2019

STUDENT
HEALTH
AND
RISK
PREVENTION

Prevention Needs Assessment Survey

Results for Multi-racial (non-Hispanic) Students

State of Utah
Department of Human Services
Division of Substance Abuse and Mental Health

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ACKNOWLEDGMENTS

Coordination and administration of the Utah PNA Survey was a collaborative effort of the State of Utah, Department of Human Services, Division of Substance Abuse and Mental Health; State Board of Education; Department of Health; and Bach Harrison, LLC. For more information about the PNA or prevention services in Utah, please refer to Appendix D: Contacts for Prevention.

INTRODUCTION

2019 Multi-racial (non-Hispanic) Students Prevention Needs Assessment Survey Report

This report summarizes the findings from the Utah 2019 Prevention Needs Assessment (PNA) Survey that was conducted as part of the Student Health and Risk Prevention (SHARP) Statewide Survey. The survey was administered to students in grades 6, 8, 10 and 12 in 39 school districts and 17 charter schools across Utah. (One private school also chose to participate in the survey.)

Further, in keeping with the vision that prevention services are designed to have a positive impact on the lives of individuals, efforts have been made to ensure that the PNA survey also gathers data on issues such as mental health and suicide, gang involvement, academic issues, health and fitness, and other prevention-related topics.

Because not all students answer all of the questions, the total number of survey respondents by gender and survey respondents by ethnicity may be less than the reported total students.

When using the information in this report, please pay attention to the number of students who participated from your community. If **60% or more** of the students participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 60% participated, consult with your local prevention coordinator or a survey professional before generalizing the results to the entire community.

Characteristics of participants

	Ethnicity 2015		Ethnicity 2017		Ethnicity 2019		State 2019	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
What grade are you in?								
6	818	36.5	738	34.9	1,234	30.5	27,657	32.0
8	648	28.9	624	29.5	1,312	32.4	25,581	29.6
10	466	20.8	428	20.2	955	23.6	20,376	23.6
12	310	13.8	325	15.4	546	13.5	12,732	14.7
All grades	2,242	100.0	2,115	100.0	4,047	100.0	86,346	100.0
Thinking about your gender, which of the following best describes you?*								
Male	1,187	53.1	1,049	49.9	1,964	48.8	40,776	47.5
Female	1,048	46.9	1,054	50.1	1,970	49.0	44,382	51.7
Which of the following best describe you?**								
Heterosexual (straight)	~	~	~	~	2,330	83.9	50,784	88.1
Gay or lesbian	~	~	~	~	63	2.3	892	1.5
Bisexual	~	~	~	~	241	8.7	3,136	5.4
Not sure/Other	~	~	~	~	142	5.1	2,846	4.9
What is your race? (Select one or more)†								
African American	0	0.0	0	0.0	0	0.0	1,263	1.5
American Indian	0	0.0	0	0.0	0	0.0	1,402	1.6
Asian	0	0.0	0	0.0	0	0.0	1,459	1.7
Hispanic or Latino	0	0.0	0	0.0	0	0.0	13,597	15.9
Pacific Islander	0	0.0	0	0.0	0	0.0	1,140	1.3
White	0	0.0	0	0.0	0	0.0	62,526	73.2
Multi-racial	2,242	100.0	2,115	100.0	4,047	100.0	4,047	4.7

* The 2019 survey instrument used by 8th, 10th, and 12th graders added "transgender" and "other" response options, although those data are not reported in this table. (6th grade surveys did not include these additional responses.)

** A question about sexual orientation was added to the 2019 survey instrument used by 8th, 10th, and 12th graders. (6th grade surveys omitted this question.) If any response category has fewer than 10 respondents, all question data are suppressed to protect student privacy.

† To accurately represent Hispanic/Latino participation in the SHARP survey, students indicating they are of Hispanic or Latino ethnicity and up to one race are reported as Hispanic or Latino. Students reporting more than one race are reported as multi-racial (regardless of ethnicity).

UNDERSTANDING THE CHARTS

There are seven types of charts presented in this report:

1. Substance use
2. Antisocial behavior
3. Community and school climate and safety
4. Social and emotional health
5. Substance-related indicators
6. Physical health and safety
7. Risk factor profiles
8. Protective factor profiles

Data from the charts are presented in tables directly below them. Additional data useful for prevention planning are found in Appendices B and C. Note that data reported in the tables are rounded to one decimal place. (Rates of 0% to 0.049% are displayed as 0.0%.)

Understanding the Format of the Charts

There are several graphical elements common to all the charts. Understanding the format of the charts and what these elements represent is essential in interpreting the results of the 2019 SHARP survey.

The Bars found in most of the charts, for example, on substance use and antisocial behavior charts, represent the percentage of students in that grade who reported a given behavior. The bars on the risk and protective factor charts represent the percentage of students whose answers reflect significant risk or protection in that category.

Each set of differently colored bars represents one of the last three administrations of the PNA: 2015, 2017, and 2019. By looking at the percentages over time, it is possible to identify trends in substance use and antisocial behavior. By studying the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

Dots, Diamonds, triangles, and Xs provide points of comparison to larger samples. The dots on the charts represent the percentage of all of the youth surveyed across Utah who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds and stars represent national data from the Monitoring the Future (MTF) Survey and the Bach Harrison Norm, respectively.

For the 2019 PNA Survey, there were 86,346 participants in grades 6, 8, 10, and 12, out of 133,350 sampled, a participation rate of 64.8%. The fact that over 85,000 students across the state participated in the PNA makes the state dot a good estimate of the rates of alcohol, tobacco and other drug (ATOD) use and levels of risk and protective factors of youth in Utah. The survey results provide considerable information for communities to use in planning prevention services.

A comparison to state-wide and national results provides additional information for your community in determining the relative importance of levels of ATOD use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior.

Note that while the national data are visually represented on the charts, they may be omitted from the tables due to limitations on available space in the new PNA report format.

The diamonds represent national data from the Monitoring the Future (MTF) survey, a long-term epidemiological study that surveys trends in drug and alcohol use among American adolescents. Funded by research grants from the National Institute on Drug Abuse, it features nationally representative samples of 8th-, 10th-, and 12th-grade students. (6th grade MTF data are not available and as such are not on shown on the charts.)

The triangles represent national data from the Bach Harrison Norm (BH Norm). Bach Harrison Norm was developed by Bach Harrison LLC to provide states and communities with the ability to compare their results

on risk, protection, and antisocial measures with more national measures. Survey participants from 11 statewide surveys were combined into a database of approximately 657,000 students in grades 6, 8, 10, and 12. The results were weighted to make the contribution of each state proportional to its share of the national population. Bach Harrison analysts then calculated rates for antisocial behavior and for students at risk and with protection. The results appear on the charts as the BH Norm. In order to keep the Bach Harrison Norm relevant, it is updated approximately every 2 years as new data become available. The last BH Norm update was completed in 2018.

Scanning across the charts, it is important to observe the factors that differ the most from the Bach Harrison Norm. This is the first step in identifying the levels of risk and protection that are higher or lower than those in other communities. The risk factors that are higher than the Bach Harrison Norm and the protective factors that are lower than the Bach Harrison Norm are factors your community should consider addressing when planning prevention programs.

The Xs represent national mental health data gathered by the Youth Risk Behavior Survey (YRBS). National comparison points are available for grades 10 and 12 on the topic of suicide and depression.

Substance Use

There are two types of use measured on the drug use charts.

State identified priority substance use measures lifetime and 30-day use rates for alcohol, marijuana, tobacco (including e-cigarettes), prescription narcotics, and overall prescription drug abuse.

Other substance use measures lifetime and 30-day use rates for a variety of illicit drugs, including cocaine, heroin, and methamphetamine.

Risky substance use-related behavior is measured in several different ways: binge drinking (having five or more drinks in a row during the two weeks prior to the survey), use of one-half a pack or more of cigarettes per day, and youth indicating drinking alcohol and driving or reporting riding with a driver who had been drinking alcohol during the past 30 days.

Substance use treatment needs are estimates of youth in need of alcohol treatment, drug treatment and an estimate of students that need either alcohol OR drug treatment.

The need for substance use treatment is defined as students who report using alcohol on 10 or more occasions in their lifetime or any drugs in their lifetime and marked at least three of the following items specific to their drug or alcohol use in the past year:

- *Spent more time using than intended;*
- *Neglected some of your usual responsibilities because of use*
- *Wanted to cut down on use*
- *Others objected to your use*
- *Frequently thought about using*
- *Used alcohol or drugs to relieve feelings such as sadness, anger, or boredom*

Students could mark whether these items related to their drug use and/or their alcohol use.

Antisocial Behavior

Antisocial behavior (ASB) profiles show the percentage of youth who reported antisocial behaviors during the past year, including suspension from school, selling illegal drugs, and attacking another person with the intention of doing them serious harm.

Community and School Climate and Safety

These charts present data related to perceived importance of school, positive school environment, student concerns about their school environment, perceived school safety, and bullying. The section also includes data for perceived reasons of bullying, with data being presented of students reporting being bullied in the past year (a subset of the total survey sample).

Social and Emotional Health

The social and emotional health data show the percentage of youth with depression and mental health treatment needs, student responses to questions about suicide and self-harm, student responses to questions about social isolation, and questions about student attitudes toward the acceptability of seeking mental health treatment and their willingness to do so.

Needs Mental Health Treatment was estimated using the K6 Scale that was developed with support from the National Center for Health Statistics for use in the National Health Interview Survey. The tool screens for psychological distress by asking students

During the past 30 days, how often did you:

- *feel nervous?*
- *feel hopeless?*
- *feel restless or fidgety?*
- *feel so depressed that nothing could cheer you up?*
- *feel that everything was an effort?*
- *feel worthless?*

Answers to each were scored based on responses: None of the time (0 points), A little of the time (1 point), Some of the time (2 points), Most of the time (3 points), All of the time (4 points). Students with a total score of 13 or more points were determined to have high mental health treatment needs. Table 6 also shows the percentage of students with moderate (scoring 7-12 points) and low (scoring 0-6 points) mental health treatment needs.

Depression-Related Indicators are divided into two sections. The first asks about depression in the past year:

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 second part, the depressive symptoms scale, is also reported. This part is calculated from student responses to the following statements:

- *Sometimes I think that life is not worth it.*
- *At times I think I am no good at all.*
- *All in all, I am inclined to think that I am a failure.*
- *In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?*

These four depressive symptoms questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the High Depressive Symptoms group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked "YES!" to all four items or marked "yes" to one item and "YES!" to three. The second group was the No Depressive Symptoms group who marked "NO!" to all four of the items, and the third group was a middle group who comprised the remaining respondents.

Suicide Related Indicators are based on a series of questions about suicide. These questions provide information about suicidal ideation and attempts of suicide (e.g., "During the past 12 months, did you ever seriously consider attempting suicide?" and "During the past 12 months, how many times did you actually attempt suicide?").

Self-Harm question (introduced in 2015) asks about self-destructive behavior other than suicide. Students are considered to have engaged in self-harm if they responded they had done "*something to purposefully hurt yourself without wanting to die, such as cutting or burning yourself on purpose*" one or more times during the past 12 months.

Attitudes Toward Mental Health Treatment are explored in a series of questions introduced in the 2017 SHARP survey. how often they talked to an adult "*feeling very sad, hopeless, or suicidal*," and if so, who they talked with. The final question in this section explores student attitudes toward seeking professional mental health treatment when they are feeling this way.

Substance-Related Behaviors

The charts in this section explore additional data related to substance use. The charts present data regarding student perceptions of parental disapproval, student attitudes toward peer use, and student perceptions of how harmful substance use is. Further, the charts explore student sources of obtaining alcohol and places of alcohol use (data are presented of past-year alcohol users), as well as student sources of obtaining e-cigarette/vaping devices and places of e-cigarette/vape device use (of students who have vaped in the past year).

Physical Health and Safety

This section focuses on student physical health and safety. Charts display the percent of students reporting safe vehicle habits and positive habits related to physical health and activity. New screen time and device use data are also reported in this section.

Risk and Protective Factors

Risk and protective factor scales measure specific aspects of a youth's life experience that predict whether he/she will engage in problem behaviors. The scales, defined in Table 2, are grouped into four domains: community, family, school, and peer/individual. The risk and protective factor charts show the percentage of students at risk and with protection for each of the scales.

Risk factor charts show the percentage of youth who are considered "higher risk" across a variety of risk factor scales.

Protective factor charts show the percentage of youth who are considered high in protection across a variety of protective factor scales.

Additional Tables in this Report

Appendices B and C contain additional data for prevention planning and reporting to state and federal agencies.

Perceived Parental Approval and ATOD Use

Appendix B explores the relationship between perceived parental approval and ATOD use. A full explanation of how to interpret these data is available accompanying the tables.

Drug Free Communities

Appendix C contains information relevant to Drug Free Community (DFC) grantees. This table reports the four DFC Core Measures on alcohol, tobacco, marijuana and prescription drugs:

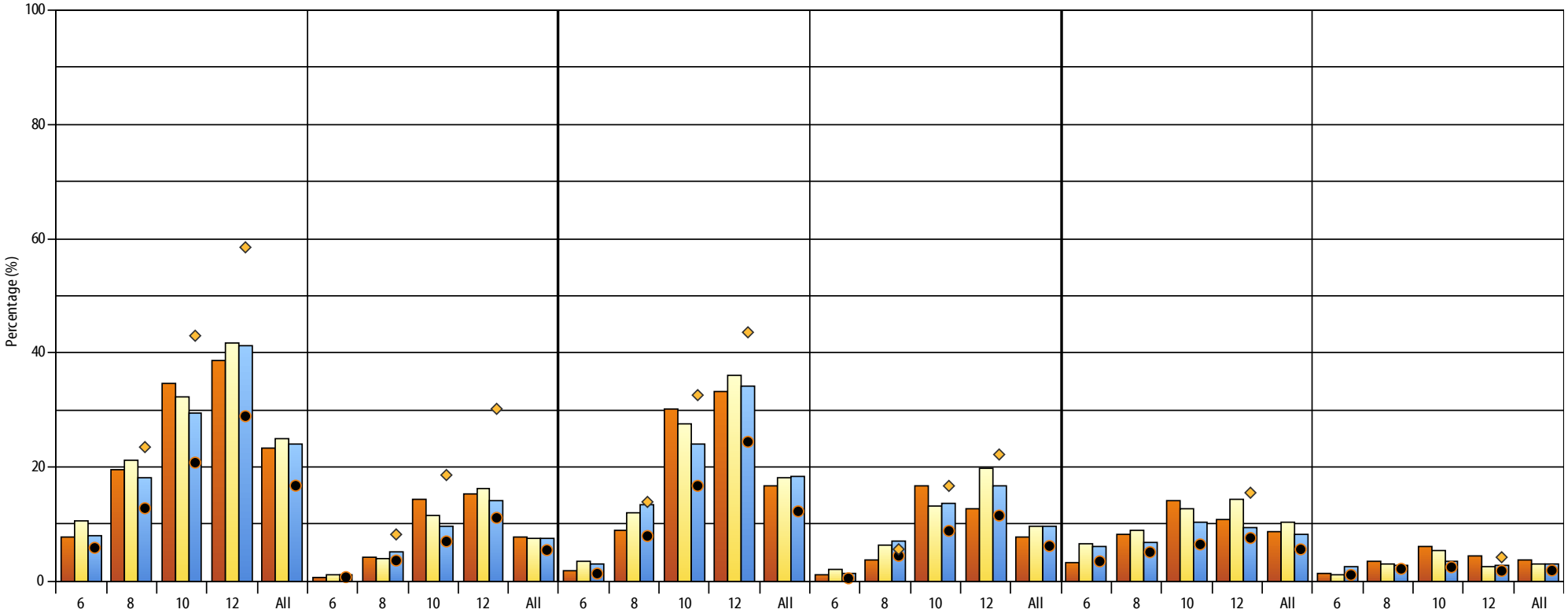
Perception of Risk - The percentage of respondents who report that regular use of the substance has *moderate risk* or *great risk*.

Perception of Parental Disapproval - The percentage of respondents who report their parents would feel regular use of alcohol or any use of cigarettes, e-cigarettes, marijuana, or the misuse of prescription drugs is *wrong* or *very wrong*.

Perception of Peer Disapproval - The percentage of respondents who report their friends would feel regular use of alcohol or any use of cigarettes, marijuana, or misuse of prescription drugs is *wrong* or *very wrong*.

Past 30-Day Use - The percentage surveyed reporting using the substance at least once in the past 30 days.

State-identified priority substance use - Alcohol, marijuana, and prescription drugs
Multi-racial (non-Hispanic) Students 2019 Student Survey



Grade	Alcohol								Marijuana								Prescription drugs (all types combined)†							
	Lifetime use				Past 30-day use*				Lifetime use				Past 30-day use*				Lifetime				Past 30-days*			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	7.7	10.6	7.9	5.9	0.6	1.2	1.0	0.7	1.9	3.5	3.0	1.3	1.1	2.1	1.4	0.5	3.2	6.6	6.1	3.5	1.4	1.2	2.6	1.1
8	19.6	21.1	18.1	12.8	4.1	4.0	5.2	3.6	8.9	11.9	13.3	7.9	3.6	6.3	7.1	4.5	8.1	8.9	6.8	5.1	3.6	2.9	2.8	2.2
10	34.6	32.3	29.4	20.8	14.4	11.6	9.7	7.0	30.1	27.5	23.9	16.7	16.6	13.2	13.6	8.8	14.1	12.7	10.2	6.4	6.1	5.5	3.6	2.5
12	38.7	41.7	41.2	28.9	15.3	16.2	14.1	11.1	33.3	36.1	34.2	24.4	12.8	19.7	16.7	11.5	10.9	14.4	9.5	7.6	4.3	2.6	2.8	1.8
All	23.4	25.0	23.9	16.7	7.7	7.6	7.4	5.5	16.7	18.2	18.4	12.2	7.8	9.5	9.6	6.2	8.6	10.3	8.1	5.6	3.7	3.0	2.9	1.9

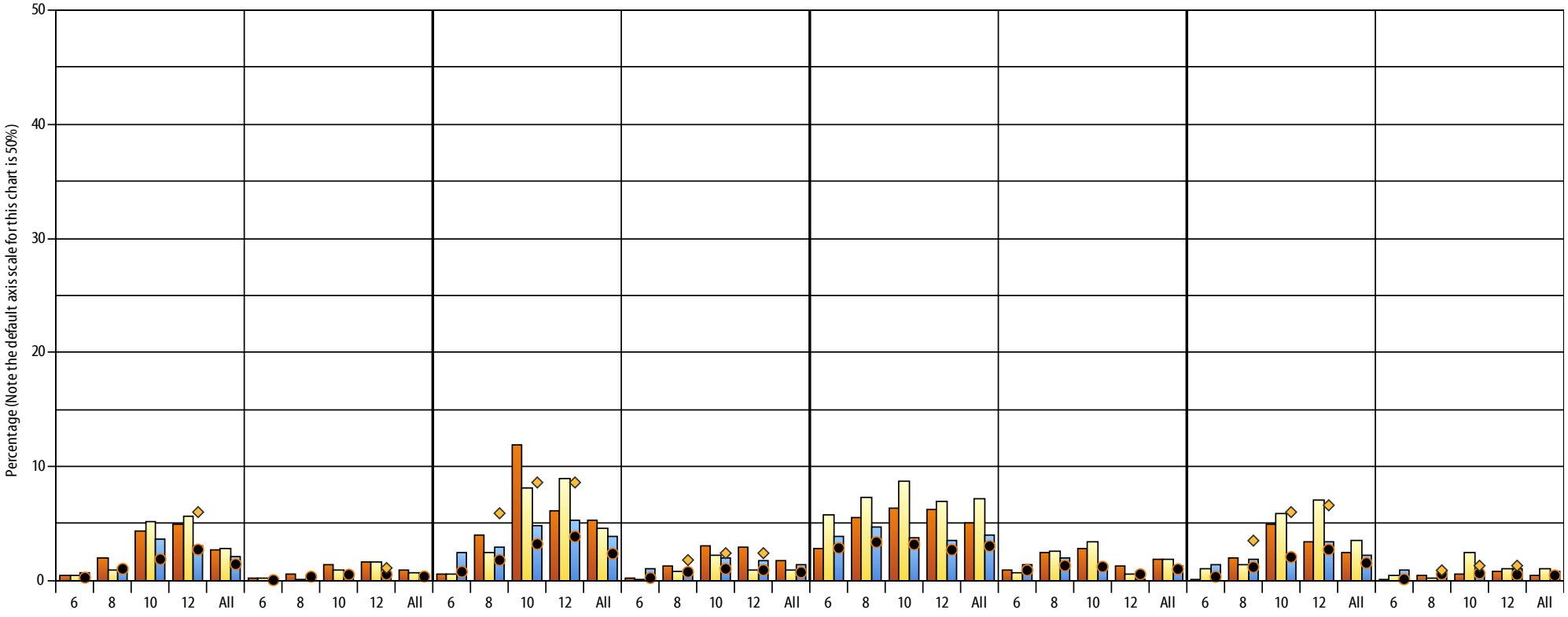
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

† "Prescription drug abuse" is a combined measure showing the total rate of abuse of any prescription stimulant, prescription sedative, prescription tranquilizer, or prescription narcotic drugs.

Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019 | MTF**

State-identified priority substance use - Prescription drugs
Multi-racial (non-Hispanic) Students 2019 Student Survey



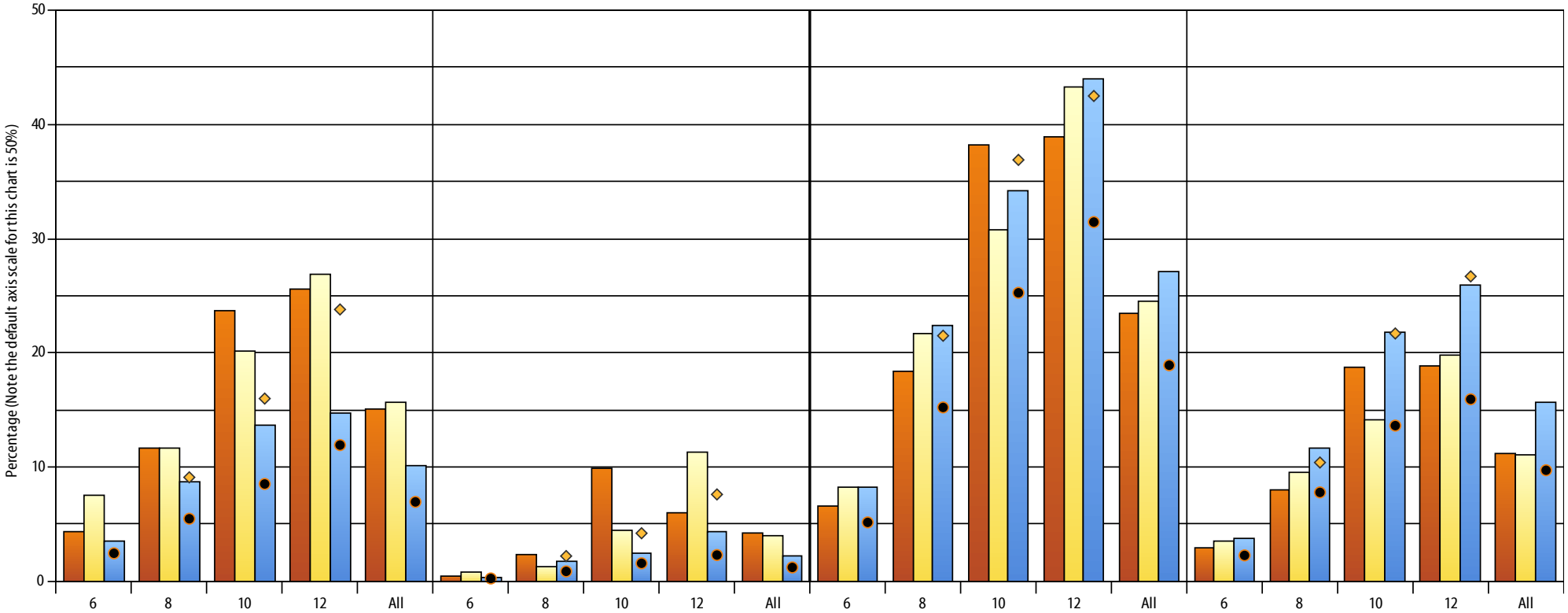
Grade	Prescription narcotic abuse								Prescription stimulant abuse								Prescription sedative abuse								Prescription tranquilizer abuse							
	Lifetime				Past 30-days*				Lifetime				Past 30-days*				Lifetime				Past 30-days*				Lifetime				Past 30-days*			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	0.4	0.5	0.6	0.2	0.2	0.2	0.2	0.0	0.6	0.6	2.5	0.8	0.2	0.1	1.1	0.2	2.8	5.8	3.9	2.8	1.0	0.7	1.4	0.9	0.1	1.0	1.3	0.3	0.1	0.4	0.9	0.1
8	2.0	0.9	1.2	1.0	0.6	0.1	0.4	0.3	4.0	2.4	2.9	1.8	1.3	0.8	0.9	0.7	5.6	7.3	4.7	3.4	2.4	2.6	2.0	1.3	2.0	1.4	1.9	1.2	0.4	0.2	0.8	0.6
10	4.4	5.2	3.7	1.9	1.4	0.9	0.4	0.5	11.9	8.1	4.8	3.2	3.1	2.2	1.9	1.0	6.3	8.7	3.8	3.2	2.9	3.4	1.3	1.2	4.9	5.8	2.2	2.1	0.6	2.4	0.7	0.6
12	4.9	5.6	3.0	2.7	1.6	1.6	0.6	0.5	6.1	8.9	5.2	3.9	2.9	0.9	1.7	0.9	6.3	7.0	3.5	2.7	1.3	0.5	0.1	0.5	3.4	7.0	3.4	2.7	0.8	1.1	1.1	0.5
All	2.7	2.8	2.1	1.4	0.9	0.6	0.4	0.3	5.3	4.6	3.8	2.4	1.7	1.0	1.4	0.7	5.0	7.1	4.0	3.0	1.8	1.8	1.3	1.0	2.4	3.5	2.2	1.5	0.4	1.0	0.8	0.4

* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019 | MTF**

State-identified priority substance use - Cigarettes and vaping products
Multi-racial (non-Hispanic) Students 2019 Student Survey



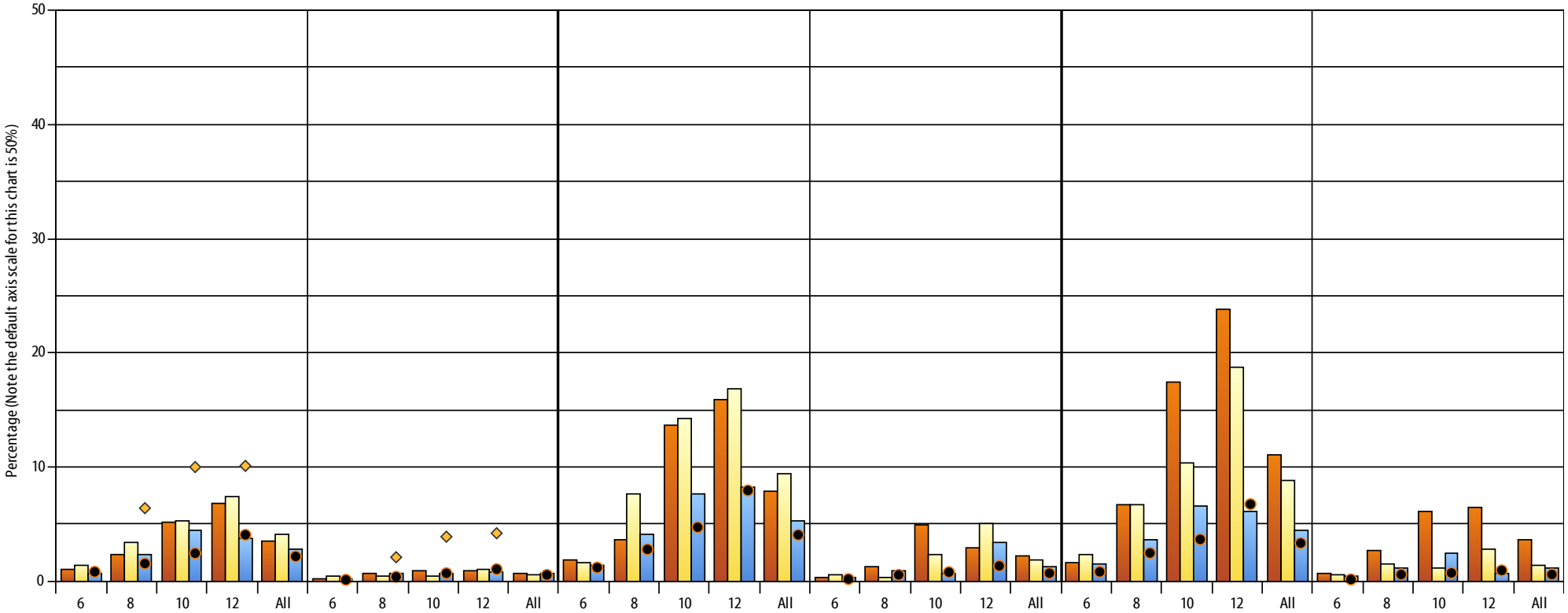
	Cigarettes								Vaping							
	Lifetime use				Past 30-days*				Lifetime use				Past 30-days*			
Grade	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	4.3	7.5	3.5	2.4	0.4	0.8	0.3	0.2	6.5	8.3	8.2	5.2	2.9	3.5	3.7	2.3
8	11.6	11.6	8.7	5.5	2.3	1.3	1.8	0.9	18.3	21.7	22.4	15.2	8.0	9.5	11.6	7.8
10	23.7	20.1	13.7	8.5	9.8	4.5	2.4	1.6	38.2	30.8	34.2	25.3	18.8	14.1	21.9	13.6
12	25.6	26.8	14.8	11.9	6.0	11.3	4.4	2.3	38.9	43.3	44.0	31.5	18.8	19.8	26.0	15.9
All	15.0	15.6	10.1	6.9	4.3	4.0	2.2	1.2	23.5	24.5	27.1	18.9	11.2	11.0	15.7	9.7

* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019 | MTF**

State-identified priority substance use - Other tobacco products
Multi-racial (non-Hispanic) Students 2019 Student Survey



