

2019 OREGON HEALTHY TEENS SURVEY

Helping all youth to be happy, healthy and resilient



Pleasant Hill School District 1 Report



Conducted by the Oregon Health Authority, Public Health Division

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STATE HEALTH IMPROVEMENT PLAN (SHIP)

Everyone in Oregon should have the opportunity to lead long, healthy and meaningful lives.

Vision: Oregon will be a place where health and wellbeing are achieved across the lifespan for people of all races, ethnicities, disabilities, genders, sexual orientations, socioeconomic status, nationalities and geographic locations.

The purpose of Oregon's State Health Improvement Plan (SHIP) is to identify population-wide priorities and strategies for improving the health of people in Oregon. The SHIP serves as the basis for taking collective action on key health issues in Oregon.

Oregon's SHIP addresses the leading causes of death, disease, and injury in Oregon through evidence-based and measurable strategies intended to improve the health of all people in Oregon by 2024.

The SHIP uses data from the state health indicators to build a set of priority areas for improving the health of everyone in

the state. The 2019 Oregon Healthy Teens (OHT) Survey includes measures that relate to four of the five SHIP health priorities (*relevant OHT measures are italicized in the list below*).

2020-2024 SHIP PRIORITY AREAS

- Institutional bias (not measured by the OHT).
- *Adversity, trauma and toxic stress.*
- *Economic drivers of health (including issues related to housing, living wage, food security and transportation).*
- *Access to equitable preventive health care.*
- *Behavioral health (including mental health and substance use).*

OREGON HEALTHY TEENS SURVEY

“No educational tool is more essential than good health.”

Council of Chief State School Officers

There is a strong, well-established link between health and learning. Students’ health impacts attendance, test scores, and the ability to pay attention in class. Emotional, social and physical health problems can become barriers to learning, making it more difficult for students to be academically or behaviorally successful in school. Addressing the health and well-being of the whole child can go a long way to support achievement in school.

This report provides a glimpse into the health and well-being of 8th and 11th graders in Oregon. Young people need the support of caring adults to help them navigate their expanding roles, relationships and responsibilities. Information from this report will help your schools and communities identify strengths and areas to work on to better meet the needs of your student population.

Good Health is Essential for Positive Academic Outcomes

Healthy kids learn better. Students who are happy, healthy and avoid risky behaviors are more likely to be successful in school. It is difficult for students to do well in school if they are depressed, anxious, tired, bullied, abused, stressed, sick, hungry, gambling, vaping or using alcohol or other drugs. Youth are less likely to engage in risky behaviors when they are connected to parents, family, school and the community.

Keeping students healthy involves engaging families, school administrators, school

nurses or school health staff, teachers, students, and communities to help create a healthy learning environment that promotes students’ physical, social and emotional well-being.

Background

The Oregon Healthy Teens (OHT) survey is Oregon’s effort to monitor the health and well-being of adolescents. An anonymous and voluntary research-based survey, OHT is conducted among 8th and 11th graders statewide in the spring of odd-numbered years. The OHT Survey is an anonymous and voluntary survey sponsored by the Oregon Health Authority (OHA) in collaboration with the Oregon Department of Education (ODE).

OHT is fundamental to ensuring that young people arrive at adulthood with the skills, interests, assets, and health habits needed to live healthy, happy, and productive lives in caring relationships with other people. The information gathered in the survey supports schools and communities in 1) understanding the strengths and challenges of their young people; and 2) assessing and improving the quality of their health and educational programs and supports for youth.

OHT was designed to assess a wide range of topics that include school climate, positive youth development, physical, sexual, mental and emotional health, substance use, problem gambling, safety, and other risky behaviors.

Establishing healthy lifestyles for Oregon youth leads to improved learning in the classroom and longer, healthier and more productive lives for Oregon's population.

Methodology

OHT collects data from 8th and 11th graders in public schools statewide. Schools can choose to administer the survey using either paper-and-pencil or a web-based survey. The survey is designed so it can be administered during one classroom period.

The sampling frame for OHT is based on the Oregon Department of Education's (ODE) Fall Membership Report for 2017-2018 and consists of public schools in Oregon with 8th and/or 11th grade enrollment.¹ The following types of schools are excluded from the sampling frame:

- State-run schools/Schools with no associated school district, such as:
 - ✓ Detention facilities;
 - ✓ Treatment facilities;
 - ✓ Boarding schools;
 - ✓ Charter schools with no brick and mortar presence or regular classes/school hours; and
 - ✓ Alternative schools
- Virtual/web-based public charter schools
- Schools with fewer than 10 8th or 11th graders

Schools can participate in OHT for a variety of reasons; as a randomly sampled school, as a replacement school, at the request of an Oregon Public Health program (e.g., schools with School-Based Health Centers), or as a volunteer.

OHT is designed to obtain valid state and county-level estimates. Eligible schools in the sampling frame are stratified by county. High schools within the county are sampled proportional to their size within the county. For some smaller counties, schools are sampled with certainty – meaning that all high schools within the county are selected to obtain a sample size that provides valid county-level estimates (minimum of 50 students at the county level). For each sampled high school, the feeder middle school is also selected. For high schools with more than one feeder middle school, one of the middle schools is randomly selected.

District approval is solicited before schools are recruited for participation in the survey. Replacements for schools that decline to participate or that are in districts that decline to participate were selected within the same district (of similar enrollment/size whenever possible). If no schools within the district were available as viable replacements, a school with similar enrollment was selected within the county. Schools that are not selected as either sample or replacements can also volunteer to participate, at no cost to the school or district.

Participation is Voluntary

OHT uses an active notification/passive consent model for the survey. Schools send Parental Notification letters to parents and guardians at least two weeks prior to survey administration to inform them of the upcoming survey and provide an opportunity to opt their student out of the survey. Students can also choose to opt themselves out of the survey.

How Are OHT Survey Data Used?

OHT data are used to help evaluate the effectiveness of a variety of projects and

¹ Oregon Department of Education, Student Enrollment Reports at: <https://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx>

programs that promote healthy adolescence in Oregon. They are a key source of state and national leading health indicators, such as those used by the State Health Improvement Plan and Healthy People 2020.

OHT data are used to track the progress of factors leading to school success, and to identify levels of health risk and resiliency among youth. The survey is also instrumental in tracking the presence and severity of emerging health issues for youth such as social media bullying and Juuling. This information supports the development of strategic and meaningful goals, evaluate programs and interventions, and inform local and tribal prevention efforts.

OHT data on Oregon youth are frequently used in:

- State, local, and tribal workplans
- School Improvement Plans (SIPs)
- Community Health Improvement Plans (CHIPs)
- Community Health Assessments (CHAs)

Data are the foundation of Oregon Public Health's prevention efforts, and we rely on data to:

- Identify problems
- Explore emerging issues
- Gauge the magnitude and scale
- Inform decisions
- Plan and prioritize
- Evaluate programs
- Monitor changes
- Secure funding
- Inform state or community-level policies

Student Health Survey Launching in 2020
Beginning in 2020, Oregon Health Authority's Public Health Division will

administer a new school-based survey of youth health called the Student Health Survey (SHS). This survey will replace OHA's two current youth surveys, the Oregon Healthy Teens Survey and the Oregon Student Wellness Survey, and will survey 6th, 8th, and 11th graders in the fall of even-numbered years.

The integration of the two youth surveys into one is part of OHA's ongoing modernization efforts to enhance the efficiency and effectiveness of Oregon's public health system. Integrating the existing surveys will reduce the burden in terms of time and resources asked of schools and students, simplify the assessment process, and improve data consistency. We anticipate that these changes will increase participation in the survey.

To ensure the SHS provides value to partners and stakeholders, OHA staff conducted educational partner engagement sessions, key informant interviews and focus groups in 2018 and 2019 among district and school administrators, youth advisory and policy organizations, students and Tribes to improve the survey content and process to administer the survey.

Youth surveys help state and local agencies that provide adolescent programs and services know what prevention efforts are working and which need improvement. State and local agencies depend on youth data to assess youth needs, develop comprehensive plans and prevention programs, solicit funding, and measure outcomes. The SHS will be an important tool that schools, communities, and state and local agencies can all use in coordinated efforts to help students achieve their full potential.

Validity of OHT Data

Studies indicate that most young people are truthful in answering anonymous health surveys. While a small number of participants do misrepresent their true behavior, the most egregious examples are excluded from results.

To ensure valid survey results, logic edits were implemented based on validity criteria relating to inconsistent response patterns among related questions and probable dishonest or exaggerated responses. Responses for individual questions were set to missing if:

- Logic edits indicated excessive use or early initiation of or discrepant responses for questions relating to:
 - ✓ Alcohol use
 - ✓ Marijuana use
 - ✓ Smoking

- ✓ Risky sexual behavior
- ✓ Gambling
- ✓ Fruit, vegetable and beverage intake

Additionally, to exclude students who did not take the survey seriously, a survey was deemed invalid and excluded from analysis if:

- A threshold was met indicating too many exaggerated or conflicting responses
- Age and grade were missing
- The student reported being dishonest in filling out the survey. Logic edits exclude data from those who indicated “I was not at all honest” or “I was honest once in a while” upon completing the survey.

Statewide, of the 16,060 8th grade and 13,420 11th grade questionnaires submitted, 804 (5.0%) 8th grade and 586 (4.4%) 11th grade surveys were excluded for meeting one or more of the aforementioned criteria.

Table 1. Survey validity

	District 2019	
	8th	11th
Submitted	65	72
Invalid (excluded)	0	5
Valid surveys	65	67
Validity rate (%)	100.0	93.1

Participation

The 2019 OHT Survey was administered during the spring of 2019 (February – May) to Oregon youth in grades 8 and 11.

A list of districts that participated in the 2019 OHT Survey by county is available in [Appendix I](#).

Table 2. Survey participation

	District 2019	
	8th	11th
Valid surveys	65	67
Enrolled	81	84
Participation rate	80.2	79.8

DEMOGRAPHICS

This section provides a snapshot of respondents in the 2019 OHT Survey.

Statewide Results are Weighted to be Representative

Grade-level data (8th and 11th) are displayed in this report when there are a minimum number of valid responses for reporting reliable results (10 for school/district; 50 for county/region). School and district results are unweighted, while state and county level results are weighted by enrollment to be representative of the state

and county (where appropriate). In data tables containing both percentages and sample size (n), percentages are weighted but sample size is unweighted, meaning there may be discrepancies between the percentage displayed and the percentages resulting from simple summation of sample size.

Topic	Question Wording
Grade	In what grade are you?
Age	How old are you?
Race and ethnicity	What is your race or ethnicity (Select one or more response)? If you selected more than one race, what one race best describes you?
Tribal affiliation	Are you enrolled in any of the following tribes?
Language	What is the language you use most often at home?
Youth with disabilities	Are you deaf or do you have serious difficulty hearing? Are you blind or do you have serious difficulty seeing, even when wearing glasses? Because of a physical, mental or emotional condition, do you have serious difficulty concentrating, remembering or making decisions? Do you have serious difficulty walking or climbing stairs? Do you have serious difficulty dressing or bathing? Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a physician's office or shopping?

Topic	Question Wording
Sexual orientation, gender identity and sex assignment	Do you think of yourself as... <i>Lesbian or gay, Straight or heterosexual, Bisexual, Something else, Don't know/not sure.</i>
	How do you identify? (Select one or more responses). <i>Female, Male, Transgender/Trans Female, Transgender/Trans Male, Gender nonconforming, Gender fluid/Genderqueer, Agender, Something else fits better, I am not sure of my gender identity, I do not know what this question is asking.</i>
	What was your sex at birth? <i>Female, Male, Intersex and/or my sex was unclear at birth.</i>

Student age and grade level

Two versions of the survey were used, one for 8th grades and another for the 11th grade. The 8th grade survey consisted of a subset of the questions found on the 11th grade version.

The average age of 8th grade respondents in this district was 13.6 years old, while the average age of 11th grade respondents was 16.7 years old.

Table 3. Grade demographics

	District 2015				District 2017				District 2019			
	8th		11th		8th		11th		8th		11th	
	%	n	%	n	%	n	%	n	%	n	%	n
Students surveyed	58.7	74	41.3	52	49.5	55	50.5	56	49.2	65	50.8	67

Table 4. Age demographics

	District 2015				District 2017				District 2019			
	8th		11th		8th		11th		8th		11th	
	%	n	%	n	%	n	%	n	%	n	%	n
12 years old or younger	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
13 years old	17.6	13	0.0	0	43.6	24	0.0	0	36.9	24	0.0	0
14 years old	77.0	57	0.0	0	56.4	31	0.0	0	60.0	39	0.0	0
15 years old	5.4	4	0.0	0	0.0	0	0.0	0	3.1	2	0.0	0
16 years old	0.0	0	25.0	13	0.0	0	39.3	22	0.0	0	22.4	15
17 years old	0.0	0	75.0	39	0.0	0	60.7	34	0.0	0	76.1	51
18 years old or older	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	1.5	1

Race and Ethnicity

28.7% of 8th graders and 26.8% of 11th graders in Oregon identified as Hispanic or Latino/Latina/Latinx. 56.7% of 8th graders and 61.4% of 11th graders surveyed were white, 4.0% of 8th graders and 4.7% of 11th graders surveyed were Asian, and the rest were a combination of the remaining categories.

The racial and ethnic composition of students in schools across Oregon varies considerably. While whites remain the largest racial group, approximately one in four students identify as Latino/a/x.

In 2017, the Asian and Pacific Islander categories were broken out into specific groups based on state population totals to obtain more granular information on race and ethnicity. A new category, Middle Eastern or North African, was added in 2019 to enable respondents to better identify themselves.

Table 5. Race and ethnicity demographics

	District 2015				District 2017				District 2019			
	8th		11th		8th		11th		8th		11th	
	%	n	%	n	%	n	%	n	%	n	%	n
Hispanic or Latino/Latina/Latinx	5.6	4	9.6	5	3.8	2	16.1	9	9.5	6	11.9	8
Black or African American	1.4	1	1.9	1	0.0	0	0.0	0	0.0	0	1.5	1
American Indian or Alaska Native	1.4	1	0.0	0	11.5	6	1.8	1	3.2	2	4.5	3
Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or other Asian	4.2	3	1.9	1	5.8	3	5.4	3	0.0	0	0.0	0
Middle Eastern or North African	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.0	0	0.0	0
Native Hawaiian or Pacific Islander	1.4	1	0.0	0	0.0	0	0.0	0	0.0	0	3.0	2
White	75.0	54	73.1	38	76.9	40	76.8	43	84.1	53	73.1	49
Other	n/a	n/a	n/a	n/a	3.8	2	16.1	9	3.2	2	6.0	4

Language

Statewide, 17.4% of 8th graders and 16.3% of 11th graders speak a language other than English at home.

While this is lower than nationwide (where nearly one in four U.S. public-school children speak a language other than English at home), it still raises important questions. What’s the best way to accommodate these students in the classroom? Can linguistic accommodations be made to help improve parental involvement?

Gathering these data allows districts and the state to understand the performance

of specific population groups. It’s a better alternative to relying on race identification to observe achievement, since race categories can sometimes conceal important demographic distinctions.

Oregon is committed to balancing goals of linguistic assimilation, cultural diversity, and academic and life success.

Table 6. Language used most often at home

	District 2015				District 2017				District 2019			
	8th		11th		8th		11th		8th		11th	
	%	n	%	n	%	n	%	n	%	n	%	n
English	100.0	74	94.2	49	100.0	55	96.4	54	96.9	63	98.5	66
Spanish	0.0	0	1.9	1	0.0	0	3.6	2	1.5	1	0.0	0
Mandarin	n/a	n/a	n/a	n/a	n/a	0	n/a	0	0.0	0	0.0	0
Cantonese	n/a	n/a	n/a	n/a	n/a	0	n/a	0	0.0	0	0.0	0
Russian	n/a	n/a	n/a	n/a	n/a	0	n/a	0	0.0	0	0.0	0
Vietnamese	n/a	n/a	n/a	n/a	n/a	0	n/a	0	0.0	0	0.0	0
American Indian/Alaska Native tribal language	n/a	n/a	n/a	n/a	n/a	0	n/a	0	0.0	0	0.0	0
Another language (Specify)	0.0	0	3.8	2	0.0	0	0.0	0	1.5	1	1.5	1

Tribal Affiliation

Out of the statewide count of American Indian respondents,* 24.1% of 8th graders and 23.0% of 11th graders indicate they are enrolled in one of the Oregon tribes.

Oregon is committed to a positive working Government-to-Government relationship with the nine Oregon federally-recognized Indian tribes. Oregon Department of Human Services (DHS) interacts with Oregon tribes on services related to health

care, alcohol and drug treatment programs, mental health services, employment and training, services to people with disabilities, senior programs, public health and child welfare.

Table 7. Tribal affiliation*

	District 2019			
	8th		11th	
	%	n	%	n
Native American, unenrolled	50.0	3	87.5	7
Native American, enrolled	50.0	3	12.5	1
Burns Paiute Tribe	0.0	0	0.0	0
Coquille Indian Tribe	0.0	0	0.0	0
Cow Creek Band of Umpqua Tribe of Indians	16.7	1	0.0	0
Confederated Tribes of Grand Ronde	0.0	0	0.0	0
Klamath Tribes	0.0	0	0.0	0
Confederated Tribes of Umatilla Indian Reservation	0.0	0	0.0	0
Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians	0.0	0	0.0	0
Confederated Tribes of Siletz Indians	0.0	0	0.0	0
Confederated Tribes of Warm Springs	0.0	0	0.0	0
Other (Specify)	33.3	2	12.5	1

* Data do not represent students who marked *Alaska Native* as their primary race/ethnicity.

Youth with Disabilities

Statewide, 31.6% of 8th graders and 34.1% of 11th graders report some sort of disability.

Youth with disabilities may be more likely to experience social stigma and have unmet health care needs.

The 2019 OHT survey identified youth with disabilities using six questions assessing difficulty with:

- hearing
- seeing
- concentrating, remembering, or making decisions
- walking or climbing stairs
- dressing or bathing

- doing errands (such as shopping or visiting a physician’s office) alone

Nearly 57 million people in the United States have some type of disability.² Although disabilities are increasingly common as people age, some people are born with disabilities, and some children and youth acquire disabilities early in life.

These questions have been used by the U.S. Census Bureau for several years and are now standard on most federally-funded health surveys.

Table 8. Youth with disabilities

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Students with disabilities	n/a	40.8	n/a	24.5	29.2	40.0
Are you deaf or do you have serious difficulty hearing?	n/a	10.2	n/a	9.3	0.0	4.5
Are you blind or do you have serious difficulty seeing, even when wearing glasses?	n/a	18.8	n/a	3.7	3.1	12.3
Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering or making decisions?	n/a	31.3	n/a	18.5	18.5	30.3
Do you have serious difficulty walking or climbing stairs?	n/a	14.6	n/a	1.9	1.5	10.6
Do you have difficulty dressing or bathing?	n/a	12.5	n/a	1.9	1.5	0.0
Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a physician’s office or shopping?	n/a	14.6	n/a	1.9	9.2	6.1

² US Census Bureau. Nearly 1 in 5 people have a disability in the U.S., Census Bureau Reports. Available at <https://www.census.gov/newsroom/releases/archives/miscellaneous/cb12-134.html>. Last accessed: Jul 11, 2019.

Sexual Orientation, Gender Identity and Sex at Birth

Overall, roughly one in 10 youth (9.9% of 8th graders and 12.6% of 11th graders) are gay, lesbian or bisexual.

While the vast majority of youth identify as either male or female, 6.1% of 8th graders and 5.5% of 11th graders specify a non-binary gender (transgender, gender non-conforming, genderqueer, gender fluid or intersex/intergender).

Oregon recognizes that academic success depends on a safe school environment that is free from discrimination and harassment. Historically, persons of different sexual and gender orientations were grouped together under the lesbian, gay, bisexual, transgender and questioning (LGBTQ+) umbrella, but gender identity and sexual orientation are different things. A person's sexual orientation is the gender to which

a person is emotionally, romantically, and sexually attracted. Gender identity is how a person self-identifies as a particular gender, regardless of biological sex characteristics. Transgender can describe persons who are assigned a certain gender but identify with something different. A transgender person can identify as straight, gay, lesbian, bisexual or asexual.

Table 9. Gender Identity and Sex at Birth (State data, 2019)

How do you identify?	What was your sex at birth?											
	Female				Male				Intersex*			
	Grade 8		Grade 11		Grade 8		Grade 11		Grade 8		Grade 11	
	%	n	%	n	%	n	%	n	%	n	%	n
Female	93.6	7,148	94.3	6,121	0.3	23	0.4	17	9.7	3	12.0	2
Male	0.3	24	0.3	15	94.1	7,022	94.4	5,934	12.9	7	4.3	1
Non-binary gender	6.1	476	5.4	320	5.6	396	5.2	329	77.4	40	83.7	25

* Intersex refers to people who are born with any of a range of sex characteristics that may not fit a doctor's notions of binary "male" or "female" bodies. Variations may appear in a person's chromosomes, genitals, or internal organs like testes or ovaries. Some intersex traits are identified at birth, while others may not be discovered until puberty or later in life.

In spring 2016, the OHT Survey Workgroup partnered with universities, community organizations, and members of LGBTQ+ communities to select indicators that would best measure gender identity and gender expression among youth in Oregon. Oregon is one of the first states in the nation to adopt such comprehensive and inclusive measures on a youth survey to ensure every youth has the opportunity to have their identities counted.

As a response to youth comments regarding other topics that should be included in the survey, the gender question was expanded in the 2017 OHT Survey to include multiple options for those who identify as neither exclusively male nor female, including a place to write or type in their identity. The gender question was revised again for the 2019 survey based on further community input.

Since 2011, the Centers for Disease Control and Prevention (CDC) adopted the use of

a two-step question protocol that captures a transgender person's current gender identity, as well as their assigned sex at birth.³ Together, these two variables provide more detailed and accurate demographic information. Coupled with community and student feedback on the survey, a sex assigned at birth question was included in the 2019 OHT Survey.

We recognize these data are complex and do not necessarily reflect or accurately describe the full identifiers of the population.

For a complete glossary of terms, we encourage you to visit the Human Rights Campaign at <http://www.hrc.org/resources/glossary-of-terms>. To learn more about the benefits of having inclusive data collection policies, please visit <http://www.thetaskforce.org/why-data-collection-matters-to-lgbt-people/>. <https://interactadvocates.org/intersex-definitions/>

3 CDC National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, Division of HIV/AIDS Prevention. 2011. HIV Infection among Transgender People. Washington, DC: Centers for Disease Control and Prevention, available at <https://williamsinstitute.law.ucla.edu/wp-content/uploads/GenIUSS-Gender-related-Question-Overview.pdf>

SOCIAL DETERMINANTS OF HEALTH

Health equity exists when all people can reach their full health potential and are not disadvantaged because of socially-determined circumstances.

Health equity exists when everyone has the opportunity to reach their full health potential and are not disadvantaged because of where they are born, grow, live, work, learn and age. Achieving health equity involves addressing factors that influence health, such as employment, income, housing, education, health care, public safety and access to food. Racism and oppression can dictate how these social determinants are distributed. Health equity differs from health disparities, which are the differences in health status between people related to social or demographic factors, such as race,

gender, income, or geographic location. Health disparities can be used to measure progress toward achieving health equity.⁴

Root causes of health inequity are collectively called the social determinants of health (SDOH), which include access to healthy food, safe neighborhoods and housing, transportation, and education. Social determinants and the places people live, work, learn and play, have the most significant effect on individual and population-level health. Poverty limits access to resources and results in worse health outcomes, poorer quality of life, and shorter lifespans.

Topic	Question Wording
Food Insecurity/ Hunger	In the past 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?
Housing Instability	During the past 30 days, where did you usually sleep? During the past 30 days, did you ever sleep away from your parents or guardians because you were kicked out, ran away, or were abandoned?

