

2015 OREGON **HEALTHY TEENS** SURVEY



2015 OHT State Report
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1 INTRODUCTION

1.1 Overview

"No educational tool is more essential than good health."

Council of Child 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.

The Oregon Healthy Teens (OHT) Survey is a survey of 8th and 11th grade youth conducted in the spring of 2015. The OHT Survey is conducted in odd-numbered years, alternating with Addiction and Mental Health's Student Wellness Survey (SWS), which is administered in even-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.

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.

1.2 Health and Learning

Good health is necessary for academic success. It is difficult for students to be successful in school if they are depressed, tired, being bullied, abused, stressed, sick, hungry, gambling, or using alcohol or other drugs. Keeping students healthy involves engaging families, school administrators, teachers, students, and communities to help create a healthy learning environment that promotes students' physical, social and emotional well-being. Young people's potential to learn increases by reinforcing positive behaviors and helping students develop knowledge and skills to make smart and healthy choices.

Even in a community where most young people are thriving, others will develop

problems, which can affect the well-being of their peers as well as themselves. Behavior such as the use of alcohol, tobacco, and other drugs (ATOD) among public school students continues to be a major concern in Oregon as it is across the nation. Substance use among school-aged children affects scholastic performance and motivation to remain in school - and sets a pattern that can follow an individual throughout his or her life. Monitoring factors that put children at risk for harmful behavior and factors that help protect against the initiation of these behaviors is essential to our efforts to prevent substance abuse and other risky behavior, and to promote youth well-being.

The OHT Survey helps Oregonians identify students' current health and safety habits so that improvements can be made where needed. Establishing healthy lifestyles for Oregon youth leads to improved learning in the classroom and longer, more productive lives for Oregon's population.

1.2.1 How Are OHT Results Used?

The OHT survey provides a wealth of data for local school and community program planning, implementation and evaluation. OHT survey results are used by schools, state and local agencies, organizations, communities, and policy makers to:

- identify and track youth health risks,
- plan ways to promote healthy behavior and prevent risky behaviors,
- support programs and activities that give students the knowledge and skills to support positive health behaviors,
- inform new state or community-level policies,
- develop laws to prevent injuries and unnecessary deaths, and
- identify health priorities for fiscal resource allocations.

The monitoring of youth health provided through OHT improves the ability to procure health-related funding by providing the baseline data often required for grant writing. OHT also serves as an ongoing source for measuring objectives and progress and is designed to help evaluate the effectiveness of a variety of projects and programs that promote healthy adolescence in Oregon. The data are also

used to report state and national leading health indicators included in the Oregon Benchmarks ¹ and Healthy People 2020.

OHT data may also be useful to highlight health-related learning support that your school provides in the School Readiness section of the new school report cards: <http://www.ode.state.or.us/search/page/?id=3942>

1.3 Survey Methodology

The OHT Survey was designed to assess a wide range of topics that included school climate, positive youth development, sexual behavior, mental and emotional health, physical activity and nutrition, substance use, problem gambling, fighting and other risky behaviors.

OHT Survey results are used by schools, state and local agencies, organizations and communities to assess and monitor the health and well-being of Oregon youth and the environments in which they live. OHT Survey data can serve as a valuable tool for program planning, implementation, and evaluation. The data are essential information for communications with legislators and the public, and communities and local agencies will find the data improves their ability to procure funding by providing the baseline data needed for grant writing. In these ways, schools, communities and policy makers will find themselves poised to make effective decisions about behavior and health policies, services, programs and educational activities.

Results for each item do not include the missing answers, or the proportion of students who did not answer a specific question. These missings range from less than 1% to 13% for 8th grade and 11% for 11th grade, with the majority of questions having fewer than 10% missing.

The OHT Survey was designed with different questionnaires for 8th and 11th grade. The 8th grade version of the survey consisted of a subset of the questions found on the 11th grade version. For those questions that were only asked of 11th graders, only 11th grade data is reported.

This report is divided into topic-specific sections. Each section provides summary data tables that include results for both grade levels, where appropriate, and compares local data to that of the state. The state data for this report have been weighted based on statewide enrollment numbers. District and school data are unweighted.

¹<https://public.health.oregon.gov/About/Pages/HealthStatusIndicators.aspx#data>

2 DEMOGRAPHICS

This section describes the demographic profile of participating students. In all, more than 29,674 students in grades 8 and 11 participated in this year's OHT, similar to the number (28,500) participating in the 2013 OHT.

2.1 Participants by Grade & Gender

Table 1: Number of Participants by Grade

	Grade 8	Grade 11
	State	State
TOTAL	16,104	13,570

Table 2: Number of Participants by Gender

	Grade 8	Grade 11
	State	State
Female	8,020	6,786
Male	8,084	6,784
TOTAL	16,104	13,570

Table 3: Percent of Participants by Gender

	Grade 8	Grade 11
	State %	State %
Female	50.3	50.2
Male	49.7	49.8

2.2 Race, Ethnicity and Age

The racial and ethnic composition of students in schools across Oregon varies considerably. Yet, Whites remain the largest racial group (Table 4) and approximately 25% of students reported being Hispanic (Table 5). Students were also asked to report their age (Table 6).

The following table shows the percentage of students that self-identified as...

Table 4: Race

	Grade 8	Grade 11
	State %	State %
American Indian or Alaska Native	5.5	2.6
Asian	4.2	4.2
Black or African American	3.2	1.9
Native Hawaiian or Other Pacific Islander	2.2	1.3
White	74.8	82.0
Multiracial	10.0	8.0

Students were asked to mark all that apply. Students who marked more than one category were classified as Multiracial.

The following table shows the student responses to the question "Are you Hispanic or Latino/Latina?"

Table 5: Hispanic or Latino/Latina?

	Grade 8	Grade 11
	State %	State %
Yes	26.6	23.6
No	73.4	76.4

Percentages exclude missing answers.

The following table shows the reported ages of the students who participated in this survey.

Table 6: How old are you?

	Grade 8	Grade 11
	State %	State %
12 or younger	0.1	0.0
13	39.4	0.0
14	58.4	0.0
15	2.1	0.2
16	0.0	41.1
17	0.0	56.7
18 or older	0.0	2.0

Percentages exclude missing answers.

2.3 Language Used at Home

Students were asked what language they used most often at home. The majority of the students in both grades 8 and 11 spoke English most often at home.

Table 7: Language Used at Home

	Grade 8	Grade 11
	State %	State %
English	84.5	85.5
Spanish	12.1	11.1
Another language	3.4	3.4

Percentages exclude missing answers.

2.4 Sexual Orientation

Students were asked "Do you think of yourself as ..."

Table 8: Sexual Orientation

	Grade 8	Grade 11
	State %	State %
Lesbian or gay	1.0	1.4
Straight, that is, not lesbian or gay	88.0	88.7
Bisexual	4.8	5.3
Something else	1.5	1.8
Don't know/Not sure	4.7	2.9

Percentages exclude missing answers.

2.5 Socioeconomics

As shown in Tables 9-10, students were asked to answer questions related to socioeconomic indicators. These questions comprise the Family Affluence scale (Table 9), which has been used to explain socioeconomic inequalities in a wide range of health behaviors.

Table 9: Family Affluence Scale

	Grade 8	Grade 11
	State %	State %
Low FAS	11.6	10.4
Middle FAS	34.6	36.6
High FAS	53.8	53.0

Receiving free or reduced-price lunch is another indicator of socioeconomic status. Statewide, half (55%) of the 8th graders reported using free lunch or did not know if they received free lunch compared with 46.6% of 11th graders reporting the same.

Table 10: Do you receive free or reduced price lunches at school?

	Grade 8	Grade 11
	State %	State %
Yes	42.7	39.7
No	45.0	53.4
Don't know	12.3	6.9

Percentages exclude missing answers.

3 POSITIVE YOUTH DEVELOPMENT

Positive Youth Development (PYD) 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 adolescents 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.

The reported PYD benchmark is calculated based on responses to six questions in the survey related to well-being and social connectedness: physical health status, mental health status, volunteerism, having a supportive adult, self-confidence and problem-solving. The PYD 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.

For more information about the benchmark, please contact Elizabeth Thorne at elizabeth.k.thorne@state.or.us or 971-673-0377.

Table 11: Positive Youth Development

	Grade 8	Grade 11
	State %	State %
Does not meet benchmark	40.9	38.1
Meets PYD benchmark	59.1	61.9

4 GENERAL HEALTH

Health and well-being are so essential to academic success that health indicators have been included in the *School Readiness* section of the newly revised School Report Cards. These data can help you highlight your school health successes.

4.1 Physical, Mental and Emotional Health

The OHT Survey includes questions relating to students' physical, mental and emotional health, including connections to the school and community, as well as unmet needs. Higher test scores are strongly associated with students' reporting of caring relationships at school and meaningful participation in the community. For more information, please refer to the Healthy Kids Learn Better *Health and Academic Achievement Research Fact Sheet* at: <https://public.health.oregon.gov/HealthyPeopleFamilies/Youth/HealthSchool/HKLB/Documents/FactSheetHKLB.pdf>

For Oregon youth statewide, roughly half of the 8th and 11th graders said that their physical health and mental health were very good or excellent (Tables 12, 13). More than half of the respondents said they had visited a doctor for a physical exam in the past 12 months (Table 14) and the great majority ($\approx 81\%$) reported that they did not have any physical or mental health care needs unmet in the same time period (Tables 15, 16). Most students said they had not visited an emergency room in the past 12 months and, of those who did, the emergency room was most frequently accessed during the weekend (Table 17).

Oregon students reported confidence in their performance, with $\approx 88\%$ of 8th graders and $\approx 92\%$ of 11th graders responding that they can do most things if they try (Table 18) and were able to work out their problems (79%, 8th graders; 82%, 11th graders - Table 21). Most students (72% of 8th graders and 75% of 11th graders) also thought there was at least one teacher or adult in the school that really cared for them (Table 19). But, more than half (55%) of the 8th graders and almost half (48%) of 11th graders said it was "only a little true" or "not true at all" that they volunteered in their community (Table 20).

Table 12: Would you say that in general your physical health is...

	Grade 8	Grade 11
	State %	State %
Excellent	19.9	15.7
Very good	33.0	33.8
Good	35.7	37.1
Fair	10.0	11.4
Poor	1.4	2.0

Percentages exclude missing answers.

Table 13: Would you say that in general your emotional and mental health is...

	Grade 8	Grade 11
	State %	State %
Excellent	20.7	16.0
Very good	30.6	28.8
Good	29.3	30.6
Fair	13.6	18.2
Poor	5.8	6.5

Percentages exclude missing answers.

Table 14: 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?

	Grade 8	Grade 11
	State %	State %
During the past 12 months	58.8	61.5
Between 12 and 24 months ago	15.5	16.0
More than 24 months ago	4.0	7.5
Never	1.9	2.7
Not sure	19.8	12.3

Percentages exclude missing answers.

