2016 Analytic Report

Sponsoring Washington State Agencies:
Department of Social and Health Services'
Division of Behavioral Health and Recovery,
Department of Health,
Office of Superintendent of Public Instruction,
Liquor and Cannabis Board

Prepared by:
Looking Glass Analytics, Inc.

June 2017

Washington State Healthy Youth Survey 2016

Analytic Report

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Data from the 2016 Washington State Healthy Youth Survey and previous administrations of youth surveys in Washington were used in this publication.

The Healthy Youth Survey was administered by the Washington State Department of Social and Health Services, the Department of Health, the Office of the Superintendent of Public Instruction, and the Liquor and Cannabis Board. The Healthy Youth Survey Planning Committee included members of these state agencies to oversee the implementation of the 2016 survey.

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Executive Summary

Background

The Washington State Healthy Youth Survey (HYS) measures behaviors, attitudes, and experiences that contribute to the health and safety of youth in Washington State. The survey results serve two important functions: as needs assessment data for program planning and as a global look at the effectiveness of statewide prevention and health promotion initiatives related to a range of education and health-related goals at the federal and state levels.

The 2016 administration of the HYS represents a collaborative effort among the Department of Social and Health Services' Division of Behavioral Health and Recovery; the Office of Superintendent of Public Instruction; the Department of Health; the Liquor and Cannabis Board; and the contractor, Looking Glass Analytics, Inc. Representatives of these agencies served as members of the Healthy Youth Survey Planning Committee, which guided every aspect of the survey development and implementation.

The HYS 2016 was the 15th administration of a statewide survey among Washington's students. This report provides results of HYS 2016, including comparisons by grade and by gender. It also includes past survey results, and it looks at changes from the HYS 2014 results and trends from 2002-2016.

Participation

Washington State schools were randomly selected for the HYS 2016 statewide sample. Of the sampled schools asked to participate, about 85 percent of Grade 6 schools, 94 percent of Grade 8 schools, 95 percent of Grade 10 schools, and 97 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 77 percent of the Grade 6 students, 80 percent of the Grade 8 students, 70 percent of the Grade 10 students, and 49 percent of the Grade 12 students in the original random sample of schools took part in the survey (estimates were based on fall 2016 enrollment data from the Office of Superintendent of Public Instruction). Non-response is both a function of schools choosing not to participate AND students not participating. Student non-participation could come from a number of factors, including absence on the day of the survey, student or parent opt-out, or survey flagged as not valid during quality control.

A total of 198 schools and 36,809 students contributed data to the statewide sample. In addition, 195,203 students in 943 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. Significant increases or decreases from 2014 to 2016 are also included. Results are provided for the following topics:

- Physical activity and dietary behavior
- Health status and health care
- Mental health
- Sexual behavior
- 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 11 percent of Grade 8 students, 12 percent of Grade 10 students, and 15 percent of Grade 12 students are obese. In addition, the percentage who are overweight was 16 percent of Grade 8 students, 15 percent of Grade 10 students, and 16 percent of Grade 12 students. From 2014, there were significant increases in obesity and overweight among Grade 12 students.
- At least 60 minutes of daily physical activity is recommended for youth. Twenty-eight percent of Grade 6 students, 30 percent of Grade 8 students, 24 percent of Grade 10 students, and 21 percent of Grade 12 students met the physical activity recommendation.
- Participation in physical education classes five days a week: 49 percent of Grade 8 students, 31 percent of Grade 10 students, and 24 percent of Grade 12 students. In addition, among those that took physical education, the percentage spending more than 20 minutes exercising or playing sports in an average class was 91 percent of Grade 8 students, 92 percent of Grade 10 students, and 92 percent of Grade 12 students.
- Watching television or playing video games for two hours or less on an average school day: 54 percent of Grade 6 students, 63 percent of Grade 8 students, 64 percent of Grade 10 students, and 60 percent of Grade 12 students.
- Eating fruit less than once a day: 35 percent of Grade 8 students, 38 percent of Grade 10 students, and 35 percent of Grade 12 students. From 2014, there was a significant increase in eating fruit less than once a day among Grade 12 students.
- Eating vegetables less than once a day: 36 percent of Grade 8 students, 36 percent of Grade 10 students, and 35 percent of Grade 12 students. From 2014, there was a significant increase in eating vegetables less than once a day among Grade 12 students.
- Eating dinner with their family most of the time or always: 78 percent of Grade 6 students, 65 percent of Grade 8 students, 60 percent of Grade 10 students, and 51 percent of Grade 12 students. From 2014, there was a significant increase in eating dinner with family among Grade 6 students.
- Drinking two or more sweetened beverages daily: 8 percent of Grade 8 students, 9 percent of Grade 10 students, and 11 percent of Grade 12 students. From 2014, there were significant decreases in drinking two or more sweetened beverages daily among Grade 8 and 10 students.
- Drinking sweetened beverages at school (including after school or weekend activities): 39 percent of Grade 8 students, 42 percent of Grade 10 students, and 44 percent of Grade 12 students. From 2014, there was a significant decrease in drinking sweetened beverages at school among Grade 10 students.
- Among those who drank soft drinks at school, the percentage purchasing soft drinks at school was 15 percent of Grade 8 students, 23 percent of Grade 10 students, and 14 percent of Grade 12 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: 10 percent of Grade 8 students, 12 percent of Grade 10 students, and 16 percent of Grade 12 students.

Health Status and Health Care

- Doctor-diagnosed or “lifetime” asthma: 14 percent of Grade 6 students, 17 percent of Grade 8 students, 21 percent of Grade 10 students, and 23 percent of Grade 12 students. From 2014, there was a significant increase in lifetime asthma among Grade 12 students.

- Current asthma: 7 percent of Grade 6 students, 8 percent of Grade 8 students, 10 percent of grade 10 students, and 10 percent of Grade 12 students. From 2014, there was a significant increase in current asthma among Grade 12 students.
- Visiting a dentist in the past year for a checkup, exam, teeth cleaning, or other dental work: 76 percent of Grade 8 students, 80 percent of Grade 10 students, and 78 percent of Grade 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: 28 percent of Grade 8 students, 34 percent of Grade 10 students, and 37 percent of Grade 12 students. From 2014, there was a significant increase in experiencing depressive feelings among Grade 12 students.
- Experiencing high levels of anxiety during the past two weeks: 22 percent for Grade 8 students, 31 percent for Grade 10 students, and 33 percent for Grade 12 students. From 2014, there was a significant increase in experiencing high levels of anxiety among Grade 8 and 12 students.
- Suicide attempts during the past year: 8 percent for Grade 8 students, 10 percent for Grade 10 students, and 9 percent for Grade 12 students.
- Reports of having ever had sexual intercourse: 8 percent of Grade 8 students, 25 percent of Grade 10 students, and 51 percent in Grade 12 students.
- Regarding sexual orientation, identifying as gay or lesbian includes 2 percent of Grade 8 students, 3 percent of Grade 10 students, and 4 percent of Grade 12. Identifying as bisexual was 7 percent of Grade 8 students, 9 percent of Grade 10 students, and 9 percent of Grade 12 students. From 2014, there were significant increases in identifying as gay or lesbian and identifying as bisexual among Grade 8, 10 and 12 students.

School Climate

- Feeling safe at school: 90 percent of Grade 6 students, 84 percent of Grade 8 students, 83 percent of Grade 10 students, and 85 percent of Grade 12 students. From 2014, there was a significant decrease in feeling safe at school among Grade 8 students.
- Being bullied at school in the past month: 27 percent of Grade 6 students, 27 percent of Grade 8 students, 21 percent of Grade 10 students, and 17 percent of Grade 12 students. From 2014, there were significant decreases in being bullied among Grade 6 and 10 students.
- Being harassed with a computer or cell phone: 12 percent of Grade 8 students, 12 percent of Grade 10 students, and 11 percent of Grade 12 students. From 2014, there was a significant decrease in being harassed with a computer or cell phone among Grade 8 students.
- Being harassed because of their perceived sexual orientation: 11 percent of Grade 8 students, 9 percent of Grade 10 students, and 7 percent of Grade 12 students.
- Carrying weapons at school in the past month: 3 percent of Grade 6 students, 4 percent of Grade 8 students, 6 percent of Grade 10 students, and 8 percent of Grade 12 students.
- Being drunk or high at school in the past year: 6 percent of Grade 8 students, 13 percent of Grade 10 students, and 18 percent of Grade 12 students.
- Using tobacco at school in the past month: 2 percent of Grade 8 students, 4 percent of Grade 10 students, and 7 percent of Grade 12 students. Also, 4 percent of grade 8 students, 6 percent of Grade 10 students, and 10 percent of Grade 12 students reported using an electronic cigarette at school in the past month.
- Drinking alcohol at school in the past month: 4 percent of Grade 8 students, 6 percent of Grade 10 students, and 8 percent of Grade 12 students.

- Using marijuana at school in the past month: 4 percent of Grade 8 students, 6 percent of Grade 10 students, and 8 percent of Grade 12 students.
- Having someone at school for students to discuss substance-related problems (such as a counselor, intervention specialist, or some other school staff member): 56 percent of Grade 8 students, 56 percent of Grade 10 students, and 51 percent of Grade 12 students. From 2014, there was a significant decrease in the perception of having someone at school with whom to discuss substance-related problems among Grade 8 students.
- Skipping school in the past month: 19 percent of Grade 6 students, 18 percent of Grade 8 students, 21 percent of Grade 10 students, and 30 percent of Grade 12 students. From 2014, there was a significant increase in skipping school among Grade 8 students.
- Enjoying school almost always: 30 percent of Grade 6 students, 16 percent of Grade 8 students, 11 percent of Grade 10 students, and 10 percent of Grade 12 students.

Unintentional Injury Behaviors

- Riding in a vehicle in the past month that was driven by someone who had been drinking alcohol: 6 percent of Grade 6 students, 15 percent of Grade 8 students, 17 percent of Grade 10 students, and 17 percent of Grade 12 students.
- Driving a vehicle in the past month after they had been drinking alcohol: 5 percent of Grade 10 students and 9 percent of Grade 12.
- Riding in a vehicle in the past month that was driven by someone who had been using marijuana: 11 percent of Grade 8 students, 18 percent of Grade 10 students, and 25 percent of Grade 12 students.
- Driving a vehicle in the past month after they had been using marijuana: 9 percent of Grade 10 students and 16 percent of Grade 12 students.
- Riding in a vehicle in the past month that was driven by someone who had been texting or emailing while driving: 22 percent of Grade 6 students, 48 percent of Grade 8 students, 57 percent of Grade 10 students, and 60 percent of Grade 12 students.
- Driving a vehicle in the past month while texting or emailing: 22 percent of Grade 10 students and 59 percent of Grade 12.
- Having ever taken formal swimming lessons: 59 percent of Grade 6 students, 56 percent of Grade 8 students, 57 percent of Grade 10 students, and 58 percent of Grade 12 students. In addition, the percentage reporting that they are good swimmers was 57 percent of Grade 6 students, 56 percent of Grade 8 students, 55 percent of Grade 10 students, and 56 percent of Grade 12 students.
- Among those who had been in a small boat such as a canoe, raft, or motorboat, always wearing a life vest when boating: 43 percent of Grade 8 students, 34 percent of Grade 10 students, and 32 percent of Grade 12 students. From 2014, there was a significant increase in wearing a life vest while boating among Grade 12 students.

Intentional Injury Behaviors

- Any physical fighting (not just fighting at school) in the past year: 24 percent of Grade 6 students, 27 percent of Grade 8 students, 21 percent of Grade 10 students, and 16 percent of Grade 12 students.
- Gang membership in the past year: 5 percent of Grade 8 students, 5 percent of Grade 10 students, and 5 percent of Grade 12 students. From 2014, there was a significant decrease in gang membership among Grade 10 students.

Alcohol, Tobacco, and Other Drug Use

- Alcohol, marijuana and tobacco continue to be the substances most widely used by youth in Washington.
- 30-day alcohol use: 2 percent of Grade 6 students, 8 percent of Grade 8 students, 20 percent of Grade 10 students, and 32 percent of Grade 12 students.
- Binge drinking (i.e., five or more drinks on at least one occasion during the previous two weeks): 1 percent of Grade 6 students, 4 percent of Grade 8 students, 11 percent of Grade 10 students, and 18 percent of Grade 12 students. From 2014, there was a significant decrease in binge drinking among Grade 6 students.
- 30-day cigarette smoking: 1 percent of Grade 6 students, 3 percent of Grade 8 students, 6 percent of Grade 10 students, and 11 percent of Grade 12 students. From 2014, there were significant decreases in 30-day cigarette smoking among Grade 6, 8, and 10 students.
- 30-day chewing tobacco: 1 percent of Grade 6 students, 2 percent of Grade 8 students, 3 percent of Grade 10 students, and 6 percent of Grade 12 students. From 2014, there was a significant decrease in 30-day chewing tobacco use among Grade 6 students.
- 30-day e-cigarette (e-cig) or vape pen use: 1 percent of Grade 6 students, 6 percent of Grade 8 students, 13 percent of Grade 10 students, and 20 percent of Grade 12 students. From 2014, there were significant decreases in 30-day e-cig or vape pen use among Grade 8, 10, and 12 students.
- 30-day marijuana use: 1 percent of Grade 6 students, 6 percent of Grade 8 students, 17 percent of Grade 10 students, and 26 percent of Grade 12 students. From 2014, there was a significant decrease in 30-day marijuana use among Grade 6 students.
- 30-day use of other drugs (not including alcohol, tobacco, or marijuana): 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. From 2014, there were significant increases in 30-day use of other drugs among Grade 8, 10, and 12 students.
- 30-day use of prescription pain medication to “get high”: 2 percent of Grade 8 students, 4 percent of Grade 10 students, and 5 percent of Grade 12 students.
- 30-day use of non-prescribed prescription drugs: 5 percent of Grade 8 students, 8 percent of Grade 10 students, and 9 percent of 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). The greater the number of risk factors for individual students, the more likely they were to use alcohol, cigarettes, and marijuana. Similarly, the greater the number of protective factors for individual students, the less likely they were to use alcohol, cigarettes, and marijuana.

This report details the findings from the 2016 administration of the Healthy Youth Survey. HYS 2016 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 their youth.

1. Introduction

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 28 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 (DOE, 2001), which addresses the importance of school safety.
- High School Graduation Initiative (US DOE, 2002).
- The National Drug Control Strategy (The White House, 2014).
- Substance Abuse Prevention and Mental Health Promotion Five Year Strategic Plan (SAMHSA, 2015).
- The U.S. Department of Health and Human Services' Healthy People 2020 Health Promotion Objectives (U.S. Department of Health and Human Services, 2010).

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

- The Washington State Board of Health Strategic Plan 2009 (Washington State Board of Health, 2009).
- Graduation: A Team Effort (GATE) Initiative (OSPI, 2011).
- Washington State Suicide prevention plan (DOH, 2016)
- Washington State Substance Abuse Prevention and Mental Health Promotion Strategic Plan (Washington State Prevention Enhancement Policy Consortium 2017).

The 2016 administration of the Healthy Youth Survey (HYS 2016) 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 strategic plans.
- Data for studying trends of student substance use and abuse, as well as 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 Partnership for Success 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 fulfilling the state youth survey requirement as specified in Initiative 502.
- Data to support community and state level grant applications.
- Data to support the Governor's Results Washington Initiative (http://www.results.wa.gov/)

HYS 2016 represents a collaborative effort by the Department of Social and Health Services' Division of Behavioral Health and Recovery; the Department of Health; the Office of Superintendent of Public Instruction; the Liquor and Cannabis Board; and the survey contractor, Looking Glass Analytics, Inc. Representatives of these agencies served as members of the Healthy Youth 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.

HYS 2016 was the 15th administration of a statewide survey among Washington's students. Ten 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 1998 survey and focused on alcohol, tobacco, and other drug use and related risk and protective factors (Einspruch, Deck, Nickel, and Hyatt, 2001).
- Surveys since 2002 have included items related to health behaviors, substance use, and related risk and protective factors (Einspruch and Hyatt, 2004), (Einspruch, 2005, and 2007).

Copies of prior Analytic Reports are available online at: http://www.askhys.net/Reports/Additional.

Organization and Purpose of the Report

This report provides the results of the 2016 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 mental health
- Chapter 6 presents results related to sexual behavior
- Chapter 7 presents results related to school climate.
- Chapter 8 presents results related to unintentional injury behaviors.
- Chapter 9 presents results related to intentional injury behaviors.
- Chapter 10 details results related to alcohol, tobacco, and other drug use.
- Chapter 11 details results pertaining to relevant risk and protective factors.
- And the Appendix includes all of the Healthy Youth Survey 2016 state sample results by grade.

Chapters 3 through 11 are organized so that the 2016 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 2014 to 2016, 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 2020 (U.S. Department of Health and Human Services, 2010)—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 and a middle school or junior high school. Of those schools asked to participate in the survey, about 85 percent with Grade 6 students, 94 percent with Grade 8 students, 95 percent with Grade 10 students, and 97 percent with Grade 12 students took part in the survey.

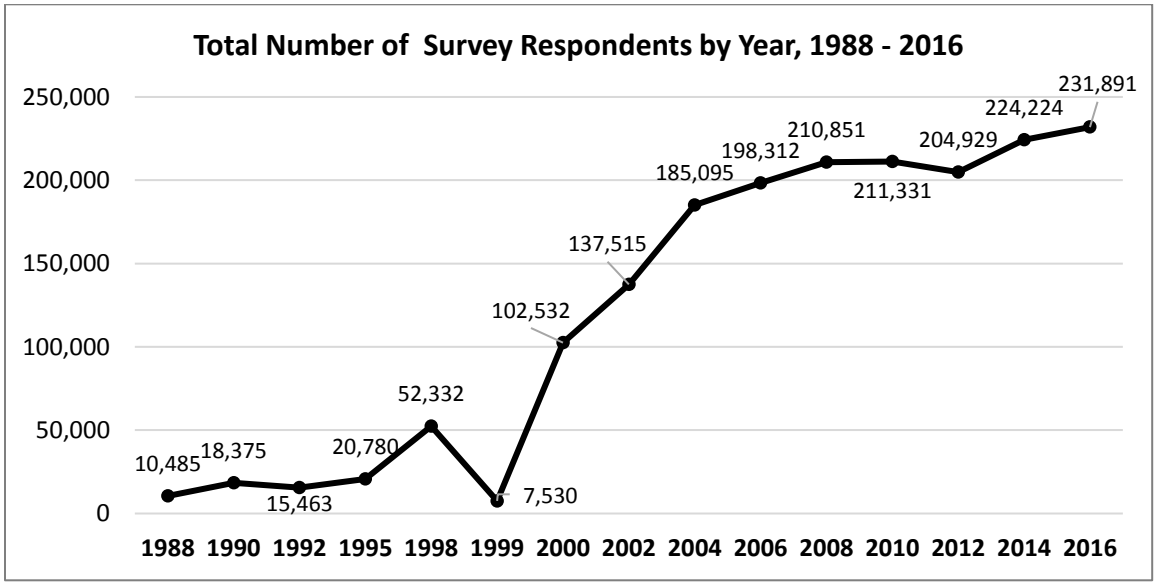
Overall response rates were about 77 percent of the Grade 6 students, 80 percent of the Grade 8 students, 70 percent of the Grade 10 students, and 49 percent of the Grade 12 students. These participation rates are based on the October 2016 enrollment in all sampled schools (including non-participating schools). Non-response is both a function of schools choosing not to participate AND students not participating. Student non-participation could come from a number of reasons, including students being absent on the day of the survey, students opting themselves, parents opting their student out, and students not completing a valid survey. 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, 2004, 2008, 2010, 2014, and 2016.

Looking Glass Analytics' 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 36,809 students in 198 schools contributed data to the statewide results. In addition, 197,203 students in 943 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. Participation may reflect increasing interest across the state in health-related information, and it is a tribute to the collaboration and funding efforts 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 State, 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.

The 2016 HYS results are generalizable to the majority of youth in Washington State, but may underrepresent students attending small and non-urban public schools. They also may not be representative of youth who attend private schools, nonpublic tribal schools, home school, or who have dropped out of school. Students in juvenile detention facilities are restricted from participating in the survey.

In previous survey administrations, alternative schools were less likely to participate in HYS. In 2016, alternative schools were just as likely as traditional schools to participate. Very few alternative schools were selected for the 2016 state sample, possibly making it difficult to detect a difference in participation.

Trends

In comparing the results of the HYS 2016 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 57 and 62.

Many administration procedures and data processing concepts have, however, been consistent over time, and the HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016 administrations were very similar.

Results for every year available are presented in charts and tables throughout the report. Trend analyses only include results from 2002 through 2016, years prior to 2002 are not included. Trends were assessed using Joinpoint software, available at http://surveillance.cancer.gov/joinpoint/. Models with at least seven time points allowed for one joinpoint (change in trend line); however, models were first run with zero joinpoints, if the analysis revealed a significant trend, then those results were reported. If the analysis for zero joinpoints did not reveal a significant trend, then the analysis was rerun with one joinpoint, if the second analysis revealed a significant joinpoint, then those results were reported.

Rounding Differences

Results presented in this Analytic Report were calculated to two decimal points and then rounded to whole numbers. Results presented in the Appendix of this report and in the local reports prepared by Looking Glass Analytics were also calculated to two decimal points and then rounded to one decimal point. If the results ending in 0.5 in the Appendix or local reports were rounded 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

This chapter details the methodological considerations of HYS 2016. The chapter addresses the topics of sampling, survey administration, the questionnaires, translations, 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 middle school or junior high school. About 12 percent of the schools had fewer than 15 students per grade, but these schools accounted for less than 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 5,335 students would be needed per grade. The average school enrollments were 121 in Grade 6, 178 in Grade 8, 210 in Grade 10, and 195 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, 2008, 2010, 2012, and 2014 surveys, the sample was drawn to include 98 schools serving Grade 6, 68 schools serving Grade 8, 58 schools serving Grades 10 and 12, and 4 schools serving Grade 12 but not 10. The additional schools for Grade 12 were necessary because they had lower average enrollments than the Grade 10 schools.

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, and Spokane for Grade 6; Clark, King, Pierce, and Snohomish 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 2016 calendar year. Schools that wished to participate registered between February and the end of June 2016.

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, www.AskHYS.net. 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 Looking Glass Analytics.

Questionnaires

The questions on HYS 2016 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). In 2016, there were three main survey forms - Form C for primary students and Forms A and B for secondary students. The questions for secondary students were divided into two forms (A and B) 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).

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.

Secondary schools that did not want to ask optional questions could remove the perforated optional questions page at the ends of Survey Forms A and B. Form A included one question on sexual orientation and Form B included three questions on sexual behavior, one on sexual orientation, and one on sexual abuse.

Form A had 139 questions and one optional question (140 total), Form B had 117 questions and five optional questions (122 total). Thirty-five items were common to both Forms A and B. Students in Grades 8, 10, and 12 completed either Forms A or B. The forms were alternated when they were packaged by the printer so that in a classroom the surveys every other student completed Form A and every other student completed Form B, effectively distributing the two forms randomly among the students). The number of survey questions on each survey form does not match the number of survey items on each form, as some survey items include multiple survey questions.

Form C contained 93 items drawn primarily from Forms A and B (not including the optional 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 2016 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 the questions, the ordering of the questions, the types and ordering of the response options, and the 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 of t socially disapproved behaviors 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

Looking Glass Analytics, Inc. received, prepared, and scanned the completed answer sheets, then cleaned the data using programs designed to detect dishonest and inconsistent answers. Most data processing and analytic code were written using SAS analytic software.

Looking Glass Analytics, Inc. also used SAS to create local reports with item-level frequency distributions and scale results for 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, www.AskHYS.net. Statewide results were presented as comparative data in the local reports.

For this Analytic Report, STATA Statistical Software was used for determining significant differences by grade-level, gender and change from 2014 to 2016. JoinPoint 4.2.0.2 was used to determine significant trends for HYS questions with at least five administrations.

Differences by Grade Level and Gender

A chi-square test of significance was used to compare 2016 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 2014 results to HYS 2016 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 back to 2002 for those questions that had been asked on five or more administrations of the survey. Differences in the linear trend of the 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 seven 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 data presented in this report are from surveys that were implemented in Washington public schools from 1988 to 2016. Results from the 1998 to 2000 surveys are presented in charts when available, but not included in trend analyses.

- **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 (YRBSS)**—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 (HYS)** —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 2008. 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.
- **2012: Healthy Youth Survey**—HYS was administered in public schools in the fall of 2012. A total of 33,207 Grade 6, 8, 10, and 12 students in 201 schools participated in the state sample for a state response rate of about 69 percent. An additional 171,659 students participated in the survey voluntarily and contributed to local results.
- **2014: Healthy Youth Survey**—HYS was administered in public schools in the fall of 2014. A total of 35,262 Grade 6, 8, 10, and 12 students in 192 schools participated in the state sample for a state response rate of about 68 percent. An additional 188,962 students participated in the survey voluntarily and contributed to local results.
- **2016: Healthy Youth Survey**—HYS was administered in public schools in the fall of 2016. A total of 36,809 Grade 6, 8, 10, and 12 students in 198 schools participated in the state sample for a state response rate of about 69 percent. An additional 195,203 students participated in the survey voluntarily and contributed to local results.

Chart Formatting

In Analytic Reports before 2012, bar charts detailing specific outcomes by year and grade were presented. As additional years have been added, these bar charts have become increasingly complex, and so, since the 2012 Analytic Report, we have used line charts for most outcomes. In order to maintain readability, we have not presented confidence intervals in the charts. However, confidence intervals for 2016 are available at the end of this report in the Appendix. Healthy Youth Survey 2016 statewide sample results and confidence intervals for previous years are depicted in previous Analytic Reports (available online at www.AskHYS.net). Also, significance tests for changes between 2014 and 2016, and tests of trends between 2002 and 2016, are included in this Analytic Report for each of the outcomes depicted in the charts.

Calculating Confidence Intervals

Reports of results from previous Washington State surveys are available on www.AskHYS.net. Confidence intervals for the 1999, 2002, 2004, 2006, 2008, and 2010 data were obtained by direct

analysis using SUDAAN. For 2012, 2014, and 2016, confidence intervals were obtained using SAS. 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). Confidence intervals in these years were limited to single estimates that have been applied to all percentages obtained in those years:

- 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 1988 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 77 percent in Grade 6, 80 percent in Grade 8, 69 percent in Grade 10, and 49 percent in Grade 12. Participation rates presented here are based on the 2016 enrollment data from the Office of Superintendent of Public Instruction's P-105 October Enrollment Headcount Report for October 2016 (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 most Washington youth in public schools based on an examination of bias conducted for HYS 2002, 2004, 2008, 2010, 2014, and 2016.

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
State Sample School Response Rates in 2016

Number of Schools			
Grade	**School Participated**	**Schools Asked to Participate**	**Response Rate**
Grade 6	83	96	86%
Grade 8	64	68	94%
Grade 10	55	59	93%
Grade 12	60	64	94%

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

Table 2
Student Response Rates in 2016 (Valid Surveys)

Grade	Number of Valid Surveys	Enrollment in Schools Asked to Participate	Percent of Valid Surveys
Grade 6	9,722	12,574	77%
Grade 8	8,662	10,876	80%
Grade 10	10,835	15,613	69%
Grade 12	7,590	15,424	49%
Total	36,809	54,487	68%

Of the original 248,344 surveys that were submitted from all schools (sampled and "piggyback"), a total of 6,213 were removed during the scanning process because they were unscannable or from an invalid grade level or grade for the school. The remaining scanned surveys were screened to detect dishonest and inconsistent answers. A total of 7,850 were dropped during the data cleaning process. This was about 2 percent of Grade 6 surveys, 3 percent of Grade 8 surveys, 4 percent of Grade 10 surveys, and 5 percent of Grade 12 surveys. Another 277 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.

Non-completion Rates by Form

HYS 2016 consisted of three forms, one elementary version and two secondary versions. The two secondary versions included optional questions that schools could remove if they did not want to ask them. 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 Form B; and Figure 3 illustrates the percentage of Grade 6 students who did not complete each item on Form C.

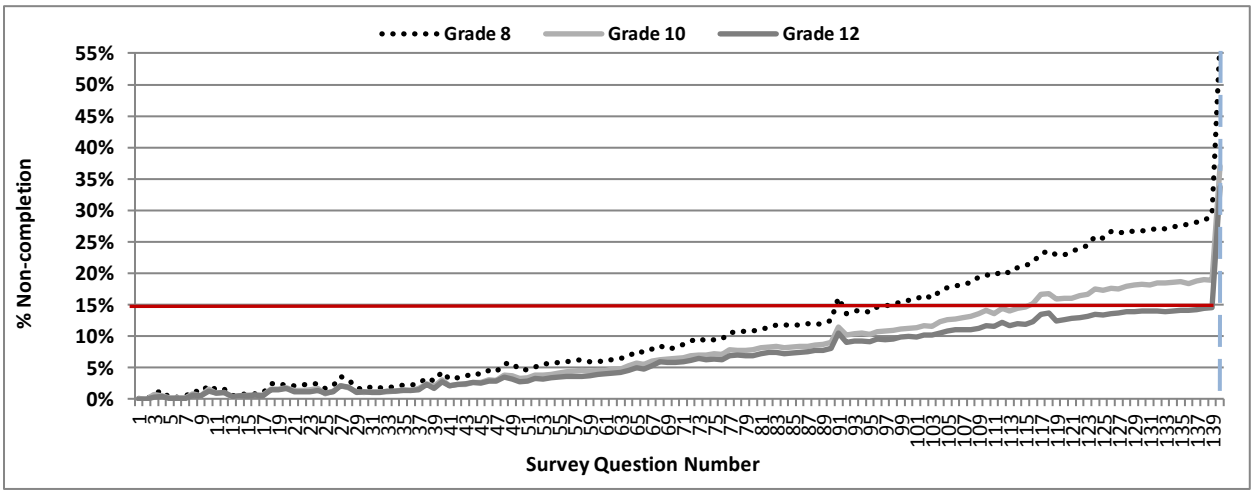
The rates at which valid respondents failed to complete the last question on a survey by form type were:

- 29 percent of Grade 8, 19 percent of Grade 10, and 15 percent of Grade 12 students did not complete Form A.
- 57 percent of Grade 8, 37 percent of Grade 10, and 34 percent of Grade 12 students did not complete the optional question on Form A.
- 25 percent of Grade 8, 15 percent of Grade 10, and 13 percent of Grade 12 students did not complete Form B.
- 55 percent of Grade 8, 32 percent of Grade 10, and 34 percent of Grade 12 students did not complete the optional questions on Form B.
- 14 percent of Grade 6 students did not complete Form C.

Conversely, 85 percent of students completed at least:

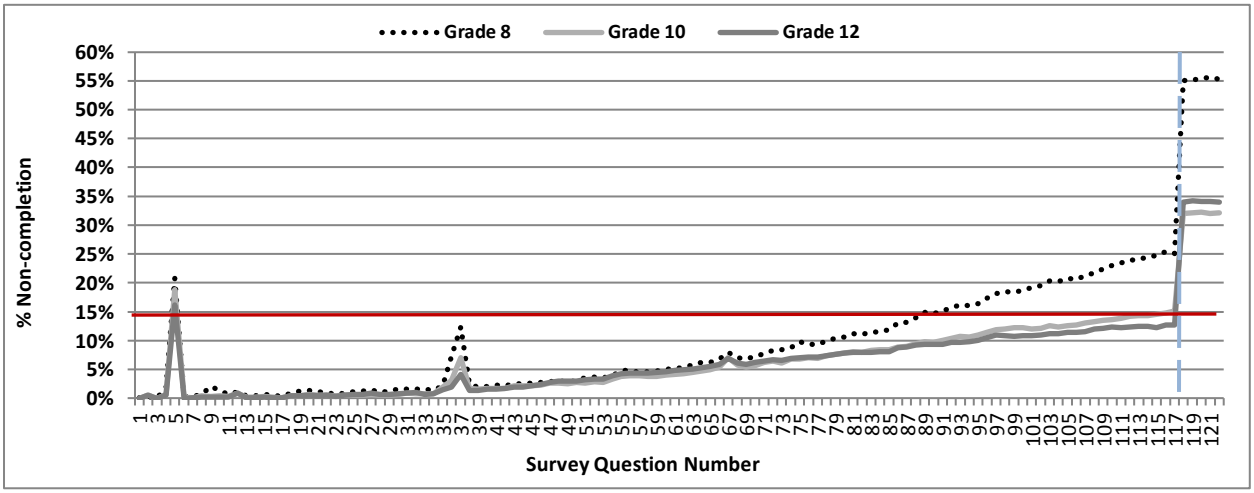
- 98 questions for Grade 8, 115 for Grade 10, and 139 for Grade 12 out of 139 questions on Form A.
- 89 questions for Grade 8, 115 for Grade 10, and 116 for Grade 12 out of 117 questions on Form B.
- 88 out of 93 questions for Form C.

Figure 1: Non-completion Rates for Form A, Grades 8, 10, and 12 in 2016



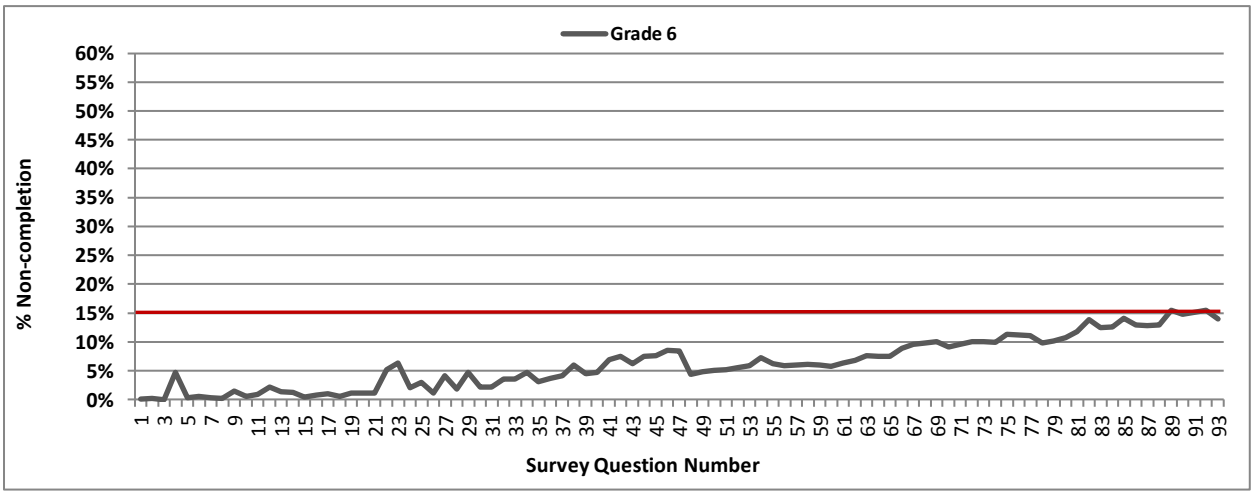
*red line indicates desired maximum of 15% for non-completion; light blue dashed line indicates optional questions.

Figure 2: Non-completion Rates for Form B Grades 8, 10, and 12 in 2016



*red line indicates desired maximum of 15% for non-completion; light blue dashed line indicates optional questions. On Form B and B-enhanced, there was a spike at questions 5, 36 and 37 – question 5 was about Asian/Pacific Islander race and questions 36 and 37 were about self-report height and weight.

Figure 3: Non-completion Rates for Form C, Grade 6 in 2016



Respondent Characteristics

The findings of HYS 2016 presented in this report are based on the responses of 36,809 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 2016, Percent of Students (and 95% CI)

	6th Grade	8th Grade	10th Grade	12th Grade
	% (±CI)	% (±CI)	% (±CI)	% (±CI)
Age	(n=8656)	(n=10831)	(n=7588)	(n=27075)
10 or younger	1.8% (±0.3)	**	**	**
11	76.0% (±1.1)	**	**	**
12	21.8% (±1.2)	1.4% (±0.3)	0.1% (±0.1)	0.2% (±0.1)
13	0.3% (±0.1)	75.8% (±1.2)	0.1% (±0.0)	0.0% (±0.1)
14	0.0% (±0.0)	22.3% (±1.3)	1.1% (±0.2)	0.0% (±0.0)
15	0.0% (±0.0)	0.5% (±0.2)	72.8% (±1.3)	0.1% (±0.1)
16	**	0.0% (±0.0)	25.4% (±1.2)	1.3% (±0.3)
17	**	0.0% (±0.0)	0.5% (±0.2)	71.5% (±1.7)
18	**	0.0% (±0.0)	0.1% (±0.1)	25.1% (±1.4)
19 or older	**	0.0% (±0.0)	0.1% (±0.0)	1.7% (±0.7)
Gender	(n=9697)	(n=8611)	(n=10769)	(n=7557)
Female	50.9% (±1.1)	51.2% (±1.1)	51.5% (±1.2)	48.7% (±1.5)
Male	49.1% (±1.1)	48.8% (±1.1)	48.5% (±1.2)	51.3% (±1.5)
Race - Ethnic Group	(n=9264)	(n=8517)	(n=10773)	(n=7552)
American Indian or Alaska Native	6.2% (±0.9)	3.5% (±0.6)	2.4% (±0.7)	1.8% (±0.5)
Asian or Asian American	10.1% (±3.0)	8.2% (±2.1)	5.5% (±1.5)	4.8% (±1.2)
Black or African-American	4.0% (±0.9)	5.4% (±1.5)	3.1% (±0.9)	3.1% (±1.2)
Hispanic or Latino/Latina	12.6% (±3.3)	18.1% (±5.0)	20.3% (±8.0)	20.3% (±8.3)
Native Hawaiian or other Pacific Islander	1.7% (±0.4)	2.1% (±0.7)	1.4% (±0.4)	1.2% (±0.4)
White or Caucasian	38.3% (±3.7)	44.9% (±6.5)	54.5% (±7.0)	57.8% (±7.4)
Other	17.9% (±1.4)	9.0% (±0.7)	4.2% (±0.5)	3.0% (±0.4)
More than one race/ethnicity marked	9.2% (±0.9)	9.0% (±0.9)	8.5% (±1.0)	8.0% (±1.0)
Language Spoken at Home	(n=9690)	(n=8365)	(n=10536)	(n=7358)
English	81.8% (±3.5)	78.3% (±5.1)	80.4% (±5.3)	82.0% (±5.4)
Spanish	9.7% (±2.6)	13.0% (±3.9)	13.3% (±5.4)	12.7% (±5.4)
Russian	**	1.0% (±0.3)	1.0% (±0.3)	0.7% (±0.3)
Ukrainian	**	0.6% (±0.3)	0.6% (±0.2)	0.5% (±0.1)
Vietnamese	**	1.0% (±0.5)	0.8% (±0.4)	0.8% (±0.3)
Chinese	**	0.5% (±0.2)	0.5% (±0.2)	0.7% (±0.3)
Korean	**	0.3% (±0.2)	0.3% (±0.1)	0.3% (±0.1)
Japanese	**	0.2% (±0.1)	0.2% (±0.1)	0.2% (±0.1)
Other	**	5.2% (±2.0)	2.8% (±0.7)	2.3% (±0.6)

Notes:

- "**"indicates that the answer choice was not included on the survey.
- Individual race/ethnic groups are reported for students who only selected a single race/ethnic group. Students who selected more than one group are reported as "more than one race/ethnicity marked".

3. Physical Activity and Dietary Behavior

Obesity and Overweight

The Healthy People 2020 objective is to reduce the proportion of adolescents ages 12–19 who are obese, determined using a body mass index (BMI) based on height and weight, to 16.1 percent by 2020. The Healthy People 2020 BMI goal is based on measured height and weights and may not be comparable to obesity based on self-reported heights and weights from the Healthy Youth Survey.[1] For adults, self-reported heights and weights tend to underestimate obesity. Results WA aimed to increase the percentage of 10th graders with healthy weight from 75 percent to 76 percent by 2016.

In 2016, 11 percent of Grade 8 students, 12 percent of Grade 10 students, and 15 percent of Grade 12 students were obese based on their reported BMI. Sixteen percent of Grade 8 students, 15 percent of Grade 10 students, and 16 percent of Grade 12 students were overweight.

Differences by grade level:

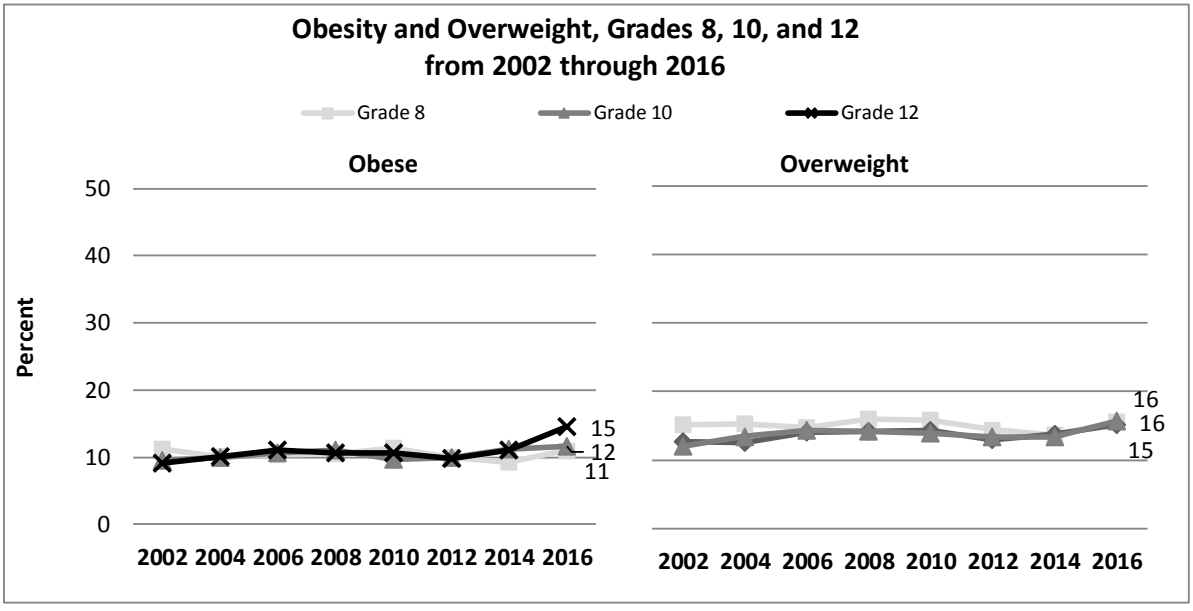
- Grade 12 students were more likely than Grade 8 and 10 students to be obese.
- There were no differences in overweight by grade.

Differences by gender:

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

Differences over time:

- Among Grade 12 students, there was an increase in obesity or overweight from 2014 to 2016.
- Among Grade 12 students, there was an increase in obesity from 2002 through 2016. There were no significant trends from 2002 to 2016 for overweight.



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.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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 2016, 28 percent of Grade 6 students, 30 percent of Grade 8 students, 24 percent of Grade 10 students, and 21 percent of Grade 12 students reported that they were physically active for at least 60 minutes, seven days a week.

The Centers for Disease Control and Prevention recommends that children and adolescents participate in at least 60 minutes of physical activity daily, and muscle strengthening 3 days a week.

Differences by grade level:

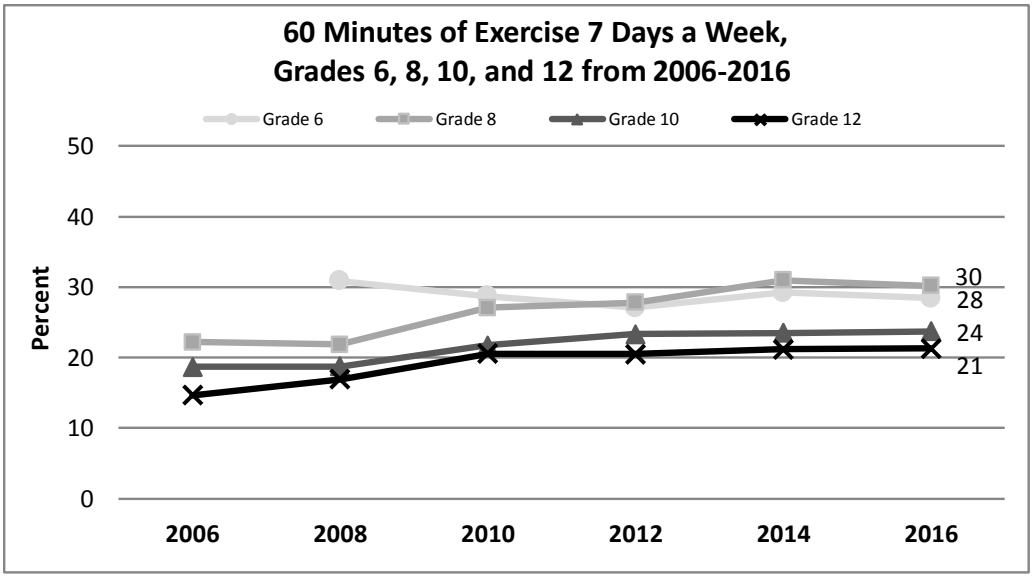
- Grade 6 and 8 students were more likely than Grade 10 and 12 students to be physically active for 60 minutes, seven days a week.
- Grade 10 students were more likely than Grade 12 students to be physically active for 60 minutes, seven days a week.

Differences by gender:

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

Differences over time:

- There were no changes in being physically active for 60 minutes, seven days a week from 2014 to 2016.
- Among Grade 8, 10, and 12 students, there were increases in being physically active for 60 minutes, seven days a week, from 2006 through 2016.



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 at least 60 minutes on 7 days in an average week.
Source: HYS 2006, 2008, 2010, 2012, 2014, and 2016.

Physical Education Classes

In 2016, 49 percent of Grade 8 students, 31 percent of Grade 10 students, and 24 percent of Grade 12 students reported that they attended a physical education class every day during an average school week.

The Healthy People 2020 objective for physical education is that 36.6 percent of adolescents in grade 9 through 12 should participate in daily school physical education classes (five days a week).

Differences by grade level:

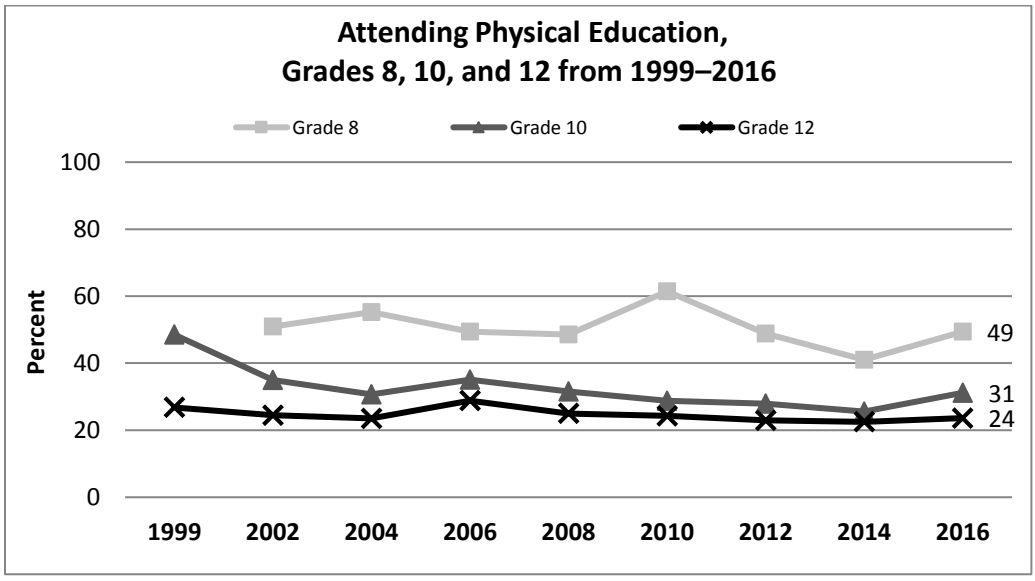
- Grade 8 students were more likely than Grade 10 or 12 students to report attending physical education classes every day during an average school week.
- Grade 10 students were more likely than Grade 12 students to report attending physical education classes every day during an average school week.

Differences by gender:

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

Differences over time:

- There were no significant changes in physical education class attendance from 2014 to 2016.
- There were no trends in attending physical education classes every day during an average school week among students in grades 8, 10, and 12 from 2006 through 2016.



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 that they attended physical education classes five days in an average week when in school.
Source: YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Time Spent in Physical Education Classes

In 2016, among students who took physical education, 91 percent of Grade 8 students, 92 percent of Grade 10 students, and 92 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:

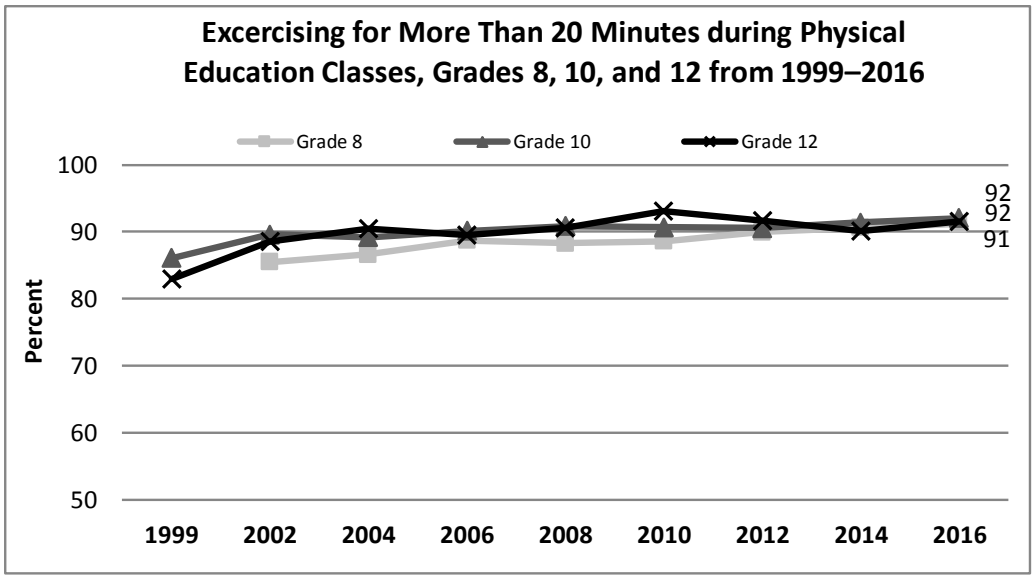
- There were no differences in spending more than 20 minutes of an average PE class exercising by grade level.

Differences by gender:

- There were no differences in spending more than 20 minutes of an average PE class exercising by gender.

Differences over time:

- There were no significant changes in spending more than 20 minutes of an average PE class exercising from 2014 to 2016.
- Among Grade 8 and 10 students, there were increases in spending more than 20 minutes of an average PE class exercising from 2002 through 2016.



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

- Percentages represent students who reported that they participated in physical education and exercised or played sports 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 2016 results in this figure are: 3,653 Grade 8, 1,894 Grade 10, and 1,300 Grade 12 students.

Source: YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Television Watching and Video Game Playing

In 2016, about 54 percent of Grade 6 students, 63 percent of Grade 8 students, 64 percent of Grade 10 students, and 60 percent of Grade 12 students reported restricting television and video viewing and video game playing to two hours or less on a school day.

A Healthy People 2020 objective is that at least 74 percent of students in grades 9 through 12 restrict television and video viewing and video game playing to two hours or less on a school day.

Differences by grade level:

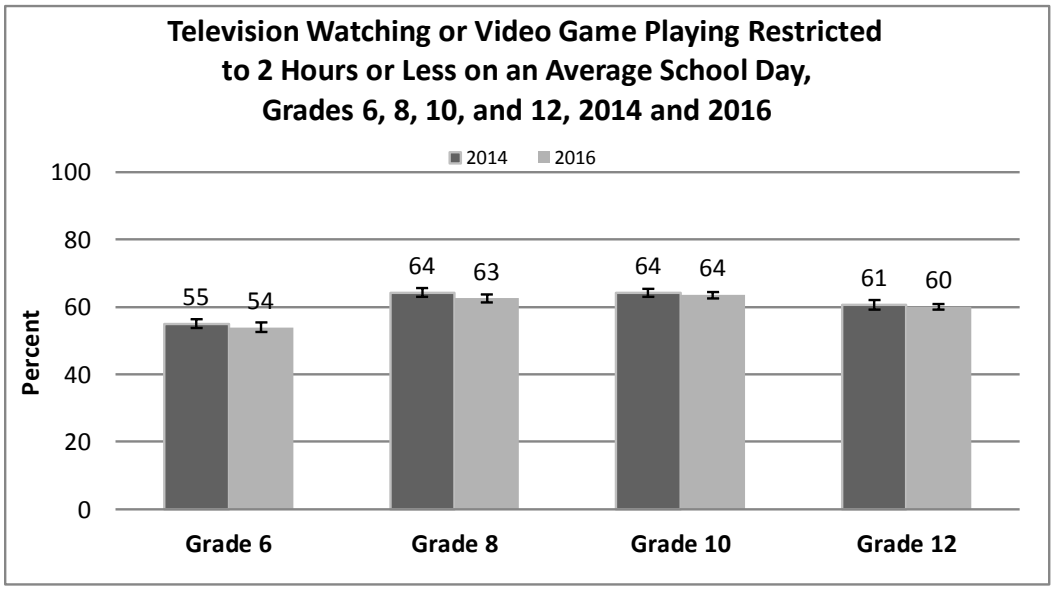
- Grade 6 students less more likely than Grade 8, 10, and 12 to restrict television and video viewing and video game playing to two hours or less on a school day.
- Grade 10 students less more likely than Grade 12 to restrict television and video viewing and video game playing to two hours or less on a school day.

Differences by gender:

- Grade 6 and 12 females were less likely than males to restrict television and video viewing and video game playing to two hours or less on a school day.

Differences over time:

- There were no changes restricting television and video viewing and video game playing to two hours or less on a school day from 2014 to 2016.



Survey Questions:

- On the average school day, how many hours did you watch TV?
- On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on such things as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)

Notes:

- Percentages represented students who reported watching TV and/or playing video games for less than two hours total on an average school day.
- The question wording for both questions changed in 2014, making changes over time no longer comparable.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Nutrition

Fruit and Vegetable Consumption

Youth need to eat a variety of fruits and vegetables every day to get essential vitamins and minerals, fiber, and other substances that are important for good health and to reduce the risk of obesity and chronic diseases. The 2010 U.S. Dietary Guidelines for Americans recommend eating sufficient amounts of fruits and vegetables within caloric needs rather than the previous recommendation of five servings for all calorie levels. For example, the USDA MyPyramid recommends daily intake of 2-3 cups of vegetables and 1.5-2 cups of fruits for youth. The Healthy Youth Survey does not measure intake of fruits and vegetables relative to caloric need and age but in terms of number of times fruits and vegetables are eaten a day. (U.S. Department of Health and Human Services, 2015)

Eating Fruit Less than Once a Day

In 2016, 35 percent of Grade 8 students, 38 percent of Grade 10 students, and 40 percent of Grade 12 students ate fruit less than once a day.

Differences by grade level:

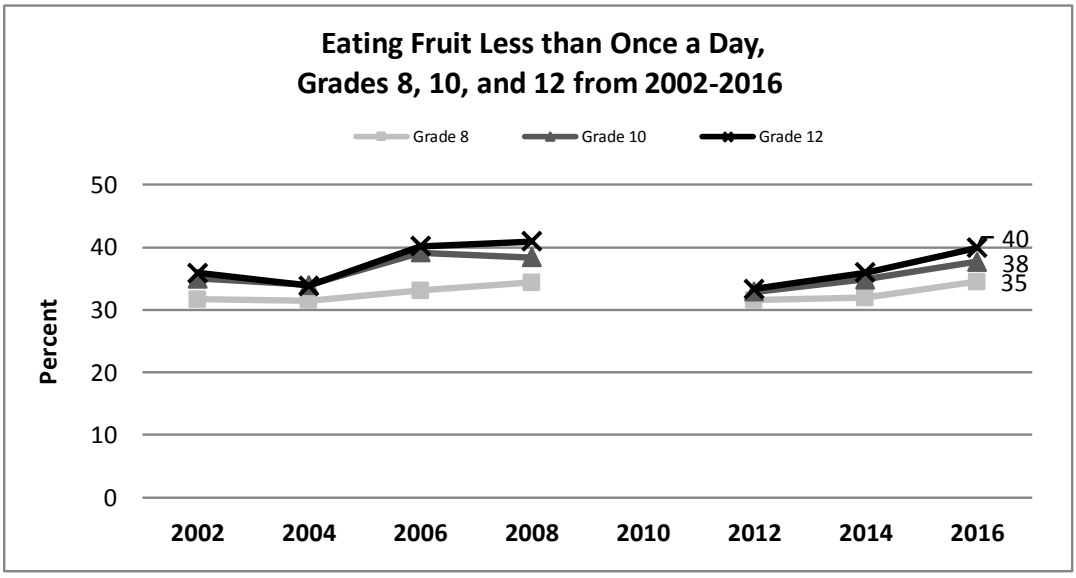
- Grade 10 and 12 students were more likely than Grade 8 students to eat fruit less than once a day by grade level.

Differences by gender:

- Grade 8, 10, and12 females were more likely than males to eat fruit less than once a day by gender.

Differences over time:

- Among Grade 12 students, there was an increase eating fruit less than once a day from 2014 to 2016.
- There were no trends in eating fruit less than once a day among students in grades 8, 10, and 12 from 2002 through 2016.



Survey Questions: During the past 7 days, how many times did you?:

- Drink 100% fruit juice such as orange juice, apple juice or grape juice? (Do not count punch, Kool-Aid, sports drinks, and other fruit-flavored drinks.)
- Eat fruit? (Do not count fruit juice.)

Source: HYS 2002, 2004, 2006, 2008, 2012, 2014, and 2016.
Note. Percentages are calculated from the questions above to represent students who reported eating fruit less than once a day

Eating Vegetables Less than Once a Day

In 2016, 36 percent of Grade 8 students, 36 percent of Grade 10 students, and 35 percent of Grade 12 students ate vegetables less than once a day.

Differences by grade level:

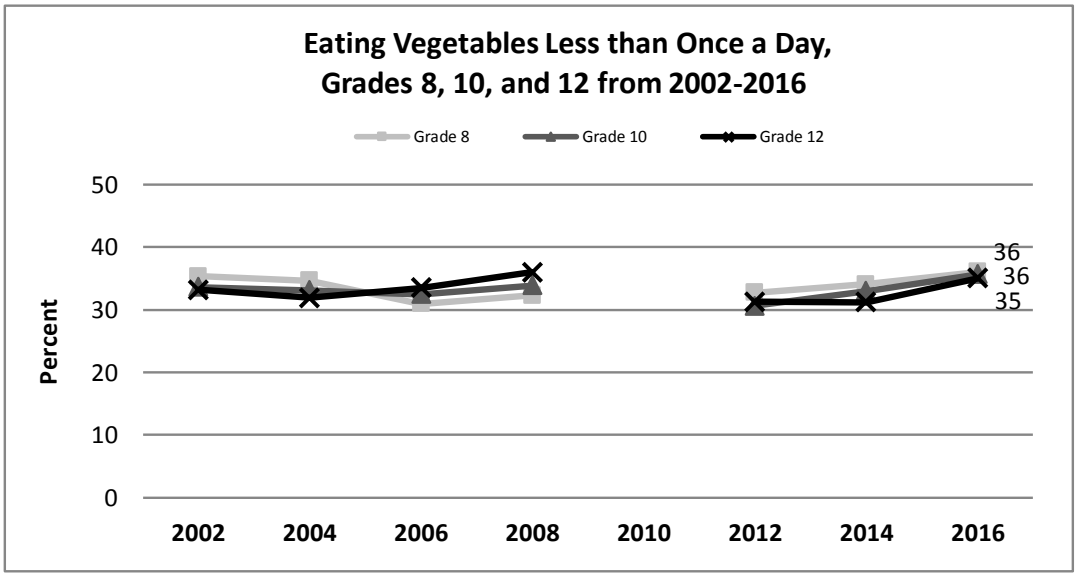
- There were no differences in eating vegetables less than once a day by grade level.

Differences by gender:

- There were no differences in eating vegetables less than once a day by gender.

Differences over time:

- Among Grade 12 students, there was an increase in eating vegetables less than once a day from 2014 to 2016.
- There were no trends in eating vegetables less than once a day among students in grades 8, 10, and 12 from 2002 through 2016.



Survey Questions: During the past 7 days, how many times did you?:

- Eat green salad?
- Eat potatoes? (Do not count French fries, fried potatoes, or potato chips.)
- Eat carrots?
- Eat other vegetables? (Do not count green salad, potatoes, or carrots.)

Source: HYS 2002, 2004, 2006, 2008, 2012, 2014, and 2016.

Note. Percentages are calculated from the questions above to represent students who reported eating vegetables less than once a day

Eating Dinner with Family

In 2016, 78 percent of Grade 6 students, 65 percent of Grade 8 students, 60 percent of Grade 10 students, and 51 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:

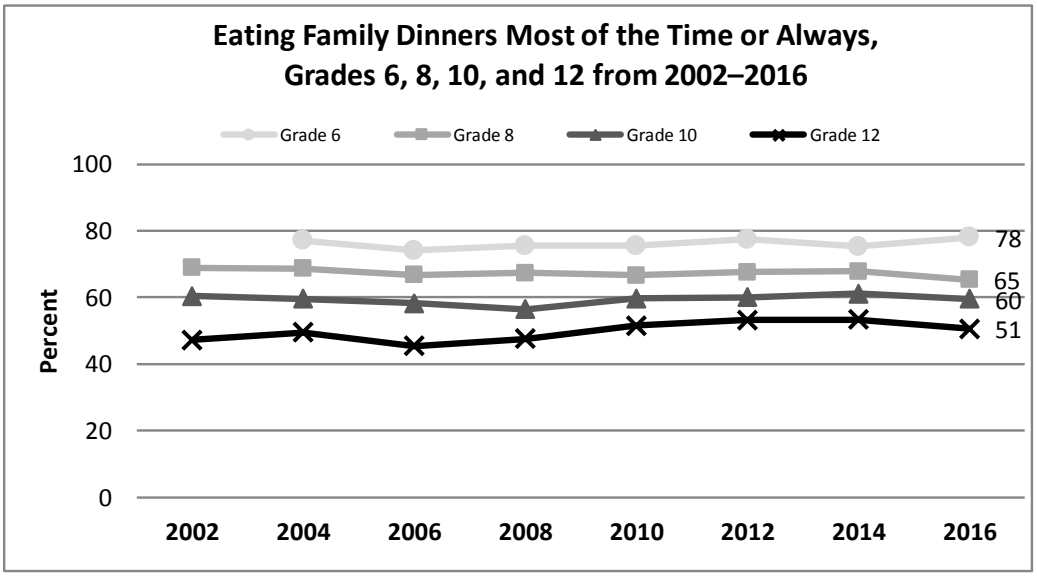
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to eat dinner with their family most of the time or always.

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 6 students, there was an increase in eating dinner with the family from 2014 to 2016.
- Among Grade 8 students, there was a decrease in eating dinner with the family most of the time or always from 2002 through 2016.



Survey Question: How often do you eat dinner with your family?
Note: Percentages represent students who reported that they ate dinner with their family most of the time or always.
Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Drinking Sweetened Beverages

In 2016, 8 percent of Grade 8 students, 9 percent of Grade 10 students, and 11 percent of Grade 12 students reported drinking sweetened beverages two or more times a day.

Drinking sugar-sweetened beverage is associated with obesity and dental caries.

Differences by grade level:

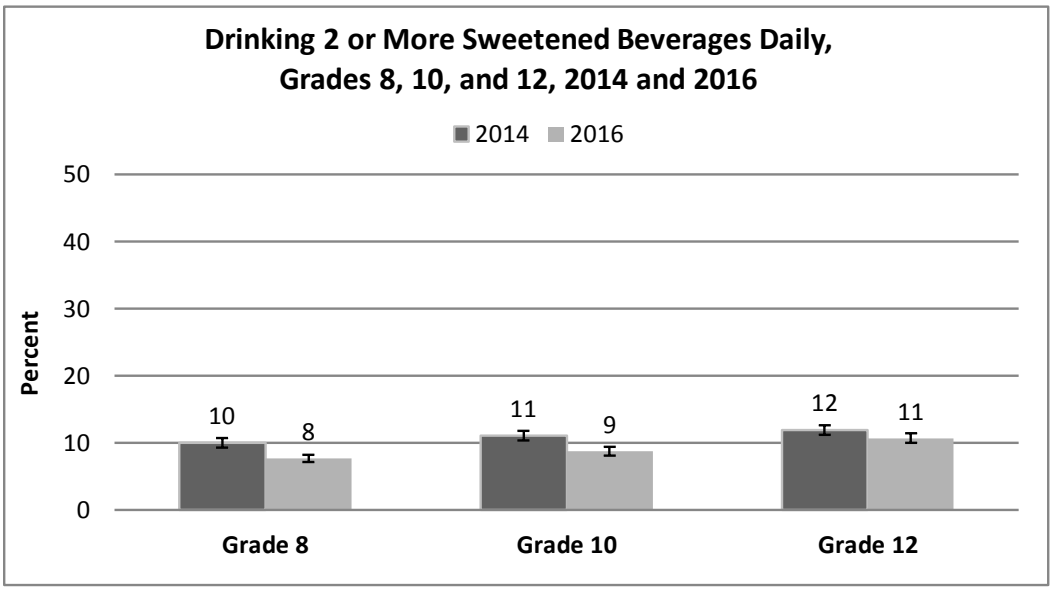
- Grade 12 students were more likely than Grade 8 and 10 students to drink two or more sweetened beverages daily.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to report drinking sweetened beverages two or more times a day.