4 American Public Health Association (APHA). (n.d.). APHA > Topics and Issues > Health Equity. Available at: <https://www.apha.org/topics-and-issues/health-equity>

Topic	Question Wording
Access to Health Care	<p data-bbox="591 306 1503 380">When did you last go to a doctor or nurse practitioner for a check-up or physical exam when you were not sick or injured?</p> <hr/> <p data-bbox="591 411 1503 558">During the past 12 months, did you have any physical health care needs that were not met? (Count any situation where you thought you should see a doctor, nurse, or other health professional).</p> <hr/> <p data-bbox="591 590 1503 737">During the past 12 months, did you have any emotional or mental health care needs that were not met? (Count any situation where you thought you should see a counselor, social worker, or other mental health professional).</p> <hr/> <p data-bbox="591 768 1503 884">In the past 12 months, have you visited an emergency room or urgent care clinic for a physical or mental health care need? (Select one or more responses).</p> <hr/> <p data-bbox="591 915 1503 989">When did you last go to a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?</p>
School-Based Health Centers (SBHCs)	<p data-bbox="591 1020 1360 1052">Does your school have a School-Based Health Center?</p> <hr/> <p data-bbox="591 1083 1503 1157">How many times have you used the School-Based Health Center at your school in the past 12 months?</p>

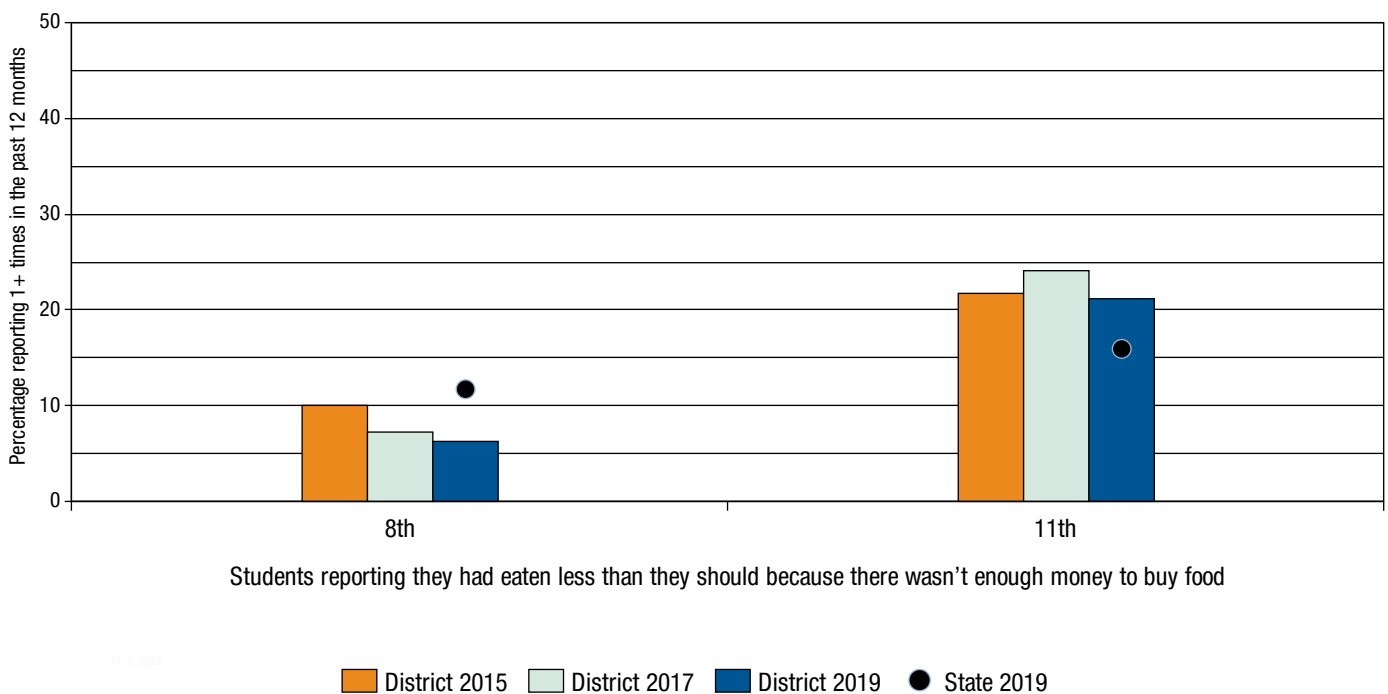
Food Insecurity/Hunger

In Oregon, 1 in 5 children struggle with food insecurity, meaning their families cannot always provide sufficient food.⁵

Food insecurity exists when people do not have access to enough nutritious food to support an active lifestyle. There is a link between food insecurity and cognitive, academic, and psychosocial measures. Children in food-insecure households are more likely to have poor health, behavior problems, poorer developmental outcomes, be less ready to learn in school, have greater difficulty getting along with other children, and are more likely to be suspended from school.^{6,7}

Food and nutritional assistance programs are a key support for low-income families and individuals. According to Partners for a Hunger-free Oregon, over 315,000 Oregon youth are eligible for free or reduced-price meals through the School Breakfast Program and the National School Lunch Program. Yet, only about 205,000 (65%) participate, meaning that statewide, 37.0% of 8th graders and 36.7% of 11th graders receive free or reduced lunch prices at school.

Chart 1. Food insecurity



5 Oregon Food Bank: <https://www.oregonfoodbank.org/our-work/programs/food-access/child-hunger-programs/>
 6 Issue Two (April 2014) – Food Security, Health, and Well-Being at: <http://childrenshealthwatch.org/discussion/food-insecurity-new-research/>
 7 Issue Four (October 2014) – Food Insecurity among Adolescents and College Students at: <http://childrenshealthwatch.org/discussion/food-insecurity-new-research/>

Housing Instability

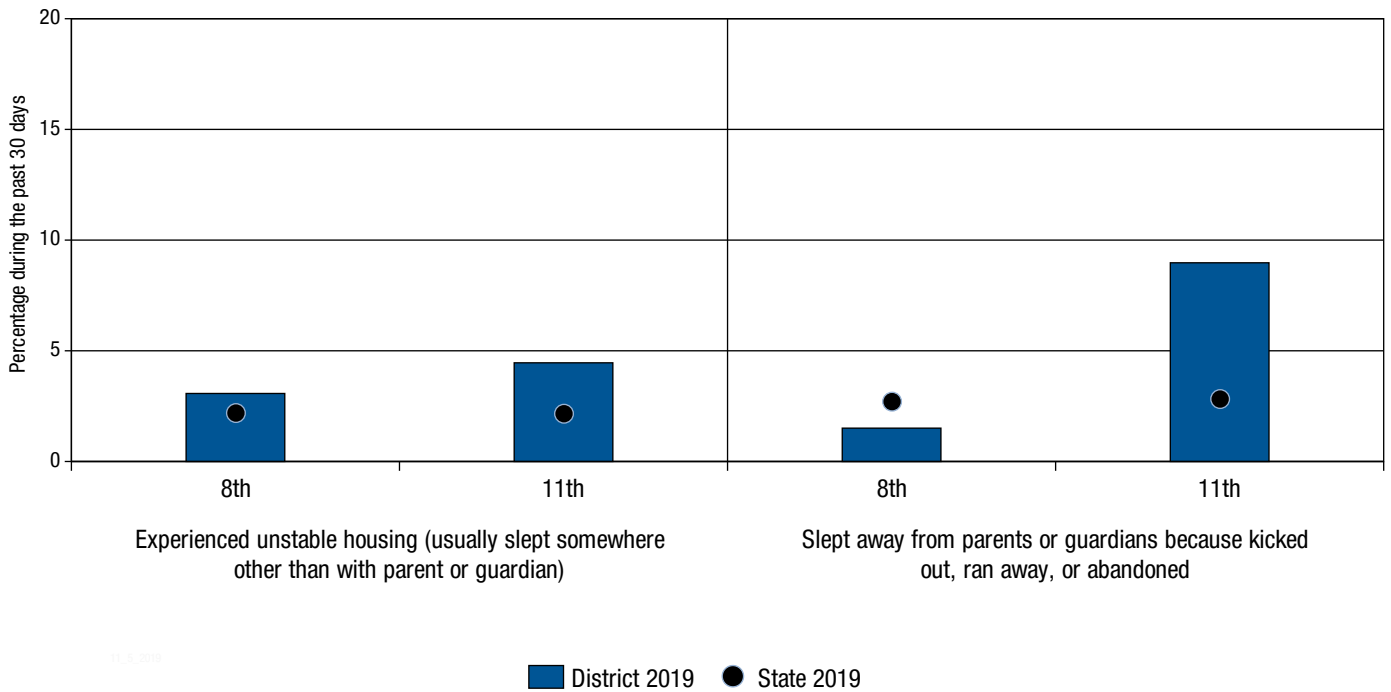
Unstable housing is a significant social determinant of health. People without homes experience increased mortality, chronic health conditions, mental illness, substance use, and risky behaviors.

2019 was the first time the OHT included questions pertaining to housing stability.

Statewide, results from the OHT survey indicate that 2.2% percent of 8th and 11th-graders report unstable housing

situations during the past 30 days. This is lower than the rates reported by the ODE in 2017-18 (3.2% and 3.9% respectively), possibly reflecting the 30 day time frame of the question.

Chart 2. Housing instability



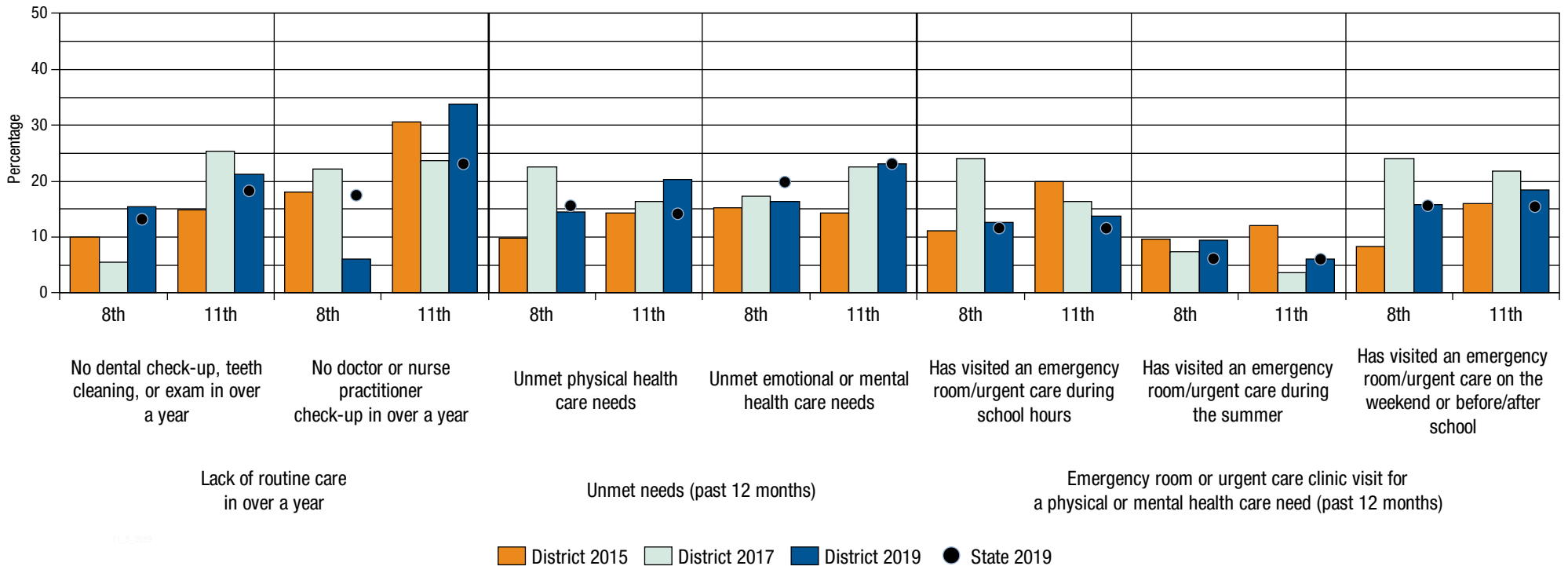
Access to Health Care

Access to high quality health care is crucial for all youth. Adolescents often experience greater barriers to accessing health care than younger children.

Inequities in access to health care include a lack of health care providers in the area, difficulty in scheduling or making it to appointments, and health care providers' lack of cultural competence. Emergency room/urgent care clinic visits can happen to anyone, but they are also tracked as a proxy measure of

unmanaged conditions and unmet needs (e.g. asthma, diabetes, suicidal behavior) being treated only after advancing to critical levels.

Chart 3. Access to health care

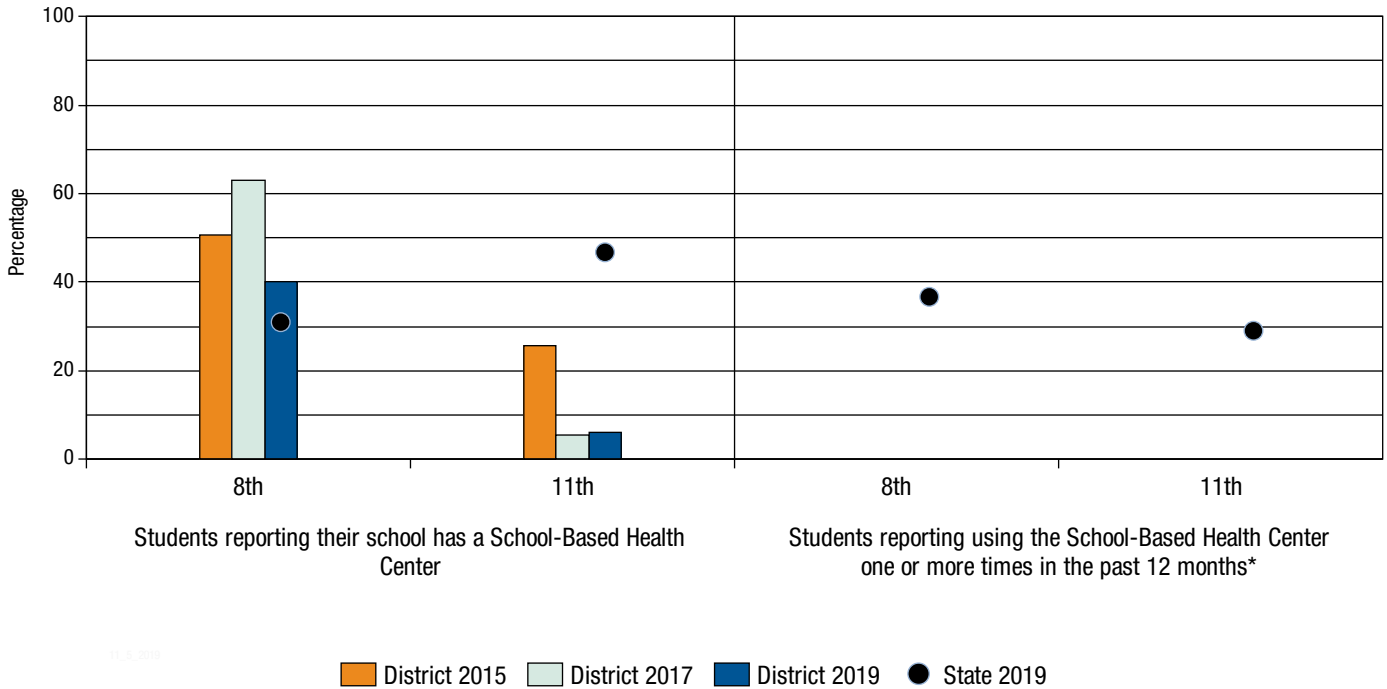


School-Based Health Centers (SBHCs)

Oregon’s 78 School-Based Health Centers (SBHCs) offer a unique health care model in which comprehensive physical, mental and preventive health services are provided to youth in a school setting.

SBHCs see children who otherwise would not get care, help students get back to the classroom faster, lessen the demand on parents to take time off to take children to get well and urgent care needs, and improve students’ health.

Chart 4. School-Based Health Centers (SBHCs)



* Out of students attending schools with school-based health centers.

ACADEMIC OUTCOMES

Academic outcomes emerge from the skills, knowledge and abilities that students develop during their time in school. Beyond the tangible measures of standardized testing, students must learn communication, critical thinking, self-management skills, and interpersonal skills to succeed in the world that awaits them.

Establishing benchmarks of success (referred to here as Positive Youth Development) as well as monitoring indicators of academic failure can give a sense of the extent to which students, teachers and institutions have achieved their short and long-term educational goals.

Topic	Question Wording
Positive Youth Development (PYD)	Would you say that in general your physical health is excellent, very good, good, fair or poor?
	Would you say that in general your emotional and mental health is excellent, very good, good, fair or poor?
	I can do most things if I try.
	There is at least one teacher or other adult in my school that really cares about me.
	I volunteer to help other in my community.
	I can work out my problems.

Topic	Question Wording
Grades and absenteeism	During the past 12 months, how would you describe your grades in school?
	During the past 12 months, how many days of school did you miss for any reasons?
	During the past 12 months, how many days of school did you miss because of physical health reasons?
	During the past 12 months, how many days of school did you miss because of emotional or mental health reasons?
	During the past 12 months, how many days of school did you have unexcused absences (meaning you skipped or cut school)?
	During the past 12 months, did you miss one or more hours of school due to any of the following reasons? I had a toothache or painful tooth; My mouth was hurting; I had to go to the dentist because of tooth or mouth pain; I had to go to the hospital emergency room because of tooth or mouth pain; I had a mouth injury from playing sports.

Positive Youth Development

The Positive Youth Development (PYD) Benchmark is a measure of the number of youth who have the physical, emotional and social supports to succeed in school and live happy, healthy and productive lives.

The Positive Youth Development (PYD) benchmark is calculated based on responses to six questions in the survey. A youth meets the PYD benchmark if they answer five out of six questions positively. The

PYD benchmark provides a measure of the number of teens reporting strong levels of individual health and confidence, adult support at school and helping others in the community.

Chart 5. Positive Youth Development (PYD) Benchmark

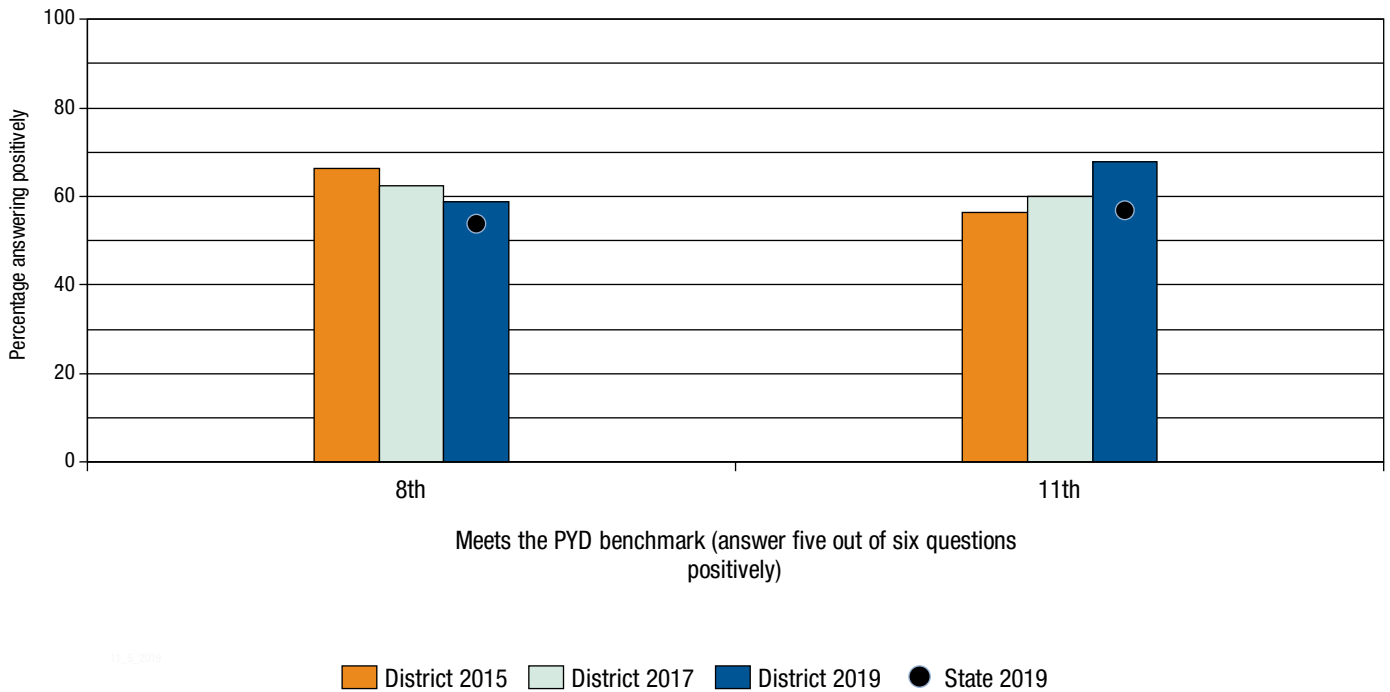
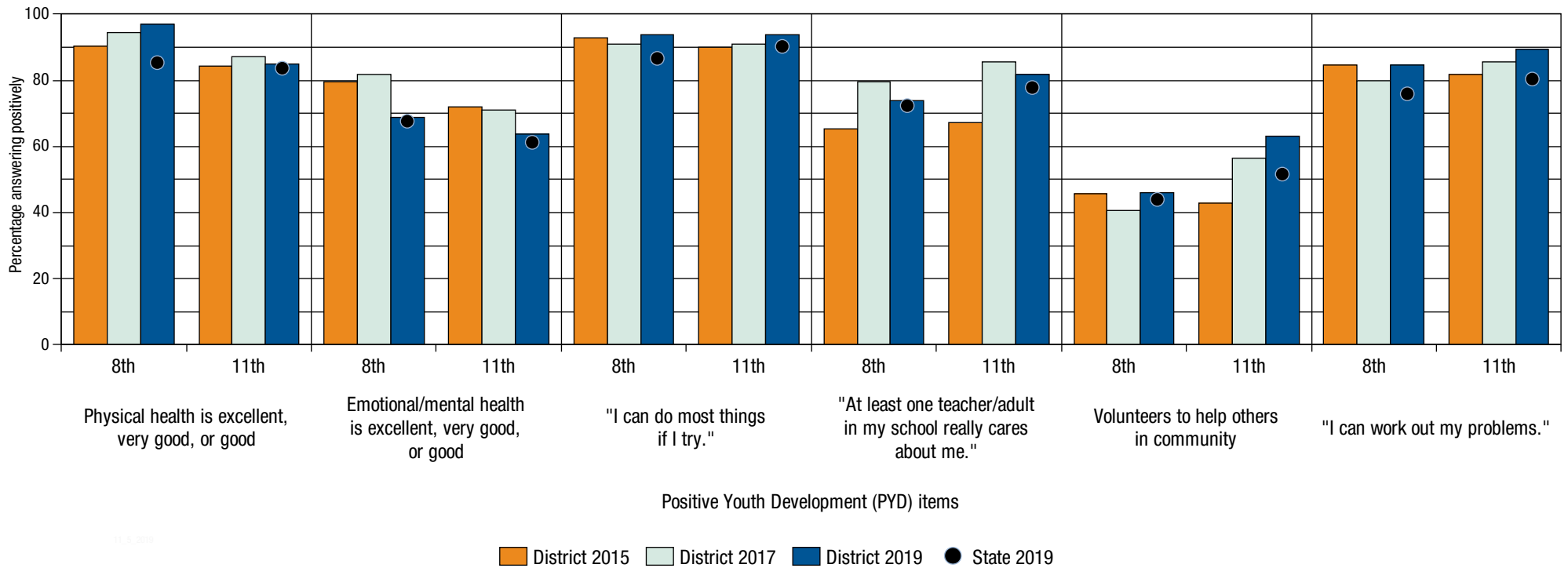


Chart 6. Individual PYD Scale Questions



Statewide, 53.8% of 8th grade participants and 56.9% of 11th grade participants met the PYD benchmark.

Positive Youth Development (PYD) framework is an approach that focuses on building strengths and attributes that can buffer the impact of stress and obstacles young people face. PYD is a term used to describe empowering and promoting youth confidence, competence, and resilience in ways that benefit both youth and the larger society. PYD theory recognizes that all youth have a vital stake in their future and a pivotal role to play in working

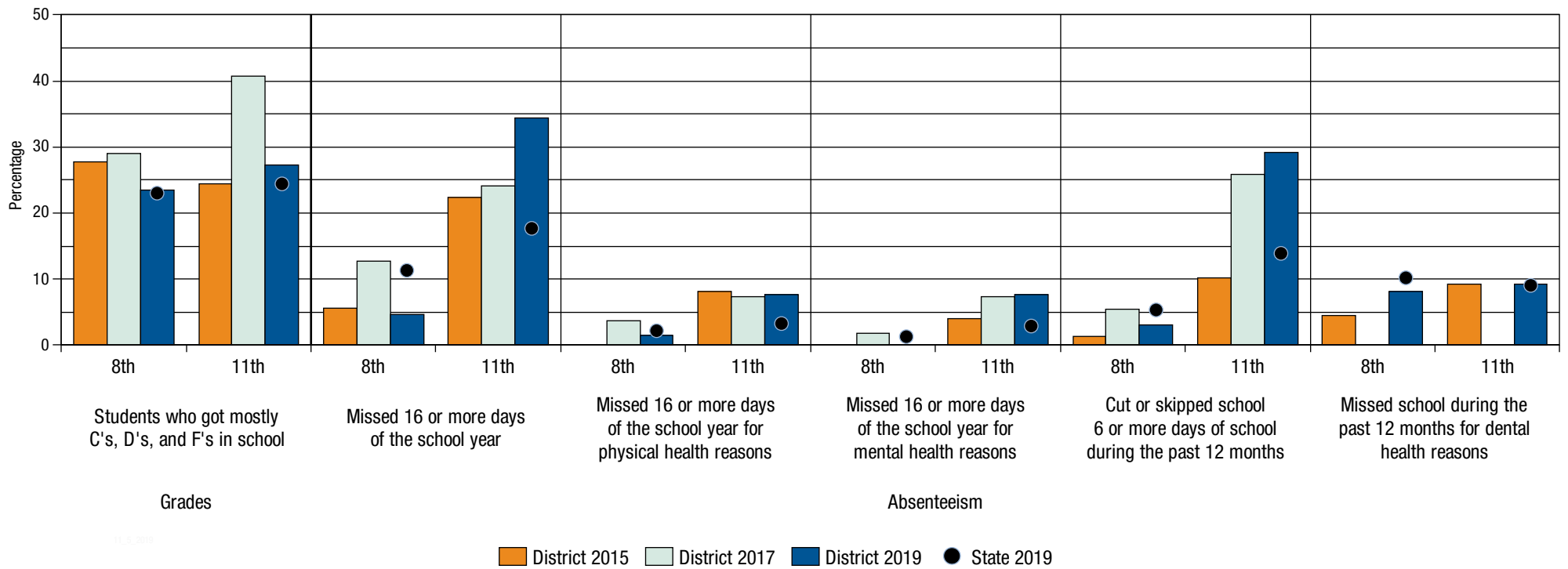
alongside adults to shape policies that affect them. Supporting PYD often requires a shift from viewing youth as troublemakers who exhibit risky behavior to seeing youth as positive change agents, willing and able to contribute to society. PYD focuses on viewing youth as partners with providers, policy makers, and researchers and on developing their skills for meaningful participation.

Grades and Absenteeism

Students who are chronically absent (missing 10% or more of school days in an academic year) are more likely to drop out of high school than their peers.