Table 15: 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.)

	Grade 8	Grade 11
	State %	State %
Yes	19.5	18.0
No	80.5	82.0

Percentages exclude missing answers.

Table 16: 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.)

	Grade 8	Grade 11
	State %	State %
Yes	16.6	18.5
No	83.4	81.5

Percentages exclude missing answers.

Table 17: In the past 12 months, have you visited an emergency room or urgent care clinic for a physical or mental health care need?

	Grade 8	Grade 11
	State %	State %
Yes - during school hours	9.9	11.1
Yes - during the summer	6.8	7.0
Yes - on the weekend	15.1	16.9
No	64.2	66.8
Don't know	10.0	4.6

Students were asked to mark all that apply so each response is calculated individually. Percentages exclude missing answers.

Table 18: I can do most things if I try.

	Grade 8	Grade 11
	State %	State %
Very much true	39.7	46.4
Pretty much true	48.3	45.2
A little true	11.1	7.8
Not at all true	0.9	0.7

Percentages exclude missing answers.

Table 19: There is at least one teacher or other adult in my school that really cares about me.

	Grade 8	Grade 11
	State %	State %
Very much true	40.6	44.0
Pretty much true	31.1	30.6
A little true	20.3	19.6
Not at all true	8.0	5.8

Percentages exclude missing answers.

Table 20: I volunteer to help others in my community.

	Grade 8	Grade 11
	State %	State %
Very much true	17.2	22.9
Pretty much true	28.3	28.7
A little true	38.1	35.0
Not at all true	16.5	13.4

Percentages exclude missing answers.

Table 21: I can work out my problems.

	Grade 8	Grade 11
	State %	State %
Very much true	35.6	38.3
Pretty much true	43.2	44.1
A little true	17.6	15.4
Not at all true	3.6	2.2

Percentages exclude missing answers.

4.2 Sleep

Sleep, like nutrition and physical activity, is a critical determinant of health and well-being.² Sleep is a basic requirement for infant, child, and adolescent health and development. The odds of being a short sleeper (defined as someone who sleeps less than 6 hours a night) in the U.S. have increased significantly over the past 30 years.³ The National Sleep Foundation recommends teens get 8-10 hours of sleep per night. Most youth do not enough sleep. One challenge is that biological sleep patterns in adolescents shift toward later times for both sleep and waking- meaning it is natural for youth not to be able to fall asleep before 11:00 PM.⁴

Table 22: On an average school night, how many hours of sleep do you get?

	Grade 8	Grade 11
	State %	State %
4 or less hours	5.0	6.5
5 hours	6.5	11.8
6 hours	12.8	23.8
7 hours	23.9	30.6
8 hours	30.7	20.7
9 hours	15.3	5.2
10 or more hours	5.8	1.4

Percentages exclude missing answers.

²Institute of Medicine, Committee on Sleep Medicine and Research. *Sleep Disorders and Sleep Deprivation: An Unmet Public Health Problem*. Washington: National Academies Press; 2006.

³Healthy People 2020.

⁴National Sleep Foundation

<http://sleepfoundation.org/sleep-topics/teens-and-sleep>

4.3 Grades and School 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.

Overall, Oregon youth reported good grades, $\approx 70\%$ saying they earned mostly As and Bs. Yet, $\approx 7\%$ of both 8th and 11th grader respondents ($\approx 2,077$ students) reported Ds and Fs (Table 23). In attendance reporting, almost half (47%) of 11th graders compared with a little more than a third (35.3%) 8th graders reported missing 6 or more days of school a year (Table 24). For both groups, more of the absences were attributed to physical health reasons versus mental health reasons (Tables 25, 26). Unexcused absences were reported more frequently by 11th graders, with one in three skipping school on 1 or more days in the school year (Table 27).

Table 23: During the past 12 months, how would you describe your grades in school?

	Grade 8	Grade 11
	State %	State %
Mostly A's	37.2	31.8
Mostly B's	32.6	37.3
Mostly C's	16.9	20.5
Mostly D's	4.1	4.6
Mostly F's	3.3	2.2
None of these grades	0.9	0.5
Not sure	5.0	3.1

Percentages exclude missing answers.

Table 24: During the past 12 months, how many days of school did you miss for any reason?

	Grade 8	Grade 11
	State %	State %
None	12.0	8.3
1-2 days	26.0	19.0
3-5 days	26.7	25.7
6-10 days	18.2	20.8
11-15 days	8.2	10.1
16 or more days	8.9	16.1

Percentages exclude missing answers.

Table 25: During the past 12 months, how many days of school did you miss because of physical health reasons?

	Grade 8	Grade 11
	State %	State %
None	37.0	30.3
1-2 days	30.2	29.8
3-5 days	19.0	21.7
6-10 days	9.0	11.2
11-15 days	2.8	3.8
16 or more days	2.1	3.1

Percentages exclude missing answers.

Table 26: During the past 12 months, how many days of school did you miss because of emotional or mental health reasons?

	Grade 8	Grade 11
	State %	State %
None	78.8	70.2
1-2 days	12.5	15.5
3-5 days	4.7	7.0
6-10 days	2.2	3.6
11-15 days	1.0	1.8
16 or more days	0.9	1.9

Percentages exclude missing answers.

Table 27: During the past 12 months, how many days of school did you have unexcused absences (meaning you skipped or cut school)?

	Grade 8	Grade 11
	State %	State %
None	80.4	64.7
1-2 days	11.5	15.9
3-5 days	4.3	8.4
6-10 days	1.7	4.6
11-15 days	0.8	2.1
16 or more days	1.4	4.3

Percentages exclude missing answers.

4.4 Oral Health

A healthy mouth is an important part of overall health. The majority of Oregonians - young or old, male or female, rich or poor - suffer from oral disease, which, left untreated, causes pain, lowers productivity and increases risks for other diseases.

Fortunately, the majority of Oregon student respondents said they had visited a dentist in the past 12 months ($\approx 74\%$) and brushed their teeth in the past 24 hours ($\approx 95\%$) (Tables 28, 30.) However, the majority also reported having had a cavity (71.9%) (Table 29). Injury to the mouth area was reported by 22.4% of 8th graders and 17.7% of 11th graders (Table 31) and only a small percentage of students said oral problems was the cause for missing school ($\approx 10\%$, for both 8th and 11th graders) (Table 32).

Table 28: When did you last go to a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?

	Grade 8	Grade 11
	State %	State %
During the past 12 months	73.0	74.9
Between 12 and 24 months ago	9.7	11.1
More than 24 months ago	4.9	6.6
Never	1.3	1.2
Not sure	11.2	6.2

Percentages exclude missing answers.

Table 29: Have you ever had a cavity?

	Grade 8	Grade 11
	State %	State %
Yes	68.7	75.1
No	31.3	24.9

Percentages exclude missing answers.

Table 30: Did you brush your teeth in the past 24 hours?

	Grade 8	Grade 11
	State %	State %
Yes	95.0	95.0
No	5.0	5.0

Percentages exclude missing answers.

Table 31: In the past year, were you ever injured in your mouth area while playing sports? The mouth area could be your teeth, gums, lips, cheeks, tongue or jaw.

	Grade 8	Grade 11
	State %	State %
I was not injured in the mouth while playing a sport	79.3	83.5
I was injured in the mouth playing an organized sport, like school, club or team sports	14.3	11.4
I was injured in the mouth playing a recreational sport I did on my own (with or without other people), like skateboarding or pickup basketball	8.1	6.3

Students were asked to mark all that apply so each response is calculated individually. Percentages exclude missing answers.

Table 32: During the past 12 months, did you miss one or more hours of school due to any of the following reasons?

	Grade 8	Grade 11
	State %	State %
I had a toothache or painful tooth	2.8	2.7
My mouth was hurting	2.3	2.1
I had to go to the dentist because of tooth or mouth pain (Do not include regular check-up visits.)	4.0	4.3
I had to go to the hospital emergency room because of tooth or mouth pain	0.6	0.5
I had a mouth injury from playing a sport	1.2	0.8
I did not miss school for any of these reasons	91.0	91.8

Students were asked to mark all that apply so each response is calculated individually. Percentages exclude missing answers.

4.5 Asthma

Asthma is a chronic lung disease that causes shortness of breath, coughing, and wheezing and is one of the most common chronic diseases among children and young adults. Asthma can dramatically affect their lives and their parents' lives. Uncontrolled asthma can result in interrupted sleep, missed days of school, lower levels of physical activity, and an over-reliance on emergency care. With effective medical care, medications, and self-management, most young people with asthma can control their asthma and lead normal lives. Asthma symptoms may flare up when a person is exposed to a trigger, such as tobacco smoke, animal fur or feathers, cockroaches, mold or mildew, and pollen.

Asthma symptoms can be managed with quality health care, the correct medications, and good self-management skills so people with asthma can live healthy and productive lives.

Table 33: Do you currently have asthma?

	Grade 8	Grade 11
	State %	State %
Does not currently have asthma	87.8	86.9
Currently has asthma	12.2	13.1

Percentages exclude missing answers.

4.6 Disabilities

Nearly 57 million people in the United States have some type of disability.⁵ Although disability becomes increasingly common as people age, some people are born with disabilities and some children and youth acquire disabilities early in life. Youth with disabilities may be more likely than other youth to experience social stigma and abuse, engage in risky behaviors, and have unmet health care needs. The 2015 OHT survey identified youth with disabilities using six questions (on the 11th grade survey only) assessing difficulty with: 1) hearing; 2) seeing; 3) concentrating, remembering, or making decisions; 4) walking or climbing stairs; 5) dressing or bathing; and 6) doing errands alone. 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 34: Are you deaf or do you have serious difficulty hearing?

	Grade 11
	State %
Yes	2.2
No	97.8

Only 11th graders were asked this question.

Table 35: Are you blind or do you have serious difficulty seeing, even when wearing glasses?

	Grade 11
	State %
Yes	4.7
No	95.3

Only 11th graders were asked this question.

⁵US Census Bureau. Nearly 1 in 5 people have a disability in the US Census Bureau Reports. Available at: <https://www.census.gov/newsroom/releases/archives/miscellaneous/cb12-134.html>. Last accessed: Oct 16, 2105.

Table 36: Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering or making decisions?

	Grade 11
	State %
Yes	20.3
No	79.7

Only 11th graders were asked this question.

Table 37: Do you have serious difficulty walking or climbing stairs?

	Grade 11
	State %
Yes	2.6
No	97.4

Only 11th graders were asked this question.

Table 38: Do you have difficulty dressing or bathing?

	Grade 11
	State %
Yes	0.8
No	99.2

Only 11th graders were asked this question.

Table 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?

	Grade 11
	State %
Yes	6.6
No	93.4

Only 11th graders were asked this question.

Table 40: Has a disability

	Grade 11
	State %
Yes	27.3
No	72.7

Only 11th graders were asked this question.

