driven by someone else) <sup>B</sup>?

	(n = 11,512)		(n = 4,835)		(n = 3,421)		(n = 2,949)	
a. Never	0.8%	(± 0.2%)	1.8%	(± 0.5%)	1.3%	(± 0.3%)	1.5%	(± 0.5%)
b. Rarely	1.2	(± 0.2)	2.2	(± 0.4)	2.2	(± 0.5)	2.1	(± 0.5)
c. Sometimes	3.2	(± 0.5)	5.7	(± 0.8)	5.1	(± 0.8)	3.8	(± 0.7)
d. Most of the time	13.5	(± 0.8)	19.1	(± 1.1)	19.0	(± 1.6)	15.5	(± 1.5)
e. Always	81.3	(± 1.2)	71.2	(± 1.7)	72.5	(± 2.0)	77.2	(± 1.9)

97. 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?

	(n = *)		(n = 8,980)		(n = 6,619)		(n = 5,728)	
a. 0 times	*	*	81.6%	(± 1.3%)	78.2%	(± 1.6%)	77.4%	(± 1.8%)
b. 1 time	*	*	8.7	(± 0.6)	10.2	(± 0.7)	10.2	(± 1.0)
c. 2–3 times	*	*	5.5	(± 0.6)	7.0	(± 0.8)	7.9	(± 0.9)
d. 4–5 times	*	*	1.3	(± 0.2)	1.8	(± 0.4)	2.0	(± 0.4)
e. 6 or more times	*	*	2.9	(± 0.5)	2.8	(± 0.6)	2.5	(± 0.4)

98. Have you ever ridden in a car driven by someone who had been drinking alcohol?

	(n = 10,292)		(n = *)		(n = *)		(n = *)	
a. Yes	19.5%	(± 1.5%)	*	*	*	*	*	*
b. No	62.6	(± 1.3)	*	*	*	*	*	*
c. Not sure	17.9	(± 0.9)	*	*	*	*	*	*

99. During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?

	(n = *)		(n = 8,926)		(n = 6,589)		(n = 5,713)	
a. 0 times	*	*	95.7%	(± 0.6%)	92.8%	(± 1.3%)	88.1%	(± 1.1%)
b. 1 time	*	*	2.0	(± 0.4)	3.6	(± 0.7)	6.0	(± 0.8)
c. 2–3 times	*	*	1.0	(± 0.3)	2.0	(± 0.4)	3.4	(± 0.6)
d. 4–5 times	*	*	0.4	(± 0.1)	0.7	(± 0.2)	1.0	(± 0.3)
e. 6 or more times	*	*	0.8	(± 0.2)	1.0	(± 0.3)	1.4	(± 0.3)

### Behaviors Related to Intentional Injuries

100. 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.)

	(n = *)		(n = 4,835)		(n = 3,423)		(n = 2,948)	
a. 0 days	*	*	88.6%	(± 0.8%)	89.9%	(± 1.2%)	90.2%	(± 1.5%)
b. 1 day	*	*	4.6	(± 0.6)	3.7	(± 0.7)	2.2	(± 0.5)
c. 2–3 days	*	*	2.3	(± 0.4)	2.1	(± 0.5)	2.2	(± 0.5)
d. 4–5 days	*	*	0.7	(± 0.2)	0.5	(± 0.2)	0.8	(± 0.4)
e. 6 or more days	*	*	3.8	(± 0.5)	3.8	(± 0.6)	4.6	(± 0.9)

101. During the past 30 days, did you carry a weapon such as a gun, knife, or club on school property?

	(n = 10,986)		(n = *)		(n = *)		(n = *)	
a. Yes	2.9%	(± 0.4%)	*	*	*	*	*	*
b. No	97.1	(± 0.4)	*	*	*	*	*	*

102. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?

	6th Grade (n = *)	8th Grade (n = 9,599)	10th Grade (n = 6,827)	12th Grade (n = 5,867)
a. 0 days	* *	94.7% (± 0.6%)	93.2% (± 0.9%)	92.7% (± 1.2%)
b. 1–5 days	* *	3.7 (± 0.5)	4.0 (± 0.7)	3.8 (± 0.8)
c. 6 or more days	* *	1.6 (± 0.2)	2.8 (± 0.5)	3.6 (± 0.6)
103. During the past 12 months, how many times were you in a physical fight?				
	(n = 10,816)	(n = 9,521)	(n = 6,790)	(n = 5,859)
a. 0 times	70.7% (± 1.4%)	66.2% (± 1.7%)	74.4% (± 1.7%)	80.4% (± 1.6%)
b. 1 time	13.3 (± 0.8)	15.6 (± 0.8)	12.5 (± 0.9)	9.9 (± 0.8)
c. 2–3 times	8.3 (± 0.6)	10.3 (± 0.9)	8.5 (± 0.8)	5.9 (± 0.7)
d. 4–5 times	2.5 (± 0.3)	2.6 (± 0.4)	1.6 (± 0.4)	1.4 (± 0.4)
e. 6 or more times	5.3 (± 0.5)	5.4 (± 0.5)	3.1 (± 0.5)	2.4 (± 0.5)
104. During the past 12 months, how many times were you in a physical fight on school property?				
	(n = *)	(n = 4,826)	(n = 3,412)	(n = 2,941)
a. 0 times	* *	85.4% (± 1.3%)	90.7% (± 0.9%)	94.3% (± 1.0%)
b. 1 time	* *	9.1 (± 0.9)	6.2 (± 0.7)	3.7 (± 0.7)
c. 2–3 times	* *	3.7 (± 0.6)	1.9 (± 0.4)	1.2 (± 0.4)
d. 4–5 times	* *	0.9 (± 0.2)	0.7 (± 0.3)	0.3 (± 0.2)
e. 6 or more times	* *	1.0 (± 0.3)	0.6 (± 0.3)	0.5 (± 0.2)
105. During the past 12 months, have you been a member of a gang?				
	(n = *)	(n = 9,186)	(n = 6,675)	(n = 5,771)
a. No	* *	93.4% (± 0.7%)	93.7% (± 1.0%)	94.8% (± 0.7%)
b. Yes	* *	6.6 (± 0.7)	6.3 (± 1.0)	5.2 (± 0.7)
106. 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? <sup>†</sup>				
	(n = *)	(n = 3,213)	(n = 2,427)	(n = 2,272)
a. No	* *	93.9% (± 0.9%)	91.2% (± 1.7%)	89.8% (± 1.6%)
b. Yes	* *	6.1 (± 0.9)	8.8 (± 1.7)	10.2 (± 1.6)
107. In the past 12 months, have you had any injuries such as bruises, cuts, black eyes, or broken bones as a result of being hurt by a boyfriend or girlfriend? <sup>†</sup>				
	(n = *)	(n = 3,185)	(n = 2,421)	(n = 2,265)
a. No	* *	94.0% (± 0.8%)	93.0% (± 2.3%)	93.7% (± 1.5%)
b. Yes	* *	6.0 (± 0.8)	7.0 (± 2.3)	6.3 (± 1.5)
108. Have you ever been physically abused by an adult? <sup>†</sup>				
	(n = *)	(n = 3,174)	(n = 2,418)	(n = 2,266)
a. No	* *	84.4% (± 1.4%)	81.8% (± 1.9%)	82.2% (± 1.8%)
b. Yes	* *	15.6 (± 1.4)	18.2 (± 1.9)	17.8 (± 1.8)
109. Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? <sup>†</sup>				
	(n = *)	(n = 3,177)	(n = 2,413)	(n = 2,260)
a. No	* *	74.2% (± 2.0%)	72.4% (± 2.1%)	72.4% (± 2.3%)
b. Yes	* *	25.8 (± 2.0)	27.6 (± 2.1)	27.6 (± 2.3)

### Depression

110. 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?

	6th Grade	8th Grade	10th Grade	12th Grade
	(n = *)	(n = 8,752)	(n = 6,533)	(n = 5,671)
a. Yes	* *	25.2% (± 1.3%)	29.8% (± 1.3%)	28.4% (± 1.4%)
b. No	* *	74.8 (± 1.3)	70.2 (± 1.3)	71.6 (± 1.4)
111. During the past 12 months, did you ever seriously consider attempting suicide?				
	(n = *)	(n = 8,720)	(n = 6,522)	(n = 5,670)
a. Yes	* *	14.6% (± 0.9%)	17.6% (± 1.3%)	13.9% (± 1.0%)
b. No	* *	85.4 (± 0.9)	82.4 (± 1.3)	86.1 (± 1.0)
112. During the past 12 months, did you make a plan about how you would attempt suicide?				
	(n = *)	(n = 4,818)	(n = 3,410)	(n = 2,940)
a. Yes	* *	10.2% (± 0.8%)	12.4% (± 1.1%)	10.9% (± 1.2%)
b. No	* *	89.8 (± 0.8)	87.7 (± 1.1)	89.1 (± 1.2)
113. During the past 12 months, how many times did you actually attempt suicide?				
	(n = *)	(n = 4,813)	(n = 3,410)	(n = 2,944)
a. 0 times	* *	92.8% (± 0.8%)	92.8% (± 0.9%)	94.2% (± 1.1%)
b. 1 time	* *	4.1 (± 0.7)	4.1 (± 0.7)	3.4 (± 0.7)
c. 2–3 times	* *	1.9 (± 0.4)	2.1 (± 0.4)	1.4 (± 0.4)
d. 4–5 times	* *	0.4 (± 0.2)	0.4 (± 0.2)	0.1 (± 0.1)
e. 6 or more times	* *	0.8 (± 0.2)	0.7 (± 0.2)	0.9 (± 0.5)
114. Have you ever seriously thought about killing yourself?				
	(n = 10,796)	(n = *)	(n = *)	(n = *)
a. Yes	14.0% (± 1.1%)	* *	* *	* *
b. No	86.0 (± 1.1)	* *	* *	* *
115. Have you ever tried to kill yourself?				
	(n = 10,815)	(n = *)	(n = *)	(n = *)
a. Yes	4.5% (± 0.5%)	* *	* *	* *
b. No	95.5 (± 0.5)	* *	* *	* *
116. When you feel sad or hopeless, are there adults you can turn to for help?				
	(n = 10,767)	(n = 4,799)	(n = 3,396)	(n = 2,931)
a. I never feel sad or hopeless	22.3% (± 1.0%)	25.3% (± 1.4%)	19.8% (± 1.5%)	20.4% (± 1.6%)
b. Yes	57.5 (± 1.7)	45.7 (± 1.5)	49.3 (± 2.0)	54.9 (± 2.0)
c. No	8.7 (± 0.7)	12.9 (± 1.1)	14.6 (± 1.5)	13.0 (± 1.3)
d. Not sure	11.6 (± 0.8)	16.1 (± 0.9)	16.3 (± 1.1)	11.7 (± 1.3)
117. How likely would you be to seek help if you were feeling depressed or suicidal?				
	(n = *)	(n = 4,597)	(n = 3,327)	(n = 2,896)
a. I never feel depressed or suicidal	* *	54.0% (± 1.6%)	42.1% (± 1.9%)	39.6% (± 2.0%)
b. Very likely	* *	13.6 (± 1.1)	16.0 (± 1.0)	19.6 (± 1.6)
c. Somewhat likely	* *	11.9 (± 1.0)	16.7 (± 1.4)	16.7 (± 1.8)
d. Somewhat unlikely	* *	8.0 (± 0.8)	10.5 (± 1.3)	11.5 (± 1.0)
e. Very unlikely	* *	12.4 (± 0.9)	14.7 (± 1.2)	12.6 (± 1.4)
118. How likely would you be to seek help for a friend who you thought might be depressed or suicidal?				
	(n = *)	(n = 4,535)	(n = 3,305)	(n = 2,881)



	6th Grade	8th Grade	10th Grade	12th Grade
a. Very likely	* *	58.9% (± 1.5%)	61.6% (± 1.7%)	64.0% (± 1.9%)
b. Somewhat likely	* *	21.0 (± 1.0)	23.9 (± 1.6)	23.0 (± 2.1)
c. Somewhat unlikely	* *	6.6 (± 0.8)	6.8 (± 1.0)	6.5 (± 0.9)
d. Very unlikely	* *	13.5 (± 1.3)	7.8 (± 1.1)	6.5 (± 1.1)

119. Last year in school, did you hear or see information at your school about the warning signs of suicide and how to get help for yourself or a friend?

	(n = *)	(n = 4,407)	(n = 3,254)	(n = 2,868)
a. Very likely	* *	40.9% (± 5.3%)	51.4% (± 7.6%)	44.0% (± 6.2%)
b. Somewhat likely	* *	41.4 (± 4.8)	35.8 (± 6.2)	43.6 (± 4.9)
c. Somewhat unlikely	* *	17.7 (± 1.9)	12.8 (± 1.8)	12.5 (± 2.0)
d. Very unlikely	* *	0.0 (± 0.0)	0.0 (± 0.0)	0.0 (± 0.0)

### Gambling

120. In the past 12 months, how often have you gambled (bet) for money or possessions?

	(n = *)	(n = 4,135)	(n = 3,195)	(n = 2,771)
a. Never in the past year	* *	73.6% (± 1.5%)	72.5% (± 1.8%)	73.8% (± 2.2%)
b. Once or twice in the past year	* *	14.3 (± 1.1)	15.2 (± 1.2)	13.5 (± 1.5)
c. A few times in the past year	* *	7.3 (± 0.9)	8.0 (± 0.8)	7.7 (± 1.1)
d. Once or twice a month	* *	2.6 (± 0.5)	2.5 (± 0.5)	2.9 (± 0.7)
e. At least once a week	* *	2.3 (± 0.5)	1.9 (± 0.5)	2.0 (± 0.6)

121. Has YOUR gambling ever caused you problems at home, school or with your friends?

	(n = *)	(n = 4,107)	(n = 3,190)	(n = 2,765)
a. I have not gambled	* *	72.6% (± 1.7%)	72.4% (± 1.7%)	72.6% (± 2.0%)
b. Yes	* *	3.4 (± 0.6)	3.5 (± 1.0)	2.6 (± 0.6)
c. No	* *	24.0 (± 1.6)	24.1 (± 1.7)	24.7 (± 1.9)

### School Climate

122. 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 argue or fight. In the last 30 days, how often have you been bullied?

	(n = 10,856)	(n = 9,145)	(n = 6,649)	(n = 5,747)
a. I have not been bullied	69.6% (± 1.4%)	69.9% (± 1.2%)	75.7% (± 1.3%)	83.0% (± 1.2%)
b. Once	15.0 (± 0.8)	12.8 (± 0.8)	10.9 (± 0.7)	8.3 (± 0.8)
c. 2–3 times	7.9 (± 0.6)	8.7 (± 0.6)	7.1 (± 0.5)	4.6 (± 0.6)
d. About once a week	2.2 (± 0.3)	3.2 (± 0.4)	2.7 (± 0.5)	1.7 (± 0.4)
e. Several times a week	5.3 (± 0.5)	5.5 (± 0.5)	3.6 (± 0.4)	2.4 (± 0.4)

123. In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school because of your race, ethnicity, or national origin or what someone thought it was?