There are many health-related reasons why students miss school, including asthma, oral health problems, mental health challenges, substance abuse, pregnancy and obesity, homelessness and bullying.

Chart 7. Grades and absenteeism



SCHOOL CLIMATE

A safe school environment is necessary for students to learn and achieve high academic success. Feeling physically or emotionally unsafe at school disrupts a student's ability to learn and a school's ability to educate its students.

A caring school community in which students are challenged academically and supported by trusted adults can serve as a counter to the process by which victimization distances students from learning and contributes to other problems, including truancy and academic failure.⁸ Schools can create spaces where students feel safe, included, and authentically engaged.

In today's world where teens use social media, web-based video games and other technology, cyberbullying has become another channel for harassment. Harassment, intimidation or bullying means any act that substantially interferes with a student's education benefits, opportunities or performance, that takes place on or

immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

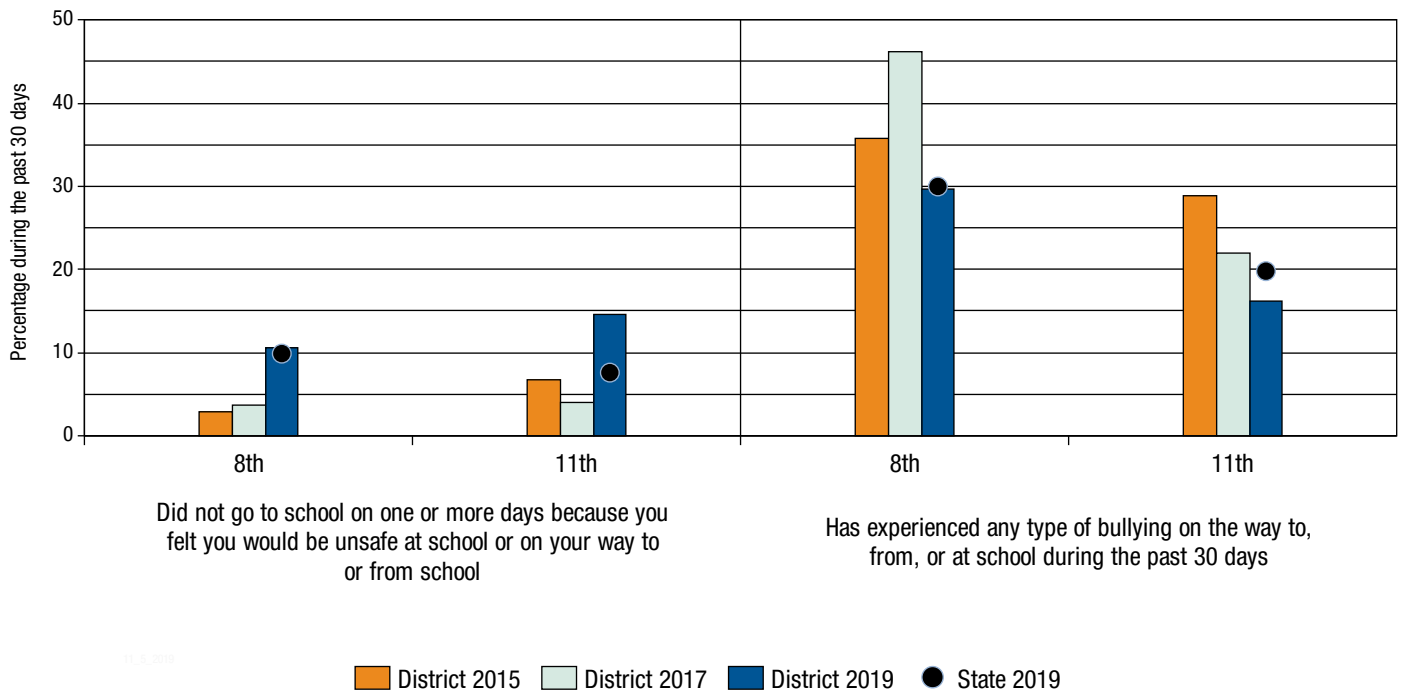
1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
3. Creating a hostile educational environment.

Students who are harassed, feel unsafe or otherwise victimized are more likely to cut classes, skip school, feel depressed or become involved in coping behaviors.

⁸ Office of Juvenile Justice and Delinquency Prevention News @ A Glance, November – December 2011: https://www.ojjdp.gov/archives/newsletter/236316/sf_4.html

Topic	Question Wording
School safety	During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?
Bullying	During the past 30 days, have you been bullied by someone using any kind of technology, such as through social media, cell phones, or video games? During the past 30 days, have you ever been bullied at school (including any school events, or on the way to or from school) in relation to any of the following issues? This includes in-person and cyberbullying. (Select one or more responses).

Chart 8. Overall school climate



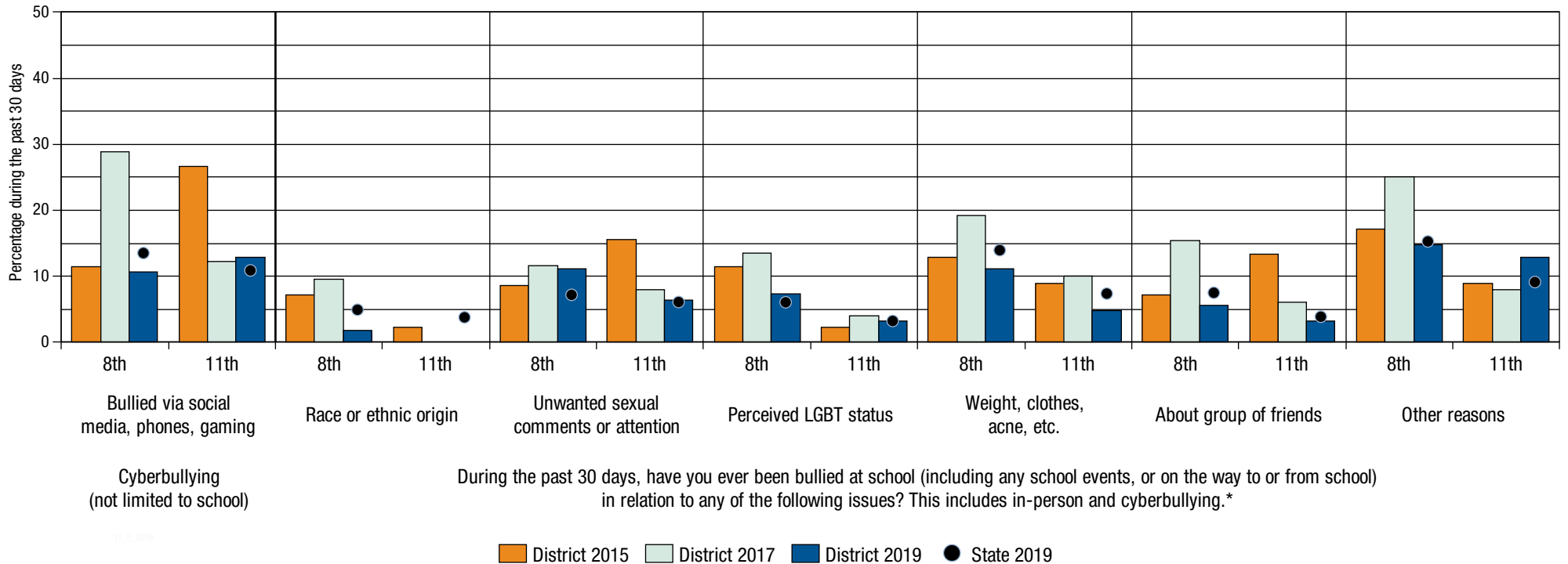
Bullying

Bullying behavior contributes to lower attendance rates, lower student achievement, low self-esteem, and depression, as well as higher rates of both juvenile and adult crime.

Although the problem of bullying is receiving increased public attention, actual incidences of bullying often go undetected by

teachers and parents. The most effective way to address bullying is through comprehensive, school-wide programs.

Chart 9. Student bullying



Statewide, 30.0% of 8th graders and 19.8% of 11th graders experienced bullying at school in the past 30 days.

* Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%

INJURY PREVENTION

It is important that data inform injury prevention priorities, which is why public health surveillance for injuries forms the foundation of injury prevention.

Without data to inform how prevention efforts are prioritized, the limited resources for injury prevention can be pulled in many directions. Questions in the survey relate to three of the four current focus areas for the Oregon Injury and Violence Prevention Program (*relevant OHT measures are italicized*):

- *Child maltreatment (abuse and neglect)*
- *Motor vehicle traffic injuries*

- *Sexual violence and intimate partner violence prevention*
- Traumatic brain injury prevention

While unintentional injuries often result from a rapid transfer of energy from object to person (e.g. being struck by a motor vehicle), intentional injuries are the result of intentional harm imposed upon one person by another, or upon oneself (e.g. suicide). In other words, injury includes violence.

Suicide Prevention

There is a mental health crisis among Oregon youth. In Oregon, suicide is the second leading cause of death among Oregonians aged 10 to 24.⁹

Suicide is one of Oregon’s most persistent, yet largely preventable public health problems.

Firearms, suffocation (hanging) and poisoning are the most frequently observed mechanisms of injury in suicide deaths. Firearms alone accounted for more than half of deaths.¹⁰

Factors associated with an increased risk of suicide among youth include prior attempts, depression, family discord, substance abuse,

relationship problems, discipline or legal problems, and access to firearms.

Protective factors include inclusive environments, effective care for mental, physical and substance abuse disorders, access to mental health care, support for seeking help, reduced access to lethal means, discussing problems with friends or family, emotional health, strong connections to family and community, and life skills such as problem-solving, conflict resolution and anger management.

Topic	Question Wording
Depressive symptoms	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?
Suicide	During the past 12 months, did you ever seriously consider attempting suicide?
	During the past 12 months, how many times did you actually attempt suicide?
Access to firearms	How long would it take you to get and be ready to fire a loaded gun?

9 Oregon Health Authority, Public Health Division, Injury and Violence Prevention, <https://www.oregon.gov/oha/ph/PreventionWellness/SafeLiving/SuicidePrevention/Pages/sdata.aspx>

10 Oregon Health Authority, Public Health Division, Injury and Violence Prevention Program, Youth Suicide Intervention and Prevention Plan, 2016-2020: <https://www.oregon.gov/oha/ph/preventionwellness/safeliving/suicideprevention/Documents/5-year-youth-suicide-prevention-plan.pdf>

Chart 10. Depression and suicide

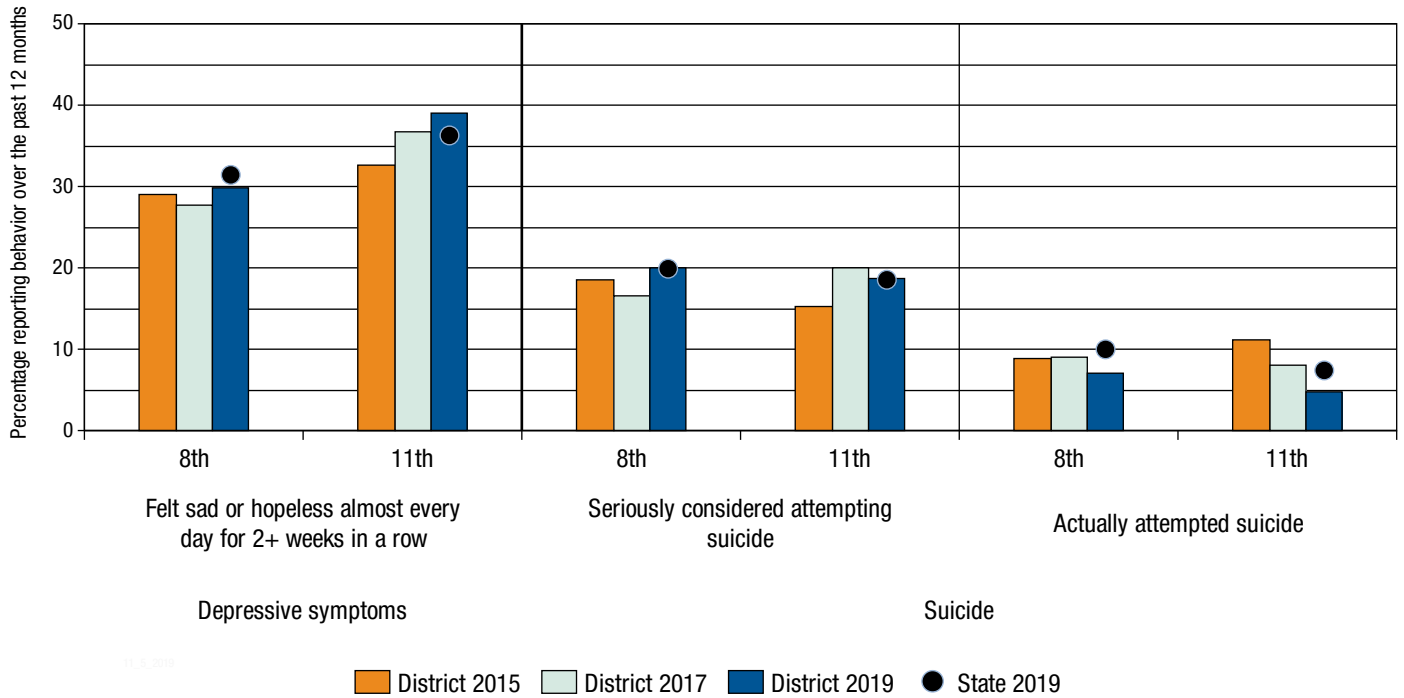
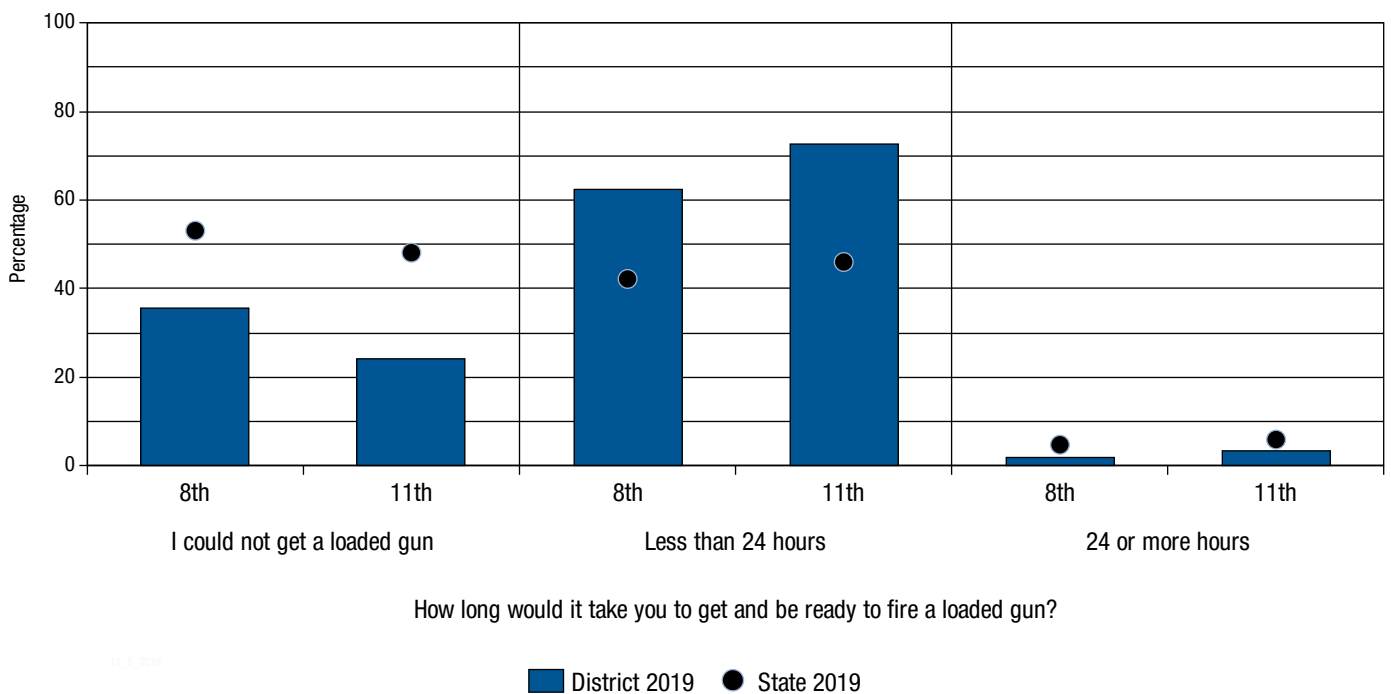


Chart 11. Firearms access



Sexual Violence and Intimate Partner Violence Prevention

Sexual violence (SV) includes forms of behavior that range from verbal sexual harassment to rape. In the US, 1 in 3 women and 1 in 6 men experience sexual violence in their lifetime.

SV starts early in the life course, and so upstream prevention must be a core feature of sexual violence prevention efforts. SV is associated with a range of risk factors, including a history of physical and/or sexual abuse, acceptance of violence, poverty and inequality, exposure of social norms supportive of SV, and several others. Protective factors include increased emotional health and connectedness.

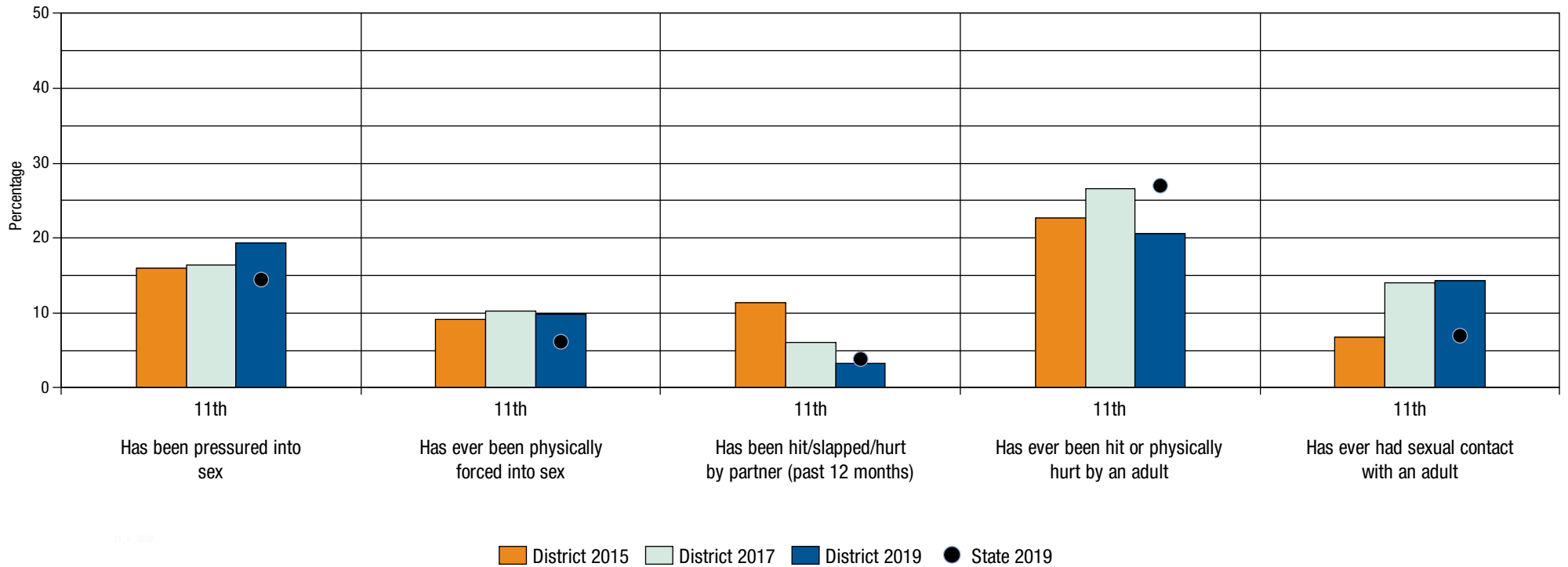
In Oregon, over 1 in 8 students experience teen dating violence before age 18.¹¹

Studies have shown that teaching sexuality education can contribute to preventing sexual violence. Sexuality education supports young people to recognize what makes healthy and safe relationships, and how to get help from trusted adults when they need it.

Topic	Question Wording
Sexual violence <i>(These questions were asked only of 11th graders.)</i>	Have you ever given in to sexual activity when you didn't want to because of pressure?
	Have you ever been physically forced to have sexual intercourse when you did not want to?
	During the past 12 months, did your boyfriend/girlfriend/partner ever hit, slap, or physically hurt you on purpose?
	During your life, has any adult ever intentionally hit or physically hurt you?
	During your life, has any adult ever had sexual contact with you?

11 Oregon Department of Education. Sexuality Education – Frequently Asked Questions. <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/sxedfaq.pdf>

Chart 12. Sexual violence and intimate partner violence prevention



Statewide, 14.5% of 11th graders reported having felt pressured into sex, and 6.2% reported having been physically forced into sex. (8th graders were not surveyed on the topic of sexual violence. If no data are available for this report, state data will be displayed.)

The Choking Game

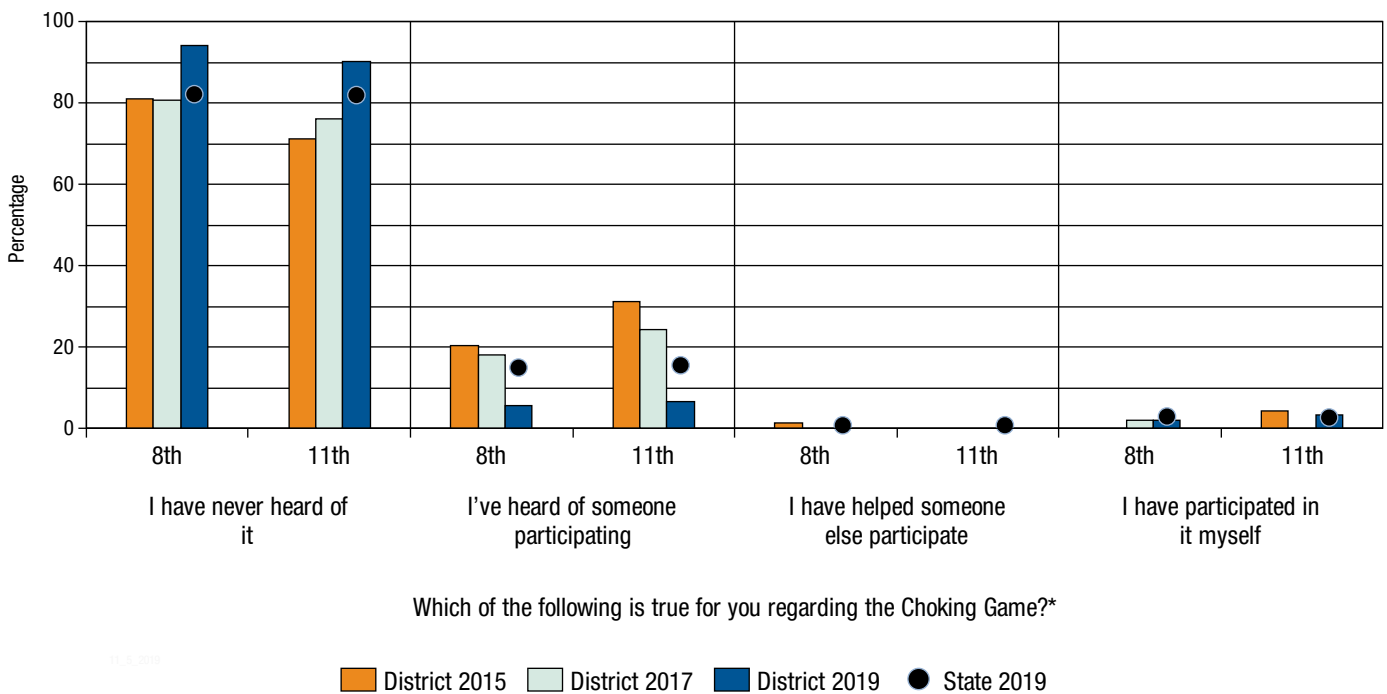
The “choking game” is a strangulation activity that some youth may participate in to achieve a “high-like” sensation.

It involves cutting off circulation to the carotid artery with a rope, belt, hands, or holding your breath. It may occur alone or in groups. This activity can cause long-term disability and death among youths.

The choking game is different than autoerotic asphyxiation (AEA), which has a sexual component and is almost always done alone.

Topic	Question Wording
The choking game	The next question refers to the “Choking Game,” also called Knock Out, Space Monkey, Flatlining, or The Fainting Game. This is an activity that some youth participate in to get a high by cutting off blood and oxygen to the brain using a variety of methods. Which of the following is true for you? (Select one or more responses).

Chart 13. The Choking Game



* Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%

Impaired Driving

Driving under the influence includes alcohol and other impairing drugs, such as marijuana.

In past year, Oregon and other states were primarily concerned with driving under the influence of alcohol. This continues to be a major concern, but marijuana has also become a major concern with the legalization of marijuana in Oregon in 2015.