Differences over time:

- Among Grade 8 and 10 students, there were decreases in drinking sweetened beverages two or more times a day from 2014 to 2016.



Survey Question: 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)? Do not include diet drinks.
Note. Percentages represent students who reported that they consumed two or more sweetened beverages daily.
Source: HYS 2014 and 2016.

Drinking Sweetened Drinks at School

In 2016, 39 percent of Grade 8 students, 42 percent of Grade 10 students, and 44 percent of Grade 12 students reported drinking sweetened drinks at school.

Differences by grade level:

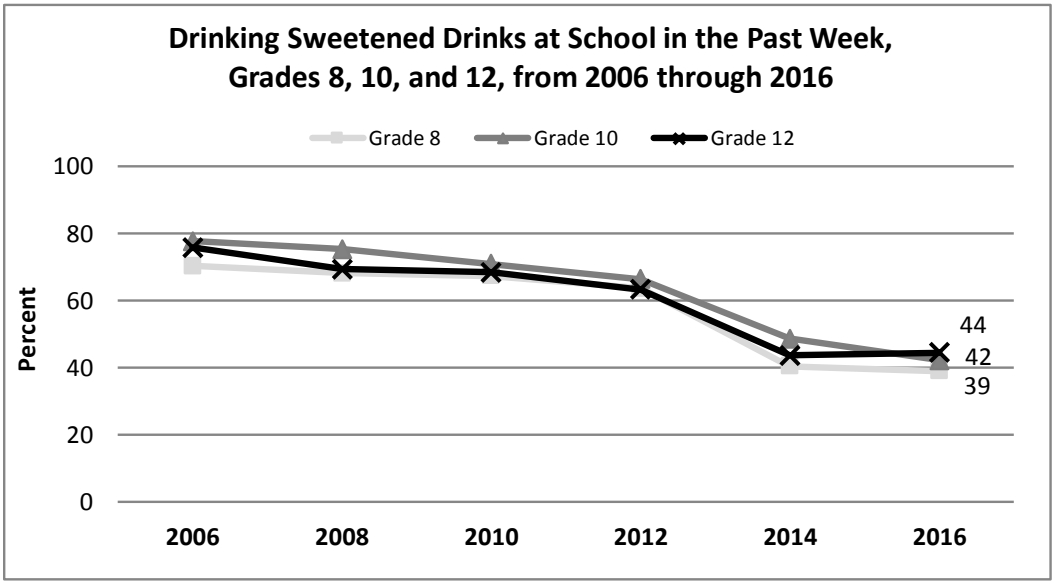
- Grade 8 students were less likely than Grade 12 students to drink sweetened drinks at school.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to drink sweetened drinks at school.

Differences over time:

- Among Grade 10 students, there was a decrease in drinking sweetened drinks at school in the past week from 2014 to 2016.
- Among Grade 8, 10, and 12 students, there were decreases in drinking sweetened drinks at school in the past week from 2006 through 2016.



Survey Question: 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.
Notes: Percentages represent students who reported that they drank soda or sweetened drinks at school in the past 7 days.
Source: HYS 2006, 2008, 2010, 2012, 2014, and 2016.

Buying Sweetened Drinks at School

In 2016, 39 percent of Grade 8 students, 42 percent of Grade 10 students, and 44 percent of Grade 12 students reported drinking sweetened drinks at school. Among those who reported drinking these beverages at school, in 2016, 15 percent of Grade 8 students, 23 percent of Grade 10 students, and 14 percent of Grade 12 students bought the sweetened drinks at school.

Differences by grade level:

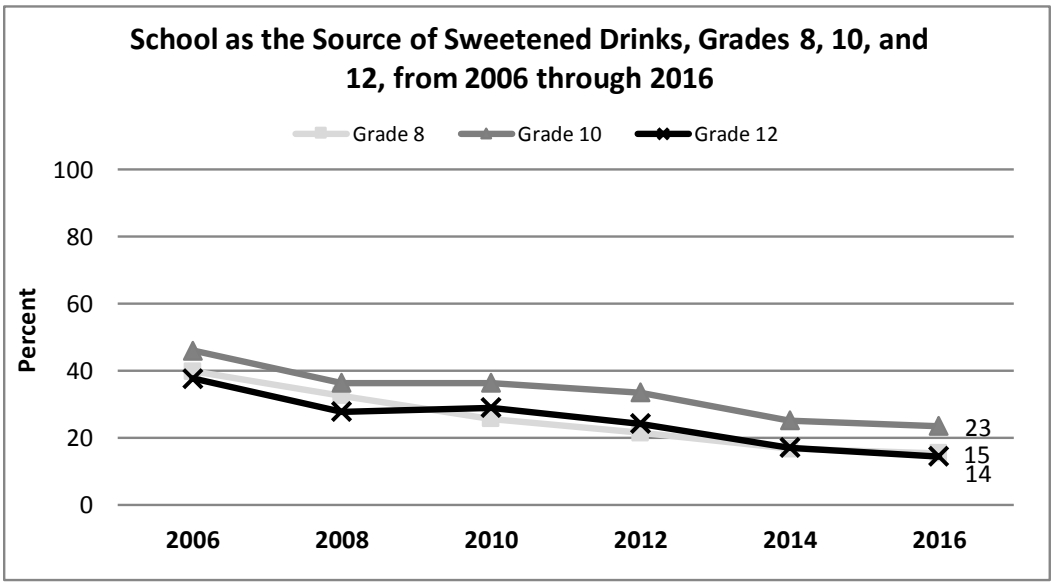
- Among those who drank sweetened beverages at school, Grade 10 students were more likely than Grade 8 and 12 students to buy the sweetened drinks at school.

Differences by gender:

- Among those who drank sweetened beverages at school, Grade 12 males were more likely than Grade 12 females were more likely than females to buy the sweetened drinks at school.

Differences over time:

- Among students who drank sweetened beverages at school, there were no changes in buying sweetened drinks at school from 2014 to 2016.
- Among Grade 8, 10, and 12 students who drank sweetened beverages at school, there were decreases in buying sweetened drinks at school from 2006 through 2016.



Survey Question: 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 bought the soft drinks at school.
- Students who reported that they "did not drink sodas, sports drinks, or other flavored drinks at school" in the past 7 days were not included in the results.
- The sample sizes for the 2016 results in this figure are: 1,662 Grade 8; 2,412 Grade 10; and 1,899 Grade 12 students.

Source: HYS 2006, 2008, 2010, 2012, 2014, and 2016.

Food Insecurity

In 2016, 10 percent of Grade 8 students, 12 percent of Grade 10 students, and 16 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 (Lobstein, 2015, Weinreb, 2002).

Differences by grade level:

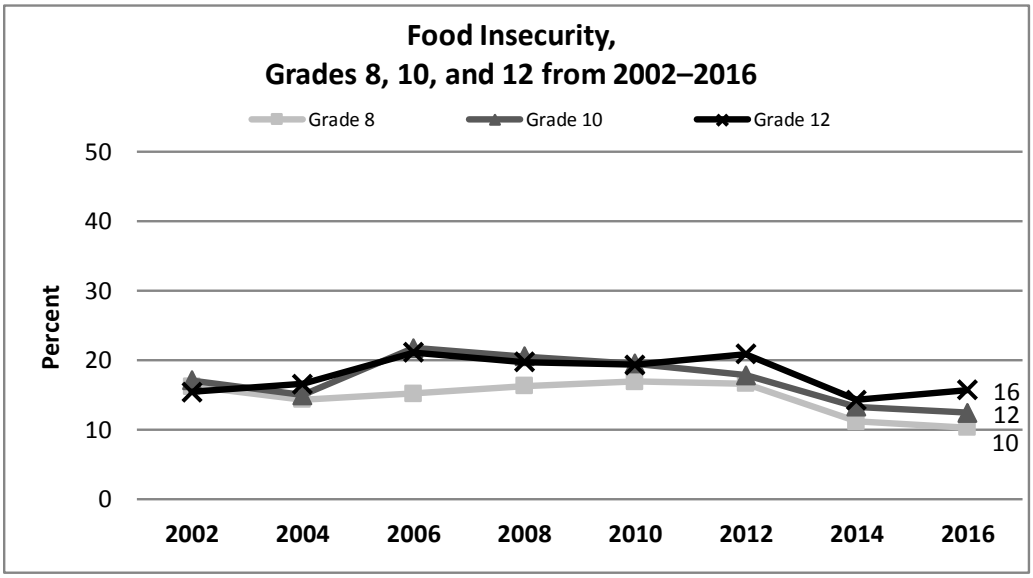
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to report having to cut meal size or skip meals.

Differences by gender:

- There were no differences in having to cut meal size or skip meals by gender.

Differences over time:

- There were no changes in having to cut meal size or skip meals from 2014 to 2016.
- There were no trends in having to cut meal size or skip meals among students in grades 8, 10, and 12 from 2002 through 2016.



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 that their family cut meal size or skipped meals in the past year due to lack of money for food.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Asthma

Lifetime Asthma

Lifetime asthma includes anyone who has ever been told by a doctor or nurse that they have asthma. In 2016, 13 percent of Grade 6 students, 17 percent of Grade 8 students, 21 percent of Grade 10 students, and 23 percent of Grade 12 students reported that they had been told they have asthma.

Differences by grade level:

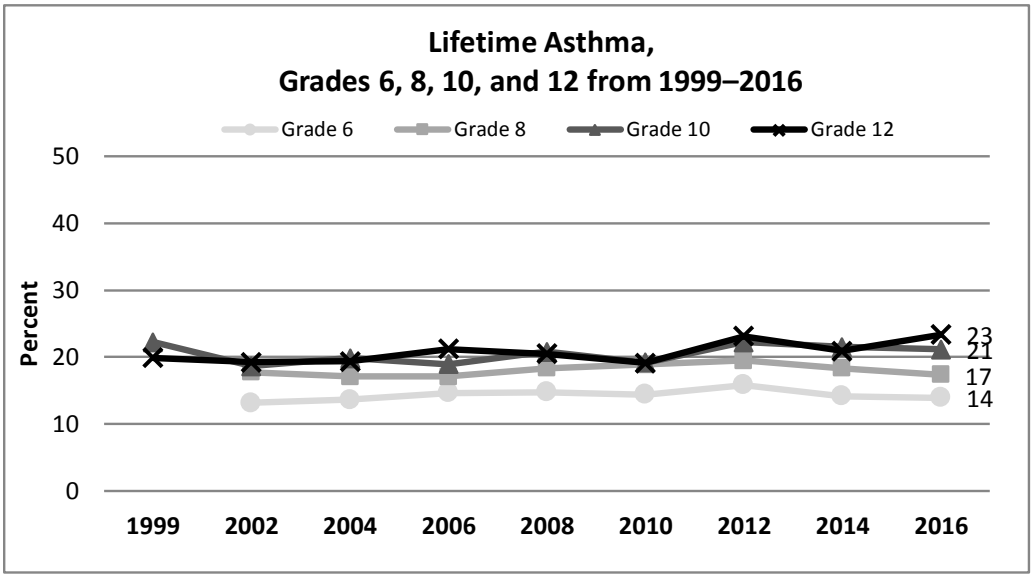
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have been diagnosed with asthma in their lifetime.

Differences by gender:

- Grade 8 males were more likely than females to have been diagnosed with asthma in their lifetime.

Differences over time:

- Among Grade 12 students, there was an increase in having been diagnosed with asthma in their lifetime from 2014 to 2016.
- Among Grade 10 and 12 students, there were increases in having been diagnosed with asthma in their lifetime from 2002 through 2016.



Survey Question: Has a doctor or nurse ever told you that you have asthma?
Note. Percentages represent students who reported that they were ever told they had asthma by a doctor or nurse in their life.
Source: YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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 2016, 7 percent of Grade 6 students, 8 percent of Grade 8 students, 10 percent of Grade 10 students, and 10 percent of Grade 12 students reported that they were told they had asthma and that they still have asthma.

Differences by grade level:

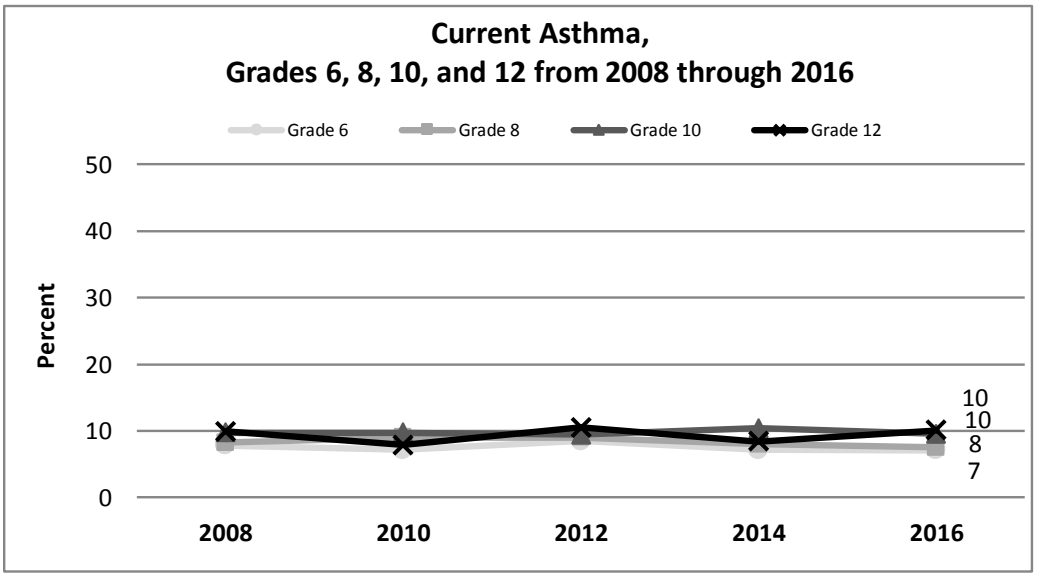
- Grade 6 and 8 students were less likely than Grade 10 and 12 students to have current asthma.

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 an increase in current asthma from 2014 to 2016.
- There were no trends in current asthma from 2008 through 2016.



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 that they were ever told by a doctor they had 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, 2010, 2012, 2014, and 2016.

Access to Care

Access to dental care is an important component in creating a healthy adolescent and adult.

Access to a Dentist

In 2016, 76 percent of Grade 8 students, 80 percent of Grade 10 students, and 78 percent of Grade 12 students had seen a dentist in the past 12 months.

Differences by grade level:

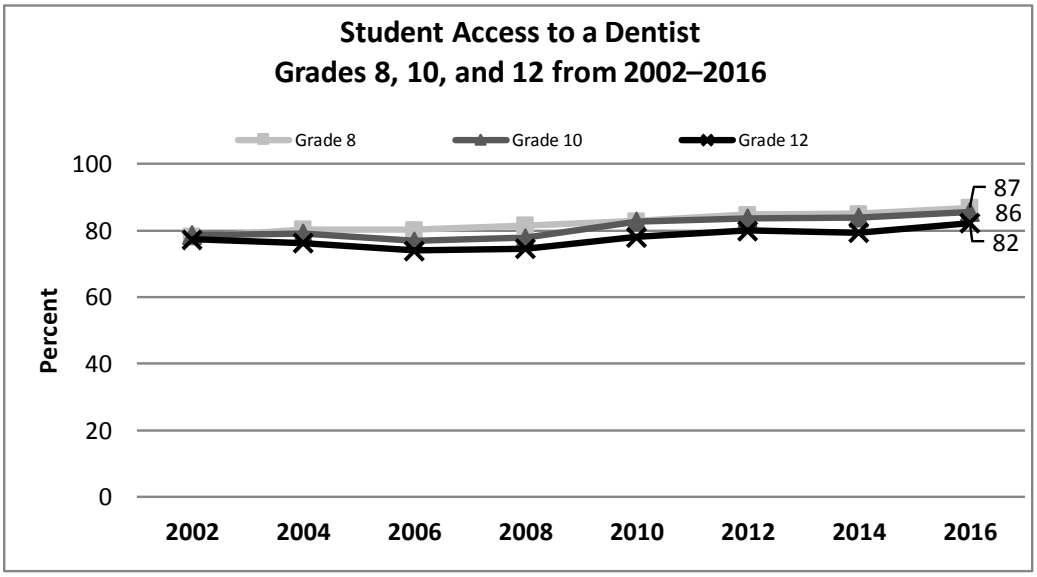
- Grade 8 and 10 students were more likely than Grade 12 students to have seen a dentist in the past year.

Differences by gender:

- There were no differences in having seen a dentist in the past year by gender.

Differences over time:

- There were no significant changes in seeing a dentist in the past year from 2014 to 2016.
- Among Grade 8, 10, and 12 students, there were increases in seeing a dentist in the past year from 2002 through 2016.



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.
- Students who reported "not sure" were not included in the results.
- The sample sizes for the 2016 results in this figure are 3,569 for Grade 8; 4,741 for Grade 10; and 3,483 for Grade 12 students.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Depressive Feelings

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 (Merikangas, 2009).

In 2016, 28 percent of Grade 8 students, 34 percent of Grade 10 students, and 37 percent of Grade 12 students reported experiencing depressive feelings during the past year.

Differences by grade level:

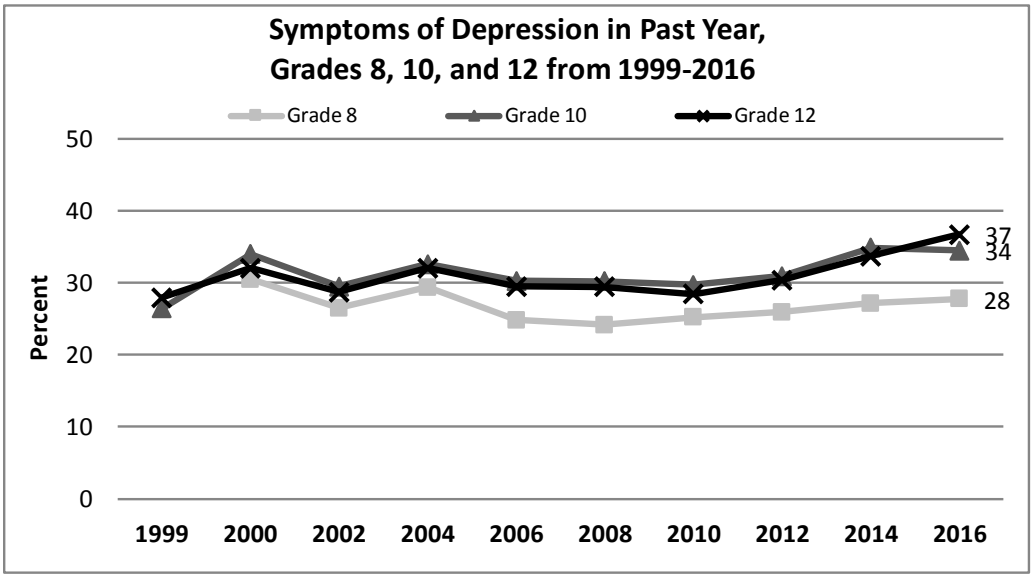
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to experience depressive feelings.

Differences by gender:

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

Differences over time:

- Among Grade 12 students, there was an increase in experiencing depressive feelings from 2014 to 2016.
- There were no trends in experiencing depressive feelings from 2002 through 2016.



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 that, 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, 2010, 2012, 2014, and 2016.

Anxiety

Students were asked two questions about anxiety: How often over the last 2 weeks were you bothered by 1) feeling nervous, anxious or on edge, and 2) Not being able to stop or control worrying. These questions form the GAD-2 scale. When added together as a 0-6 scale, a cutoff of 3 has been found to have acceptable properties in screening for Generalized Anxiety Disorder (Plummer, Manea, Trepel, and McMillan 2016). While this is not sufficient to diagnose an anxiety disorder among youth responding to the HYS, it can be used as an indicator of students experiencing a high level of anxiety.

In 2016, 22 percent of Grade 8 students, 31 percent of Grades 10 students, and 33 percent of Grade 12 students reported experiencing high levels of anxiety in the past two weeks.

Differences by grade level:

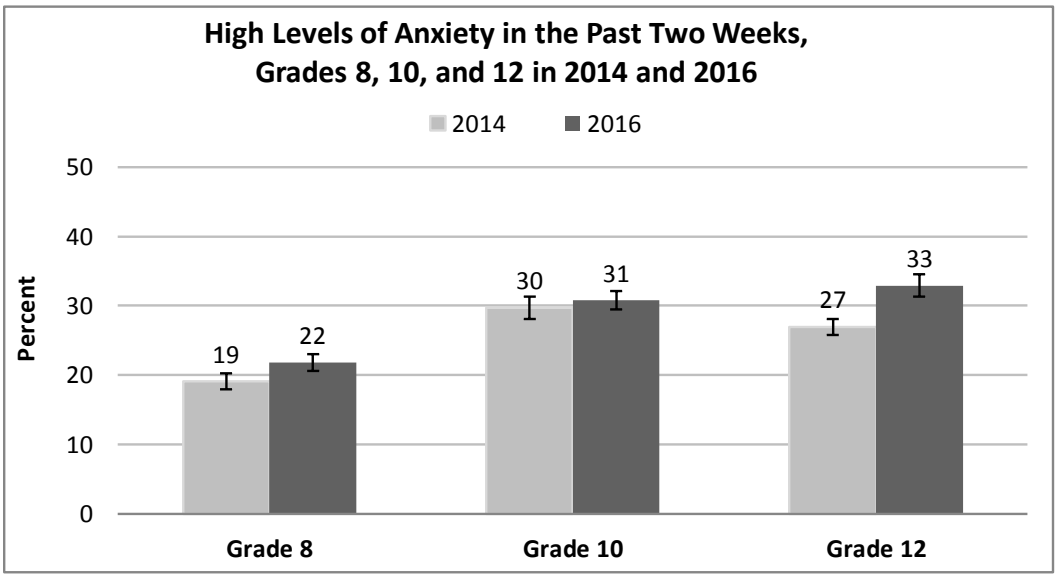
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to experience high levels of anxiety in the past two weeks.

Differences by gender:

- Grade 8, 10, and 12 females were more likely than males to experience high levels of anxiety in the past two weeks.

Differences over time:

- Among Grade 8 and 12 students, there were increases in experiencing high levels of anxiety in the past two weeks from 2014 to 2016.



Survey Questions:

- How often over the last 2 weeks were you bothered by: Feeling nervous, anxious or on edge?
- How often over the last 2 weeks were you bothered by: Not being able to stop or control worrying?

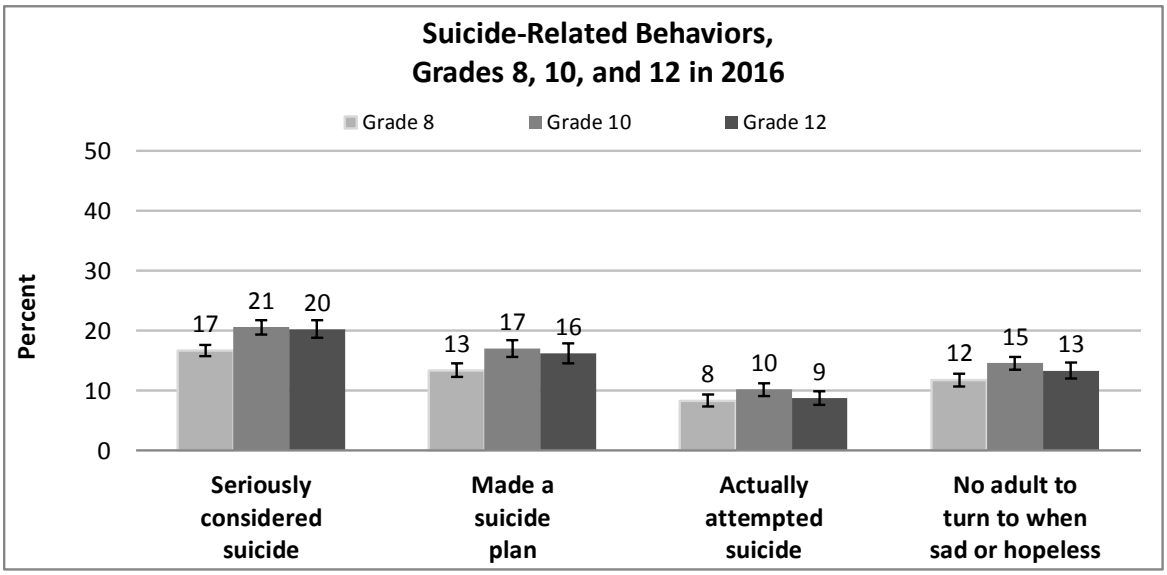
Note: Percentages represent students who reported that, they were feeling nervous or unable to stop worrying on at least several days and feeling nervous or unable to stop worrying on at least more than half of the days in the past two weeks, or that they were experiencing one of these concerns nearly every day.
Source: HYS 2014 and 2016.

Suicide

Suicide attempts and suicide ideation are associated with substance abuse, sexual activity, and physical fighting (King, 2001). Attempted suicide also heightens the risk of eventual suicide.

In 2016, students reported the following suicide-related behaviors:

- Seriously considered attempting suicide in the past year: 17 percent of Grade 8 students, and 21 percent of Grade 10 students, and 20 percent of Grade 12 students.
- Made a plan about how to attempt suicide in the past year: 13 percent of Grade 8 students, 17 percent of Grade 10 students, and 16 percent of Grade 12 students.
- Actually attempted suicide: 8 percent of Grade 8 students, 10 percent of Grade 10 students, and 9 percent of Grade 12 students.
- Felt they did not have an adult to turn to for help when feeling sad or hopeless, 7 percent of Grade 6 students, 12 percent of Grade 8 students, 15 percent of Grade 10, and 13 percent of Grade 12 students did not have an adult to turn to for help when feeling sad or hopeless.



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, or who actually attempted suicide any time in the past 12 months.
- Percentages for "no adult to turn to when sad or hopeless" represent students who said "no".

Source: HYS 2016.

Suicide Attempts

In 2016, 8 percent of Grade 8, 10 percent of Grade 10 students, and 9 percent of Grade 12 students actually attempted suicide in the past year.

The Healthy People 2020 objective is to reduce the percentage of adolescents in grades 9 through 12 who attempt suicide from 1.9 suicide attempts per 100,000 people, to 1.7 suicide attempts per 100,000 people.

Differences by grade level:

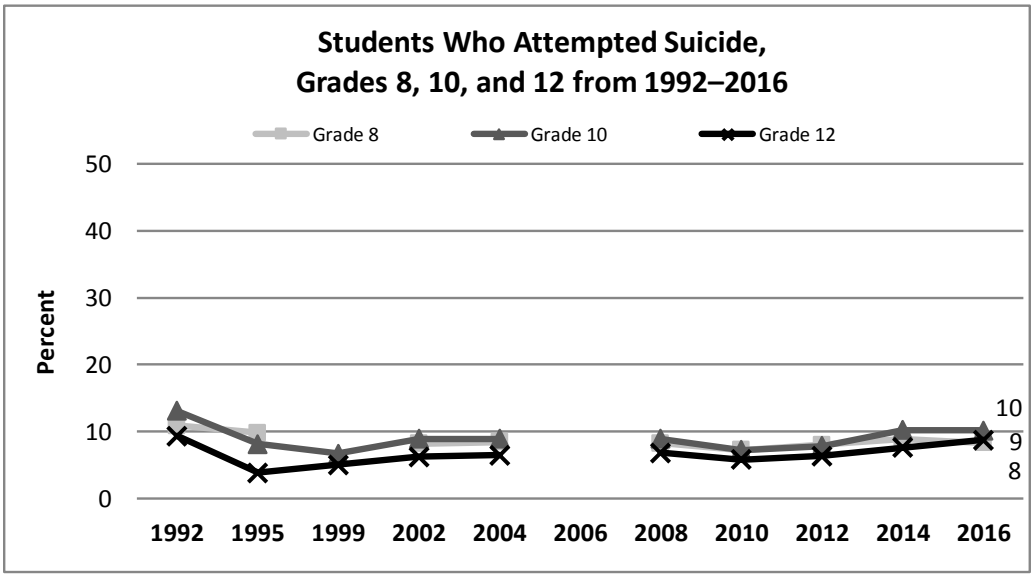
- Grade 10 students were more likely than Grade 8 students to have attempted suicide in the past year.

Differences by gender:

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

Differences over time:

- There were no changes in attempting suicide in the past 12 months from 2014 to 2016.
- There were no trends in attempting suicide in the past 12 months from 2002 through 2016.



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. 2006 survey results are not reported.

Source: WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Sexual Behavior

About 70% of schools included in the state sample elected to administer five optional questions on sexual orientation, behavior and abuse.

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

Lifetime Sexual Intercourse

In 2016, 8 percent of Grade 8 students, 25 percent of Grade 10 students, and 51 percent of Grade 12 students reported they ever had sexual intercourse.

Differences by grade level:

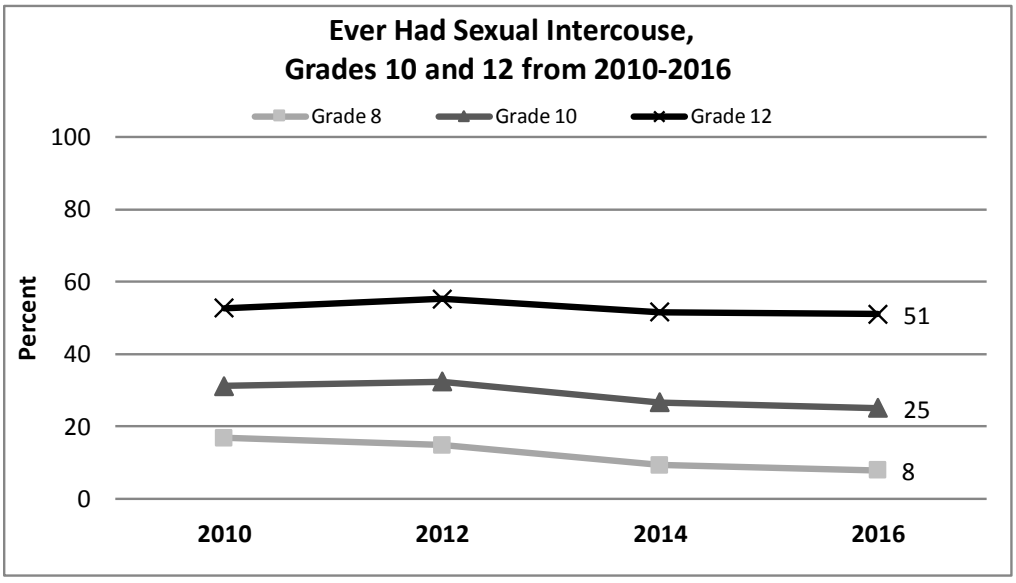
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have ever had sexual intercourse.

Differences by gender:

- Grade 8 and 10 males were more likely than females to ever have sexual intercourse.

Differences over time:

- There were no changes in having sexual intercourse from 2014 to 2016.



Survey Question: How old were you when you had sexual intercourse for the first time?
Source: HYS 2010, 2012, 2014, and 2016.

Notes:

- Percentages represent students who had ever had sexual intercourse.
- From 2010 through 2014, schools could register to receive surveys without this question. In 2016, all schools received this question, but they could remove it if they didn't want to ask it, so there may be a break in trend.
- The proportion of schools administering these each year has changed over time, from about 40% from 2010 through 2014, and increased to about 70% in 2016.
- More information about the optional questions and their generalizability are available in Bias Analysis reports, found at: http://www.askhys.net/Reports/Additional.

Sexual Behaviors among Those who have had Sex

Sexual behaviors were reported among those who have ever had sexual intercourse:

- 15 percent of Grade 10 students and 9 percent of Grade 12 had sexual intercourse before the age of 13.
- About 17 percent of Grade 10 students and 27 percent of Grade 12 students had sexual intercourse with four or more partners in their lifetime.
- About 57 percent of Grade 10 students and 53 percent of Grade 12 students used a condom the last time they had sexual intercourse.

Differences by grade level:

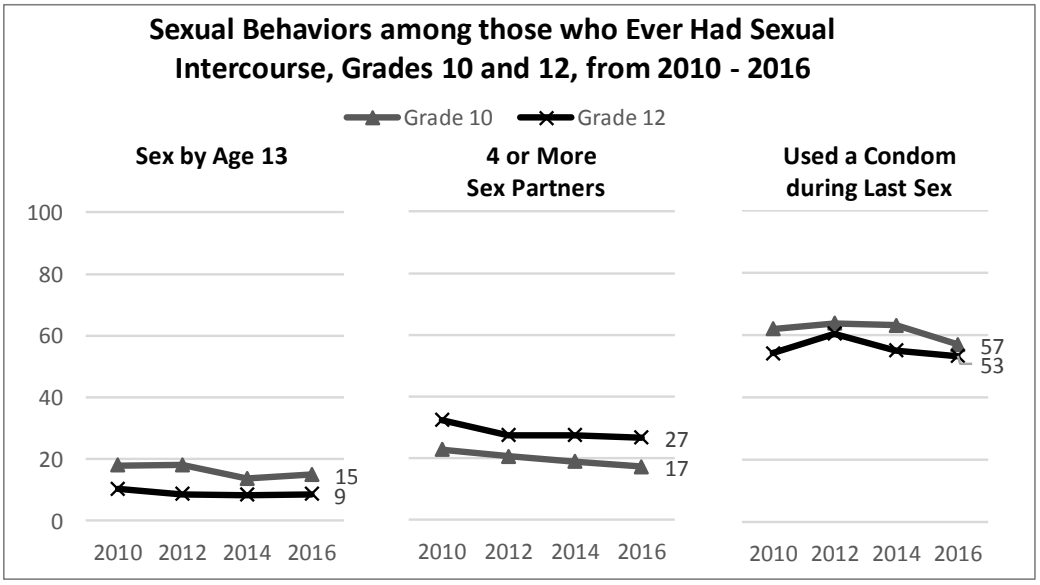
- Grade 10 students were more likely than Grade 12 students to have had sexual intercourse before age 13.
- Grade 12 students were more likely than Grade 10 students to have had four or more partners.
- There was no difference in using a condom the last time they had sexual intercourse by age.

Differences by gender:

- Grade 10 and 12 males were more likely than females to have had sexual intercourse before age 13, and to have had four or more sexual partners.
- Grade 10 males were more likely than females to have used a condom the last time they had sexual intercourse.

Differences over time:

- There were no changes in having sexual intercourse before age 13, having four or more partners, or using a condom among Grade 10 and 12 students from 2014 to 2016.



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 reported having had sex before age 13, having had 4 or more sexual partners, and "yes" they did use a condom the last time they had sexual intercourse.
- Students who reported that they had not had sexual intercourse in their lifetime were not included in the results.
- The sample sizes for the 2016 results in this chart are 904 Grade 10 and 1,304 Grade 12 students.
- The results for Grade 8 are not reported.

Source: HYS 2010, 2012, 2014, and 2016.

Sexual Orientation

About 2 percent of Grade 8 students, 3 percent of Grade 10 students, and 4 percent of Grade 12 students identified as gay or lesbian. About 7 percent of Grade 8 students, 9 percent of Grade 10 students, and 9 percent of Grade 12 students identified as bisexual.

Differences by grade level:

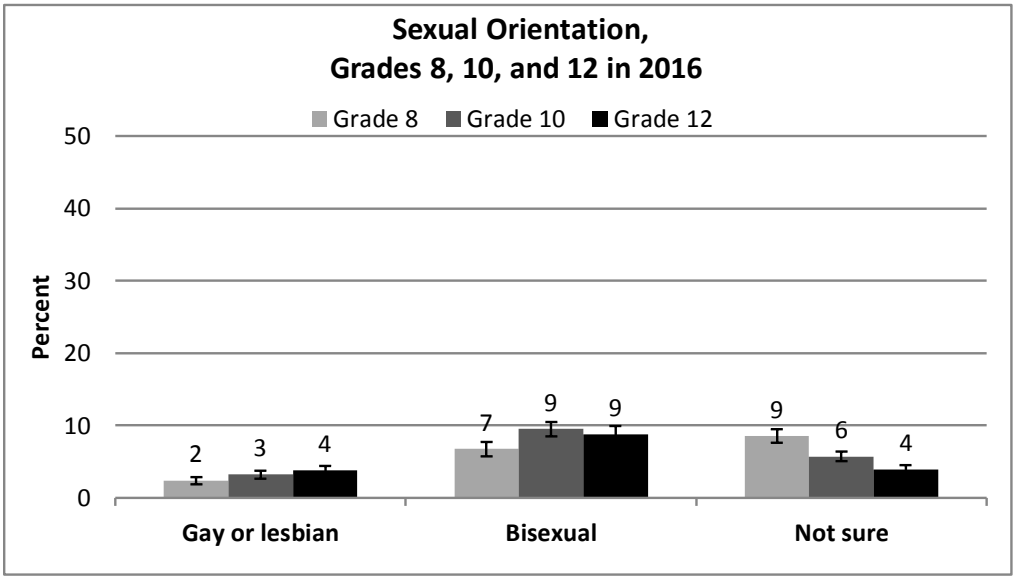
- Grade 10 and 12 students were more likely than Grade 8 students to identify as gay or lesbian, or bisexual.
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was less likely to answer "not sure".

Differences by gender:

- Grade 12 males were more likely than females to identify as gay or lesbian.
- Grade 8, 10, and 12 females were more likely than males to identify as bisexual.
- Grade 8 and 10 females were more likely than males to answer "not sure".

Differences over time:

- Among Grade 8, 10, and 12 students, there were increases in identifying as gay or lesbian, or bisexual from 2014 to 2016.



Survey Questions: Which of the following best describes you?
Note:
• Percentages represent students who identified as gay or lesbian, bisexual, or were not sure.
• In 2014, sexual orientation was only asked on one version of the secondary survey (
Form A). In 2016, it was asked on both versions (Form A and Form B).
Source: HYS 2016.

School Safety, Bullying, and Harassment

RCW 28A.320.185 requires all public school districts and public schools to have current safety plans and procedures in place. 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 2016, 90 percent of Grade 6 students, 84 percent of Grade 8 students, 83 percent of Grade 10 students, and 85 percent of Grade 12 students felt safe at school.

Differences by grade level:

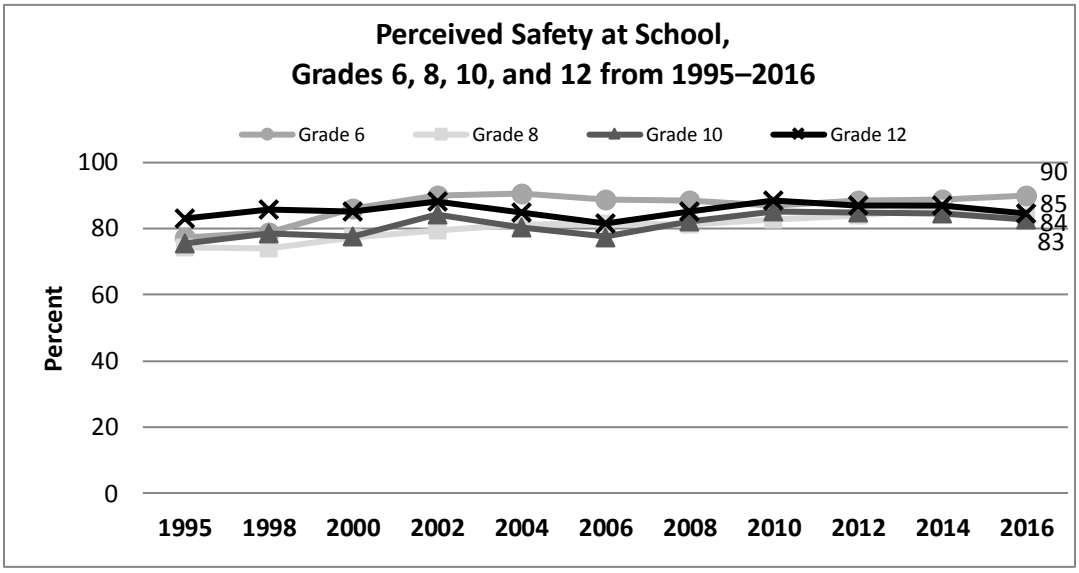
- Grade 6 students were more likely than Grade 8, 10, and 12 students to feel safe at school.

Differences by gender:

- Grades 6 females were more likely than males to feel safe at school.

Differences over time:

- Among Grade 8 students, there was a significant decrease in feeling safe at school from 2014 to 2016.
- Among Grade 8 students, there was an increase in feeling safe at school from 2002 through 2016.



Survey Question: I feel safe at my school.

Notes:

- Survey forms A and B have different response options.
- Percentages represent students who reported 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, 2010, 2012, 2014, and 2016.

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. The definition of bullying includes electronic forms of bullying, known as cyberbullying.

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). In 2016, 27 percent of Grade 6 students, 27 percent of Grade 8 students, 21 percent of Grade 10 students, and 17 percent of Grade 12 students reported being bullied at school in the last 30 days.

Differences by grade level:

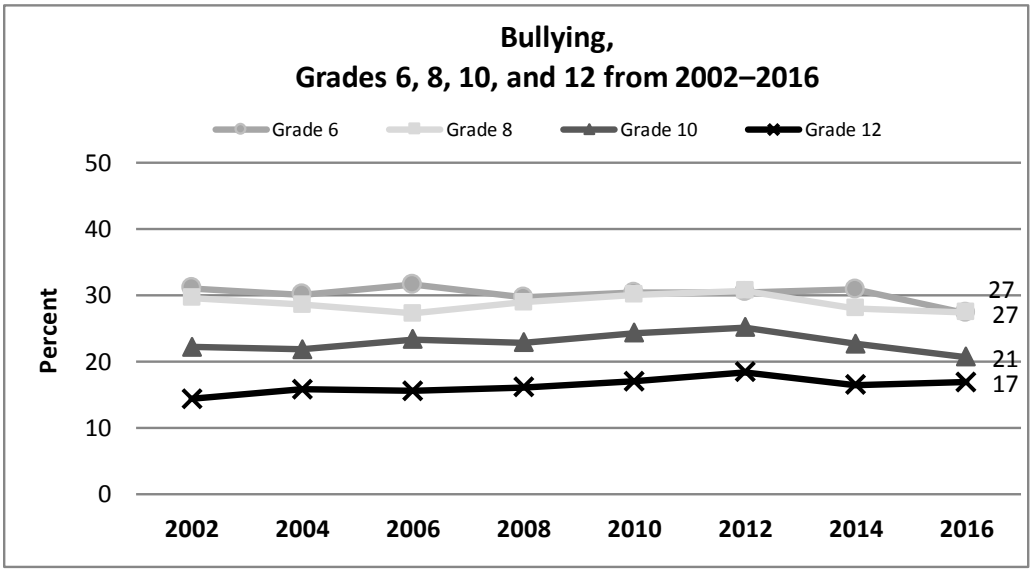
- Grade 6 and 8 students were more likely than Grade 10 and 12 students to have been bullied.
- Grade 10 students were more likely than Grade 12 students to have been bullied.

Differences by gender:

- Grade 6, 8, 10, and 12 females were more likely than males to have been bullied.

Differences over time:

- Among Grade 6 and 10 students, there were decreases in bullying from 2014 to 2016.
- Among Grade 12 students, there was an increase in bullying from 2002 through 2016.



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 represent students who reported they were bullied on any days in the last 30 days.
Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Harassment by Computer or Cell Phone

Many schools have modified their policy and procedures to specifically address harassment, and computer or cell phone harassment is included in bullying and harassment policies and procedures.

In 2016, 12 percent of Grade 8 students, 12 percent of Grade 10 students, and 11 percent of Grade 12 students reported being harassed with a computer or cell phone in the past 30 days.

Differences by grade level:

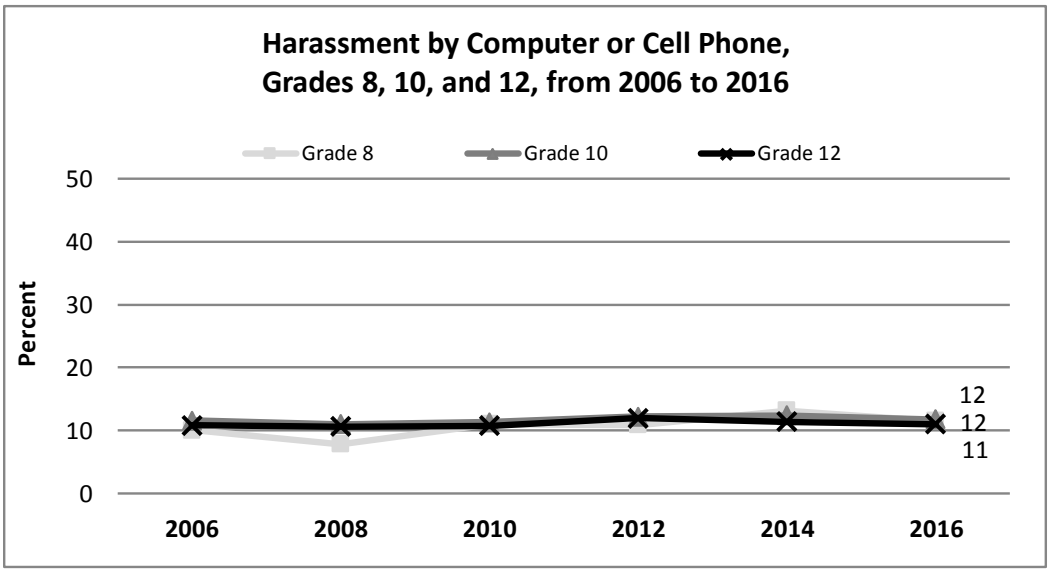
- There was no difference in being harassed with a computer or cell phone by grade level.

Differences by gender:

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

Differences over time:

- Among Grade 8 students, there was a decrease in being harassed with a computer or cell phone from 2014 to 2016.
- There were no trends in being harassed with a computer or cell phone from 2006 through 2016.



Survey Question: 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 were harassed with a computer or cell phone on any days in the past 30 days.
Source: HYS 2006, 2008, 2010, 2012, 2014, and 2016.

Harassment Due to Perceived Sexual Orientation

In 2016, 11 percent of Grade 8 students, 9 percent of Grade 10 students, and 7 percent of Grade 12 students reported being harassed in the past 30 days because someone thought they were gay, lesbian, or bisexual.

Differences by grade level:

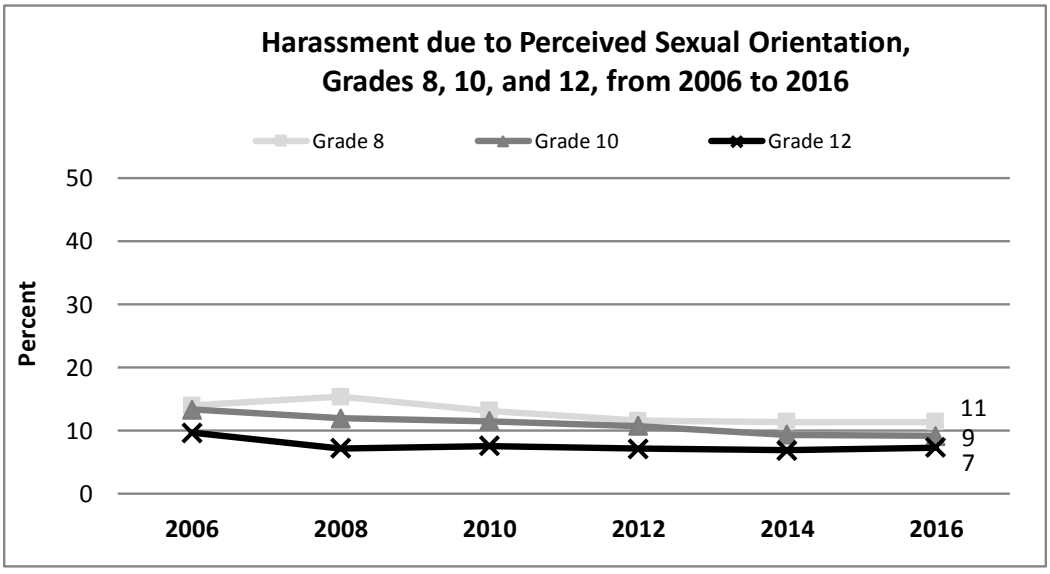
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was less likely to be harassed due to perceived sexual orientation.

Differences by gender:

- There were no differences in being harassed due to perceived sexual orientation by gender.

Differences over time:

- There were no significant changes in being harassed due to perceived sexual orientation from 2014 to 2016.
- Among Grades 8 and 10, there were decreases in being harassed due to perceived sexual orientation from 2006 through 2016.



Survey Question: 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)?
Notes: Percentages represent students who reported being harassed due to their perceived sexual orientation on any days in the past 30 days.
Source: HYS 2006, 2008, 2010, 2012, 2014, and 2016.

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 2016, 3 percent of Grade 6 students, 4 percent of Grade 8 students, 6 percent of Grade 10 students, and 8 percent of Grade 12 students reported weapon carrying at school in the past 30 days.

Differences by grade level:

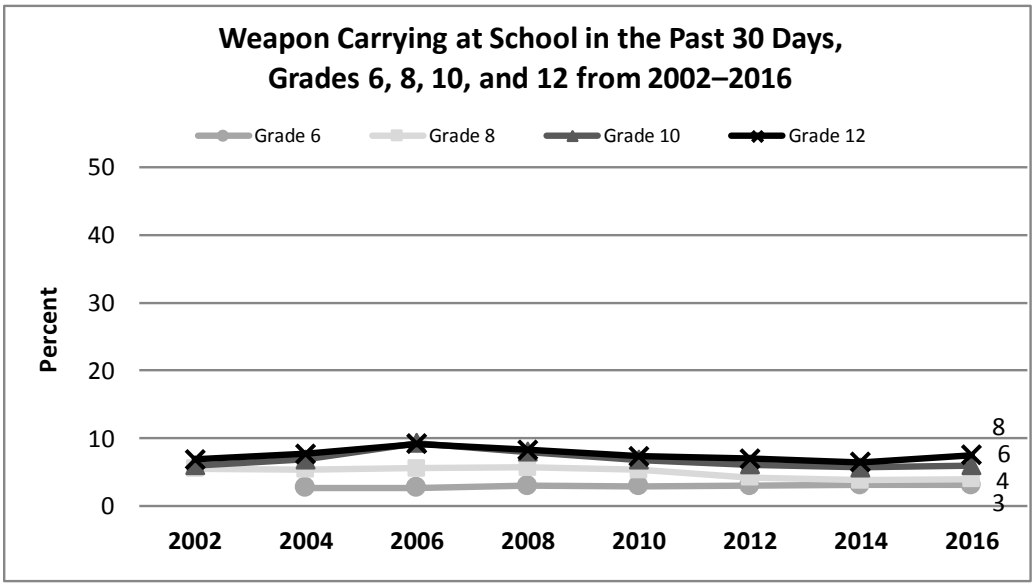
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to carry a weapon at school in the past 30 days.

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 in weapon carrying at school from 2014 to 2016.
- Among Grade 6 students, there was an increase in weapon carrying at school from 2004 to 2016.
- Among Grade 8 students, there was a decrease in weapon carrying at school from 2002 to 2016.
- Among Grade 10 students, there was a decrease in weapon carrying at school from 2006 to 2016.



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 numbers of times options to 3 different numbers of times.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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 (Office of National Drug Control Policy, 2007). 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

The National Center for Education Statistics (2013) tracks alcohol and marijuana use as Indicators of School Crime and Safety relying on data collected from the Youth Risk Behavior Surveillance System (YRBS). In 2011, 6 percent of students surveyed in grades 9–12 reported using marijuana on school property while 3 percent reported using alcohol on school property, during the past 30 days.

In 2016, 6 percent of Grade 8 students, 13 percent of Grade 10 students, and 18 percent of Grade 12 students reported being drunk or high at school in the past year.

Differences by grade level:

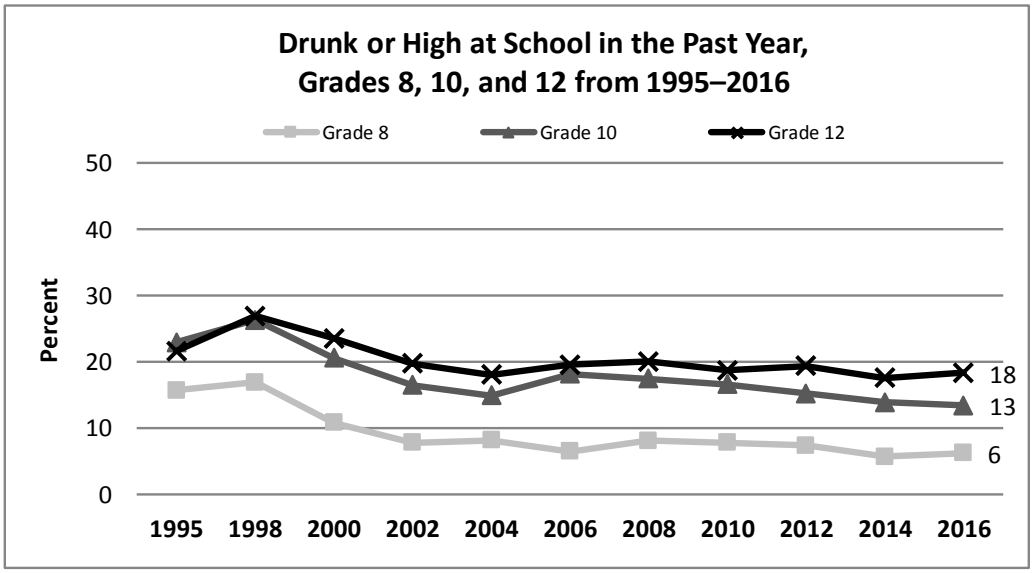
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to be drunk or high at school in the past year.

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 changes in being drunk or high at school from 2014 to 2016.
- There were no trends in being drunk or high at school from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

Tobacco Use and Vaping on School Property

In 2016, 2 percent of Grade 8 students, 4 percent of Grade 10 students, and 7 percent of Grade 12 students reported using tobacco at school in the past 30 days. Among those who reported using tobacco on any days in the past 30 days, 34 percent of Grade 8 students, 32 percent of Grade 10 students, and 36 percent of Grade 12 students reported using tobacco at school in the past 30 days

In 2016, youth were also asked about using electronic cigarettes, also called e-cigs, or vape pens on school property. About 4 percent of Grade 8 students, 6 percent of Grade 10 students, and 10 percent of Grade 12 students reported vaping at school in the past 30 days. Among those who reported vaping in the past 30 days, 32 percent of Grade 8 students, 36 percent of Grade 10 students, and 37 percent of Grade 12 students reported vaping at school in the past 30 days.

Differences by grade level:

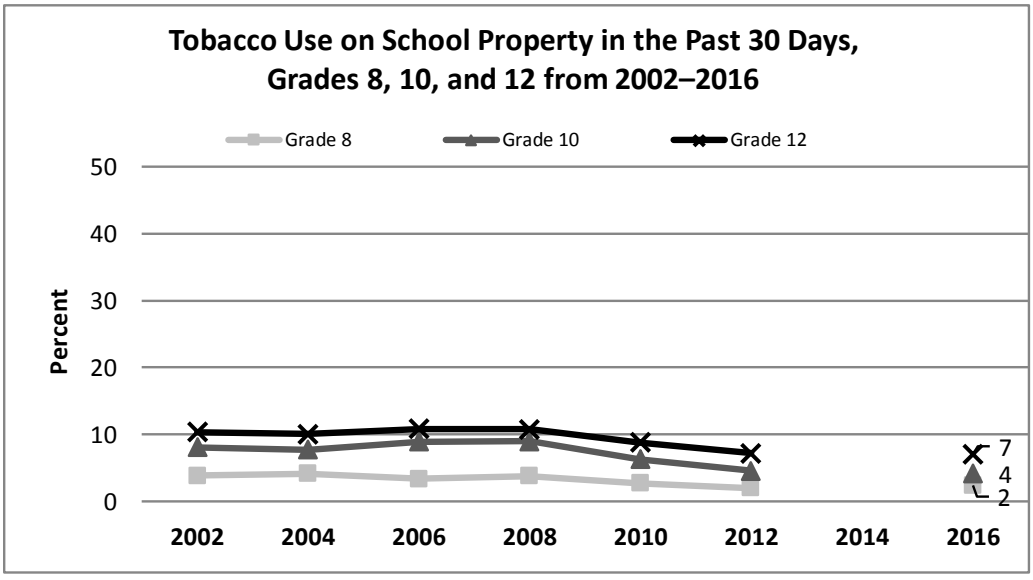
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to use tobacco at school or vape at school in the past 30 days.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to use tobacco at school or to vape at school in the past 30 days.

Differences over time:

- Among Grade 8, 10, and 12 students, there were decreases in tobacco use at school from 2002 through 2016.



Survey Questions:

- During the past 30 days, on how many days did you use tobacco (cigarettes, cigars, or chew/dip) on school property?
- During the past 30 days, on how many days did you: Use an electronic cigarette, also called e-cigs, or vape pens on school property?

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

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, and 2016.

Alcohol Drinking on School Property

In 2016, 4 percent of Grade 8 students, 6 percent of Grade 10 students, and 8 percent of Grade 12 students reported drinking alcohol at school in the past 30 days. Among those who reported drinking alcohol on any days in the past 30 days, 26 percent of Grade 8 students, 22 percent of Grade 10 students, and 19 percent of Grade 12 students reported drinking alcohol at school in the past 30 days

Differences by grade level:

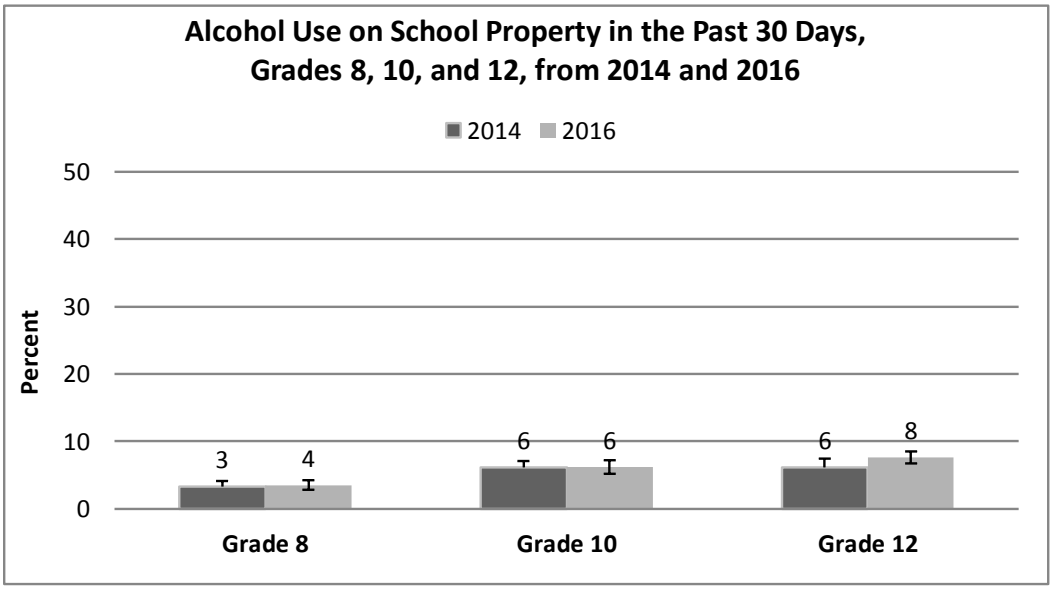
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have drank alcohol at school in the past 30 days.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to have drank alcohol at school in the past 30 days.

Differences over time:

- There were no changes in drinking alcohol at school from 2014 to 2016.



Survey Questions: During the past 30 days, on how many days did you have at least one drink of alcohol on school property?
Note: Percentages represent students who reported drinking alcohol on school property on any days in the past 30 days.
Source: HYS 2014 and 2016.

Marijuana Use on School Property

In 2016, 4 percent of Grade 8 students, 6 percent of Grade 10 students, and 8 percent of Grade 12 students reported using marijuana at school in the past 30 days. Among those who reported using marijuana on any days in the past 30 days, 36 percent of Grade 8 students, 26 percent of Grade 10 students, and 24 percent of Grade 12 students reported using marijuana at school in the past 30 days

Differences by grade level:

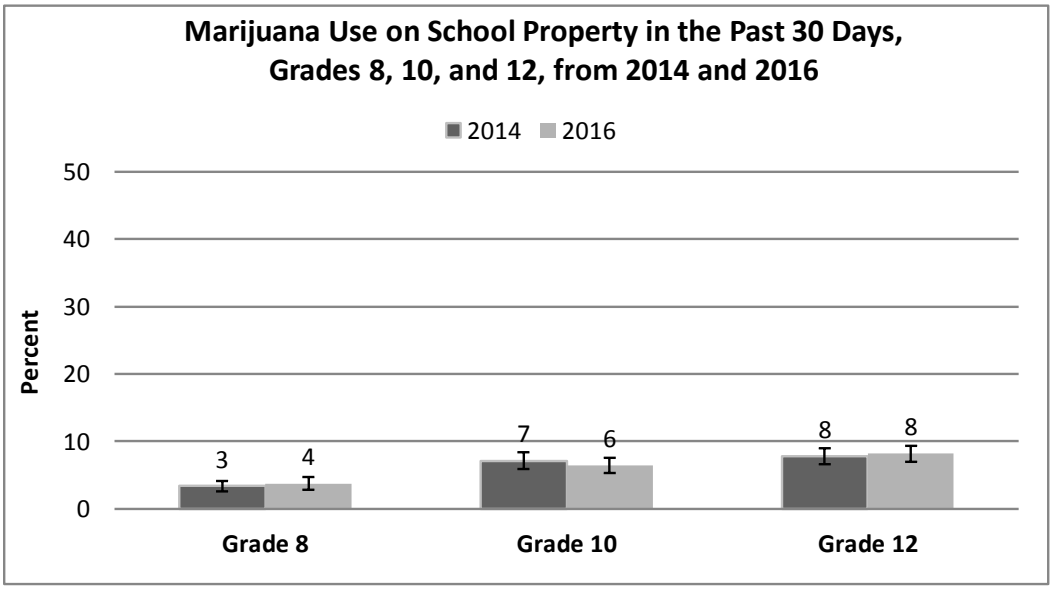
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to use marijuana at school in the past 30 days.

Differences by gender:

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

Differences over time:

- There were no changes in using marijuana at school from 2014 to 2016.



Survey Question: During the past 30 days, on how many days did you use marijuana on school property?
Note: Percentages represent students who reported using marijuana on school property on any days in the past 30 days.
Source: HYS 2014 and 2016.

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 2016, 56 percent of Grade 8 students, 56 percent of Grade 10 students, and 51 percent of Grade 12 students reported having someone at school with whom to discuss substance-related problems.

Differences by grade level:

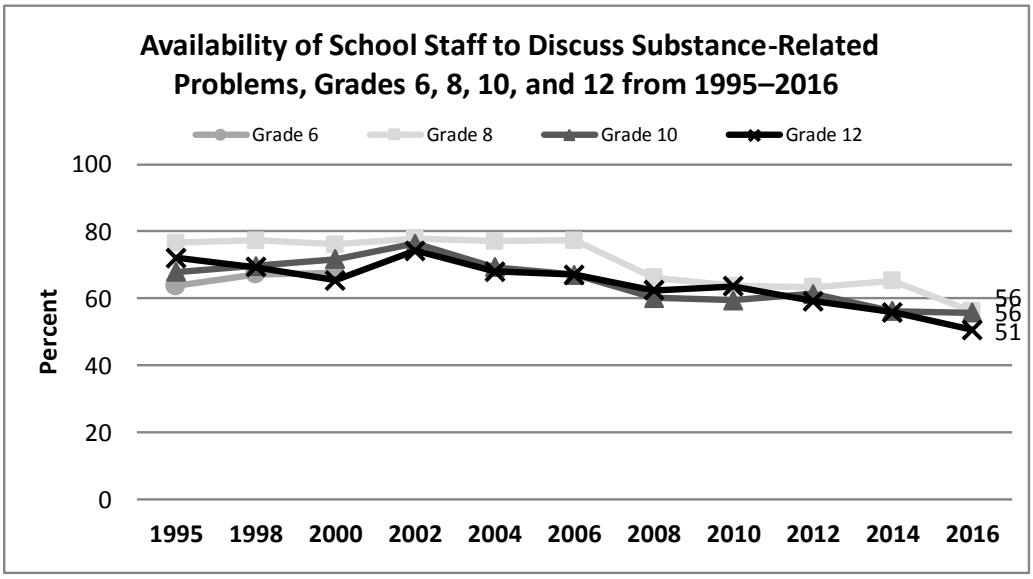
- Grade 8 and 10 students were more likely than Grade 12 students to have someone at school with whom to discuss substance-related problems.