	(n = *)	(n = 4,597)	(n = 3,320)	(n = 2,894)
a. 0 times	* *	84.8% (± 1.6%)	86.6% (± 1.3%)	90.6% (± 1.2%)
b. 1 time	* *	6.9 (± 0.9)	6.6 (± 0.8)	3.8 (± 0.5)
c. 2 or 3 times	* *	4.5 (± 0.7)	3.0 (± 0.7)	2.7 (± 0.6)
d. About once a week	* *	1.3 (± 0.4)	1.4 (± 0.4)	1.2 (± 0.4)

	6th Grade	8th Grade	10th Grade	12th Grade
e. Several times a week or more	* *	2.6 (± 0.5)	2.3 (± 0.5)	1.7 (± 0.5)

124. In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school because your religion or what someone thought it was?

	(n = *)	(n = 4,589)	(n = 3,323)	(n = 2,894)
a. 0 times	* *	89.4% (± 1.0%)	89.0% (± 1.5%)	91.6% (± 1.0%)
b. 1 time	* *	6.1 (± 0.7)	5.8 (± 0.9)	4.6 (± 0.7)
c. 2 or 3 times	* *	2.3 (± 0.5)	2.7 (± 0.6)	2.3 (± 0.7)
d. About once a week	* *	1.0 (± 0.3)	0.9 (± 0.4)	0.7 (± 0.3)
e. Several times a week or more	* *	1.2 (± 0.3)	1.7 (± 0.4)	0.9 (± 0.3)

125. In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school because someone thought you were gay, lesbian or bisexual (whether you are or are not)?

	(n = *)	(n = 4,576)	(n = 3,314)	(n = 2,890)
a. 0 times	* *	86.9% (± 1.1%)	88.6% (± 1.4%)	92.5% (± 0.8%)
b. 1 time	* *	5.8 (± 0.8)	5.0 (± 0.9)	3.0 (± 0.3)
c. 2 or 3 times	* *	3.7 (± 0.5)	3.3 (± 0.7)	2.0 (± 0.5)
d. About once a week	* *	1.0 (± 0.3)	1.2 (± 0.4)	1.1 (± 0.4)
e. Several times a week or more	* *	2.5 (± 0.5)	1.9 (± 0.3)	1.5 (± 0.5)

126. In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school because of your gender (being male or female)? This includes sexual jokes, gestures, or comments that make you feel uncomfortable.

	(n = *)	(n = 4,571)	(n = 3,309)	(n = 2,889)
a. 0 times	* *	80.0% (± 1.3%)	82.2% (± 1.5%)	86.1% (± 1.3%)
b. 1 time	* *	8.4 (± 0.8)	7.7 (± 0.8)	5.5 (± 0.8)
c. 2 or 3 times	* *	5.7 (± 0.8)	4.9 (± 0.6)	4.7 (± 0.6)
d. About once a week	* *	2.0 (± 0.4)	2.2 (± 0.6)	1.8 (± 0.5)
e. Several times a week or more	* *	3.9 (± 0.6)	3.1 (± 0.6)	2.0 (± 0.5)

127. In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school because you have a health problem or physical or mental disability, or because someone thought you did?

	(n = *)	(n = 4,565)	(n = 3,308)	(n = 2,890)
a. 0 times	* *	90.4% (± 0.8%)	92.3% (± 1.2%)	94.0% (± 0.8%)
b. 1 time	* *	4.6 (± 0.7)	3.5 (± 0.6)	2.4 (± 0.6)
c. 2 or 3 times	* *	2.3 (± 0.4)	2.1 (± 0.5)	1.7 (± 0.4)
d. About once a week	* *	0.8 (± 0.3)	0.8 (± 0.3)	0.6 (± 0.2)
e. Several times a week or more	* *	1.9 (± 0.4)	1.4 (± 0.4)	1.3 (± 0.4)

128. In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school because of any other reason?

	(n = *)	(n = 4,556)	(n = 3,307)	(n = 2,887)
a. 0 times	* *	74.3% (± 1.4%)	77.4% (± 1.8%)	83.7% (± 1.2%)
b. 1 time	* *	10.0 (± 0.9)	9.7 (± 0.8)	7.7 (± 0.9)
c. 2 or 3 times	* *	7.5 (± 0.8)	6.7 (± 1.0)	5.2 (± 0.7)
d. About once a week	* *	3.0 (± 0.5)	2.5 (± 0.6)	1.6 (± 0.5)
e. Several times a week or more	* *	5.2 (± 0.5)	3.7 (± 0.8)	1.8 (± 0.5)

129. 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 and from school?

	(n = *)	(n = 4,358)	(n = 3,241)	(n = 2,857)
a. 0 days	* *	92.7% (± 0.9%)	92.6% (± 1.9%)	93.7% (± 1.2%)

	6th Grade	8th Grade	10th Grade	12th Grade
b. 1 day	* *	3.7 (± 0.6)	3.3 (± 0.9)	2.8 (± 0.6)
c. 2 or 3 days	* *	1.7 (± 0.4)	2.7 (± 0.8)	2.1 (± 0.6)
d. 4 or 5 days	* *	0.8 (± 0.2)	0.7 (± 0.5)	0.7 (± 0.4)
e. 6 or more days	* *	1.1 (± 0.3)	0.8 (± 0.3)	0.7 (± 0.3)

130. In the past 30 days, has someone used the computer or a cell phone to bully, harass or intimidate you?

	(n = *)	(n = 4,551)	(n = 3,295)	(n = 2,880)
a. Yes	* *	11.0% (± 0.8%)	11.3% (± 1.4%)	10.8% (± 1.0%)
b. No	* *	81.6 (± 1.1)	82.3 (± 1.7)	84.9 (± 1.3)
c. I'm not sure	* *	7.4 (± 1.0)	6.3 (± 0.9)	4.3 (± 0.7)

131. Does your school provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs?

	(n = *)	(n = 8,935)	(n = 6,567)	(n = 5,728)
a. No	* *	10.5% (± 1.0%)	9.4% (± 1.5%)	10.4% (± 1.5%)
b. Yes	* *	63.7 (± 2.2)	59.4 (± 3.7)	63.6 (± 4.3)
c. I'm not sure	* *	25.8 (± 2.0)	31.3 (± 3.2)	26.1 (± 3.4)

132. My school will punish students who are caught using drugs or alcohol.

	(n = *)	(n = 4,545)	(n = 3,321)	(n = 2,872)
a. NO!	* *	4.3% (± 0.7%)	3.9% (± 1.2%)	4.1% (± 1.0%)
b. no	* *	4.6 (± 0.6)	5.7 (± 1.2)	6.4 (± 1.0)
c. yes	* *	26.6 (± 1.7)	38.2 (± 3.1)	38.8 (± 2.3)
d. YES!	* *	64.5 (± 1.9)	52.2 (± 4.1)	50.7 (± 2.6)

133. Last year in school, were you taught about HIV or AIDS infection?

	(n = *)	(n = 4,450)	(n = 3,262)	(n = 2,874)
a. Yes	* *	77.0% (± 5.8%)	64.3% (± 10.1%)	48.3% (± 7.7%)
b. No	* *	15.8 (± 4.5)	28.2 (± 8.8)	41.5 (± 6.9)
c. I'm not sure	* *	7.2 (± 1.6)	7.5 (± 1.6)	10.2 (± 1.7)

134. Last year in school, were you taught about abstinence (not having sex) to prevent sexually transmitted diseases (STDs) and pregnancy?<sup>†</sup>

	(n = *)	(n = 3,170)	(n = 2,409)	(n = 2,255)
a. Yes	* *	73.1% (± 4.8%)	67.4% (± 7.4%)	55.1% (± 7.2%)
b. No	* *	15.6 (± 3.5)	23.9 (± 6.5)	35.0 (± 6.6)
c. I don't know	* *	11.3 (± 1.7)	8.7 (± 1.8)	9.9 (± 1.6)

135. Last year in school, were you taught about ways other than abstinence to prevent sexually transmitted diseases (STDs) and pregnancy?<sup>†</sup>

	(n = *)	(n = 3,129)	(n = 2,412)	(n = 2,248)
a. Yes	* *	68.2% (± 4.4%)	68.4% (± 7.6%)	57.7% (± 7.2%)
b. No	* *	16.0 (± 3.5)	22.6 (± 6.4)	31.9 (± 6.6)
c. I don't know	* *	15.9 (± 1.7)	9.0 (± 1.8)	10.4 (± 1.6)

### Quality of Life

136. Youth Quality of Life (Computed from items 137–142.)

	(n = *)	(n = 4,095)	(n = 3,152)	(n = 2,793)
a. Low	* *	23.6% (± 1.5%)	23.5% (± 2.8%)	24.1% (± 1.5%)
b. Medium low	* *	20.5 (± 1.3)	25.7 (± 1.4)	25.3 (± 1.9)
c. Medium high	* *	21.3 (± 1.4)	25.1 (± 1.6)	23.7 (± 1.5)

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	6th Grade		8th Grade	10th Grade	12th Grade
d. High	*	*	34.5 (± 1.8)	25.7 (± 1.5)	26.9 (± 2.2)
137. I feel I am getting along with my parents or guardians.					
	(n = *)		(n = 4,221)	(n = 3,203)	(n = 2,835)
a. 0 not at all true	*	*	4.8% (± 0.7%)	5.2% (± 1.4%)	4.2% (± 0.7%)
b. 1	*	*	1.9 (± 0.4)	2.5 (± 0.7)	2.6 (± 0.7)
c. 2	*	*	2.4 (± 0.5)	2.5 (± 0.6)	2.0 (± 0.6)
d. 3	*	*	3.1 (± 0.5)	3.4 (± 0.6)	3.0 (± 0.7)
e. 4	*	*	3.4 (± 0.5)	3.6 (± 0.7)	3.9 (± 0.7)
f. 5	*	*	6.9 (± 0.8)	6.9 (± 1.0)	7.7 (± 1.0)
g. 6	*	*	4.4 (± 0.6)	6.0 (± 0.9)	6.0 (± 0.9)
h. 7	*	*	8.9 (± 0.6)	11.8 (± 1.3)	14.3 (± 1.4)
i. 8	*	*	12.8 (± 1.1)	15.3 (± 1.5)	15.3 (± 1.9)
j. 9	*	*	15.7 (± 1.4)	14.5 (± 1.5)	13.4 (± 1.3)
k. 10 completely true	*	*	35.7 (± 1.7)	28.3 (± 1.7)	27.5 (± 1.9)
138. I look forward to the future.					
	(n = *)		(n = 4,196)	(n = 3,196)	(n = 2,833)
a. 0 not at all true	*	*	3.8% (± 0.6%)	3.1% (± 0.7%)	2.6% (± 0.6%)
b. 1	*	*	1.4 (± 0.3)	1.2 (± 0.5)	1.3 (± 0.4)
c. 2	*	*	1.4 (± 0.3)	2.0 (± 0.6)	1.5 (± 0.5)
d. 3	*	*	1.5 (± 0.3)	2.1 (± 0.6)	1.7 (± 0.5)
e. 4	*	*	2.1 (± 0.4)	2.1 (± 0.6)	1.2 (± 0.5)
f. 5	*	*	6.2 (± 0.8)	5.3 (± 0.6)	5.5 (± 0.7)
g. 6	*	*	3.2 (± 0.6)	4.4 (± 0.6)	4.0 (± 0.7)
h. 7	*	*	7.1 (± 0.9)	7.3 (± 1.1)	7.6 (± 0.8)
i. 8	*	*	9.9 (± 1.1)	11.3 (± 1.4)	11.7 (± 1.3)
j. 9	*	*	12.2 (± 1.0)	13.0 (± 1.5)	13.2 (± 1.1)
k. 10 completely true	*	*	51.3 (± 2.0)	48.3 (± 2.1)	49.8 (± 2.3)
139. I feel good about myself.					
	(n = *)		(n = 4,182)	(n = 3,190)	(n = 2,831)
a. 0 not at all true	*	*	3.9% (± 0.5%)	4.5% (± 1.0%)	3.2% (± 0.6%)
b. 1	*	*	2.1 (± 0.4)	2.2 (± 0.8)	1.6 (± 0.5)
c. 2	*	*	2.1 (± 0.4)	3.1 (± 0.8)	2.3 (± 0.6)
d. 3	*	*	3.4 (± 0.5)	3.4 (± 0.6)	3.6 (± 0.7)
e. 4	*	*	4.1 (± 0.6)	3.7 (± 0.6)	4.0 (± 0.7)
f. 5	*	*	6.5 (± 0.7)	7.0 (± 1.0)	6.4 (± 0.9)
g. 6	*	*	5.4 (± 0.8)	7.4 (± 0.8)	8.4 (± 1.0)
h. 7	*	*	8.9 (± 0.8)	11.8 (± 1.4)	13.6 (± 1.3)
i. 8	*	*	12.4 (± 0.9)	15.5 (± 1.4)	16.6 (± 1.7)
j. 9	*	*	16.1 (± 1.6)	15.5 (± 1.9)	14.3 (± 1.8)
k. 10 completely true	*	*	35.2 (± 1.5)	26.0 (± 2.1)	26.1 (± 2.1)
140. I am satisfied with the way my life is now.					
	(n = *)		(n = 4,175)	(n = 3,191)	(n = 2,818)
a. 0 not at all true	*	*	6.5% (± 0.9%)	6.6% (± 1.1%)	4.5% (± 0.8%)
b. 1	*	*	3.1 (± 0.6)	2.7 (± 0.6)	2.7 (± 0.6)
c. 2	*	*	2.8 (± 0.5)	4.0 (± 0.8)	3.5 (± 0.7)
d. 3	*	*	3.7 (± 0.6)	4.2 (± 0.9)	4.4 (± 0.8)
e. 4	*	*	3.6 (± 0.6)	5.0 (± 0.6)	5.0 (± 0.9)
f. 5	*	*	7.6 (± 0.8)	7.6 (± 1.0)	9.6 (± 1.0)

HYS 2010 State Sample Results

	6th Grade	8th Grade	10th Grade	12th Grade
g. 6	* *	5.9 (± 0.8)	8.3 (± 1.0)	8.5 (± 1.1)
h. 7	* *	8.5 (± 0.8)	11.2 (± 1.0)	12.9 (± 1.4)
i. 8	* *	11.8 (± 1.1)	14.2 (± 1.4)	15.4 (± 1.4)
j. 9	* *	14.7 (± 1.2)	14.6 (± 1.7)	13.3 (± 1.3)
k. 10 completely true	* *	31.9 (± 1.4)	21.8 (± 1.5)	20.2 (± 2.1)

