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ABSTRACT

The 2001 Wisconsin Youth Risk Behavior Survey (YRBS) was conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention to monitor health-risk behaviors of the nation's high school students. This report contains findings from the 2001 Wisconsin YRBS in eight priority areas: protective assets, unintentional injuries, weapons and violence, suicide, tobacco use, alcohol and other drug use, sexual behavior, and diet and exercise. The full report also includes an analysis of the relationship between risk behaviors and protective assets, and provides comparisons of behaviors between demographic groups and over time. The YRBS was administered to 2,120 students in 54 public high schools in Wisconsin in the spring of 2001. The students who participated in the survey are representative of all ninth through twelfth grade public school students in Wisconsin. Due to the small sample size for various demographic groups, the comparisons of responses to questions by race are limited to white and black students only. The 2001 Wisconsin data are compared to the 1993, 1997, and 1999 Wisconsin data and the 1999 National YRBS data to indicate trends and comparisons. Three appendices include the questionnaire, data tables, and references. (Contains 43 references, 2 tables, and 62 figures.) (GCP)

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Wisconsin Youth Risk Behavior Survey

for

Wisconsin Department of Public Instruction

by

University of Wisconsin-Madison
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Acknowledgments

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Foreword

In the spring of 2001, staff at the Wisconsin Department of Public Instruction notified the administrators of 65 high schools throughout the state that their schools were selected randomly to participate in an extremely important study of student behaviors and perceptions in a variety of health and safety areas. As a result, educators, community service planners, legislators, policy makers, and parents now will have information that can lead to solutions to the challenges facing many young people in our state.

The purpose of such a study is to take a "snapshot" of the health and well being of Wisconsin adolescents. By understanding the barriers to learning, as well as the factors that can strengthen children, we can develop strategies that will ensure their academic, vocational, social, and emotional success. This, in turn, can ensure a brighter future for all of us.

We must welcome the challenge that we face together at this critical time in ensuring that every child is healthy, safe, and succeeds to his or her fullest potential. Together, we can do so much. But, it starts with our shared responsibility to act.

Elizabeth Burmaster

Elizabeth Burmaster
State Superintendent

THE SURVEY AND RESULTS

The 2001 Wisconsin Youth Risk Behavior Survey (YRBS) is conducted as part of a national survey effort by the U.S. Centers for Disease Control and Prevention (CDC). This effort has included similar surveys conducted in 42 states, four territories, and 16 cities over the past ten years. Additional questions were added by staff in the Wisconsin Department of Public Instruction (DPI) and the Department of Health and Family Services (DHFS) to measure issues of special interest to Wisconsinites (see Appendix A for questionnaire).

The YRBS was conducted nationally and in Wisconsin among students in grades nine through twelve. In Wisconsin, it has been administered every two years since 1991 with minor variations[1]. This research design provides data for important comparisons with national prevalence rates and across time.

All regular public schools in Wisconsin containing grades 9, 10, 11, and 12 were included in the sampling frame. Schools were selected systematically with probability proportional to enrollment in grades nine through twelve. All classes meeting during a particular period of the day, most often the second period of the day depending on the school, were included in the sampling frame. Systematic equal probability sampling with a random start was used to select classes from each school that participated in the survey.

The YRBS was administered to 2,120 students in 54 public high schools in Wisconsin in the spring of 2001. The school response rate was 83 percent and the student response rate was 78 percent. The students who participated in the survey are representative of all ninth through twelfth grade public school students in Wisconsin. Therefore, the results of this survey can be used to make important inferences concerning the priority health-risk behaviors of all Wisconsin public high school students in ninth through twelfth grades.

Analysis

The results were weighted to reduce bias by compensating for different patterns of nonresponse and to reflect the likelihood of sampling each student. The weight used for estimation was arrived at by the following formula: W=W2*W3*f1*f2*f3*f4, where:

- W1 equals the inverse of the probability of selecting the school;
- W2 equals the inverse of the probability of selecting the classroom within the school;

[1] Sample sizes, strategies, and questionnaires have varied in each of the years of administration. Because of the limited sample size, results from the 1991 and 1995 administrations will not be considered in this analysis. Data from the 1993, 1997, and 1999 administrations will be used to provide trend analysis of prevalence rates.

- f1 equals a school-level nonresponse adjustment factor calculated by school size category;
- f2 equals a student-level adjustment factor compensating for the higher student sampling rate used in Milwaukee;
- f3 equals a student level nonresponse adjustment factor calculated by class; and
- f4 equals a poststratification adjustment factor calculated by gender within grade level.

The weighting factor was then further proportioned so that the total weighted n was equal to the total unweighted n for purposes of tests of significance. The resulting weighted responses can be used to make important inferences about the prevalence of health-risk behavior of all Wisconsin public school students at each level. All analyses reported here use these weighted responses.

General prevalence rates of different factors are reported for students as a whole. Comparisons of important differences by gender and grade level are then conducted to identify important patterns. To assess the statistical significance of between-subgroup differences, 95% confidence intervals were calculated, using SAS release 8.2 and the "surveymeans" procedure. Statistically significant differences were demonstrated where confidence intervals did not overlap. For certain subgroups, the sample size was very small resulting in a large confidence interval. Sample sizes of fewer than 50 students were not considered for this analysis. Only statistically significant differences are reported.

A trend analysis was also conducted. This analysis used responses to the 1993, 1997, 1999, and 2001 YRBS, which were combined into a single data set. Again, 95% confidence intervals were calculated, using SAS release 8.2 and the "surveymeans" procedure, and statistically significant differences were demonstrated where confidence intervals did not overlap. In addition, some survey questions were not asked in all years and so these data cannot be analyzed. Analysis of the indexes involved performing Pearson's correlations. Differences were reported if the Pearson's correlation obtained a $p<0.05$ value and the correlation itself was equal to or greater than 0.15. Only significant differences are reported.

ASSETS

Context

A youth's behavior is influenced by a complexity of experiences and influences. The Search Institute in Minneapolis, Minnesota, describes the positive influences that shape behavior as assets. These assets have the power to protect youth from risk behaviors as well as promote healthy behaviors. The Search Institute characterizes 40 internal and external assets that help youth to grow up healthy. Internal assets include those fond under the headings of Commitment to Learning, Positive Values, Social Competencies, and Positive Identities. External assets are divided among the headings of Support, Empowerment, Boundaries & Expectations, and Constructive Use of Time.

The survey included questions designed to measure the levels of protective assets in four areas: social support, expectations, positive values, and social competencies. Responses were used to determine correlations among assets that students had or lacked as well as the level of risk-taking behavior they reported being involved in.

Highlights

- Students reported generally high levels of assets in social support, expectations, positive values, and social competencies.

- There was a significant decrease between 1997 and 2001 in the percentage of students reporting to have five or more adults from which they would feel comfortable seeking help, from 29 percent of students in 1997 to 23 percent in 2001.

- Male students were significantly more likely than female students to report that they had no adults from which they would feel comfortable seeking help. Seventeen percent of male students and 10 percent of female students reported having no adults from which they would feel comfortable seeking help.

- Female students were significantly more likely than male students to report that it is important to them to delay having sexual intercourse until they are married, engaged, or an adult in a long-term, committed relationship, while male students are significantly more likely to report that delaying sexual intercourse is not important to them. Forty-five percent of female students and 34 percent of male students report that it is important to them to delay having sexual intercourse until they are married, engaged, or an adult in a long-term, committed relationship, while 41 percent of male students and 22 percent of female students report that delaying sexual intercourse is not important to them.

- Female students were significantly more likely than male students to report that they tried hard to do their best at school (81 percent of female students and 67 percent of

male students), that it was important to help others (73 percent of female students and 51 percent of male students), and that they cared about others (93 percent of female students and 79 percent of male students).

- Female students were significantly more likely than male students to describe their grades as "mostly A's," with 36 percent of female students and 27 percent of male students reporting such grades.

- As grade level increases, students are significantly less likely to report that it is important to delay having sexual intercourse until they are married, engaged, or an adult in a long-term, committed relationship (45 percent of ninth grade students and 33 percent of twelfth grade students), and significantly less likely to find it important to not use alcohol or other drugs (62 percent of ninth grade students and 40 percent of twelfth grade students).

- White students were significantly more likely than black students to report that their parents ask where they are going and who they will be with "all the time" or "most of the time," with 84 percent of white students and 74 percent of black students reporting such behavior.

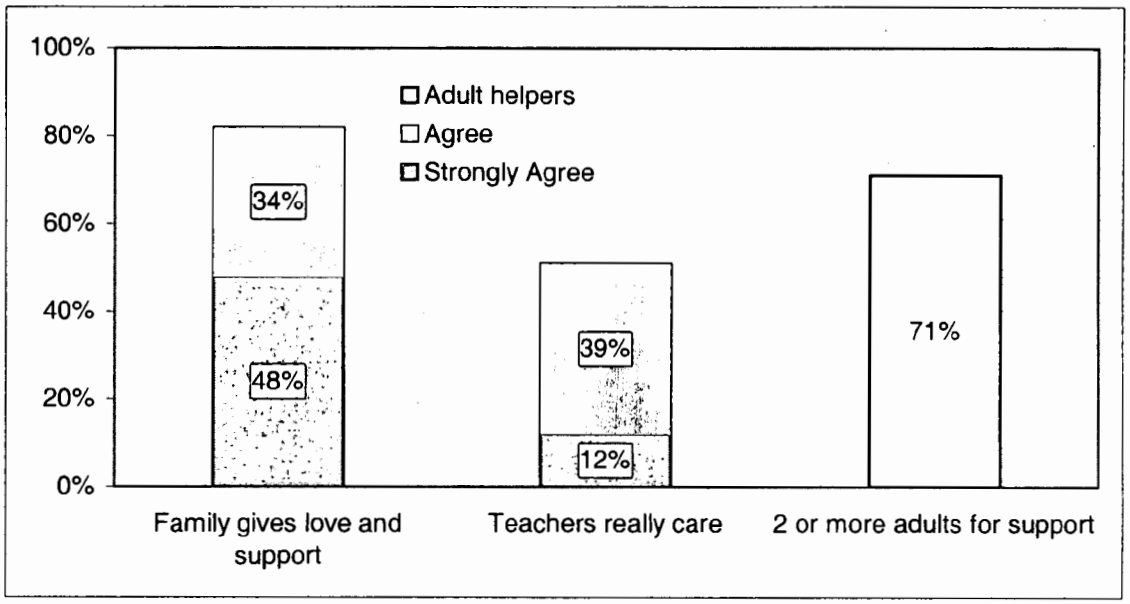
- Black students were significantly more likely than white students to report that they try hard to do their best work at school (83 percent of black students and 73 percent of white students) and that it is important to them to not use alcohol or other drugs (68 percent of black students and 49 percent of white students).

Social Support

Students were asked three questions about the social support they receive from parents, teachers, and other adults. The questions regarding support from family and teachers were asked as five point Likert-scale questions with possible responses including: strongly agree, agree, not sure, disagree, and strongly disagree. Reported statistics for the two questions are the combined responses of "strongly agree" and "agree." Eighty-two percent of students reported that their family loves them and gives them support when they need it (Figure 1). Just over half of the students reported feeling that their teachers really care about them and give them a lot of encouragement.

Students were also asked how many adults, besides their parents, they would feel comfortable going to for help. Seventy-one percent of students said there were two or more adults they could seek help from besides their parents. Fifteen percent of students reported there was one adult they could turn to for help, and 13 percent of students said there were no adults they would feel comfortable seeking help from.

Figure 1: Social Support – percentage of Wisconsin high school students reporting to "agree" or "strongly agree" to questions about social support from family and teachers, and percentage of students who have two or more adults they can turn to for help.



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Expectations

Students were asked three questions about expectations for their behavior. Reported statistics are the combined responses to "strongly agree" and "agree." Seventy-six percent of students reported that their families had clear rules and standards for their behaviors, and 77 percent of students said that their school has clear rules and consequences for their behavior (Figure 2). Fifty-eight percent of students said their parents ask them where they are going and who they will be with "all the time" and 24 percent said that this occurs "most of the time."

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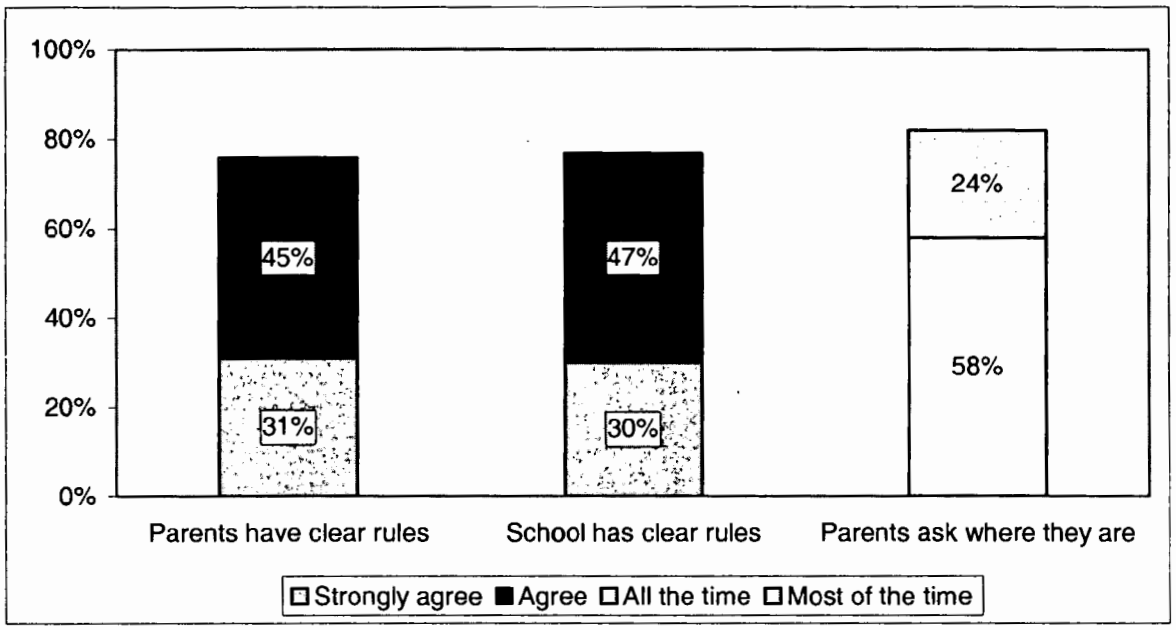
Figure 2: Expectations – percentage of Wisconsin high school students who "agree" or "strongly agree" with questions about expectations from family and school, and percentage of students who report that their parents ask where they are.



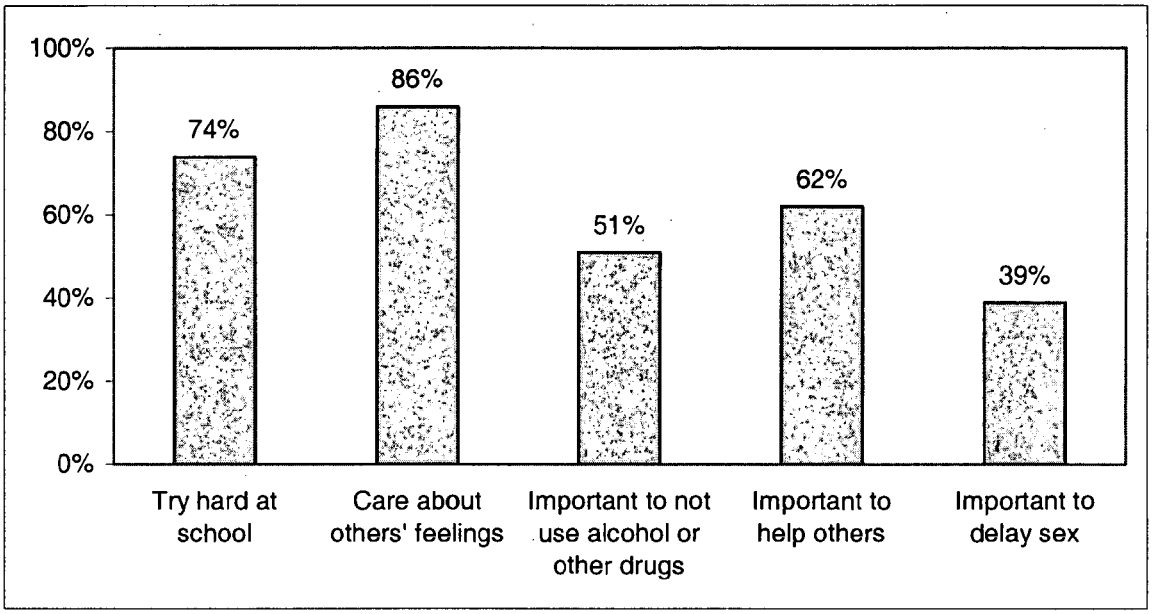
Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Positive Values

Students were asked five questions about their positive values regarding themselves, others, their schoolwork, and their future. Questions about trying hard at school, caring for others' feelings, and the importance of not using alcohol and other drugs were asked as five point Likert-scale questions with possible responses including: strongly agree, agree, not sure, disagree, and strongly disagree. Reported statistics are the combined responses to "strongly agree" and "agree." Seventy-four percent of students said they try hard to do their best at school (Figure 3). Eighty-six percent of students said that they cared for other people's feelings, and 51 percent said that it was important for them to not use alcohol or other drugs.

The question regarding the importance of helping others used a four-point scale ranging from "not important" to "extremely important." Reported statistics are the combined responses to "extremely" and "quite" important." Sixty-two percent of students said it was important to them to help other people. In addition, the question regarding the importance of delaying sexual intercourse had a six-point answer scale ranging from "not important" to delaying sex until "I'm married." Thirty-nine percent of students said that it was important for them to delay having sexual intercourse until they were married, engaged, or an adult, and in a long-term, committed relationship.

Figure 3: Positive Values—percentage of students who "strongly agreed" or "agreed" to questions about values, "extremely" or "quite" important to help others, and to delay sexual intercourse

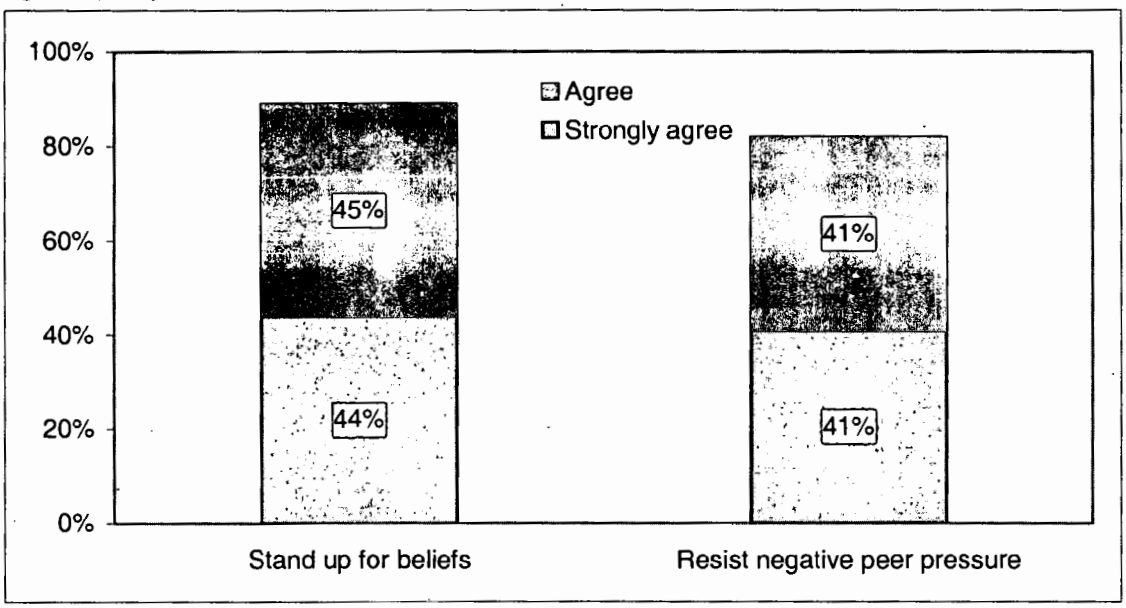


Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Social Competencies

Students were asked two questions about their social competencies. Reported statistics are the combined responses to "strongly agree" and "agree." Eighty-nine percent of students said that they stand up for their beliefs, and eighty-two percent said that they could resist negative peer pressure and dangerous situations (Figure 4).

Figure 4: Social Competencies – percentage of Wisconsin high school students who "agree" and "strongly agree" with statements about standing up for their beliefs and their ability to resist negative peer pressure



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Grades

Students were asked to describe the grades they receive in school. Thirty-one percent of students described their grades as mostly A's. Thirty-five percent described their grades as mostly B's.

Comparisons by Demographic Groups

Gender

SOCIAL SUPPORT. Male students are significantly more likely than female students to report that they had no adults from which they would feel comfortable seeking help, with 17 percent of males reporting this compared to 10 percent of females. Males are also significantly more likely than females to "strongly disagree" with the statement that their teachers "really care about me and give me a lot of encouragement," with 10 percent of males reporting this compared to 6 percent of females. There are no significant differences between male and female students in feeling that their families loved and supported them.

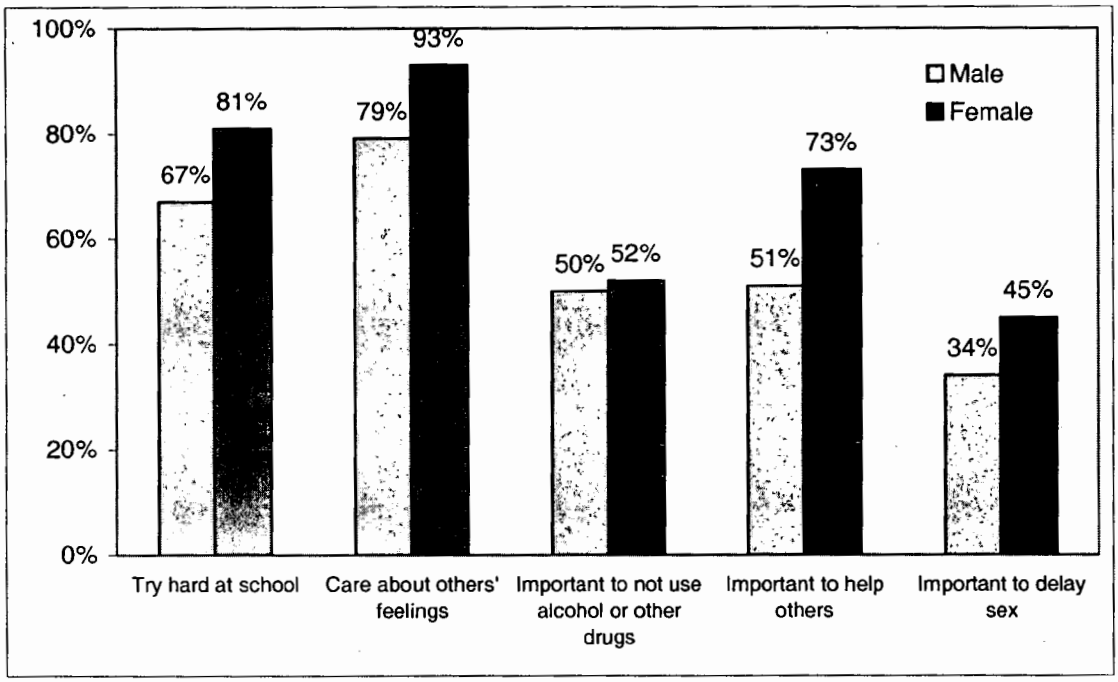
EXPECTATIONS. Female students are significantly more likely than male students to report that their parents ask where they are going and who they will be with "all the time" (62 percent of females reported this compared to 55 percent of males).

However, male students are significantly more likely than female students to report that their parents ask them where they are going and who they will be with "most of the time" (27 percent of males reported this compared to 21 percent of females). There are no significant differences between male and female students in reporting that their parents had clear rules and standards for their behavior or in reporting that their school has clear rules and consequences.

POSITIVE VALUES. Female students were significantly more likely than male students to report that it is important to them to delay having sexual intercourse until they are married, engaged, or an adult in a long-term, committed relationship, while male students are significantly more likely to report that delaying sexual intercourse is not important to them (Figure 5). Forty-five percent of female students and 34 percent of male students report that it is important to them to delay having sexual intercourse until they are married, engaged, or an adult in a long-term, committed relationship, while 41 percent of male students and 22 percent of female students report that delaying sexual intercourse is not important to them.

Female students are also significantly more likely than male students to report that they tried hard to do their best at school, that they cared about other people's feelings, and that it was important to help others. Eighty-one percent of female students and 67 percent of male students reported that they tried hard to do their best at school, 93 percent of female students and 79 percent of male students and 73 percent of female students and 51 percent of male students reported that it was important to help others. There is no significant difference between male and female students regarding the importance of not using alcohol or other drugs.

Figure 5 - Percentage of all students who "strongly agreed" or "agreed" to questions about values, who said it was "extremely" or "quite" important to help others, and who said it was important to them to delay sexual intercourse until marriage, engagement, or until they are an adult, by gender.



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

SOCIAL COMPETENCIES. There were no significant differences between male and female students in the percentage that reported that they stand up for their beliefs or who reported that they can resist negative peer pressure and dangerous situations.

GRADES. Female students are significantly more likely than male students to describe the grades they received in school as "mostly A's." Thirty-six percent of female students reported receiving mostly A's, compared to 27 percent of male students.

Grade

SOCIAL SUPPORT. There are no significant differences between the grades in the percentage of students who feel their families love and support them, the number of other adults they feel they can turn to, or in the percentage that feel their teachers really care for and encourage them.

EXPECTATIONS. As grade level increases, students are significantly less likely to report that their parents ask where they are going and who they will be with. There are no significant differences between the grades in the percentage of students who feel their parents have clear rules and standards or among those who report that their school has clear rules and consequences.

POSITIVE VALUES. As grade level increases, students are significantly less likely to report that it is important to delay having sexual intercourse until they are married, engaged, or an adult in a long-term, committed relationship (45 percent of ninth graders compared to 33 percent of twelfth graders). Likewise, as grade level increases students are significantly less likely to find it important to not use alcohol or other drugs. Sixty-two percent of ninth graders reported that not using alcohol or other drugs was important to them, compared to 40 percent of twelfth graders.

There are no significant differences by grade in the percentage of students who report that they try hard to do their best at school, that find it important to help others, and that care about other people's feelings.

SOCIAL COMPETENCIES. There are no significant differences between the grades in the percentage of students who reported that they stand up for their beliefs and those who said that they can resist negative peer pressure and dangerous situations.

GRADES. Students in the eleventh grade were significantly less likely than students in any other grade to report receiving "mostly A's."

Race

SOCIAL SUPPORT. There were no significant differences by race in the percentage of students who feel their families love and support them, the number of other adults they feel they can turn to, or in the percentage that feel their teachers really care for and encourage them.

EXPECTATIONS. White students are significantly more likely than black students to report that their parents ask where they are going and who they will be with "all the time" or "most of the time."

POSITIVE VALUES. Black students are significantly more likely than white students to report that they try hard to do their best work at school and that it is important to them to not use alcohol or other drugs. White students are slightly but significantly more likely than black students to report that they care about other people's feelings.

SOCIAL COMPETENCIES. There were no significant differences by race in There are no significant differences between the grades in the percentage of students who reported that they stand up for their beliefs and those who said that they can resist negative peer pressure and dangerous situations.

GRADES. There were no significant differences by race in reports of grades.

Trends

SOCIAL SUPPORT. There was a significant decrease in the percentage of students reporting to have five or more adults from whom they could seek help, from 29 percent of students in 1997 to 23 percent in 2001, while the percentage of students reporting having four or fewer adults did not change significantly. There were no significant differences between 1997 and 2001 (no asset questions were asked in 1993) in the prevalence of students reporting that their families give them love and support and in the prevalence of students reporting that their teachers really care about them and give them help.

EXPECTATIONS. There were no significant differences between 1997 and 2001 among those students who reported that their parents ask them where they are going and with whom they will be, among those students who reported that their parents have clear rules and standards for their behavior, or among those students who reported that their schools have clear rules and consequences for their behaviors.

POSITIVE VALUES. There was a significant decrease between 1999 and 2001 in the percentage of students reporting to "strongly agree" with the statement "at school, I try hard to do my best work," from 33 percent of students in 1999 to 26 percent of students in 2001. There were no significant differences between 1999 and 2001 in the responses from students regarding the importance of abstaining from sex or the importance of not using alcohol or other drugs (questions regarding abstaining from sex or the importance of not using drugs were not asked prior to 1999). There were no significant differences between 1997 and 2001 in the breakdown of responses from students regarding the importance of helping others and caring for other people's feelings.

SOCIAL COMPETENCIES. There were no significant differences between 1997 and 2001 among those students who reported that they stand up for their beliefs or who reported that they can resist negative peer pressure and dangerous situations.

GRADES. No trend analysis is possible as this question was only asked in 99 and 2001, with different wording each year.

Asset Indexes

Four indexes were constructed to provide an overview of protective assets. Indexes were created to measure the overall number of protective assets in each of the four areas described below: social support, expectations, positive values, and social competencies.

Social Support

The social support index aggregated three variables including having a loving and supportive family, having caring and supportive teachers, and having two or more adults other than parents that the student can turn to for help.

The asset index ranged from zero to three. Students averaged 2.0 assets. Seven percent reported zero assets. Twenty-one percent reported one asset, 37 percent reported two assets, and 35 percent reported all three assets. There were no significant differences among male and female students or grade levels.

Expectations

The expectations index aggregated three assets including having clearly defined rules and standards from parents, having a school with clearly defined rules and consequences, and having parents who "always" or "usually" ask where the student is going and who they will be with.

The asset index ranged from zero to three. Students averaged 2.3 assets. Five percent reported zero assets. Thirteen percent reported one asset, 26 percent reported two assets, and 57 percent reported all three assets. There were no significant differences among male and female students or grade levels.

Positive Values

The positive values index aggregated five variables: trying hard at school, the importance of helping others, caring about other people's feelings, the importance of not using alcohol or other drugs, and the importance of delaying sexual activity until marriage, engagement, or they are an adult in a long-term, committed relationship.

The beliefs index ranged from zero to five. Students averaged 3.1 positive beliefs. Four percent reported zero assets. Ten percent reported one, 19 percent reported two assets, 26 percent reported three assets, 23 percent reported four assets, and 18 percent of students reported all five assets. More male students than female students

reported zero or one asset, while more female students reported having all five assets for this index. Positive values declined as grade level increased.

Social Competencies

The social competencies index combined two abilities: standing up for one's beliefs, and resisting negative peer pressure.

The social competencies index ranged from zero to two. Students averaged 1.7 competencies. Six percent reported zero competencies, 19 percent reported one, and 75 percent reported both assets. There were no significant differences among male and female students or grade levels.

Grades

Though only one question, self-reported grades was used as an independent measure. As such, analysis of this variable is already provided above.

Total Assets

The total asset index was computed by adding the scores of each of the 14 assets together. The total assets ranged from 1 to 14. Students averaged 9.7 assets overall. Five percent reported four or fewer assets. Thirty-seven percent reported five to nine assets and 58 percent reported more than 10 assets.

The Protective Power of Assets

When assets are present, students tend to report less involvement in certain risk behaviors. Indexes of risky behaviors were created (see page 87) and the correlation between asset and risk factor indexes were investigated.

A correlation analysis examines the tendency for different factors to occur together. A high positive correlation between two sets of factors means that there is a high probability that if students report one set of factors they will also report the second set as well. A high negative correlation means that if a student reports a set of factors, they are less likely to report the second set of factors. The size of the correlation (from –1 to 1) indicates the size of the relationship. That is, a correlation of 1 would mean that every time the first factor is present, the second factor will be present as well. In the case of a correlation being –1, everytime the first factor is present, the second factor will never be present. For example, the more positive values a student has, the less likely he/she will use tobacco products. A correlation of zero means that the second factor is no more likely to be present with the first factor than it would be merely by chance.

Of the 66 pairs created by correlating asset indexes with risk factor indexes, nine had strong negative correlations of –0.35 or lower and 8 had moderate negative correlations between -.025 and -.034 (see Table 1). An additional 21 had weak correlations between –0.15 and –0.24. When all the assets were compared to all the risk factors, there was a significant negative correlation of –0.50 between total assets and total risk factors. There were also moderate to strong negative correlations between each asset indexes and total risk factors. In other words, as assets increased, involvement in many risky behaviors decreased significantly. The strongest negative correlations existed between assets and drugs, tobacco, and vehicle safety. The weakest correlations were found with the exercise, nutrition, and dieting indexes. When individual risk factor indexes were examined, only positive values demonstrated significant strong negative correlations with alcohol use, tobacco use, and vehicle safety, while social support, expectations, social competencies, and grades showed weaker negative correlations with the same risk behaviors.

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Table 1: Asset and Risk Indexes Correlations

	Alcohol	Nutrition	Dieting	Drugs	Exercise	Sexual Activity	Suicide	Tobacco	Vehicle Safety	Violent Behavior	Total Risk
Social Support	-			-			-	-	-	-	--
Expectations	-			--				-	-	-	--
Positive Values	---			---		--		---	---	--	---
Social Competencies				-							-
Grades		-		-	-	-		-	-	-	--
Total Assets	--			---		-	-	---	---	--	---

- signifies correlations from –0.15 to –0.24
-- signifies correlations from –0.25 to –0.34
--- signifies correlations from -.035 or less

Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

In sum, this analysis points out the powerful effect that assets can have on both protecting young people from many different risky behaviors and promoting positive attitudes and behaviors. Students with multiple assets are much less likely to engage in both specific risky behaviors and in broader areas of concern such as tobacco use, alcohol use, drug use, sexual activity, vehicle safety, and violence. In addition to protecting youth from negative behaviors, having more assets increases the chances that young people will have positive attitudes and behaviors. Given the tremendous results that preventing these risk behaviors would have on health, education, and development of young people along with greatly reduced health care and social costs, these findings suggest that building asset provides a very sound and powerful basis for moving toward that goal.

UNINTENTIONAL INJURIES

Context

According to the most recent information available for Wisconsin (Wisconsin Department of Health and Family Services), unintentional injuries are the number one cause of death among people in the state aged 15 to 24, accounting for 242 deaths (43 percent) in 1999. Nationally, unintentional injuries remain the leading cause of death among children and adolescents ages 5-19. Motor -vehicle crashes resulted in 32 percent of fatalities among this age group, and all other unintentional injuries contribute 15 percent of all fatalities among this age group (WISQARS). Approximately 30 percent of motor vehicle crashes that result in injury involve alcohol (Centers for Disease Control and Prevention, 1996).

The events that lead to unintentional injuries are often referred to as "accidents," although studies indicate that many of these events can be predicted and prevented (Centers for Disease Control and Prevention , 2001). Helmet and seat belt use can prevent serious injuries in cases of bicycle and motor vehicle accidents. Seat belt use is estimated to reduce motor-vehicle fatalities by 40 to 50 percent, and serious injuries by 45 to 55 percent (National Committee for Injury Prevention and Control). Bicycle helmets are 85-88 percent effective in mitigating head and brain injuries, making the use of helmets the single most effective way to reduce head injuries and fatalities resulting from bicycle crashes (National Highway Traffic Safety Administration).

The YRBS questions corresponding to unintentional injuries measure the frequency of helmet use while riding bicycles, the frequency of seatbelt use when riding in a car, and the frequency with which students drive or ride as a passenger in a motor vehicle operated under the influence of alcohol. The responses of Wisconsin students to these questions provide useful data for gauging the status of adolescents in reaching the U.S. DHHS Health Objectives for the year 2010. The related national Health Objectives for the year 2010 included:

15-19 – Increase use of safety belts to 92 percent.

26-6 – Reduce the proportion of adolescents who report that they rode, during the previous 30 days, with a driver who had been drinking alcohol.

The YRBS was administered to 2120 students in 54 public high schools in Wisconsin in the spring of 2001. The students who participated in the survey are representative of all ninth through twelfth grade public school students in Wisconsin. Due to the small sample size for various demographic groups, there are no comparisons by race for any of the questions in this chapter. The survey has been administered every

two years since 1991. However, due to variations in the surveys and sample size, results from the 1991 and 1995 administrations will not be considered in this analysis.

