

2015 OREGON **HEALTHY TEENS** SURVEY



North Central Health District
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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 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. The county data in this report are weighted based on county enrollment numbers. In some cases, smaller counties were combined to provide sufficient numbers for reporting.

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 11	
	County	State
TOTAL	178	13,570

Table 2: Number of Participants by Gender

	Grade 11	
	County	State
Female	89	6,786
Male	89	6,784
TOTAL	178	13,570

Table 3: Percent of Participants by Gender

	Grade 11	
	County %	State %
Female	50.4	50.2
Male	49.6	49.8

2.2 Race, Ethnicity and Age

Schools throughout Oregon vary considerably in the racial and ethnic composition of their students. The OHT Survey asks one question about race and another about Hispanic or Latino ethnicity.

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

Table 4: Race

	Grade 11	
	County %	State %
American Indian or Alaska Native	3.1	2.6
Asian	2.1	4.2
Black or African American	0.7	1.9
Native Hawaiian or Other Pacific Islander	0.0	1.3
White	90.0	82.0
Multiracial	4.2	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 11	
	County %	State %
Yes	30.0	23.6
No	70.0	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 11	
	County %	State %
12 or younger	0.0	0.0
13	0.0	0.0
14	0.0	0.0
15	4.3	0.2
16	32.7	41.1
17	60.8	56.7
18 or older	2.2	2.0

Percentages exclude missing answers.

2.3 Language Used at Home

Students were asked what language they used most often at home.

Table 7: Language Used at Home

	Grade 11	
	County %	State %
English	78.9	85.5
Spanish	19.3	11.1
Another language	1.8	3.4

Percentages exclude missing answers.

2.4 Sexual Orientation

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

Table 8: Sexual Orientation

	Grade 11	
	County %	State %
Lesbian or gay	1.2	1.4
Straight, that is, not lesbian or gay	92.5	88.7
Bisexual	2.4	5.3
Something else	2.8	1.8
Don't know/Not sure	1.2	2.9

Percentages exclude missing answers.

2.5 Socioeconomics

Students were asked to answer questions related to socioeconomic indicators. These questions comprise the Family Affluence scale, which has been used to explain socioeconomic inequalities in a wide range of health behaviors.

Table 9: Family Affluence Scale

	Grade 11	
	County %	State %
Low FAS	10.8	10.4
Middle FAS	37.6	36.6
High FAS	51.6	53.0

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

	Grade 11	
	County %	State %
Yes	43.0	39.7
No	47.8	53.4
Don't know	9.2	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 PYD benchmark that is reported 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 11	
	County %	State %
Does not meet benchmark	37.7	38.1
Meets PYD benchmark	62.3	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>

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

	Grade 11	
	County %	State %
Excellent	16.2	15.7
Very good	35.2	33.8
Good	39.5	37.1
Fair	6.2	11.4
Poor	2.9	2.0

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
Excellent	22.7	16.0
Very good	29.2	28.8
Good	31.8	30.6
Fair	13.1	18.2
Poor	3.3	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 11	
	County %	State %
During the past 12 months	59.0	61.5
Between 12 and 24 months ago	18.8	16.0
More than 24 months ago	4.0	7.5
Never	3.4	2.7
Not sure	14.7	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 11	
	County %	State %
Yes	16.7	18.0
No	83.3	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 11	
	County %	State %
Yes	14.4	18.5
No	85.6	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 11	
	County %	State %
Yes - during school hours	6.9	11.1
Yes - during the summer	5.7	7.0
Yes - on the weekend	14.6	16.9
No	71.8	66.8
Don't know	5.0	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 11	
	County %	State %
Very much true	47.6	46.4
Pretty much true	40.8	45.2
A little true	8.1	7.8
Not at all true	3.4	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 11	
	County %	State %
Very much true	42.8	44.0
Pretty much true	24.3	30.6
A little true	21.6	19.6
Not at all true	11.2	5.8

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
Very much true	31.0	22.9
Pretty much true	31.4	28.7
A little true	25.2	35.0
Not at all true	12.4	13.4

Percentages exclude missing answers.

Table 21: I can work out my problems.

	Grade 11	
	County %	State %
Very much true	43.4	38.3
Pretty much true	39.6	44.1
A little true	12.9	15.4
Not at all true	4.1	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 11:00pm.⁴

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

	Grade 11	
	County %	State %
4 or less hours	3.6	6.5
5 hours	8.6	11.8
6 hours	26.5	23.8
7 hours	30.6	30.6
8 hours	24.2	20.7
9 hours	5.4	5.2
10 or more hours	1.0	1.4

Percentages exclude missing answers.

4.3 Grades and School Absenteeism

Students who are chronically absent (missing 10 percent 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.

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>

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

	Grade 11	
	County %	State %
Mostly A's	29.4	31.8
Mostly B's	39.3	37.3
Mostly C's	21.9	20.5
Mostly D's	1.0	4.6
Mostly F's	1.1	2.2
None of these grades	1.2	0.5
Not sure	6.1	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 11	
	County %	State %
None	4.6	8.3
1-2 days	20.3	19.0
3-5 days	28.7	25.7
6-10 days	23.7	20.8
11-15 days	10.2	10.1
16 or more days	12.5	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 11	
	County %	State %
None	25.7	30.3
1-2 days	28.1	29.8
3-5 days	22.2	21.7
6-10 days	13.7	11.2
11-15 days	4.8	3.8
16 or more days	5.5	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 11	
	County %	State %
None	73.7	70.2
1-2 days	15.9	15.5
3-5 days	5.4	7.0
6-10 days	1.2	3.6
11-15 days	2.2	1.8
16 or more days	1.7	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 11	
	County %	State %
None	67.1	64.7
1-2 days	15.9	15.9
3-5 days	7.0	8.4
6-10 days	5.3	4.6
11-15 days	1.2	2.1
16 or more days	3.5	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.