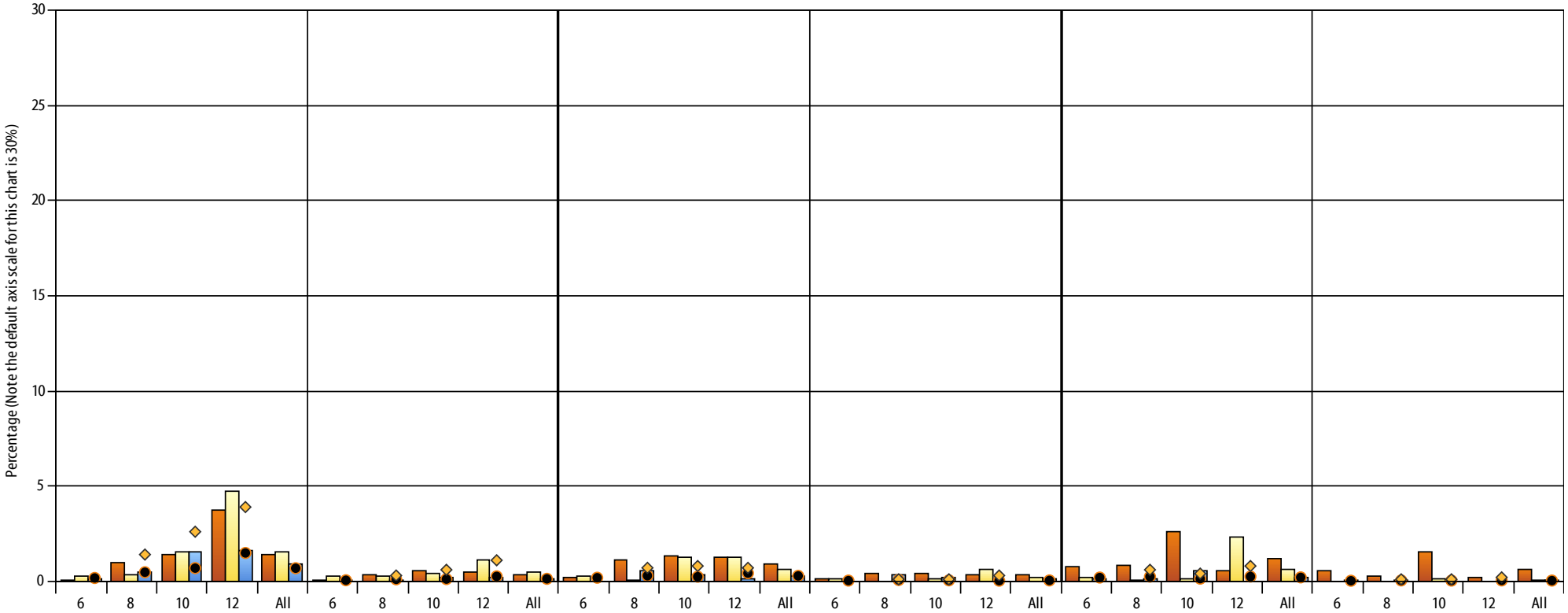
Grade	Chewing tobacco								Cigars, cigarillos, or little cigars								Hookah or waterpipe							
	Lifetime use				Past 30-days*				Lifetime use				Past 30-day use*				Lifetime use				Past 30-day use*			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	1.1	1.4	0.7	0.8	0.2	0.4	0.2	0.1	1.8	1.6	1.4	1.2	0.4	0.6	0.4	0.2	1.6	2.3	1.6	0.8	0.7	0.5	0.5	0.2
8	2.4	3.4	2.4	1.5	0.7	0.4	0.7	0.4	3.6	7.6	4.2	2.8	1.3	0.4	0.9	0.6	6.7	6.7	3.6	2.5	2.7	1.5	1.1	0.6
10	5.1	5.3	4.5	2.4	0.9	0.5	0.7	0.7	13.7	14.2	7.7	4.7	4.9	2.3	0.6	0.8	17.5	10.3	6.6	3.7	6.1	1.2	2.4	0.7
12	6.8	7.4	3.7	4.1	0.9	1.0	0.9	1.1	16.0	16.8	8.2	8.0	2.9	5.1	3.4	1.3	23.8	18.7	6.1	6.7	6.5	2.8	0.7	0.9
All	3.5	4.1	2.8	2.2	0.7	0.5	0.6	0.6	7.9	9.4	5.3	4.1	2.2	1.9	1.3	0.7	11.1	8.8	4.4	3.3	3.7	1.4	1.2	0.6

* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019 | MTF**

Other drugs - Cocaine, methamphetamine, heroin
Multi-racial (non-Hispanic) Students 2019 Student Survey



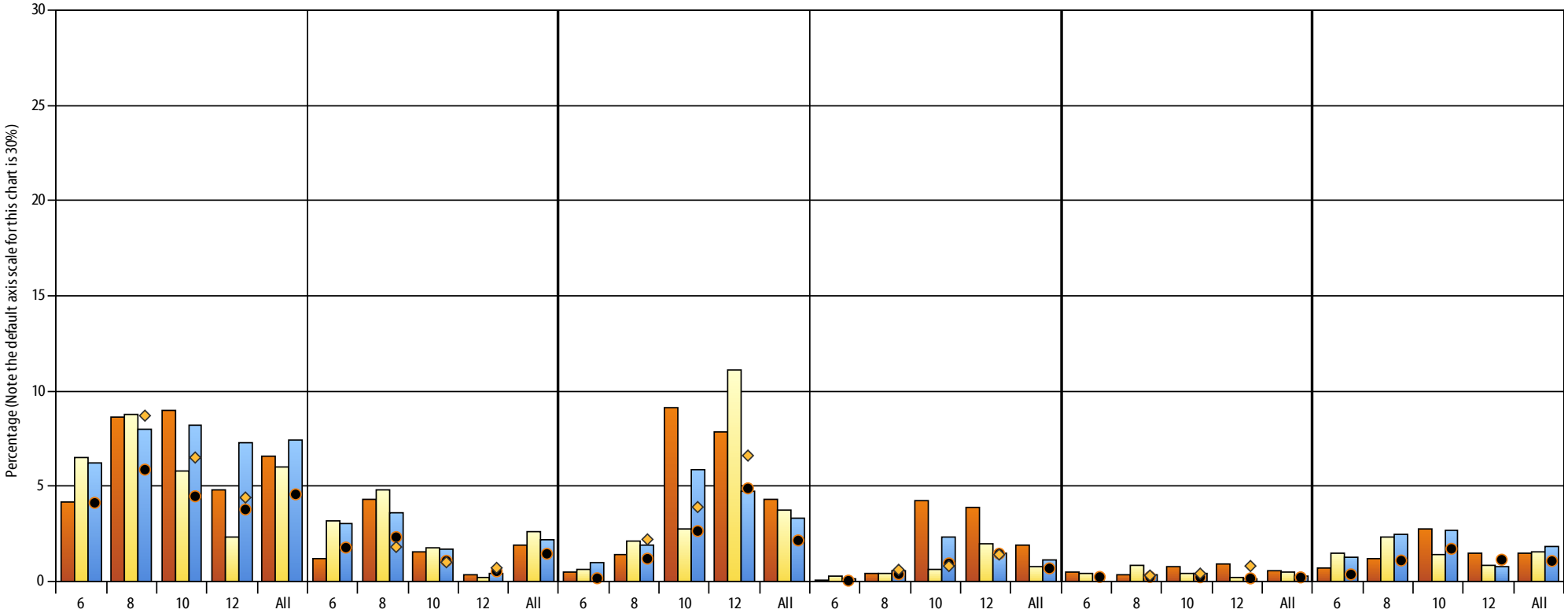
Grade	Cocaine								Methamphetamine								Heroin							
	Lifetime cocaine				Past 30-day cocaine*				Lifetime methamphetamines				Past 30-day methamphetamines*				Lifetime heroin				Past 30-day heroin*			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	0.1	0.3	0.1	0.2	0.1	0.3	0.1	0.1	0.2	0.2	0.0	0.2	0.1	0.1	0.0	0.0	0.8	0.2	0.1	0.2	0.6	0.0	0.1	0.0
8	1.0	0.3	0.5	0.5	0.4	0.3	0.1	0.1	1.1	0.1	0.6	0.3	0.4	0.0	0.3	0.1	0.9	0.1	0.1	0.2	0.2	0.0	0.0	0.0
10	1.4	1.6	1.5	0.7	0.6	0.4	0.2	0.1	1.3	1.2	0.3	0.2	0.4	0.1	0.2	0.0	2.6	0.1	0.5	0.1	1.5	0.1	0.0	0.0
12	3.7	4.7	1.6	1.5	0.5	1.1	0.2	0.3	1.3	1.2	0.1	0.4	0.3	0.6	0.0	0.0	0.5	2.3	0.0	0.2	0.2	0.0	0.0	0.0
All	1.4	1.5	0.9	0.7	0.3	0.5	0.1	0.1	0.9	0.6	0.3	0.3	0.3	0.2	0.1	0.0	1.2	0.6	0.2	0.2	0.6	0.0	0.0	0.0

* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019 | MTF**

Other drugs - Inhalants, hallucinogens, steroids, synthetics
Multi-racial (non-Hispanic) Students 2019 Student Survey



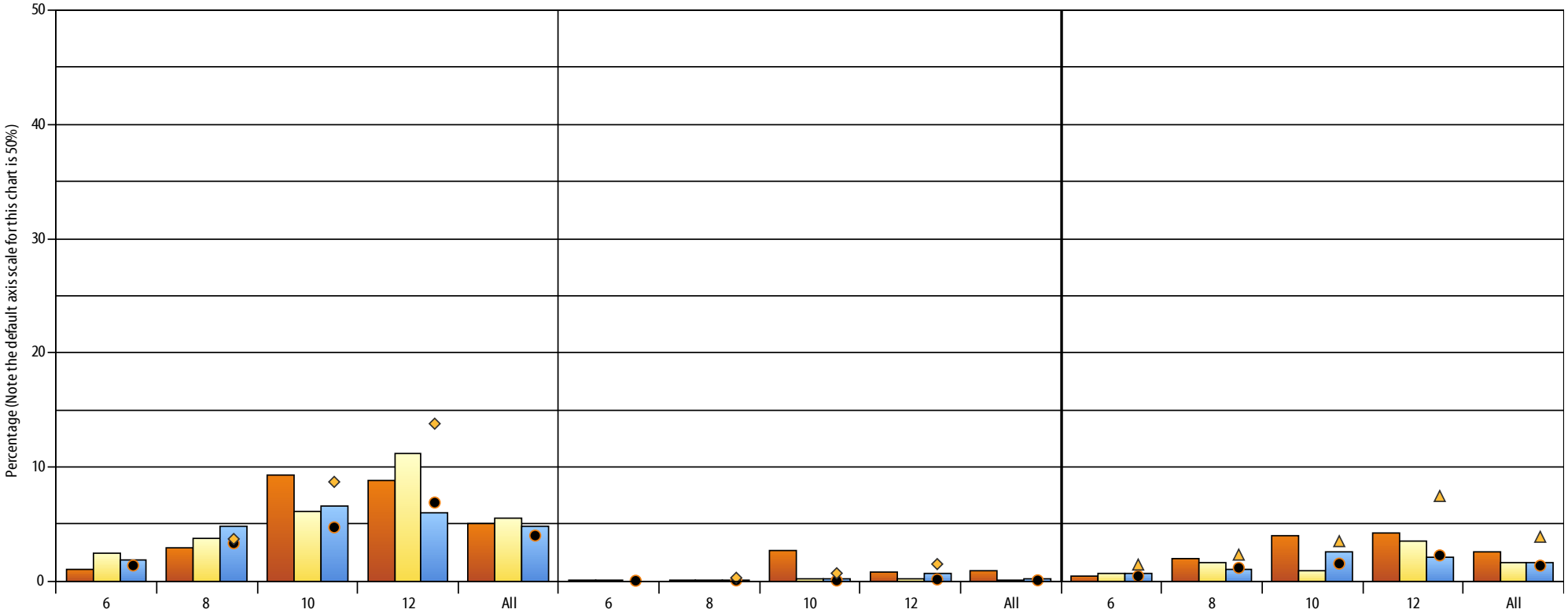
	Inhalants								Hallucinogens								Steroids				Synthetic Drugs			
	Lifetime inhalants				Past 30-day inhalants*				Lifetime hallucinogens				Past 30-day hallucinogens*				Past 30-day steroid use				Past 30-day synthetic marijuana use			
Grade	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	4.2	6.5	6.2	4.1	1.2	3.1	3.0	1.8	0.5	0.7	1.0	0.2	0.1	0.3	0.1	0.0	0.5	0.4	0.0	0.2	0.7	1.4	1.3	0.4
8	8.6	8.8	8.0	5.9	4.3	4.8	3.6	2.3	1.4	2.1	1.9	1.2	0.4	0.4	0.5	0.4	0.3	0.8	0.3	0.2	1.2	2.3	2.5	1.1
10	8.9	5.8	8.2	4.5	1.5	1.8	1.7	1.1	9.1	2.7	5.8	2.6	4.2	0.6	2.3	0.9	0.7	0.4	0.4	0.2	2.7	1.4	2.7	1.7
12	4.8	2.3	7.3	3.8	0.3	0.2	0.4	0.5	7.8	11.1	4.7	4.9	3.9	2.0	1.5	1.4	0.9	0.2	0.1	0.1	1.4	0.9	0.8	1.1
All	6.6	6.0	7.4	4.6	1.9	2.6	2.2	1.4	4.3	3.7	3.3	2.1	1.9	0.7	1.1	0.7	0.6	0.5	0.2	0.2	1.5	1.5	1.8	1.1

* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019 | MTF**

Risky substance use-related behavior
Multi-racial (non-Hispanic) Students 2019 Student Survey



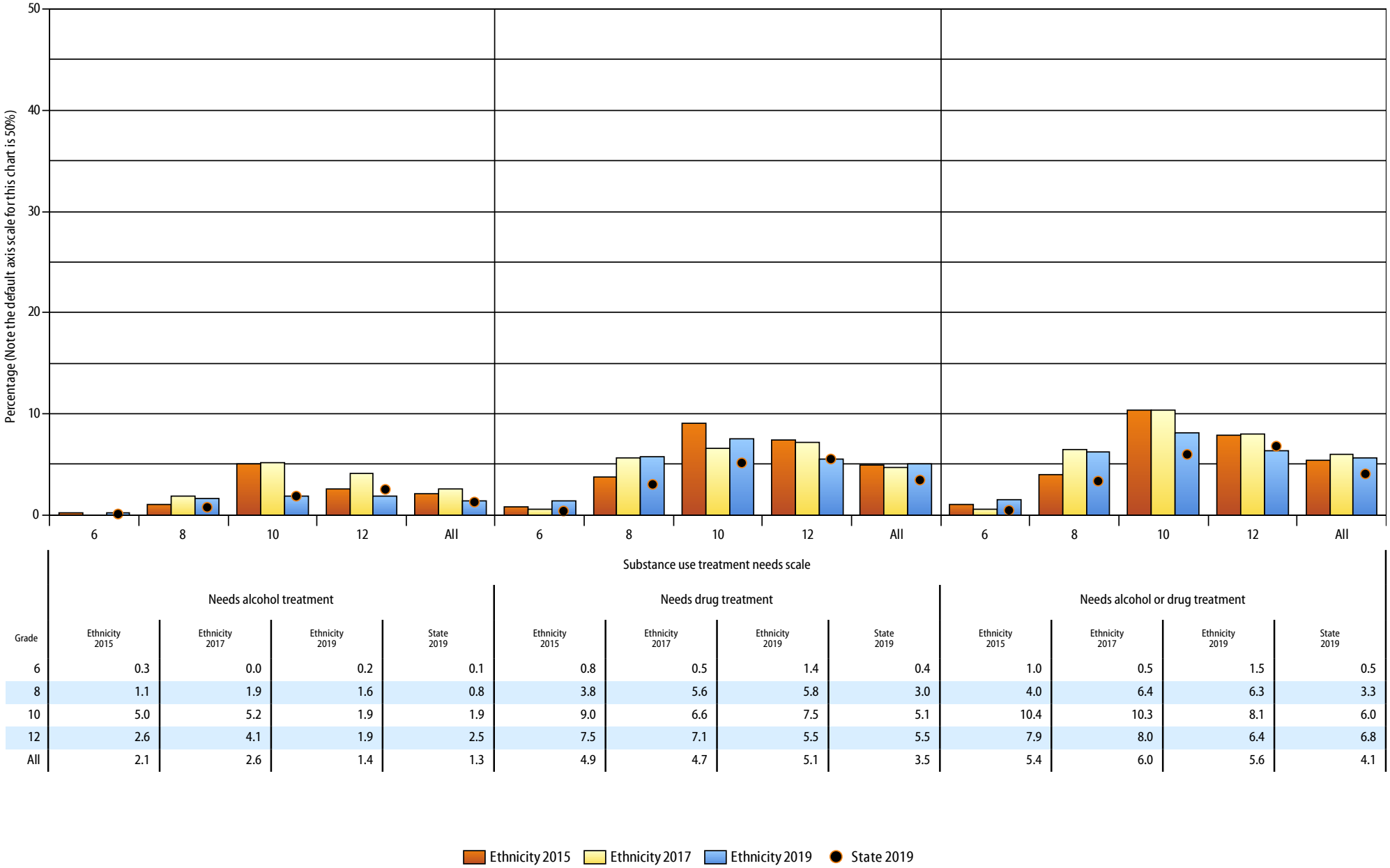
	Problem substance use											
	Binge drinking*				1/2 pack of cigarettes/day				Drinking and driving			
Grade	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	1.1	2.4	1.9	1.4	0.1	0.0	0.0	0.0	0.4	0.7	0.7	0.4
8	2.9	3.8	4.9	3.3	0.1	0.1	0.1	0.1	2.0	1.6	1.0	1.2
10	9.3	6.1	6.6	4.7	2.7	0.2	0.2	0.1	3.9	1.0	2.5	1.5
12	8.9	11.2	6.0	6.9	0.8	0.2	0.7	0.2	4.2	3.5	2.1	2.3
All	5.1	5.5	4.9	4.0	0.9	0.1	0.3	0.1	2.5	1.6	1.6	1.4

* Since not all students answer all questions, the percentage of students reporting binge drinking may be greater than the percentage reporting 30-day alcohol use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

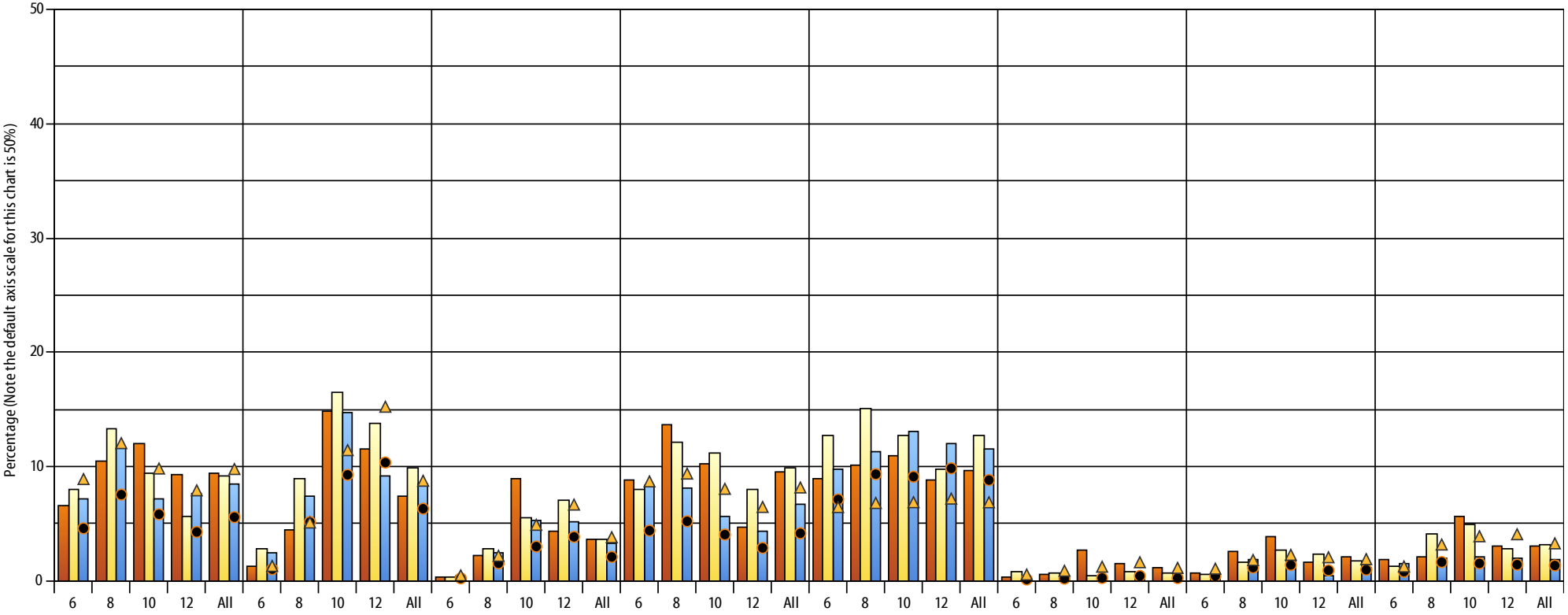
Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019 | BH Norm | MTF**

Substance treatment needs
Multi-racial (non-Hispanic) Students 2019 Student Survey



Grade	Needs alcohol treatment: Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Needs drug treatment: Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Needs alcohol or drug treatment: Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	0.3	0.0	0.2	0.1	0.8	0.5	1.4	0.4	1.0	0.5	1.5	0.5
8	1.1	1.9	1.6	0.8	3.8	5.6	5.8	3.0	4.0	6.4	6.3	3.3
10	5.0	5.2	1.9	1.9	9.0	6.6	7.5	5.1	10.4	10.3	8.1	6.0
12	2.6	4.1	1.9	2.5	7.5	7.1	5.5	5.5	7.9	8.0	6.4	6.8
All	2.1	2.6	1.4	1.3	4.9	4.7	5.1	3.5	5.4	6.0	5.6	4.1

Antisocial behavior
Multi-racial (non-Hispanic) Students 2019 Student Survey

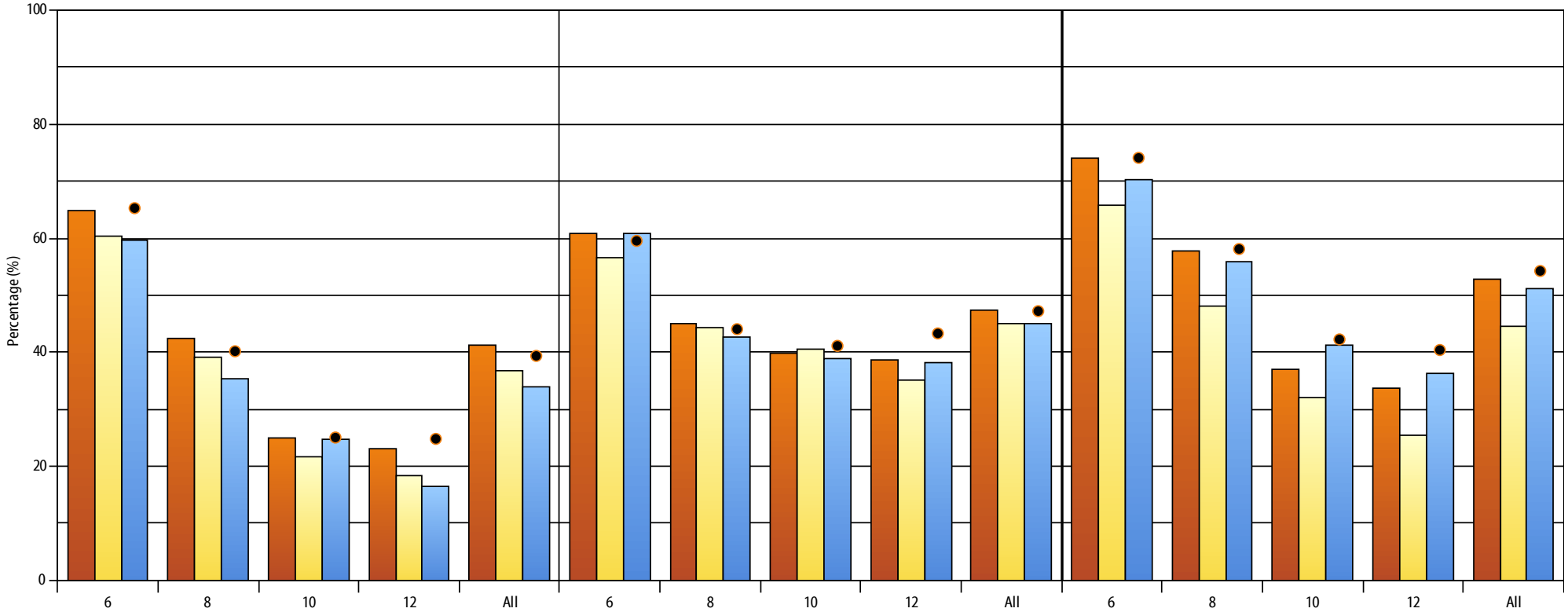


Antisocial behaviors reported one or more times during the past year

Grade	Suspended from school				Drunk or high at school				Sold illegal drugs				Attacked someone w/idea of seriously hurting them				Carried a handgun				Handgun to school				Stolen a vehicle				Been arrested			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	6.5	7.9	7.1	4.6	1.3	2.9	2.4	1.0	0.3	0.4	0.5	0.2	8.8	8.0	8.3	4.4	8.9	12.7	9.7	7.1	0.3	0.7	0.2	0.1	0.7	0.6	0.5	0.4	1.9	1.2	1.6	0.8
8	10.5	13.3	11.7	7.5	4.5	8.9	7.5	5.1	2.2	2.8	2.4	1.5	13.7	12.2	8.1	5.2	10.1	15.1	11.4	9.3	0.5	0.6	0.2	0.2	2.6	1.7	1.9	1.2	2.1	4.0	2.0	1.6
10	12.0	9.4	7.2	5.8	14.9	16.5	14.7	9.3	8.9	5.5	5.3	3.0	10.2	11.2	5.7	4.0	10.9	12.7	13.1	9.1	2.7	0.5	0.3	0.2	3.9	2.7	1.8	1.4	5.7	4.9	2.1	1.5
12	9.3	5.6	7.6	4.3	11.5	13.8	9.2	10.4	4.4	7.1	5.2	3.8	4.7	8.0	4.3	2.9	8.8	9.7	12.0	9.8	1.5	0.8	0.1	0.4	1.6	2.3	0.4	0.9	3.0	2.8	2.0	1.4
All	9.4	9.2	8.5	5.6	7.4	9.9	8.4	6.3	3.7	3.6	3.3	2.1	9.5	9.8	6.6	4.2	9.7	12.7	11.5	8.8	1.2	0.7	0.2	0.2	2.1	1.7	1.2	1.0	3.1	3.1	1.9	1.3

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019 BH Norm

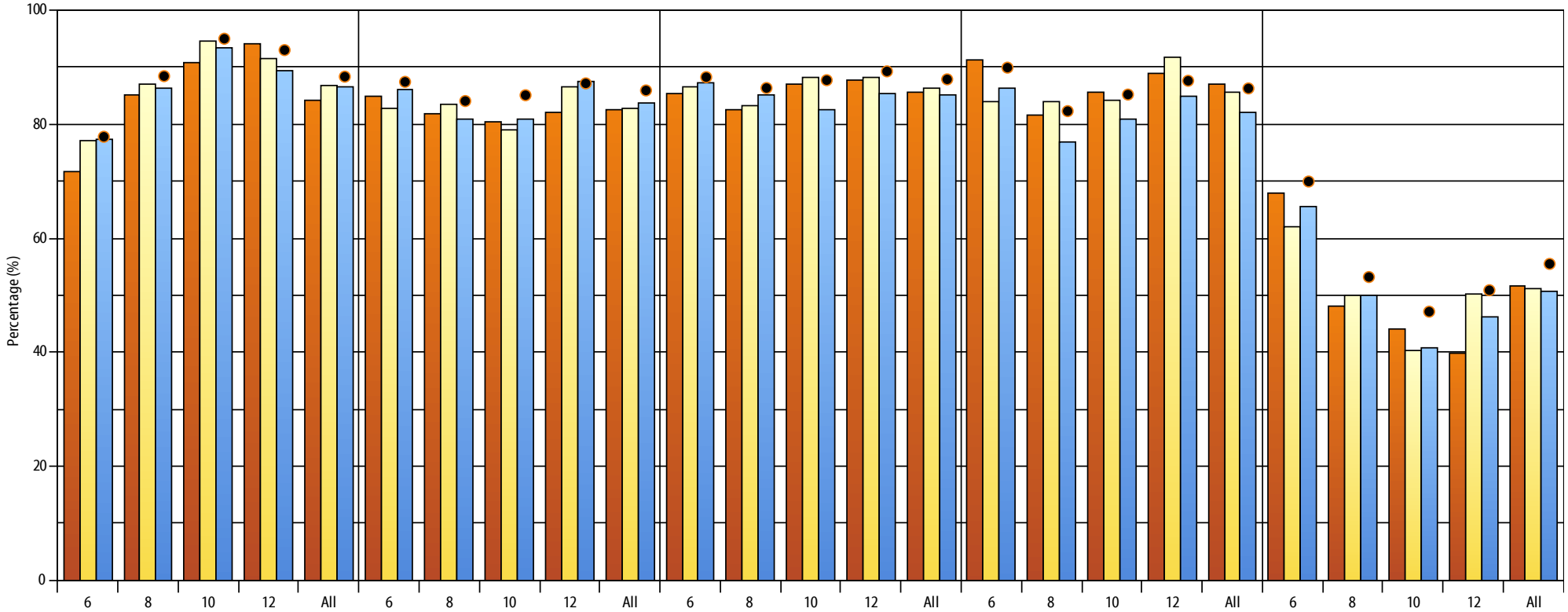
Perceived importance of school
Multi-racial (non-Hispanic) Students 2019 Student Survey



Grade	Students answering "Often" or "Almost Always"								Students answering "Quite important" or "Very important"			
	How often do you feel that the school work you are assigned is meaningful and important?				Now, thinking back over the past year in school, how often did you enjoy being in school?				How important do you think the things you are learning in school are going to be for your later life?			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	64.9	60.5	59.6	65.3	60.9	56.5	61.0	59.6	74.0	65.7	70.3	74.1
8	42.4	39.2	35.2	40.2	44.9	44.4	42.7	44.1	57.8	48.2	56.0	58.1
10	25.0	21.6	24.7	25.0	39.9	40.5	38.8	41.1	37.0	32.0	41.3	42.3
12	23.0	18.3	16.4	24.8	38.6	35.1	38.2	43.3	33.6	25.5	36.2	40.4
All	41.3	36.9	34.0	39.4	47.4	45.1	45.1	47.2	52.9	44.7	51.1	54.3

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

Positive school environment
Multi-racial (non-Hispanic) Students 2019 Student Survey