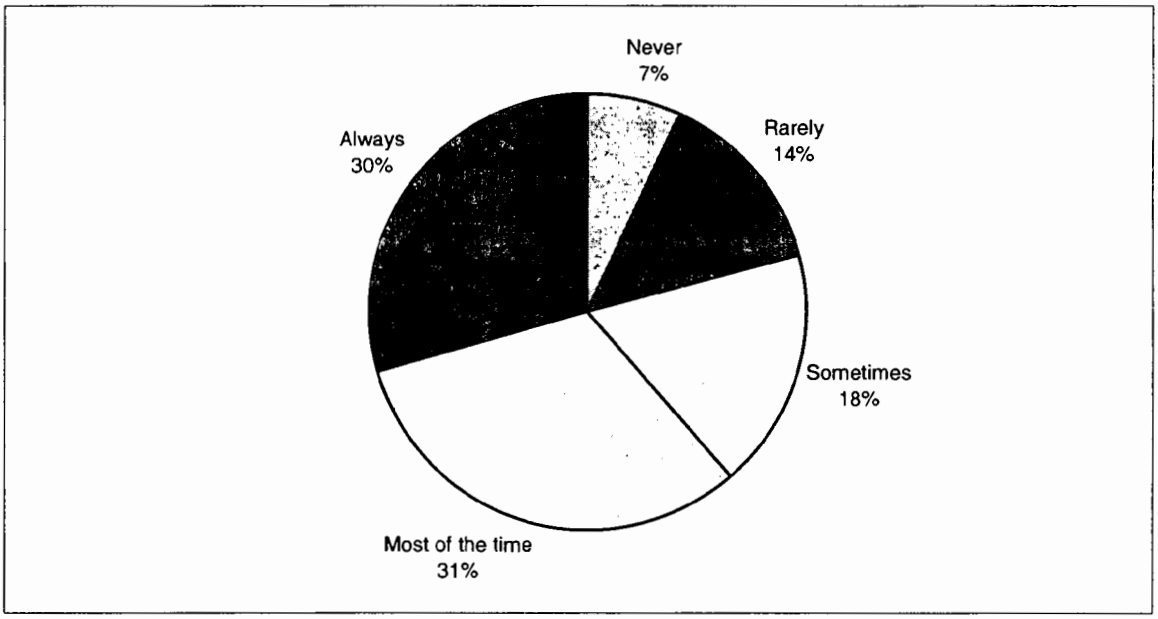
Highlights

- Thirty-six percent of students reported riding with a driver who had been drinking at least once in the past 30 days.
- Thirty percent of high school seniors reported driving after drinking alcohol at least once in the past 30 days.
- Seatbelt use among high school students increased significantly between 1993 and 2001. Fifty-one percent of students in 1993 reported wearing a seatbelt "all" or "most of the time" when riding in a car driven by someone else compared to 61 percent of students in 2001.
- The prevalence of both riding with a driver who had been drinking alcohol, and driving after drinking alcohol, increases with increasing grade level. Twenty-nine percent of ninth graders reported riding with a driver who had been drinking alcohol at least one time in the 30 days prior to the survey, compared to 44 percent of twelfth graders. Ten percent of tenth graders compared to 30 percent of twelfth graders reported driving a car after drinking alcohol at least one time in the 30 days prior to the survey.

General Prevalence Rates

Thirty percent of all students reported "always" wearing seatbelts when riding in car driven by someone else (Figure 1). Thirty-two percent of students said they wore seatbelts "most of the time" when riding in a car with someone else. Eighteen percent of students "sometimes," and 21 percent "rarely" or "never," wore seatbelts when riding in a car driven by someone else.

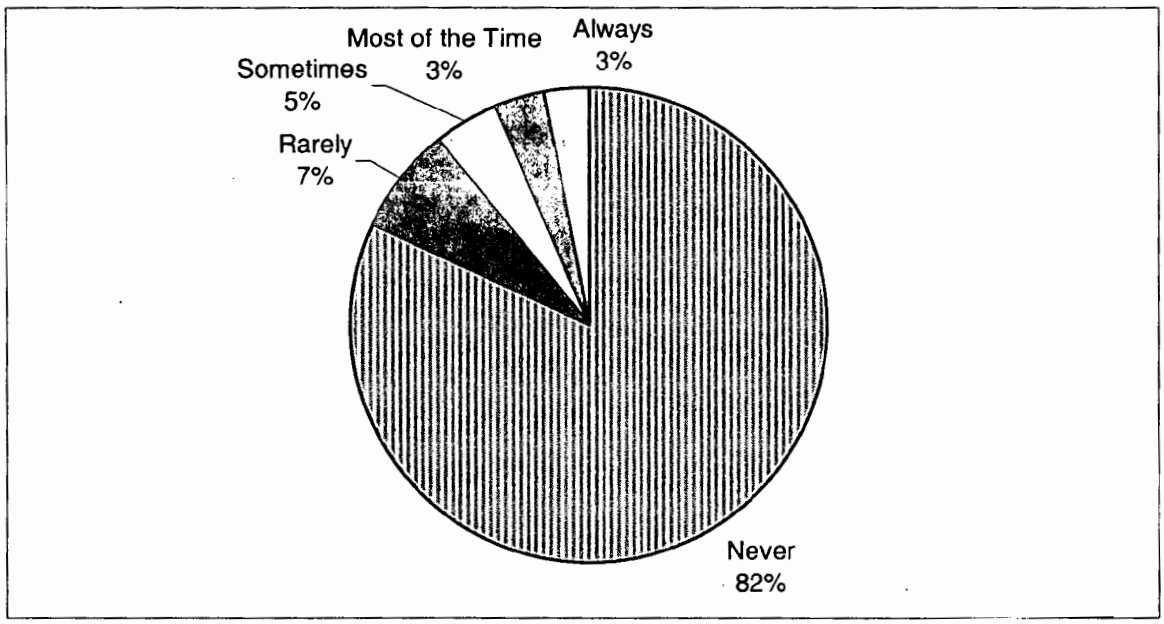
Figure 1: Seatbelt use among Wisconsin high school students - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Nearly 72 percent of high school students reported riding a bicycle in the past twelve months. Of these, 89 percent said they "rarely" or "never" wore a bicycle helmet when riding (Figure 2). Five percent reported wearing a helmet "sometimes" while riding a bicycle. Only six percent reported wearing a helmet "always" or "most of the time."

Figure 2: Bicycle helmet use among Wisconsin high school students who reported riding a bicycle in the past 12 months - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

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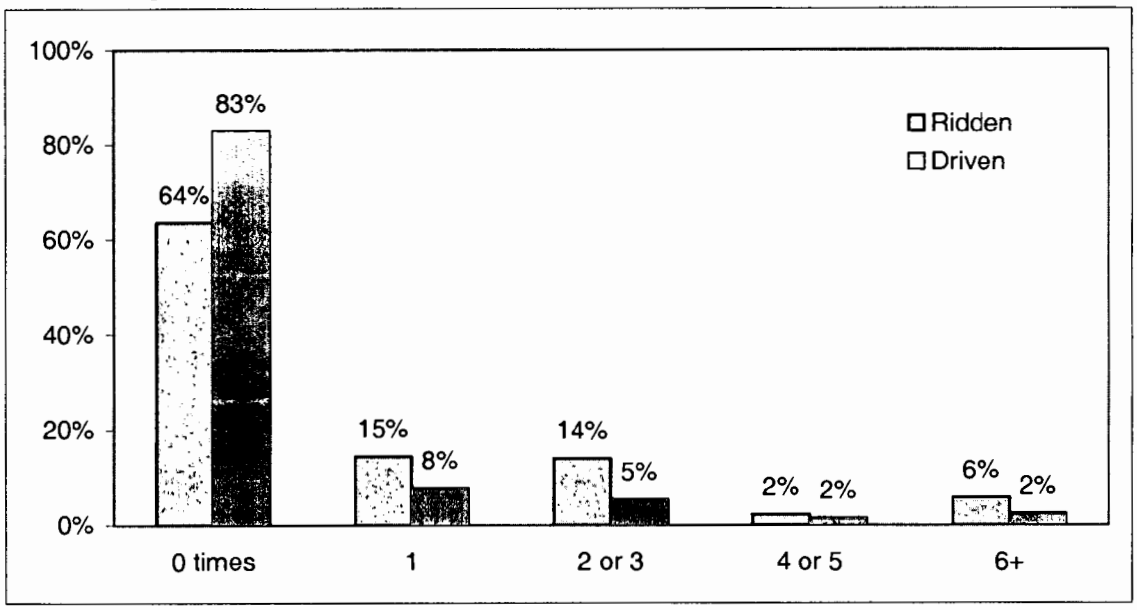
During the 30 days preceding the survey, 36 percent of high school students had ridden one or more times with a driver who had been drinking alcohol (Figure 3). Nearly six percent reported riding six or more times in the past 30 days with a driver who had been drinking. During the 30 days preceding the survey, 17 percent of students had driven a vehicle one or more times after drinking alcohol.

Figure 3: Frequency of driving and riding in a motor vehicle operated while under the influence of alcohol in the past 30 days among Wisconsin high school students - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Nationally, 16 percent of students in 1999 reported rarely or never wearing seatbelts (1999 National YRBS). Behaviors associated with alcohol and driving were similar for Wisconsin students and students nationwide. Thirty-three percent of students nationwide had ridden one or more times with a driver who had been drinking alcohol, and 13 percent of students nationwide reported driving a vehicle one or more times after drinking alcohol.

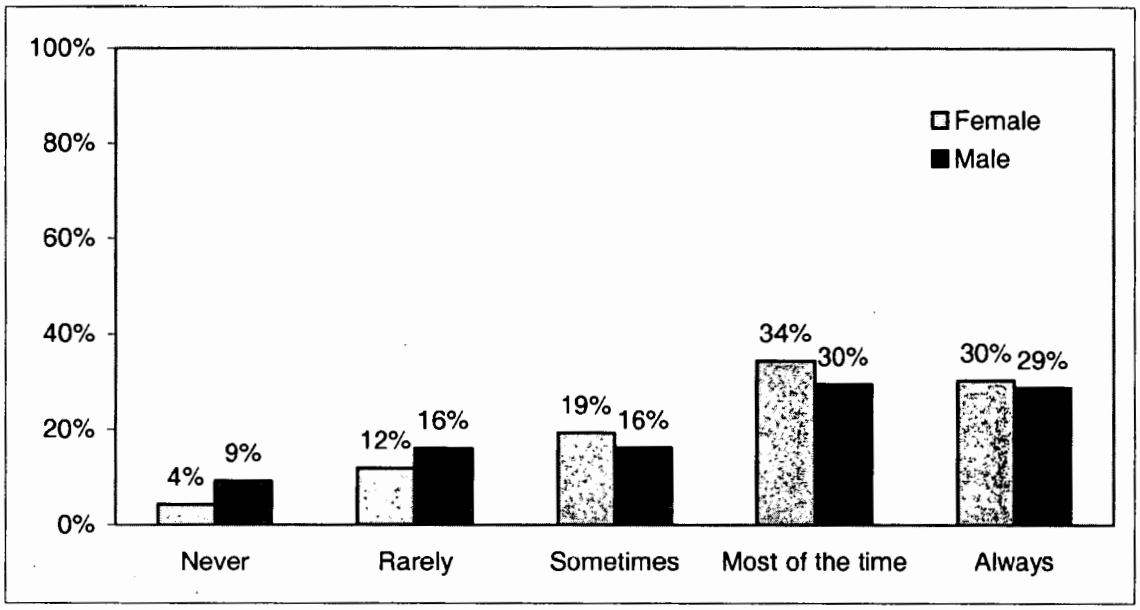
Comparisons by Demographic Group

Gender

Male students were significantly more likely than female students to report "never" wearing seatbelts when riding in a car (Figure 4). There were small yet significant differences between male and female students in behaviors associated with drinking and driving. Females were significantly more likely than males to report riding with a driver who had been drinking alcohol one times in the past 30 days, with 17

percent of females reporting this behavior compared to 12 percent of males reporting the same. In terms of repeated behaviors, however, male students were significantly more likely than female students to report six or more episodes in the past 30 days of riding with a driver who had been drinking alcohol, with 8 percent of male students reporting this behavior compared to 4 percent of female students. Males were also significantly more likely to report six or more episodes in the past 30 days of driving after drinking alcohol.

Figure 4: Seatbelt use among Wisconsin high school students, by gender – 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

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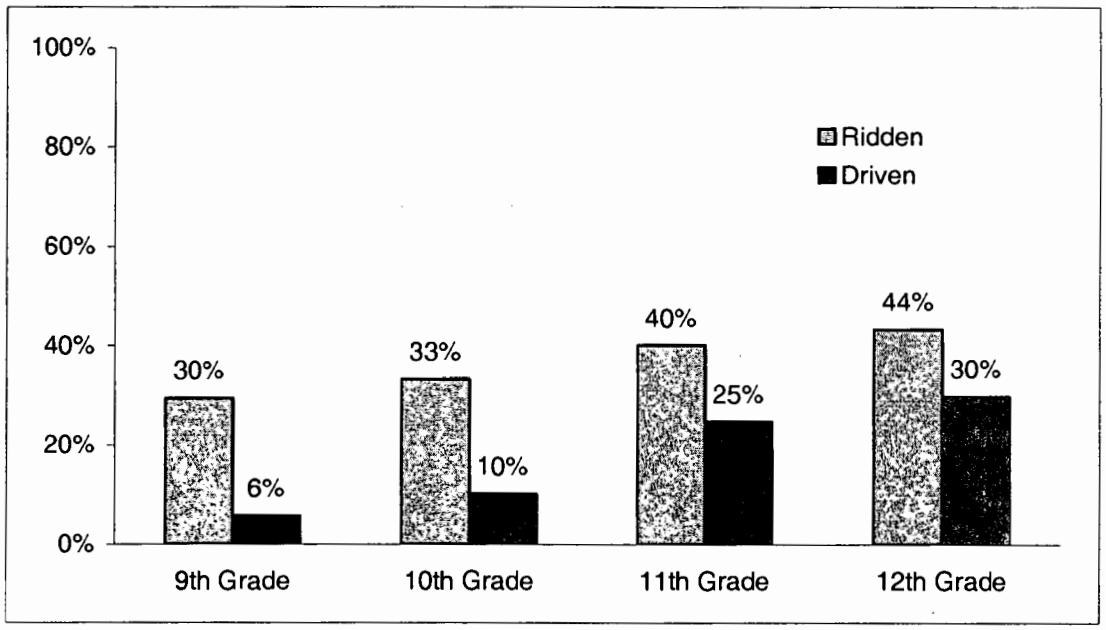
Grade

There was a significant difference both in the percentage of students reporting they had ridden with a driver who had been drinking, and in the percentage of students who reported driving after drinking alcohol, between the different grade levels. The percentage of students who report having ridden in a car with a driver who had been drinking alcohol or themselves driving a car after drinking alcohol at least one time in the past 30 days significantly increased with increasing grade level (Figure 5). Thirty percent of ninth graders reported riding with a driver who had been drinking alcohol at least once in the past 30 days, compared to 44 percent of twelfth graders. Ten percent of tenth graders reported driving after drinking alcohol at least one time in the past 30 days, compared to 30 percent of twelfth graders.

Figure 5: Driving and riding in a motor vehicle operated while under the influence of alcohol in the past 30 days among Wisconsin high school students, by grade - 2001



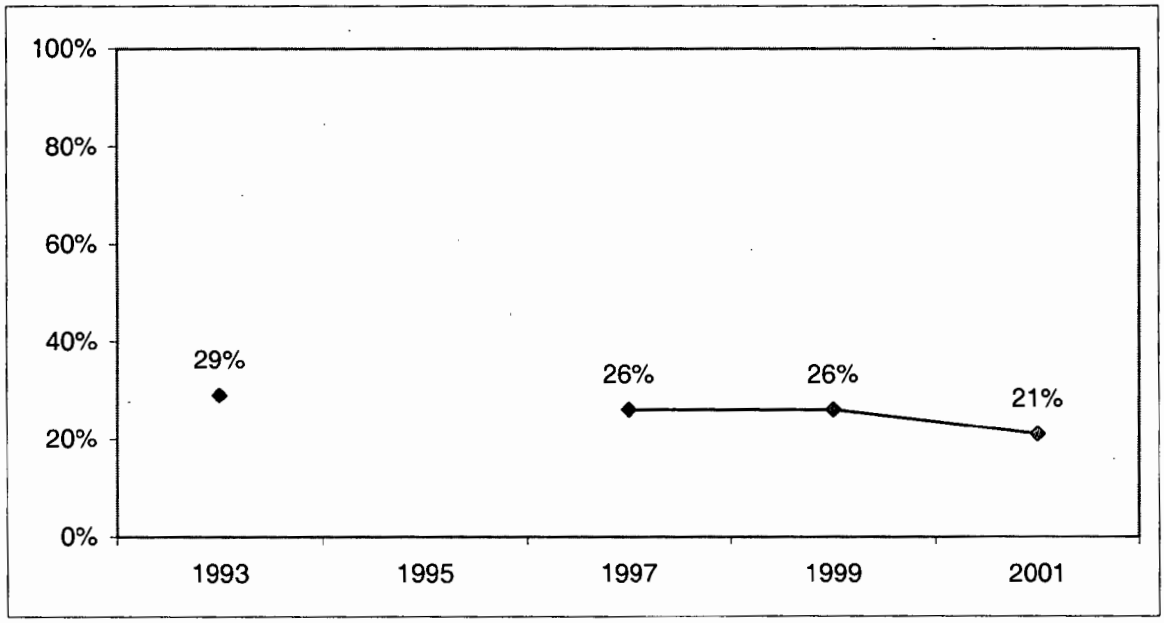
Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Trends

While there were no significant changes in reports of bicycle helmet use between 1993 and 2001, there was a significant decrease in reports of "never" or "rarely" wearing seatbelts over the same time period. The percentage of students who reported "never" or "rarely" wearing a seatbelt when riding in a car decreased significantly from 29 percent in 1993 to 21 percent in 2001 (Figure 6). There were no significant changes in the drinking and driving behaviors of students (Figure 7). The trend in seatbelt use among Wisconsin students mirrored the national decrease in riding without seatbelts, where 19

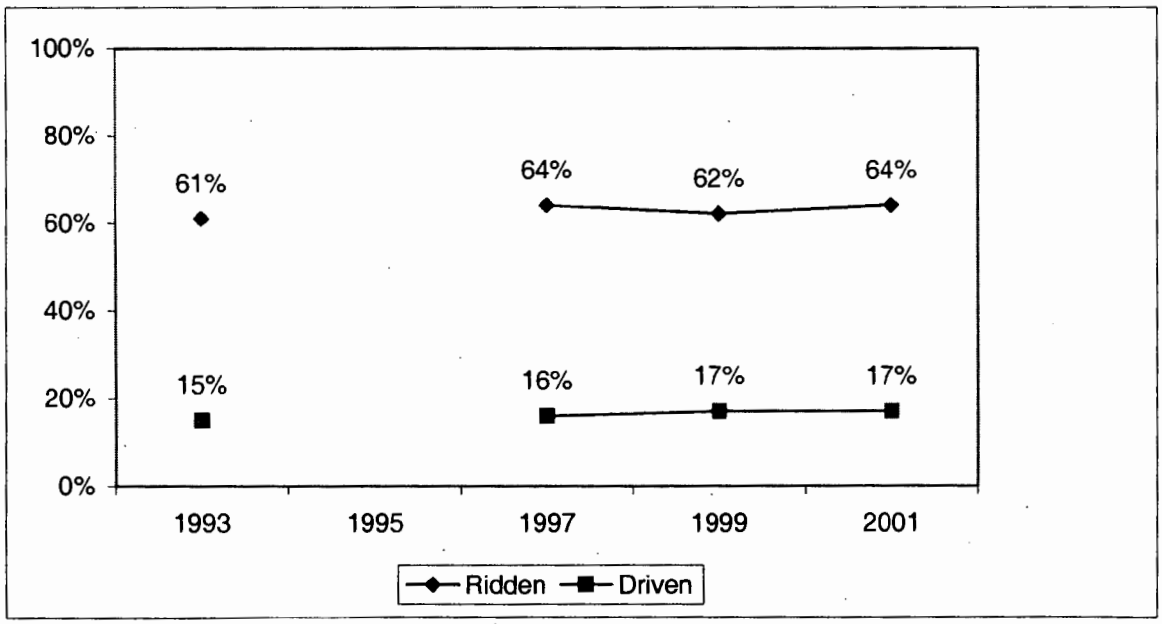
percent of students throughout the nation reported "never" or "rarely" wearing a seatbelt in 1993, compared to 16 percent of students throughout the nation who reported this behavior in 1999.

Figure 6: Changes in seatbelt use among Wisconsin high school students, 1993 - 2001



Data from 1995 unavailable

Figure 7: Changes in driving and riding in a motor vehicle operated under the influence of alcohol among Wisconsin high school students, 1993 – 2001



Data from 1995 unavailable

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WEAPONS AND VIOLENCE

Context

Violence has been defined as "the threatened or actual use of physical force or power against another person, against oneself, or against a group or community that either results in or has a high likelihood of resulting in injury, death, or deprivation" (Foege). Types of violence covered in this report include physical assault in the form of fighting, sexual violence, domestic violence, and self-inflicted injuries. While there is continued concern regarding juvenile violence and criminal activity, the rates of such activities are decreasing. From 1999 to 2000, the number of violent offenses by juveniles in Wisconsin, according to juvenile arrest reports, was 2,282 and 1,956 respectively, resulting in a 13.9 percent decline.

In the United States, homicide is the second leading cause of death among young adults aged 15 to 24, and third for those aged 5-14 years. It is the leading killer of black adolescents and young adults (National Vital Statistics Report). Physical fighting is an antecedent for many fatal and nonfatal injuries (Cotton). Forced sex has been associated with suicide consideration and attempts, alcohol and drug use, and serious health problems (Golding).

Statistics show that youth aggression and violence are decreasing across the nation, particularly in schools (2000 Annual Report on School Safety). In 1996-97, 10 percent of all public schools reported at least one serious violent crime on school grounds. In 1996-97, physical attack or fight without a weapon was generally the most commonly reported crime at the high school level (8 per 1,000 public school students) (Indicators of School Crime and Safety). The overall school crime rate declined between 1993 and 1997, from about 155 school-related crimes for every 1,000 students ages twelve to eighteen in 1993 to about 102 such crimes in 1997. Crime victimization outside of school declined from about 139 crimes for every 1,000 students in this age group in 1993 to 117 such crimes in 1997 (2000 Annual Report on School Safety).

The YRBS questions corresponding to weapons and violence measure the frequency and severity of violence-related behaviors including weapons usage, physical fights, school-related fights, and abusive behavior. The responses of Wisconsin students to these questions provide useful data for gauging the status of adolescents in reaching the U.S. DHHS Health Objectives for the year 2010. The related national Health Objectives for the year 2010 included:

15-39 – Reduce weapon carrying by adolescents on school property to six percent.
15-38 – Reduce physical fighting among adolescents.

The YRBS was administered to 2120 students in 54 public high schools in Wisconsin in the spring of 2001. The students who participated in the survey are

representative of all ninth through twelfth grade public school students in Wisconsin. The survey has been administered every two years since 1991. However, due to variations in the surveys and sample size, results from the 1991 and 1995 administrations will not be considered in this analysis. Due to the small sample size for various demographic groups, this chapter's comparisons of responses to questions by race are limited to white and black students only.

Highlights

- Student reports of carrying weapons, including guns, both anywhere and on school property decreased significantly from 1993 to 2001. Reports of carrying a weapon anywhere decreased from 19 percent in 1993 to 13 percent in 2001, while reports of carrying a gun anywhere decreased from 9 percent to 5 percent, and reports of carrying a weapon at school decreased from 9 percent to 3 percent.

- The percentage of students who reported being involved in a fight anywhere decreased significantly between 1993 and 2001, from 39 percent to 31 percent. In the same period, the percentage of students who reported being involved in a fight at school decreased from 16 percent to 11 percent.

- Eight percent of students reported ever being threatened because of their race and four percent reported ever being threatened because someone thought they were lesbian, gay, or bisexual.

- Male students had a significantly higher prevalence rate than female students on nearly every measure of violence and weapon use.

- Sixteen percent of female students reported ever having been verbally or physically forced to take part in sexual activity, compared to 5 percent of male students.

- Thirty percent of females reported ever having been sexually harassed at school, compared to 9 percent of male students.

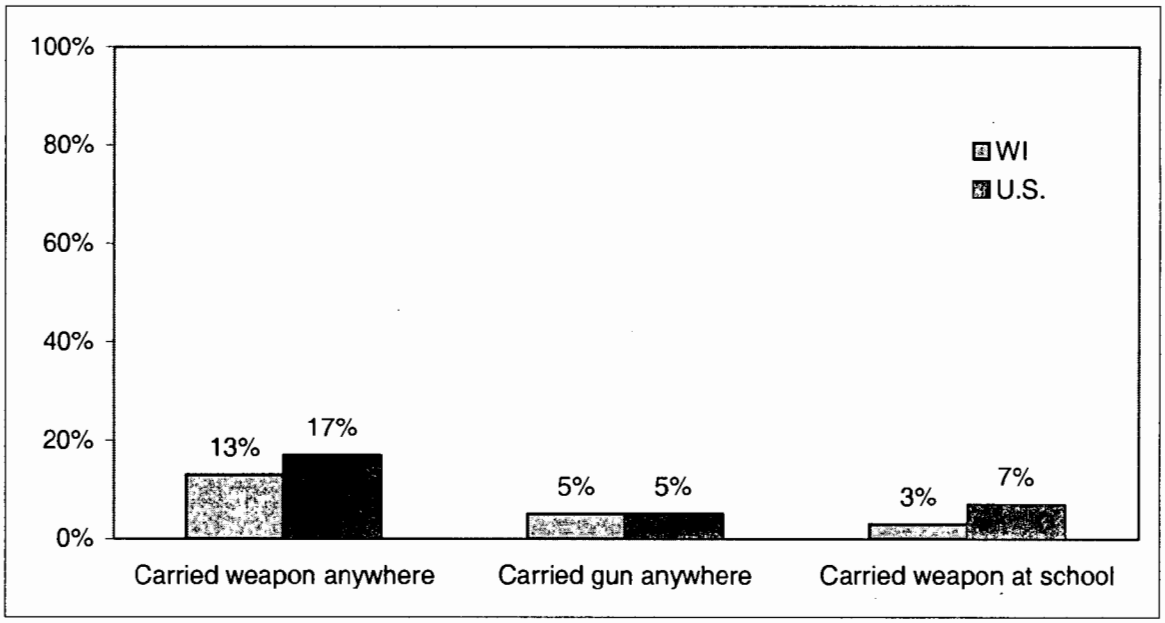
- Black students were significantly more likely than white students to report being involved in a physical fight both anywhere and at school. Forty-six percent of black students and 29 percent of white students reported being involved in a fight anywhere in the past 12 months, and 21 percent of black students and 10 percent of white students reported being in a fight at school in the past 12 months.

- Black students were significantly more likely than white students to report being threatened or hurt with a weapon at school, with 21 percent of black students and 10 percent of white students reporting to be threatened or hurt with a weapon at school in the past 12 months.

General Prevalence Rates

Thirteen percent of students reported carrying a weapon such as a gun, knife, or club anywhere in the past thirty days (Figure 1). Five percent of all students reported carrying a gun anywhere in the past thirty days. Three percent of all students reported carrying a weapon on school property in the past 30 days. Nationally, 17 percent of students had carried a weapon on one or more days in the thirty days preceding the survey, 5 percent had carried a gun, and 7 percent had carried a weapon on school property (1999 National YRBS).

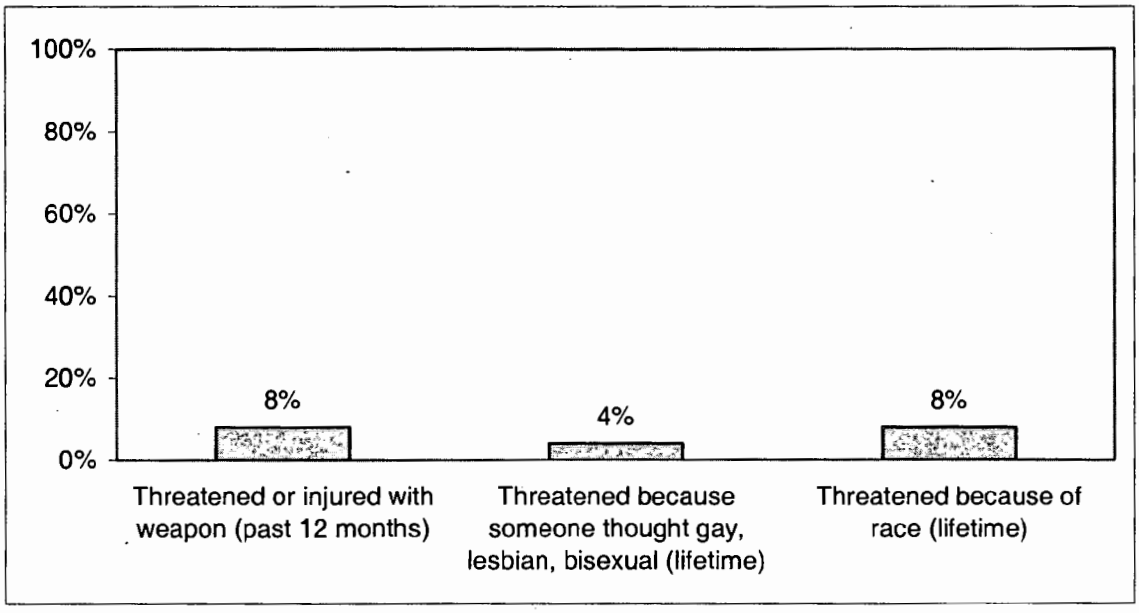
Figure 1: Prevalence of weapons in the past 30 days among high school students in WI and the U.S. – 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Eight percent of students reported either being threatened or injured with a weapon on school property within the past twelve months (Figure 2). Six percent of students said they had stayed home at least one day in the past month because they felt unsafe either at school or on their way to or from school. Nineteen percent of students reported ever being sexually harassed at their school (students were asked "has anyone, at your school, ever touched you, said something to you, or displayed a picture or photograph that was sexual in nature, and which made you feel uncomfortable?"). Four percent of students reported having ever being threatened or hurt because someone thought they were gay, lesbian, or bisexual. Eight percent reported having ever being threatened or hurt because of their race or skin color.

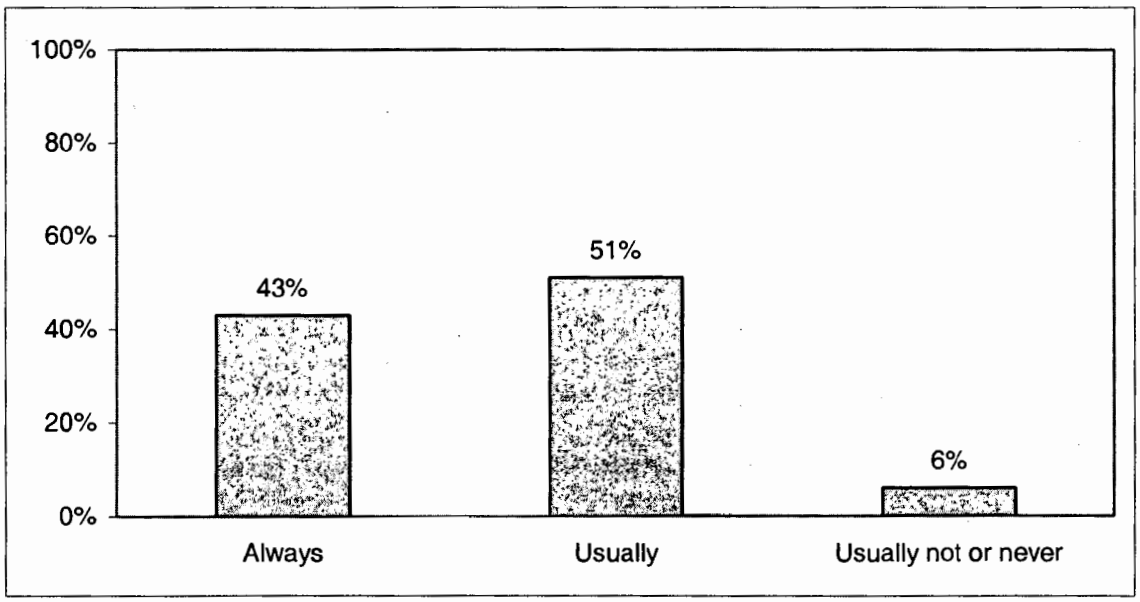
Figure 2: Percentage of Wisconsin high school students who report receiving threats - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Forty-three percent of all students said they "always" felt safe from physical harm at school, while an additional 51 percent said they "usually" felt safe (Figure 3). Six percent of students said that they usually did not feel safe or never felt safe at school.

Figure 3: Feelings of safety while at school among Wisconsin high school students - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Thirty-one percent of students said that they had been involved in a physical fight at least once in the past twelve months. Forty-six percent of the students who reported being involved in a fight had been involved in only one fight, while 23 percent said they had been in two or three fights. Students were most likely to be involved in fights with friends or family members, which account for over two-thirds of the fights reported by students. Twelve percent of all students reported being involved in a physical fight on school property at least one time in the past twelve months. Over one-third of those who were involved in a physical fight on school property reported that this happened two or more times in the past twelve months. The prevalence of fighting among Wisconsin students is slightly lower than the national averages. Nationally, 36 percent of students nationwide had been in a physical fight anywhere and 14 percent had been in a fight on school property during the twelve months preceding the survey (1999 National YRBS).

The YRBS also asked a series of questions related to sexual violence. Three percent of students reported ever having verbally or physically forced someone to take part in sexual activity. Ten percent of students reported ever having been verbally or physically forced to take part in sexual activity. Nationally, 9 percent of students had ever been forced to have sexual intercourse[2] (1999 National YRBS).

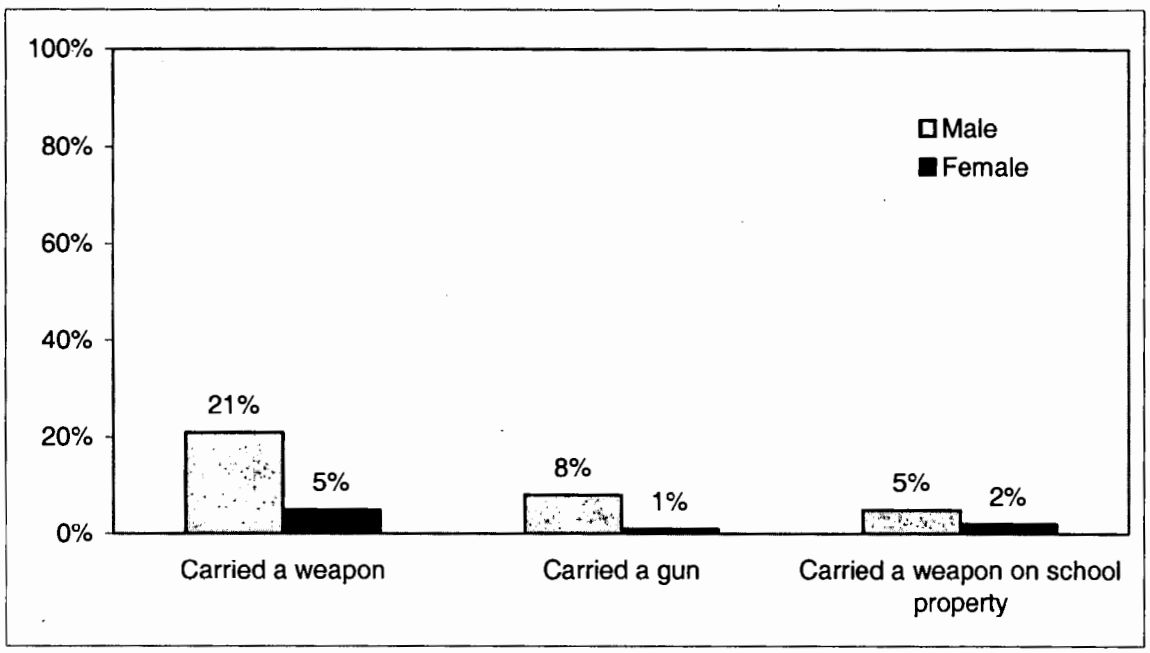
Comparisons by Demographic Groups

Gender

Male students had a significantly higher prevalence rate than female students on nearly every measure of violence and weapon usage. Male students were significantly more likely than female students to carry weapons, including guns, on and off school property (Figure 4). Twenty one percent of male students reported carrying a gun anywhere in the past 30 days, compared to 5 percent of female students. Eight percent of male students reported carrying a gun in the past 30 days, compared to 1 percent of female students, and 5 percent of male students reported carrying a weapon at school in the past 30 days, compared to 2 percent of female students.

[2] The questions corresponding to sexual violence in the Wisconsin and National YRBS were not identical. The Wisconsin YRBS asked students if they had ever been verbally or physically forced to take part in sexual activity, while the National YRBS asked students if they had ever been forced to have sexual intercourse.