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 11	
	County %	State %
During the past 12 months	69.7	74.9
Between 12 and 24 months ago	15.1	11.1
More than 24 months ago	4.6	6.6
Never	1.8	1.2
Not sure	8.8	6.2

Percentages exclude missing answers.

Table 29: Have you ever had a cavity?

	Grade 11	
	County %	State %
Yes	68.2	75.1
No	31.8	24.9

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
Yes	91.5	95.0
No	8.5	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 11	
	County %	State %
I was not injured in the mouth while playing a sport	89.5	83.5
I was injured in the mouth playing an organized sport, like school, club or team sports	6.5	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	5.1	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 11	
	County %	State %
I had a toothache or painful tooth	4.2	2.7
My mouth was hurting	4.3	2.1
I had to go to the dentist because of tooth or mouth pain (Do not include regular check-up visits.)	4.6	4.3
I had to go to the hospital emergency room because of tooth or mouth pain	0.0	0.5
I had a mouth injury from playing a sport	0.5	0.8
I did not miss school for any of these reasons	88.2	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 11	
	County %	State %
Does not currently have asthma	86.6	86.9
Currently has asthma	13.4	13.1

Percentages exclude missing answers.

4.6 Disabilities

Nearly 57 million people in the United States have some type of disability. 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 healthcare 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	
	County %	State %
Yes	5.3	2.2
No	94.7	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	
	County %	State %
Yes	8.3	4.7
No	91.7	95.3

Only 11th graders were asked this question.

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

	Grade 11	
	County %	State %
Yes	20.9	20.3
No	79.1	79.7

Only 11th graders were asked this question.

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

	Grade 11	
	County %	State %
Yes	4.8	2.6
No	95.2	97.4

Only 11th graders were asked this question.

Table 38: Do you have difficulty dressing or bathing?

	Grade 11	
	County %	State %
Yes	4.9	0.8
No	95.1	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	
	County %	State %
Yes	7.3	6.6
No	92.7	93.4

Only 11th graders were asked this question.

Table 40: Has a disability

	Grade 11	
	County %	State %
Yes	33.3	27.3
No	66.7	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.

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

	Grade 11	
	County %	State %
Yes	23.0	45.2
No	29.8	19.2
Dont know	47.2	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?

Table suppressed for schools without a School-based Health Center.

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.

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 11	
	County %	State %
Yes	22.9	18.5
No	77.1	81.5

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
None	1.1	0.8
<One serving per day	10.1	9.2
1 to <3 servings per day	57.9	47.3
3 to <5 servings per day	16.9	23.2
5 or more servings per day	14.0	19.5

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
0 days	12.8	11.2
1 day	7.7	6.5
2 days	12.2	9.6
3 days	6.5	10.0
4 days	12.6	8.6
5 days	7.8	10.0
6 days	4.0	7.9
7 days	36.5	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 11	
	County %	State %
Never	21.0	17.4
1-2 times	21.7	22.2
3-4 times	19.3	20.7
5-6 times	18.2	16.3
7 times	11.1	12.8
More than 7 times	8.6	10.6

Percentages exclude missing answers.

5.2 Beverages

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 11	
	County %	State %
I did not drink 100% fruit juice during the past 7 days	31.8	31.5
1 to 3 times during the past 7 days	41.6	40.5
4 to 6 times during the past 7 days	15.8	13.3
1 time per day	7.2	6.0
2 times per day	2.3	4.8
3 times per day	0.0	2.1
4 or more times per day	1.2	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 11	
	County %	State %
0 times in past 7 days	26.3	33.0
1 to 3 times in past 7 days	44.6	42.8
4 to 6 times in past 7 days	13.5	12.9
1 time per day	10.1	5.5
2 times per day	1.5	2.8
3 times per day	1.1	1.4
4 or more times per day	3.0	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 11	
	County %	State %
0 times in past 7 days	50.0	49.2
1 to 3 times in past 7 days	32.5	34.1
4 to 6 times in past 7 days	6.5	9.4
1 time per day	6.4	3.7
2 times per day	1.6	1.9
3 times per day	1.8	0.8
4 or more times per day	1.2	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 11	
	County %	State %
0 times in past 7 days	70.7	72.6
1 to 3 times in past 7 days	17.3	19.3
4 to 6 times in past 7 days	7.1	4.7
1 time per day	1.2	1.9
2 times per day	1.8	0.7
3 times per day	0.6	0.3
4 or more times per day	1.2	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 11	
	County %	State %
0 times in past 7 days	53.0	54.1
1 to 3 times in past 7 days	26.0	27.7
4 to 6 times in past 7 days	10.9	10.8
1 time per day	6.3	3.9
2 times per day	1.6	1.7
3 times per day	1.1	0.9
4 or more times per day	1.2	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 11	
	County %	State %
0 times in past 7 days	60.0	62.8
1 to 3 times in past 7 days	23.5	20.6
4 to 6 times in past 7 days	7.4	8.9
1 time per day	5.1	4.7
2 times per day	1.7	1.4
3 times per day	0.0	0.6
4 or more times per day	2.3	0.9

Percentages exclude missing answers.

Table 53: During the past 7 days, how many glasses of milk did you drink?
(Include the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint milk served at school as equal to one glass.)