141. I feel alone in my life.

	(n = *)	(n = 4,143)	(n = 3,184)	(n = 2,809)
a. 0 not at all true	* *	51.9% (± 1.8%)	41.5% (± 2.3%)	37.3% (± 1.9%)
b. 1	* *	10.3 (± 1.0)	12.3 (± 1.2)	12.4 (± 1.3)
c. 2	* *	6.3 (± 0.8)	9.4 (± 1.0)	10.0 (± 1.3)
d. 3	* *	4.0 (± 0.6)	4.9 (± 0.6)	5.5 (± 0.9)
e. 4	* *	3.2 (± 0.6)	3.8 (± 0.7)	4.4 (± 0.9)
f. 5	* *	4.3 (± 0.8)	5.3 (± 0.7)	6.2 (± 0.8)
g. 6	* *	3.0 (± 0.5)	3.6 (± 0.6)	4.8 (± 0.6)
h. 7	* *	3.9 (± 0.6)	5.7 (± 0.8)	6.6 (± 1.0)
i. 8	* *	4.3 (± 0.6)	5.1 (± 0.9)	5.6 (± 1.0)
j. 9	* *	3.6 (± 0.7)	3.9 (± 0.8)	3.0 (± 0.5)
k. 10 completely true	* *	5.2 (± 0.6)	4.6 (± 0.8)	4.2 (± 0.9)

142. Compared with others my age, my life is

	(n = *)	(n = 4,120)	(n = 3,183)	(n = 2,807)
a. 0 much worse than others	* *	4.7% (± 0.6%)	4.1% (± 1.1%)	2.7% (± 0.6%)
b. 1	* *	1.4 (± 0.4)	1.9 (± 0.6)	1.3 (± 0.3)
c. 2	* *	2.9 (± 0.5)	3.3 (± 0.7)	2.3 (± 0.6)
d. 3	* *	4.1 (± 0.7)	3.7 (± 0.6)	3.4 (± 0.6)
e. 4	* *	5.4 (± 0.6)	5.7 (± 0.6)	4.6 (± 0.8)
f. 5	* *	16.1 (± 1.0)	15.3 (± 1.5)	15.1 (± 1.5)
g. 6	* *	7.5 (± 0.7)	9.0 (± 0.9)	10.4 (± 1.3)
h. 7	* *	12.9 (± 1.1)	13.9 (± 1.4)	15.8 (± 1.4)
i. 8	* *	14.8 (± 1.1)	15.8 (± 1.4)	18.1 (± 1.3)
j. 9	* *	10.9 (± 1.0)	11.4 (± 1.2)	10.6 (± 1.2)
k. 10 much better than others	* *	19.5 (± 1.3)	15.9 (± 1.2)	15.8 (± 1.5)

143. Which of the following best describes where you currently live? (Choose only one answer.)

	(n = *)	(n = 4,522)	(n = 3,291)	(n = 2,883)
a. My parent's or guardian's home	* *	95.9% (± 0.6%)	95.2% (± 1.5%)	94.2% (± 1.0%)
b. With friends or other families (because lost home or cannot afford housing)	* *	1.4 (± 0.3)	1.9 (± 0.6)	2.8 (± 0.5)
c. On your own (because lost home or cannot afford housing)	* *	0.7 (± 0.2)	0.6 (± 0.4)	0.8 (± 0.3)
d. Motel or hotel	* *	0.4 (± 0.2)	0.6 (± 0.3)	0.4 (± 0.2)
e. Shelter (shelter or emergency/transitional housing)	* *	0.1 (± 0.1)	0.3 (± 0.3)	0.2 (± 0.2)
f. Car, park, campground, or other public place	* *	0.3 (± 0.2)	0.4 (± 0.2)	0.3 (± 0.2)
g. Waiting to be placed in foster	* *	0.2 (± 0.1)	0.3 (± 0.2)	0.1 (± 0.1)

	6th Grade	8th Grade	10th Grade	12th Grade
care				
h. Another place	* *	1.0 (± 0.3)	0.9 (± 0.4)	1.2 (± 0.5)
144. Has your parent or guardian served in the military (Army, Navy, Air Force, Marines, Coast Guard, National Guard, and Reserves)?	(n = 11,461)	(n = 4,524)	(n = 3,288)	(n = 2,879)
a. No	65.2% (± 2.0%)	66.1% (± 3.0%)	74.2% (± 2.4%)	75.4% (± 2.6%)
b. Yes	23.2 (± 2.1)	28.6 (± 3.1)	22.3 (± 2.3)	22.1 (± 2.3)
c. Not sure	11.7 (± 0.9)	5.3 (± 0.7)	3.5 (± 1.0)	2.5 (± 0.7)
145. Has your military parent or guardian been sent to Iraq, Afghanistan, or other combat zone?	(n = *)	(n = 4,496)	(n = 3,277)	(n = 2,870)
a. I do not have a parent or guardian who has ever served in the military	* *	63.7% (± 2.9%)	70.5% (± 2.5%)	69.6% (± 2.6%)
b. No	* *	0.2 (± 1.4%)	0.2 (± 1.7%)	0.2 (± 1.5%)
c. Yes	* *	8.5 (± 1.9)	6.1 (± 1.4)	5.5 (± 1.2)
d. Not sure	* *	8.5 (± 0.9)	4.0 (± 0.5)	2.6 (± 0.6)
146. Do you have goals and plans for the future?	(n = 11,298)	(n = *)	(n = *)	(n = *)
a. No	12.6% (± 0.9%)	* *	* *	* *
b. Yes	87.4 (± 0.9)	* *	* *	* *

**Risk and Protective Factor Scale Results**

**Community Risk Factors**

Low Neighborhood Attachment (Items 147–149)

(n = *)	(n = 4,857)	(n = 3,450)	(n = 2,956)
* *	33.9% (± 2.1%)	41.9% (± 3.0%)	50.2% (± 2.4%)

Perceived Availability of Drugs (Items 150–153)

(n = 10,671)	(n = 4,787)	(n = 3,427)	(n = 2,926)
22.6% (± 1.3%)	24.1% (± 2.2%)	34.4% (± 2.8%)	38.1% (± 2.5%)

Perceived Availability of Handguns (Item 154)

(n = *)	(n = 4,780)	(n = 3,415)	(n = 2,923)
* *	31.3% (± 2.3%)	18.2% (± 2.4%)	22.6% (± 2.6%)

Laws And Norms Favorable to Drug Use (Items 155–160)

(n = 11,024)	(n = 4,808)	(n = 3,427)	(n = 2,937)
36.5% (± 1.6%)	27.7% (± 2.2%)	34.5% (± 3.1%)	32.5% (± 2.6%)

**Community Protective Factors**

Opportunities for Prosocial Involvement (Items 161–164)

(n = *)	(n = 4,717)	(n = 3,383)	(n = 2,907)
* *	67.5% (± 3.0%)	71.1% (± 3.2%)	76.0% (± 2.8%)

Rewards for Prosocial Involvement (Items 165–167)

(n = 11,202)	(n = *)	(n = *)	(n = *)
0.4% (± 1.3%)	* *	* *	* *

**Family Risk Factors**

Poor Family Management (Items 168–175)

(n = *)	(n = 3,094)	(n = 2,412)	(n = 2,234)
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	6th Grade	8th Grade	10th Grade	12th Grade
	* *	36.0% (± 2.2%)	39.3% (± 3.0%)	38.8% (± 2.9%)
Parental Attitudes Favorable Towards Drug Use (Items 183–185)	(n = *)	(n = 4,848)	(n = 3,451)	(n = 2,948)
	* *	21.5% (± 1.4%)	36.8% (± 2.3%)	36.4% (± 2.9%)
<b>Family Protective Factors</b>				
Opportunities for Prosocial Involvement (Items 176–178)	(n = 8,868)	(n = 3,166)	(n = 2,445)	(n = 2,258)
	53.2% (± 1.9%)	63.6% (± 2.1%)	55.6% (± 3.0%)	53.7% (± 2.9%)
Rewards for Prosocial Involvement (Items 179–182)	(n = 8,832)	(n = 3,100)	(n = 2,416)	(n = 2,244)
	56.8% (± 2.1%)	62.3% (± 1.9%)	52.7% (± 2.8%)	49.7% (± 2.4%)
<b>School Risk Factors</b>				
Academic Failure (Items 186–187)	(n = 10,733)	(n = 4,670)	(n = 3,362)	(n = 2,888)
	41.9% (± 2.0%)	46.8% (± 2.2%)	47.4% (± 2.3%)	49.1% (± 2.2%)
Low Commitment to School (Items 188–194)	(n = 11,424)	(n = 4,845)	(n = 3,447)	(n = 2,944)
	38.9% (± 1.5%)	35.6% (± 1.7%)	37.8% (± 2.8%)	36.5% (± 2.2%)
<b>School Protective Factors</b>				
Opportunities for Prosocial Involvement (Items 195–199)	(n = *)	(n = 4,811)	(n = 3,409)	(n = 2,922)
	* *	62.6% (± 2.3%)	61.8% (± 2.5%)	64.0% (± 3.4%)
Rewards for Prosocial Involvement (Items 200–203)	(n = 11,335)	(n = 4,795)	(n = 3,413)	(n = 2,924)
	49.5% (± 1.6%)	49.0% (± 2.3%)	58.4% (± 2.7%)	45.3% (± 3.4%)
<b>Peer-Individual Risk Factors</b>				
Perceived Risk of Drug Use (Items 204–207)	(n = 9,134)	(n = 4,454)	(n = 3,268)	(n = 2,859)
	40.3% (± 2.4%)	37.7% (± 2.7%)	39.1% (± 2.7%)	48.0% (± 2.3%)
Early Initiation of Drug Use (Items 210–211, 213)	(n = *)	(n = 4,460)	(n = 3,286)	(n = 2,857)
	* *	20.1% (± 2.3%)	26.6% (± 2.9%)	27.9% (± 3.1%)
Early Initiation of Antisocial Behavior (Items 214–217)	(n = *)	(n = 4,385)	(n = 3,274)	(n = 2,832)
	* *	32.2% (± 2.5%)	36.7% (± 3.3%)	37.9% (± 3.5%)
Favorable Attitudes Towards Drug Use (Items 218–221)	(n = 10,452)	(n = 4,225)	(n = 3,211)	(n = 2,786)
	20.9% (± 1.5%)	24.5% (± 1.9%)	36.7% (± 2.5%)	37.9% (± 2.5%)
Favorable Attitudes Towards Antisocial Behavior (Items 222–226)	(n = *)	(n = 4,284)	(n = 3,247)	(n = 2,806)
	* *	31.9% (± 1.9%)	43.2% (± 2.8%)	42.6% (± 2.4%)
Friends' Use of Drugs (Items 228–231)	(n = *)	(n = 3,962)	(n = 3,129)	(n = 2,730)

	6th Grade		8th Grade		10th Grade		12th Grade	
	*	*	24.1%	(± 2.1%)	29.0%	(± 2.0%)	28.5%	(± 2.5%)
Interaction With Antisocial Peers (Items 232–237)								
	(n = *)		(n = 4,679)		(n = 3,372)		(n = 2,896)	
	*	*	42.7%	(± 3.0%)	47.9%	(± 2.8%)	48.3%	(± 2.7%)
Intentions to Use (Items 238–240)								
	(n = *)		(n = 3,901)		(n = 3,123)		(n = 2,735)	
	*	*	31.1%	(± 1.8%)	44.7%	(± 2.6%)	34.7%	(± 2.0%)
<b>Peer-Individual Protective Factors</b>								
Interaction With Prosocial Peers (Items 241–244)								
	(n = *)		(n = 3,996)		(n = 3,150)		(n = 2,741)	
	*	*	56.7%	(± 3.1%)	56.6%	(± 3.7%)	55.0%	(± 3.1%)
Belief in the Moral Order (Items 246–249)								
	(n = *)		(n = 4,708)		(n = 3,381)		(n = 2,907)	
	*	*	64.1%	(± 2.2%)	69.5%	(± 2.7%)	54.0%	(± 2.0%)
Prosocial Involvement (Items 250–252)								
	(n = 11,195)		(n = *)		(n = *)		(n = *)	
	39.7%	(± 2.0%)	*	*	*	*	*	*
Social Skills (Items 253–255)								
	(n = *)		(n = 3,811)		(n = 3,073)		(n = 2,695)	
	*	*	65.0%	(± 2.6%)	53.8%	(± 3.3%)	47.5%	(± 1.8%)
<b>Risk and Protective Factors: Individual Item Results</b>								
<b>Community Domain</b>								
147. I'd like to get out of my neighborhood or community.								
	(n = *)		(n = 4,842)		(n = 3,440)		(n = 2,948)	
a. NO!	*	*	30.8%	(± 2.1%)	21.8%	(± 1.8%)	15.8%	(± 1.8%)
b. no	*	*	45.9	(± 1.5)	46.2	(± 2.2)	40.8	(± 2.1)
c. yes	*	*	16.2	(± 1.3)	22.8	(± 1.7)	31.8	(± 1.8)
d. YES!	*	*	7.1	(± 1.0)	9.3	(± 1.6)	11.6	(± 1.5)
148. If I had to move, I would miss the neighborhood or community I now live in.								
	(n = *)		(n = 4,858)		(n = 3,456)		(n = 2,953)	
a. NO!	*	*	7.3%	(± 0.9%)	6.9%	(± 1.3%)	7.1%	(± 0.9%)
b. no	*	*	18.7	(± 1.3)	22.2	(± 1.9)	23.7	(± 1.8)
c. yes	*	*	41.3	(± 1.4)	46.2	(± 1.6)	49.9	(± 1.8)
d. YES!	*	*	32.8	(± 1.9)	24.8	(± 2.2)	19.3	(± 1.8)
149. I like my neighborhood/community.								
	(n = *)		(n = 4,841)		(n = 3,438)		(n = 2,949)	
a. NO!	*	*	5.0%	(± 0.8%)	4.4%	(± 0.8%)	4.3%	(± 0.9%)
b. no	*	*	12.9	(± 1.1)	14.5	(± 1.8)	15.2	(± 1.6)
c. yes	*	*	55.6	(± 1.5)	61.6	(± 2.0)	63.5	(± 1.7)
d. YES!	*	*	26.5	(± 2.1)	19.5	(± 2.1)	17.0	(± 1.9)
150. 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?								
	(n = 10,760)		(n = 4,784)		(n = 3,430)		(n = 2,938)	