Differences by gender:

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

Differences over time:

- Among Grade 8 students, there was a decrease in having someone at school with whom to discuss substance-related problems from 2014 to 2016.
- Among Grade 8, 10, and 12 students, there were decreases in having someone at school with whom to discuss substance-related problems from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

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 2016, 19 percent of Grade 6 students, 18 percent of Grade 8 students, 21 percent of Grade 10 students, and 30 percent of Grade 12 students reported skipping or cutting at least one day of school in the past 30 days.

Differences by grade level:

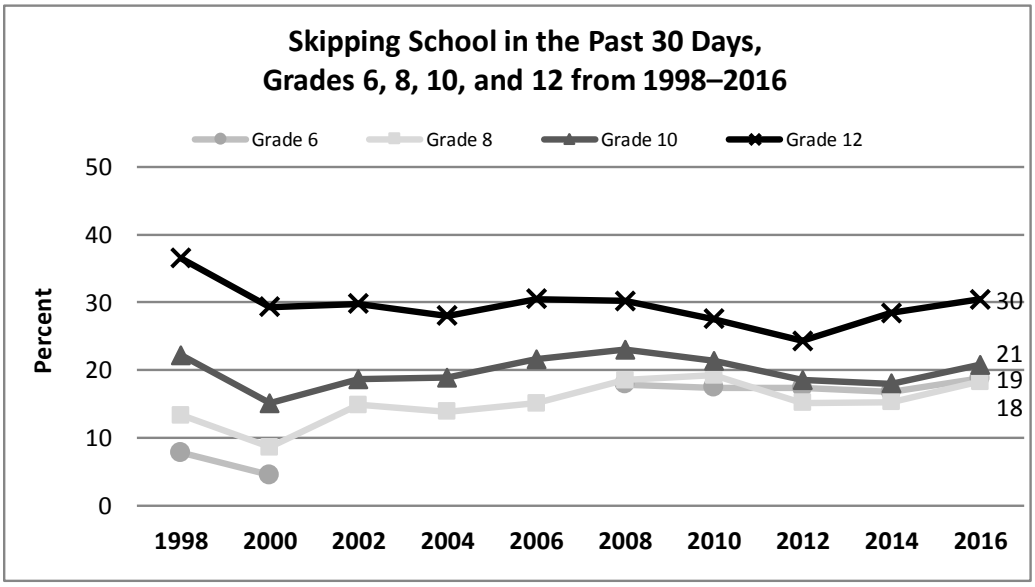
- Grade 12 students were more likely than Grade 6, 8, and 10 students to skip or cut a whole day of school in the past 30 days.

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.

Differences over time:

- Among Grade 8 students, there was an increase in skipping school from 2014 to 2016.
- There were no trends in skipping school from 2002 through 2016.



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 that they skipped or cut any days of school in the past 4 weeks.
- 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, 2010, 2012, 2014, and 2016.

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 2016, 30 percent of Grade 6, 16 percent of Grade 8, 11 percent of Grade 10, and 10 percent of Grade 12 students reported almost always enjoying school over the past year.

Differences by grade level:

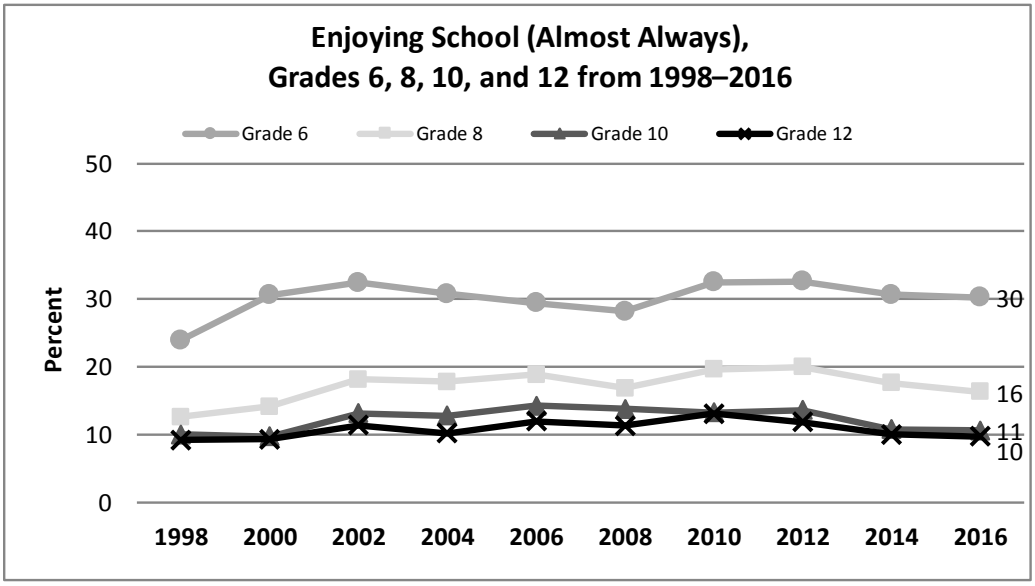
- Grade 6 students are more likely than Grade 8, 10, and 12 students to almost always enjoy school.
- Grade 8 students are more likely than Grade 10 and 12 students to almost always enjoy school.

Differences by gender:

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

Differences over time:

- There was no change in almost always enjoying school from 2014 to 2016.
- There were no trends in almost always enjoying school from 2002 through 2016.



Survey Question: Think back over the past year in school. How often did you: Enjoy being in school*?*
Note: Percentages represent students who reported that they almost always enjoyed being in school over the past year.
Source: WSSAHB 1998 and 2000; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Motor Vehicle Safety

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. Among drivers between 15 and 20 years of age who were involved in fatal crashes in 2012, 23% had been drinking (National Highway Traffic Safety Administration, 2012). The Healthy People 2020 objective is to reduce the percentage of adolescents in grades 9 through 12 who report riding with a driver who has been drinking alcohol from 28.3 to 25.5 percent.

In 2016, 6 percent of Grade 6 students, 15 percent of Grade 8 students, 17 percent of Grade 10 students, and 17 percent of Grade 12 students reported riding in a car in the last 30 days which was driven by someone who had been drinking alcohol.

Differences by grade level:

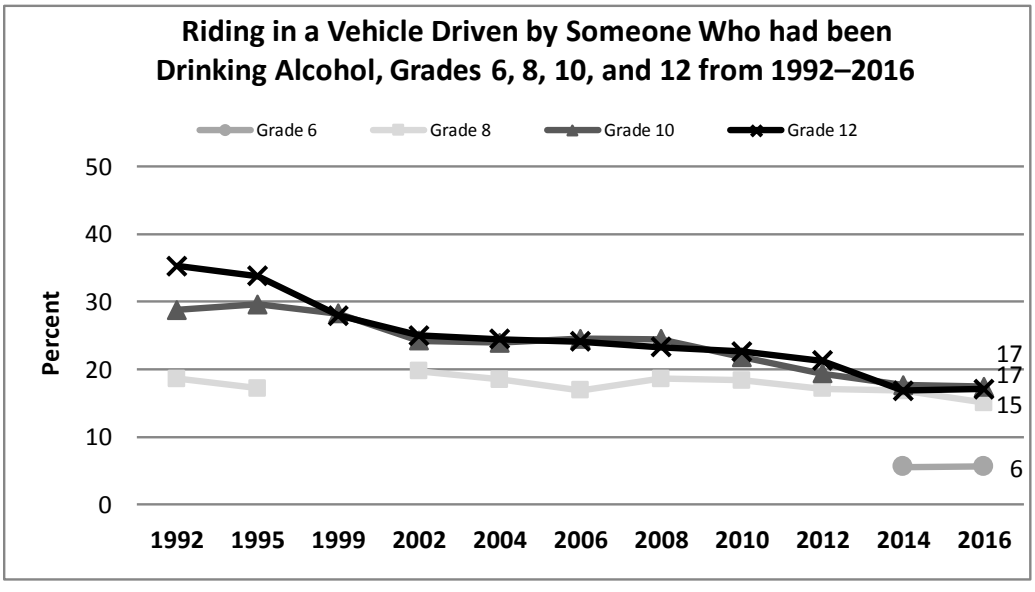
- Grade 6 students were less likely than Grade 8, 10, and 12 students to ride in a vehicle driven by someone who had been drinking alcohol.
- Grade 8 students were less likely than Grade 10 and 12 students to ride in a vehicle driven by someone who had been drinking alcohol.

Differences by gender:

- There were no differences in riding in a vehicle driven by someone who had been drinking alcohol by gender.

Differences over time:

- There were no changes in riding in a vehicle driven by someone who had been drinking alcohol from 2014 to 2016.
- Among Grade 8, 10, and 12 students, there were decreases in riding in a vehicle driven by someone who had been drinking alcohol from 2002 through 2016.



Survey Questions:

- Secondary: 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?
- Primary: In the last 30 days, have you ridden in a car driven by someone who had been drinking alcohol?

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

Source: WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Drinking and Driving

In 2016, 5 percent of Grade 10 students and 9 percent of Grade 12 students reported drinking alcohol and driving in the past 30 days. Among those who drank alcohol on any days in the past 30 days, 20 percent of Grade 10 students and 17 percent of Grade 12 students report driving after drinking alcohol.

Differences by grade level:

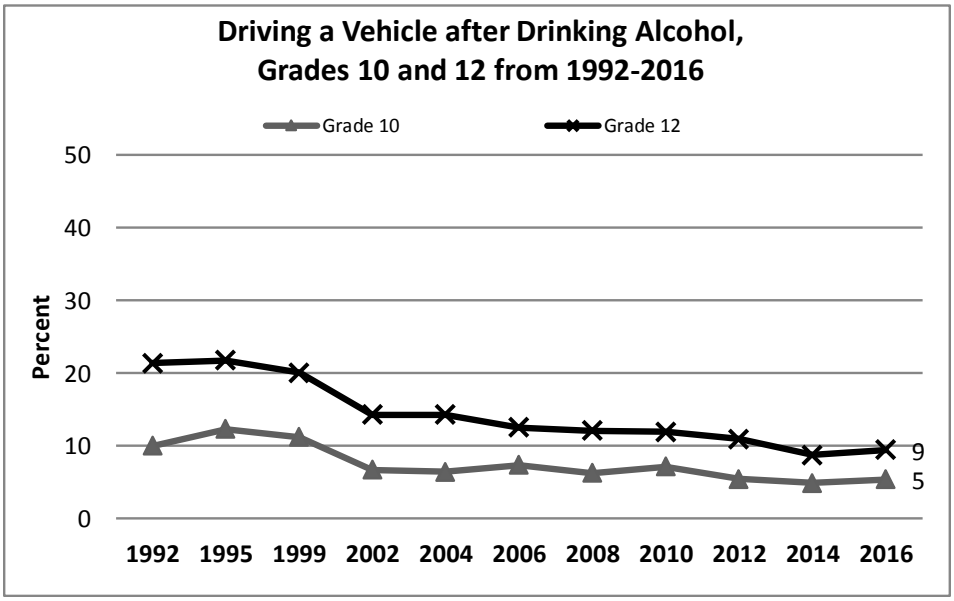
- Grade 12 students were more likely than Grade 10 students to report driving a vehicle after drinking alcohol.

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 changes in driving a vehicle after drinking alcohol from 2014 to 2016.
- Among Grade 10 and 12 students, there were decreases in driving a vehicle after drinking alcohol from 2002 through 2016.



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 driving and drinking alcohol any number of 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, 2010, 2012, 2014, and 2016.

Marijuana Use – Riding and Driving

Research indicates impairment in driving after recent smoking of marijuana or with blood THC serum concentrations 2-5 ng/mL, particularly for infrequent users of cannabis (Skopp, 2003; Hartman, 2013; Hammond, 2014). In addition, there is a higher risk of auto accidents for drivers under the influence of both alcohol and marijuana than under the influence of one substance alone (Dubois, 2015).

In 2016, 11 percent of Grade 8 students, 18 percent of Grade 10 students, and 25 percent of Grade 12 students report riding in a vehicle in the past 30 days with someone who had been using marijuana.

In 2016, 9 percent of Grade 10 students and 16 percent of Grade 12 students report driving within three hours after using marijuana. Among those who used marijuana on any days in the past 30 days, 36 percent of Grade 10 students and 51 percent of Grade 12 students report driving within three hours after using marijuana.

Differences by grade level:

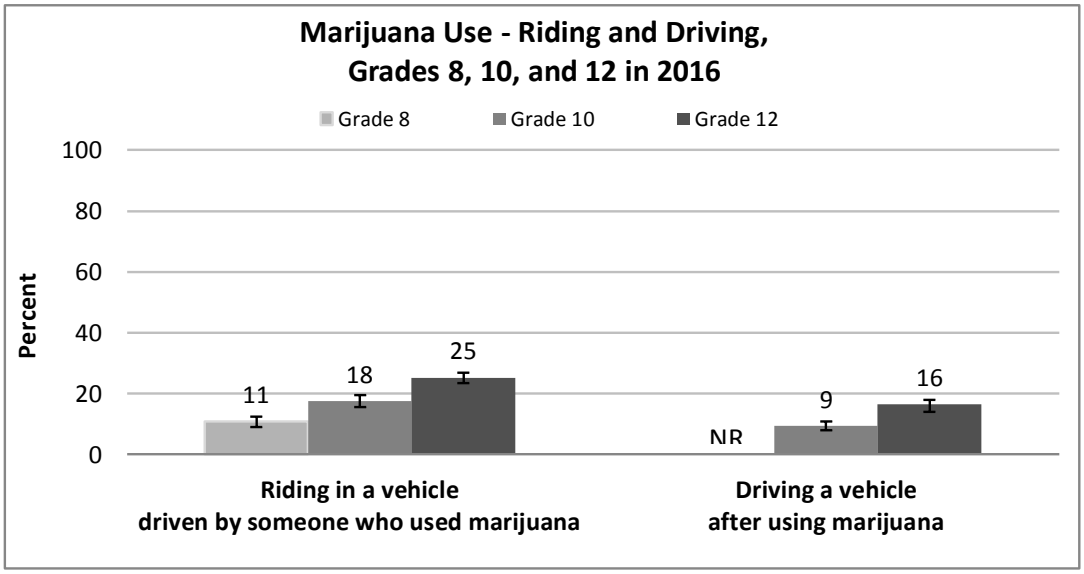
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to ride with a driver who used marijuana.
- Grade 12 students were more likely than Grade 10 students to drive within three hours after using marijuana.

Differences by gender:

- There were no differences in riding with a driver who used marijuana by gender.
- Grade 12 males were more likely than females to report driving within three hours after using marijuana.

Differences over time:

- There were no changes in riding with a driver who used marijuana from 2014 to 2016.
- There were no changes in driving after using marijuana from 2014 to 2016.



Survey Questions:

- During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been using marijuana?
- During the past 30 days, how many times did you drive a car or other vehicle within three hours after using marijuana?

Source: HYS 2016.

Notes:

- Percentages represent students who reported having ridden in a vehicle in the past 30 days which was driven by someone who had been using marijuana.
- Percentages represent students who reported having driven within three hours of using marijuana 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 (NR, not reported).

Texting or Emailing – Riding and Driving

In 2016, 22 percent of Grade 6 students, 48 percent of Grade 8 students, 57 percent of Grade 10 students, and 60 percent of Grade 12 students reported riding in a vehicle with someone who was texting or emailing while driving in the past 30 days.

In 2016, among those who reported driving, 22 percent of Grade 10 students and 59 percent of Grade 12 students report driving while texting or emailing in the past 30 days.

Differences by grade level:

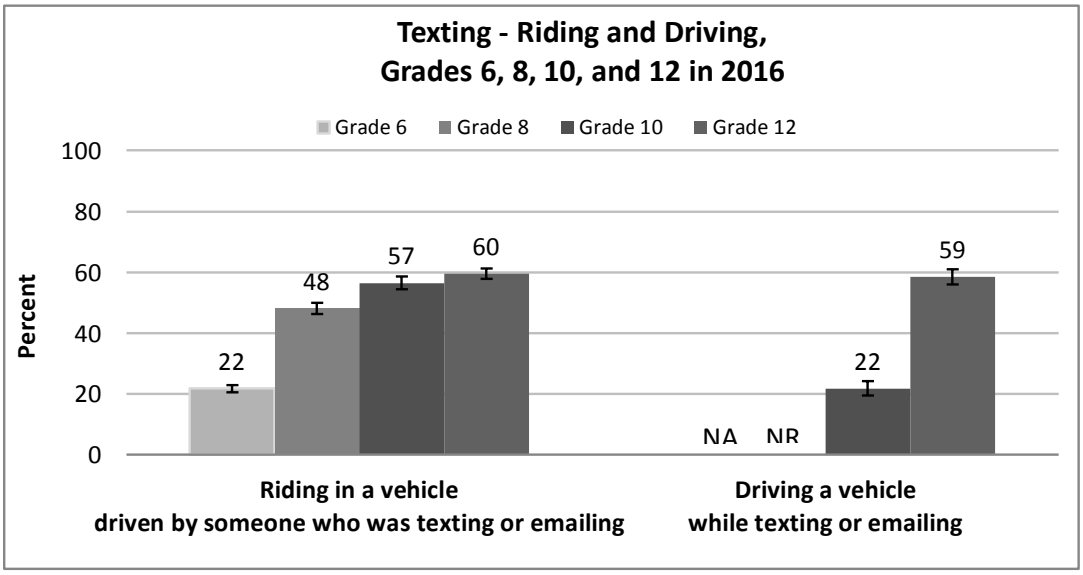
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to ride with someone texting or emailing.
- Grade 12 students were more likely than Grade 10 students to drive while texting or emailing.

Differences by gender:

- Grade 6, 8, 10, and 12 females were more likely than males to ride with someone texting or emailing.
- Grade 8 and 10 males were more likely than females to drive while texting or emailing.

Differences over time:

- There were no changes in riding with someone texting or emailing from 2014 to 2016.
- There were no changes in driving while texting or emailing from 2014 to 2016.



Survey Questions:

- For Grades 8, 10, and 12: During the past 30 days, how many days did you ride in a car or other vehicle driven by someone who was texting or emailing? For Grade 6: During the past 30 days, did you ride in a car or other vehicle driven by someone who was texting or emailing?
- During the past 30 days, how many days did you text or email while driving a car or other vehicle?

Notes:

- Percentages represent students who reported riding with a texting or emailing driver in the past 30 days.
- Percentages represent students who reported driving while texting or emailing 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 (NR, not reported).

Source: HYS 2016.

Swimming Safety

There is one study that shows swimming lessons reduce drowning risk (Brenner, 2009).

In 2016, 59 percent of Grade 6 students, 56 percent of Grade 8 students, 57 percent of Grade 10 students, and 58 percent of Grade 12 students had taken formal swimming lessons.

In 2016, 57 percent of Grade 6 students, 56 percent of Grade 8 students, 55 percent of Grade 10 students, and 56 percent of Grade 12 students felt they were good swimmers.

Differences by grade level:

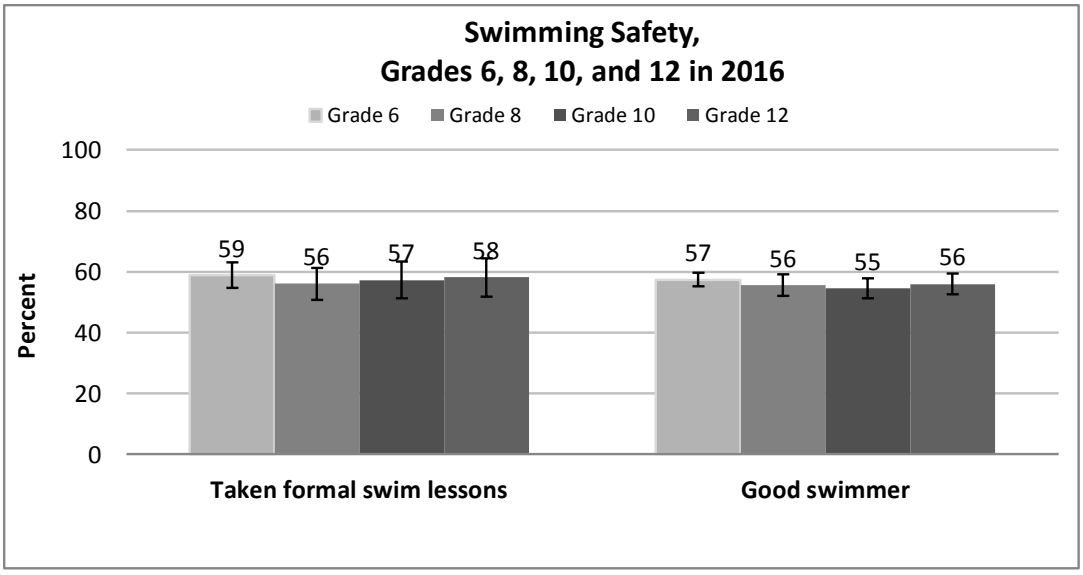
- There were no differences in taking formal swim lessons by grade level.
- There were no differences is feeling like a good swimmer by grade level.

Differences by gender:

- Grade 12 females were more likely than males to have taken formal swim lessons.
- Grade 10 and 12 males were more likely than females to report feeling like good swimmers.

Differences over time:

- There were no changes in having taken formal swim lessons from 2014 to 2016.



Survey Questions:

- *Have you ever taken formal swimming lessons?*
- *How good a swimmer do you think you are?*

Notes:

- Percentages represent students who reported "yes" they had formal swim lessons.
- Percentages represent students who reported that they are "good" swimmers.

Source: HYS 2016.

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 2016, 43 percent of the Grade 8 students, 34 percent of the Grade 10 students, and 32 percent of the Grade 12 students who go boating reported always wearing a life vest.

Differences by grade level:

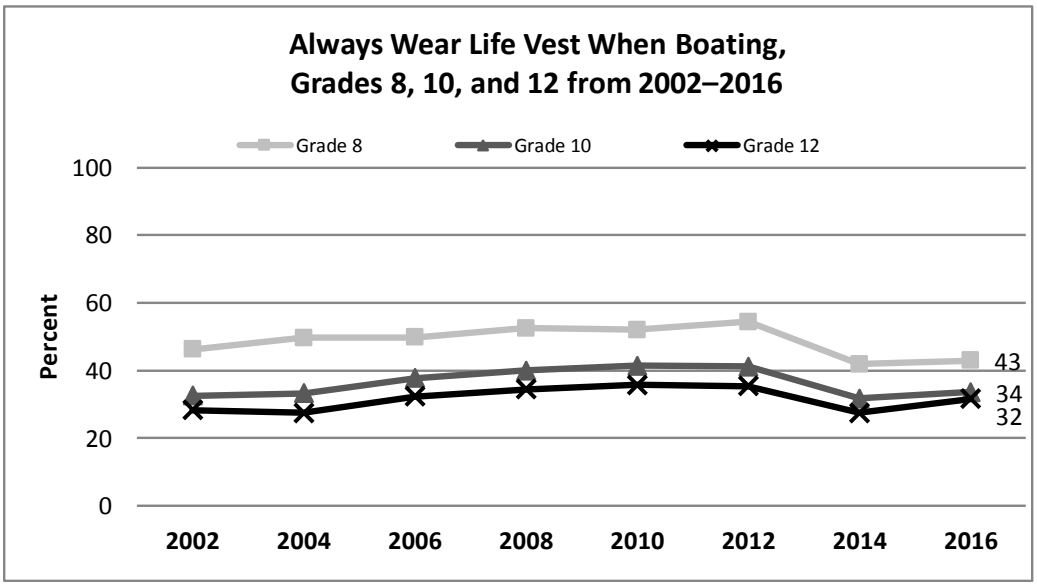
- Grade 8 students were more likely than Grade 10 and 12 students to always wear a life vest when boating.

Differences by gender:

- Grade 8 and 12 females who boat were more likely than males to always wear a life vest when boating.

Differences over time:

- Among Grade 12 students who boat, there was an increase in wearing a life vest while boating from 2014 to 2016.
- There were no trends in wearing a life vest while boating from 2012 through 2016.



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 2016 results in this chart are 3,184 Grade 8; 4,076 Grade 10; and 3,036 Grade 12 students.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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 2016, 24 percent of Grade 6 students, 27 percent of Grade 8 students, 21 percent of Grade 10 students, and 16 percent of Grade 12 students reported being in a physical fight in the past year.

The Healthy People 2020 objective is to reduce physical fighting in the past year among adolescents in grades 9 through 12 to 28.4 percent.

Differences by grade level:

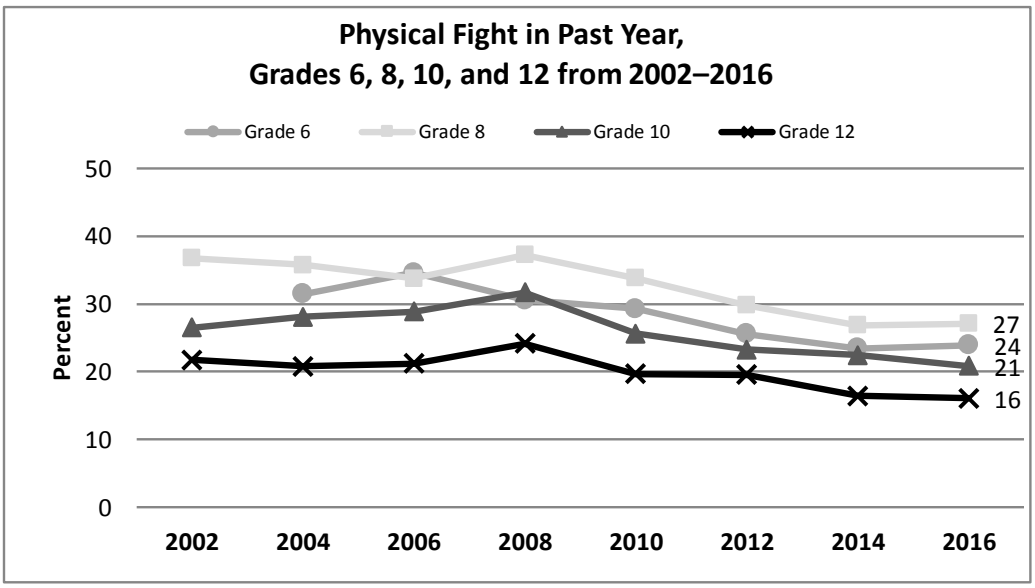
- Grade 6 students were more likely than Grade 10 and 12 students to be in a physical fight.
- Grade 8 students were more likely than Grade 6, 10 and 12 students to be in a physical fight.
- Grade 10 students were more likely than Grade 12 students to be in a physical fight.

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:

- There were no changes in physical fighting from 2014 to 2016.
- Among Grade 6, 8, and 10 students, there were decreases in physical fighting from 2002 through 2016.
- Among Grade 12 students, there was a decrease in physical fighting from 2008 through 2016.



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

Note: Percentages represent students who reported being in any number of physical fights in the past year.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Gangs

Youth gangs are responsible for a substantial portion of serious violence in the United States and commit a disproportionate share of offenses (Egley et al., 2012). In schools and neighborhoods where gangs are active, gangs create a climate of fear, and increase the amount of violence and criminal behavior.

In 2016, 5 percent of Grade 8 students, 5 percent of Grade 10 students, and 5 percent of Grade 12 students reported being in a gang in the past year. In 2016, 11 percent of Grade 8 students, 19 percent of Grade 10 students, and 17 percent of Grade 12 students reported that there are gangs at their school.

Differences by grade level:

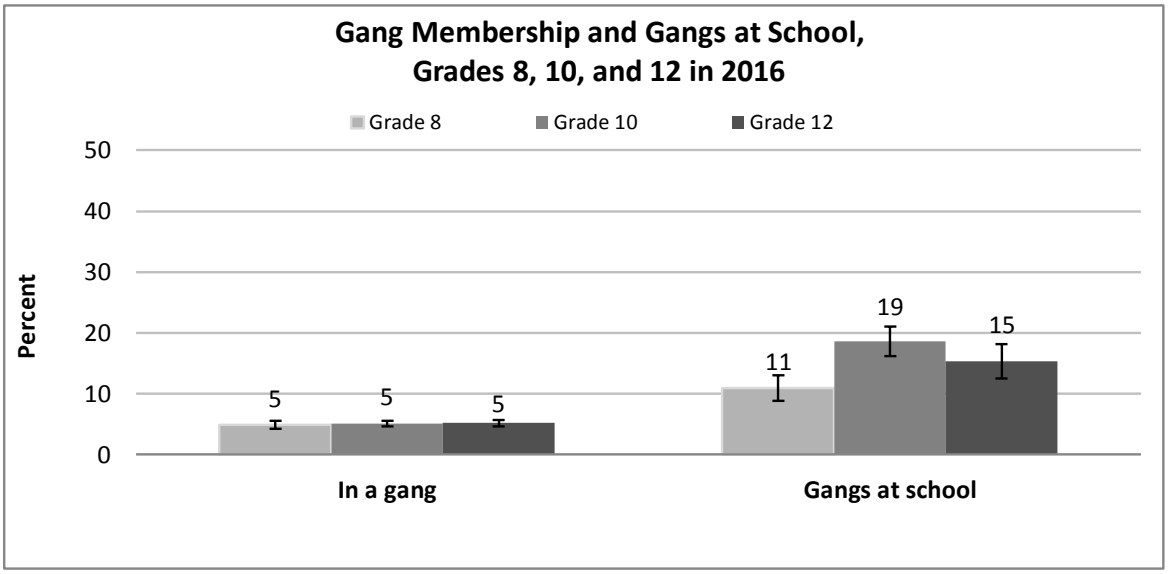
- There were no differences in gang membership in the past year by grade level.
- Grade 8 students were less likely than Grade 10 and 12 students to report gangs at their school.
- Grade 12 students were less likely than Grade 10 students to report gangs at their school

Differences by gender:

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

Differences over time:

- Among Grade 10 students, there was a decrease in gang membership from 2014 to 2016.



Survey Questions:

- During the past 12 months, have you been a member of a gang?
- Are there gangs at your school?

Notes:

- Percentages represent students who reported "yes" they were a member of a gang in the past 12 months. Trend results for gang membership are not reported because the introduction to the gang membership question changed in 2014 to include: "A gang is a group of people with a leader who act together often for violent or illegal activities."
- Percentages represent students who reported "yes" there are gangs at their school.

Source: HYS 2016.

10. Alcohol, Tobacco, and Other Drug Use

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 2016 (see Tables 4 through 7). Binge drinking in the past 2 weeks is also included in these tables. Detailed results for individual substances appear in subsequent sections.

The prevalence of current use for some substances has been assessed differently as survey instruments have changed 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 for Tables 4 through 7

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.”
f. In 2014, the description of marijuana was changed from “grass, hash, pot “to “weed, hash, pot”.
g. In 2014, the question for electronic cigarettes (e-cigs), added the language “or vape pens”

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

	Percent of Students															
Substance	**1988**	**1990**	**1992**	**1995**	**1998**	**1999**	**2000**	**2002**	**2004**	**2006**	**2008**	**2010**	**2012**	**2014**	**2016**	**Change**
Alcohol	–	11.8[1,a]	12.8	12.2[2]	13.8	–	6.6[3,a]	3.8	4.4	4.3	3.5	3.8	2.5	2.1	1.8	-0.3
Binge drinking*	–	4.0[4]	4.7	6.2	7.6	–	4.7	–	–	–	3.0	3.7	2.4	2.3	**1.3**	-1.0
Cigarettes	–	2.4[1]	2.8	4.4[5]	4.7	–	4.0[3]	2.2	2.0	1.9	1.4	1.7	1.2	1.1	**0.5**	-0.6
Tobacco, chewing	–	–	–	3.6[2,b]	3.5	–	0.8[3,b]	1.0[b]	1.0	1.2	1.1	1.0	1.0	1.2	**0.5**	-0.7
Cigars	–	–	–	–	–	–	1.5[3]	–	–	–	–	–	–	–	–	–
Tobacco in pipe	–	–	–	–	–	–	0.6[3]	–	–	–	–	–	–	–	–	–
Bidis	–	–	–	–	–	–	1.0[3]	–	–	–		–	–	–	–	–
E-cigarettes	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1.2	–
Marijuana	–	1.3[1]	1.3	3.1[2]	3.4	–	1.5[3]	1.3	1.7	1.5	1.2	1.6	1.2	1.3[f]	**0.8**	-0.5
Other illegal drugs** (not alcohol, tobacco or marijuana)	–	–	–	–	–	–	–	–	–	–	–	0.9	0.8	0.6	0.6	0
Hallucinogens (psychedelics)	–	–	–		1.3[2,c]	–	0.6[3,c]	–	–	–	–	–	–	–	–	–
Inhalants	–	–	–	2.7[2]	3.2	–	1.4[3]	–	–	–	–	–	–	–	–	–
Cocaine	–	–	–	1.0	1.1	–	–	–	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	0.6	–	–	–	–	–	–	–	–	–	–	–
Amphetamines	–	–	–	–	1.4	–	–	–	–	–	–	–	–	–	–	–
Methamphetamines	–	–	–	–	0.9	–	–	–	–	–	–	–	–	–	–	–
Party Drugs	–	–	–	–	–	–	0.7	–	–	–	–	–	–	–	–	–

Notes:

- * Binge drinking in the past two weeks (not in the past 30 days)
- ** 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 2014 to 2016. 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 59.

Source: SADUS 1988 and 1990; WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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

	Percent of Students															
Substance	**1988**	**1990**	**1992**	**1995**	**1998**	**1999**	**2000**	**2002**	**2004**	**2006**	**2008**	**2010**	**2012**	**2014**	**2016**	**Change**
Alcohol	–	29.1[1,a]	24.0	30.1[2]	31.0	–	22.3[3,a]	17.8	18.0	15.4	16.1	14.4	11.9	8.1	7.6	-0.5
Binge Drinking*	15.0[4]	12.8	10.7	17.1	18.3	–	14.9	10.0	10.2	8.6	9.1	8.1	7.1	4.5	4.0	-0.5
Cigarettes	–	12.1[1]	10.3	18.8[5]	15.2	–	12.5[3]	9.2	7.8	6.4	7.3	6.6	5.1	4.0	**3.1**	-0.9
Tobacco, chewing	–	–	–	11.5[2,b]	6.7	–	2.1[3,b]	2.7[b]	2.8	2.8	3.4	3.0	2.6	1.3	1.6	0.3
Cigars	–	–	–	–	–	–	4.3[3]	8.3	6.4	6.9	8.3	4.3	2.9	1.9	**1.2**	-0.7
Tobacco in a pipe	–	–	–	–	–	–	2.1[3]	5.6	4.0	3.7	5.1	–	–	–	–	–
Bidis	–	–	–	–	–	–	3.3[3]	6.8	5.3	4.5	6.3	–	–	–	–	–
Cloves	–	–	–	–	–	–	–	5.0[3]	3.5	3.2	4.0	–	–	–	–	–
Tobacco in a hookah	–	–	–	–	–	–	–	–	–	–	6.1	–	4.1	4.7	2.4	-2.3
E-cigarettes	–	–	–	–	–	–	–	–	–	–	–	–	1.7	8.5[g]	**6.2**	-2.3
Candy flavor tobacco products	–	–	–	–	–	–	–	–	–	–	–	5.0	4.1	4.2	–	–
Marijuana	–	7.6[1]	6.1	16.2[2]	16.5	–	12.0[3]	10.4	9.2	7.0	8.3	9.5	9.4	7.3[f]	6.4	-0.9
Other illegal drugs** (not alcohol, tobacco or marijuana)	–	–	–	–	–	–	–	–	3.3[3]	3.0	3.4	3.0	2.8	1.9	**2.7**	0.8
Hallucinogens (psychedelics)	–	–	–	–	3.8[2,c]	–	3.1[3,c]	3.0	–	–	–	–	–	–	–	–
Inhalants	–	–	–	7.3[2]	6.6	–	4.9[3]	5.0	–	5.0	6.4	–	–	–	–	–
Cocaine	–	3.1[1]	2.0	3.6[2]	2.5	–	1.5[3]	2.4	3.1	–	–	–	–	–	–	–
Heroin	–	–	–	–	1.3[2]	–	0.8[3]	–	–	–	–	–	–	–	–	–
Amphetamines	–	–	–	–	3.9[2]	–	2.7[3]	–	–	–	–	–	–	–	–	–
Methamphetamines	–	–	–	–	2.3[2]	–	1.2[3]	2.1	1.9	1.3	2.1	–	–	–	–	–
Party drugs	–	–	–	–	–	–	3.4[3]	–	–	–	–	–	–	–	–	–
Ecstasy	–	–	–	–	–	–	–	2.4[3]	2.1	–	–	–	–	–	–	–
Ritalin	–	–	–	–	–	–	–	–	2.8	2.0	2.8	–	1.6	–	–	–
Pain killers to get high	–	–	–	–	–	–	–	–	–	3.6	4.3	4.3	3.2	2.3	2.1	-0.2
Prescription, not prescribed	–	–	–	–	–	–	–	–	–	–	–	–	–	4.2	5.2	1.0

Notes:

- * Binge drinking in the past two weeks (not in the past 30 days)
- ** 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 2014 to 2016. 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 59.

Source: SADUS 1988 and 1990; WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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

	Percent of Students															
Substance	**1988**	**1990**	**1992**	**1995**	**1998**	**1999**	**2000**	**2002**	**2004**	**2006**	**2008**	**2010**	**2012**	**2014**	**2016**	**Change**
Alcohol	–	44.0[1,a]	40.0	37.0[2]	44.9	45.3[3,a]	37.6[a]	29.3	32.6	32.8	31.7	27.7	23.3	20.6	20.3	-0.3
Binge Drinking*	24.5[4]	20.2	17.9	22.2	27.7	–	23.2	18.7	18.7	19.6	18.4	16.2	14.3	10.6	10.9	0.3
Cigarettes	–	15.5[1]	17.1	20.9[5]	21.8	25.0[3]	19.8	15.0	13.0	14.9	14.4	12.7	9.5	7.9	**6.3**	-1.6
Tobacco, chewing	–	–	–	15.3[2,b]	9.6	10.5[3,b]	4.6[b]	4.8[b]	4.9	6.4	6.7	6.2	4.6	3.7	3.0	-0.7
Cigars	–	–	–	–	–	15.4[3]	7.9	11.4	11.4	16.8	16.0	8.5	6.9	5.1	**4.1**	-1.0
Tobacco in a pipe	–	–	–	–	–	–	1.9[3]	5.9	5.6	10.1	7.1	–	–	–	–	–
Bidis	–	–	–	–	–	–	4.6[3]	8.0	8.1	12.7	10.4	–	–	–	–	–
Cloves	–	–	–	–	–	–	–	6.3[3]	5.5	9.5	6.7	–	–	–	–	–
Tobacco in a hookah	–	–	–	–	–	–	–	–	–	–	10.0	–	8.9	10.0	**4.9**	-5.1
E-cigarettes	–	–	–	–	–	–	–	–	–	–	–	–	3.9	18.0[g]	**12.7**	-5.3
Candy flavor tobacco products	–	–	–	–	–	–	–	–	–	–	–	10.6	9.4	9.1	–	–
Marijuana	–	10.6[1]	13.2	23.0[2]	26.6	24.3	21.9[3]	18.3	17.1	18.3	19.1	20.0	19.3	18.1[f]	17.2	-0.9
Other illegal drugs** (not alcohol, tobacco or marijuana)	–	–	–	–	–	–	–		5.7[3]	7.2	7.0	6.5	5.1	4.4	**5.6**	1.2
Hallucinogens (psychedelics)	–	–	–		5.8[2,c]		5.8[3,c]	4.0	–	–	–	–	–	–	–	–
Inhalants	–	–	–	5.4[2,d]	3.9	5.7[d]	3.6[3,d]	3.8	–	5.7	5.6	–	–	–	–	–
Cocaine	–	2.1[1]	2.1	3.2[2]	3.2	2.6[6]	2.6[3]	2.7	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	1.3[2]		1.0[3]	–	–	–	–	–	–	–	–	–
Amphetamines	–	–	–	–	5.6[2]		4.5[3]	–	–	–	–	–	–	–	–	–
Methamphetamines	–	–	–	–	3.8[2]		2.6[3]	2.9	2.9	2.9	3.6	–	–	–	–	–
Party drugs	–	–	–	–	–	–	6.2[3]	–	–	–	–	–	–	–	–	–
Ecstasy	–	–	–	–	–	–	–	3.2[3]	2.7	–	–	–	–	–	–	–
Ritalin	–	–	–	–	–	–	–	–	4.2	5.0	4.9	–	2.8	–	–	–
Pain killers to get high	–	–	–	–	–	–	–	–	–	10.0	9.5	8.3	6.0	4.6	4.4	-0.2
Prescription, not prescribed	–	–	–	–	–	–	–	–	–	–	–	–	–	7.6	7.9	0.3

Notes:

- * Binge drinking in the past two weeks (not in the past 30 days)
- ** 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 2014 to 2016. 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 59.

Source: SADUS 1988 and 1990; WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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

	Percent of Students															
Substance	**1988**	**1990**	**1992**	**1995**	**1998**	**1999**	**2000**	**2002**	**2004**	**2006**	**2008**	**2010**	**2012**	**2014**	**2016**	**Change**
Alcohol	–	52.0[1,a]	51.8	44.8[2]	52.0	49.0[3,a]	46.8[a]	42.8	42.6	42.1	40.8	40.0	36.1	32.9	32.0	-0.9
Binge Drinking*	–	27.8[4]	27.3	26.6	32.7	–	31.8	27.3	25.8	26.1	25.9	24.9	21.8	19.2	18.0	-1.2
Cigarettes	–	20.7[1]	22.3	24.0[5]	28.6	35.2[3]	27.6	22.7	19.7	20.0	20.0	19.6	15.6	13.0	11.0	-2.0
Tobacco, chewing	–	–	–	18.2[2,b]	12.4	11.1[3,b]	8.8[b]	7.5[b]	7.6	8.9	8.6	8.9	7.6	5.1	5.5	0.4
Cigars	–	–	–	–	–	21.2[3]	13.1	15.2	18.3	24.3	20.9	17.4	13.7	10.2	8.9	-1.3
Tobacco in a pipe	–	–	–	–	–	–	1.7[3]	5.0	5.0	9.1	6.8	–	–	–	–	–
Bidis	–	–	–	–	–	–	6.5[3]	8.3	8.3	11.8	10.1	–	–	–	–	–
Cloves	–	–	–	–	–	–	–	5.5[3]	5.5	8.9	7.0	–	–	–	–	–
Tobacco in a hookah	–	–	–	–	–	–	–	–	–	–	13.1	–	16.7	14.8	7.0	-7.8
E-cigarettes	–	–	–	–	–	–	–	–	–	–	–	–	6.7	23.1[g]	**19.9**	-3.2
Candy flavor tobacco products	–	–	–	–	–	–	–	–	–	–	–	18.8	16.1	15.1	–	–
Marijuana	–	15.9[1]	17.3	23.3[2]	28.7	28.0	24.4[3]	24.7	19.5	21.6	23.4	26.3	26.7	26.7[f]	26.4	-0.3
Other illegal drugs** (not alcohol, tobacco or marijuana)	–	–	–	–	–	–	–	–	6.8[3]	8.6	8.1	7.5	7.3	6.6	**8.5**	1.9
Hallucinogens (psychedelics)	–	–	–	–	6.0[2,c]	–	6.5[3,c]	5.1	–	–	–	–	–	–	–	–
Inhalants	–	–	–	2.7[2,d]	2.3	6.3[d]	2.4[3,d]	3.0	–	3.5	4.5	–	–	–	–	–
Cocaine	–	2.6[1]	2.0	1.9[2]	2.7	2.7[6]	2.8[3]	4.4	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	0.7[2]	–	0.8[3]	–	–	–	–	–	–	–	–	–
Amphetamines	–	–	–	–	3.6[2]	–	4.0[3]	–	–	–	–	–	–	–	–	–
Methamphetamines	–	–	–	–	2.9[2]	–	2.9[3]	3.3	2.7	2.7	3.8	–	–	–	–	–
Party drugs	–	–	–	–	–	–	6.8[3]	–	–	–	–	–	–	–	–	–
Ecstasy	–	–	–	–	–	–	–	3.6[3]	2.7	–	–	–	–	–	–	–
Ritalin	–	–	–	–	–	–	–	–	3.6[3]	5.2	5.4	–	4.9	–	–	–
Pain killers to get high	–	–	–	–	–	–	–	–	–	11.6	12.0	7.9	7.5	5.6	5.4	-0.2
Prescription, not prescribed	–	–	–	–	–	–	–	–	–	–	–	–	–	9.0	8.8	-0.2

Notes:

- * Binge drinking in the past two weeks (not in the past 30 days)
- ** 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 2014 to 2016. 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 59.

Source: SADUS 1988 and 1990; WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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 2016 (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 as survey instruments have changed 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 for Tables 8 through 11

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

	Percent of Students															
Substance	**1988**	**1990**	**1992**	**1995**	**1998**	**1999**	**2000**	**2002**	**2004**	**2006**	**2008**	**2010**	**2012**	**2014**	**2016**	**Change**
Alcohol	51.4[1,a]	33.0	33.0[a]	33.4[2,a]	39.8	–	21.2[a]	32.7	30.3	30.9	29.2	26.3	23.0	21.2	21.2	0.0
Cigarette (even just a puff)	–	–	–	26.7[3]	26.5	–	15.1	–	–	–	–	–	–	–	–	–
Cigarette (whole)	–	–	–	–	–	–	7.2[3]	6.2	5.4	4.9	3.8	–	–	–	–	–
Tobacco, chewing	9.5[1,b]	5.4[b]	5.5	7.1[2,b]	7.8	–	1.8[3,b]	[b]–	–	–	–	–	–	–	–	–
Marijuana	3.6[1]	1.7	1.9	4.9[2]	7.0	–	2.2[3]	3.4[2]	3.0	3.2	2.7	3.9	2.9	3.1	**2.4**	-0.7
Hallucinogens (psychedelics)	1.5[1,c]	0.8	1.2	1.1[2]	2.6	–	0.8[c]	–	–	–	–	–	–	–	–	–
Inhalants	13.0[1,d]	7.5[d]	7.7	3.9[2]	7.0	–	2.5	3.6[d]	3.7	3.7	2.9	3.5	2.4	2.3	2.0	-0.3
Over–the–counter	–	7.0[1,e]	7.8	2.0[2,e]	–	–	–	–	–	–	–	–	–	–	–	–
Cocaine	0.8[1]	0.9	1.1	1.3[2]	2.3	–	–	–	–	–	–	–	–	–	–	–
Steroids	1.7[1]	1.2	1.1	1.2[2]	2.6	–	–	–	–	–	–	–	–	–	–	–
Other illegal drugs	–	–	–	–	–	–	–	3.3[2]	2.9	3.3	3.8	3.3	2.0	2.4	2.0	-0.4
Heroin	–	–	–	–	1.7[2]	–	–	–	–	–	–	–	–	–	–	–
Illegal injection drugs	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Amphetamines	–	–	–	–	3.4[2]	–	–	–	–	–	–	–	–	–	–	–
Methamphetamines	–	0.9[1,g]	–	–	2.3[2,g]	–	–	–	–	–	–	–	–	–	–	–
Party drugs	–	–	–	–	–	–	0.9[2]	–	–	–	–	–	–	–	–	–

Notes:

- Dashes (–) indicate a substance was not represented on that particular year's survey.
- Change column provides the percentage point change from 2014 to 2016. 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 64.

Source: SADUS 1988 and 1990; WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Table 9: Lifetime Substance Use by Year, Grade 8

	Percent of Students															
Substance	**1988**	**1990**	**1992**	**1995**	**1998**	**1999**	**2000**	**2002**	**2004**	**2006**	**2008**	**2010**	**2012**	**2014**	**2016**	**Change**
Alcohol	68.9[1,a]	60.2	55.3[a]	61.4[2,a]	62.7	–	45.7[3,a]	44.2	42.0	37.6	39.4	39.0	35.4	29.0	27.9	-1.1
Cigarette (even just a puff)	–	–	–	53.3[3]	49.1	–	37.1	28.6	23.9	19.8	20.1	17.6	14.7	11.8	11.4	-0.4
Cigarette (whole)	–	–	–	–	–	–	25.3[3]	19.8	15.8	12.7	13.2	–	10.2	–	5.6	–
Tobacco, chewing	16.6[1,b]	13.9[b]	13.1	22.9[2,b]	14.8	–	5.2[3,b]	8.0[b]	7.3	–	–	–	–	–	–	–
Marijuana	14.4[1]	11.2	9.7	27.2[2]	28.2	–	19.7	15.7	14.0	10.7	11.9	13.2	13.7	10.4	10.0	-0.4
Hallucinogens (psychedelics)	4.1[1,c]	5.7	5.6	9.3[2]	8.7	–	4.7[c]	–	–	–	–	–	–	–	–	–
Inhalants	17.3[1,d]	17.1[d]	17.4	14.5[2,d]	14.3	–	9.6	–	5.3	5.7	6.1	5.8	6.1	4.5	4.8	0.3
Over–the–counter	–	23.2[1,e]	18.4	12.3[2,e]	–	–	–	–	–	–	–	–	–	–	–	–
Cocaine	2.8[1]	3.4	2.6	5.5[2]	5.2	–	3.3[2]	3.0	3.4	2.4[4]	3.2	2.6[h]	3.8	2.9	3.0	0.1
Steroids	3.3[1,f]	2.7	1.9	2.5[2]	2.6	–	2.2[f]	3.1	1.6	1.9	–	2.4	3.0	2.3	3.1	0.8
Other illegal drugs	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	2.6[2]	–	1.4	–	–	1.6	–	2.2	3.0	2.6	2.9	0.3
Illegal injection drugs	–	–	–	–	–	–	1.0[2]	1.6	1.4	1.7	–	–	–	–	–	–
Amphetamines	–	–	–	–	8.4[2]	–	4.3	–	–	–	–	–	–	–	–	–
Methamphetamines	–	3.0[1,g]	–	–	4.6[2,g]	–	2.0	2.5	3.3	1.9	2.8	2.4	3.3	2.5	2.9	0.4
Party drugs	–	–	–	–	–	–	4.8[2]	–	–	–	–	–	–	–	–	–

Notes:

- Dashes (–) indicate a substance was not represented on that particular year's survey.
- Change column provides the percentage point change from 2014 to 2016. 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 64.

Source: SADUS 1988 and 1990; WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Table 10: Lifetime Substance Use by Year, Grade 10

	Percent of Students															
Substance	**1988**	**1990**	**1992**	**1995**	**1998**	**1999**	**2000**	**2002**	**2004**	**2006**	**2008**	**2010**	**2012**	**2014**	**2016**	**Change**
Alcohol	84.1[1,a]	75.7	70.3[a]	73.0[2,a]	79.7	68.9[3,a]	65.0	60.0	60.4	61.2	60.6	57.1	52.2	50.1	47.6	-2.5
Cigarette (even just a puff)	–	–	–	59.8[3]	64.1	–	52.2	38.9	35.1	35.5	33.0	29.2	23.9	22.0	19.2	-2.8
Cigarette (whole)	–	–	–	–	–	50.1[3]	40.9	29.6	26.3	26.6	25.2	–	18.5	–	12.6	–
Tobacco, chewing	21.5[1,b]	22.1[b]	23.2	30.7[2,b]	25.8	–	14.3[3,b]	13.1[b]	11.6	–	–	–	–	–	–	–
Marijuana	32.7[1]	21.5	22.8	39.1[2]	49.5	42.4	37.6	32.4	29.5	30.8	30.8	30.9	29.3	29.4	27.8	-1.6
Hallucinogens (psychedelics)	12.1[1,c]	9.1	11.1	15.4[2]	18.8	–	10.7[c]	–	–	–	–	–	–	–	–	–
Inhalants	19.5[1,d]	17.7[d]	15.6	12.3[2,d]	15.3	–	11.9	–	6.6	10.7	8.9	9.2	9.2	7.6	7.6	0
Over–the–counter	–	27.2[1,e]	22.3	10.4[2,e]	–	–	–	–	–	–	–	–	–	–	–	–
Cocaine	8.1[1]	4.3	3.5	7.4[2]	9.4	7.7[4]	6.0[2]	5.4	6.0	7.3[5]	7.0	6.1[h]	6.1	4.2	5.0	0.8
Steroids	4.9[1,f]	3.0	2.2	2.1[2]	3.1	3.6[4,f]	2.9[2]	2.9[4]	2.7	3.2	–	3.5	4.2	3.2	3.6	0.4
Other illegal drugs	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	3.9[2]	6.3[4]	1.9[2]	–	–	4.7	–	3.5	4.2	3.4	3.6	0.2
Illegal injection drugs	–	–	–	–	–	2.8[4]	1.3[1]	2.1	1.8	2.5	–	–	–	–	–	–
Amphetamines	–	–	–	–	14.6[2]	–	8.4	–	–	–	–	–	–	–	–	–
Methamphetamines	–	3.1[1,g]	–	–	9.8[2,g]	–	5.3	4.5[g]	5.1	5.9	4.7	4.8	5.2	4.1	4.1	0
Party drugs	–	–	–	–	–	–	9.3[2]	–	–	–	–	–	–	–	–	–

Notes:

- Dashes (–) indicate a substance was not represented on that particular year's survey.
- Change column provides the percentage point change from 2014 to 2016. 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 64.

Source: SADUS 1988 and 1990; WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Table 11: Lifetime Substance Use by Year, Grade 12

	Percent of Students															
Substance	**1988**	**1990**	**1992**	**1995**	**1998**	**1999**	**2000**	**2002**	**2004**	**2006**	**2008**	**2010**	**2012**	**2014**	**2016**	**Change**
Alcohol	–	83.0[1,a]	79.8[a]	81.9[2,a]	84.2	75.9[3,a]	76.0	74.9	72.6	72.2	72.4	70.6	68.0	66.2	63.8	-2.4
Cigarette (even just a puff)	–	–	–	67.6[3]	67.4	–	60.9	52.1	47.5	45.0	44.3	40.8	36.6	31.5	28.7	-2.8
Cigarette (whole)	–	–	–	–	–	59.6[3]	52.0	42.5	36.8	35.5	34.3	–	28.7	–	20.7	–
Tobacco, chewing	–	28.5[1,b]	27.9	37.7[2,b]	35.0	–	24.8[3,b]	20.0[b]	17.6	–	–	–	–	–	–	–
Marijuana	–	34.0[1]	32.9	43.5[2]	55.1	57.3	50.5	48.0	41.1	43.1	44.6	45.7	45.6	45.7	45.3	-0.4
Hallucinogens (psychedelics)	–	13.7[1,c]	16.8	18.7[2]	23.8	–	15.1[c]	–	–	–	–	–	–	–	–	–
Inhalants	–	16.4[1,d]	13.1	11.0[2,d]	13.3	–	13.1	–	7.1	9.4	9.7	10.7	9.7	8.0	7.4	-0.6
Over–the–counter	–	27.2[1,e]	22.3	10.4[2,e]	–	–	–	–	–	–	–	–	–	–	–	–
Cocaine	–	7.8[1]	4.6	7.6[2]	9.7	13.1[4]	9.2[2]	8.2	8.3	9.8[5]	10.5	8.9[h]	8.1	6.5	6.9	0.4
Steroids	–	3.2[1,f]	2.4	2.4[2]	3.0	2.6[4,f]	2.9[2]	4.2[4]	2.5	3.9	–	3.5	4.5	3.2	3.7	0.5
Other illegal drugs	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Heroin	–	–	–	–	3.6[2]	4.6[4]	2.4[2]	–	–	4.7	–	4.1	5.1	3.2	3.7	0.5
Illegal injection drugs	–	–	–	–	–	3.0[4]	1.5[1]	2.1	1.8	2.9	–	–	–	–	–	–
Amphetamines	–	–	–	–	14.9[2]	–	10.0	–	–	–	–	–	–	–	–	–
Methamphetamines	–	4.3[1,g]	–	–	11.0[2,g]	–	7.5	7.2[g]	6.3	7.1	5.6	4.8	5.6	3.8	4.8	1.0
Party drugs	–	–	–	–	–	–	13.5[2]	–	–	–	–	–	–	–	–	–

Notes:

- Dashes (–) indicate a substance was not represented on that particular year's survey.
- Change column provides the percentage point change from 2014 to 2016. 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 64.

Source: SADUS 1988 and 1990; WSSAHB 1992 and 1995; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Alcohol Use

Alcohol has been consistently reported as the substance most frequently used by Washington's youth. However, the prevalence of past 30-day use of alcohol has steadily declined nationally (Monitoring the Future, 2016) and in Washington State since 2000. 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 2016, 21 percent of Grade 6 students, 28 percent of Grade 8 students, 48 percent of Grade 10 students, and 64 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:

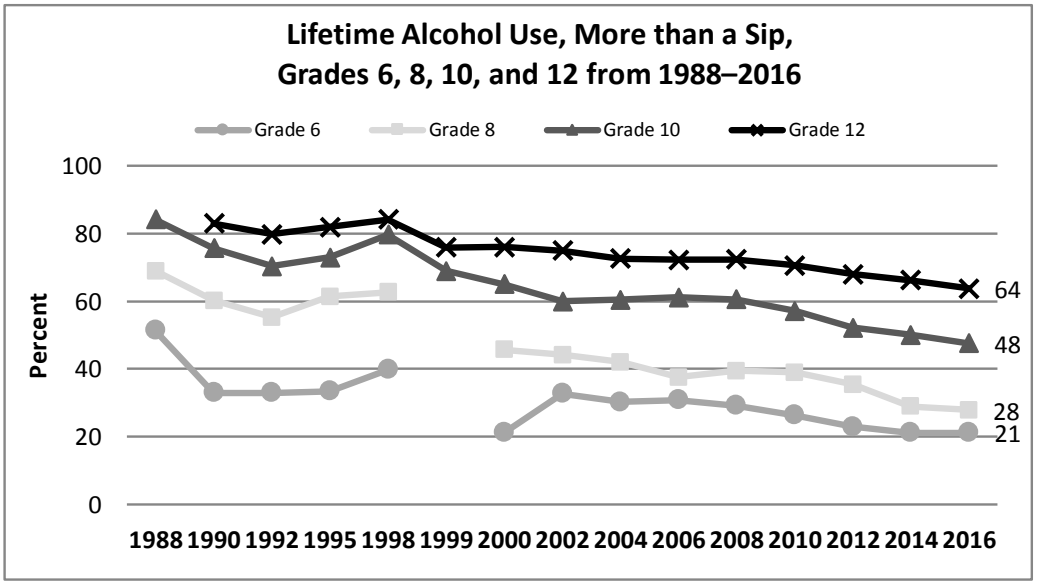
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to report they drank more than a sip or two of alcohol in their lifetime.

Differences by gender:

- Grade 6 males were more likely than females to report they drank more than a sip or two of alcohol in their lifetime.
- Grade 10 and 12 females were more likely than males to report they drank more than a sip or two of alcohol in their lifetime.

Differences over time:

- There were no changes in lifetime alcohol use from 2014 to 2016.
- Among Grade 6, 8, 10, and 12 students, there were decreases in lifetime alcohol use from 2002 through 2016.



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: Percentages represent 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 had 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, 2010, 2012, 2014, and 2016

30-Day Alcohol Use

In 2016, 2 percent of Grade 6 students, 8 percent of Grade 8 students, 20 percent of Grade 10 students, and 32 percent of Grade 12 students reported drinking alcohol in the past 30 days.

Differences by grade level:

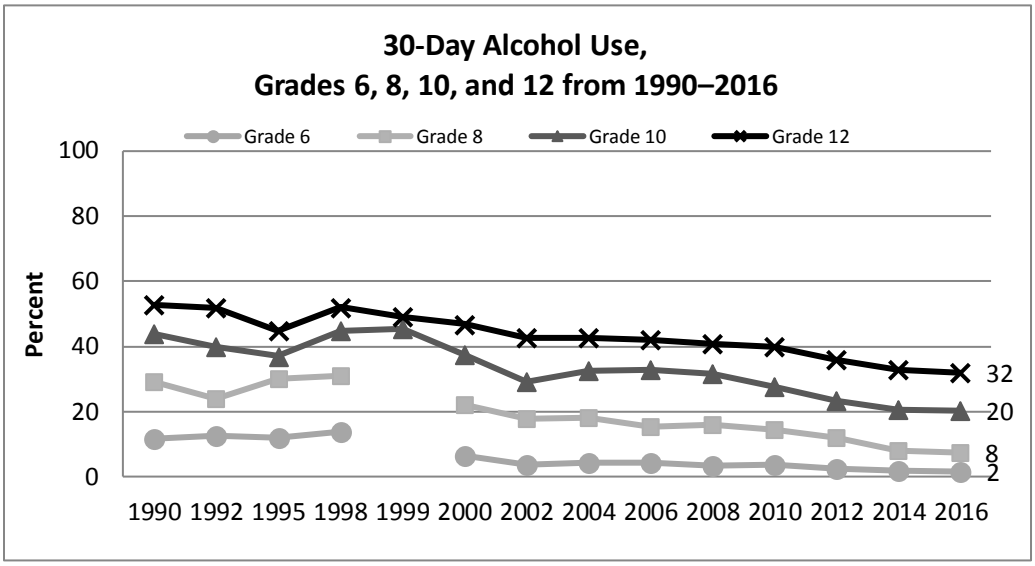
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used alcohol in the past 30 days.

Differences by gender:

- Grade 6 males were more likely than females to have used alcohol in the past 30 days.
- Grade 10 females were more likely than males to have used alcohol in the past 30 days.

Differences over time:

- There were no changes in 30-day alcohol use from 2014 to 2016.
- Among Grade 6, 8, 10, and 12 students, there was a decrease in 30-day alcohol use from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

Binge Drinking

The survey question on binge drinking (framed 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 addition, the new recommended measurement of binge drinking for women is 4 drinks or more in one occasion (Chavez, 2011).

In 2016, 1 percent of Grade 6 students, 4 percent of Grade 8 students, 11 percent of Grade 10 students, and 18 percent of Grade 12 students reported binge drinking in the past two weeks.

Differences by grade level:

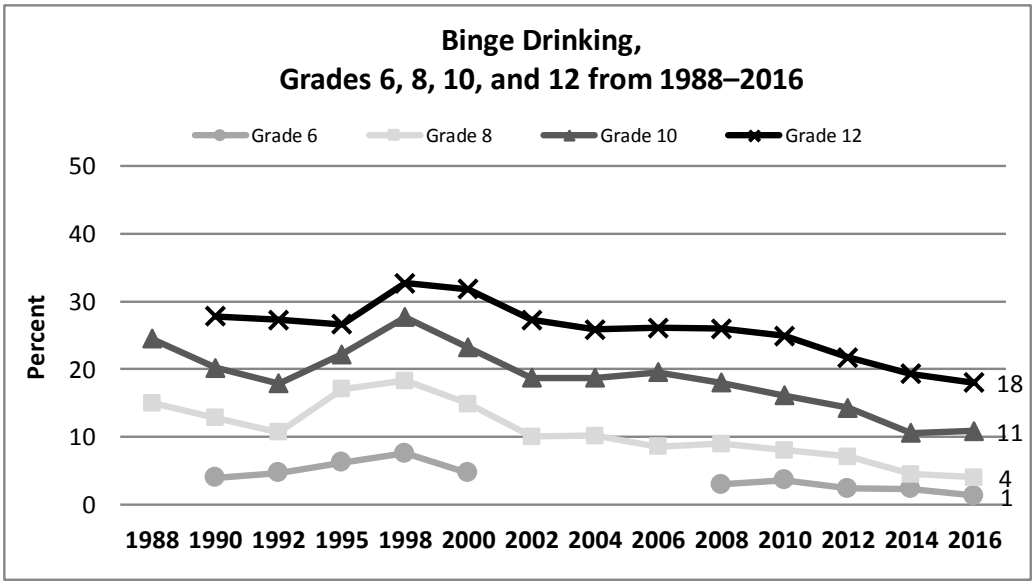
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to report binge drinking.