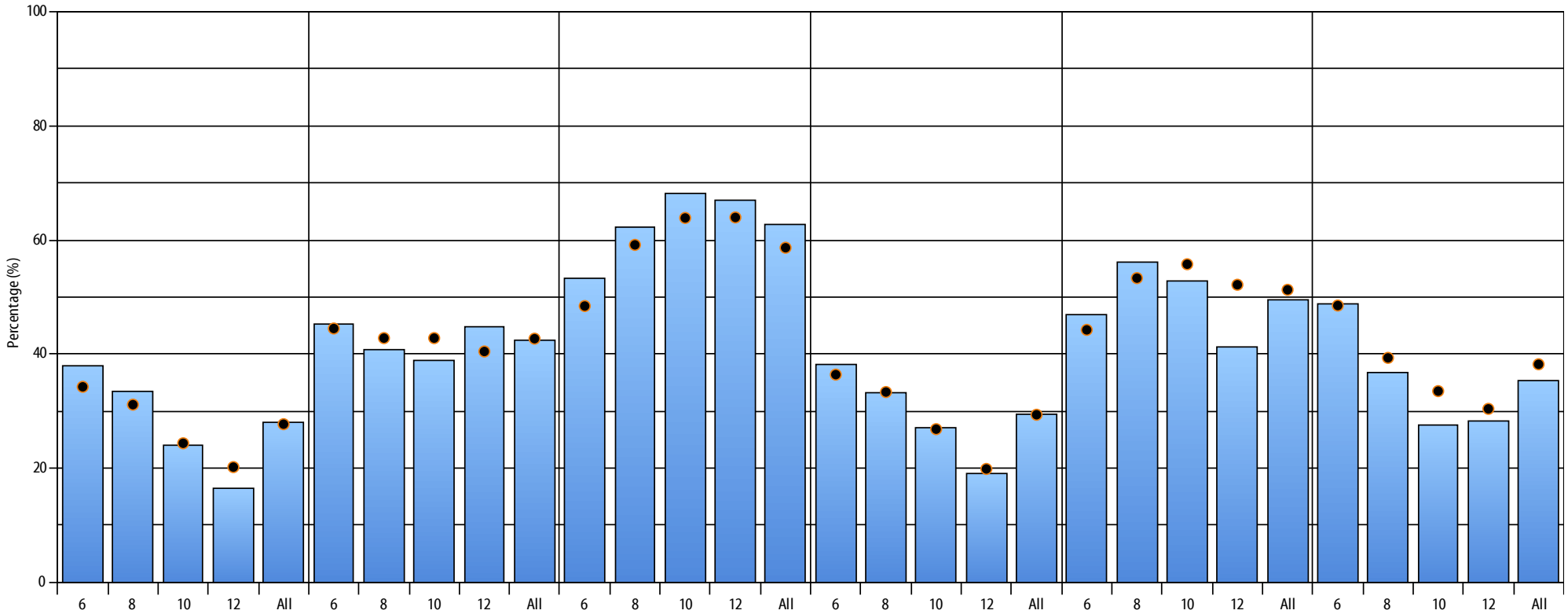


Students answering "Somewhat Yes" or "Definitely yes"

Grade	There are lots of chances for students to get involved in sports, clubs, etc.				There are lots of chances for students in my school to talk with a teacher one-on-one.				I have lots of chances to be part of class discussions or activities.				I feel safe at my school.				My teachers praise me when I work hard in school.			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	71.6	77.2	77.5	77.8	84.9	82.8	86.0	87.5	85.4	86.6	87.2	88.3	91.2	83.9	86.2	89.9	67.8	62.1	65.5	70.0
8	85.3	87.1	86.3	88.5	81.8	83.4	80.9	84.1	82.5	83.2	85.1	86.4	81.7	84.0	77.0	82.3	48.0	49.9	49.9	53.2
10	90.7	94.5	93.4	95.0	80.5	78.9	81.0	85.1	87.0	88.1	82.5	87.7	85.5	84.2	80.8	85.2	44.2	40.2	40.7	47.1
12	94.2	91.5	89.4	93.0	82.1	86.6	87.5	87.2	87.7	88.2	85.5	89.3	89.1	91.7	84.9	87.6	39.9	50.1	46.2	50.9
All	84.1	86.9	86.6	88.4	82.5	82.8	83.8	86.0	85.5	86.4	85.1	87.9	87.1	85.7	82.1	86.3	51.6	51.2	50.6	55.5

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

Student concerns about school environment
Multi-racial (non-Hispanic) Students 2019 Student Survey

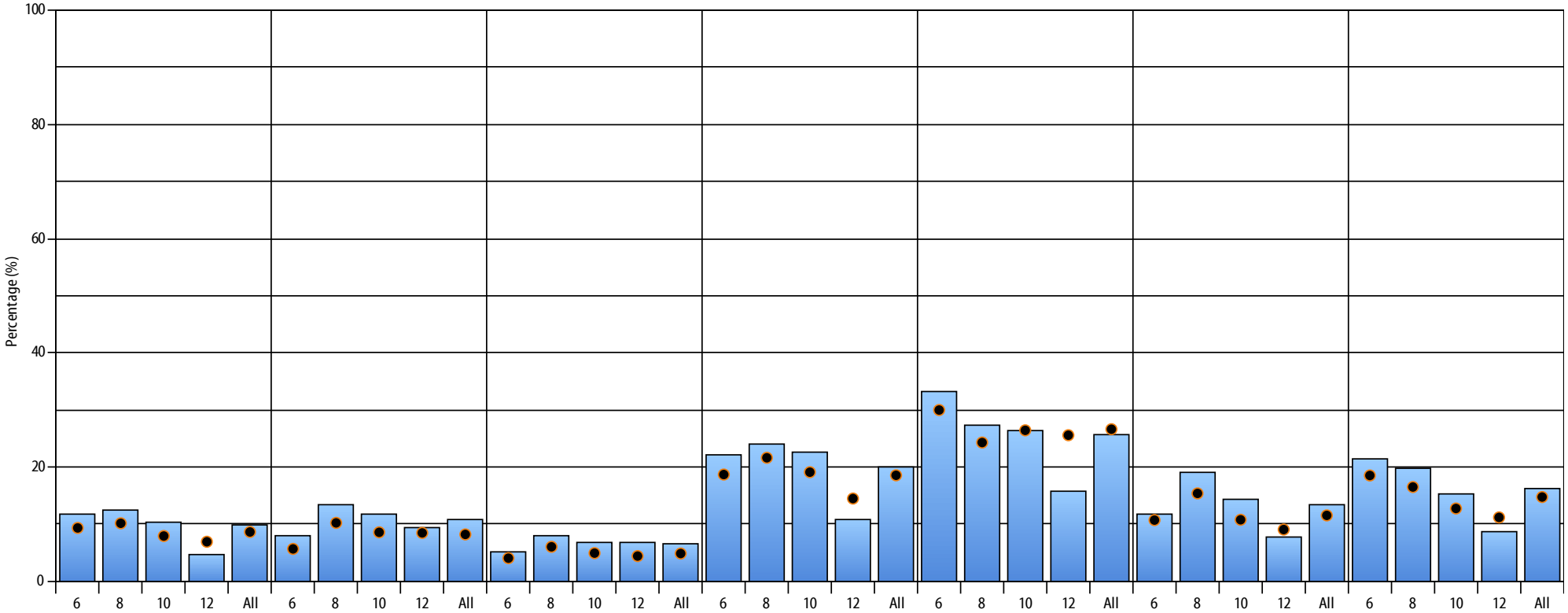


Students who report they are "Somewhat" or "Very worried" about the possibility of the following:

Grade	Getting bullied				Gun violence or active shooter situation				Suicide by a student				Gang activity				Students using alcohol or drugs				Earthquake/fire			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	~	~	37.9	34.3	~	~	45.2	44.5	~	~	53.4	48.4	~	~	38.1	36.4	~	~	46.9	44.3	~	~	48.8	48.5
8	~	~	33.5	31.1	~	~	40.7	42.8	~	~	62.3	59.2	~	~	33.3	33.4	~	~	56.2	53.3	~	~	36.7	39.3
10	~	~	24.0	24.4	~	~	39.0	42.8	~	~	68.2	63.9	~	~	27.0	26.8	~	~	52.9	55.8	~	~	27.6	33.5
12	~	~	16.4	20.2	~	~	44.9	40.5	~	~	67.0	64.0	~	~	19.0	19.9	~	~	41.3	52.2	~	~	28.3	30.4
All	~	~	28.1	27.7	~	~	42.4	42.7	~	~	62.7	58.7	~	~	29.4	29.4	~	~	49.5	51.3	~	~	35.4	38.2

Ethnicity 2019 ● State 2019

Perceived school safety
Multi-racial (non-Hispanic) Students 2019 Student Survey

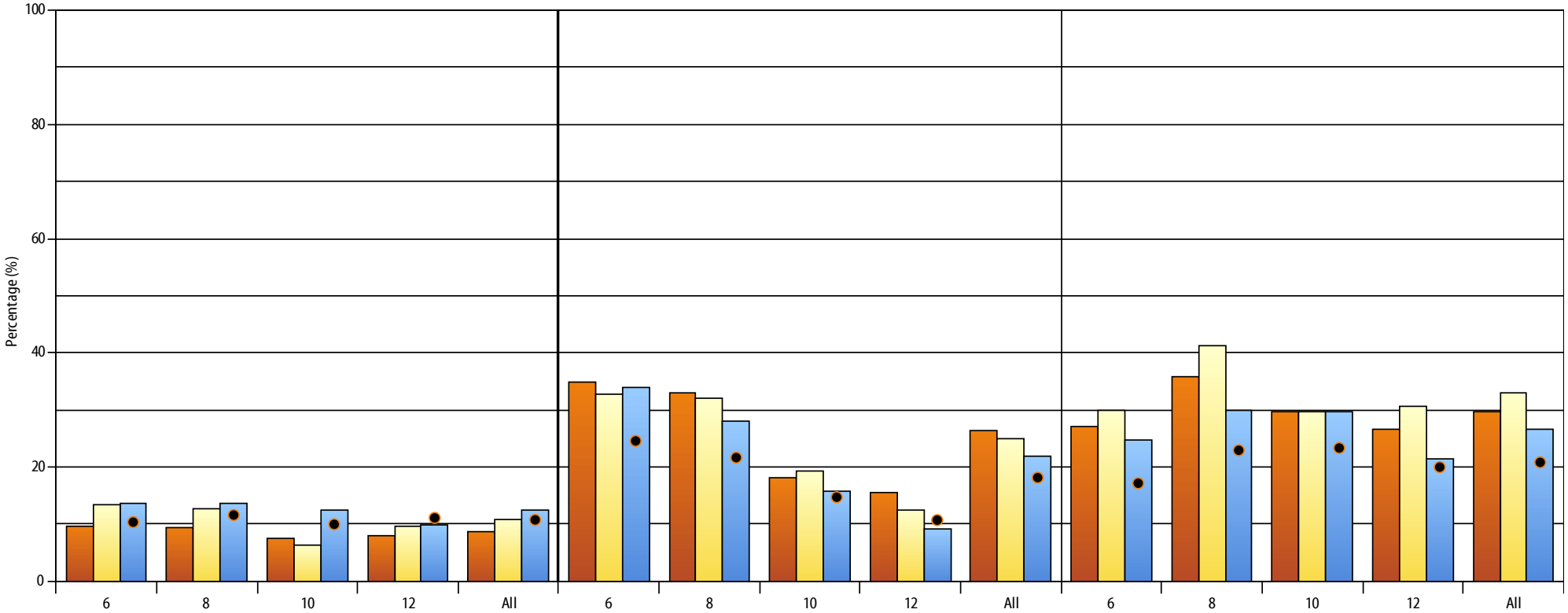


Students who report they feel "Somewhat" or "Very unsafe" before/during/after school in/on:

Grade	Playgrounds or fields		Lunchroom/cafeteria		Classrooms		Bathrooms		Parking lots		Stairs and hallways		The school bus	
	Ethnicity 2019	State 2019	Ethnicity 2019	State 2019	Ethnicity 2019	State 2019	Ethnicity 2019	State 2019	Ethnicity 2019	State 2019	Ethnicity 2019	State 2019	Ethnicity 2019	State 2019
6	11.8	9.3	8.0	5.7	5.0	4.0	22.2	18.7	33.3	30.0	11.8	10.7	21.3	18.5
8	12.4	10.2	13.4	10.2	7.9	6.0	24.1	21.6	27.2	24.3	19.0	15.4	19.7	16.5
10	10.3	7.9	11.8	8.6	6.8	4.9	22.7	19.1	26.4	26.4	14.3	10.8	15.2	12.7
12	4.7	6.9	9.3	8.5	6.7	4.4	10.9	14.5	15.8	25.6	7.7	9.1	8.7	11.2
All	9.9	8.6	10.7	8.2	6.6	4.9	20.1	18.6	25.8	26.6	13.3	11.5	16.3	14.7

Ethnicity 2019 ● State 2019

Bullying
Multi-racial (non-Hispanic) Students 2019 Student Survey



Grade	During the past 30 days, student has… felt so unsafe at/on the way to school that student skipped school				During the past 12 months, student has been… picked on or bullied by a student ON SCHOOL PROPERTY				During the past 12 months, student has been… threatened or harassed via internet, e-mail, or cell phone			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	9.7	13.4	13.7	10.3	34.9	32.8	33.9	24.6	27.0	30.0	24.8	17.2
8	9.3	12.7	13.5	11.6	33.1	31.9	28.0	21.7	35.8	41.2	30.0	22.9
10	7.5	6.4	12.5	10.0	18.1	19.3	15.8	14.7	29.7	29.8	29.7	23.3
12	7.9	9.6	9.8	11.1	15.4	12.4	9.1	10.7	26.7	30.7	21.4	20.0
All	8.7	10.7	12.4	10.7	26.5	25.0	21.8	18.1	29.8	33.0	26.6	20.8

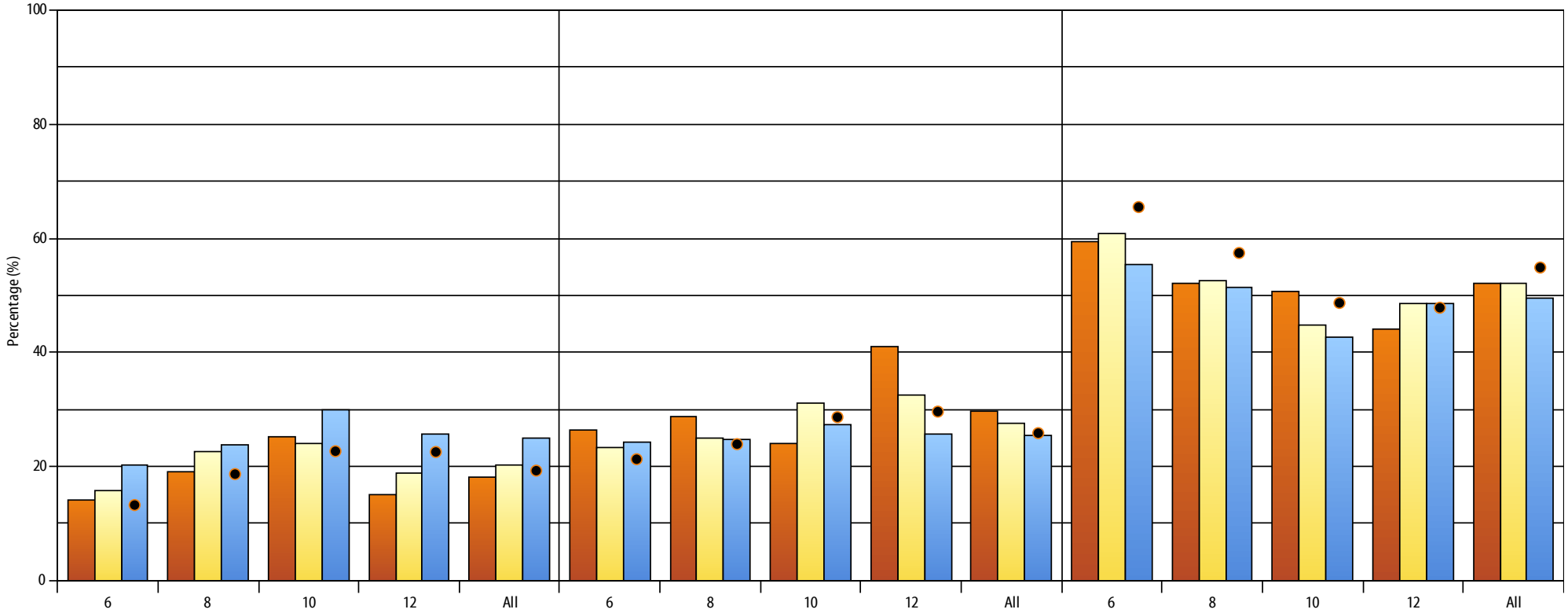
Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

Perceived reasons for bullying

	6			8			10			12			All		
	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2017	Ethnicity 2019	State 2019
If you have been bullied in the past 12 months, why do you think you were you bullied? (Mark ALL that apply).															
Sample size*	358	606	11,038	322	601	9,813	184	393	6,944	112	186	3,669	976	1,786	31,464
I don't know why	35.8	41.4	40.6	32.0	34.0	33.0	27.9	32.0	28.7	23.4	19.7	26.2	30.8	33.3	33.0
The color of my skin	15.4	15.0	7.4	20.3	20.1	9.2	21.8	22.3	9.7	38.7	28.2	9.8	22.3	20.5	8.9
My religion	14.2	7.8	7.8	16.5	17.4	12.6	17.9	19.5	14.4	14.4	15.9	15.8	15.7	14.7	12.2
My size (height, weight, etc.)	43.4	36.4	37.1	47.4	47.2	42.3	35.6	38.1	38.6	38.5	27.5	33.3	41.9	38.4	38.1
My accent or the country I (or my family) was born in	8.2	5.1	3.7	10.1	8.7	5.6	9.6	5.6	6.5	4.0	6.5	6.2	8.3	6.5	5.3
The way I look (clothing, hairstyle, etc.)	45.6	37.6	37.5	48.4	51.6	43.0	43.0	39.5	38.9	44.2	24.9	34.6	45.6	39.8	38.8
How much money my family has or does not have	15.0	13.5	11.3	21.1	20.3	16.2	16.3	20.2	16.3	9.1	22.2	15.0	16.0	18.5	14.5
My gender	13.1	9.7	7.0	16.5	10.5	7.3	10.8	9.7	8.1	15.3	7.3	8.5	13.9	9.5	7.6
My grades or school achievement	17.8	13.8	12.4	20.4	19.9	14.9	16.7	16.4	18.1	15.7	11.8	15.7	17.9	15.8	15.0
My social standing or for being "unpopular"	29.4	23.4	25.4	29.0	35.7	29.7	28.7	26.6	26.4	20.4	14.4	24.2	27.5	26.1	26.5
Social conflict	12.0	8.8	7.2	26.9	17.1	14.7	17.3	20.4	20.2	25.5	23.1	23.1	19.8	16.4	15.3
My sexual-orientation	6.7	7.8	4.0	11.1	11.6	7.1	22.9	13.2	8.5	15.6	5.7	8.1	13.1	9.8	6.7
I have a disability (learning or physical disability)	9.7	6.3	4.4	11.4	8.9	5.0	12.9	7.5	5.3	7.7	3.9	6.2	10.5	6.9	5.1
Some other reason	51.8	51.1	44.4	46.5	41.3	38.2	42.8	37.4	35.1	32.5	25.9	29.2	44.9	40.6	37.6

* These data represent youth who chose any answer other than "I have not been made fun of by other students." If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed.

Mental health treatment needs
Multi-racial (non-Hispanic) Students 2019 Student Survey



	Mental health treatment needs scale*											
	High treatment needs				Moderate treatment needs				Low treatment needs			
Grade	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	14.2	15.9	20.3	13.2	26.5	23.4	24.2	21.3	59.3	60.8	55.5	65.5
8	19.0	22.6	23.8	18.7	28.8	24.9	24.7	23.9	52.2	52.5	51.5	57.4
10	25.1	24.0	30.0	22.7	24.1	31.2	27.4	28.7	50.8	44.9	42.6	48.7
12	15.0	18.9	25.7	22.5	41.0	32.5	25.6	29.6	44.0	48.6	48.7	47.8
All	18.2	20.3	25.0	19.3	29.6	27.7	25.5	25.8	52.2	52.1	49.5	54.9

* Mental health treatment needs are calculated from student responses to specific questions. See text for further explanation.

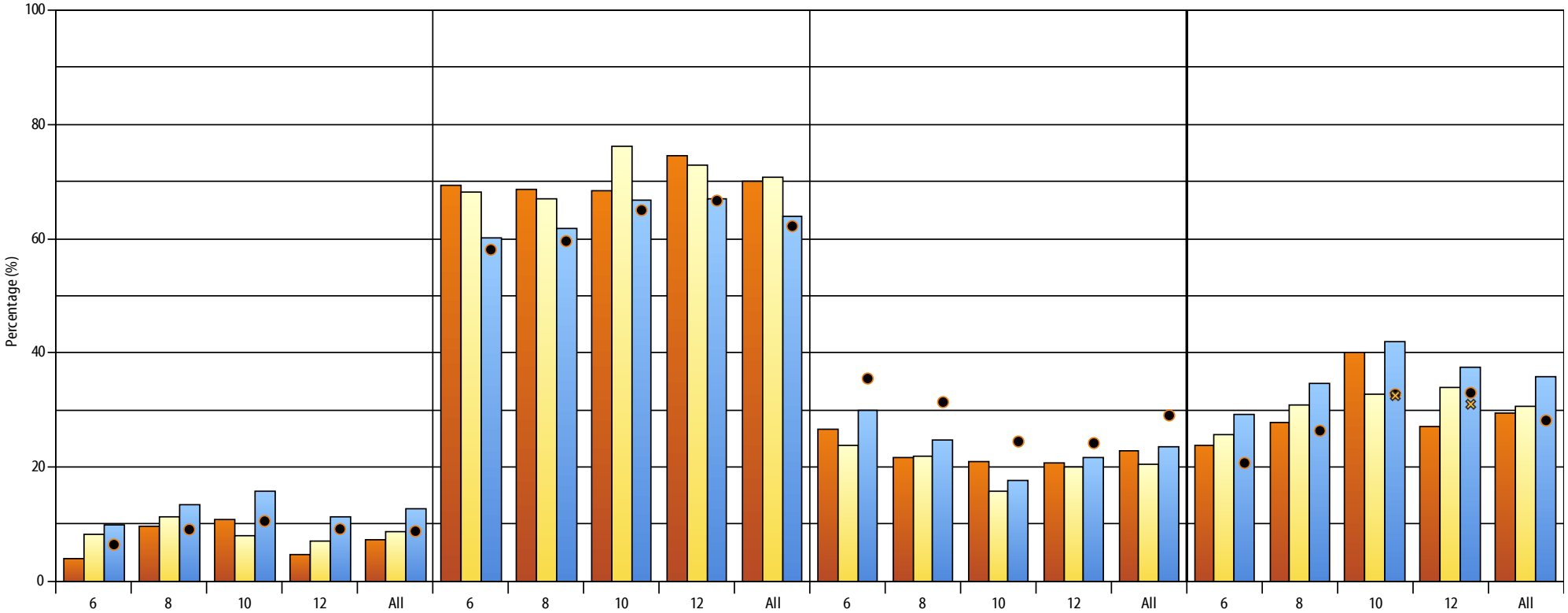
Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

Attitudes toward mental health treatment

		6			8			10			12			All		
		Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2017	Ethnicity 2019	State 2019
How often in the last thirty days did you talk to an adult (parent, doctor, counselor, teacher, etc.) about feeling very sad, hopeless, or suicidal? (Answered 1 or more times)		26.7	18.6	17.3	15.5	20.2	16.9	19.3	27.1	22.0	16.2	24.1	23.2	19.6	22.6	19.9
Who, in the last thirty days, did you talk to about feeling very sad, hopeless, or suicidal? (Treated as "Mark all that apply")	Sample size*	~	194	3,650	~	283	4,292	~	231	4,343	~	121	2,734	~	829	15,019
	I felt this way but did not talk to anyone about it	~	45.7	33.2	~	37.6	35.7	~	38.6	33.3	~	40.8	32.4	~	40.2	33.6
	Parent	~	39.7	53.9	~	38.6	43.0	~	37.4	39.2	~	37.9	40.9	~	38.3	43.4
	Friend/Peer	~	35.0	39.0	~	47.9	48.4	~	50.5	53.5	~	42.1	50.7	~	44.7	48.7
	Teacher	~	9.1	14.3	~	10.4	8.1	~	3.2	5.5	~	5.6	6.6	~	6.9	8.1
	Doctor	~	9.0	12.9	~	10.6	8.9	~	3.2	6.9	~	4.6	7.3	~	6.6	8.6
	School Counselor	~	12.8	16.9	~	16.9	12.5	~	3.3	7.1	~	5.4	6.4	~	9.3	10.1
	Therapist	~	17.0	18.7	~	15.4	15.4	~	13.7	14.7	~	7.6	13.7	~	13.2	15.4
	Clergy (e.g. Bishop, Priest or Nun, Minister, Pastor)	~	3.1	6.9	~	7.8	5.4	~	7.6	4.4	~	2.5	4.1	~	5.5	5.0
	Other adult	~	13.2	15.7	~	11.4	11.5	~	8.8	7.7	~	5.3	8.5	~	9.4	10.4
Do you think it's ok to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?	Yes	82.1	84.9	87.8	80.1	76.3	83.7	80.3	75.2	83.6	85.5	77.8	85.1	81.8	78.3	85.0
	No	3.8	3.6	3.7	2.9	4.7	3.1	4.6	2.7	2.5	2.7	1.9	2.5	3.6	3.3	3.0
	I think it's ok for other people to seek help, but not for me to seek help	14.1	11.6	8.5	17.0	19.0	13.2	15.1	22.1	13.9	11.8	20.2	12.4	14.6	18.4	12.1

* These data represent youth who chose any answer other than "I have not felt this way in the past 30 days." If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. Due to changes to this question, 2017 data were unsuitable for comparison and are omitted. See Appendix A for information.

Depression
Multi-racial (non-Hispanic) Students 2019 Student Survey



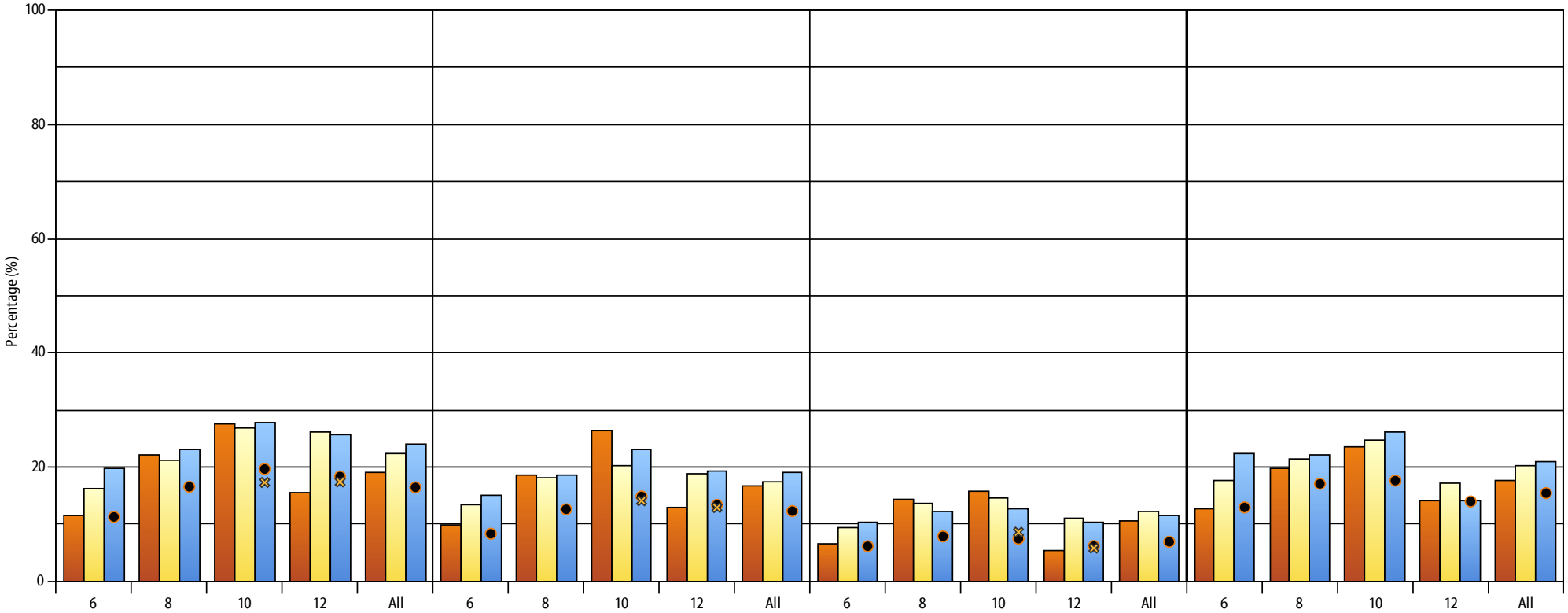
Grade	Depressive symptoms scale*: High depressive symptoms				Moderate depressive symptoms				No depressive symptoms				Felt sad or hopeless for two weeks or more in a row during the past year**			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	4.0	8.1	9.9	6.4	69.4	68.1	60.1	58.1	26.6	23.8	30.0	35.5	23.9	25.6	29.3	20.7
8	9.7	11.2	13.4	9.1	68.6	67.0	61.8	59.6	21.7	21.8	24.8	31.4	27.8	30.9	34.6	26.4
10	10.8	8.0	15.7	10.5	68.4	76.3	66.7	65.0	20.9	15.7	17.6	24.5	40.0	32.8	42.0	32.8
12	4.7	7.1	11.4	9.1	74.6	72.9	66.9	66.7	20.6	20.0	21.7	24.2	27.0	33.9	37.5	33.0
All	7.2	8.6	12.6	8.8	70.0	70.8	63.8	62.2	22.8	20.6	23.5	29.0	29.5	30.5	35.9	28.2

* Depressive symptoms are calculated from student responses to specific questions. See text for further explanation.