	Grade 11	
	County %	State %
0 times in past 7 days	22.0	20.3
1 to 3 times in past 7 days	23.0	25.5
4 to 6 times in past 7 days	21.2	19.5
1 time per day	14.4	15.0
2 times per day	7.9	10.7
3 times per day	4.4	4.1
4 or more times per day	7.0	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 11	
	County %	State %
0 times in past 7 days	41.8	46.2
1 to 3 times in past 7 days	31.5	32.1
4 to 6 times in past 7 days	9.6	10.5
1 time per day	8.8	6.4
2 times per day	4.0	2.4
3 times per day	1.1	1.0
4 or more times per day	3.1	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 11	
	County %	State %
0 times in past 7 days	4.7	2.1
1 to 3 times in past 7 days	6.1	6.5
4 to 6 times in past 7 days	8.3	9.6
1 time per day	8.4	8.3
2 times per day	15.1	12.1
3 times per day	12.4	16.8
4 or more times per day	45.0	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 11	
	County %	State %
I did not visit a convenience store during the past 7 days	45.8	42.6
1 time during the past 7 days	17.8	23.7
2 or 3 times during the past 7 days	29.1	24.2
4 to 6 times during the past 7 days	3.9	7.0
7 or more times during the past 7 days	3.4	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.

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 11	
	County %	State %
0 days	13.0	11.6
1 day	9.2	7.0
2 days	10.6	8.8
3 days	8.1	12.1
4 days	12.3	10.5
5 days	15.8	16.1
6 days	9.0	10.2
7 days	22.1	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 11	
	County %	State %
0 days	39.0	29.9
1 day	5.2	8.3
2 days	12.7	10.2
3 days	13.6	11.9
4 days	4.5	9.4
5 days	13.0	13.1
6 days	3.4	5.8
7 days	8.6	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 11	
	County %	State %
0 days	72.9	62.6
1 day	2.9	0.8
2 days	2.4	1.9
3 days	10.9	9.2
4 days	5.0	4.9
5 days	5.8	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 11	
	County %	State %
Less than 10 minutes	4.0	1.4
10 to 20 minutes	2.4	3.4
21 to 30 minutes	11.1	11.1
31 to 40 minutes	15.7	21.9
41 to 50 minutes	17.8	24.8
51 to 60 minutes	13.4	17.1
More than 60 minutes	35.6	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 11	
	County %	State %
I do not watch TV on an average school day	24.5	22.7
Less than 1 hour per day	17.2	20.9
1 hour per day	15.3	15.6
2 hours per day	21.3	20.4
3 hours per day	10.3	11.8
4 hours per day	5.8	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 11	
	County %	State %
I do not play video or computer games or use a computer for something that is not school work	21.5	15.3
Less than 1 hour per day	11.2	13.0
1 hour per day	10.3	11.2
2 hours per day	15.5	18.2
3 hours per day	14.2	15.6
4 hours per day	7.3	9.8
5 or more hours per day	20.1	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.

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 11	
	County %	State %
0 days	58.0	69.2
1 day	13.5	5.1
2 days	2.7	3.9
3 days	2.7	3.2
4 days	3.1	2.3
5 days	19.9	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 11	
	County %	State %
0 days	94.1	95.1
1 day	1.9	1.8
2 days	0.6	1.0
3 days	1.4	0.6
4 days	0.6	0.4
5 days	1.3	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 11	
	County %	State %
0 days	95.2	95.4
1 day	1.4	1.2
2 days	2.1	1.0
3 days	0.0	0.8
4 days	0.0	0.5
5 days	1.3	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 11	
	County %	State %
0 days	67.0	61.9
1 day	2.5	3.2
2 days	2.1	2.9
3 days	3.4	3.5
4 days	4.6	4.9
5 days	20.4	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 11	
	County %	State %
0 days	18.2	19.0
1 day	7.3	7.0
2 days	4.2	5.1
3 days	4.2	4.1
4 days	7.1	6.2
5 days	58.9	58.6

Percentages exclude missing answers.

6 BMI AND BODY IMAGE

Height and weight questions are used to calculate a Body Mass Index (BMI). BMI 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 \geq 85th percentile and $<$ 95th percentile is considered overweight, while those with a BMI of \geq 95th 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

BMI and weight information is detailed in the following tables.

Table 68: BMI Category Definitions

Weight Category	Percentile Range
Not overweight or obese	Less than the 85th percentile
Overweight	85th to less than the 95th percentile
Obese	Equal to or greater than the 95th percentile

Table 69: Body Mass Index

	Grade 11	
	County %	State %
Not overweight or obese	67.4	71.5
Overweight	15.6	15.4
Obese	17.1	13.2

Percentages exclude missing answers.

7 INJURY PREVENTION

7.1 Suicide

Approximately 75 Oregon youths die by suicide each year, making it the second leading cause of death among those aged 10 to 24 years. Even greater numbers of youth are treated in Oregon's emergency rooms for attempts they survive. Over 750 suicide attempts are reported each year.

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

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 11	
	County %	State %
Yes	26.3	29.0
No	73.7	71.0

Percentages exclude missing answers.

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

	Grade 8		Grade 11	
	County %	State %	County %	State %
Yes	0.0	16.2	14.8	16.3
No	0.0	83.8	85.2	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	
	County %	State %	County %	State %
0 times	0.0	91.8	96.5	93.8
1 time	0.0	4.2	1.1	3.4
2 or 3 times	0.0	2.7	2.5	2.1
4 or 5 times	0.0	0.5	0.0	0.3
6 or more times	0.0	0.8	0.0	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?

Table has been suppressed due to low number of responses.

7.3 Personal Safety

According to the Centers for Disease Control and Prevention (CDC), motor vehicle crashes are the leading cause of death for teens. The risk of being involved in a motor vehicle crash is greater for teens 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	
	County %	State %
I did not drive a car in the past 30 days	73.9	65.3
0 times	24.1	32.5
1 time	0.0	1.2
2 or 3 times	0.7	0.7
4 or 5 times	0.7	0.1
6 or more times	0.7	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 are conduct that 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.