Differences by gender:

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

Differences over time:

- Among Grade 6 students, there was a decrease in binge drinking from 2014 to 2016.
- Among Grade 8, 10, and 12 students, there were decreases in binge drinking from 2002 through 2016.



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 any number of times in the past two weeks.
Source: SADUS 1988 and 1990; WSSAHB 1992, 1995, 1998, and 2000; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Average Age of First Alcohol Use

Some youth begin experimenting with alcohol and other drugs at an early age. Early (age 12-14) and late (age 15-17) adolescence initiation and use of alcohol are associated with alcohol related problems in adulthood (Buchman, 2009; McCambridge, 2011). 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 their life (National Center on Addiction and Substance Abuse, 2011).

The following summarizes the average age when students first tried more than a sip or two of alcohol, and the average age when students began drinking regularly in 2016:

- Among Grade 10 students who have had more than a sip or two of beer, wine, or hard liquor, the average age of first use was 12.9 years.
- Among Grade 10 students who drink alcoholic beverages at least once or twice a month, the average onset of regular use was 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 2016

	Mean Age of First Reported Use		
Behavior	**Grade 8**	**Grade 10**	**Grade 12**
Had more than a sip of beer, wine, or hard liquor	11.3 (± 0.06)	12.9 (± 0.08)	14.2 (± 0.09)
Began drinking regularly, at least once or twice a month	12.2 (± 0.2)	13.8 (± 0.2)	15.4 (± 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 that they "never had" drank alcohol, and calculating the mean age of first use among those who drank at any age.
- Age of first regular use is calculated by excluding students who responded that they "never had" drank alcohol regularly, and calculating the mean age of regular use among those who drank regularly at any age.

Source: HYS 2016.

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 and episodes of binge drinking (see Notes below) (Courtney et al., 2009). Students reported the following levels of drinking in 2016:

- Experimental drinking: 4 percent of Grade 8, 9 percent of Grade 10, and 12 percent of Grade 12 students.
- Problem drinking: 2 percent of Grade 8, 6 percent of Grade 10, and 10 percent of Grade 12 students.
- Heavy drinking: 3 percent of Grade 8, 7 percent of Grade 10, and 12 percent of Grade 12 students.

Differences by grade level:

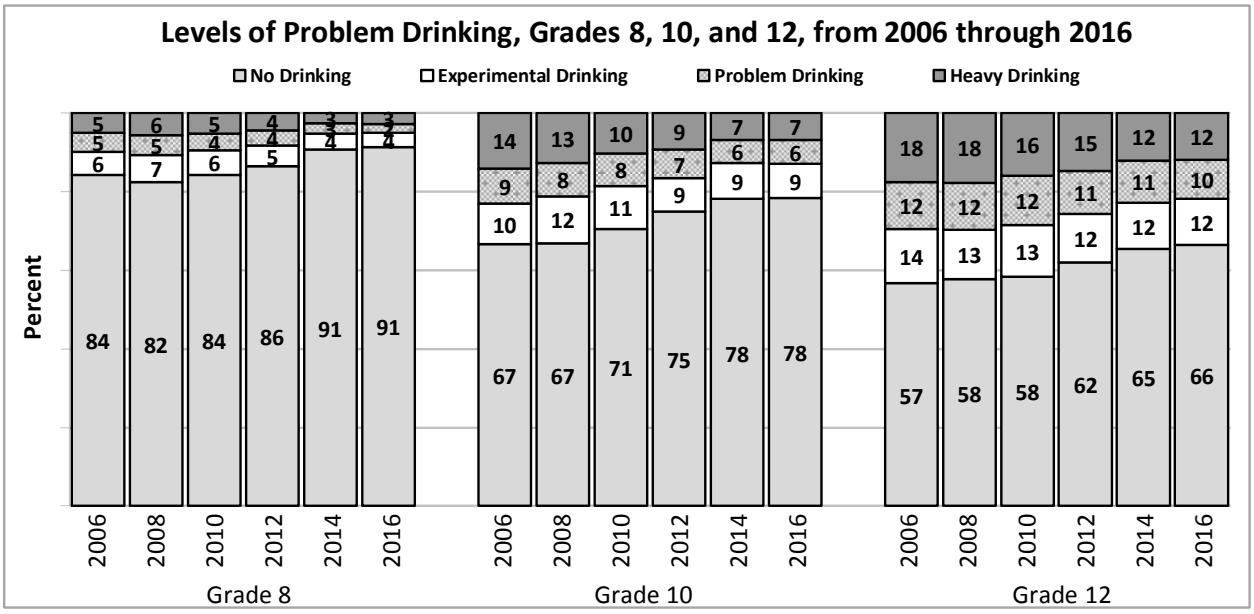
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to report experimental drinking, problem drinking, and heavy drinking.

Differences by gender:

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

Differences over time:

- Among 8, 10, and 12 students, there were no changes in experimental, problem, or heavy drinking from 2014 to 2016.
- Among Grade 8 and 12 students, there were decreases in experimental, problem, and heavy drinking from 2006 to 2016.
- Among Grade 10 students, there were decreases in problem and heavy drinking from 2006 through 2016.



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 1 time 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, 2010, 2012, 2014, and 2016.

Perception of Access to Alcohol

In spite of the laws that seek to prevent underage drinking, a high percentage of youth do not find it hard to obtain alcohol. The perception of easy access to alcohol is lower among Washington State youth than the national average (Johnston, 2015).

In 2016, 73 percent of Grade 6 students, 50 percent of Grade 8 students, 26 percent of Grade 10 students, and 16 percent of Grade 12 students reported that alcohol would be very hard to get.

Differences by grade level:

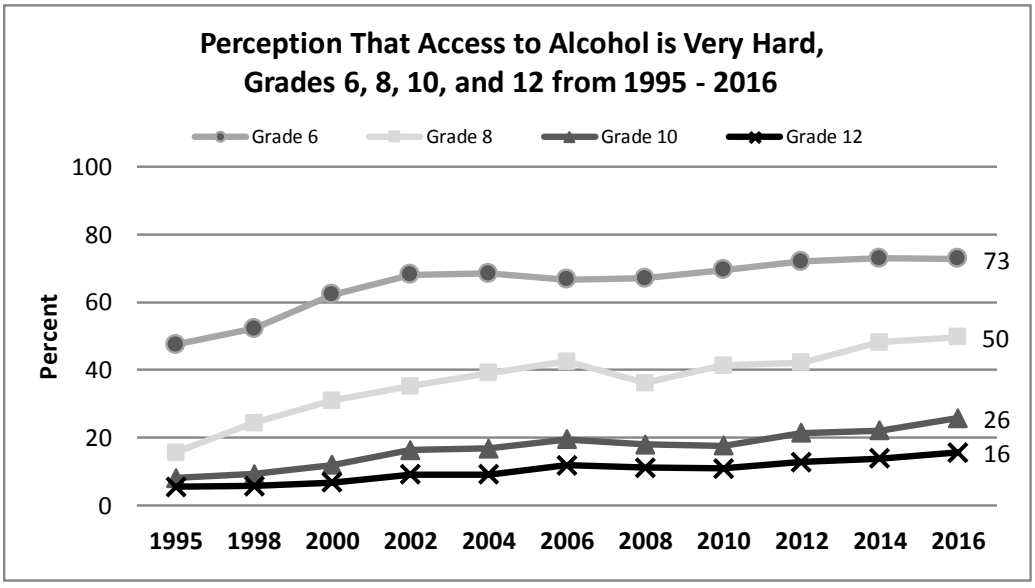
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to perceive that alcohol would be very hard to get.

Differences by gender:

- Grade 6 males were less likely than females to perceive that alcohol would be very hard to get.
- Grade 8 and 10 females were less likely than males to perceive that alcohol would be very hard to get.

Differences over time:

- Among Grade 10 students, there was an increase in the perception that alcohol would be very hard to get from 2014 to 2016.
- Among Grade 6, 8, 10, and 12 students, there were increases in the perception that alcohol would be very hard to get from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

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:

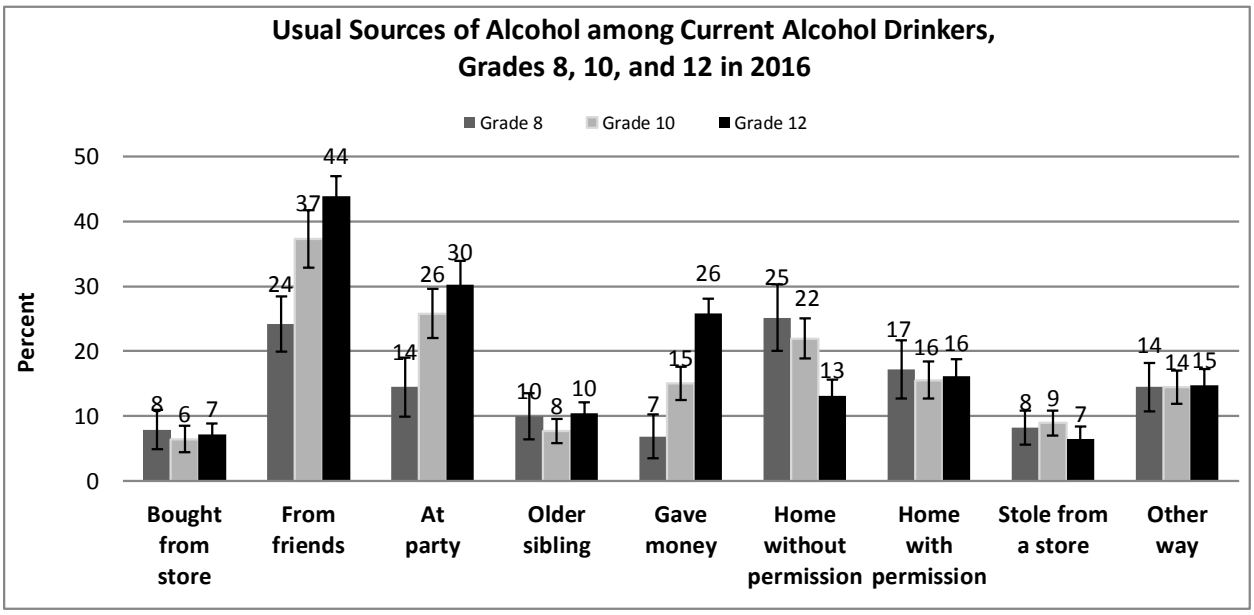
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to get alcohol from friends and to give someone money to get alcohol.
- Grade 8 and 10 students were more likely than Grade 12 students to get alcohol at home without parental permission.
- Grade 10 and 12 students were more likely than Grade 8 students to get alcohol at a party.
- Grade 12 students were more likely than Grade 10 students to alcohol from a sibling.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to steal alcohol from a store.
- Grade 10 and 12 females were more likely than males to get alcohol from friends and at a party.
- Grade 10 and 12 males were more likely than females to buy alcohol from a store and to get it from another source.
- Grade 8 males were more likely than females to get alcohol and from home with parental permission.

Differences over time:

- Among Grade 10 students, there was an increase in getting alcohol from friends from 2014 to 2016.
- Among Grade 8 students, there was a decrease in getting alcohol from another source from 2014 to 2016.
- Among Grade 8 and 10 students, there were decreases in getting alcohol by giving someone money from 2008 through 2016.
- Among Grade 12 students, there was an increase in getting alcohol at home without permission from 2008 through 2016.



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. Stealing alcohol from a store was not asked in 2012.

- Students who reported that they "did not get alcohol in the past 30 days" were not included in the results.
- The sample sizes for the 2016 results in this figure are: 290 Grade 8; 893 Grade 10; and 953 Grade 12 students.

Source: HYS 2016.

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 2016, 33 percent of Grade 6 students, 40 percent of Grade 8 students, 43 percent of Grade 10 students, and 38 percent of Grade 12 students perceived "great risk" in having one or two drinks of an alcoholic beverage every day.

Differences by grade level:

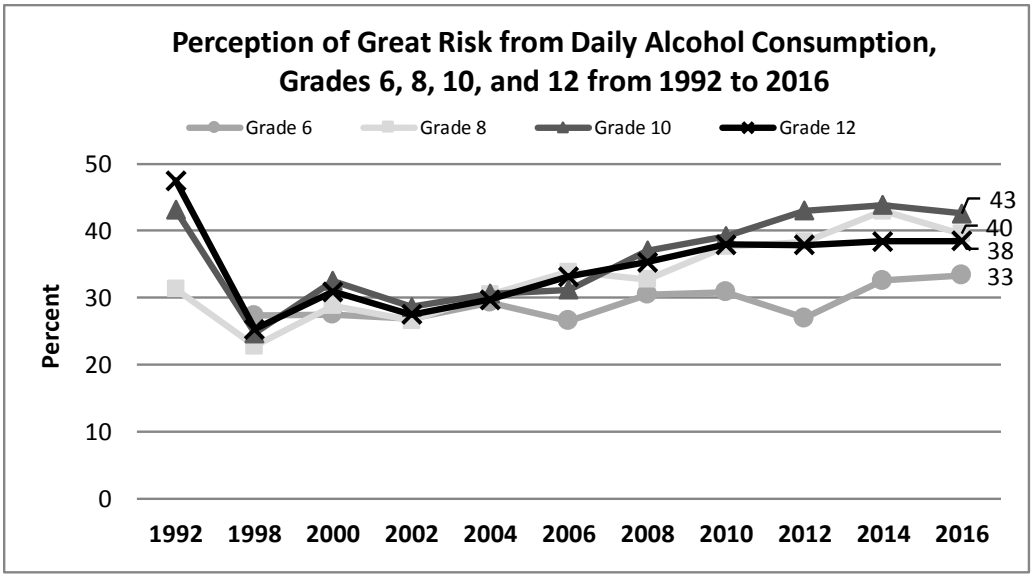
- Grade 6 students were less likely than students in Grades 8, 10, and 12 to perceive great risk in having one or two drinks of alcohol every day.
- Grade 8 and 12 were less likely than students in Grade 10 to perceive great risk in having one or two drinks of alcohol every day.

Differences by gender:

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

Differences over time:

- There were no changes in the perception of great risk in having one or two drinks of alcohol every day from 2014 to 2016.
- Among Grade 6, 8, 10, and 12 students, there were increases in the perception of great risk in having one or two drinks of alcohol every day from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

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, including smokeless, hookah, and cigars. Use of e-cigarettes or vapor products is also common among youth in our state and nationally.

Lifetime Cigarette Smoking

In 2016, 11 percent of Grade 8 students, 19 percent of Grade 10 students, and 29 percent of Grade 12 students reported ever having smoked a cigarette, even just a puff.

Differences by grade level:

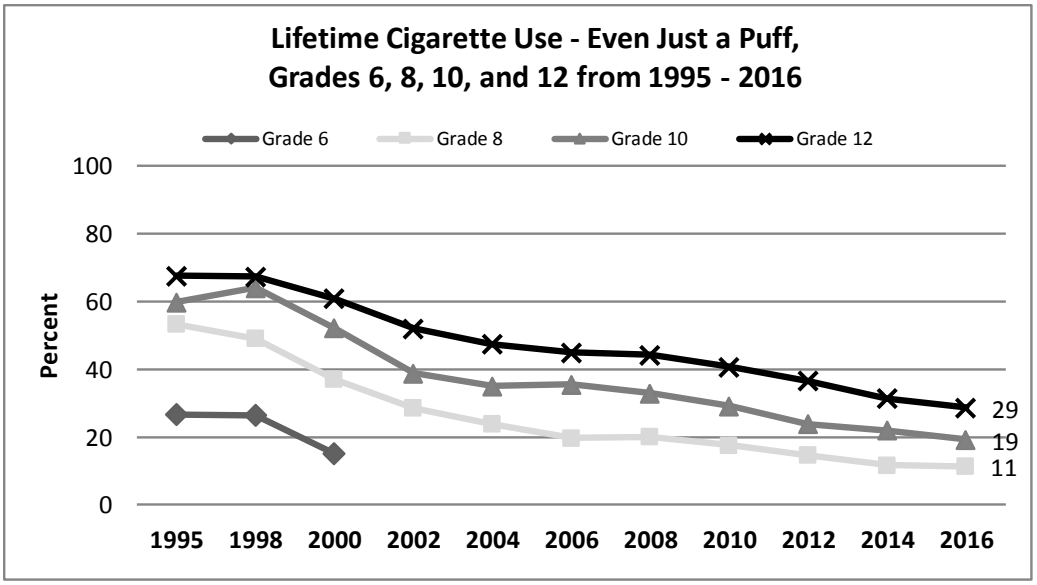
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have ever smoked a cigarette, even just a puff.

Differences by gender:

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

Differences over time:

- There were no changes in ever smoking cigarettes from 2014 to 2016.
- Among Grade 8, 10, and 12 students, there were decreases in ever smoking a cigarette from 2002 through 2016.



Survey Question: How old were you the first time you smoked a cigarette, even just a puff?
Note: Lifetime percentages represent students who had ever smoked even just a puff of a cigarette at any age in their life.
Source: WSSAHB 1995, 1998 and 2000, HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

30-Day Cigarette Smoking

In 2016, 1 percent of Grade 6 students, 3 percent of Grade 8 students, 6 percent of Grade 10 students, and 11 percent of Grade 12 students reported smoking a cigarette in the past 30 days.

Differences by grade level:

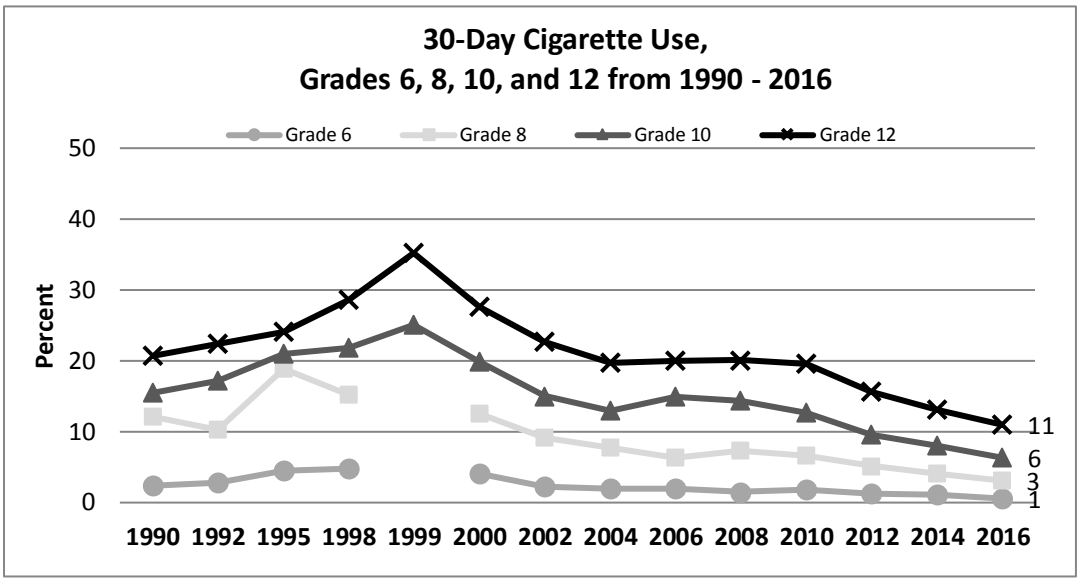
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have smoked cigarettes in the past 30 days.

Differences by gender:

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

Differences over time:

- Among Grade 6, 8, and 10 students, there were decreases in 30-day cigarette smoking from 2014 to 2016.
- Among Grade 6, 8, 10 and 12 students, there were decreases in 30-day cigarette smoking from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

Average Age of First Cigarette Smoking

Table 13 shows the average age of first use for students who had ever tried a cigarette, even just a puff.

The earlier youth begin smoking cigarettes, the more likely they are to become strongly addicted to nicotine. About nine out of ten adult smokers began smoking when they were teens or earlier (Surgeon General Report 2012).

Among Grade 10 students who have smoked at least a puff of a cigarette, the average age of first use was 12.6 years. These results are similar to those from previous Healthy Youth Survey administrations.

Table 13
Average Age of First Cigarette Use in 2016

	Mean Age of First Reported Use		
Behavior	**Grade 8**	**Grade 10**	**Grade 12**
Smoked a cigarette, even just a puff	11.6 (± 0.1)	12.6 (± 0.1)	13.9 (± 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 that they "never had" smoked a puff of a cigarette, and calculating the mean age of use among those who smoked at any age.
Source: HYS 2016.

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 cigarette smoking (U.S. Department of Health and Human Services, 1994; National Cancer Institute, 1992; World Health Organization, 2007; and Tomar, 2003).

In 2016, use of chewing tobacco in the past 30 days was reported by 1 percent of Grade 6 students, 2 percent of Grade 8 students, 3 percent of Grade 10 students, and 6 percent of Grade 12 students.

Differences by grade level:

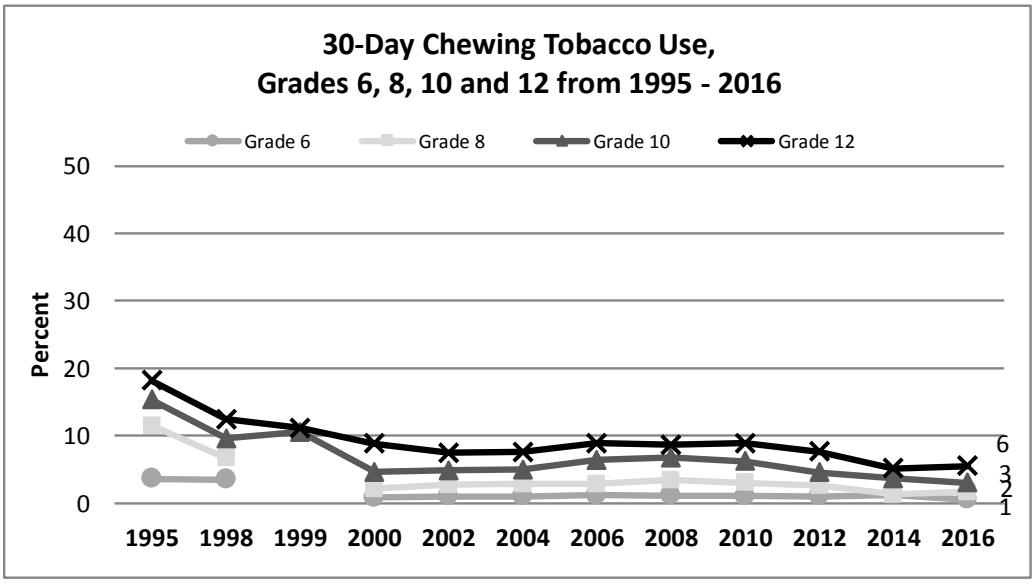
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used chewing tobacco in the past 30 days.

Differences by gender:

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

Differences over time:

- Among Grade 6 students, there was a decrease in 30-day chewing tobacco use from 2014 to 2016.
- Among Grade 10 students, there was a decrease in 30-day chewing tobacco use from 2008 through 2016.



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, 2010, 2012, 2014, and 2016.

30-Day Cigar, Cigarillo or Little Cigar Smoking

In 2016, cigar smoking in the past 30 days was reported by 1 percent of Grade 8 students, 4 percent of Grade 10 students, and 9 percent of Grade 12 students.

Differences by grade level:

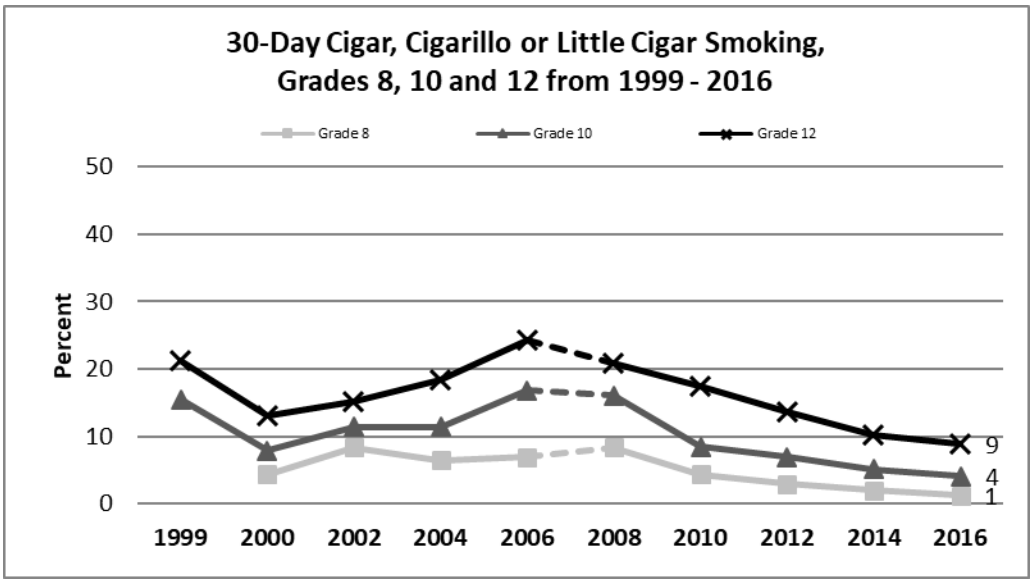
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have smoked cigars in the past 30 days.

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 and 10 students, there were decreases in 30-day cigar smoking from 2014 to 2016.



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

- Percentages represent students who reported that they had smoked cigars on any days in the past 30 days.
- In 2006 and 2008 HYS administrations, the question about cigar use was asked on the tear-off portion of the survey. The dashed lines in the chart represent the possible break in trend.

Source: YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

30-Day Electronic Cigarettes, E-cigs or Vape Pen Use

In 2016, e-cig or vape pen use in the past 30 days was reported by 1 percent of Grade 6 students, 6 percent of Grade 8 students, 13 percent of Grade 10 students, and 20 percent of Grade 12 students.

Differences by grade level:

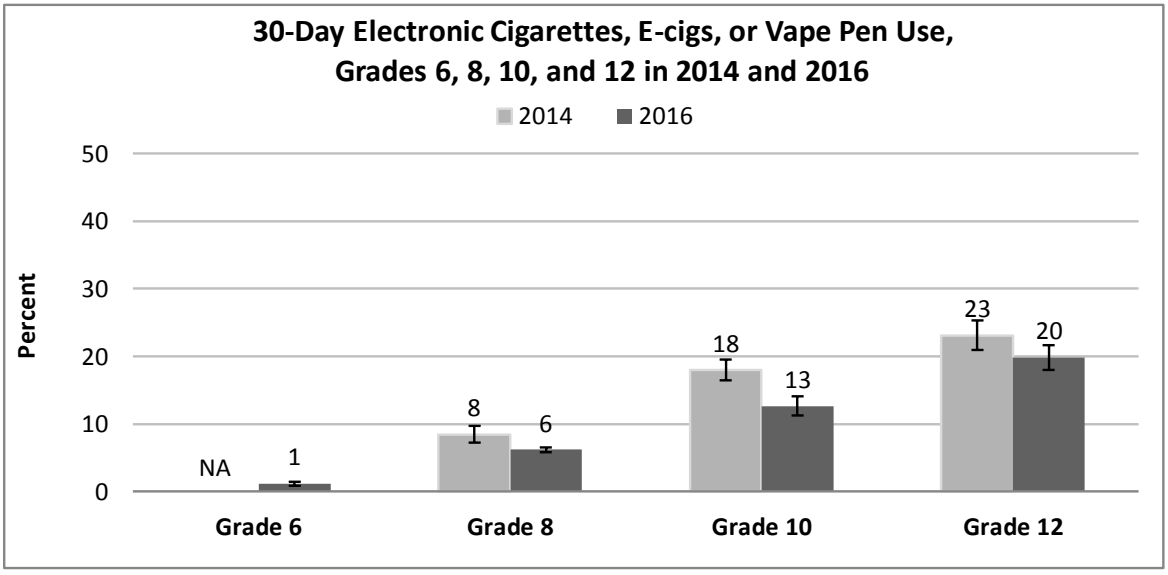
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used an e-cig or vape pen in the past 30 days.

Differences by gender:

- Grade 10 and 12 males were more likely than females to have used an e-cig or vape pen in the past 30 days.

Differences over time:

- Among Grade 8, 10, and 12 students, there were decreases in 30-day e-cig or vape pen use from 2014 to 2016.



Survey Question: During the past 30 days, on how many days did you: Use an electronic cigarette, also called e-cigs, or vape pens?

Notes:

- Percentages represent students who reported that they had used an electronic cigarette, also called e-cigs, or vape pens, on any days in the past 30 days.
- A question about 30-day electronic cigarettes and e-cigs was asked in 2012, but the question did not include the term "vape pens."
- More response options were added in 2016.

Source: HYS 2014 and 2016.

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, 2006).

In 2016, 17 percent of Grade 6 students, 21 percent of Grade 8 students, 24 percent of Grade 10 students, and 29 percent of Grade 12 students reported being exposed to secondhand smoke in a room in the past week.

Differences by grade level:

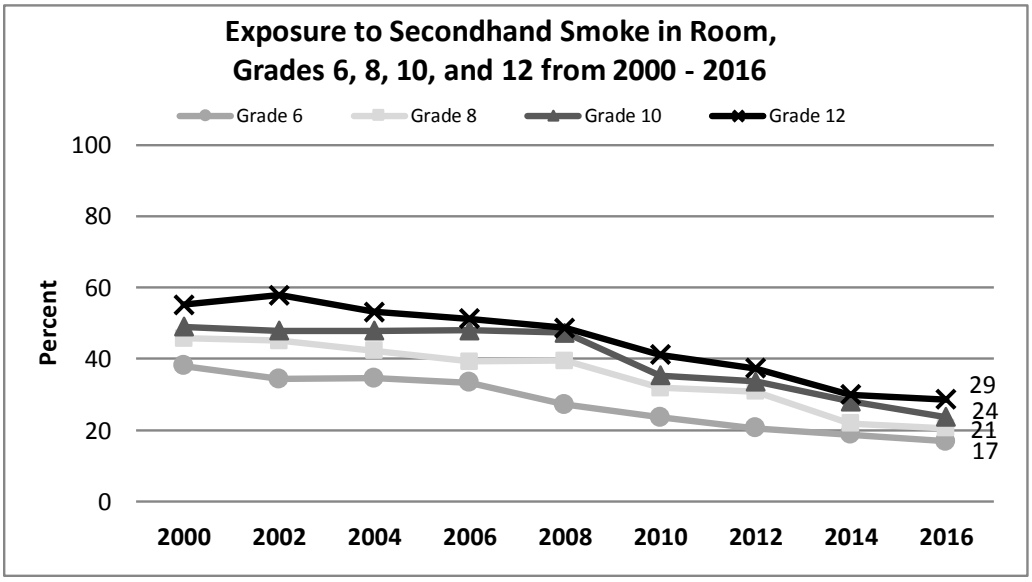
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have been exposed to secondhand smoke in a room in the past week.

Differences by gender:

- Grade 8 and 10 females were more likely than males to have been exposed to secondhand smoke in a room in the past week.
- Grade 12 males were more likely than females to have been exposed to secondhand smoke in a room in the past week.

Differences over time:

- Among Grade 10 students, there was a decrease in exposure to secondhand smoke in a room in the past week from 2014 to 2016.
- Among Grades 6, 8, 10, and 12, there were decreases in exposure to secondhand smoke in a room in the past week from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

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 2016, 79 percent of Grade 6 students, 62 percent of Grade 8 students, 40 percent of Grade 10 students, and 21 percent of Grade 12 students reported that it would be very hard to get cigarettes.

Differences by grade level:

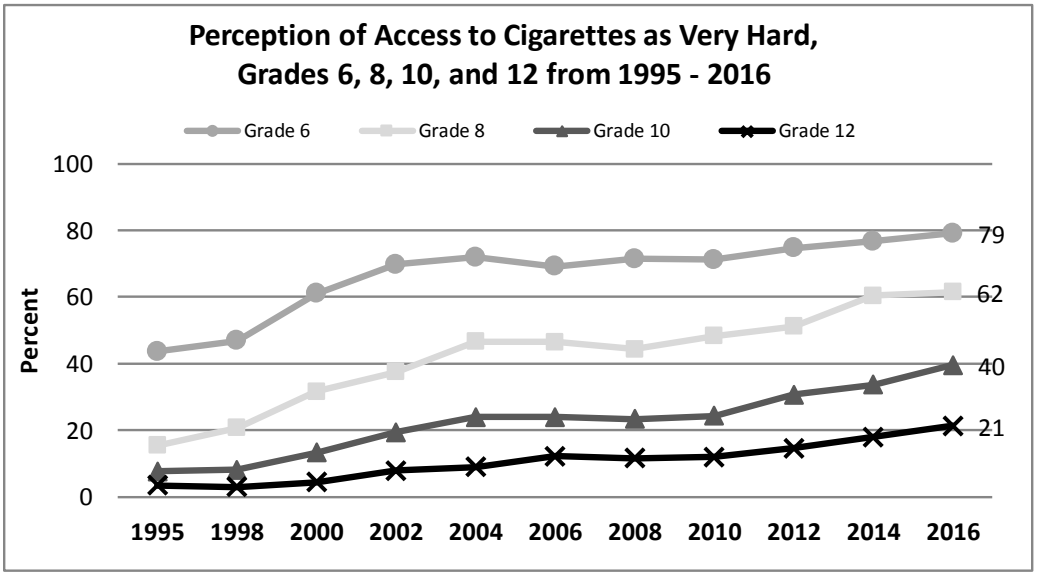
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to perceive that cigarettes would be very hard to get.

Differences by gender:

- Grade 12 females were more likely than males to perceive that cigarettes are very hard to get.

Differences over time:

- Among Grade 6, 10, and 12 students, there were increases in the perception that it would be very hard to get cigarettes from 2014 to 2016.
- Among Grade 6, 8, 10, and 12 students, there were increases in the perception that it would be very hard to get cigarettes from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

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

In 2016, 63 percent of Grade 6 students, 73 percent of Grade 8 students, 78 percent of Grade 10 students, and 77 percent of Grade 12 students reported there was great risk in smoking a pack or more of cigarettes a day.

Differences by grade level:

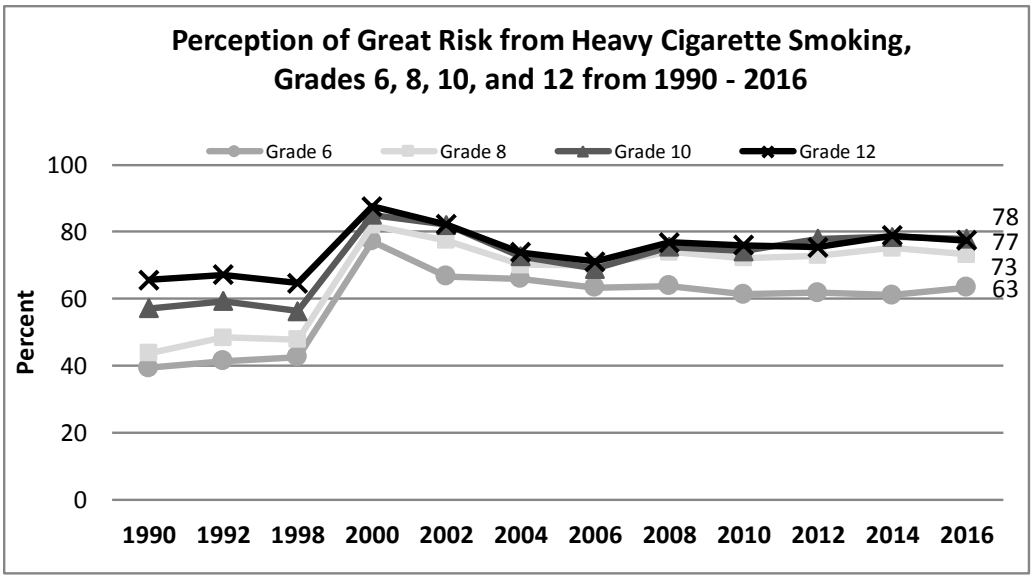
- Grade 6 students were less likely than Grade 8, 10, and 12 students to perceive great risk in smoking a pack or more of cigarettes a day.
- Grade 8 students were less likely than Grade 10 and 12 students to perceive great risk in smoking a pack or more of cigarettes a day.

Differences by gender:

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

Differences over time:

- There were no changes in the perception of great risk from smoking a pack of cigarettes or more a day from 2014 to 2016.
- Among Grade 6 students, there was a decrease in the perception of great risk from smoking a pack of cigarettes or more a day from 2002 through 2012.
- Among Grade 10 students, there was an increase in the perception of great risk from smoking a pack of cigarettes or more a day from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

Perception of Risk from Electronic Cigarettes (Almost Daily)

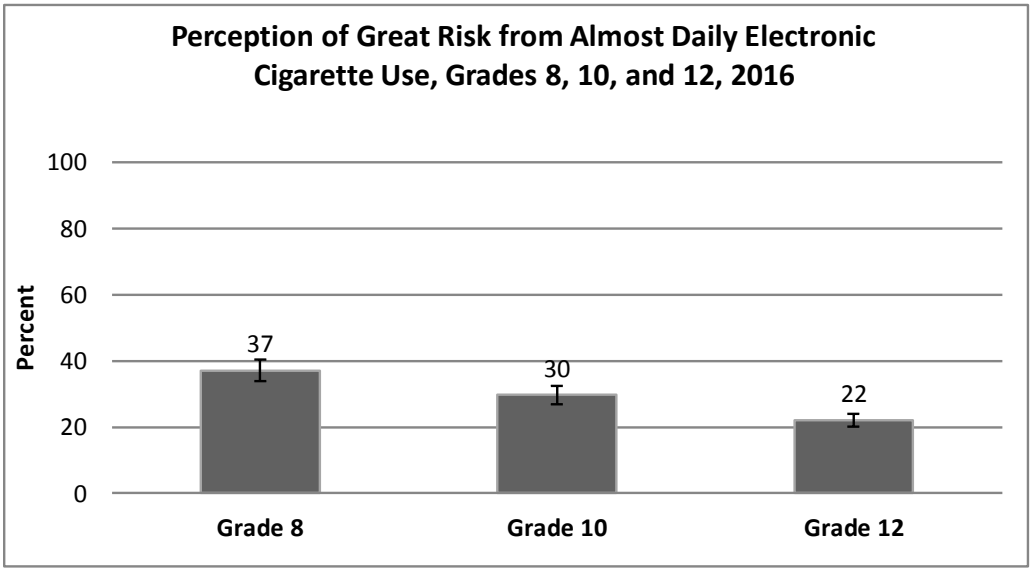
In 2016, 37 percent of Grade 8 students, 30 percent of Grade 10 students, and 22 percent of Grade 12 students reported there was great risk in using an electronic cigarette almost daily.

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was less likely to perceive great risk in almost daily electronic cigarette use.

Differences by gender:

- Grade 8, 10, and 12 males were less likely than females to perceive great risk in almost daily electronic cigarette use.



Survey Question: How much do you think people risk harming themselves if they: Use electronic cigarettes, also called e-cigs or vape pens regularly (almost daily)?
Note: Percentages represent students who reported there is great risk from almost daily electronic cigarette use.
Source: HYS 2016.

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:

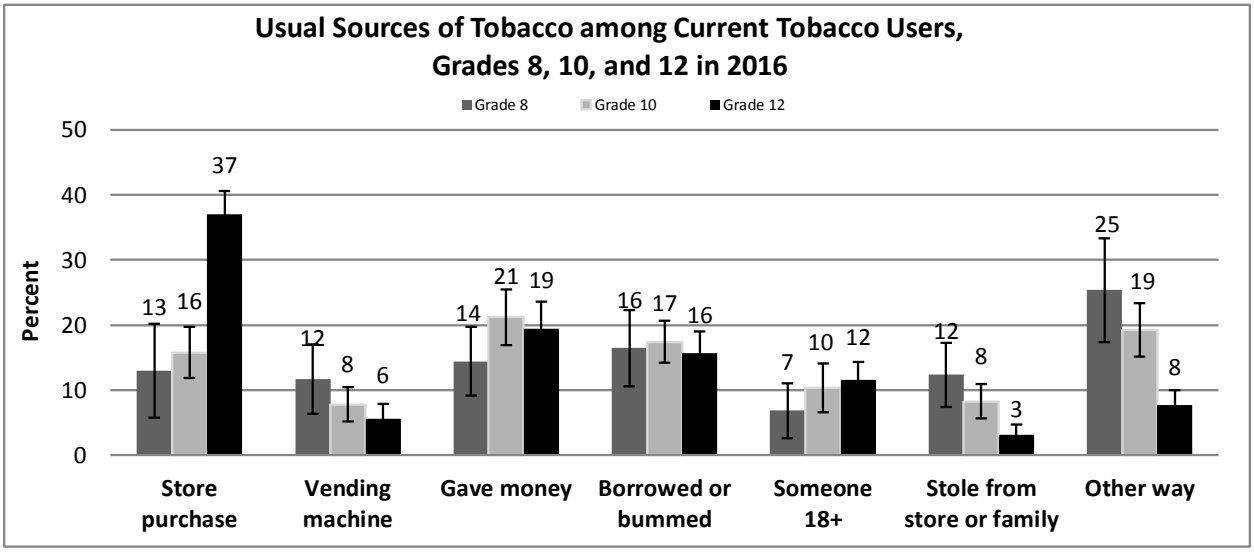
- Grade 12 students were more likely than Grade 8 and 10 students to purchase tobacco from a store.
- Grade 8 and 10 students were more likely than Grade 12 students to steal tobacco from a store or family member, or to get tobacco another way.
- Grade 8 students were more likely than Grade 12 students to get tobacco from a vending machine.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to purchase tobacco from a store.
- Grade 8 males were more likely than females to get tobacco from a vending machine.
- Grade 10 and 12 females were more likely than males to borrow or "bum" tobacco, and to steal tobacco from a store or family member.
- Grade 12 females were more likely than males to get tobacco from someone 18 or older.

Differences over time:

- Among Grade 8 students, there was an increase in getting tobacco from a vending machine from 2012 to 2016.
- Among Grade 10 and 12 students, there were increases in stealing tobacco from a store or a family member from 2002 through 2016.
- Among Grade 10 students, there was in increase in getting tobacco some other way from 2002 through 2016.
- Among Grade 12 students, there was a decrease in giving money to someone for tobacco from 2002 through 2016.



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 past 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 the 2016 results in this figure are 146 for Grade 8; 425 for Grade 10; and 537 for Grade 12 students.

Source: HYS 2016.

Usual Sources of Electronic Vapor Products

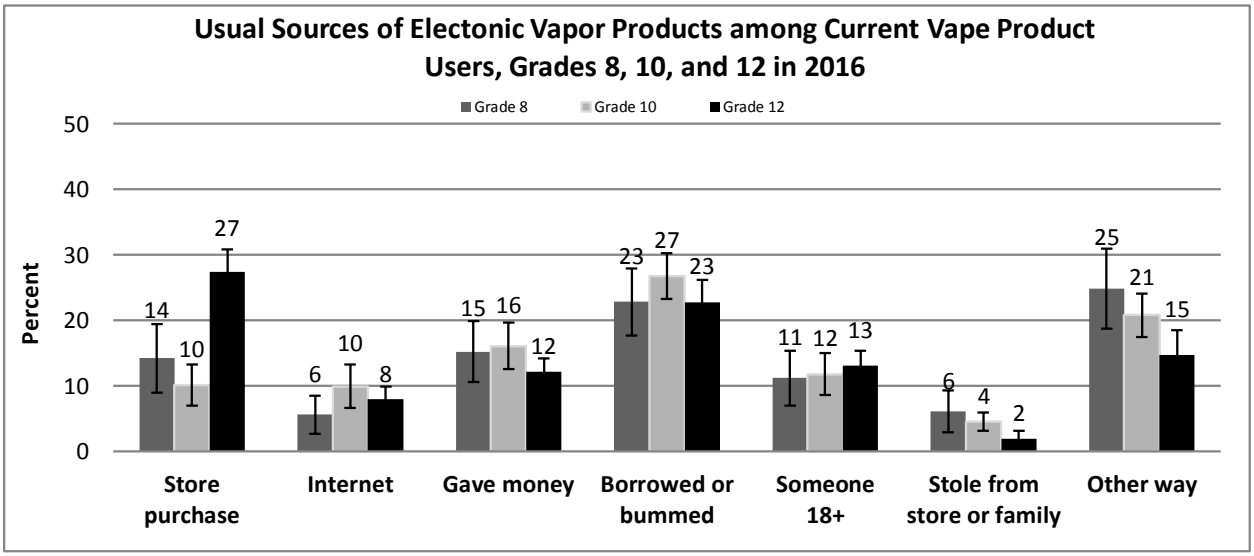
The emergence of electronic cigarette and vapor products has raised serious concern; use is on the rise among youth nationally. About half of middle and high school students in the U.S. who used tobacco products in 2015 were current users of two or more types of tobacco products, including e-cigarettes and vapor products (Washington State DOH 2015 Update). Youth also use THC (marijuana) in e-cigarettes and vapor products, and some use "flavor only" (no substance).

Differences by grade level:

- Grade 12 students were more likely than Grade 8 and 10 students to purchase vape products from a store.
- Grade 8 and 10 students were more likely than Grade 12 students to steal vape products from a store or family member, and to get it some other way.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to purchase vape products from a store.
- Grade 8, 10, and 12 females were more likely than males to borrow or "bum" vape products.
- Grade 12 females were more likely than males to get vape products from someone 18 or older.



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

- Proportions represent students who used electronic vapor products in the past 30 days and where they usually got their tobacco.
- Students who reported that they "did not use electronic vapor products in the past 30 days" were not included in the results.
- The sample sizes for the 2016 results in this figure are 197 for Grade 8; 534 for Grade 10; and 619 for Grade 12 students.

Source: HYS 2016.

Type of Substance Used in an Electronic Cigarette

In 2016, students were asked if they used an electronic cigarette and what type of substance they used in it in the past 30 days. Among those who said they used an electronic cigarette:

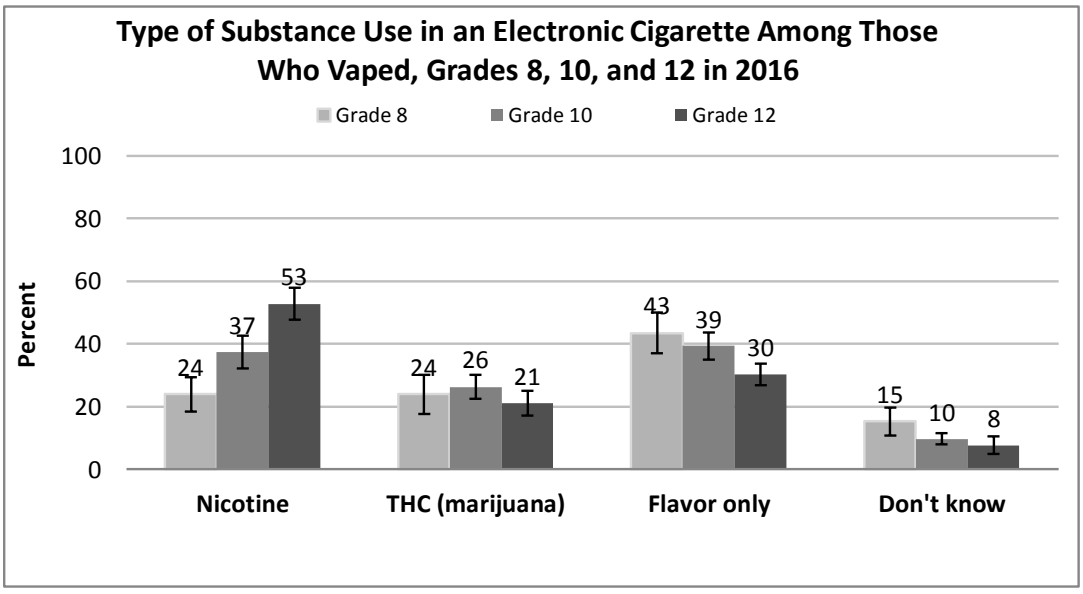
- 24 percent of Grade 8 students, 37 percent of Grade 10 students, and 53 percent of Grade 12 students used liquid with nicotine in it.
- 24 percent of Grade 8 students, 26 percent of Grade 10 students, and 21 percent of Grade 12 students used liquid with TCH (marijuana) in it.
- 43 percent of Grade 8 students, 39 percent of Grade 10 students, and 30 percent of Grade 12 students used liquid with flavor only (no nicotine or THC) in it.
- 15 percent of Grade 8 students, 10 percent of Grade 10 students, and 8 percent of Grade 12 students did not know what type of substance they used.

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to use liquid with nicotine in it.
- Grade 8 and 10 students were more likely than Grade 12 students to use liquid with flavor only (no nicotine or THC) in it.
- Grade 8 students were more likely than Grade 10 and 12 students to not know what type of substance they used.

Differences by gender:

- Grade 10 females were more likely than males to use liquid with flavor only (no nicotine or THC) in it.
- Grade 10 males were more likely than females to not know what type of substance they used.



Survey Question: During the past 30 days, what type of substances did you use in an electronic cigarette, also called e-cigs, or vape pens? Select all that apply.

Notes:

- Percentages represent students who reported that they used any type of substance(s) in an electronic cigarette.
- Students who reported "did not use an electronic cigarette in the past 30 days" were not included in the results.
- The sample sizes for the 2016 results in this figure are: 230 Grade 8; 567 Grade 10; and 658 Grade 12 students.

Source: HYS 2016.

Marijuana Use

Marijuana has been the most widely used 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. National 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.

Lifetime Marijuana Use

In 2016, 2 percent of Grade 6 students, 10 percent of Grade 8 students, 28 percent of Grade 10 students, and 45 percent of Grade 12 students reported having used marijuana at some time in their life.

Differences by grade level:

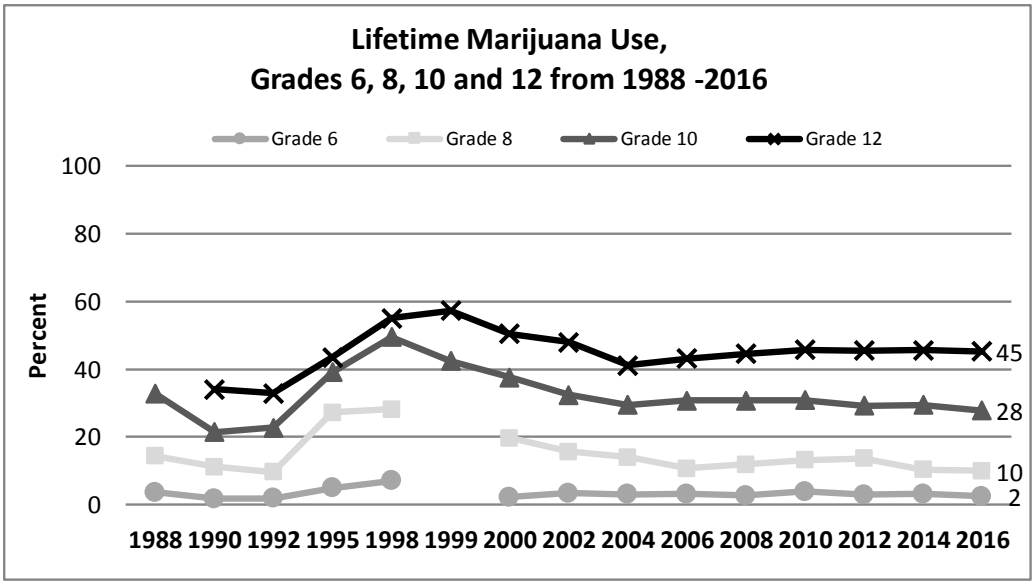
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used marijuana in their lifetime.

Differences by gender:

- There were no differences in lifetime marijuana use by gender.

Differences over time:

- Among Grade 6 students, there was a decrease in lifetime marijuana use from 2014 to 2016.
- Among Grade 10 students, there was a decrease in lifetime marijuana use from 2002 through 2016.
- Among Grade 12 students, there was an increase in lifetime marijuana use from 2006 through 2016.



Survey Question:

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

Notes:

- Percentages represent students who had ever used marijuana at any age in their life (Grades 8, 10, and 12) or had ever used marijuana in their life (Grade 6).
- For both questions, the word "smoked" was changed to "used" in 2014.

Source: SADUS 1988 and 1990; WSSAHB 1992, 1995, 1998, and 2000; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

30-Day Marijuana Use

In 2016, 1 percent of Grade 6 students, 6 percent of Grade 8 students, 17 percent of Grade 10 students, and 26 percent of Grade 12 students reported using marijuana in the past 30 days.

Differences by grade level:

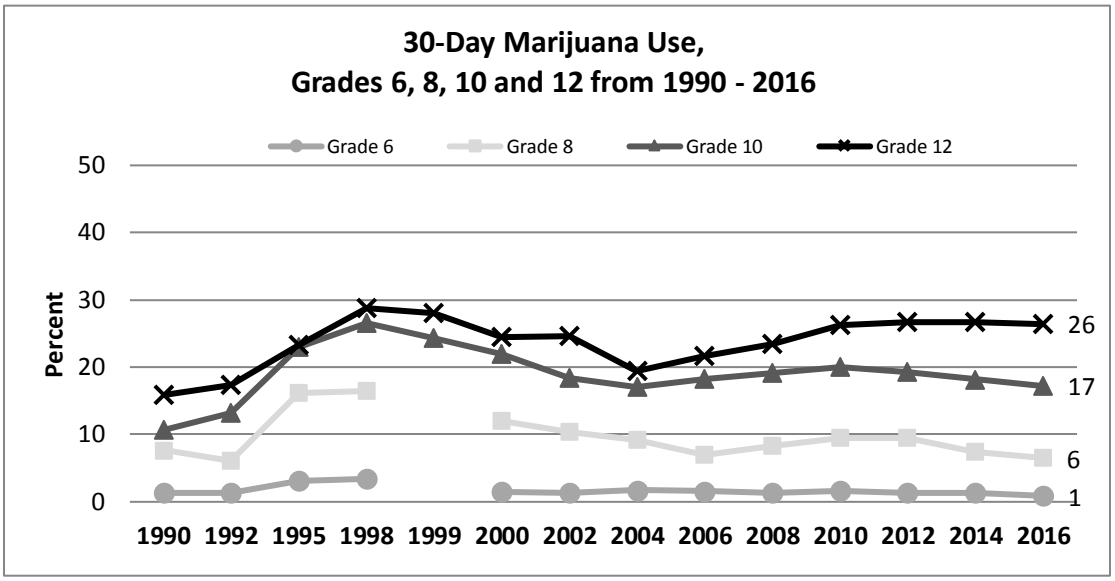
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used marijuana in the past 30 days.

Differences by gender:

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

Differences over time:

- Among Grade 6 students, there was a decrease in 30-day marijuana use from 2014 to 2016.
- There were no trends in 30-day marijuana use from 2002 through 2016.



Survey Question: During the past 30 days, on how many days did you: Use marijuana or hashish (weed, hash, pot)?

Notes:

- Percentages represent students who used marijuana on any days in the past 30 days.
- The description of marijuana changed from "grass, hash, pot" to "weed, hash, pot" in 2014.
- More response options were added in 2016.

Source: SADUS 1990; WSSAHB 1992, 1995, 1998, and 2000; YRBS 1999; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Levels of Marijuana Use

Students reported the following levels of marijuana use in 2016:

- Experimental use: about 3 percent of Grade 8 students, 6 percent of Grade 10 students, and 8 percent of Grade 12 students.
- Occasional use: about 1 percent of Grade 8 students, 3 percent of Grade 10 students, and 4 percent of Grade 12 students.
- Regular use: about 8 percent of Grade 8 students, 11 percent of Grade 10 students, and 17 percent of Grade 12 students.

Differences by grade level:

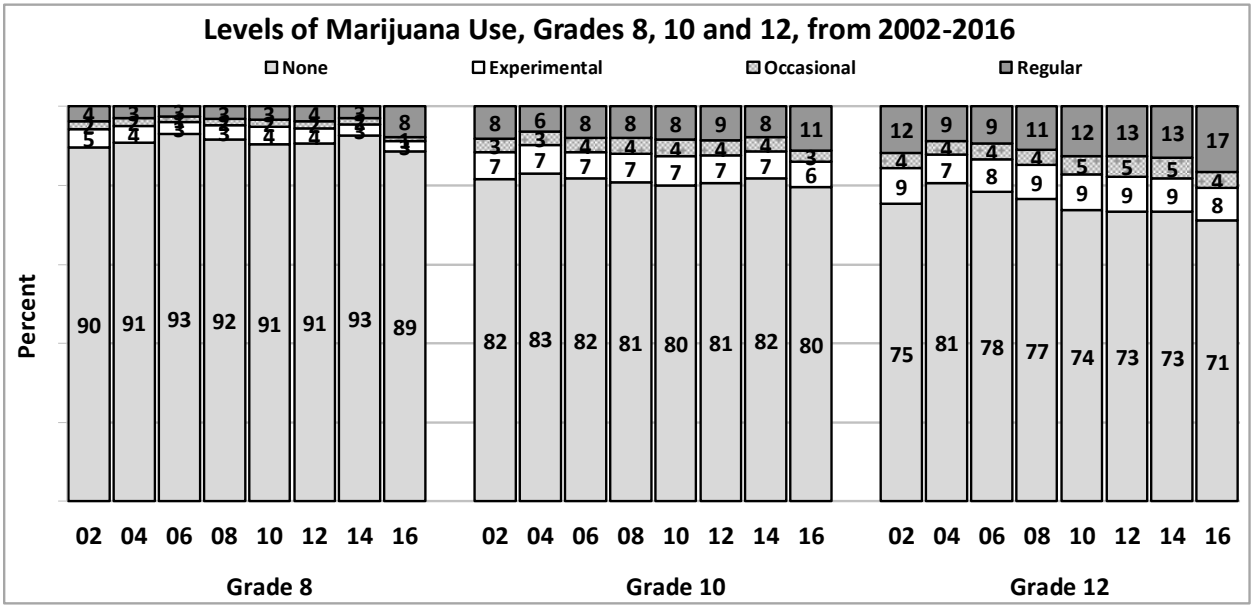
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to report experimental, occasional, and regular marijuana use.

Differences by gender:

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

Differences over time:

- Among Grade 8, 10, and 12 students, there were decreases in occasional marijuana use from 2014 to 2016.
- Among Grade 8, 10, and 12 students, there were increases in regular marijuana use from 2014 to 2016.
- Among Grade 12 students, there was a decrease in occasional marijuana use from 2002 through 2016.
- Among Grade 12 students, there was an increase in regular marijuana use from 2002 through 2016.



Survey Question: During the past 30 days, on how many days did you: Use marijuana or hashish (weed, hash, pot)?
Notes:

- Experimental marijuana use represents 1-2 days of use in the past 30 days.
- Occasional marijuana use represents 3-5 days of use in the past 30 days.
- Regular marijuana use represents 6 or more days of use in the past 30 days.
- The description of marijuana changed from "grass, hash, pot" to "weed, hash, pot" in 2014.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Average Age of First Marijuana Use

Some students begin experimenting with marijuana at an early age. Early (12-14 years of age) initiation of drug use, such as marijuana, is associated with a greater risk of developing an addiction and drug abuse than initiation during adulthood (Chen, 2009).

Among Grade 10 students who reported having ever used marijuana, the average age of first use was 13.4 years.

Table 14: Average Age of First Marijuana Use in 2016

	Mean Age of First Reported Use		
Behavior	**Grade 8**	**Grade 10**	**Grade 12**
Used marijuana	12.0 (±0.09)	13.4 (±0.1)	14.5 (±0.1)

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

- Age of first use is calculated by excluding students who responded that they "never had" used marijuana, and calculating the mean age of use among those who used marijuana at any age.
- The word "smoked" was changed to "used" in 2014.

Source: HYS 2016.

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. The perceived ease of availability of marijuana among Washington State youth has been consistently below the national average (Monitoring the Future, 2016).

In 2016, 88 percent of Grade 6 students, 65 percent of Grade 8 students, 34 percent of Grade 10 students, and 19 percent of Grade 12 students reported that it would be very hard to get marijuana.

Differences by grade level:

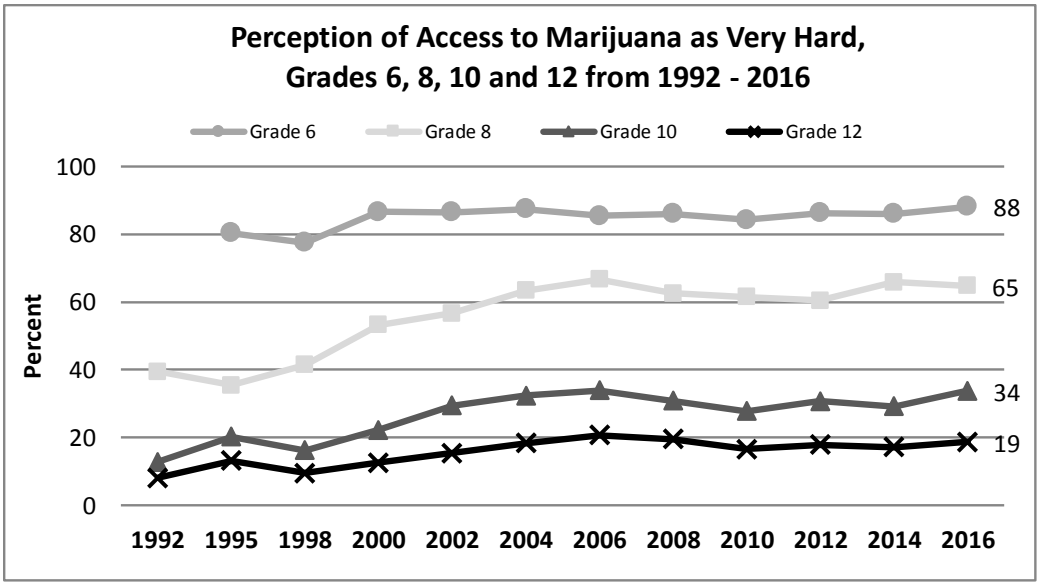
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to perceive that marijuana would be very hard to get.

Differences by gender:

- Grade 8 females were less likely than males to perceive that marijuana would be very hard to get.

Differences over time:

- Among Grade 6 and 10 students, there was an increase in the perception that getting marijuana would be very hard from 2014 to 2016.
- There were no trends in the perception that getting marijuana would be very hard from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

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).

In 2016, 52 percent of Grade 6 students, 48 percent of Grade 8 students, 35 percent of Grade 10 students, and 24 percent of Grade 12 students reported there was great risk in using marijuana regularly.

Differences by grade:

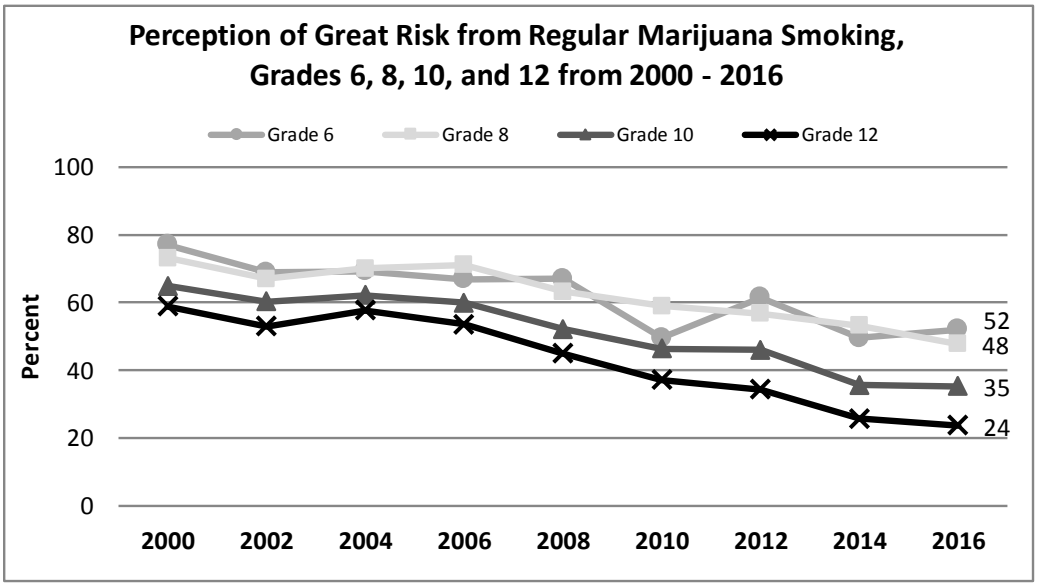
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to perceive great risk in regular marijuana use.

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 8 students, there was a decrease in the perception of great risk from using marijuana regularly from 2014 to 2016.
- Among Grade 6, 8, 10, and 12 students, there were decreases in the perception of great risk from using marijuana regularly from 2002 through 2016.