4.7 School-Based Health Centers

Oregon's 68 School-Based Health Centers (SBHCs) offer a unique health care model in which comprehensive physical, mental and preventive health services are provided to youth and adolescents in a school setting.

Adolescents are often reported to have the lowest access to health care service use of any age group, and they are the least likely to seek care through traditional office-based settings. Additionally, coordinating care for children has been an ongoing challenge for working parents.

School-based health centers 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 well and urgent care needs, and improve students' health.

The following tables show results for student awareness and use of SBHCs. With nearly half of 8th graders and a third of 11th graders reporting that they do not know if their school has an SBHC (Table 41), public awareness activities for the program are needed. Utilization of the SBHCs is also low (Table 42) and could be boosted with greater awareness of the services provided.

Table 41: Does your school have a School-Based Health Center?

	Grade 8	Grade 11
	State %	State %
Yes	31.1	45.2
No	22.7	19.2
Dont know	46.2	35.5

Percentages exclude missing answers.

Table 42: How many times have you used the School-Based Health Center at your school in the past 12 months?

	Grade 8	Grade 11
	State %	State %
Never	53.7	62.5
I've used it, but not in the last 12 months	11.5	7.3
Once	17.9	13.0
Twice	8.7	8.0
3-5 times	6.0	6.1
6-10 times	0.5	1.7
More than 10 times	1.7	1.4

Percentages exclude those whose school does not have a School-based Health Center. Percentages exclude missing answers.

5 PHYSICAL ACTIVITY AND NUTRITION

Good nutrition and daily physical activity 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.

5.1 Nutrition

The survey's nutrition questions focus on food insecurity, dining habits, and consumption of various foods and beverages.

Alarmingly, nearly one in five Oregon 11th graders reported that they did not have enough money to buy the amount of food they needed (Table 43) and, approximately three in four students in each grade level said that they ate less than five servings of fruits and vegetables a day (Table 44). Less than half in both groups, (42.9%, 8th graders and 36.2%, 11th graders) said they ate daily breakfast (Table 45) and only 18.9% of 8th graders and 10.6% of 11th graders said they ate a meal together with their family more than seven times a week (Table 46).

Table 43: In the past 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?

	Grade 8	Grade 11
	State %	State %
Yes	15.7	18.5
No	84.3	81.5

Percentages exclude missing answers.

Table 44: Average servings per day of fruits and vegetables (index of 6 questions).

	Grade 8	Grade 11
	State %	State %
None	0.8	0.8
<One serving per day	8.9	9.2
1 to <3 servings per day	44.2	47.3
3 to <5 servings per day	22.7	23.2
5 or more servings per day	23.4	19.5

Percentages exclude missing answers.

Table 45: During the past 7 days, on how many days did you eat breakfast?

	Grade 8	Grade 11
	State %	State %
0 days	9.7	11.2
1 day	5.8	6.5
2 days	8.0	9.6
3 days	8.3	10.0
4 days	8.0	8.6
5 days	9.1	10.0
6 days	8.2	7.9
7 days	42.9	36.2

Percentages exclude missing answers.

Table 46: During the past 7 days, how many times did all, or most, of your family eat a meal together?

	Grade 8	Grade 11
	State %	State %
Never	14.3	17.4
1-2 times	16.7	22.2
3-4 times	17.3	20.7
5-6 times	16.9	16.3
7 times	15.8	12.8
More than 7 times	18.9	10.6

Percentages exclude missing answers.

5.2 Beverages

Most students (68.9%) reported drinking fruit juices at least once in the past seven days (Table 47). The majority (58.1%) consumed soft drinks one to six times in the past seven days, with 5.7% drinking soft drinks 2 or more times/day (Table 48). Interestingly, more than half of the 8th graders (59.8%) and 11th graders (61.4%) said they drank water three or more times a day in the past seven days (Table 55).

Table 47: 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)

	Grade 8	Grade 11
	State %	State %
I did not drink 100% fruit juice during the past 7 days	30.6	31.5
1 to 3 times during the past 7 days	37.1	40.5
4 to 6 times during the past 7 days	13.4	13.3
1 time per day	7.8	6.0
2 times per day	5.8	4.8
3 times per day	2.4	2.1
4 or more times per day	2.8	1.8

Percentages exclude missing answers.

Table 48: During the past 7 days, how many times did you drink soda or pop, such as Coke, Pepsi, or Sprite? (Do not include diet soda or diet pop)

	Grade 8	Grade 11
	State %	State %
0 times in past 7 days	29.3	33.0
1 to 3 times in past 7 days	49.8	42.8
4 to 6 times in past 7 days	10.5	12.9
1 time per day	4.8	5.5
2 times per day	2.4	2.8
3 times per day	1.2	1.4
4 or more times per day	2.0	1.6

Percentages exclude missing answers.

Table 49: During the past 7 days, how many times did you drink fruit-flavored beverages such as Kool-Aid, Sunny Delight, or Snapple? (Do not include 100% fruit juice)

	Grade 8	Grade 11
	State %	State %
0 times in past 7 days	45.6	49.2
1 to 3 times in past 7 days	32.0	34.1
4 to 6 times in past 7 days	12.2	9.4
1 time per day	4.6	3.7
2 times per day	2.3	1.9
3 times per day	1.3	0.8
4 or more times per day	2.0	1.0

Percentages exclude missing answers.

Table 50: During the past 7 days, how many times did you drink energy drinks such as Red Bull, Rockstar, or Monster? (Do not include diet or sugar-free energy drinks)

	Grade 8	Grade 11
	State %	State %
0 times in past 7 days	78.9	72.6
1 to 3 times in past 7 days	14.5	19.3
4 to 6 times in past 7 days	3.0	4.7
1 time per day	1.3	1.9
2 times per day	0.8	0.7
3 times per day	0.4	0.3
4 or more times per day	1.0	0.6

Percentages exclude missing answers.

Table 51: During the past 7 days, how many times did you drink sports drinks such as Gatorade or Powerade?

	Grade 8	Grade 11
	State %	State %
0 times in past 7 days	50.5	54.1
1 to 3 times in past 7 days	28.6	27.7
4 to 6 times in past 7 days	12.2	10.8
1 time per day	4.1	3.9
2 times per day	1.8	1.7
3 times per day	0.9	0.9
4 or more times per day	1.9	0.9

Percentages exclude missing answers.

Table 52: During the past 7 days, how many times did you drink flavored milk such as Chocolate or Strawberry milk? (Do not include plain milk)

	Grade 8	Grade 11
	State %	State %
0 times in past 7 days	57.6	62.8
1 to 3 times in past 7 days	22.3	20.6
4 to 6 times in past 7 days	10.4	8.9
1 time per day	5.5	4.7
2 times per day	1.7	1.4
3 times per day	0.7	0.6
4 or more times per day	1.9	0.9

Percentages exclude missing answers.

Table 53: During the past 7 days, how many times did you drink plain milk?
(include milk that ytu added to cereal)

	Grade 8	Grade 11
	State %	State %
0 times in past 7 days	14.2	20.3
1 to 3 times in past 7 days	23.4	25.5
4 to 6 times in past 7 days	21.8	19.5
1 time per day	15.6	15.0
2 times per day	11.0	10.7
3 times per day	5.4	4.1
4 or more times per day	8.6	4.8

Percentages exclude missing answers.

Table 54: During the past 7 days, how many times did you drink sweetened coffee or tea beverages such as Starbucks Frappuccino or an Arizona Iced Tea?

	Grade 8	Grade 11
	State %	State %
0 times in past 7 days	51.2	46.2
1 to 3 times in past 7 days	30.4	32.1
4 to 6 times in past 7 days	8.7	10.5
1 time per day	4.8	6.4
2 times per day	2.0	2.4
3 times per day	1.0	1.0
4 or more times per day	1.9	1.5

Percentages exclude missing answers.

Table 55: During the past 7 days, how many times did you drink plain water?
(Include tap and bottled water)

	Grade 8	Grade 11
	State %	State %
0 times in past 7 days	2.0	2.1
1 to 3 times in past 7 days	7.4	6.5
4 to 6 times in past 7 days	10.9	9.6
1 time per day	8.3	8.3
2 times per day	11.6	12.1
3 times per day	14.0	16.8
4 or more times per day	45.8	44.6

Percentages exclude missing answers.

Table 56: During the past 7 days, how many times did you visit a convenience store such as Plaid Pantry, 7-Eleven, Circle K, a mini-mart, or a gas station store?

	Grade 8 State %	Grade 11 State %
I did not visit a convenience store during the past 7 days	41.6	42.6
1 time during the past 7 days	25.3	23.7
2 or 3 times during the past 7 days	24.3	24.2
4 to 6 times during the past 7 days	6.1	7.0
7 or more times during the past 7 days	2.7	2.5

Percentages exclude missing answers.

5.3 Physical Activity

The Centers for Disease Control and Prevention (CDC) recommends that children and youth should be physically active at least 60 minutes per day, including aerobic, muscle strengthening and bone strengthening activities.

Physical activity among adolescents is consistently related to higher levels of academic performance and self-esteem and lower levels of anxiety and stress. Physical Education has a beneficial role to play in schools by integrating physical activity into and across the school day and can help to reduce aggression and improve connectedness.

Conversely, considerable research has shown that screen time contributes to the development of adolescent obesity by displacing more active pursuits. Snacking increases while watching TV or movies, and late-night screen time may interfere with getting adequate sleep, a known risk factor for obesity.

Oregon youth appear to fall far short of the physical activity recommendations of the CDC with less than a third of the 8th graders and less than a fourth of the 11th graders reporting that they were physically active at least 60 minutes each day of the week (Table 57). As might be expected, only 20.6% of 11th graders said they attended PE classes 5 days a week, compared with more than half (56.6%) of the 8th graders saying the same (Table 59). Yet, sedentary activities (TV watching, using computers for games, videos, non-school work activities) were limited with more than half (56.9%) of all respondents reporting they watched one hour or less or no TV each day and more than a third (37.7%) of all respondents reporting they used the computer for fun one hour or less or not at all each day (Tables 61,62).

Table 57: 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.)

	Grade 8 State %	Grade 11 State %
0 days	6.7	11.6
1 day	5.1	7.0
2 days	7.3	8.8
3 days	10.2	12.1
4 days	12.6	10.5
5 days	17.2	16.1
6 days	10.2	10.2
7 days	30.7	23.7

Percentages exclude missing answers.

Table 58: 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?

	Grade 8	Grade 11
	State %	State %
0 days	18.3	29.9
1 day	8.5	8.3
2 days	11.4	10.2
3 days	13.7	11.9
4 days	11.6	9.4
5 days	15.5	13.1
6 days	5.1	5.8
7 days	15.9	11.5

Percentages exclude missing answers.

Table 59: In an average week when you are in school, on how many days do you go to physical education (PE) classes?