** National comparison data for "Felt sad or hopeless..." are available for 10th and 12th grade only.

Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019 | YRBS

Suicide indicators and self harm
Multi-racial (non-Hispanic) Students 2019 Student Survey

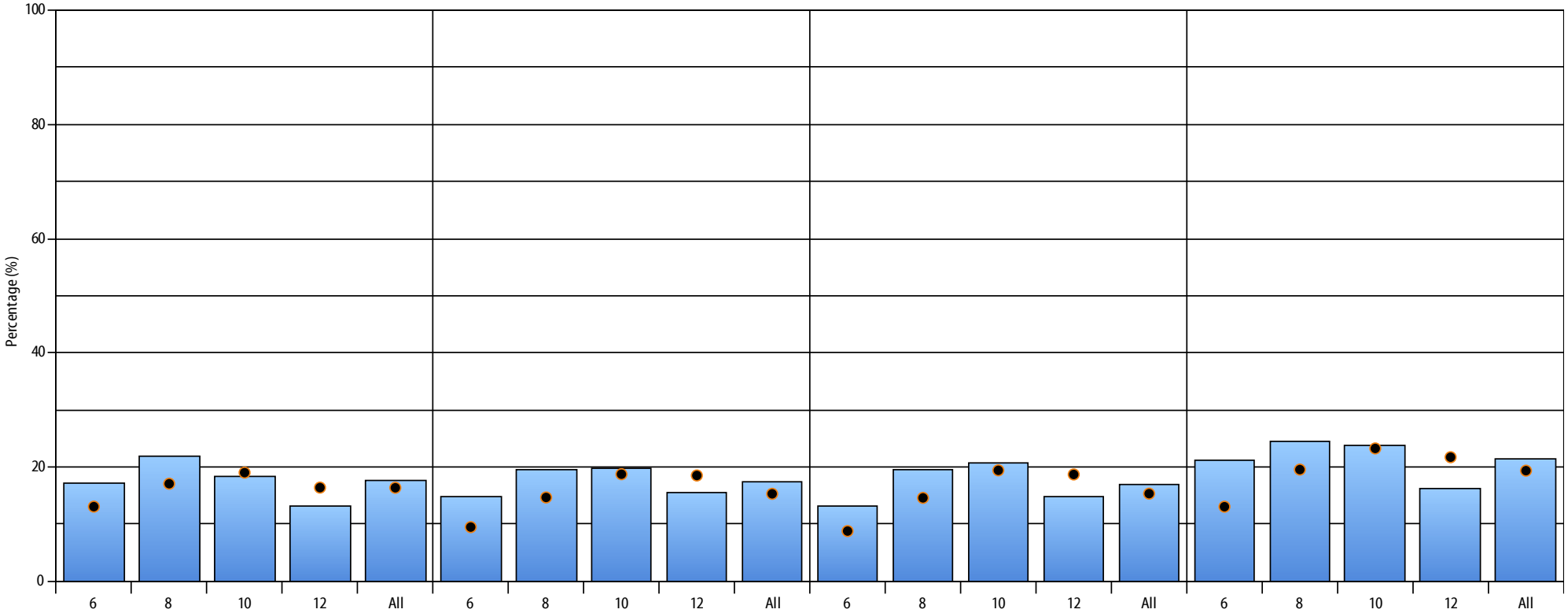


Suicide Related Indicators

Grade	During the past 12 months, did you ever seriously consider attempting suicide? (Answered 'Yes')				During the past 12 months, did you make a plan about how you would attempt suicide? (Answered 'Yes')				During the past 12 months, how many times did you actually attempt suicide? (Answered 1 or more times)				Purposeful self harm (without suicidal intention, e.g. cutting or burning) 1 or more times during the past 12 months			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	11.5	16.2	19.8	11.3	9.9	13.4	15.0	8.3	6.6	9.4	10.3	6.1	12.7	17.7	22.3	12.9
8	22.2	21.3	23.1	16.5	18.5	18.0	18.5	12.6	14.4	13.7	12.3	7.9	19.8	21.4	22.0	17.1
10	27.5	26.8	27.7	19.7	26.5	20.2	23.1	14.8	15.7	14.6	12.7	7.4	23.7	24.8	26.1	17.6
12	15.4	26.1	25.6	18.4	12.9	18.8	19.4	13.4	5.3	11.0	10.3	6.2	14.1	17.1	14.1	14.0
All	19.0	22.3	24.1	16.4	16.8	17.5	19.0	12.3	10.5	12.2	11.4	6.9	17.5	20.3	21.0	15.4

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019 YRBS

Social isolation
Multi-racial (non-Hispanic) Students 2019 Student Survey

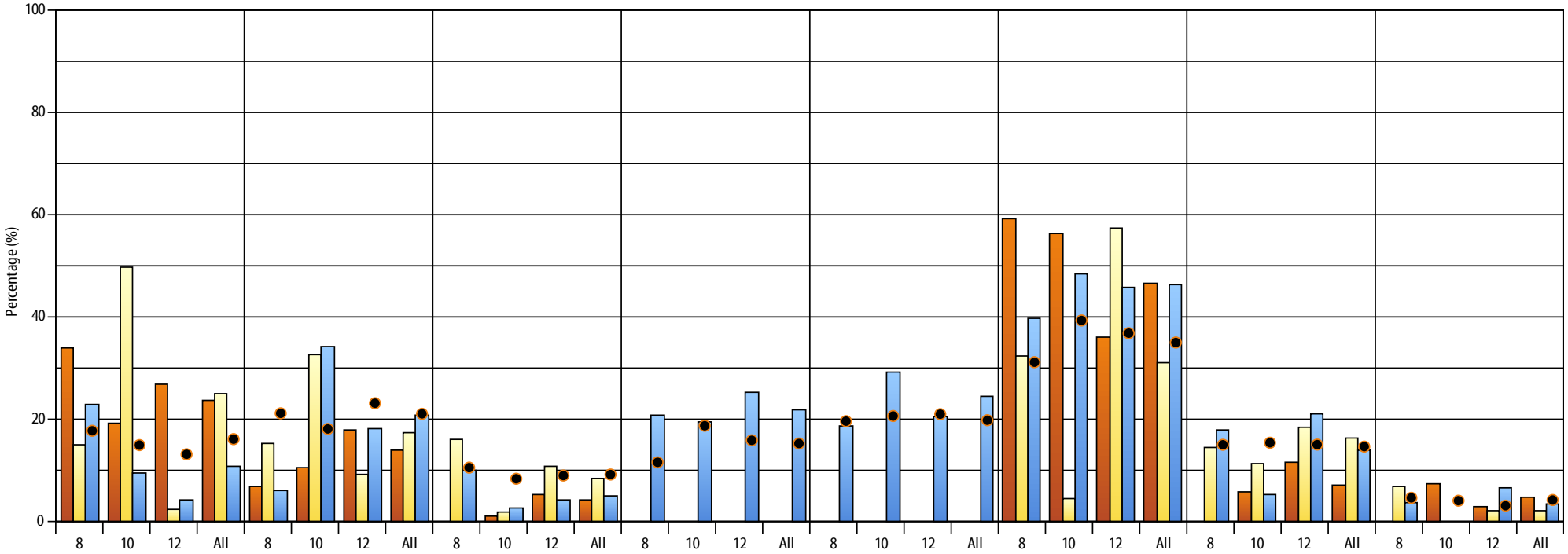


Students who reported during the past seven days "Often" or "Always"...

Grade	Felt left out. Ethnicity 2019	Felt left out. State 2019	Felt that people barely know me. Ethnicity 2019	Felt that people barely know me. State 2019	Felt isolated from others. Ethnicity 2019	Felt isolated from others. State 2019	Felt that people are around me but not with me. Ethnicity 2019	Felt that people are around me but not with me. State 2019
6	17.1	13.1	14.9	9.5	13.2	8.8	21.2	13.1
8	21.9	17.1	19.7	14.7	19.6	14.6	24.5	19.6
10	18.3	19.0	19.8	18.7	20.7	19.4	23.7	23.3
12	13.2	16.4	15.5	18.5	14.7	18.7	16.3	21.7
All	17.6	16.4	17.4	15.3	17.0	15.3	21.3	19.4

Ethnicity 2019 ● State 2019

Types of alcohol consumed (of past-month alcohol users)*
Multi-racial (non-Hispanic) Students 2019 Student Survey



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

Grade	I do not have a usual type				Beer				Wine				Vodka				Other liquors				All liquor types**				Flavored alcoholic beverages†				Some other type			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
8	34.0	15.0	22.9	17.7	6.7	15.3	6.0	21.1	0.0	16.1	9.9	10.5	~	~	20.9	11.5	~	~	18.8	19.6	59.3	32.3	39.6	31.1	0.0	14.5	17.8	15.0	0.0	6.7	3.6	4.6
10	19.1	49.6	9.4	14.9	10.6	32.7	34.2	18.1	0.9	1.8	2.7	8.3	~	~	19.4	18.7	~	~	29.1	20.6	56.4	4.5	48.5	39.3	5.6	11.4	5.2	15.4	7.4	0.0	0.0	4.0
12	26.7	2.3	4.2	13.1	17.9	9.0	18.2	23.1	5.2	10.8	4.3	8.9	~	~	25.3	15.8	~	~	20.4	21.0	36.0	57.4	45.7	36.8	11.4	18.4	21.1	15.0	2.7	2.0	6.4	3.0
All	23.8	24.9	10.8	16.1	13.9	17.2	20.8	21.0	4.2	8.5	4.9	9.1	~	~	21.8	15.2	~	~	24.5	19.8	46.5	31.0	46.3	35.0	7.1	16.3	13.8	14.6	4.6	2.1	3.4	4.2

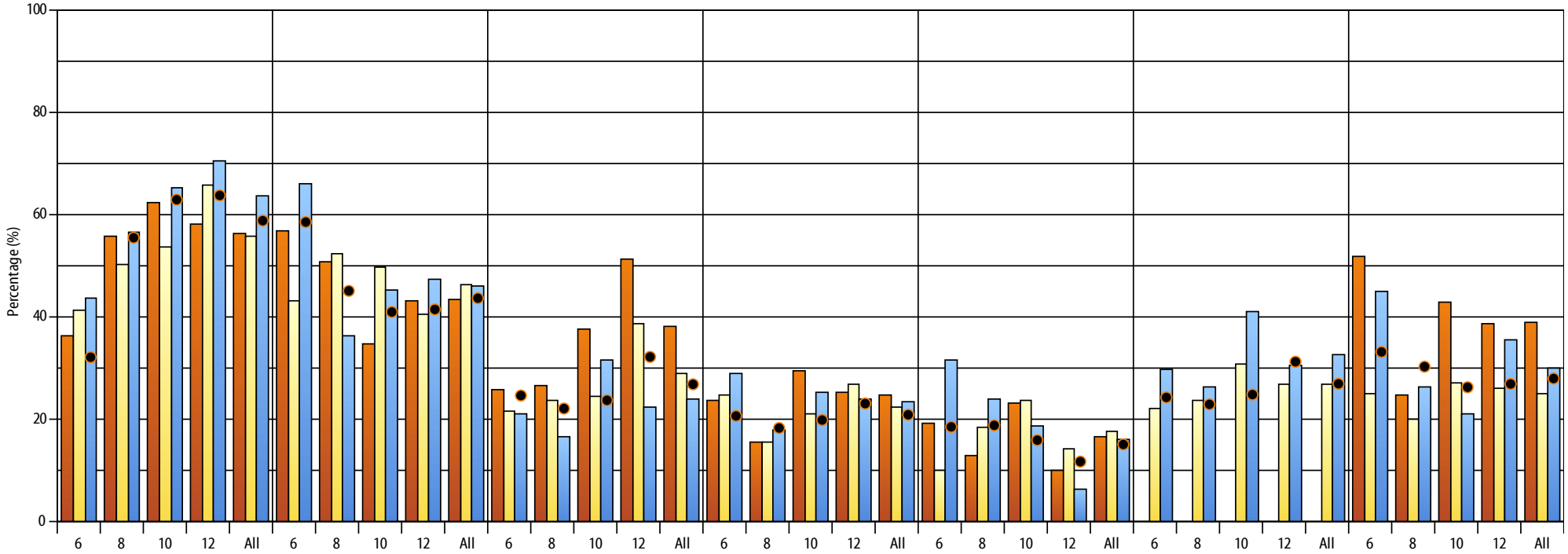
* Students who indicated they did not drink alcohol during the past 30 days are not included in the sample. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: <10 students (State: 186); 8th grade: 30 students (State: 466); 10th grade: 37 students (State: 662); 12th grade: 40 students (State: 711); all grades combined: 115 students (State: 2,025).

** The 2019 value for "Liquor" is calculated by combining "Vodka" and "Other liquor, such as rum, scotch, bourbon, whiskey, or tequila." Vodka and other liquor are not available separately prior to 2019.

† The 2015/2017 value for "Flavored alcoholic beverages..." is calculated by combining two previously separate categories: "Flavored malt beverages" and "Wine coolers." (These categories were merged on the 2019 SHARP survey instrument.)

Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019

Places of alcohol use (of past-year alcohol users)*
Multi-racial (non-Hispanic) Students 2019 Student Survey



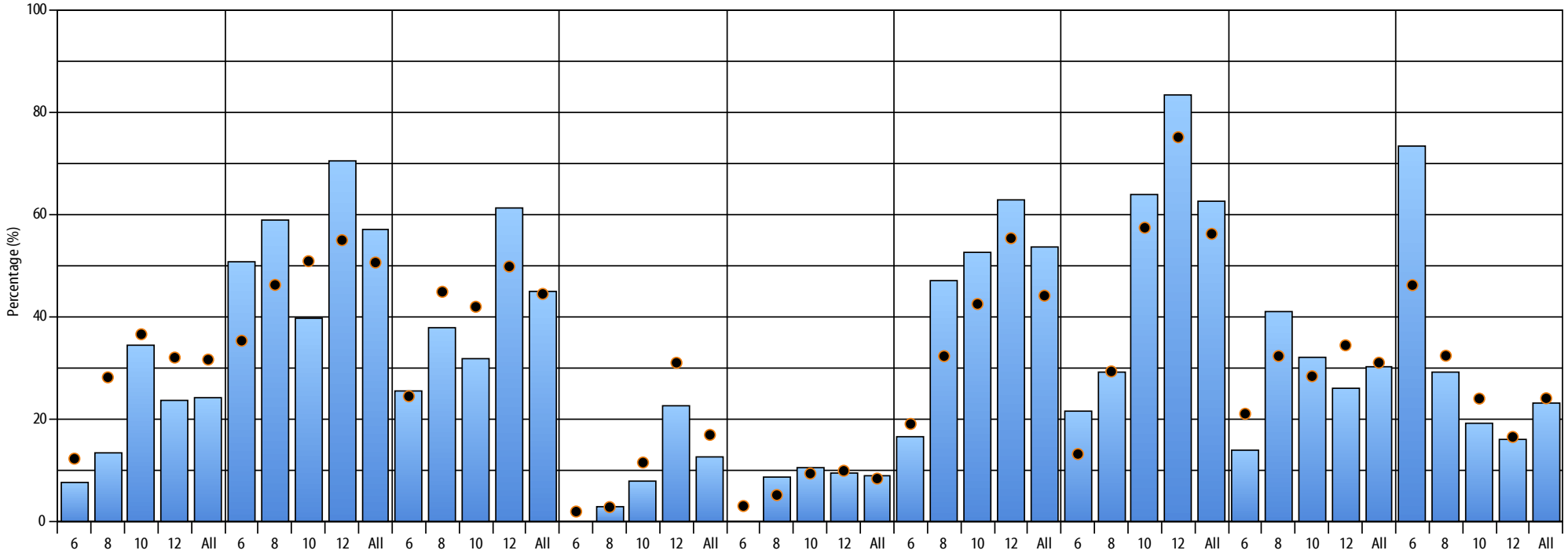
During the past year, how many times (if any) did you drink alcohol at any of the following places? (Students responding 1 or more times)*

Grade	At my home or someone else's home without any parent permission				At my home with my parent's permission				At someone else's home with their parent's permission				In a car				At or near school				Outside of town (public lands, desert, or campground)				In another place			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	36.2	41.4	43.6	32.1	56.9	43.0	66.0	58.6	25.8	21.4	20.9	24.6	23.6	24.8	29.0	20.6	19.3	10.0	31.6	18.5	~	22.0	29.7	24.2	51.9	25.0	45.1	33.1
8	55.8	50.1	56.7	55.5	50.9	52.4	36.2	45.1	26.6	23.8	16.5	22.1	15.6	15.6	17.8	18.2	12.8	18.5	24.0	18.8	~	23.5	26.2	22.9	24.8	20.0	26.4	30.3
10	62.2	53.7	65.3	62.9	34.8	49.8	45.3	41.0	37.5	24.6	31.5	23.7	29.4	20.9	25.1	19.8	23.1	23.6	18.7	15.9	~	30.8	41.0	24.8	42.8	27.1	21.0	26.2
12	58.1	65.7	70.6	63.8	43.1	40.5	47.4	41.5	51.2	38.8	22.5	32.2	25.2	26.7	24.0	23.0	10.1	14.1	6.4	11.7	~	26.8	30.5	31.2	38.6	26.1	35.5	26.9
All	56.4	55.8	63.7	58.8	43.4	46.3	46.0	43.7	38.2	29.0	23.8	26.8	24.6	22.3	23.5	20.9	16.4	17.6	16.0	15.0	~	26.8	32.7	26.9	38.9	25.0	30.0	27.9

* These data represent youth who indicated they had drunk alcohol in the past year and chose at least one place of drinking it. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: 86 students (State: 1,394); 8th grade: 192 students (State: 2,663); 10th grade: 220 students (State: 3,535); 12th grade: 156 students (State: 3,027); all grades combined: 654 students (State: 10,619).

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

Vaping product places of use (of past-month vaping product users)*
Multi-racial (non-Hispanic) Students 2019 Student Survey



If you used a vape product (e-cigarettes, vape pens, or mods) in the past 30 days, where did you use it? (Mark all that apply)*

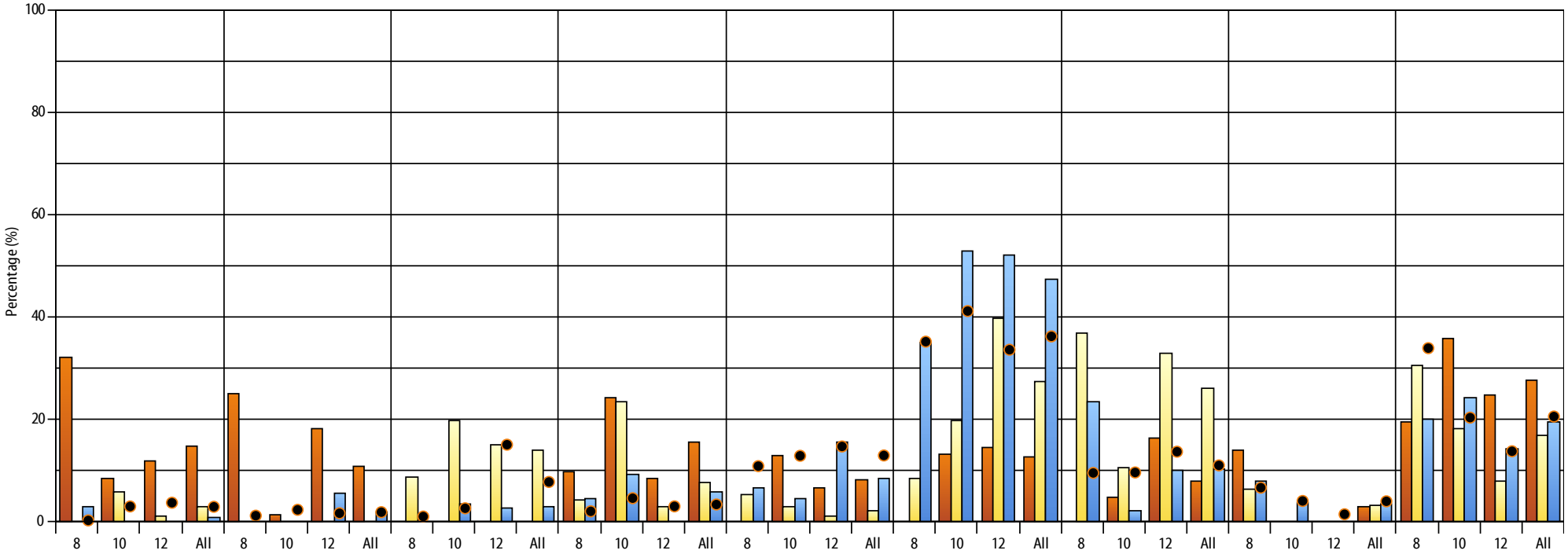
Grade	On school grounds				Inside my house				Outside my house				At work			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	~	~	7.5	12.2	~	~	50.8	35.3	~	~	25.6	24.5	~	~	0.0	1.9
8	~	~	13.4	28.2	~	~	59.1	46.3	~	~	37.8	44.9	~	~	2.9	2.8
10	~	~	34.4	36.6	~	~	39.7	50.9	~	~	31.7	42.0	~	~	7.8	11.5
12	~	~	23.8	32.0	~	~	70.6	55.0	~	~	61.3	49.9	~	~	22.6	31.0
All	~	~	24.2	31.7	~	~	57.1	50.6	~	~	44.9	44.5	~	~	12.5	16.9

Grade	Inside restaurants, vapor lounges, or stores				At parties or social situations				In the car				At parks or other outdoor rec areas				Other			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	~	~	0.0	3.0	~	~	16.6	19.1	~	~	21.6	13.2	~	~	13.9	21.0	~	~	73.5	46.2
8	~	~	8.5	5.1	~	~	47.1	32.3	~	~	29.1	29.3	~	~	41.2	32.3	~	~	29.1	32.4
10	~	~	10.4	9.3	~	~	52.7	42.5	~	~	64.1	57.5	~	~	32.1	28.4	~	~	19.2	24.0
12	~	~	9.4	9.9	~	~	62.8	55.4	~	~	83.5	75.2	~	~	26.0	34.4	~	~	16.1	16.5
All	~	~	9.0	8.4	~	~	53.7	44.2	~	~	62.6	56.3	~	~	30.3	31.0	~	~	23.1	24.1

* These data represent youth who had used a vaping device in the past month and chose at least one place of using it. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: 21 students (State: 313); 8th grade: 74 students (State: 893); 10th grade: 85 students (State: 1,433); 12th grade: 64 students (State: 1,106); all grades combined: 244 students (State: 3,745).

Ethnicity 2019 ● State 2019

Sources of vaping products (of past-month vaping product users)*
Multi-racial (non-Hispanic) Students 2019 Student Survey



If you used vape products in the past 30 days, how did you usually get your own vape products? (Choose only one answer)*

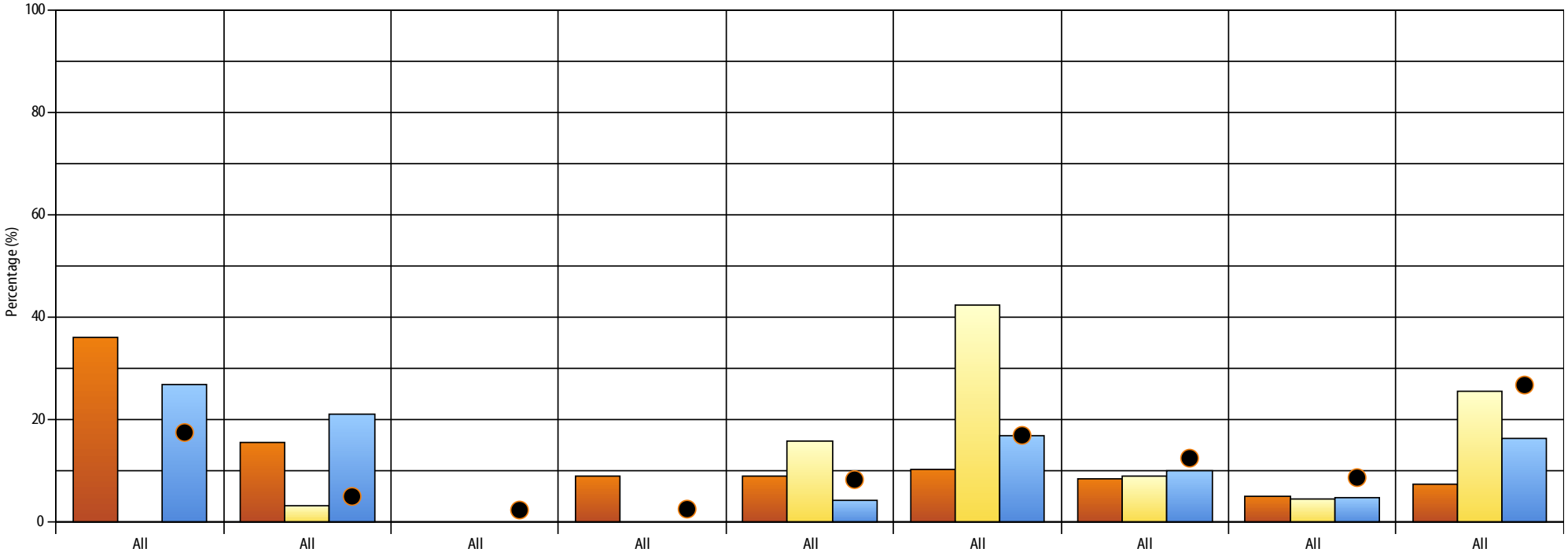
Grade	At a convenience store, supermarket, or gas station				At a tobacco specialty store or smoke shop				At a vape shop				On the internet			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
8	32.0	0.0	2.8	0.2	25.0	0.0	0.0	1.1	~	8.7	0.0	0.9	9.8	4.1	4.5	1.9
10	8.3	5.7	0.0	2.9	1.3	0.0	0.0	2.2	~	19.7	3.3	2.5	24.1	23.5	9.3	4.5
12	11.8	1.0	0.0	3.6	18.1	0.0	5.6	1.6	~	14.9	2.6	15.0	8.3	2.7	0.0	2.9
All	14.6	2.9	0.7	2.8	10.8	0.0	1.9	1.8	~	13.9	2.9	7.7	15.4	7.7	5.9	3.3

Grade	Gave someone else money to buy them for me				Borrowed (or bummed) them from someone else				A person 18 years old or older gave them to me				Took them from a store or family member				Some other way			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
8	0.0	5.2	6.6	10.8	0.0	8.4	34.9	35.2	0.0	36.9	23.5	9.5	13.8	6.3	7.9	6.6	19.5	30.5	19.9	33.9
10	12.7	2.7	4.3	12.8	13.1	19.6	53.0	41.2	4.6	10.5	2.1	9.6	0.0	0.0	3.8	4.0	35.9	18.2	24.2	20.3
12	6.4	0.9	15.4	14.6	14.5	39.7	52.1	33.6	16.3	32.8	10.1	13.6	0.0	0.0	0.0	1.4	24.6	7.9	14.2	13.7
All	8.0	2.0	8.4	12.9	12.6	27.4	47.3	36.2	7.9	26.1	10.1	10.9	2.9	3.0	3.4	3.9	27.7	16.9	19.4	20.5

* These data represent youth who had used a vaping device in the past month and chose at least one source of obtaining vaping products. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: <10 students (State: 109); 8th grade: 33 students (State: 344); 10th grade: 85 students (State: 1,433); 12th grade: 28 students (State: 453); all grades combined: 105 students (State: 1,444).

Ethnicity 2015 | Ethnicity 2017 | Ethnicity 2019 | State 2019

Sources of cigarettes (of past-month cigarette users)*
Multi-racial (non-Hispanic) Students 2019 Student Survey



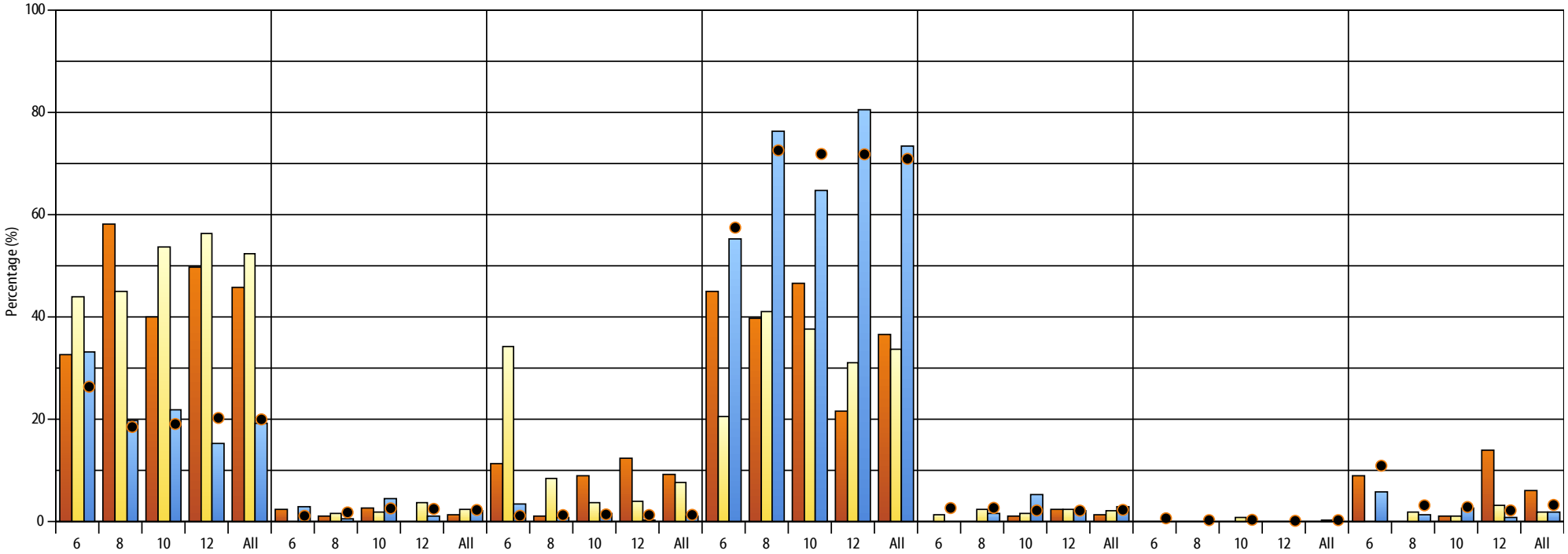
If you smoked cigarettes in the past 30 days, how did you usually get your own cigarettes? (Choose only one answer)*

Grade	At a convenience store, supermarket, or gas station				At a tobacco specialty store or smoke shop				At a vape shop				On the internet				Gave someone else money to buy them for me				Borrowed (or bummed) them from someone else				A person 18 years old or older gave them to me				Took them from a store or family member				Some other way			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
All	36.0	0.0	26.9	17.4	15.5	3.0	21.0	4.9	~	0.0	0.0	2.3	8.9	0.0	0.0	2.5	8.9	15.7	4.3	8.2	10.2	42.4	16.9	16.9	8.4	8.8	9.9	12.4	4.8	4.5	4.8	8.6	7.3	25.6	16.3	26.7

* These data represent youth who had smoked cigarettes in the past month and chose at least one source of obtaining them. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: <10 students (State: 41); 8th grade: <10 students (State: 82); 10th grade: <10 students (State: 91); 12th grade: <10 students (State: 82); all grades combined: 15 students (State: 296).