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

Notes:

- Percentages represent students who reported there is "great risk" from regular marijuana use.
- The word "smoke" was changed to "use" in 2014.

Source: WSSAHB 2000; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Usual Sources of Marijuana

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

Differences by grade level:

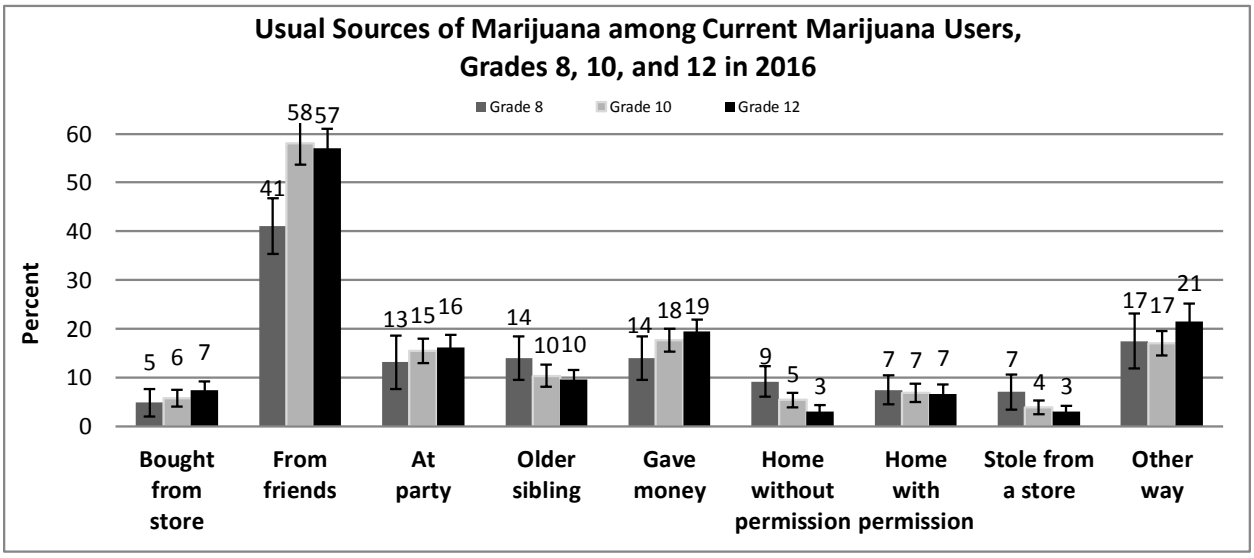
- Grade 10 and 12 students were more likely than Grade 8 students to get marijuana from friends.
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was less likely to get marijuana at home without permission.
- Grade 8 students were more likely than Grade 12 students to steal marijuana from a store.
- Grade 12 students were more likely than Grade 8 and 10 students to get marijuana some other way.

Differences by gender:

- Grade 10 and 12 males were more likely than females to buy marijuana from a store, and to steal marijuana from a store.
- Grade 8, 10, and 12 females were more likely than males get marijuana from friends.
- Grade 10 females were more likely than males to get marijuana from a sibling.
- Grade 10 males were more likely to get marijuana some other way.

Differences over time:

- Among Grade 8 and 10 students, there were decreases in buying marijuana from a store from 2014 to 2016.
- Among Grade 12 students, there was a decrease in getting marijuana from friends from 2014 to 2016.



Survey Question: During the past 30 days, how did you usually get marijuana? Choose all that apply.
Notes:

- Students could check multiple responses.
- Students who reported that they "did not get marijuana in the past 30 days" were not included in the results.
- The sample sizes for the 2016 results in this figure are: 229 Grade 8; 783 Grade 10; and 847 Grade 12 students.

Source: HYS 2016.

Usual Type of Marijuana

In 2016, students were asked if they used marijuana, and how they usually used it. Among those who said they used marijuana:

- 67 percent of Grade 8 students, 73 percent of Grade 10 students, and 74 percent of Grade 12 students smoked it.
- 15 percent of Grade 8 students, 14 percent of Grade 10 students, and 15 percent of Grade 12 students ate it.
- 6 percent of Grade 8 students, 4 percent of Grade 10 students, and 3 percent of Grade 12 students drank it.
- 5 percent of Grade 8 students, 5 percent of Grade 10 students, and 5 percent of Grade 12 students vaporized it.
- 7 percent of Grade 8 students, 4 percent of Grade 10 students, and 4 percent of Grade 12 students used it some other way.

Differences by grade level:

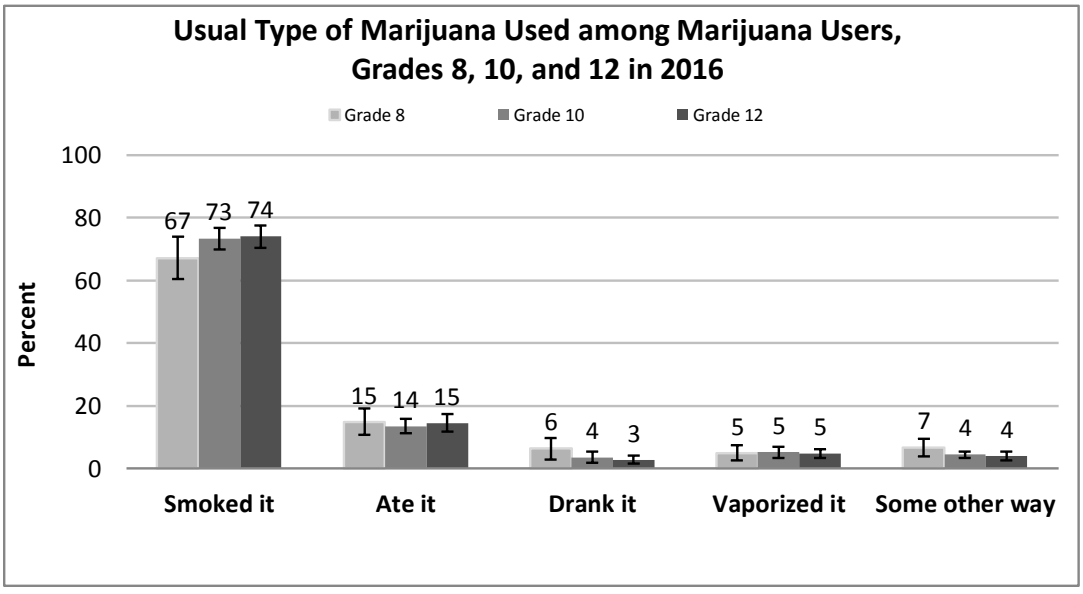
- Grade 8 students were more likely than Grade 12 students to usually drink it.

Differences by gender:

- Grade 10 and 12 females were more likely than males to smoke it.
- Grade 10 males were more likely than females to vaporize it.
- Grade 12 males were more likely than females to use it some other way.

Differences over time:

- Among Grade 12 students, there was a decrease in vaporizing marijuana from 2014 to 2016.



Survey Question: During the past 30 days, if you used marijuana, how did you usually use it?
Notes:

- Percentages represent students who reported that they used marijuana in one of the specified ways.
- Students who reported that they "did not use marijuana in the past 30 days" were not included in the results.
- The sample sizes for the 2016 results in this figure are: 222 Grade 8; 778 Grade 10; and 848 Grade 12 students.

Source: HYS 2016.

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. In 2016, several new questions regarding prescription drugs abuse and misuse were added in response to heightened national and local awareness of this issue among youth.

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

In 2016, 1 percent of Grade 6 students, 3 percent of Grade 8 students, 6 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:

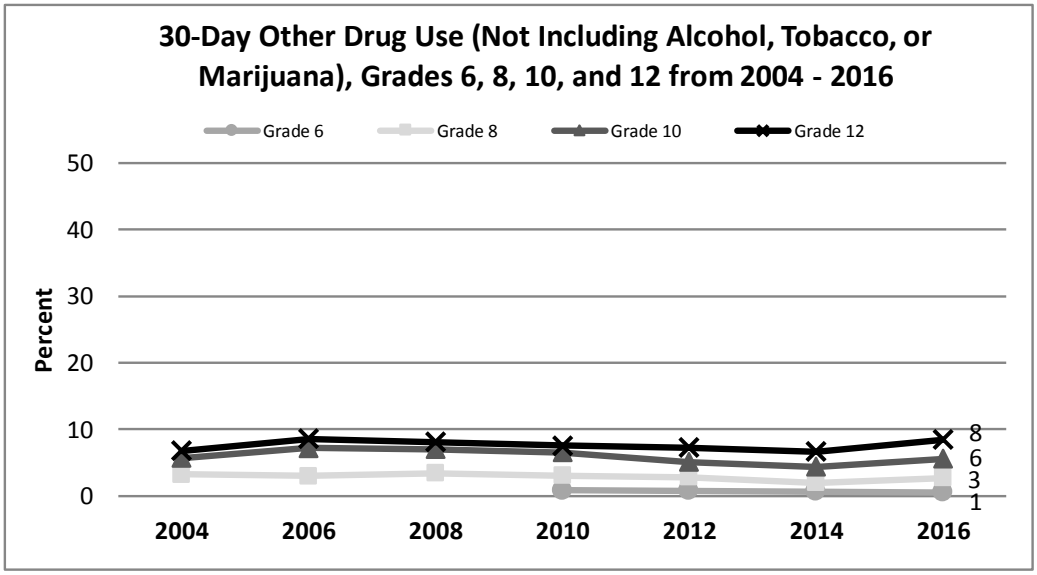
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to use other illegal drugs in the past 30 days.

Differences by gender:

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

Differences over time:

- Among Grade 8, 10, and 12 students, there were increases in 30-day other illegal drug use from 2014 to 2016.
- There were no trends in 30-day other illegal drug use from 2004 through 2016.



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 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Prescription Opiate (Painkiller) Use

Awareness and concern are growing regarding the use of prescription drugs that young people are using to get high. Using prescription painkillers (namely for nonmedical reasons, i.e., to get high) puts adolescents at risk for various dangers directly related to the drugs themselves, such as overdose and death. Furthermore, prescription opioid use (and abuse) is a risk-factor for heroin initiation among adolescents (Palamar, Shearston, Dawson, Mateu-Gelabert, and Ompad, 2016) (Monitoring the Future, 2013). This can lead to heroin dependency, which not only carries its own risks of overdose and death, but of contracting Hepatitis C and HIV/AIDS, among other issues.

In 2016, painkiller use "to get high" in the past 30 days was reported by 2 percent of Grade 8 students, 4 percent of Grade 10 students, and 5 percent of Grade 12 students.

Differences by grade level:

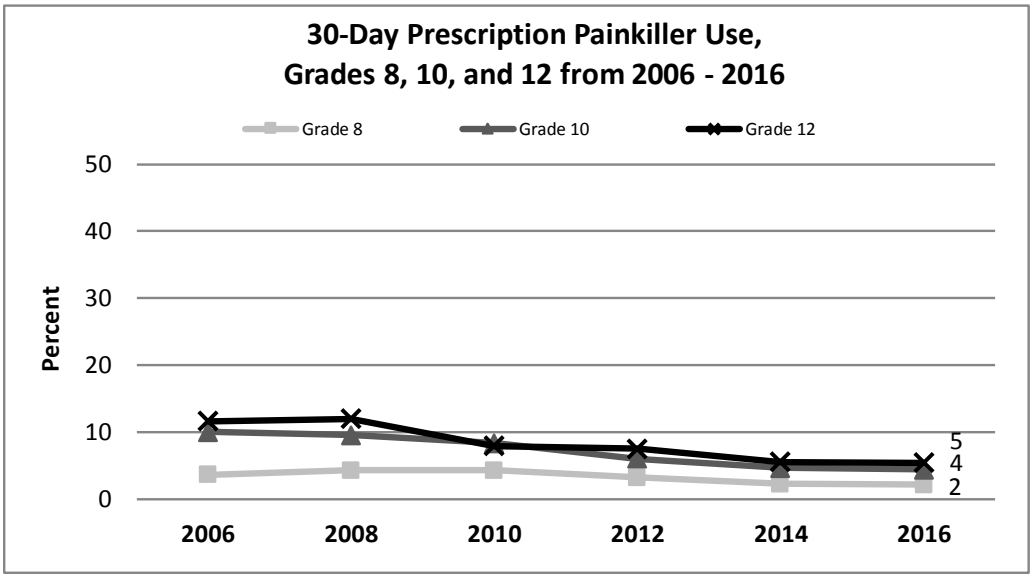
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used painkillers to get high in the past 30 days.

Differences by gender:

- Grade 10 and 12 males were more likely than females to have used painkillers to get high in the past 30 days.

Differences over time:

- There was no change in using painkillers to get high in the past 30 days from 2014 to 2016.
- Among Grade 8 and 10 students, there were decreases in using painkillers to get high in the past 30 days from 2006 through 2016.



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, 2010, 2012, 2014, and 2016.

Prescription Drug Misuse

In 2016, using non-prescribed prescription drugs in the past 30 days was reported by 5 percent of Grade 8 students, 8 percent of Grade 10, and 9 percent of Grade 12 students.

Differences by grade level:

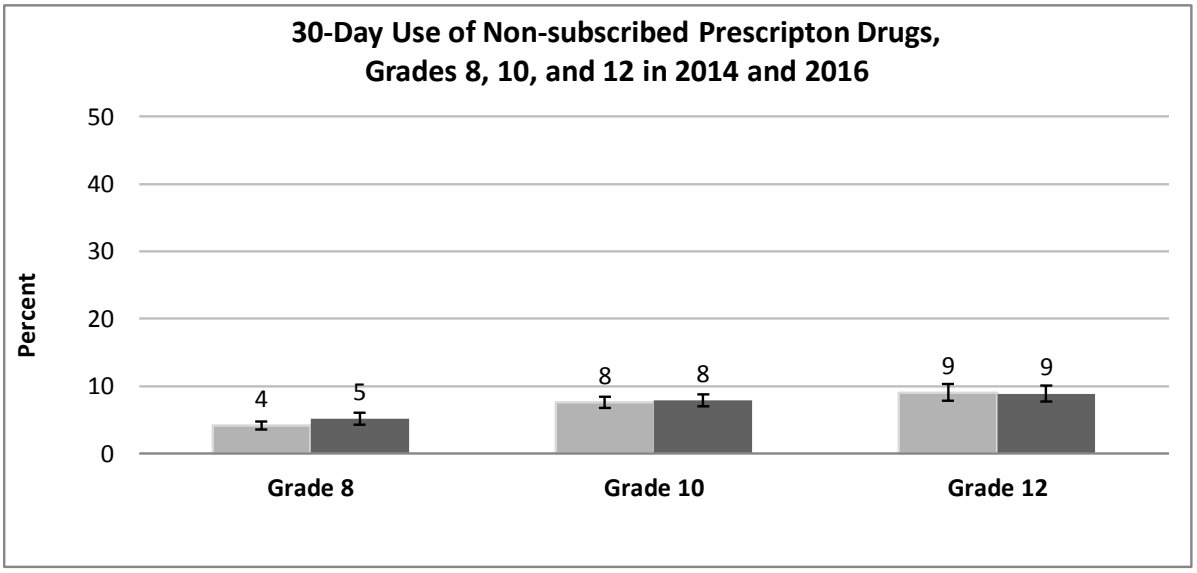
- Grade 8 students were less likely than Grade 10 and 12 students to use non-prescribed prescription drugs in the past 30 days.

Differences by gender:

- There were no differences in using non-prescribed prescription drugs in the past 30 days by gender.

Differences over time:

- There was no change in using non- prescribed prescription drugs in the past 30 days from 2014 to 2016.



Survey Question: During the past 30 days, on how many days did you: Use prescription drugs not prescribed to you?
Note: Percentages represent students who reported using non-prescribed prescription drugs on any days in the past 30 days.
Source: HYS 2014 and 2016.

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).

In 2016, 3 percent of Grade 8 students, 4 percent of Grade 10 students, and 5 percent of Grade 12 students reported having used methamphetamine at least once in their lifetime.

Differences by grade level:

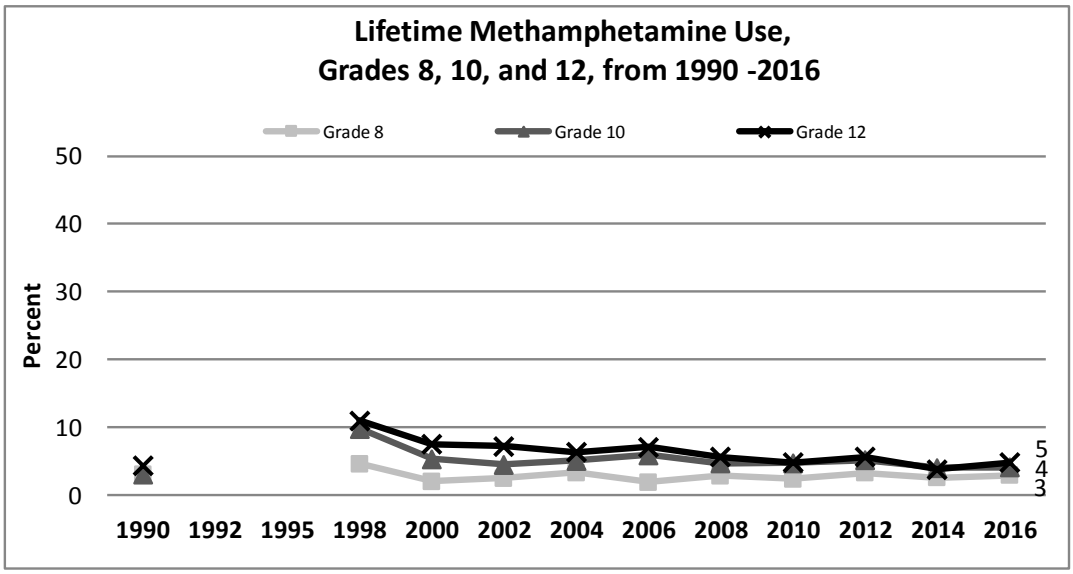
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used methamphetamines in their lifetime.

Differences by gender:

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

Differences over time:

- There were no changes in lifetime methamphetamine use from 2014 to 2016.
- Among Grade 12 students, there was a decrease in lifetime methamphetamine use from 2002 through 2016.



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, 1998, and 2000; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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, and nail polish remover, as well as propellants in certain products such as whipped cream dispensers (often referred to, in this context, as "whip-its").

In 2016, 2 percent of Grade 6 students, 5 percent of Grade 8 students, 8 percent of Grade 10 students, and 7 percent of Grade 12 students reported having used inhalants at least once in their lifetime.

Differences by grade level:

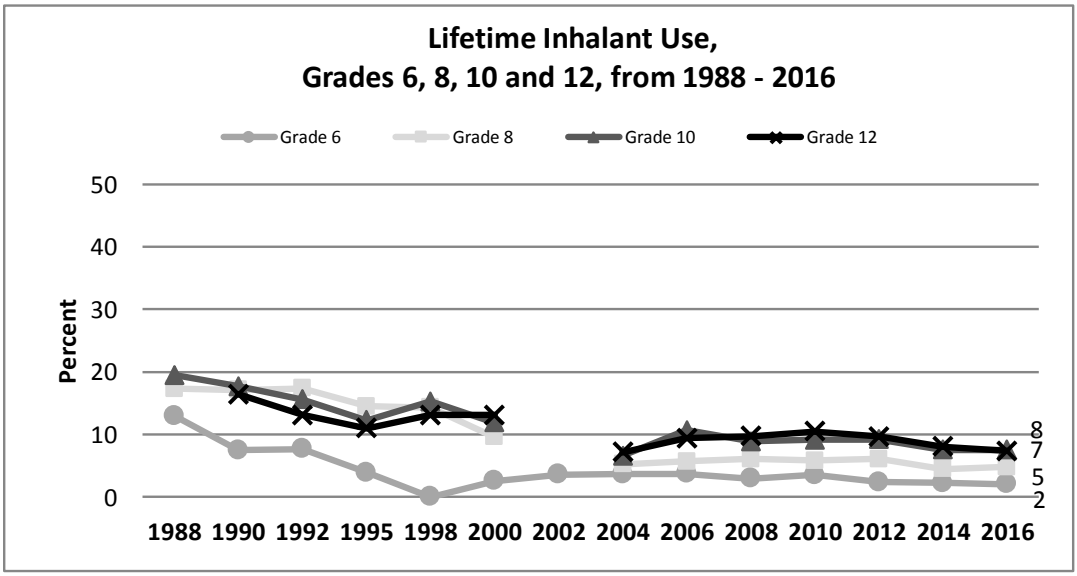
- Grade 8, 10, and 12 students were more likely than Grade 6 students to have used inhalants in their lifetime.
- Grade 10 and 12 students were more likely than Grade 8 students to have used inhalants in their lifetime.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to have used inhalants in their lifetime.

Differences over time:

- Among Grade 8 and 10 students, there was a decrease in lifetime inhalant use from 2014 to 2016.
- Among Grade 6 students, there was a decrease in lifetime inhalant use from 2002 through 2016.



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 their life (Grade 6).

Source: SADUS 1988 and 1990; WSSAHB 1992, 1995, 1998, and 2000; HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Lifetime Heroin Use

In 2016, 3 percent of Grade 8 students, 4 percent of Grade 10 students, and 4 percent of Grade 12 students reported having used heroin at least once in their lifetime.

Differences by grade level:

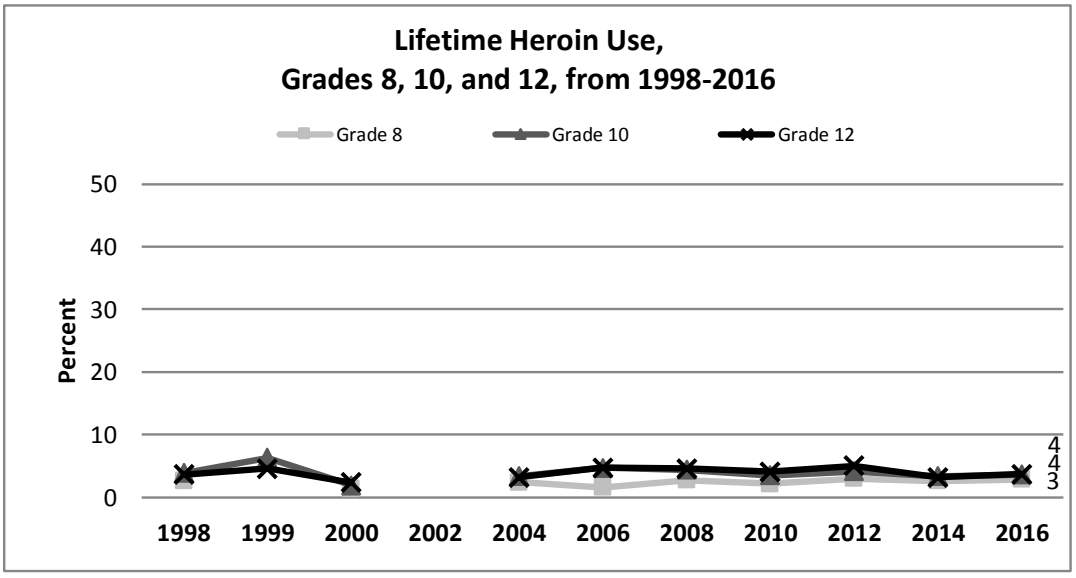
- There were no differences in lifetime heroin use by grade level.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to have used heroin in their lifetime.

Differences over time:

- There were no changes in lifetime heroin use from 2014 to 2016.
- There were no trends in lifetime heroin use from 2004 through 2016.



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, 2010, 2012, 2014, and 2016.

Lifetime Cocaine Use

In 2016, 3 percent of Grade 8 students, 5 percent of Grade 10 students, and 7 percent of Grade 12 students reported using cocaine at least once in their lifetime.

Differences by grade level:

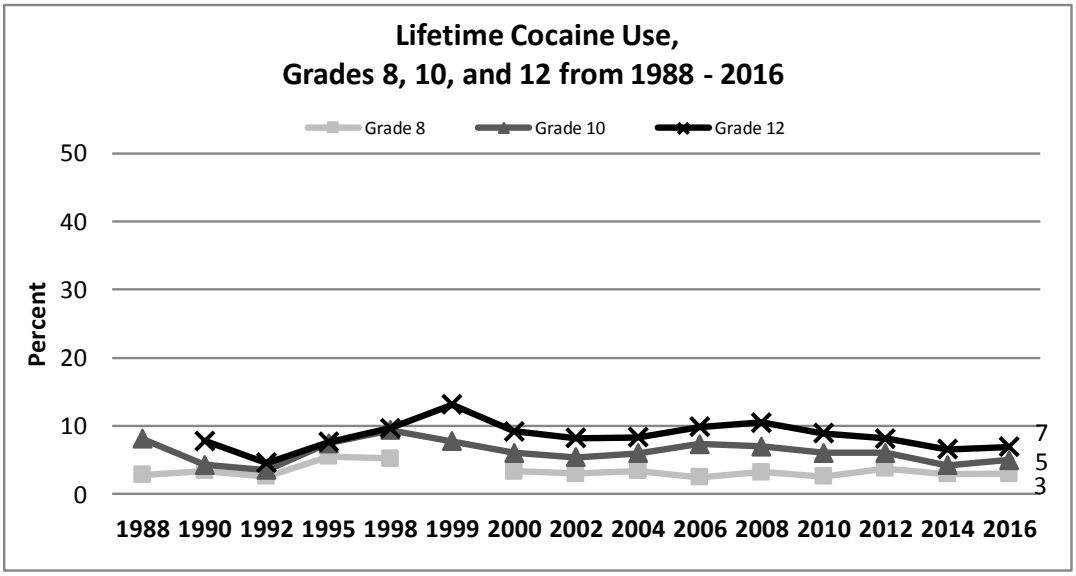
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used cocaine in their lifetime.

Differences by gender:

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

Differences over time:

- There were no changes in lifetime cocaine use from 2014 to 2016.
- Among Grade 12 students, there was a decrease in lifetime cocaine use from 2008 through 2016.



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, 2010, 2012, 2014, and 2016.

Lifetime Steroid Use

In 2016, 3 percent of Grade 8 students, 4 percent of Grade 10 students, and 4 percent of Grade 12 students reported having used steroids without a doctor's prescription at least once in their lifetime.

Differences by grade level:

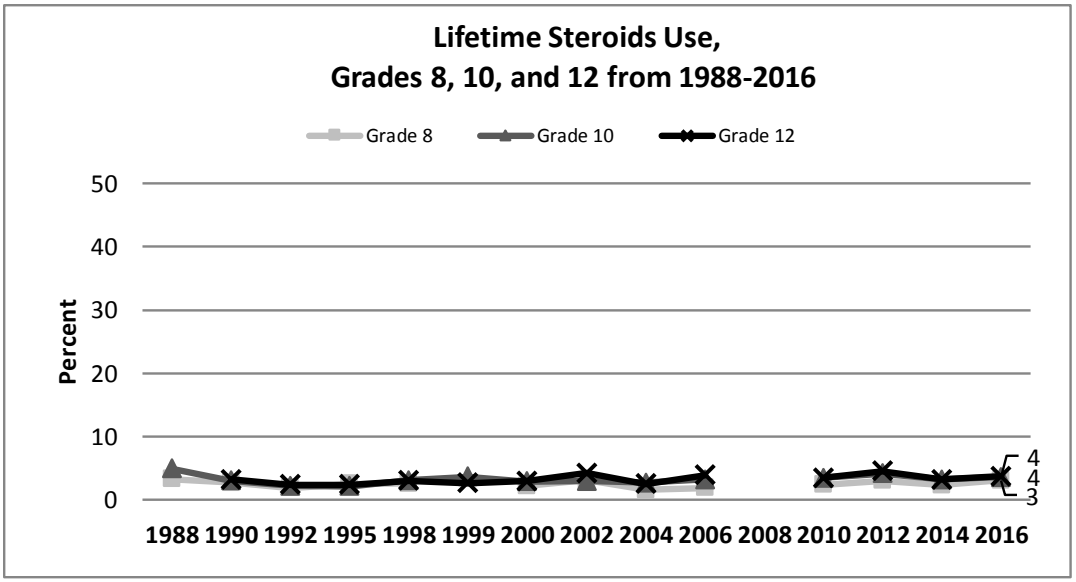
- There were no differences in lifetime use of steroids without a prescription by grade level.

Differences by gender:

- Grade 8, 10, and 12 males were more likely than females to have used steroids without a prescription in their lifetime.

Differences over time:

- There were no changes in lifetime use of steroids without a prescription from 2014 to 2016.
- There were no trends in lifetime use of steroids without a prescription from 2002 through 2016.



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, 2010, 2012, 2014, and 2016.

11. Risk and Protective Factors

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 dropping out of 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 diminish the effect of risk factors and increase the individual's 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, Speicher, VanEenwyk, and Schoder, 1999; Brewer, Hawkins, Catalano, and Beckerman, 1995; Hereinto, 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, 2010, 2012, 2014, and 2016 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, school, peer-individual, and family.

More information on the risk and protective factors used in the HYS is available at: http://www.askhys.net/Reports/Additional

HYS 2016 assessed six risk factors among students in Grade 6, and ten risk factors among students in Grades 8, 10, and 12 (see Table 15).

Table 15
Risk Factors Included in 2016

Domain	Risk Factor
Community	Laws and norms favorable toward drug use
	Perceived availability of drugs
School	Academic failure
	Low commitment to school
Peer-Individual	Perceived risk of drug use
	Early initiation of drug use [S]
	Favorable attitudes toward drug use
	Friends' use of drugs [S]
Family	Poor family management [S]
	Parental attitudes favorable towards drug use [S]

[S] Included only on the secondary version of the survey (Grades 8, 10, and 12).

The HYS 2016 administration also assessed five protective factors among students in Grade 6 and seven protective factors among students in Grades 8, 10, and 12 (see Table 16).

Table 16
Protective Factors Included in 2016

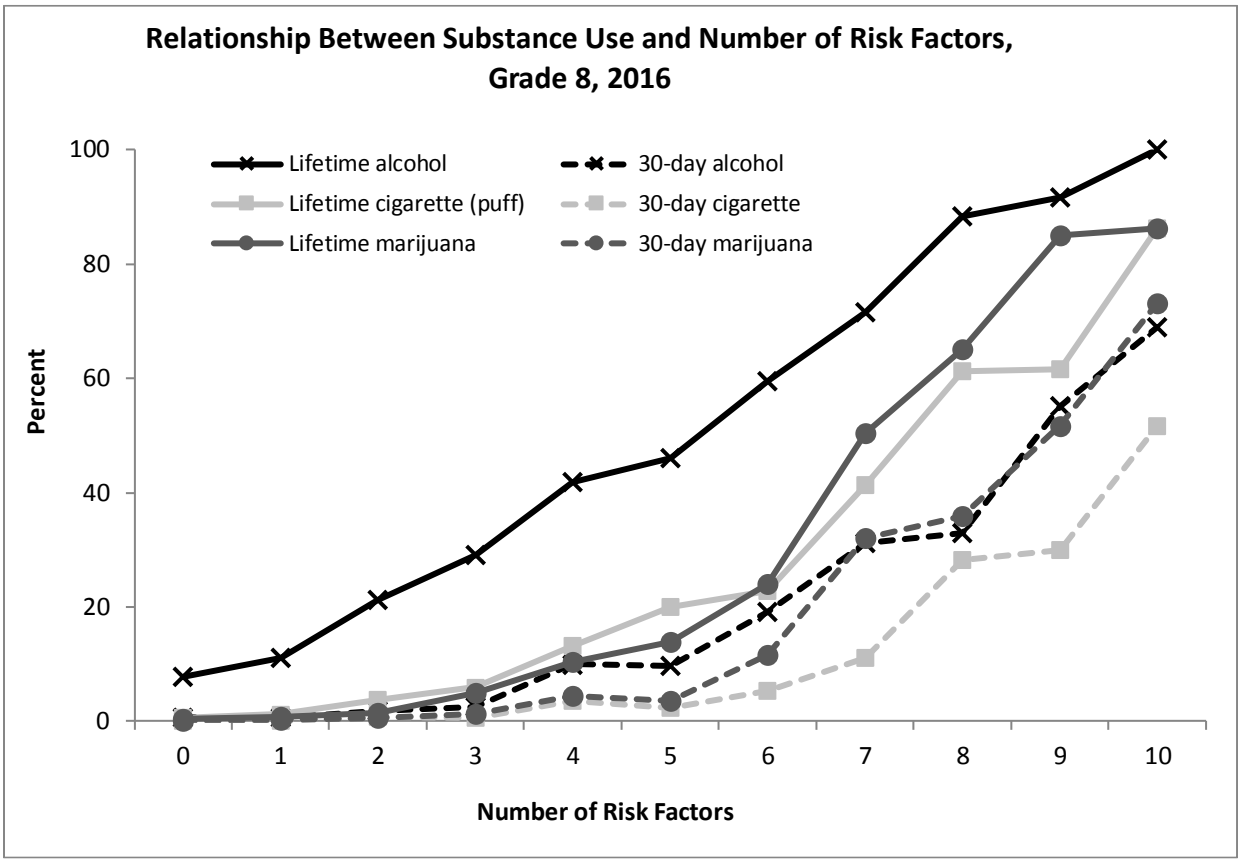
Domain	Protective Factor
Community	Opportunities for prosocial involvement [S]
	Rewards for prosocial involvement [E]
School	Opportunities for prosocial involvement [S]
	Rewards for prosocial involvement
Peer-Individual	Social skills [S]
	Belief in the moral order [S]
	Interaction with prosocial peers [S]
	Prosocial involvement [E]
Family	Opportunities for prosocial involvement
	Rewards for prosocial involvement [E]

[S] Included only on the secondary version of the survey (Grades 8, 10, and 12).
[E] Included only on the elementary version of the survey (Grade 6).

This chapter presents HYS 2016 results for the assessment of risk and protection at each grade level in the peer-individual, family, school, and community 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. 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.

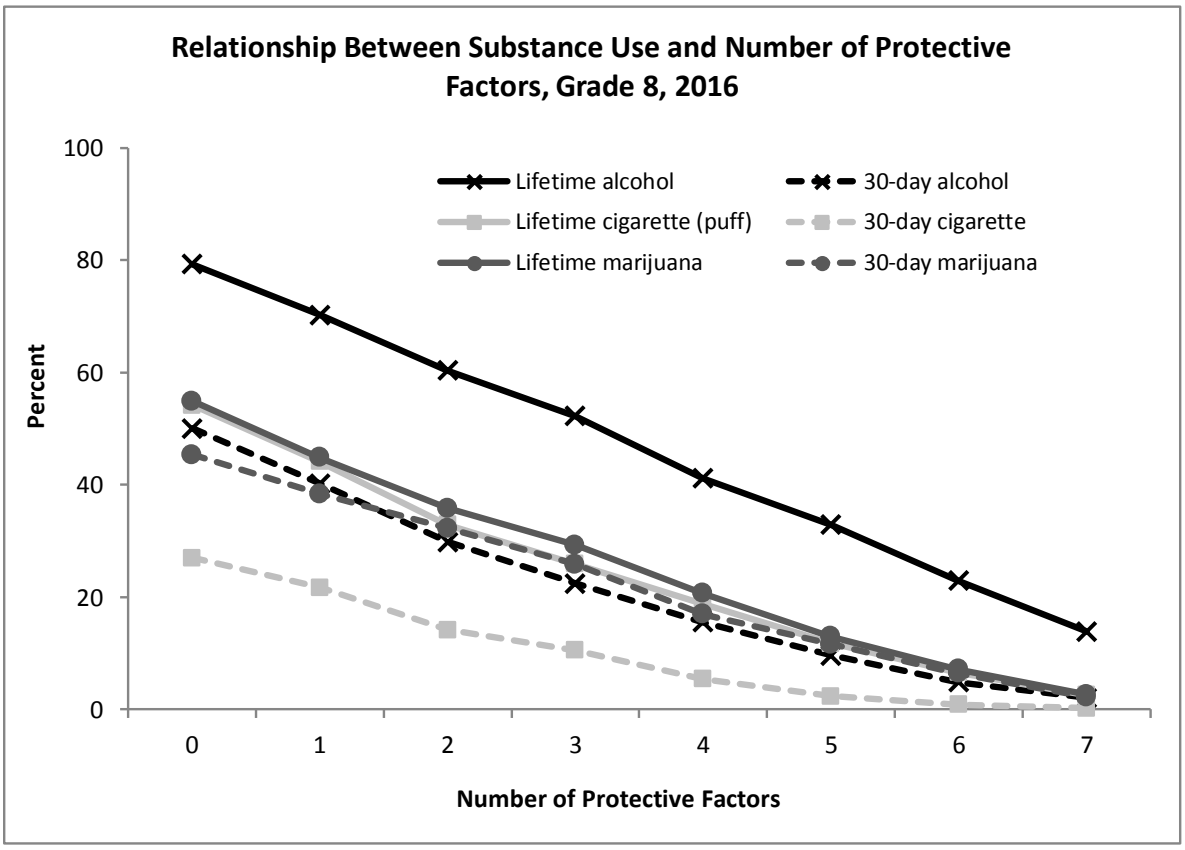
Research has also suggested a cumulative effect in the influence of risk and protection on these health risk behaviors (Bry, McKeon, and Pandina, 1982; Newcomb, Maddahian, and Skager, 1987; Werner and Smith, 1989). In addition to examining the specific influence of a given risk or protective factor, 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 Grade 8 students. This relationship also holds true for Grade 10 and 12 students. 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, so did the likelihood that they would use alcohol, cigarettes, and marijuana. These findings are consistent with the findings from the 1995, 1998, 2000, 2002, 2004, 2006, 2008, 2010, 2012, and 2014 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 of risk factors (0 through 10).
Source: HYS 2016.

The following chart is a similar display, relating the presence of protective factors to the use of alcohol, cigarettes, and marijuana for Grade 8 students. This relationship also holds true for Grade 10 and 12 students. 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). These findings are consistent with the findings from the 1995, 1998, 2000, 2002, 2004, 2006, 2008, 2010, 2012, and 2014 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 of protective factors (0 through 7).
Source: HYS 2016.

Community Domain: Risk Factors

HYS 2016 assessed two risk factors in the community domain:

- *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 drug use.
  - There were no decreases in laws and norms favorable towards drug use from 2014 to 2016.
  - Among Grade 6, 8, 10, and 12 students, there were decreases in laws and norms favorable towards drug use from 2002 through 2016.

- *Perceived availability of drugs.* Perceptions of the availability of alcohol and other drugs have been shown to predict use of these substances.
  - Among Grade 6 and 10 students, there were decreases in the perceived availability of drugs from 2014 to 2016.
  - Among Grade 6, 8, 10, and 12 students, there were decreases in the perceived availability of drugs from 2002 through 2016.

Table 17: Profile of Community Risk Factors, Percent of Youth at Risk, Grades 6, 8, 10, and 12 from 2002 - 2016

Risk Factor	Grade	2002	2004	2006	2008	2010	2012	2014	2016
Laws and norms favorable toward drug use	6	37.1	37.1	37.0	35.9	36.5	36.5	33.9	34.0
	8	33.0	29.8	28.2	28.3	27.7	26.4	**23.1**	23.7
	10	38.7	40.1	39.1	36.7	34.5	31.4	31.7	28.0
	12	39.3	37.3	35.8	34.4	32.5	32.4	31.2	31.2
Perceived availability of drugs	6	23.6	**22.5**	**24.6**	23.5	22.6	**19.5**	18.7	**16.4**
	8	29.3	23.0	20.9	**24.8**	24.1	22.8	**17.1**	16.4
	10	35.5	31.8	32.7	34.2	34.4	**28.4**	26.5	**22.9**
	12	45.2	40.5	38.1	39.4	38.1	36.2	**31.7**	30.2

Notes:

- Percentages represent students who are at risk based upon their risk factor scale scores.
- Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Community Domain: Protective Factors

HYS 2016 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.
  - There were no changes in opportunities for prosocial involvement from 2014 to 2016
  - Among Grade 12 students, there was an increase in in opportunities for prosocial involvement from 2004 through 2016.

- *Rewards for prosocial involvement.* Youth need rewards for positive participation in prosocial activities.
  - Among Grade 6 students, there was a decrease in rewards for prosocial involvement from 2014 to 2016.
  - Among Grade 6 students, there was a decrease in rewards for prosocial involvement from 2002 through 2016.

Table 18: Profile of Community Protective Factors, Percent of Youth Protected, Grades 6, 8, 10, and 12 from 2002–2016

Protective Factors	Grade	2002	2004	2006	2008	2010	2012	2014	2016
Opportunities for prosocial involvement	6	25.8	–	–	–	–	–	–	–
	8	50.7	72.3	69.2	66.6	67.5	**73.2**	75.3	72.3
	10	46.6	72.4	**66.1**	69.2	71.1	75.2	75.4	75.9
	12	42.7	70.9	69.3	71.3	76.0	76.3	77.7	76.6
Rewards for prosocial involvement	6	48.0	**38.6**	37.9	36.4	35.9	37.4	36.9	**34.6**
	8	54.9	56.6	54.0	54.0	–	–	–	–
	10	60.3	60.4	**56.2**	**62.2**	–	–	–	–
	12	55.1	56.6	56.8	**62.0**	–	–	–	–

Notes:

- Percentages represent students who are protected based upon their protective factor scale scores.
- Dashes (–) indicate that the protective factor was not included in the survey that year.
- Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.
- Opportunities for prosocial involvement was asked differently in 2002, so it is not included in the trend analysis.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

School Domain: Risk Factors

HYS 2016 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.

- *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.
  - There were no changes in academic failure from 2014 to 2016.
  - Among Grade 8 students, there was a decrease in academic failure from 2002 through 2016.

- *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.
  - Among Grade 6 and 8 students, there were increases in low commitment to school from 2014 to 2016.
  - There were no trends for low commitment to school from 2002 through 2016.

Table 19: Profile of School Risk Factors, Percent of Youth at Risk, Grades 6, 8, 10, and 12 from 2002–2016

Risk Factors	Grade	2002	2004	2006	2008	2010	2012	2014	2016
Academic failure	6	41.2	40.6	41.5	42.4	41.9	**37.8**	39.5	38.3
	8	47.3	48.2	45.9	47.5	46.8	45.3	43.9	45.4
	10	46.8	47.2	**50.6**	48.2	47.7	45.3	46.4	47.4
	12	48.5	46.6	50.1	51.4	49.1	47.5	49.2	51.4
Low commitment to school	6	40.5	44.4	**52.0**	**43.0**	**38.9**	36.8	38.1	**40.6**
	8	34.4	37.1	36.2	38.6	35.6	**31.8**	31.9	**35.1**
	10	37.3	40.7	39.9	38.2	37.8	**33.1**	**38.3**	39.2
	12	37.6	42.2	40.8	41.4	36.5	36.1	**40.4**	41.4

Notes:

- Percentages represent students who are at risk based upon their risk factor scale scores.
- Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

School Domain: Protective Factors

HYS 2016 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.
  - There were no changes in opportunities for prosocial involvement from 2014 to 2016.
  - Among Grade 8, 10, and 12 students, there were increases in opportunities for prosocial involvement from 2002 through 2016.

- *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 no changes in rewards for prosocial involvement from 2014 to 2016.
  - Among Grade 6 students, there was a decrease in rewards for prosocial involvement from 2002 through 2016.

Table 20: Profile of School Protective Factors, Percent of Youth Protected, Grades 6, 8, 10, and 12 from 2002–2016

Protective Factors	Grade	2002	2004	2006	2008	2010	2012	2014	2016
Opportunities for prosocial involvement	6	–	–	–	–	–	–	–	–
	8	62.6	62.2	64.0	**59.8**	**62.6**	65.7	**70.0**	69.6
	10	59.6	58.5	57.7	59.0	61.8	**66.5**	65.2	67.5
	12	63.5	61.2	61.6	60.7	64.0	65.5	68.3	67.8
Rewards for prosocial involvement	6	50.5	52.3	52.8	**49.8**	49.5	49.6	**44.9**	45.2
	8	52.1	53.4	56.5	**53.1**	**49.0**	51.1	52.8	52.3
	10	61.4	61.2	61.1	63.5	58.4	60.1	57.5	58.2
	12	45.8	44.6	45.4	46.8	45.3	46.2	43.2	42.7

Notes:

- Percentages represent students who are protected based upon their protective factor scale scores.
- Dashes (–) indicate that the protective factor was not included in the survey that year.
- Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Peer-Individual Domain: Risk Factors

HYS 2016 assessed four 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.
  - There were no changes from 2014 to 2016.
  - Among Grade 8, 10, and 12 students, there were decreases in early initiation of drug use from 2002 through 2016.

- *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.
  - There were no changes from 2014 to 2016.
  - Among Grade 6 students, there was a decrease in favorable attitudes towards drug use from 2002 through 2016.
  - Among Grade 10 students, there was an increase in favorable attitudes towards drug use from 2002 through 2016.
  - Among Grade 12 students, there was an increase in favorable attitudes towards drug use from 2006 through 2016.

- *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.
  - There were no changes in perceived risk of drug use from 2014 to 2016.
  - Among Grade 6, 10, and 12 students, there were increases in perceived risk of drug use from 2002 through 2016.
  - Among Grade 8 students, there was an increase in perceived risk of drug use from 2006 through 2016.

- *Friends' use of drugs.* Young people whose friends use drugs are more likely to engage in health risk behaviors.
  - Among Grade 10 students, there was a decrease in friends' use of drugs from 2014 to 2016.
  - Among Grade 8, 10, and 12 students, there were decreases in friends' use of drugs from 2002 through 2016.

Table 21: Profile of Peer-Individual Risk Factors, Percent of Youth at Risk, Grades 6, 8, 10, and 12 from 2002–2016

Risk Factor	Grade	2002	2004	2006	2008	2010	2012	2014	2016
Early initiation of drug use	6	–	–	–	–	–	–	–	–
	8	27.4	24.6	**19.8**	20.8	20.1	18.2	**13.7**	14.2
	10	32.5	29.2	31.4	29.3	26.6	**22.2**	20.5	18.9
	12	37.5	33.0	32.9	32.3	27.9	26.4	22.8	22.4

Risk Factor	Grade	2002	2004	2006	2008	2010	**2012**	2014	2016
Favorable attitudes towards drug use	6	22.6	22.2	21.4	20.9	20.9	**18.3**	19.6	18.9
	8	27.8	27.2	**22.9**	24.8	24.5	26.6	23.8	24.8
	10	37.6	35.0	37.2	37.2	36.7	37.0	**41.0**	38.7
	12	40.8	36.7	34.8	37.7	37.9	40.0	39.9	39.5
Perceived risk of drug use	6	32.3	30.3	**32.7**	31.9	**40.3**	37.7	40.7	40.2
	8	38.3	35.0	33.0	33.9	37.7	39.2	37.9	42.3
	10	34.8	33.7	35.0	35.6	39.0	38.1	41.2	41.3
	12	43.4	38.4	40.6	43.3	48.0	49.4	52.8	52.9
Friends' use of drugs	6	–	–	–	–	–	–	–	–
	8	28.5	27.2	**22.8**	25.6	24.1	23.2	**15.3**	15.3
	10	30.7	27.6	29.7	28.8	29.0	**25.1**	23.0	**18.6**
	12	36.9	25.9	26.5	27.2	28.5	25.5	22.5	20.5

Notes:

- Percentages represent students who are 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 from the previous year are bolded.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Peer-Individual Domain: Protective Factors

HYS 2016 assessed four protective factors in the peer-individual domain (only one for Grade 6).

- *Social skills.* Young people who are socially competent and engage in positive interpersonal relationships with their peers are less likely to participate in negative health risk behaviors.
  - There were no changes in social skills from 2014 to 2016.
  - Among Grade 12 students, there was a decrease in social skills from 2002 through 2016.

- *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.
  - There were no changes in belief in the moral order from 2014 to 2016.
  - There were no trends in belief in the moral order from 2002 to 2016.

- *Interaction with prosocial peers.* Young people who interact with peers who are a positive influence are at lower risk for engaging in problem behaviors.
  - There were no changes in interactions with prosocial peers from 2014 to 2016.
  - Among Grade 8 students, there was an increase in interactions with prosocial peers from 2004 through 2016.

- *Prosocial involvement.* Young people who are engaged in positive social activities are at lower risk for engaging in problem behaviors.
  - There were no changes in prosocial involvement from 2014 to 2016 (Grade 6, only).
  - There was no trend in prosocial involvement from 2004 through 2012 (Grade 6, only).

Table 22: Profile of Peer-Individual Protective Factors, Percent of Youth Protected, Grades 6, 8, 10, and 12 from 2002–2016

Risk Factor	Grade	2002	2004	2006	2008	2010	2012	2014	2016
Social skills	6	–	–	–	–	–	–	–	–
	8	69.2	70.7	71.1	68.8	65.0	66.9	**73.8**	72.4
	10	64.0	60.8	**56.9**	58.0	53.8	**58.8**	61.1	62.4
	12	67.2	70.3	67.1	68.4	47.5	**53.0**	54.9	56.0
Believe in the moral order	6	–	–	–	–	–	–	–	–
	8	66.1	64.2	65.5	**61.2**	**64.1**	67.2	**71.8**	68.9
	10	71.4	68.6	**65.5**	66.8	69.5	**74.7**	72.9	73.5
	12	55.7	55.4	53.2	53.2	54.0	**57.9**	55.4	54.7

Risk Factor	Grade	2002	2004	2006	**2008**	2010	2012	2014	2016
Interaction with prosocial peers	6	–	48.4	46.2	**43.2**	–	–	–	–
	8	–	54.7	55.8	57.0	57.0	59.4	64.5	58.8
	10	–	56.9	55.3	55.0	56.6	60.5	57.7	57.4
	12	–	54.1	52.1	52.6	55.0	55.7	50.9	47.1
Prosocial involvement	6	–	43.3	43.6	**40.4**	**39.7**	**43.7**	40.9	40.7
	8	–	40.0	**54.0**	–	–	–	–	–
	10	–	45.1	**54.3**	–	–	–	–	–
	12	–	43.3	**49.7**	–	–	–	–	–

Notes:

- Percentages represent students who are protected based upon their protective factor scale scores.
- Dashes (–) indicate that the protective factor was not included in the survey that year.
- Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Family Domain: Risk Factors

HYS 2016 assessed two risk factors in the family domain (both only for Grades 8, 10, and 12).

- *Poor family management.*
  - There were no changes in poor family management from 2014 to 2016.
  - Among Grade 8, 10, and 12 students, there were decreases in poor family management from 2002 through 2016.

- *Parental attitudes favorable towards drug use*.
  - There were no changes in parental attitudes favorable towards drug use from 2014 to 2016.
  - There were no trends in parental attitudes favorable towards drug use from 2004 through 2016.

Table 23: Profile of Family Risk Factors, Percent of Youth at Risk, Grades 6, 8, 10, and 12 from 2002–2016

Risk Factor	Grade	2002	2004	2006	2008	2010	2012	2014	2016
Poor family management	6	–	–	–	–	–	–	–	–
	8	39.2	38.4	37.4	39.2	36.0	33.7	30.6	33.4
	10	36.6	38.7	**42.5**	42.8	39.3	23.3	32.8	31.8
	12	43.8	42.6	43.4	43.5	**38.8**	38.2	**34.4**	34.8
Parental attitudes favorable towards drug use	6	–	–	–	–	–	–	–	–
	8	–	31.2	–	26.6	**21.5**	23.9	22.2	24.0
	10	–	41.8	–	44.4	**36.8**	37.1	**40.5**	38.4
	12	–	41.7	–	44.2	**36.4**	41.2	41.3	42.3

Notes:

- The family domain was measured on an optional tear-off page prior to the 2014 HYS. 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 from 2002 to 2012.
- Percentages represent students who are 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 from the previous year are bolded.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

Family Domain: Protective Factors

HYS 2016 assessed two protective factors in the family domain.

- *Opportunities for prosocial involvement.*
  - There were no changes in opportunities for prosocial involvement from 2014 to 2016.
  - Among Grade 6 students, there was a decrease in opportunities for prosocial involvement from 2002 through 2016.

- *Rewards for prosocial involvement.*
  - There were no changes in rewards for prosocial involvement from 2014 to 2016.
  - Among Grade 6 students, there was a decrease in rewards for prosocial involvement from 2002 through 2016.

Table 24: Profile of Family Protective Factors, Percent of Youth Protected, Grades 6, 8, 10, and 12 from 2002–2016

Protective Factor	Grade	2002	2004	2006	2008	2010	2012	2014	2016
Opportunities for prosocial involvement	6	58.1	58.5	**54.2**	54.8	53.2	55.6	52.6	54.1
	8	63.4	–	66.6	61.3	63.6	66.3	68.5	67.2
	10	56.7	–	**53.5**	51.7	55.6	58.7	57.8	59.1
	12	56.7	–	53.6	53.4	**53.7**	55.8	57.8	55.3
Rewards for prosocial involvement	6	62.2	62.5	**58.2**	58.6	56.8	57.4	**53.6**	56.4
	8	66.0	–	69.6	60.6	**62.3**	61.6	–	–
	10	60.3	–	54.9	51.5	**52.7**	54.9	–	–
	12	57.1	–	**52.7**	52.3	**49.7**	50.8	–	–

Notes:

- The family domain was measured on an optional tear-off page prior to the 2014 HYS. 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 from 2002 to 2012.
- Percentages represent students who are protected based upon their protective factor scale scores.
- Dashes (–) indicate that the protective factor was not included in the survey that year.
- Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, and 2016.

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Appendix: Statewide Results

Healthy Youth Survey

Healthy Youth Survey 2016

Report of Results

Statewide Results

Grades 6, 8, 10 and 12

May 22, 2017

Looking Glass Analytics
215 Legion Way SW
Olympia, WA 98502

More information about the Healthy Youth Survey is available at www.AskHYS.net

(Note: this is an updated version of this report. Please see Errata at www.askhys.net/errata for details)

Report Contents

For a detailed list of all of the survey questions by topic - please use the Questions by Topic section in the back of this report.

Statewide Results

Grades 6, 8, 10 and 12

Introduction and Overview

This report presents results from the fall 2016 Healthy Youth Survey in Washington State. This survey was sponsored by the Department of Health, the Office of Superintendent of Public Instruction, the Department of Social and Health Services and the Liquor and Cannabis Board in cooperation with schools throughout the state of Washington.

This Multiple Grade Report does not provide comparisons to the state. To compare your results to the state sample, see the Multiple Grade State Sample Report for grades 6, 8, 10 and 12. This report is available at: http://www.askhys.net/Reports under State Reports.

Survey questions covering the same topics are grouped together when possible but be sure to consult the index for related questions when you are searching for information on a specific topic. The numbering in this report is not the same as the question order on the survey itself.

The bulleted points and graphs included at the beginning of this report highlight selected findings. Additional information may be found in the *Interpretive Guide* posted to the Healthy Youth Survey web site: http://www.askhys.net/Reports/Additional.

Survey Participation in this Report

	Grade 6	Grade 8	Grade 10	Grade 12
Number of students surveyed:	9,897	8,951	11,261	7,982
Number of valid responses:	9,722	8,662	10,835	7,590
Number of enrolled students*:	12,574	10,876	15,613	15,424
Your survey participation rate**:	77%	80%	69%	49%

* The estimate of enrolled students is based on figures from the 2016-2017 school year, provided by OSPI.
** The survey participation rate is the number of valid responses divided by the number of enrolled students.

Caution about Participation Rates and Bias

Please use the following guidance when reviewing your results:

- 70% or greater participation–Results are probably representative of students in this grade.
- 40–69% participation–Results may be representative of students in this grade.
- Less than 40% participation–Results are likely not representative of students in this grade but do reflect students who completed the survey.

There may be limitations to your results even if you have a high participation rate. For instance, a particular group of students (say, the school orchestra) may have been away from school the day of the survey, and that could bias the results. It is important to acknowledge the potential limitations when using the results in this report. For reports summarizing results at the county or School District level, you should also consider whether the schools that participated represent all students in that area.

Small Numbers: Caution about Number of Students Participating

Results based on small numbers of students answering a question are unstable---that is, they could easily change with the absence from school of only a couple of students. This is especially the case when only a few students choose a particular answer option. Also, in this situation, the reported 95% confidence interval might be too narrow. Thus, use caution if fewer than 30 students answered a question and fewer than 5 students selected a given response option.

For example, if 20 students answered a question and of those 20 only 3 students answered "Yes", the estimate is unreliable.

See the Understanding Your Report section later in this report for a discussion of "confidence intervals" to help guide your interpretation of the results.

Key to the Notes

Three versions of the survey were used in the administration of the 2016 HYS. Forms A and B were given to secondary students (grades 8, 9, 10, 11 and 12 in some small school districts). Six questions on sexual orientation, behavior and abuse were optional at the discretion of the school; schools that did not administer the optional items tore off the last page of the survey booklet. Form C was given to elementary students (grade 6 and 7 in some small school districts).

A list of the topics asked and their location in the report are provided in the Questions by Topic section at the end of this report. "Core" questions are asked on both Forms A and B, a list of Core Questions is also found at the end of this report.

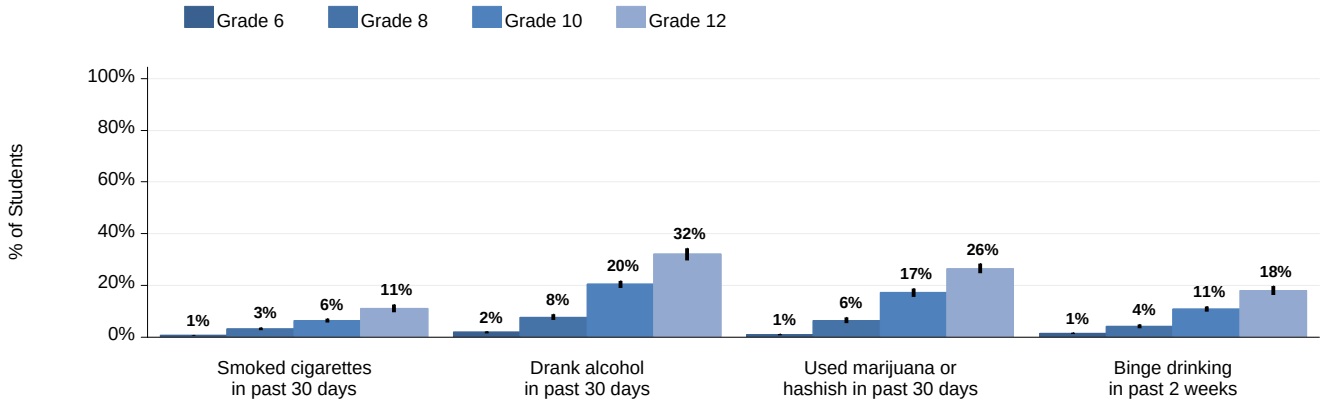
The following notes are used throughout this report to document the differences between the questions on different versions and indicate the optional questions:

A = wording on Form A; B = wording on Form B; C = wording on Form C
† = optional questions

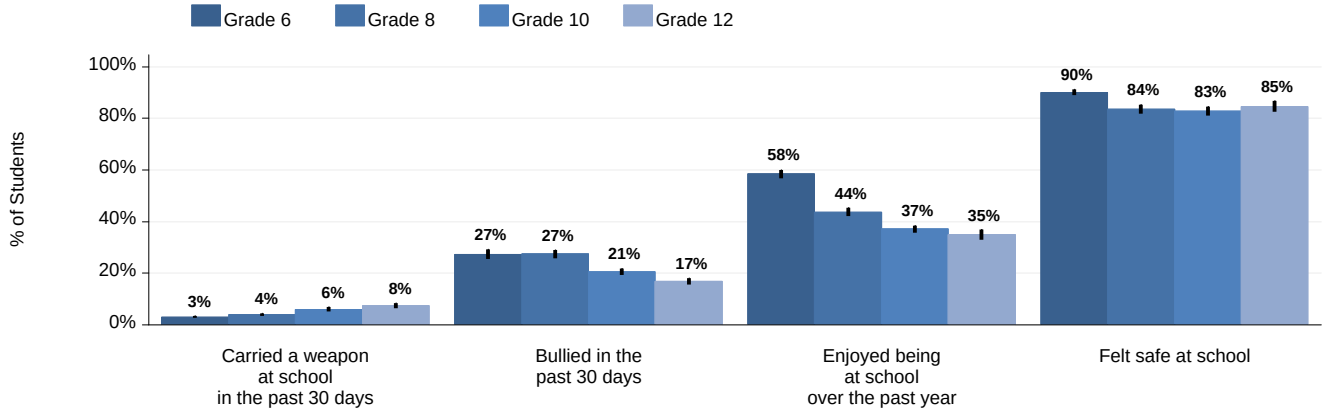
Highlights of the Local Results

Your students reported the following behaviors and attitudes:

Substance Use	Grade 6 % (± CI)	Grade 8 % (± CI)	Grade 10 % (± CI)	Grade 12 % (± CI)
Smoked cigarettes in past 30 days	0.5% (±0.2)	3.1% (±0.5)	6.3% (±0.8)	11.0% (±1.5)
Drank alcohol in past 30 days	1.8% (±0.4)	7.6% (±1.1)	20.3% (±1.4)	32.0% (±2.3)
Used marijuana or hashish in past 30 days	0.8% (±0.2)	6.4% (±1.1)	17.2% (±1.6)	26.4% (±1.8)
Binge drinking in past 2 weeks	1.3% (±0.3)	4.0% (±0.7)	10.9% (±1.0)	18.0% (±1.7)



Bullying and School Climate	Grade 6 % (± CI)	Grade 8 % (± CI)	Grade 10 % (± CI)	Grade 12 % (± CI)
Carried a weapon at school in the past 30 days	3.1% (±0.4)	4.0% (±0.5)	6.0% (±0.8)	7.5% (±1.0)
Bullied in the past 30 days	27.3% (±1.9)	27.4% (±1.6)	20.7% (±1.3)	16.9% (±1.2)
Enjoyed being at school over the past year	58.4% (±1.6)	43.7% (±1.6)	37.2% (±1.3)	34.9% (±1.9)
Felt safe at school	90.1% (±1.2)	83.6% (±1.8)	82.8% (±1.8)	84.6% (±2.1)



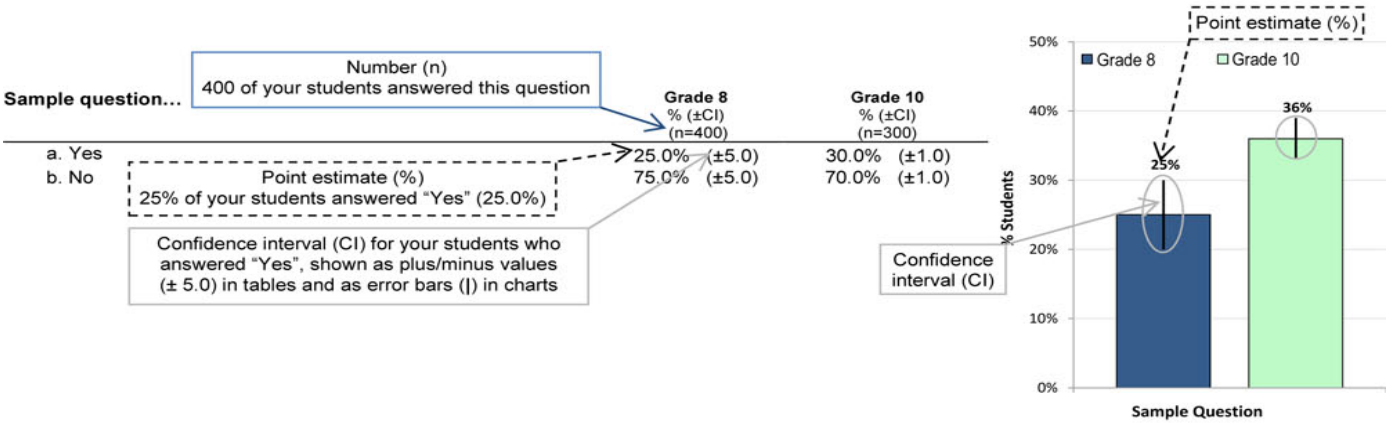
For more information on specific HYS topics, see the Fact Sheets at www.AskHYS.net, under HYS Results – Fact Sheets

Understanding Your Report

N's

In this report "n" is shorthand for "number"---the number of students who took this survey or who answered a survey question. N's are important! We also report the point estimates (%), and the 95% confidence intervals (CI).

Here is an example of how results are displayed in the report tables and charts.



How many students took this survey?

Look on page 2, under Survey Participation. The "number of students surveyed" is the number of surveys that we received. We have careful procedures for "cleaning" to remove surveys with many inconsistent or false answers – the "clean" surveys are the "number of valid surveys". Only valid surveys are presented in this report.

How many students answered each survey question?