Figure 4: Prevalence of weapons in the past 30 days among Wisconsin high school students, by gender – 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

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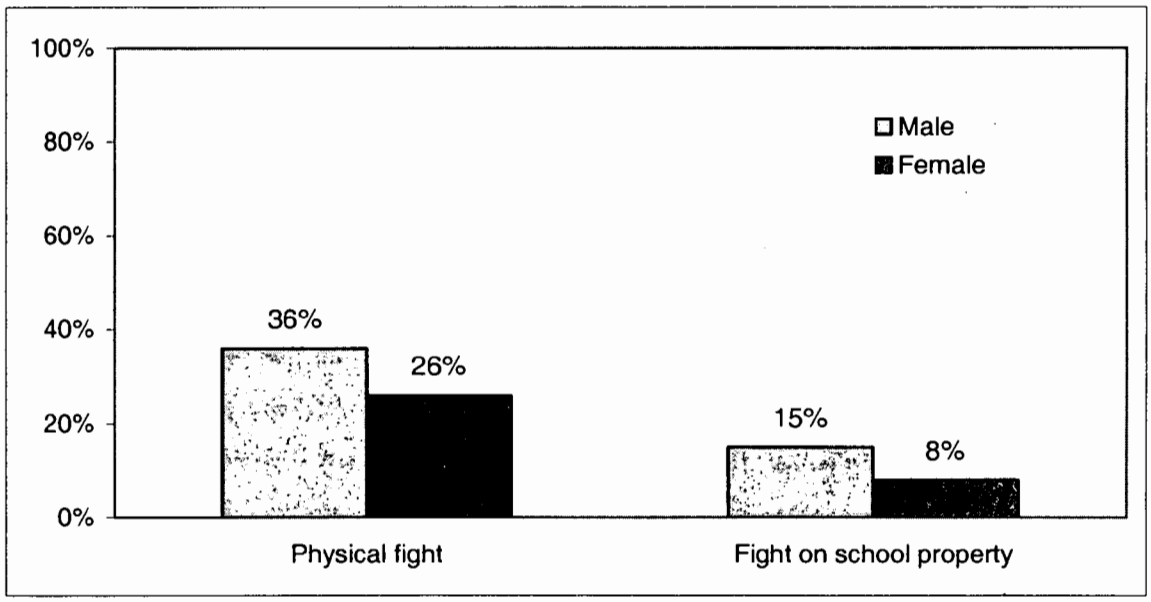
Male students were also significantly more likely than female students to have been involved in a fight in the past twelve months, both on and off school property (Figure 5). Thirty-six percent of male students and 26 percent of female students reported being involved in a fight anywhere in the past 12 months, while 15 percent of male students and 8 percent of female students reported being involved in a fight on school property in the past 12 months. Despite the prevalence of weapons and violent behaviors among male students, the overall decreases in weapons and violent behaviors highlighted in the Trends section of this report are due primarily to dramatic reductions of these behaviors among male students.

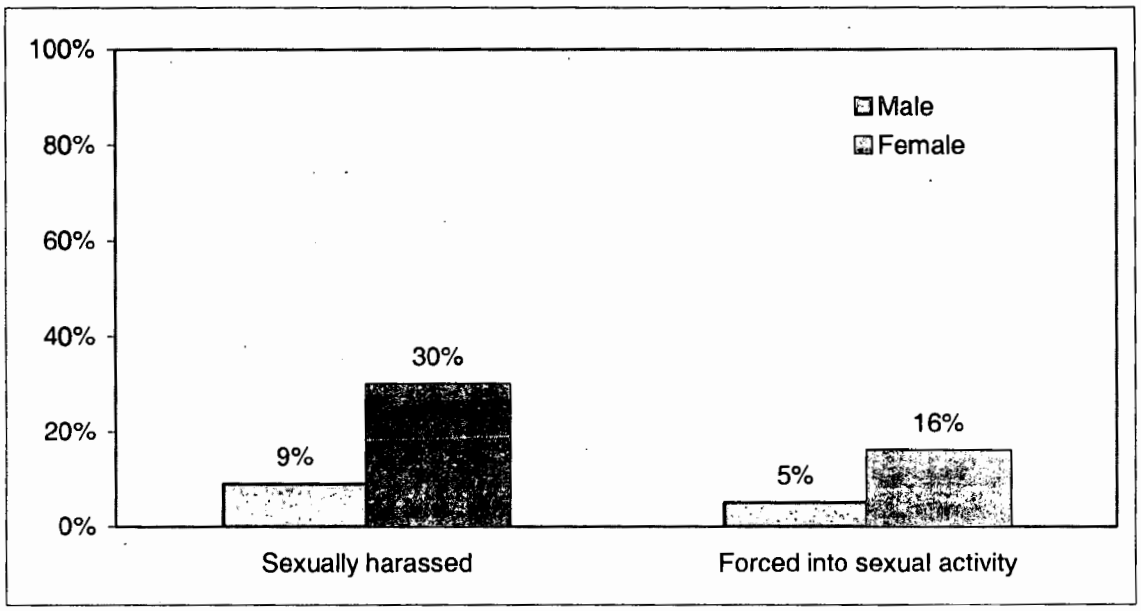
Figure 5: Prevalence of fighting in the past 12 months among Wisconsin high school students, by gender - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Female students were significantly more likely to report having been both sexually harassed and verbally or physically forced to take part in sexual activity than male students (Figure 6). Thirty percent of female students reported having been sexually harassed at school compared to only 9 percent of male students. Sixteen percent of female students compared to 5 percent of male students reported ever being verbally or physically forced to have sex. Although a slightly higher percentage of male students reported ever verbally or physically forcing someone to have sex than female students, this difference was not statistically significant.

Figure 6: Prevalence of sexual violence among Wisconsin high school students, by gender - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Male and female students were mixed in their feeling of safety. Female students were significantly more likely to report staying home from school at least once in the past month because they felt unsafe. There was no significant difference in the percentage of male and female students who reported being threatened or hurt with a weapon or threatened or hurt because of their race or because someone thought they were gay, lesbian, or bisexual.

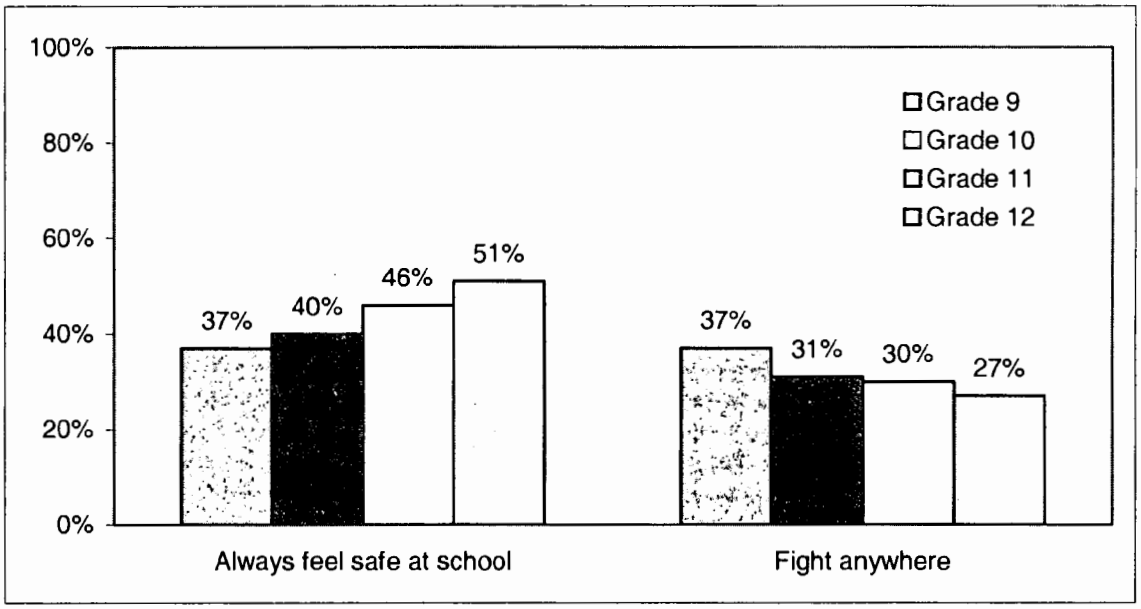
Grade

Prevalence rates for carrying weapons, including guns, both on and off school property are nearly identical across all high school grades. Likewise, there were no significant differences between the grades in reporting being threatened or injured on school property, or staying home because of feeling unsafe. However, as grade level increases, so do feelings of being physically safe at school. The percentage of students who reported "always" feeling safe at school increased from 37 percent in ninth grade to 51 percent in twelfth grade (Figure 7). There were no significant differences between grade levels in the percentage of students reporting that they were threatened or hurt because of their race or because someone thought they were gay, lesbian, or bisexual.

There was no significant difference in the percentage of students who reported forcing someone to take part in sexual activity between the grade levels. Likewise there was no significant difference in the percentage of students who reported being forced to take part in sexual activity between the grade levels.

There was a significant difference in the percentage of ninth and twelfth graders who were involved in a fight, both on and off school property (Figure 7). Thirty-seven percent of ninth graders reported being involved in a fight during the past twelve months, compared to 27 percent of twelfth graders who reported the same. Likewise, 15 percent of ninth graders reported being involved in a fight on school property in the last twelve months, compared to 9 percent of twelfth graders who reported the same.

Figure 7: School safety among Wisconsin high school students, by grade - 2001

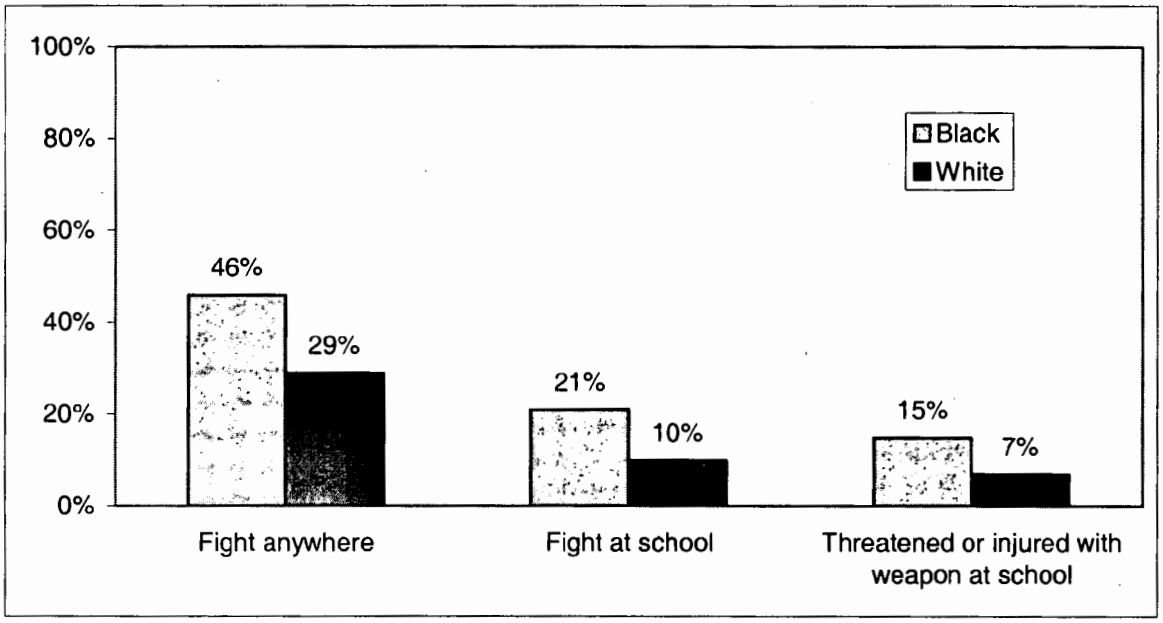


Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Race

Racial disparities existed in several measures of weapons and violence (Figure 8). Black students were significantly more likely than white students to report being involved in a fight. Forty-six percent of black students reported being involved in a fight anywhere in the past 12 months, compared to 29 percent of white students. Black students were also significantly more likely than whites to be involved in a physical fight at school as well as to report being threatened or hurt with a weapon while at school. Twenty-one percent of black students and 10 percent of white students reported being involved in a physical fight at school in the past 12 months, while 15 percent of black students and 7 percent of white students reported being hurt or threatened by a weapon at school in the past 12 months.

Figure 8: Prevalence of weapons and fighting among Wisconsin high school students, by race - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

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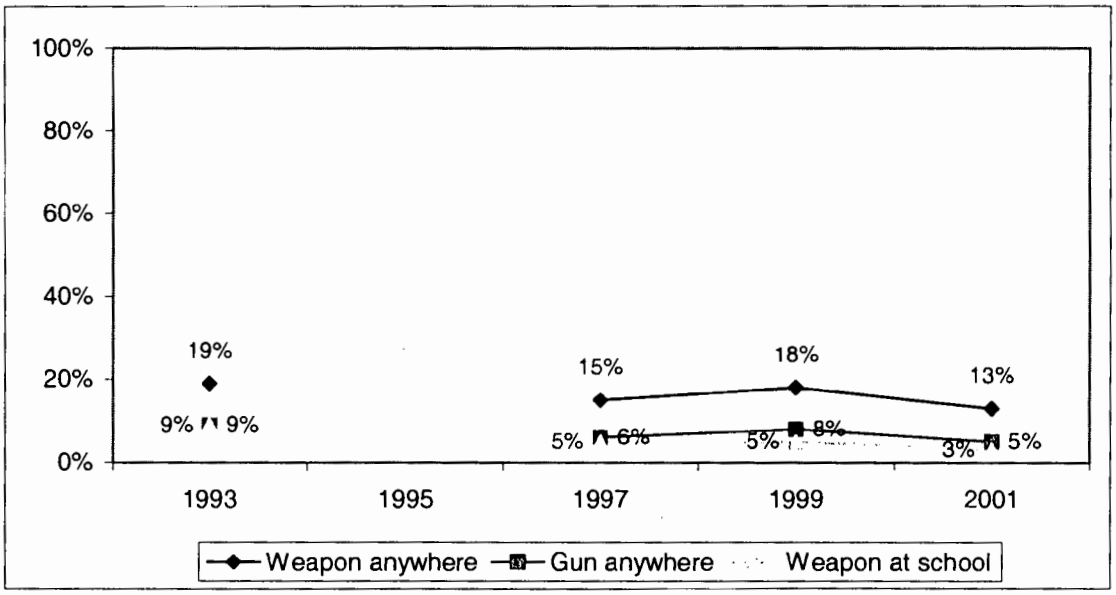
Trends

There was a significant decrease in the percentage of students who reported carrying a weapon anywhere from 19 percent in 1993 to 13 percent in 2001 (Figure 9). The percentage of students reporting carrying a gun anywhere in the past thirty days decreased significantly from 9 percent in 1993 to 5 percent in 2001. There was also a significant decrease in the percentage of students who reported carrying weapons on school property, from 9 percent in 1993 to 3 percent in 2001.

Figure 9: Changes in the percentage of Wisconsin high school students who report carrying weapons, 1993 – 2001



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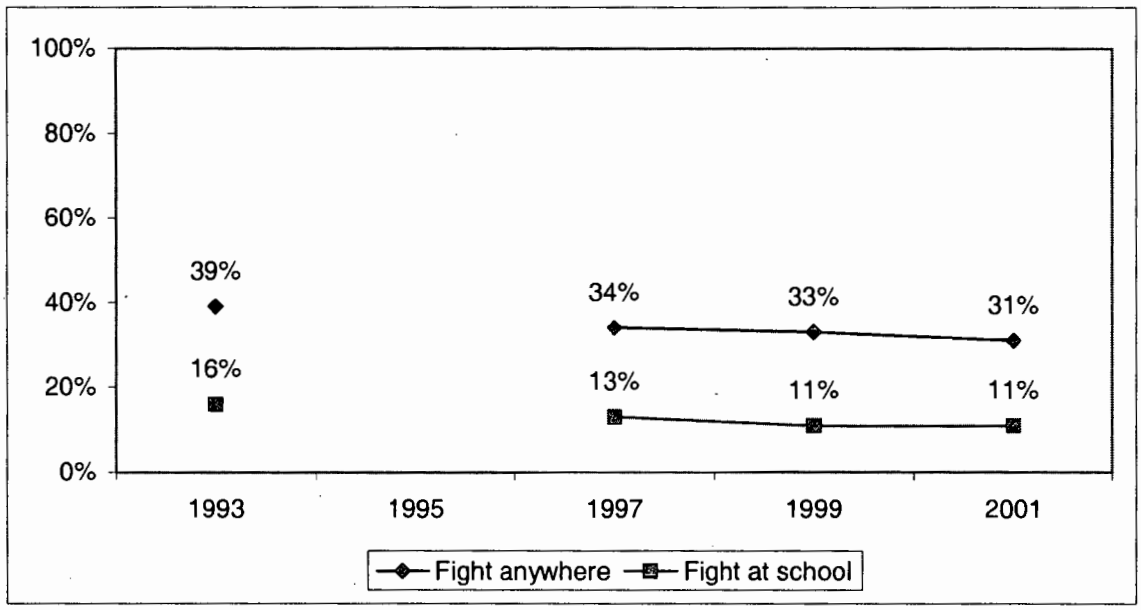
The changes in reports of carrying weapons among Wisconsin high school students mirror significant decreases in reports of carrying weapons across the U.S. Nationally, reports of carrying a weapon anywhere decreased from 22 percent to 17 percent between 1993 and 1999, reports of carrying a gun anywhere decreased from 8 percent to 5 percent between 1993 and 1999, and reports of carrying a weapon on school property decreased from 12 percent to 7 percent between 1993 and 1999 (1993 and 1999 National YRBS).

There was no significant change in the percentage of students who had been threatened or injured with a weapon on school property: eight percent in 1993, 1997, 1999, and 2001. There was a small but significant increase in the percentage of students who reported staying home from school because they did not feel safe, from 4 percent in 1999 to 6 percent in 2001, although this is the same rate (6 percent) of students as in our baseline year of 1993.

The percentage of students who reported being involved in a fight in the past twelve months decreased significantly from 39 percent in 1993 to 31 percent in 2001 (Figure 11). The percentage of students who reported being involved in a fight on school property in the past twelve months decreased significantly as well, with 16 percent of students reporting this behavior in 1993 and 11 percent of students reporting this behavior in 2001.

Figure 11: Changes in the prevalence of fighting among Wisconsin high school students, 1993 - 2001



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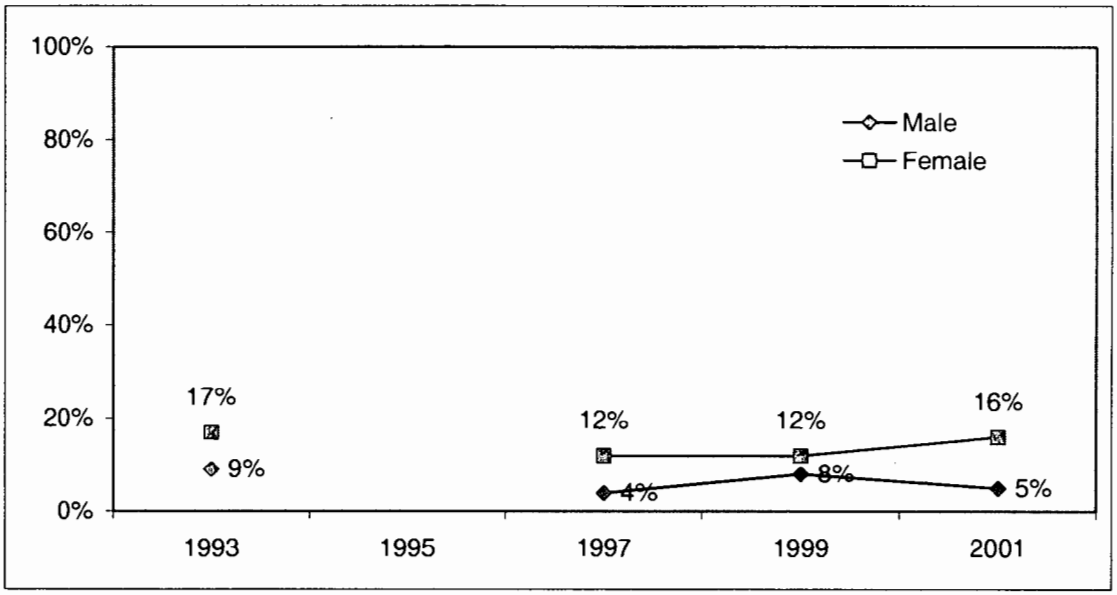
The changes in reports of fighting among Wisconsin high school students mirror significant decreases in reports of fighting across the U.S. Nationally, reports of fighting anywhere decreased from 42 percent to 36 percent between 1993 and 1999, and reports of fighting on school property decreased from 16 percent to 14 percent between 1993 and 1999 (1993 and 1999 National YRBS).

Students in 2001 were significantly less likely than students in 1993 to be involved in a fight with a stranger, and more likely to be involved in a fight with a friend. In 1993, 7 percent of students reported being involved in a fight with a stranger, compared to 4 percent of students reporting the same in 2001. Twenty percent of students in 1993 reported being involved in a fight with a friend, compared to 24 percent of students in 2001.

There was a slight decrease in the percentage of students who reported ever having forced someone to take part in sexual activity, from 4 percent in 1993 to 3 percent in 2001. This difference was not significant. There was a slight decrease between 1993 and 2001 among those students who said they had been forced to take part in sexual activity; again, this decrease was not significant. The percentage of female students who said they had been forced to take part in sexual activity increased from 12 percent in 1999 to 16 percent in 2001, while the percentage of male students being forced to take part in sexual activity decreased from 8 percent in 1999 to 5 percent 2001(Figure 12).

Figure 12: Changes in the percentage of Wisconsin high school students reporting to have been forced to take part in sexual activity, by gender, 1993 - 2001



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SUICIDE

Context

Mental health and suicide are areas of continuing concern for health professionals. Suicide was the second-most common cause of death among 15- to 24-year-olds in Wisconsin in 2000, accounting for 99 deaths (17.6%) (Wisconsin Department of Health and Family Services). Nationally, suicide is the third leading cause of death for persons aged 15 to 24, resulting in 10 percent of the deaths among that age group (National Vital Statistics Report).

The YRBS asks questions about sadness and whether students have seriously considered or attempted suicide in the past 12 months, and, if they have attempted suicide, whether those attempts resulted in injuries that required treatment by a doctor or nurse. The responses of Wisconsin students to these questions provide useful data for gauging the status of adolescents in reaching the U.S. DHHS Health Objectives for the year 2010. The related national Health Objective for the year 2010 was:

18-2 – Reduce the rate of suicide attempts by adolescents to a 12-month average of 1 percent.

The YRBS was administered to 2120 students in 54 public high schools in Wisconsin in the spring of 2001. The students who participated in the survey are representative of all ninth through twelfth grade public school students in Wisconsin. Due to the small sample size for various demographic groups, there are no comparisons by race for any of the questions in this chapter. The survey has been administered every two years since 1991. However, due to variations in the surveys and sample size, results from the 1991 and 1995 administrations will not be considered in this analysis.

Highlights

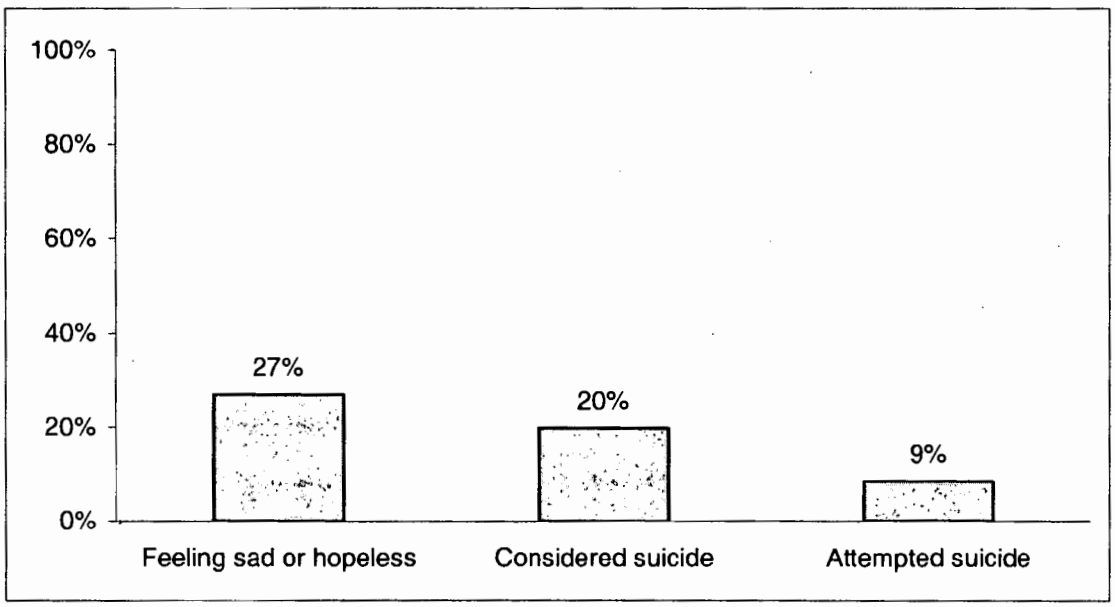
- One-fifth of high school students reported seriously considering attempting suicide in the past year.
- Female students are significantly more likely than male students to report feeling sad or hopeless, and to consider and attempt suicide. Thirty-six percent of female students and 18 percent of male students reported feeling so sad and hopeless almost every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities. Twenty-five percent of female students and 15 percent of male students reported seriously considering attempting suicide in the past 12 months, and 11 percent of female students and 6 percent of male students reported actually attempting suicide in the past 12 months.

- The percentage of students reporting having seriously considered suicide has dropped significantly since 1993 from 27 percent to 20 percent in 2001. However, the percentage of students who have attempted suicide has remained relatively steady.

General Prevalence Rates

Over one in four students reported feeling so sad or hopeless almost everyday for two weeks or more during the past 12 months that they stopped doing some usual activities (Figure 1). One-fifth of high school students reported seriously considering committing suicide in the past twelve months. Nine percent of students reported attempting suicide in the same period. Nearly thirty percent of students who attempted suicide (or 2.5 percent of all students) reported that their attempt resulted in an injury requiring medical attention.

Figure 1: Suicide Behaviors In The Past 12 Months Among Wisconsin High School Students - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

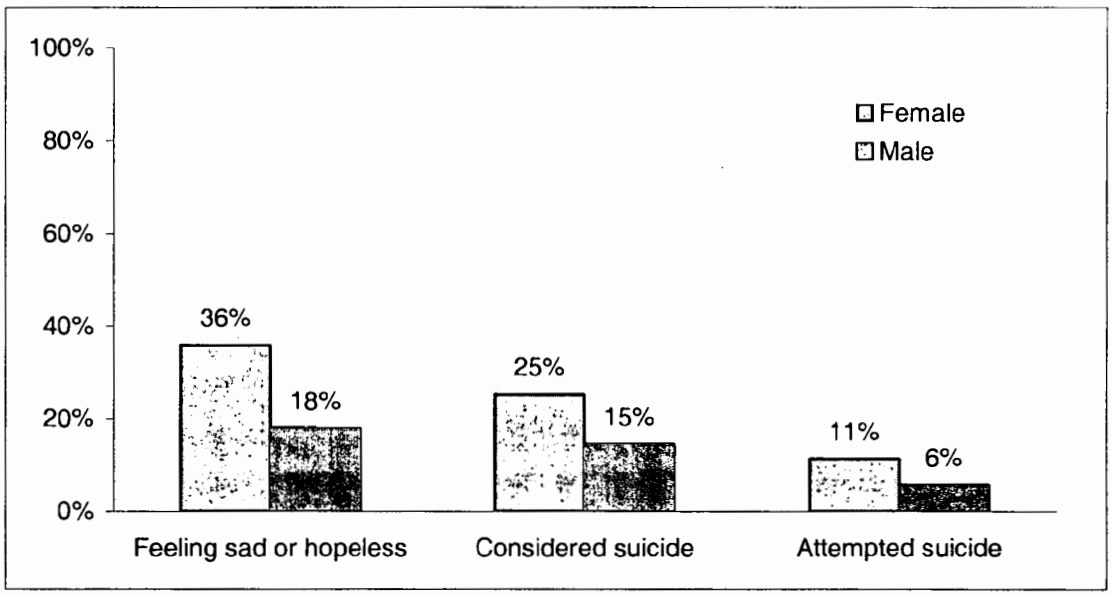
The prevalence of suicidal behaviors among Wisconsin students mirrored national prevalence rates. Nationwide, 28 percent of students felt so sad or hopeless almost every day for two or more weeks that they stopped doing usual activities, 19 percent of students seriously considered suicide, and 8 percent of students attempted suicide in the 12 months prior to the survey (1999 National YRBS).

Comparisons by Demographic Groups

Gender

Female students were significantly more likely than male students to report feeling sad or hopeless, and to consider and attempt suicide (Figure 3). Thirty-six percent of female students reported feeling so sad or hopeless almost every day for two weeks in a row during the past twelve months that they stopped doing some usual activities, compared to 18 percent of male students. Twenty-five percent of female students and 15 percent of male students reported seriously considering suicide in the past 12 months. Eleven percent of female students and 6 percent of male students reported actually attempting suicide in the past 12 months. Forty percent of male students and 27 percent of female students who reported actually attempting suicide reported requiring medical treatment as a result of injuries sustained from their suicide attempt.

Figure 3: Suicidal behavior in the past 12 months among Wisconsin high school students, by gender - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

The gender differences in suicidal behaviors of Wisconsin high school students mirrored national differences between the male and female students. Nationally, 36 percent of female students and 21 percent of male students reported feeling sad or hopeless every day for two weeks or more, 25 percent of female students and 14 percent of male students reported seriously considering suicide, and 11 percent of female students and 6 percent of male students reported actually attempting suicide, in the past 12 months (1999 National YRBS).

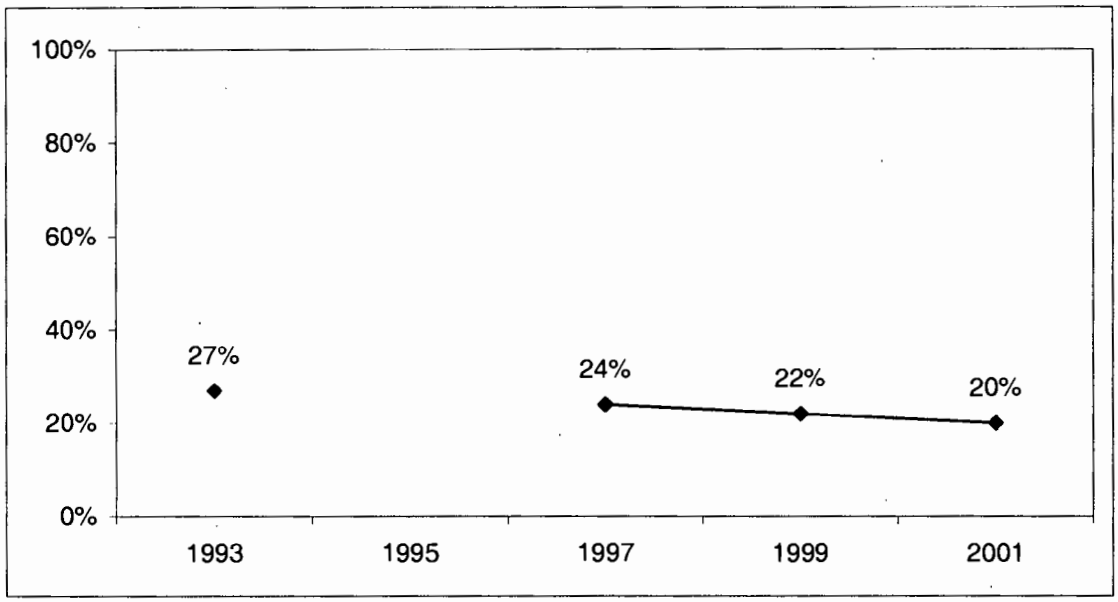
Grade

There were no significant differences by grade on any measure of depression or suicide.

Trends

The percentage of students who reported seriously considering suicide has significantly decreased since 1993, from 27 percent to 20 percent in 2001 (Figure 2). There were no significant changes in reports of sadness or in reports of actual suicide attempts. This decrease in suicide consideration mirrored a significant decrease in the percentage of students across the nation that reported seriously considering suicide. Nationally, the percentage of students who seriously considered suicide in the past 12 months decreased from 24 percent in 1993 to 20 percent in 1999.

Figure 2: Changes in serious suicide consideration in the past 12 months among Wisconsin high school students, 1993 – 2001



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TOBACCO

Context

Tobacco use remains the single most preventable cause of death in the United States, causing more than 400,000 deaths each year and resulting in an annual cost of more than $50 billion in direct medical expenditures (National Center for Chronic Disease Prevention and Health Promotion). Over 20 percent of all deaths are attributable to tobacco use (Centers for Disease Control and Prevention). Smoking is a major risk factor for heart disease, chronic bronchitis, emphysema, and cancers of the lung, larynx, mouth, esophagus, pancreas, and bladder. Approximately 80 percent of adult smokers started smoking before the age of 18 (National Center for Chronic Disease Prevention and Health Promotion). Smokeless tobacco use has been associated with leukoplakia, oral cancers, tooth and gum disease, and heart disease. Like smoking, smokeless tobacco use often begins in early adolescence (U.S. Department of Health and Human Services).

Efforts have been made to target teens and young adults to inform them about the dangers of smoking and tobacco use, and to keep them from initiating these behaviors. Laws, including higher sales taxes for cigarettes, the prohibition of all tobacco products on school grounds, and laws prohibiting the sale of tobacco products to persons under the age of 18 years, attempt to make it difficult for teens to obtain tobacco products. Despite these efforts, considerable numbers of teens still smoke or use tobacco.

The YRBS asks a series of questions about teen tobacco use, measuring smoking experimentation, current smoking patterns, age of initiation, adherence to federal regulations regarding sale of cigarettes, smoking on school property, and cessation attempts. The survey also asks students about the difficulties that they faced purchasing tobacco products, and whether they used chewing tobacco, snuff, or dip.

Due to the large impact of tobacco use on the health of Americans, a large number of U.S. Department of Health and Human Services Health Objectives for the year 2010 deal with adolescent tobacco use. The responses of Wisconsin students to the related YRBS questions provide useful data for gauging the status of adolescents in reaching these objectives. The relevant national Health Objectives for the year 2010 included:

27-2a - Reduce use of tobacco products in the past month by adolescents to 21 percent.
27-2b - Reduce use of cigarettes in the past month by adolescents to 16 percent.
27-2c - Reduce use of spit tobacco in the past month by adolescents to 1 percent.
27-2d - Reduce use of cigars in the past month by adolescents to 8 percent.
27-7 - Increase tobacco use cessation attempts by adolescent smokers to 84 percent.

The YRBS was administered to 2120 students in 54 public high schools in Wisconsin in the spring of 2001. The students who participated in the survey are representative of all ninth through twelfth grade public school students in Wisconsin. Due to the small sample size for various demographic groups, there are minimal comparisons by race for the questions in this chapter. The survey has been administered every two years since 1991. However, due to variations in the surveys and sample size, results from the 1991 and 1995 administrations will not be considered in this analysis.

Highlights

- Thirty-three percent of students reported smoking at least one cigarette during the 30 days prior to the survey. This includes a range from 21 percent of ninth graders to 44 percent of twelfth graders.

- Of those students who reported smoking in the past 30 days, 39 percent reported smoking every day.

- For the first time in the history of the Wisconsin YRBS, female students were significantly more likely than male students to be current smokers, with 37 percent of female and 29 percent of male students reporting to have smoked at least one time in the 30 days prior to the survey.

- Prevalence of current smoking among students decreased significantly from 38 percent in 1999 to 33 percent in 2001.

- Prevalence of students reporting smoking a cigarette on school property in the 30 days prior to the survey decreased significantly from 17 percent in 1997 to 10 percent in 2001.

- In nearly every measure of student smoking behavior, there were significant differences between students living in a household with or without an adult who smokes regularly.

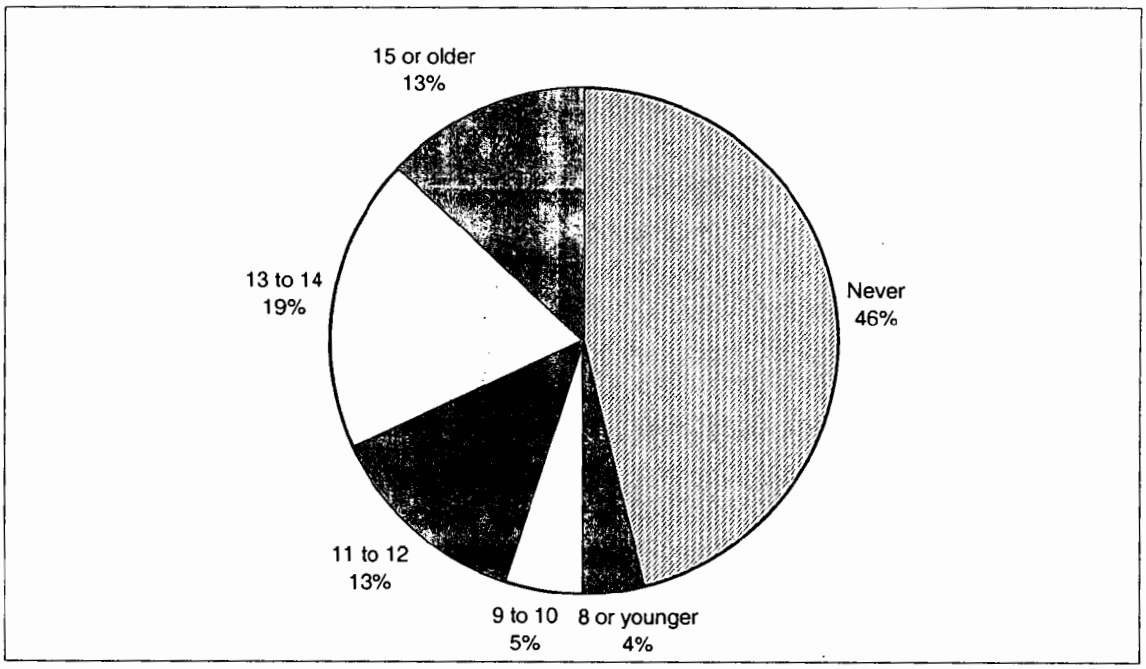
- Prevalence rates for nearly every measure of smoking increase significantly as grade level increases.