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

First use of tobacco (of students who have ever tried tobacco products)*
Multi-racial (non-Hispanic) Students 2019 Student Survey

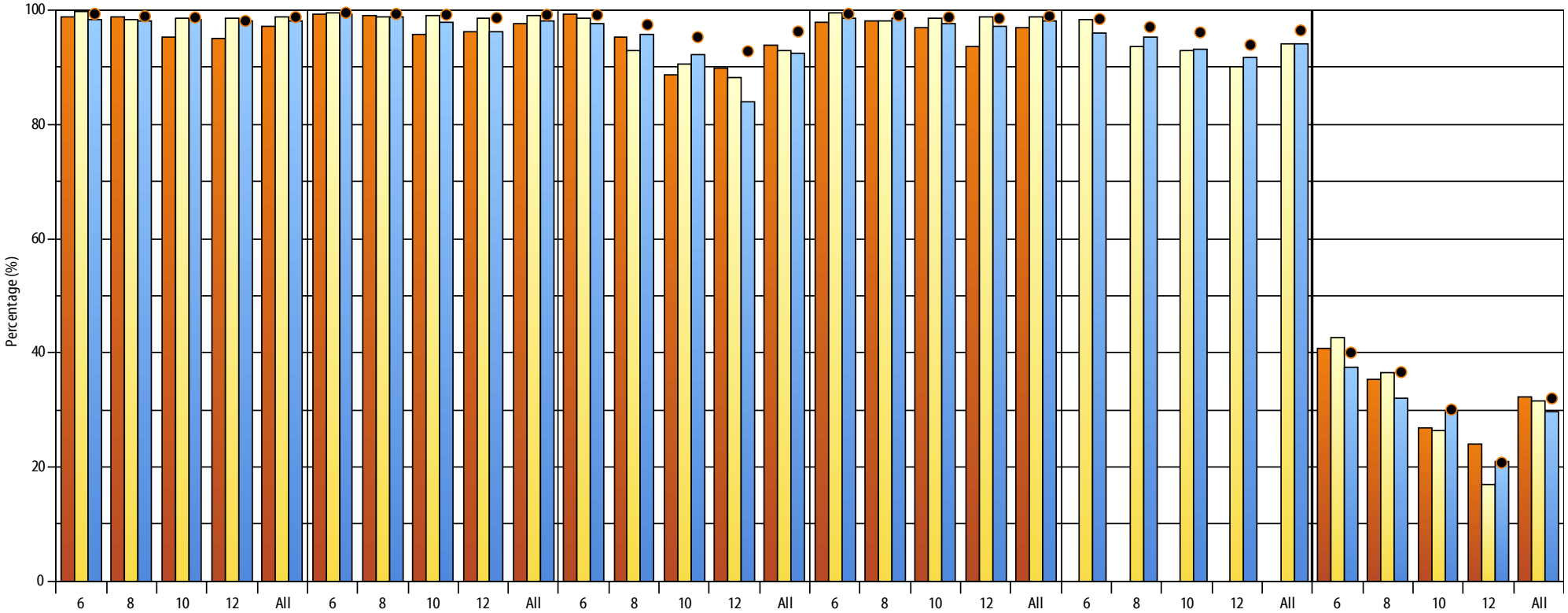


	If you have ever tried a tobacco product, which one did you try first?*																											
	Cigarettes				Cigars, cigarillos, or little cigars				Tobacco in a hookah or waterpipe				Vape products such as e-cigarettes, vape pens, or mods				Chewing tobacco, snuff, or dip				Snus (moist smokeless tobacco usually sold in small pouches)				Other			
Grade	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	32.5	44.0	33.0	26.3	2.4	0.0	2.9	1.1	11.3	34.2	3.3	1.1	44.9	20.5	55.2	57.5	0.0	1.4	0.0	2.6	0.0	0.0	0.0	0.6	8.8	0.0	5.6	10.9
8	58.2	45.1	19.7	18.5	1.0	1.6	0.5	1.7	1.1	8.4	0.7	1.2	39.6	40.9	76.2	72.6	0.0	2.3	1.5	2.6	0.0	0.0	0.0	0.2	0.0	1.7	1.3	3.1
10	40.0	53.7	21.7	19.0	2.5	1.8	4.4	2.5	9.0	3.6	1.4	1.3	46.6	37.6	64.7	71.9	0.9	1.6	5.2	2.1	0.0	0.7	0.0	0.3	0.9	1.1	2.5	2.8
12	49.8	56.3	15.2	20.2	0.0	3.5	1.1	2.4	12.3	3.9	0.3	1.2	21.6	30.9	80.5	71.8	2.4	2.3	2.0	2.1	0.0	0.0	0.0	0.1	13.8	3.0	0.8	2.1
All	45.8	52.3	19.1	19.9	1.4	2.3	2.1	2.2	9.1	7.7	0.9	1.3	36.5	33.6	73.3	70.9	1.3	2.0	2.8	2.2	0.0	0.2	0.0	0.2	6.0	1.9	1.7	3.2

* These data do not include students who have never used a tobacco product. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: 33 students (State: 511); 8th grade: 104 students (State: 1,322); 10th grade: 127 students (State: 1,844); 12th grade: 95 students (State: 1,507); all grades combined: 359 students (State: 5,184).

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

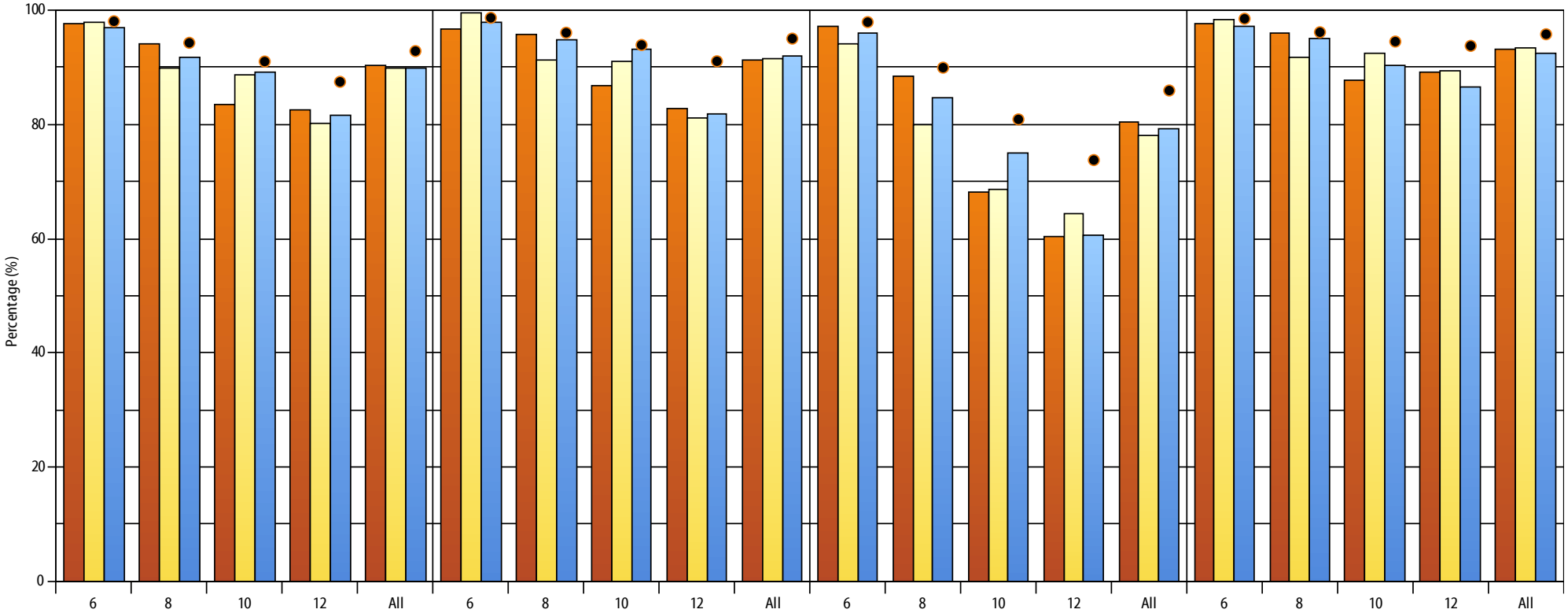
Perception of parental disapproval
Multi-racial (non-Hispanic) Students 2019 Student Survey



	Parents feel it would be "Wrong" or "Very Wrong" to...																							
	have one or two drinks of an alcoholic beverage nearly every day				smoke cigarettes				smoke marijuana				use prescription drugs not prescribed to you				use vape products such as e-cigarettes, vape pens, or mods				Parents communicate expectations of NO alcohol use at least twice a year			
Grade	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	98.8	99.7	98.4	99.4	99.3	99.6	99.2	99.6	99.3	98.5	97.6	99.2	97.9	99.5	98.5	99.4	~	98.4	96.0	98.5	40.8	42.7	37.4	40.0
8	98.9	98.3	98.2	99.0	99.0	98.8	98.8	99.4	95.4	93.1	95.8	97.5	98.1	98.2	98.6	99.1	~	93.6	95.3	97.1	35.5	36.5	32.0	36.6
10	95.4	98.5	98.4	98.8	95.7	99.0	97.9	99.2	88.8	90.5	92.3	95.3	96.9	98.6	97.7	98.8	~	93.0	93.2	96.2	26.8	26.5	29.7	30.1
12	95.2	98.6	98.1	98.1	96.3	98.7	96.3	98.7	90.0	88.2	84.0	92.8	93.7	98.9	97.2	98.6	~	90.0	91.7	94.0	23.9	17.0	20.9	20.8
All	97.3	98.8	98.3	98.8	97.8	99.1	98.1	99.2	93.9	93.0	92.5	96.3	96.9	98.8	98.0	99.0	~	94.1	94.1	96.5	32.3	31.5	29.8	32.0

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

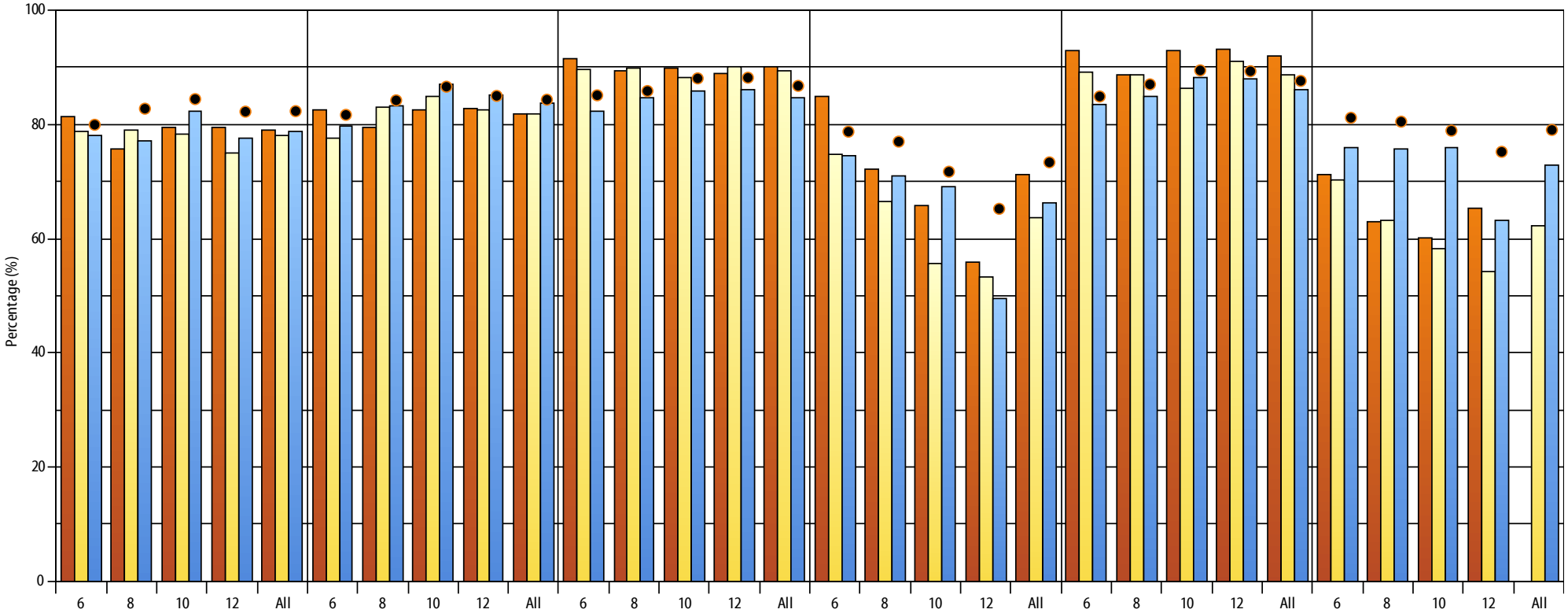
Perception of peer disapproval
Multi-racial (non-Hispanic) Students 2019 Student Survey



Grade	Friends feel it would be "Wrong" or "Very Wrong" to... have one or two drinks of an alcoholic beverage nearly every day				smoke tobacco				smoke marijuana				use prescription drugs not prescribed to you			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	97.6	98.0	97.0	98.1	96.8	99.5	98.0	98.7	97.1	94.2	96.0	97.9	97.8	98.3	97.2	98.5
8	94.2	90.0	91.9	94.3	95.7	91.2	94.9	96.1	88.5	80.0	84.6	90.0	95.9	91.7	95.0	96.2
10	83.5	88.8	89.1	91.0	86.8	91.0	93.2	93.9	68.2	68.7	75.1	80.9	87.6	92.5	90.5	94.5
12	82.5	80.3	81.7	87.5	82.8	81.1	81.9	91.1	60.3	64.5	60.6	73.8	89.2	89.3	86.6	93.8
All	90.3	89.9	90.0	92.9	91.3	91.4	92.1	95.1	80.5	78.1	79.2	86.0	93.2	93.3	92.4	95.8

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

Perception of risk
Multi-racial (non-Hispanic) Students 2019 Student Survey



People are at "Moderate" or "Great risk" of harming themselves if they...

Grade	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day				take five or more drinks of an alcoholic beverage once or twice a week				smoke one or more packs of cigarettes per day				smoke marijuana regularly				use prescription drugs that are not prescribed to them				use vape products such as e-cigarettes, vape pens, or mods			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	81.4	78.8	78.0	80.0	82.6	77.5	79.7	81.7	91.5	89.6	82.3	85.1	85.0	74.8	74.5	78.8	93.0	89.2	83.6	84.9	71.1	70.3	75.9	81.2
8	75.6	79.1	77.1	82.8	79.4	83.1	83.2	84.2	89.5	90.0	84.6	85.9	72.2	66.6	71.0	77.0	88.8	88.7	84.9	87.0	62.9	63.1	75.7	80.5
10	79.5	78.4	82.4	84.5	82.5	85.0	87.1	86.6	89.9	88.3	85.9	88.1	65.7	55.6	69.1	71.7	92.9	86.4	88.3	89.5	60.3	58.3	76.0	78.9
12	79.6	75.1	77.5	82.3	82.7	82.5	85.2	85.0	89.0	90.2	86.0	88.2	55.9	53.2	49.6	65.2	93.3	90.9	88.0	89.3	65.3	54.2	63.1	75.2
All	79.1	78.0	78.7	82.3	81.8	81.8	83.8	84.4	90.1	89.5	84.7	86.8	71.2	63.6	66.2	73.4	92.0	88.8	86.2	87.6	~	62.2	72.8	79.1

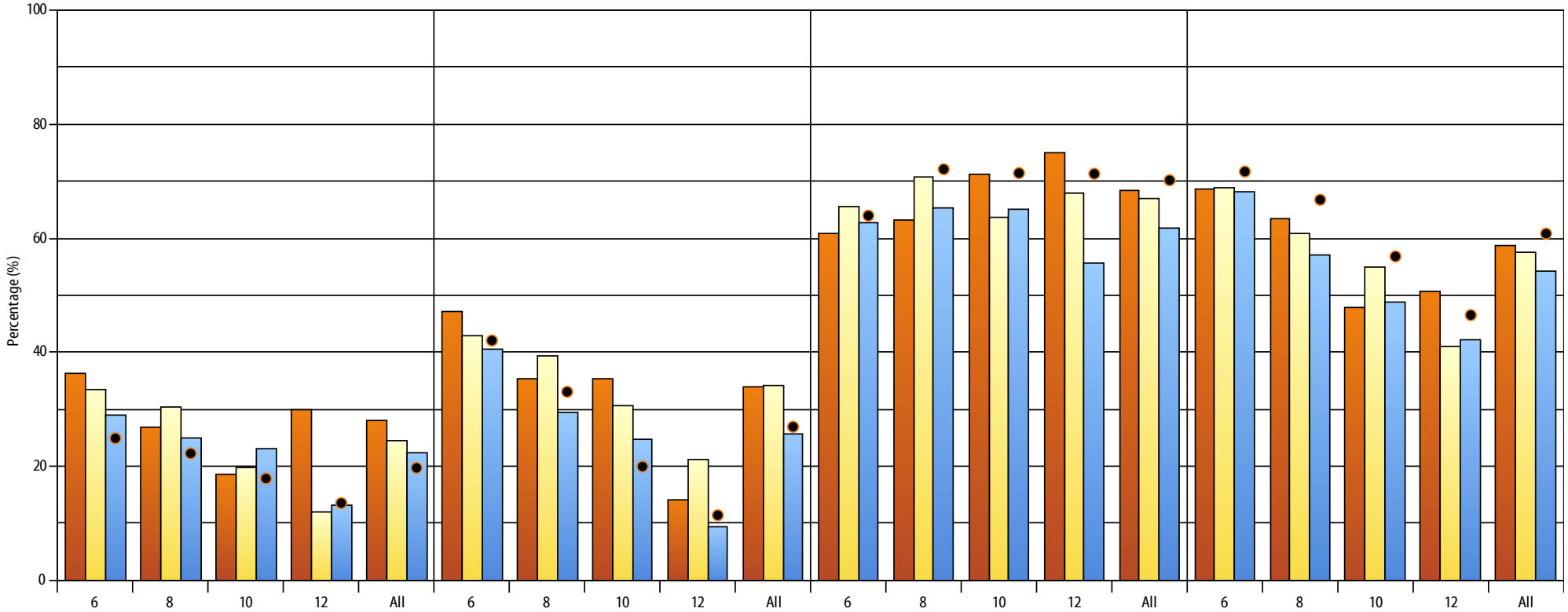
Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

Perceived vs. actual ATOD use*

		6				8				10				12				All			
		Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
Smoke cigarettes every day	Perceived use	2.4	3.0	3.9	3.1	16.2	15.1	15.1	12.9	25.5	20.4	23.2	18.9	23.8	19.2	18.4	19.1	15.5	13.9	15.2	13.4
	Actual use	0.2	0.0	0.1	0.1	0.6	0.5	0.5	0.2	7.3	1.4	0.7	0.4	2.6	5.2	1.4	0.6	2.4	1.6	0.7	0.3
Drank alcohol in past 30 days	Perceived use	4.1	4.2	5.5	4.1	21.2	20.8	21.0	18.4	35.7	31.3	35.5	29.9	41.0	33.5	31.4	33.4	23.2	21.4	23.3	21.3
	Actual use	0.6	1.2	1.0	0.7	4.1	4.0	5.2	3.6	14.4	11.6	9.7	7.0	15.3	16.2	14.1	11.1	7.7	7.6	7.4	5.5
Used marijuana in past 30 days	Perceived use	2.1	2.4	4.4	2.5	22.5	22.9	22.2	18.5	34.4	36.1	37.6	32.3	35.8	34.3	34.1	34.8	21.5	22.8	24.5	21.8
	Actual use	1.1	2.1	1.4	0.5	3.6	6.3	7.1	4.5	16.6	13.2	13.6	8.8	12.8	19.7	16.7	11.5	7.8	9.5	9.6	6.2

* Students were asked to report the percent of their peers they perceived were using cigarettes, alcohol, and marijuana. The data in this table represent their perceived use amongst similarly aged peers compared to the actual use of those substances by grade.

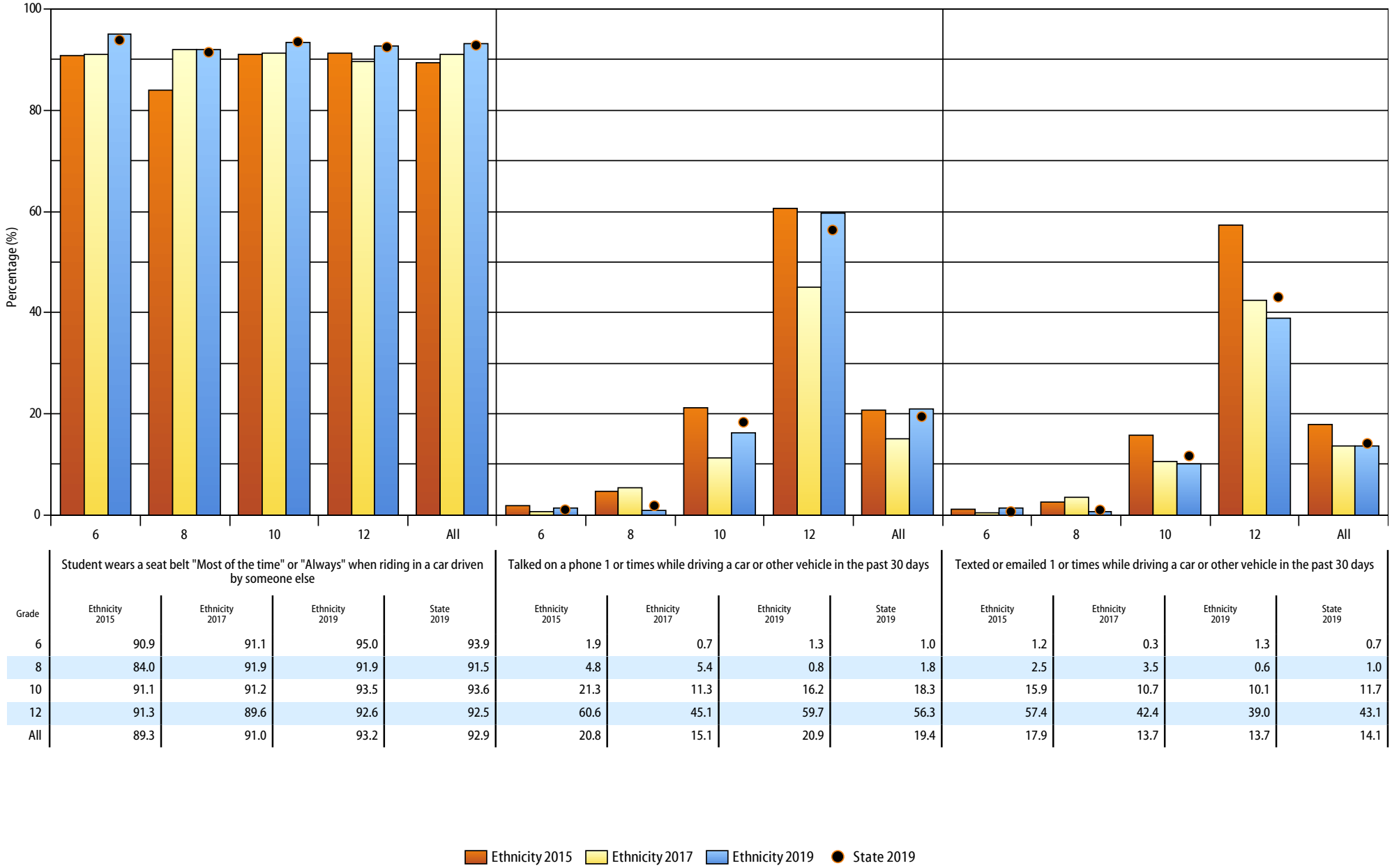
Student physical health, activity, and habits
Multi-racial (non-Hispanic) Students 2019 Student Survey



Grade	Physically active all seven days during the past week				Walk or ride non-motorized scooter/bike to/from school 1 or more times in a typical week				Adolescents reporting healthy body weight (between 5th and 85th percentiles)				Eat at least one meal as a family 5 or more times in a typical week			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	36.2	33.4	29.0	24.9	47.1	42.9	40.4	42.1	60.9	65.7	62.8	64.0	68.7	68.9	68.1	71.7
8	26.9	30.4	25.0	22.3	35.4	39.3	29.6	33.1	63.1	70.7	65.3	72.1	63.4	60.8	57.0	66.8
10	18.6	19.8	23.1	17.9	35.3	30.6	24.7	20.0	71.2	63.7	65.0	71.5	47.9	54.9	48.9	56.8
12	30.0	12.1	13.2	13.5	14.0	21.1	9.4	11.4	74.9	68.0	55.7	71.3	50.7	41.1	42.3	46.5
All	28.1	24.5	22.4	19.7	34.0	34.1	25.7	26.9	68.3	67.0	61.8	70.2	58.7	57.6	54.2	60.8

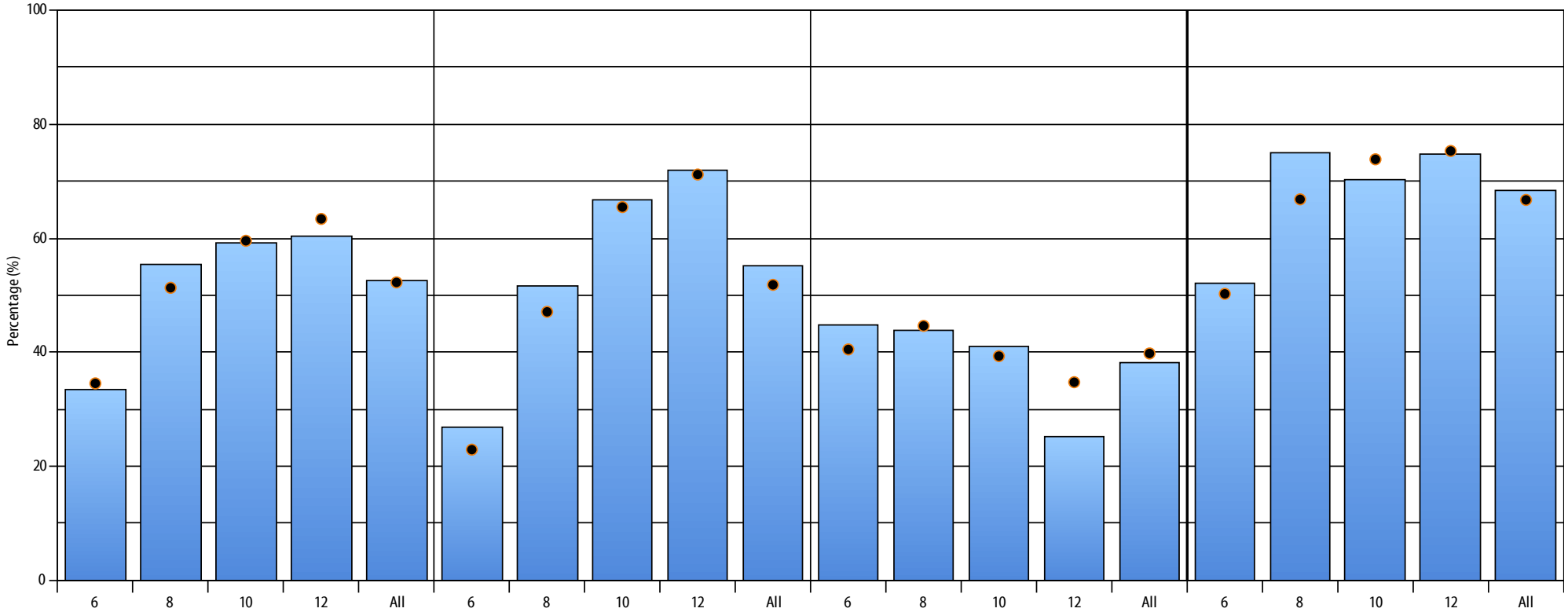
Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

Safe vehicle habits
Multi-racial (non-Hispanic) Students 2019 Student Survey



Grade	Student wears a seat belt "Most of the time" or "Always" when riding in a car driven by someone else				Talked on a phone 1 or times while driving a car or other vehicle in the past 30 days				Texted or emailed 1 or times while driving a car or other vehicle in the past 30 days			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	90.9	91.1	95.0	93.9	1.9	0.7	1.3	1.0	1.2	0.3	1.3	0.7
8	84.0	91.9	91.9	91.5	4.8	5.4	0.8	1.8	2.5	3.5	0.6	1.0
10	91.1	91.2	93.5	93.6	21.3	11.3	16.2	18.3	15.9	10.7	10.1	11.7
12	91.3	89.6	92.6	92.5	60.6	45.1	59.7	56.3	57.4	42.4	39.0	43.1
All	89.3	91.0	93.2	92.9	20.8	15.1	20.9	19.4	17.9	13.7	13.7	14.1

Student screen time and device use
Multi-racial (non-Hispanic) Students 2019 Student Survey

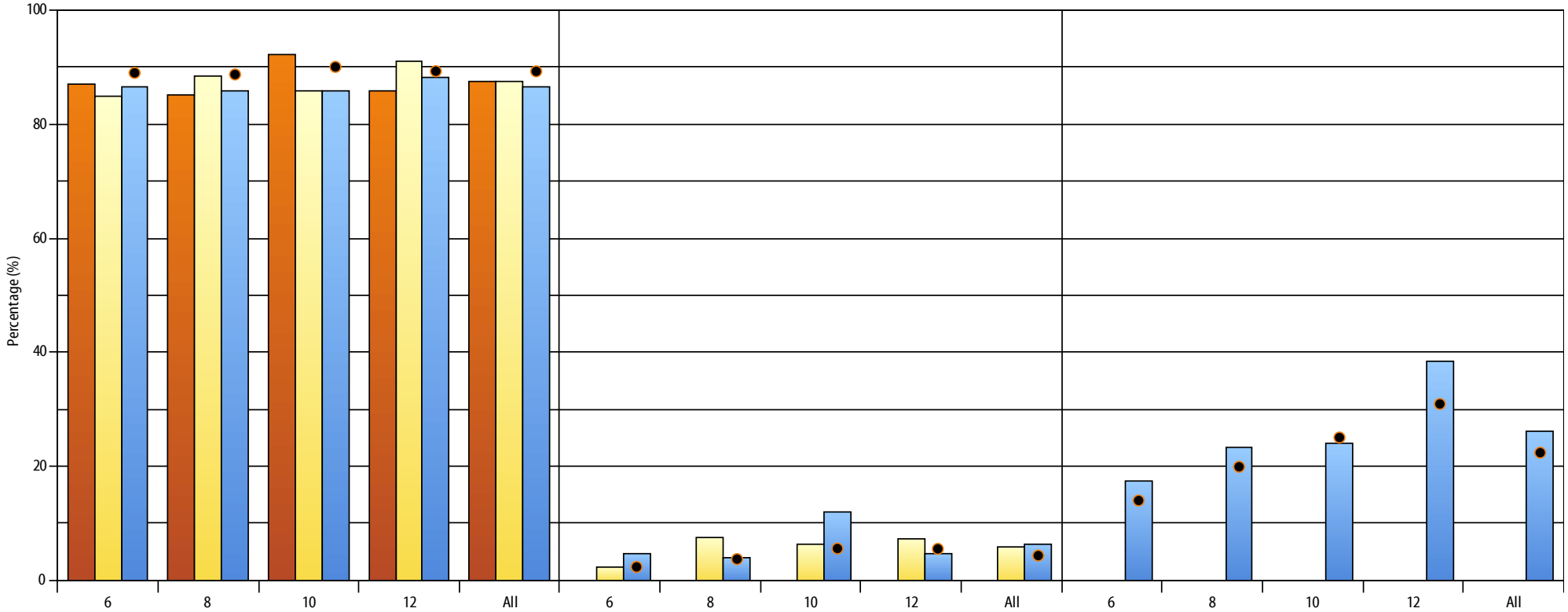


How often do you do the following things on your cell phone or tablet? (Students who answered "Multiple times per day")

Grade	Communicate or catch up with family and friends				Use a social media app like Snapchat, Instagram, or Facebook				Play games				Spends 2 or more hours per school day playing Xbox, PlayStation, texting, or YouTube, Instagram, Facebook, etc. (not counting school work)			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	~	~	33.4	34.5	~	~	26.8	22.9	~	~	44.8	40.5	~	~	52.1	50.3
8	~	~	55.4	51.3	~	~	51.7	47.1	~	~	43.7	44.6	~	~	75.0	66.8
10	~	~	59.1	59.6	~	~	66.8	65.5	~	~	40.9	39.3	~	~	70.2	73.9
12	~	~	60.3	63.4	~	~	71.9	71.2	~	~	25.2	34.7	~	~	74.7	75.3
All	~	~	52.5	52.3	~	~	55.2	51.8	~	~	38.2	39.8	~	~	68.5	66.7

Ethnicity 2019 ● State 2019

Student safety
Multi-racial (non-Hispanic) Students 2019 Student Survey



Grade	Student indicating they "somewhat" or "definitely" agree with the statement "I feel safe in my neighborhood."				Hit or injured on purpose by a dating partner (past 12 months)				Guns and bullets in home stored unlocked/in plain sight OR locked/hidden, but student can access			
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019
6	87.0	85.0	86.5	89.0	~	2.4	4.7	2.3	~	~	17.5	14.0
8	85.2	88.5	85.8	88.8	~	7.4	3.9	3.7	~	~	23.3	19.9
10	92.3	85.9	85.9	90.1	~	6.4	11.9	5.6	~	~	24.0	25.0
12	86.0	91.2	88.1	89.3	~	7.2	4.7	5.5	~	~	38.4	30.9
All	87.5	87.4	86.5	89.3	~	5.8	6.4	4.3	~	~	26.1	22.4

Ethnicity 2015 Ethnicity 2017 Ethnicity 2019 State 2019

THE RISK AND PROTECTIVE FACTOR MODEL OF PREVENTION

Prevention is a science. The Risk and Protective Factor Model of Prevention is a proven way of reducing substance abuse and its related consequences.