	6th Grade	8th Grade	10th Grade	12th Grade
a. Very hard	69.5% (± 1.2%)	41.3% (± 1.6%)	17.6% (± 1.6%)	10.9% (± 1.5%)
b. Sort of hard	15.6 (± 0.8)	25.1 (± 1.4)	26.3 (± 1.9)	22.6 (± 1.4)
c. Sort of easy	8.2 (± 0.5)	19.2 (± 1.1)	30.7 (± 1.5)	33.1 (± 2.3)
d. Very easy	6.8 (± 0.5)	14.4 (± 1.2)	25.4 (± 1.8)	33.5 (± 2.5)
151. If you wanted to get some cigarettes, how easy would it be for you to get some?				
	(n = 10,702)	(n = 4,785)	(n = 3,423)	(n = 2,936)
a. Very hard	71.2% (± 1.4%)	48.3% (± 2.0%)	24.3% (± 2.2%)	11.9% (± 1.3%)
b. Sort of hard	13.5 (± 0.6)	21.0 (± 1.1)	23.0 (± 1.6)	13.8 (± 1.6)
c. Sort of easy	7.9 (± 0.6)	15.9 (± 1.2)	23.1 (± 1.5)	21.9 (± 1.6)
d. Very easy	7.4 (± 0.7)	14.9 (± 1.5)	29.7 (± 3.1)	52.4 (± 3.3)
152. If you wanted to get some marijuana, how easy would it be for you to get some?				
	(n = 10,635)	(n = 4,781)	(n = 3,426)	(n = 2,920)
a. Very hard	84.3% (± 1.4%)	61.5% (± 2.8%)	27.7% (± 2.1%)	16.6% (± 1.7%)
b. Sort of hard	7.2 (± 0.6)	15.1 (± 1.2)	18.0 (± 1.2)	16.5 (± 1.4)
c. Sort of easy	4.3 (± 0.6)	10.5 (± 1.0)	21.3 (± 1.2)	24.1 (± 1.8)
d. Very easy	4.3 (± 0.6)	12.9 (± 1.5)	33.1 (± 2.6)	42.8 (± 2.3)
153. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?				
	(n = 10,590)	(n = 4,776)	(n = 3,417)	(n = 2,918)
a. Very hard	87.5% (± 0.9%)	74.5% (± 2.1%)	51.0% (± 3.0%)	40.8% (± 2.7%)
b. Sort of hard	7.1 (± 0.6)	14.5 (± 1.5)	24.1 (± 1.6)	29.7 (± 1.7)
c. Sort of easy	2.8 (± 0.4)	6.3 (± 0.9)	16.4 (± 1.8)	19.6 (± 1.7)
d. Very easy	2.7 (± 0.4)	4.7 (± 0.8)	8.6 (± 1.3)	9.8 (± 1.7)
154. If you wanted to get a handgun, how easy would it be for you to get one?				
	(n = *)	(n = 4,780)	(n = 3,415)	(n = 2,923)
a. Very hard	* *	68.7% (± 2.3%)	58.0% (± 3.6%)	53.2% (± 3.8%)
b. Sort of hard	* *	17.2 (± 1.4)	23.8 (± 1.9)	24.2 (± 1.8)
c. Sort of easy	* *	7.6 (± 0.9)	10.3 (± 1.4)	11.8 (± 1.8)
d. Very easy	* *	6.6 (± 0.7)	7.9 (± 1.4)	10.8 (± 1.6)
155. How wrong would most adults in your neighborhood <sup>C</sup> / neighborhood or community <sup>A</sup> think it was for kids your age to use marijuana?				
	(n = 11,075)	(n = 4,840)	(n = 3,445)	(n = 2,939)
a. Very wrong	83.5% (± 1.4%)	67.9% (± 2.5%)	51.4% (± 3.4%)	40.6% (± 2.9%)
b. Wrong	10.4 (± 0.8)	21.7 (± 1.6)	30.7 (± 1.8)	37.2 (± 1.7)
c. A little bit wrong	3.9 (± 0.5)	7.4 (± 1.1)	13.4 (± 1.8)	16.8 (± 2.0)
d. Not wrong at all	2.2 (± 0.4)	2.9 (± 0.5)	4.6 (± 1.1)	5.4 (± 1.0)
156. How wrong would most adults in your neighborhood <sup>C</sup> / neighborhood or community <sup>A</sup> think it was for kids your age to drink alcohol?				
	(n = 11,097)	(n = 4,826)	(n = 3,440)	(n = 2,940)
a. Very wrong	78.1% (± 1.1%)	56.5% (± 1.9%)	36.0% (± 2.6%)	26.1% (± 2.2%)
b. Wrong	14.6 (± 0.7)	29.8 (± 1.2)	39.5 (± 1.5)	42.8 (± 2.1)
c. A little bit wrong	5.0 (± 0.5)	10.3 (± 0.9)	19.0 (± 1.7)	24.1 (± 2.1)
d. Not wrong at all	2.2 (± 0.4)	3.4 (± 0.6)	5.5 (± 1.1)	7.1 (± 1.2)
157. How wrong would most adults in your neighborhood <sup>C</sup> / neighborhood or community <sup>A</sup> think it was for kids your age to smoke cigarettes?				
	(n = 11,098)	(n = 4,819)	(n = 3,441)	(n = 2,939)
a. Very wrong	79.3% (± 1.1%)	62.1% (± 2.2%)	45.2% (± 2.9%)	33.2% (± 3.4%)

	6th Grade	8th Grade	10th Grade	12th Grade
b. Wrong	13.3 (± 0.6)	25.7 (± 1.4)	34.6 (± 1.6)	35.6 (± 2.2)
c. A little bit wrong	4.7 (± 0.5)	8.9 (± 1.0)	14.3 (± 1.5)	19.9 (± 2.0)
d. Not wrong at all	2.7 (± 0.4)	3.4 (± 0.7)	6.0 (± 1.2)	11.3 (± 2.0)

158. If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood<sup>C</sup>/ community<sup>A</sup> would he or she be caught by the police?

	(n = 10,971)	(n = 4,773)	(n = 3,417)	(n = 2,937)
a. NO!	12.0% (± 0.8%)	13.0% (± 1.4%)	17.1% (± 1.9%)	18.6% (± 1.8%)
b. no	27.0 (± 1.2)	42.8 (± 1.8)	56.9 (± 1.6)	61.9 (± 2.3)
c. yes	32.1 (± 1.1)	32.2 (± 2.0)	21.3 (± 1.5)	15.4 (± 1.7)
d. YES!	29.0 (± 1.2)	12.0 (± 1.2)	4.7 (± 0.7)	4.2 (± 0.8)

159. If a kid carried a handgun in your neighborhood<sup>C</sup>/ community<sup>A</sup> would he or she be caught by the police?

	(n = 10,990)	(n = 4,782)	(n = 3,410)	(n = 2,922)
a. NO!	8.6% (± 0.6%)	8.0% (± 0.9%)	7.3% (± 0.9%)	8.3% (± 1.2%)
b. no	13.1 (± 0.8)	19.9 (± 1.3)	28.7 (± 2.1)	30.7 (± 2.5)
c. yes	28.5 (± 1.0)	37.8 (± 1.6)	42.5 (± 2.3)	41.8 (± 2.3)
d. YES!	49.9 (± 1.3)	34.4 (± 1.8)	21.6 (± 1.4)	19.2 (± 1.8)

160. If a kid smoked marijuana in your neighborhood<sup>C</sup>/ community<sup>A</sup> would he or she be caught by the police?

	(n = 10,929)	(n = 4,772)	(n = 3,415)	(n = 2,929)
a. NO!	9.4% (± 0.8%)	11.7% (± 1.2%)	17.4% (± 2.1%)	19.8% (± 1.7%)
b. no	20.0 (± 1.1)	33.9 (± 1.5)	51.4 (± 1.5)	56.5 (± 2.0)
c. yes	33.1 (± 1.1)	34.8 (± 1.8)	23.8 (± 1.6)	18.3 (± 1.5)
d. YES!	37.5 (± 1.4)	19.6 (± 1.6)	7.4 (± 0.8)	5.4 (± 0.9)

161. There are adults in my neighborhood or community I could talk to about something important.

	(n = *)	(n = 4,831)	(n = 3,441)	(n = 2,946)
a. NO!	* *	11.8% (± 1.1%)	11.5% (± 1.5%)	10.5% (± 1.4%)
b. no	* *	16.5 (± 1.2)	17.2 (± 1.7)	15.8 (± 1.2)
c. yes	* *	37.6 (± 1.4)	43.4 (± 1.7)	44.5 (± 1.5)
d. YES!	* *	34.0 (± 1.8)	28.0 (± 2.5)	29.2 (± 1.8)

**Which of the following activities for people your age are available in your community?**

162. Sports teams and recreation

	(n = *)	(n = 4,821)	(n = 3,444)	(n = 2,938)
a. Yes	* *	83.4% (± 2.1%)	88.8% (± 2.2%)	90.6% (± 2.1%)
b. No	* *	16.6 (± 2.1)	11.2 (± 2.2)	9.4 (± 2.1)

163. Scouts, Camp Fire, 4-H Clubs, or other service clubs

	(n = *)	(n = 4,787)	(n = 3,421)	(n = 2,928)
a. Yes	* *	63.5% (± 3.7%)	71.7% (± 3.4%)	76.5% (± 3.4%)
b. No	* *	36.5 (± 3.7)	28.4 (± 3.4)	23.5 (± 3.4)

164. Boys and Girls Club, YMCA, or other activity clubs

	(n = *)	(n = 4,767)	(n = 3,414)	(n = 2,923)
a. Yes	* *	72.0% (± 3.4%)	73.2% (± 4.9%)	75.8% (± 5.0%)
b. No	* *	28.0 (± 3.4)	26.8 (± 4.9)	24.2 (± 5.0)

165. My neighbors notice when I am doing a good job and let me know.

	(n = 11,205)	(n = *)	(n = *)	(n = *)
a. NO!	40.8% (± 1.7%)	* *	* *	* *
b. no	33.8 (± 1.3)	* *	* *	* *

	6th Grade	8th Grade	10th Grade	12th Grade
c. yes	18.8 (± 0.9)	* *	* *	* *
d. YES!	6.7 (± 0.4)	* *	* *	* *

166. There are people in my neighborhood who encourage me to do my best.

	(n = 11,206)	(n = *)	(n = *)	(n = *)
a. NO!	28.7% (± 1.3%)	* *	* *	* *
b. no	27.4 (± 0.9)	* *	* *	* *
c. yes	30.0 (± 1.1)	* *	* *	* *
d. YES!	13.9 (± 0.7)	* *	* *	* *

167. There are people in my neighborhood who are proud of me when I do something well.

	(n = 11,154)	(n = *)	(n = *)	(n = *)
a. NO!	28.0% (± 1.2%)	* *	* *	* *
b. no	28.3 (± 1.0)	* *	* *	* *
c. yes	31.6 (± 1.2)	* *	* *	* *
d. YES!	12.1 (± 0.7)	* *	* *	* *

**Family Domain**

168. My parents ask if I've gotten my homework done.<sup>†</sup>

	(n = *)	(n = 3,245)	(n = 2,463)	(n = 2,272)
a. NO!	* *	5.2% (± 0.7%)	7.1% (± 1.7%)	8.6% (± 1.4%)
b. no	* *	6.8 (± 0.9)	11.3 (± 1.7)	16.8 (± 1.2)
c. yes	* *	31.4 (± 1.8)	39.8 (± 1.8)	42.3 (± 1.8)
d. YES!	* *	56.7 (± 2.1)	41.9 (± 2.9)	32.3 (± 2.3)

169. Would your parents know if you did not come home on time?<sup>†</sup>

	(n = *)	(n = 3,103)	(n = 2,416)	(n = 2,234)
a. NO!	* *	4.6% (± 0.7%)	4.6% (± 1.4%)	6.0% (± 1.2%)
b. no	* *	10.7 (± 1.5)	14.9 (± 1.5)	18.1 (± 1.6)
c. yes	* *	35.2 (± 1.9)	45.4 (± 2.4)	46.5 (± 2.2)
d. YES!	* *	49.5 (± 2.0)	35.1 (± 2.2)	29.5 (± 1.6)

170. When I am not at home, one of my parents knows where I am and who I am with.<sup>†</sup>

	(n = *)	(n = 3,215)	(n = 2,450)	(n = 2,263)
a. NO!	* *	4.0% (± 0.6%)	4.5% (± 1.6%)	4.3% (± 1.0%)
b. no	* *	7.3 (± 1.4)	10.9 (± 1.5)	13.2 (± 1.7)
c. yes	* *	35.2 (± 1.9)	46.2 (± 2.4)	51.7 (± 2.6)
d. YES!	* *	53.5 (± 2.2)	38.3 (± 2.4)	30.8 (± 1.9)

171. The rules in my family are clear.<sup>†</sup>

	(n = *)	(n = 3,195)	(n = 2,446)	(n = 2,257)
a. NO!	* *	4.5% (± 0.8%)	4.5% (± 1.2%)	4.2% (± 1.0%)
b. no	* *	8.8 (± 1.1)	12.0 (± 1.5)	12.1 (± 1.4)
c. yes	* *	36.1 (± 1.7)	44.6 (± 2.5)	48.8 (± 2.1)
d. YES!	* *	50.7 (± 1.8)	38.9 (± 2.0)	34.9 (± 2.3)

172. My family has clear rules about alcohol and drug use.<sup>†</sup>

	(n = *)	(n = 3,169)	(n = 2,438)	(n = 2,255)
a. NO!	* *	5.1% (± 0.8%)	5.8% (± 1.8%)	5.3% (± 1.2%)
b. no	* *	9.1 (± 1.1)	15.0 (± 1.7)	16.6 (± 1.6)
c. yes	* *	25.7 (± 1.6)	33.8 (± 2.6)	39.7 (± 2.3)
d. YES!	* *	60.1 (± 2.2)	45.5 (± 2.7)	38.4 (± 2.2)

	6th Grade	8th Grade	10th Grade	12th Grade
173. 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? <sup>†</sup>				
	(n = *)	(n = 3,072)	(n = 2,403)	(n = 2,226)
a. NO!	* *	8.5% (± 1.1%)	12.5% (± 1.8%)	14.2% (± 1.9%)
b. no	* *	19.4 (± 1.5)	38.4 (± 2.5)	48.7 (± 2.5)
c. yes	* *	26.5 (± 1.2)	26.3 (± 1.2)	22.2 (± 1.8)
d. YES!	* *	45.6 (± 2.0)	22.8 (± 2.2)	15.0 (± 1.9)
174. If you carried a handgun without your parent's permission, would you be caught by them? <sup>†</sup>				
	(n = *)	(n = 3,085)	(n = 2,408)	(n = 2,219)
a. NO!	* *	5.1% (± 0.7%)	7.6% (± 1.6%)	8.0% (± 1.8%)
b. no	* *	9.8 (± 1.4)	17.7 (± 1.6)	22.3 (± 1.9)
c. yes	* *	24.5 (± 1.6)	29.1 (± 1.8)	30.3 (± 2.2)
d. YES!	* *	60.6 (± 1.7)	45.6 (± 2.5)	39.4 (± 2.2)
175. If you skipped school, would you be caught by your parents? <sup>†</sup>				
	(n = *)	(n = 3,087)	(n = 2,411)	(n = 2,226)
a. NO!	* *	4.3% (± 0.7%)	6.6% (± 1.7%)	8.6% (± 1.9%)
b. no	* *	8.5 (± 1.3)	14.9 (± 1.9)	22.0 (± 2.1)
c. yes	* *	24.8 (± 1.4)	34.3 (± 2.8)	35.4 (± 2.6)
d. YES!	* *	62.4 (± 1.6)	44.3 (± 3.2)	34.0 (± 2.2)
176. If I had a personal problem, I could ask my mom or dad for help. <sup>†</sup>				
	(n = 8,838)	(n = 3,200)	(n = 2,449)	(n = 2,264)
a. NO!	6.4% (± 0.6%)	8.8% (± 0.9%)	9.6% (± 1.6%)	7.4% (± 1.1%)
b. no	7.1 (± 0.7)	11.2 (± 1.2)	16.7 (± 1.8)	16.6 (± 1.7)
c. yes	29.4 (± 1.1)	35.4 (± 1.8)	40.1 (± 2.1)	43.8 (± 2.3)
d. YES!	57.1 (± 1.7)	44.6 (± 2.2)	33.7 (± 2.8)	32.2 (± 2.7)
177. My parents give me lots of chances to do fun things with them. <sup>†</sup>				
	(n = 8,939)	(n = 3,147)	(n = 2,435)	(n = 2,252)
a. NO!	5.8% (± 0.6%)	7.1% (± 0.9%)	8.5% (± 1.5%)	8.9% (± 1.4%)
b. no	12.3 (± 0.9)	18.3 (± 1.3)	22.6 (± 1.9)	26.5 (± 2.0)
c. yes	39.9 (± 1.1)	37.5 (± 1.7)	43.3 (± 2.1)	43.7 (± 2.8)
d. YES!	42.0 (± 1.5)	37.2 (± 2.0)	25.6 (± 1.9)	21.0 (± 2.3)
178. My parents ask me what I think before most family decisions affecting me are made. <sup>†</sup>				
	(n = 8,675)	(n = 3,120)	(n = 2,426)	(n = 2,248)
a. NO!	10.8% (± 1.0%)	11.4% (± 1.7%)	12.5% (± 1.9%)	12.1% (± 1.5%)
b. no	19.6 (± 1.0)	21.4 (± 1.5)	24.7 (± 2.0)	26.7 (± 2.2)
c. yes	39.2 (± 1.1)	38.2 (± 1.7)	41.5 (± 2.2)	41.6 (± 2.4)
d. YES!	30.4 (± 1.6)	29.1 (± 1.9)	21.3 (± 1.8)	19.6 (± 1.5)
179. My parents notice when I am doing a good job and let me know about it. <sup>†</sup>				
	(n = 8,835)	(n = 3,122)	(n = 2,429)	(n = 2,243)
a. Never or almost never	6.4% (± 0.7%)	10.5% (± 1.2%)	11.4% (± 2.0%)	11.4% (± 1.6%)
b. Sometimes	20.1 (± 1.5)	24.3 (± 1.5)	29.6 (± 2.2)	31.5 (± 1.8)
c. Often	28.5 (± 1.2)	31.9 (± 1.6)	33.6 (± 2.1)	34.0 (± 1.8)
d. All the time	44.9 (± 1.5)	33.2 (± 2.1)	25.4 (± 2.8)	23.1 (± 1.9)
180. How often do your parents tell you they're proud of you for something you've done? <sup>†</sup>				