- Black students were significantly less likely than white students to report both having smoked in the 30 days prior to the survey and having ever smoked daily. Seventeen percent of black students and 33 percent of white students reported having smoked cigarettes in the past 30 days, while 15 percent of black students compared to 25 percent of white students reported ever smoking daily.

General Prevalence Rates

Thirty-six percent of students reported that they had never tried cigarette smoking, not even one or two puffs. Fifty-four percent of students reported smoking a whole cigarette at least once in their lifetime (Figure 1). This YRBS finding is significantly lower than the 65 percent of high school students reported to have ever smoked a whole cigarette in the 2000 Wisconsin Youth Tobacco Survey (YTS) (Figure 2). Four percent of students reported smoking their first whole cigarette before age 9. Nineteen percent of students reported smoking their first whole cigarette between the ages of 13 and 14.

Figure 1: Percentage of Wisconsin high school students by the age at which they smoked their first whole cigarette – 2001

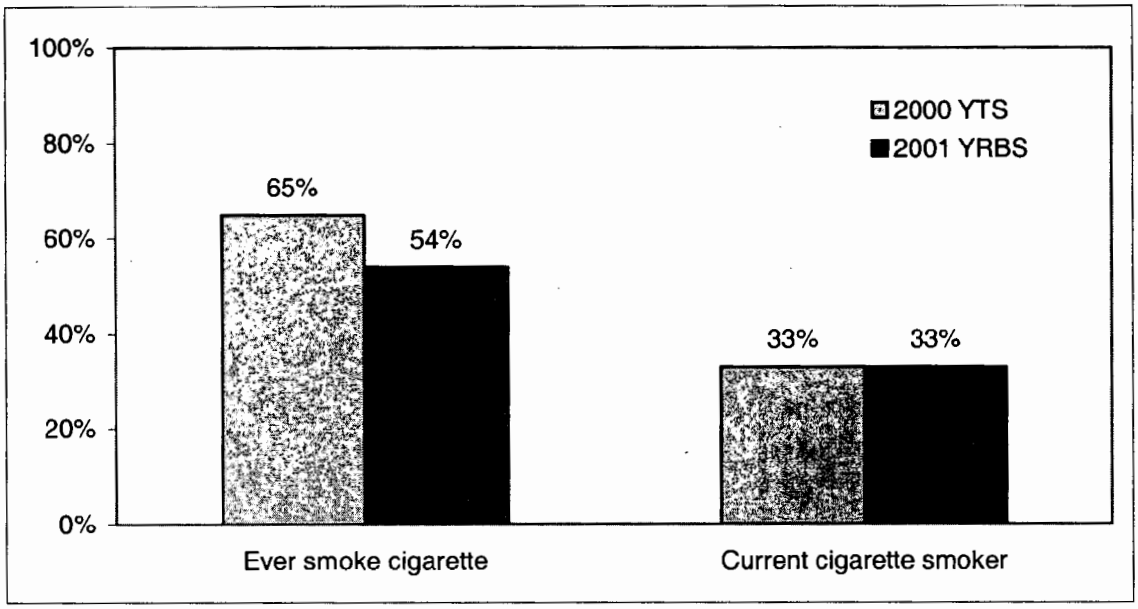


Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Current smoking is defined as having smoked one or more days out of the past thirty. Thirty-three percent of students reported smoking during the 30 days prior to the survey (Figure 2). This finding was in accordance with the results of the year 2000 Wisconsin Youth Tobacco Survey, which also found that 33 percent of high school students reported smoking a cigarette in the 30 days prior to the survey. Thirteen percent of students (or 39 percent of current smokers) reported smoking on all 30 of the previous 30 days (Figure 3). Twenty-three percent of all students (or 69 percent of current smokers) reported smoking five or fewer cigarettes per day on the days that they smoked in the last 30 (Figure 4). Four percent of students (or 12 percent of current smokers) reported smoking more than a half pack of cigarettes (11 or more) per day on the days that they smoked. With 33 percent of students reporting smoking in the 30 days prior to the survey, there is a large discrepancy between current adolescent cigarette smoking in

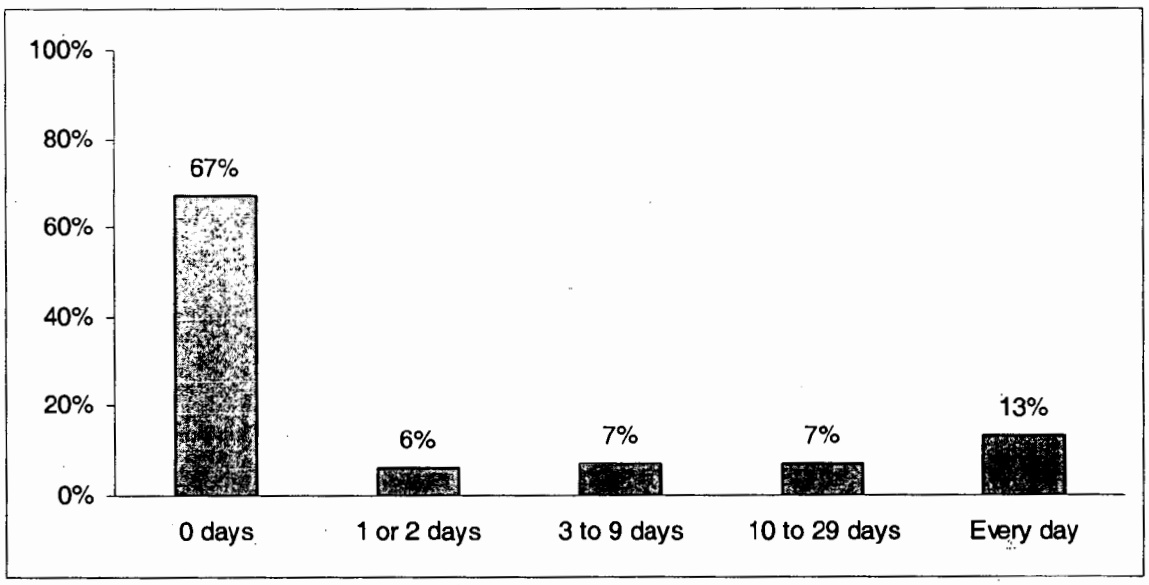
the state and the 2010 National Health Objective to reduce use of cigarettes in the past month by adolescents to 16 percent. Nationally, 35 percent of students reported smoking in the 30 days prior to survey (1999 National YRBS).

Figure 2: Percentage of Wisconsin high school students who reported lifetime and current smoking in the 2000 Youth Tobacco Survey and the 2001 YBRS



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001
2000 Wisconsin YTS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2000

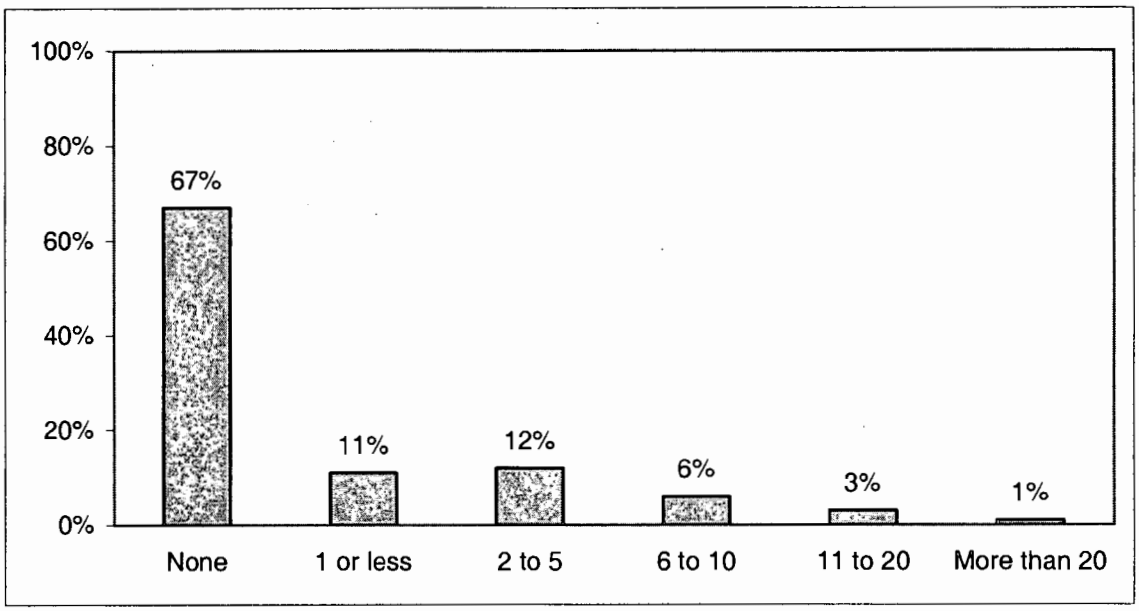
Figure 3: Percentage of Wisconsin high school students by the number of days in the past 30 on which they smoked cigarettes - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

53

Figure 4: Percentage Wisconsin high school students by the number of cigarettes they smoked on the days when they smoked in the past 30 days - 2001



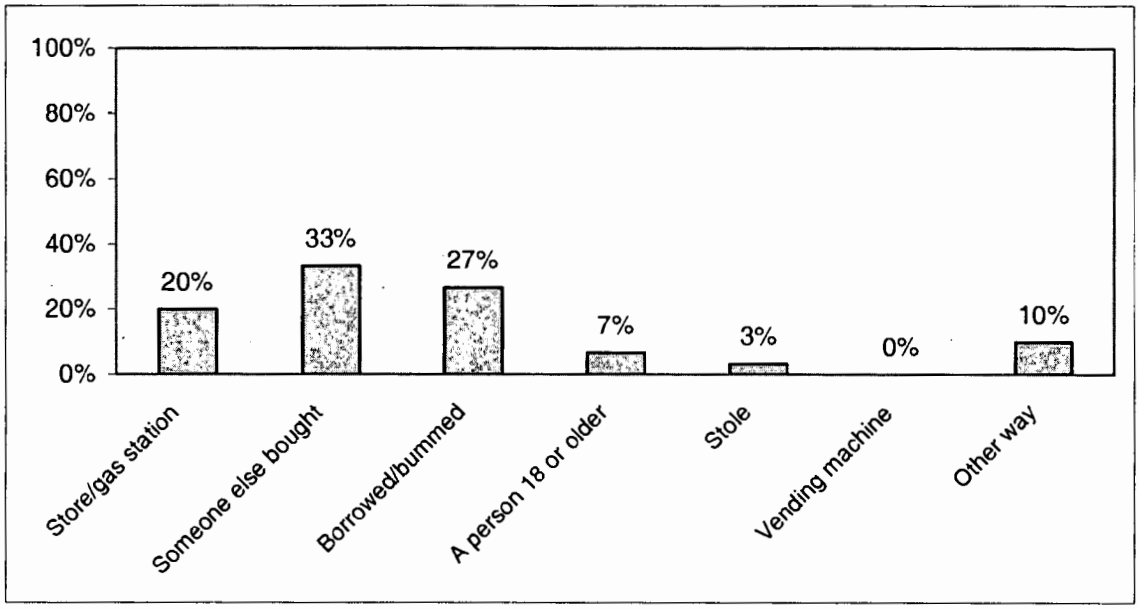
Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Ten percent of students reported smoking on school property at least once in the past 30 days. Twenty-five percent of students reported ever being daily smokers (defined as smoking cigarettes daily for at least 30 days). Seventy-two percent of students reported being in the same room with someone who was smoking a cigarette on one or more of the past 7 days. Eighteen percent of students reported that they will "definitely" smoke a cigarette sometime during the next year, and an additional nineteen percent of students reported that they will "probably" smoke a cigarette sometime during the next year. Fifty-five percent of students who reported smoking in the last twelve months said they tried to quit smoking cigarettes during that time, well below the 2010 National Health Objective of increasing tobacco use cessation attempts by adolescent smokers to 84 percent.

Despite legislation making it illegal for minors to purchase cigarettes and tobacco products, and campaigns by major cigarette manufacturers to curb sales of cigarettes to youth, one in five current smokers under the age of 18 reported obtaining their cigarettes by purchasing them from stores and gas stations (Figure 5). Most students under the age of 18 who reported obtaining cigarettes in the past 30 days either had someone else buy them, borrowed them, or bought their cigarettes themselves at a store or gas station. Of those students under the age of 18 who reported obtaining cigarettes in the past 30 days, 33 percent reported having someone else buy their cigarettes for them, 27 percent reported borrowing or bumming cigarettes, and 20 percent had purchased their cigarettes at a store or gas station. Nationally, 24 percent of high school students under the age of 18 who were current smokers reported purchasing their cigarettes at stores or gas stations

(1999 National YRBS). Recent studies by the Wisconsin Department of Health and Family Services found that merchants sold cigarettes to minors on "compliance check" teams 34 percent of the time, well above their 2001 target rate of 22 percent (DHFS 2001).

Figure 5: Methods by which Wisconsin high school students under 18 years of age obtained their cigarettes in the past 30 days - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

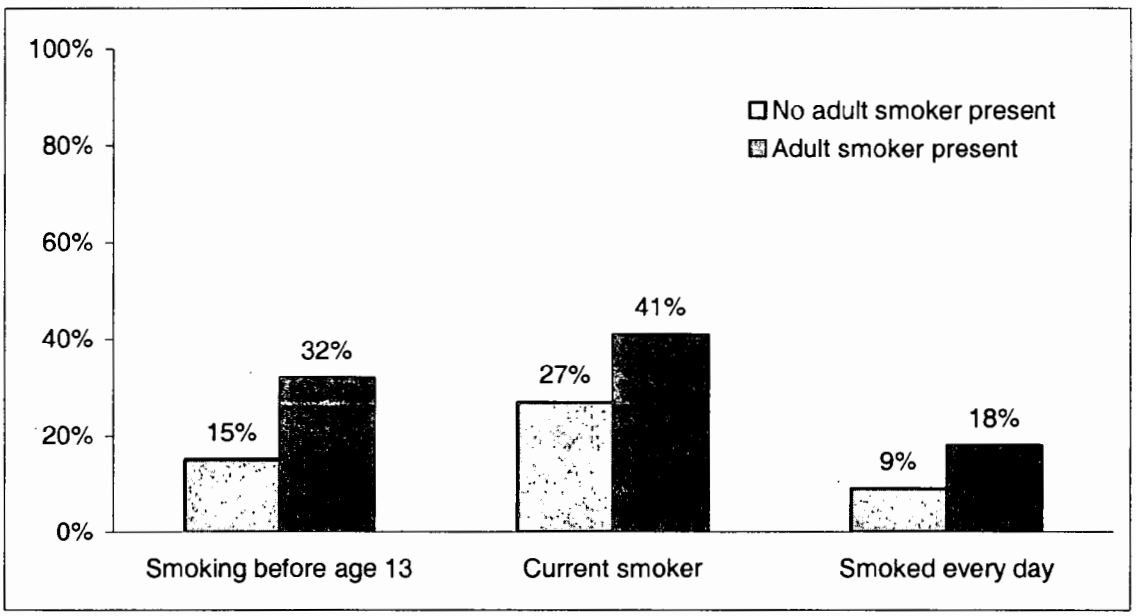
In addition to questions about cigarette smoking, the survey asked students about their use of other tobacco products. Twenty percent of students reported having ever used chewing tobacco, snuff, or dip, while 9 percent of all students reported using these products in the past 30 days. The percentage of Wisconsin students reporting use of smokeless tobacco in the past 30 days puts Wisconsin teens far from the 2010 Health Objective to reduce use of spit tobacco in the past month by adolescents to 1 percent. Nationally, 8 percent of students reported current smokeless tobacco use (1999 National YRBS). Forty-two percent of students reported ever smoking cigars, cigarillos, or little cigars, while 17 percent of students reported smoking these products in the past 30 days, similar to the national average of 18 percent of students reporting this behavior, and far from the 2010 Health Objective of reducing cigar use in the past month by adolescents to 8 percent (1999 National YRBS).

Comparisons by Demographic Group

Adult smoker in the house

Forty percent of students reported that there was an adult in their household who was a regular smoker. There were significant differences between students living with or without adult smokers among nearly every measure of cigarette use by students (Figure 6). Students with an adult smoker in the house were significantly more likely to have had their first cigarette at an earlier age (32 percent of students living with an adult smoker had their first cigarette before age 13, compared to 15 percent of those without an adult smoker at home), to have smoked at all in the past 30 days (41percent compared to 27 percent), and to have smoked every day in the past 30 days (18 percent compared to 9 percent) than students without an adult smoker in the house.

Figure 6: Smoking behavior and the presence of an adult smoker in the homes of Wisconsin high school students - 2001



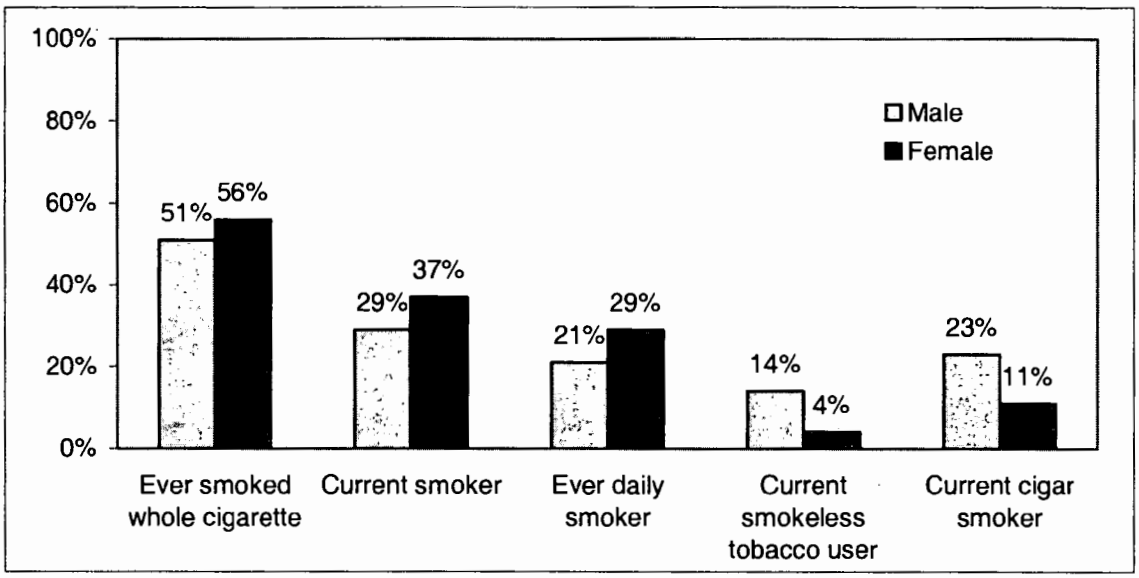
Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Gender

In 2001, there were new and significant differences in reported smoking and tobacco use by gender (Figure 7). Fifty-six percent of female students reported ever having smoked a whole cigarette compared to 51 percent of male students. Female students were significantly more likely than male students to be current smokers, with 37 percent of female students reporting to have smoked on at least one day in the 30 days prior to the survey compared to 29 percent of male students. Female students were also significantly more likely than male students to report ever smoking daily and to predict

smoking during the next year. Twenty-nine percent of female students and 21 percent of male students reported ever smoking daily, while 40 percent of female students and 32 percent of male students reported thinking they will smoke during the next year.

Figure 7: Tobacco use in the past 30 days among Wisconsin high school students, by gender -2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

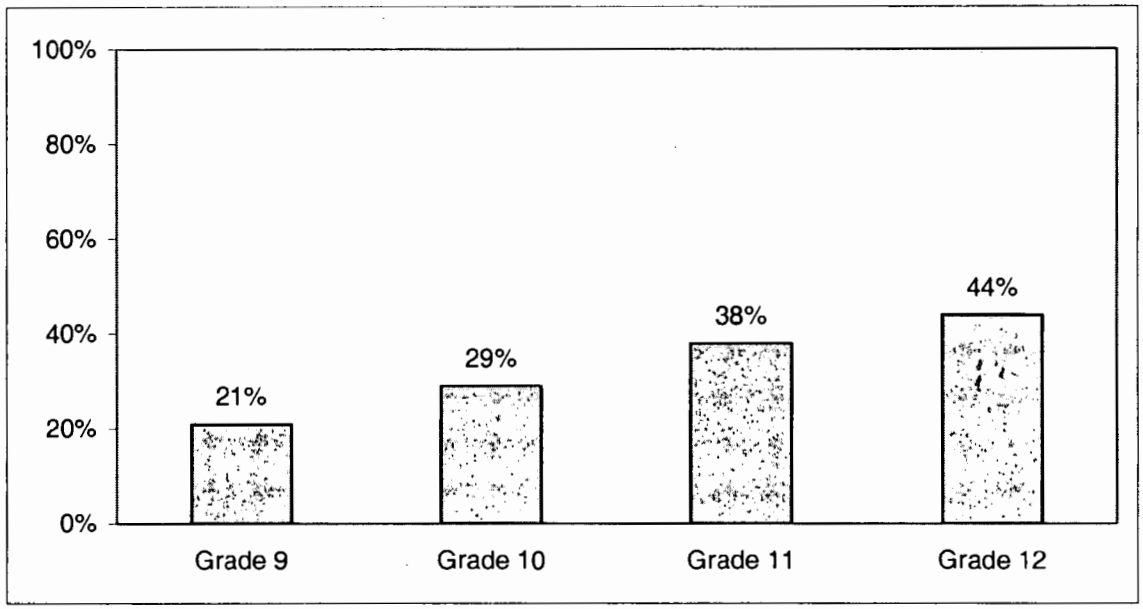
Male students were significantly more likely than female students to report using smokeless tobacco and cigars. Fourteen percent of male students reported using chewing tobacco, snuff, or dip in the 30 days prior to the survey, compared to four percent of female students. Twenty-three percent of male students and 11 percent of female students reported smoking cigars, cigarillos, or little cigars in the 30 days prior to the survey.

Grade

Smoking prevalence rates increased significantly as grade level increased (Figure 8). The percentage of students who have ever tried cigarette smoking increases significantly as grade level increases, from 54 percent of ninth graders to 74 percent of twelfth graders. Similarly, the percentage of students who have ever smoked a whole cigarette increases significantly as grade level increases, with 42 percent of ninth graders and 65 percent of twelfth graders reporting this behavior. The percentage of students who reported smoking in the past 30 days increased significantly from 21 percent among ninth graders to 44 percent among twelfth graders. Twelfth graders were significantly more likely than ninth graders to report smoking cigarettes every day in the 30 days prior

to the survey, and were significantly more likely to report smoking more cigarettes on the days they smoke.

Figure 8: Smoking in the 30 days prior to the survey among Wisconsin high school students, by grade - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Race

Black students were significantly less likely than white students to report both having smoked in the 30 days prior to the survey and having ever smoked daily. Seventeen percent of black students and 33 percent of white students reported having smoked cigarettes in the past 30 days, while 15 percent of black students compared to 25 percent of white students reported ever smoking daily.

Trends

There was a significant decrease in the percentage of students reporting smoking a cigarette at least one day out of the 30 days prior to the survey, from 38 percent in 1999 to 33 percent in 2001 (Figure 9). This overall drop in current smoking was spurred by the drop in the percentage of male students reporting current smoking (Figure 10). Likewise, there was a significant decrease in the percentage of students reporting to have smoked a

cigarette on school property in the 30 days prior to the survey, from 17 percent in 1997 to 10 percent in 2001.

Figure 9: Changes in smoking behavior among Wisconsin high school students, 1993 – 2001

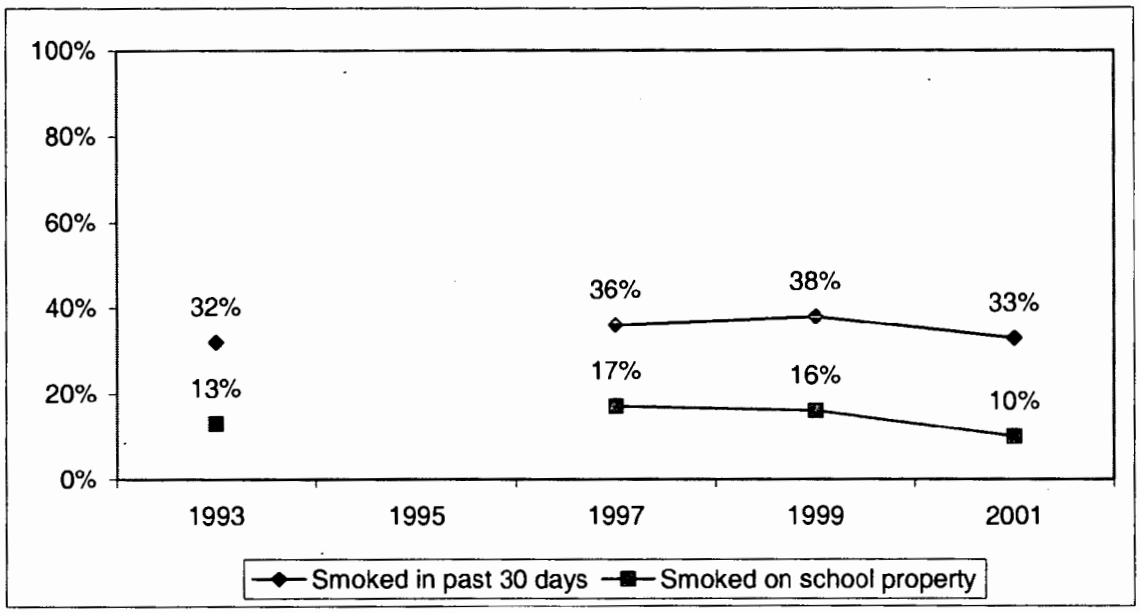


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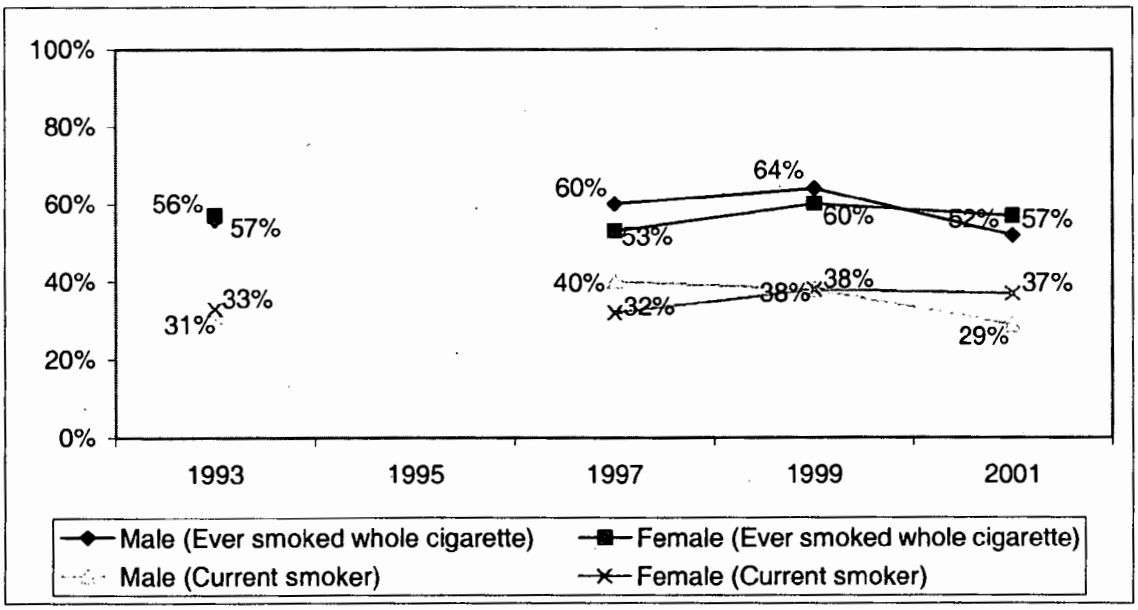
Figure 10: Changes in smoking behavior among Wisconsin high school students, by gender, 1993 – 2001



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ALCOHOL AND OTHER DRUGS

Context

Many recent efforts have attempted to reduce rates of alcohol and other drug use among teens. Heavy drinking has been linked to multiple sexual partners, use of marijuana, and poor academic performance (Wechsler). Alcohol is also a major contributing factor in approximately half of all homicides, suicides, and motor vehicle crashes (Department of Health and Family Services). Drug use is related to suicide, early unwanted pregnancy, school failure, delinquency, and transmissions of sexually transmitted diseases (Garrison and Hawkins). Drug use among high school students and other young adults in the U.S. is higher than any other industrialized country (Blanken).

The 2000 National Household Survey on Drug Abuse, an annual survey conducted by the US Department of Health and Human Services, found that 9.7 percent of youths aged 12-17 in America reported current use of illicit drugs in 2000 (Substance Abuse and Mental Health Services Administration). The National Institute on Drug Abuse's 2000 Monitoring the Future Survey found that illicit drug use rates are considerably higher among tenth and twelfth grade students than among young adults in and out of college, and found that the increase in rates of such drug use among adolescents has translated into increased rates among young adults over the latter half of the 1990's (Johnston).

Juvenile arrests accounted for 30 percent of all arrests for liquor law violations in the state in 1999, or 15,114 arrests (Wisconsin Statistical Analysis Center). Wisconsin's annual juvenile arrests for drug offenses in Wisconsin increased by 2.1 percent in 1999. Juvenile arrests accounted for 23 percent of all arrests for drug law violations in the state in 1999, or 5,323 arrests. The 3,554 juvenile arrests for the possession of marijuana outnumbers all other juvenile drug arrests combined (Wisconsin Statistical Analysis Center). These statistics follow a 1996 study by the UW-Extension that found that eight out of ten parents believe it is unlikely that their child drinks with friends, and nearly all of the Wisconsin parents said that it was unlikely that their child used marijuana or other drugs (Bogenschneider).

Eighteen of the YRBS survey questions measure frequency of alcohol, marijuana, cocaine, inhalant, heroin, "club drug" and methamphetamine use. The YRBS was conducted in Wisconsin among public school students in grades nine through twelve. It has been administered every two years since 1991. However, due to minor variations in the surveys and sample size, results from the 1991 and 1995 administrations will not be considered in this analysis. The students who participated in the survey are representative of all ninth through twelfth grade public school students in Wisconsin. Due to the small sample size for various demographic groups, there are no comparisons by race for any of the questions in this chapter.

Highlights

- The proportion of students who reported having at least one alcoholic drink in the 30 days preceding the survey increased significantly from 48 percent in 1993 to 54 percent in 2001.
- The proportion of students who reported having five or more drinks at one time (also called "binge drinking") in the 30 days preceding the survey increased significantly from 29 percent in 1993 to 34 percent in 2001.
- Sixty-three percent of students who reported drinking alcohol in the 30 days preceding the survey reported drinking five or more drinks at a time on one or more days in the 30 days prior to the survey.
- Male students were significantly more likely than female students to report drinking five or more drinks at a time (binge drinking) in the 30 days prior to the survey, with 37 percent of males reporting this behavior compared to 31 percent of females.
- Prevalence of students who reported using marijuana the past 30 days increased significantly from 11 percent in 1993 to 25 percent in 2001.
- Male students were significantly more likely than female students to report that they had been offered, given, or sold illegal drugs on school property in the past 12 months, with 31 percent of male students reporting this behavior compared to 22 percent of female students.

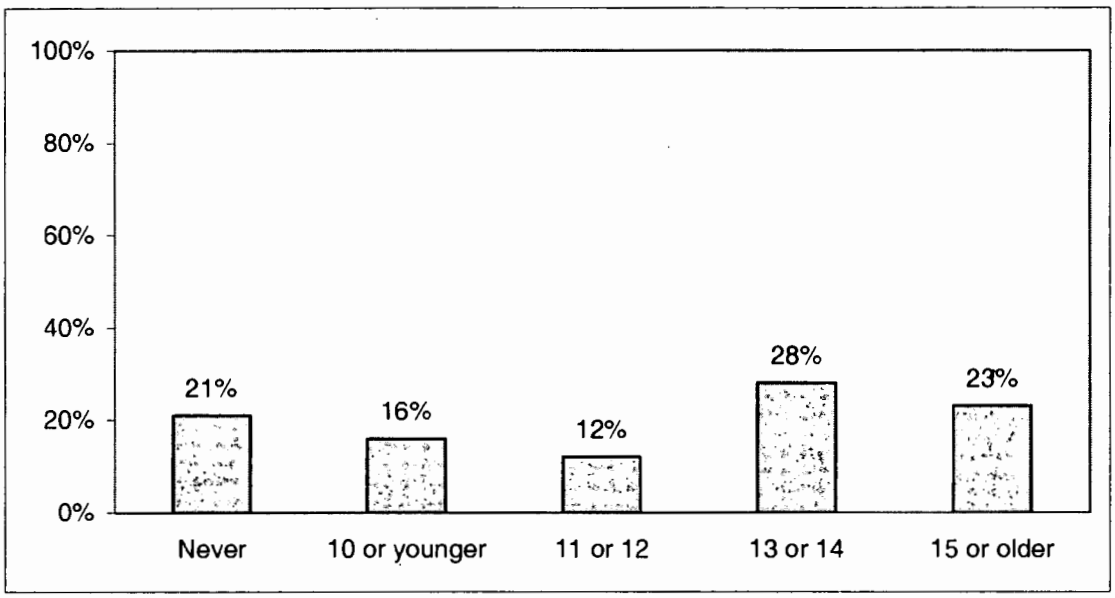
General Prevalence Rates

As highlighted in the positive values section of the Assets chapter, 51 percent of students reported that it was important to them to not use alcohol or other drugs. Thirty percent of students disagreed with the statement.

Despite the fact that the sale of alcohol remains illegal to those under 21 years of age, only 21 percent of students reported that they had never had a drink of alcohol other than a few sips (Figure 1). Twenty-eight percent of students reported having had their first drink of alcohol before the age of 13. Fifty-four percent of students reported having had at least one alcoholic beverage in the 30 days prior to the survey. For reporting purposes, students who drank alcohol in the 30 days prior to the survey will be classified as current drinkers. Seventeen percent of current drinkers (or 9 percent of all students) reported drinking at least one alcoholic beverage on ten or more separate days in the past 30. Nationwide, 19 percent of students had never had a drink of alcohol, 32 percent of

students reported having their first drink of alcohol before the age of 13, and 50 percent of students were current drinkers (1999 National YRBS).

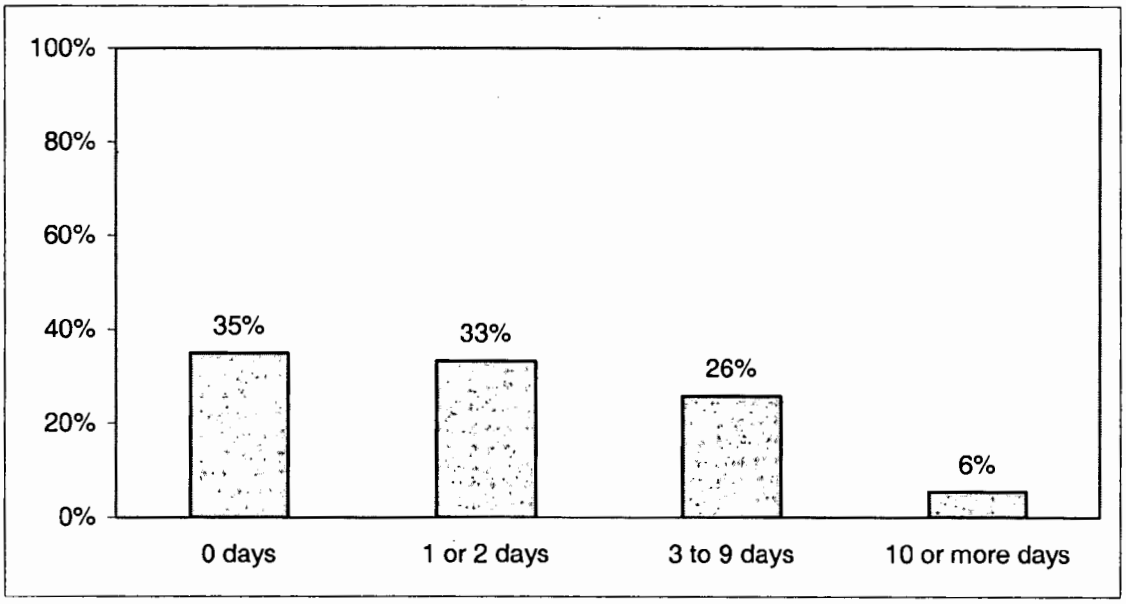
Figure 1: Percentage of Wisconsin high school students by age at first drink of alcohol - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Sixty-three percent of current drinkers (or 34 percent of all students) reported drinking 5 or more alcoholic beverages in a row at least one day in the past 30 (Figure 2). For reporting purposes, the behavior of drinking 5 or more alcoholic beverages in a row will be referred to as binge drinking. One-third of current drinkers (18 percent of all students) reported binge drinking on one or two days in the past 30. Twenty-six percent of current drinkers (14 percent of all students) reported binge drinking between 3 to 9 separate days in the past 30, and 6 percent of current drinkers (3 percent of all students) reported binge drinking on 10 or more days in the past 30. Nationally, 32 percent of all students reported binge drinking in the 30 days prior to the survey (1999 National YRBS).