This model is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors.

Risk factors are characteristics of school, community and family environments, and of students and their peer groups known to predict increased likelihood of drug use, delinquency, school dropout, and violent behaviors among youth. For example, children who live in disorganized, crime-ridden neighborhoods are more likely to become involved in crime and drug use than children who live in safe neighborhoods.

The chart on the following page shows the links between the 20 risk factors and six problem behaviors. The check marks indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Protective factors exert a positive influence and buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include strong bonding to family, school, community and peers, and healthy beliefs and clear standards for behavior. Protective bonding depends on three conditions:

- **Opportunities** for young people to actively contribute
- **Skills** to be able to successfully contribute
- **Consistent recognition** or reinforcement for their efforts and accomplishments

Bonding confers a protective influence only when there is a positive climate in the bonded community. Peers and adults in these schools, families and neighborhoods must communicate healthy values and set clear standards for behavior in order to ensure a protective effect. For example, strong bonds to antisocial peers would not be likely to reinforce positive behavior.

Research on risk and protective factors has important implications for children's academic success, positive youth development, and prevention of health and behavior problems. In order to promote academic success and positive youth development and to prevent problem behaviors, **it is necessary to address the factors that predict these outcomes**. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by policies, programs, and actions shown to reduce those risk factors and to promote protective factors.

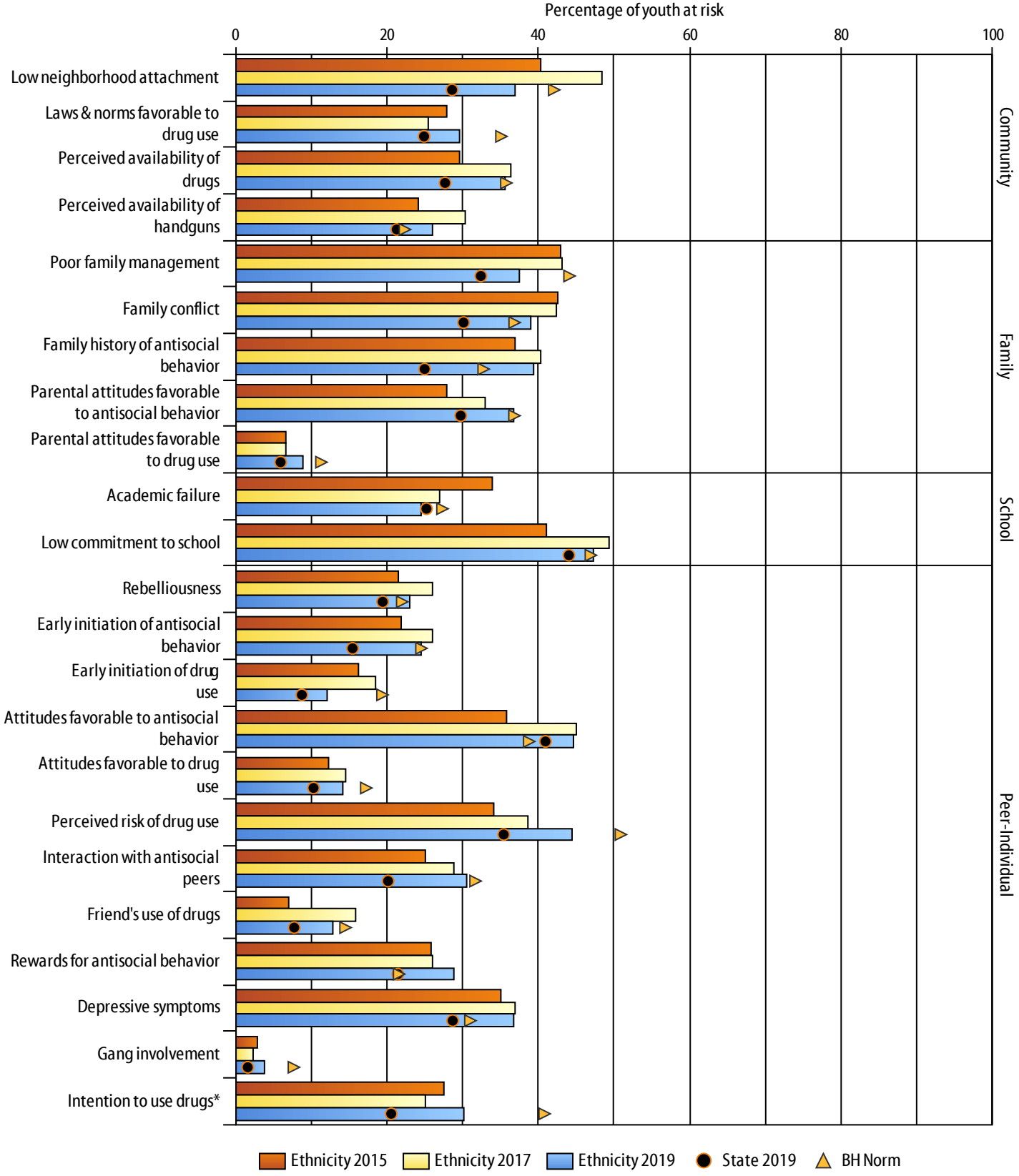
Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

In addition to helping assess current conditions and prioritize areas of greatest need, data from the SHARP Prevention Needs Assessment (PNA) Survey can be a powerful tool in applying for and complying with several federal programs, outlined later in this report, such as the Strategic Prevention Framework process. The survey also gathers valuable data which allows state and local agencies to address other prevention issues related to academic achievement, mental health, gang involvement, health and fitness, and personal safety.

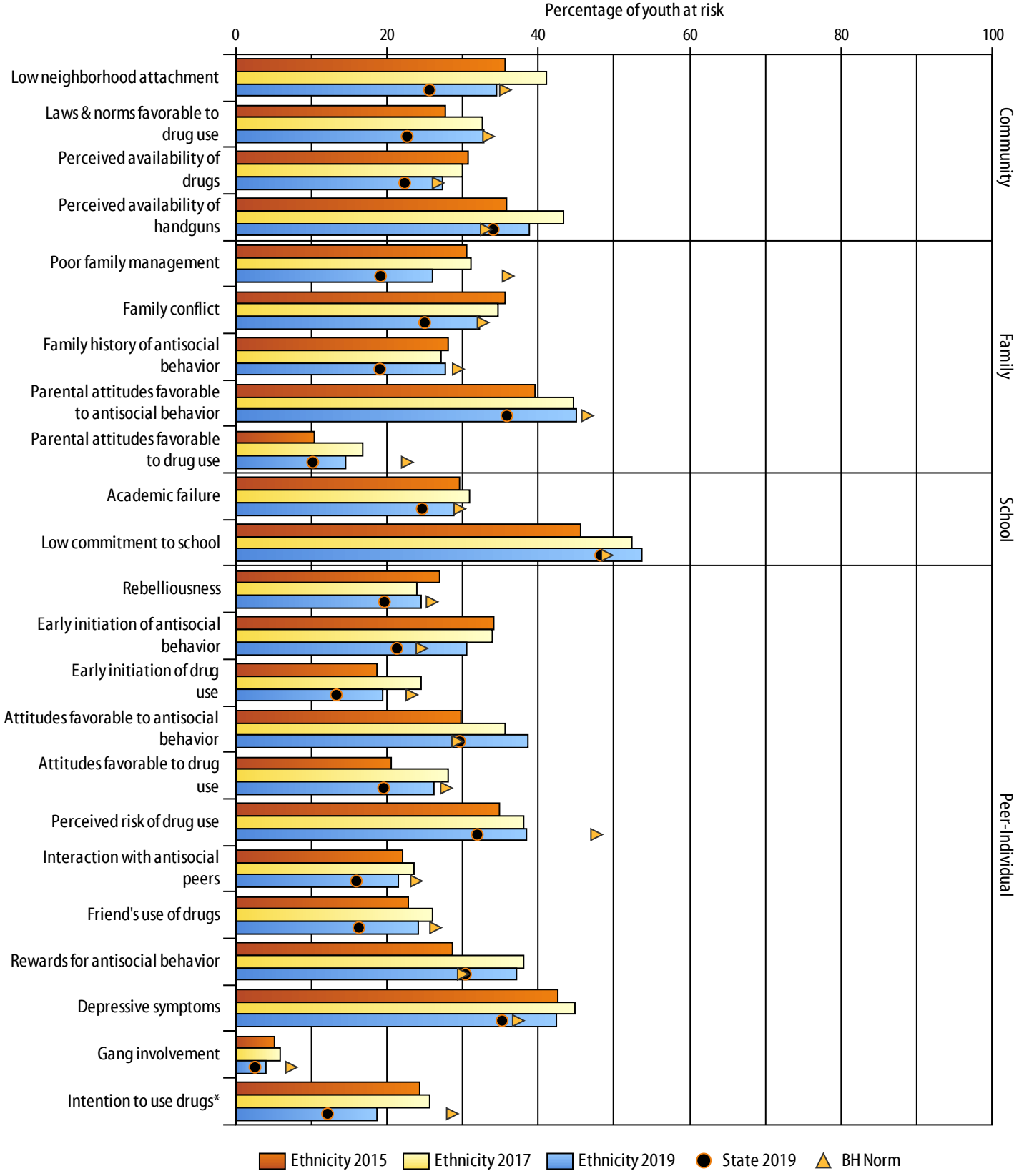
RISK FACTORS FOR ADOLESCENT PROBLEM BEHAVIORS

	Community							Family				School		Peer/Individual						
	Availability of Drugs	Availability of Firearms	Community Laws & Norms Favorable Toward Drug Use, Firearms, & Crime	Media Portrayals of the Behavior	Transitions & Mobility	Low Neighborhood Attachment & Community Disorganization	Extreme Economic Deprivation	Family History of the Problem Behavior	Family Management Problems	Family Conflict	Favorable Parental Attitudes & Involvement in the Problem Behavior	Academic Failure Beginning in Late Elementary School	Lack of Commitment to School	Early & Persistent Antisocial Behavior	Rebelliousness	Gang Involvement	Friends Who Engage in the Problem Behavior	Favorable Attitudes Toward the Problem Behavior	Early Imitation of the Problem Behavior	Constitutional Factors
Substance Abuse	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy							✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	
School Drop-Out					✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	
Violence	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Depression & Anxiety					✓			✓	✓	✓		✓		✓						✓

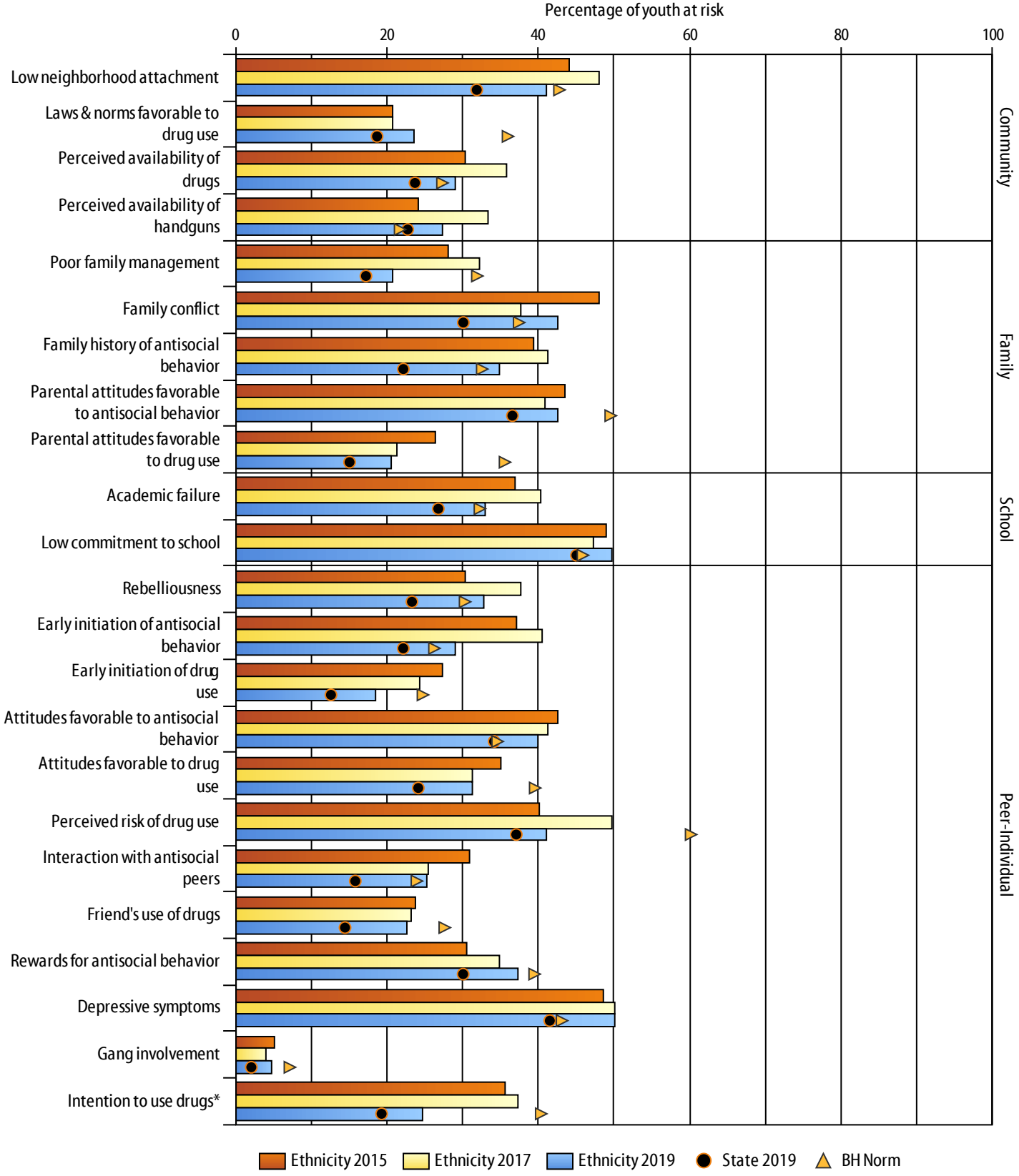
Risk profile, Grade 6
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



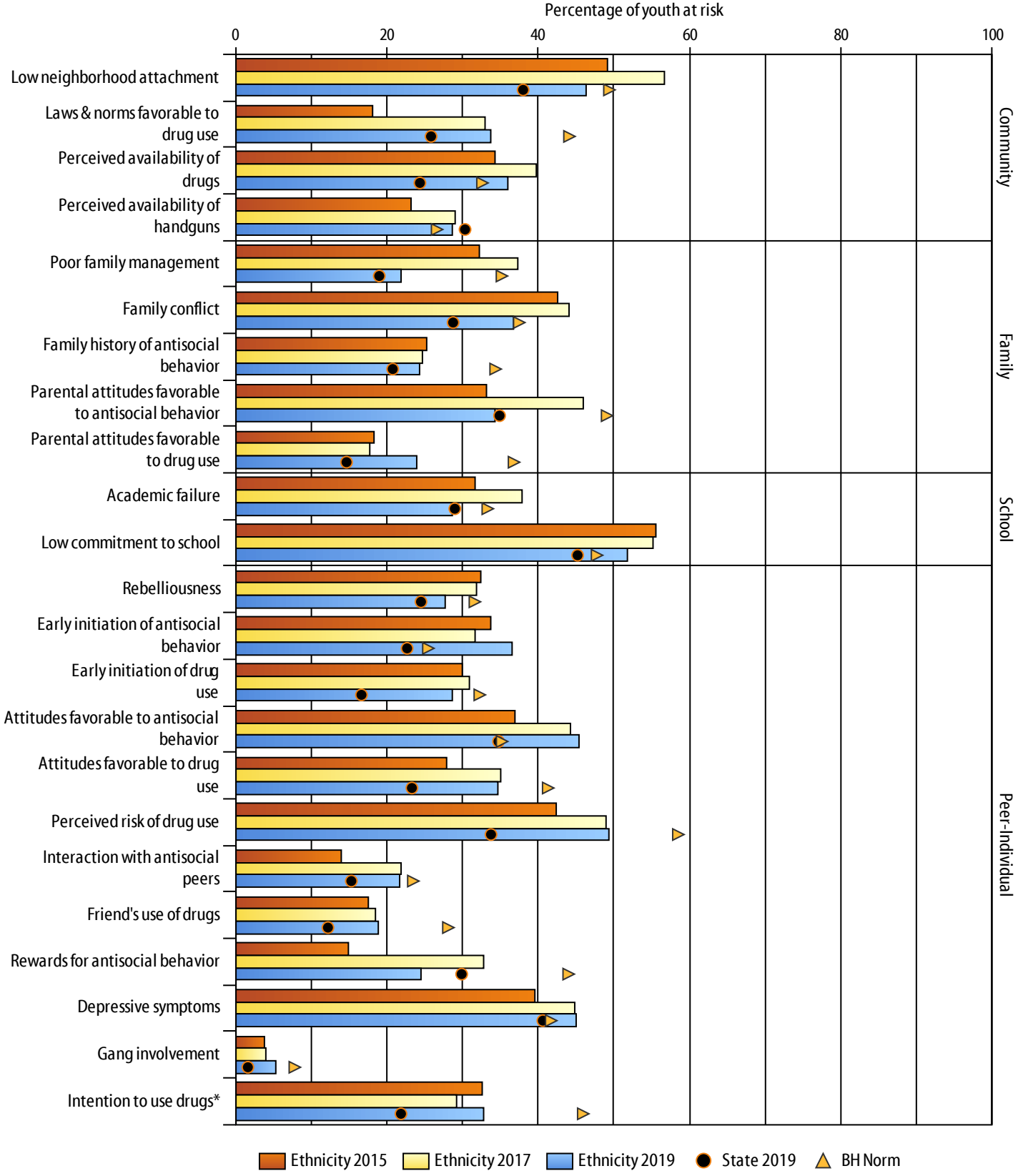
Risk profile, Grade 8
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



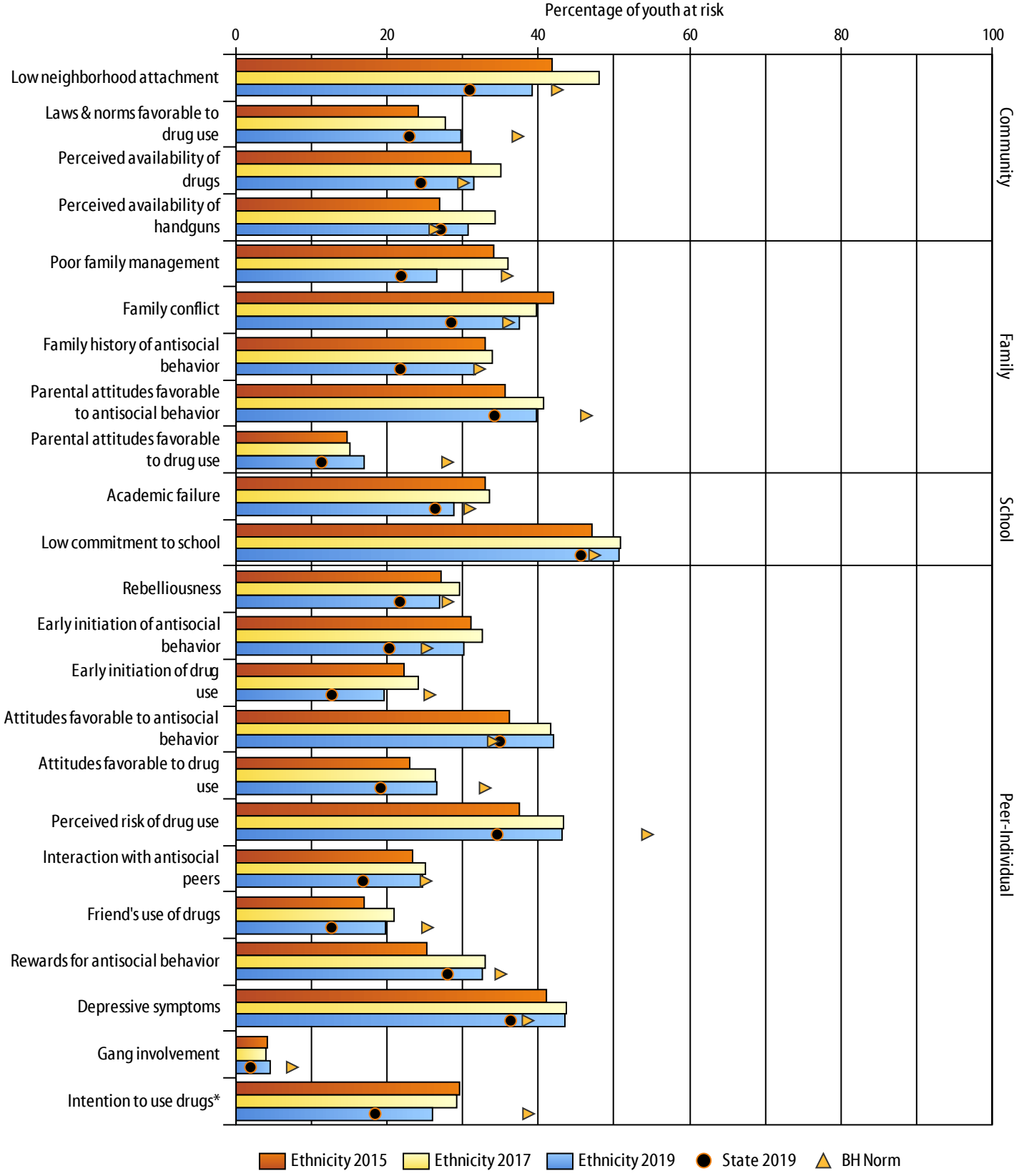
Risk profile, Grade 10
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



Risk profile, Grade 12
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



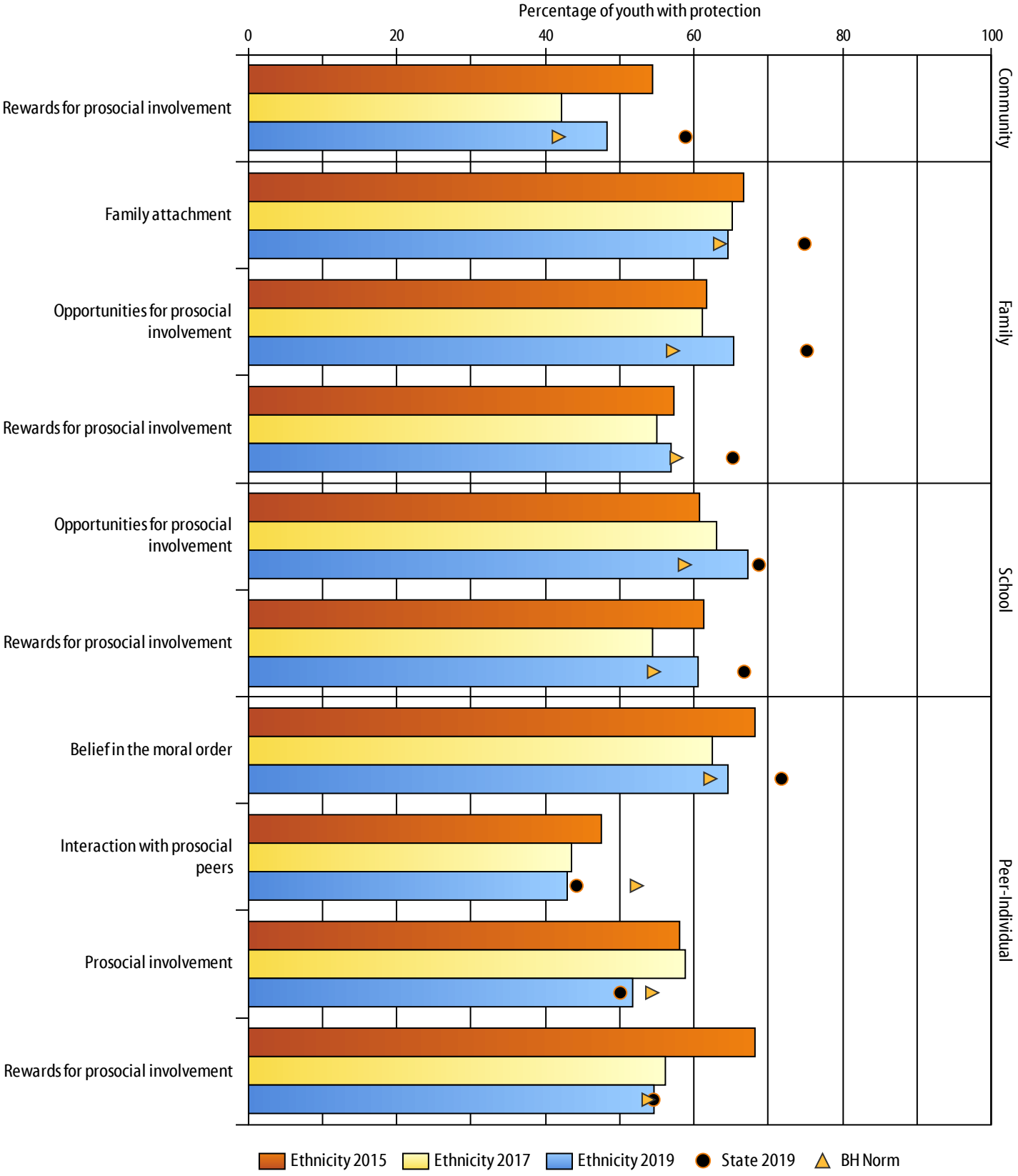
Risk profile, All Grades
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