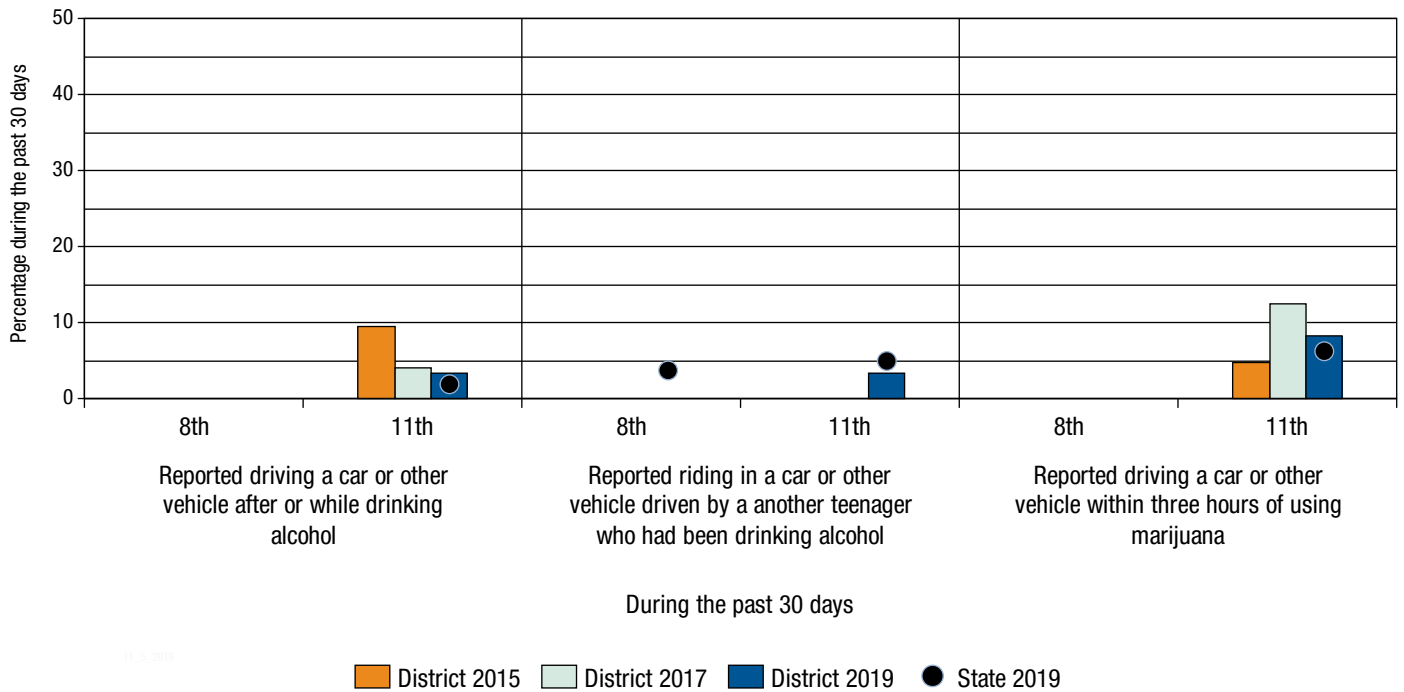
Marijuana affects reaction time, short-term memory, hand-eye coordination, concentration and perception of time and distance – all of which are vital functions for driving

safely. Combining alcohol with marijuana is even more dangerous, multiplying the adverse effects on a person’s ability to operate a vehicle safely.

According to the Centers for Disease Control and Prevention (CDC), motor vehicle accidents (categorized under “unintentional injuries”) are the leading cause of death for teens.

Topic	Question Wording
Impaired driving	During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?
	During the past 30 days, how many times did you ride in a car or other vehicle driven by a teenager who had been drinking alcohol?
	During the past 30 days, how many times did you drive a car or other vehicle within three hours after using marijuana?

Chart 14. Impaired driving



Statewide, 3.7% of 8th graders and 5.0% of 11th graders reported riding in a car or other vehicle during the past 30 days that was driven by a teenager who had been drinking alcohol.

HEALTHY BODY

Today's children are projected to have shorter life expectancies than their parents or grandparents due to overweight and obesity.

Achieving lifelong health for all people in Oregon includes good nutrition and active living to maintain a healthy weight and prevent chronic disease. The state Public Health Division uses a comprehensive, community-wide approach to achieve better health, better care and lower health care costs for all Oregonians. Oregon Public Health works with local partners across Oregon on community solutions to help increase healthy food choices and connect people to places and opportunities where they can be regularly active.

Overweight and obesity are a complex health issue, influenced by our genes, the social and physical environments in which we live, work, learn and play, and early life influences during the critical periods of preconception, pregnancy and early childhood. Becoming obese is a risk factor for other health conditions such as diabetes and heart disease. Obesity prevention must start early in life, using a lifecourse approach.

Topic	Question Wording
Nutrition	Average servings per day of fruits or vegetables index of 6 questions (consumption of Fruit Juices, Fruit, Green Salad, Potatoes, Carrots, and Other Vegetables).
	Consumption of Soda or Pop; Fruit-flavored beverages; Energy drinks; Sports drinks; Flavored milk; Plain milk; Sweetened coffee or tea; Plain water.
	During the past 7 days, did you visit a convenience store such as Plaid Pantry, 7-Eleven, Circle K, a mini-mart, or a gas station store?
Physical activity	During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?
	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?
	In an average week when you are in school, on how many days do you go to physical education (PE) classes?
	During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?
Body Mass Index (BMI) <i>BMI is calculated using student provided height and weight data</i>	How tall are you without your shoes on?
	How much do you weigh without your shoes on?

Nutrition, Physical Activity, and BMI

Daily physical activity and good nutrition go hand-in-hand for keeping the body functioning normally, maintaining a healthy weight, and preventing chronic disease, all of which help children do better in school.

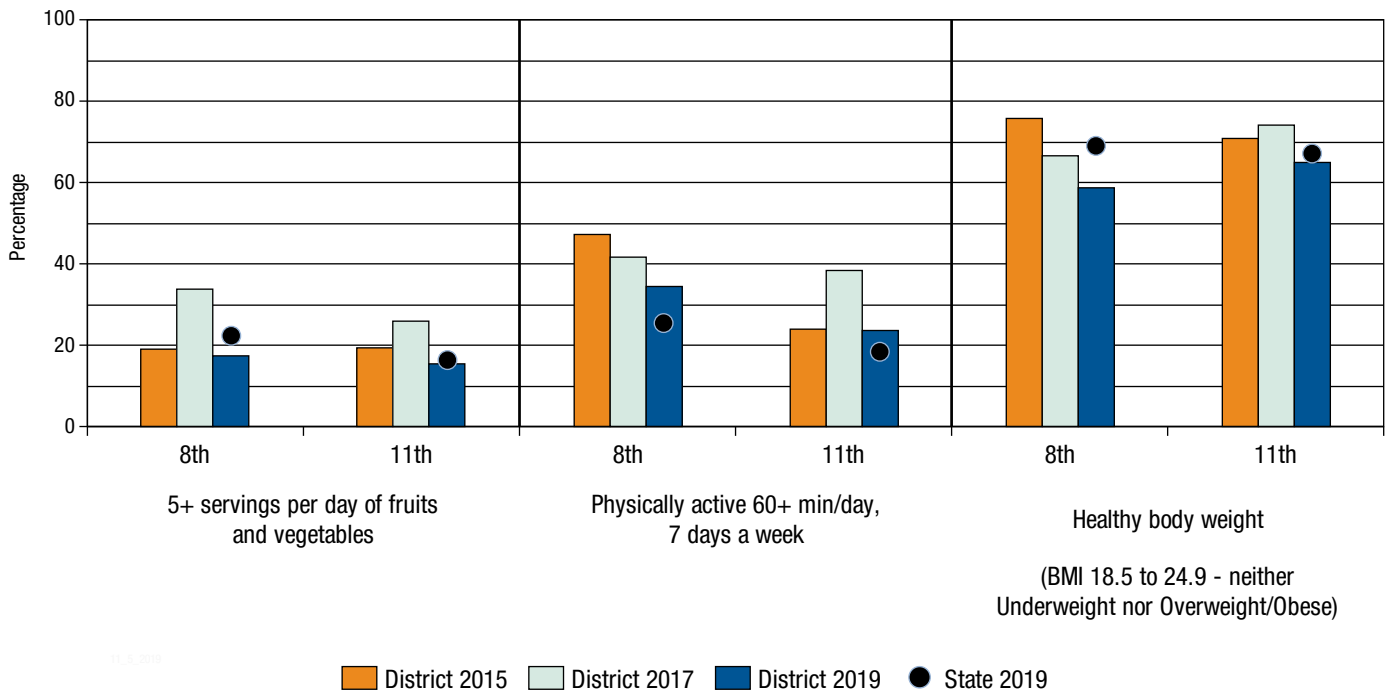
By improving the school environment to support healthy eating and physical activity, schools and communities can provide students with the skills, social support, and environmental reinforcement they need to adopt lifelong healthy behaviors.

Body Mass Index (BMI) is calculated using height and weight. BMI is a reliable indicator of body fatness for most children and teens, correlating to more direct measures of body fat, such as underwater weighing and

dual energy x-ray absorptiometry (DXA). BMI is an inexpensive and easy-to-perform method for screening for weight categories that may lead to health problems. BMI is divided into several ranges:

- BMI of <18.5 is considered *underweight*.
- BMI of 18.5 to <25 is considered *normal*.
- BMI of 25.0 to <30 is considered *overweight*.
- BMI of 30.0 or higher is considered *obese*.

Chart 15. Healthy body



SEXUAL HEALTH

Becoming a sexually healthy adult is one of the most important developmental tasks of adolescence.

When youth are provided with accurate information, given time to develop and practice skills, and have resources available, they can and will make thoughtful choices about relationships and sexual health. Supporting adolescents to be in healthy and safe relationships, to not perpetrate sexual and domestic violence, and to prevent

pregnancy and sexually transmitted infections is essential.

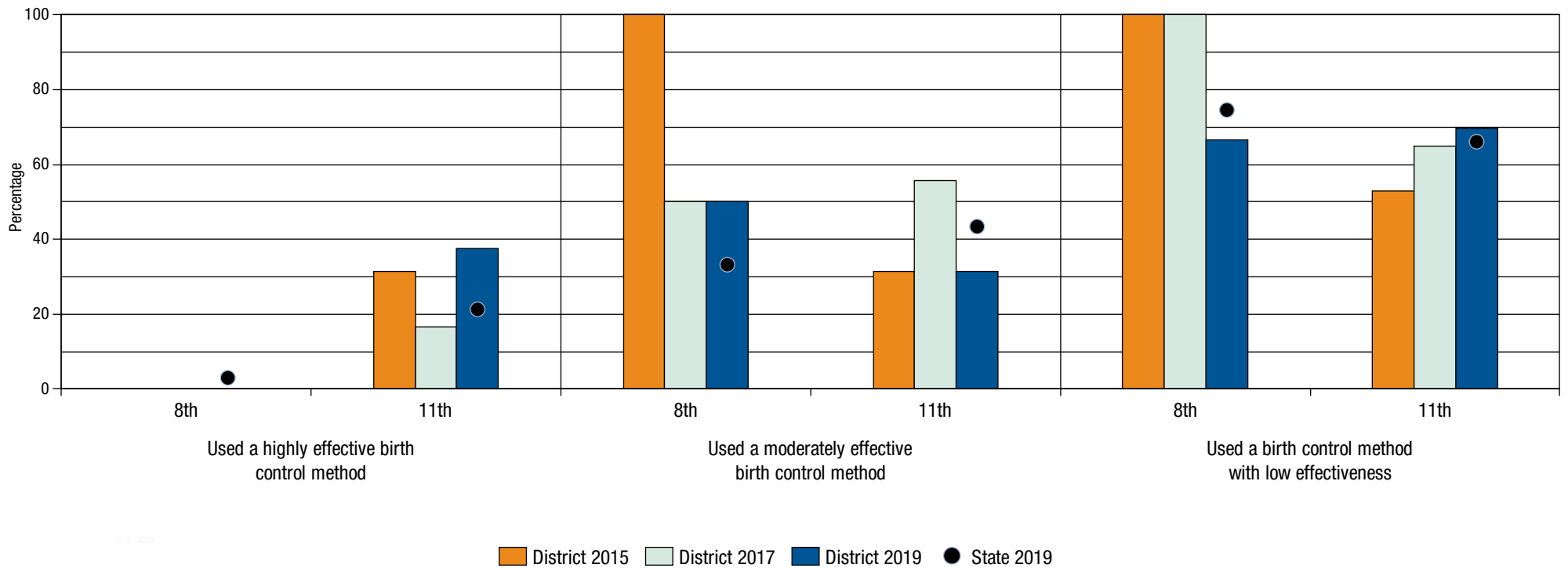
Oregon's comprehensive sex education standards includes components for STI and pregnancy prevention. Implementation of the curriculum and access to services will be key to adolescents making healthy decisions and preventing pregnancy and STI's.

Topic	Question Wording
Pregnancy and STD Prevention	Have you ever had sexual intercourse?
	The last time you had sexual intercourse, did you or your partner use a condom?
	The last time you had sexual intercourse, what method(s) did you or your partner use to prevent pregnancy? (Select one or more response)
Comprehensive Sexuality Education	Have you ever been taught in school about how to use a condom to prevent pregnancy or sexually transmitted diseases (STDs), including HIV?
	Have you ever been taught in school about how to use birth control methods or where to get birth control?
	Have you ever been taught in school about healthy and respectful relationships?

Pregnancy and STD Prevention

Statewide, out of students indicating they have had sexual intercourse, 86.4% of 8th graders and 94.5% of 11th graders used some sort of method to prevent pregnancy.

Chart 16. Use of birth control



* Excludes those who responded as never having had sex.

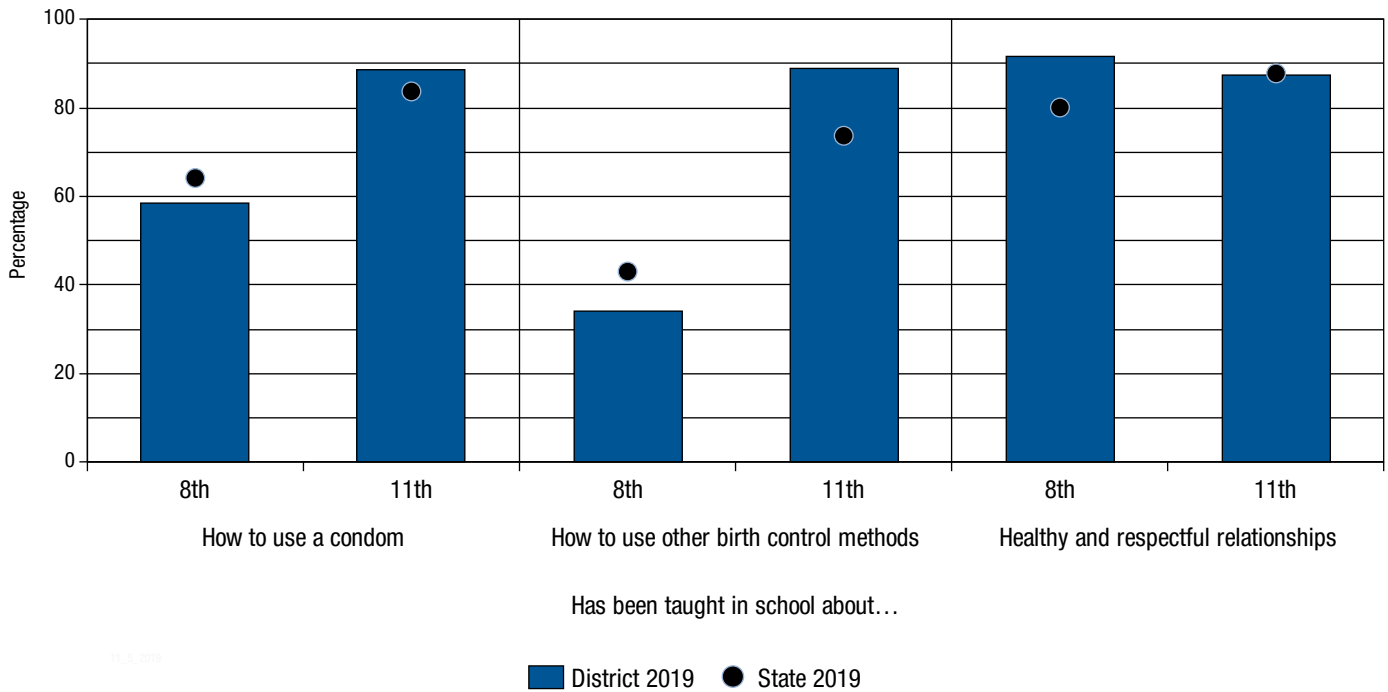
Comprehensive Sexuality Education

Comprehensive sexuality education is an upstream solution to multiple public health concerns.

When implemented according to Oregon’s K-12 health standards and performance indicators, students receive the knowledge

and skills necessary to understand the emotional, physical and social aspects of human sexuality and healthy relationships.

Chart 17. Comprehensive sexuality education



SUBSTANCE USE

This section covers youth health behavior related to substances, including those most commonly used by youth; namely, alcohol, tobacco, and marijuana.

Monitoring the use of these substances among youth is essential for developing and evaluating prevention program efforts.

During the elementary school years, most children express anti-drug, anti-crime and pro-social attitudes and have difficulty imagining why people use alcohol, tobacco, and other drugs. However, in middle school, as more youth are exposed to peers who use cigarettes, alcohol and other drugs, their attitudes often shift toward greater acceptance of these behaviors. Typically, by 11th grade, most students have tried one or more of these substances.

Drug-Free Communities

Risk factors are associated with drug use and other problem behaviors (delinquent and antisocial behavior, school drop-out and teenage pregnancy). While exposure to one risk factor does not determine if a child will have problems later in life, research shows that exposure to a greater number of risk factors increases a young person's risk exponentially.

The Drug-Free Communities (DFC) Support Program, administered by the Center for Substance Abuse Prevention, requires specific data referred to as the Core Measures. DFC programs are required to report on four categories:

- Alcohol;
- Tobacco;
- Marijuana; and
- Prescription drugs not prescribed by a doctor.

Past 30-day use is measured by the percentage of youth who report using the substance at least once in the past 30 days.

Perception of risk is measured by the percentage of students who report that use of the substance has moderate risk or great risk to one's health.

Parental and friends' disapproval are measured by the percentage of students who report that their parents and friends feel it would be wrong or very wrong to use the substance.

Topic	Question Wording
Past 30-day use (1 or more times)	During the past 30 days, on how many days did you have at least one drink of alcohol?
	During the past 30 days, on how many days did you smoke cigarettes?
	During the past 30 days, on how many days did you use marijuana or hashish (weed, hash, pot)?
	During the past 30 days, on how many days have you used prescription drugs (such as Oxycontin, Percocet, Vicodin, Codeine, Adderall, Ritalin, or Xanax) without a doctor's orders?
Perception of risk (How much do you think people risk harming themselves [physically or in other ways] if they...)	Have five or more drinks of an alcoholic beverage once or twice a week?
	Smoke one or more packs of cigarettes per day?
	Use marijuana regularly (once or twice a week)?
	Use prescription drugs that are not prescribed to them?
Parental norms (How wrong do your parents feel it would be for you to...)	Drink beer, wine, or liquor (for example, vodka, whiskey, or gin) regularly?
	Smoke cigarettes?
	Use marijuana?
	Use prescription drugs not prescribed to you?
Peer norms (How wrong do your friends feel it would be for you to...)	Have one or two drinks of an alcoholic beverage nearly every day?
	Smoke cigarettes?
	Use marijuana?
	Use prescription drugs not prescribed to you?

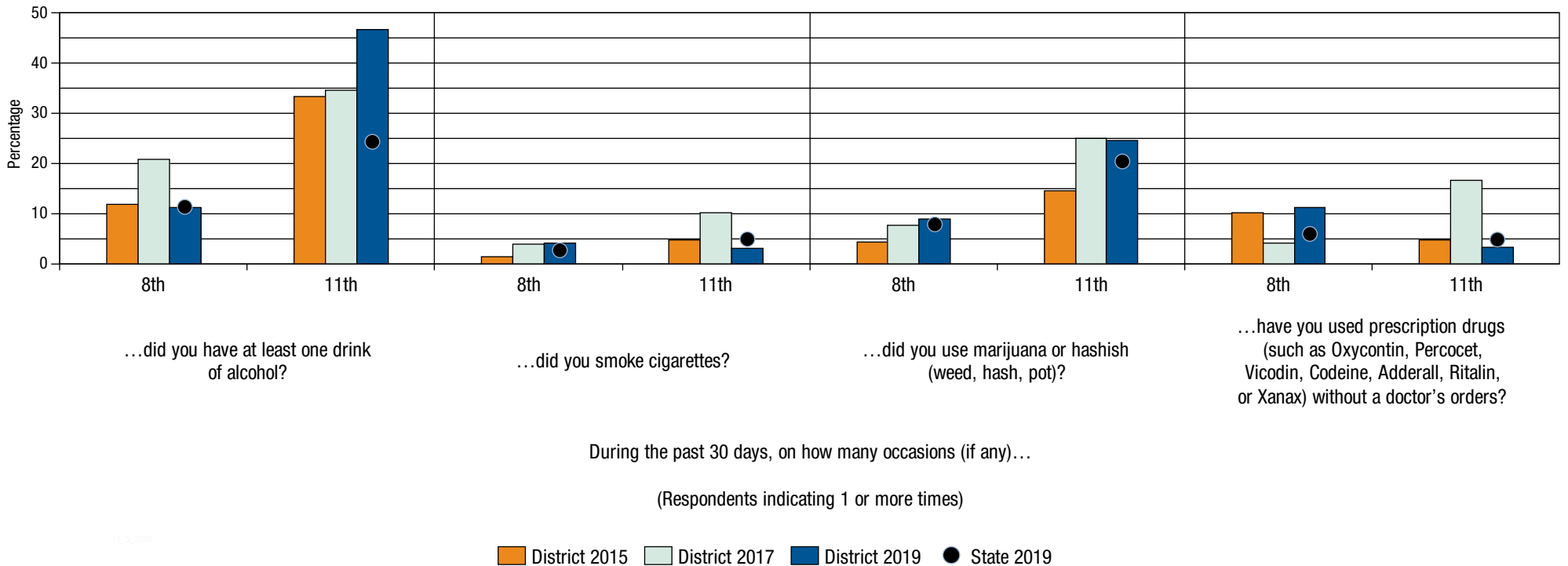
Past 30-Day Use

Researchers consider past 30-day use to be a snapshot of regular youth use of a substance.

As a more sensitive measure of recent activity, past 30-day prevalence of use (whether the student has used the drug within the last month) is a commonly used standard of current use, originating with the Centers for Disease Control.

Drug-Free Communities (DFC) are required to report 30-day use of tobacco, alcohol, marijuana and prescription drug use. The following chart indicates the percentage of students by grade who reported using each substance at least one day during the 30 day period.

Chart 18. Past 30-day use



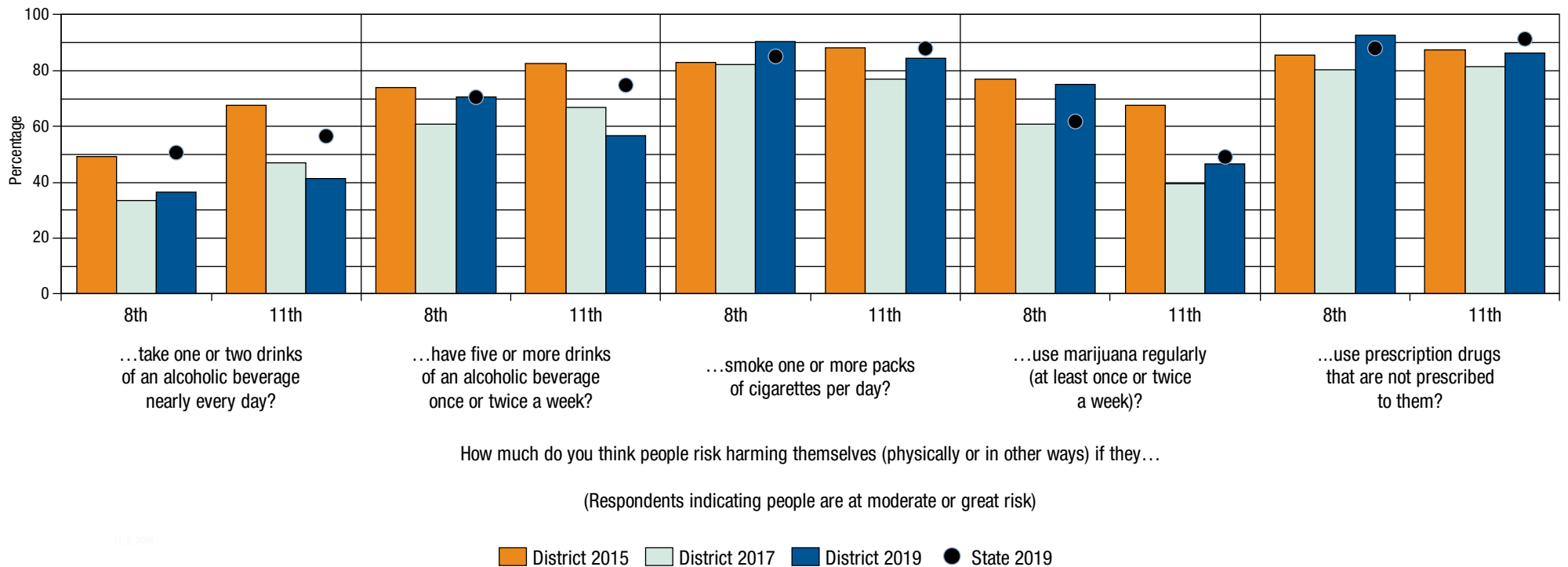
Perception of Risk

Perception of risk is an important determinant in the decision-making process young people go through when deciding whether or not to use alcohol, tobacco, or other drugs.

Data analysis shows a consistent negative correlation between perception of risk and the level of reported ATOD use. That is, generally when the perceived risk of harm is high, reported frequency of use is low. Perception of risk can also be an indicator of future drug use patterns in a community.