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 11	
	County %	State %
0 days	92.3	95.7
1 day	2.9	2.3
2 or 3 days	2.4	1.3
4 or 5 days	0.6	0.3
6 or more days	1.8	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 11	
	County %	State %
0 times	90.7	95.3
1 time	4.6	2.4
2 or 3 times	1.8	1.2
4 or 5 times	1.7	0.2
6 or 7 times	0.0	0.1
8 or 9 times	0.0	0.1
10 or 11 times	0.0	0.1
12 or more times	1.2	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 11	
	County %	State %
Yes	14.4	16.0
No	85.6	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 11	
	County %	State %
0 times	91.6	94.1
1 time	1.8	3.4
2 or 3 times	5.4	1.3
4 or 5 times	0.6	0.4
6 or 7 times	0.0	0.2
8 or 9 times	0.0	0.1
10 or 11 times	0.0	0.1
12 or more times	0.6	0.4

Percentages exclude missing answers.

7.4 Bullying

The following table 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? 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.⁵

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 11	
	County %	State %
Yes	14.3	11.0
No	85.7	89.0

Percentages exclude missing answers.

⁵Office 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 11	
	County %	State %
I have not been bullied	72.7	80.1
Bullied for any reason	27.3	19.9
Bullied about your race or ethnic origin	8.2	3.6
Unwanted sexual comments or attention	8.5	6.2
Bullied because someone thought you were gay, lesbian or bisexual	4.3	3.0
Bullied about your weight, clothes, acne, or other physical characteristics	4.4	7.6
Bullied about your group of friends	6.0	4.5
Other reasons	10.8	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 11	
	County %	State %
I have never heard of the Choking Game	81.5	75.6
I've heard of someone participating in the Choking Game	13.6	22.1
I have helped someone else participate in the Choking Game	3.5	1.3
I have participated in the Choking Game myself	3.5	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 11	
	County %	State %
None - I have never participated myself	96.4	96.2
One time	0.6	1.5
Two times	0.6	0.8
3 to 5 times	0.6	0.8
More than 5 times	1.7	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 11	
	County %	State %
I have never participated in the Choking Game	95.9	96.1
I was alone	1.7	0.9
I was with other people	2.4	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.⁶

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

⁶Volberg, 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 11	
	County %	State %
I did not gamble in the last 30 days	75.5	77.4
Playing lottery tickets	6.6	4.8
Playing Powerball or Megabucks	1.9	1.2
Playing dice or coin flips	8.3	3.5
Playing cards (poker, etc.)	5.6	7.6
Betting on a sports team	9.8	8.0
Betting on a horse/dog race	1.2	0.6
Betting on games of personal skill (bowling, video games, dares, etc.)	11.1	10.1
Gambling on the Internet	1.2	1.0
Gambling at a casino	1.2	0.5
Playing Bingo for money	0.6	1.8
Other	7.5	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 11	
	County %	State %
I don't bet for money	62.2	66.6
Yes	3.7	2.1
No	34.2	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 11	
	County %	State %
I don't bet for money	61.9	67.0
Yes	0.6	1.3
No	37.5	31.8

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
I don't bet for money	59.8	64.4
Yes	4.0	1.5
No	36.2	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 11	
	County %	State %
I don't bet for money	61.3	64.9
Yes	2.4	2.1
No	36.4	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 15 million new STD cases in the United States, and about one-fourth of these are among teenagers. Despite a decline in the last two decades, teen pregnancy rates in the U.S. remain among the highest in the industrialized world.⁷ 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	
	County %	State %	County %	State %
Yes	0.0	9.3	44.0	41.1
No	0.0	90.7	56.0	58.9

Percentages exclude missing answers.

⁷Centers for Disease Control and Prevention, 2009

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

	Grade 11	
	County %	State %
11 years old or younger	5.9	2.7
12 years old	1.1	2.4
13 years old	7.4	7.3
14 years old	15.8	16.4
15 years old	28.7	29.3
16 years old	29.6	34.1
17 years old or older	11.5	7.9

Percentages exclude missing answers and

students who responded as never having had sex.

8th grade suppressed due to low number of responses.

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

	Grade 11	
	County %	State %
1 person	49.7	45.1
2 people	13.4	19.9
3 people	14.5	12.6
4 people	9.0	7.5
5 people	3.1	4.7
6 or more people	10.3	10.2

Percentages exclude missing answers and

students who responded as never having had sex.

8th grade suppressed due to low number of responses.

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

	Grade 11	
	County %	State %
I have had sexual intercourse, but not during the past 3 months	26.8	27.6
1 person	60.4	60.1
2 people	8.0	7.8
3 people	1.6	1.8
4 people	0.0	1.1
5 people	0.0	0.4
6 or more people	3.2	1.3

Percentages exclude missing answers and students who responded as never having had sex.
8th grade suppressed due to low number of responses.

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

	Grade 11	
	County %	State %
Highly effective: (IUD and Implant)	5.2	4.8
Moderately effective: (Depo, pills, patch, ring)	15.7	15.0
Less effective (Condoms and withdrawal)	65.6	66.9
Some other method	0.0	2.3
No methods/Not sure	6.5	7.8
Emergency contraception	7.0	3.3

Percentages exclude missing answers and students who responded as never having had sex.
8th grade suppressed due to low number of responses.

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

	Grade 11	
	County %	State %
Yes	13.1	17.2
No	86.9	82.8

Percentages exclude missing answers and students who responded as never having had sex.
8th grade suppressed due to low number of responses.

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	
	County %	State %
Yes	8.5	5.7
No	91.5	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	
	County %	State %
Yes	9.9	11.3
No	90.1	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	
	County %	State %
Yes	9.2	7.8
No	90.8	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	
	County %	State %
Yes	7.4	4.5
No	92.6	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	
	County %	State %
Yes	16.6	23.6
No	83.4	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.