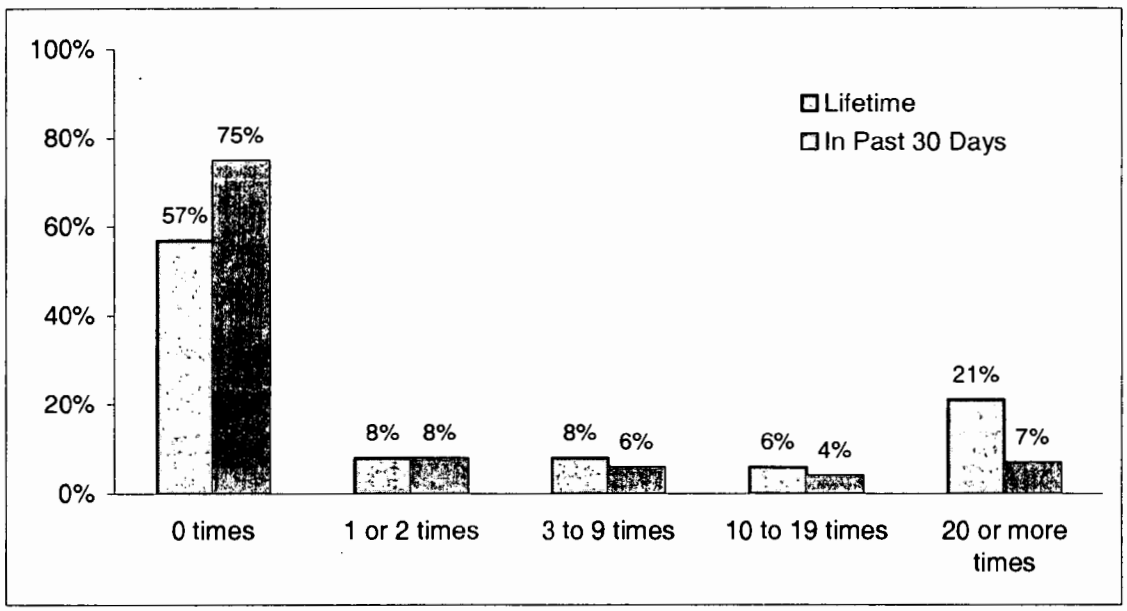
Figure 2: Binge drinking frequency among current drinkers in Wisconsin high schools - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Forty-three percent of students reported having used marijuana at least one time in their life (Figure 3). Twenty-six percent of students who reported ever using marijuana (or 11 percent of all students) reported using marijuana 100 or more times in their life. Twenty-five percent of students reported using marijuana one or more times in the past 30 days. Nationwide, 47 percent of students reported having used marijuana during their lifetime, and 27 percent of students reported using marijuana one or more times in the past 30 days (1999 National YRBS).

Figure 3: Lifetime and current marijuana use among Wisconsin high school students - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

In addition to marijuana use, the survey asked students about their use of a variety of other illegal drugs. Eight percent of students reported ever using cocaine and 3 percent reported using cocaine in the 30 days prior to the survey. Fourteen percent of students reported having used inhalants such as glue, aerosol spray cans, or paint at least one time in their life, and 3 percent of students reported inhalant use in the past 30 days. Three percent of students reported having used heroin at least one time in their life. Eight percent of students reported having used methamphetamines at least one time in their life. Ten percent of students reported having used LSD and 10 percent of students reported having used club drugs such as ecstasy, Special K, or GHB at least one time in their life.

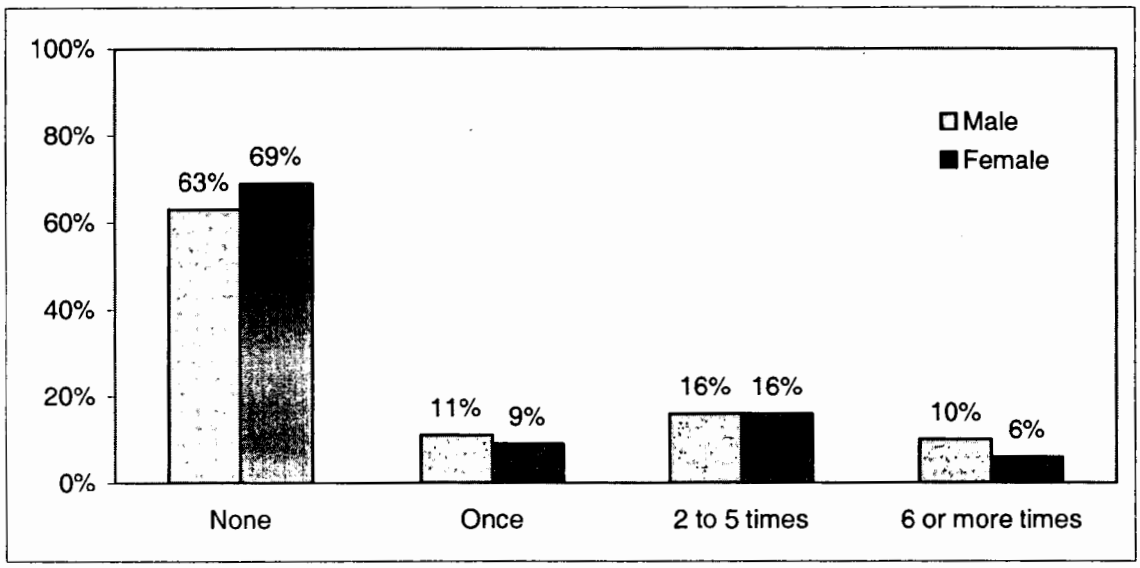
Nationwide, 10 percent of students reported ever using a form of cocaine during their lifetime, and 4 percent reported using cocaine one or more times in the past 30 days. Fifteen percent of students reported ever using inhalants to get high during their lifetime, and 4 percent of students reported using inhalants one or more times in the past 30 days. Two percent of students reported ever using heroin in their lifetime. Nine percent of students reported using methamphetamines during their lifetime.

Comparisons by Demographic Groups

Gender

There were few significant differences between male and female students in drug- and alcohol-related behaviors. Male students were significantly more likely than female students to report drinking five or more alcoholic drinks on at least one occasion in the past 30 days, with 37 percent of male students reporting this behavior compared to 31 percent of female students (Figure 6). While there was no significant difference between male and female students in reports of binge drinking one to five times in the past 30 days, male students were significantly more likely than female students to report binge drinking on six or more occasions in the past 30 days. Ten percent of male students reported binge drinking six or more times in the past 30 days compared to 5 percent of female students.

Figure 6: Frequency of binge drinking in the past 30 days among Wisconsin high school students, by gender



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

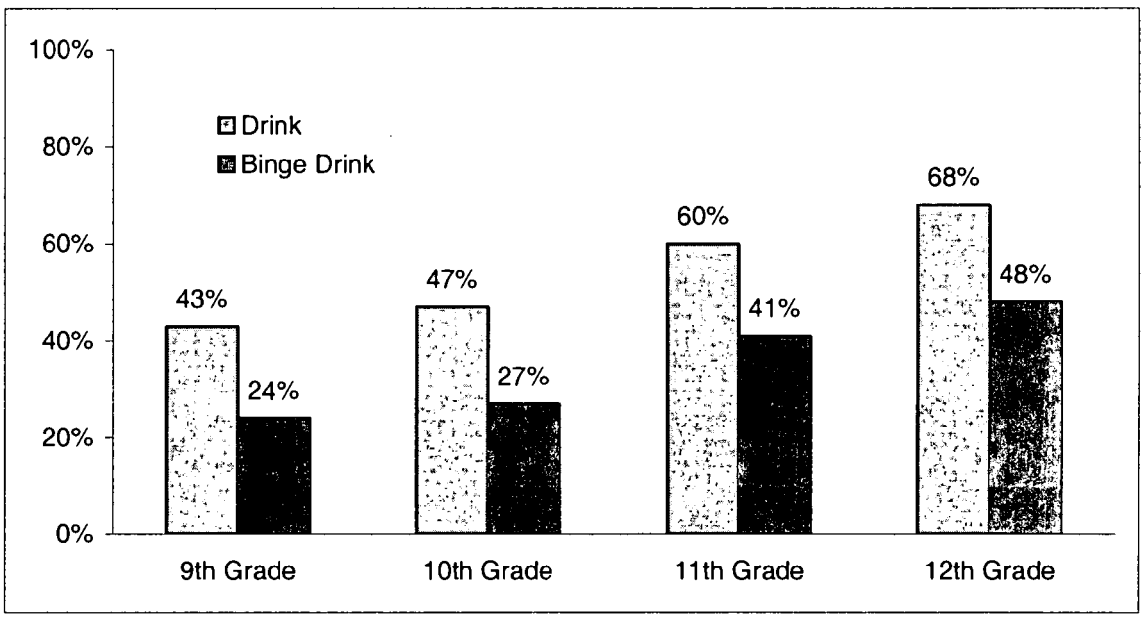
Male students were significantly more likely than female students to report that they had been offered, given, or sold illegal drugs on school property in the past 12 months, with 31 percent of male students reporting this behavior compared to 22 percent of female students. There were no significant differences between male and female students in reports of ever trying alcohol, marijuana, cocaine, inhalants, heroin, LSD, or club drugs. Significant differences by gender appear only in the frequency of marijuana usage and only in the most extreme cases. Male students were significantly more likely than female students to report having used marijuana 100 or more times in their lifetime, with 13 percent of male students reporting this behavior compared to 8 percent of female

students. Male students were also significantly more likely than female students to report using marijuana 40 or more times in the past 30 days, with 6 percent of males reporting this behavior compared to 2 percent of females.

Grade

The percentage of students who report drinking alcohol and the frequency of drinking increased significantly as grade level increased. Thirty-one percent of ninth graders reported that they had never had an alcoholic beverage in their lives, compared to 12 percent of twelfth graders. Forty-three percent of ninth graders reported drinking alcohol at least once in the past 30 days, compared to 68 percent of twelfth graders (Figure 7). The percentage of students who reported binge drinking at least once in the past 30 days increased significantly from 24 percent of ninth graders to 48 percent of twelfth graders.

Figure 7: Drinking and binge drinking in the past 30 days among Wisconsin high school students, by grade level



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

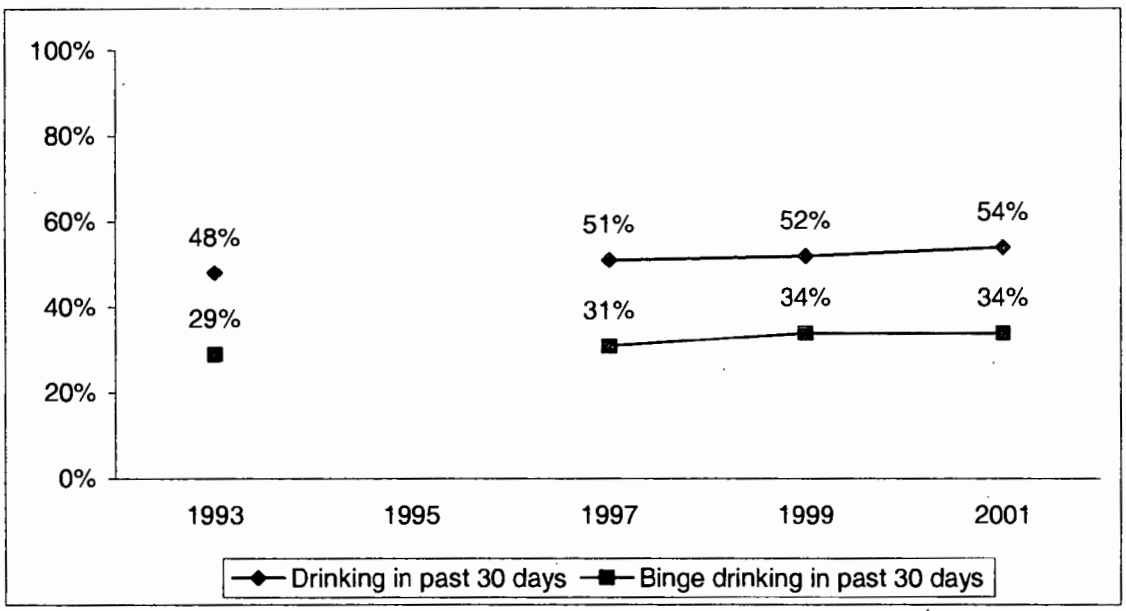
The percentage of students who reported ever having used marijuana in their lifetime and the percentage of students who report ever having used club drugs increased significantly as grade level increased. Thirty-one percent of ninth graders reported that they had used marijuana at least once in their lifetime, compared to 51 percent of twelfth graders. Seven percent of ninth graders reported ever having used club drugs such as ecstasy, Special K, or GHB. The prevalence rate increased to 14 percent of twelfth graders. There were no significant differences between grade levels, however, in the frequency of marijuana or club drug use in the past 30 days.

Rates of cocaine, inhalant, methamphetamine, and heroin use were relatively constant across grade levels. Likewise, there was little difference between the grades in those who reported that someone had offered, sold, or given them drugs while on school property.

Trends

There was a significant increase from 1993 to 2001 among students who reported drinking alcohol in the 30 days prior to the survey, from 48 percent in 1993 to 54 percent of students in 2001 (Figure 4). There was also a significant increase from 1993 to 2001 in the percentage of students reporting participating in binge drinking in the past 30 days, from 29 percent in 1993 to 34 percent of students in 2001.

Figure 4: Changes in alcohol use among Wisconsin high school students, 1993 – 2001



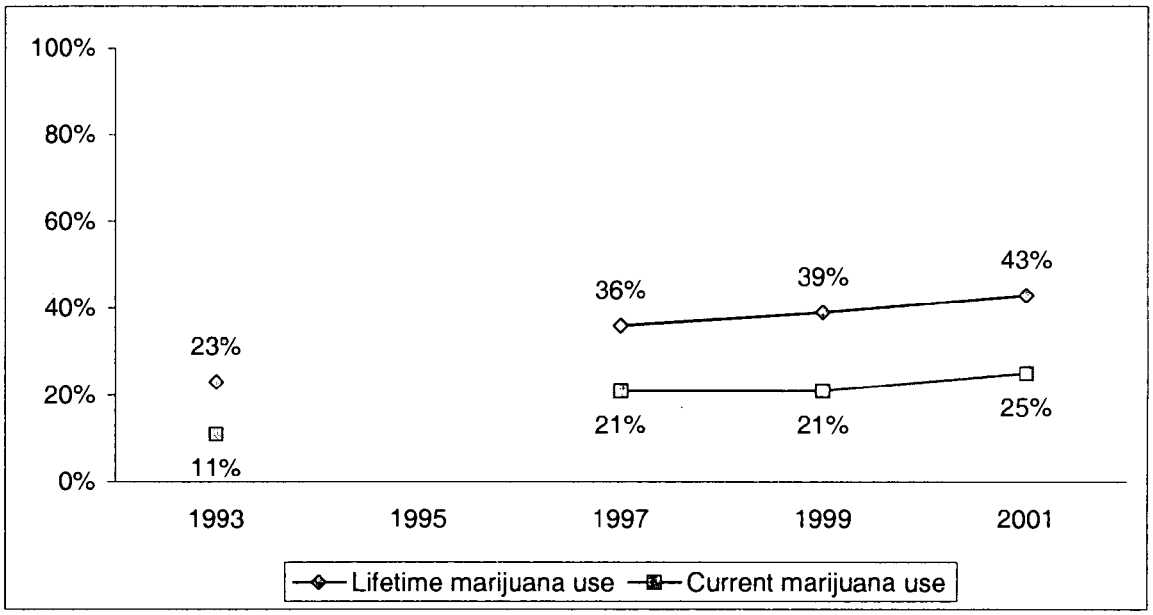
Data from 1995 unavailable

The state trends in binge drinking mirrored national trends. Nationally, between 1993 and 1999 the proportion of students reporting binge drinking in the past 30 days increased from 30 percent to 32 percent.

There was a significant increase between 1993 and 2001 in the percentage of students who reported having used marijuana at least one time in their life, from 23 percent in 1993 to 43 percent in 2001 (Figure 5). The percentage of students reporting marijuana use in the 30 days prior to the survey increased significantly as well, from 11 percent in 1993 to 25 percent in 2001. There was also a significant increase in the percentage of students who reported having used cocaine at least one time in their life, from 5 percent of students in 1993 to 8 percent of students in 2001. There was a

significant decrease from 1993 to 2001 in the percentage of students who reported having used inhalants such as glue, aerosol, or paint at least one time in their life, from 18 percent of students in 1993 to 14 percent of students in 2001 (Figure 6). There was a significant increase in the availability of illegal drugs on school property, with 20 percent of students in 1993 and 27 percent of students in 2001 reporting to have been offered, sold, or given illegal drugs on school property in the past 12 months.

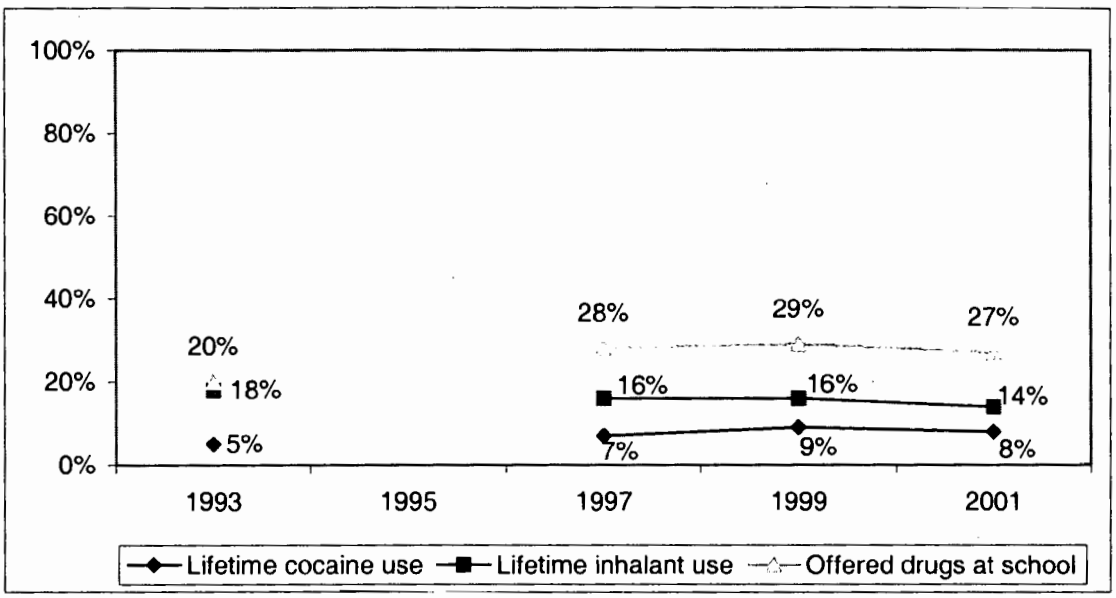
Figure 5: Changes in marijuana use among Wisconsin high school students, 1993 - 2001



Data from 1995 unavailable

The state trends in marijuana and cocaine use were similar to national trends. Nationally, between 1993 and 1999 the percentage of students who reported ever using marijuana increased from 33 percent to 47 percent. Similarly, the percentage of students who reported using marijuana in the past 30 days increased from 18 percent to 27 percent (1999 National YRBS).

Figure 6: Changes in cocaine use, inhalant use and drug availability among Wisconsin high school students – 2001



Data from 1995 unavailable

The state trends in cocaine use and lifetime inhalant use are similar to national trends. Nationally, between 1993 and 1999, the percentage of students who reported having used cocaine at least one time in their life increased from 5 percent to 10 percent. Between 1995 and 1999 (inhalant use was not asked about nationally in 1993) the percentage of students who reported having used inhalants at least one time in their life decreased from 20 percent to 15 percent. Nationally, between 1993 and 1999, the percentage of students reporting having been offered drugs on school property in the 12 months preceding the survey increased from 24 percent to 30 percent. The differences between national and state trend results are not statistically significant.

SEXUAL BEHAVIORS

Context

Early sexual activity is associated with unwanted pregnancy, sexually transmitted diseases, and negative effects on social and psychological development (Morris). Early pregnancy can significantly affect the education and future opportunities of these young mothers. In addition, children of adolescent mothers are more likely to suffer from premature birth, low birth weight, physical abuse and neglect, and poor performance in school (Wisconsin Department of Health and Family Services). Alcohol and other drugs use at last sexual intercourse was found to be strongly associated with the likelihood of multiple sexual partners and not using a condom (Santelli).

The United States has higher rates of pregnancies and sexually transmitted diseases among adolescents than most other developed countries (Darroch). Every year about 1 in 4 sexually active teens (3 million teens) acquire a sexually transmitted disease. Chlamydia is more common among teens than among older men and women; in some settings, 10-29% of sexually active teenage women and 10% of teenage men tested for STD's have been found to have chlamydia. Teens also have higher rates of gonorrhea than do sexually active men and women aged 20-44 (Alan Guttmacher Institute). In Wisconsin in 2000, 99 births were to teens under 15 and 2,225 were to mothers 15 to 17 years old. This represents a birth rate of 20 births per 1,000 females under the age of 18, a decrease from the birth rate of 24 births per 1,000 females under the age of 18 in 1995 (Wisconsin Department of Health and Family Services).

The YRBS questions corresponding to sexual behaviors measure the prevalence of sexual activity, number of sexual partners, age at first intercourse, alcohol and drug use related to sexual activity, condom and other birth control use, and whether students have received HIV education. The responses of Wisconsin students to these questions provide useful data for gauging the status of adolescents in reaching the U.S. DHHS Health Objectives for the year 2010. The related national Health Objectives for the year 2010 included:

25-11 – Increase the proportion of adolescents who abstain from sexual intercourse or use condoms if currently sexually active to 95 percent.

The YRBS was administered to 2120 students in 54 public high schools in Wisconsin in the spring of 2001. The students who participated in the survey are representative of all ninth through twelfth grade public school students in Wisconsin. The survey has been administered every two years since 1991. However, due to variations in the surveys and sample size, results from the 1991 and 1995 administrations will not be considered in this analysis. Due to the small sample size for various demographic groups, this chapter's comparisons of responses to questions by race are limited to white and black students only.

Highlights

- Thirty-nine percent of students said that it was important for them to delay having sexual intercourse until they were married, engaged, or an adult in a long-term, committed relationship, while 32 percent of students said that it was not important to delay having sexual intercourse.

- The percentage of students who reported ever having had sexual intercourse decreased significantly from 47 percent in 1993 to 39 percent in 2001.

- Students in 2001 were significantly less likely to report initiating sexual intercourse before the age of 16 than students in 1993. In 1993, 33 percent of students reported initiating sexual intercourse before the age of 16 compared to 23 percent of students in 2001.

- Sixty-four percent of the students who reported ever having had sex reported using a condom the last time they had sex.

- Seventy-six percent of the students who reported ever having had sex reported using a reliable form of birth control (condom, birth control pill, or Depo-Provera) the last time they had sex.

- Students in 2001 were significantly more likely to report learning about HIV/AIDS in school and significantly less likely to report talking about HIV/AIDS with their family than students in 1993. Eighty-four percent of students in 1993 reported learning about HIV/AIDS in school compared to 92 percent of students in 2001, and 58 percent of students in 1993 reported ever discussing HIV/AIDS with their families, compared to 49 percent of students in 2001.

- Female students are significantly more likely than male students to report ever having sexual intercourse, with 44 percent of female students reporting this behavior compared to 35 percent of male students.

- The percentage of students who report ever having had sex increases significantly as grade level increases. Twenty-nine percent of ninth graders report ever having had sex, compared to 59 percent of twelfth graders.

- There was a significant decrease in the use of condoms among sexually active students as grade level increases. Seventy-six percent of ninth graders and 61 percent of twelfth graders who reported ever having sex reported using a condom the last time they had sex.

- There was a significant increase in the use of reliable birth control methods with the aim of preventing pregnancy among sexually active students as grade level increases.

Seventy-one percent of ninth graders and 83 percent of twelfth graders who reported ever having sex reported using a reliable method of birth control in order to prevent pregnancy the last time they had sex.

- Black students were significantly more likely than white students to report both ever having had sex and having had sex in the past 3 months. Sixty-seven percent of black students and 36 percent of white students report ever having sex, and 52 percent of black students and 27 percent of white students report having had sex in the past 3 months.

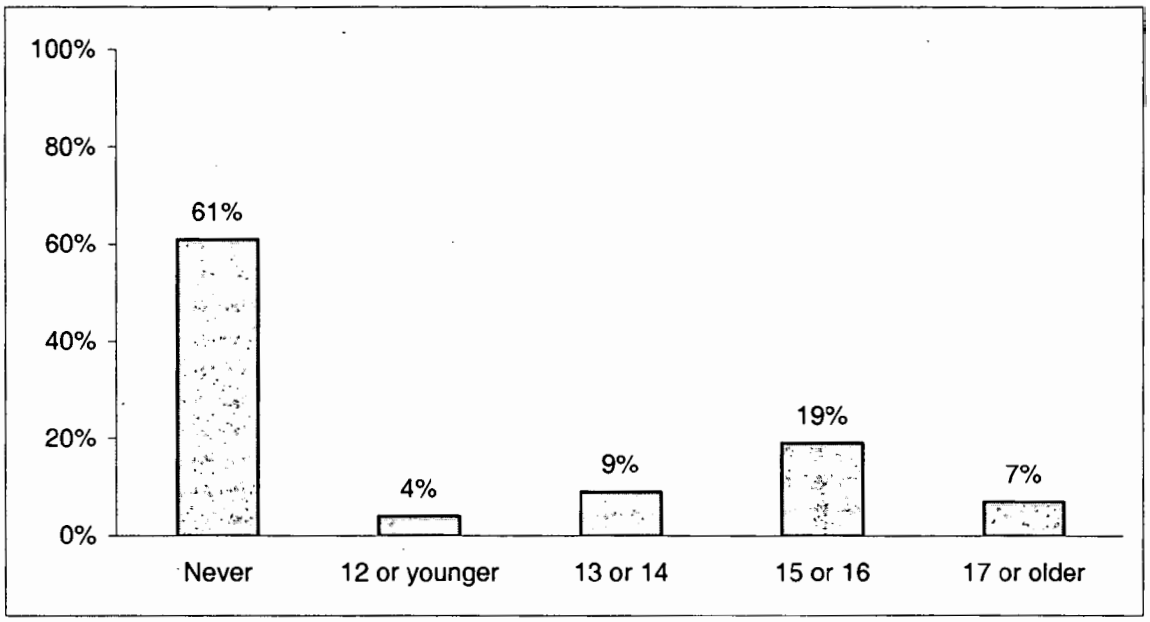
General Prevalence Rates

The question regarding the importance of delaying sexual intercourse had a six-point answer scale ranging from "not important" to delaying sex until "I'm married." Thirty-nine percent of students said that it was important for them to delay having sexual intercourse until they were married, engaged, or an adult. Twenty-three percent of students said it was important to delay sexual intercourse until they were in love. Five percent reported that it was important to delay having sexual intercourse until finishing high school. Thirty-two percent of students said that it was not important to delay having sexual intercourse.

Thirty-nine percent of students reported that they have had sexual intercourse. Four percent of students reported initiating sexual intercourse before the age of 13 (Figure 1). Nine percent of students reported initiating sex between the ages of 13 and 14. Nineteen percent of students reported becoming sexually active at age fifteen or sixteen. Twenty-nine percent of students (or 74 percent of those students who reported having sexual intercourse in their lifetime) reported having sexual intercourse in the 3 months prior to the survey (Figure 2). Nationwide, 50 percent of all students reported

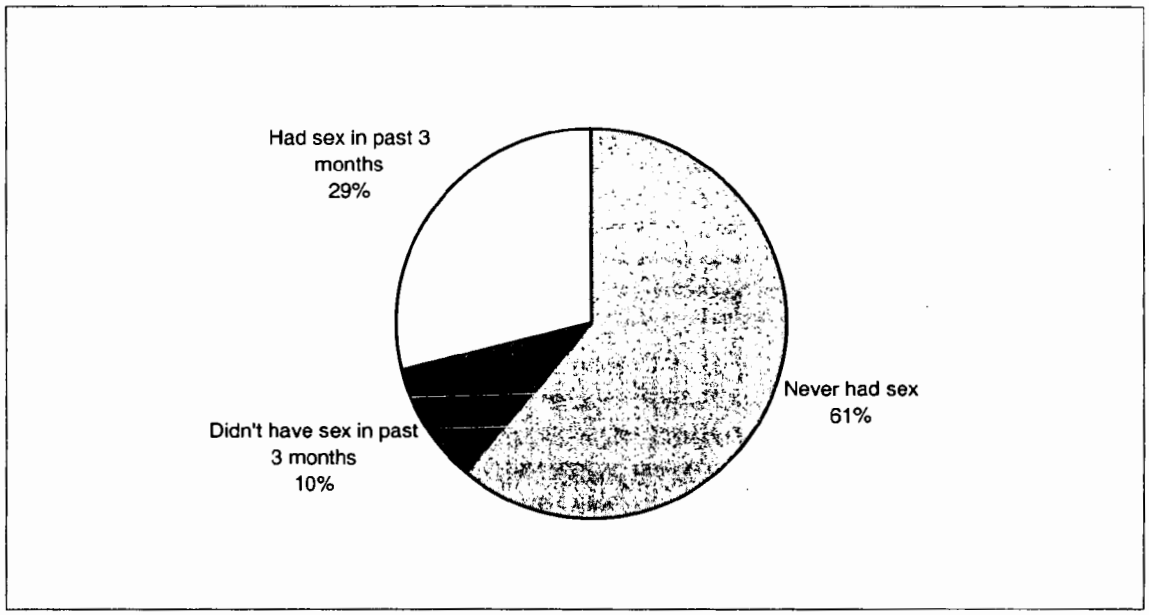
having had sexual intercourse during their lifetime, 8 percent of students reported initiating sexual intercourse before the age of 13, and 36 percent of all students reported having sexual intercourse in the 3 months preceding the survey (1999 National YRBS).

Figure 1: Age of first sexual intercourse among Wisconsin high school students – 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

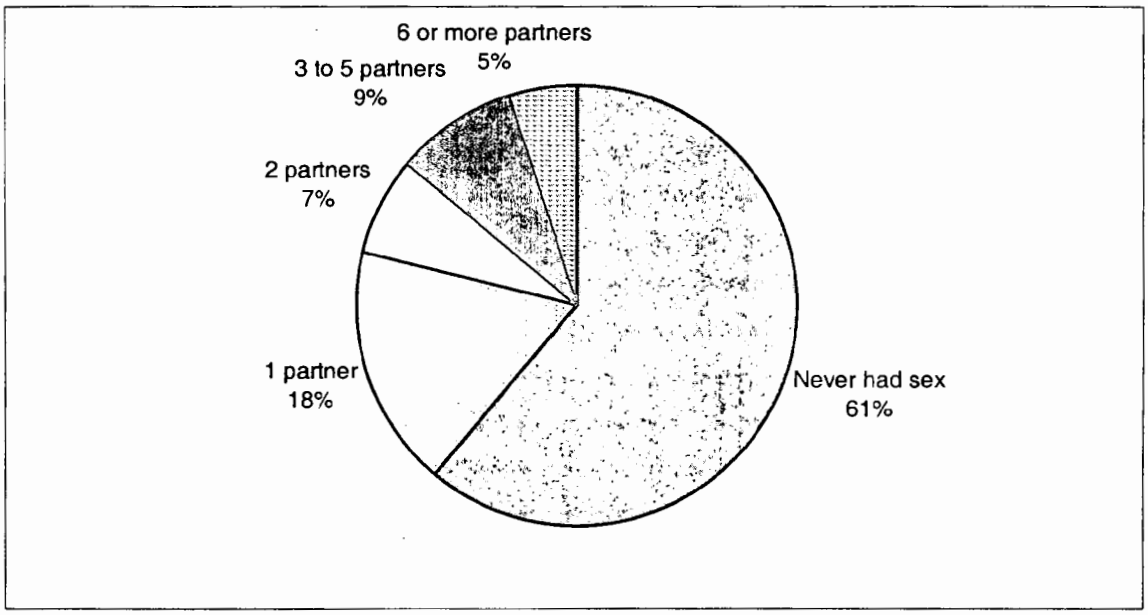
Figure 2: Prevalence of sexual intercourse in the past three months among Wisconsin high school students - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Eighteen percent of students (or 46 percent of sexually active students) reported having one sexual partner in their lifetime (Figure 3). Seven percent of students (or 18 percent of sexually active students) reported having two partners. Nine percent of students (or 23 percent of sexually active students) reported having between 3 to 5 sexual partners in their lifetime. Five percent of students (or 13 percent of sexually active students) reported having sex with six or more people in their lifetime.

Figure 3: Number of lifetime sexual partners among Wisconsin high school students - 2001



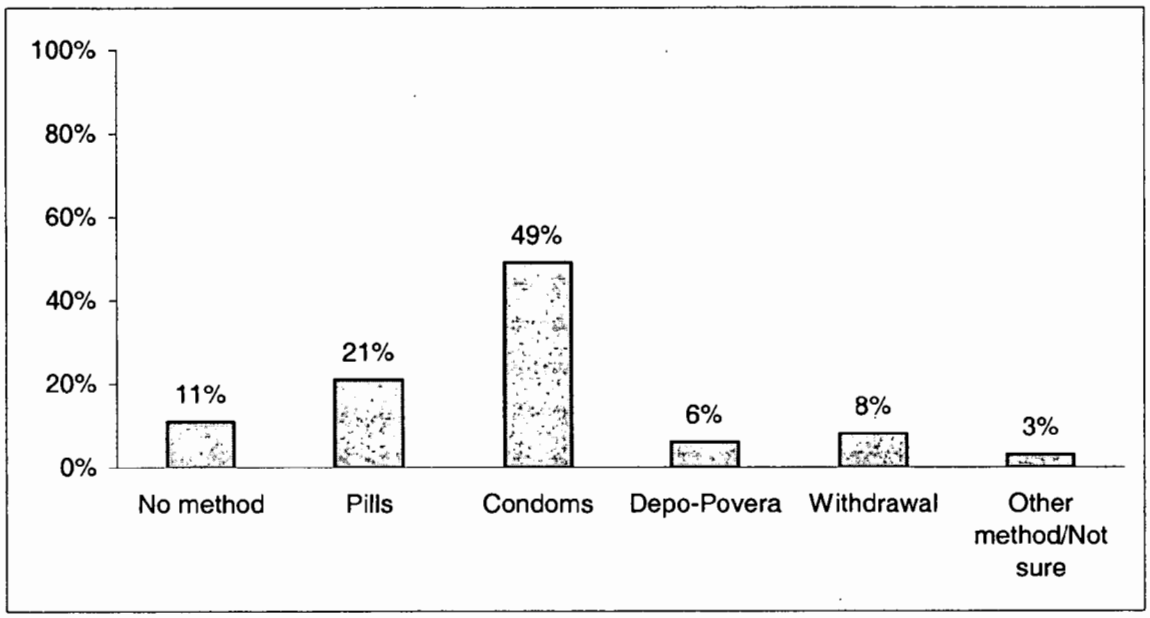
Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Twenty-eight percent of the students who reported ever having sexual intercourse reported drinking or using drugs before the last time they had sex. Nationwide, 25 percent of sexually active students reported using alcohol or drugs at last sexual intercourse (1999 National YRBS). Sixty-four percent of the students who reported ever having had sex reported using a condom the last time they had sex. Nationwide, 58 percent of sexually active students reported using a condom the last time they had sex (1999 National YRBS).

The YRBS asked students to list the one method they used to prevent pregnancy the last time they had sexual intercourse (Figure 4). Seventy-six percent of the students who reported ever having had sex reported using a reliable form of birth control (condom, birth control pill, or Depo-Provera) the last time they had sex. Forty-nine percent of the students who reported ever having sex reported that condoms were the one method they used to prevent pregnancy the last time they had sex, 21 percent said they or their partners used birth control pills, and 6 percent reported using Depo-Provera. Twenty-two percent of those sexually active students reported using no method, withdrawal, or were not sure what method was used to prevent pregnancy the last time they had sex.

Five percent of all students (or 13 percent of sexually active students) reported having been pregnant or having gotten someone pregnant. Nationwide, 6 percent of all students reported that they had been pregnant or had gotten someone else pregnant (1999 National YRBS).