These are presented as prevalence rates for surveyed youth assigning “moderate risk” or “great risk” of harm to five drug use behaviors: one or two alcoholic drinks nearly every day, five or more drinks once or twice a week, a pack or more of cigarettes daily, marijuana use once or twice a week, and use of prescription drugs.

Chart 19. Perception of risk



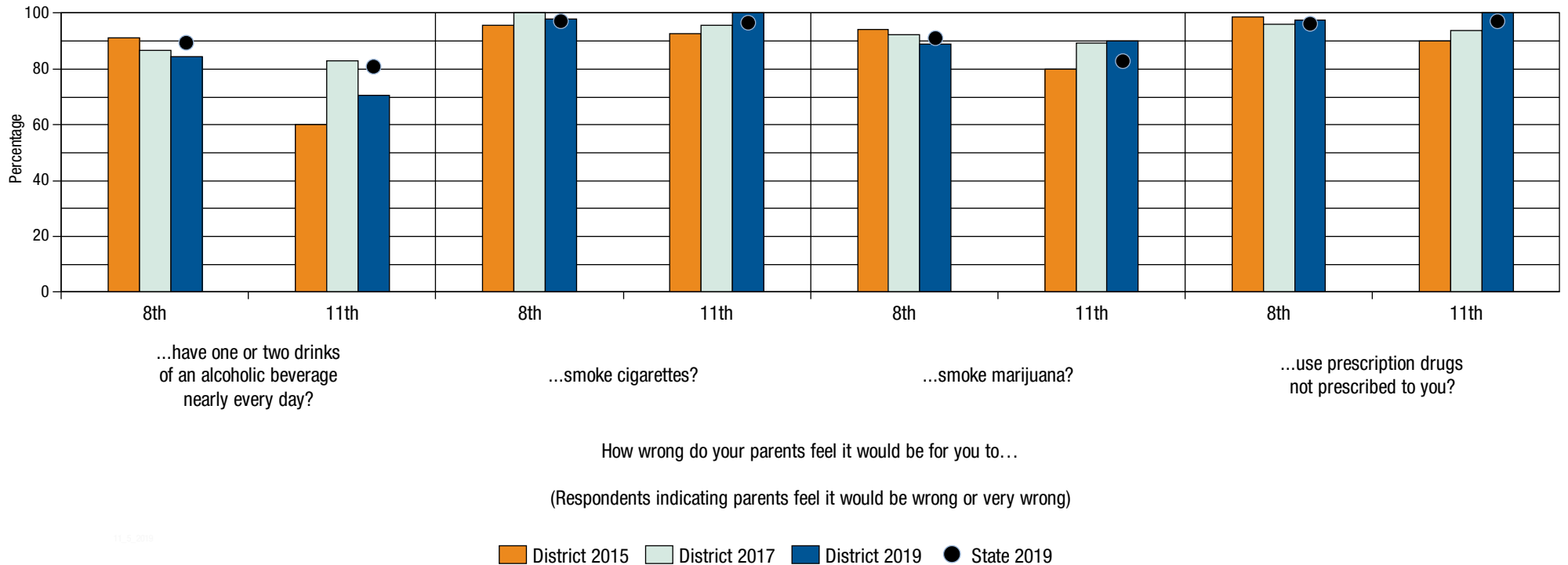
Parental Norms

Parents influence the attitudes and behavior of their children, including their perceptions on drug and alcohol use.

For example, parental approval of moderate drinking, even under parental supervision, substantially increases the likelihood of the young person using alcohol. Further, in families where parents involve children in their own drug or alcohol behavior, there is an increased likelihood that their children will use drugs in adolescence.

Parental attitudes were measured by asking surveyed youth “how wrong do your parents feel it would be for you to” drink alcohol regularly, smoke cigarettes, use marijuana, and use prescription drugs. The rates are the percentages of surveyed youth who reported that their parents feel it would be “wrong” or “very wrong” to use the substance.

Chart 20. Perception of parental disapproval



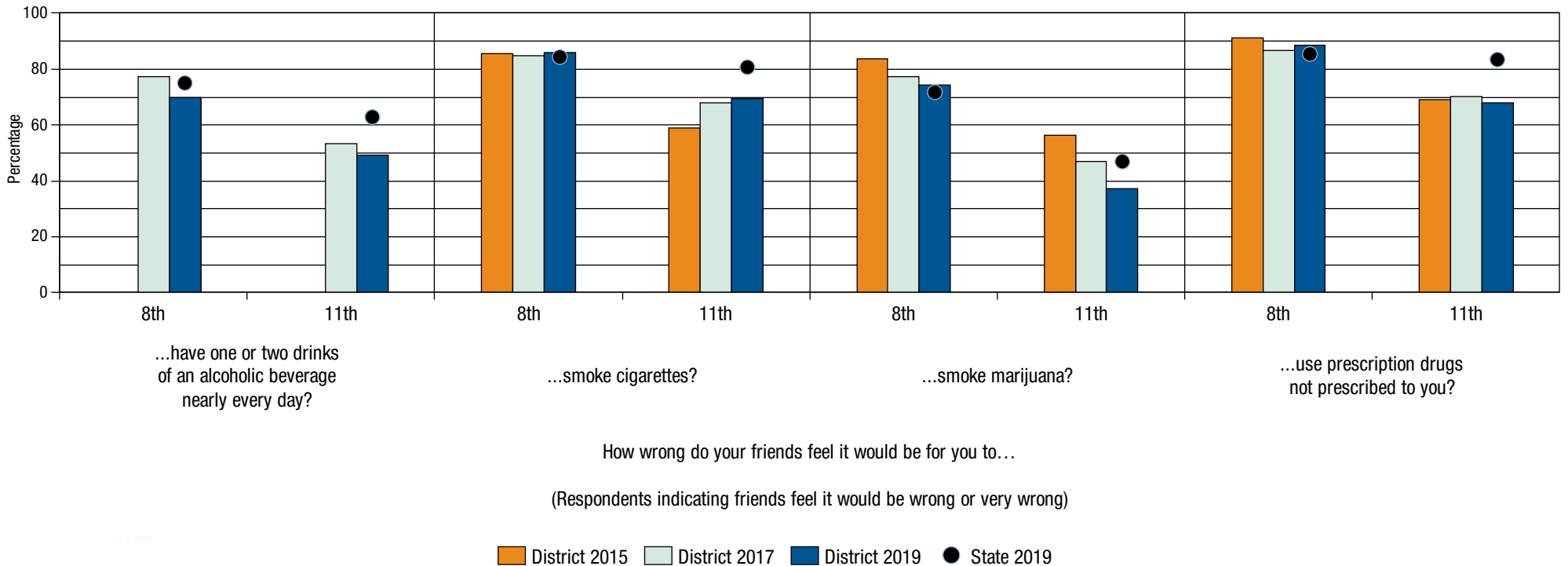
Peer Norms

Parent influences tend to be more salient for younger students, whereas peer influences are more predominant as students get older. The older the student is, the more influence a student’s peers exert on the student’s behavior.

Researchers have identified a positive correlation between the amount of peer disapproval of alcohol and other drug use and the level of alcohol and other drug use among students. Thus, the greater the peer disapproval, the less likely students are to

use alcohol and other drugs. The rates are the percentages of surveyed youth who reported that their friends feel it would be “wrong” or “very wrong” for them to use the substance.

Chart 21. Perception of peer disapproval



Alcohol

Alcohol, including beer, wine, and hard liquor, is the drug used most often by adolescents. Excessive alcohol use is a risk factor for injuries, violence, unintended pregnancy and motor vehicle crashes.

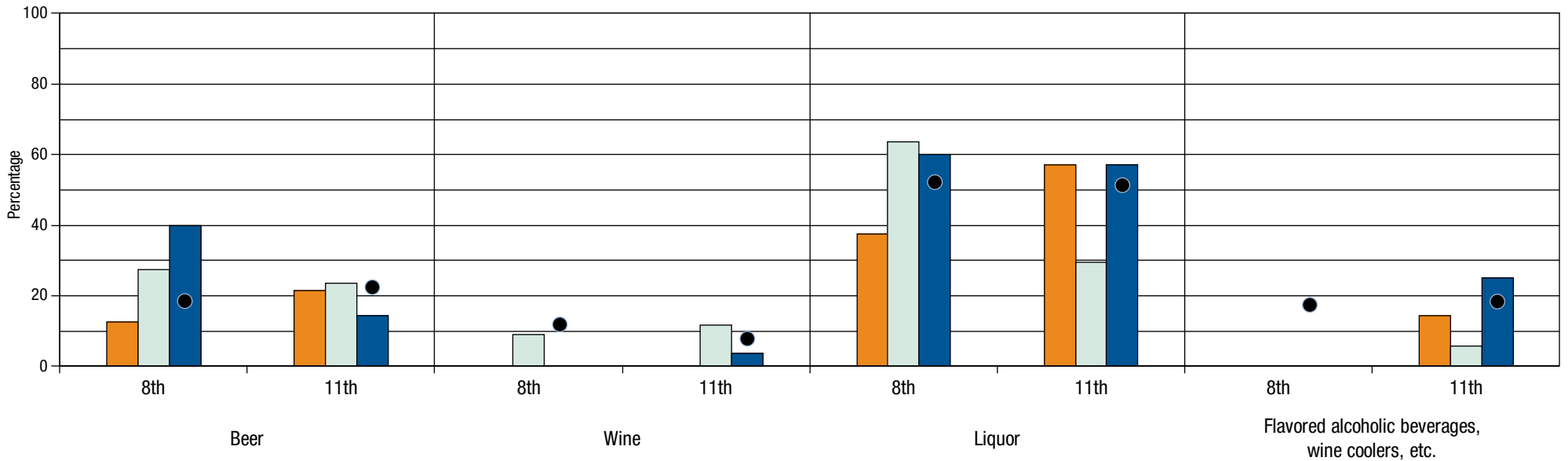
Alcohol is the country's most widely used legal drug and, despite the fact it is illegal for 8th and 11th graders to purchase alcohol, it is the most widely used substance among American youth. Youth who initiate alcohol use at an early age (14 years or younger) are four times more likely to experience lifetime dependency and are more likely to be involved in alcohol-related motor vehicle crashes, personal injury and physical fights. Alcohol use during adolescence can cause lasting brain impairment leading to problems with relationships, education,

employment and financial independence. It can lead to crime, social isolation, mental health problems and early death.

Excessive alcohol use has significant impacts on individual and family health and well-being and affects broader social and economic issues such as public safety. Excessive alcohol use, including underage and binge drinking, can increase a person's risk of developing serious acute and chronic health problems such as injuries and violence, brain and liver damage, heart disease, cancer, fetal damage in pregnant women and premature death.

Topic	Question Wording
Alcohol	During the past 30 days, what type of alcohol did you usually drink? During the past 30 days, from which of the following sources did you usually get the alcohol you drank?

Chart 22. Type of alcohol consumed*



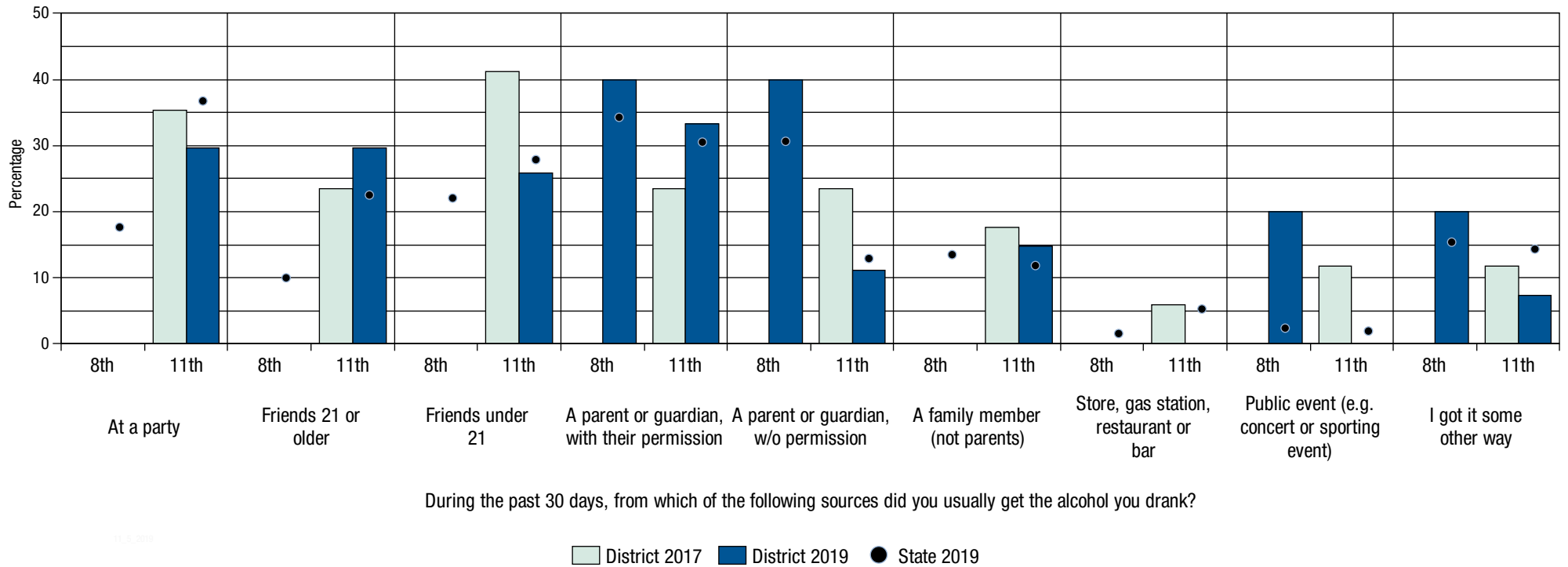
During the past 30 days, what type of alcohol did you usually drink? (Select only one response.)

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019

Of Oregon youth who reported drinking alcohol in the past 30 days, liquor was the most frequently consumed type of alcohol (52.2% of 8th graders and 51.4% of 11th graders).

* Percentages are out of respondents who reported alcohol use during the past 30 days. Students indicating they did not drink alcohol in the past 30 days are not included in the sample.

Chart 23. Sources of alcohol*



Statewide, 8th graders usually got the alcohol they drank from a parent or guardian (with their permission 34.3%, without permission 30.7%), whereas 11th graders usually got their alcohol at a party (36.8%).

* Percentages are out of respondents who reported alcohol use during the past 30 days. Students indicating they did not drink alcohol in the past 30 days are not included in the sample. Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%.

Tobacco Products

Tobacco use is the number one preventable cause of disease, disability, and death in Oregon and the United States.

According to the CDC, each day in the United States:¹²

- About 2,000 youth under 18 years of age smoke their first cigarette.
- More than 300 youth under 18 years of age become daily cigarette smokers.

Tobacco product use is started and established primarily during adolescence. Most cigarette smokers try their first cigarette before the age of 18. Nearly all first try smoking by age 26. In 2017, Oregon raised the minimum legal age to purchase tobacco and e-cigarettes from 18 to 21.

Flavorings in tobacco products, such as cigarillos or little cigars, e-cigarettes and hookah, can make them more appealing to youth,

because they mask the harshness of the tobacco itself. This makes it easier for youth to try and ultimately become addicted.

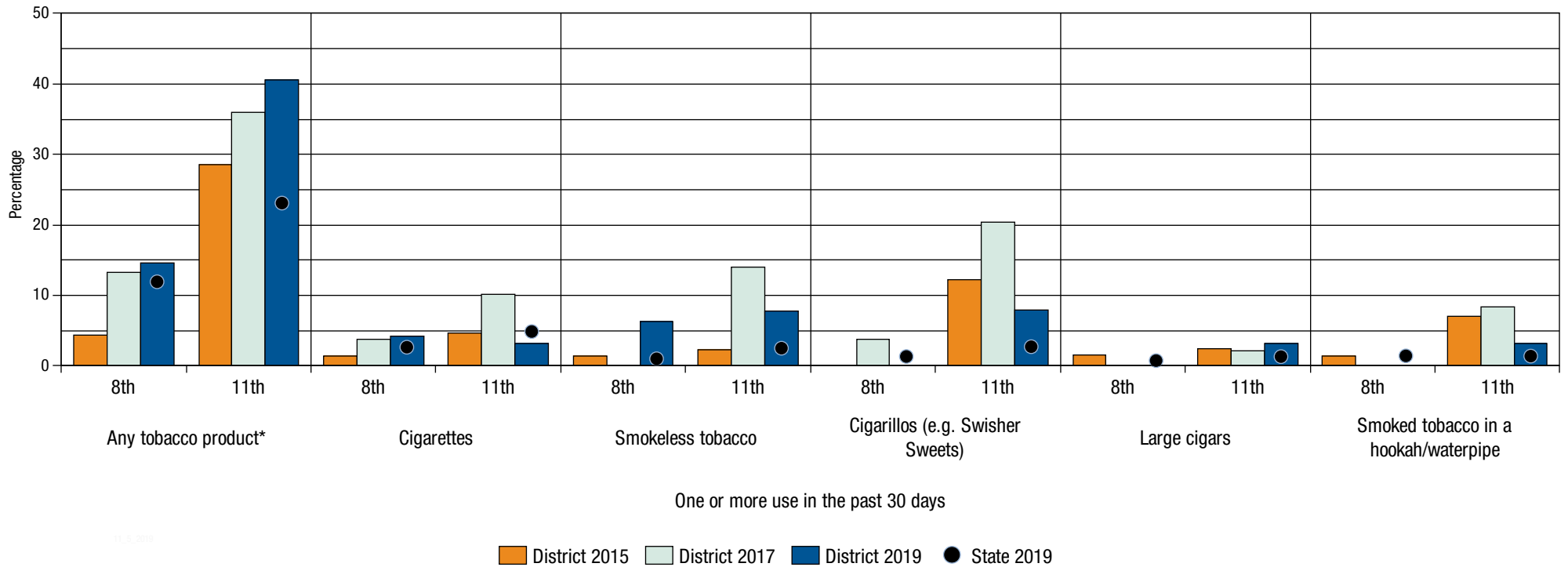
Smoking leads to disease and disability and harms nearly every organ of the body. For every person who dies because of smoking, at least 30 people live with a serious smoking-related illness. Smoking causes cancer, heart disease, stroke, lung diseases, diabetes, and chronic obstructive pulmonary disease (COPD).

The use of other tobacco products, such as chewing tobacco, snus and snuff can cause serious health problems. It can lead to nicotine addiction and causes cancer of the mouth, esophagus, and pancreas.

12 Centers for Disease Control and Prevention, Office on Smoking and Health (OSH): <https://www.cdc.gov/tobacco/about/osh/index.htm>

Topic	Question Wording
Tobacco products	<p data-bbox="591 369 1513 443">The very first time you used any tobacco or vaping product (including e-cigarettes), which type of product did you use?</p> <hr/> <p data-bbox="591 474 1513 548">How old were you when you smoke a whole cigarette for the first time?</p> <hr/> <p data-bbox="591 579 1513 653">During the past 30 days, on how many days did you smoke menthol cigarettes?</p> <hr/> <p data-bbox="591 684 1513 831">During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, or Marlboro Snus?</p> <hr/> <p data-bbox="591 863 1513 936">During the past 30 days, on how many days did you smoke a cigarillo or little cigar, such as Swisher Sweets?</p> <hr/> <p data-bbox="591 968 1513 1041">During the past 30 days, on how many days did you smoke a large cigar?</p> <hr/> <p data-bbox="591 1073 1513 1146">During the past 30 days, on how many days did you smoke tobacco in a hookah, also known as a waterpipe?</p> <hr/> <p data-bbox="591 1178 1513 1251">During the past 12 months, did you ever try to quit smoking cigarettes?</p> <hr/> <p data-bbox="591 1283 1513 1356">During the past 30 days, from which of the following sources did you get tobacco or vaping products?</p>

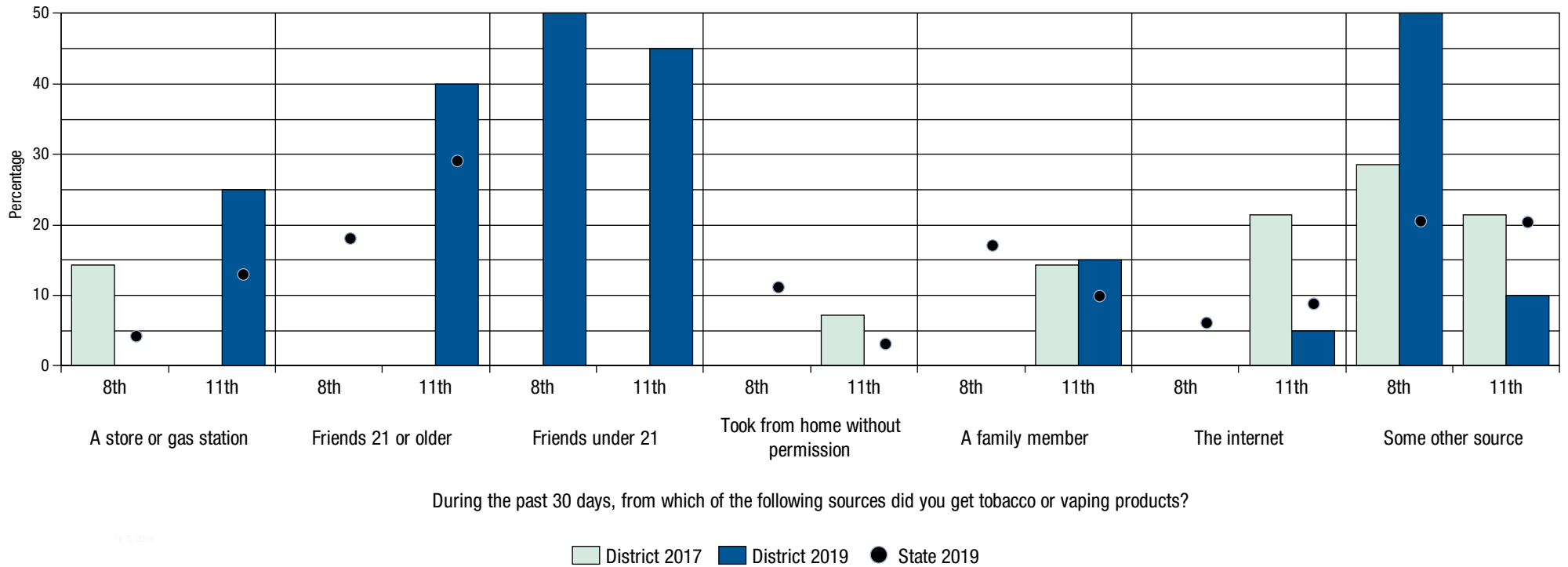
Chart 24. Tobacco use



Statewide, 52.6% of current smokers in 8th grade and 54.1% of current smokers in 11th grade have tried to quit smoking cigarettes in the past year.

*Any tobacco product includes respondents who reported past 30 day use for at least one of the following products: cigarettes, e-cigarettes, smokeless tobacco, cigarillos, large cigars or hookah. 2015 Any tobacco product data also includes pipe tobacco users.

Chart 25. Sources of tobacco*



The most frequent source of tobacco/vaping products for Oregon youth who have used tobacco or vaping products in the past 30 days was friends under 21 (56.8% of 8th graders and 57.9% 11th graders).

* Percentages are out of respondents who reported at least one source of tobacco or vaping product. Students indicating they did not get tobacco or vaping products during the past 30 days are not included in the sample. Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%.

E-Cigarettes

E-cigarette use among youth and young adults is a serious public health concern.

With less regulation for marketing of e-cigarette products, they are heavily marketed and are now the most commonly used tobacco product among youth, surpassing conventional cigarettes.

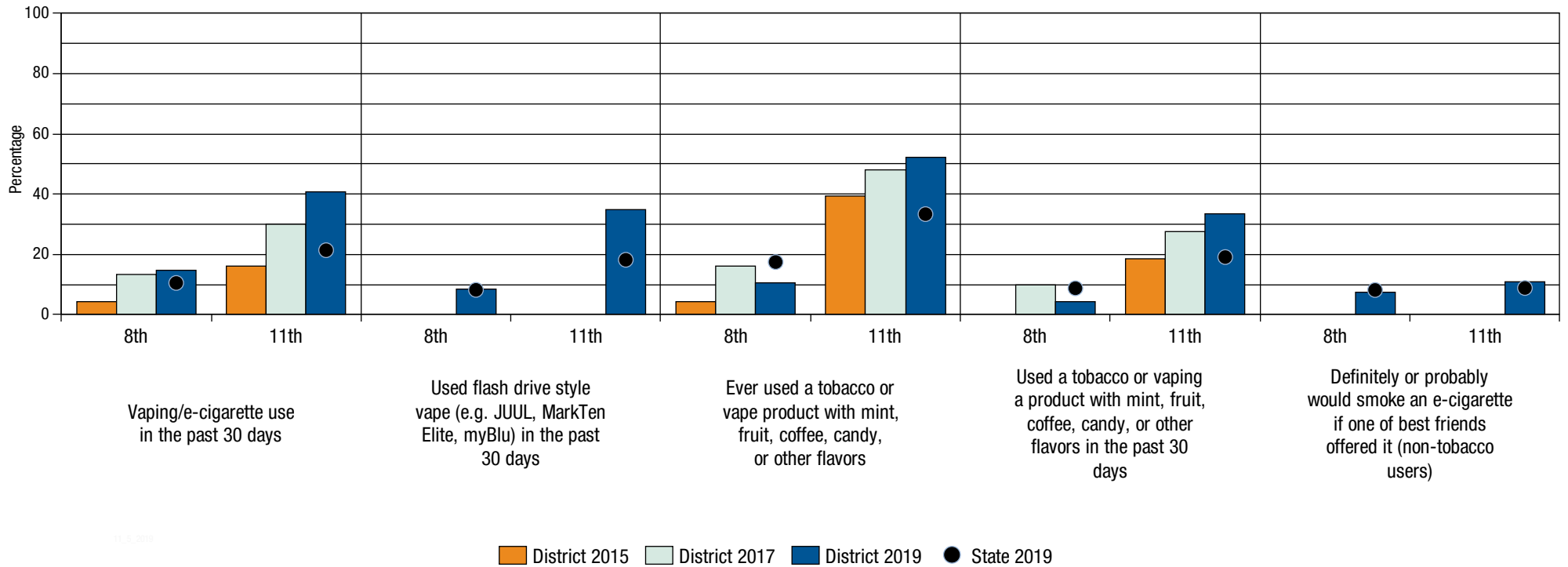
E-cigarettes, such as JUUL, contain nicotine, the same addictive ingredient in conventional tobacco products. There is strong evidence to suggest that these products

increase youth nicotine addiction and youth initiation of conventional tobacco products.