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 11	
	County %	State %
No, did not smoke cigarettes	89.8	91.2
Yes, smoked cigarettes	10.2	8.8

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
0 days	94.0	95.5
1 or 2 days	1.7	2.1
3 to 5 days	1.3	0.7
6 to 9 days	0.6	0.6
10 to 19 days	0.0	0.4
20 to 29 days	0.0	0.2
All 30 days	2.3	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 11	
	County %	State %
0 days	93.3	94.5
1 or 2 days	1.1	2.0
3 to 5 days	1.3	0.6
6 to 9 days	0.6	0.3
10 to 19 days	0.5	0.5
20 to 29 days	0.0	0.4
All 30 days	3.1	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 11	
	County %	State %
0 days	86.4	90.9
1 or 2 days	2.3	3.1
3 to 5 days	2.6	1.0
6 to 9 days	1.3	0.6
10 to 19 days	1.0	0.8
20 to 29 days	0.0	0.7
All 30 days	6.4	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 11	
	County %	State %
0 days	91.6	92.2
1 or 2 days	3.5	4.8
3 to 5 days	1.7	1.6
6 to 9 days	0.7	0.6
10 to 19 days	0.0	0.3
20 to 29 days	0.0	0.1
All 30 days	2.6	0.4

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
0 days	94.2	96.7
1 or 2 days	1.9	2.1
3 to 5 days	1.3	0.4
6 to 9 days	0.0	0.3
10 to 19 days	0.7	0.1
20 to 29 days	0.0	0.1
All 30 days	1.9	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 11	
	County %	State %
0 days	94.2	92.5
1 or 2 days	1.9	3.8
3 to 5 days	0.6	1.5
6 to 9 days	0.6	0.9
10 to 19 days	0.0	0.5
20 to 29 days	0.6	0.2
All 30 days	1.9	0.6

Percentages exclude missing answers.

Table 107: During the past 30 days, on how many days did you smoke tobacco in a pipe?

	Grade 11	
	County %	State %
0 days	94.7	97.8
1 or 2 days	1.1	1.0
3 to 5 days	0.6	0.3
6 to 9 days	0.5	0.3
10 to 19 days	0.6	0.1
20 to 29 days	0.0	0.2
All 30 days	2.5	0.3

Percentages exclude missing answers.

Table 108: During the past 30 days, on how many days did you use an e-cigarette or other vaping product?

	Grade 11	
	County %	State %
0 days	90.0	82.9
1 or 2 days	4.8	7.8
3 to 5 days	1.3	3.3
6 to 9 days	0.0	1.9
10 to 19 days	0.0	1.6
20 to 29 days	0.7	0.9
All 30 days	3.2	1.5

Percentages exclude missing answers.

Table 109: Any tobacco use (including vaping products) in the past 30 days

	Grade 11	
	County %	State %
No, did not use tobacco products	82.1	76.3
Yes, used tobacco products	17.9	23.7

Percentages exclude missing answers.

Table 110: About how many cigarettes have you smoked in your entire life?

	Grade 11	
	County %	State %
I have never smoked cigarettes, not even one or two puffs	79.5	72.9
1 or more puffs, but never a whole cigarette	6.0	8.3
1 cigarette	1.8	2.2
2 to 5 cigarettes	3.8	4.9
6 to 15 cigarettes (about 1/2 a pack total)	3.0	3.1
16 to 25 cigarettes (about 1 pack total)	0.6	2.0
26 to 99 cigarettes (more than 1 pack, but less than 5 packs)	2.6	2.5
100 or more cigarettes (5 or more packs)	2.8	4.1

Percentages exclude missing answers.

Table 111: Have you ever used any type of tobacco or vaping product with mint, fruit, coffee, candy, or other sweet flavor?

	Grade 11	
	County %	State %
Yes	24.1	35.6
No	72.9	62.4
Not sure	3.0	2.0

Percentages exclude missing answers.

Table 112: Use of flavored tobacco in the past 30 days

	Grade 11	
	County %	State %
No, did not use flavored tobacco	90.9	82.1
Yes, used flavored tobacco	9.1	17.9

Percentages exclude missing answers.

Table 113: How old were you when you smoked a whole cigarette for the first time?

	Grade 11	
	County %	State %
I have never smoked a whole cigarette	84.6	80.3
8 years old or younger	1.3	0.9
9 years old	0.7	0.6
10 years old	0.0	0.5
11 years old	2.3	0.9
12 years old	2.0	1.6
13 years old	1.6	2.9
14 years old	2.0	3.3
15 years old	3.0	4.2
16 years old	1.3	4.0
17 years old or older	1.3	1.0

Percentages exclude missing answers.

Table 114: How old were you when you first used any form of tobacco other than cigarettes? Include e-cigarettes or other vaping products.

	Grade 11	
	County %	State %
I have never used any of these products	75.5	63.6
8 years old or younger	2.0	0.8
9 years old	0.0	0.5
10 years old	1.2	0.6
11 years old	1.2	0.6
12 years old	0.6	1.2
13 years old	3.7	2.3
14 years old	3.9	3.9
15 years old	5.1	10.7
16 years old	5.7	12.7
17 years old or older	1.2	3.2

Percentages exclude missing answers.

Table 115: First tobacco or vaping product used

	Grade 11	
	County %	State %
Never used any	75.5	60.7
Cigarette	7.1	11.8
Chew	5.0	3.4
Little cigar	1.3	1.5
Large cigar	1.3	0.6
Hookah	4.0	7.4
E-cig/vaping product	5.0	13.3
Something else	0.7	1.3

Percentages exclude missing answers.

Table 116: Tried to quit smoking cigarettes in the past 12 months

	Grade 11	
	County %	State %
No, did not try to quit	61.2	50.8
Yes, tried to quit	38.8	49.2

Self-identified smokers only

Table 117: Susceptible to smoking cigarettes

	Grade 11	
	County %	State %
No, not susceptible to smoking cigarettes	84.9	84.7
Yes, susceptible to smoking cigarettes	15.1	15.3

Self-identified smokers excluded from calculations

Table 118: During the past 30 days, from which of the following sources did you get tobacco or vaping products?