	6th Grade (n = 8,820)	8th Grade (n = 3,117)	10th Grade (n = 2,422)	12th Grade (n = 2,248)
a. Never or almost never	5.4% (± 0.6%)	10.0% (± 1.2%)	12.4% (± 1.5%)	12.9% (± 1.7%)
b. Sometimes	17.4 (± 1.3)	23.4 (± 1.8)	29.3 (± 2.2)	30.3 (± 2.3)
c. Often	31.5 (± 1.2)	31.3 (± 1.7)	31.4 (± 1.8)	33.9 (± 2.2)
d. All the time	45.7 (± 1.5)	35.3 (± 1.8)	26.9 (± 2.5)	22.9 (± 2.0)

181. Do you enjoy spending time with your mom<sup>C</sup>/mother<sup>A,t</sup>?

	(n = 8,816)	(n = 3,088)	(n = 2,407)	(n = 2,238)
a. NO!	2.5% (± 0.4%)	5.6% (± 0.9%)	6.9% (± 1.5%)	6.9% (± 0.9%)
b. no	3.1 (± 0.5)	8.3 (± 1.2)	12.4 (± 1.6)	13.1 (± 1.5)
c. yes	24.4 (± 1.1)	40.5 (± 1.8)	47.3 (± 2.6)	47.0 (± 1.6)
d. YES!	70.0 (± 1.4)	45.5 (± 1.7)	33.4 (± 2.5)	33.1 (± 2.2)

182. Do you enjoy spending time with your dad<sup>C</sup>/father<sup>A,t</sup>?

	(n = 8,674)	(n = 3,057)	(n = 2,388)	(n = 2,218)
a. NO!	5.5% (± 0.6%)	8.5% (± 1.0%)	11.1% (± 1.6%)	11.5% (± 1.6%)
b. no	4.4 (± 0.5)	10.3 (± 1.3)	12.9 (± 1.6)	14.4 (± 2.0)
c. yes	25.0 (± 1.1)	35.9 (± 1.7)	42.7 (± 2.5)	44.7 (± 2.4)
d. YES!	65.1 (± 1.8)	45.3 (± 2.5)	33.3 (± 2.4)	29.4 (± 1.8)

183. How wrong do your parents feel it would be for you to drink beer, wine, or hard liquor (for example: vodka, whiskey, or gin) regularly (at least once or twice a month)?

	(n = *)	(n = 4,852)	(n = 3,450)	(n = 2,942)
a. Very wrong	* *	84.3% (± 1.3%)	71.5% (± 2.2%)	60.5% (± 2.3%)
b. Wrong	* *	10.7 (± 1.0)	16.8 (± 1.4)	23.4 (± 1.5)
c. A little bit wrong	* *	3.7 (± 0.6)	8.7 (± 1.0)	11.7 (± 1.3)
d. Not wrong at all	* *	1.4 (± 0.3)	3.0 (± 0.8)	4.4 (± 0.8)

184. How wrong do your parents feel it would be for you to smoke cigarettes?

	(n = *)	(n = 4,845)	(n = 3,451)	(n = 2,949)
a. Very wrong	* *	89.4% (± 0.9%)	82.1% (± 1.7%)	72.1% (± 3.2%)
b. Wrong	* *	7.9 (± 0.8)	11.5 (± 1.2)	16.5 (± 1.6)
c. A little bit wrong	* *	1.7 (± 0.3)	3.9 (± 0.7)	6.4 (± 1.3)
d. Not wrong at all	* *	1.0 (± 0.3)	2.4 (± 0.7)	5.1 (± 1.1)

185. How wrong do your parents feel it would be for you to smoke marijuana?

	(n = *)	(n = 4,844)	(n = 3,451)	(n = 2,943)
a. Very wrong	* *	88.3% (± 1.2%)	77.5% (± 2.1%)	69.9% (± 2.7%)
b. Wrong	* *	6.8 (± 0.8)	12.3 (± 1.3)	16.4 (± 1.7)
c. A little bit wrong	* *	3.1 (± 0.5)	5.9 (± 1.0)	8.1 (± 1.2)
d. Not wrong at all	* *	1.8 (± 0.4)	4.3 (± 0.8)	5.6 (± 1.1)

**School Domain**

186. Putting them all together, what were your grades like last year?

	(n = 11,056)	(n = 9,187)	(n = 6,658)	(n = 5,770)
a. Mostly As	41.8% (± 2.7%)	41.0% (± 3.0%)	38.9% (± 3.1%)	35.0% (± 3.0%)
b. Mostly Bs	41.0 (± 1.8)	33.1 (± 1.6)	32.5 (± 1.7)	35.0 (± 1.5)
c. Mostly Cs	13.1 (± 1.2)	17.9 (± 1.6)	19.2 (± 1.7)	22.7 (± 2.0)
d. Mostly Ds	2.7 (± 0.4)	4.4 (± 0.5)	5.9 (± 1.0)	4.7 (± 1.0)
e. Mostly Fs	1.5 (± 0.4)	3.6 (± 0.7)	3.5 (± 0.8)	2.6 (± 0.6)

	6th Grade	8th Grade	10th Grade	12th Grade
<b>187. Are your school grades better than the grades of most students in your class?</b>				
	(n = 11,059)	(n = 4,728)	(n = 3,383)	(n = 2,901)
a. NO!	5.9% (± 0.7%)	8.7% (± 1.0%)	7.8% (± 1.1%)	7.9% (± 1.0%)
b. no	31.7 (± 1.3)	30.3 (± 1.4)	32.3 (± 2.0)	35.4 (± 1.8)
c. yes	50.1 (± 1.6)	45.8 (± 1.6)	45.5 (± 1.5)	43.1 (± 2.0)
d. YES!	12.3 (± 0.8)	15.2 (± 1.4)	14.4 (± 1.2)	13.6 (± 1.2)
<b>188. How often do you feel the schoolwork you are assigned is meaningful and important?</b>				
	(n = 11,308)	(n = 4,735)	(n = 3,386)	(n = 2,894)
a. Almost always	32.4% (± 1.4%)	22.5% (± 1.5%)	14.7% (± 1.1%)	12.6% (± 1.7%)
b. Often	27.0 (± 1.1)	27.7 (± 1.5)	25.8 (± 1.5)	25.7 (± 1.3)
c. Sometimes	27.7 (± 1.1)	32.5 (± 1.5)	35.4 (± 1.4)	36.6 (± 1.4)
d. Seldom	8.2 (± 0.6)	11.1 (± 1.0)	17.2 (± 1.5)	18.1 (± 1.6)
e. Never	4.7 (± 0.5)	6.2 (± 0.7)	7.0 (± 1.1)	7.0 (± 1.0)
<b>189. How interesting are most of your courses to you?</b>				
	(n = 11,067)	(n = 4,812)	(n = 3,443)	(n = 2,944)
a. Very interesting and stimulating	16.8% (± 1.4%)	10.0% (± 1.1%)	8.0% (± 1.2%)	10.2% (± 1.6%)
b. Quite interesting	36.0 (± 1.3)	29.1 (± 1.5)	27.7 (± 1.9)	30.8 (± 1.7)
c. Fairly interesting	31.7 (± 1.3)	36.6 (± 1.3)	37.1 (± 1.9)	36.2 (± 1.5)
d. Slightly dull	10.6 (± 0.8)	16.2 (± 1.1)	19.5 (± 2.1)	15.9 (± 1.3)
e. Very dull	4.9 (± 0.5)	8.1 (± 0.8)	7.8 (± 0.9)	6.9 (± 1.0)
<b>190. How important do you think the things you are learning in school are going to be for you later in life?</b>				
	(n = 11,339)	(n = 4,835)	(n = 3,446)	(n = 2,942)
a. Very important	56.6% (± 2.0%)	38.2% (± 2.2%)	23.4% (± 1.9%)	20.0% (± 2.0%)
b. Quite important	25.8 (± 1.1)	28.9 (± 1.5)	28.3 (± 2.0)	26.1 (± 1.7)
c. Fairly important	11.4 (± 0.9)	20.0 (± 1.4)	29.1 (± 2.0)	32.2 (± 1.7)
d. Slightly important	4.6 (± 0.5)	9.6 (± 1.0)	14.8 (± 1.4)	17.3 (± 1.5)
e. Not at all important	1.7 (± 0.3)	3.3 (± 0.5)	4.4 (± 0.7)	4.4 (± 0.7)
<b>Think back over the past year in school. How often did you:</b>				
<b>191. Enjoy being in school?</b>				
	(n = 11,511)	(n = 9,228)	(n = 6,692)	(n = 5,805)
a. Never	6.8% (± 0.6%)	8.5% (± 0.7%)	8.3% (± 1.1%)	7.8% (± 1.2%)
b. Seldom	5.3 (± 0.4)	12.5 (± 0.9)	15.6 (± 0.9)	16.8 (± 1.4)
c. Sometimes	30.9 (± 1.3)	30.3 (± 1.2)	34.0 (± 1.1)	33.8 (± 1.4)
d. Often	24.6 (± 1.2)	29.2 (± 1.1)	28.9 (± 1.8)	28.6 (± 1.4)
e. Almost always	32.5 (± 1.4)	19.6 (± 1.1)	13.2 (± 1.1)	13.0 (± 1.5)
<b>192. Hate being in school?</b>				
	(n = 11,424)	(n = 4,828)	(n = 3,439)	(n = 2,943)
a. Never	24.3% (± 1.1%)	12.6% (± 1.3%)	7.8% (± 0.8%)	7.8% (± 1.1%)
b. Seldom	23.8 (± 1.7)	27.1 (± 1.6)	26.7 (± 2.3)	27.7 (± 1.7)
c. Sometimes	37.1 (± 1.4)	37.6 (± 1.9)	38.6 (± 1.9)	38.0 (± 1.4)
d. Often	7.8 (± 0.6)	13.9 (± 1.0)	17.7 (± 1.7)	18.9 (± 1.4)
e. Almost always	7.0 (± 0.6)	8.9 (± 0.8)	9.2 (± 1.2)	7.6 (± 1.0)
<b>193. Try to do your best work in school?</b>				
	(n = 11,384)	(n = 4,828)	(n = 3,433)	(n = 2,939)
a. Never	1.7% (± 0.3%)	2.5% (± 0.4%)	2.0% (± 0.6%)	1.8% (± 0.5%)

	6th Grade	8th Grade	10th Grade	12th Grade
b. Seldom	1.1 (± 0.2)	5.5 (± 0.8)	7.3 (± 1.2)	7.1 (± 0.9)
c. Sometimes	6.2 (± 0.8)	13.9 (± 1.2)	17.3 (± 1.2)	19.5 (± 1.6)
d. Often	18.1 (± 0.9)	28.4 (± 1.0)	33.3 (± 1.6)	34.8 (± 2.1)
e. Almost always	72.9 (± 1.5)	49.8 (± 2.0)	40.1 (± 2.3)	36.7 (± 2.2)

194. During the LAST 4 WEEKS, how many whole days of school have you missed because you skipped or “cut”?

	(n = 11,437)	(n = 4,830)	(n = 3,439)	(n = 2,939)
a. None	82.6% (± 1.1%)	80.8% (± 1.3%)	78.6% (± 2.7%)	72.5% (± 3.0%)
b. 1	8.4 (± 0.5)	8.2 (± 0.8)	8.4 (± 1.3)	11.1 (± 1.0)
c. 2	3.7 (± 0.4)	4.1 (± 0.5)	3.9 (± 0.7)	5.3 (± 0.6)
d. 3	2.2 (± 0.4)	2.5 (± 0.4)	3.6 (± 0.8)	4.3 (± 1.0)
e. 4–5	1.8 (± 0.3)	2.3 (± 0.5)	2.8 (± 0.8)	3.6 (± 0.9)
f. 6–10	0.7 (± 0.1)	0.8 (± 0.3)	1.3 (± 0.5)	1.7 (± 0.6)
g. 11 or more	0.6 (± 0.1)	1.3 (± 0.3)	1.4 (± 0.4)	1.7 (± 0.6)

195. In my school, students have lots of chances to help decide things like class activities and rules.

	(n = *)	(n = 4,808)	(n = 3,410)	(n = 2,928)
a. NO!	* *	20.1% (± 1.9%)	17.7% (± 1.2%)	17.4% (± 2.7%)
b. no	* *	30.6 (± 1.6)	36.6 (± 2.3)	35.2 (± 2.4)
c. yes	* *	39.3 (± 1.9)	36.3 (± 1.7)	38.8 (± 3.0)
d. YES!	* *	10.0 (± 1.1)	9.4 (± 1.5)	8.6 (± 1.7)