The United States Preventative Services Task Force, an independent panel of health experts that makes evidence-based recommendations about prevention health care services, found that there is not enough evidence to support the use of e-cigarettes as a cessation aid for adults, including pregnant women.

Topic	Question Wording
E-Cigarettes	During the past 30 days, on how many days did you use an e-cigarette or other vaping product?
	Have you used vaping products shaped like a USB flash drive, such as JUUL, MarkTen Elite, or myBlu?
	Have you ever used any tobacco or vaping product with mint, fruit, coffee, candy, or other flavors? Exclude marijuana.
	During the past 30 days, have you used any tobacco or vaping product with mint, fruit, coffee, candy, or other flavors? Exclude marijuana.
	How old were you when you first used any non-cigarette form of tobacco or vaping product? Exclude marijuana.
	The very first time you used any tobacco or vaping product (including e-cigarettes), which type of product did you use?
	If one of your best friends offered you an e-cigarette, would you smoke it?

Chart 26. E-Cigarettes



Statewide, out of students who are not current tobacco users, 8.2% of 8th graders and 8.9% of 11th graders “definitely” or “probably” would smoke an e-cigarette if one of their best friends offered it to them.

Marijuana

The brains of children and teens are in a critical time of development. Areas of the brain that control decision-making and learning are maturing. A youth’s brain is particularly susceptible to negative effects of any substance, including marijuana.

Based on current science, we know that youth should not use marijuana because of the increased risk for both short- and possible long-term negative outcomes related to brain development.

Oregon law allows both medical and “recreational” use of marijuana. Possession and use of non-medical marijuana by youth (under age 21), driving under the influence of marijuana and using marijuana in public places remain illegal.

Now that marijuana is legal and widely available for adults over 21 to use in Oregon, monitoring the use of marijuana among

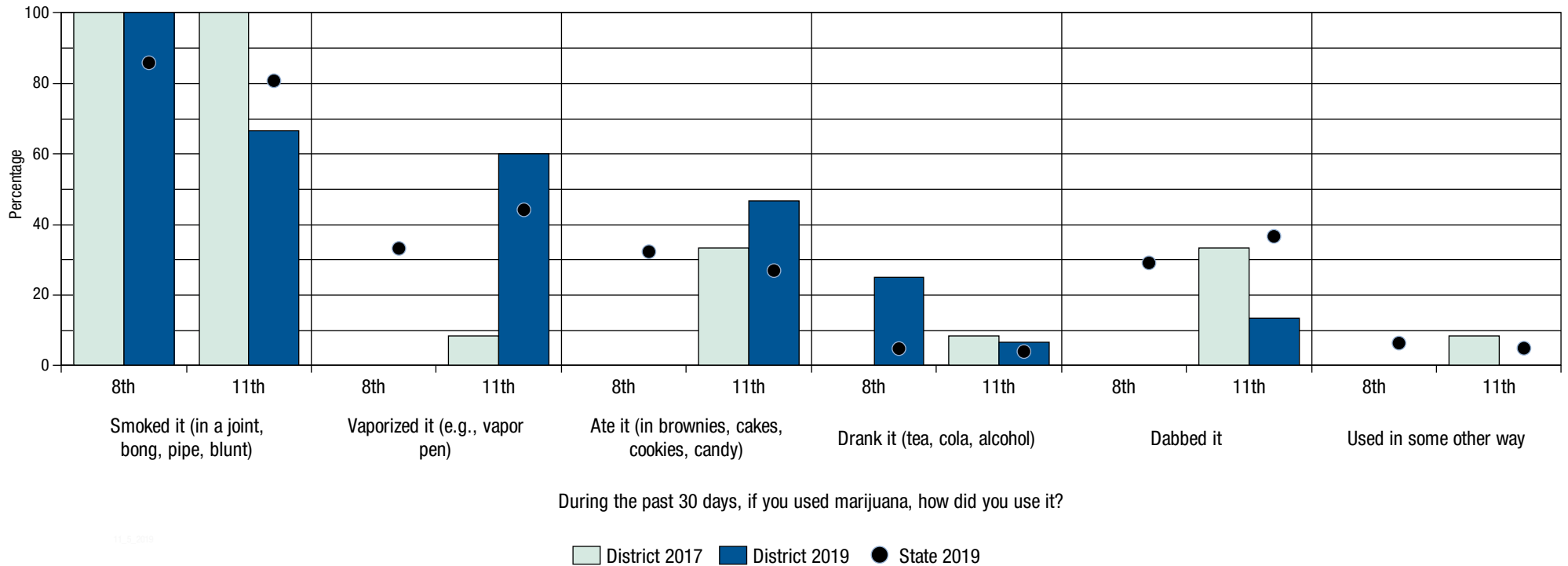
youth is critical in developing and evaluating youth prevention efforts.

The Oregon Health Authority, Public Health Division’s (OHA-PHD) role is to protect the public’s health by:

- Understanding and minimizing the negative public health effects of marijuana products
- Educating the public about the health issues related to marijuana use
- Preventing youth marijuana use
- Monitoring marijuana use, attitudes and health effects in Oregon

Topic	Question Wording
Marijuana	How old were you when you used marijuana for the first time?
	During the past 30 days, how many times did you use marijuana on school property?
	During the past 30 days, if you used marijuana, how did you use it? (Select one or more responses).
	If one of your best friends offered you some marijuana, would you use it?

Chart 27. Marijuana*



8.7% of 8th graders and 12.2% of 11th graders who had not smoked marijuana in the past 30 days said they “probably would” or “definitely would” use marijuana if one of their best friends offered it.

* Percentages are out of respondents who reported at least one way of using marijuana. Students indicating they did not use marijuana during the past 30 days are not included in the sample. Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%.

PROBLEM GAMBLING

Gambling can be addictive, yet most youth and parents treat it as harmless entertainment. The adolescent brain is developmentally inclined towards risk, minimal consideration of consequences, preference for stimulation and novelty, all of which gambling offers in abundance.

An estimated 5,929 Oregon adolescents (12-17) are at risk of developing a problem or have already developed a problem with gambling. Oregon's Problem Gambling Services are guided by a public health model and approach that takes into consideration biological, behavioral, economic, cultural and policy elements influencing gambling and health. It combines prevention, harm reduction and multiple levels of treatment

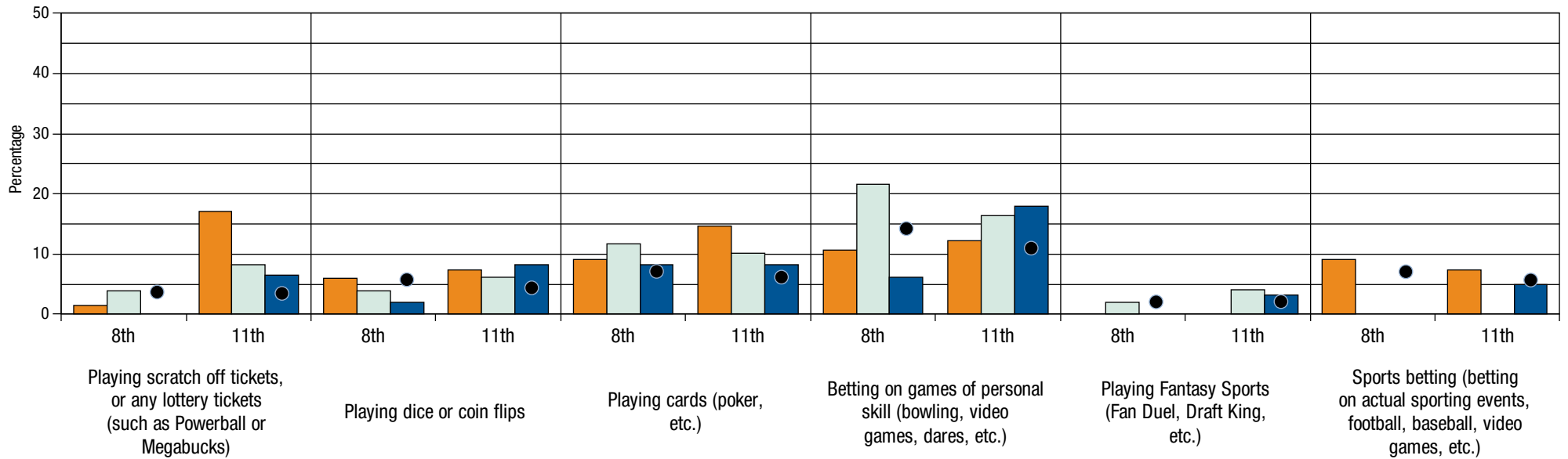
focusing on quality of life issues for gamblers, their families, and communities.

Research indicates that the frequency of gambling activity among youth correlates with increased alcohol, tobacco and illicit drug use, with some youth developing serious gambling problems.¹³

Topic	Question Wording
Gambling	Gambling involves betting anything of value (money, a watch, soda, etc.) on a game or event. Please check ALL the different types of gambling that you have bet on, if any, during the last 30 days. (Select one or more responses)
	During the last 12 months, have you ever felt bad about the amount you bet, or what happens when you bet money or something of value?

¹³ Volberg, Rachel A., Hedberg, Eric C. and Moore, Thomas L., Oregon Youth and Their Parents: Gambling and Problem Gambling Prevalence and Attitudes; Report to the Oregon Department of Human Services; March 2008: <http://library.state.or.us/repository/2008/200806051554204/>

Chart 28. Problem gambling



Please check ALL the different types of gambling that you have bet on, if any, during the last 30 days.

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019

Of the students who have bet for money or something of value in the past 12 months, 10.7% of 8th graders and 7.4% of 11th graders in Oregon have felt bad about the amount or what happened when they bet.

APPENDIX I – PARTICIPATING DISTRICTS BY COUNTY

Baker County

Baker School District
Pine Eagle School District

Benton County

Corvallis School District

Clackamas County

Gladstone School District
Molalla River School District
North Clackamas School District
Oregon City School District
West Linn-Wilsonville School District

Clatsop County

Astoria School District
Knappa School District
Seaside School District

Columbia County

Clatskanie School District
Scappoose School District
St Helens School District

Coos County

Coos Bay School District
North Bend School District

Crook County

Crook County School District

Curry County

Brookings-Harbor School District
Central Curry School District

Deschutes County

Bend-LaPine Administrative School District
Redmond School District
Sisters School District

Douglas County

Oakland School District
South Umpqua School District
Winston-Dillard School District

Gilliam County

Did not participate

Grant County

John Day School District
Prairie City School District

Harney County

Harney County School District

Hood River County

Hood River County School District

Jackson County

Ashland School District
Butte Falls School District
Central Point School District
Medford School District
Phoenix-Talent School District

Jefferson County

Jefferson County School District

Josephine County

Three Rivers/Josephine County School District

Klamath County

Klamath Falls City Schools

Lake County

Lake County School District

Lane County

Bethel School District
Creswell School District
Eugene School District
Junction City School District
Pleasant Hill School District
Siuslaw School District
South Lane School District
Springfield School District

Lincoln County

Lincoln County School District

Linn County

Greater Albany Public School District
Lebanon Community School District

Malheur County

Nyssa School District

Marion County

Cascade School District
North Marion School District
Silver Falls School District
Woodburn School District

Morrow County

Ione School District
Morrow School District

Multnomah County

Centennial School District
David Douglas School
District
Gresham-Barlow School
District
Portland School District
Reynolds School District

Polk County

Central School District

Sherman County

Sherman County School
District

Tillamook County

Tillamook School District

Umatilla County

Athena-Weston School
District
Hermiston School District
Milton-Freewater Unified
School District
Pendleton School District
Umatilla School District

Union County

La Grande School District

Wallowa County

Did not participate

Wasco County

North Wasco County School
District

Washington County

Forest Grove School District
Hillsboro School District
Sherwood School District
Tigard-Tualatin School
District

Wheeler County

Mitchell School District
Spray School District

Yamhill County

Newberg School District
Sheridan School District
Willamina School District
Yamhill Carlton School
District

APPENDIX II – DATA TABLES

This section features tabular versions of the data found in the charts.

Tables are named identically to their corresponding chart. Numerical data presented in each table will match its associated chart,

allowing readers the opportunity to see the numbers behind the graphical renditions of the Oregon Healthy Teen survey.

Table 12. Food insecurity

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Students reporting they had eaten less than they should because there wasn't enough money to buy food	10.0	21.7	7.3	24.1	6.3	21.2

Table 13. Housing instability

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Experienced unstable housing (usually slept somewhere other than with parent or guardian)	n/a	n/a	n/a	n/a	3.1	4.5
Slept away from parents or guardians because kicked out, ran away, or abandoned	n/a	n/a	n/a	n/a	1.5	9.0

Table 14. Access to health care

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Lack of routine care						
No dental check-up, teeth cleaning, or exam in over a year	10.0	14.9	5.6	25.5	15.4	21.2
No doctor or nurse practitioner check-up in over a year	18.1	30.6	22.2	23.6	6.2	33.8
Unmet needs (past 12 months)						
Unmet physical health care needs	9.9	14.3	22.6	16.4	14.5	20.3
Unmet emotional or mental health care needs	15.3	14.3	17.3	22.6	16.4	23.1
Emergency room or urgent care clinic visit for a physical or mental health care need (past 12 months)						
Has visited an emergency room/urgent care during school hours	11.1	20.0	24.1	16.4	12.7	13.8
Has visited an emergency room/urgent care during the summer	9.7	12.0	7.4	3.6	9.5	6.2
Has visited an emergency room/urgent care on the weekend or before/after school	8.3	16.0	24.1	21.8	15.9	18.5

Table 15. School-Based Health Centers (SBHCs)

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Students reporting their school has a School-Based Health Center	50.7	25.5	63.0	5.6	40.0	6.2
Students reporting using the School-Based Health Center one or more times in the past 12 months*	n/a	n/a	n/a	n/a	n/a	n/a

* Out of students attending schools with school-based health centers.

Table 16. Positive Youth Development (PYD)

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Meets the PYD benchmark (answer five out of six questions positively)	66.2	56.3	62.3	60.0	58.7	67.7
Positive Youth Development (PYD) items						
Physical health is excellent, very good, or good	90.4	84.3	94.5	87.3	96.9	84.8
Emotional/mental health is excellent, very good, or good	79.5	72.0	81.8	70.9	68.8	63.6
"I can do most things if I try."	93.0	90.0	90.9	90.9	93.8	93.9
"At least one teacher/adult in my school really cares about me."	65.3	67.3	79.6	85.5	73.8	81.8
Volunteers to help others in community	45.8	42.9	40.7	56.4	46.2	63.1
"I can work out my problems."	84.5	81.6	80.0	85.5	84.6	89.4

Table 17. Grades and absenteeism

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Grades						
Students who got mostly C's, D's, and F's in school	27.8	24.5	29.1	40.7	23.4	27.3
Absenteeism						
Missed 16 or more days of the school year	5.6	22.4	12.7	24.1	4.7	34.4
Missed 16 or more days of the school year for physical health reasons	0.0	8.2	3.6	7.4	1.5	7.7
Missed 16 or more days of the school year for mental health reasons	0.0	4.1	1.8	7.4	0.0	7.7
Cut or skipped school 6 or more days of school during the past 12 months	1.4	10.2	5.5	25.9	3.1	29.2
Missed school during the past 12 months for dental health reasons	4.5	9.3	n/a	n/a	8.2	9.2

Table 18. Overall school climate

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Did not go to school on one or more days because you felt you would be unsafe at school or on your way to or from school	2.9	6.7	3.6	4.0	10.5	14.5
Has experienced any type of bullying on the way to, from, or at school during the past 30 days	35.7	28.9	46.2	22.0	29.6	16.1

Table 19. Student bullying

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Cyberbullying (not limited to school)						
Bullied via social media, phones, gaming	11.4	26.7	28.8	12.2	10.7	12.9
During the past 30 days, have you ever been bullied at school (including any school events, or on the way to or from school) in relation to any of the following issues? This includes in-person and cyberbullying.*						
Race or ethnic origin	7.1	2.2	9.6	0.0	1.9	0.0
Unwanted sexual comments or attention	8.6	15.6	11.5	8.0	11.1	6.5
Perceived LGBT status	11.4	2.2	13.5	4.0	7.4	3.2
Weight, clothes, acne, etc.	12.9	8.9	19.2	10.0	11.1	4.8
About group of friends	7.1	13.3	15.4	6.0	5.6	3.2
Other reasons	17.1	8.9	25.0	8.0	14.8	12.9

* Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%

Table 20. Depression and suicide

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Depressive symptoms						
Felt sad or hopeless almost every day for 2+ weeks in a row	29.0	32.6	27.8	36.7	29.8	39.1
Suicide						
Seriously considered attempting suicide	18.6	15.2	16.7	20.0	20.0	18.8
Actually attempted suicide	9.0	11.1	9.1	8.0	7.1	4.8

Table 21. Firearms access

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
How long would it take you to get and be ready to fire a loaded gun?						
I could not get a loaded gun	n/a	n/a	n/a	n/a	35.7	24.2
Less than 24 hours	n/a	n/a	n/a	n/a	62.5	72.6
24 or more hours	n/a	n/a	n/a	n/a	1.8	3.2

Table 22. Sexual violence and intimate partner violence prevention

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Has been pressured into sex	n/a	15.9	n/a	16.3	n/a	19.4
Has ever been physically forced into sex	n/a	9.1	n/a	10.2	n/a	9.8
Has been hit/slapped/hurt by partner (past 12 months)	n/a	11.4	n/a	6.1	n/a	3.2
Has ever been hit or physically hurt by an adult	n/a	22.7	n/a	26.5	n/a	20.6
Has ever had sexual contact with an adult	n/a	6.8	n/a	14.0	n/a	14.3

* 8th graders were not surveyed on the topic of sexual violence. If no data are available for this report, state data will be displayed.

Table 23. The Choking Game

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Which of the following is true for you regarding the Choking Game?*						
I have never heard of it	81.2	71.1	80.8	76.0	94.2	90.3
I've heard of someone participating	20.3	31.1	18.0	24.5	5.8	6.6
I have helped someone else participate	1.4	0.0	0.0	0.0	0.0	0.0
I have participated in it myself	0.0	4.4	2.0	0.0	1.9	3.3

* Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%

Table 24. Impaired driving

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
During the past 30 days						
Reported driving a car or other vehicle after or while drinking alcohol	n/a	9.5	n/a	4.1	n/a	3.3
Reported riding in a car or other vehicle driven by a another teenager who had been drinking alcohol	n/a	n/a	n/a	n/a	0.0	3.3
Reported driving a car or other vehicle within three hours of using marijuana	n/a	4.8	n/a	12.5	n/a	8.3

Table 25. Healthy body

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
5+ servings per day of fruits and vegetables	19.1	19.6	34.0	26.0	17.5	15.4
Physically active 60+ min/day, 7 days a week	47.1	23.9	41.8	38.5	34.4	23.8
Healthy BMI (neither underweight nor overweight/obese)	75.7	70.8	66.7	74.0	58.8	65.0

Table 26. Use of birth control

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Used a highly effective birth control method	0.0	31.3	0.0	16.7	0.0	37.5
Used a moderately effective birth control method	100.0	31.3	50.0	55.6	50.0	31.3
Used a birth control method with low effectiveness	100.0	52.9	100.0	65.0	66.7	69.7

* Excludes those who responded as never having had sex.

Table 27. Comprehensive sexuality education

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Has been taught in school about...						
How to use a condom	n/a	n/a	n/a	n/a	58.3	88.7
How to use other birth control methods	n/a	n/a	n/a	n/a	34.0	88.9
Healthy and respectful relationships	n/a	n/a	n/a	n/a	91.7	87.3

Table 28. Past 30-day use

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
During the past 30 days, on how many occasions (if any)... (Respondents indicating 1 or more times)						
did you have at least one drink of alcohol?	11.8	33.3	20.8	34.7	11.1	46.7
did you smoke cigarettes?	1.4	4.7	3.8	10.2	4.2	3.1
did you use marijuana or hashish (weed, hash, pot)?	4.3	14.6	7.5	25.0	8.9	24.6
have you used prescription drugs (such as Oxycontin, Percocet, Vicodin, Codeine, Adderall, Ritalin, or Xanax) without a doctor's orders?	10.1	4.8	4.0	16.7	11.1	3.3

Table 29. Perception of risk

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
How much do you think people risk harming themselves (physically or in other ways) if they... (Respondents indicating people are at moderate or great risk)						
take one or two drinks of an alcoholic beverage nearly every day?	49.3	67.5	33.3	46.8	36.6	41.4
have five or more drinks of an alcoholic beverage once or twice a week?	73.9	82.5	60.8	66.7	70.7	56.9
smoke one or more packs of cigarettes per day?	82.9	88.1	82.4	77.1	90.2	84.5
use marijuana regularly (at least once or twice a week)?	76.8	67.5	60.8	39.6	75.0	46.6
use prescription drugs that are not prescribed to them?	85.5	87.5	80.4	81.3	92.7	86.2

Table 30. Perception of parental disapproval

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
How wrong do your parents feel it would be for you to... (Respondents indicating parents feel it would be wrong or very wrong)						
have one or two drinks of an alcoholic beverage nearly every day?	91.2	60.0	86.8	83.0	84.4	70.5
smoke cigarettes?	95.7	92.5	100.0	95.7	97.8	100.0
smoke marijuana?	94.1	80.0	92.3	89.4	88.9	90.2
use prescription drugs not prescribed to you?	98.5	90.0	96.2	93.6	97.7	100.0

Table 31. Perception of peer disapproval

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
How wrong do your friends feel it would be for you to... (Respondents indicating friends feel it would be wrong or very wrong)						
have one or two drinks of an alcoholic beverage nearly every day?	n/a	n/a	77.4	53.2	69.8	49.2
smoke cigarettes?	85.5	59.0	84.9	68.1	86.0	69.5
smoke marijuana?	83.8	56.4	77.4	46.8	74.4	37.3
use prescription drugs not prescribed to you?	91.2	69.2	86.8	70.2	88.4	67.8

Table 32. Type of alcohol consumed*

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
During the past 30 days, what type of alcohol did you usually drink? (Select only one response.)						
Beer	12.5	21.4	27.3	23.5	40.0	14.3
Wine	0.0	0.0	9.1	11.8	0.0	3.6
Liquor**	37.5	57.1	63.6	29.4	60.0	57.1
Flavored alcoholic beverages, wine coolers, etc.†	0.0	14.3	0.0	5.9	0.0	25.0

* Percentages are out of respondents who reported alcohol use during the past 30 days. Students indicating they did not drink alcohol in the past 30 days are not included in the sample.

** “Liquor” combines “Liquor” and “Flavored liquor” categories from previous years.

† “Flavored alcoholic beverages” combines “Wine coolers” and “Malt beverages” categories from previous years.

Table 33. Sources of alcohol*

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
During the past 30 days, from which of the following sources did you usually get the alcohol you drank?						
At a party	n/a	n/a	n/a	35.3	0.0	29.6
Friends 21 or older	n/a	n/a	n/a	23.5	0.0	29.6
Friends under 21	n/a	n/a	n/a	41.2	0.0	25.9
A parent or guardian, with their permission	n/a	n/a	n/a	23.5	40.0	33.3
A parent or guardian, w/o permission	n/a	n/a	n/a	23.5	40.0	11.1
A family member (not parents)	n/a	n/a	n/a	17.6	0.0	14.8
Store, gas station, restaurant or bar	n/a	n/a	n/a	5.9	0.0	0.0
Public event (e.g. concert or sporting event)	n/a	n/a	n/a	11.8	20.0	0.0
I got it some other way	n/a	n/a	n/a	11.8	20.0	7.4

* Percentages are out of respondents who reported alcohol use during the past 30 days. Students indicating they did not drink alcohol in the past 30 days are not included in the sample. Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%.

Table 34. Tobacco use

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
One or more use in the past 30 days						
Any tobacco product*	4.4	28.6	13.2	36.0	14.6	40.6
Cigarettes	1.4	4.7	3.8	10.2	4.2	3.1
Smokeless tobacco	1.4	2.3	0.0	14.0	6.3	7.8
Cigarillos (e.g. Swisher Sweets)	0.0	12.2	3.8	20.4	0.0	7.9
Large cigars	1.5	2.4	0.0	2.2	0.0	3.1
Smoked tobacco in a hookah/waterpipe	1.4	7.0	0.0	8.3	0.0	3.1

**Any tobacco product* includes respondents who reported past 30 day use for at least one of the following products: cigarettes, e-cigarettes, smokeless tobacco, cigarillos, large cigars or hookah. 2015 *Any tobacco product* data also includes pipe tobacco users.