	Grade 11	
	County %	State %
I did not get tobacco during the past 30 days	84.7	76.7
A store or gas station	2.7	3.6
Friends 18 or older	5.1	11.9
Friends under 18	3.8	7.6
Took from home without permission	2.5	1.2
A family member	1.3	3.1
The internet	0.7	1.1
Some other source	1.9	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 119: Does someone living in your house (other than you) smoke tobacco?

	Grade 11	
	County %	State %
Nobody smokes	80.5	71.4
Someone smokes, but not inside the house	18.3	24.2
Someone smokes inside the house	1.3	4.4

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
Yes	60.8	69.7
No	27.8	19.8
Not sure	11.4	10.6

Percentages exclude missing answers.

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

	Grade 11	
	County %	State %
Yes	48.0	45.6
No	40.4	41.0
Not sure	11.6	13.4

Percentages exclude missing answers.

Table 122: During the past 30 days, have you seen an advertisement promoting tobacco or a vaping product: in a magazine or newspaper?

	Grade 11	
	County %	State %
Yes	50.3	37.0
No	38.6	47.4
Not sure	11.1	15.6

Percentages exclude missing answers.

Table 123: 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 11	
	County %	State %
Yes	12.1	9.4
No	74.4	77.1
Not sure	13.5	13.5

Percentages exclude missing answers.

Table 124: If you have a favorite, what is the brand of your favorite cigarette advertisement?

	Grade 11	
	County %	State %
I do not have a favorite	91.0	89.2
Marlboro	2.6	4.4
Camel	1.8	3.8
Newport	0.0	0.4
American Spirit	1.4	1.3
Other	3.3	1.0

Percentages exclude missing answers.

Table 125: Do you agree or disagree with the following statement: Cigarette companies deliberately advertise and promote cigarettes to encourage youth under 18 to smoke.

	Grade 11	
	County %	State %
Strongly agree	40.3	29.1
Somewhat agree	21.1	28.3
Don't know / Not sure	26.8	28.7
Somewhat disagree	1.8	6.3
Strongly disagree	10.0	7.6

Percentages exclude missing answers.

Table 126: Do you think tobacco companies have been honest or dishonest with the public about the dangers of tobacco use?

	Grade 11	
	County %	State %
Very honest	15.3	7.3
Somewhat honest	17.0	19.3
Dont know/Not sure	24.7	24.5
Somewhat dishonest	20.2	22.4
Very Dishonest	22.7	26.5

Percentages exclude missing answers.

Table 127: 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 11	
	County %	State %
No	91.4	93.4
Yes	8.6	6.6

Percentages exclude missing answers.

Table 128: Use of tobacco or vaping coupons or other discounts (tobacco/vaping users only)

	Grade 11	
	County %	State %
No	96.7	97.1
Yes	3.3	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.

Table 129: How old were you when you had your first drink of alcohol other than a few sips?

	Grade 11	
	County %	State %
I have never had a drink of alcohol other than a few sips	45.3	42.2
8 years old or younger	7.3	4.0
9 years old	1.3	0.9
10 years old	3.1	1.9
11 years old	0.7	1.7
12 years old	3.8	3.7
13 years old	11.2	6.5
14 years old	8.9	9.8
15 years old	7.6	13.9
16 years old	8.3	12.6
17 years old or older	2.6	2.8

Percentages exclude missing answers.

Table 130: During the past 30 days, on how many days did you have at least one drink of alcohol?

	Grade 11	
	County %	State %
0 days	77.4	70.9
1 or 2 days	8.2	16.8
3 to 5 days	9.7	6.6
6 to 9 days	2.7	2.9
10 to 19 days	0.6	1.8
20 to 29 days	0.0	0.5
All 30 days	1.3	0.5

Percentages exclude missing answers.

Table 131: 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 11	
	County %	State %
0 days	87.0	83.5
1 day	4.5	7.0
2 days	2.0	4.2
3 to 5 days	5.3	3.4
6 to 9 days	0.0	1.0
10 to 19 days	0.6	0.6
20 or more days	0.7	0.3

Percentages exclude missing answers.

Table 132: During the past 30 days, what type of alcohol did you usually drink? (Alcohol users only)

	Grade 11	
	County %	State %
I do not have a usual type	16.5	10.8
Beer	31.9	22.7
Malt beverages, such as Smirnoff Ice, Bacardi Silver, or Hard Lemonade	6.4	7.3
Wine coolers, such as Bartles & Jaymes or Seagrams	3.6	1.9
Wine	3.6	4.9
Liquor, such as vodka, rum, scotch, bourbon, or whiskey	38.1	49.5
Some other type	0.0	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.

Table 133: During the past 30 days, on how many days did you use marijuana or hashish (weed, hash, pot)?

	Grade 11	
	County %	State %
0 days	87.1	80.9
1 to 2 days	2.6	6.4
3 to 5 days	3.3	3.5
6 to 9 days	0.0	1.8
10 or more days	7.0	7.4

Percentages exclude missing answers.

Table 134: Any marijuana use in the past 30 days

	Grade 11	
	County %	State %
Used 0 days in the past 30 days	87.1	80.9
used 1 or more days in the past 30 days	12.9	19.1

Percentages exclude missing answers.

Table 135: Among those who used marijuana in past 30 days, how did you usually use it?

	Grade 11	
	County %	State %
Smoked it (in a joint, bong, pipe, blunt)	100.0	88.9
Ate it (in brownies, cakes, cookies, candy)	0.0	3.9
Drank it (tea, cola, alcohol)	0.0	0.4
Vaporized/'vaped' it	0.0	1.9
Dabbed it	0.0	3.9
Used it some other way	0.0	0.9

Marijuana users only

Table 136: During the past 30 days, how did you get marijuana?