	Grade 8	Grade 11
	State %	State %
0 days	21.7	62.6
1 day	1.6	0.8
2 days	3.0	1.9
3 days	10.3	9.2
4 days	6.8	4.9
5 days	56.6	20.6

Percentages exclude missing answers.

Table 60: During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?

	Grade 8	Grade 11
	State %	State %
Less than 10 minutes	1.8	1.4
10 to 20 minutes	8.6	3.4
21 to 30 minutes	18.5	11.1
31 to 40 minutes	28.4	21.9
41 to 50 minutes	25.8	24.8
51 to 60 minutes	10.9	17.1
More than 60 minutes	6.0	20.2

Based only on students who took PE classes.

Percentages exclude missing answers.

Table 61: On an average school day, how many hours do you watch TV?

	Grade 8	Grade 11
	State %	State %
I do not watch TV on an average school day	16.4	22.7
Less than 1 hour per day	21.6	20.9
1 hour per day	16.7	15.6
2 hours per day	21.4	20.4
3 hours per day	13.0	11.8
4 hours per day	5.4	4.6
5 or more hours per day	5.6	4.1

Percentages exclude missing answers.

Table 62: On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, Play Station, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet).

	Grade 8	Grade 11
	State %	State %
I do not play video or computer games or use a computer for something that is not school work	9.5	15.3
Less than 1 hour per day	13.5	13.0
1 hour per day	12.9	11.2
2 hours per day	18.2	18.2
3 hours per day	16.1	15.6
4 hours per day	10.2	9.8
5 or more hours per day	19.6	16.9

Percentages exclude missing answers.

5.4 Commuting to and from School

Despite the well-known benefits of physical activity, many children live and play in environments that make getting daily physical activity difficult. Questions relating to which modes of transportation students use to get to and from school provide a glimpse into how physical activity is (or isn't) incorporated into their daily lives.

Of the five modes of transportation (walk, ride a bike, ride other non-motorized vehicle, ride school bus or public transportation, and ride in car), riding in car was most utilized five days a week by 58.6% of 11th graders and 34.8% of 8th graders (Table 67). School or public bus transportation five days a week was next favorite reported by almost 40.4% of 8th graders and 23.6% of 11th graders (Table 66). Walking to school, while not most preferred, was reported by a significant number of students, with 21.5% of 8th graders and 16.3% of 11th graders saying they walked

to school five days a week (Table 63).

Table 63: In an average school week, on how many days do you use each of these forms of transportation to get to or from school?: Walk

	Grade 8	Grade 11
	State %	State %
0 days	57.8	69.2
1 day	8.6	5.1
2 days	5.3	3.9
3 days	3.7	3.2
4 days	3.1	2.3
5 days	21.5	16.3

Percentages exclude missing answers.

Table 64: In an average school week, on how many days do you use each of these forms of transportation to get to or from school?: Ride a bike

	Grade 8	Grade 11
	State %	State %
0 days	92.0	95.1
1 day	2.8	1.8
2 days	1.7	1.0
3 days	0.9	0.6
4 days	0.4	0.4
5 days	2.2	1.2

Percentages exclude missing answers.

Table 65: In an average school week, on how many days do you use each of these forms of transportation to get to or from school?: Ride a skateboard, scooter, or other non-motorized vehicle

	Grade 8	Grade 11
	State %	State %
0 days	92.3	95.4
1 day	2.4	1.2
2 days	1.5	1.0
3 days	0.9	0.8
4 days	0.7	0.5
5 days	2.2	1.1

Percentages exclude missing answers.

Table 66: In an average school week, on how many days do you use each of these forms of transportation to get to or from school?: Ride a school bus or use public transportation

	Grade 8	Grade 11
	State %	State %
0 days	38.2	61.9
1 day	3.8	3.2
2 days	3.4	2.9
3 days	4.8	3.5
4 days	9.3	4.9
5 days	40.4	23.6

Percentages exclude missing answers.

Table 67: In an average school week, on how many days do you use each of these forms of transportation to get to or from school?: Ride in a car or other motorized vehicle

	Grade 8	Grade 11
	State %	State %
0 days	33.7	19.0
1 day	12.6	7.0
2 days	7.2	5.1
3 days	5.2	4.1
4 days	6.6	6.2
5 days	34.8	58.6

Percentages exclude missing answers.

6 BMI AND BODY IMAGE

Height and weight questions are used to calculate a body mass index (BMI) which is a reliable indicator of body fatness for most children and teens. BMI does not measure body fat directly, but research has shown that BMI correlates to 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 of screening for weight categories that may lead to health problems. The BMI values are compared with other youth of the same age and sex. The percentile on the chart where BMI falls determines whether the child is considered not overweight or obese, overweight, or obese. A BMI of ≥ 85 th percentile and < 95 th percentile is considered overweight, while those with a BMI of ≥ 95 th percentile are considered obese. For more information on BMI and youth, please refer to the CDC website at:

http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/about_childrens_bmi.html#How%20is%20BMI%20calculated

Table 68: BMI Category Definitions

Weight Category	Percentile Range
Not overweight or obese	< 85 th percentile
Overweight	85th to < 95 th percentile
Obese	≥ 95 th percentile

Table 69: Body Mass Index

	Grade 8	Grade 11
	State %	State %
Not overweight or obese	73.2	71.5
Overweight	15.4	15.4
Obese	11.4	13.2

Percentages exclude missing answers.

7 INJURY PREVENTION

7.1 Suicide

In Oregon, suicide is the second leading cause of death among Oregonians aged 10 to 24.

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 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 such life skills as problem-solving, conflict resolution and anger management.

Questions on the survey ask about suicide ideation (thinking about, considering, or planning suicide), suicide attempts, and resulting injuries.

For more information on youth suicide prevention, see:

- <https://public.health.oregon.gov/PreventionWellness/SafeLiving/SuicidePrevention/Pages/index.aspx>
- <http://www.linesforlife.org/>

IF YOU ARE IN CRISIS:

Call 1-800-273-TALK (8255)

En español: 1-888-628-9454

7.2 Get Help Now - Resources for Youth in Crisis

A variety of free, confidential and anonymous support is available 24/7 for youth to put them on the path to healing:



National Suicide Prevention
Lifeline
1-800-273-TALK (8255)
1-800-799-4TTY (4889)
En español: 1-888-628-9454

Crisis Lines

- National Suicide Prevention Lifeline
24 hours a day / 7 days a week
1-800-273-TALK (8255)
En español: 1-888-628-9454
TTY: 1-800-799-4TTY (4889)
- YouthLine
Offers teen to teen crisis help with both a phone line and a texting support line through Lines for Life.
(formerly Oregon Partnership)
Teens respond from 4-10 PM Monday through Friday
24 hours a day / 7 days a week
Call 1-877-968-8491
Text teen2teen to 839863
- Veterans Crisis Line
Confidential help for veterans and their families
Call 1-800-273-8255 and Press 1
Text to 838255
- The Trevor Project
For lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people.
24 hours a day / 7 days a week
1-866-488-7386
- Friends For Survival, Inc.
National Support for Survivors of Suicide
1-916-392-0664

While Oregon youth reported relatively few suicide attempts that required medical care in the past 12 months, more than one in four reported that they felt "sad or hopeless" every day for two weeks (Table 70) and 8.2% of 8th graders and 6.2% of 11th graders said they attempted suicide one or more times in the past 12 months (Table 72). These rates may underscore the need for increased counseling and programming to ensure that vulnerable students reporting sadness do not progress to attempting suicide.

Table 70: 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?

	Grade 8	Grade 11
	State %	State %
Yes	26.7	29.0
No	73.3	71.0

Percentages exclude missing answers.

Table 71: During the past 12 months, did you ever seriously consider attempting suicide?

	Grade 8	Grade 11
	State %	State %
Yes	16.2	16.3
No	83.8	83.7

Percentages exclude missing answers.

Table 72: During the past 12 months, how many times did you actually attempt suicide?

	Grade 8	Grade 11
	State %	State %
0 times	91.8	93.8
1 time	4.2	3.4
2 or 3 times	2.7	2.1
4 or 5 times	0.5	0.3
6 or more times	0.8	0.4

Percentages exclude missing answers.

Table 73: If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

	Grade 8	Grade 11
	State %	State %
Yes	26.6	27.9
No	73.4	72.1

Percentages only include those who attempted suicide during the past 12 months.

Percentages exclude missing answers.

7.3 Personal Safety

According to the Centers for Disease Control and Prevention (CDC), motor vehicle accidents (unintentional injuries) are the leading cause of death for teens. For teens who drink and drive, the risk of being involved in a motor vehicle crash is greater than for older drivers at all levels of blood alcohol concentration (BAC).

Table 74: During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?

	Grade 11 State %
I did not drive a car in the past 30 days	65.3
0 times	32.5
1 time	1.2
2 or 3 times	0.7
4 or 5 times	0.1
6 or more times	0.2

Only 11th graders were asked this question.

A safe school environment is necessary for students to learn and achieve high academic standards. Disruptive or violent behavior disrupts a student's ability to learn and a school's ability to educate its students in a safe environment.

The following tables highlight results for students' physical and emotional safety on or near school grounds. Research has demonstrated that middle school students engage in more problem behaviors than at any other time of their educational careers.⁶ More of Oregon's 8th grade students, compared with 11th grade students, reported having been threatened at school (7.2% vs. 4.6%, respectively), and being engaged in a physical fight on school property (13.9% vs. 5.9%) (Tables 76, 78). 9.6% of 8th grade students and 16% of 11th grade students reported being offered, sold or given drugs on school property.

⁶Gottfredson GD, Gottfredson DC, Czeh ER, Cantor D, Crosse SB, Hantaman I. *National Study of Delinquency Prevention in Schools*. Ellicott City: Gottfredson Associates, Inc. 2000

Table 75: During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?

	Grade 8 State %	Grade 11 State %
0 days	92.4	95.7
1 day	3.9	2.3
2 or 3 days	2.3	1.3
4 or 5 days	0.6	0.3
6 or more days	0.9	0.4

Percentages exclude missing answers.

Table 76: 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?

	Grade 8 State %	Grade 11 State %
0 times	92.9	95.3
1 time	3.8	2.4
2 or 3 times	1.9	1.2
4 or 5 times	0.4	0.2
6 or 7 times	0.2	0.1
8 or 9 times	0.2	0.1
10 or 11 times	0.1	0.1
12 or more times	0.6	0.5

Percentages exclude missing answers.

Table 77: During the past 12 months, has anyone offered, sold or given you an illegal drug on school property?

	Grade 8	Grade 11
	State %	State %
Yes	9.6	16.0
No	90.4	84.0

Percentages exclude missing answers.

Table 78: During the past 12 months, how many times were you in a physical fight on school property?

	Grade 8	Grade 11
	State %	State %
0 times	86.1	94.1
1 time	8.2	3.4
2 or 3 times	3.5	1.3
4 or 5 times	0.9	0.4
6 or 7 times	0.2	0.2
8 or 9 times	0.2	0.1
10 or 11 times	0.1	0.1
12 or more times	0.8	0.4

Percentages exclude missing answers.