Figure 4: Pregnancy prevention methods used by sexually active Wisconsin high school students the last time they had sex - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

The 2001 YRBS asked two separate questions about birth control. Question 63 asked only about whether a condom was used at the time of their last sexual intercourse. Question 64 asked about a variety of birth control methods focusing on the primary method used to prevent pregnancy the last time students had intercourse. The difference between those who reported using a condom in question 63 (64 percent) and those who reported using a condom in question 64 (49 percent) is likely due to those students who used multiple birth control methods and who considered condoms secondary to other methods for pregnancy prevention.

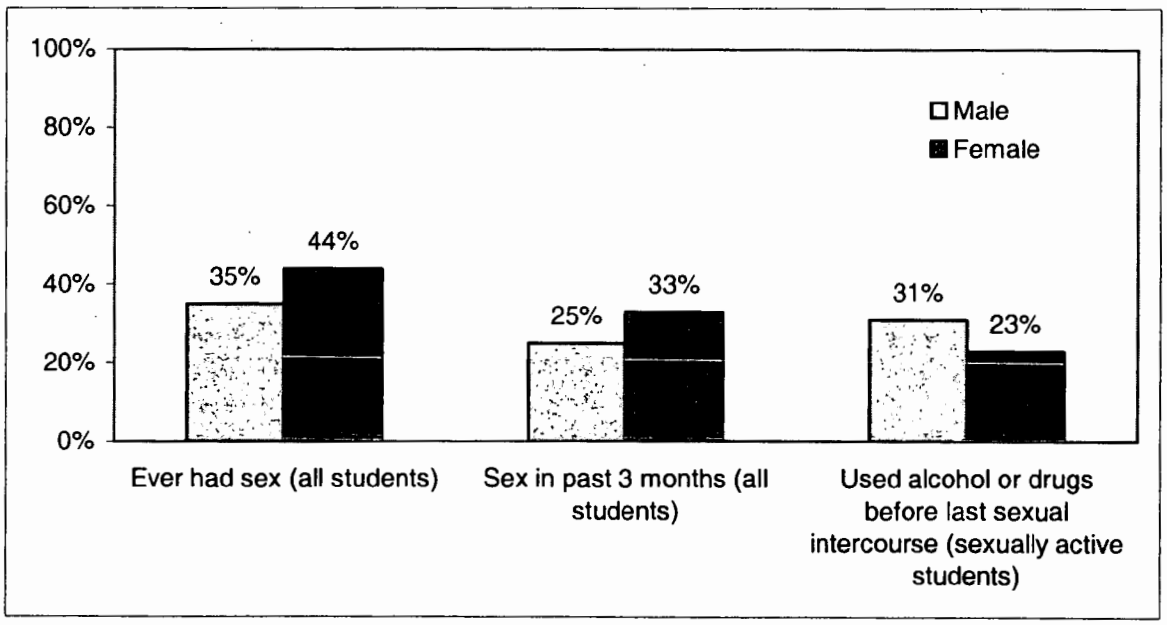
Ninety-two percent of students reported having ever been taught about AIDS or HIV infection in school, and forty-nine percent reported ever having talked about AIDS or HIV infection with their parents or other adults in their family.

Comparison by Demographic Groups

Gender

Female students were significantly more likely than male students to report ever having sexual intercourse, with 44 percent of female students reporting this behavior compared to 35 percent of male students (Figure 5). Female students were also significantly more likely to report having had sex in the 3 months prior to the survey, with 33 percent of female students reporting this behavior compared to 25 percent of male students. In addition, among sexually active students, males were significantly more likely than female students to report using alcohol or drugs during last intercourse, with 31 percent of male students and 23 percent of female students reporting this behavior. Among students who reported ever having had sexual intercourse, male students were significantly more likely than female students to report using a condom the last time they had sex, with 71 percent of males and 57 percent of females reporting such condom use. Female students were significantly more likely to report having been pregnant than male students were to report having gotten someone pregnant. Six percent of female students reported having ever been pregnant, while two percent of male students reported having ever gotten someone pregnant. While there was no difference between the genders in reports of learning about HIV/AIDS in school, there was a significant difference between the genders in reports of discussing HIV/AIDS with family members. Fifty-eight percent of female students reported ever having talked about HIV/AIDS with their family, compared to 41 percent of male students.

Figure 5: Sexual behaviors among Wisconsin high school students, by gender - 2001

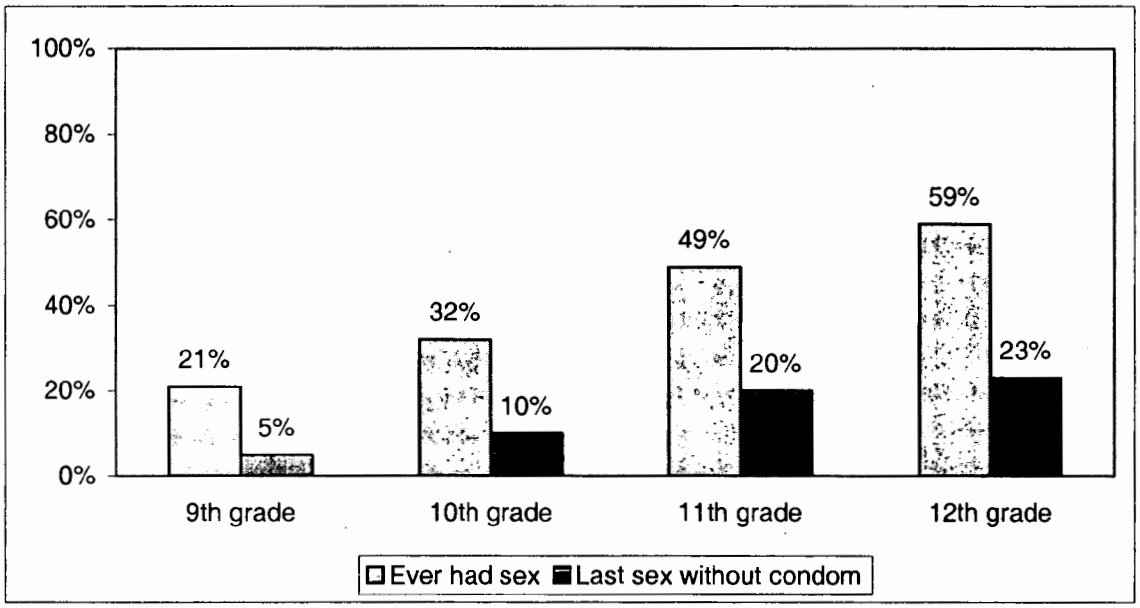


Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Grade

There were a number of significant differences by grade level in reports of sexual behaviors. The percentage of students who reported ever having had sex increased significantly as grade level increased. Twenty-nine percent of ninth graders reported ever having had sex, compared to 59 percent of twelfth graders (Figure 6). There was also a significant increase in the practice of not using a condom as grade level increased. Five percent of ninth graders reported engaging in sexual intercourse without using a condom the last time they had sex, compared to 23 percent of twelfth graders. However, there was a significant increase in the use of reliable birth control methods with the aim of preventing pregnancy among sexually active students as grade level increased. Seventy-one percent of ninth graders and 83 percent of twelfth graders who reported ever having sex reported using a reliable method of birth control in order to prevent pregnancy the last time they had sex.

Figure 6: Sexual behaviors among Wisconsin high school students, by grade level - 2001



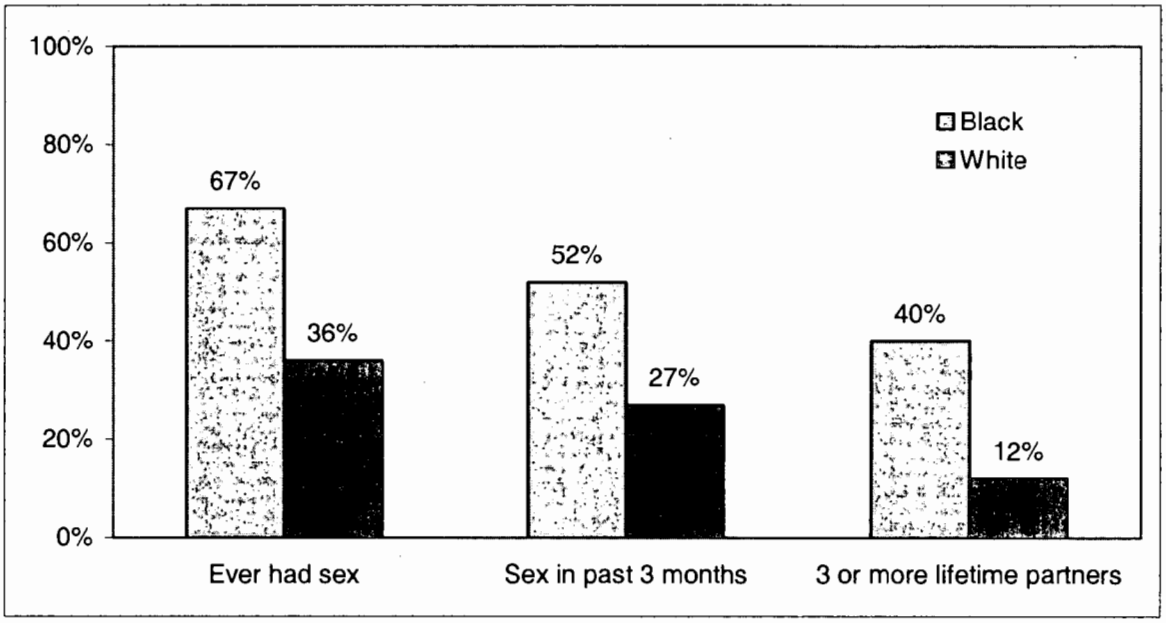
Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Race

There were several significant differences in the prevalence of sexual behaviors between white and black student populations. Black students were significantly more likely than white students to report ever having had sexual intercourse, with 67 percent of black students reporting this compared to 36 percent of white students (Figure 7). Black students were also significantly more likely than white students to report having had sex in the past three months, with 52 percent of black students and 27 percent of white students reporting this behavior. Black students were also significantly more likely than

white students to report having multiple sexual partners in their lifetime. Forty percent of black students reported having had three or more sexual partners in their lifetime, compared to 12 percent of white students.

Figure 7: Sexual behaviors among Wisconsin high school students, by race – 2001



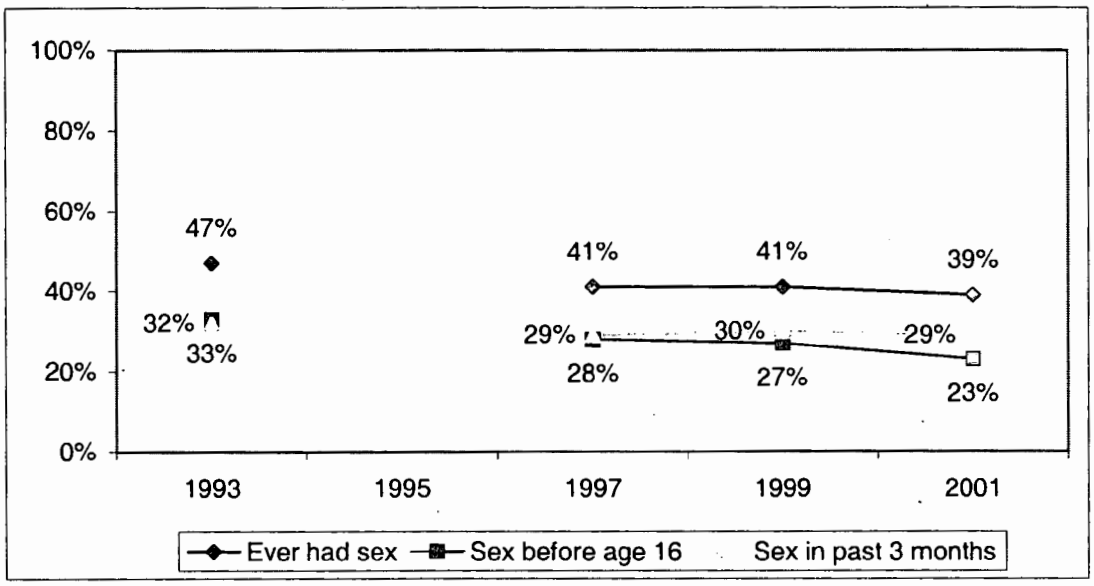
Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Trends

The percentage of students who reported ever having had sexual intercourse decreased significantly from 47 percent in 1993 to 39 percent in 2001 (Figure 8). Likewise, students in 2001 were significantly less likely to report initiating sexual intercourse before the age of 16 than students in 1993. In 1993, 33 percent of students reported initiating sexual intercourse before the age of 16 compared to 23 percent of students in 2001. There was no significant difference in the percentage of students reporting to have engaged in sexual intercourse in the 3 months prior to the survey.

Nationwide, the percentage of students reporting ever having had sex decreased from 53 percent in 1993 to 50 percent in 1999. There was no significant change over time in the percentage of the nation's high school students reporting to have engaged in sexual activity in the 3 months prior to the survey (1999 National YRBS).

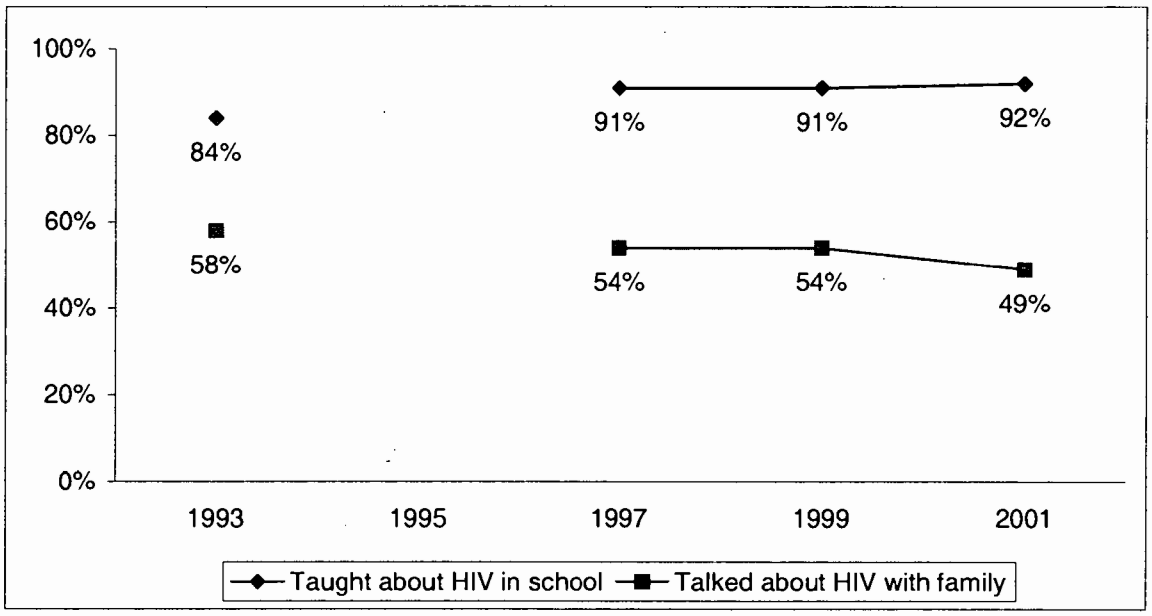
Figure 8: Changes in sexual behaviors among Wisconsin high school students, 1993 – 2001



Data from 1995 unavailable

Students in 2001 were significantly more likely to report learning about HIV/AIDS in school and significantly less likely to report talking about HIV/AIDS with their family than students in 1993. Eighty-four percent of students in 1993 reported learning about HIV/AIDS in school compared to 92 percent of students in 2001, and 58 percent of students in 1993 reported ever discussing HIV/AIDS with their families, compared to 49 percent of students in 2001(Figure 9).

Figure 9: Changes in HIV education among Wisconsin high school students, 1993 - 2001



Data from 1995 unavailable

DIET AND EXERCISE

Context

Healthy eating helps young people grow, develop and do well in school. It helps prevent childhood and adolescent health problems such as obesity, disordered eating, dental cavities and iron deficiency anemia. Healthy eating may help prevent health problems in later life, including heart disease, cancer and stroke – the three leading causes of death. Nutritional factors account for one-third of United States cancer deaths (American Cancer Society). Chronically undernourished children are more likely to become sick, miss school, and score lower on tests. Calcium intakes of children and adolescents are far below recommended levels, and may be an important risk factor for fractures in adolescence as well as osteoporosis later in life. Poor eating habits and inactivity are the root causes of overweight and obesity. Obesity among youth has more than doubled in the past 30 years (U.S. Department of Health and Human Services). Obesity has been linked to decreased social achievement including fewer years of advanced education, lower likelihood of being married and higher rates of poverty (Wisconsin Obesity Prevention Task Force).

As measured by the 2000 Wisconsin Behavioral Risk Factors Survey, 56 percent of all adults were considered overweight according to their Body Mass Index in the state in the year 2000 (Department of Health and Family Services). In children and adolescents, overweight or obese has been defined as a gender- and age-specific BMI at the 95th percentile based on the Centers for Disease Control and Prevention growth charts (a BMI at the 85th percentile designates a child or adolescent at-risk for obesity). By this definition, in 1999, 14 percent of adolescents in the United States ages 12 to 19 years were overweight or obese (Office of the Surgeon General). Most Americans currently do not consume healthy diets according to dietary recommendations. Most diets are high in fats and low in complex carbohydrates and dietary fiber. The average national intake of milk and dairy foods by children and adolescents is only 12 – 49 percent of dietary recommendations (American Academy of Pediatrics). Dietary Guidelines for Americans and the Food Guide Pyramid established by the U.S. Department of Agriculture (United States Department of Agriculture) recommend that people eat at least two servings of fruits and a minimum of three servings of vegetables a day, and three or more servings of dairy products.

In addition to poor dietary behaviors, sedentary lifestyle patterns can increase the risk of many diseases and chronic conditions. Inactivity and poor diet cause at least 300,000 deaths per year in the United States. Only tobacco causes more preventable deaths (National Center for Chronic Disease Prevention and Health Promotion). Regular physical exercise in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, and reduces anxiety and stress and increases self-esteem. Adults who are less active are at a greater risk of dying of heart

disease and developing diabetes, colon cancer and high blood pressure. Only about half of young people in the United States regularly participate in vigorous physical activity and a quarter reported no vigorous activity.

The YRBS questions corresponding to dietary behaviors and physical activity measured self-reported height and weight, self-perception of body weight, specific weight control behaviors, food choices and consumption, and participation in physical activity, physical education classes, and sports teams. The responses of Wisconsin students to these questions provide useful data for gauging the status of adolescents in reaching the U.S. DHHS Health Objectives for the year 2010. The related national Health Objectives for the year 2010 include:

22-6 – Increase the proportion of adolescents who engage in moderate physical activity for at least 30 minutes on 5 or more of the previous 7 days to 30 percent.

22-7 – Increase the proportion of adolescents who engage in vigorous physical activity that promotes cardiorespiratory fitness 3 or more days per week for 20 or more minutes per occasion to 85 percent.

22-9 – Increase the proportion of adolescents who participate in daily physical activity to 50%.

22-10 – Increase the proportion of adolescents who spend at least 50 percent of school physical education class time being physically active to 50 percent.

The YRBS was administered to 2120 students in 54 public high schools in Wisconsin in the spring of 2001. The students who participated in the survey are representative of all ninth through twelfth grade public school students in Wisconsin. Due to the small sample size for various demographic groups, there are no comparisons by race for any of the questions in this chapter. The survey has been administered every two years since 1991. However, due to variations in the surveys and sample size, results from the 1991 and 1995 administrations will not be considered in this analysis.

Highlights

- Twenty five percent of all students are at risk for overweight or overweight according to their Body Mass Index (BMI).
- Female students were significantly more likely than male students to report that they were trying to lose weight, with 61 percent of females reporting this compared to 27 percent of males.

- Male students were significantly more likely than female students to report trying to gain weight, with 24 percent of males reporting this compared to 5 percent of females.

- Sixty-four percent of students reported exercising or participating in strenuous physical activities that made them sweat and breathe hard for at least 20 minutes on three or more of the past seven days.

- Twelve percent of students reported consuming 5 or more servings of fruits and vegetables.

General Prevalence Rates

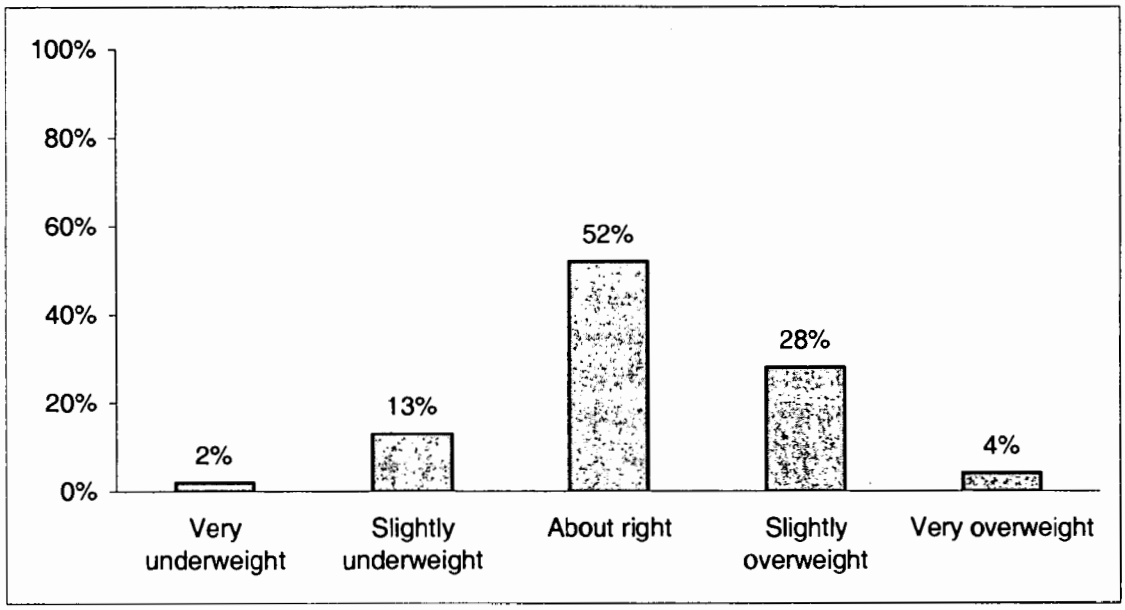
Students were asked to specify their height and weight. This information was used to calculate their Body Mass Index (BMI) by dividing a person's weight in kilograms by their height in meters squared. In adolescents aged 12 to 19 years, at risk for overweight and overweight have been defined as a gender- and age-specific BMI at the 85th and 95th percentile based on the Centers for Disease Control and Prevention growth charts, respectively. By this definition, 25 percent of students were at risk for overweight or overweight[3].

The YRBS asked students to describe their body weight and their goals about their weight. Fifty-two percent of students reported that they were "about the right weight" (Figure 1). Thirty-two percent of students reported that they were either "slightly" or "very overweight" and 15 percent reported that they were either "slightly" or "very underweight." Forty-three percent of students said they were trying to lose weight, 15 percent said they were trying to gain weight, 19 percent said they were trying to maintain the same weight, and 23 percent said they were not doing anything about

[3] BMI charts are one way to assess overweight and the risk of overweight. A muscular person may seem to be overweight according to the chart, but may not be overfat. A person with the recommended body weight may carry too much body fat due to constant dieting and inactivity.

their weight. Nationwide, 30 percent of students thought they were overweight and 43 percent of students reported trying to lose weight during the 30 days preceding the survey (1999 National YRBS).

Figure 1: Body image among Wisconsin high school students – 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

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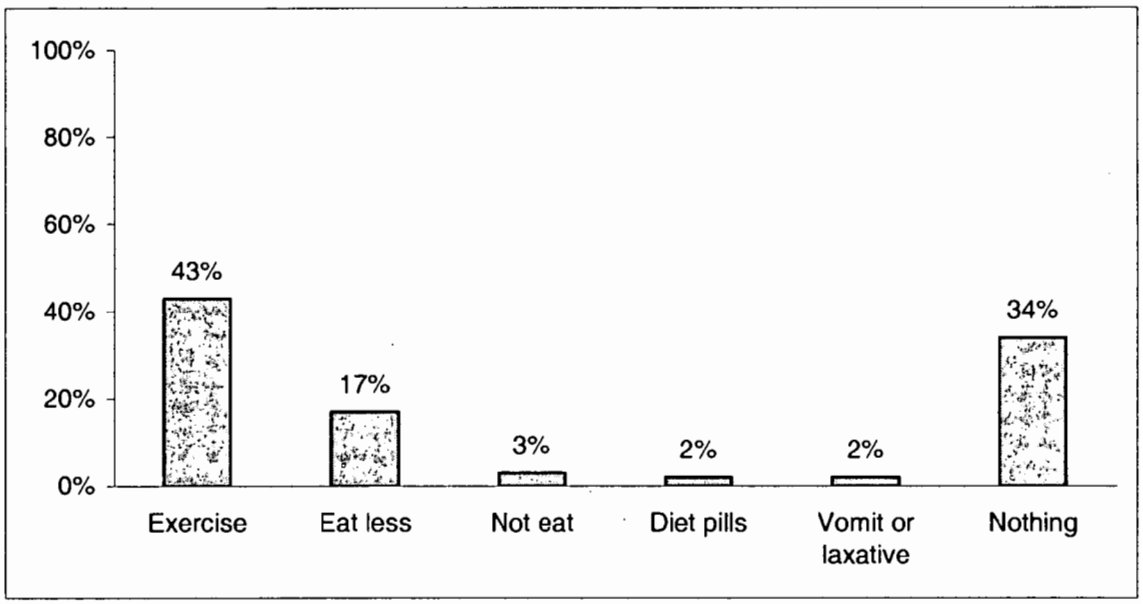
The YRBS also asked students about their most frequently used method of weight control. Forty-three percent of students said that exercise was the most frequent thing they did in the last 30 days to lose or keep from gaining weight (Figure 2). Seventeen percent of students reported eating less as the most frequent thing they did in the past 30 days to lose or keep from gaining weight. Three percent of students reported not eating, 2 percent reported taking diet pills, and 2 percent reported vomiting or taking laxatives as the most frequent thing they did in the past 30 days to lose or keep from gaining weight. Thirty-four percent of students reported doing nothing to lose or keep from gaining weight in the past 30 days.

Figure 2: Most frequent methods of weight control among Wisconsin high school students – 2001

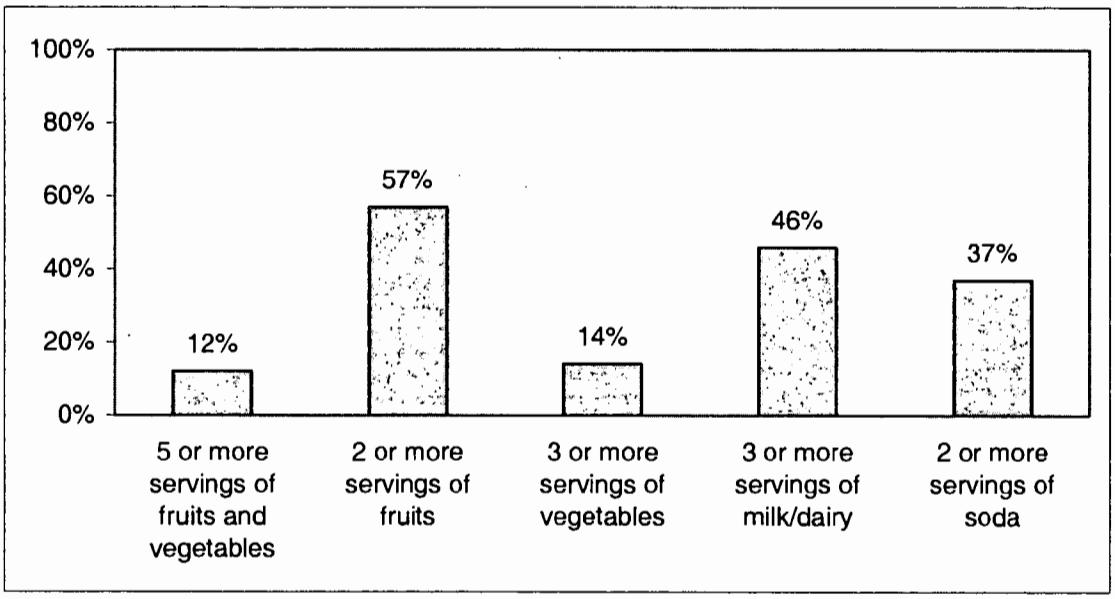


Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Twelve percent of students ate five or more fruits and vegetables the day prior to the survey (Figure 3). Fifty-seven percent of students reported eating two or more servings of fruits the day prior to the survey. Fourteen percent of students reported eating three or more servings of vegetables the day prior to the survey. Twenty percent of students reported not eating any servings of fruits and 31 percent of students reported not eating any servings of vegetables the day prior to the survey. Forty-six percent of students reported drinking three or more servings of milk products the day prior to the survey. Eleven percent of students reported not drinking any milk products the day prior to the survey. Thirty-seven percent of students reported drinking 2 or more cans or

bottles of soda the day prior to the survey. Nationwide, 24 percent of students reported eating 5 or more servings of fruits and vegetables per day during the seven days prior to the survey, and 18 percent of students reported drinking three glasses of milk per day during the 7 days preceding the survey (1999 National YRBS)[4].

Figure 3: Servings of fruits, vegetables, milk, and soda among Wisconsin high school students the day prior to the survey – 2001



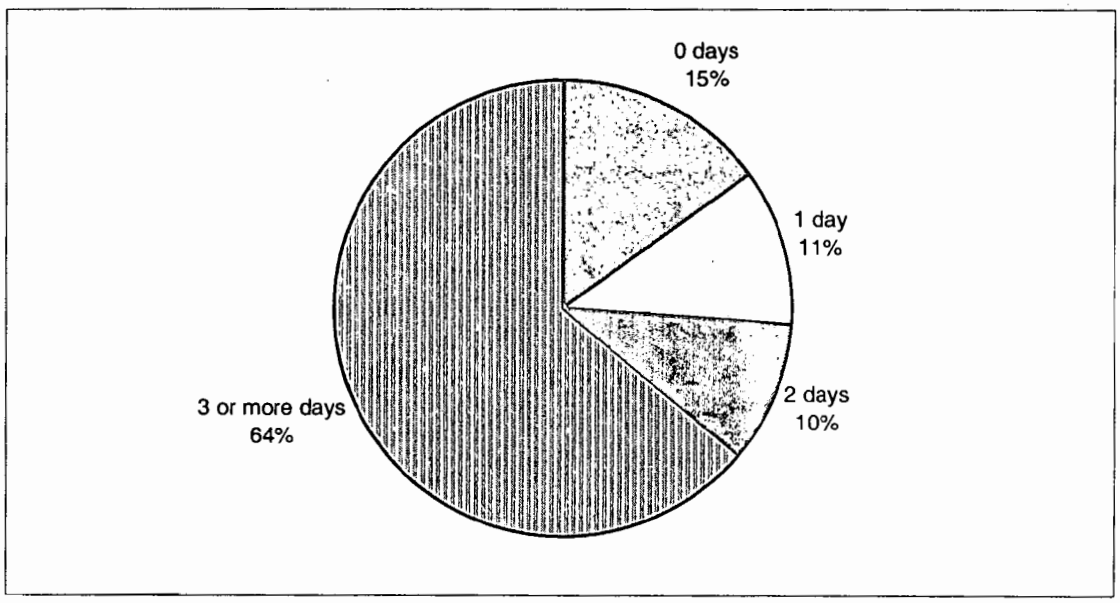
Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Sixty-four percent of students reported exercising or participating in strenuous physical activities that made them sweat and breathe hard for at least 20 minutes on three or more of the past seven days (Figure 4). Fifteen percent of students reported no such exercise in the past seven days. Twenty-eight percent of students reported participating in moderate physical activity that did not make them sweat or breathe hard on five or more of the past seven days (Figure 5). Twenty-five percent of students reported no such physical activity in the past seven days. Eighty percent of students who were enrolled in a physical education course reported that they received over 20 minutes of exercise or sports playing time while in class. In addition, 60 percent of students reported being involved in one or more team sport in the past 12 months. Nationwide, 65 percent of students reported exercising or participating in strenuous physical activities that made them sweat and breathe hard for at least 20 minutes on three or more of the past seven days; 27 percent of students reported participating in moderate physical activity that did not make them sweat or breathe hard on five or more of the past seven days; 76 percent

[4] The 2001 Wisconsin YRBS questions corresponding to nutritional patterns only asked about the number of servings they consumed the day prior to the survey. The 1999 National YRBS cited in this report measured the number of servings, on average, that students consumed per day during the week prior to the survey.

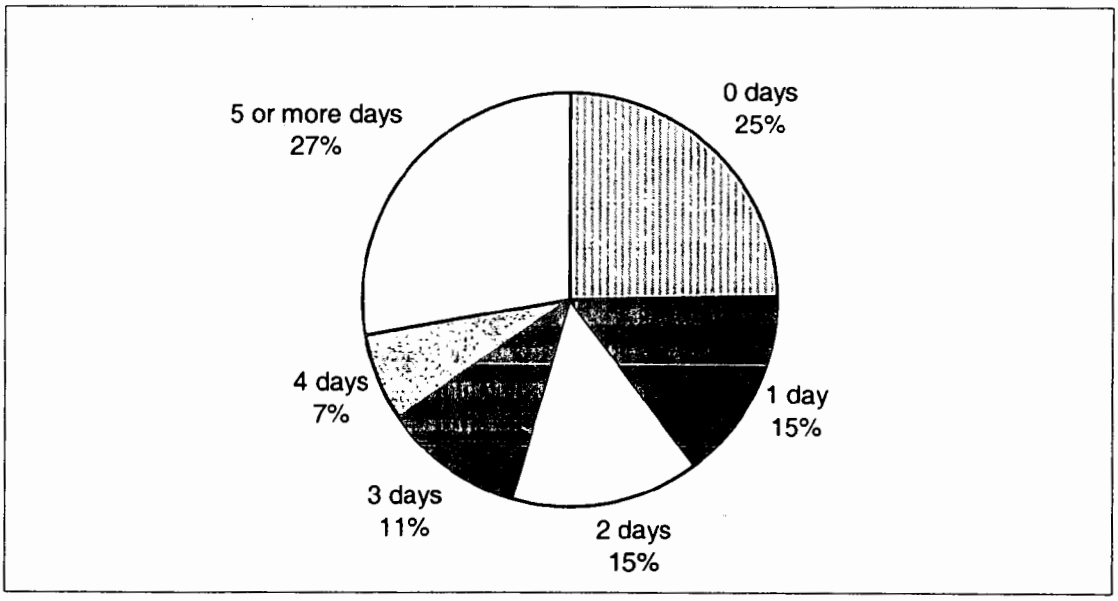
of students nationwide reported exercising 20 or more minutes during an average physical education class; and 55 percent of students reported playing on one or more sports teams in the past 12 months (1999 National YRBS).