196. There are lots of chances for students in my school to talk with a teacher one-on-one.

	(n = *)	(n = 4,815)	(n = 3,421)	(n = 2,922)
a. NO!	* *	6.5% (± 0.6%)	5.0% (± 0.9%)	4.8% (± 1.2%)
b. no	* *	15.9 (± 1.2)	16.3 (± 1.9)	14.0 (± 1.5)
c. yes	* *	51.4 (± 1.5)	57.0 (± 1.5)	55.8 (± 1.9)
d. YES!	* *	26.3 (± 1.7)	21.7 (± 2.0)	25.4 (± 2.9)

197. Teachers ask me to work on special classroom projects.

	(n = *)	(n = 4,765)	(n = 3,389)	(n = 2,913)
a. NO!	* *	17.9% (± 1.3%)	16.6% (± 1.1%)	15.8% (± 1.6%)
b. no	* *	39.9 (± 1.5)	50.0 (± 1.4)	49.2 (± 2.3)
c. yes	* *	33.5 (± 1.8)	28.2 (± 1.6)	29.0 (± 2.0)
d. YES!	* *	8.8 (± 0.8)	5.2 (± 0.8)	5.9 (± 1.0)

198. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

	(n = *)	(n = 4,816)	(n = 3,423)	(n = 2,926)
a. NO!	* *	3.7% (± 0.6%)	2.2% (± 0.6%)	3.3% (± 1.2%)
b. no	* *	6.3 (± 1.0)	5.4 (± 1.3)	6.4 (± 1.9)
c. yes	* *	40.1 (± 2.0)	39.2 (± 2.6)	38.1 (± 2.4)
d. YES!	* *	50.0 (± 2.8)	53.3 (± 3.4)	52.2 (± 3.9)

199. I have lots of chances to be part of class discussions or activities.

	(n = *)	(n = 4,803)	(n = 3,416)	(n = 2,927)
a. NO!	* *	5.1% (± 0.7%)	3.3% (± 0.9%)	3.1% (± 0.8%)
b. no	* *	12.8 (± 1.2)	12.1 (± 1.4)	9.7 (± 1.4)
c. yes	* *	52.3 (± 1.5)	58.3 (± 1.7)	56.2 (± 2.2)
d. YES!	* *	29.8 (± 1.9)	26.3 (± 2.4)	31.0 (± 3.2)

	6th Grade	8th Grade	10th Grade	12th Grade
<b>200. My teacher(s) notices when I am doing a good job and lets me know about it.</b>				
	(n = 11,365)	(n = 4,803)	(n = 3,416)	(n = 2,930)
a. NO!	6.5% (± 0.6%)	11.0% (± 1.0%)	9.3% (± 1.0%)	8.4% (± 1.5%)
b. no	17.0 (± 1.0)	24.4 (± 1.6)	30.9 (± 1.9)	27.5 (± 2.3)
c. yes	52.5 (± 1.1)	47.5 (± 1.8)	48.0 (± 2.2)	51.0 (± 2.0)
d. YES!	24.0 (± 1.2)	17.2 (± 1.5)	11.8 (± 1.0)	13.2 (± 2.0)
<b>201. The school lets my parents know when I have done something well.</b>				
	(n = 11,248)	(n = 4,790)	(n = 3,406)	(n = 2,924)
a. NO!	15.6% (± 0.8%)	25.6% (± 1.7%)	29.5% (± 2.1%)	29.8% (± 2.5%)
b. no	34.7 (± 1.3)	39.5 (± 1.7)	46.2 (± 2.5)	47.9 (± 2.4)
c. yes	35.1 (± 1.2)	26.0 (± 1.7)	19.2 (± 1.9)	17.5 (± 2.1)
d. YES!	14.7 (± 0.8)	8.9 (± 1.2)	5.2 (± 1.1)	4.9 (± 1.1)
<b>202. I feel safe at my school.</b>				
	(n = 11,356)	(n = 9,633)	(n = 6,822)	(n = 5,866)
a. NO! <sup>A,C</sup> / Definitely NOT true <sup>B</sup>	4.1% (± 0.5%)	6.3% (± 0.8%)	4.5% (± 0.9%)	4.3% (± 0.8%)
b. no <sup>A,C</sup> / Mostly not true <sup>B</sup>	9.1 (± 0.8)	11.0 (± 1.2)	10.5 (± 1.7)	7.2 (± 1.1)
c. yes <sup>A,C</sup> / Mostly true <sup>B</sup>	46.6 (± 1.5)	53.2 (± 1.5)	57.3 (± 2.5)	51.4 (± 2.1)
d. YES! <sup>A,C</sup> / Definitely true <sup>B</sup>	40.2 (± 2.1)	29.5 (± 2.4)	27.7 (± 3.5)	37.0 (± 3.1)
<b>203. My teachers praise me when I work hard in school.</b>				
	(n = 11,035)	(n = 4,754)	(n = 3,405)	(n = 2,923)
a. NO!	12.4% (± 0.8%)	17.3% (± 1.5%)	16.5% (± 1.5%)	13.8% (± 1.7%)
b. no	29.6 (± 1.3)	35.4 (± 1.4)	43.7 (± 2.0)	41.3 (± 1.8)
c. yes	44.0 (± 1.3)	36.9 (± 1.7)	33.3 (± 2.3)	37.8 (± 1.9)
d. YES!	14.0 (± 0.9)	10.5 (± 1.1)	6.5 (± 1.0)	7.1 (± 1.3)
<b>Peer and Individual Domain</b>				
<b>How much do you think people risk harming themselves if they:</b>				
<b>204. Smoke one or more packs of cigarettes per day?</b>				
	(n = 10,575)	(n = 4,749)	(n = 3,395)	(n = 2,925)
a. No risk	8.7% (± 1.2%)	2.7% (± 0.7%)	2.2% (± 0.8%)	2.5% (± 0.7%)
b. Slight risk	4.5 (± 0.4)	4.0 (± 0.7)	4.1 (± 0.8)	4.2 (± 1.0)
c. Moderate risk	13.4 (± 0.7)	14.8 (± 1.2)	15.9 (± 1.5)	15.1 (± 1.6)
d. Great risk	61.3 (± 2.4)	72.2 (± 2.4)	74.2 (± 3.1)	76.0 (± 2.6)
e. Not sure	12.2 (± 1.3)	6.3 (± 1.1)	3.7 (± 1.2)	2.2 (± 0.7)
<b>205. Try marijuana once or twice?</b>				
	(n = 10,520)	(n = 4,730)	(n = 3,378)	(n = 2,918)
a. No risk	13.5% (± 1.6%)	15.1% (± 1.5%)	30.8% (± 2.5%)	42.6% (± 2.4%)
b. Slight risk	16.2 (± 0.9)	24.6 (± 1.5)	27.6 (± 1.6)	27.0 (± 2.0)
c. Moderate risk	22.2 (± 1.3)	23.4 (± 1.4)	19.6 (± 1.5)	14.4 (± 1.4)
d. Great risk	34.7 (± 1.6)	31.1 (± 2.4)	18.6 (± 1.6)	13.8 (± 1.5)
e. Not sure	13.4 (± 1.0)	5.7 (± 0.9)	3.4 (± 0.9)	2.3 (± 0.7)
<b>206. Smoke marijuana regularly (at least once or twice a week)?</b>				
	(n = 10,479)	(n = 4,729)	(n = 3,379)	(n = 2,918)
a. No risk	12.2% (± 1.6%)	8.0% (± 1.1%)	12.8% (± 1.7%)	16.9% (± 1.9%)
b. Slight risk	8.2 (± 0.6)	8.9 (± 1.0)	14.4 (± 1.2)	18.0 (± 1.5)
c. Moderate risk	17.4 (± 0.7)	17.8 (± 1.5)	22.3 (± 1.3)	25.0 (± 2.0)
d. Great risk	49.5 (± 2.8)	59.0 (± 3.2)	46.4 (± 3.1)	37.2 (± 2.8)
e. Not sure	12.8 (± 1.0)	6.3 (± 1.0)	4.1 (± 1.2)	2.9 (± 0.8)



	6th Grade	8th Grade	10th Grade	12th Grade
207. Take one or two drinks of an alcoholic beverage (wine, beer, a shot, liquor) nearly every day?	(n = 10,494)	(n = 4,721)	(n = 3,379)	(n = 2,913)
a. No risk	15.3% (± 1.4%)	9.9% (± 1.1%)	10.3% (± 1.7%)	10.4% (± 1.8%)
b. Slight risk	18.3 (± 0.8)	17.0 (± 1.2)	17.2 (± 1.7)	19.4 (± 1.2)
c. Moderate risk	23.9 (± 1.2)	29.3 (± 1.4)	29.5 (± 1.7)	29.9 (± 1.9)
d. Great risk	30.8 (± 1.5)	37.6 (± 1.9)	39.2 (± 3.3)	37.9 (± 2.5)
e. Not sure	11.7 (± 0.8)	6.2 (± 0.9)	3.8 (± 1.1)	2.4 (± 0.8)

**How old were you the first time you:**

208. Smoked marijuana?

	(n = *)	(n = 9,282)	(n = 6,690)	(n = 5,791)
a. Never have	* *	86.8% (± 1.6%)	69.1% (± 2.5%)	54.3% (± 2.4%)
b. 10 or younger	* *	2.3 (± 0.5)	2.4 (± 0.6)	2.3 (± 0.5)
c. 11	* *	2.2 (± 0.4)	2.1 (± 0.5)	1.9 (± 0.5)
d. 12	* *	3.6 (± 0.6)	3.7 (± 0.7)	3.0 (± 0.6)
e. 13	* *	4.3 (± 0.6)	6.0 (± 0.7)	5.2 (± 0.8)
f. 14	* *	0.6 (± 0.2)	8.6 (± 1.1)	7.4 (± 1.0)
g. 15	* *	0.0 (± 0.0)	7.1 (± 0.9)	9.7 (± 0.8)
h. 16	* *	0.0 (± 0.0)	0.7 (± 0.2)	10.1 (± 1.1)
i. 17 or older	* *	0.1 (± 0.1)	0.2 (± 0.1)	6.1 (± 0.8)

209. Have you ever, even once in your lifetime smoked marijuana?

	(n = 10,982)	(n = *)	(n = *)	(n = *)
a. Yes	3.9% (± 0.6%)	* *	* *	* *
b. No	96.1 (± 0.6)	* *	* *	* *

210. Smoked a cigarette, even just a puff?

	(n = *)	(n = 4,465)	(n = 3,288)	(n = 2,858)
a. Never have	* *	82.4% (± 2.0%)	70.8% (± 2.9%)	59.2% (± 3.6%)
b. 10 or younger	* *	6.3 (± 1.0)	6.6 (± 1.4)	6.6 (± 1.4)
c. 11	* *	3.0 (± 0.5)	2.7 (± 0.7)	2.7 (± 0.7)
d. 12	* *	4.0 (± 0.8)	3.3 (± 0.8)	3.3 (± 0.8)
e. 13	* *	3.4 (± 0.5)	4.5 (± 0.9)	4.3 (± 0.8)
f. 14	* *	0.7 (± 0.3)	6.8 (± 0.8)	4.8 (± 0.8)
g. 15	* *	0.0 (± 0.1)	4.7 (± 0.8)	6.2 (± 1.1)
h. 16	* *	0.0 (± 0.1)	0.5 (± 0.3)	7.2 (± 0.9)
i. 17 or older	* *	0.2 (± 0.1)	0.2 (± 0.2)	5.7 (± 0.9)

211. Had more than a sip or two of beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?

	(n = *)	(n = 9,238)	(n = 6,673)	(n = 5,783)
a. Never have	* *	61.0% (± 2.1%)	42.9% (± 2.3%)	29.4% (± 2.0%)
b. 10 or younger	* *	15.2 (± 1.1)	12.0 (± 0.9)	9.2 (± 1.1)
c. 11	* *	6.6 (± 0.5)	4.8 (± 0.6)	3.3 (± 0.7)
d. 12	* *	7.7 (± 0.5)	6.3 (± 0.6)	5.0 (± 0.7)
e. 13	* *	8.2 (± 0.7)	9.4 (± 0.7)	8.1 (± 0.9)
f. 14	* *	1.1 (± 0.2)	12.7 (± 1.2)	10.9 (± 0.9)
g. 15	* *	0.1 (± 0.1)	10.7 (± 0.8)	13.6 (± 0.8)
h. 16	* *	0.0 (± 0.0)	1.0 (± 0.2)	13.3 (± 0.9)
i. 17 or older	* *	0.2 (± 0.1)	0.3 (± 0.1)	7.3 (± 0.7)

212. 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)?

	6th Grade (n = 10,970)	8th Grade (n = *)	10th Grade (n = *)	12th Grade (n = *)
a. Yes	26.3% (± 1.2%)	* *	* *	* *
b. No	73.7 (± 1.2)	* *	* *	* *

213. Began drinking alcoholic beverages regularly, that is, at least once or twice a month?

	(n = *)	(n = 4,437)	(n = 3,273)	(n = 2,850)
a. Never have	* *	89.3% (± 1.4%)	76.3% (± 2.3%)	62.5% (± 2.5%)
b. 10 or younger	* *	1.4 (± 0.3)	1.7 (± 0.6)	1.1 (± 0.4)
c. 11	* *	1.6 (± 0.4)	0.9 (± 0.5)	0.8 (± 0.3)
d. 12	* *	2.6 (± 0.6)	1.3 (± 0.6)	1.1 (± 0.3)
e. 13	* *	3.8 (± 0.6)	3.3 (± 0.7)	2.1 (± 0.8)
f. 14	* *	0.9 (± 0.3)	6.7 (± 1.0)	3.0 (± 0.7)
g. 15	* *	0.3 (± 0.1)	8.3 (± 1.0)	7.3 (± 1.1)
h. 16	* *	0.0 (± 0.0)	1.1 (± 0.4)	11.9 (± 1.5)
i. 17 or older	* *	0.3 (± 0.2)	0.3 (± 0.2)	10.2 (± 1.4)

**How old were you when you first:**

214. Got suspended from school?

	(n = *)	(n = 4,413)	(n = 3,282)	(n = 2,840)
a. Never have	* *	79.4% (± 2.2%)	73.9% (± 3.0%)	73.3% (± 3.2%)
b. 10 or younger	* *	8.3 (± 1.3)	7.3 (± 1.3)	6.2 (± 1.2)
c. 11	* *	4.0 (± 0.6)	3.4 (± 0.7)	2.3 (± 0.6)
d. 12	* *	4.1 (± 0.6)	3.2 (± 0.9)	2.9 (± 0.6)
e. 13	* *	4.0 (± 0.7)	5.3 (± 1.0)	5.0 (± 1.0)
f. 14	* *	0.2 (± 0.1)	4.3 (± 0.8)	4.2 (± 0.8)
g. 15	* *	0.0 (± 0.0)	2.3 (± 0.5)	3.0 (± 0.7)
h. 16	* *	0.0 (± 0.0)	0.2 (± 0.1)	2.1 (± 0.5)
i. 17 or older	* *	0.1 (± 0.1)	0.1 (± 0.1)	1.1 (± 0.4)