Table 35. Sources of tobacco*

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
During the past 30 days, from which of the following sources did you get tobacco or vaping products?						
A store or gas station	n/a	n/a	14.3	0.0	0.0	25.0
Friends 21 or older	n/a	n/a	n/a	n/a	0.0	40.0
Friends under 21	n/a	n/a	n/a	n/a	50.0	45.0
Took from home without permission	n/a	n/a	0.0	7.1	0.0	0.0
A family member	n/a	n/a	0.0	14.3	0.0	15.0
The internet	n/a	n/a	0.0	21.4	0.0	5.0
Some other source	n/a	n/a	28.6	21.4	50.0	10.0

* Percentages are out of respondents who reported at least one source of tobacco or vaping product. Students indicating they did not get tobacco or vaping products during the past 30 days are not included in the sample. Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%.

Table 36. E-Cigarettes

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Vaping/e-cigarette use in the past 30 days	4.3	16.3	13.2	30.0	14.6	40.6
Used flash drive style vape (e.g. JUUL, MarkTen Elite, myBlu) in the past 30 days	n/a	n/a	n/a	n/a	8.3	34.9
Ever used a tobacco or vape product with mint, fruit, coffee, candy, or other flavors	4.3	39.5	16.0	47.9	10.6	52.4
Used a tobacco or vaping a product with mint, fruit, coffee, candy, or other flavors in the past 30 days	0.0	18.6	10.0	27.7	4.3	33.3
Definitely or probably would smoke an e-cigarette if one of best friends offered it (non-tobacco users)	n/a	n/a	n/a	n/a	7.3	10.8

Table 37. Marijuana*

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
During the past 30 days, if you used marijuana, how did you use it?						
Smoked it (in a joint, bong, pipe, blunt)	n/a	n/a	100.0	100.0	100.0	66.7
Vaporized it (e.g., vapor pen)	n/a	n/a	0.0	8.3	0.0	60.0
Ate it (in brownies, cakes, cookies, candy)	n/a	n/a	0.0	33.3	0.0	46.7
Drank it (tea, cola, alcohol)	n/a	n/a	0.0	8.3	25.0	6.7
Dabbed it	n/a	n/a	0.0	33.3	0.0	13.3
Used in some other way	n/a	n/a	0.0	8.3	0.0	0.0

* Percentages are out of respondents who reported at least one way of using marijuana. Students indicating they did not use marijuana during the past 30 days are not included in the sample. Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%.

Table 38. Problem gambling

	District 2015		District 2017		District 2019	
	8th	11th	8th	11th	8th	11th
Please check ALL the different types of gambling that you have bet on, if any, during the last 30 days.						
Playing scratch off tickets, or any lottery tickets (such as Powerball or Megabucks)	1.5	17.1	3.9	8.2	0.0	6.6
Playing dice or coin flips	6.1	7.3	3.9	6.1	2.0	8.2
Playing cards (poker, etc.)	9.1	14.6	11.8	10.2	8.2	8.2
Betting on games of personal skill (bowling, video games, dares, etc.)	10.6	12.2	21.6	16.3	6.1	18.0
Playing Fantasy Sports (Fan Duel, Draft King, etc.)	n/a	n/a	2.0	4.1	0.0	3.3
Sports betting (betting on actual sporting events, football, baseball, video games, etc.)	9.1	7.3	n/a	n/a	0.0	4.9

APPENDIX III – SURVEY-LEVEL DATA

This section features results by grade for each question on the survey.

This differs from the preceding charts and tables in that it shows the percentage that marked each possible response, whereas the charts and tables often use variables that represent multiple response options (e.g. “Students who say it is ‘Wrong’ or ‘Very wrong’ to...”).

Preceding charts and tables may also report data differently than below. For example, *Type of alcohol consumed* shows percentages “out of respondents who reported alcohol use during the past 30 days”, whereas the following data will show the percentage that

marked “I did not drink during the past 30 days” in addition to the types of alcohol consumed.

The 8th grade survey consisted of a subset of questions on the 11th grade survey. Data for questions that did not appear on the 8th grade version are shown as “n/a” (not applicable). Response categories for questions with no respondents will also show “n/a.”

The sum of responses for any question that instructs the respondent to “select one or more responses” may add up to greater than 100%.

# Question	Response	8th	11th
1 In what grade are you?	7th grade	0.0	0.0
	8th grade	100.0	0.0
	9th grade	0.0	0.0
	10th grade	0.0	0.0
	11th grade	0.0	100.0
	12th grade	0.0	0.0
	Ungraded or other grade	0.0	0.0
2 How old are you?	12 years old or younger	0.0	0.0
	13 years old	36.9	0.0
	14 years old	60.0	0.0
	15 years old	3.1	0.0
	16 years old	0.0	22.4
	17 years old	0.0	76.1
	18 years old or older	0.0	1.5
3 Are you Hispanic or Latino/Latina/Latinx?	Yes	9.5	11.9
	No	90.5	88.1

#	Question	Response	8th	11th
4	What is your race or ethnicity? (Select one or more responses).	Black or African American	3.1	3.0
		American Indian/Native American	13.8	11.9
		Alaska Native	1.5	0.0
		Asian Indian	1.5	1.5
		Chinese	1.5	1.5
		Filipino	1.5	1.5
		Japanese	3.1	1.5
		Korean	1.5	0.0
		Vietnamese	1.5	0.0
		Other Asian	1.5	1.5
		Native Hawaiian	3.1	1.5
		Other Pacific Islander	1.5	1.5
		Middle Eastern or North African	1.5	0.0
		White	89.2	91.0
Other (Specify)	10.8	9.0		
5	If you selected more than one race, what one race best describes you?	Black or African American	0.0	1.5
		American Indian/Native American	1.6	3.1
		Alaska Native	0.0	0.0
		Asian Indian	0.0	0.0
		Chinese	0.0	0.0
		Filipino	0.0	0.0
		Japanese	0.0	0.0
		Korean	0.0	0.0
		Vietnamese	0.0	0.0
		Other Asian	0.0	0.0
		Native Hawaiian	0.0	1.5
		Other Pacific Islander	0.0	0.0
		Middle Eastern or North African	0.0	0.0
		White	7.8	6.2
		Other	1.6	4.6
Only one race selected in previous question	89.1	83.1		

#	Question	Response	8th	11th
6	Are you enrolled in any of the following tribes?*	I am not enrolled in a tribe	50.0	87.5
		Burns Paiute Tribe	0.0	0.0
		Coquille Indian Tribe	0.0	0.0
		Cow Creek Band of Umpqua Tribe of Indians	16.7	0.0
		Confederated Tribes of Grand Ronde	0.0	0.0
		Klamath Tribes	0.0	0.0
		Confederated Tribes of Umatilla Indian Reservation	0.0	0.0
		Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians	0.0	0.0
		Confederated Tribes of Siletz Indians	0.0	0.0
		Confederated of Warm Springs	0.0	0.0
		Other (Specify)	33.3	12.5
7	What is the language you use most often at home?	English	96.9	98.5
		Spanish	1.5	0.0
		Mandarin	0.0	0.0
		Cantonese	0.0	0.0
		Russian	0.0	0.0
		Vietnamese	0.0	0.0
		American Indian/Alaska Native tribal language	0.0	0.0
		Another language (Specify)	1.5	1.5
Note: questions 8-10 are used for calculations (e.g. BMI) but the raw data cannot be meaningfully represented in the table format presented in this appendix.				
8	How tall are you without your shoes on?	[Height in feet/inches]	n/a	n/a
9	How much do you weigh without your shoes on?	[Weight in pounds]	n/a	n/a
10	Please tell us your zip code.	[5 digit ZIP]	n/a	n/a
The next questions will help us look at differences in health based on social and economic factors.				
11	Do you receive free or reduced price lunches at school?	Yes	32.3	19.4
		No	53.8	74.6
		Don't know	13.8	6.0

* Denominator: Respondents who identified as American Indian in question 4.

#	Question	Response	8th	11th
12	During the past 30 days, where did you usually sleep?	In my parent's or guardian's home	96.9	95.5
		In the home of a friend, family member, or other person because I had to leave my home, or my parent or guardian cannot afford housing	0.0	3.0
		In a shelter or emergency housing	0.0	1.5
		In a motel or hotel	0.0	0.0
		In a car, park, campground, or other public place	0.0	0.0
		I do not have a usual place to sleep	1.5	0.0
		Somewhere else	1.5	0.0
13	During the past 30 days, did you ever sleep away from your parents or guardians because you were kicked out, ran away, or were abandoned?	Yes	1.5	9.0
		No	98.5	91.0

The next questions will help us learn more about all of our students.

14	What was your sex at birth?*	Female	50.8	49.9
		Male	48.9	49.9
		Intersex and/or my sex was unclear at birth	0.3	0.3
15	How do you identify? (Select one or more responses)*	Female	48.5	48.1
		Male	47.7	48.6
		Transgender/Trans Female	0.3	0.3
		Transgender/Trans Male	0.9	0.6
		Gender nonconforming	0.7	0.8
		Gender fluid/Genderqueer	1.0	1.0
		Agender	0.4	0.5
		Something else fits better (Specify)_____	2.6	2.4
		I am not sure of my gender identity	1.3	0.8
I do not know what this question is asking	1.2	1.0		

The next questions are about health care.

16	Would you say that in general your physical health is...	Excellent	25.0	22.7
		Very good	32.8	31.8
		Good	39.1	30.3
		Fair	3.1	10.6
		Poor	0.0	4.5

* In order to protect student confidentiality, the results provided for questions 14 and 15 are for the state of Oregon.

#	Question	Response	8th	11th
17	Would you say that in general your emotional and mental health is...	Excellent	14.1	19.7
		Very good	26.6	18.2
		Good	28.1	25.8
		Fair	21.9	25.8
		Poor	9.4	10.6
18	When did you last go to a doctor or nurse practitioner for a check-up or physical exam when you were not sick or injured?	During the past 12 months	76.9	50.8
		Between 12 and 24 months ago	4.6	23.1
		More than 24 months ago	0.0	9.2
		Never	1.5	1.5
		Not sure	16.9	15.4
19	During the past 12 months, did you have any physical health care needs that were not met? (Count any situation where you thought you should see a doctor, nurse, or other health professional.)	Yes	14.5	20.3
		No	85.5	79.7
20	During the past 12 months, did you have any emotional or mental health care needs that were not met? (Count any situation where you thought you should see a counselor, social worker, or other mental health professional.)	Yes	16.4	23.1
		No	83.6	76.9
21	In the past 12 months, have you visited an emergency room or urgent care clinic for a physical or mental health care need? (Select one or more responses).	Yes – during school hours	12.7	13.8
		Yes – during the summer	9.5	6.2
		Yes – on the weekend or before/after school	15.9	18.5
		No	58.7	55.4
		Don't know	11.1	7.7
22	When did you last go to a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?	During the past 12 months	69.2	72.7
		Between 12 and 24 months ago	12.3	13.6
		More than 24 months ago	1.5	6.1
		Never	1.5	1.5
		Not sure	15.4	6.1
23	Have you ever had a cavity? (Select one or more responses.)	During the past 12 months	12.3	18.2
		Between 12 and 24 months ago	9.2	10.6
		More than 24 months ago	38.5	36.4
		I have never had a cavity	32.3	36.4
		Not sure	10.8	4.5

#	Question	Response	8th	11th
24	During the past 12 months, did you miss one or more hours of school due to any of the following reasons? (Select one or more responses.)	I had a toothache or painful tooth	3.3	6.2
		My mouth was hurting	1.6	3.1
		I had to go to the dentist because of tooth or mouth pain (Do not include regular check-up visits.)	3.3	3.1
		I had to go to the hospital emergency room because of tooth or mouth pain	0.0	4.6
		I had a mouth injury from playing a sport	3.3	3.1
		I did not miss school for any of these reasons	93.4	92.3

For these statements, mark how true you feel each is for you.

25	I can do most things if I try.	Very much true	40.0	54.5
		Pretty much true	53.8	39.4
		A little true	4.6	4.5
		Not at all true	1.5	1.5
26	There is at least one teacher or other adult in my school that really cares about me.	Very much true	46.2	54.5
		Pretty much true	27.7	27.3
		A little true	18.5	12.1
		Not at all true	7.7	6.1
27	I volunteer to help others in my community.	Very much true	15.4	30.8
		Pretty much true	30.8	32.3
		A little true	43.1	29.2
		Not at all true	10.8	7.7
28	I can work out my problems.	Very much true	50.8	40.9
		Pretty much true	33.8	48.5
		A little true	9.2	10.6
		Not at all true	6.2	0.0

The next questions ask about grades and school.

29	During the past 12 months, how would you describe your grades in school?	Mostly A's	51.6	34.8
		Mostly B's	21.9	36.4
		Mostly C's	17.2	16.7
		Mostly D's	1.6	1.5
		Mostly F's	4.7	9.1
		None of these grades	1.6	0.0
		Not sure	1.6	1.5

#	Question	Response	8th	11th
30	During the past 12 months, how many days of school did you miss for any reason?	None	6.3	7.8
		1-2 days	18.8	7.8
		3-5 days	32.8	23.4
		6-10 days	25.0	10.9
		11-15 days	12.5	15.6
		16 or more days	4.7	34.4
31	During the past 12 months, how many days of school did you miss because of physical health reasons?	None	36.9	26.2
		1-2 days	32.3	26.2
		3-5 days	15.4	18.5
		6-10 days	13.8	18.5
		11-15 days	0.0	3.1
		16 or more days	1.5	7.7
32	During the past 12 months, how many days of school did you miss because of emotional or mental health reasons?	None	67.7	56.9
		1-2 days	18.5	20.0
		3-5 days	10.8	12.3
		6-10 days	1.5	1.5
		11-15 days	1.5	1.5
		16 or more days	0.0	7.7
33	During the past 12 months, how many days of school did you have unexcused absences (meaning you skipped or cut school)?	None	72.3	33.8
		1-2 days	21.5	18.5
		3-5 days	3.1	18.5
		6-10 days	1.5	9.2
		11-15 days	1.5	4.6
		16 or more days	0.0	15.4
The next questions are about health or learning conditions you may have.				
34	Are you deaf or do you have serious difficulty hearing?	Yes	0.0	4.5
		No	100.0	95.5
35	Are you blind or do you have serious difficulty seeing, even when wearing glasses?	Yes	3.1	12.3
		No	96.9	87.7
36	Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering or making decisions?	Yes	18.5	30.3
		No	81.5	69.7
37	Do you have serious difficulty walking or climbing stairs?	Yes	1.5	10.6
		No	98.5	89.4
38	Do you have difficulty dressing or bathing?	Yes	1.5	0.0
		No	98.5	100.0

#	Question	Response	8th	11th
39	Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a physician's office or shopping?	Yes	9.2	6.1
		No	90.8	93.9

The next questions ask about asthma.

40	Has a doctor or nurse ever told you that you have asthma?	Yes	20.0	13.6
		No	61.5	80.3
		Not sure	18.5	6.1
41	Do you still have asthma?	I have never had asthma	80.0	86.4
		Yes	13.8	9.1
		No	1.5	1.5
		Not sure	4.6	3.0

The next questions are about School-Based Health Centers. SBHCs are health clinics in a school or on school grounds that are staffed by doctors, nurses, mental health professionals or other medical professionals. They are different than a school nurse.

42	Does your school have a School-Based Health Center?	Yes	40.0	6.2
		No	15.4	61.5
		Don't know	44.6	32.3
43	How many times have you used the School-Based Health Center at your school in the past 12 months?	Never	54.0	96.8
		I've used it, but not in the last 12 months	9.5	1.6
		Once	11.1	0.0
		Twice	19.0	1.6
		3-5 times	4.8	0.0
		6-10 times	1.6	0.0
		More than 10 times	0.0	0.0

The next question is about the food you ate during the past 12 months.

44	In the past 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?	Yes	6.3	21.2
		No	93.8	78.8

#	Question	Response	8th	11th
<p>The next section asks about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.</p>				
45	During the past 7 days, how many times did you drink 100% fruit juices such as orange juice, apple juice, or grape juice? (Do not count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)	I did not drink 100% fruit juice during the past 7 days	21.9	39.1
		1 to 3 times during the past 7 days	31.3	32.8
		4 to 6 times during the past 7 days	20.3	15.6
		1 time per day	20.3	4.7
		2 times per day	3.1	3.1
		3 times per day	1.6	1.6
		4 or more times per day	1.6	3.1
46	During the past 7 days, how many times did you eat fruit? (Do not count fruit juice.)	I did not eat fruit during the past 7 days	4.6	7.7
		1 to 3 times during the past 7 days	27.7	32.3
		4 to 6 times during the past 7 days	27.7	29.2
		1 time per day	15.4	13.8
		2 times per day	9.2	9.2
		3 times per day	7.7	3.1
		4 or more times per day	7.7	4.6
47	During the past 7 days, how many times did you eat green salad?	I did not eat green salad during the past 7 days	32.3	27.7
		1 to 3 times during the past 7 days	33.8	52.3
		4 to 6 times during the past 7 days	13.8	12.3
		1 time per day	13.8	1.5
		2 times per day	4.6	4.6
		3 times per day	0.0	0.0
		4 or more times per day	1.5	1.5
48	During the past 7 days, how many times did you eat potatoes? (Do not count french fries, fried potatoes, or potato chips.)	I did not eat potatoes during the past 7 days	40.0	35.4
		1 to 3 times during the past 7 days	52.3	43.1
		4 to 6 times during the past 7 days	3.1	13.8
		1 time per day	1.5	4.6
		2 times per day	1.5	0.0
		3 times per day	1.5	3.1
		4 or more times per day	0.0	0.0

#	Question	Response	8th	11th
49	During the past 7 days, how many times did you eat carrots?	I did not eat carrots during the past 7 days	49.2	52.3
		1 to 3 times during the past 7 days	33.8	33.8
		4 to 6 times during the past 7 days	7.7	7.7
		1 time per day	6.2	6.2
		2 times per day	3.1	0.0
		3 times per day	0.0	0.0
		4 or more times per day	0.0	0.0
50	During the past 7 days, how many times did you eat other vegetables? (Do not count green salad, potatoes, or carrots.)	I did not eat other vegetables during the past 7 days	11.1	12.3
		1 to 3 times during the past 7 days	42.9	38.5
		4 to 6 times during the past 7 days	22.2	20.0
		1 time per day	9.5	10.8
		2 times per day	11.1	12.3
		3 times per day	1.6	1.5
		4 or more times per day	1.6	4.6
The next questions ask about the types of beverages that you drink.				
During the past 7 days, how many times did you drink...				
51	Soda or pop, such as Coke, Pepsi, or Sprite? (Do not include diet soda or diet pop).	0 times in past 7 days	29.7	27.7
		1 to 3 times in past 7 days	60.9	38.5
		4 to 6 times in past 7 days	1.6	23.1
		1 time per day	3.1	6.2
		2 times per day	4.7	1.5
		3 times per day	0.0	1.5
		4 or more times per day	0.0	1.5
52	Fruit-flavored beverages such as Kool-Aid, Sunny Delight, or Snapple? (Do not include 100% fruit juice).	0 times in past 7 days	50.0	50.8
		1 to 3 times in past 7 days	39.1	33.8
		4 to 6 times in past 7 days	9.4	12.3
		1 time per day	0.0	0.0
		2 times per day	1.6	1.5
		3 times per day	0.0	1.5
		4 or more times per day	0.0	0.0
53	Energy drinks such as Red Bull, Rockstar, or Monster? (Do not include diet or sugar-free energy drinks)	0 times in past 7 days	65.6	49.2
		1 to 3 times in past 7 days	31.3	32.3
		4 to 6 times in past 7 days	0.0	7.7
		1 time per day	1.6	6.2
		2 times per day	0.0	3.1
		3 times per day	0.0	0.0
		4 or more times per day	1.6	1.5

#	Question	Response	8th	11th
54	Sports drinks such as Gatorade or Powerade?	0 times in past 7 days	54.0	48.4
		1 to 3 times in past 7 days	33.3	32.8
		4 to 6 times in past 7 days	6.3	10.9
		1 time per day	4.8	4.7
		2 times per day	0.0	0.0
		3 times per day	0.0	1.6
		4 or more times per day	1.6	1.6
55	Flavored milk such as Chocolate or Strawberry milk? (Do not include plain milk).	0 times in past 7 days	65.1	60.9
		1 to 3 times in past 7 days	17.5	17.2
		4 to 6 times in past 7 days	7.9	12.5
		1 time per day	3.2	6.3
		2 times per day	1.6	1.6
		3 times per day	1.6	1.6
		4 or more times per day	3.2	0.0
56	Plain milk? (Include milk that you added to cereal)	0 times in past 7 days	29.7	30.2
		1 to 3 times in past 7 days	21.9	19.0
		4 to 6 times in past 7 days	17.2	14.3
		1 time per day	14.1	19.0
		2 times per day	10.9	7.9
		3 times per day	4.7	4.8
		4 or more times per day	1.6	4.8
57	Sweetened coffee or tea beverages such as Starbucks Frappuccino or an Arizona Iced Tea?	0 times in past 7 days	46.7	39.7
		1 to 3 times in past 7 days	45.0	38.1
		4 to 6 times in past 7 days	6.7	11.1
		1 time per day	0.0	6.3
		2 times per day	1.7	1.6
		3 times per day	0.0	1.6
		4 or more times per day	0.0	1.6
58	Plain water? (Include tap and bottled water).	0 times in past 7 days	1.6	1.5
		1 to 3 times in past 7 days	3.1	1.5
		4 to 6 times in past 7 days	6.3	15.4
		1 time per day	6.3	6.2
		2 times per day	9.4	18.5
		3 times per day	15.6	18.5
		4 or more times per day	57.8	38.5
59	During the past 7 days, did you visit a convenience store such as Plaid Pantry, 7-Eleven, Circle K, a mini-mart, or a gas station store?	Yes	56.3	74.6
		No	43.8	25.4

#	Question	Response	8th	11th
The next question is about sleep patterns.				
60	On an average school night, how many hours of sleep do you get?	4 or less hours	4.8	4.7
		5 hours	4.8	9.4
		6 hours	14.3	23.4
		7 hours	25.4	37.5
		8 hours	28.6	17.2
		9 hours	19.0	4.7
		10 or more hours	3.2	3.1
The next questions ask about physical activity.				
61	During 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 increased your heart rate and made you breathe hard some of the time.)	0 days	1.6	14.3
		1 day	1.6	7.9
		2 days	0.0	9.5
		3 days	8.2	11.1
		4 days	6.6	11.1
		5 days	29.5	14.3
		6 days	18.0	7.9
	7 days	34.4	23.8	
62	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?	0 days	18.0	29.7
		1 day	8.2	12.5
		2 days	13.1	10.9
		3 days	14.8	14.1
		4 days	18.0	3.1
		5 days	6.6	9.4
		6 days	13.1	7.8
	7 days	8.2	12.5	
63	In an average week when you are in school, on how many days do you go to physical education (PE) classes?	0 days	4.8	90.6
		1 day	0.0	0.0
		2 days	0.0	1.6
		3 days	1.6	0.0
		4 days	3.2	0.0
	5 days	90.3	7.8	

#	Question	Response	8th	11th
64	During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?	I do not take PE	4.8	90.6
		Less than 10 minutes	0.0	0.0
		10 to 20 minutes	1.6	0.0
		21 to 30 minutes	8.1	0.0
		31 to 40 minutes	8.1	1.6
		41 to 50 minutes	43.5	3.1
		51 to 60 minutes	29.0	1.6
		More than 60 minutes	4.8	3.1
65	On an average day, how many hours do you use social media?	I do not use social media on an average day	19.7	1.6
		Less than 1 hour per day	13.1	9.5
		1 hour per day	11.5	14.3
		2 hours per day	23.0	28.6
		3 hours per day	14.8	19.0
		4 hours per day	9.8	9.5
		5 or more hours per day	8.2	17.5
66	Overall, what effect would you say your social media use has had on your life?	Mostly positive	54.1	38.1
		Mostly negative	3.3	14.3
		Neither positive nor negative	42.6	47.6

The next questions ask about the ways you get to and from school.

In an average school week, on how many days do you use each of these forms of transportation to get to or from school?

67	Walk.	0 days	89.8	94.6
		1 day	1.7	0.0
		2 days	1.7	3.6
		3 days	0.0	0.0
		4 days	0.0	0.0
		5 days	6.8	1.8
68	Ride a bike.	0 days	98.3	98.2
		1 day	0.0	0.0
		2 days	0.0	0.0
		3 days	0.0	1.8
		4 days	0.0	0.0
		5 days	1.7	0.0

#	Question	Response	8th	11th
69	Ride a skateboard, skates, or scooter.	0 days	98.3	98.2
		1 day	0.0	1.8
		2 days	0.0	0.0
		3 days	0.0	0.0
		4 days	0.0	0.0
		5 days	1.7	0.0
70	Ride a school bus.	0 days	40.7	87.5
		1 day	8.5	3.6
		2 days	8.5	0.0
		3 days	5.1	0.0
		4 days	5.1	0.0
		5 days	32.2	8.9
71	Ride public transportation, including a city bus or light rail.	0 days	98.3	100.0
		1 day	0.0	0.0
		2 days	0.0	0.0
		3 days	0.0	0.0
		4 days	0.0	0.0
		5 days	1.7	0.0
72	Ride in or drive a car or other private vehicle (with only members of your family).	0 days	16.7	14.5
		1 day	11.7	0.0
		2 days	8.3	0.0
		3 days	11.7	0.0
		4 days	6.7	0.0
		5 days	45.0	85.5
73	Ride in a carpool (with people other than your family).	0 days	83.1	89.1
		1 day	10.2	0.0
		2 days	1.7	0.0
		3 days	1.7	1.8
		4 days	0.0	3.6
		5 days	3.4	5.5

The next questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life. If you or someone you know needs help, a variety of free, confidential and anonymous support is available 24/7. Please see the Support Resource Sheet for details.