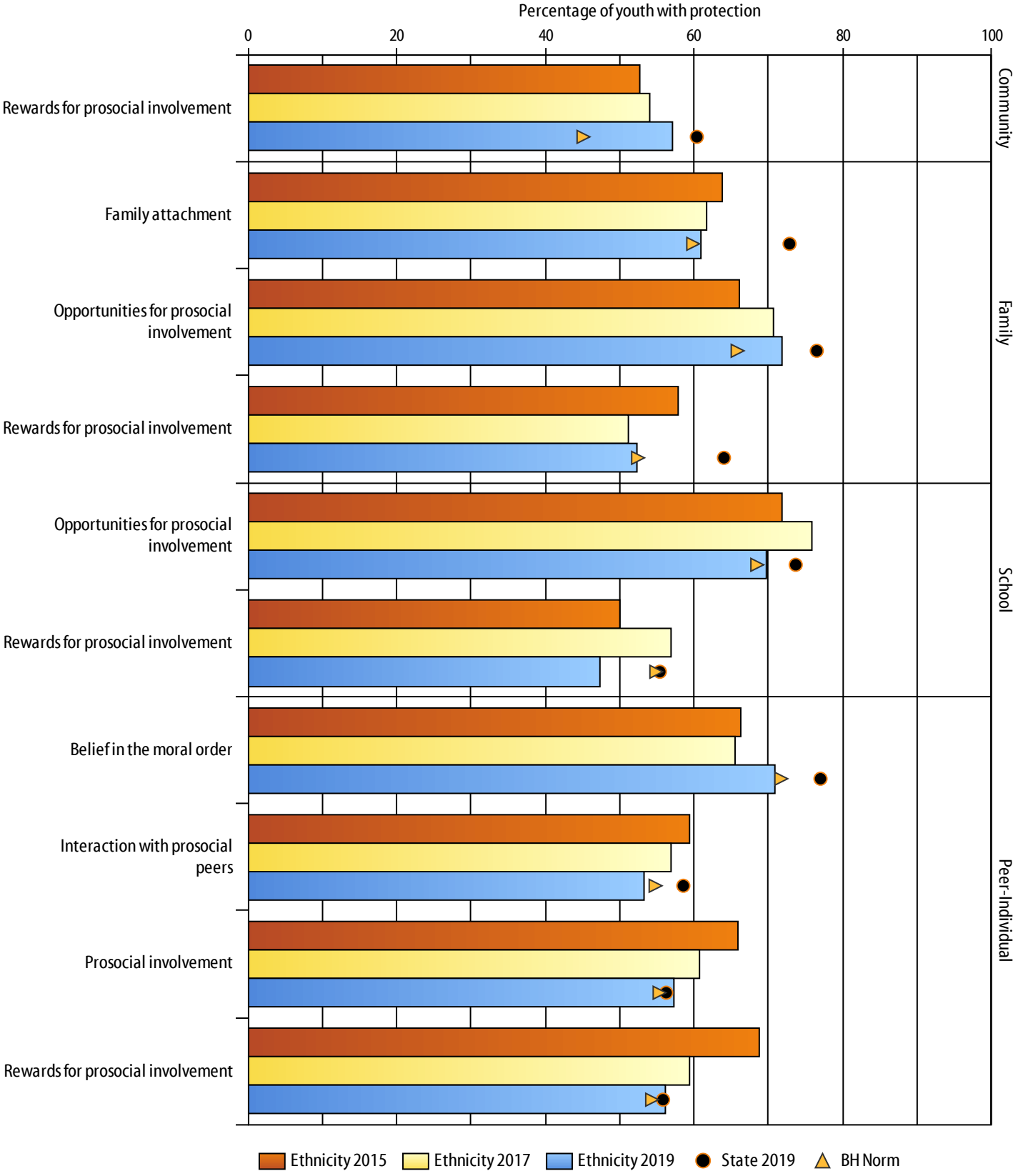
Risk profile

	6					8					10					12					All				
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm
Community Domain																									
Low neighborhood attachment	40.3	48.5	37.0	28.6	42.1	35.6	41.0	34.4	25.6	35.7	44.1	48.1	41.1	31.9	42.8	49.2	56.7	46.4	38.0	49.4	41.8	48.0	39.3	30.9	42.5
Laws & norms favorable to drug use	27.9	25.5	29.7	24.9	35.2	27.7	32.6	32.8	22.7	33.5	20.8	20.8	23.6	18.7	36.0	18.1	33.1	33.8	25.9	44.2	24.1	27.8	29.9	23.0	37.3
Perceived availability of drugs	29.6	36.3	35.7	27.7	35.8	30.8	30.0	27.3	22.4	26.8	30.3	35.7	29.0	23.7	27.4	34.2	39.7	35.9	24.4	32.7	31.1	35.1	31.5	24.5	30.1
Perceived availability of handguns	24.1	30.3	26.0	21.3	22.4	35.8	43.3	38.8	34.1	33.2	24.1	33.4	27.4	22.8	21.8	23.3	29.0	28.7	30.4	26.7	26.9	34.4	30.7	27.1	26.4
Family Domain																									
Poor family management	42.9	43.2	37.4	32.4	44.2	30.6	31.2	26.1	19.2	36.0	28.1	32.2	20.8	17.2	32.0	32.2	37.4	22.0	19.0	35.2	34.0	35.9	26.6	21.9	35.9
Family conflict	42.6	42.4	39.1	30.1	36.9	35.5	34.7	32.3	25.0	32.7	48.0	37.7	42.6	30.1	37.5	42.6	44.2	36.7	28.8	37.5	42.1	39.7	37.6	28.5	36.1
Family history of antisocial behavior	36.9	40.4	39.4	25.0	32.8	28.2	27.2	27.7	19.1	29.5	39.4	41.2	34.9	22.2	32.6	25.2	24.8	24.4	20.8	34.4	32.9	33.8	31.8	21.8	32.3
Parent attitudes favorable to ASB	28.0	33.1	36.7	29.8	36.9	39.6	44.7	45.0	35.9	46.5	43.5	40.9	42.7	36.6	49.6	33.2	45.9	34.3	34.9	49.1	35.6	40.6	39.8	34.2	46.4
Parent attitudes favorable to drug use	6.6	6.6	8.9	6.0	11.4	10.3	16.8	14.6	10.2	22.7	26.4	21.3	20.5	15.1	35.6	18.4	17.7	24.0	14.7	36.8	14.7	15.1	17.0	11.4	28.0
School Domain																									
Academic failure	33.9	27.0	24.6	25.2	27.4	29.6	31.0	29.0	24.7	29.6	37.0	40.4	33.1	26.8	32.3	31.6	37.9	28.6	29.0	33.4	33.1	33.6	28.9	26.4	31.0
Low commitment to school	41.1	49.3	47.3	44.1	47.0	45.5	52.3	53.8	48.3	49.1	49.0	47.2	49.7	45.1	45.9	55.5	55.3	51.7	45.2	47.8	47.0	50.8	50.7	45.7	47.5
Peer-Individual Domain																									
Rebelliousness	21.6	26.0	23.0	19.5	22.0	27.0	24.0	24.5	19.7	26.0	30.4	37.6	32.7	23.3	30.4	32.4	31.8	27.8	24.5	31.7	27.3	29.6	26.9	21.7	28.1
Early initiation of ASB	22.0	26.0	24.6	15.5	24.6	34.2	34.0	30.5	21.3	24.6	37.1	40.6	29.1	22.2	26.3	33.8	31.6	36.5	22.7	25.5	31.1	32.7	30.1	20.3	25.3
Early initiation of drug use	16.2	18.5	12.2	8.8	19.4	18.6	24.5	19.5	13.3	23.3	27.3	24.4	18.6	12.6	24.8	30.0	30.9	28.6	16.7	32.3	22.3	24.1	19.7	12.7	25.7
Attitudes favorable to ASB	35.8	44.9	44.7	41.0	38.8	29.8	35.7	38.6	29.6	29.4	42.6	41.3	39.9	34.2	34.7	37.0	44.3	45.4	34.8	35.3	36.2	41.6	42.1	34.9	34.1
Attitudes favorable to drug use	12.3	14.5	14.2	10.3	17.3	20.5	28.1	26.3	19.6	27.9	35.1	31.4	31.3	24.2	39.6	28.0	35.0	34.6	23.3	41.4	23.0	26.4	26.6	19.2	33.0
Perceived risk of drug use	34.2	38.6	44.4	35.4	50.9	34.8	38.2	38.4	32.0	47.7	40.2	49.8	41.1	37.1	60.2	42.3	48.9	49.3	33.8	58.6	37.4	43.3	43.2	34.6	54.5
Interaction with antisocial peers	25.2	28.9	30.5	20.2	31.7	22.1	23.7	21.4	16.0	23.9	30.9	25.4	25.4	15.8	24.0	14.1	22.0	21.8	15.3	23.5	23.5	25.2	24.8	16.9	25.2
Friend's use of drugs	7.1	15.9	12.8	7.8	14.6	22.8	25.9	24.2	16.3	26.5	23.8	23.2	22.7	14.5	27.7	17.6	18.5	19.0	12.2	28.2	17.0	21.0	19.9	12.7	25.4
Rewards for ASB	25.8	26.1	28.9	21.5	21.6	28.6	38.2	37.2	30.4	30.1	30.5	34.8	37.3	30.1	39.5	15.0	32.9	24.6	29.9	44.1	25.3	33.0	32.6	28.0	35.1
Depressive symptoms	35.1	37.0	36.9	28.7	31.1	42.6	44.8	42.4	35.2	37.4	48.7	50.1	50.2	41.5	43.2	39.6	44.9	45.1	40.6	41.8	41.1	43.7	43.6	36.4	38.7
Gang involvement	3.0	2.3	3.8	1.6	7.7	5.2	5.9	4.1	2.6	7.4	5.2	4.0	4.8	2.1	7.2	3.8	4.0	5.4	1.7	7.9	4.2	4.0	4.5	2.0	7.5
Intention to use drugs*	27.6	25.1	30.1	20.6	40.9	24.3	25.6	18.7	12.2	28.7	35.7	37.3	24.8	19.3	40.4	32.5	29.3	32.9	21.9	46.0	29.7	29.2	26.0	18.5	38.7

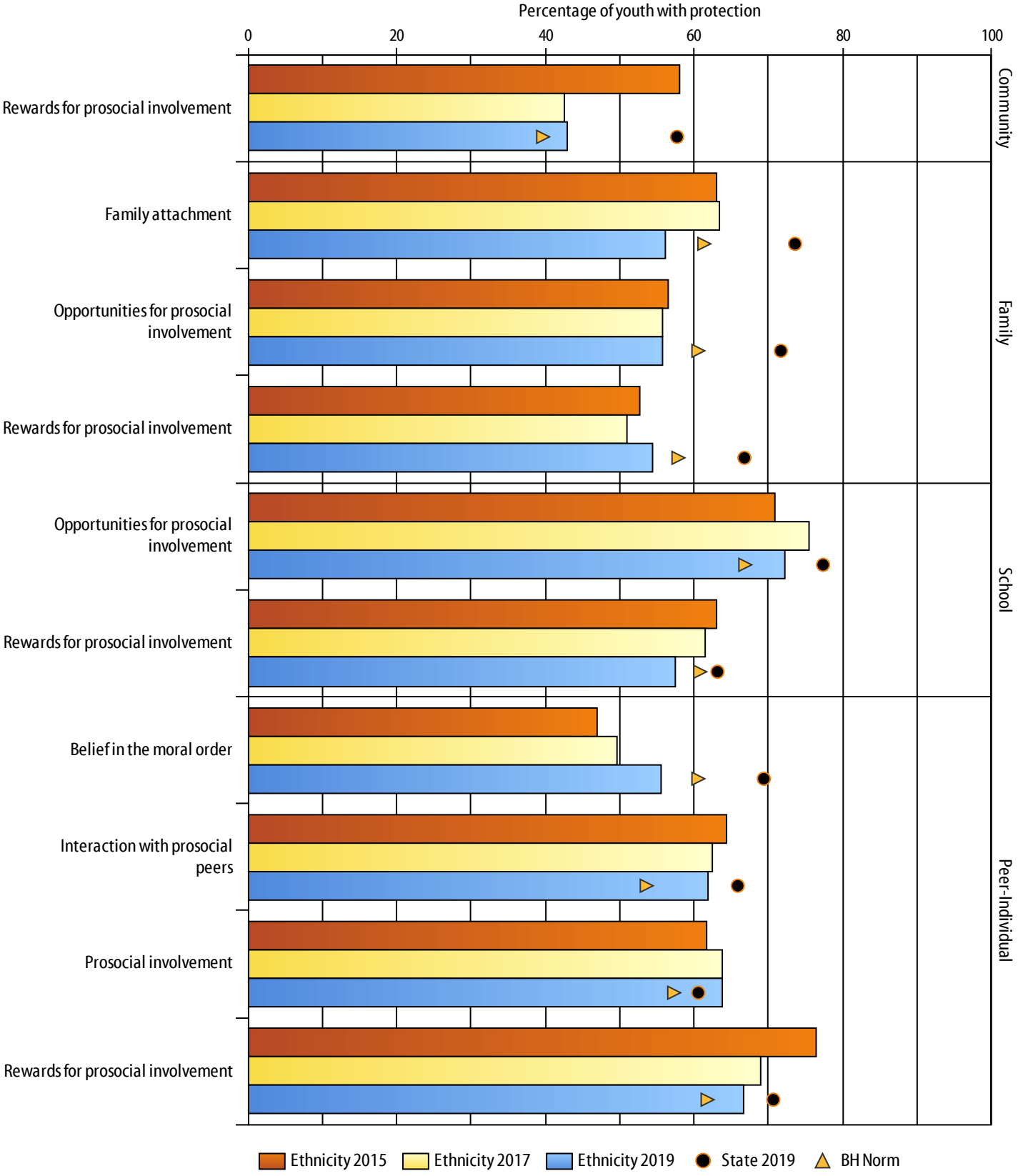
Protective profile, Grade 6
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



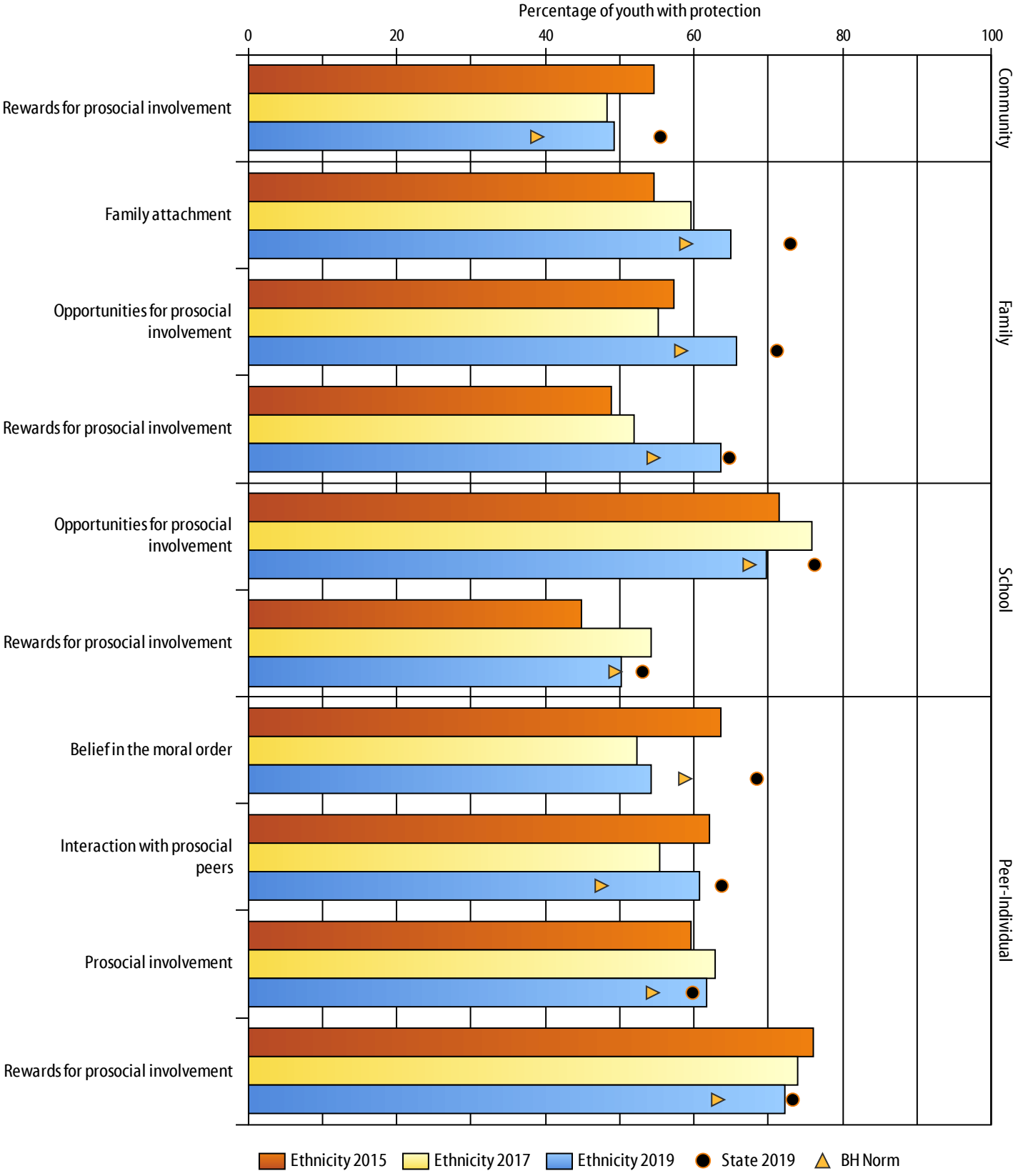
Protective profile, Grade 8
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



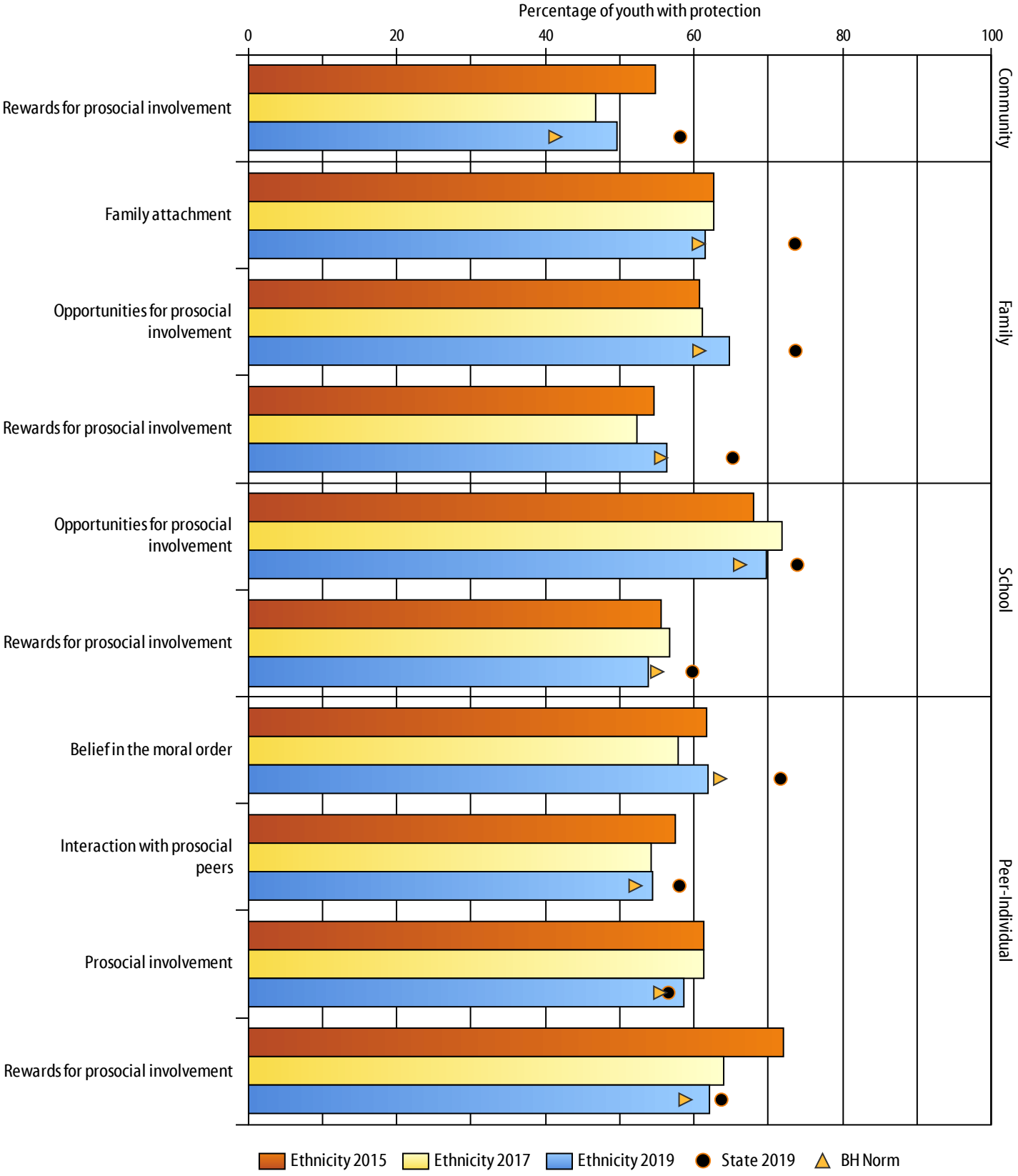
Protective profile, Grade 10
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



Protective profile, Grade 12
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



Protective profile, All Grades
Multi-racial (non-Hispanic) Students 2019 SHARP Survey



Protective profile

	6					8					10					12					All				
	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm	Ethnicity 2015	Ethnicity 2017	Ethnicity 2019	State 2019	BH Norm
Community Domain																									
Rewards for prosocial involvement	54.4	42.1	48.2	58.9	41.8	52.8	54.1	57.1	60.4	45.1	58.1	42.5	42.9	57.7	39.7	54.5	48.4	49.2	55.5	38.9	54.9	46.8	49.6	58.2	41.4
Family Domain																									
Family attachment	66.6	65.1	64.6	74.9	63.5	63.8	61.8	60.9	72.9	59.9	63.0	63.4	56.2	73.6	61.4	54.5	59.5	65.0	73.0	59.0	62.6	62.6	61.4	73.6	60.6
Opportunities for prosocial involvement	61.7	61.2	65.4	75.2	57.2	66.1	70.6	71.9	76.5	65.9	56.5	55.8	55.8	71.7	60.6	57.2	55.2	65.6	71.2	58.3	60.7	61.1	64.8	73.7	60.7
Rewards for prosocial involvement	57.3	54.9	56.8	65.2	57.7	57.9	51.2	52.3	64.0	52.5	52.7	50.9	54.4	66.8	57.9	48.9	52.0	63.7	64.8	54.6	54.6	52.3	56.3	65.2	55.6
School Domain																									
Opportunities for prosocial involvement	60.7	63.0	67.2	68.7	58.8	71.8	75.8	69.8	73.7	68.5	70.9	75.4	72.2	77.4	66.9	71.5	75.9	69.7	76.2	67.5	68.1	71.9	69.7	73.9	66.2
Rewards for prosocial involvement	61.4	54.4	60.5	66.8	54.6	50.1	56.9	47.3	55.4	54.9	63.1	61.4	57.5	63.2	60.8	44.8	54.2	50.2	53.1	49.4	55.6	56.7	53.8	59.8	55.1
Peer-Individual Domain																									
Belief in the moral order	68.1	62.4	64.5	71.8	62.2	66.4	65.5	71.0	77.0	71.8	46.9	49.7	55.5	69.4	60.6	63.6	52.3	54.2	68.5	58.8	61.7	57.9	61.9	71.7	63.5
Interaction with prosocial peers	47.5	43.4	43.0	44.2	52.3	59.4	56.9	53.2	58.6	54.8	64.5	62.6	61.9	65.9	53.6	62.0	55.4	60.8	63.7	47.6	57.4	54.3	54.5	58.0	52.1
Prosocial involvement	58.1	58.8	51.8	50.1	54.4	66.0	60.8	57.4	56.3	55.4	61.8	63.8	63.7	60.6	57.3	59.6	62.8	61.6	59.8	54.5	61.2	61.4	58.6	56.6	55.5
Rewards for prosocial involvement	68.2	56.2	54.7	54.6	53.9	68.7	59.4	56.1	55.8	54.4	76.5	69.0	66.7	70.7	61.8	76.1	74.0	72.2	73.3	63.3	71.9	64.0	62.0	63.7	58.9

SCHOOL AND COMMUNITY IMPROVEMENT USING SURVEY DATA

What are the numbers telling you?

Review the charts and data tables presented in this report. Note your findings as you discuss the following questions.

- **Which 3-5 risk factors appear** to be higher than you would want when compared to the Bach Harrison Norm?
- **Which 3-5 protective factors** appear to be lower than you would want when compared to the Bach Harrison Norm?
- **Which levels of 30-day drug use** are increasing and/or unacceptably high?
  - *Which substances are your students using the most?*
  - *At which grades do you see unacceptable usage levels?*
- **Which antisocial behaviors** are increasing and/or unacceptably high?
  - *Which behaviors are your students exhibiting the most?*
  - *At which grades do you see unacceptable behavior levels?*

How to identify high priority problem areas

Once you have familiarized yourself with the data, you can begin to identify priorities.

- **Look across the charts** for items that stand out as either much higher or much lower than the others.
- **Compare your data** with statewide, and/or national data. Differences of 5% between local and other data are probably significant.
- **Prioritize problems for your area** according to the issues you've identified. Which can be realistically addressed with the funding available to your community? Which problems fit best with the prevention resources at hand?
- **Determine the standards and values** held within your community. For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate?

Use these data for planning.

Once priorities are established, use data to guide your prevention efforts.

- **Substance use and antisocial behavior data** are excellent tools to raise awareness about the problems and promote dialogue.
- **Risk and protective factor data** can be used to identify exactly where the community needs to take action.
- **Additional survey data** on academic achievement, mental health and suicide, health and fitness, gang involvement, and other areas can be used to broaden your prevention approach. Find ways to share these data with other prevention planners in your community.
- **Promising approaches** for any prevention goal are available for through resources listed on the last pages of this report. These contacts are a great resource for information about programs that have been proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low.

	Sample notes	Priority rate 1	Priority rate 2	Priority rate 3
Risk factors	8th grade. Risk of Drugs seems low @14% (8% > BH Norm.)			
Protective factors	10th grade School rewards for prosocial involvement down 7% from 2 yrs ago			
Substance abuse	8th grade 30-day Vape @7% (3% above state av.)			

BUILDING A STRATEGIC PREVENTION FRAMEWORK

The Prevention Needs Assessment (PNA) Survey is an important data source for communities in creating planned, data-driven, effective, and sustainable prevention programs. The State of Utah endorses two models for guiding prevention work at the community, regional, or State level – the Communities That Care (CTC) Model and the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework (SPF). Communities in the State of Utah are encouraged to follow the CTC Model, a tested and effective model to guide communities through a process of community organization and mobilization. The second model for prevention planning, the SPF Model, guides states and communities through a five-step process to increase effectiveness of prevention efforts. The following websites provide additional information about these prevention models: http://www.communitiesthatcare.net and http://www.samhsa.gov/spf.

Following are the five steps involved in the SPF model. For training in the SPF or the CTC, contact your local prevention coordinator (http://dsamh.utah.gov/prevention/).

Assessment: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery. The SPF begins with an assessment of the needs in the community that is based on data. The Utah State Epidemiological Outcomes Workgroup (SEOW) has compiled data from several sources to aid in the needs assessment process. One of the primary sources of needs assessment data is this Prevention Needs Assessment Survey (PNA). While planning prevention services, communities are urged to collect and use multiple data sources, including archival and social indicators, assessment of existing resources, key informant interviews, and community readiness. The PNA results presented in this profile report will help you to identify needs for prevention services. PNA data include adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors.

Capacity: Mobilize and/or Build Capacity to Address Needs. Engagement of key stakeholders at the state and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain prevention activities.

Planning: Develop a Comprehensive Strategic Plan. States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on the assessments conducted during Step 1. The Plan should address the priority needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities.

Implementation: Implement Evidence-based Prevention Programs and Infrastructure Development Activities. By measuring and identifying the risk factors and other causal factors that contribute to the targeted problems specified in your strategic plan, programs can be implemented that will reduce the prioritized substance abuse problems. After completing Steps 1, 2, and 3, communities will be able to choose prevention strategies that have been shown to be effective, are appropriate for the population served, can be implemented with fidelity, are culturally appropriate, and can be sustained over time. SAHMSA's National Registry of Evidence-based Programs and Practices (located at http://www.nrepp.samhsa.gov) is a searchable online registry of mental health and substance abuse interventions that have been reviewed and rated by independent reviewers. This resource can help identify scientifically based approaches to preventing and treating mental and/or substance use disorders that can be readily disseminated to the field.

Evaluation: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail: Finally, ongoing monitoring and evaluation are essential to determine if the desired outcomes are achieved, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices. The PNA allows communities to monitor levels of ATOD use, antisocial behavior, risk, and protection.

Sustainability and Cultural Competence are at the core of the SPF model, indicating the key role they play in each of the five elements. Incorporating principles of cultural competence and sustainability throughout assessment, capacity appraisal, planning, implementation and evaluation helps ensure successful, long lasting prevention programs.

Sustainability is accomplished by utilizing a comprehensive approach. By building adaptive and flexible programs around a variety of resources, funding and organizations, states and communities will build sustainable programs and achieve sustainable outcomes. A strategic plan that dynamically responds to changing issues, data, priorities, and resources is more likely to achieve long term results.

Sharing information gathered during the evaluation stage with key stakeholders, forging partnerships and encouraging creative collaboration all enhance sustainability.

Cultural Competence: Planners need to recognize the needs, styles, values and beliefs of the recipients of prevention efforts. Culturally competent prevention strategies use interventions, evaluations and communication strategies appropriate to their intended community. Cultural issues reflect a range of influences and are not just a matter of ethnic or racial identity. Learning to communicate with audiences from diverse geographic, cultural, economic, social, and linguistic backgrounds can increase program efficacy and ensure sustainable results.

Whether enlisting extended family networks as a prevention resource for single parent households, or ensuring there are resources available to bridge language gaps, cultural competency will help you recognize differences in prevention needs and tailor prevention approaches accordingly.

A one-size-fits-all program is less effective than a program that works with knowledgeable people from the community to develop focused interventions, communication, and support and draws on community-based values and traditions.

APPENDIX A: CHANGES BETWEEN PNA ADMINISTRATIONS

As new issues come to the forefront and new prevention modalities are implemented, the SHARP PNA survey evolves to reflect these concerns.

Weighting procedures for 2019

The weighting procedure used for the 2019 SHARP is the same procedure used since 2015 and starts with a school-level weighting procedure. At the district level and above, Bach Harrison analysts apply a raking ratio estimation, which is a method for adjusting the sampling weights of the sample data based on known population characteristics. This helps ensure that the survey sample reflects the total population of Utah students on grade, gender, and race/ethnicity. For more detailed information on the weighting procedure consult the 2019 State Report.

Changes regarding reporting of YES!, yes, no, NO! questions

All questions using the response categories YES!, yes, no, and NO! (designed to assess the level of agreement regarding a particular statement or belief) were changed in 2019 to the following response options: *Definitely Yes, Somewhat Yes, Somewhat No,* and *Definitely No*. Many of the questions impacted feed into the risk and protective scales. While Bach Harrison does not anticipate the data changing significantly (if at all) from 2017 to 2019, it is important to note the subtle shift in response options.

Adjustments pertaining to growth mindset

At the request of the Utah State Board of Education, several questions were slightly adjusted to better align with the state's education focus on the issue of encouraging growth mindset in Utah's schools. For example, the Utah PNA question aiming to gather information on students' first use of cigarettes was previously asked as follows: *How old were you when you first smoked a cigarette, even just a puff?* In 2019, the question was asked as follows: *If ever, how old were you when you first smoked a cigarette, even just a puff?* To review a complete list of these adjustments, please contact Bach Harrison.

New items for 2019

There were several new items and changes for mental health questions.

For the question asking students to report who they talked to about their mental health (*Who, in the last thirty days, did you talk to about feeling very sad, hopeless, or suicidal?)* a *peer/friend* response option was added and the clergy response option was clarified with examples (*e.g. Bishop, Priest or Nun, Minister, Pastor*). The changes to the question impacted response/sample size to the degree that 2017 data was not considered suitable for comparison and has been omitted from the table in this year's reports.

Four new items (see below) relating to social isolation were added to the 2019 survey.

1. *In the past seven days, I have felt left out.*
2. *In the past seven days, I have felt that people barely know me.*
3. *In the past seven days, I have felt isolated from others.*
4. *In the past seven days, I have felt that people are around me but not with me.*

The following two questions were added to gather school climate and safety information:

1. *How safe do you feel in each of the following areas at your school (before and after school)?: Playgrounds or fields, Lunchroom/Cafeteria, Classrooms, Bathrooms, Parking lots, Stairs and hallways, On the school bus.*
2. *How worried, if at all, are you about the possibility of each of the following things happening at your school? Getting bullied, Gun violence or active shooter situation, Suicide by a student, Gang activity, Students using alcohol or drugs, Earthquake/fire.*

Other Survey Removals and Changes

Removals included questions about:

1. Perceived teacher/administrator discipline.
2. Past-year indoor tanning frequency.
3. Past-week exercises designed to strengthen muscles.
4. Past-year gambling.

APPENDIX B: SUBSTANCE USE AND PERCEIVED PARENTAL ACCEPTABILITY

Even a small amount of perceived parental acceptability can lead to substance use.

When parents have favorable attitudes toward drugs, they influence the attitudes and behavior of their children. For example, parental approval of moderate drinking, even under parental supervision, substantially increases the risk of the young person using alcohol. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug users in adolescence.

In the Utah PNA Survey, students were asked how wrong their parents felt it was to use alcohol, marijuana, cigarettes, or prescription drugs not prescribed to them. The table below displays lifetime and past 30 days use rates in relation to parents' acceptance of alcohol, marijuana, cigarette, or prescription drug abuse.

In 2019, 91.4% of Utah students indicated that their parents felt it was "Very wrong" for them to use alcohol. The data show that, of those students, relatively few (12.4% lifetime, 3.4% 30-day) actually used alcohol. In contrast, of the 5.9% who marked that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong," not "Very Wrong"), 50.8% of these students indicated lifetime alcohol use and 20.6% of these students indicated 30-day alcohol use. Similar findings can be observed regarding marijuana, cigarette and prescription drug abuse.