215. Got arrested?

	(n = *)	(n = 4,405)	(n = 3,280)	(n = 2,841)
a. Never have	* *	93.5% (± 1.2%)	89.3% (± 2.4%)	87.3% (± 2.0%)
b. 10 or younger	* *	1.3 (± 0.4)	1.9 (± 0.7)	1.4 (± 0.5)
c. 11	* *	1.4 (± 0.4)	0.9 (± 0.6)	0.7 (± 0.3)
d. 12	* *	1.7 (± 0.4)	1.3 (± 0.6)	0.7 (± 0.3)
e. 13	* *	1.9 (± 0.5)	1.9 (± 0.5)	1.5 (± 0.5)
f. 14	* *	0.1 (± 0.1)	2.7 (± 0.7)	1.3 (± 0.5)
g. 15	* *	0.1 (± 0.1)	1.9 (± 0.5)	2.4 (± 0.6)
h. 16	* *	0.0 (± 0.0)	0.3 (± 0.2)	2.5 (± 0.7)
i. 17 or older	* *	0.1 (± 0.1)	0.0 (± 0.1)	2.0 (± 0.5)

216. Carried a handgun?

	(n = *)	(n = 4,379)	(n = 3,269)	(n = 2,828)
a. Never have	* *	90.0% (± 1.1%)	88.8% (± 2.0%)	88.2% (± 1.6%)
b. 10 or younger	* *	3.6 (± 0.6)	2.8 (± 0.7)	2.8 (± 0.7)
c. 11	* *	1.7 (± 0.4)	1.7 (± 0.6)	1.2 (± 0.4)
d. 12	* *	1.8 (± 0.4)	1.1 (± 0.6)	1.0 (± 0.4)
e. 13	* *	2.2 (± 0.5)	1.7 (± 0.3)	1.0 (± 0.4)
f. 14	* *	0.5 (± 0.2)	1.9 (± 0.5)	1.6 (± 0.4)
g. 15	* *	0.1 (± 0.1)	1.5 (± 0.4)	1.5 (± 0.4)
h. 16	* *	0.0 (± 0.0)	0.3 (± 0.2)	1.9 (± 0.5)
i. 17 or older	* *	0.2 (± 0.1)	0.2 (± 0.2)	1.0 (± 0.4)

	6th Grade	8th Grade	10th Grade	12th Grade
217. Attacked someone with the idea of seriously hurting them?				
	(n = *)	(n = 4,362)	(n = 3,261)	(n = 2,820)
a. Never have	* *	84.9% (± 1.6%)	81.7% (± 2.1%)	83.8% (± 1.9%)
b. 10 or younger	* *	5.1 (± 0.8)	4.8 (± 1.1)	3.3 (± 0.7)
c. 11	* *	2.4 (± 0.5)	1.6 (± 0.5)	0.9 (± 0.3)
d. 12	* *	2.9 (± 0.5)	2.3 (± 0.6)	2.0 (± 0.6)
e. 13	* *	3.9 (± 0.6)	3.0 (± 0.7)	2.5 (± 0.5)
f. 14	* *	0.6 (± 0.2)	3.4 (± 0.6)	2.0 (± 0.5)
g. 15	* *	0.1 (± 0.1)	2.3 (± 0.7)	2.7 (± 0.7)
h. 16	* *	0.1 (± 0.1)	0.6 (± 0.3)	1.8 (± 0.5)
i. 17 or older	* *	0.1 (± 0.1)	0.2 (± 0.2)	1.1 (± 0.4)
<b>How wrong do YOU think it is for someone your age to:</b>				
218. Drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?				
	(n = 10,494)	(n = 4,228)	(n = 3,215)	(n = 2,788)
a. Very wrong	83.4% (± 1.2%)	68.0% (± 2.0%)	44.2% (± 2.3%)	32.4% (± 2.0%)
b. Wrong	11.3 (± 0.8)	18.6 (± 1.2)	26.4 (± 1.5)	25.1 (± 1.7)
c. A little bit wrong	4.0 (± 0.5)	9.6 (± 1.1)	20.2 (± 2.1)	28.3 (± 1.5)
d. Not wrong at all	1.3 (± 0.2)	3.8 (± 0.7)	9.3 (± 1.4)	14.1 (± 1.4)
219. Smoke cigarettes?				
	(n = 10,463)	(n = 8,164)	(n = 6,337)	(n = 5,568)
a. Very wrong	87.1% (± 1.2%)	72.7% (± 1.7%)	58.1% (± 2.2%)	44.7% (± 2.2%)
b. Wrong	9.6 (± 0.9)	16.5 (± 1.1)	23.2 (± 1.4)	25.1 (± 1.3)
c. A little bit wrong	2.3 (± 0.4)	7.6 (± 0.8)	12.2 (± 1.2)	16.1 (± 1.2)
d. Not wrong at all	1.0 (± 0.2)	3.2 (± 0.5)	6.6 (± 0.8)	14.1 (± 1.7)
220. Smoke marijuana?				
	(n = 10,429)	(n = 4,218)	(n = 3,208)	(n = 2,784)
a. Very wrong	91.5% (± 1.1%)	74.7% (± 1.8%)	50.3% (± 2.6%)	38.2% (± 2.2%)
b. Wrong	5.7 (± 0.7)	12.0 (± 0.9)	19.6 (± 1.2)	21.4 (± 1.4)
c. A little bit wrong	1.8 (± 0.4)	7.2 (± 0.9)	15.2 (± 1.5)	19.9 (± 1.2)
d. Not wrong at all	1.1 (± 0.3)	6.1 (± 0.9)	14.8 (± 1.6)	20.6 (± 2.1)
221. Use LSD, cocaine, amphetamines, or another illegal drug?				
	(n = 10,424)	(n = 4,202)	(n = 3,200)	(n = 2,781)
a. Very wrong	93.7% (± 0.7%)	87.0% (± 1.1%)	78.4% (± 1.9%)	78.0% (± 1.7%)
b. Wrong	3.9 (± 0.5)	8.8 (± 0.9)	12.6 (± 1.4)	12.8 (± 1.1)
c. A little bit wrong	1.0 (± 0.2)	2.5 (± 0.5)	5.9 (± 0.9)	6.0 (± 1.0)
d. Not wrong at all	1.4 (± 0.2)	1.8 (± 0.4)	3.2 (± 0.6)	3.2 (± 0.7)
222. Take a handgun to school?				
	(n = *)	(n = 4,322)	(n = 3,264)	(n = 2,815)
a. Very wrong	* *	82.5% (± 1.2%)	81.6% (± 2.0%)	85.6% (± 1.9%)
b. Wrong	* *	12.9 (± 1.1)	13.9 (± 1.3)	10.6 (± 1.4)
c. A little bit wrong	* *	3.3 (± 0.6)	3.0 (± 0.6)	2.3 (± 0.6)
d. Not wrong at all	* *	1.3 (± 0.3)	1.6 (± 0.6)	1.5 (± 0.5)

	6th Grade	8th Grade	10th Grade	12th Grade
223. Steal anything worth more than \$5?				
	(n = *)	(n = 4,305)	(n = 3,251)	(n = 2,813)
a. Very wrong	* *	56.5% (± 1.9%)	47.6% (± 2.4%)	51.4% (± 2.1%)
b. Wrong	* *	28.9 (± 1.3)	34.0 (± 1.6)	33.7 (± 1.6)
c. A little bit wrong	* *	11.1 (± 1.1)	14.3 (± 1.5)	11.9 (± 1.3)
d. Not wrong at all	* *	3.6 (± 0.7)	4.1 (± 0.9)	3.0 (± 0.8)
224. Pick a fight with someone?				
	(n = *)	(n = 4,284)	(n = 3,249)	(n = 2,806)
a. Very wrong	* *	43.8% (± 1.7%)	34.4% (± 2.2%)	34.2% (± 2.5%)
b. Wrong	* *	30.3 (± 1.3)	36.3 (± 2.1)	38.6 (± 2.2)
c. A little bit wrong	* *	19.2 (± 1.6)	21.9 (± 2.0)	21.7 (± 1.9)
d. Not wrong at all	* *	6.8 (± 0.8)	7.5 (± 0.9)	5.6 (± 0.8)
225. Attack someone with the idea of seriously hurting them?				
	(n = *)	(n = 4,286)	(n = 3,247)	(n = 2,807)
a. Very wrong	* *	68.8% (± 2.0%)	60.6% (± 2.4%)	64.0% (± 2.8%)
b. Wrong	* *	19.6 (± 1.4)	25.9 (± 1.4)	25.4 (± 2.1)
c. A little bit wrong	* *	8.3 (± 1.0)	9.9 (± 1.4)	7.6 (± 1.1)
d. Not wrong at all	* *	3.2 (± 0.6)	3.5 (± 0.5)	3.0 (± 0.7)
226. Stay away from school all day when their parents think they are at school?				
	(n = *)	(n = 4,268)	(n = 3,239)	(n = 2,803)
a. Very wrong	* *	60.9% (± 1.7%)	41.5% (± 2.3%)	32.7% (± 2.8%)
b. Wrong	* *	26.0 (± 1.2)	35.4 (± 1.8)	37.9 (± 2.1)
c. A little bit wrong	* *	9.7 (± 1.0)	17.9 (± 1.5)	23.6 (± 2.3)
d. Not wrong at all	* *	3.5 (± 0.6)	5.2 (± 0.8)	5.9 (± 1.0)
227. What are the chances you would be seen as cool if you began drinking alcoholic beverages regularly, that is, at least once or twice a month?				
	(n = *)	(n = 4,682)	(n = 3,356)	(n = 2,902)
a. No or very little chance	* *	50.1% (± 2.1%)	34.4% (± 2.0%)	32.8% (± 2.5%)
b. Little chance	* *	21.1 (± 1.2)	23.9 (± 1.1)	23.0 (± 1.7)
c. Some chance	* *	15.3 (± 1.1)	23.0 (± 1.2)	21.4 (± 1.8)
d. Pretty good chance	* *	8.9 (± 0.9)	13.6 (± 1.5)	16.3 (± 1.9)
e. Very good chance	* *	4.7 (± 0.7)	5.0 (± 1.0)	6.6 (± 0.9)
<b>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 . . .</b>				
228. Smoked cigarettes?				
	(n = *)	(n = 3,998)	(n = 3,132)	(n = 2,738)
a. None	* *	77.3% (± 2.2%)	63.0% (± 3.4%)	52.1% (± 4.0%)
b. 1	* *	11.2 (± 1.1)	17.3 (± 1.6)	19.4 (± 1.6)
c. 2	* *	5.0 (± 0.8)	8.0 (± 1.3)	11.0 (± 1.2)
d. 3	* *	2.6 (± 0.7)	5.0 (± 1.0)	7.1 (± 1.2)
e. 4	* *	3.9 (± 0.8)	6.7 (± 1.3)	10.4 (± 1.9)

	6th Grade	8th Grade	10th Grade	12th Grade
229. Tried beer, wine, or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?				
	(n = *)	(n = 3,985)	(n = 3,136)	(n = 2,733)
a. None	* *	67.6% (± 2.5%)	41.6% (± 2.8%)	28.6% (± 1.9%)
b. 1	* *	12.3 (± 1.4)	17.3 (± 1.2)	15.6 (± 1.1)
c. 2	* *	8.0 (± 1.1)	14.0 (± 1.4)	14.0 (± 1.2)
d. 3	* *	4.6 (± 0.8)	9.7 (± 1.2)	13.1 (± 1.4)
e. 4	* *	7.4 (± 1.0)	17.4 (± 1.5)	28.8 (± 2.2)
230. Used marijuana?				
	(n = *)	(n = 3,960)	(n = 3,130)	(n = 2,726)
a. None	* *	78.1% (± 2.1%)	52.4% (± 2.4%)	39.8% (± 2.7%)
b. 1	* *	8.7 (± 0.9)	15.9 (± 1.2)	17.0 (± 1.4)
c. 2	* *	4.6 (± 0.8)	10.5 (± 0.9)	13.6 (± 1.1)
d. 3	* *	3.3 (± 0.7)	8.8 (± 1.0)	11.1 (± 1.5)
e. 4	* *	5.3 (± 0.9)	12.4 (± 1.1)	18.5 (± 1.8)
231. Used LSD, cocaine, amphetamines, or other illegal drugs?				
	(n = *)	(n = 3,950)	(n = 3,123)	(n = 2,727)
a. None	* *	90.7% (± 1.1%)	83.6% (± 1.9%)	81.0% (± 2.3%)
b. 1	* *	4.9 (± 0.6)	9.3 (± 1.1)	9.8 (± 1.3)
c. 2	* *	2.1 (± 0.4)	3.4 (± 0.7)	4.4 (± 0.7)
d. 3	* *	0.9 (± 0.3)	1.5 (± 0.5)	2.0 (± 0.6)
e. 4	* *	1.4 (± 0.4)	2.2 (± 0.7)	2.7 (± 0.7)
232. Been suspended from school?				
	(n = *)	(n = 4,689)	(n = 3,371)	(n = 2,894)
a. None of my friends	* *	65.1% (± 3.1%)	67.2% (± 2.9%)	77.2% (± 2.6%)
b. 1 of my friends	* *	18.9 (± 1.4)	18.9 (± 1.5)	13.5 (± 1.5)
c. 2 of my friends	* *	7.6 (± 1.2)	7.4 (± 1.2)	5.2 (± 1.1)
d. 3 of my friends	* *	3.3 (± 0.6)	3.4 (± 0.7)	1.7 (± 0.6)
e. 4 of my friends	* *	5.1 (± 1.0)	3.2 (± 0.7)	2.4 (± 0.5)
233. Carried a handgun?				
	(n = *)	(n = 4,682)	(n = 3,372)	(n = 2,897)
a. None of my friends	* *	91.5% (± 1.1%)	91.0% (± 1.9%)	91.4% (± 1.5%)
b. 1 of my friends	* *	5.3 (± 0.8)	5.8 (± 1.1)	4.9 (± 1.1)
c. 2 of my friends	* *	1.5 (± 0.4)	1.5 (± 0.5)	1.6 (± 0.5)
d. 3 of my friends	* *	0.6 (± 0.2)	0.9 (± 0.4)	0.8 (± 0.4)
e. 4 of my friends	* *	1.1 (± 0.3)	0.9 (± 0.5)	1.3 (± 0.4)
234. Sold illegal drugs?				
	(n = *)	(n = 4,675)	(n = 3,366)	(n = 2,897)
a. None of my friends	* *	85.1% (± 1.8%)	71.5% (± 2.0%)	68.4% (± 2.0%)
b. 1 of my friends	* *	8.5 (± 1.1)	14.4 (± 1.3)	15.5 (± 1.1)
c. 2 of my friends	* *	2.9 (± 0.5)	6.5 (± 0.9)	8.2 (± 1.0)
d. 3 of my friends	* *	1.7 (± 0.4)	3.5 (± 0.6)	3.3 (± 0.6)
e. 4 of my friends	* *	1.8 (± 0.4)	4.2 (± 0.8)	4.6 (± 0.9)