The n's for each question vary. Why? There are several reasons:

- There are two versions of the grades 8, 10, and 12 survey – Form A and B. Core questions are on all versions, so the n's for those questions are about the same as the number of valid surveys. For non-Core questions the n's will be about half, or less.
- Some schools chose to take the questions about sexual orientation, behavior and abuse. Schools that chose to not ask those additional questions will have no responses for those questions. [District and county reports may include some schools that DID ask those questions and some that DID NOT.]
- Not all students finish the survey, so questions near the end have smaller n's. [NOTE: the order of the questions in the report is not the same as on the survey itself.] Also, some students may decide to skip certain questions.

Here are examples from a district with 400 valid surveys --- notice how the n's change with each question type.

17. Have you ever, even once in your life: Used marijuana?	(n=398)	(n=400)
a. Yes	49.0% (±3.0)	46.0% (±1.0)
b. No	51.0% (±3.0)	54.0% (±1.0)

N for a core question (almost all students)

18. Have you ever, even once in your life: Used inhalants (things you sniff to get high)?	(n=200)	(n=190)
a. Yes	11.0% (±4.0)	12.0% (±2.0)
b. No	89.0% (±4.0)	88.0% (±2.0)

N for a question on only one version (about half the students)

100. How old were you when you had sexual intercourse for the first time?†	(n=100)	(n=99)
a. I have never had sexual intercourse.	70.0% (±8.0)	75.0% (±4.0)
b. 11 years old or younger	2.0% (±2.0)	2.0% (±1.0)
c. 12 years old	2.0% (±2.0)	1.0% (±1.0)
d. 13 years old	5.0% (±2.0)	4.0% (±1.0)
e. 14 years old	8.0% (±6.0)	7.0% (±2.0)
f. 15 years old	9.0% (±5.0)	8.0% (±2.0)
g. 16 years old	3.0% (±3.0)	2.0% (±1.0)
h. 17 years old or older	1.0% (±1.0)	1.0% (±1.0)

N for an optional sexual behavior question (about half, or less if some schools chose not to ask those questions)

150. Does your school have a counselor	(n=375)	(n=380)
a. Yes	90.0% (±3.0)	95.0% (±1.0)
b. No	5.0% (±2.0)	2.0% (±1.0)
c. Not sure	5.0% (±2.0)	3.0% (±1.0)

N for a core question near the end of the survey (almost all, except students who don't finish the survey

How many students are we talking about?

N's are only provided for the total number of students who answered a question, not the individual answer options. Some people find it useful to translate their point estimates (%) into the number of students.

For example, in a district if 10% of students reported that "Yes" they used inhalants in their lifetime and 200 students answered the questions, then 20 students in the district used inhalants (20 X 0.10).

Confidence Intervals

It is unlikely that the point estimate (%) reported for each question is *exactly* the same as the "true" value for all your students. This report includes 95% confidence intervals (CI) to describe this uncertainty. If there is no bias in the data, then there is a 95% chance that the CI will include the true value. So for example, if the point estimate and CI are 51.5% (±1.5%), then there is a 95% chance that the true percentage is between 50.0% and 53.0%.

The size of your CIs depend in part on the n for each question – as more students answer a question, your point estimate is likely to be closer to the "true" value. If you are a small school, district or county your CIs will be large. The confidence interval does not take into account the participation rate – in other words, a low participation rate can create bias which will not be reflected in the CI.

How can you "use" confidence intervals?

CIs help you to decide if the differences between your students at different grade levels are statistically significant.

For an example, let's say your 8th Grade students report 25% ±5%. That means that the CI *is between 20% and 30% Here is the math: 25% -5% = 20%, and 25% +5% = 30%*

Using CIs, you can decide if the difference between your 8th grade and 10th grade students are statistically significant:

1. A significant difference:
   - 8th Grade students report 25% ±5%, so the point estimate is 25% and the CI is 20% to 30%
   - 10th Grade students report 36% ±3%, so the point estimate is 36% and the CI is 33% to 39%
   - The CIs don't overlap, so the difference *is* significant

2. Not a significant difference:
   - 8th Grade students report 25% ±5%, so the point estimate is 25% and the CI is 20% to 30%
   - 10th Grade students report 28% ±3%, so the point estimate is 28% and the CI is 25% to 31%
   - The CI for your 8th Grade students overlaps the point estimate for 10th Grade students, so the difference *is not* significant

3. Not sure if there is a difference:
   - 8th Grade students report 25% ±5%, so the point estimate is 25% and the CI is 20% to 30%
   - 10th Grade students report 32% ±3%, so the point estimate is 32% and the CI is 29% to 35%
   - The CIs overlap, but don't include the other point estimates, so you don't know for sure if they are really different without using the significance testing tool described in the next paragraph.

More information about interpreting CIs is available on the HYS Training web page at www.AskHYS.net/Training. The Training web page includes past HYS training materials and a "Tool for Determining HYS Statistical Significance". Use the "tool" to find out if your results are significantly different.

More Information

Much of the information on the Healthy Youth Survey is available online at www.AskHYS.net.

- Under HYS Results, you can find these "Frequency Reports". Also included is the 2012 Interpretive Guide with a detailed overview of the reports, information on statistical issues and how to use your data. There are also topical fact sheets and a data query system where you can run your own simple analysis.
- Under Training, there are copies of past HYS training workshop materials and the tool for testing significant differences.

Technical information is also at www.doh.wa.gov/DataandStatisticalReports/HealthBehaviors/HealthyYouthSurvey.

Frequency Results

Demographics and General Information

	Grade 6	Grade 8	Grade 10	Grade 12
1. How old are you?	**% (± CI)** (n=0)	**% (± CI)** (n=8,656)	**% (± CI)** (n=10,831)	**% (± CI)** (n=7,588)
a. 12 or younger	**	1.4% (±0.3)	0.1% (±0.1)	0.2% (±0.1)
b. 13	**	75.8% (±1.3)	0.1% (±0.0)	0.0% (±0.1)
c. 14	**	22.3% (±1.3)	1.1% (±0.2)	0.0% (±0.0)
d. 15	**	0.5% (±0.2)	72.8% (±1.3)	0.1% (±0.1)
e. 16	**	0.0% (±0.0)	25.4% (±1.3)	1.3% (±0.3)
f. 17	**	0.0% (±0.0)	0.5% (±0.2)	71.5% (±1.7)
g. 18	**	0.0% (±0.0)	0.0% (±0.1)	25.1% (±1.4)
h. 19 or older	**	0.0% (±0.0)	0.1% (±0.0)	1.7% (±0.7)
2. How old are you?	(n=9,718)	(n=0)	(n=0)	(n=0)
a. 10 or younger	1.8% (±0.3)	**	**	**
b. 11	76.0% (±1.1)	**	**	**
c. 12	21.8% (±1.3)	**	**	**
d. 13	0.3% (±0.1)	**	**	**
e. 14	0.0% (±0.0)	**	**	**
f. 15 or older	0.0% (±0.0)	**	**	**
3. Are you:	(n=9,697)	(n=8,611)	(n=10,769)	(n=7,557)
a. Female	50.9% (±1.1)	51.2% (±1.1)	51.5% (±1.2)	48.7% (±1.5)
b. Male	49.1% (±1.1)	48.8% (±1.1)	48.5% (±1.2)	51.3% (±1.5)
4. How do you describe yourself? (Select one or more responses.)	(n=9,264)	(n=8,517)	(n=10,773)	(n=7,552)
a. American Indian or Alaskan Native	6.2% (±0.9)	3.5% (±0.6)	2.4% (±0.8)	1.8% (±0.5)
b. Asian or Asian American	10.1% (±3.0)	8.1% (±2.1)	5.5% (±1.6)	4.8% (±1.3)
c. Black or African-American	4.0% (±1.0)	5.4% (±1.5)	3.1% (±0.9)	3.1% (±1.3)
d. Hispanic or Latino/Latina	12.6% (±3.3)	18.1% (±5.2)	20.3% (±8.3)	20.3% (±8.5)
e. Native Hawaiian or other Pacific Islander	1.7% (±0.4)	2.1% (±0.7)	1.4% (±0.4)	1.2% (±0.4)
f. White or Caucasian	38.3% (±3.7)	44.9% (±6.7)	54.5% (±7.2)	57.8% (±7.6)
g. Other	17.9% (±1.4)	9.0% (±0.8)	4.2% (±0.5)	3.0% (±0.4)
More than one race/ethnicity marked	9.2% (±0.9)	9.0% (±0.9)	8.5% (±1.1)	8.0% (±1.1)
5. If you are of Asian or Pacific Islander background, which groups best describe you? Mark all that apply.	(n=0)	(n=3,384)	(n=4,313)	(n=3,245)
a. Not Asian or Pacific Islander	**	76.8% (±4.2)	82.1% (±2.9)	87.0% (±2.2)
b. Asian Indian	**	2.4% (±0.7)	1.7% (±0.5)	0.8% (±0.4)
c. Cambodian/Khmer	**	0.9% (±0.4)	0.4% (±0.2)	0.4% (±0.3)
d. Chinese	**	1.9% (±0.7)	1.6% (±0.5)	1.2% (±0.5)
e. Filipino	**	3.4% (±0.8)	3.3% (±1.1)	2.8% (±0.8)
f. Japanese	**	1.9% (±0.5)	2.0% (±0.5)	1.7% (±0.6)
g. Korean	**	1.5% (±0.5)	1.4% (±0.4)	1.0% (±0.4)
h. Vietnamese	**	2.1% (±1.1)	1.3% (±0.7)	0.9% (±0.5)
i. Other Asian	**	2.7% (±0.8)	1.3% (±0.4)	1.0% (±0.5)
j. Native Hawaiian or other Pacific Islander	**	3.7% (±1.1)	2.9% (±0.8)	2.1% (±0.5)
Mutliracial Asian, more than one response indicated	**	1.9% (±0.7)	1.2% (±0.4)	0.7% (±0.4)
Mutliracial Asian and Pacific Islander, more than one response indicated	**	0.9% (±0.4)	1.0% (±0.4)	0.5% (±0.3)

	Grade 6	Grade 8	Grade 10	Grade 12
6. What language is usually spoken at home?	% (± CI) (n=0)	% (± CI) (n=8,365)	% (± CI) (n=10,535)	% (± CI) (n=7,358)
a. English	**	78.3% (±5.3)	80.4% (±5.5)	82.0% (±5.6)
b. Spanish	**	13.0% (±4.0)	13.3% (±5.6)	12.7% (±5.6)
c. Russian	**	1.0% (±0.3)	1.0% (±0.3)	0.7% (±0.3)
d. Ukrainian	**	0.5% (±0.3)	0.6% (±0.2)	0.5% (±0.1)
e. Vietnamese	**	1.0% (±0.5)	0.8% (±0.4)	0.8% (±0.3)
f. Chinese	**	0.5% (±0.2)	0.5% (±0.2)	0.7% (±0.3)
g. Korean	**	0.3% (±0.2)	0.3% (±0.1)	0.3% (±0.1)
h. Japanese	**	0.2% (±0.1)	0.2% (±0.1)	0.2% (±0.1)
i. Other	**	5.2% (±2.0)	2.8% (±0.8)	2.3% (±0.6)
7. What language is usually spoken at home?	(n=9,690)	(n=0)	(n=0)	(n=0)
a. English	81.8% (±3.5)	**	**	**
b. Spanish	9.7% (±2.7)	**	**	**
c. Other	8.6% (±2.3)	**	**	**
8. How far did your mother get in school?	(n=0)	(n=7,992)	(n=10,270)	(n=7,199)
a. Did not finish high school	**	11.3% (±2.4)	13.8% (±3.4)	15.2% (±4.1)
b. Graduated from high school or GED	**	16.4% (±1.6)	19.1% (±2.0)	21.3% (±2.0)
c. Had some college or technical training after high school	**	16.3% (±1.3)	20.0% (±1.4)	23.6% (±2.7)
d. Graduated from a 4-year college	**	20.0% (±3.2)	21.2% (±3.3)	20.1% (±3.6)
e. Earned an advanced graduate degree	**	11.4% (±2.2)	11.8% (±2.2)	10.4% (±2.2)
f. Don't know	**	22.5% (±1.4)	11.7% (±1.0)	7.1% (±1.1)
g. Does not apply	**	2.0% (±0.4)	2.5% (±0.5)	2.4% (±0.6)
9. Which of the following best describes you? †	(n=0)	(n=3,780)	(n=7,086)	(n=5,016)
a. Heterosexual (straight)	**	82.4% (±1.4)	81.6% (±1.5)	83.6% (±1.6)
b. Gay or lesbian	**	2.4% (±0.5)	3.2% (±0.6)	3.8% (±0.6)
c. Bisexual	**	6.7% (±1.0)	9.5% (±1.0)	8.8% (±1.2)
d. Not sure	**	8.5% (±1.0)	5.7% (±0.7)	3.9% (±0.7)
10. Who did you live with most of the time in the last 30 days?	(n=0)	(n=8,341)	(n=10,521)	(n=7,349)
a. Parent(s) and/or step-parent(s)	**	93.9% (±0.8)	93.5% (±0.8)	91.0% (±1.2)
b. Relatives - like a grandparent, an aunt, an older brother - but NOT your parents	**	3.7% (±0.6)	3.6% (±0.5)	4.2% (±0.8)
c. Foster care parent(s)	**	0.5% (±0.1)	0.7% (±0.2)	0.8% (±0.3)
d. An adult friend(s) of your family	**	0.4% (±0.1)	0.5% (±0.1)	0.8% (±0.2)
e. Friends of yours with no adults present	**	0.2% (±0.1)	0.4% (±0.2)	0.5% (±0.2)
f. On your own	**	0.2% (±0.1)	0.5% (±0.1)	1.1% (±0.3)
g. Other	**	1.1% (±0.3)	0.9% (±0.2)	1.5% (±0.4)
11. Where did you live most of the time in the last 30 days?	(n=0)	(n=8,313)	(n=10,493)	(n=7,339)
a. In my own house or apartment that my family rents or owns	**	95.9% (±0.5)	95.3% (±0.5)	93.9% (±0.9)
b. In someone else's house or apartment with another family	**	1.4% (±0.2)	2.2% (±0.4)	3.2% (±0.6)
c. In a group home	**	0.3% (±0.1)	0.4% (±0.1)	0.5% (±0.2)
d. In a shelter	**	0.2% (±0.1)	0.2% (±0.1)	0.4% (±0.2)
e. In a car, park, or campground	**	0.3% (±0.1)	0.3% (±0.1)	0.3% (±0.1)
f. On the street	**	0.2% (±0.1)	0.3% (±0.1)	0.3% (±0.1)
g. Moved from place to place	**	0.6% (±0.2)	0.4% (±0.2)	0.4% (±0.1)
h. Other	**	1.1% (±0.3)	0.9% (±0.2)	1.1% (±0.3)

	Grade 6	Grade 8	Grade 10	Grade 12
12. Are your current living arrangements the result of losing your home because your family cannot afford housing?	**% (± CI)** (n=0)	**% (± CI)** (n=8,248)	**% (± CI)** (n=10,444)	**% (± CI)** (n=7,308)
a. No	**	85.2% (±1.4)	88.2% (±1.3)	90.0% (±1.1)
b. Yes	**	5.2% (±0.6)	5.6% (±0.5)	5.9% (±0.7)
c. Not sure	**	9.6% (±1.2)	6.3% (±0.9)	4.2% (±0.8)
13. Do you receive free or reduced price lunches at school?	(n=0)	(n=3,915)	(n=4,985)	(n=3,612)
a. No	**	55.8% (±6.6)	60.4% (±6.7)	61.2% (±7.5)
b. Yes	**	33.7% (±5.8)	32.3% (±6.0)	33.4% (±6.9)
c. Not sure	**	10.5% (±1.5)	7.2% (±1.1)	5.4% (±1.1)
14. Has your parent or guardian served in the military (Army, Navy, Air Force, Marines, Coast Guard, National Guard, and Reserves)?	(n=9,668)	(n=3,900)	(n=4,952)	(n=3,600)
a. No	66.7% (±2.2)	69.0% (±3.4)	73.6% (±3.4)	76.5% (±3.1)
b. Yes	22.0% (±2.1)	24.6% (±3.5)	22.2% (±3.3)	21.0% (±3.2)
c. Not sure	11.3% (±1.1)	6.4% (±1.2)	4.2% (±0.7)	2.5% (±0.7)
15. How honest were you in filling out this survey?	(n=8,367)	(n=6,305)	(n=8,986)	(n=6,555)
a. I was very honest.	86.1% (±0.7)	81.2% (±1.6)	81.6% (±1.2)	83.5% (±1.9)
b. I was honest pretty much of the time.	12.7% (±0.8)	16.4% (±1.4)	15.9% (±1.0)	14.1% (±1.5)
c. I was honest some of the time	1.2% (±0.3)	2.4% (±0.5)	2.4% (±0.4)	2.4% (±0.6)
d. I was honest once in a while.		surveys pulled		
e. I was not honest at all.		surveys pulled		

Alcohol, Tobacco and Other Drug Use

Alcohol, tobacco, and other drug (ATOD) use has been a major concern in this country for many years. The consequences of ATOD use are well known. In the short term, ATOD use interferes with positive physical, emotional, and social development. In the long term, ATOD use is associated with delinquency and criminal activity, unintended injuries, and a variety of health complications including shorter life expectancy. Tobacco use is the world's leading cause of preventable death, disease, and disability. This section provides information about lifetime ATOD use (which in part reflects experimental use), use in the past 30 days (i.e., current use), and other tobacco-, alcohol-, and drug-related issues.

Lifetime Use

Have you ever, even once in your life:

16. Smoked a cigarette, even just a puff? (Computed from question 227)	(n=0)	(n=3,917)	(n=5,091)	(n=3,465)
a. No	**	88.6% (±1.6)	80.8% (±1.8)	71.3% (±2.6)
b. Yes	**	11.4% (±1.6)	19.2% (±1.8)	28.7% (±2.6)
17. Smoked a whole cigarette? (Computed from question 47)	(n=0)	(n=4,227)	(n=5,281)	(n=3,844)
a. No	**	94.4% (±1.1)	87.4% (±1.5)	79.3% (±2.5)
b. Yes	**	5.6% (±1.1)	12.6% (±1.5)	20.7% (±2.5)
18. Drank more than a sip or two of beer, wine, or hard liquor (for example: vodka, whiskey, or gin)? (Computed from question 18 or 228)	(n=9,121)	(n=8,109)	(n=10,337)	(n=7,295)
a. No	78.8% (±1.3)	72.1% (±2.3)	52.4% (±2.1)	36.2% (±2.2)
b. Yes	21.2% (±1.3)	27.9% (±2.3)	47.6% (±2.1)	63.8% (±2.2)
19. Used marijuana? (Computed from question 19 or 226)	(n=9,149)	(n=8,094)	(n=10,304)	(n=7,277)
a. No	97.6% (±0.4)	90.0% (±1.6)	72.2% (±2.4)	54.7% (±2.4)
b. Yes	2.4% (±0.4)	10.0% (±1.6)	27.8% (±2.4)	45.3% (±2.4)

	Grade 6	Grade 8	Grade 10	Grade 12
20. Used inhalants (things you sniff to get high)?	% (± CI) (n=9,136)	% (± CI) (n=3,871)	% (± CI) (n=5,063)	% (± CI) (n=3,444)
a. No	98.0% (±0.4)	95.2% (±0.6)	92.4% (±1.0)	92.6% (±0.9)
b. Yes	2.0% (±0.4)	4.8% (±0.6)	7.6% (±1.0)	7.4% (±0.9)
21. Used heroin?	(n=0)	(n=3,875)	(n=5,072)	(n=3,452)
a. No	**	97.1% (±0.6)	96.4% (±0.7)	96.3% (±0.8)
b. Yes	**	2.9% (±0.6)	3.6% (±0.7)	3.7% (±0.8)
22. Used methamphetamines (meth, crystal meth, ice, crank)? Do not include other types of amphetamines.	(n=0)	(n=3,872)	(n=5,066)	(n=3,450)
a. No	**	97.1% (±0.6)	95.9% (±0.7)	95.2% (±0.9)
b. Yes	**	2.9% (±0.6)	4.1% (±0.7)	4.8% (±0.9)
23. Used cocaine?	(n=0)	(n=3,873)	(n=5,063)	(n=3,446)
a. No	**	97.0% (±0.6)	95.0% (±0.9)	93.1% (±1.1)
b. Yes	**	3.0% (±0.6)	5.0% (±0.9)	6.9% (±1.1)
24. Used steroids (muscle builders) without a doctor's prescription?	(n=0)	(n=3,863)	(n=5,062)	(n=3,441)
a. No	**	96.9% (±0.6)	96.4% (±0.7)	96.3% (±0.6)
b. Yes	**	3.1% (±0.6)	3.6% (±0.7)	3.7% (±0.6)
25. Have you ever, even once in your lifetime: Used other illegal drugs?	(n=9,133)	(n=0)	(n=0)	(n=0)
a. Yes	2.0% (±0.3)	**	**	**
b. No	98.0% (±0.3)	**	**	**

30-Day Use (Use in the Past 30 Days)

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

26. Smoke cigarettes?	(n=9,297)	(n=8,283)	(n=10,459)	(n=7,360)
a. None	99.5% (±0.2)	96.9% (±0.5)	93.7% (±0.8)	89.0% (±1.5)
b. 1-2 days	0.3% (±0.1)	1.5% (±0.3)	2.6% (±0.4)	3.8% (±0.6)
c. 3-5 days	0.1% (±0.1)	0.7% (±0.2)	1.1% (±0.2)	2.0% (±0.3)
d. 6-9 days	0.1% (±0.1)	0.4% (±0.1)	0.8% (±0.2)	1.3% (±0.3)
e. 10-29 days	0.0% (±0.0)	0.3% (±0.1)	0.9% (±0.3)	1.6% (±0.4)
f. All 30 days	0.0% (±0.0)	0.4% (±0.1)	0.9% (±0.2)	2.4% (±1.0)
Any use in past 30 days	0.5% (±0.2)	3.1% (±0.5)	6.3% (±0.8)	11.0% (±1.5)
27. Use chewing tobacco, snuff, or dip?	(n=9,257)	(n=4,232)	(n=5,284)	(n=3,845)
a. None	99.5% (±0.2)	98.4% (±0.4)	97.0% (±0.8)	94.5% (±0.8)
b. 1-2 days	0.3% (±0.1)	1.0% (±0.3)	1.3% (±0.4)	2.1% (±0.5)
c. 3-5 days	0.1% (±0.1)	0.3% (±0.2)	0.4% (±0.2)	0.9% (±0.3)
d. 6-9 days	0.1% (±0.1)	0.1% (±0.1)	0.2% (±0.1)	0.5% (±0.3)
e. 10-29 days	0.0% (±0.0)	0.1% (±0.1)	0.3% (±0.2)	0.9% (±0.3)
f. All 30 days	0.1% (±0.0)	0.1% (±0.1)	0.8% (±0.3)	1.1% (±0.4)
Any use in past 30 days	0.5% (±0.2)	1.6% (±0.4)	3.0% (±0.8)	5.5% (±0.8)

	Grade 6	Grade 8	Grade 10	Grade 12
28. Smoke cigars, cigarillos, or little cigars?	**% (± CI)** (n=0)	**% (± CI)** (n=4,224)	**% (± CI)** (n=5,284)	**% (± CI)** (n=3,844)
a. None	**	98.8% (±0.4)	95.9% (±0.8)	91.1% (±1.4)
b. 1-2 days	**	0.7% (±0.3)	2.4% (±0.5)	4.6% (±1.0)
c. 3-9 days	**	0.3% (±0.2)	0.9% (±0.3)	2.5% (±0.5)
d. 10-29 days	**	0.1% (±0.1)	0.3% (±0.2)	1.1% (±0.3)
e. All 30 days	**	0.1% (±0.1)	0.5% (±0.2)	0.7% (±0.3)
Any use in past 30 days	**	1.2% (±0.4)	4.1% (±0.8)	8.9% (±1.4)
29. Use an electronic cigarette, also called e-cigs, or vape pens?	(n=9,228)	(n=4,218)	(n=5,283)	(n=3,842)
a. None	98.8% (±0.3)	93.8% (±1.4)	87.3% (±1.9)	80.1% (±2.4)
b. 1-2 days	0.7% (±0.2)	3.4% (±0.8)	6.1% (±0.8)	7.3% (±0.9)
c. 3-5 days	0.2% (±0.1)	1.1% (±0.4)	2.0% (±0.5)	3.7% (±0.7)
d. 6-9 days	0.1% (±0.1)	0.9% (±0.3)	1.7% (±0.5)	2.4% (±0.5)
e. 10-19 days	0.0% (±0.0)	0.3% (±0.1)	1.1% (±0.3)	1.9% (±0.5)
f. 20-29 days	0.1% (±0.1)	0.1% (±0.1)	0.4% (±0.2)	1.5% (±0.4)
g. All 30 days	0.1% (±0.1)	0.4% (±0.2)	1.3% (±0.4)	3.0% (±0.9)
Any use in past 30 days	1.2% (±0.3)	6.2% (±1.4)	12.7% (±1.9)	19.9% (±2.4)
30. Smoke tobacco or flavored tobacco in a hookah, even just a puff?	(n=0)	(n=4,209)	(n=5,276)	(n=3,834)
a. None	**	97.6% (±1.0)	95.1% (±1.0)	93.0% (±0.9)
b. 1-2 days	**	1.4% (±0.7)	2.7% (±0.7)	4.0% (±0.7)
c. 3-9 days	**	0.5% (±0.3)	1.2% (±0.3)	1.6% (±0.3)
d. 10-29 days	**	0.2% (±0.2)	0.5% (±0.2)	0.8% (±0.3)
e. All 30 days	**	0.2% (±0.1)	0.5% (±0.2)	0.6% (±0.2)
Any use in past 30 days	**	2.4% (±1.0)	4.9% (±1.0)	7.0% (±0.9)

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

31. Drink a glass, can or bottle of alcohol (beer, wine, wine coolers, hard liquor)?	(n=9,222)	(n=8,250)	(n=10,443)	(n=7,349)
a. None	98.2% (±0.4)	92.4% (±1.1)	79.7% (±1.4)	68.0% (±2.3)
b. 1-2 days	1.3% (±0.3)	5.1% (±0.7)	12.6% (±0.9)	17.5% (±1.3)
c. 3-5 days	0.1% (±0.1)	1.1% (±0.3)	4.5% (±0.5)	8.4% (±0.9)
d. 6-9 days	0.1% (±0.1)	0.6% (±0.2)	1.8% (±0.3)	3.3% (±0.5)
e. 10 or more days	0.2% (±0.1)	0.8% (±0.2)	1.5% (±0.3)	2.8% (±0.4)
Any use in past 30 days	1.8% (±0.4)	7.6% (±1.1)	20.3% (±1.4)	32.0% (±2.3)
32. Use marijuana or hashish (weed, hash, pot)?	(n=9,184)	(n=8,211)	(n=10,430)	(n=7,339)
a. None	99.2% (±0.2)	93.6% (±1.1)	82.8% (±1.6)	73.6% (±1.8)
b. 1-2 days	0.4% (±0.2)	2.7% (±0.6)	6.5% (±0.7)	8.5% (±0.8)
c. 3-5 days	0.1% (±0.1)	1.1% (±0.3)	3.0% (±0.5)	4.3% (±0.6)
d. 6-9 days	0.1% (±0.1)	0.7% (±0.2)	2.2% (±0.3)	3.1% (±0.5)
e. 10-19 days	0.0% (±0.0)	0.7% (±0.2)	2.1% (±0.3)	3.2% (±0.4)
f. 20-29 days	0.0% (±0.0)	0.4% (±0.2)	1.3% (±0.3)	2.3% (±0.4)
g. All 30 days	0.1% (±0.1)	0.8% (±0.2)	2.2% (±0.4)	5.0% (±0.9)
Any use in past 30 days	0.8% (±0.2)	6.4% (±1.1)	17.2% (±1.6)	26.4% (±1.8)

	Grade 6	Grade 8	Grade 10	Grade 12
33. Not counting alcohol, tobacco, or marijuana, use another illegal drug?	**% (± CI)** (n=9,153)	**% (± CI)** (n=3,984)	**% (± CI)** (n=5,143)	**% (± CI)** (n=3,494)
a. None	99.4% (±0.2)	97.3% (±0.6)	94.4% (±0.9)	91.5% (±1.3)
b. 1-2 days	0.3% (±0.1)	1.3% (±0.4)	2.8% (±0.5)	4.7% (±0.9)
c. 3-5 days	0.1% (±0.1)	0.5% (±0.2)	1.3% (±0.3)	1.9% (±0.5)
d. 6-9 days	0.0% (±0.1)	0.5% (±0.3)	0.7% (±0.3)	1.0% (±0.4)
e. 10 or more days	0.2% (±0.1)	0.5% (±0.2)	0.7% (±0.2)	0.9% (±0.4)
Any use in past 30 days	0.6% (±0.2)	2.7% (±0.6)	5.6% (±0.9)	8.5% (±1.3)
34. Use any illegal drug, including marijuana? (Computed from questions 32 and 33)	(n=9,136)	(n=3,977)	(n=5,140)	(n=3,490)
None	98.9% (±0.3)	92.2% (±1.4)	81.4% (±2.0)	72.3% (±2.3)
Any use in past 30 days	1.1% (±0.3)	7.8% (±1.4)	18.6% (±2.0)	27.7% (±2.3)
35. Use a pain killer TO GET HIGH, like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)?	(n=0)	(n=8,190)	(n=10,407)	(n=7,321)
a. None	**	97.9% (±0.3)	95.6% (±0.6)	94.6% (±0.8)
b. 1-2 days	**	1.3% (±0.2)	2.4% (±0.4)	2.7% (±0.5)
c. 3-5 days	**	0.3% (±0.1)	1.0% (±0.2)	1.4% (±0.3)
d. 6-9 days	**	0.2% (±0.1)	0.5% (±0.2)	0.7% (±0.2)
e. 10 or more days	**	0.3% (±0.1)	0.5% (±0.2)	0.6% (±0.2)
Any use in past 30 days	**	2.1% (±0.3)	4.4% (±0.6)	5.4% (±0.8)
36. Use prescription drugs not prescribed to you?	(n=0)	(n=3,974)	(n=5,129)	(n=3,484)
a. None	**	94.8% (±0.9)	92.1% (±0.9)	91.2% (±1.2)
b. 1-2 days	**	3.3% (±0.6)	4.8% (±0.6)	5.4% (±0.9)
c. 3-5 days	**	1.0% (±0.4)	1.5% (±0.4)	2.0% (±0.5)
d. 6-9 days	**	0.2% (±0.1)	0.8% (±0.3)	0.7% (±0.3)
e. 10 or more days	**	0.7% (±0.3)	0.7% (±0.3)	0.7% (±0.3)
Any use in past 30 days	**	5.2% (±0.9)	7.9% (±0.9)	8.8% (±1.2)

Other Tobacco-Related Questions

37. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?	(n=8,639)	(n=3,676)	(n=4,807)	(n=3,512)
a. 0 days	83.2% (±1.3)	79.5% (±2.1)	76.4% (±2.1)	71.4% (±2.6)
b. 1-2 days	10.3% (±0.8)	12.1% (±1.4)	12.6% (±1.0)	15.4% (±1.3)
c. 3-4 days	2.6% (±0.4)	3.7% (±0.6)	4.5% (±0.8)	6.4% (±1.0)
d. 5-6 days	0.9% (±0.3)	1.6% (±0.4)	2.1% (±0.6)	2.4% (±0.6)
e. 7 days	3.0% (±0.5)	3.2% (±0.7)	4.4% (±0.8)	4.3% (±1.1)
38. During the past 7 days, on how many days did you ride in a car with someone who was smoking cigarettes?	(n=8,646)	(n=0)	(n=0)	(n=0)
a. 0 days	90.6% (±1.4)	**	**	**
b. 1-2 days	4.9% (±0.8)	**	**	**
c. 3-4 days	1.5% (±0.4)	**	**	**
d. 5-6 days	0.7% (±0.2)	**	**	**
e. 7 days	2.2% (±0.4)	**	**	**

	Grade 6	Grade 8	Grade 10	Grade 12
39. Which of these best describes the rules about smoking inside the house where you live? Smoking is…	**% (± CI)** (n=0)	**% (± CI)** (n=3,637)	**% (± CI)** (n=4,790)	**% (± CI)** (n=3,508)
a. Never allowed inside my house	**	88.1% (±1.6)	89.5% (±1.2)	89.3% (±1.7)
b. Allowed only at some times or in some places	**	8.6% (±1.1)	7.5% (±0.9)	7.6% (±1.2)
c. Always allowed inside my house	**	3.3% (±0.8)	3.0% (±0.6)	3.1% (±0.8)
40. If one of your best friends offered you a cigarette, would you smoke it?	(n=0)	(n=3,647)	(n=4,796)	(n=3,509)
a. Definitely no	**	82.3% (±2.3)	76.0% (±1.8)	73.4% (±2.1)
b. Probably no	**	11.8% (±1.7)	13.8% (±1.2)	13.0% (±1.3)
c. Probably yes	**	4.2% (±0.7)	7.0% (±0.8)	8.9% (±1.1)
d. Definitely yes	**	1.6% (±0.5)	3.2% (±0.6)	4.7% (±0.9)
41. Do you think that you will smoke a cigarette anytime in the next year?	(n=0)	(n=3,627)	(n=4,779)	(n=3,507)
a. Definitely no	**	81.3% (±2.2)	74.6% (±1.9)	70.0% (±2.0)
b. Probably no	**	13.4% (±1.6)	15.6% (±1.2)	14.9% (±1.0)
c. Probably yes	**	3.8% (±0.6)	6.6% (±0.9)	9.3% (±1.4)
d. Definitely yes	**	1.5% (±0.5)	3.2% (±0.7)	5.8% (±1.0)
42. Have made a firm commitment to not smoke cigarettes; i.e., not susceptible to smoking.	(n=0)	(n=3,633)	(n=4,779)	(n=3,506)
a. Yes, not susceptible	**	77.3% (±2.5)	70.9% (±1.9)	67.0% (±2.1)
b. No, susceptible	**	22.7% (±2.5)	29.1% (±1.9)	33.0% (±2.1)
43. During the past 12 months, have you ever tried to quit using tobacco (cigarettes, cigars, chew/dip)?	(n=0)	(n=3,600)	(n=4,761)	(n=3,493)
a. I did not use tobacco during the past 12 months	**	92.6% (±1.0)	87.7% (±1.4)	80.0% (±1.9)
b. Yes	**	2.1% (±0.5)	4.5% (±0.7)	7.1% (±1.2)
c. No	**	5.3% (±0.8)	7.8% (±0.9)	12.9% (±1.3)
44. During the past 30 days, how did you usually get your own tobacco? (Choose only one answer.)	(n=0)	(n=3,581)	(n=4,743)	(n=3,493)
a. I did not use tobacco during the past 30 days	**	95.9% (±0.8)	91.0% (±1.3)	84.6% (±1.8)
b. I bought it in a store such as a convenience store, supermarket, discount store or gas station	**	0.5% (±0.3)	1.4% (±0.4)	5.7% (±0.8)
c. I bought it from a vending machine	**	0.5% (±0.2)	0.7% (±0.3)	0.9% (±0.4)
d. I gave someone else money to buy them for me	**	0.6% (±0.2)	1.9% (±0.5)	3.0% (±0.8)
e. I borrowed (or bummed) them from someone else	**	0.7% (±0.3)	1.6% (±0.3)	2.4% (±0.5)
f. A person 18 years old or older gave them to me	**	0.3% (±0.2)	0.9% (±0.4)	1.8% (±0.5)
g. I took them from a store or a family member	**	0.5% (±0.3)	0.7% (±0.3)	0.5% (±0.2)
h. I got them some other way	**	1.0% (±0.4)	1.7% (±0.5)	1.2% (±0.4)
45. How wrong do your friends feel it would be for you to: Use tobacco?	(n=0)	(n=3,201)	(n=4,505)	(n=3,204)
a. Very wrong	**	75.2% (±2.4)	61.9% (±2.3)	49.8% (±3.0)
b. Wrong	**	16.2% (±1.4)	23.4% (±1.6)	25.0% (±1.6)
c. A little bit wrong	**	5.9% (±1.1)	9.0% (±0.8)	14.3% (±1.3)
d. Not at all wrong	**	2.7% (±0.9)	5.7% (±1.1)	10.9% (±2.1)

46. During the past 30 days, on how many days did you use tobacco (cigarettes, cigars, or chew/dip) on school property?	Grade 6 % (± CI) (n=0)	Grade 8 % (± CI) (n=3,587)	Grade 10 % (± CI) (n=4,745)	Grade 12 % (± CI) (n=3,490)
a. 0 days	**	97.7% (±0.6)	95.8% (±0.7)	92.9% (±1.2)
b. 1-2 days	**	0.8% (±0.4)	1.4% (±0.3)	2.6% (±0.5)
c. 3-9 days	**	0.7% (±0.3)	1.1% (±0.3)	1.6% (±0.5)
d. 10-29 days	**	0.4% (±0.2)	0.8% (±0.3)	1.4% (±0.5)
e. All 30 days	**	0.4% (±0.3)	0.8% (±0.3)	1.4% (±0.5)

47. How old were you the first time you smoked a whole cigarette?	(n=0)	(n=4,227)	(n=5,281)	(n=3,844)
a. Never have	**	94.4% (±1.1)	87.4% (±1.5)	79.3% (±2.5)
b. 10 or younger	**	2.1% (±0.5)	2.3% (±0.6)	2.3% (±0.5)
c. 11	**	1.0% (±0.3)	1.2% (±0.3)	0.9% (±0.4)
d. 12	**	1.1% (±0.4)	1.6% (±0.4)	1.5% (±0.4)
e. 13	**	1.2% (±0.4)	2.1% (±0.4)	2.1% (±0.5)
f. 14	**	0.2% (±0.1)	2.6% (±0.5)	3.0% (±0.7)
g. 15	**	0.0% (±0.0)	2.5% (±0.5)	3.5% (±0.6)
h. 16	**	0.0% (±0.0)	0.3% (±0.1)	3.7% (±0.8)
i. 17 or older	**	0.0% (±0.0)	0.1% (±0.1)	3.7% (±0.7)

Other Electronic Cigarette- and Vaping-Related Questions

48. During the past 30 days, on how many days did you: Use an electronic cigarette, also called e-cigs, or vape pens on school property?	(n=0)	(n=3,570)	(n=4,730)	(n=3,482)
a. 0 days	**	96.4% (±0.8)	93.6% (±1.0)	90.5% (±1.4)
b. 1 - 2 days	**	1.8% (±0.5)	3.1% (±0.6)	4.0% (±0.6)
c. 3 - 9 days	**	0.8% (±0.3)	1.6% (±0.3)	2.8% (±0.5)
d. 10 - 29 days	**	0.6% (±0.3)	0.8% (±0.3)	1.4% (±0.5)
e. All 30 days	**	0.4% (±0.2)	1.0% (±0.3)	1.3% (±0.4)

49. During the past 30 days, what type of substances did you use in an electronic cigarette, also called e-cigs, or vape pens?	(n=0)	(n=3,534)	(n=4,701)	(n=3,463)
a. I did not use an electronic cigarette.	**	93.0% (±1.2)	87.7% (±1.6)	80.8% (±2.2)
b. Liquid with nicotine in it	**	1.8% (±0.6)	3.7% (±0.7)	8.5% (±1.8)
c. Liquid with THC (marijuana) in it	**	1.3% (±0.4)	2.3% (±0.5)	2.9% (±0.6)
d. Liquid with flavor only (no nicotine or THC)	**	2.5% (±0.7)	3.9% (±0.7)	4.5% (±0.8)
e. Don't know	**	1.0% (±0.3)	1.2% (±0.3)	1.4% (±0.5)
More than one response indicated.	**	0.3% (±0.2)	1.2% (±0.4)	1.8% (±0.5)

50. During the past 30 days, how did you usually get your own electronic vapor products? (Choose only one answer.)	(n=0)	(n=3,496)	(n=4,676)	(n=3,445)
a. I did not use electronic vapor products during the past 30 days.	**	94.4% (±1.1)	88.6% (±1.7)	82.0% (±2.3)
b. I bought them in a store such as a convenience store, supermarket, discount store, or gas station.	**	0.8% (±0.3)	1.2% (±0.4)	4.9% (±1.1)
c. I got them on the Internet.	**	0.3% (±0.2)	1.1% (±0.4)	1.4% (±0.4)
d. I gave someone else money to buy them for me.	**	0.9% (±0.3)	1.8% (±0.6)	2.2% (±0.5)
e. I borrowed (or bummed) them from someone else.	**	1.3% (±0.4)	3.1% (±0.6)	4.1% (±0.7)
f. A person 18 years old or older gave them to me.	**	0.6% (±0.3)	1.3% (±0.5)	2.4% (±0.6)
g. I took them from a store or family member.	**	0.3% (±0.2)	0.5% (±0.2)	0.3% (±0.2)
h. I got them some other way.	**	1.4% (±0.5)	2.4% (±0.4)	2.6% (±0.8)

51. How much do you think people risk harming themselves if they use electronic cigarettes, alco called e-cigs or vape pens regularly (almost daily)?	Grade 6 % (± CI) (n=0)	Grade 8 % (± CI) (n=3,484)	Grade 10 % (± CI) (n=4,672)	Grade 12 % (± CI) (n=3,447)
a. No risk	**	11.6% (±1.4)	11.8% (±1.5)	14.1% (±1.4)
b. Slight risk	**	11.9% (±1.4)	17.2% (±1.3)	21.6% (±1.7)
c. Moderate risk	**	24.8% (±1.6)	30.3% (±1.7)	32.3% (±1.9)
d. Great risk	**	37.0% (±3.3)	29.7% (±2.8)	22.0% (±1.9)
e. Not sure	**	14.6% (±2.0)	11.1% (±1.5)	10.0% (±1.5)

Other Alcohol-Related Questions

52. 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=9,138)	(n=8,139)	(n=10,362)	(n=7,304)
a. None	98.7% (±0.3)	96.0% (±0.7)	89.1% (±1.0)	82.0% (±1.7)
b. Once	0.8% (±0.2)	1.8% (±0.3)	5.0% (±0.5)	8.0% (±1.0)
c. Twice	0.3% (±0.1)	0.9% (±0.3)	2.8% (±0.4)	5.0% (±0.6)
d. 3-5 times	0.1% (±0.1)	0.7% (±0.3)	1.8% (±0.3)	3.3% (±0.5)
e. 6-9 times	0.0% (±0.0)	0.3% (±0.1)	0.5% (±0.1)	0.9% (±0.2)
f. 10 or more times	0.1% (±0.1)	0.4% (±0.1)	0.7% (±0.2)	0.8% (±0.2)

53. Drinking Categories Variable (computed from questions 31 and 52)	(n=9,071)	(n=8,124)	(n=10,355)	(n=7,303)
No drinking past 30 days and no binging past 2 weeks	97.3% (±0.4)	91.3% (±1.2)	78.3% (±1.5)	66.5% (±2.3)
1-2 days drinking past 30 days and no binging past 2 weeks	1.1% (±0.2)	3.6% (±0.5)	8.7% (±0.7)	11.6% (±0.9)
3-5 days drinking past 30 days and/or 1 binge past 2 weeks	0.8% (±0.2)	2.2% (±0.3)	6.2% (±0.6)	9.9% (±1.1)
6+ days drinking past 30 days and/or 2+ binge past 2 weeks	0.8% (±0.2)	2.9% (±0.6)	6.8% (±0.8)	12.0% (±1.1)

54. During the past 30 days, what type of alcohol did you usually drink?	(n=0)	(n=3,376)	(n=4,607)	(n=3,219)
a. I did not drink alcohol during the past 30 days.	**	91.8% (±1.2)	79.8% (±1.6)	68.8% (±2.6)
b. I do not have a usual type.	**	1.2% (±0.5)	2.9% (±0.5)	3.9% (±0.6)
c. Beer	**	1.6% (±0.4)	3.7% (±0.5)	6.7% (±1.2)
d. Flavored malt beverages, such as Smirnoff Ice, Bacardi Silver, or Hard Lemonade	**	1.2% (±0.4)	2.4% (±0.5)	4.1% (±0.8)
e. Wine coolers, such as Bartles & Jaymes or Seagrams	**	0.5% (±0.2)	0.7% (±0.3)	0.8% (±0.3)
f. Wine	**	0.9% (±0.3)	1.1% (±0.3)	2.3% (±0.7)
g. Liquor, such as vodka, rum, scotch, bourbon or whiskey	**	2.1% (±0.6)	8.3% (±1.1)	12.3% (±1.3)
h. Some other type	**	0.7% (±0.3)	1.0% (±0.3)	1.1% (±0.3)

55. During the past 30 days, how did you get alcohol (beer, wine or hard liquor)? Choose all that apply.	(n=0)	(n=3,434)	(n=4,688)	(n=3,265)
a. I did not get alcohol in the past 30 days.	**	91.6% (±1.2)	81.0% (±1.5)	70.8% (±2.5)
b. I bought it from a store.	**	1.3% (±0.6)	1.5% (±0.5)	2.4% (±0.6)
c. I stole it from a store.	**	0.7% (±0.2)	1.8% (±0.4)	2.0% (±0.6)
d. I got it from friends.	**	2.0% (±0.5)	7.2% (±1.2)	13.0% (±1.6)
e. I got it at a party.	**	1.3% (±0.5)	5.0% (±0.8)	8.9% (±1.5)
f. I got it from an older brother or sister.	**	0.8% (±0.4)	1.5% (±0.4)	3.1% (±0.5)
g. I gave money to someone to get it for me.	**	0.6% (±0.3)	2.9% (±0.7)	7.7% (±1.1)
h. I took it from home without my parents' permission.	**	2.1% (±0.5)	4.2% (±0.7)	3.9% (±0.9)
i. I got it at home with my parents' permission.	**	1.5% (±0.4)	3.1% (±0.6)	4.9% (±0.9)
j. I got it some other way.	**	1.2% (±0.4)	2.8% (±0.6)	4.4% (±0.8)

56. 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?	Grade 6 % (± CI) (n=0)	Grade 8 % (± CI) (n=4,186)	Grade 10 % (± CI) (n=5,345)	Grade 12 % (± CI) (n=3,618)
a. Yes, a number of times	**	45.8% (±1.5)	40.2% (±2.0)	34.6% (±2.1)
b. Yes, once	**	21.1% (±1.2)	21.3% (±1.0)	19.7% (±1.4)
c. No	**	20.3% (±1.3)	27.2% (±1.5)	36.0% (±1.9)
d. I don't remember.	**	12.7% (±1.2)	11.3% (±0.9)	9.8% (±1.1)

57. How wrong do your parents feel it would be for you to: Have one or two drinks of an alcoholic beverage nearly every day?	(n=0)	(n=4,355)	(n=5,496)	(n=3,703)
a. Very wrong	**	88.1% (±1.5)	83.7% (±1.4)	76.4% (±1.7)
b. Wrong	**	9.0% (±1.2)	11.6% (±0.9)	16.9% (±1.4)
c. A little bit wrong	**	1.7% (±0.4)	3.1% (±0.5)	4.6% (±0.7)
d. Not wrong at all	**	1.2% (±0.4)	1.5% (±0.4)	2.1% (±0.5)

58. During the past 30 days, on how many days did you have at least one drink of alcohol on school property?	(n=0)	(n=3,471)	(n=4,725)	(n=3,274)
a. 0 days	**	96.5% (±0.8)	93.8% (±1.0)	92.4% (±1.0)
b. 1-2 days	**	1.5% (±0.5)	3.0% (±0.5)	4.0% (±0.6)
c. 3-9 days	**	1.0% (±0.3)	1.6% (±0.4)	2.1% (±0.4)
d. 10-29 days	**	0.6% (±0.2)	1.0% (±0.4)	0.7% (±0.3)
e. All 30 days	**	0.5% (±0.2)	0.5% (±0.2)	0.9% (±0.3)

59. How wrong do your friends feel it would be for you to: Have one or two drinks of an alcoholic beverage nearly every day?	(n=0)	(n=3,198)	(n=4,504)	(n=3,202)
a. Very wrong	**	69.7% (±2.7)	51.6% (±2.5)	41.5% (±2.1)
b. Wrong	**	19.0% (±1.6)	26.9% (±1.7)	27.1% (±1.8)
c. A little bit wrong	**	7.6% (±1.1)	13.7% (±1.4)	18.7% (±1.2)
d. Not at all wrong	**	3.8% (±1.1)	7.7% (±1.1)	12.6% (±1.6)

60. 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=0)	(n=3,681)	(n=4,890)	(n=3,331)
a. Very wrong	**	29.0% (±2.9)	10.7% (±1.1)	7.5% (±1.3)
b. Wrong	**	40.7% (±2.6)	29.1% (±2.0)	19.0% (±1.7)
c. A little bit wrong	**	24.4% (±2.5)	45.2% (±2.0)	46.4% (±1.7)
d. Not wrong at all	**	5.9% (±1.3)	15.1% (±1.7)	27.0% (±2.6)

61. How much do you think people risk harming themselves if they: Have 5 or more drinks of an alcoholic beverage once or twice a week?	(n=0)	(n=4,122)	(n=5,277)	(n=3,588)
a. No risk	**	4.3% (±0.9)	3.6% (±0.7)	4.2% (±0.8)
b. Slight risk	**	9.2% (±1.2)	9.1% (±0.7)	11.7% (±1.0)
c. Moderate risk	**	25.9% (±1.4)	28.6% (±1.4)	31.2% (±1.7)
d. Great risk	**	52.9% (±2.3)	55.0% (±1.6)	49.6% (±2.0)
e. Not sure	**	7.6% (±0.9)	3.8% (±0.6)	3.3% (±0.8)

62. How do you feel about someone your age having one or two drinks of an alcoholic beverage nearly every day?	(n=0)	(n=3,745)	(n=4,934)	(n=3,367)
a. Neither approve nor disapprove	**	17.6% (±1.7)	22.9% (±1.6)	24.6% (±2.1)
b. Somewhat disapprove	**	12.3% (±1.0)	20.4% (±1.3)	24.5% (±1.8)
c. Strongly disapprove	**	59.3% (±3.1)	48.5% (±2.6)	43.8% (±2.3)
d. Don't know or can't say	**	10.8% (±1.7)	8.1% (±1.5)	7.1% (±1.1)

Other Marijuana-Related Questions

	Grade 6	Grade 8	Grade 10	Grade 12
63. During the past 30 days, how did you get marijuana? Choose all that apply.	**% (± CI)** (n=0)	**% (± CI)** (n=3,355)	**% (± CI)** (n=4,596)	**% (± CI)** (n=3,213)
a. I did not get marijuana in the past 30 days.	**	93.2% (±1.4)	83.0% (±1.6)	73.6% (±2.3)
b. I bought it from a store.	**	0.7% (±0.4)	1.2% (±0.4)	2.1% (±0.5)
c. I stole it from a store.	**	0.5% (±0.3)	0.7% (±0.3)	0.8% (±0.3)
d. I got it from friends.	**	2.9% (±0.7)	10.0% (±1.3)	15.1% (±1.9)
e. I got it at a party.	**	0.9% (±0.4)	2.7% (±0.5)	4.3% (±0.8)
f. I got it from an older brother or sister.	**	1.0% (±0.4)	1.8% (±0.4)	2.6% (±0.5)
g. I gave money to someone to get it for me.	**	1.0% (±0.4)	3.1% (±0.5)	5.2% (±0.8)
h. I took it from home without my parents' permission.	**	0.6% (±0.2)	1.0% (±0.3)	0.8% (±0.3)
i. I got it at home with my parents' permission.	**	0.5% (±0.2)	1.2% (±0.3)	1.8% (±0.6)
j. I got it some other way.	**	1.2% (±0.5)	3.0% (±0.6)	5.7% (±1.1)
64. During the past 30 days, if you used marijuana, how did you usually use it?	(n=0)	(n=3,384)	(n=4,646)	(n=3,259)
a. I did not use marijuana during the past 30 days.	**	93.4% (±1.4)	83.3% (±1.5)	74.0% (±2.4)
b. Smoked it (in a joint, bong, pipe, blunt)	**	4.4% (±1.1)	12.3% (±1.3)	19.3% (±2.1)
c. Ate it (in brownies, cakes, cookies, candy)	**	1.0% (±0.3)	2.3% (±0.5)	3.8% (±0.7)
d. Drank it (tea, cola, alcohol)	**	0.4% (±0.3)	0.6% (±0.3)	0.7% (±0.3)
e. Vaporized it	**	0.3% (±0.2)	0.9% (±0.3)	1.2% (±0.4)
f. Used it some other way	**	0.4% (±0.2)	0.7% (±0.2)	1.0% (±0.4)
65. If you use marijuana or hashish (weed, hash, pot) how long do you usually stay high?	(n=0)	(n=3,382)	(n=4,638)	(n=3,251)
a. I don't use marijuana	**	90.5% (±1.8)	78.3% (±2.2)	67.1% (±2.4)
b. I usually don't get high.	**	2.6% (±0.6)	3.5% (±0.6)	4.9% (±0.8)
c. 1 to 2 hours	**	3.2% (±0.8)	8.3% (±1.1)	12.0% (±1.2)
d. 3 to 4 hours	**	2.3% (±0.7)	7.3% (±1.1)	11.5% (±1.6)
e. 5 to 6 hours	**	0.8% (±0.3)	1.5% (±0.3)	2.8% (±0.6)
f. 7 to 8 hours	**	0.3% (±0.2)	0.4% (±0.2)	0.8% (±0.4)
g. 9 or more hours	**	0.4% (±0.2)	0.6% (±0.2)	1.0% (±0.3)
66. In the past year, have your parents or guardians talked to you about why you should not use marijuana?	(n=0)	(n=4,185)	(n=5,339)	(n=3,616)
a. Yes, a number of times	**	44.8% (±2.0)	39.9% (±2.2)	32.6% (±2.2)
b. Yes, once	**	20.8% (±1.5)	21.7% (±0.9)	21.4% (±1.5)
c. No	**	24.7% (±1.7)	30.6% (±1.9)	39.5% (±2.3)
d. I don't remember.	**	9.6% (±1.0)	7.9% (±0.7)	6.5% (±0.7)
67. Does anyone who lives with you now use marijuana?	(n=0)	(n=3,361)	(n=4,640)	(n=3,243)
a. No	**	83.2% (±2.0)	78.8% (±1.7)	76.2% (±2.0)
b. Yes	**	16.8% (±2.0)	21.2% (±1.7)	23.8% (±2.0)
68. During the past 30 days, on how many days did you use marijuana on school property?	(n=0)	(n=3,459)	(n=4,716)	(n=3,278)
a. 0 days	**	96.2% (±1.0)	93.6% (±1.2)	91.8% (±1.2)
b. 1-2 days	**	1.6% (±0.6)	3.0% (±0.6)	3.6% (±0.6)
c. 3-9 days	**	0.9% (±0.4)	1.6% (±0.5)	2.2% (±0.5)
d. 10-29 days	**	0.5% (±0.2)	0.9% (±0.3)	1.3% (±0.5)
e. All 30 days	**	0.7% (±0.3)	0.9% (±0.3)	1.1% (±0.5)

	Grade 6	Grade 8	Grade 10	Grade 12
69. How wrong do your friends feel it would be for you to: Use marijuana?	**% (± CI)** (n=0)	**% (± CI)** (n=3,189)	**% (± CI)** (n=4,500)	**% (± CI)** (n=3,200)
a. Very wrong	**	71.4% (±2.7)	46.3% (±2.8)	32.1% (±2.8)
b. Wrong	**	14.7% (±1.3)	19.8% (±1.3)	19.4% (±1.6)
c. A little bit wrong	**	7.2% (±1.1)	17.2% (±1.8)	20.1% (±1.6)
d. Not at all wrong	**	6.7% (±1.3)	16.6% (±1.8)	28.3% (±2.9)

Other Alcohol- and Drug-Related Questions

70. How many times in the past year (12 months) have you been drunk or high at school?	(n=0)	(n=3,922)	(n=5,095)	(n=3,460)
a. Never	**	93.8% (±1.3)	86.6% (±1.5)	81.7% (±1.6)
b. 1-2 times	**	3.4% (±0.9)	6.2% (±0.8)	8.2% (±0.8)
c. 3-5 times	**	1.5% (±0.4)	2.6% (±0.6)	3.7% (±0.7)
d. 6-9 times	**	0.4% (±0.2)	1.5% (±0.5)	1.5% (±0.4)
e. 10 or more times	**	1.0% (±0.3)	3.2% (±0.6)	4.9% (±0.7)

71. During the past year in school, how many times did you get information in classes about reasons not to use alcohol or drugs?	(n=8,627)	(n=4,166)	(n=5,313)	(n=3,598)
a. Never	25.9% (±2.4)	15.0% (±2.1)	17.1% (±2.3)	29.7% (±2.4)
b. Once	21.6% (±1.5)	22.6% (±2.1)	26.5% (±1.8)	31.3% (±1.4)
c. 2-3 times	24.4% (±1.7)	34.2% (±2.3)	34.2% (±1.4)	28.5% (±1.8)
d. 4 or more times	28.0% (±3.2)	28.2% (±3.4)	22.2% (±2.6)	10.5% (±1.2)

72. How wrong do your parents feel it would be for you to: Use prescription drugs not prescribed to you?	(n=0)	(n=4,348)	(n=5,491)	(n=3,702)
a. Very wrong	**	85.1% (±1.5)	83.0% (±1.3)	81.3% (±1.4)
b. Wrong	**	10.5% (±1.1)	11.5% (±1.0)	12.7% (±1.1)
c. A little bit wrong	**	2.9% (±0.6)	3.4% (±0.5)	3.8% (±0.7)
d. Not at all wrong	**	1.5% (±0.4)	2.1% (±0.5)	2.2% (±0.4)

73. How wrong do your friends feel it would be for you to: Use prescription drugs not prescribed to you?	(n=0)	(n=3,179)	(n=4,495)	(n=3,195)
a. Very wrong	**	77.4% (±2.0)	66.0% (±1.9)	59.6% (±2.2)
b. Wrong	**	15.9% (±1.5)	20.8% (±1.6)	24.0% (±1.7)
c. A little bit wrong	**	4.5% (±0.8)	8.5% (±0.9)	10.5% (±1.3)
d. Not at all wrong	**	2.2% (±0.6)	4.6% (±0.9)	5.9% (±0.8)

74. How much do you think people risk harming themselves if they: Use prescription drugs that are not prescribed to them?	(n=0)	(n=4,115)	(n=5,271)	(n=3,587)
a. No risk	**	3.7% (±0.9)	2.8% (±0.7)	2.8% (±0.6)
b. Slight risk	**	5.8% (±1.0)	6.2% (±0.6)	6.2% (±0.8)
c. Moderate risk	**	16.9% (±1.1)	18.4% (±1.2)	20.0% (±1.7)
d. Great risk	**	65.5% (±2.4)	67.9% (±2.2)	66.6% (±2.1)
e. Not sure	**	8.0% (±1.0)	4.7% (±0.8)	4.5% (±0.9)

75. In the past year, which of the following happened because you drank alcohol or used drugs? Choose all that apply.	Grade 6 % (± CI) (n=0)	Grade 8 % (± CI) (n=3,338)	Grade 10 % (± CI) (n=4,615)	Grade 12 % (± CI) (n=3,240)
a. I did not use alcohol or drugs in the past year.	**	87.7% (±1.6)	70.6% (±2.1)	55.9% (±2.7)
b. I did not have any problems from drinking alcohol or using drugs in the past year.	**	8.6% (±1.0)	18.6% (±1.8)	28.8% (±2.1)
c. I missed classes or school.	**	0.9% (±0.4)	2.1% (±0.5)	2.7% (±0.7)
d. I failed classes or dropped out of school.	**	0.8% (±0.8)	1.2% (±0.4)	1.2% (±0.5)
e. I got sick (vomited) or had a hangover.	**	1.6% (±0.5)	5.3% (±0.9)	9.4% (±1.6)
f. I felt depressed, anxious, scared, or had other emotional problems.	**	1.2% (±0.4)	2.4% (±0.5)	3.4% (±0.7)
g. I got hurt or injured.	**	0.7% (±0.3)	1.3% (±0.3)	1.6% (±0.5)
h. I hurt or injured someone else.	**	0.3% (±0.2)	0.5% (±0.3)	0.5% (±0.3)
i. I got in trouble with my parents or family.	**	1.2% (±0.4)	3.6% (±0.7)	4.3% (±0.8)
j. I did things I didn't want to do or regretted afterward.	**	1.5% (±0.4)	3.0% (±0.6)	4.3% (±0.7)

Other Health Concerns

Nutrition and Fitness

This section provides results regarding other health concerns including nutrition and fitness, health conditions and health care, safety, behaviors related to intentional injury, depression, and gambling behavior. Proper nutrition and exercise are critical components of a healthy life, as is access to preventive health care. Safety-related behaviors, such as wearing a seat belt when in a moving vehicle, can profoundly influence the outcome of an accident. Injury is the leading cause of death for adolescents aged 10 to 19, and violence contributes to injury-related deaths. People who are depressed experience a range of symptoms, and depression is associated with suicidal behavior.

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%.