7.4 Bullying

Bullying can take the form of physical or mental harassment. In today's world where teens use social media, web-based video games and other technology, cyberbully has become another channel for harassment. Table 79 shows that 13.5% of youth responding reported having been bullied through any type of current technology.

Table 80 shows the results to the mark-all-that-apply question: During the past 30 days, have you ever been harassed at school (or on the way to or from school) in relation to any of the following issues? Respondents could mark as many as applied. The individual issues included as responses were aggregated into the category, "Bullied for any reason."

Harassment, intimidation or bullying means any act that substantially interferes with a student's educational 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.

A caring school community, in which students are challenged academically and supported by the 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.⁷

Table 79: 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?

	Grade 8	Grade 11
	State %	State %
Yes	15.8	11.0
No	84.2	89.0

Percentages exclude missing answers.

⁷Office of Juvenile Justice and Delinquency Prevention News @ A Glance. November — December 2011

Table 80: During the past 30 days, have you ever been bullied at school (or on the way to or from school) in relation to any of the following issues?

	Grade 8 State %	Grade 11 State %
I have not been bullied	70.1	80.1
Bullied for any reason	29.9	19.9
Bullied about your race or ethnic origin	4.7	3.6
Unwanted sexual comments or attention	6.7	6.2
Bullied because someone thought you were gay, lesbian or bisexual	5.7	3.0
Bullied about your weight, clothes, acne, or other physical characteristics	13.2	7.6
Bullied about your group of friends	7.9	4.5
Other reasons	16.7	9.9

Students were asked to mark all that apply so each response is calculated individually. Percentages exclude missing answers.

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

The following tables measure awareness of and participation in the choking game.

Table 81: 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?

	Grade 8 State %	Grade 11 State %
I have never heard of the Choking Game	81.3	75.6
I've heard of someone participating in the Choking Game	16.8	22.1
I have helped someone else participate in the Choking Game	1.3	1.3
I have participated in the Choking Game myself	4.0	4.0

Students were asked to mark all that apply so each response is calculated individually. Percentages exclude missing answers.

Table 82: How many times in your life have you participated in the Choking Game yourself?

	Grade 8 State %	Grade 11 State %
None - I have never participated myself	96.4	96.2
One time	1.5	1.5
Two times	0.7	0.8
3 to 5 times	0.6	0.8
More than 5 times	0.7	0.7

Percentages exclude missing answers.

Table 83: Thinking back to the last time you yourself participated in the "Choking Game", were you alone or with other people?

	Grade 8	Grade 11
	State %	State %
I have never participated in the Choking Game	96.4	96.1
I was alone	0.9	0.9
I was with other people	2.7	3.0

Percentages exclude missing answers.

8 GAMBLING

Research indicates that the frequency of gambling activity among youth correlates with increased alcohol, tobacco and illicit drug use, with some developing serious gambling problems.⁸

A series of questions asked students about different types of gambling activities, as well as their feelings about their involvement in gambling.

The good news is that the majority (76.7%) of student respondents did not gamble in the last 30 days and that percentage held fairly consistent for all the scenarios presented on the survey. Yet, of those who reported betting, about a third do not feel bad about betting (Table 85), do not feel they want to stop betting (Table 86), have not lied about betting (Table 87) and have not bet more than they wanted to (Table 88).

⁸Volberg, 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.

Table 84: 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.

	Grade 8 State %	Grade 11 State %
I did not gamble in the last 30 days	75.9	77.4
Playing lottery tickets	3.4	4.8
Playing Powerball or Megabucks	1.0	1.2
Playing dice or coin flips	4.9	3.5
Playing cards (poker, etc.)	6.5	7.6
Betting on a sports team	9.4	8.0
Betting on a horse/dog race	0.7	0.6
Betting on games of personal skill (bowling, video games, dares, etc.)	11.0	10.1
Gambling on the Internet	1.4	1.0
Gambling at a casino	0.4	0.5
Playing Bingo for money	1.9	1.8
Other	6.5	4.8

Students were asked to mark all that apply so each response is calculated individually. Percentages exclude missing answers.

Table 85: During the last 12 months, have you ever felt bad about the amount you bet, or about what happens when you bet money?

	Grade 8	Grade 11
	State %	State %
I don't bet for money	69.8	66.6
Yes	2.8	2.1
No	27.4	31.2

Percentages exclude missing answers.

Table 86: During the last 12 months, have you ever felt that you would like to stop betting money but didn't think you could?

	Grade 8	Grade 11
	State %	State %
I don't bet for money	69.8	67.0
Yes	1.9	1.3
No	28.3	31.8

Percentages exclude missing answers.

Table 87: During the last 12 months, have you ever lied to anyone about betting or gambling?

	Grade 8	Grade 11
	State %	State %
I don't bet for money	66.1	64.4
Yes	2.2	1.5
No	31.7	34.1

Percentages exclude missing answers.

Table 88: During the last 12 months, have you ever bet or gambled more than you wanted to?

	Grade 8	Grade 11
	State %	State %
I don't bet for money	66.9	64.9
Yes	2.5	2.1
No	30.7	33.0

Percentages exclude missing answers.

9 SEXUAL BEHAVIOR

Adolescents who engage in sexual intercourse are at increased risk for a number of health, social and economic consequences. Unprotected sex and multiple sex partners place young people at risk for HIV infection, other sexually transmitted diseases (STDs), and pregnancy. Each year, there are approximately 20 million new STD cases in the United States, and half are among young people aged 15-24 years.⁹ Despite a decline in the last two decades, teen pregnancy rates in the U.S. remain among the highest in the western industrialized world.¹⁰ Youth who have sex at a young age are also at higher risk for depression, dropping out of school, and other risky behaviors.

For more information on adolescent sexuality, see <https://public.health.oregon.gov/HealthyPeopleFamilies/Youth/YouthSexualHealth/Pages/index.aspx>.

Table 89: Have you ever had sexual intercourse?

	Grade 8	Grade 11
	State %	State %
Yes	9.3	41.1
No	90.7	58.9

Percentages exclude missing answers.

⁹CDC Fact Sheet. Reported STDs in the United States. 2013. <http://www.cdc.gov/std/stats13/std-trends-508.pdf>. Last accessed October 16, 2015.

¹⁰Centers for Disease Control and Prevention. Teen Pregnancy in the United States. 2013. <http://www.cdc.gov/teenpregnancy/about/index.htm>. Last accessed October 16, 2015.

Table 90: How old were you when you had sexual intercourse for the first time?

	Grade 8	Grade 11
	State %	State %
11 years old or younger	22.7	2.7
12 years old	13.3	2.4
13 years old	40.8	7.3
14 years old	22.6	16.4
15 years old	0.7	29.3
16 years old	0.0	34.1
17 years old or older	0.0	7.9

Percentages exclude missing answers and students who responded as never having had sex

Table 91: During your life, with how many people have you had sexual intercourse?

	Grade 8	Grade 11
	State %	State %
1 person	50.3	45.1
2 people	17.4	19.9
3 people	10.9	12.6
4 people	4.2	7.5
5 people	2.7	4.7
6 or more people	14.6	10.2

Percentages exclude missing answers and students who responded as never having had sex

Table 92: During the past 3 months, with how many people did you have sexual intercourse?

	Grade 8	Grade 11
	State %	State %
I have had sexual intercourse, but not during the past 3 months	43.4	27.6
1 person	35.8	60.1
2 people	6.6	7.8
3 people	3.5	1.8
4 people	1.0	1.1
5 people	0.9	0.4
6 or more people	8.7	1.3

Percentages exclude missing answers and students who responded as never having had sex

Table 93: The last time you had intercourse, what method(s) did you or your partner use to prevent pregnancy?

	Grade 8	Grade 11
	State %	State %
Highly effective: (IUD and Implant)	0.8	4.8
Moderately effective: (Depo, pills, patch, ring)	8.4	15.0
Less effective (Condoms and withdrawal)	62.4	66.9
Some other method	5.1	2.3
No methods/Not sure	19.9	7.8
Emergency contraception	3.5	3.3

Percentages exclude missing answers and students who responded as never having had sex

Table 94: Did you drink alcohol or use drugs before you had sexual intercourse the last time?

	Grade 8	Grade 11
	State %	State %
Yes	25.0	17.2
No	75.0	82.8

Percentages exclude missing answers and students who responded as never having had sex

10 COERCION AND VIOLENCE

Teens who are victims are more likely to be depressed, do poorly in school, and engage in unhealthy behaviors, like using drugs and alcohol. Sexual violence is any sexual act that is perpetrated against someone's will. Dating violence is a form of intimate partner violence that occurs between two people in a close relationship and can have a negative effect on health throughout life.

Table 95: Have you ever been physically forced to have sexual intercourse when you did not want to?

	Grade 11 State %
Yes	5.7
No	94.3

Only 11th graders were asked this question.

Table 96: Have you ever given in to sexual activity when you didn't want to because of pressure?

	Grade 11 State %
Yes	11.3
No	88.7

Only 11th graders were asked this question.

Table 97: During your life, has any adult ever had sexual contact with you?

	Grade 11 State %
Yes	7.8
No	92.2

Only 11th graders were asked this question.

Table 98: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

	Grade 11 State %
Yes	4.5
No	95.5

Only 11th graders were asked this question.

Table 99: During your life, has any adult ever intentionally hit or physically hurt you?

	Grade 11 State %
Yes	23.6
No	76.4

Only 11th graders were asked this question.

11 TOBACCO, ALCOHOL AND OTHER DRUG USE

11.1 Tobacco Use

Smoking is the number one preventable cause of disease and death in this country. Most adult smokers start smoking before the age of 18 years.

Oregon students responded to 28 questions related to tobacco use including frequency and quantity of use, type and brand of tobacco product, age of initiation, desire or attempts to stop smoking, location for smoking, source of tobacco, living in homes with smokers, tobacco advertisements, and perceptions of peer use of tobacco products. The good news is that Oregon's tobacco prevention efforts appear to be paying off - the vast majority of Oregon youth continue to avoid using tobacco in any form.

Questions relating to youth tobacco use (cigarettes, chewing tobacco, hookahs, e-cigarettes/vaping products and cigars), behaviors and attitudes are shown in the following tables.

For additional information, see the Tobacco Prevention and Education Program at: <http://www.healthoregon.org/tobacco>

Table 100: During the past 30 days, did you smoke cigarettes (including menthol cigarettes)?

	Grade 8	Grade 11
	State %	State %
No, did not smoke cigarettes	95.7	91.2
Yes, smoked cigarettes	4.3	8.8

Percentages exclude missing answers.

Table 101: During the past 30 days, on how many days did you smoke menthol cigarettes?