Figure 4: Strenuous physical activity in the past 7 days among Wisconsin high school students - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Figure 5: Moderate physical activity in the past 7 days among Wisconsin high school students – 2001



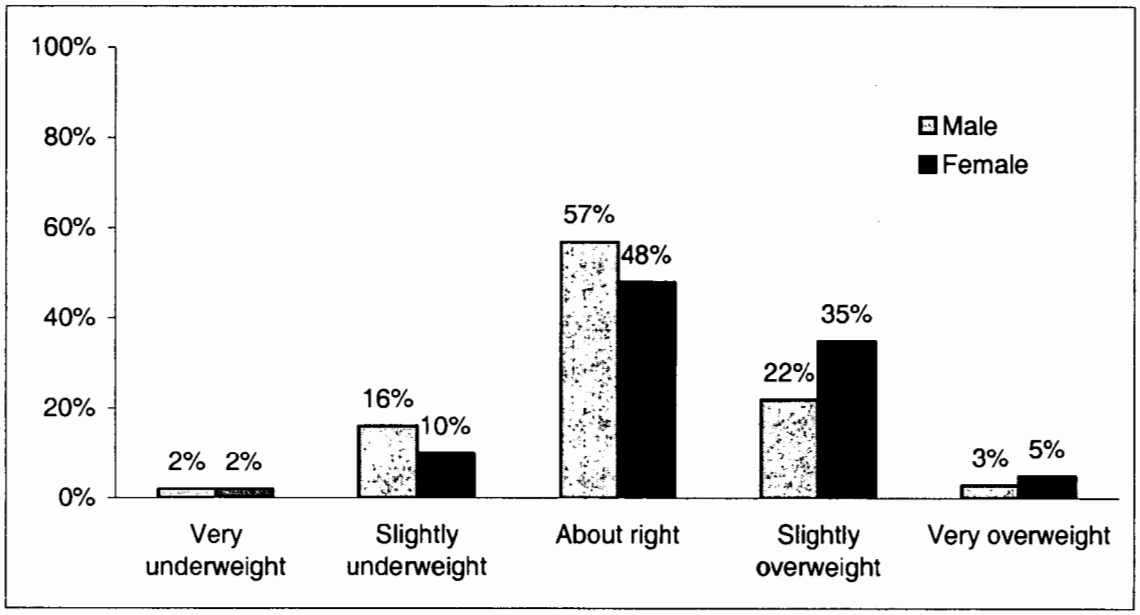
Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Comparisons by Demographic Groups

Gender

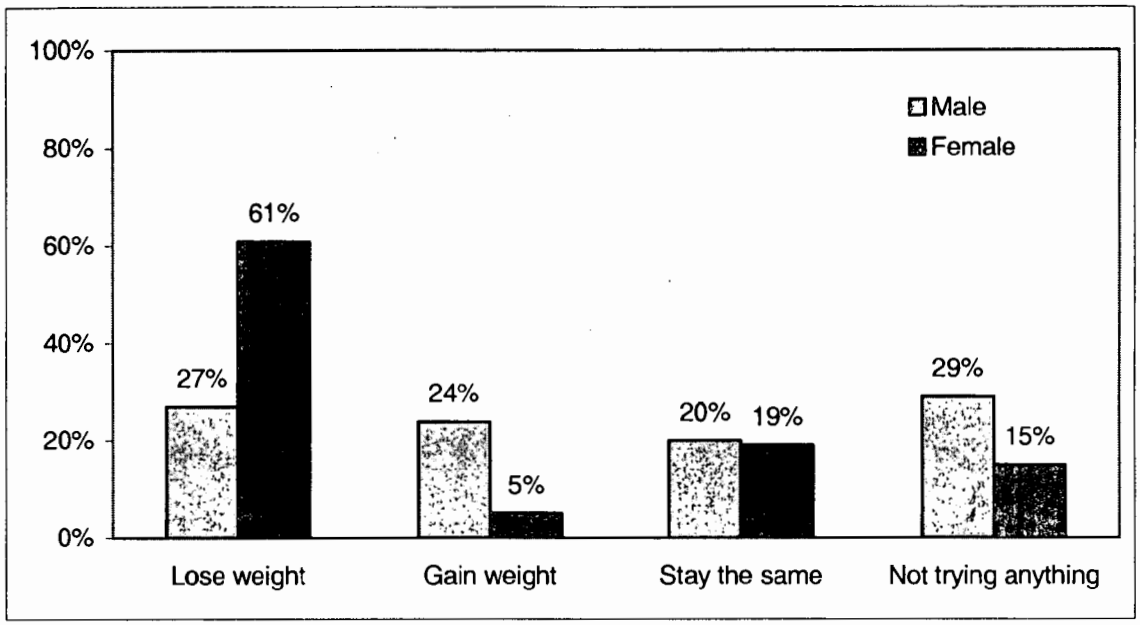
There are a number of significant differences by gender in reports of diet and exercise. Female students are significantly more likely than male students to report that they were "slightly" overweight, with 35 percent of females reporting this compared to 22 percent of males (Figure 6). Male students were significantly more likely than female students to report that they were "slightly" underweight, with 16 percent of males and 10 percent of females reporting this. Female students were also significantly more likely than male students to report that they were trying to lose weight, with 61 percent of females reporting this compared to 27 percent of males (Figure 7). Male students were significantly more likely than female students to report trying to gain weight, with 24 percent of males reporting this compared to 5 percent of females.

Figure 6: Body image among Wisconsin high school students by gender – 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

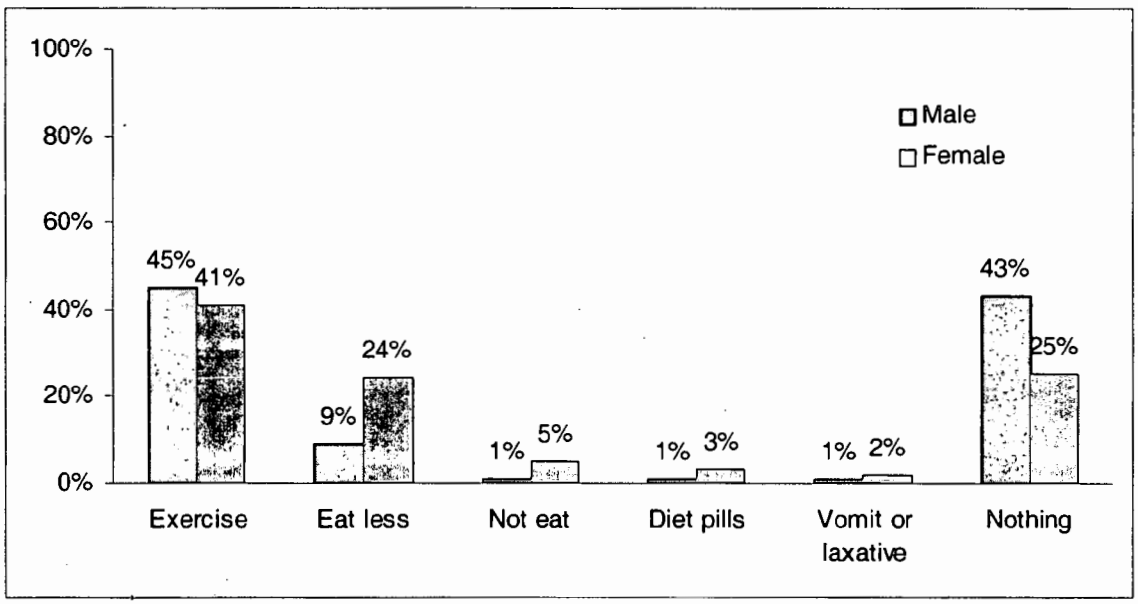
Figure 7: Weight goals for Wisconsin high school students by gender – 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

Female students were significantly more likely than male students to report that eating less was the most frequent thing they did in the last 30 days to lose or keep from gaining weight, with 24 percent of female students reporting this compared to 9 percent of male students (Figure 8). Female students were also significantly more likely than male students to report not eating as the most frequent thing they did in the last 30 days to lose or keep from gaining weight, with 5 percent of female and 1 percent of male students reporting this. Female students were significantly more likely than male students to report vomiting or taking laxatives as the most frequent thing they did in the last 30 days to lose or keep from gaining weight, with 2 percent of female and 1 percent of male students reporting this.

Figure 8: Most frequent methods of weight control among Wisconsin high school students by gender - 2001



Source: 2001 Wisconsin YRBS was administered to 9th – 12th grade students in public high schools in Wisconsin in the spring of 2001

In addition, male students were significantly more likely than female students to report playing on one or more sports teams in the past 12 months, with 65 percent of male students and 54 percent of female students reporting playing on one or more sports teams in the past 12 months. Male students are also significantly more likely to report eating dairy products three or more times in the day prior to the survey than female students, with 58 percent of males reporting this compared to 34 percent of females. Male students are significantly more likely than female students to report drinking one or more servings of soda in the day prior to the survey, with 73 percent of male students and 59 percent of female students reporting drinking one or more cans of soda.

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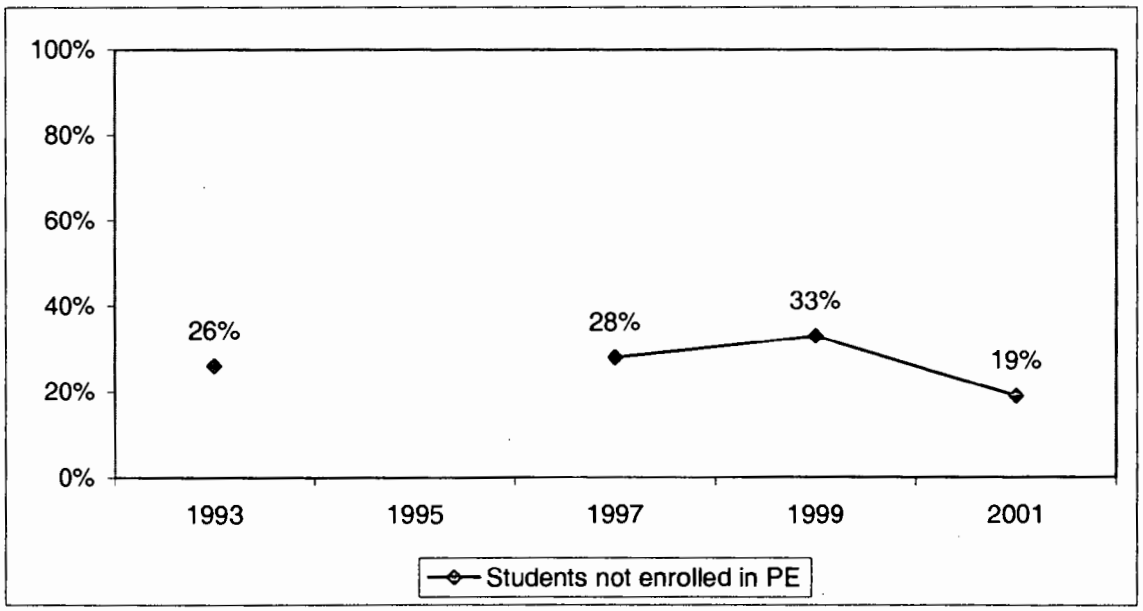
Grade

There were no significant differences between the grade levels in reports of how students describe their weight or what they would like to do about their weight. However, reports of exercising and breathing hard decrease slightly but significantly as grade level increases. Eighty-nine percent of ninth graders reported exercising vigorously one or more times in the past seven days, compared to 78 percent of twelfth graders. Additionally, as grade level increases, students are less likely to report enrollment in a physical education class, with 89 percent of ninth graders reporting enrolment compared to 59 percent of twelfth graders. Furthermore, as grade level increases students are less likely to report playing on one or more sports teams. Sixty-eight percent of ninth graders reported playing on one or more sports teams in the past 12 months, compared to 51 percent of twelfth graders.

Trends

Students in 2001 are significantly less likely than students in 1993 to report trying to gain weight, with 15 percent of students in 2001 reporting this behavior compared to 19 percent of students in 1993. While there was a significant increase in the percentage of students who reported not taking a physical education class between 1993 and 1999, there was a sharp decrease between 1999 and 2001. Twenty-six percent of students in 1993 and 33 percent of students in 1999 reported not being enrolled in a physical education class, compared to 19 percent of students in 2001 (Figure 9).

Figure 9: Changes in physical education enrollment among high school students, 1993 – 2001



Data from 1995 unavailable

RISK FACTOR INDEXES

A series of indexes were constructed to provide an overview of risk behavior activities. Indexes were created to measure the overall number of risk factors in the following areas: vehicle safety, violent behavior, suicide, tobacco use, alcohol use, drug use, sexual activity, exercise, dieting, and nutrition.

Indexes were constructed as a simple count of the number of risky behaviors students engaged in within a given set of possible behaviors. Indexes ranged from as few as three possible behaviors to as many as ten.

Vehicle Safety

The vehicle safety index aggregates three behaviors: seatbelt nonuse, riding with a driver who has been drinking, or driving after drinking. Behaviors were considered risky if: 1) they reported wearing seatbelts "sometimes," "rarely," or "never," 2) they reported riding with a driver who had been drinking at least once in the past 30 days, and 3) they reported driving a vehicle after they had been drinking at least once in the past 30 days.

The vehicle safety index ranged from zero to three points. Students averaged 0.9 risk factors in this area. Forty-three percent of students were free of vehicle safety risk factors. Thirty-one percent reported one risk factor, 17 percent reported two, and 9 percent reported all three risk factors. There were no significant differences by gender. There was a significant increase in the number of risk factors reported as grad level increases.

Violent Behavior

The violent behaviors index combined questions concerning weapons and violence in the students' lives. This index aggregates four behaviors: carrying any weapon in the past 30 days, carrying a gun in the past 30 days, being involved in a physical fight in the past 12 months, and forcing someone to take part in sexual activity. Behaviors were considered risky if a weapon/gun was carried at any time in the past thirty days, if the student was involved in one or more physical fight in the past 12 months, and if the students answered "yes" to forcing someone to take part in sexual activity.

The violent behavior index ranged from zero to four. Students averaged 0.5 risk factors in this area. Sixty-three percent of students reported no risk factors here. Twenty-six percent reported one risk factor. Eight percent reported two risk factors, three percent reported three risk factors, and an additional one percent reported all four risk factors. Female students reported zero risk factors more often than male students, while there was no difference by grade level.

Suicide

The suicide index aggregates three behaviors including: having seriously thought about committing suicide in the past 12 months, having attempted suicide in the past 12 months, and having received injuries that required medical attention as the result of a suicide attempt in the past 12 months.

The suicide index ranged from zero to three. Students averaged 0.3 risk factors in this area. Eighty percent of students reported no risk factors in this area, while 13 percent reported one risk factor, and seven percent reported two or more risk factors. More female students reported one or two risk factors in this index than male students, while there were no differences reported by grade level.

Tobacco Use

The tobacco use index aggregates five behaviors including: having ever smoked a whole cigarette, frequency of smoking, number of cigarettes smoked per day, having smoked cigars, cigarillos or little cigars, and having used any chewing tobacco in the past 30 days. Students who had smoked 1-5 days of the past 30 received a single risk factor for this behavior while students who smoked on 6 or more of the past 30 days received two risk factors for the index. Students who smoked 1-5 cigarettes per day received a single risk factor while students who smoked 6 or more cigarettes per day received two risk factors. Students reporting that they ever smoked cigars, cigarillos, or little cigars, or used chewing tobacco received one risk factor for each.

The tobacco index ranged from zero to seven. Students averaged 1.4 risk factors for this index. Forty-four percent of students reported zero risk factors for this index. Twenty percent reported one risk factor, while another twenty percent of students reported 3 or 4 risk factors. Only seven percent of students reported 5 or more risk factors for this index. There was relatively no difference reported between female and male students regarding their tobacco use. However, as grade level increases, so does the number of risk factors reported by all students.

Alcohol Use

The alcohol use index aggregated three behaviors including: having ever had an alcoholic beverage, having had an alcoholic beverage in the past 30 days, and having had five or more drinks at one occasion at least once in the past 30 days.

The alcohol index ranged form zero to three. Students averaged 1.6 risk factors in this area. Twenty-three percent of students reported no risk factors in alcohol use, 25 percent reported one risk factor, 19 percent reported two risk factors, and 33 percent reported all three factors. There was no significant difference reported between male and

female students, while students reporting all three risk factors for this index increased with grade level.

Drug Use

The drug use index aggregated ten behaviors. This included having used marijuana in one's lifetime, having used marijuana in the past 30 days, having ever used any form of cocaine in lifetime, having used any form of cocaine in the past 30 days, having ever used inhalants, having ever used heroin, having ever used methamphetamines, having ever used LSD, having ever used a club drug, and having used heroin, methamphetamines, LSD, or a club drug in the past 30 days. Students reporting that they used marijuana once or twice in their lifetime received a risk factor of one, while students reporting that they have used marijuana three or more times received a risk factor of two. Students who reported using any form of cocaine once or twice in their lifetime received a risk factor of one, while students who reported using cocaine three or more times received a risk factor of two.

The drug use index ranged from zero to 12. Students averaged 1.7 risk factors in this area. Over half (53 percent) of students reported no risk factors in drug use. Thirty-one percent of students reported having 1 to 3 risk factors, while 16 percent reported 4 or more risk factors. There were no differences between male and female drug use. The percent reporting zero risk factors significantly decreases by grade level.

Sexual Activity

The sexual activity index aggregated six behaviors including: having ever had sexual intercourse, having had sexual intercourse for the first time under the age of 16, having had two or more sexual partners in one's lifetime, having had one or more sexual partners in the past three months, having used drugs or alcohol before one's most recent sexual experience, and having not used a reliable form of birth control during one's most recent sexual experience. A reliable form of birth control included never having sexual intercourse, birth control pills, condoms, and Depo-Provera. Unreliable forms of birth control included not using any method, withdrawal, or some other method.

The sexual activity index ranged from zero to six. Students averaged 1.8 risk factors in this area. Only seven percent reported zero risk factors, while 58 percent reported one risk factor. Twenty-two percent reported three or four risk factors, and four percent reported five or more. More male students than female students reported one risk factor for this index, while more female students reported having four risk factors. Students reporting one risk factor decreased by grade level, while students reporting three to five risk factors increased with grade level.

Exercise

The exercise index aggregated behaviors including: having participated for at least 20 minutes in a hard physical activity fewer than three days in the past week, having participated for 30 minutes in a moderate physical activity fewer than five days in the past week, and having been on no team sports in the past year.

The exercise index ranged from zero to three with an average of 1.5 risk factors reported by students. Seventeen percent of students reported no risk factors. Thirty-eight percent reported one risk factor, 26 percent reported two risk factors, and 18 percent reported having all three risk factors. More female students than male students reported all three risk factors for this index. As grade level increases, students reporting all three risk factors increases as well.

Nutrition

The nutrition index included the number of times students reported eating each of three classes of food on the previous day including: fruit and fruit juices, vegetables and vegetable juice; and milk, yogurt or cheese. The amount of soda consumed each day was also included in this index. Students were considered at risk if they had fewer than two servings of fruit and fewer than three of vegetables or dairy products. Two or more cans/bottles of soda per day were considered risky.

The nutrition index ranged from zero to four. Students averaged 1.8 risk factors in this area. Seven percent reported having no risk factors in nutrition. Twenty-one percent reported one risk factor, 33 percent reported two risk factors, and 28 percent reported three risk factors. Eleven percent of students reported all four risk factors. There were no significant differences by gender or grade.

Dieting

The dieting index aggregated three behaviors including body image, unhealthy weight loss behaviors such as using laxatives, vomiting or diet pills to lose weight in the past 30 days, and being overweight according to the student's BMI. Students received one risk factor on the index if they reported their weight as either "very" over- or under weight. Overweight with regards to BMI was determined by the CDC's guidelines. A BMI in the 85th percentile and above according to age is considered to be at risk for becoming overweight, whereas a BMI in the 95th percentile and above is considered to be overweight. A BMI in the 85th percentile and above was considered risky for this index.

The dieting index ranged from zero to three. Sixty-eight percent of the students reported no risk factors. Twenty-seven percent reported one risk factor, 5 percent reported two, and zero percent reported all three risk factors. There were no significant differences by gender or grade.

Total Risk Factors

All individual risk factor area indexes were added together to form a total risk factor index. The total risk factor index ranged from zero to 48. Students averaged 12.2 risk factors overall. Forty-eight percent of student reported ten or fewer risk factors. Thirty-nine percent of all students reported 11 to 20 risk factors. Twelve percent reported 21 to 30 risk factors. Only one percent reported more than 30 risk factors. There were no differences between male and female students in total risk factors, but as grade level increases so do the number of risk factors reported by the students.

RELATIONSHIP BETWEEN RISK FACTORS

In order to understand the connections among various risk factors, a correlation analysis was conducted using the risk factor indexes described above. The analysis examined the tendency for different behaviors to occur together. A high positive correlation between two sets of behaviors means that there is a high probability that if students engage in the first set of activities they will also engage in the second set as well. A high positive correlation means that if a student engages in the first set of activities, they are more likely to engage in the second set. The size of the correlation (from 0 to 1) indicated the size of the relationship. That is, a correlation of 1 would mean that every time the first factor is present, the second factor will be present as well. A correlation of zero means that the second factor is no more likely to be present with the first factor than it would be merely by chance.

Highlights

- Strong correlations exist among tobacco use, alcohol and other drug use, and vehicle safety.
- Sexual activity is strongly correlated with tobacco use, vehicle safety, and alcohol and other drug use. Suicide is correlated with drug use.
- Violent behavior is correlated with drug use, tobacco use, and vehicle safety.

Risk Factors Indexes

The analysis of risk factor indexes provides an understanding of the interconnection of risky behaviors in broader categories. Most of the risk factor indexes were correlated to other risk factor indexes (Table 2). Of the 45 index pairs, 39 were statistically significant. Eight had strong correlations over 0.35, seven had moderate correlations between 0.25 and 0.34, and 5 had weak correlations between 0.15 and 0.24. The highest and most interrelated correlations were found between tobacco use, drug use, vehicle safety, and sexual activity, with correlations ranging from 0.35 to 0.58. All four of these indexes were highly correlated with each other, indicating a high level of interconnection among these activities. In other words, students who engaged in risky behaviors in any one of these areas were very likely to engage in risky behaviors in the others as well. So, for example, a student who engaged in many risky drug use behaviors would also be very likely to engage in other risky behaviors such as tobacco use, sexual activity, vehicle safety, and alcohol use. It should be noted, however, that these high

correlations in no way indicate that activity in any one of these areas causes increased activity in the others. That is, these high correlations do not imply that if risky behavior in one area is reduced, risky behavior in the other areas would necessarily decline.

Table 2: Risk Indexes Correlations

	Alcohol	Nutrition	Dieting	Drugs	Exercise	Sexual Activity	Suicide	Tobacco	Vehicle Safety
Nutrition									
Dieting									
Drugs	+++								
Exercise		++							
Sexual Activity	++			+++					
Suicide	+			++					
Tobacco	+++			+++		++	+		
Vehicle Safety	+++			+++		++		+++	
Violent Behavior	+			+++		+	+	++	++

+ signifies correlations from 0.15 to 0.24
++ signifies correlations from 0.25 to 0.34
+++ signifies correlations from 0.35 or greater

In sum, this analysis highlights the strong connection between several behaviors including drug use, alcohol use, vehicle safety, sexual activity, and tobacco use and to a lesser degree, violent behavior, and suicide. Students who engaged in a high number of risk behaviors in one of these areas are more likely to also engage in a high number of

risk behaviors in another one. From these findings, it evident that these risky behaviors are part of a pattern and any method of intervention must treat them as such.

The high correlation of these risk behaviors provide substantial support for integrated and multifaceted approaches to preventing health risk behaviors. Coordinated strategies addressing multiple health issues reinforced over time are more likely to be effective than single issue approaches. These strategies must also be coordinated within the school and the community so that consistent health-promoting values, attitudes, skills, knowledge, and other assets are developed and supported in all young people.

2001

Wisconsin Youth Risk Behavior Survey
High School Questionnaire

Wisconsin 2001 Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to develop better health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions

- Use a #2 pencil only.
- Make dark marks.
- Fill in a response like this: A B ○ D.
- To change your answer, erase completely.
- Choose only one answer for each question (except question 4).

1. How old are you?

   a. 12 years old or younger
   b. 13 years old
   c. 14 years old
   d. 15 years old
   e. 16 years old
   f. 17 years old
   g. 18 years old or older

2. What is your gender?

   a. Female
   b. Male

3. In what grade are you?

   a. 9th grade
   b. 10th grade
   c. 11th grade
   d. 12th grade
   e. Ungraded or other grade

4. How do you describe yourself? **(Select one or more responses.)**

   a. American Indian or Alaska Native
   b. Asian
   c. Black or African American
   d. Hispanic or Latino
   e. Native Hawaiian or Other Pacific Islander
   f. White

5. During the past 12 months, how would you describe your grades in school?

   a. Mostly A's
   b. Mostly B's
   c. Mostly C's
   d. Mostly D's
   e. Mostly F's
   f. None of these grades
   g. Not sure

6. How tall are you without your shoes on?

   Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number on your answer sheet.

   Example:

HEIGHT	
Feet	Inches
5	11
③	⓪
④	①
○	②
⑥	③
⑦	④
	⑤
	⑥
	⑦
	⑧
	⑨
	⑩
	○

7. How much do you weigh without your shoes on?

   Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number on your answer sheet.

   Example:

Weight		
Pounds		
1	5	2
○	⓪	⓪
②	①	①
③	②	○
	③	③
	④	④
	○	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

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The next 4 questions ask about personal safety.

8. How often do you wear a seat belt when **riding in** a car driven by someone else?

   a. Never
   b. Rarely
   c. Sometimes
   d. Most of the time
   e. Always

9. **When you rode a bicycle** during the past 12 months, how often did you wear a helmet?

   a. I did not ride a bicycle during the past 12 months
   b. Never wore a helmet
   c. Rarely wore a helmet
   d. Sometimes wore a helmet
   e. Most of the time wore a helmet
   f. Always wore a helmet

10. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or more times

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

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or more times

The next 15 questions ask about violence-related behaviors.

12. During the past 30 days, on how many days did you carry **a weapon** such as a gun, knife, or club?

    a. 0 days
    b. 1 day
    c. 2 or 3 days
    d. 4 or 5 days
    e. 6 or more days

13. During the past 30 days, on how many days did you carry **a gun?**

    a. 0 days
    b. 1 day
    c. 2 or 3 days
    d. 4 or 5 days
    e. 6 or more days

14. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **on school property**?

    a. 0 days
    b. 1 day
    c. 2 or 3 days
    d. 4 or 5 days
    e. 6 or more days

15. 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?

    a. 0 days
    b. 1 day
    c. 2 or 3 days
    d. 4 or 5 days
    e. 6 or more days

16. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club **on school property?**

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or 7 times
    f. 8 or 9 times
    g. 10 or 11 times
    h. 12 or more times

17. During the past 12 months, how many times were you in a physical fight?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or 7 times
    f. 8 or 9 times
    g. 10 or 11 times
    h. 12 or more times

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18

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

a. 0 times
b. 1 time
c. 2 or 3 times
d. 4 or 5 times
e. 6 or 7 times
f. 8 or 9 times
g. 10 or 11 times
h. 12 or more times

19

). The **last time** you were in a physical fight, with whom did you fight?

a. I have never been in a physical fight
b. A total stranger
c. A friend or someone I knew
d. A boyfriend, girlfriend, or date
e. A parent, brother, sister, or other family member
f. Someone not listed above
g. More than one of the persons listed above

20

). Have you ever been forced, either verbally or physically, to take part in sexual activity?

a. I have never taken part in sexual activity
b. Yes
c. No
d. I'm not sure

21

. Have you ever forced, either verbally or physically, someone to take part in sexual activity?

a. I have never taken part in sexual activity
b. Yes
c. No
d. I'm not sure

22

. Have you ever been threatened or hurt because someone thought you were gay, lesbian, or bisexual?

a. Yes
b. No
c. I'm not sure

23

. Have you ever been threatened or hurt because of your race or skin color?

a. Yes
b. No
c. I'm not sure

24. Has anyone, at your school, ever touched you, said something to you, or displayed a picture or photograph that was sexual in nature, and which made you uncomfortable?

a. Yes
b. No
c. I'm not sure

25. When you are at school, how safe do you feel from physical harm?

a. Always feel safe
b. Usually feel safe
c. Usually don't feel safe
d. Never feel safe

26. During the past 12 months, how many times did you have something stolen or deliberately damaged on school property?

a. 0 times
b. 1 time
c. 2 or 3 times
d. 4 or 5 times
e. 6 or 7 times
f. 8 or 9 times
g. 10 or 11 times
h. 12 or more times

The next 4 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

27. 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?

a. Yes
b. No

28. During the past 12 months, did you ever **seriously** consider attempting suicide?

a. Yes
b. No

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29. During the past 12 months, how many times did you actually attempt suicide?

a. 0 times
b. 1 time
c. 2 or 3 times
d. 4 or 5 times
e. 6 or more times

30. **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?

a. **I did not attempt suicide** during the past 12 months
b. Yes
c. No

The next 15 questions ask about tobacco use.

31. Have you ever tried cigarette smoking, even one or two puffs?

a. Yes
b. No

32. How old were you when you smoked a whole cigarette for the first time?

a. I have never smoked a whole cigarette
b. 8 years old or younger
c. 9 or 10 years old
d. 11 or 12 years old
e. 13 or 14 years old
f. 15 or 16 years old
g. 17 years old or older

33. Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?

a. Yes
b. No

34. During the past 30 days, on how many days did you smoke cigarettes?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

35. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?

a. I did not smoke cigarettes during the past 30 days
b. Less than 1 cigarette per day
c. 1 cigarette per day
d. 2 to 5 cigarettes per day
e. 6 to 10 cigarettes per day
f. 11 to 20 cigarettes per day
g. More than 20 cigarettes per day

36. During the past 30 days, how did you **usually** get your own cigarettes? (Select only **one** response.)

a. I did not smoke cigarettes during the past 30 days
b. I bought them in a store such as a convenience store, supermarket, discount store, or gas station
c. I bought them from a vending machine
d. I gave someone else money to buy them for me
e. I borrowed (or bummed) them from someone else
f. A person 18 years old or older gave them to me
g. I took them from a store or family member
h. I got them some other way

37. During the past 30 days, on how many days did you smoke cigarettes **on school property**?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

38. During the past 12 months, did you ever try **to quit** smoking cigarettes?

a. I did not smoke during the past 12 months
b. Yes
c. No

39. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?

a. 0 days
b. 1 or 2 days
c. 3 or 4 days
d. 5 or 6 days
e. 7 days

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40. Is there an adult in your household who is a regular smoker?

a. Yes
b. No

41. Do you think you will smoke a cigarette at anytime during the next year?

a. Definitely yes
b. Probably yes
c. Probably not
d. Definitely not

42. Have you ever used **chewing tobacco, snuff, or dip**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?

a. Yes
b. No

43. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip** such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

44. Have you ever tried smoking **cigars, cigarillos, or little cigars**, even one or two puffs?

a. Yes
b. No

45. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

The next 3 questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

46. How old were you when you had your first drink of alcohol other than a few sips?

a. I have never had a drink of alcohol other than a few sips
b. 8 years old or younger
c. 9 or 10 years old
d. 11 or 12 years old
e. 13 or 14 years old
f. 15 or 16 years old
g. 17 years old or older

47. During the past 30 days, on how many days did you have at least one drink of alcohol?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

48. 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?

a. 0 days
b. 1 day
c. 2 days
d. 3 to 5 days
e. 6 to 9 days
f. 10 to 19 days
g. 20 or more days

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The next 3 questions ask about marijuana use. Marijuana also is called grass or pot.

49. During your life, how many times have you used marijuana?

    a. 0 times
    b. 1 or 2 times
    c. 3 to 9 times
    d. 10 to 19 times
    e. 20 to 39 times
    f. 40 to 99 times
    g. 100 or more times

50. How old were you when you tried marijuana for the first time?

    a. I have never tried marijuana
    b. 8 years old or younger
    c. 9 or 10 years old
    d. 11 or 12 years old
    e. 13 or 14 years old
    f. 15 or 16 years old
    g. 17 years old or older

51. During the past 30 days, how many times did you use marijuana?

    a. 0 times
    b. 1 or 2 times
    c. 3 to 9 times
    d. 10 to 19 times
    e. 20 to 39 times
    f. 40 or more times

The next 13 questions ask about other drugs.

52. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?

    a. 0 times
    b. 1 or 2 times
    c. 3 to 9 times
    d. 10 to 19 times
    e. 20 to 39 times
    f. 40 or more times

53. How old were you when you tried any form of cocaine, including powder, crack, or freebase for the first time?

    a. I have never tried cocaine
    b. 8 years old or younger
    c. 9 or 10 years old
    d. 11 or 12 years old
    e. 13 or 14 years old
    f. 15 or 16 years old
    g. 17 years old or older

54. During the past 30 days, how many times did you use **any** form of cocaine, including powder, crack, or freebase?

    a. 0 times
    b. 1 or 2 times
    c. 3 to 9 times
    d. 10 to 19 times
    e. 20 to 39 times
    f. 40 or more times

55. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?

    a. 0 times
    b. 1 or 2 times
    c. 3 to 9 times
    d. 10 to 19 times
    e. 20 to 39 times
    f. 40 or more times

56. How old were you when you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high for the first time?

    a. I have never tried inhalants
    b. 8 years old or younger
    c. 9 or 10 years old
    d. 11 or 12 years old
    e. 13 or 14 years old
    f. 15 or 16 years old
    g. 17 years old or older

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57

7. During the past 30 days, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

58

3. During your life, how many times have you used **heroin** (also called smack, junk, or China White)?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

59

). During your life, how many times have you used **methamphetamines** (also called speed, crystal, crank, or ice)?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

60

. During your life, how many times have you used LSD or "acid"?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

61

. During your life, how many times have you used club drugs, like ecstasy, Special K, or GHB?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

62. How old were you when you tried heroin, methamphetamines, LSD, or a club drug for the first time?

a. I have never tried heroin, methamphetamines, LSD, or a club drug
b. 8 years old or younger
c. 9 or 10 years old
d. 11 or 12 years old
e. 13 or 14 years old
f. 15 or 16 years old
g. 17 years old or older

63. During the past 30 days, how many times have you used heroin, methamphetamines, LSD, or a club drug?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

64. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?

a. Yes
b. No

The next 2 questions ask about AIDS education and information.

65. Have you ever been taught about AIDS or HIV infection in school?

a. Yes
b. No
c. Not sure

66. Have you ever talked about AIDS or HIV infection with your parents or other adults in your family?

a. Yes
b. No
c. Not sure

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The next 9 questions ask about sexual behavior.

67. It is important to me to delay having sexual intercourse until ....(select only one response).

    a. I'm married
    b. I'm engaged
    c. I'm an adult, and in a long-term committed relationship
    d. I'm in love
    e. I finish high school
    f. It is not important to me to delay having sexual intercourse

68. Have you ever had sexual intercourse?

    a. Yes
    b. No

69. How old were you when you had sexual intercourse for the first time?

    a. I have never had sexual intercourse
    b. 11 years old or younger
    c. 12 years old
    d. 13 years old
    e. 14 years old
    f. 15 years old
    g. 16 years old
    h. 17 years old or older

70. During your life, with how many people have you had sexual intercourse?

    a. I have never had sexual intercourse
    b. 1 person
    c. 2 people
    d. 3 people
    e. 4 people
    f. 5 people
    g. 6 or more people

71. During the past 3 months, with how many people did you have sexual intercourse?

    a. I have never had sexual intercourse
    b. I have had sexual intercourse, but not during the past 3 months
    c. 1 person
    d. 2 people
    e. 3 people
    f. 4 people
    g. 5 people
    h. 6 or more people

72. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?

    a. I have never had sexual intercourse
    b. Yes
    c. No

73. The **last time** you had sexual intercourse, did you or your partner use a condom?

    a. I have never had sexual intercourse
    b. Yes
    c. No

74. The **last time** you had sexual intercourse, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)

    a. I have never had sexual intercourse
    b. No method was used to prevent pregnancy
    c. Birth control pills
    d. Condoms
    e. Depo-Provera (injectable birth control)
    f. Withdrawal
    g. Some other method
    h. Not sure

75. How many times have you been pregnant or gotten someone pregnant?

    a. 0 times
    b. 1 time
    c. 2 or more times
    d. Not sure

The next 7 questions ask about body weight and diet.

76. How do **you** describe your weight?

    a. Very underweight
    b. Slightly underweight
    c. About the right weight
    d. Slightly overweight
    e. Very overweight

77. Which of the following are you trying to do about your weight?

    a. **Lose** weight
    b. **Gain** weight
    c. **Stay** the same weight
    d. I am **not trying to do anything** about my weight

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78. During the past 30 days, what have you done most frequently to lose weight or keep from gaining weight?

a. Exercise
b. Eat less food, fewer calories, or foods low in fat
c. Go without eating for 24 hours or more
d. Take diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight (**Do not** include meal replacement products such as Slim Fast).
e. Vomit or take laxatives
f. I have done nothing to lose weight or keep from gaining weight during the past 30 days

79. Yesterday, how many servings of fruit or fruit juice did you consume (one serving equals ½ cup canned; 1 medium fresh fruit, or 6 ounces juice)?

a. 0 servings
b. 1 serving
c. 2 servings
d. 3 servings
e. 4 servings
f. 5 servings
g. 6 or more servings

80. Yesterday, how many servings of vegetables or vegetable juice did you consume (one serving equals ½ cup cooked; 1 cup raw vegetables; or 6 ounces juice)?

a. 0 servings
b. 1 serving
c. 2 servings
d. 3 servings
e. 4 servings
f. 5 servings
g. 6 or more servings

81. Yesterday, how many servings of milk did you drink or cheese or yogurt did you eat (one serving equals 8 ounces of milk or yogurt, 1.5 ounces of cheese)?

a. 0 servings
b. 1 serving
c. 2 servings
d. 3 servings
e. 4 servings
f. 5 servings
g. 6 or more servings

82. Yesterday, how many 12-ounce cans/bottles of soda did you drink?

a. 0 cans/bottles
b. 1 can/bottle
c. 2 cans/bottles
d. 3 cans/bottles
e. 4 cans/bottles
f. 5 cans/bottles
g. 6 or more cans/bottles

The next 4 questions ask about physical activity.

83. On how many of the past 7 days did you exercise or participate in physical activity for **at least 20 minutes that made you sweat and breathe hard**, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?

a. 0 days
b. 1 day
c. 2 days
d. 3 days
e. 4 days
f. 5 days
g. 6 days
h. 7 days

84. On how many of the past 7 days did you participate in physical activity for **at least 30 minutes** that did **not** make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?

a. 0 days
b. 1 day
c. 2 days
d. 3 days
e. 4 days
f. 5 days
g. 6 days
h. 7 days

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

a. I do not take PE
b. Less than 10 minutes
c. 10 to 20 minutes
d. 21 to 30 minutes
e. 31 to 40 minutes
f. 41 to 50 minutes
g. 51 to 60 minutes
h. More than 60 minutes

36. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)

a. 0 teams
b. 1 team
c. 2 teams
d. 3 or more teams

The next 12 items are general items about you. A few items refer to your parents. In this survey "parents" means the adults who are most responsible for raising you. They could be foster parents, step-parents, or guardians. If you live in a single parent family, answer for that adult.