76. Obese or overweight? (Computed from numeric responses to "How tall are you without your shoes on?" and "How much do you weigh without your shoes on?")	(n=0)	(n=3,581)	(n=4,835)	(n=3,653)
Obese	**	11.1% (±1.5)	11.6% (±1.5)	14.5% (±2.0)
Overweight	**	15.5% (±1.9)	15.2% (±1.4)	15.7% (±1.2)
Normal weight	**	69.8% (±2.6)	70.8% (±2.4)	66.0% (±2.6)
Underweight	**	3.7% (±0.7)	2.4% (±0.5)	3.8% (±0.6)

77. Which of the following are you trying to do about your weight?	(n=0)	(n=4,172)	(n=5,218)	(n=3,816)
a. I am not trying to do anything about my weight.	**	33.5% (±2.3)	29.8% (±2.1)	29.1% (±2.1)
b. Lose weight	**	39.3% (±2.5)	41.2% (±2.3)	41.9% (±2.3)
c. Gain weight	**	10.3% (±1.0)	13.1% (±1.0)	15.0% (±1.3)
d. Stay the same weight	**	17.0% (±1.2)	15.9% (±1.3)	14.0% (±1.0)

78. How often do you eat dinner with your family?	(n=8,469)	(n=4,153)	(n=5,174)	(n=3,751)
a. Never	2.8% (±0.4)	5.0% (±0.7)	6.6% (±1.0)	9.7% (±1.3)
b. Rarely	7.4% (±0.8)	12.3% (±1.1)	14.0% (±1.3)	17.5% (±1.4)
c. Sometimes	11.8% (±0.9)	17.4% (±1.7)	19.9% (±1.1)	22.3% (±1.3)
d. Most of the time	30.8% (±1.2)	31.3% (±1.7)	33.7% (±2.1)	31.6% (±1.8)
e. Always	47.3% (±1.4)	34.1% (±2.2)	25.8% (±1.3)	19.0% (±1.5)

79. How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food?	**Grade 6** **% (± CI)** (n=0)	**Grade 8** **% (± CI)** (n=7,832)	**Grade 10** **% (± CI)** (n=10,159)	**Grade 12** **% (± CI)** (n=7,153)
a. Almost every month	**	2.7% (±0.5)	3.6% (±0.5)	4.8% (±0.7)
b. Some months but not every month	**	3.9% (±0.6)	4.8% (±0.6)	5.8% (±1.0)
c. Only 1-2 months	**	3.7% (±0.6)	4.0% (±0.4)	5.1% (±0.7)
d. Did not have to skip or cut the size of meals.	**	89.7% (±1.3)	87.6% (±1.2)	84.3% (±1.9)

80. Number of servings of fruits and vegetables eaten per day (Computed from FV1 – FV6)	(n=0)	(n=4,117)	(n=5,146)	(n=3,766)
a. Less than 1	**	12.1% (±1.3)	12.4% (±1.2)	12.7% (±1.5)
b. 1 to less than 3	**	43.4% (±2.4)	44.3% (±1.6)	46.2% (±2.2)
c. 3 to less than 5	**	21.5% (±1.5)	23.0% (±1.6)	22.1% (±1.9)
d. 5 or more	**	23.0% (±1.6)	20.3% (±1.2)	19.0% (±1.5)

81. Did you eat breakfast today?	(n=8,768)	(n=4,141)	(n=5,167)	(n=3,755)
a. Yes	80.9% (±1.8)	66.2% (±2.5)	60.1% (±2.9)	54.9% (±2.6)
b. No	19.1% (±1.8)	33.8% (±2.5)	39.9% (±2.9)	45.1% (±2.6)

82. 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)? Do not include diet drinks.	(n=0)	(n=4,162)	(n=5,198)	(n=3,784)
a. 0 times	**	22.2% (±1.8)	23.5% (±2.1)	21.2% (±1.7)
b. 1-3 times	**	47.6% (±1.6)	42.8% (±1.9)	40.5% (±2.0)
c. 4-6 times	**	14.8% (±1.2)	17.0% (±1.4)	19.2% (±1.6)
d. 1 time per day	**	7.8% (±0.9)	7.9% (±0.9)	8.5% (±1.0)
e. 2 times per day	**	4.2% (±0.7)	4.5% (±0.7)	6.3% (±1.0)
f. 3 times per day	**	1.3% (±0.3)	1.9% (±0.5)	1.9% (±0.4)
g. 4 or more times per day	**	2.0% (±0.5)	2.3% (±0.5)	2.5% (±0.5)

83. 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.	(n=0)	(n=4,155)	(n=5,190)	(n=3,776)
a. 0 times	**	61.1% (±2.2)	57.8% (±3.1)	55.6% (±2.6)
b. 1-3 times	**	29.4% (±1.6)	30.8% (±2.3)	31.3% (±1.7)
c. 4-6 times	**	6.2% (±0.8)	7.5% (±0.9)	8.6% (±1.1)
d. 7-9 times	**	1.7% (±0.4)	2.3% (±0.4)	2.4% (±0.6)
e. 10 times or more	**	1.6% (±0.4)	1.6% (±0.3)	2.1% (±0.5)

84. 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.)	(n=0)	(n=4,148)	(n=5,169)	(n=3,764)
a. I did not drink sodas, sports drinks, or other flavored drinks at school.	**	59.9% (±2.4)	53.3% (±3.0)	49.5% (±2.3)
b. I brought them from home.	**	22.2% (±1.8)	21.1% (±1.8)	24.5% (±2.2)
c. I got them from friends.	**	4.4% (±0.9)	4.6% (±0.6)	3.1% (±0.6)
d. I bought them at school.	**	6.2% (±1.5)	10.9% (±2.0)	7.3% (±1.2)
e. Other	**	7.3% (±1.3)	10.1% (±1.7)	15.6% (±1.9)

85. How many sodas, sports drinks (such as Gatorade) and other sweetened drinks (such as Snapple or SoBe) did you drink yesterday?	Grade 6 % (± CI) (n=8,736)	Grade 8 % (± CI) (n=0)	Grade 10 % (± CI) (n=0)	Grade 12 % (± CI) (n=0)
a. None	53.4% (±2.1)	**	**	**
b. 1	33.8% (±1.4)	**	**	**
c. 2	8.6% (±0.8)	**	**	**
d. 3	2.0% (±0.4)	**	**	**
e. 4 or more	2.2% (±0.4)	**	**	**

86. Did you buy sodas, sports drinks, or other flavored sweetened drinks at school yesterday?	(n=8,674)	(n=0)	(n=0)	(n=0)
a. I did not drink sodas, sports drinks or other flavored sweetened drinks yesterday.	38.8% (±1.8)	**	**	**
b. Yes	10.8% (±1.0)	**	**	**
c. No	50.4% (±1.6)	**	**	**

87. During the past 7 days, how many times did you eat any potato chips or similar snack foods such as corn chips or cheese puffs at school (including any after-school and weekend activities)? Do not include reduced fat or fat-free items.	(n=0)	(n=4,138)	(n=5,169)	(n=3,752)
a. 0 times	**	37.9% (±1.9)	42.0% (±1.8)	46.8% (±2.4)
b. 1-3 times	**	43.5% (±2.1)	40.3% (±1.5)	36.2% (±2.0)
c. 4-6 times	**	13.1% (±1.1)	12.7% (±1.0)	12.0% (±1.1)
d. 7-9 times	**	2.9% (±0.6)	3.2% (±0.5)	2.9% (±0.6)
e. 10 times or more	**	2.6% (±0.5)	1.9% (±0.5)	2.1% (±0.4)

88. 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.)	(n=9,511)	(n=4,120)	(n=5,169)	(n=3,742)
a. 0 days	6.1% (±0.8)	9.2% (±1.6)	13.5% (±1.4)	17.2% (±1.5)
b. 1 day	5.3% (±0.5)	5.9% (±1.0)	6.5% (±1.0)	7.3% (±0.8)
c. 2 days	7.2% (±0.6)	7.4% (±1.0)	7.6% (±0.8)	8.5% (±0.9)
d. 3 days	10.6% (±0.7)	8.9% (±1.2)	9.8% (±1.1)	10.4% (±1.3)
e. 4 days	12.5% (±0.7)	10.3% (±1.5)	9.1% (±1.0)	10.1% (±1.2)
f. 5 days	18.3% (±1.0)	18.6% (±1.4)	18.6% (±1.5)	16.4% (±1.5)
g. 6 days	11.6% (±0.8)	9.6% (±1.3)	11.2% (±1.2)	8.8% (±1.0)
h. 7 days	28.3% (±1.5)	30.1% (±2.3)	23.7% (±1.5)	21.2% (±1.5)

89. On how many of the past 7 days did you do exercises to strengthen or tone your muscles, such as push-ups, sit-ups, or weight lifting?	(n=0)	(n=4,113)	(n=5,161)	(n=3,738)
a. 0 days	**	19.9% (±1.7)	25.8% (±2.6)	33.2% (±2.1)
b. 1 day	**	10.2% (±1.2)	9.4% (±1.1)	8.9% (±1.1)
c. 2 days	**	12.1% (±1.5)	9.9% (±1.1)	10.3% (±1.1)
d. 3 days	**	12.8% (±1.5)	11.4% (±1.4)	9.8% (±1.3)
e. 4 days	**	8.9% (±1.1)	8.6% (±0.9)	8.3% (±1.2)
f. 5 days	**	16.6% (±2.6)	16.5% (±1.9)	14.3% (±2.0)
g. 6 days	**	4.4% (±0.8)	5.2% (±0.8)	4.2% (±0.8)
h. 7 days	**	15.0% (±1.6)	13.0% (±1.1)	10.9% (±1.3)

	Grade 6	Grade 8	Grade 10	Grade 12
90. On average how many days a week do you walk to or from school?	**% (± CI)** (n=9,672)	**% (± CI)** (n=4,079)	**% (± CI)** (n=5,105)	**% (± CI)** (n=3,701)
a. Never	69.5% (±4.2)	62.4% (±5.8)	67.5% (±4.3)	79.3% (±2.8)
b. 1-2	8.9% (±1.4)	12.6% (±2.3)	11.4% (±1.3)	7.2% (±1.2)
c. 3-4	6.2% (±1.1)	6.4% (±1.3)	5.5% (±0.9)	4.0% (±0.7)
d. I walk every day.	15.4% (±2.4)	18.6% (±3.4)	15.6% (±2.6)	9.5% (±1.5)
91. On average how many days a week do you ride a bicycle to or from school?	(n=9,635)	(n=4,077)	(n=5,107)	(n=3,698)
a. Never	93.0% (±1.1)	94.1% (±1.5)	95.4% (±0.6)	96.5% (±0.8)
b. 1-2	4.0% (±0.7)	3.3% (±0.9)	2.3% (±0.5)	1.8% (±0.6)
c. 3-4	1.6% (±0.3)	1.2% (±0.4)	1.1% (±0.3)	1.0% (±0.4)
d. I bike every day.	1.4% (±0.4)	1.4% (±0.6)	1.2% (±0.3)	0.7% (±0.3)
92. On an average school day, how many hours do you watch TV?	(n=9,593)	(n=4,119)	(n=5,162)	(n=3,739)
a. I do not watch TV on an average school day.	19.5% (±1.7)	21.1% (±1.4)	25.6% (±1.6)	27.9% (±1.7)
b. Less than 1 hour per day	26.3% (±1.1)	25.0% (±1.9)	23.1% (±1.1)	22.0% (±1.4)
c. 1 hour per day	18.9% (±0.9)	17.0% (±1.2)	15.0% (±1.2)	14.4% (±1.4)
d. 2 hours per day	18.7% (±1.0)	17.2% (±1.3)	17.5% (±1.1)	17.0% (±1.2)
e. 3 hours per day	8.6% (±0.8)	10.3% (±1.3)	9.9% (±0.9)	10.1% (±1.0)
f. 4 hours per day	3.3% (±0.5)	3.8% (±0.7)	4.0% (±0.6)	4.3% (±0.8)
g. 5 or more hours per day	4.7% (±0.7)	5.6% (±0.9)	4.9% (±0.9)	4.4% (±0.8)
93. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on such things as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)	(n=9,606)	(n=4,103)	(n=5,131)	(n=3,719)
a. I do not play video games or use a computer for fun on an average school day.	12.9% (±1.0)	15.9% (±1.2)	19.1% (±1.5)	21.8% (±1.6)
b. Less than 1 hour per day	24.0% (±1.6)	16.2% (±1.4)	14.3% (±1.2)	14.3% (±1.2)
c. 1 hour per day	18.9% (±1.0)	13.4% (±1.3)	11.1% (±1.0)	12.0% (±1.2)
d. 2 hours per day	17.6% (±1.0)	16.3% (±1.2)	15.2% (±1.3)	14.1% (±1.4)
e. 3 hours per day	11.0% (±1.0)	13.4% (±1.2)	13.6% (±1.1)	13.1% (±1.4)
f. 4 hours per day	6.0% (±0.7)	8.4% (±0.8)	8.8% (±0.8)	8.6% (±0.9)
g. 5 or more hours per day	9.8% (±1.4)	16.5% (±1.9)	17.9% (±1.7)	16.1% (±1.7)
94. In an average week when you are in school, on how many days do you go to physical education (PE) classes?	(n=0)	(n=4,067)	(n=5,108)	(n=3,703)
a. 0 days	**	28.6% (±7.0)	56.8% (±6.0)	62.6% (±2.9)
b. 1 day	**	1.3% (±0.4)	1.5% (±0.5)	2.0% (±0.7)
c. 2 days	**	5.4% (±2.5)	2.2% (±1.3)	3.0% (±1.0)
d. 3 days	**	12.8% (±10.4)	5.4% (±5.5)	4.4% (±3.1)
e. 4 days	**	2.4% (±2.1)	2.8% (±1.9)	4.4% (±2.7)
f. 5 days	**	49.4% (±9.7)	31.2% (±6.5)	23.6% (±4.5)

	Grade 6	Grade 8	Grade 10	Grade 12
95. During an average PE class, how many minutes do you spend actually exercising or playing sports?	**% (± CI)** (n=0)	**% (± CI)** (n=4,064)	**% (± CI)** (n=5,101)	**% (± CI)** (n=3,698)
a. I do not take PE	**	25.6% (±6.5)	52.4% (±5.7)	58.0% (±3.4)
b. Less than 10 minutes	**	1.7% (±0.6)	1.4% (±0.4)	1.6% (±0.6)
c. 10-20 minutes	**	4.8% (±1.0)	2.4% (±0.6)	2.0% (±0.6)
d. 21-30 minutes	**	9.9% (±1.6)	5.2% (±0.7)	5.2% (±1.1)
e. 31-40 minutes	**	16.1% (±2.3)	9.9% (±1.7)	9.4% (±1.3)
f. 41-50 minutes	**	19.1% (±2.3)	13.5% (±2.1)	11.2% (±1.5)
g. 51-60 minutes	**	13.7% (±2.5)	8.3% (±1.6)	6.7% (±1.4)
h. More than 60 minutes	**	9.1% (±5.7)	6.9% (±3.9)	5.9% (±2.4)
96. 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=0)	(n=8,129)	(n=10,357)	(n=7,251)
a. 0 days	**	37.2% (±2.5)	35.8% (±2.4)	38.2% (±2.6)
b. 1-2 days	**	19.8% (±1.9)	22.3% (±1.3)	24.0% (±1.6)
c. 3 or more days	**	43.0% (±2.6)	41.8% (±2.2)	37.8% (±2.7)

Health Conditions and Health Care

97. Has a doctor or nurse ever told you that you have asthma?	(n=9,678)	(n=4,071)	(n=5,107)	(n=3,696)
a. Yes	14.0% (±0.8)	17.4% (±1.2)	21.1% (±1.2)	23.3% (±1.4)
b. No	75.6% (±1.2)	74.0% (±1.6)	72.4% (±1.5)	71.5% (±1.4)
c. Not sure	10.5% (±0.8)	8.6% (±1.0)	6.4% (±0.8)	5.1% (±0.8)
98. Do you still have asthma?	(n=9,646)	(n=4,058)	(n=5,099)	(n=3,689)
a. I have never had asthma.	64.7% (±1.5)	65.3% (±1.7)	62.9% (±1.9)	60.6% (±1.6)
b. Yes	10.3% (±0.8)	9.9% (±0.8)	11.6% (±1.1)	12.6% (±1.4)
c. No	14.5% (±0.9)	14.3% (±1.3)	16.0% (±1.1)	18.2% (±1.1)
d. Not sure	10.5% (±0.7)	10.5% (±1.1)	9.5% (±0.9)	8.6% (±1.0)
99. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?	(n=0)	(n=4,057)	(n=5,088)	(n=3,681)
a. During the past 12 months	**	76.3% (±2.8)	79.8% (±1.9)	77.8% (±2.8)
b. Between 12 and 24 months ago	**	7.2% (±1.0)	8.1% (±1.0)	9.9% (±1.5)
c. More than 24 months ago	**	3.1% (±0.6)	4.3% (±0.7)	5.9% (±1.0)
d. Never	**	1.3% (±0.4)	1.0% (±0.2)	1.0% (±0.3)
e. Not sure	**	12.0% (±2.0)	6.8% (±1.1)	5.4% (±1.3)
100. During the past 12 months, how many days did you miss some school because of toothache? (Do not include toothache due to braces or injury.)	(n=0)	(n=4,043)	(n=5,082)	(n=3,675)
a. None	**	93.4% (±1.2)	94.4% (±1.0)	93.3% (±1.5)
b. 1-4 days	**	3.4% (±0.8)	3.1% (±0.7)	3.4% (±0.8)
c. 5 days or more	**	0.9% (±0.2)	1.1% (±0.3)	1.7% (±0.5)
d. Not sure	**	2.3% (±0.6)	1.4% (±0.4)	1.6% (±0.6)

101. During the past year, did you miss any time from school because of toothache? (Do not include toothache due to braces or an injury.)	Grade 6 % (± CI) (n=9,620)	Grade 8 % (± CI) (n=0)	Grade 10 % (± CI) (n=0)	Grade 12 % (± CI) (n=0)
a. Yes	5.2% (±0.8)	**	**	**
b. No	86.8% (±1.2)	**	**	**
c. Not sure	8.0% (±0.7)	**	**	**

102. On an average school night how many hours do you sleep?	(n=0)	(n=3,799)	(n=4,886)	(n=3,559)
a. 5 hours or less	**	10.2% (±1.0)	18.0% (±1.7)	20.1% (±2.0)
b. About 6 hours	**	15.6% (±1.4)	23.9% (±1.7)	30.3% (±2.0)
c. About 7 hours	**	24.2% (±1.3)	29.1% (±1.4)	29.8% (±1.8)
d. About 8 hours	**	34.7% (±1.5)	24.2% (±2.2)	16.8% (±2.3)
e. 9 hours or more	**	15.2% (±1.6)	4.8% (±0.6)	3.0% (±0.5)

Sexual Behavior

103. Have you ever had sexual intercourse? †	(n=0)	(n=1,921)	(n=3,609)	(n=2,555)
a. Yes	**	7.9% (±2.1)	25.0% (±3.2)	51.0% (±3.1)
b. No	**	92.1% (±2.1)	75.0% (±3.2)	49.0% (±3.1)

104. How old were you when you had sexual intercourse for the first time? †	(n=0)	(n=1,921)	(n=3,609)	(n=2,555)
a. I have never had sexual intercourse.	**	92.1% (±2.1)	75.0% (±3.2)	49.0% (±3.1)
b. 11 years old or younger	**	2.7% (±0.8)	2.0% (±0.5)	2.3% (±0.7)
c. 12 years old	**	1.5% (±0.5)	1.7% (±0.5)	2.1% (±0.7)
d. 13 years old	**	2.6% (±1.2)	2.4% (±0.7)	2.4% (±0.9)
e. 14 years old	**	0.8% (±0.4)	6.8% (±1.0)	6.7% (±1.1)
f. 15 years old	**	0.0% (±0.0)	10.6% (±1.5)	11.7% (±1.7)
g. 16 years old	**	0.0% (±0.0)	1.4% (±0.5)	14.9% (±1.5)
h. 17 years old or older	**	0.4% (±0.3)	0.2% (±0.1)	11.0% (±1.1)

105. With how many people have you ever had sexual intercourse? †	(n=0)	(n=1,915)	(n=3,607)	(n=2,547)
a. I have never had sexual intercourse.	**	92.2% (±2.4)	75.8% (±3.1)	49.9% (±3.0)
b. 1 person	**	3.9% (±1.3)	12.9% (±1.5)	21.7% (±1.5)
c. 2 people	**	1.5% (±0.7)	4.2% (±0.8)	8.9% (±1.3)
d. 3 people	**	0.7% (±0.4)	2.6% (±0.6)	5.7% (±0.8)
e. 4 people	**	0.4% (±0.3)	1.4% (±0.4)	4.0% (±0.7)
f. 5 people	**	0.3% (±0.2)	0.7% (±0.3)	2.7% (±0.5)
g. 6 or more people	**	1.1% (±0.5)	2.3% (±0.5)	7.1% (±1.5)

106. The last time you had sexual intercourse, did you or your partner use a condom? †	(n=0)	(n=1,906)	(n=3,601)	(n=2,548)
a. I have never had sexual intercourse.	**	92.7% (±2.2)	75.1% (±3.2)	49.5% (±3.0)
b. Yes	**	4.1% (±1.6)	14.2% (±1.9)	26.8% (±2.1)
c. No	**	3.1% (±1.0)	10.8% (±1.6)	23.7% (±2.7)

Behaviors Related to Unintentional Injury

	Grade 6	Grade 8	Grade 10	Grade 12
107. How often do you wear a life vest when you're in a small boat like a canoe, raft, or small motorboat?	**% (± CI)** (n=0)	**% (± CI)** (n=4,242)	**% (± CI)** (n=5,289)	**% (± CI)** (n=3,860)
a. Never go boating	**	24.9% (±3.3)	22.9% (±3.3)	21.3% (±3.1)
b. Never	**	8.1% (±1.2)	10.3% (±1.0)	13.3% (±1.5)
c. Less than half the time	**	7.2% (±0.9)	11.2% (±1.0)	13.1% (±1.4)
d. About half the time	**	10.3% (±1.3)	12.4% (±1.4)	12.4% (±1.5)
e. More than half the time	**	17.2% (±1.8)	17.4% (±1.8)	14.9% (±1.7)
f. Always	**	32.2% (±2.1)	25.9% (±1.7)	24.9% (±1.9)
108. Have you ever taken formal swimming lessons?	(n=9,690)	(n=4,257)	(n=5,302)	(n=3,867)
a. Yes	58.8% (±4.3)	56.0% (±5.4)	57.3% (±6.2)	58.1% (±6.4)
b. No	34.3% (±4.1)	36.3% (±4.9)	37.0% (±5.9)	37.2% (±6.2)
c. Not sure	6.9% (±0.5)	7.7% (±0.9)	5.7% (±0.9)	4.7% (±0.9)
109. How good a swimmer do you think you are?	(n=9,701)	(n=4,260)	(n=5,303)	(n=3,866)
a. Good	57.4% (±2.3)	55.6% (±3.5)	54.6% (±3.4)	56.0% (±3.4)
b. So-so	32.2% (±1.3)	32.6% (±1.8)	31.7% (±1.9)	29.6% (±1.4)
c. Not good	5.6% (±0.7)	6.4% (±1.4)	7.6% (±1.0)	8.4% (±1.1)
d. Can't swim	4.7% (±0.9)	5.4% (±1.2)	6.1% (±1.2)	6.1% (±1.7)
110. During the past 30 days, how many days did you ride in a car or other vehicle driven by someone who was texting or emailing?	(n=0)	(n=4,215)	(n=5,287)	(n=3,861)
a. 0 days	**	51.9% (±2.0)	43.5% (±2.1)	40.4% (±1.8)
b. 1 or 2 days	**	19.6% (±1.2)	20.5% (±1.2)	20.5% (±1.4)
c. 3 to 5 days	**	8.9% (±0.8)	11.9% (±1.2)	12.9% (±0.9)
d. 6 to 9 days	**	5.9% (±0.9)	6.8% (±0.8)	8.6% (±0.9)
e. 10 to 19 days	**	5.4% (±0.8)	7.5% (±0.8)	7.5% (±0.8)
f. 20 to 29 days	**	3.0% (±0.6)	4.0% (±0.6)	4.0% (±0.6)
g. All 30 days	**	5.3% (±0.8)	5.8% (±1.0)	6.0% (±0.9)
111. During the past 30 days, did you ride in a car or other vehicle driven by someone who was texting or emailing?	(n=9,583)	(n=0)	(n=0)	(n=0)
a. Yes	21.8% (±1.1)	**	**	**
b. No	60.6% (±1.4)	**	**	**
c. Not sure	17.6% (±1.0)	**	**	**
112. During the past 30 days, how many days did you text or email while driving a car or other vehicle?	(n=0)	(n=7,878)	(n=10,191)	(n=7,215)
a. I did not drive a car or other vehicle during the past 30 days.	**	82.8% (±1.7)	57.1% (±2.2)	29.7% (±2.7)
b. 0 days	**	12.3% (±1.3)	33.5% (±1.9)	29.1% (±1.5)
c. 1 or 2 days	**	1.5% (±0.2)	4.5% (±0.6)	11.4% (±0.8)
d. 3 to 5 days	**	0.8% (±0.2)	1.6% (±0.3)	6.0% (±0.6)
e. 6 to 9 days	**	0.6% (±0.1)	0.8% (±0.2)	4.9% (±0.7)
f. 10 to 19 days	**	0.5% (±0.1)	0.7% (±0.2)	5.6% (±0.7)
g. 20 to 29 days	**	0.4% (±0.1)	0.5% (±0.1)	4.8% (±0.6)
h. All 30 days	**	1.0% (±0.3)	1.3% (±0.3)	8.5% (±1.1)

113. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?	Grade 6 % (± CI) (n=0)	Grade 8 % (± CI) (n=3,737)	Grade 10 % (± CI) (n=4,928)	Grade 12 % (± CI) (n=3,372)
a. 0 times	**	85.0% (±1.5)	82.5% (±1.6)	82.9% (±1.4)
b. 1 time	**	7.5% (±0.9)	8.7% (±0.8)	8.5% (±1.1)
c. 2-3 times	**	4.3% (±0.8)	5.7% (±1.1)	5.3% (±0.7)
d. 4-5 times	**	1.1% (±0.4)	1.1% (±0.3)	1.6% (±0.5)
e. 6 or more times	**	2.2% (±0.5)	1.9% (±0.4)	1.6% (±0.4)

114. In the last 30 days, have you ridden in a car driven by someone who had been drinking alcohol?	(n=8,757)	(n=0)	(n=0)	(n=0)
a. Yes	5.6% (±0.6)	**	**	**
b. No	87.0% (±0.8)	**	**	**
c. Not sure	7.4% (±0.6)	**	**	**

115. During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?	(n=0)	(n=3,734)	(n=4,922)	(n=3,368)
a. 0 times	**	96.6% (±0.8)	94.6% (±1.0)	90.5% (±1.1)
b. 1 time	**	1.2% (±0.4)	2.4% (±0.5)	5.2% (±0.9)
c. 2-3 times	**	1.0% (±0.3)	1.5% (±0.4)	2.5% (±0.5)
d. 4-5 times	**	0.5% (±0.2)	0.8% (±0.3)	0.9% (±0.3)
e. 6 or more times	**	0.7% (±0.3)	0.8% (±0.2)	0.9% (±0.4)

116. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been using marijuana?	(n=0)	(n=3,710)	(n=4,910)	(n=3,355)
a. 0 times	**	89.2% (±1.7)	82.4% (±2.0)	74.8% (±1.8)
b. 1 time	**	3.6% (±0.7)	6.2% (±0.7)	7.9% (±1.0)
c. 2-3 times	**	3.0% (±0.8)	4.6% (±0.8)	7.1% (±0.8)
d. 4-5 times	**	1.0% (±0.3)	2.4% (±0.5)	3.2% (±0.6)
e. 6 or more times	**	3.1% (±0.8)	4.4% (±0.9)	7.0% (±1.2)

117. During the past 30 days, how many times did you drive a car or other vehicle within three hours after using marijuana?	(n=0)	(n=3,702)	(n=4,901)	(n=3,352)
a. 0 times	**	94.4% (±1.0)	90.7% (±1.5)	83.5% (±1.5)
b. 1 time	**	2.2% (±0.6)	3.9% (±0.8)	5.5% (±0.8)
c. 2-3 times	**	1.6% (±0.5)	2.4% (±0.5)	3.9% (±0.8)
d. 4-5 times	**	0.5% (±0.3)	0.9% (±0.3)	2.4% (±0.5)
e. 6 or more times	**	1.4% (±0.4)	2.1% (±0.5)	4.7% (±1.0)

Behaviors Related to Intentional Injury

118. During the past 30 days, on how many days did you: Carry a weapon such as a gun, knife, or club on school property?	(n=0)	(n=8,087)	(n=10,322)	(n=7,281)
a. 0 days	**	96.0% (±0.5)	94.0% (±0.8)	92.5% (±1.0)
b. 1-5 days	**	2.5% (±0.3)	3.4% (±0.5)	4.0% (±0.5)
c. 6 or more days	**	1.5% (±0.3)	2.5% (±0.4)	3.5% (±0.6)

119. During the past 30 days, did you carry a weapon such as a gun, knife, or club on school property?	(n=9,162)	(n=0)	(n=0)	(n=0)
a. Yes	3.1% (±0.4)	**	**	**
b. No	96.9% (±0.4)	**	**	**

	Grade 6	Grade 8	Grade 10	Grade 12
120. During the past 30 days, on how many days did you carry a gun? (Do not include carrying a gun while hunting.)	**% (± CI)** (n=0)	**% (± CI)** (n=4,223)	**% (± CI)** (n=5,261)	**% (± CI)** (n=3,834)
a. 0 times	**	96.2% (±0.8)	96.2% (±0.6)	95.4% (±0.7)
b. 1 time	**	2.0% (±0.5)	1.8% (±0.4)	2.1% (±0.5)
c. 2-3 times	**	0.9% (±0.3)	0.9% (±0.3)	1.1% (±0.3)
d. 4-5 times	**	0.2% (±0.1)	0.3% (±0.1)	0.4% (±0.2)
e. 6 or more times	**	0.7% (±0.3)	0.9% (±0.2)	1.0% (±0.4)
121. During the past 12 months, how many times were you in a physical fight?	(n=9,064)	(n=8,384)	(n=10,580)	(n=7,450)
a. 0 times	76.1% (±1.4)	72.9% (±1.5)	79.2% (±1.3)	83.9% (±1.4)
b. 1 time	12.4% (±0.8)	14.1% (±0.9)	11.0% (±0.8)	8.9% (±0.9)
c. 2-3 times	6.3% (±0.7)	8.3% (±0.8)	6.3% (±0.6)	4.3% (±0.6)
d. 4-5 times	1.5% (±0.3)	1.9% (±0.3)	1.4% (±0.3)	1.2% (±0.3)
e. 6 or more times	3.7% (±0.5)	2.7% (±0.4)	2.0% (±0.3)	1.6% (±0.3)
122. A gang is a group of people with a leader who act together often for violent or illegal activities. During the past 12 months, have you been a member of a gang?	(n=0)	(n=8,118)	(n=10,348)	(n=7,297)
a. No	**	95.1% (±0.6)	94.9% (±0.5)	94.8% (±0.5)
b. Yes	**	4.9% (±0.6)	5.1% (±0.5)	5.2% (±0.5)
123. Are there gangs at your school?	(n=0)	(n=8,125)	(n=10,347)	(n=7,297)
a. No	**	31.6% (±3.7)	19.6% (±2.6)	31.1% (±3.7)
b. Yes	**	10.9% (±2.1)	18.6% (±2.4)	15.3% (±2.8)
c. Don't know	**	57.6% (±3.0)	61.8% (±1.8)	53.6% (±2.3)
124. 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?	(n=0)	(n=3,437)	(n=4,665)	(n=3,444)
a. No	**	78.0% (±1.8)	76.1% (±1.5)	76.5% (±1.6)
b. Yes	**	22.0% (±1.8)	23.9% (±1.5)	23.5% (±1.6)

Physical, Emotional and Sexual Abuse

125. Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury?	(n=0)	(n=3,403)	(n=4,645)	(n=3,433)
a. No	**	80.7% (±1.7)	77.4% (±1.5)	77.9% (±1.9)
b. Yes	**	19.3% (±1.7)	22.6% (±1.5)	22.1% (±1.9)
126. How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you?	(n=0)	(n=3,410)	(n=4,653)	(n=3,433)
a. Never or almost never	**	66.3% (±2.0)	62.2% (±1.9)	62.9% (±2.0)
b. Sometimes	**	21.7% (±1.4)	23.8% (±1.5)	23.6% (±1.3)
c. Often	**	7.0% (±0.8)	7.4% (±0.9)	7.6% (±0.9)
d. Very often	**	5.0% (±1.0)	6.6% (±0.8)	5.9% (±1.2)

	Grade 6	Grade 8	Grade 10	Grade 12
127. During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?	**% (± CI)** (n=0)	**% (± CI)** (n=3,472)	**% (± CI)** (n=4,659)	**% (± CI)** (n=3,449)
a. I did not date or go out with anyone during the past 12 months.	**	58.8% (±2.2)	45.1% (±2.7)	35.0% (±2.3)
b. No	**	36.8% (±2.0)	46.1% (±2.1)	55.8% (±2.2)
c. Yes	**	4.3% (±0.7)	8.8% (±1.0)	9.2% (±1.2)
128. In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)	(n=0)	(n=3,455)	(n=4,670)	(n=3,448)
a. I did not date or go out with anyone during the past 12 months.	**	61.9% (±2.2)	48.2% (±2.5)	37.8% (±2.5)
b. 0 times	**	35.5% (±2.1)	46.0% (±2.2)	56.6% (±2.5)
c. 1 time	**	1.5% (±0.4)	2.3% (±0.6)	2.3% (±0.5)
d. 2 or 3 times	**	0.5% (±0.4)	1.6% (±0.4)	1.8% (±0.6)
e. 4 or 5 times	**	0.1% (±0.1)	0.7% (±0.2)	0.6% (±0.3)
f. 6 or more times	**	0.4% (±0.2)	1.1% (±0.3)	0.9% (±0.3)
129. Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? †	(n=0)	(n=1,911)	(n=3,605)	(n=2,554)
a. No	**	87.2% (±1.7)	82.5% (±1.7)	78.4% (±1.9)
b. Yes	**	12.8% (±1.7)	17.5% (±1.7)	21.6% (±1.9)

Mental Health

130. 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?	(n=0)	(n=8,326)	(n=10,523)	(n=7,402)
a. Yes	**	27.7% (±1.6)	34.5% (±1.5)	36.7% (±1.9)
b. No	**	72.3% (±1.6)	65.5% (±1.5)	63.3% (±1.9)
131. During the past 12 months, did you ever seriously consider attempting suicide?	(n=0)	(n=8,274)	(n=10,493)	(n=7,388)
a. Yes	**	16.7% (±1.0)	20.6% (±1.3)	20.2% (±1.5)
b. No	**	83.3% (±1.0)	79.4% (±1.3)	79.8% (±1.5)
132. During the past 12 months, did you make a plan about how you would attempt suicide?	(n=0)	(n=4,214)	(n=5,273)	(n=3,846)
a. Yes	**	13.4% (±1.2)	17.0% (±1.4)	16.3% (±1.7)
b. No	**	86.6% (±1.2)	83.0% (±1.4)	83.7% (±1.7)
133. During the past 12 months, how many times did you actually attempt suicide?	(n=0)	(n=4,223)	(n=5,281)	(n=3,852)
a. 0 times	**	91.7% (±1.1)	89.9% (±1.1)	91.3% (±1.1)
b. 1 time	**	4.5% (±0.7)	5.8% (±0.7)	4.9% (±0.9)
c. 2-3 times	**	2.5% (±0.5)	3.1% (±0.5)	2.5% (±0.5)
d. 4-5 times	**	0.8% (±0.2)	0.6% (±0.2)	0.5% (±0.2)
e. 6 or more times	**	0.5% (±0.2)	0.7% (±0.2)	0.8% (±0.2)
134. Have you ever seriously thought about killing yourself?	(n=8,982)	(n=0)	(n=0)	(n=0)
a. Yes	14.6% (±1.3)	**	**	**
b. No	85.4% (±1.3)	**	**	**

	Grade 6	Grade 8	Grade 10	Grade 12
135. Have you ever tried to kill yourself?	**% (± CI)** (n=8,999)	**% (± CI)** (n=0)	**% (± CI)** (n=0)	**% (± CI)** (n=0)
a. Yes	4.8% (±0.7)	**	**	**
b. No	95.2% (±0.7)	**	**	**
136. How often over the last 2 weeks, were you bothered by: Feeling nervous, anxious or on edge?	(n=0)	(n=7,280)	(n=9,762)	(n=6,939)
a. Not at all	**	47.1% (±1.8)	35.4% (±1.8)	32.8% (±2.1)
b. Several days	**	33.3% (±1.4)	36.4% (±1.2)	37.1% (±1.4)
c. More than half the days	**	8.2% (±0.7)	11.5% (±0.6)	12.9% (±0.8)
d. Nearly every day	**	11.4% (±0.9)	16.7% (±1.1)	17.2% (±1.3)
137. How often over the last 2 weeks, were you bothered by: Not being able to stop or control worrying?	(n=0)	(n=7,228)	(n=9,714)	(n=6,903)
a. Not at all	**	60.1% (±1.3)	47.2% (±1.4)	43.3% (±1.6)
b. Several days	**	23.3% (±0.9)	28.8% (±0.9)	30.7% (±1.1)
c. More than half the days	**	7.3% (±0.6)	10.3% (±0.7)	11.3% (±0.6)
d. Nearly every day	**	9.3% (±1.0)	13.7% (±1.0)	14.7% (±1.1)
138. When you feel sad or hopeless, are there adults that you can turn to for help?	(n=8,990)	(n=4,229)	(n=5,280)	(n=3,847)
a. I never feel sad or hopeless.	20.5% (±0.9)	27.1% (±1.8)	22.3% (±1.3)	20.3% (±1.7)
b. Yes	62.2% (±1.8)	47.2% (±3.0)	49.2% (±2.1)	54.4% (±2.3)
c. No	7.3% (±0.7)	11.8% (±1.1)	14.5% (±1.1)	13.3% (±1.3)
d. Not sure	9.9% (±0.9)	13.9% (±1.5)	14.0% (±1.4)	12.0% (±1.4)
139. If you feel sad or hopeless almost every day for two weeks or more in a row, to whom would you most likely turn for help? (Check all that apply)	(n=0)	(n=6,387)	(n=7,980)	(n=5,376)
a. Sibling or cousin	**	18.3% (±1.2)	17.3% (±1.3)	16.8% (±1.3)
b. Teacher, school counselor, or other adult in my school	**	10.9% (±1.2)	8.9% (±0.8)	10.0% (±1.1)
c. Friend or peer	**	30.0% (±2.0)	37.1% (±2.7)	41.2% (±2.1)
d. Parent/Gaurdian	**	36.3% (±2.4)	33.9% (±2.0)	30.4% (±2.2)
e. Adult friend or adult relative that is not my parent/gaurdian	**	8.2% (±0.9)	9.0% (±0.9)	9.6% (±1.1)
f. Religious/faith leader	**	5.3% (±1.0)	5.5% (±0.9)	4.8% (±0.8)
g. I don't have anyone I would talk to.	**	8.5% (±1.0)	9.0% (±1.1)	8.9% (±0.9)
h. I have not felt sad or hopeless for two weeks or more in a row.	**	28.0% (±2.7)	23.7% (±1.7)	22.6% (±1.7)
140. Last year, 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=0)	(n=3,383)	(n=4,640)	(n=3,426)
a. Yes	**	37.5% (±5.4)	54.3% (±5.0)	50.9% (±5.2)
b. No	**	37.6% (±3.8)	26.9% (±3.7)	29.7% (±3.8)
c. Not sure	**	24.9% (±2.5)	18.8% (±1.8)	19.5% (±2.3)

Social and Emotional Learning

141. I know how to disagree without starting a fight or argument.	(n=8,220)	(n=3,271)	(n=4,572)	(n=3,397)
a. Strongly agree	38.8% (±1.4)	46.3% (±2.1)	45.4% (±2.3)	52.3% (±2.3)
b. Agree	46.4% (±1.4)	43.0% (±1.5)	45.5% (±2.2)	40.2% (±1.9)
c. Disagree	10.4% (±0.9)	8.3% (±1.0)	6.9% (±0.9)	5.6% (±0.9)
d. Strongly disagree	4.4% (±0.6)	2.4% (±0.6)	2.2% (±0.5)	1.9% (±0.5)

	Grade 6	Grade 8	Grade 10	Grade 12
142. When I have problems at school, I am good at finding ways to solve them.	**% (± CI)** (n=8,288)	**% (± CI)** (n=3,252)	**% (± CI)** (n=4,558)	**% (± CI)** (n=3,392)
a. Strongly agree	34.1% (±1.3)	35.9% (±2.4)	33.4% (±2.0)	40.4% (±2.1)
b. Agree	52.3% (±1.3)	50.4% (±2.0)	54.4% (±1.9)	49.4% (±1.8)
c. Disagree	10.6% (±1.0)	10.9% (±1.4)	10.2% (±1.0)	8.5% (±0.9)
d. Strongly disagree	3.0% (±0.5)	2.8% (±0.6)	2.0% (±0.5)	1.7% (±0.5)
143. When I make a decision, I think about what might happen afterward.	(n=8,254)	(n=3,244)	(n=4,551)	(n=3,385)
a. Strongly agree	36.4% (±1.1)	37.1% (±2.0)	39.0% (±1.5)	44.7% (±1.9)
b. Agree	49.2% (±1.3)	46.5% (±2.2)	46.9% (±1.7)	43.8% (±1.5)
c. Disagree	11.4% (±0.8)	12.6% (±1.5)	11.4% (±1.3)	9.1% (±1.1)
d. Strongly disagree	3.0% (±0.5)	3.9% (±0.7)	2.7% (±0.6)	2.4% (±0.6)
144. I try to understand how other people feel and think.	(n=8,216)	(n=3,227)	(n=4,548)	(n=3,386)
a. Strongly agree	45.3% (±1.4)	45.8% (±2.3)	47.9% (±1.7)	52.4% (±2.0)
b. Agree	45.8% (±1.3)	44.9% (±2.2)	43.7% (±1.4)	39.2% (±1.5)
c. Disagree	6.7% (±0.6)	7.1% (±1.2)	6.4% (±0.9)	6.4% (±1.0)
d. Strongly disagree	2.2% (±0.4)	2.2% (±0.6)	2.0% (±0.3)	2.0% (±0.4)

Gambling

145. In the past 12 months, how often have you gambled (bet) for money or possessions?	(n=0)	(n=3,665)	(n=4,880)	(n=3,344)
a. Never in the past year	**	78.5% (±1.6)	75.9% (±1.6)	75.5% (±1.9)
b. Once or twice in the past year	**	12.6% (±1.0)	12.9% (±1.2)	13.2% (±1.4)
c. A few times in the past year	**	5.8% (±0.9)	7.0% (±0.8)	6.9% (±1.0)
d. Once or twice a month	**	1.8% (±0.3)	2.4% (±0.4)	2.5% (±0.5)
e. At least once a week	**	1.3% (±0.4)	1.8% (±0.4)	1.9% (±0.6)

School Climate

In the past few years Washington State has given increased attention to supportive learning environments. Students need a safe, nurturing, healthy, and civil learning environment if they are to be successful in school. This section provides information about student perceptions of school climate.

146. 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=9,105)	(n=8,526)	(n=10,727)	(n=7,526)
a. I have not been bullied.	72.7% (±1.9)	72.6% (±1.6)	79.3% (±1.3)	83.1% (±1.2)
b. Once	14.6% (±1.0)	11.9% (±0.9)	8.9% (±0.6)	7.8% (±0.6)
c. 2-3 times	6.9% (±0.7)	8.1% (±0.7)	6.5% (±0.6)	5.1% (±0.5)
d. About once a week	2.3% (±0.4)	3.4% (±0.5)	2.6% (±0.4)	1.7% (±0.3)
e. Several times a week	3.5% (±0.6)	4.0% (±0.6)	2.6% (±0.4)	2.3% (±0.4)
147. When a student is being bullied at school, how often do teachers or other adults at school try to put a stop to it?	(n=0)	(n=3,931)	(n=4,938)	(n=3,602)
a. Almost always	**	36.1% (±2.9)	30.9% (±1.9)	34.4% (±2.4)
b. Often	**	22.8% (±1.6)	24.6% (±1.4)	24.0% (±1.3)
c. Sometimes	**	17.9% (±1.6)	19.7% (±1.3)	19.3% (±1.6)
d. Once in a while	**	11.8% (±1.1)	12.7% (±1.0)	12.2% (±1.2)
e. Almost never	**	11.3% (±1.5)	12.1% (±1.0)	10.1% (±1.0)

	Grade 6	Grade 8	Grade 10	Grade 12
148. If you see bullying or have been bullied at school do you know how to report it?	**% (± CI)** (n=0)	**% (± CI)** (n=3,974)	**% (± CI)** (n=5,004)	**% (± CI)** (n=3,631)
a. Yes	**	78.8% (±1.9)	72.4% (±2.0)	75.5% (±2.2)
b. No	**	9.2% (±1.1)	12.6% (±1.4)	10.9% (±1.2)
c. Not sure	**	12.0% (±1.4)	15.0% (±1.2)	13.6% (±1.8)
149. 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=0)	(n=4,026)	(n=5,070)	(n=3,674)
a. 0 times	**	86.9% (±1.6)	89.3% (±1.0)	92.1% (±1.1)
b. 1 time	**	6.6% (±0.9)	5.5% (±0.7)	4.0% (±0.8)
c. 2-3 times	**	3.4% (±0.6)	2.6% (±0.5)	2.3% (±0.5)
d. About once a week	**	1.3% (±0.4)	1.2% (±0.3)	0.7% (±0.3)
e. Several times a week or more	**	1.8% (±0.4)	1.2% (±0.3)	0.8% (±0.3)
150. 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=0)	(n=4,005)	(n=5,059)	(n=3,663)
a. 0 times	**	88.7% (±1.1)	90.9% (±0.8)	92.7% (±1.1)
b. 1 time	**	5.3% (±0.7)	4.0% (±0.5)	3.6% (±0.6)
c. 2-3 times	**	2.6% (±0.6)	2.8% (±0.5)	1.9% (±0.5)
d. About once a week	**	1.4% (±0.4)	0.9% (±0.3)	0.8% (±0.2)
e. Several times a week or more	**	2.0% (±0.5)	1.4% (±0.4)	1.0% (±0.4)
151. 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=0)	(n=3,831)	(n=4,905)	(n=3,575)
a. 0 days	**	89.7% (±2.4)	89.0% (±2.6)	88.4% (±2.8)
b. 1 day	**	5.6% (±2.1)	6.4% (±2.1)	6.7% (±2.0)
c. 2 or 3 days	**	2.8% (±0.6)	2.9% (±0.6)	3.1% (±1.0)
d. 4 or 5 days	**	0.8% (±0.3)	0.9% (±0.3)	0.8% (±0.3)
e. 6 or more days	**	1.1% (±0.3)	0.9% (±0.2)	0.9% (±0.4)
152. In the past 30 days, has someone used the computer or a cell phone to bully, harass or intimidate you?	(n=0)	(n=4,008)	(n=5,045)	(n=3,656)
a. Yes	**	11.6% (±1.1)	11.8% (±1.0)	11.0% (±1.3)
b. No	**	82.3% (±1.4)	83.4% (±1.2)	84.9% (±1.6)
c. Not sure	**	6.2% (±0.8)	4.8% (±0.6)	4.1% (±0.7)
153. During the past 30 days, have you received a text or an e-mail with a revealing or sexual photo of someone?	(n=0)	(n=3,984)	(n=5,025)	(n=3,641)
a. Yes	**	10.9% (±1.9)	21.8% (±1.7)	23.1% (±1.7)
b. No	**	89.1% (±1.9)	78.2% (±1.7)	76.9% (±1.7)
154. 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=0)	(n=3,972)	(n=5,130)	(n=3,489)
a. No	**	8.0% (±1.2)	6.5% (±1.1)	9.1% (±1.4)
b. Yes	**	56.2% (±3.4)	55.7% (±4.6)	50.5% (±5.0)
c. Not sure	**	35.8% (±3.4)	37.7% (±4.0)	40.4% (±4.5)

	Grade 6	Grade 8	Grade 10	Grade 12
155. Does your school have a counselor?	% (± CI) (n=0)	% (± CI) (n=3,396)	% (± CI) (n=4,638)	% (± CI) (n=3,427)
a. Yes	**	91.6% (±1.8)	94.8% (±0.9)	93.1% (±1.2)
b. No	**	2.4% (±0.6)	2.2% (±0.6)	3.1% (±0.7)
c. Not sure	**	6.0% (±1.5)	3.0% (±0.6)	3.8% (±0.8)
156. In the last year, did you have any contact with the counselor?	(n=0)	(n=3,362)	(n=4,619)	(n=3,421)
a. Yes	**	42.3% (±3.2)	55.5% (±3.6)	71.2% (±2.7)
b. No	**	57.7% (±3.2)	44.5% (±3.6)	28.8% (±2.7)
157. There are people in this school who will help me if I need it?	(n=0)	(n=3,344)	(n=4,603)	(n=3,406)
a. Yes	**	79.7% (±1.7)	79.5% (±1.7)	83.7% (±1.3)
b. No	**	6.0% (±0.9)	6.1% (±0.8)	6.2% (±1.0)
c. Not sure	**	14.3% (±1.5)	14.3% (±1.4)	10.1% (±1.1)
158. Last year in school, were you taught about AIDS or HIV infection?	(n=0)	(n=3,872)	(n=4,941)	(n=3,594)
a. Yes	**	74.0% (±5.9)	70.6% (±7.4)	41.9% (±6.0)
b. No	**	18.1% (±4.8)	21.9% (±5.9)	47.6% (±6.3)
c. Not sure	**	8.0% (±1.7)	7.4% (±1.8)	10.6% (±1.1)
159. Last year in school, were you taught about abstinence (not having sex) to prevent sexually transmitted diseases (STDs) and pregnancy?	(n=0)	(n=3,317)	(n=4,594)	(n=3,401)
a. Yes	**	68.0% (±5.7)	72.4% (±6.7)	41.9% (±4.1)
b. No	**	20.0% (±4.7)	20.0% (±5.0)	47.3% (±4.6)
c. Not sure	**	11.9% (±1.5)	7.7% (±1.9)	10.9% (±1.5)
160. Last year in school, were you taught about ways other than abstinence to prevent sexually transmitted diseases (STDs) and pregnancy?	(n=0)	(n=3,288)	(n=4,587)	(n=3,390)
a. Yes	**	64.1% (±5.9)	72.0% (±6.9)	45.4% (±4.1)
b. No	**	20.5% (±4.9)	19.3% (±5.1)	43.8% (±4.7)
c. Not sure	**	15.4% (±1.9)	8.8% (±2.1)	10.9% (±1.5)
161. How many hours per week are you currently working for pay, NOT counting chores around your home, yard work, or babysitting?	(n=0)	(n=3,796)	(n=4,884)	(n=3,560)
a. None, not currently working	**	88.8% (±1.4)	84.9% (±1.6)	58.8% (±2.7)
b. 10 hours or less a week	**	8.5% (±1.0)	9.4% (±1.0)	16.6% (±1.5)
c. 11-20 hours a week	**	1.4% (±0.5)	3.2% (±0.7)	15.4% (±1.8)
d. 21-30 hours a week	**	0.6% (±0.2)	1.3% (±0.4)	6.6% (±0.9)
e. 31-40 hours a week	**	0.2% (±0.1)	0.6% (±0.2)	1.7% (±0.4)
f. More than 40 hours a week	**	0.5% (±0.2)	0.6% (±0.2)	0.9% (±0.4)

Quality of Life

Health-related quality of life is an individual's or group's perceived physical and mental health over time. At the individual level it involves a person's health and health-related conditions; at the community level it involves conditions that influence people's health. This section contains the results of the survey questions related to individual quality of life.

	Grade 6	Grade 8	Grade 10	Grade 12
162. Youth Quality of Life (Computed from questions 163-167)	% (± CI) (n=0)	% (± CI) (n=3,723)	% (± CI) (n=4,835)	% (± CI) (n=3,531)
a. Low	**	23.0% (±1.5)	27.5% (±1.6)	30.6% (±2.0)
b. Medium low	**	22.1% (±1.6)	25.4% (±1.3)	24.6% (±1.3)
c. Medium high	**	20.0% (±1.4)	23.1% (±1.1)	20.9% (±1.5)
d. High	**	34.9% (±2.1)	24.1% (±1.2)	24.0% (±1.4)
163. I feel I am getting along with my parents or guardians.	(n=0)	(n=3,785)	(n=4,867)	(n=3,561)
a. 0 not at all true	**	3.4% (±0.6)	4.2% (±0.5)	4.3% (±0.8)
b. 1	**	1.6% (±0.4)	1.9% (±0.4)	2.4% (±0.6)
c. 2	**	1.7% (±0.4)	2.2% (±0.4)	2.9% (±0.6)
d. 3	**	2.4% (±0.4)	2.8% (±0.4)	2.7% (±0.6)
e. 4	**	3.5% (±0.6)	3.8% (±0.6)	3.8% (±0.7)
f. 5	**	4.8% (±0.8)	6.7% (±0.8)	7.4% (±1.1)
g. 6	**	3.8% (±0.7)	5.2% (±0.7)	5.6% (±0.7)
h. 7	**	8.5% (±0.9)	10.6% (±0.9)	11.0% (±1.1)
i. 8	**	12.8% (±1.1)	15.1% (±1.2)	14.9% (±1.2)
j. 9	**	17.0% (±1.6)	15.6% (±1.2)	13.7% (±1.5)
k. 10 completely true	**	40.7% (±2.3)	31.8% (±1.7)	31.4% (±1.8)
164. I look forward to the future.	(n=0)	(n=3,777)	(n=4,864)	(n=3,555)
a. 0 not at all true	**	3.7% (±0.5)	3.8% (±0.7)	3.8% (±0.8)
b. 1	**	1.2% (±0.4)	1.8% (±0.5)	1.9% (±0.5)
c. 2	**	1.4% (±0.4)	2.0% (±0.4)	2.2% (±0.5)
d. 3	**	1.7% (±0.5)	2.3% (±0.5)	2.1% (±0.5)
e. 4	**	2.1% (±0.4)	2.5% (±0.4)	2.1% (±0.5)
f. 5	**	5.9% (±0.8)	6.5% (±0.8)	6.4% (±0.8)
g. 6	**	4.3% (±0.7)	5.3% (±0.7)	4.9% (±0.8)
h. 7	**	7.7% (±1.0)	8.7% (±1.0)	9.6% (±1.0)
i. 8	**	11.4% (±1.3)	11.9% (±1.1)	12.8% (±1.2)
j. 9	**	12.9% (±1.2)	12.1% (±0.9)	11.3% (±1.1)
k. 10 completely true	**	47.6% (±2.5)	43.1% (±1.6)	42.8% (±2.2)
165. I feel good about myself.	(n=0)	(n=3,765)	(n=4,865)	(n=3,555)
a. 0 not at all true	**	5.6% (±0.9)	6.0% (±0.8)	5.3% (±0.9)
b. 1	**	2.0% (±0.5)	2.9% (±0.5)	3.3% (±0.5)
c. 2	**	3.7% (±0.7)	3.8% (±0.5)	4.0% (±0.6)
d. 3	**	3.6% (±0.6)	4.7% (±0.5)	3.4% (±0.6)
e. 4	**	4.4% (±0.6)	5.3% (±0.8)	5.1% (±0.7)
f. 5	**	7.0% (±0.9)	10.1% (±0.9)	10.2% (±1.0)
g. 6	**	6.0% (±0.9)	7.3% (±0.7)	8.5% (±1.1)
h. 7	**	9.6% (±0.9)	10.9% (±0.8)	12.3% (±1.0)
i. 8	**	11.9% (±1.2)	12.9% (±1.0)	13.4% (±1.3)
j. 9	**	13.4% (±1.1)	12.5% (±1.1)	11.3% (±1.2)
k. 10 completely true	**	32.8% (±2.2)	23.5% (±1.4)	23.0% (±1.5)

	Grade 6	Grade 8	Grade 10	Grade 12
166. I am satisfied with the way my life is now.	**% (± CI)** (n=0)	**% (± CI)** (n=3,715)	**% (± CI)** (n=4,839)	**% (± CI)** (n=3,530)
a. 0 not at all true	**	6.3% (±0.9)	6.3% (±0.7)	7.4% (±1.1)
b. 1	**	1.7% (±0.5)	2.7% (±0.5)	3.3% (±0.4)
c. 2	**	2.3% (±0.5)	3.2% (±0.6)	3.8% (±0.6)
d. 3	**	2.9% (±0.5)	3.9% (±0.5)	4.1% (±0.7)
e. 4	**	3.7% (±0.6)	5.0% (±0.6)	4.9% (±0.8)
f. 5	**	6.1% (±0.8)	9.2% (±0.8)	9.7% (±1.1)
g. 6	**	6.0% (±0.8)	7.5% (±0.8)	8.2% (±1.0)
h. 7	**	8.8% (±0.9)	11.6% (±0.8)	13.1% (±1.1)
i. 8	**	12.2% (±0.9)	13.8% (±1.0)	13.7% (±1.3)
j. 9	**	15.1% (±1.2)	13.3% (±1.1)	12.1% (±1.2)
k. 10 completely true	**	34.9% (±2.1)	23.4% (±1.4)	19.8% (±1.7)
167. I feel alone in my life.	(n=0)	(n=3,712)	(n=4,831)	(n=3,524)
a. 0 not at all true	**	50.1% (±1.8)	37.5% (±1.5)	33.6% (±1.7)
b. 1	**	9.7% (±1.0)	11.0% (±1.0)	11.5% (±1.2)
c. 2	**	6.3% (±0.7)	8.5% (±0.9)	10.1% (±1.1)
d. 3	**	4.4% (±0.7)	5.9% (±0.7)	6.1% (±0.8)
e. 4	**	3.2% (±0.5)	4.3% (±0.7)	5.0% (±0.7)
f. 5	**	5.4% (±0.8)	7.1% (±0.6)	7.2% (±0.7)
g. 6	**	3.3% (±0.6)	5.0% (±0.7)	5.2% (±0.8)
h. 7	**	4.7% (±0.6)	6.7% (±0.6)	6.0% (±0.7)
i. 8	**	4.8% (±0.6)	5.4% (±0.8)	6.1% (±0.8)
j. 9	**	3.2% (±0.5)	3.3% (±0.6)	4.0% (±0.8)
k. 10 completely true	**	4.8% (±0.7)	5.3% (±0.7)	5.1% (±0.7)
168. Do you have goals and plans for the future?	(n=9,517)	(n=0)	(n=0)	(n=0)
a. No	14.6% (±0.8)	**	**	**
b. Yes	85.4% (±0.8)	**	**	**

Risk and Protective Factors

Decades of research have shown that certain risk factors are associated with increased likelihood of health risk behaviors including ATOD use, violence, and delinquent behaviors. Similarly, research from Drs. Hawkins and Catalano and associates at the University of Washington, has shown that protective factors exert a positive influence against the negative influence of risk factors. The premise of the risk reduction and protective factor enhancement approach to prevention is that preventing a problem before it occurs requires addressing the factors that predict the problem. Ideally, this strategy entails discovering the causes of the problem behavior and influencing those causes. Many of the survey questions were used to assess students' status on risk and protective factors in the community, school, and peer-individual domains. Composite scales were computed for use in local program planning.

Risk and Protective Factor Framework and Reporting Schedule

This table provides a list of risk and protective factors included in the Healthy Youth Survey by year.

	2004	*2006*	*2008*	*2010*	*2012*	*2014*	*2016*
Community Protective Factors							
Opportunities for Prosocial Involvement	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]
Rewards for Prosocial Involvement	X	X	X	X[E]	X[E]	X[E]	X[E]
Community Risk Factors							
Transitions and Mobility	X[S]						
Perceived Availability of Handguns	X[S]	X[S]	X[S]	X[S]	X[S]		
Laws And Norms Favorable to Drug Use	X	X	X	X	X	X	X
Low Neighborhood Attachment		X[S]	X[S]	X[S]			
Perceived Availability of Drugs	X	X	X	X	X	X	X
Family Protective Factors							
Opportunities for Prosocial Involvement	X[E, †]	X[†]	X[†]	X[†]	X[†]	X	X
Rewards for Prosocial Involvement	X[E, †]	X[†]	X[†]	X[†]	X[†]	X[E]	X[E]
Family Risk Factors							
Poor Family Management	X[S, †]	X[S, †]	X[S, †]	X[S, †]	X[S, †]	X[S]	X[S]
Parental Attitudes Favorable towards Drug Use	X[S, †]		X[S, †]	X[S]	X[S]	X[S]	X[S]
Parental Attitudes Favorable to Antisocial Behavior	X[S, †]						
Antisocial Behavior Among Familiar Adults							
Peer-Individual Protective Factors							
Social Skills	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]
Interaction With Prosocial Peers	X	X	X	X[S]	X[S]	X[S]	X[S]
Belief in the Moral Order	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]
Prosocial Involvement	X	X	X[E]	X[E]	X[E]	X[E]	X[E]
Peer-Individual Risk Factors							
Perceived Risk of Drug Use	X	X	X	X	X	X	X
Early Initiation of Drug Use	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]
Early Initiation of Antisocial Behavior	X[S]	X[S]	X[S]	X[S]	X[S]		
Favorable Attitudes Towards Drug Use	X	X	X	X	X	X	X
Favorable Attitudes Towards Antisocial Behavior	X[S]	X[S]	X[S]	X[S]			
Rewards for Antisocial Involvement	X[S]	X[S]	X[S]				
Friends' Use of Drugs	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]
Interaction With Antisocial Peers	X[S]	X[S]	X[S]	X[S]	X[S]		
Intentions to Use	X[S]	X[S]	X[S]	X[S]	X[S]		
School Protective Factors							
Opportunities for Prosocial Involvement	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]	X[S]
Rewards for Prosocial Involvement	X	X	X	X	X	X	X
School Risk Factors							
Low Commitment to School	X	X	X	X	X	X	X
Academic Failure	X	X	X	X	X	X	X

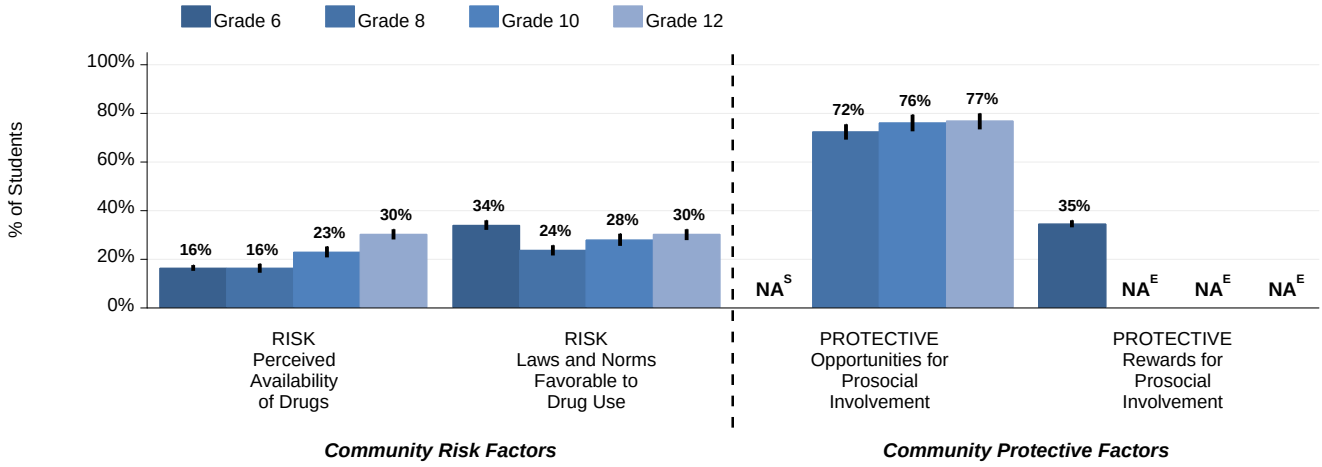
Note: X[S] = Included only on the secondary version; X[E] = Included only on the elementary version.

Risk and Protective Factor Scale Results and Graphs

For each risk factor scale, the percentage of students who are at risk (i.e., who agreed with statements that predict ATOD use or other problem behaviors) is reported; higher percentages indicate that more students are likely to engage in problem behaviors. For each protective factor scale, the percentage of students who are resilient (i.e., who agreed with statements that predict the ability to resist ATOD use or other problem behaviors) is reported; higher percentages indicate that fewer students are likely to engage in problem behaviors. These percentages are based on computational methods provided by the University of Washington's Social Development Research Group.

Community Domain

Risk Factors	**Grade 6** % (±CI)	**Grade 8** % (±CI)	**Grade 10** % (±CI)	**Grade 12** % (±CI)
Perceived Availability of Drugs (Questions 169-172)	(n=8,927) 16.4% (±1.2)	(n=4,292) 16.4% (±1.8)	(n=5,448) 22.9% (±2.2)	(n=3,679) 30.2% (±2.2)
Laws And Norms Favorable to Drug Use (Questions 173-178)	(n=9,407) 34.0% (±2.0)	(n=4,369) 23.7% (±2.1)	(n=5,509) 28.0% (±2.4)	(n=3,711) 30.2% (±2.2)
Protective Factors				
Opportunities for Prosocial Involvement (Questions 179-182)	NA[S]	(n=4,174) 72.3% (±3.1)	(n=5,376) 75.9% (±3.4)	(n=3,612) 76.6% (±3.4)
Rewards for Prosocial Involvement (Questions 183-185)	(n=9,368) 34.6% (±1.4)	NA[E]	NA[E]	NA[E]

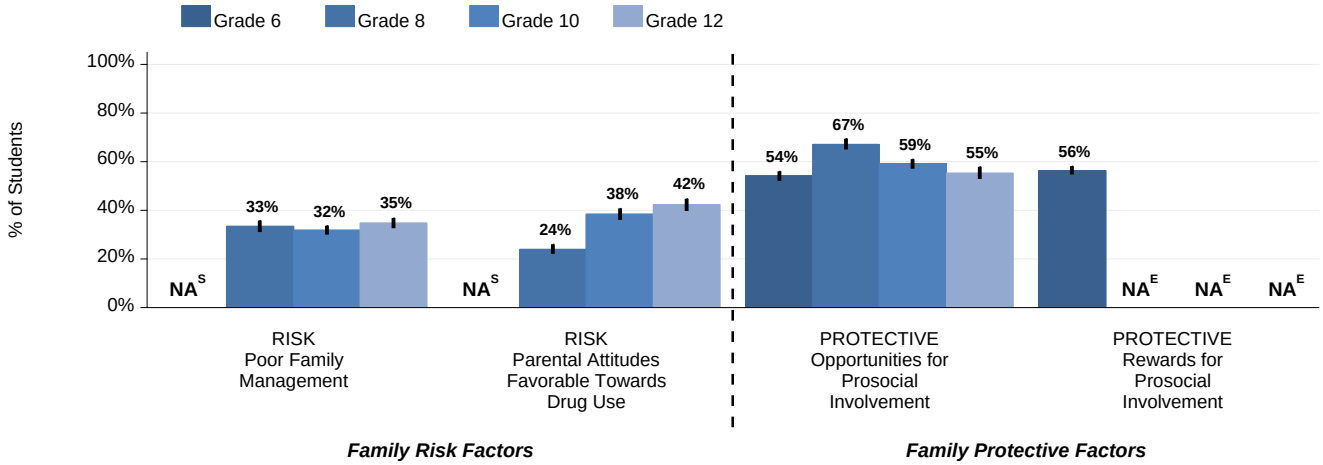


Note: NA[S] = Included only on the secondary version; NA[E] = Included only on the elementary version.