	Grade 8	Grade 11
	State %	State %
0 days	97.7	95.5
1 or 2 days	1.0	2.1
3 to 5 days	0.3	0.7
6 to 9 days	0.2	0.6
10 to 19 days	0.2	0.4
20 to 29 days	0.1	0.2
All 30 days	0.5	0.5

Percentages exclude missing answers.

Table 102: During the past 30 days, on how many days did you use chewing tobacco, snuff, dip, or snus, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, or Marlboro Snus?

	Grade 8	Grade 11
	State %	State %
0 days	97.8	94.5
1 or 2 days	0.9	2.0
3 to 5 days	0.3	0.6
6 to 9 days	0.2	0.3
10 to 19 days	0.2	0.5
20 to 29 days	0.1	0.4
All 30 days	0.5	1.6

Percentages exclude missing answers.

Table 103: During the past 30 days, on how many days did you use chewing tobacco, snuff, dip, or snus, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, or Marlboro Snus? **(Males Only)**

	Grade 8	Grade 11
	State %	State %
0 days	96.8	90.9
1 or 2 days	1.1	3.1
3 to 5 days	0.4	1.0
6 to 9 days	0.3	0.6
10 to 19 days	0.4	0.8
20 to 29 days	0.2	0.7
All 30 days	0.8	2.9

Percentages exclude missing answers.

Table 104: During the past 30 days, on how many days did you smoke a little cigar, such as a Swisher Sweets?

	Grade 8	Grade 11
	State %	State %
0 days	97.5	92.2
1 or 2 days	1.2	4.8
3 to 5 days	0.4	1.6
6 to 9 days	0.2	0.6
10 to 19 days	0.1	0.3
20 to 29 days	0.0	0.1
All 30 days	0.5	0.4

Percentages exclude missing answers.

Table 105: During the past 30 days, on how many days did you smoke a large cigar?

	Grade 8	Grade 11
	State %	State %
0 days	98.6	96.7
1 or 2 days	0.5	2.1
3 to 5 days	0.1	0.4
6 to 9 days	0.1	0.3
10 to 19 days	0.1	0.1
20 to 29 days	0.1	0.1
All 30 days	0.5	0.3

Percentages exclude missing answers.

Table 106: During the past 30 days, on how many days did you smoke tobacco in a hookah, also known as a waterpipe?

	Grade 8	Grade 11
	State %	State %
0 days	96.0	92.5
1 or 2 days	2.0	3.8
3 to 5 days	0.7	1.5
6 to 9 days	0.4	0.9
10 to 19 days	0.3	0.5
20 to 29 days	0.1	0.2
All 30 days	0.5	0.6

Percentages exclude missing answers.

Table 107: During the past 30 days, on how many days did you use an e-cigarette or other vaping product?

	Grade 8	Grade 11
	State %	State %
0 days	90.7	82.9
1 or 2 days	4.7	7.8
3 to 5 days	1.5	3.3
6 to 9 days	0.9	1.9
10 to 19 days	0.8	1.6
20 to 29 days	0.3	0.9
All 30 days	1.1	1.5

Percentages exclude missing answers.

Table 108: Any tobacco use (including vaping products) in the past 30 days

	Grade 8	Grade 11
	State %	State %
No, did not use tobacco products	87.7	76.3
Yes, used tobacco products	12.3	23.7

Percentages exclude missing answers.

Table 109: About how many cigarettes have you smoked in your entire life?

	Grade 8	Grade 11
	State %	State %
I have never smoked cigarettes, not even one or two puffs	85.9	72.9
1 or more puffs, but never a whole cigarette	5.4	8.3
1 cigarette	1.6	2.2
2 to 5 cigarettes	2.8	4.9
6 to 15 cigarettes (about 1/2 a pack total)	1.5	3.1
16 to 25 cigarettes (about 1 pack total)	0.8	2.0
26 to 99 cigarettes (more than 1 pack, but less than 5 packs)	0.9	2.5
100 or more cigarettes (5 or more packs)	1.2	4.1

Percentages exclude missing answers.

Table 110: Have you ever used any type of tobacco or vaping product with mint, fruit, coffee, candy, or other sweet flavor?

	Grade 8	Grade 11
	State %	State %
Yes	17.0	35.6
No	80.1	62.4
Not sure	2.9	2.0

Percentages exclude missing answers.

Table 111: Use of flavored tobacco in the past 30 days

	Grade 8 State %	Grade 11 State %
No, did not use flavored tobacco	91.6	82.1
Yes, used flavored tobacco	8.4	17.9

Percentages exclude missing answers.

Table 112: How old were you when you smoked a whole cigarette for the first time?

	Grade 8 State %	Grade 11 State %
I have never smoked a whole cigarette	90.7	80.3
8 years old or younger	1.1	0.9
9 years old	0.5	0.6
10 years old	0.8	0.5
11 years old	1.0	0.9
12 years old	1.9	1.6
13 years old	3.0	2.9
14 years old	1.0	3.3
15 years old	0.0	4.2
16 years old	0.0	4.0
17 years old or older	0.0	1.0

Percentages exclude missing answers.

Table 113: How old were you when you first used any form of tobacco other than cigarettes? Include e-cigarettes or other vaping products.

	Grade 8 State %	Grade 11 State %
I have never used any of these products	81.9	63.6
8 years old or younger	1.0	0.8
9 years old	0.5	0.5
10 years old	0.7	0.6
11 years old	1.2	0.6
12 years old	3.5	1.2
13 years old	8.3	2.3
14 years old	2.8	3.9
15 years old	0.1	10.7
16 years old	0.0	12.7
17 years old or older	0.1	3.2

Percentages exclude missing answers.

Table 114: First tobacco or vaping product used

	Grade 8 State %	Grade 11 State %
Never used any	80.5	60.7
Cigarette	5.5	11.8
Chew	0.8	3.4
Little cigar	0.3	1.5
Large cigar	0.2	0.6
Hookah	3.3	7.4
E-cig/vaping product	8.3	13.3
Something else	1.1	1.3

Percentages exclude missing answers.

Table 115: Tried to quit smoking cigarettes in the past 12 months

	Grade 8 State %	Grade 11 State %
No, did not try to quit	52.2	50.8
Yes, tried to quit	47.8	49.2

Self-identified smokers only

Table 116: Susceptible to smoking cigarettes

	Grade 8 State %	Grade 11 State %
No, not susceptible to smoking cigarettes	84.0	84.7
Yes, susceptible to smoking cigarettes	16.0	15.3

Self-identified smokers excluded from calculations

Table 117: During the past 30 days, from which of the following sources did you get tobacco or vaping products?

	Grade 8 State %	Grade 11 State %
I did not get tobacco during the past 30 days	88.9	76.7
A store or gas station	0.9	3.6
Friends 18 or older	2.9	11.9
Friends under 18	5.3	7.6
Took from home without permission	1.5	1.2
A family member	2.0	3.1
The internet	0.5	1.1
Some other source	2.4	3.2

Students were asked to mark all that apply so each response is calculated individually. Percentages include only students under age 18 and excludes students who used some type of tobacco in the past 30 days and missing answers.

Table 118: Does someone living in your house (other than you) smoke tobacco?

	Grade 8	Grade 11
	State %	State %
Nobody smokes	70.0	71.4
Someone smokes, but not inside the house	25.8	24.2
Someone smokes inside the house	4.2	4.4

Percentages exclude missing answers.

Table 119: During the past 30 days, have you seen an advertisement promoting tobacco or a vaping product: on a storefront or in a store?

	Grade 8	Grade 11
	State %	State %
Yes	62.7	69.7
No	25.6	19.8
Not sure	11.7	10.6

Percentages exclude missing answers.

Table 120: During the past 30 days, have you seen an advertisement promoting tobacco or a vaping product: online?

	Grade 8	Grade 11
	State %	State %
Yes	36.6	45.6
No	49.1	41.0
Not sure	14.3	13.4

Percentages exclude missing answers.

Table 121: During the past 30 days, have you seen an advertisement promoting tobacco or a vaping product: in a magazine or newspaper?

	Grade 8	Grade 11
	State %	State %
Yes	31.7	37.0
No	53.0	47.4
Not sure	15.3	15.6

Percentages exclude missing answers.

Table 122: During the past 30 days, have you seen an advertisement promoting tobacco or a vaping product: that came in the mail to your home?

	Grade 8	Grade 11
	State %	State %
Yes	9.2	9.4
No	76.0	77.1
Not sure	14.7	13.5

Percentages exclude missing answers.

Table 123: If you have a favorite, what is the brand of your favorite cigarette advertisement?

	Grade 8	Grade 11
	State %	State %
I do not have a favorite	92.6	89.2
Marlboro	2.7	4.4
Camel	2.9	3.8
Newport	0.2	0.4
American Spirit	0.6	1.3
Other	1.0	1.0

Percentages exclude missing answers.

Table 124: Do you agree or disagree with the following statement: Cigarette companies deliberately advertise and promote cigarettes to encourage youth under 18 to smoke.

	Grade 8	Grade 11
	State %	State %
Strongly agree	29.2	29.1
Somewhat agree	23.9	28.3
Don't know / Not sure	31.1	28.7
Somewhat disagree	5.0	6.3
Strongly disagree	10.8	7.6

Percentages exclude missing answers.

Table 125: Do you think tobacco companies have been honest or dishonest with the public about the dangers of tobacco use?

	Grade 8	Grade 11
	State %	State %
Very honest	7.7	7.3
Somewhat honest	13.5	19.3
Dont know/Not sure	27.9	24.5
Somewhat dishonest	21.8	22.4
Very Dishonest	29.0	26.5

Percentages exclude missing answers.

Table 126: During the past 30 days, did you receive tobacco or vaping coupons or other discounts in the mail, over the Internet, or from any other source?

	Grade 8	Grade 11
	State %	State %
No	93.2	93.4
Yes	6.8	6.6

Percentages exclude missing answers.

Table 127: Use of tobacco or vaping coupons or other discounts (tobacco/vaping users only)

	Grade 11
	State %
No	97.1
Yes	2.9

Only 11th graders were asked this question.

11.2 Alcohol Use

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.

Students were asked about their alcohol and binge drinking (defined as five or more drinks within 2 hours) during the past month.

Almost three fourths (71.3%) of 8th graders and almost half (42.2%) of 11th graders reported that they had never drank alcohol (Table 128). 28.8% of the 8th graders reported using alcohol at age 14 years or younger placing them at a four times greater risk of lifetime alcohol-related problems cited above. Likewise, 28.5% of the 11th graders said they were aged 14 years or younger when first having more than a sip or two of alcohol (Table 128). As might be expected, alcohol use for 11th graders exceeded rates reported by 8th graders on most items. For both 8th and 11th graders who reported drinking in the past 30 days, liquor, such as vodka, rum, scotch, bourbon or whiskey, was the preferred drink (45.6% and 49.5%, respectively), with beer the most frequently reported second choice (18.7% and 22.7%, respectively) (Table 131).