	6th Grade	8th Grade	10th Grade	12th Grade
<b>235. Stolen or tried to steal a motor vehicle such as a car or motorcycle?</b>				
	(n = *)	(n = 4,674)	(n = 3,371)	(n = 2,893)
a. None of my friends	* *	94.2% (± 0.9%)	90.9% (± 2.0%)	92.5% (± 1.5%)
b. 1 of my friends	* *	3.5 (± 0.6)	5.6 (± 1.0)	4.3 (± 0.9)
c. 2 of my friends	* *	1.0 (± 0.3)	1.6 (± 0.5)	1.2 (± 0.5)
d. 3 of my friends	* *	0.5 (± 0.2)	1.1 (± 0.6)	1.1 (± 0.4)
e. 4 of my friends	* *	0.7 (± 0.2)	0.8 (± 0.5)	0.9 (± 0.4)
<b>236. Been arrested?</b>				
	(n = *)	(n = 4,664)	(n = 3,368)	(n = 2,893)
a. None of my friends	* *	85.7% (± 1.9%)	79.1% (± 2.9%)	78.2% (± 2.1%)
b. 1 of my friends	* *	8.7 (± 1.2)	12.4 (± 1.4)	13.3 (± 1.5)
c. 2 of my friends	* *	3.0 (± 0.6)	4.2 (± 1.0)	4.2 (± 0.8)
d. 3 of my friends	* *	1.0 (± 0.4)	2.1 (± 0.8)	2.0 (± 0.5)
e. 4 of my friends	* *	1.7 (± 0.3)	2.2 (± 0.7)	2.3 (± 0.7)
<b>237. Dropped out of school?</b>				
	(n = *)	(n = 4,672)	(n = 3,366)	(n = 2,895)
a. None of my friends	* *	92.1% (± 1.2%)	87.3% (± 2.2%)	82.6% (± 2.2%)
b. 1 of my friends	* *	5.4 (± 0.8)	7.9 (± 1.2)	11.2 (± 1.5)
c. 2 of my friends	* *	1.4 (± 0.4)	2.5 (± 0.8)	3.3 (± 0.7)
d. 3 of my friends	* *	0.5 (± 0.2)	1.3 (± 0.7)	1.7 (± 0.5)
e. 4 of my friends	* *	0.7 (± 0.3)	0.9 (± 0.4)	1.3 (± 0.4)
<b>238. When I am an adult I will smoke cigarettes.</b>				
	(n = *)	(n = 3,912)	(n = 3,125)	(n = 2,730)
a. NO!	* *	72.8% (± 1.6%)	70.9% (± 2.5%)	68.7% (± 2.8%)
b. no	* *	21.2 (± 1.4)	20.7 (± 1.7)	20.3 (± 1.9)
c. yes	* *	4.0 (± 0.6)	6.3 (± 1.2)	8.4 (± 1.5)
d. YES!	* *	1.9 (± 0.4)	2.1 (± 0.6)	2.6 (± 0.9)
<b>239. When I am an adult I will drink beer, wine, or liquor.</b>				
	(n = *)	(n = 3,876)	(n = 3,113)	(n = 2,732)
a. NO!	* *	35.0% (± 2.2%)	23.1% (± 2.1%)	18.8% (± 1.8%)
b. no	* *	23.3 (± 1.4)	18.2 (± 1.8)	15.7 (± 1.5)
c. yes	* *	33.5 (± 1.6)	44.8 (± 2.5)	46.6 (± 2.2)
d. YES!	* *	8.3 (± 1.2)	13.9 (± 1.5)	18.9 (± 1.7)
<b>240. When I am an adult I will smoke marijuana.</b>				
	(n = *)	(n = 3,896)	(n = 3,111)	(n = 2,733)
a. NO!	* *	75.6% (± 1.6%)	61.0% (± 2.7%)	54.9% (± 2.5%)
b. no	* *	14.9 (± 1.2)	22.0 (± 1.6)	24.0 (± 1.7)
c. yes	* *	5.5 (± 0.7)	10.8 (± 1.2)	13.8 (± 1.5)
d. YES!	* *	4.0 (± 0.8)	6.2 (± 0.9)	7.4 (± 1.2)
<b>Think about your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have...</b>				
<b>241. Participated in clubs, organizations or activities at school?</b>				
	(n = *)	(n = 4,061)	(n = 3,169)	(n = 2,753)
a. None of my friends	* *	16.0% (± 1.9%)	13.4% (± 2.5%)	14.4% (± 2.5%)
b. 1 of my friends	* *	13.4 (± 1.3)	13.0 (± 1.6)	12.0 (± 1.7)
c. 2 of my friends	* *	15.8 (± 1.2)	15.3 (± 1.2)	14.6 (± 1.3)

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	6th Grade		8th Grade	10th Grade	12th Grade
d. 3 of my friends	*	*	14.8 (± 1.2)	15.3 (± 1.7)	13.9 (± 1.3)
e. 4 of my friends	*	*	40.1 (± 3.1)	43.0 (± 3.4)	45.1 (± 3.2)
242. Made a commitment to stay drug-free?					
	(n = *)		(n = 4,011)	(n = 3,153)	(n = 2,740)
a. None of my friends	*	*	26.0% (± 2.0%)	28.3% (± 2.5%)	33.0% (± 2.2%)
b. 1 of my friends	*	*	8.3 (± 1.0)	15.9 (± 1.5)	17.3 (± 1.5)
c. 2 of my friends	*	*	7.1 (± 0.8)	11.4 (± 1.2)	12.2 (± 1.1)
d. 3 of my friends	*	*	9.8 (± 1.0)	11.4 (± 1.2)	10.0 (± 1.3)
e. 4 of my friends	*	*	48.7 (± 3.0)	33.0 (± 2.7)	27.6 (± 2.3)
243. Liked school?					
	(n = *)		(n = 4,010)	(n = 3,153)	(n = 2,742)
a. None of my friends	*	*	24.8% (± 1.7%)	26.1% (± 1.7%)	24.4% (± 1.8%)
b. 1 of my friends	*	*	13.4 (± 1.1)	15.7 (± 1.6)	13.9 (± 1.6)
c. 2 of my friends	*	*	18.0 (± 1.0)	18.7 (± 1.1)	19.2 (± 1.6)
d. 3 of my friends	*	*	16.1 (± 1.2)	16.7 (± 1.5)	17.2 (± 1.4)
e. 4 of my friends	*	*	27.8 (± 1.7)	22.8 (± 1.8)	25.4 (± 1.8)
244. Regularly attended religious services?					
	(n = *)		(n = 3,965)	(n = 3,130)	(n = 2,733)
a. None of my friends	*	*	27.4% (± 2.1%)	28.5% (± 2.5%)	34.0% (± 3.0%)
b. 1 of my friends	*	*	23.1 (± 1.2)	26.3 (± 1.6)	26.6 (± 1.4)
c. 2 of my friends	*	*	19.9 (± 1.4)	21.0 (± 1.5)	18.0 (± 1.8)
d. 3 of my friends	*	*	12.1 (± 1.3)	10.9 (± 1.2)	8.7 (± 1.2)
e. 4 of my friends	*	*	17.4 (± 1.5)	13.4 (± 2.2)	12.7 (± 2.3)
245. Tried to do well in school?					
	(n = *)		(n = 4,009)	(n = 3,139)	(n = 2,741)
a. None of my friends	*	*	7.6% (± 1.0%)	6.6% (± 1.7%)	5.7% (± 1.1%)
b. 1 of my friends	*	*	7.3 (± 0.8)	7.4 (± 1.2)	6.0 (± 0.9)
c. 2 of my friends	*	*	10.2 (± 0.9)	13.1 (± 1.5)	12.9 (± 1.6)
d. 3 of my friends	*	*	15.5 (± 1.0)	18.0 (± 1.5)	19.6 (± 1.4)
e. 4 of my friends	*	*	59.4 (± 2.1)	54.8 (± 3.3)	55.9 (± 2.6)
246. I think it is okay to take something without asking as long as you get away with it.					
	(n = *)		(n = 4,709)	(n = 3,383)	(n = 2,910)
a. NO!	*	*	50.7% (± 1.7%)	44.7% (± 2.4%)	50.3% (± 1.7%)
b. no	*	*	37.3 (± 1.5)	43.1 (± 1.7)	39.6 (± 1.8)
c. yes	*	*	8.3 (± 0.9)	9.2 (± 1.1)	7.4 (± 0.8)
d. YES!	*	*	3.7 (± 0.7)	3.0 (± 0.7)	2.8 (± 0.7)
247. I think sometimes it's okay to cheat at school.					
	(n = *)		(n = 4,707)	(n = 3,383)	(n = 2,903)
a. NO!	*	*	44.1% (± 2.0%)	27.6% (± 2.2%)	24.9% (± 1.7%)
b. no	*	*	35.2 (± 1.2)	38.7 (± 2.3)	37.8 (± 1.6)
c. yes	*	*	17.0 (± 1.6)	28.8 (± 2.3)	32.2 (± 1.8)
d. YES!	*	*	3.7 (± 0.7)	4.9 (± 0.7)	5.1 (± 1.0)
248. It is all right to beat up people if they start the fight.					
	(n = *)		(n = 4,700)	(n = 3,379)	(n = 2,906)

	6th Grade		8th Grade		10th Grade		12th Grade	
a. NO!	*	*	30.8%	(± 2.1%)	23.1%	(± 2.1%)	26.4%	(± 2.1%)
b. no	*	*	24.0	(± 1.3)	25.6	(± 1.8)	23.2	(± 2.0)
c. yes	*	*	25.8	(± 1.2)	31.2	(± 1.7)	31.7	(± 1.6)
d. YES!	*	*	19.5	(± 2.0)	20.1	(± 2.7)	18.7	(± 2.7)

249. It is important to be honest with your parents, even if they become upset or you get punished.

	(n = *)		(n = 4,698)		(n = 3,371)		(n = 2,899)	
a. NO!	*	*	7.1%	(± 0.6%)	7.2%	(± 1.1%)	5.8%	(± 1.0%)
b. no	*	*	10.4	(± 0.7)	14.8	(± 1.2)	15.4	(± 1.7)
c. yes	*	*	39.1	(± 1.3)	47.1	(± 1.6)	48.8	(± 2.1)
d. YES!	*	*	43.3	(± 1.4)	30.9	(± 2.0)	30.1	(± 2.3)

**How many times in the past year (12 months) have you . . .**

250. Participated in clubs, organizations or activities at school?

	(n = 11,209)		(n = *)		(n = *)		(n = *)	
a. Never	26.9%	(± 1.9%)	*	*	*	*	*	*
b. 1 or 2 times	30.5	(± 0.9)	*	*	*	*	*	*
c. 3 to 5 times	17.5	(± 0.9)	*	*	*	*	*	*
d. 6 to 9 times	8.6	(± 0.5)	*	*	*	*	*	*
e. 10 to 19 times	5.9	(± 0.5)	*	*	*	*	*	*
f. 20 to 29 times	2.8	(± 0.3)	*	*	*	*	*	*
g. 30 to 39 times	1.7	(± 0.2)	*	*	*	*	*	*
h. 40+ times	6.2	(± 0.6)	*	*	*	*	*	*

251. Done extra work on your own for school?

	(n = 11,162)		(n = *)		(n = *)		(n = *)	
a. Never	25.2%	(± 1.4%)	*	*	*	*	*	*
b. 1 or 2 times	31.8	(± 0.9)	*	*	*	*	*	*
c. 3 to 5 times	16.9	(± 0.8)	*	*	*	*	*	*
d. 6 to 9 times	10.4	(± 0.6)	*	*	*	*	*	*
e. 10 to 19 times	6.7	(± 0.6)	*	*	*	*	*	*
f. 20 to 29 times	3.1	(± 0.3)	*	*	*	*	*	*
g. 30 to 39 times	1.7	(± 0.3)	*	*	*	*	*	*
h. 40+ times	4.2	(± 0.5)	*	*	*	*	*	*

252. Volunteered to do community service?

	(n = 11,077)		(n = *)		(n = *)		(n = *)	
a. Never	54.5%	(± 2.4%)	*	*	*	*	*	*
b. 1 or 2 times	22.9	(± 1.1)	*	*	*	*	*	*
c. 3 to 5 times	9.6	(± 0.8)	*	*	*	*	*	*
d. 6 to 9 times	5.1	(± 0.5)	*	*	*	*	*	*
e. 10 to 19 times	3.1	(± 0.4)	*	*	*	*	*	*
f. 20 to 29 times	1.5	(± 0.3)	*	*	*	*	*	*
g. 30 to 39 times	0.8	(± 0.2)	*	*	*	*	*	*
h. 40+ times	2.5	(± 0.4)	*	*	*	*	*	*

253. 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,



	6th Grade	8th Grade	10th Grade	12th Grade
and no other customers. What would you do now?				
	(n = *)	(n = 3,835)	(n = 3,077)	(n = 2,705)
a. Ignore her	* *	23.9% (± 1.8%)	29.5% (± 2.5%)	31.7% (± 2.0%)
b. Grab a CD and leave the store	* *	8.5 (± 1.0)	10.8 (± 1.6)	9.0 (± 1.2)
c. Tell her to put the CD back	* *	40.2 (± 1.9)	31.6 (± 2.4)	31.2 (± 2.0)
d. Act like it's a joke and ask her to put the CD back	* *	27.5 (± 1.8)	28.1 (± 2.2)	28.1 (± 2.2)
254. 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?				
	(n = *)	(n = 3,788)	(n = 3,066)	(n = 2,685)
a. Push the person back	* *	14.6% (± 1.6%)	14.2% (± 2.2%)	13.2% (± 1.7%)
b. Say nothing and keep on walking	* *	42.2 (± 2.1)	45.3 (± 2.6)	44.7 (± 2.2)
c. Say, "Watch where you're going," and keep on walking	* *	30.2 (± 1.9)	27.8 (± 1.3)	28.8 (± 1.8)
d. Swear at the person and walk away	* *	13.1 (± 0.9)	12.7 (± 1.0)	13.3 (± 1.1)
255. 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?				
	(n = *)	(n = 3,774)	(n = 3,046)	(n = 2,678)
a. Drink it	* *	16.4% (± 1.7%)	34.3% (± 3.0%)	43.5% (± 2.2%)
b. Tell your friend, "No thanks. I don't drink," and suggest that you and your friend go and do something else	* *	44.4 (± 2.0)	30.1 (± 2.4)	25.1 (± 2.1)
c. Just say, "No, thanks," and walk away	* *	26.9 (± 1.5)	26.8 (± 2.0)	25.1 (± 1.4)
d. Make up a good excuse, tell your friend you had something else to do, and leave	* *	12.4 (± 1.1)	8.8 (± 1.0)	6.3 (± 1.0)
256. During the past 12 months, how many days did you miss some school because of a toothache (do not include toothache due to braces or an injury)? (For the elementary version of this question, please see Item 85.)				
	(n = *)	(n = 4,636)	(n = 3,338)	(n = 2,901)
a. None	* *	91.9% (± 1.2%)	92.6% (± 1.6%)	92.1% (± 1.3%)
b. 1-4 days	* *	4.6 (± 0.7)	3.9 (± 0.9)	4.8 (± 0.9)
c. 5 days or more	* *	1.3 (± 0.4)	1.5 (± 0.6)	1.4 (± 0.4)
d. Not sure	* *	2.2 (± 0.5)	2.0 (± 0.5)	1.7 (± 0.6)