For more information, see the History of Risk and Protective Factor Report on www.AskHYS.net, under HYS Results – Frequency Reports - Additional Reports

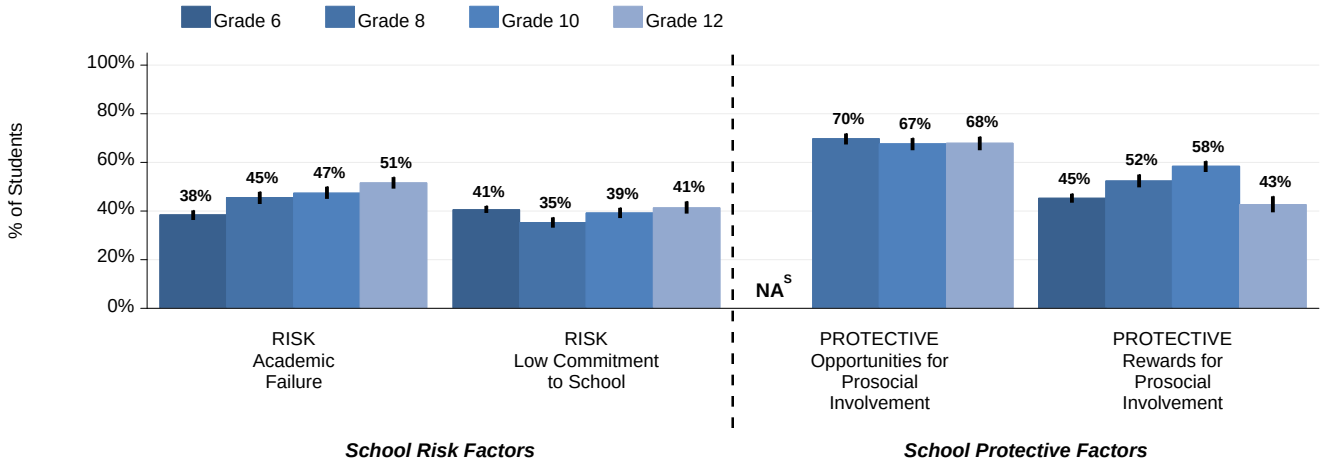
Family Domain

Risk Factors	**Grade 6** % (±CI)	**Grade 8** % (±CI)	**Grade 10** % (±CI)	**Grade 12** % (±CI)
Poor Family Management (Questions 186-193)	NA[S]	(n=3,527) 33.4% (±2.3)	(n=4,768) 31.8% (±1.8)	(n=3,291) 34.8% (±2.1)
Parental Attitudes Favorable Towards Drug Use (Questions 201-203)	NA[S]	(n=4,360) 24.0% (±2.0)	(n=5,499) 38.4% (±2.3)	(n=3,705) 42.3% (±2.5)
Protective Factors				
Opportunities for Prosocial Involvement (Questions 194–196)	(n=8,549) 54.1% (±2.0)	(n=3,580) 67.2% (±2.1)	(n=4,808) 59.1% (±2.0)	(n=3,316) 55.3% (±2.4)
Rewards for Prosocial Involvement (Questions 197–200)	(n=8,485) 56.4% (±1.7)	NA[E]	NA[E]	NA[E]



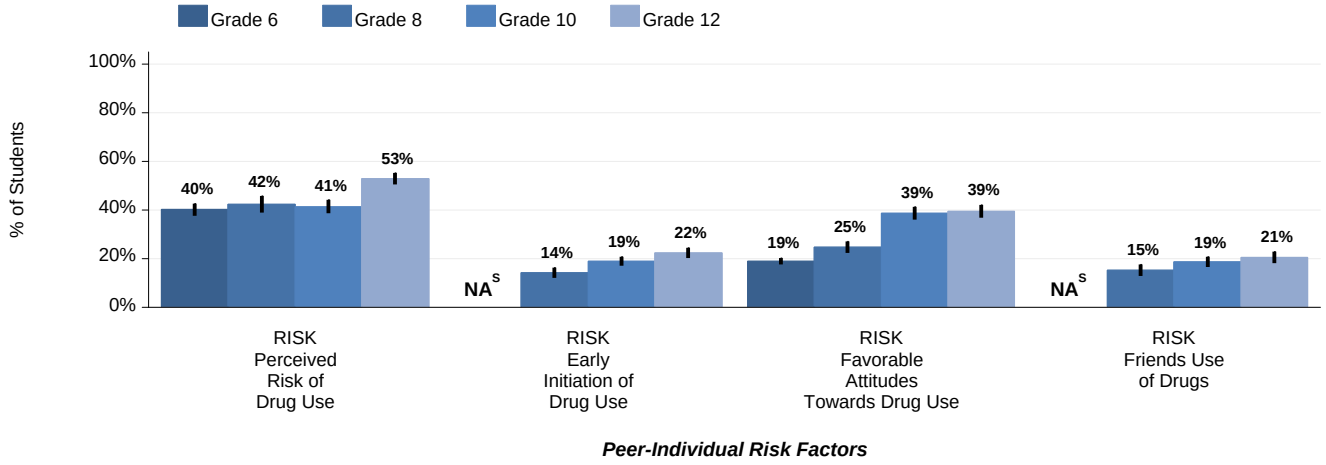
School Domain

	Grade 6	Grade 8	Grade 10	Grade 12
Risk Factors	% (±CI)	% (±CI)	% (±CI)	% (±CI)
Academic Failure (Questions 204–205)	(n=8,831) 38.3% (±1.9)	(n=4,109) 45.4% (±2.4)	(n=5,284) 47.4% (±2.5)	(n=3,576) 51.4% (±2.4)
Low Commitment to School (Questions 206–212)	(n=9,579) 40.5% (±1.4)	(n=4,308) 35.1% (±2.1)	(n=5,459) 39.1% (±2.1)	(n=3,678) 41.4% (±2.5)
Protective Factors				
Opportunities for Prosocial Involvement (Questions 213–217)	NA[S]	(n=4,237) 69.6% (±2.2)	(n=5,397) 67.5% (±2.4)	(n=3,636) 67.8% (±2.8)
Rewards for Prosocial Involvement (Questions 218–221)	(n=9,495) 45.2% (±2.0)	(n=4,220) 52.3% (±2.7)	(n=5,379) 58.2% (±2.2)	(n=3,630) 42.7% (±3.3)

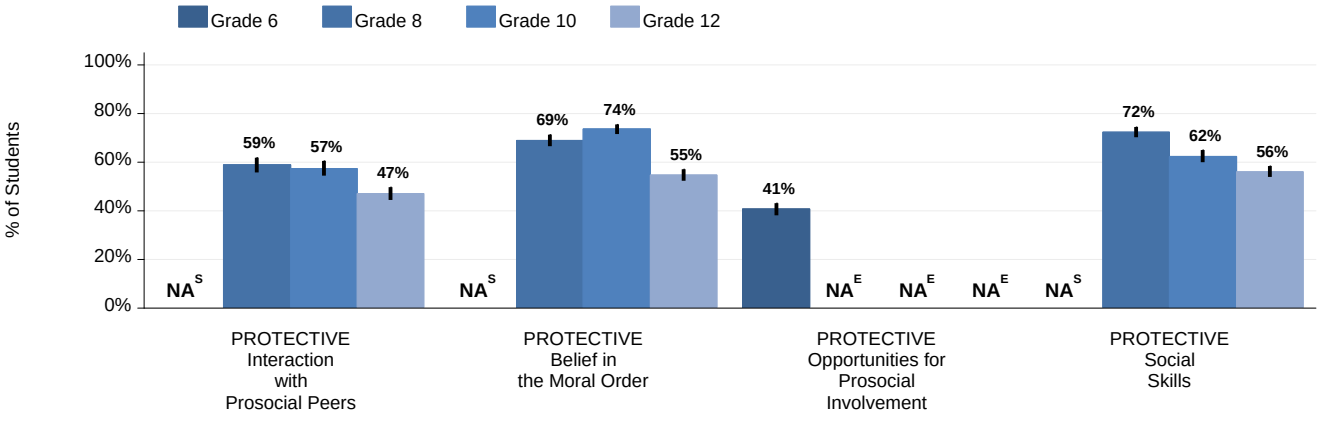


Peer-Individual Domain

	Grade 6	Grade 8	Grade 10	Grade 12
Risk Factors	% (±CI)	% (±CI)	% (±CI)	% (±CI)
Perceived Risk of Drug Use (Questions 222–225)	(n=7,780) 40.2% (±2.5)	(n=3,876) 42.3% (±3.4)	(n=5,136) 41.3% (±2.8)	(n=3,490) 52.9% (±2.3)
Early Initiation of Drug Use (Questions 226-229)	NA[S]	(n=3,909) 14.2% (±2.2)	(n=5,081) 18.9% (±1.9)	(n=3,459) 22.4% (±2.1)
Favorable Attitudes Towards Drug Use (Questions 230-233)	(n=8,771) 18.9% (±1.4)	(n=3,772) 24.8% (±2.3)	(n=4,946) 38.7% (±2.6)	(n=3,379) 39.5% (±2.7)
Friends' Use of Drugs (Questions 234-237)	NA[S]	(n=3,218) 15.3% (±2.4)	(n=4,523) 18.6% (±2.1)	(n=3,205) 20.5% (±2.4)
Protective Factors				
Interaction With Prosocial Peers (Questions 238-242)	NA[S]	(n=3,253) 58.8% (±3.1)	(n=4,562) 57.4% (±3.0)	(n=3,221) 47.1% (±2.6)
Belief in the Moral Order (Questions 243-246)	NA[S]	(n=4,116) 68.9% (±2.3)	(n=5,264) 73.5% (±1.9)	(n=3,570) 54.7% (±2.3)
Opportunities for Prosocial Involvement (Questions 247-249)	(n=9,398) 40.7% (±2.5)	NA[E]	NA[E]	NA[E]
Social Skills (Questions 250-252)	NA[S]	(n=3,158) 72.4% (±2.1)	(n=4,501) 62.4% (±2.5)	(n=3,196) 56.0% (±2.3)



Peer-Individual Risk Factors



Peer-Individual Protective Factors

Risk and Protective Factors: Individual Question Results

The remainder of the report provides results for the individual survey questions used to compute the risk and protective factors.

Community Domain

Perceived Availability of Drugs (Questions 169-172)

	Grade 6	Grade 8	Grade 10	Grade 12
169. 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?	**% (± CI)** (n=8,992)	**% (± CI)** (n=4,296)	**% (± CI)** (n=5,450)	**% (± CI)** (n=3,677)
a. Very hard	72.7% (±1.1)	49.7% (±1.8)	25.8% (±2.4)	15.6% (±1.6)
b. Sort of hard	14.4% (±0.8)	24.4% (±1.1)	26.9% (±0.9)	23.3% (±2.2)
c. Sort of easy	7.8% (±0.6)	15.3% (±1.1)	26.7% (±1.7)	31.6% (±1.7)
d. Very easy	5.1% (±0.5)	10.7% (±1.2)	20.6% (±1.7)	29.5% (±2.0)
170. If you wanted to get some cigarettes, how easy would it be for you to get some?	(n=8,985)	(n=4,294)	(n=5,449)	(n=3,677)
a. Very hard	79.2% (±1.3)	61.5% (±1.9)	39.6% (±2.6)	21.3% (±1.9)
b. Sort of hard	11.1% (±0.7)	19.2% (±1.3)	25.8% (±1.3)	19.6% (±1.4)
c. Sort of easy	5.4% (±0.6)	10.5% (±1.4)	18.7% (±1.4)	22.1% (±1.4)
d. Very easy	4.4% (±0.6)	8.8% (±1.0)	15.9% (±1.6)	37.0% (±2.4)
171. If you wanted to get some marijuana, how easy would it be for you to get some?	(n=8,894)	(n=4,285)	(n=5,446)	(n=3,680)
a. Very hard	88.1% (±1.2)	64.8% (±2.5)	33.8% (±2.8)	18.6% (±1.5)
b. Sort of hard	6.5% (±0.7)	15.1% (±1.2)	17.8% (±1.3)	17.5% (±1.5)
c. Sort of easy	2.6% (±0.5)	10.0% (±1.0)	21.4% (±1.5)	23.1% (±1.4)
d. Very easy	2.7% (±0.4)	10.1% (±1.4)	27.1% (±2.2)	40.8% (±2.0)
172. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	(n=8,904)	(n=4,283)	(n=5,433)	(n=3,670)
a. Very hard	92.5% (±0.8)	82.6% (±1.7)	62.2% (±2.5)	47.3% (±2.4)
b. Sort of hard	4.7% (±0.5)	10.0% (±1.0)	20.4% (±1.2)	25.1% (±1.5)
c. Sort of easy	1.3% (±0.3)	4.6% (±0.9)	11.8% (±1.3)	17.5% (±1.4)
d. Very easy	1.6% (±0.3)	2.8% (±0.5)	5.6% (±1.1)	10.1% (±1.3)

Laws and Norms Favorable to Drug Use (Questions 173-178)

173. How wrong would most adults in your neighborhood[C]/ neighborhood or community[A] think it was for kids your age: To use marijuana?	(n=9,140)	(n=4,291)	(n=5,437)	(n=3,676)
a. Very wrong	83.0% (±1.8)	64.0% (±2.9)	43.6% (±3.0)	30.5% (±1.8)
b. Wrong	10.1% (±1.1)	23.4% (±1.9)	37.2% (±1.8)	39.3% (±1.7)
c. A little bit wrong	4.2% (±0.6)	8.5% (±1.1)	14.6% (±1.8)	23.9% (±2.1)
d. Not wrong at all	2.7% (±0.5)	4.1% (±0.8)	4.5% (±0.9)	6.3% (±0.9)
174. How wrong would most adults in your neighborhood[C]/ neighborhood or community[A] think it was for kids your age: To drink alcohol?	(n=9,285)	(n=4,327)	(n=5,470)	(n=3,688)
a. Very wrong	78.7% (±1.5)	60.4% (±2.2)	40.2% (±2.2)	27.4% (±1.9)
b. Wrong	14.4% (±1.0)	28.5% (±1.9)	40.2% (±1.7)	42.7% (±1.9)
c. A little bit wrong	4.9% (±0.5)	8.6% (±1.0)	15.7% (±1.4)	23.4% (±1.5)
d. Not wrong at all	2.1% (±0.3)	2.4% (±0.5)	3.9% (±0.7)	6.5% (±1.1)

175. How wrong would most adults in your neighborhood[C]/ neighborhood or community[A] think it was for kids your age: To smoke cigarettes?	Grade 6 % (± CI) (n=9,269)	Grade 8 % (± CI) (n=4,320)	Grade 10 % (± CI) (n=5,468)	Grade 12 % (± CI) (n=3,684)
a. Very wrong	82.9% (±1.5)	68.3% (±2.0)	57.4% (±2.2)	46.7% (±2.0)
b. Wrong	11.6% (±0.9)	23.2% (±1.5)	30.6% (±1.5)	33.9% (±1.3)
c. A little bit wrong	3.4% (±0.5)	6.1% (±0.9)	8.6% (±1.0)	12.6% (±1.4)
d. Not wrong at all	2.1% (±0.4)	2.5% (±0.6)	3.5% (±0.8)	6.8% (±1.2)

176. If a kid drank some beer, wine, or hard liquor (for example vodka, whiskey, or gin) in your neighborhood[C]/ community[A], would he or she be caught by the police?	(n=9,051)	(n=4,281)	(n=5,439)	(n=3,666)
a. NO!	9.0% (±1.0)	9.2% (±1.0)	13.3% (±1.2)	19.6% (±1.7)
b. No	28.1% (±1.1)	42.7% (±2.3)	58.5% (±2.0)	59.0% (±1.8)
c. yes	34.9% (±1.4)	34.2% (±2.1)	22.5% (±1.5)	16.7% (±1.4)
d. YES!	28.0% (±1.2)	14.0% (±1.5)	5.7% (±0.8)	4.7% (±0.7)

177. If a kid carried a handgun in your neighborhood[C]/ community[A], would he or she be caught by the police?	(n=9,116)	(n=4,296)	(n=5,427)	(n=3,661)
a. NO!	8.5% (±0.8)	6.0% (±0.9)	6.3% (±1.0)	6.7% (±1.1)
b. No	10.8% (±0.9)	15.1% (±1.6)	22.3% (±1.6)	27.2% (±1.7)
c. yes	28.7% (±1.3)	34.2% (±1.7)	42.6% (±1.8)	42.8% (±2.2)
d. YES!	52.0% (±2.0)	44.6% (±2.4)	28.9% (±1.9)	23.4% (±1.6)

178. If a kid used marijuana in your neighborhood[C]/ community[A], would he or she be caught by the police?	(n=8,996)	(n=4,280)	(n=5,437)	(n=3,667)
a. NO!	7.2% (±0.8)	9.6% (±1.0)	14.7% (±1.2)	21.2% (±1.5)
b. No	19.2% (±1.0)	34.5% (±2.4)	53.7% (±1.7)	56.8% (±1.7)
c. yes	36.3% (±1.1)	34.1% (±2.0)	24.0% (±1.6)	16.1% (±1.4)
d. YES!	37.3% (±1.4)	21.7% (±1.8)	7.6% (±1.0)	5.9% (±0.7)

Opportunities for Prosocial Involvement (Questions 179-182)

179. There are adults in my neighborhood or community I could talk to about something important.	(n=0)	(n=4,315)	(n=5,480)	(n=3,688)
a. NO!	**	11.1% (±1.4)	10.2% (±1.6)	10.0% (±1.5)
b. No	**	15.0% (±1.7)	15.5% (±1.2)	15.8% (±1.6)
c. yes	**	35.6% (±1.5)	40.9% (±1.4)	40.8% (±1.8)
d. YES!	**	38.2% (±2.7)	33.5% (±2.8)	33.5% (±2.6)

Which of the following activities for people your age are available in your community?

180. Sports teams and recreation	(n=0)	(n=4,296)	(n=5,457)	(n=3,677)
a. Yes	**	88.4% (±1.6)	90.5% (±1.8)	90.1% (±1.8)
b. No	**	11.6% (±1.6)	9.5% (±1.8)	9.9% (±1.8)

181. Scouts, Camp Fire, 4-H Clubs, or other service clubs	(n=0)	(n=4,231)	(n=5,410)	(n=3,644)
a. Yes	**	67.2% (±4.5)	73.7% (±4.3)	76.3% (±4.3)
b. No	**	32.8% (±4.5)	26.3% (±4.3)	23.7% (±4.3)

182. Boys and Girls Club, YMCA, or other activity clubs	(n=0)	(n=4,253)	(n=5,428)	(n=3,650)
a. Yes	**	76.4% (±4.3)	81.0% (±3.5)	81.5% (±3.6)
b. No	**	23.6% (±4.3)	19.0% (±3.5)	18.5% (±3.6)

Rewards for Prosocial Involvement (Questions 183-185)

	Grade 6	Grade 8	Grade 10	Grade 12
183. My neighbors notice when I am doing a good job and let me know.	**% (± CI)** (n=9,379)	**% (± CI)** (n=0)	**% (± CI)** (n=0)	**% (± CI)** (n=0)
a. NO!	38.3% (±1.7)	**	**	**
b. No	38.5% (±1.3)	**	**	**
c. yes	17.6% (±1.0)	**	**	**
d. YES!	5.7% (±0.5)	**	**	**
184. There are people in my neighborhood who encourage me to do my best.	(n=9,375)	(n=0)	(n=0)	(n=0)
a. NO!	26.2% (±1.5)	**	**	**
b. No	30.8% (±1.1)	**	**	**
c. yes	30.3% (±1.2)	**	**	**
d. YES!	12.7% (±0.8)	**	**	**
185. There are people in my neighborhood who are proud of me when I do something well.	(n=9,260)	(n=0)	(n=0)	(n=0)
a. NO!	26.2% (±1.5)	**	**	**
b. No	32.3% (±0.9)	**	**	**
c. yes	31.7% (±1.3)	**	**	**
d. YES!	9.8% (±0.7)	**	**	**

Family Domain

Poor Family Management (Questions 186-193)

186. My parents ask if I've gotten my homework done.	(n=0)	(n=3,685)	(n=4,887)	(n=3,343)
a. NO!	**	4.2% (±0.6)	5.6% (±0.8)	9.0% (±1.2)
b. No	**	6.9% (±0.9)	10.8% (±1.0)	18.0% (±1.4)
c. yes	**	33.4% (±1.7)	42.4% (±1.3)	41.2% (±1.6)
d. YES!	**	55.6% (±2.0)	41.1% (±1.7)	31.8% (±1.9)
187. Would your parents know if you did not come home on time?	(n=0)	(n=3,527)	(n=4,777)	(n=3,292)
a. NO!	**	3.3% (±0.6)	3.1% (±0.5)	5.3% (±0.9)
b. No	**	9.1% (±0.9)	12.9% (±0.9)	17.1% (±1.3)
c. yes	**	36.6% (±1.7)	44.7% (±1.8)	45.5% (±1.4)
d. YES!	**	51.0% (±2.0)	39.3% (±1.7)	32.1% (±1.8)
188. When I am not at home, one of my parents knows where I am and who I am with.	(n=0)	(n=3,635)	(n=4,845)	(n=3,332)
a. NO!	**	2.5% (±0.5)	3.3% (±0.6)	4.6% (±0.8)
b. No	**	6.1% (±0.8)	6.9% (±0.7)	11.9% (±1.2)
c. yes	**	34.8% (±2.3)	47.5% (±1.9)	50.0% (±2.0)
d. YES!	**	56.5% (±2.6)	42.3% (±1.7)	33.6% (±2.0)
189. The rules in my family are clear.	(n=0)	(n=3,603)	(n=4,819)	(n=3,312)
a. NO!	**	2.3% (±0.5)	3.0% (±0.7)	3.7% (±0.8)
b. No	**	9.0% (±1.1)	10.9% (±1.0)	12.2% (±1.2)
c. yes	**	36.7% (±1.9)	47.1% (±1.6)	48.9% (±2.2)
d. YES!	**	52.0% (±2.2)	39.0% (±1.8)	35.2% (±1.6)

	Grade 6	Grade 8	Grade 10	Grade 12
190. My family has clear rules about alcohol and drug use.	% (± CI) (n=0)	% (± CI) (n=3,582)	% (± CI) (n=4,809)	% (± CI) (n=3,313)
a. NO!	**	2.4% (±0.5)	2.9% (±0.5)	3.5% (±0.8)
b. No	**	8.0% (±1.0)	11.8% (±0.9)	15.8% (±1.4)
c. yes	**	26.2% (±2.1)	37.3% (±1.7)	41.3% (±1.7)
d. YES!	**	63.4% (±2.3)	48.0% (±1.9)	39.4% (±2.1)
191. 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?	(n=0)	(n=3,524)	(n=4,748)	(n=3,288)
a. NO!	**	6.4% (±1.0)	8.7% (±0.9)	14.0% (±1.5)
b. No	**	18.0% (±1.5)	35.8% (±2.1)	42.8% (±2.7)
c. yes	**	28.5% (±2.0)	30.5% (±1.4)	27.5% (±2.0)
d. YES!	**	47.0% (±2.3)	24.9% (±1.8)	15.7% (±1.6)
192. If you carried a handgun without your parent's permission, would you be caught by them?	(n=0)	(n=3,497)	(n=4,725)	(n=3,269)
a. NO!	**	3.9% (±0.7)	4.5% (±0.7)	6.2% (±1.3)
b. No	**	7.2% (±1.1)	11.1% (±1.1)	16.9% (±1.4)
c. yes	**	25.7% (±1.8)	33.3% (±1.7)	35.0% (±2.0)
d. YES!	**	63.2% (±2.3)	51.1% (±1.6)	41.9% (±1.8)
193. If you skipped school, would you be caught by your parents?	(n=0)	(n=3,510)	(n=4,751)	(n=3,286)
a. NO!	**	4.1% (±0.7)	4.5% (±0.8)	6.7% (±1.0)
b. No	**	5.2% (±1.0)	10.4% (±1.4)	15.5% (±2.1)
c. yes	**	26.0% (±1.6)	35.4% (±1.5)	38.3% (±1.6)
d. YES!	**	64.7% (±2.4)	49.7% (±2.3)	39.5% (±2.0)

Opportunities for Prosocial Involvement (Questions 194-196)

194. If I had a personal problem, I could ask my mom or dad for help.	(n=8,513)	(n=3,614)	(n=4,829)	(n=3,320)
a. NO!	4.4% (±0.7)	6.1% (±0.9)	7.0% (±0.9)	7.0% (±1.0)
b. No	6.7% (±0.7)	10.8% (±1.3)	13.2% (±1.0)	14.0% (±1.3)
c. yes	31.2% (±1.1)	35.0% (±1.7)	44.1% (±1.7)	46.7% (±1.9)
d. YES!	57.7% (±1.7)	48.1% (±2.5)	35.7% (±1.9)	32.3% (±1.5)
195. My parents give me lots of chances to do fun things with them.	(n=8,580)	(n=3,581)	(n=4,798)	(n=3,312)
a. NO!	4.2% (±0.5)	5.9% (±1.1)	6.8% (±0.9)	7.9% (±1.3)
b. No	13.2% (±1.0)	15.8% (±1.4)	19.7% (±1.5)	23.2% (±1.4)
c. yes	42.8% (±1.0)	39.6% (±1.8)	45.9% (±1.7)	45.7% (±1.8)
d. YES!	39.8% (±1.5)	38.7% (±2.4)	27.7% (±1.8)	23.2% (±1.5)
196. My parents ask me what I think before most family decisions affecting me are made.	(n=8,381)	(n=3,539)	(n=4,777)	(n=3,304)
a. NO!	8.5% (±0.9)	10.3% (±1.2)	11.0% (±1.0)	12.6% (±1.3)
b. No	21.1% (±1.3)	21.4% (±1.4)	26.1% (±1.2)	28.0% (±1.9)
c. yes	41.7% (±1.2)	38.5% (±1.8)	41.8% (±1.8)	40.9% (±2.0)
d. YES!	28.7% (±1.5)	29.8% (±2.1)	21.1% (±1.6)	18.6% (±1.4)

Rewards for Prosocial Involvement (Questions 197-200)

	Grade 6	Grade 8	Grade 10	Grade 12
197. My parents notice when I am doing a good job and let me know about it.	**% (± CI)** (n=8,495)	**% (± CI)** (n=0)	**% (± CI)** (n=0)	**% (± CI)** (n=0)
a. Never or almost never	6.4% (±0.7)	**	**	**
b. Sometimes	21.0% (±1.4)	**	**	**
c. Often	30.6% (±1.1)	**	**	**
d. All the time	42.0% (±1.4)	**	**	**
198. How often do your parents tell you they're proud of you for something you've done?	(n=8,472)	(n=0)	(n=0)	(n=0)
a. Never or almost never	5.4% (±0.6)	**	**	**
b. Sometimes	19.6% (±1.2)	**	**	**
c. Often	33.1% (±1.2)	**	**	**
d. All the time	41.9% (±1.3)	**	**	**
199. Do you enjoy spending time with your mom?	(n=8,471)	(n=0)	(n=0)	(n=0)
a. NO!	1.8% (±0.3)	**	**	**
b. No	2.6% (±0.4)	**	**	**
c. yes	23.6% (±1.2)	**	**	**
d. YES!	72.0% (±1.4)	**	**	**
200. Do you enjoy spending time with your dad?	(n=8,356)	(n=0)	(n=0)	(n=0)
a. NO!	4.0% (±0.6)	**	**	**
b. No	4.2% (±0.5)	**	**	**
c. yes	24.7% (±1.3)	**	**	**
d. YES!	67.1% (±1.7)	**	**	**

Parental Attitudes Favorable Towards Drug Use (Questions 201-203)

201. 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=0)	(n=4,365)	(n=5,505)	(n=3,705)
a. Very wrong	**	83.0% (±1.7)	69.7% (±1.7)	52.9% (±2.3)
b. Wrong	**	11.4% (±1.2)	18.1% (±1.1)	23.5% (±1.7)
c. A little bit wrong	**	4.3% (±0.7)	8.5% (±0.9)	15.2% (±1.2)
d. Not wrong at all	**	1.3% (±0.4)	3.7% (±0.5)	8.3% (±0.9)
202. How wrong do your parents feel it would be for you to: Smoke cigarettes?	(n=0)	(n=4,357)	(n=5,493)	(n=3,704)
a. Very wrong	**	90.7% (±1.1)	87.7% (±1.2)	80.9% (±2.1)
b. Wrong	**	7.2% (±0.9)	9.3% (±0.9)	12.7% (±1.3)
c. A little bit wrong	**	1.2% (±0.3)	1.8% (±0.4)	3.7% (±0.7)
d. Not wrong at all	**	0.9% (±0.4)	1.2% (±0.4)	2.8% (±0.7)
203. How wrong do your parents feel it would be for you to: Use marijuana?	(n=0)	(n=4,351)	(n=5,492)	(n=3,699)
a. Very wrong	**	85.6% (±1.7)	75.6% (±2.2)	62.7% (±2.4)
b. Wrong	**	9.0% (±1.2)	14.3% (±1.5)	19.8% (±1.4)
c. A little bit wrong	**	3.5% (±0.6)	6.6% (±0.9)	11.3% (±1.5)
d. Not wrong at all	**	1.9% (±0.5)	3.5% (±0.6)	6.2% (±1.1)

School Domain

Academic Failure Questions (Questions 204-205)

	Grade 6	Grade 8	Grade 10	Grade 12
204. Putting them all together, what were your grades like last year?	**% (± CI)** (n=9,223)	**% (± CI)** (n=8,070)	**% (± CI)** (n=10,299)	**% (± CI)** (n=7,207)
a. Mostly As	46.0% (±3.2)	44.1% (±3.7)	44.6% (±3.3)	36.1% (±3.4)
b. Mostly Bs	39.6% (±2.2)	33.1% (±2.2)	30.4% (±1.2)	34.8% (±1.2)
c. Mostly Cs	11.2% (±1.4)	16.0% (±1.7)	17.3% (±1.9)	21.7% (±2.1)
d. Mostly Ds	2.2% (±0.5)	4.3% (±0.8)	4.9% (±0.8)	5.3% (±0.8)
e. Mostly Fs	1.0% (±0.3)	2.4% (±0.7)	2.8% (±0.6)	2.1% (±0.5)
205. Are your school grades better than the grades of most students in your class?	(n=9,107)	(n=4,144)	(n=5,314)	(n=3,592)
a. NO!	5.2% (±0.7)	6.9% (±0.9)	7.7% (±0.9)	8.9% (±1.2)
b. No	29.0% (±1.1)	31.6% (±1.8)	33.4% (±1.6)	36.2% (±1.4)
c. yes	53.3% (±1.6)	47.8% (±2.0)	47.1% (±1.6)	42.3% (±1.6)
d. YES!	12.6% (±0.9)	13.7% (±1.1)	11.8% (±1.0)	12.6% (±1.1)

Low Commitment to School (Questions 206-212)

206. How often do you feel the schoolwork you are assigned is meaningful and important?	(n=9,541)	(n=4,326)	(n=5,467)	(n=3,680)
a. Almost always	28.7% (±1.5)	23.2% (±1.9)	13.8% (±1.5)	11.9% (±1.9)
b. Often	30.2% (±1.1)	29.3% (±1.7)	26.6% (±1.5)	24.4% (±2.0)
c. Sometimes	28.6% (±1.3)	30.3% (±1.6)	35.7% (±1.5)	36.7% (±1.8)
d. Seldom	8.5% (±0.5)	11.2% (±1.2)	16.8% (±1.5)	19.9% (±1.7)
e. Never	4.1% (±0.5)	6.0% (±0.7)	7.1% (±0.9)	7.1% (±1.1)
207. How interesting are most of your courses to you?	(n=9,266)	(n=4,301)	(n=5,463)	(n=3,682)
a. Very interesting and stimulating	14.0% (±0.9)	9.9% (±1.1)	7.8% (±1.0)	9.9% (±1.0)
b. Quite interesting	38.6% (±1.4)	30.9% (±1.5)	27.3% (±1.5)	31.2% (±1.6)
c. Fairly interesting	33.6% (±1.2)	36.2% (±1.5)	39.8% (±1.4)	36.5% (±1.5)
d. Slightly dull	10.1% (±0.7)	15.6% (±1.2)	17.9% (±1.3)	15.9% (±1.2)
e. Very dull	3.8% (±0.6)	7.3% (±0.9)	7.2% (±0.8)	6.5% (±1.0)
208. How important do you think the things you are learning in school are going to be for you later in life?	(n=9,510)	(n=4,310)	(n=5,461)	(n=3,682)
a. Very important	47.4% (±2.0)	33.4% (±2.9)	18.8% (±1.8)	15.1% (±2.1)
b. Quite important	28.3% (±1.2)	28.0% (±1.6)	23.6% (±1.4)	23.2% (±1.8)
c. Fairly important	16.4% (±1.1)	21.9% (±1.7)	30.1% (±1.4)	31.5% (±1.8)
d. Slightly important	6.4% (±0.6)	13.0% (±1.5)	21.1% (±1.4)	23.6% (±1.7)
e. Not at all important	1.5% (±0.3)	3.6% (±0.7)	6.3% (±0.9)	6.5% (±1.1)

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

209. Enjoy being in school?	(n=9,670)	(n=8,163)	(n=10,381)	(n=7,256)
a. Never	5.6% (±0.7)	9.6% (±0.9)	10.5% (±0.9)	11.4% (±1.1)
b. Seldom	5.7% (±0.5)	13.3% (±0.9)	16.9% (±0.8)	18.7% (±1.3)
c. Sometimes	30.2% (±1.2)	33.4% (±1.0)	35.5% (±1.0)	35.0% (±1.2)
d. Often	28.2% (±1.4)	27.4% (±1.1)	26.6% (±1.0)	25.2% (±1.3)
e. Almost always	30.2% (±1.2)	16.3% (±1.2)	10.6% (±0.8)	9.7% (±1.2)

	Grade 6	Grade 8	Grade 10	Grade 12
210. Hate being in school?	% (± CI) (n=9,613)	% (± CI) (n=4,304)	% (± CI) (n=5,454)	% (± CI) (n=3,673)
a. Never	23.6% (±1.3)	13.3% (±1.3)	8.6% (±1.1)	8.5% (±0.9)
b. Seldom	27.3% (±1.9)	27.1% (±1.6)	25.4% (±1.4)	24.1% (±1.7)
c. Sometimes	36.2% (±1.6)	37.2% (±1.7)	38.3% (±1.2)	37.5% (±1.7)
d. Often	7.7% (±0.6)	14.1% (±1.0)	17.2% (±1.3)	19.1% (±1.3)
e. Almost always	5.2% (±0.7)	8.3% (±1.0)	10.4% (±0.9)	10.7% (±1.4)
211. Try to do your best work in school?	(n=9,609)	(n=4,291)	(n=5,446)	(n=3,671)
a. Never	1.8% (±0.3)	3.0% (±0.5)	2.5% (±0.4)	2.3% (±0.5)
b. Seldom	1.4% (±0.3)	5.0% (±0.7)	5.5% (±0.6)	6.9% (±0.9)
c. Sometimes	5.2% (±0.7)	10.4% (±1.3)	15.6% (±1.3)	18.6% (±1.4)
d. Often	17.5% (±0.9)	29.7% (±1.5)	33.9% (±1.4)	34.2% (±1.8)
e. Almost always	74.1% (±1.4)	51.9% (±2.4)	42.4% (±1.7)	37.9% (±1.9)
212. During the LAST 4 WEEKS, how many whole days of school have you missed because you skipped or "cut"?	(n=9,611)	(n=4,291)	(n=5,452)	(n=3,671)
a. None	81.3% (±1.4)	81.8% (±2.1)	79.3% (±2.8)	69.6% (±3.4)
b. 1	9.5% (±0.7)	8.4% (±1.2)	8.1% (±1.1)	12.1% (±1.2)
c. 2	4.1% (±0.5)	3.9% (±0.8)	4.6% (±0.8)	6.0% (±0.9)
d. 3	2.4% (±0.4)	2.8% (±0.7)	3.1% (±0.6)	5.0% (±0.8)
e. 4-5	1.5% (±0.3)	1.9% (±0.5)	2.6% (±0.6)	3.8% (±0.8)
f. 6-10	0.8% (±0.2)	0.7% (±0.3)	1.3% (±0.4)	2.0% (±0.6)
g. 11 or more	0.4% (±0.1)	0.5% (±0.2)	1.1% (±0.5)	1.4% (±0.4)

Opportunities for Prosocial Involvement (Questions 213-217)

213. In my school, students have lots of chances to help decide things like class activities and rules.	(n=0)	(n=4,240)	(n=5,392)	(n=3,637)
a. NO!	**	14.1% (±1.5)	13.6% (±1.4)	14.7% (±1.7)
b. No	**	28.9% (±1.9)	34.2% (±2.1)	33.9% (±2.0)
c. yes	**	45.4% (±1.6)	43.0% (±1.8)	42.4% (±2.2)
d. YES!	**	11.7% (±1.4)	9.3% (±1.2)	8.9% (±1.1)
214. There are lots of chances for students in my school to talk with a teacher one-on-one.	(n=0)	(n=4,264)	(n=5,416)	(n=3,658)
a. NO!	**	4.6% (±0.7)	4.1% (±0.8)	3.7% (±0.8)
b. No	**	12.9% (±1.2)	13.6% (±1.3)	11.3% (±1.7)
c. yes	**	50.9% (±1.7)	55.6% (±1.2)	55.2% (±2.0)
d. YES!	**	31.6% (±2.6)	26.8% (±2.1)	29.8% (±2.8)
215. Teachers ask me to work on special classroom projects.	(n=0)	(n=4,201)	(n=5,356)	(n=3,621)
a. NO!	**	13.3% (±1.4)	13.6% (±1.0)	13.0% (±1.2)
b. No	**	44.0% (±1.8)	51.7% (±1.8)	48.7% (±1.7)
c. yes	**	34.8% (±2.1)	29.6% (±1.5)	33.1% (±1.7)
d. YES!	**	7.9% (±1.0)	5.0% (±0.8)	5.1% (±0.9)
216. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	(n=0)	(n=4,250)	(n=5,406)	(n=3,643)
a. NO!	**	2.3% (±0.5)	2.1% (±0.5)	2.1% (±0.6)
b. No	**	5.6% (±1.0)	4.3% (±0.7)	5.8% (±1.4)
c. yes	**	38.6% (±2.5)	38.0% (±2.5)	39.3% (±2.4)
d. YES!	**	53.6% (±3.0)	55.6% (±2.9)	52.8% (±3.2)

	Grade 6	Grade 8	Grade 10	Grade 12
217. I have lots of chances to be part of class discussions or activities.	**% (± CI)** (n=0)	**% (± CI)** (n=4,241)	**% (± CI)** (n=5,397)	**% (± CI)** (n=3,636)
a. NO!	**	3.1% (±0.7)	2.9% (±0.6)	2.9% (±0.7)
b. No	**	10.3% (±1.1)	9.6% (±1.6)	10.0% (±1.5)
c. yes	**	53.8% (±2.4)	60.5% (±1.8)	58.5% (±1.7)
d. YES!	**	32.8% (±2.9)	26.9% (±2.5)	28.6% (±2.3)

Rewards for Prosocial Involvement (Questions 218-221)

218. My teacher(s) notices when I am doing a good job and lets me know about it.	(n=9,524)	(n=4,233)	(n=5,396)	(n=3,631)
a. NO!	5.6% (±0.6)	8.0% (±1.0)	8.7% (±1.1)	8.0% (±1.0)
b. No	24.1% (±1.5)	25.0% (±2.0)	32.8% (±1.7)	29.9% (±1.9)
c. yes	53.2% (±1.3)	50.5% (±1.6)	47.8% (±2.0)	49.5% (±1.9)
d. YES!	17.1% (±1.2)	16.5% (±2.0)	10.7% (±1.0)	12.6% (±1.5)
219. The school lets my parents know when I have done something well.	(n=9,436)	(n=4,208)	(n=5,376)	(n=3,625)
a. NO!	14.4% (±1.1)	21.1% (±1.7)	25.7% (±1.7)	26.7% (±2.2)
b. No	40.3% (±1.8)	41.1% (±1.9)	48.4% (±2.1)	48.3% (±1.9)
c. yes	33.5% (±1.7)	28.8% (±2.0)	21.0% (±1.7)	20.4% (±2.1)
d. YES!	11.8% (±0.9)	9.0% (±1.3)	4.9% (±0.7)	4.6% (±0.8)
220. I feel safe at my school.	(n=9,610)	(n=8,475)	(n=10,678)	(n=7,489)
a. NO![AC]/Definitely NOT true[B]	2.9% (±0.6)	4.7% (±0.6)	5.0% (±0.8)	4.5% (±0.9)
b. no[AC]/Mostly not true[B]	7.0% (±0.8)	11.7% (±1.4)	12.2% (±1.1)	10.9% (±1.4)
c. yes[AC]/Mostly true[B]	48.1% (±1.9)	55.0% (±1.9)	59.2% (±1.5)	55.8% (±1.9)
d. YES![AC]/Definitely true[B]	42.0% (±2.4)	28.6% (±2.8)	23.6% (±2.5)	28.7% (±3.1)
221. My teachers praise me when I work hard in school.	(n=9,319)	(n=4,191)	(n=5,358)	(n=3,615)
a. NO!	9.0% (±0.9)	14.1% (±1.4)	15.3% (±1.5)	13.8% (±1.3)
b. No	33.5% (±1.6)	36.8% (±1.7)	44.3% (±1.8)	42.7% (±2.1)
c. yes	46.4% (±1.7)	38.6% (±1.9)	33.8% (±2.0)	35.9% (±2.3)
d. YES!	11.1% (±0.9)	10.6% (±1.4)	6.7% (±0.8)	7.5% (±1.0)

Peer and Individual Domain

Perceived Risk of Drug Use (Questions 222-225)

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

222. Smoke one or more packs of cigarettes per day?	(n=8,863)	(n=4,144)	(n=5,317)	(n=3,604)
a. No risk	6.4% (±0.9)	2.8% (±0.6)	3.0% (±0.7)	2.9% (±0.7)
b. Slight risk	5.1% (±0.7)	3.7% (±0.7)	3.9% (±0.6)	4.1% (±0.6)
c. Moderate risk	14.3% (±0.9)	13.9% (±1.4)	11.9% (±1.3)	12.2% (±1.0)
d. Great risk	63.3% (±2.2)	73.2% (±2.6)	77.9% (±2.0)	77.4% (±1.8)
e. Not sure	10.8% (±1.0)	6.4% (±1.0)	3.3% (±0.6)	3.4% (±0.9)

	Grade 6	Grade 8	Grade 10	Grade 12
223. Try marijuana once or twice?	**% (± CI)** (n=8,794)	**% (± CI)** (n=4,142)	**% (± CI)** (n=5,306)	**% (± CI)** (n=3,596)
a. No risk	11.9% (±1.4)	16.3% (±2.0)	29.4% (±2.4)	42.1% (±2.6)
b. Slight risk	19.9% (±1.0)	26.5% (±1.8)	30.8% (±1.9)	29.8% (±1.6)
c. Moderate risk	23.3% (±1.4)	25.5% (±2.1)	20.9% (±1.7)	14.7% (±1.2)
d. Great risk	33.1% (±1.7)	25.1% (±1.9)	15.7% (±2.2)	10.2% (±1.2)
e. Not sure	11.9% (±0.9)	6.5% (±0.8)	3.2% (±0.5)	3.2% (±0.8)
224. Use marijuana regularly (at least once or twice a week)?	(n=8,765)	(n=4,136)	(n=5,294)	(n=3,592)
a. No risk	9.9% (±1.3)	8.1% (±1.3)	13.5% (±1.7)	20.3% (±2.1)
b. Slight risk	8.1% (±0.9)	12.6% (±1.4)	19.4% (±1.4)	24.3% (±1.8)
c. Moderate risk	18.8% (±0.8)	24.9% (±1.6)	28.1% (±1.5)	28.4% (±1.7)
d. Great risk	52.0% (±2.6)	47.8% (±3.3)	35.2% (±2.9)	23.7% (±1.9)
e. Not sure	11.1% (±0.9)	6.6% (±0.8)	3.7% (±0.6)	3.3% (±0.7)
225. Take one or two drinks of an alcoholic beverage (wine, beer, a shot, liquor) nearly every day?	(n=8,744)	(n=4,128)	(n=5,285)	(n=3,589)
a. No risk	14.3% (±1.2)	6.8% (±1.0)	5.5% (±0.7)	7.7% (±1.0)
b. Slight risk	18.5% (±1.2)	16.9% (±1.5)	17.0% (±1.3)	18.1% (±1.6)
c. Moderate risk	24.2% (±1.0)	30.5% (±1.5)	31.6% (±1.3)	32.9% (±1.3)
d. Great risk	33.3% (±1.8)	39.5% (±2.3)	42.6% (±1.8)	38.5% (±2.1)
e. Not sure	9.7% (±0.8)	6.3% (±0.9)	3.2% (±0.6)	2.8% (±0.8)

Early Initiation of Drug Use (Questions 226-229)

How old were you the first time you:

226. Used marijuana?	(n=0)	(n=8,094)	(n=10,304)	(n=7,277)
a. Never have	**	90.0% (±1.6)	72.2% (±2.4)	54.7% (±2.4)
b. 10 or younger	**	1.7% (±0.4)	2.0% (±0.4)	1.8% (±0.4)
c. 11	**	1.4% (±0.3)	1.5% (±0.3)	1.8% (±0.3)
d. 12	**	2.7% (±0.6)	3.3% (±0.7)	3.1% (±0.6)
e. 13	**	3.7% (±0.6)	5.5% (±0.8)	6.0% (±0.9)
f. 14	**	0.4% (±0.2)	7.7% (±0.9)	8.0% (±0.8)
g. 15	**	0.0% (±0.0)	7.2% (±0.8)	9.3% (±0.7)
h. 16	**	0.0% (±0.0)	0.5% (±0.2)	9.3% (±0.9)
i. 17 or older	**	0.1% (±0.1)	0.2% (±0.1)	6.0% (±0.7)
227. Smoked a cigarette, even just a puff?	(n=0)	(n=3,917)	(n=5,091)	(n=3,465)
a. Never have	**	88.6% (±1.6)	80.8% (±1.8)	71.3% (±2.6)
b. 10 or younger	**	3.6% (±0.6)	4.4% (±0.7)	3.7% (±0.7)
c. 11	**	2.3% (±0.6)	1.8% (±0.4)	2.3% (±0.5)
d. 12	**	2.1% (±0.5)	2.2% (±0.5)	2.8% (±0.8)
e. 13	**	2.7% (±0.5)	3.0% (±0.5)	2.6% (±0.6)
f. 14	**	0.3% (±0.2)	4.0% (±0.8)	4.2% (±0.7)
g. 15	**	0.1% (±0.1)	3.3% (±0.6)	4.5% (±0.7)
h. 16	**	0.1% (±0.1)	0.3% (±0.2)	4.1% (±0.7)
i. 17 or older	**	0.2% (±0.2)	0.2% (±0.1)	4.5% (±0.8)

	Grade 6	Grade 8	Grade 10	Grade 12
228. Had more than a sip or two of beer, wine, or hard liquor (for example vodka, whiskey, or gin)?	**% (± CI)** (n=0)	**% (± CI)** (n=8,109)	**% (± CI)** (n=10,337)	**% (± CI)** (n=7,295)
a. Never have	**	72.1% (±2.3)	52.4% (±2.1)	36.2% (±2.2)
b. 10 or younger	**	11.1% (±0.9)	9.5% (±0.8)	8.0% (±0.8)
c. 11	**	4.5% (±0.5)	3.3% (±0.4)	2.5% (±0.4)
d. 12	**	5.9% (±0.7)	4.4% (±0.5)	4.4% (±0.5)
e. 13	**	5.6% (±0.7)	7.0% (±0.6)	6.1% (±0.6)
f. 14	**	0.6% (±0.2)	11.7% (±1.0)	9.4% (±0.9)
g. 15	**	0.1% (±0.1)	10.5% (±0.7)	12.0% (±0.9)
h. 16	**	0.0% (±0.0)	1.2% (±0.3)	12.7% (±0.9)
i. 17 or older	**	0.2% (±0.1)	0.2% (±0.1)	8.8% (±0.9)
229. Began drinking alcoholic beverages regularly, that is, at least once or twice a month?	(n=0)	(n=3,891)	(n=5,069)	(n=3,445)
a. Never have	**	93.8% (±1.2)	83.7% (±1.6)	71.5% (±1.9)
b. 10 or younger	**	1.1% (±0.3)	1.2% (±0.4)	1.0% (±0.3)
c. 11	**	1.1% (±0.4)	0.9% (±0.4)	0.7% (±0.3)
d. 12	**	1.2% (±0.3)	1.1% (±0.3)	0.9% (±0.3)
e. 13	**	2.0% (±0.5)	1.6% (±0.5)	1.3% (±0.4)
f. 14	**	0.5% (±0.2)	4.4% (±0.7)	2.2% (±0.6)
g. 15	**	0.1% (±0.1)	6.1% (±0.9)	5.1% (±1.0)
h. 16	**	0.0% (±0.0)	0.8% (±0.3)	9.1% (±1.1)
i. 17 or older	**	0.3% (±0.1)	0.2% (±0.1)	8.2% (±0.9)

Favorable Attitudes Toward Drug Use (Questions 230-233)

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

230. Drink beer, wine, or hard liquor (for example vodka, whiskey, or gin) regularly?	(n=8,837)	(n=3,794)	(n=4,960)	(n=3,386)
a. Very wrong	86.3% (±1.0)	67.3% (±2.2)	43.1% (±2.2)	28.5% (±2.2)
b. Wrong	10.0% (±0.8)	21.3% (±1.5)	29.2% (±1.5)	29.8% (±1.6)
c. A little bit wrong	2.7% (±0.4)	8.4% (±1.2)	21.5% (±1.7)	29.4% (±1.7)
d. Not wrong at all	1.0% (±0.2)	3.0% (±0.7)	6.2% (±1.0)	12.3% (±1.5)
231. Smoke cigarettes?	(n=8,790)	(n=3,775)	(n=4,948)	(n=3,378)
a. Very wrong	90.5% (±1.0)	75.8% (±1.9)	61.7% (±1.8)	50.1% (±2.3)
b. Wrong	7.4% (±0.7)	17.7% (±1.5)	26.0% (±1.3)	27.4% (±1.9)
c. A little bit wrong	1.5% (±0.3)	4.7% (±0.8)	9.0% (±0.9)	14.3% (±1.6)
d. Not wrong at all	0.7% (±0.2)	1.8% (±0.5)	3.3% (±0.6)	8.1% (±1.4)
232. Use marijuana?	(n=8,750)	(n=3,770)	(n=4,942)	(n=3,377)
a. Very wrong	91.8% (±0.9)	71.9% (±2.5)	43.9% (±2.7)	29.3% (±2.5)
b. Wrong	5.5% (±0.7)	15.0% (±1.5)	22.4% (±1.2)	21.9% (±1.6)
c. A little bit wrong	1.6% (±0.3)	8.4% (±1.0)	20.4% (±1.7)	25.0% (±1.7)
d. Not wrong at all	1.2% (±0.3)	4.8% (±1.1)	13.3% (±1.6)	23.8% (±2.0)
233. Use LSD, cocaine, amphetamines, or another illegal drug?	(n=8,745)	(n=3,786)	(n=4,958)	(n=3,381)
a. Very wrong	95.3% (±0.6)	86.3% (±1.5)	76.9% (±1.8)	70.2% (±2.0)
b. Wrong	3.1% (±0.5)	9.8% (±1.2)	15.8% (±1.3)	19.0% (±1.4)
c. A little bit wrong	0.7% (±0.2)	2.5% (±0.5)	4.7% (±0.6)	6.7% (±1.2)
d. Not wrong at all	0.9% (±0.2)	1.4% (±0.4)	2.6% (±0.6)	4.1% (±0.8)

Friends Use Drugs (Questions 234-237)

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...

	Grade 6	Grade 8	Grade 10	Grade 12
234. Smoked cigarettes?	% (± CI) (n=0)	% (± CI) (n=3,218)	% (± CI) (n=4,536)	% (± CI) (n=3,204)
a. None of my friends	**	87.9% (±1.7)	79.4% (±2.0)	69.4% (±3.5)
b. 1 of my friends	**	6.3% (±1.1)	11.2% (±1.1)	14.5% (±1.8)
c. 2 of my friends	**	2.6% (±0.6)	4.5% (±0.7)	7.8% (±1.3)
d. 3 of my friends	**	1.1% (±0.4)	2.2% (±0.5)	3.1% (±0.6)
e. 4 of my friends	**	2.1% (±0.5)	2.6% (±0.6)	5.2% (±1.3)
235. Tried beer, wine, or hard liquor (for example vodka, whiskey, or gin) when their parents didn't know about it?	(n=0)	(n=3,222)	(n=4,522)	(n=3,205)
a. None of my friends	**	79.6% (±2.3)	54.5% (±3.0)	37.6% (±2.9)
b. 1 of my friends	**	9.7% (±1.1)	16.4% (±1.2)	16.5% (±1.3)
c. 2 of my friends	**	5.2% (±1.0)	10.9% (±1.2)	15.1% (±1.6)
d. 3 of my friends	**	2.0% (±0.6)	7.5% (±0.9)	10.3% (±1.4)
e. 4 of my friends	**	3.4% (±0.9)	10.6% (±1.6)	20.4% (±2.4)
236. Used marijuana?	(n=0)	(n=3,215)	(n=4,517)	(n=3,201)
a. None of my friends	**	82.2% (±2.5)	58.2% (±3.2)	42.1% (±3.1)
b. 1 of my friends	**	8.4% (±1.3)	16.1% (±1.2)	17.7% (±1.3)
c. 2 of my friends	**	4.2% (±0.9)	10.1% (±1.2)	13.9% (±1.4)
d. 3 of my friends	**	2.1% (±0.5)	6.1% (±0.9)	9.6% (±1.3)
e. 4 of my friends	**	3.1% (±0.9)	9.5% (±1.3)	16.7% (±2.0)
237. Used LSD, cocaine, amphetamines, or other illegal drugs?	(n=0)	(n=3,210)	(n=4,521)	(n=3,201)
a. None of my friends	**	94.1% (±1.3)	88.3% (±1.1)	80.6% (±2.3)
b. 1 of my friends	**	2.7% (±0.8)	6.4% (±0.7)	9.9% (±1.2)
c. 2 of my friends	**	1.2% (±0.5)	2.2% (±0.4)	4.7% (±1.0)
d. 3 of my friends	**	0.7% (±0.3)	1.3% (±0.4)	2.3% (±0.5)
e. 4 of my friends	**	1.3% (±0.4)	1.7% (±0.5)	2.4% (±0.7)

Interaction with Prosocial Peers (Questions 238-242)

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...

238. Participated in clubs, organizations or activities at school?	(n=0)	(n=3,317)	(n=4,605)	(n=3,234)
a. None of my friends	**	15.9% (±2.0)	14.6% (±2.2)	18.0% (±2.3)
b. 1 of my friends	**	13.4% (±1.3)	13.0% (±1.0)	14.3% (±1.5)
c. 2 of my friends	**	15.0% (±1.3)	15.6% (±1.1)	15.5% (±1.3)
d. 3 of my friends	**	14.3% (±1.3)	12.6% (±1.0)	12.5% (±1.3)
e. 4 of my friends	**	41.5% (±3.2)	44.2% (±2.9)	39.8% (±3.3)

	Grade 6	Grade 8	Grade 10	Grade 12
	% (± CI)	% (± CI)	% (± CI)	% (± CI)
239. Made a commitment to stay drug-free?	(n=0)	(n=3,254)	(n=4,559)	(n=3,219)
a. None of my friends	**	25.2% (±2.4)	29.1% (±2.1)	38.4% (±2.0)
b. 1 of my friends	**	6.9% (±1.1)	13.2% (±1.1)	16.1% (±1.5)
c. 2 of my friends	**	5.8% (±0.7)	9.5% (±1.0)	11.9% (±1.1)
d. 3 of my friends	**	6.5% (±1.0)	9.5% (±0.8)	9.1% (±0.9)
e. 4 of my friends	**	55.6% (±2.9)	38.8% (±3.3)	24.6% (±2.4)
240. Liked school?	(n=0)	(n=3,268)	(n=4,569)	(n=3,224)
a. None of my friends	**	25.3% (±2.0)	30.4% (±2.2)	32.6% (±2.6)
b. 1 of my friends	**	14.1% (±1.2)	14.9% (±1.2)	14.4% (±1.5)
c. 2 of my friends	**	16.8% (±1.3)	15.9% (±1.4)	18.1% (±1.6)
d. 3 of my friends	**	13.6% (±1.2)	13.8% (±0.9)	13.9% (±1.6)
e. 4 of my friends	**	30.2% (±3.0)	24.9% (±1.9)	20.9% (±2.1)
241. Regularly attended religious services?	(n=0)	(n=3,221)	(n=4,552)	(n=3,218)
a. None of my friends	**	32.0% (±2.6)	36.2% (±3.0)	41.5% (±2.4)
b. 1 of my friends	**	23.2% (±1.4)	24.8% (±1.6)	27.5% (±1.6)
c. 2 of my friends	**	18.6% (±1.3)	16.8% (±1.4)	15.3% (±1.3)
d. 3 of my friends	**	10.2% (±1.0)	8.7% (±1.1)	6.7% (±1.0)
e. 4 of my friends	**	16.1% (±2.1)	13.6% (±2.0)	9.0% (±1.3)
242. Tried to do well in school?	(n=0)	(n=3,236)	(n=4,557)	(n=3,213)
a. None of my friends	**	5.6% (±1.1)	6.3% (±1.1)	7.2% (±1.0)
b. 1 of my friends	**	5.5% (±0.9)	6.0% (±1.1)	7.3% (±1.2)
c. 2 of my friends	**	7.2% (±0.9)	8.2% (±1.1)	10.2% (±1.2)
d. 3 of my friends	**	12.4% (±1.5)	14.4% (±1.0)	16.0% (±1.4)
e. 4 of my friends	**	69.3% (±2.3)	65.0% (±2.5)	59.4% (±2.5)

Belief in the Moral Order (Questions 243-246)

243. I think it is okay to take something without asking as long as you get away with it.	(n=0)	(n=4,126)	(n=5,272)	(n=3,575)
a. NO!	**	52.0% (±2.0)	45.1% (±1.8)	47.7% (±2.4)
b. No	**	38.0% (±1.7)	44.2% (±1.8)	42.6% (±2.0)
c. yes	**	7.7% (±0.9)	8.3% (±0.9)	7.1% (±0.8)
d. YES!	**	2.3% (±0.4)	2.4% (±0.4)	2.6% (±0.5)
244. I think sometimes it's okay to cheat at school.	(n=0)	(n=4,128)	(n=5,271)	(n=3,573)
a. NO!	**	48.9% (±2.9)	31.1% (±2.5)	25.9% (±2.3)
b. No	**	35.0% (±2.0)	39.7% (±1.6)	35.4% (±1.7)
c. yes	**	13.5% (±1.8)	24.8% (±2.5)	32.2% (±2.6)
d. YES!	**	2.6% (±0.6)	4.4% (±0.7)	6.4% (±0.8)
245. It is all right to beat up people if they start the fight.	(n=0)	(n=4,113)	(n=5,260)	(n=3,568)
a. NO!	**	33.0% (±2.3)	23.9% (±2.1)	22.2% (±1.7)
b. No	**	27.8% (±1.5)	27.3% (±1.6)	28.4% (±1.5)
c. yes	**	23.8% (±1.5)	31.9% (±2.0)	32.1% (±1.4)
d. YES!	**	15.4% (±1.7)	16.9% (±1.8)	17.3% (±1.7)

246. It is important to be honest with your parents, even if they become upset or you get punished.	Grade 6 % (± CI) (n=0)	Grade 8 % (± CI) (n=4,104)	Grade 10 % (± CI) (n=5,261)	Grade 12 % (± CI) (n=3,563)
a. NO!	**	6.2% (±0.7)	5.7% (±0.6)	5.4% (±0.9)
b. No	**	9.0% (±1.2)	12.9% (±1.1)	12.6% (±1.5)
c. yes	**	41.1% (±1.8)	47.8% (±1.7)	50.4% (±1.6)
d. YES!	**	43.7% (±2.0)	33.6% (±1.6)	31.7% (±1.9)

Prosocial Involvement (Questions 247-249)

How many times in the past year (12 months) have you…

247. Participated in clubs, organizations or activities at school?	(n=9,420)	(n=0)	(n=0)	(n=0)
a. Never	26.8% (±2.3)	**	**	**
b. 1 or 2 times	30.0% (±1.3)	**	**	**
c. 3 to 5 times	17.6% (±1.1)	**	**	**
d. 6 to 9 times	7.8% (±0.8)	**	**	**
e. 10 to 19 times	5.9% (±0.7)	**	**	**
f. 20 to 29 times	3.3% (±0.5)	**	**	**
g. 30 to 39 times	2.0% (±0.3)	**	**	**
h. 40+ times	6.6% (±0.7)	**	**	**

248. Done extra work on your own for school?	(n=9,366)	(n=0)	(n=0)	(n=0)
a. Never	23.3% (±1.8)	**	**	**
b. 1 or 2 times	31.8% (±1.1)	**	**	**
c. 3 to 5 times	17.2% (±0.8)	**	**	**
d. 6 to 9 times	9.7% (±0.8)	**	**	**
e. 10 to 19 times	7.4% (±0.7)	**	**	**
f. 20 to 29 times	3.8% (±0.6)	**	**	**
g. 30 to 39 times	1.9% (±0.3)	**	**	**
h. 40+ times	5.0% (±0.5)	**	**	**

249. Volunteered to do community service?	(n=9,324)	(n=0)	(n=0)	(n=0)
a. Never	56.3% (±2.3)	**	**	**
b. 1 or 2 times	23.0% (±1.2)	**	**	**
c. 3 to 5 times	8.8% (±0.9)	**	**	**
d. 6 to 9 times	4.4% (±0.5)	**	**	**
e. 10 to 19 times	3.0% (±0.4)	**	**	**
f. 20 to 29 times	1.6% (±0.3)	**	**	**
g. 30 to 39 times	0.7% (±0.2)	**	**	**
h. 40+ times	2.2% (±0.4)	**	**	**

Social Skills (Questions 250-252)

250. You're looking at CDs in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says, "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees, and no other customers. What would you do now?	(n=0)	(n=3,168)	(n=4,510)	(n=3,197)
a. Ignore her	**	16.4% (±2.0)	20.2% (±1.7)	24.3% (±2.0)
b. Grab a CD and leave the store	**	6.6% (±0.8)	9.0% (±1.2)	8.3% (±0.9)
c. Tell her to put the CD back	**	45.9% (±2.0)	38.2% (±2.0)	38.8% (±1.9)
d. Act like it's a joke and ask her to put the CD back	**	31.1% (±1.8)	32.5% (±1.9)	28.6% (±1.5)

251. You are visiting another part of town and you don't know any of the people your age there. You are walking down the street and some teenager you don't know is walking toward you. He is about your size. As he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	**Grade 6** **% (± CI)** (n=0)	**Grade 8** **% (± CI)** (n=3,153)	**Grade 10** **% (± CI)** (n=4,490)	**Grade 12** **% (± CI)** (n=3,193)
a. Push the person back	**	11.3% (±1.2)	11.0% (±1.3)	10.2% (±1.5)
b. Say nothing and keep on walking	**	46.4% (±2.2)	48.7% (±2.5)	48.5% (±2.4)
c. Say, "Watch where you're going," and keep on walking	**	31.0% (±1.8)	29.2% (±1.7)	30.0% (±1.5)
d. Swear at the person and walk away	**	11.4% (±1.1)	11.1% (±1.0)	11.2% (±1.3)

252. 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=0)	(n=3,148)	(n=4,478)	(n=3,183)
a. Drink it	**	12.2% (±1.6)	26.7% (±2.5)	37.6% (±2.7)
b. Tell your friend, "No thanks. I don't drink," and suggest that you and your friend go and do something else	**	48.3% (±1.7)	36.0% (±2.3)	26.6% (±2.1)
c. Just say, "No, thanks," and walk away	**	25.5% (±1.5)	26.6% (±1.2)	28.6% (±1.7)
d. Make up a good excuse, tell your friend you had something else to do, and leave	**	13.9% (±1.7)	10.7% (±1.2)	7.2% (±0.9)

Questions by Topics

Questions about a single topic are not always grouped together in this report. For example, some questions about alcohol are presented in the Alcohol, Tobacco, and Other Drug (ATOD) Use section and others are presented in the Risk and Protective Factor section. The following list, groups the questions by topic so you can easily locate them in this report.

Core Questions

"Core" questions that appeared on both Forms A and B (the secondary versions of the survey) are listed below. All other questions appeared on either Form A or Form B, but not both. Core questions may or may not have appeared on Form C (the elementary version).

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For more information on which survey forms each question was on,
see the Survey Crosswalk at www.AskHYS.net, under HYS Results - QxQ