	Grade 11	
	County %	State %
I did not get marijuana in the past 30 day	87.6	81.0
I bought it from a medical marijuana dispensary	2.5	0.9
I stole it from a medical marijuana dispensary	1.3	0.2
I got it from friends	9.1	13.0
I got it at a party	1.8	3.1
I got it from an older brother or sister	2.0	1.4
I gave money to someone to get it for me	2.5	1.4
I took it from home without my parents' permission	1.3	0.6
I got it at home with my parents' permission.	1.3	1.2
I got it from a medical marijuana cardholder or grower	2.5	1.4
I got it some other way	3.8	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 137: 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	
	County %	State %
I did not drive in the past 30 days	30.5	35.1
0 times	20.4	34.0
1 time	10.2	10.1
2-3 times	14.9	8.3
4-5 times	10.2	4.3
6 or more times	13.9	8.2

11th graders and marijuana users only

Table 138: 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 11	
	County %	State %
0 times	95.6	93.5
1 or 2 times	1.3	3.5
3 to 9 times	1.3	2.1
10 to 19 times	1.8	0.6
20 to 39 times	0.0	0.2
40 or more times	0.0	0.2

Percentages exclude missing answers.

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.

Table 139: 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 11	
	County %	State %
Very easy	35.3	34.5
Sort of easy	31.5	31.4
Sort of hard	14.7	15.6
Very hard	18.5	18.5

Percentages exclude missing answers.

Table 140: If you wanted to get some tobacco (cigarettes, chew, cigars), how easy would it be for you to get some?

	Grade 11	
	County %	State %
Very easy	32.1	32.1
Sort of easy	20.1	22.4
Sort of hard	18.7	15.9
Very hard	29.1	29.6

Percentages exclude missing answers.

Table 141: If you wanted to get e-cigarettes or other vaping products, how easy would it be for you to get some?

	Grade 11	
	County %	State %
Very easy	22.6	31.6
Sort of easy	19.9	21.9
Sort of hard	21.5	15.9
Very hard	36.0	30.5

Percentages exclude missing answers.

Table 142: If you wanted to get some marijuana, how easy would it be for you to get some?

	Grade 11	
	County %	State %
Very easy	39.6	40.7
Sort of easy	19.7	21.5
Sort of hard	12.9	11.5
Very hard	27.7	26.3

Percentages exclude missing answers.

Table 143: If you wanted to get prescription drugs not prescribed to you, how easy would it be for you to get some?

	Grade 11	
	County %	State %
Very easy	23.0	19.2
Sort of easy	16.6	17.5
Sort of hard	20.4	24.3
Very hard	40.0	39.1

Percentages exclude missing answers.

Past 30 Day Use of Tobacco, Alcohol and Other Drugs

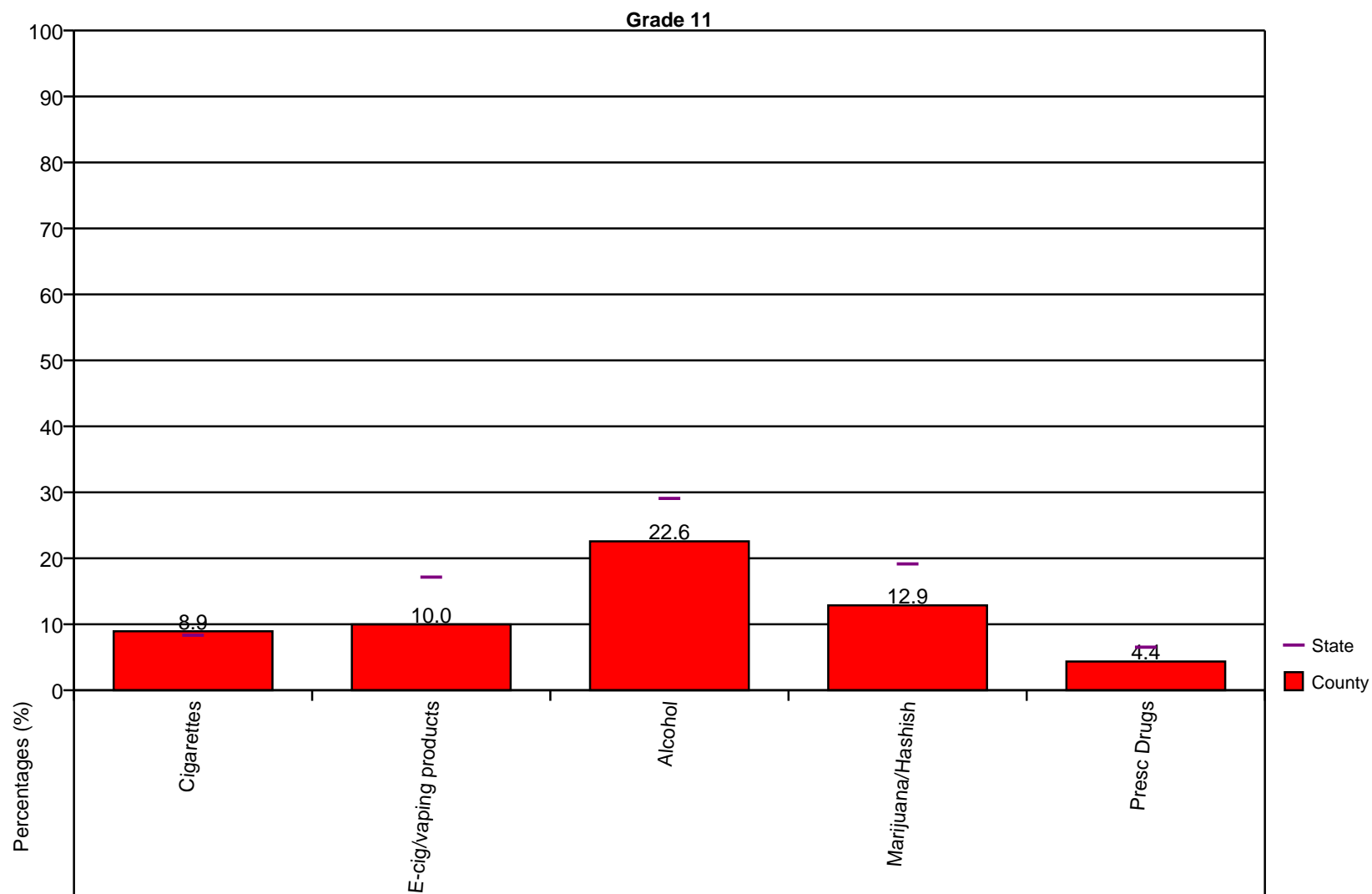


Figure 1: Past 30 Day Use of Tobacco, Alcohol and Other Drugs

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 which 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 of students who responded to the question (N) are reported.