37. At school I try hard to do my best work.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

38. How important is it to you to help other people?

a. Not important
b. Somewhat important
c. Quite important
d. Extremely important

39. I care about other people's feelings.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

90. I stand up for my beliefs.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

91. I can resist negative peer pressure and dangerous situations.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

92. It is important to me not to use alcohol or other drugs.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

93. My family loves me and gives me help and support when I need it.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

94. Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?

a. None
b. 1 adult
c. 2 adults
d. 3 adults
e. 4 adults
f. 5 adults or more

95. My teachers really care about me and give me a lot of encouragement.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

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96. My parents have clear rules and standards for my behavior.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

97. How often do your parents ask where you are going or with whom you will be?
a. All the time
b. Most of the time
c. Some of the time
d. Seldom or never

98. My school has clear rules and consequences for my behavior.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

This is the end of the survey.
Thank you very much for your help

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APPENDIX B—TABLES

Social Support

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
My family loves me and gives me help and support when I need it.	Strongly agree	49	47	49	46	46	49	48
	Agree	31	37	34	34	34	33	34
	Not sure	11	10	10	12	11	8	10
	Disagree	8	5	4	6	6	8	6
	Strongly disagree	2	2	2	2	2	2	2
Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?	None	10	17	13	16	15	10	14
	1 adult	18	13	16	16	16	13	15
	2 adults	25	25	25	25	26	25	25
	3 adults	16	15	15	16	16	17	15
	4 adults	8	8	8	8	8	9	8
	5 adults or more	23	22	25	20	20	26	23
My teachers really care about me and give me a lot of encouragement.	Strongly agree	11	13	13	10	10	12	12
	Agree	39	39	40	40	35	39	39
	Not sure	29	25	30	26	27	25	27
	Disagree	16	13	10	15	18	17	15
	Strongly disagree	6	10	7	9	9	7	8

Weighted percentages of students responding in each category by sex and grade.

Expectations

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
My parents have clear rules and standards for my behavior.	Strongly agree	33	30	35	34	30	25	31
	Agree	44	47	43	45	44	50	45
	Not sure	13	14	14	13	15	12	13
	Disagree	8	6	6	5	8	9	7
	Strongly disagree	3	3	3	3	2	4	3
How often do your parents ask where you are going or with whom you will be?	All the time	62	55	62	66	57	47	58
	Most of the time	21	28	24	20	26	28	24
	Some of the time	11	13	11	10	13	15	12
	Seldom or never	5	5	3	4	4	10	5
My school has clear rules and consequences for my behavior.	Strongly agree	30	31	34	29	31	28	30
	Agree	49	46	46	48	48	46	47
	Not sure	14	14	15	15	14	12	14
	Disagree	6	6	4	6	5	10	6
	Strongly disagree	2	4	1	3	3	4	3

Weighted percentages of students responding in each category by sex and grade.

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Positive Values

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
It is important for me to delay having sexual intercourse until . . . (select only one response).	I'm married	25	18	27	25	17	15	21
	I'm engaged	2	3	3	4	2	0	2
	I'm an adult, and in a long-term committed relationship	18	14	15	15	15	18	16
	I'm in love	29	18	23	20	25	25	24
	I finish high school	4	6	7	5	4	3	5
	Not important	22	41	24	30	38	38	32
At school, I try hard to do my best work.	Strongly agree	31	21	27	27	25	25	26
	Agree	50	46	52	47	46	47	48
	Not sure	10	17	13	14	15	12	14
	Disagree	7	14	6	11	13	14	11
	Strongly disagree	1	3	2	2	2	2	2
How important is it to you to help other people?	Not important	3	9	6	7	6	6	6
	Somewhat	24	40	33	34	31	29	32
	Quite	45	41	47	43	41	41	43
	Extremely	28	10	14	16	22	24	19
I care about other people's feelings.	Strongly agree	53	27	38	36	43	41	40
	Agree	40	52	46	49	45	46	46
	Not sure	4	15	13	10	7	7	10
	Disagree	1	4	2	2	3	3	3
	Strongly disagree	2	2	1	3	2	2	2
It is important to me not to use alcohol or other drugs.	Strongly agree	33	31	43	35	26	21	32
	Agree	19	19	19	20	19	19	19
	Not sure	20	18	18	17	22	19	19
	Disagree	21	20	13	20	22	28	20
	Strongly disagree	8	12	7	8	12	13	10

Weighted percentages of students responding in each category by sex and grade.

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Social Competencies

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
I stand up for my beliefs.	Strongly agree	46	43	42	42	46	48	44
	Agree	46	45	44	48	46	44	45
	Not sure	8	10	12	8	8	7	9
	Disagree	1	2	1	2	1	1	1
	Strongly disagree	0	1	1	1	1	0	1
I can resist negative peer pressure and dangerous situations.	Strongly agree	40	42	40	42	40	44	41
	Agree	41	40	39	39	44	41	41
	Not sure	14	12	16	14	12	10	13
	Disagree	4	4	5	3	4	4	4
	Strongly disagree	1	2	1	2	1	2	1

Weighted percentages of students responding in each category by sex and grade.

Grades

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
During the past 12 months, how would you describe your grades in school?	Mostly A's	36	27	31	34	36	35	31
	Mostly B's	37	34	34	32	40	35	35
	Mostly C's	19	28	25	21	27	21	24
	Mostly D's	4	6	6	5	4	6	5
	Mostly F's	1	2	2	2	1	1	2
	None of these	0	0	1	0	0	0	0
	Not sure	2	3	2	5	2	2	3

Weighted percentages of students responding in each category by sex and grade.

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Asset Indexes

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Social Support Index	0	7	7	7	8	8	6	7
	1	22	19	20	21	23	18	21
	2	35	39	35	38	38	39	37
	3	35	35	38	33	31	37	35
Expectations Index	0	5	5	3	5	6	6	5
	1	12	13	11	11	12	16	13
	2	25	27	27	25	26	26	26
	3	58	55	58	58	57	52	57
Positive Values Index	0	2	6	4	5	5	2	4
	1	5	14	8	11	9	11	10
	2	17	21	15	17	21	25	19
	3	27	25	24	22	28	29	26
	4	26	20	25	23	24	18	23
	5	23	14	23	21	13	15	18
Social Competencies Index	0	5	6	8	6	5	4	6
	1	19	19	21	19	17	17	19
	2	76	75	71	75	78	79	75
Total Assets Index	0 – 4	4	6	6	6	5	3	5
	5 – 9	33	41	32	34	40	44	37
	10 - 14	64	53	63	60	55	53	58

Weighted percentages of students responding in each category by sex and grade.

Asset Averages

	Sex		Grade				Table Total
	Female	Male	9	10	11	12	
Social Support Index	1.9	2.0	2.0	1.9	1.9	2.1	2.0
Expectations Index	2.4	2.3	2.4	2.3	2.3	2.2	2.3
Positive Values Index	3.4	2.8	3.3	3.1	3.0	3.0	3.1
Social Competencies Index	1.7	1.7	1.6	1.7	1.7	1.7	1.7
Grade Assets	.7	.6	.6	.6	.6	.7	.6
Combined Assets Index	10.1	9.4	9.9	9.7	9.6	9.6	9.7

Weighted percentages of students responding in each category by sex and grade.

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Vehicle Safety

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
How often do you wear a seatbelt when riding in a car driven by someone else?	Never	4	9	7	5	7	9	7
	Rarely	12	16	13	10	17	16	14
	Sometimes	19	16	19	15	17	19	18
	Most of the time	34	30	35	37	29	25	32
	Always	30	29	26	32	29	31	30
When you rode a bicycle during the past 12 months, how often did you wear a helmet?	Did not ride a bike	33	23	15	24	38	38	28
	Never	55	62	65	60	55	52	59
	Rarely	5	6	8	6	3	3	5
	Sometimes	3	4	6	4	1	2	4
	Most of the time	2	3	3	3	1	2	2
	Always	3	2	3	3	2	2	2
During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?	0 times	63	65	71	67	60	57	64
	1 time	17	12	13	16	13	16	15
	2 or 3 times	15	13	11	11	17	17	14
	4 or 5 times	2	3	2	1	3	3	2
	6 or more times	4	8	4	5	7	7	6
During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?	0 times	84	82	94	90	75	70	83
	1 time	9	6	2	4	10	16	8
	2 or 3 times	5	6	2	3	9	8	5
	4 or 5 times	1	2	0	1	3	1	2
	6 or more times	1	4	1	2	2	5	2

Weighted percentages of students responding in each category by sex and grade.

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Weapons Carrying

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?	0 days	95	79	86	89	86	86	87
	1 day	2	4	4	4	3	2	3
	2 or 3 days	1	4	5	1	4	2	3
	4 or 5 days	1	2	1	2	2	2	2
	6 or more days	1	10	4	5	5	8	6
During the past 30 days, on how many days did you carry a gun?	0 days	99	92	95	96	95	95	95
	1 day	0	2	0	1	2	1	1
	2 or 3 days	1	2	3	0	2	1	1
	4 or 5 days	0	1	0	1	1	1	1
	6 or more days	0	3	1	1	1	3	2
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	98	95	96	97	97	96	97
	1 day	1	1	1	1	1	1	1
	2 or 3 days	0	2	1	1	1	1	1
	4 or 5 days	0	0	0	0	0	0	0
	6 or more days	1	2	2	1	1	3	2

Weighted percentages of students responding in each category by sex and grade.

Physical Fighting

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
During the past 12 months, how many times were you in a physical fight?	0 times	74	64	63	69	70	73	69
	1 time	13	17	16	16	15	12	15
	2 or 3 times	7	11	11	8	10	8	9
	4 or 5 times	3	3	4	2	3	2	3
	6 or 7 times	1	2	2	2	1	1	1
	8 or 9 times	0	1	1	0	0	0	0
	10 or 11 times	0	1	1	1	0	0	0
	12 or more times	2	3	3	2	2	3	2
During the past 12 months, how many times were you in a physical fight on school property?	0 times	93	85	85	87	92	91	89
	1 time	5	10	10	8	6	6	8
	2 or 3 times	2	3	3	4	2	2	3
	4 or 5 times	0	1	1	0	0	1	1
	6 or 7 times	0	0	0	0	0	0	0
	8 or 9 times	0	0	0	0	0	0	0
	10 or 11 times	0	0	0	0	0	0	0
	12 or more times	0	1	1	1	0	0	0
The last time you were in a physical fight, with whom did you fight?	Never fought	53	32	39	43	44	46	43
	Stranger	2	7	4	4	5	5	5
	Friend	15	33	26	24	24	24	24
	Boy/Girlfriend	2	1	1	1	2	2	1
	Family member	20	12	18	17	13	13	16
	Other	5	10	8	7	8	7	7
	More than one	4	5	5	5	5	4	5

Weighted percentages of students responding in each category by sex and grade.

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Threats and Safety

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	93	91	89	90	94	93	92
	1 time	5	5	7	5	3	4	5
	2 or 3 times	2	2	2	2	1	1	2
	4 or 5 times	0	1	0	1	1	0	0
	6 or 7 times	0	1	1	0	0	0	0
	8 or 9 times	0	0	0	0	0	0	0
	10 or 11 times	0	0	0	0	0	0	0
	12 or more times	1	2	2	1	1	1	1
Have you ever been threatened or hurt because of your race or skin color?	Yes	8	9	8	9	9	7	8
	No	90	89	89	89	88	90	89
	Not sure	3	3	2	2	3	3	3
Have you ever been threatened or hurt because someone thought you were gay, lesbian, or bisexual?	Yes	4	5	6	4	3	5	4
	No	91	89	89	91	89	92	90
	Not sure	5	6	5	5	8	4	6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	92	96	94	94	94	95	94
	1 day	5	2	3	4	4	3	3
	2 or 3 days	2	1	1	1	1	2	2
	4 or 5 days	0	0	0	0	0	0	0
	6 or more days	1	1	1	1	1	1	1
When you are at school, how safe do you feel from physical harm?	Always	36	49	37	40	46	51	43
	Usually	57	44	55	54	48	44	51
	Usually don't	5	4	6	4	5	3	5
	Never	2	3	2	3	2	2	1
During the past 12 months, how many times did you have something stolen or deliberately damaged on school property?	0 times	66	54	61	55	60	65	60
	1 time	19	23	19	25	19	20	21
	2 or 3	11	16	14	15	16	10	14
	4 or 5	2	4	3	3	3	3	3
	6 or 7	1	1	0	1	1	1	1
	8 or 9	0	1	1	0	1	0	1
	10 or 11	0	0	0	0	0	0	0
	12 or more	1	2	1	2	1	1	1

Weighted percentages of students responding in each category by sex and grade.

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Suicide

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?	Yes	36	18	27	26	27	27	27
	No	64	82	73	74	73	73	73
During the past 12 months, did you ever seriously consider attempting suicide?	Yes	25	15	22	18	22	19	20
	No	75	85	78	82	79	82	80
During the past 12 months, how many times did you actually attempt suicide?	0 times	89	94	91	92	89	93	91
	1 time	6	3	6	4	6	2	4
	2 or 3 times	3	2	3	2	3	2	2
	4 or 5 times	1	0	0	0	0	2	1
	6 or more times	1	1	1	1	2	1	1
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?	Did not attempt	89	95	91	92	89	93	92
	Yes	3	2	3	3	2	3	3
	No	8	4	6	5	9	4	6

Weighted percentages of students responding in each category by sex and grade.

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Smoking

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Have you ever tried cigarette smoking, even one or two puffs?	Yes	66	62	55	59	70	74	64
	No	34	38	46	41	30	26	36
How old were you when you smoked a whole cigarette for the first time?	Never smoked	44	49	58	50	40	35	46
	8 or younger	5	4	4	4	4	4	4
	9 or 10	4	6	5	6	5	2	5
	11 or 12	14	13	16	13	14	11	13
	13 or 14	21	17	14	17	22	24	19
	15 or 16	11	10	3	10	13	17	10
	17 or older	2	2	0	0	3	6	2
During the past 30 days, on how many days did you smoke cigarettes?	0 days	63	71	79	71	62	56	67
	1 or 2	8	6	4	8	7	8	7
	3 to 5	5	3	3	3	4	6	4
	6 to 9	3	3	2	3	3	2	3
	10 to 19	3	4	3	4	3	4	3
	20 to 29	5	3	2	4	5	4	4
	all 30	14	11	7	9	16	21	13
During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?	Did not smoke	63	72	79	71	62	56	68
	Less than 1	6	4	4	5	4	6	5
	1 cigarette	6	5	4	4	6	8	6
	2-5	14	9	8	13	14	12	12
	6-10	8	5	3	4	10	10	6
	11-20	2	5	2	2	4	8	3
	More than 20	0	1	0	1	1	1	1
During the past 30 days, on how many days did you smoke cigarettes on school property?	0 days	89	91	93	91	89	87	90
	1 or 2	4	3	3	3	3	4	3
	3 to 5	1	1	1	2	1	2	1
	6 to 9	1	2	1	1	2	2	1
	10 to 19	1	1	1	1	1	2	1
	20 to 29	1	1	1	1	1	2	1
	all 30	2	1	1	2	2	2	2
Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?	Yes	29	21	14	21	32	34	25
	No	71	79	86	79	68	66	75
During the past 12 months, did you ever try to quit smoking cigarettes?	Did not smoke	58	66	72	66	56	53	62
	Yes	25	18	14	21	25	27	21
	No	17	16	14	14	19	20	16

Weighted percentages of students responding in each category by sex and grade.

Smoking and Tobacco Use

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Is there an adult in your household who is a regular smoker?	Yes	42	39	42	37	44	40	40
	No	58	61	58	63	57	60	60
During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?	0 days	25	31	34	32	24	20	28
	1 or 2	26	24	24	27	24	27	25
	3 or 4	12	13	13	11	14	11	12
	5 or 6	7	7	7	9	6	7	7
	7 days	30	25	22	22	33	35	27
During the past 30 days, how did you usually get your own cigarettes? (select only one response)	Did not smoke	63	71	79	71	62	56	67
	Store or gas station	11	11	2	6	12	27	11
	Vending machine	0	0	0	0	0	1	0
	Someone else	11	6	8	9	12	5	8
	Borrowed	9	7	7	8	8	9	8
	From an adult	2	1	2	2	2	1	2
	Stole	1	1	1	1	1	0	1
	Other	2	2	2	3	3	1	2
During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?	0 days	89	77	86	85	81	78	83
	1 or 2	8	16	10	9	15	16	12
	3 to 5	1	4	2	3	3	2	2
	6 to 9	0	2	1	1	0	1	1
	10 to 19	1	2	0	1	1	2	1
	20 to 29	0	0	0	0	0	0	0
	all 30	1	0	0	0	1	1	0
Have you ever used chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Skoal, Skoal Bandits or Copenhagen ?	Yes	10	30	11	19	26	27	20
	No	90	70	89	81	74	73	80
During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Skoal, Skoal Bandits or Copenhagen?	0 days	96	86	94	91	89	90	91
	1 or 2	3	5	3	4	5	4	4
	3 to 5	0	3	1	1	2	2	2
	6 to 9	0	1	1	1	1	0	1
	10 to 19	0	1	0	1	1	1	1
	20 to 29	0	1	0	1	1	1	1
	all 30	0	2	0	2	2	2	1
Have you ever tried smoking cigars, cigarillos, or little cigars, even one or two puffs?	Yes	33	50	30	35	51	53	42
	No	67	50	70	65	49	47	58

Weighted percentages of students responding in each category by sex and grade.

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Smoking and Tobacco Use

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Do you think you will smoke a cigarette at anytime during the next year?	Definitely yes	19	17	12	14	23	22	18
	Probably yes	21	16	15	18	17	24	18
	Probably not	18	21	20	22	19	17	20
	Definitely not	42	47	52	47	41	37	45

Weighted percentages of students responding in each category by sex and grade.

Alcohol Use

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
How old were you when you had your first drink of alcohol other than a few sips?	Never	21	22	31	26	16	12	22
	8 or younger	9	10	11	10	9	8	10
	9 or 10	6	8	10	7	7	3	7
	11 or 12	13	12	14	14	11	9	12
	13 or 14	30	26	29	26	29	28	28
	15 or 16	21	20	6	18	27	31	20
	17 or more	2	3	0	0	2	9	3
During the past 30 days, on how many days did you have at least one drink of alcohol?	0 days	46	46	57	53	40	32	46
	1 or 2	22	21	21	21	21	24	22
	3 to 5	16	13	12	10	17	18	14
	6 to 9	9	9	4	8	12	14	9
	10 to 19	4	8	4	6	7	8	6
	20 to 29	1	2	1	1	2	2	2
	all 30	1	1	1	1	1	2	1
During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?	0 days	69	63	76	73	59	52	66
	1	9	11	9	7	12	12	10
	2	8	7	7	6	8	11	8
	3 to 5	8	9	4	8	9	15	9
	6 to 9	3	6	1	4	8	6	5
	10 to 19	1	3	1	1	3	3	2
	20 or more	1	1	1	1	1	1	1

Weighted percentages of students responding in each category by sex and grade.

Marijuana Use

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
During your life, how many times have you used marijuana?	0 times	59	56	69	60	50	49	57
	1 or 2	9	8	9	10	6	8	8
	3 to 9	9	8	6	8	11	9	9
	10 to 19	6	5	4	4	7	8	6
	20 to 39	5	5	3	4	6	7	5
	40 to 99	4	5	4	4	6	6	5
	100 or more	8	13	5	10	14	14	11
How old were you when you tried marijuana for the first time?	Never tried	59	55	68	60	50	48	57
	8 or younger	1	1	1	2	1	1	1
	9 or 10	1	2	2	2	1	1	2
	11 or 12	4	7	7	6	4	4	5
	13 or 14	17	17	18	16	16	17	17
	15 or 16	15	15	3	15	24	21	15
	17 or older	3	3	0	0	3	9	3
During the past 30 days, how many times did you use marijuana?	0 times	78	72	80	77	70	72	75
	1 or 2	9	8	7	6	10	10	8
	3 to 9	6	6	5	5	8	5	6
	10 to 19	3	4	4	3	5	3	4
	20 to 39	2	4	2	4	3	4	3
	40 or more	2	6	3	4	5	6	4

Weighted percentages of students responding in each category by sex and grade.

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Cocaine Use

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?	0 times	92	92	94	94	88	91	92
	1 or 2	5	3	4	3	6	4	4
	3 to 9	1	2	1	2	2	1	2
	10 to 19	1	1	1	1	1	1	1
	20 to 39	1	1	0	1	1	2	1
	40 or more	1	1	0	1	1	1	1
During the past 30 days, how many times did you use any form of cocaine, including powder, crack, or freebase?	0 times	97	97	98	97	95	96	97
	1 or 2	2	2	2	1	3	1	2
	3 to 9	1	1	0	1	1	2	1
	10 to 19	0	1	0	0	1	1	0
	20 to 39	0	0	0	0	0	0	0
	40 or more	0	0	0	0	1	0	0
How old were you when you tried any form of cocaine, including powder, crack, or freebase for the first time?	Never tried	92	93	95	94	89	90	92
	8 or younger	0	1	0	0	1	1	1
	9 or 10	0	1	1	0	1	0	1
	11 or 12	1	0	0	1	0	1	0
	13 or 14	2	1	3	1	1	1	2
	15 or 16	4	3	1	3	7	4	4
	17 or older	1	2	0	0	1	3	1

Weighted percentages of students responding in each category by sex and grade.

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Other Drug Use

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?	0 times	85	88	86	88	86	86	86
	1 or 2	8	6	8	7	7	7	7
	3 to 9	3	3	2	3	4	3	3
	10 to 19	2	2	2	1	2	1	2
	20 to 39	1	1	1	1	1	1	1
	40 or more	1	1	1	1	2	2	1
During the past 30 days, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?	0 times	97	97	95	98	98	97	97
	1 or 2	2	2	1	1	1	1	2
	3 to 9	1	1	2	0	1	1	1
	10 to 19	0	0	0	0	0	0	0
	20 to 39	0	0	0	0	0	0	0
	40 or more	1	0	2	0	1	1	1
How old were you when you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high for the first time?	Never tried	85	87	85	88	85	85	86
	8 or younger	2	2	2	2	2	2	2
	9 or 10	1	2	2	1	1	1	1
	11 or 12	3	3	5	2	2	3	3
	13 or 14	7	4	6	5	6	3	5
	15 or 16	3	2	0	2	4	5	3
	17 or older	0	1	0	0	0	1	0
During your life, how many times have you used heroin (also called smack, junk, China White)?	0 times	98	97	98	98	98	97	98
	1 or 2	1	1	1	1	1	1	1
	3 to 9	0	1	1	0	0	1	0
	10 to 19	1	1	0	1	1	1	1
	20 to 39	0	0	0	0	0	0	0
	40 or more	0	1	0	0	1	1	1
During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?	0 times	91	93	94	92	90	91	92
	1 or 2	5	3	3	4	5	3	4
	3 to 9	2	2	1	2	3	2	2
	10 to 19	0	1	0	1	1	1	1
	20 to 39	0	1	1	1	0	0	1
	40 or more	1	1	1	0	1	2	1
During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?	Yes	22	31	27	25	27	29	27
	No	78	69	74	76	73	71	73

Weighted percentages of students responding in each category by sex and grade.

Other Drug Use

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
During your life, how many times have you used LSD or "acid"?	0 times	91	89	92	91	88	88	90
	1 or 2	5	5	5	4	5	4	5
	3 to 9	3	3	2	2	4	5	3
	10 to 19	1	1	0	2	2	1	1
	20 to 39	0	1	1	1	1	1	1
	40 or more	1	1	0	1	1	2	1
During your life, how many times have you used club drugs, like ecstasy, Special K, or GHB?	0 times	91	90	93	92	90	86	90
	1 or 2	4	5	4	4	6	5	5
	3 to 9	3	1	1	2	1	3	2
	10 to 19	1	1	1	1	2	2	1
	20 to 39	1	1	0	1	1	2	1
	40 or more	1	1	1	1	1	2	1
How old were you when you tried heroin, methamphetamines, LSD, or a club drug for the first time?	Never tried	87	87	90	88	84	85	87
	8 years or younger	1	1	0	1	1	1	1
	9 or 10	0	1	1	1	0	1	1
	11 or 12	1	1	1	1	0	1	1
	13 or 14	4	3	5	3	4	2	3
	15 or 16	7	6	3	7	10	5	6
	17 or older	2	2	0	0	2	6	2
During the past 30 days, how many times have you used heroin, methamphetamines, LSD, or a club drug?	0 times	95	94	96	94	94	93	94
	1 or 2	3	3	3	3	3	2	3
	3 to 9	1	2	1	2	1	3	1
	10 to 19	0	1	0	0	0	1	0
	20 to 39	0	0	0	0	0	1	0
	40 or more	1	1	0	1	1	1	1

Weighted percentages of students responding in each category by sex and grade.

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AIDS Education and Sexual Activity

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Have you ever been taught about AIDS or HIV infection in school?	Yes	92	92	89	94	95	91	92
	No	5	4	6	3	4	5	5
	Not sure	3	4	5	3	2	4	3
Have you ever talked about AIDS or HIV infection with your parents or other adults in your family?	Yes	58	41	47	50	50	50	49
	No	36	50	43	44	42	44	43
	Not sure	7	9	10	6	8	7	8
How many times have you been pregnant or gotten someone pregnant?	0 times	94	97	98	96	95	92	96
	1	5	1	1	3	4	5	3
	2 or more	1	1	1	1	1	1	1
	Not sure	0	1	0	0	0	2	1

Weighted percentages of students responding in each category by sex and grade.

Sexual Activity

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Have you ever had sexual intercourse?	Yes	44	35	21	32	49	60	39
	No	56	65	79	68	51	41	61
How old were you when you had sexual intercourse for the first time?	Never had sex	56	65	78	68	51	41	61
	11 or younger	2	3	3	3	1	2	2
	12	1	2	3	2	1	1	2
	13	3	3	4	4	2	2	3
	14	9	4	7	4	8	7	6
	15	12	8	5	13	13	9	10
	16	11	8	0	6	18	16	9
	17 or older	6	8	0	0	7	25	7
During your life, with how many people have you had sexual intercourse?	Never had sex	56	66	79	69	51	41	61
	1	19	16	11	14	21	26	18
	2	8	6	3	5	10	12	7
	3	5	4	2	3	6	6	4
	4	4	2	3	2	3	5	3
	5	2	1	0	2	2	2	2
	6 or more	6	5	3	5	6	8	5
During the past 3 months, with how many people did you have sexual intercourse?	Never had sex	56	65	79	68	51	41	61
	0 in past 3 months	11	10	6	9	12	14	10
	1	28	19	12	17	30	38	23
	2	3	3	2	2	4	3	3
	3	2	2	1	2	2	1	2
	4	0	0	0	1	0	0	0
	5	0	0	0	0	0	0	0
	6 or more	0	1	0	1	1	2	1
Did you drink alcohol or use drugs before you had sexual intercourse the last time?	Never had sex	56	65	79	68	51	40	61
	Yes	10	11	4	9	16	14	11
	No	34	24	17	22	33	46	29
The last time you had sexual intercourse, did you or your partner use a condom?	Never had sex	56	66	79	69	51	41	61
	Yes	25	24	16	22	28	36	25
	No	18	10	5	10	20	23	14
The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy? (select only one response)	Never had sex	57	66	79	69	52	41	61
	No method used	6	3	3	4	6	5	4
	Birth control pills	10	6	2	4	12	17	8
	Condoms	19	19	12	18	22	26	19
	Depo-provera	3	2	1	1	2	6	2
	Withdrawal	4	3	1	3	4	5	3
	Some other method	1	1	1	0	1	1	1
	Not sure	0	1	1	0	0	0	0

Weighted percentages of students responding in each category by sex and grade.

Sexual Violence

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Have you ever been forced, either verbally or physically, to take part in sexual activity?	Never had sex	29	29	41	34	19	18	29
	Yes	16	5	10	10	12	10	11
	No	50	63	44	52	64	68	56
	Not sure	5	4	6	3	5	4	4
Have you ever forced, either verbally or physically, someone to take part in sexual activity?	Never had sex	28	27	39	33	17	18	27
	Yes	2	5	3	4	3	4	4
	No	69	66	57	61	78	77	68
	Not sure	1	3	1	2	2	1	2
Has anyone, at your school, ever touched you, said something to you, or displayed a picture or photograph that was sexual in nature, and which made you uncomfortable?	Yes	30	9	20	20	18	19	19
	No	67	89	77	77	79	80	78
	Not sure	3	2	3	3	3	1	2

Weighted percentages of students responding in each category by sex and grade.

Body Image and Attempts to Change Weight

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
How do you describe your weight?	Very underweight	2	2	2	2	2	2	2
	Slightly underweight	10	16	14	12	14	13	13
	About the right weight	48	57	53	52	53	52	52
	Slightly overweight	35	22	25	30	29	29	28
	Very overweight	5	3	6	5	3	3	4
Which of the following are you trying to do about your weight?	Lose weight	61	27	45	45	45	38	43
	Gain weight	5	24	15	12	18	14	15
	Stay the same weight	19	20	19	20	18	21	20
	Nothing	15	30	22	23	20	27	23
During the past 30 days, what have you done most frequently to lose weight or keep from gaining weight?	Exercise	41	45	49	43	39	40	43
	Eat less	24	9	13	17	19	17	17
	Go without eating	5	1	3	3	2	3	3
	Take diet pills, powders, or liquids without a doctor's advice	3	1	1	2	2	2	2
	Vomit or laxatives	2	1	2	1	2	0	2
	Nothing	25	43	32	33	35	38	34

Weighted percentages of students responding in each category by sex and grade.

Physical Activity

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?	0 days	18	12	11	13	15	22	15
	1	13	8	10	10	11	13	11
	2	12	8	8	10	12	10	10
	3	13	12	12	12	13	13	12
	4	8	11	12	10	9	7	9
	5	15	16	16	17	15	14	16
	6	7	9	8	9	7	7	8
	7	15	24	23	21	20	16	20
On how many of the past 7 days did you participate in physical activity for at least 30 minutes that did not make you sweat and breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?	0 days	23	27	26	25	22	26	25
	1	16	13	17	13	14	13	15
	2	18	12	13	17	15	15	15
	3	11	11	11	10	11	11	11
	4	7	7	7	8	7	6	7
	5	8	8	7	10	8	7	8
	6	4	3	3	3	3	6	4
	7	14	18	15	15	19	15	16
During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?	Do not take PE	21	17	11	12	16	41	19
	Less than 10 min	6	4	5	6	4	4	5
	10 to 20 minutes	15	9	14	13	11	9	12
	21 to 30	23	18	21	23	24	12	20
	31 to 40	17	26	22	23	23	18	22
	41 to 50	9	12	12	12	12	7	11
	51 to 60	5	6	7	5	5	2	5
	60 or more	5	8	8	7	6	7	7
During the past 12 months, on how many sports teams did you play?	0 teams	46	35	32	38	44	49	40
	1	23	21	24	24	18	20	22
	2	17	19	20	17	19	15	18
	3 or more teams	15	26	25	21	19	16	21

Weighted percentages of students responding in each category by sex and grade.

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Diet and Nutrition

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Yesterday, how many servings of fruit or fruit juice did you consume (one serving equals ½ cup canned; 1 medium fresh fruit, or 6 ounces juice)?	0 servings	20	20	18	19	19	25	20
	1	24	22	23	22	26	22	23
	2	26	24	26	25	23	25	25
	3	17	17	18	17	19	14	17
	4	7	10	8	10	8	8	9
	5	3	4	3	5	1	4	3
	6 or more	3	4	4	2	5	2	3
Yesterday, how many servings of vegetables or vegetable juice did you consume (one serving equals ½ cup cooked; 1 cup raw vegetables; or 6 ounces juice)?	0 servings	31	32	33	32	31	29	31
	1	33	28	29	30	32	31	31
	2	23	24	24	23	23	23	23
	3	9	10	10	10	8	11	9
	4	2	4	3	4	3	3	3
	5	1	1	1	1	2	1	1
	6 or more	1	2	1	1	1	3	1
Yesterday, how many servings of milk did you drink or cheese or yogurt did you eat (one serving equals 8 ounces of milk or yogurt, 1.5 ounces of cheese)?	0 servings	15	8	11	9	11	15	11
	1	26	15	21	20	22	19	20
	2	25	19	20	26	20	20	22
	3	18	24	23	22	20	20	21
	4	12	15	16	13	11	12	13
	5	3	8	4	4	7	8	6
	6 or more	3	11	6	7	9	6	7
Yesterday, how many 12-ounce cans/bottles of soda did you drink?	0 servings	41	27	34	33	32	37	34
	1	31	29	35	30	31	22	30
	2	16	19	17	18	17	20	18
	3	7	12	7	9	10	13	10
	4	2	6	4	4	4	4	4
	5	1	2	2	1	3	1	2
	6 or more	1	5	2	4	3	3	3

Weighted percentages of students responding in each category by sex and grade.

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Risk Factor Indexes

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Vehicle Safety Index	0	45	42	46	50	40	36	43
	1	30	32	38	32	28	25	31
	2	18	15	13	14	18	23	17
	3	8	11	3	5	14	15	9
Violent Behavior Index	0	71	55	58	64	64	67	63
	1	24	27	29	27	25	22	26
	2	3	13	12	7	8	7	8
	3	1	4	2	2	3	3	3
	4	0	1	0	1	0	1	1
Suicide Index	0	74	85	78	81	78	81	80
	1	16	11	14	12	13	14	13
	2	7	3	5	4	7	3	5
	3	3	1	2	2	2	2	2
Tobacco Index	0	43	44	55	48	37	32	44
	1	19	21	20	19	21	19	20
	2	7	9	5	8	8	11	8
	3	16	8	9	12	12	15	12
	4	11	9	6	7	13	13	10
	5	4	7	3	5	6	8	5
	6	0	3	0	1	3	2	2
	7	0	0	0	0	0	0	0
Alcohol Index	0	22	23	33	26	17	13	23
	1	25	25	27	27	25	20	25
	2	22	16	18	20	19	20	19
	3	30	36	23	27	40	47	33
Drug Index	0	54	51	62	55	46	46	53
	1	9	9	11	11	6	6	9
	2	11	9	7	9	11	14	10
	3	10	15	8	11	16	14	12
	4	6	4	4	3	8	5	5
	5	3	3	2	2	3	4	3
	6	2	2	2	2	2	3	2
	7	2	2	2	1	2	3	2
	8	1	1	1	1	2	1	1
	9	1	1	1	2	1	2	1
	10	1	1	1	1	1	1	1
	11	0	0	0	0	0	1	0
	12	0	0	0	1	1	0	0

Weighted percentages of students responding in each category by sex and grade.

Risk Factor Indexes

		Sex		Grade				Table Total
		Female	Male	9	10	11	12	
Sexual Index	0	5	8	7	6	7	6	7
	1	55	62	75	67	49	38	58
	2	9	6	8	7	7	7	7
	3	17	13	7	12	16	25	15
	4	11	7	2	7	13	17	9
	5	3	4	1	2	7	6	4
	6	0	0	0	0	0	0	0
Nutrition Index	0	5	8	10	6	6	5	7
	1	20	23	20	21	22	22	21
	2	33	33	34	34	32	30	33
	3	32	25	25	30	28	30	28
	4	11	11	10	9	12	13	11
Exercise Index	0	23	29	27	27	29	22	26
	1	31	39	41	37	30	31	35
	2	25	23	22	23	23	27	24
	3	21	10	10	13	18	20	15
Diet Index	0	7	2	5	5	5	4	5
	1	72	66	65	67	73	72	69
	2	17	29	27	25	20	20	23
	3	3	3	3	3	2	3	3
Combined Total Risk Factors Index	1 to 10	44	45	57	51	36	31	44
	11 to 20	42	41	35	38	46	50	42
	21 to 30	13	13	7	10	17	18	13
	31 or more	1	2	1	1	1	1	1

Weighted percentages of students responding in each category by sex and grade.

Risk Factor Index Averages

	Sex		Grade				Table Total
	Female	Male	9	10	11	12	
Vehicle Index	0.9	1.0	0.8	0.8	1.0	1.2	0.9
Violent Behavior Index	0.4	0.7	0.6	0.5	0.5	0.6	0.5
Suicide Index	0.4	0.2	0.3	0.3	0.3	0.3	0.3
Tobacco Index	1.4	1.4	1.0	1.2	1.6	1.8	1.4
Alcohol Index	1.5	1.6	1.3	1.4	1.8	2.0	1.6
Drug Index	1.6	1.7	1.3	1.5	2.0	2.1	1.7
Sexual Behavior Index	1.8	1.6	1.3	1.6	2.0	2.3	1.8
Diet Index	1.2	1.3	1.3	1.3	1.2	1.3	1.3
Exercise Index	1.5	1.2	1.3	1.3	1.3	1.5	1.3
Nutrition Index	2.3	2.1	2.1	2.2	2.2	2.3	2.2
	12.9	12.9	11.3	12.0	13.9	15.3	12.9

Weighted percentages of students responding in each category by sex and grade.

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