Table 128: How old were you when you had your first drink of alcohol other than a few sips?

	Grade 8	Grade 11
	State %	State %
I have never had a drink of alcohol other than a few sips	71.3	42.2
8 years old or younger	5.6	4.0
9 years old	1.6	0.9
10 years old	2.2	1.9
11 years old	2.4	1.7
12 years old	5.5	3.7
13 years old	8.5	6.5
14 years old	3.0	9.8
15 years old	0.1	13.9
16 years old	0.0	12.6
17 years old or older	0.0	2.8

Percentages exclude missing answers.

Table 129: During the past 30 days, on how many days did you have at least one drink of alcohol?

	Grade 8	Grade 11
	State %	State %
0 days	88.1	70.9
1 or 2 days	7.7	16.8
3 to 5 days	1.9	6.6
6 to 9 days	1.1	2.9
10 to 19 days	0.6	1.8
20 to 29 days	0.2	0.5
All 30 days	0.4	0.5

Percentages exclude missing answers.

Table 130: 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?

	Grade 8	Grade 11
	State %	State %
0 days	94.7	83.5
1 day	2.5	7.0
2 days	1.2	4.2
3 to 5 days	0.9	3.4
6 to 9 days	0.2	1.0
10 to 19 days	0.2	0.6
20 or more days	0.3	0.3

Percentages exclude missing answers.

Table 131: During the past 30 days, what type of alcohol did you usually drink? (Alcohol users only)

	Grade 8	Grade 11
	State %	State %
I do not have a usual type	12.4	10.8
Beer	18.7	22.7
Malt beverages, such as Smirnoff Ice, Bacardi Silver, or Hard Lemonade	7.6	7.3
Wine coolers, such as Bartles & Jaymes or Seagrams	1.8	1.9
Wine	6.9	4.9
Liquor, such as vodka, rum, scotch, bourbon, or whiskey	45.6	49.5
Some other type	6.9	2.9

Percentages exclude missing answers.

11.3 Marijuana and Other Drug Use

Students were asked about their use of substances within the past 30 days. Percentages indicating usage are shown in the following tables. The prescription drug category refers to non-medical use of any prescription-only drugs.

Marijuana use (more than once in the past 30 days) was reported by 8.8% of 8th graders and 19.1% of 11th graders (Table 133). Prescription drug use during the past 30 days was relatively low (5.1% for 8th graders and 6.6% for 11th graders) (Table 137).

Table 132: During the past 30 days, on how many days did you use marijuana or hashish (weed, hash, pot)?

	Grade 8 State %	Grade 11 State %
0 days	91.2	80.9
1 to 2 days	3.6	6.4
3 to 5 days	1.6	3.5
6 to 9 days	1.0	1.8
10 or more days	2.6	7.4

Percentages exclude missing answers.

Table 133: Any marijuana use in the past 30 days

	Grade 8 State %	Grade 11 State %
Used 0 days in the past 30 days	91.2	80.9
used 1 or more days in the past 30 days	8.8	19.1

Percentages exclude missing answers.

Table 134: Among those who used marijuana in past 30 days, how did you usually use it?

	Grade 8 State %	Grade 11 State %
Smoked it (in a joint, bong, pipe, blunt)	81.7	88.9
Ate it (in brownies, cakes, cookies, candy)	5.9	3.9
Drank it (tea, cola, alcohol)	1.0	0.4
Vaporized/'vaped' it	4.3	1.9
Dabbed it	4.3	3.9
Used it some other way	2.8	0.9

Marijuana users only

Table 135: During the past 30 days, how did you get marijuana?

	Grade 11 State %
I did not get marijuana in the past 30 day	81.0
I bought it from a medical marijuana dispensary	0.9
I stole it from a medical marijuana dispensary	0.2
I got it from friends	13.0
I got it at a party	3.1
I got it from an older brother or sister	1.4
I gave money to someone to get it for me	1.4
I took it from home without my parents' permission	0.6
I got it at home with my parents' permission.	1.2
I got it from a medical marijuana cardholder or grower	1.4
I got it some other way	4.1

Students were asked to mark all that apply so each response is calculated individually. Only 11th graders were asked this question. Percentages exclude missing answers.

Table 136: Among those who used marijuana in past 30 days, how many times did you drive a car or other vehicle within three hours after using marijuana?

	Grade 11 State %
I did not drive in the past 30 days	35.1
0 times	34.0
1 time	10.1
2-3 times	8.3
4-5 times	4.3
6 or more times	8.2

11th graders and marijuana users only

Table 137: During the past 30 days, how many times did you use prescription drugs (such as Oxycontin, Percocet, Vicodin, Codeine, Adderall, Ritalin, or Xanax) without a doctor's orders?

	Grade 8 State %	Grade 11 State %
0 times	95.9	93.5
1 or 2 times	1.9	3.5
3 to 9 times	1.0	2.1
10 to 19 times	0.6	0.6
20 to 39 times	0.2	0.2
40 or more times	0.4	0.2

Percentages exclude missing answers.

Past 30 Day Use of Tobacco, Alcohol and Other Drugs

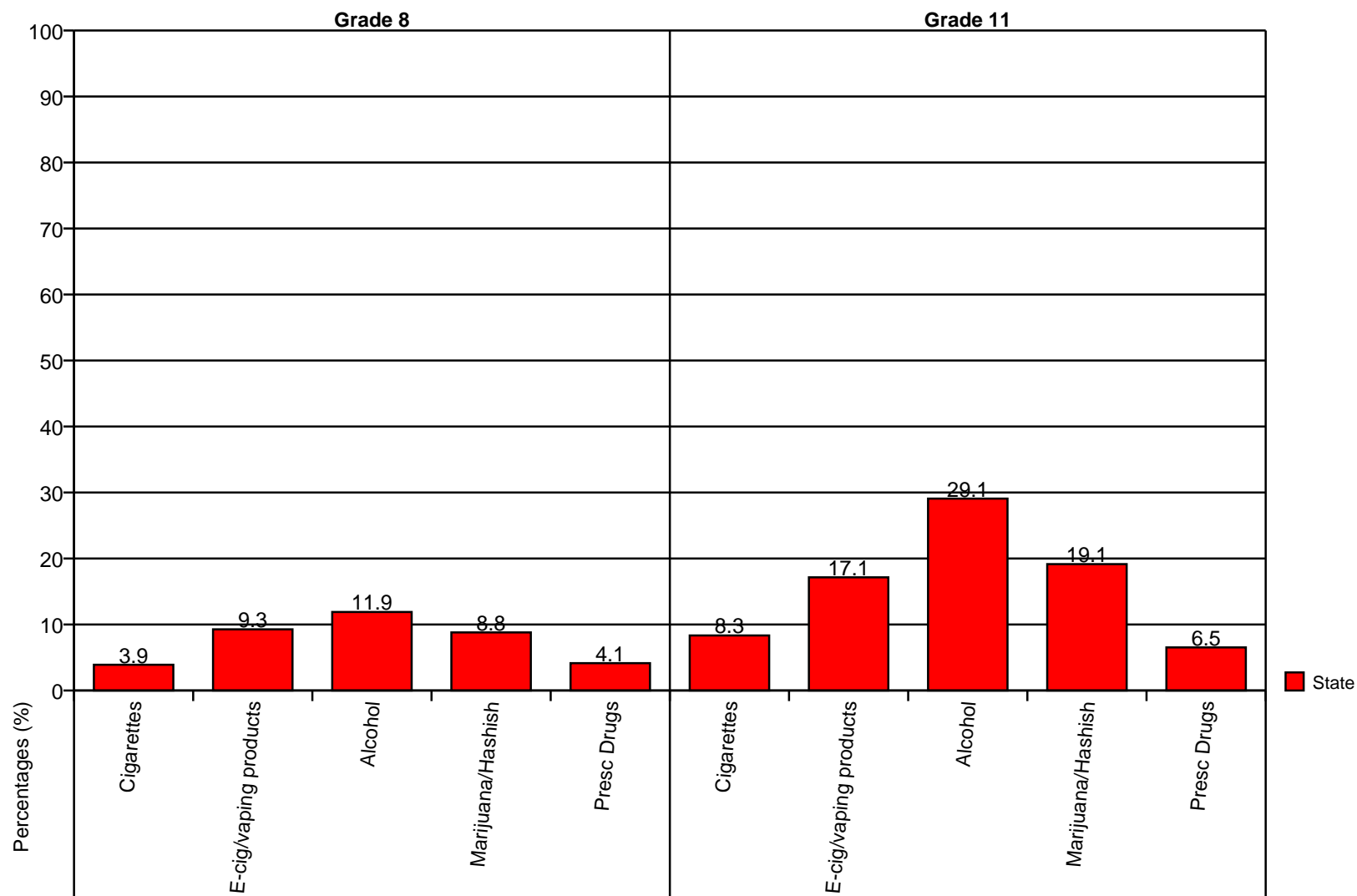


Figure 1: Past 30 Day Use of Tobacco, Alcohol and Other Drugs

11.4 Ease of Access

The primary factors that seem to influence increased or decreased substance use among teens are perceived risk, perceived social approval, and perceived availability. Perceived availability is often associated with overall social approval, and so, a drug that's readily available is considered socially acceptable and will likely increase in use (Tables 138-142).

Table 138: If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey or gin), how easy would it be for you to get some?

	Grade 8 State %	Grade 11 State %
Very easy	16.4	34.5
Sort of easy	21.3	31.4
Sort of hard	17.7	15.6
Very hard	44.5	18.5

Percentages exclude missing answers.

Table 139: If you wanted to get some tobacco (cigarettes, chew, cigars), how easy would it be for you to get some?

	Grade 8 State %	Grade 11 State %
Very easy	13.5	32.1
Sort of easy	13.6	22.4
Sort of hard	14.4	15.9
Very hard	58.5	29.6

Percentages exclude missing answers.

Table 140: If you wanted to get e-cigarettes or other vaping products, how easy would it be for you to get some?

	Grade 8 State %	Grade 11 State %
Very easy	13.8	31.6
Sort of easy	12.2	21.9
Sort of hard	14.6	15.9
Very hard	59.5	30.5

Percentages exclude missing answers.

Table 141: If you wanted to get some marijuana, how easy would it be for you to get some?

	Grade 8 State %	Grade 11 State %
Very easy	17.5	40.7
Sort of easy	12.4	21.5
Sort of hard	12.4	11.5
Very hard	57.8	26.3

Percentages exclude missing answers.

Table 142: If you wanted to get prescription drugs not prescribed to you, how easy would it be for you to get some?

	Grade 8	Grade 11
	State %	State %
Very easy	13.2	19.2
Sort of easy	12.3	17.5
Sort of hard	16.3	24.3
Very hard	58.2	39.1

Percentages exclude missing answers.