12.1 Past 30 Day Use

Table 144: Past 30 Day Use

	Grade 11	
	N	%
Past 30 day use of alcohol	157	22.6
Past 30 day use of cigarettes	164	8.9
Past 30 day use of marijuana/hashish	160	12.9
Past 30 day use of prescription drugs	160	4.4

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 145: Perceived Moderate or Great Risk

	Grade 11	
	N	%
If people take one or two drinks of an alcohol beverage nearly every day	146	60.9
If people smoke one or more packs of cigarettes per day	156	86.5
If people smoke marijuana regularly (at least once or twice a week)	144	64.1
If people use prescription drugs that are not prescribed to them	142	91.4

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 the table is the percentage of students who believe their parents would think that students using alcohol, tobacco or marijuana is "wrong" or "very wrong".

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

	Grade 11	
	N	%
Drink beer, wine or liquor regularly	156	78.8
Smoke cigarettes	156	96.0
Use marijuana	155	88.0
Use prescription drugs not prescribed to you	153	95.9

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

	Grade 11	
	N	%
Smoke cigarettes	151	77.1
Use marijuana	151	61.0
Use prescription drugs not prescribed to you	149	85.2

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).

Table 148: 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 11	
	County %	State %
No risk	9.9	3.5
Slight risk	3.7	4.3
Moderate risk	14.5	15.7
Great risk	72.0	76.5

Percentages exclude missing answers.

Table 149: How much do you think people risk harming themselves (physically or in other ways) if they: use smokeless tobacco every day?

	Grade 11	
	County %	State %
No risk	8.2	4.5
Slight risk	10.9	12.1
Moderate risk	24.5	32.6
Great risk	56.4	50.8

Percentages exclude missing answers.

Table 150: 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 11	
	County %	State %
No risk	10.6	9.9
Slight risk	18.1	29.0
Moderate risk	31.0	33.2
Great risk	40.3	28.0

Percentages exclude missing answers.

Table 151: 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 11	
	County %	State %
No risk	16.6	19.8
Slight risk	19.3	25.2
Moderate risk	22.2	24.3
Great risk	41.9	30.7

Percentages exclude missing answers.

Table 152: 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 11	
	County %	State %
No risk	14.5	8.6
Slight risk	24.6	25.7
Moderate risk	29.1	33.7
Great risk	31.9	32.0

Percentages exclude missing answers.

Table 153: 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 11	
	County %	State %
No risk	12.8	4.8
Slight risk	11.1	13.5
Moderate risk	22.0	29.8
Great risk	54.1	51.8

Percentages exclude missing answers.

Table 154: 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 11	
	County %	State %
No risk	7.2	3.2
Slight risk	1.5	5.1
Moderate risk	16.4	17.9
Great risk	74.9	73.8

Percentages exclude missing answers.

12.5.2 Parental Attitude

Table 155: How wrong do your parents feel it would be for you to smoke cigarettes?

	Grade 11	
	County %	State %
Very wrong	86.8	81.7
Wrong	9.2	13.1
A little bit wrong	3.3	3.7
Not wrong at all	0.7	1.6

Percentages exclude missing answers.

Table 156: 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 11	
	County %	State %
Very wrong	64.3	56.9
Wrong	14.5	21.5
A little bit wrong	14.5	16.5
Not wrong at all	6.7	5.1

Percentages exclude missing answers.

Table 157: How wrong do your parents feel it would be for you to use marijuana?

	Grade 11	
	County %	State %
Very wrong	80.4	71.5
Wrong	7.6	13.6
A little bit wrong	5.9	9.4
Not wrong at all	6.1	5.5

Percentages exclude missing answers.

Table 158: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

	Grade 11	
	County %	State %
Very wrong	90.8	88.0
Wrong	5.1	8.1
A little bit wrong	2.1	2.3
Not wrong at all	2.1	1.5

Percentages exclude missing answers.

12.5.3 Peer Attitude

Table 159: How wrong do your friends feel it would be for you to smoke cigarettes?

	Grade 11	
	County %	State %
Very wrong	51.7	44.9
Wrong	25.4	26.9
A little bit wrong	13.8	16.9
Not wrong at all	9.1	11.3

Percentages exclude missing answers.

Table 160: How wrong do your friends feel it would be for you to use e-cigarettes or other vaping products?

	Grade 11	
	County %	State %
Very wrong	44.5	31.4
Wrong	23.4	19.4
A little bit wrong	14.3	21.1
Not wrong at all	17.8	28.0

Percentages exclude missing answers.

Table 161: How wrong do your friends feel it would be for you to use marijuana?

	Grade 11	
	County %	State %
Very wrong	41.7	30.6
Wrong	19.3	16.5
A little bit wrong	14.0	21.8
Not wrong at all	25.0	31.1

Percentages exclude missing answers.

Table 162: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

	Grade 11	
	County %	State %
Very wrong	63.8	56.3
Wrong	21.4	22.1
A little bit wrong	8.1	13.2
Not wrong at all	6.7	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.

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

Table 163: 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.