74	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?	Yes	29.8	39.1
		No	70.2	60.9
75	During the past 12 months, did you ever seriously consider attempting suicide?	Yes	20.0	18.8
		No	80.0	81.3

#	Question	Response	8th	11th
76	During the past 12 months, how many times did you actually attempt suicide?	0 times	92.9	95.2
		1 time	1.8	3.2
		2 or 3 times	3.6	0.0
		4 or 5 times	0.0	0.0
		6 or more times	1.8	1.6

We care about you and your safety. Suicide affects us all. More people die by suicide than car accidents each year and firearms are the most common way that people take their own lives. The next question will help us learn more about safety and gun access.

77	How long would it take you to get and be ready to fire a loaded gun? The gun could be yours or someone else's and it could be located in your home or car or someone else's home or car.	I could not get a loaded gun	35.7	24.2
		Less than 10 minutes	42.9	50.0
		10 or more minutes, but less than 1 hour	10.7	17.7
		1 or more hours, but less than 4 hours	8.9	3.2
		4 or more hours, but less than 24 hours	0.0	1.6
		24 or more hours	1.8	3.2

The following questions ask about personal safety.

78	During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	89.5	85.5
		1 day	3.5	6.5
		2 or 3 days	0.0	6.5
		4 or 5 days	1.8	0.0
		6 or more days	5.3	1.6
79	During the past 12 months, how many times has someone threatened you with a weapon such as a gun, knife, or club on school property?	0 times	83.9	90.2
		1 time	5.4	3.3
		2 or 3 times	5.4	4.9
		4 or 5 times	0.0	1.6
		6 or 7 times	1.8	0.0
		8 or 9 times	0.0	0.0
		10 or 11 times	1.8	0.0
80	During the past 12 months, how many times were you in a physical fight on school property?	0 times	80.4	95.2
		1 time	5.4	1.6
		2 or 3 times	8.9	1.6
		4 or 5 times	1.8	1.6
		6 or 7 times	0.0	0.0
		8 or 9 times	0.0	0.0
		10 or 11 times	1.8	0.0
81	During the past 12 months, has anyone offered, sold or given you an illegal drug on school property?	Yes	14.3	23.8
		No	85.7	76.2

#	Question	Response	8th	11th
The next questions ask about bullying. Bullying is when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.				
82	During the past 30 days, have you been bullied by someone using any kind of technology, such as through social media, cell phones, or video games?	Yes	10.7	12.9
		No	89.3	87.1
83	During the past 30 days, have you ever been bullied at school (including any school events, or on the way to or from school) in relation to any of the following issues? This includes in-person and cyberbullying. (Select one or more responses.)	Bullying about your race or ethnic origin	1.9	0.0
		Unwanted sexual comments or attention	11.1	6.5
		Bullying because someone thought you were gay, lesbian, bisexual, or transgender	7.4	3.2
		Bullying about your weight, clothes, acne, or other physical characteristics	11.1	4.8
		Bullying about your group of friends	5.6	3.2
		Other reasons	14.8	12.9
		I have not been bullied at school	70.4	83.9

The next questions refers to the “Choking Game,” also called Knock Out, Space Monkey, Flatlining, or The Fainting Game.

84	This is an activity that some youth participate in to get a high by cutting off blood and oxygen to the brain using a variety of methods. Which of the following is true for you? (Select one or more responses.)	I have never heard of the Choking Game	94.2	90.3
		I’ve heard of someone participating in the Choking Game	5.8	6.6
		I have helped someone else participate in the Choking Game	0.0	0.0
		I have participated in the Choking Game myself	1.9	3.3

The next section asks about gambling.

85	Gambling involves betting anything of value (money, a watch, soda, etc.) on a game or event. Please check ALL the different types of gambling that you have bet on, if any, during the last 30 days. (Select one or more responses)	I did not gamble in the last 30 days	84.3	75.4
		Playing scratch off tickets, or any lottery tickets (such as Powerball or Megabucks)	0.0	6.6
		Playing dice or coin flips	2.0	8.2
		Playing cards (poker, etc.)	8.2	8.2
		Betting on games of personal skill (bowling, video games, dares, etc.)	6.1	18.0
		Playing Fantasy Sports (Fan Duel, Draft King, etc.)	0.0	3.3
		Sports betting (betting on actual sporting events, football, baseball, video games, etc.)	0.0	4.9

#	Question	Response	8th	11th
86	During the last 12 months, have you ever felt bad about the amount you bet, or what happens when you bet money or something of value?	I don't bet for money or something of value	80.4	54.0
		Yes	0.0	6.3
		No	19.6	39.7
<p>The next questions ask about sexual orientation and sexual health. Remember that the answers you give will be kept private. There are no right or wrong answers. If you are not comfortable answering a question, you can leave it blank.</p>				
87	Do you think of yourself as...	Lesbian or gay	2.0	4.8
		Straight or heterosexual, that is, not lesbian or gay	76.0	85.5
		Bisexual	12.0	6.5
		Something else (Specify)	2.0	1.6
		Don't know /Not sure	8.0	1.6
88	Have you ever had sexual intercourse?	Yes	9.8	54.0
		No	90.2	46.0
89	How old were you when you had sexual intercourse for the first time?	I have never had sexual intercourse	90.2	46.0
		11 years old or younger	3.9	0.0
		12 years old	2.0	1.6
		13 years old	2.0	1.6
		14 years old	2.0	9.5
		15 years old	0.0	23.8
		16 years old	0.0	14.3
17 years old or older	0.0	3.2		
90	During your life, with how many people have you had sexual intercourse?	I have never had sexual intercourse	92.0	47.5
		1 person	6.0	18.0
		2 people	0.0	11.5
		3 people	2.0	4.9
		4 people	0.0	4.9
		5 people	0.0	3.3
		6 or more people	0.0	9.8
91	During the past 3 months, with how many people did you have sexual intercourse?	I have never had sexual intercourse	92.0	46.8
		I have had sexual intercourse, but not during the past 3 months	4.0	11.3
		1 person	4.0	30.6
		2 people	0.0	3.2
		3 people	0.0	3.2
		4 people	0.0	0.0
		5 people	0.0	0.0
6 or more people	0.0	4.8		

#	Question	Response	8th	11th
92	The last time you had sexual intercourse, did you or your partner use a condom?	I have never had sexual intercourse	92.0	46.0
		Yes	4.0	31.7
		No	4.0	22.2
93	The last time you had sexual intercourse, what method(s) did you or your partner use to prevent pregnancy? (Select one or more responses)	I have never had sexual intercourse	92.0	46.8
		IUD (intrauterine device such as Mirena or Paragard)	0.0	9.7
		Contraceptive implant (Implanon or Nexplanon)	0.0	9.7
		Depo-Provera (injectable birth control)	0.0	3.2
		Birth control pills	2.0	12.9
		Contraceptive patch	0.0	0.0
		Contraceptive ring	0.0	0.0
		Condoms	4.1	32.3
		Withdrawal	2.0	8.1
		Emergency contraception (morning after pill)	0.0	1.6
		Some other method	0.0	1.6
		No method was used to prevent pregnancy	2.0	1.6
Not sure	0.0	0.0		
94	Have you ever been taught in school about how to use a condom to prevent pregnancy or sexually transmitted diseases (STDs), including HIV?	Yes	58.3	88.7
		No	29.2	8.1
		Not sure	12.5	3.2
95	Have you ever been taught in school about how to use birth control methods or where to get birth control?	Yes	34.0	88.9
		No	51.1	6.3
		Not sure	14.9	4.8
96	Have you ever been taught in school about healthy and respectful relationships?	Yes	91.7	87.3
		No	4.2	9.5
		Not sure	4.2	3.2
The next questions ask about violence-related behaviors.				
97	Have you ever given in to sexual activity when you didn't want to because of pressure?*	Yes	n/a	19.4
		No	n/a	80.6
98	Have you ever been physically forced to have sexual intercourse when you did not want to?*	Yes	n/a	9.8
		No	n/a	90.2
99	During the past 12 months, did your boyfriend/girlfriend/partner ever hit, slap, or physically hurt you on purpose?*	Yes	n/a	3.2
		No	n/a	96.8

* Question was not included on the 8th grade survey.

#	Question	Response	8th	11th
100	During your life, has any adult ever intentionally hit or physically hurt you?*	Yes	n/a	20.6
		No	n/a	79.4
101	During your life, has any adult ever had sexual contact with you?*	Yes	n/a	14.3
		No	n/a	85.7
The next questions ask about tobacco use.				
During the past 30 days, on how many days did you ...				
102	Smoke cigarettes?	0 days	97.9	96.9
		1 or 2 days	0.0	1.6
		3 to 5 days	0.0	0.0
		6 to 9 days	0.0	0.0
		10 to 19 days	0.0	0.0
		20 to 29 days	0.0	0.0
		All 30 days	2.1	1.6
		103	Smoke menthol cigarettes?	0 days
1 or 2 days	2.1			1.6
3 to 5 days	0.0			0.0
6 to 9 days	2.1			0.0
10 to 19 days	0.0			0.0
20 to 29 days	0.0			0.0
All 30 days	0.0			1.6
104	Use an e-cigarette or other vaping product?			0 days
		1 or 2 days	8.3	6.3
		3 to 5 days	4.2	4.7
		6 to 9 days	0.0	0.0
		10 to 19 days	0.0	7.8
		20 to 29 days	0.0	1.6
		All 30 days	2.1	20.3
		105	Use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, or Marlboro Snus?	0 days
1 or 2 days	0.0			4.7
3 to 5 days	2.1			1.6
6 to 9 days	4.2			0.0
10 to 19 days	0.0			0.0
20 to 29 days	0.0			0.0
All 30 days	0.0			1.6

* Question was not included on the 8th grade survey.

#	Question	Response	8th	11th
106	Smoke a cigarillo or little cigar, such as Swisher Sweets?	0 days	100.0	92.1
		1 or 2 days	0.0	4.8
		3 to 5 days	0.0	0.0
		6 to 9 days	0.0	1.6
		10 to 19 days	0.0	0.0
		20 to 29 days	0.0	0.0
		All 30 days	0.0	1.6
107	Smoke a large cigar?	0 days	100.0	96.9
		1 or 2 days	0.0	1.6
		3 to 5 days	0.0	0.0
		6 to 9 days	0.0	0.0
		10 to 19 days	0.0	0.0
		20 to 29 days	0.0	0.0
		All 30 days	0.0	1.6
108	Smoke tobacco in a hookah, also known as a waterpipe?	0 days	100.0	96.9
		1 or 2 days	0.0	1.6
		3 to 5 days	0.0	0.0
		6 to 9 days	0.0	0.0
		10 to 19 days	0.0	0.0
		20 to 29 days	0.0	0.0
		All 30 days	0.0	1.6
109	Have you used vaping products shaped like a USB flash drive, such as JUUL, MarkTen Elite, or myBlu?	No, never	85.4	47.6
		Yes, in the past 30 days	8.3	34.9
		Yes, but not in the past 30 days	6.3	17.5
110	Have you ever used any tobacco or vaping product with mint, fruit, coffee, candy, or other flavors? Exclude marijuana.	Yes	10.6	52.4
		No	89.4	47.6
111	During the past 30 days, have you used any tobacco or vaping product with mint, fruit, coffee, candy, or other flavors? Exclude marijuana.	Yes	4.3	33.3
		No	95.7	66.7

#	Question	Response	8th	11th
112	How old were you when you smoked a whole cigarette for the first time?	I have never smoked a whole cigarette	87.2	83.6
		8 years old or younger	2.1	1.6
		9 years old	0.0	0.0
		10 years old	0.0	0.0
		11 years old	2.1	0.0
		12 years old	0.0	1.6
		13 years old	4.3	3.3
		14 years old	4.3	1.6
		15 years old	0.0	4.9
		16 years old	0.0	3.3
113	How old were you when you first used any non-cigarette tobacco or vaping product? Exclude marijuana.	I have never used any of those products	83.0	43.5
		8 years old or younger	2.1	0.0
		9 years old	0.0	0.0
		10 years old	0.0	0.0
		11 years old	2.1	0.0
		12 years old	4.3	0.0
		13 years old	6.4	11.3
		14 years old	2.1	6.5
		15 years old	0.0	22.6
		16 years old	0.0	14.5
114	The very first time you used any tobacco or vaping product (including e-cigarettes), which type of product did you use?	I have never used any tobacco or vaping product	84.8	42.9
		Cigarette	4.3	6.3
		Chewing tobacco	2.2	4.8
		Cigarillo or small cigar	0.0	0.0
		Large cigar	0.0	0.0
		Hookah	0.0	3.2
		E-cigarette or other vaping product	4.3	41.3
		Another type of product	4.3	1.6
115	During the past 12 months, did you ever try to quit smoking cigarettes?	I did not smoke during the past 12 months	95.7	98.4
		Yes	4.3	0.0
		No	0.0	1.6
116	If one of your best friends offered you an e-cigarette, would you smoke it?*	Definitely not	64.3	64.9
		Probably not	28.6	24.3
		Probably would	7.1	8.1
		Definitely would	0.0	2.7

* Denominator: Respondents who did not use cigarettes or tobacco products in the past 30 days

#	Question	Response	8th	11th
117	During the past 30 days, from which of the following sources did you get tobacco or vaping products? (Select one or more responses.)*	I did not get tobacco or vaping products during the past 30 days	95.7	67.7
		A store or gas station	0.0	8.1
		Friends 21 or older	0.0	12.9
		Friends under 21	2.2	14.5
		Took from home without permission	0.0	0.0
		A family member	0.0	4.8
		The internet	0.0	1.6
		Some other source	2.2	3.2
118	Does someone living in your home (other than you) smoke or vape tobacco?	Nobody smokes or vapes	76.6	77.4
		Someone smokes or vapes, but not inside the home	12.8	12.9
		Someone smokes or vapes inside the home	10.6	9.7
119	During this school year, have you seen anyone smoking, vaping, or JUULing tobacco on school property?	Yes	52.2	79.0
		No	47.8	21.0
120	During the past 30 days, have you seen an advertisement promoting tobacco or a vaping product on a storefront or in a store?	Yes	73.3	85.5
		No	11.1	9.7
		Not sure	15.6	4.8
<p>The next questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.</p>				
121	How old were you when you had your first drink of alcohol other than a few sips?	I have never had a drink of alcohol other than a few sips	67.4	23.3
		8 years old or younger	2.2	1.7
		9 years old	0.0	1.7
		10 years old	4.3	6.7
		11 years old	2.2	1.7
		12 years old	4.3	6.7
		13 years old	13.0	5.0
		14 years old	6.5	10.0
		15 years old	0.0	25.0
		16 years old	0.0	11.7
		17 years old or older	0.0	6.7
122	During the past 30 days, on how many days did you have at least one drink of alcohol?	0 days	88.9	53.3
		1 or 2 days	6.7	23.3
		3 to 5 days	4.4	11.7
		6 to 9 days	0.0	8.3
		10 to 19 days	0.0	3.3
		20 to 29 days	0.0	0.0
		All 30 days	0.0	0.0

* Denominator: Respondents who had cigarette or other tobacco use in past 30 days and cited at least one source of tobacco or vaping products

#	Question	Response	8th	11th
123	During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?	0 days	97.8	76.7
		1 day	0.0	13.3
		2 days	0.0	6.7
		3 to 5 days	2.2	3.3
		6 to 9 days	0.0	0.0
		10 to 19 days	0.0	0.0
		20 or more days	0.0	0.0
124	During the past 30 days, what type of alcohol did you usually drink? (Select only one response.)	I did not drink during the past 30 days	88.9	53.3
		Beer	4.4	6.7
		Wine	0.0	1.7
		Liquor, such as vodka, rum, scotch, bourbon, whiskey or tequila	6.7	26.7
		Flavored alcoholic beverages, such as Mike's Hard Lemonade, Twisted Ice Tea, Smirnoff Ice, wine coolers, flavored liquors, or other pre-mixed beverages	0.0	11.7
125	During the past 30 days, from which of the following sources did you usually get the alcohol you drank? Select one or more responses.	I did not drink alcohol in the past 30 days	88.9	54.2
		At a party	0.0	13.6
		Friends 21 or older	0.0	13.6
		Friends under 21	0.0	11.9
		A parent or guardian, with their permission	4.4	15.3
		A parent or guardian, without their permission	4.4	5.1
		A family member (not parents)	0.0	6.8
		A store, gas station, restaurant or bar	0.0	0.0
		A public event such as a concert or sporting event	2.2	0.0
		I got it some other way	2.2	3.4
126	During the past 30 days, have you seen or heard an advertisement for alcohol on any of the following? Select one or more responses.	Storefront or in a store	59.5	86.0
		Website, social media or through email (on your cellphone, tablet or computer)	16.7	36.8
		Magazine or newspaper	11.9	15.8
		Television	64.3	56.1
		Radio or music streaming	14.3	12.3
		Concert or sporting event	9.5	22.8
		Billboard	38.1	31.6
		Public transit (bus or light rail)	4.8	14.0
		On a product, flyer, billboard or sign that also had a university logo	4.8	15.8

#	Question	Response	8th	11th
127	During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?*	I did not drive a car in the past 30 days	n/a	11.7
		0 times	n/a	85.0
		1 time	n/a	3.3
		2 or 3 times	n/a	0.0
		4 or 5 times	n/a	0.0
		6 or more times	n/a	0.0
128	During the past 30 days, how many times did you ride in a car or other vehicle driven by a teenager who had been drinking alcohol?	0 times	100.0	96.7
		1 time	0.0	1.6
		2 or 3 times	0.0	1.6
		4 or 5 times	0.0	0.0
		6 or more times	0.0	0.0
The next section asks about marijuana (also called grass or pot), and other drugs.				
129	How old were you when you tried marijuana for the first time?	I have never tried marijuana	82.2	54.1
		8 years old or younger	0.0	3.3
		9 years old	0.0	0.0
		10 years old	0.0	0.0
		11 years old	2.2	0.0
		12 years old	0.0	6.6
		13 years old	11.1	6.6
		14 years old	4.4	11.5
		15 years old	0.0	8.2
		16 years old	0.0	8.2
130	During the past 30 days, on how many days did you use marijuana or hashish (weed, hash, pot)?	0 days	91.1	75.4
		1 or 2 days	6.7	8.2
		3 to 5 days	0.0	3.3
		6 to 9 days	0.0	0.0
		10 or more days	2.2	13.1
131	During the past 30 days, how many times did you use marijuana on school property?	0 times	100.0	86.9
		1 or 2 times	0.0	9.8
		3 to 9 times	0.0	3.3
		10 to 19 times	0.0	0.0
		20 to 39 times	0.0	0.0
		40 or more times	0.0	0.0

* Question was not included on the 8th grade survey.

#	Question	Response	8th	11th
132	During the past 30 days, if you used marijuana, how did you use it? (Select one or more responses).	I did not use marijuana during the past 30 days	91.1	75.4
		Smoked it (in a joint, bong, pipe, blunt)	8.9	16.4
		Vaporized it (e.g., vapor pen)	0.0	14.8
		Ate it (in brownies, cakes, cookies, candy)	0.0	11.5
		Drank it (tea, cola, alcohol)	2.2	1.6
		Dabbed it	0.0	3.3
		Used in some other way	0.0	0.0
133	During the past 30 days, how many times did you drive a car or other vehicle within three hours after using marijuana?*	I did not drive in the past 30 days	n/a	21.4
		0 times	n/a	42.9
		1 time	n/a	0.0
		2 or 3 times	n/a	21.4
		4 or 5 times	n/a	0.0
		6 or more times	n/a	14.3
134	Does any adult living in your house use marijuana?	Yes	13.3	23.0
		No	86.7	77.0
135	If one of your best friends offered you some marijuana, would you use it?***	Definitely not	82.2	52.5
		Probably not	11.1	18.0
		Probably would	4.4	16.4
		Definitely would	2.2	13.1
During the past 30 days, have you seen an advertisement for marijuana products or stores:				
136	In a magazine or newspaper?	Yes	11.4	22.8
		No	79.5	50.9
		Don't know/Not sure	9.1	26.3
137	On a storefront?	Yes	43.2	55.2
		No	47.7	25.9
		Don't know/Not sure	9.1	19.0
138	Online? On your cellphone, tablet, or computer (through email, websites, or social media)?	Yes	29.5	40.7
		No	61.4	42.4
		Don't know/Not sure	9.1	16.9
139	On a billboard?	Yes	59.1	61.0
		No	34.1	20.3
		Don't know/Not sure	6.8	18.6
140	On the sidewalk (like signs or people wearing or waving signs)?	Yes	25.0	26.3
		No	68.2	49.1
		Don't know/Not sure	6.8	24.6

* Question was not included on the 8th grade survey.

** Denominator: Respondents who did not use marijuana in the past 30 days

#	Question	Response	8th	11th
141	During the past 30 days, on how many days have you used prescription drugs (such as Oxycontin, Percocet, Vicodin, Codeine, Adderall, Ritalin, or Xanax) without a doctor's orders?	0 days	88.9	96.7
		1 or 2 days	6.7	0.0
		3 to 5 days	2.2	1.7
		6 to 9 days	0.0	0.0
		10 to 19 days	0.0	0.0
		20 to 29 days	0.0	0.0
		All 30 days	2.2	1.7
If you wanted to get ...				
142	Some beer, wine or hard liquor (for example, vodka, whiskey or gin), how easy would it be for you to get some?	Very easy	20.9	54.1
		Sort of easy	20.9	24.6
		Sort of hard	20.9	6.6
		Very hard	37.2	14.8
143	Cigarettes, how easy would it be for you to get some?	Very easy	2.3	26.2
		Sort of easy	7.0	13.1
		Sort of hard	9.3	27.9
		Very hard	81.4	32.8
144	E-cigarettes or other vaping products, how easy would it be for you to get some?	Very easy	11.6	49.2
		Sort of easy	27.9	23.0
		Sort of hard	9.3	14.8
		Very hard	51.2	13.1
145	Some marijuana, how easy would it be for you to get some?	Very easy	7.3	44.3
		Sort of easy	17.1	24.6
		Sort of hard	17.1	9.8
		Very hard	58.5	21.3
146	Prescription drugs not prescribed to you, how easy would it be for you to get some?	Very easy	4.8	14.8
		Sort of easy	11.9	21.3
		Sort of hard	11.9	18.0
		Very hard	71.4	45.9
How much do you think people risk harming themselves (physically or in other ways) if they:				
147	Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	No risk	24.4	24.1
		Slight risk	39.0	34.5
		Moderate risk	31.7	20.7
		Great risk	4.9	20.7
148	Have five or more drinks of an alcoholic beverage once or twice a week?	No risk	4.9	19.0
		Slight risk	24.4	24.1
		Moderate risk	41.5	29.3
		Great risk	29.3	27.6

#	Question	Response	8th	11th
149	Smoke one or more packs of cigarettes per day?	No risk	4.9	6.9
		Slight risk	4.9	8.6
		Moderate risk	26.8	19.0
		Great risk	63.4	65.5
150	Use e-cigarettes or other vaping products every day?	No risk	5.0	12.1
		Slight risk	15.0	19.0
		Moderate risk	40.0	25.9
		Great risk	40.0	43.1
151	Use marijuana regularly (at least once or twice a week)	No risk	10.0	15.5
		Slight risk	15.0	37.9
		Moderate risk	30.0	25.9
		Great risk	45.0	20.7
152	Use prescription drugs that are not prescribed to them?	No risk	2.4	6.9
		Slight risk	4.9	6.9
		Moderate risk	9.8	19.0
		Great risk	82.9	67.2
The following questions ask about family and friends.				
How wrong do your parents feel it would be for you to ...				
153	Drink beer, wine, or liquor (for example, vodka, whiskey, or gin) regularly?	Very wrong	57.8	55.7
		Wrong	26.7	14.8
		A little bit wrong	11.1	24.6
		Not wrong at all	4.4	4.9
154	Smoke cigarettes?	Very wrong	88.9	96.7
		Wrong	8.9	3.3
		A little bit wrong	0.0	0.0
		Not wrong at all	2.2	0.0
155	Use e-cigarettes or other vaping products?	Very wrong	84.1	80.3
		Wrong	13.6	11.5
		A little bit wrong	0.0	6.6
		Not wrong at all	2.3	1.6
156	Use marijuana?	Very wrong	75.6	78.7
		Wrong	13.3	11.5
		A little bit wrong	6.7	6.6
		Not wrong at all	4.4	3.3

#	Question	Response	8th	11th
157	Use prescription drugs not prescribed to you?	Very wrong	90.9	95.1
		Wrong	6.8	4.9
		A little bit wrong	2.3	0.0
		Not wrong at all	0.0	0.0
	How wrong do your friends feel it would be for you to...			
158	Have one or two drinks of an alcoholic beverage nearly every day?	Very wrong	51.2	23.7
		Wrong	18.6	25.4
		A little bit wrong	18.6	18.6
		Not wrong at all	11.6	32.2
159	Smoke cigarettes?	Very wrong	67.4	49.2
		Wrong	18.6	20.3
		A little bit wrong	11.6	11.9
		Not wrong at all	2.3	18.6
160	Use an e-cigarette or other vaping product?	Very wrong	44.2	22.0
		Wrong	20.9	16.9
		A little bit wrong	16.3	13.6
		Not wrong at all	18.6	47.5
161	Use marijuana?	Very wrong	60.5	23.7
		Wrong	14.0	13.6
		A little bit wrong	9.3	22.0
		Not wrong at all	16.3	40.7
162	Use prescription drugs not prescribed to you?	Very wrong	67.4	50.8
		Wrong	20.9	16.9
		A little bit wrong	7.0	11.9
		Not wrong at all	4.7	20.3
	Finally, please tell us how truthful you were.			
163	How honest were you in filling out this survey?	I was very honest	86.4	70.5
		I was honest most of the time	13.6	26.2
		I was honest some of the time	0.0	3.3
		I was honest once in a while	0.0	0.0
		I was not honest at all	0.0	0.0

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