12 DRUG FREE COMMUNITIES CORE MEASURES

Risk factors are associated with drug use and other problem behaviors (delinquent and antisocial behavior, school drop-out and teenage pregnancy). The more risk factors present, the greater the risk. While exposure to one risk factor does not condemn a child to 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 (CSAP), requests specific data that are typically referred to as the Core Measures. Starting in 2013, DFC requirements have changed from previous years' requirements. At this time, grantees are required to report on four drug categories: tobacco, alcohol, marijuana and prescription drugs. The areas of interest are: 30 day use, perception of risk, parental disapproval and friends' disapproval.

Past 30 day use is measured by the percentage of students who responded that they had used a particular drug in the past 30 days. Perception of risk is measured as the percentage of students who responded that the use of a particular drug was a moderate risk or great risk. Parental disapproval and friends' disapproval are measured by the percentage of students who responded that their parents and friends would feel that it was wrong or very wrong to use a particular drug.

Data in the tables that follow are provided by grade level. For each drug, and at each grade level, the percentage (%) of students who responded positively to the question and the number (N) of students who responded to the question are reported.

12.1 Past 30 Day Use

Alcohol was the most commonly used drug in the past 30 days (11.9% and 29.1% for 8th and 11th graders respectively). This was followed by marijuana, then cigarettes and prescription drugs. More than twice as many 8th graders and three times as many 11th graders reported marijuana use as compared with cigarette use. This may be a further indication of how successful anti-smoking campaigns have been.

Table 143: Past 30 Day Use

	Grade 8		Grade 11	
	N	%	N	%
Past 30 day use of alcohol	14,458	11.9	12,308	29.1
Past 30 day use of cigarettes	14,865	3.9	12,792	8.3
Past 30 day use of marijuana/hashish	14,448	8.8	12,411	19.1
Past 30 day use of prescription drugs	14,371	4.1	12,313	6.5

12.2 Perception of Moderate or Great Risk

The student's own attitudes and beliefs about risky behaviors are important predictors of whether or not a student will engage in inappropriate or dangerous behavior. Students were asked how risky they believed it was to use the substances listed in the following table. The less risky a student believes it is to use, the more at risk they are for using.

Table 144: Perceived Moderate or Great Risk

	Grade 8		Grade 11	
	N	%	N	%
If people take one or two drinks of an alcohol beverage nearly every day	13,922	60.2	12,031	65.7
If people smoke one or more packs of cigarettes per day	14,049	88.1	12,102	92.2
If people smoke marijuana regularly (at least once or twice a week)	13,920	67.8	12,027	55.0
If people use prescription drugs that are not prescribed to them	13,887	89.3	12,011	91.7

Percentages exclude missing answers.

12.3 Parents Feel It Would Be Wrong or Very Wrong

Parental attitudes and behavior towards drugs, crime and violence influence the attitudes and behavior of their children. In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers in adolescence. The risk is further increased if parents involve children in their own drug or alcohol-using behavior - for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator. The information reported in Table 145 is the percentage of students who believe their parents would think that students using alcohol, tobacco or marijuana is "wrong" or "very wrong."

Table 145: Parents Feel It Would Be Wrong or Very Wrong For You To

	Grade 8		Grade 11	
	N	%	N	%
Drink beer, wine or liquor regularly	14,157	88.8	12,155	78.4
Smoke cigarettes	14,209	96.9	12,166	94.7
Use marijuana	14,145	92.0	12,129	85.1
Use prescription drugs not prescribed to you	14,137	96.1	12,133	96.2

Percentages exclude missing answers.

12.4 Friends Feel It Would Be Wrong or Very Wrong

In addition to their own attitudes and those of their parents, social norms - the rules and expectations regarding desirable behavior - acquired through peers also influence students' risk for alcohol and drug use. The following table shows the percentage of students who say their friends would think that their use of various substances is "wrong" or "very wrong."

Table 146: Friends Feel It Would Be Wrong or Very Wrong For You To

	Grade 8		Grade 11	
	N	%	N	%
Smoke cigarettes	14,052	82.3	12,077	71.8
Use marijuana	13,979	73.9	12,063	47.2
Use prescription drugs not prescribed to you	13,963	87.0	12,049	78.4

Percentages exclude missing answers.

12.5 Perceived Risk of Substance Use

12.5.1 Student Attitude

Students' own attitudes and beliefs about risky behaviors are important predictors of whether or not a student will engage in inappropriate or dangerous behavior. Students were asked how much people risk harming themselves (no risk, slight risk, moderate risk, or great risk) from usage of different substances in specific quantities over defined time periods (e.g., having five or more drinks of an alcoholic beverage once or twice a week).

Students were asked to rate their perception of harm of using several substances. More students reported "great risk" for smoking one or more packs of cigarettes (72.3%) and using prescription drugs (72.8%) than reported for other substances including smokeless tobacco, e-cigarettes, marijuana, and alcohol (Tables 147-153).

Table 147: How much do you think people risk harming themselves (physically or in other ways) if they: smoke one or more packs of cigarettes per day?

	Grade 8	Grade 11
	State %	State %
No risk	5.6	3.5
Slight risk	6.3	4.3
Moderate risk	20.0	15.7
Great risk	68.1	76.5

Percentages exclude missing answers.

Table 148: How much do you think people risk harming themselves (physically or in other ways) if they: use smokeless tobacco every day?

	Grade 8	Grade 11
	State %	State %
No risk	6.8	4.5
Slight risk	15.6	12.1
Moderate risk	34.0	32.6
Great risk	43.6	50.8

Percentages exclude missing answers.

Table 149: How much do you think people risk harming themselves (physically or in other ways) if they: use e-cigarettes or other vaping products every day?

	Grade 8	Grade 11
	State %	State %
No risk	12.8	9.9
Slight risk	28.2	29.0
Moderate risk	30.1	33.2
Great risk	29.0	28.0

Percentages exclude missing answers.

Table 150: How much do you think people risk harming themselves (physically or in other ways) if they: use marijuana regularly (at least once or twice a week)?

	Grade 8	Grade 11
	State %	State %
No risk	14.7	19.8
Slight risk	17.5	25.2
Moderate risk	25.3	24.3
Great risk	42.6	30.7

Percentages exclude missing answers.

Table 151: How much do you think people risk harming themselves (physically or in other ways) if they: take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

	Grade 8	Grade 11
	State %	State %
No risk	11.7	8.6
Slight risk	28.1	25.7
Moderate risk	30.3	33.7
Great risk	29.9	32.0

Percentages exclude missing answers.

Table 152: 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?

	Grade 8	Grade 11
	State %	State %
No risk	7.8	4.8
Slight risk	14.9	13.5
Moderate risk	29.8	29.8
Great risk	47.4	51.8

Percentages exclude missing answers.

Table 153: How much do you think people risk harming themselves (physically or in other ways) if they: use prescription drugs that are not prescribed to them?

	Grade 8	Grade 11
	State %	State %
No risk	5.6	3.2
Slight risk	5.0	5.1
Moderate risk	17.4	17.9
Great risk	71.9	73.8

Percentages exclude missing answers.

12.5.2 Parental Attitude

Most Oregon students reported that their parents felt it would be wrong for them to smoke cigarettes, drink alcoholic beverages, smoke marijuana or use prescription drugs not prescribed to them. However, of these substances, more students (12.6%) thought their parents felt drinking alcohol would be only "a little bit wrong" or "not wrong at all" than for other substances (Tables 154-157).

Table 154: How wrong do your parents feel it would be for you to smoke cigarettes?

	Grade 8	Grade 11
	State %	State %
Very wrong	87.8	81.7
Wrong	9.0	13.1
A little bit wrong	2.0	3.7
Not wrong at all	1.1	1.6

Percentages exclude missing answers.

Table 155: How wrong do your parents feel it would be for you to drink beer, wine, or liquor (for example, vodka, whiskey, or gin) regularly?

	Grade 8	Grade 11
	State %	State %
Very wrong	72.8	56.9
Wrong	15.9	21.5
A little bit wrong	8.7	16.5
Not wrong at all	2.6	5.1

Percentages exclude missing answers.

Table 156: How wrong do your parents feel it would be for you to use marijuana?

	Grade 8	Grade 11
	State %	State %
Very wrong	83.9	71.5
Wrong	8.2	13.6
A little bit wrong	5.2	9.4
Not wrong at all	2.7	5.5

Percentages exclude missing answers.

Table 157: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

	Grade 8	Grade 11
	State %	State %
Very wrong	90.0	88.0
Wrong	6.2	8.1
A little bit wrong	2.0	2.3
Not wrong at all	1.8	1.5

Percentages exclude missing answers.

12.5.3 Peer Attitude

Compared with parental attitudes, Oregon students reported far greater acceptance levels among their friends for using alcohol, tobacco, marijuana and prescription drugs. Of note, 31.1% of all 11th graders said they thought their friends felt using marijuana was "not wrong at all" (Tables 158-161).

Table 158: How wrong do your friends feel it would be for you to smoke cigarettes?

	Grade 8	Grade 11
	State %	State %
Very wrong	58.1	44.9
Wrong	24.2	26.9
A little bit wrong	11.3	16.9
Not wrong at all	6.3	11.3

Percentages exclude missing answers.

Table 159: How wrong do your friends feel it would be for you to use e-cigarettes or other vaping products?

	Grade 8	Grade 11
	State %	State %
Very wrong	50.3	31.4
Wrong	20.9	19.4
A little bit wrong	14.9	21.1
Not wrong at all	13.9	28.0

Percentages exclude missing answers.

Table 160: How wrong do your friends feel it would be for you to use marijuana?

	Grade 8	Grade 11
	State %	State %
Very wrong	55.5	30.6
Wrong	18.4	16.5
A little bit wrong	12.3	21.8
Not wrong at all	13.8	31.1

Percentages exclude missing answers.

Table 161: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

	Grade 8	Grade 11
	State %	State %
Very wrong	67.9	56.3
Wrong	19.2	22.1
A little bit wrong	7.2	13.2
Not wrong at all	5.7	8.4

Percentages exclude missing answers.

13 HONESTY

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. Data are edited to omit students who did not take the survey seriously, based on validity criteria relating to inconsistent response patterns among related items, dubious responses (the number of extreme high risk behavior responses chosen by subject area) and/or missing gender or grade. These edits capture students' surveys that indicate they were "honest once in a while" or "not honest at all" and excluded them from reported results. In addition, the last item on the survey asks students to report on their honesty in completing the survey. The majority (84.3%) of students said they were very honest, with another 12.4% reporting they were honest most of the time. Only 1.6% of the students reported being honest only once in a while or not honest at all (Table 162).

The table below represents the 8th and 11th grade responses for the entire dataset to this question before any filtering has been done.

Table 162: How honest were you in filling out this survey?

	Grade 8	Grade 11
	State %	State %
I was very honest	82.8	85.8
I was honest most of the time	13.8	11.0
I was honest some of the time	1.8	1.6
I was honest once in a while	0.7	0.7
I was not honest at all	0.9	0.9

Percentages exclude missing answers.