The table below illustrates how even a small amount of perceived parental acceptability can lead to substance use. These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

How wrong do y our parents feel it w ould be for YOU to:	Student has used:	
drink beer, w ine, or hard liquor regularly ?	Alcohol (lifetime use)	Alcohol (past 30 day s)
Very Wrong	12.4	3.4
Wrong	50.8	20.6
A Little Bit Wrong	72.8	36.6
Not Wrong At All	62.7	41.0
smoke marijuana?	Marijuana (lifetime use)	Marijuana (past 30 day s)
Very Wrong	8.3	3.8
Wrong	38.8	21.3
A Little Bit Wrong	62.9	39.5
Not Wrong At All	66.5	47.9
smoke cigarettes?	Cigarettes (lifetime use)	Cigarettes (past 30 day s)
Very Wrong	6.0	0.9
Wrong	24.6	6.4
A Little Bit Wrong	50.0	21.5
Not Wrong At All	33.8	16.9
use prescription drugs not prescribed to y ou?	Prescription drugs (lifetime use)	Prescription drugs (past 30 day s)
Very Wrong	4.8	1.6
Wrong	18.2	8.0
A Little Bit Wrong	42.8	21.3
Not Wrong At All	26.9	14.5

APPENDIX C: DRUG FREE COMMUNITIES DATA

Core Measure	Definition	Substance	6		8		10		12	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk* (People are at Moderate or Great Risk of harming themselves if they...)	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	Regular drinking	78.0	1,183	77.1	1,267	82.4	935	77.5	532
	take five or more drinks of an alcoholic beverage once or twice a week	Binge drinking	79.7	1,186	83.2	1,268	87.1	934	85.2	530
	smoke one or more packs of cigarettes per day	Tobacco	82.3	1,185	84.6	1,268	85.9	935	86.0	533
	smoke marijuana regularly	Marijuana	74.5	1,175	71.0	1,263	69.1	933	49.6	527
	use prescription drugs that are not prescribed to them	Prescription drugs	83.6	1,175	84.9	1,263	88.3	929	88.0	528
	use vape products such as e-Cigarettes, vape pens, or mods	e-Cigarettes/vaping	75.9	1,180	75.7	1,260	76.0	933	63.1	529
Perception of Parental Disapproval* (Parents feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day	Alcohol	98.4	1,148	98.2	1,230	98.4	913	98.1	518
	smoke cigarettes	Tobacco	99.2	1,148	98.8	1,231	97.9	912	96.3	520
	smoke marijuana	Marijuana	97.6	1,147	95.8	1,228	92.3	910	84.0	519
	use prescription drugs not prescribed to you	Prescription drugs	98.5	1,147	98.6	1,230	97.7	911	97.2	518
	use vape products such as e-Cigarettes, vape pens, or mods	e-Cigarettes/vaping	96.0	1,143	95.3	1,228	93.2	907	91.7	518
Perception of Peer Disapproval* (Friends feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day	Alcohol	97.0	1,156	91.9	1,232	89.1	914	81.7	516
	smoke tobacco	Tobacco	98.0	1,153	94.9	1,232	93.2	914	81.9	515
	smoke marijuana	Marijuana	96.0	1,155	84.6	1,228	75.1	913	60.6	514
	use prescription drugs not prescribed to you	Prescription drugs	97.2	1,151	95.0	1,224	90.5	914	86.6	515
Past 30-Day Use* (at least one use in the past 30 days)	had beer, wine, or hard liquor	Alcohol	1.0	1,172	5.2	1,244	9.7	918	14.1	525
	smoked cigarettes	Tobacco	0.3	1,150	1.8	1,222	2.4	906	4.4	516
	used marijuana	Marijuana	1.4	1,174	7.1	1,244	13.6	919	16.7	523
	combined results of prescription stimulant/sedative/ narcotics questions	Prescription drugs	2.6	1,176	2.8	1,255	3.6	924	2.8	525

* For Past 30-Day Use, Perception of Risk, and Perception of Parental/Peer Disapproval, the "Sample" column represents the sample size - the number of people who answered the question and whose responses were used to determine the percentage. The "Percent" column represents the percentage of youth in the sample answering the question as specified in the definition.

APPENDIX D: CONTACTS FOR PREVENTION

National Contacts

National Institute on Alcohol Abuse and Alcoholism
https://www.niaaa.nih.gov/

National Clearinghouse for Alcohol and Drug Information
https://store.samhsa.gov/

The National Institute on Drug Abuse (NIDA) Drugs of Abuse Information Clearinghouse
https://www.drugabuse.gov/drugs-abuse

Center for Substance Abuse Prevention
https://www.samhsa.gov/prevention/

Monitoring the Future
http://monitoringthefuture.org

National Survey on Drug Use and Health
https://nsduhweb.rti.org/respweb/homepage.cfm

State Contacts

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Local Substance Abuse Authority/ County level providers

See http://dsamh.utah.gov for contact information for prevention efforts in your neighborhood.

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APPENDIX E: RISK AND PROTECTIVE SCALE DEFINITIONS

An explanation of the scales that measure the risk and protective factors shown in the profiles

Community Domain Risk Factors

Low Neighborhood Attachment – Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.

Laws and Norms Favorable Toward Drug Use – Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.

Perceived Availability of Drugs and Handguns – The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.

Community Domain Protective Factors

Rewards for Prosocial Involvement – Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.

Family Domain Risk Factors

Poor Family Management – Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.

Family Conflict – Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.

Family History of Antisocial Behavior – When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.

Parental Attitudes Favorable Toward Antisocial Behavior & Drugs – In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.

Family Domain Protective Factors

Family Attachment – Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.

Opportunities for Prosocial Involvement – Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.

Rewards for Prosocial Involvement – When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.

School Domain Risk Factors

Academic Failure – Beginning in late elementary (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

Low Commitment to School – Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

School Domain Protective Factors

Opportunities for Prosocial Involvement – When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.

Rewards for Prosocial Involvement – When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.

Peer-Individual Risk Factors

Rebelliousness – Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.

Early Initiation of Antisocial Behavior and Drug Use – Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.

Attitudes Favorable Toward Antisocial Behavior and Drug Use – During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.

Perceived Risk of Drug Use – Young people who do not perceive drug use to be risky are far more likely to engage in drug use.

Interaction with Antisocial Peers – Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.

Friends' Use of Drugs – Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.

Rewards for Antisocial Behavior – Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.

Peer-Individual Risk Factors (cont'd)

Depressive Symptoms – Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.

Intention to Use ATODs – Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.

Gang Involvement – Youth who belong to gangs are more at risk for antisocial behavior and drug use.

Peer-Individual Protective Factors

Belief in the Moral Order – Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.

Interaction with Prosocial Peers – Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Prosocial Involvement – Participation in positive school and community activities helps provide protection for youth.

Rewards for Prosocial Involvement – Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

APPENDIX E: ITEM DICTIONARY

DEMOGRAPHICS

What is your Zip Code?	5 digit zip
Thinking about your gender, which of the following best describes you: Revised in 2019: Previous years asked (Are you: male, female?)	Woman/Girl Man/Boy Transgender Other
Which of the following best describe you?	Heterosexual (straight) Gay or lesbian Bisexual Not sure
How old are you?	10 or younger 11 12 13 14 15 16 17 18 19 or older
What grade are you in?	6th 7th 8th 9th 10th 11th 12th
What is your race? (Select one or more)	American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander White
Think of where you live most of the time. Which of the following people live there with you? (Mark all that apply)	See questionnaire for complete list of family members

Think of the adults you live with. What is the highest level of schooling any of them completed?	See questionnaire for complete list of school completion categories

COMMUNITY: Low neighborhood Attachment

If I had to move, I would miss the neighborhood I now live in.	Definitely No Somewhat No Somewhat Yes Definitely Yes
I like my neighborhood.	Definitely No Somewhat No Somewhat Yes Definitely Yes
I'd like to get out of my neighborhood.	Definitely No Somewhat No Somewhat Yes Definitely Yes

COMMUNITY: Laws and Norms Favorable to Drug Use

How wrong would most adults in your neighborhood think it was for kids your age:

To use marijuana.	Very Wrong Wrong A little bit wrong Not wrong at all
to drink alcohol.	Very Wrong Wrong A little bit wrong Not wrong at all
to smoke cigarettes.	Very Wrong Wrong A little bit wrong Not wrong at all
If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	Definitely No Somewhat No Somewhat Yes Definitely Yes

If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) in your neighborhood, would he or she be caught by the police?	Definitely No Somewhat No Somewhat Yes Definitely Yes
If a kid carried a handgun in your neighborhood would he or she be caught by the police?	Definitely No Somewhat No Somewhat Yes Definitely Yes

COMMUNITY: Perceived Availability of Drugs

If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard Sort of Hard Sort of easy Very easy
If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or tequila), how easy would it be for you to get some?	Very hard Sort of Hard Sort of easy Very easy
If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very hard Sort of Hard Sort of easy Very easy
If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard Sort of Hard Sort of easy Very easy

COMMUNITY: Perceived Availability of Handguns

If you wanted to get a handgun, how easy would it be for you to get one?	Very hard Sort of Hard Sort of easy Very easy

COMMUNITY: Rewards for Prosocial Involvement

My neighbors notice when I am doing a good job and let me know about it.	Definitely No Somewhat No Somewhat Yes Definitely Yes
There are people in my neighborhood who are proud of me when I do something well.	Definitely No Somewhat No Somewhat Yes Definitely Yes
There are people in my neighborhood who encourage me to do my best.	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Poor Family Management

My parents ask if I've gotten my homework done.	Definitely No Somewhat No Somewhat Yes Definitely Yes
Would your parents know if you did not come home on time?	Definitely No Somewhat No Somewhat Yes Definitely Yes
The rules in my family are clear	Definitely No Somewhat No Somewhat Yes Definitely Yes
When I am not at home, one of my parents knows where I am and who I am with.	Definitely No Somewhat No Somewhat Yes Definitely Yes
If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	Definitely No Somewhat No Somewhat Yes Definitely Yes

My family has clear rules about alcohol and drug use.	Definitely No Somewhat No Somewhat Yes Definitely Yes
If you carried a handgun without your parents' permission, would you be caught by your parents?	Definitely No Somewhat No Somewhat Yes Definitely Yes
If you skipped school would you be caught by your parents?	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Family Conflict

People in my family often insult or yell at each other.	Definitely No Somewhat No Somewhat Yes Definitely Yes
We argue about the same things in my family over and over.	Definitely No Somewhat No Somewhat Yes Definitely Yes
People in my family have serious arguments.	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Family History of Antisocial Behavior

Has anyone in your family ever had severe alcohol or drug problems?	No Yes

Have any of your brothers or sisters ever:

drunk beer, wine, or hard liquor (for example, vodka, whiskey, or tequila)?	No Yes I don't have any brothers or sisters

smoked marijuana?	No Yes I don't have any brothers or sisters
smoked cigarettes?	No Yes I don't have any brothers or sisters
taken a handgun to school?	No Yes I don't have any brothers or sisters
been suspended or expelled from school?	No Yes I don't have any brothers or sisters

About how many adults (over 21, if any) have you known personally who in the past year have:

used marijuana, crack cocaine, or other drugs?	0 1 adult 2 adults 3- 4 adults 5 + adults
sold or dealt drugs?	0 1 adult 2 adults 3- 4 adults 5 + adults
done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc?	0 1 adult 2 adults 3- 4 adults 5 + adults
gotten drunk or high?	0 1 adult 2 adults 3- 4 adults 5 + adults

FAMILY: Parental Attitudes Favorable Toward Drug Use

How wrong do your parents feel it would be for YOU to:

drink beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) regularly?	Very wrong Wrong A little bit wrong Not wrong at all
smoke cigarettes?	Very wrong Wrong A little bit wrong Not wrong at all
smoke marijuana?	Very wrong Wrong A little bit wrong Not wrong at all

FAMILY: Parental Attitudes Favorable Toward Antisocial Behavior

steal anything worth more than $5?	Very wrong Wrong A little bit wrong Not wrong at all
draw graffiti, or write things, or draw pictures on buildings or other property (without the owner's permission)?	Very wrong Wrong A little bit wrong Not wrong at all
pick a fight with someone?	Very wrong Wrong A little bit wrong Not wrong at all

FAMILY: Attachment

Do you feel very close to your mother?	Definitely No Somewhat No Somewhat Yes Definitely Yes

Do you share your thoughts and feeling with your mother?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Do you feel very close to your father?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Do you share your thoughts and feeling with your father?	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Opportunities for Prosocial Involvement

My parents ask me what I think before most family decisions affecting me are made.	Definitely No Somewhat No Somewhat Yes Definitely Yes
If I had a personal problem, I could ask my mom or dad for help.	Definitely No Somewhat No Somewhat Yes Definitely Yes
My parents give me lots of chances to do fun things with them.	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Rewards for Prosocial Involvement

Do you enjoy spending time with your mother?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Do you enjoy spending time with your father?	Definitely No Somewhat No Somewhat Yes Definitely Yes

My parents notice when I am doing a good job and let me know about it.	Never or almost never Sometimes Often All the time
How often do your parents tell you they're proud of you for something you've done?	Never or almost never Sometimes Often All the time

SCHOOL: Academic Failure

Are your school grades better than the grades of most students in your class?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Putting them all together, what were your grades like last year?	Mostly F's Mostly D's Mostly C's Mostly B's Mostly A's

SCHOOL: Little Commitment to School

How often do you feel that the school work you are assigned is meaningful and important?	Almost Always Often Sometimes Seldom Never
How important do you think the things you are learning in school are going to be for your later life?	Very important Quite important Fairly important Slightly important Not at all important
How interesting are most of your courses to you?	Very interesting & stimulating Quite interesting Fairly interesting Slightly interesting Not at all interesting

Now, thinking back over the past year in school, how often did you...

enjoy being in school?	Never Seldom Sometimes Often Almost Always
hate being in school?	Never Seldom Sometimes Often Almost Always
try to do your best work in school?	Never Seldom Sometimes Often Almost Always
During the last four weeks, how many (if any) whole days of school have you missed because you skipped or "cut"	None 1 2 3 4-5 6-10 11 or more days

SCHOOL: Opportunities for Prosocial Involvement

In my school, students have lots of chances to help decide things like class activities and rules.	Definitely No Somewhat No Somewhat Yes Definitely Yes
Teachers ask me to work on special classroom projects.	Definitely No Somewhat No Somewhat Yes Definitely Yes
There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	Definitely No Somewhat No Somewhat Yes Definitely Yes

There are lots of chances for students in my school to talk with a teacher one-on-one.	Definitely No Somewhat No Somewhat Yes Definitely Yes
I have lots of chances to be part of class discussions or activities.	Definitely No Somewhat No Somewhat Yes Definitely Yes

SCHOOL: Rewards for Prosocial Involvement

My teachers notice when I am doing a good job and lets me know about it.	Definitely No Somewhat No Somewhat Yes Definitely Yes
I feel safe at my school.	Definitely No Somewhat No Somewhat Yes Definitely Yes
The school lets my parents know when I have done something well.	Definitely No Somewhat No Somewhat Yes Definitely Yes
My teachers praise me when I work hard in school.	Definitely No Somewhat No Somewhat Yes Definitely Yes

PEER-INDIVIDUAL: Rebelliousness

I do the opposite of what people tell me, just to get them mad.	Very False Somewhat False Somewhat True Very True
I like to see how much I can get away with.	Very False Somewhat False Somewhat True Very True

I ignore the rules that get in my way.	Very False Somewhat False Somewhat True Very True

PEER-INDIVIDUALS: Early Initiation of Drug Use

If ever, how old were you when you first:

used marijuana (grass, pot, cannabis, weed) or hashish (hash, hash oil)?	Never 10 or younger 11 12 13 14 15 16 17 or older
smoked a cigarette, even just a puff?	Never 10 or younger 11 12 13 14 15 16 17 or older
had more than a sip or two of beer, wine, or hard liquor (for example, vodka, whiskey, or tequila)?	Never 10 or younger 11 12 13 14 15 16 17 or older

began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never 10 or younger 11 12 13 14 15 16 17 or older

PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior

If ever, how old were you when you first:

got suspended from school?	Never 10 or younger 11 12 13 14 15 16 17 or older
got arrested?	Never 10 or younger 11 12 13 14 15 16 17 or older
carried a handgun?	Never 10 or younger 11 12 13 14 15 16 17 or older

attacked someone with the idea of seriously hurting them?	Never 10 or younger 11 12 13 14 15 16 17 or older

PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior

How wrong do you think it is for someone your age to...

take a handgun to school?	Very Wrong Wrong A Little Bit Wrong Not Wrong at All
steal anything worth more than $5?	Very Wrong Wrong A Little Bit Wrong Not Wrong at All
pick a fight with someone?	Very Wrong Wrong A Little Bit Wrong Not Wrong at All
attack someone with the idea of seriously hurting them?	Very Wrong Wrong A Little Bit Wrong Not Wrong at All
stay away from school all day when their parents think they are at school?	Very Wrong Wrong A Little Bit Wrong Not Wrong at All

PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use

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

drink beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) regularly?	Very Wrong Wrong A Little Bit Wrong Not Wrong at All
smoke cigarettes?	Very Wrong Wrong A Little Bit Wrong Not Wrong at All
smoke marijuana?	Very Wrong Wrong A Little Bit Wrong Not Wrong at All
use LSD, cocaine, amphetamines or another illegal drug?	Very Wrong Wrong A Little Bit Wrong Not Wrong at All

PEER-INDIVIDUALS: Intentions to Use

Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:

smoke cigarettes.	Definitely No Somewhat No Somewhat Yes Definitely Yes
drink beer, wine, or liquor.	Definitely No Somewhat No Somewhat Yes Definitely Yes
smoke marijuana.	Definitely No Somewhat No Somewhat Yes Definitely Yes

PEER-INDIVIDUALS: Perceived Risks of Drug Use

How much do you think people risk harming themselves (physically or in other ways) if they:

Smoke one or more packs of cigarettes per day?	No Risk Slight Risk Moderate Risk Great Risk
Try marijuana once or twice?	No Risk Slight Risk Moderate Risk Great Risk
Smoke marijuana regularly?	No Risk Slight Risk Moderate Risk Great Risk
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	No Risk Slight Risk Moderate Risk Great Risk

PEER-INDIVIDUALS: Interaction with Antisocial Peers

Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

been suspended from school?	0 1 2 3 4
carried a handgun?	0 1 2 3 4

sold illegal drugs?	0 1 2 3 4
stolen or tried to steal a motor vehicle such as a car or motorcycle?	0 1 2 3 4
been arrested?	0 1 2 3 4
dropped out of school?	0 1 2 3 4

PEER-INDIVIDUALS: Friends' Use of Drugs

Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

smoked cigarettes?	0 1 2 3 4
tried beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) when their parents didn't know about it?	0 1 2 3 4

used marijuana?	0 1 2 3 4
used LSD, cocaine, amphetamines or another illegal drugs?	0 1 2 3 4

PEER-INDIVIDUALS: Rewards for Antisocial Involvement

What are the chances you would be seen as cool if you:

smoked cigarettes?	No or Very Little Chance Little Chance Some Chance Pretty Good Chance Very Good Chance
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	No or Very Little Chance Little Chance Some Chance Pretty Good Chance Very Good Chance
smoked marijuana?	No or Very Little Chance Little Chance Some Chance Pretty Good Chance Very Good Chance
carried a handgun?	No or Very Little Chance Little Chance Some Chance Pretty Good Chance Very Good Chance

PEER-INDIVIDUALS: Gang Involvement scale

Have you ever belonged to a gang?	No No, but would like to Yes, in the past Yes, belong now Yes, but would like to get out

PEER-INDIVIDUALS: Depressive Symptoms

Sometimes I think that life is not worth it.	Definitely No Somewhat No Somewhat Yes Definitely Yes
At times I think I am no good at all.	Definitely No Somewhat No Somewhat Yes Definitely Yes
All in all, I am inclined to think that I am a failure.	Definitely No Somewhat No Somewhat Yes Definitely Yes
In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes?	Definitely No Somewhat No Somewhat Yes Definitely Yes

PEER-INDIVIDUALS: Belief in Moral Order

I think sometimes it's okay to cheat at school.	Definitely No Somewhat No Somewhat Yes Definitely Yes
I think it is okay to take something without asking if you can get away with it.	Definitely No Somewhat No Somewhat Yes Definitely Yes

It is all right to beat up people if they start they fight.	Definitely No Somewhat No Somewhat Yes Definitely Yes
It is important to be honest with your parents, even if they become upset or you get punished.	Definitely No Somewhat No Somewhat Yes Definitely Yes

PEER-INDIVIDUALS: Prosocial Involvement

If ever, how many times in the past year (12 months) have you:

participated in clubs, organizations and activities at school?	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+
done extra work on your own for school?	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+
volunteered to do community service?	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+

PEER-INDIVIDUALS: Rewards for Prosocial Involvement

What are the chances you would be seen as cool if you:

worked hard in school?	Very good chance Pretty good chance Some chance Little chance No or very little chance
defended someone who was being verbally abused at school?	Very good chance Pretty good chance Some chance Little chance No or very little chance
regularly volunteered to do community service?	Very good chance Pretty good chance Some chance Little chance No or very little chance

PEER-INDIVIDUALS: Interaction with Prosocial Peers

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many (if any) of your best friends have:

participated in clubs, organizations and activities at school?	0 1 2 3 4
made a commitment to stay drug-free?	0 1 2 3 4

tried to do well in school?	0 1 2 3 4
liked school?	0 1 2 3 4
regularly attended religious services?	0 1 2 3 4

DRUG USE

Think back over the last two weeks; if any, how many times have you had five or more alcoholic drinks in a row?	None Once Twice 3-5 times 6-9 times 10 or more times
If ever, how old were you when you first: used a vape product (e-cigarettes, vape pens, or mods)?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions 1-2 3-5 6-9 10-19 20-39 40 or more

On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40 or more
If ever, how old were you when you first: used marijuana (grass, pot, cannabis, weed) or hashish (hash, hash oil).	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil) during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used LSD (acid) or other hallucinogens (like PCP, mescaline, “shrooms” or psilocybin).	Never 10 or younger 11 12 13 14 15 16 17 or older

If ever, how old were you when you first used synthetic marijuana or herbal incense products (such as K2, Spice, or Gold)?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used LSD (acid) or other hallucinogens (like PCP, mescaline, “shrooms” or psilocybin during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used cocaine (like cocaine powder) or “crack” (cocaine in chunk or rock form)?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used cocaine (like cocaine powder) or “crack” (cocaine in chunk or rock form) during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

If ever, how old were you when you first: sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used methamphetamines (meth, speed, crank, crystal meth)?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used methamphetamines (meth, speed, crank, crystal meth) in the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

If ever, how old were you when you first: used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them, during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them, during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

If ever, how old were you when you first: used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them, during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

If ever, how old were you when you first: used heroin?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used heroin during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
On how many occasions (if any) have you used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise, or Depotesterone) in the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
On how many occasions (if any) have you used synthetic marijuana or herbal incense products (such as K2, Spice, or Gold) in the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

ANTISOCIAL BEHAVIOR

If ever, how many times in the past year (12 months) have you:

been suspended from school?	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+
carried a handgun?	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+
sold illegal drugs?	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+
stolen or tried to steal a motor vehicle such as a car or motorcycle?	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+

been arrested?	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+
attacked someone with the idea of seriously hurting them?	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+
been drunk or high at school	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+
taken a handgun to school	Never 1 or 2 times 3-5 6-9 10-19 20-29 30-39 40+

NEED FOR TREATMENT

In the past 12 months have you spent more time using alcohol than you intended?	No Yes Don't Use

In the past 12 months have you spent more time using drugs than you intended?	No Yes Don't Use
In the past 12 months, have you neglected some of your usual responsibilities because of using alcohol?	No Yes Don't Use
In the past 12 months, have you neglected some of your usual responsibilities because of using drugs?	No Yes Don't Use
In the past 12 months, have you wanted to cut down on your alcohol use?	No Yes Don't Use
In the past 12 months, have you wanted to cut down on your drug use?	No Yes Don't Use
In the past 12 months, has anyone objected to your alcohol use?	No Yes Don't Use
In the past 12 months, has anyone objected to your drug use?	No Yes Don't Use
In the past 12 months, did you frequently find yourself thinking about using alcohol?	No Yes Don't Use
In the past 12 months, did you frequently find yourself thinking about using drugs?	No Yes Don't Use
In the past 12 months, did you use alcohol to relieve feelings such as sadness, anger, or boredom?	No Yes Don't Use
In the past 12 months, did you use drugs to relieve feelings such as sadness, anger, or boredom?	No Yes Don't Use

UTAH STATE BOARD OF EDUCATION: SCHOOL CLIMATE ITEMS

How worried, if at all, are you about the possibility of each of the following things happening at your school?

Getting bullied	Not at all worried Not too worried Somewhat worried Very worried
Gun violence or active shooter situation	Not at all worried Not too worried Somewhat worried Very worried
Suicide by a student	Not at all worried Not too worried Somewhat worried Very worried
Gang activity	Not at all worried Not too worried Somewhat worried Very worried
Students using alcohol or drugs	Not at all worried Not too worried Somewhat worried Very worried
Earthquake/fire	Not at all worried Not too worried Somewhat worried Very worried

How safe do you feel in each of the following areas at your school (before and after school)?

Playgrounds or fields	Very unsafe Somewhat unsafe Somewhat safe Very safe
Lunchroom/Cafeteria	Very unsafe Somewhat unsafe Somewhat safe Very safe

Classrooms	Very unsafe Somewhat unsafe Somewhat safe Very safe
Bathrooms	Very unsafe Somewhat unsafe Somewhat safe Very safe
Parking lots	Very unsafe Somewhat unsafe Somewhat safe Very safe
Stairs and hallways	Very unsafe Somewhat unsafe Somewhat safe Very safe
On the school bus	Very unsafe Somewhat unsafe Somewhat safe Very safe

PARENTS EMPOWERED QUESTIONS

My parents have set clear rules and expectations with me about NOT drinking ANY alcohol.	Definitely No Somewhat No Somewhat Yes Definitely Yes
During the past year (12 months), how often have you talked with at least one of your parents about the rules and expectations of NO alcohol use?	At least once a month Every 2 to 3 months Every 4 to 6 months A few times in the past year Talked, but not in the past year Never Never

DRUG FREE COMMUNITIES QUESTIONS

During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug abuse? (Choose all that apply).	No Yes, tobacco use Yes, alcohol use Yes, drug use
How much do you think people risk harming themselves (physically or in other ways) if they: have five or more drinks once or twice each weekend?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Have five or more drinks of an alcoholic beverage once or twice a week?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Smoke marijuana once or twice a week?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Use prescription drugs that are not prescribed for them?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Smoke 1-5 cigarettes per day?	No Risk Slight Risk Moderate Risk Great Risk
How wrong do your parents feel it would be for YOU to: have one or two drinks of an alcoholic beverage nearly every day?	Very wrong Wrong A little bit wrong Not wrong at all
How wrong do your parents feel it would be for YOU to: use prescription drugs not prescribed to you?	Very wrong Wrong A little bit wrong Not wrong at all

How wrong do your friends feel it would be for you to: have one or two drinks of an alcoholic beverage nearly every day?	Very wrong Wrong A little bit wrong Not wrong at all
How wrong do your friends feel it would be for you to: smoke tobacco?	Very wrong Wrong A little bit wrong Not wrong at all
How wrong do your friends feel it would be for you to: smoke marijuana?	Very wrong Wrong A little bit wrong Not wrong at all
How wrong do your friends feel it would be for you to: use prescription drugs not prescribed to you?	Very wrong Wrong A little bit wrong Not wrong at all
During the past 12 months, do you recall hearing, reading, or watching an advertisement about the prevention of substance use?	No Yes
During the past 30 days, did you drive a car or other vehicle when you had been drinking alcohol? If so, how many times?	I do not drive 0 times 1 time 2 or 3 times 4 or 5 times 6 or more times

SCHOOL SAFETY

During the past 30 days, on how many days (if any) did you not go to school because you felt you would be unsafe at school or on the way to or from school?	0 days 1 day 2-3 days 4-5 days 6 or more days
During the past 12 months, how often (if at all) have you been picked on or bullied by a student ON SCHOOL PROPERTY?	0 days 1 day 2-3 days 4-5 days 6 or more days

During the past 12 months, how often (if at all), have you been threatened or harassed over the internet, by e-mail, or by someone using a cell phone?	0 times 1 time 2 or 3 times 4 or 5 times 6 or more times

PLACES OF ALCOHOL USE

During the past year, how many times (if any) did you drink alcohol at any of the following places? (Mark the number of times for each).

At my home or someone else's home without parental permission.	0 times 1 or 2 times 3 to 5 times more than 5 times
At my home with my parent's permission.	0 times 1 or 2 times 3 to 5 times more than 5 times
At someone else's home with their parent's permission.	0 times 1 or 2 times 3 to 5 times more than 5 times
In a car.	0 times 1 or 2 times 3 to 5 times more than 5 times
At or near school	0 times 1 or 2 times 3 to 5 times more than 5 times
Someplace outside of town (for example, on public lands, in the desert, or in a campground, etc.)	0 times 1 or 2 times 3 to 5 times more than 5 times
In another place_____.	0 times 1 or 2 times 3 to 5 times more than 5 times

HEALTH DEPARTMENT QUESTIONS

How often do you wear a seatbelt when riding in a car driven by someone else?	Never Rarely Sometimes Most of the time Always
My parents expect me to eat dinner at home with my family.	Definitely No Somewhat No Somewhat Yes Definitely Yes
If you drank alcohol during the past 30 days, what type of alcohol did you usually drink? (Select only one response.)	I did not drink alcohol during the past 30 days I do not have a usual type Beer Wine Vodka Other liquor, such as rum, scotch, bourbon, whiskey, or tequila Some other type
During the past 12 months, about how many days of school did you miss because of your asthma?	I do not have asthma 0 days 1 to 3 days 4 to 9 days 10 to 12 days 13 or more days
During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)	0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

On an average school day, how many hours do you use an electronic device for something that is not school work? (Count time spent on things such as Xbox, PlayStation, texting, YouTube, Instagram, Facebook, or other social media.):	Less than 1 hour per day 1 hour per day 2 hours per day 3 hours per day 4 hours per day 5 or more hours per day

How often do you do the following things on your cell phone or tablet?

Communicate or catch up with family and friends	Multiple times per day once a day weekly monthly or less never
Use a social media app like Snap Chat, Instagram, or Facebook	Multiple times per day once a day weekly monthly or less never
Play games	Multiple times per day once a day weekly monthly or less never
In a typical week, how many days do you walk, ride your bike or scooter (non-motorized), or skateboard to and from school?	No days 1 2 3 4 5
Has a doctor or nurse ever told you that you have asthma?	No Yes
Do you still have asthma	No Yes
During the past 12 months, did you have an episode of asthma or an asthma attack?	No Yes

An asthma action plan, or asthma management plan, is a form with instructions about when to change the amount or type of medicine, when to call the doctor for advice, and when to go to the emergency room. Has a doctor or other health professional EVER given you a written asthma action plan?	I do not have asthma Yes No Not sure
Do you have diabetes?	No Yes
Has a doctor or other health professional EVER given you a written diabetes care plan to help manage your diabetes in school?	I do not have diabetes Yes No Not sure
During the past 12 months, about how many days of school did you miss because of your diabetes?	I do not have diabetes 0 days 1 to 3 days 4 to 9 days 10 to 12 days 13 or more days
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?	No Yes
During the past 12 months, did you ever seriously consider attempting suicide?	No Yes
During the past 12 months, did you make a plan about how you would attempt suicide?	No Yes

During the past 12 months, how many times (if any)

did you actually attempt suicide?	0 times 1 time 2 to 3 times 4 to 5 times 6 or more times
In the past seven days, I have felt left out.	Never Rarely Sometimes Often Always

In the past seven days, I have felt that people barely know me.	Never Rarely Sometimes Often Always
In the past seven days, I have felt isolated from others.	Never Rarely Sometimes Often Always
In the past seven days, I have felt that people are around me but not with me.	Never Rarely Sometimes Often Always
How tall are you without your shoes on?	Grid
How much do you weigh without your shoes on?	Grid
During the past 30 days, did you drive a car or other vehicle when you were talking on a cell phone? If so, on how many days?	0 times 1 time 2 or 3 times 4 or 5 times 6 or more times
During the past 30 days, did you text or e-mail while driving a car or other vehicle? If so, on how many days?	0 times 1 time 2 or 3 times 4 or 5 times 6 or more times
How are guns and bullets stored in your home?	We don't have any guns or bullets. Unlocked and in plain sight Locked or hidden, but I know how to access them. Locked or hidden, and I DON'T know how to access them Don’t know

SELF-HARM QUESTIONS

In the past 12 months, have you ever done something to purposefully hurt yourself without wanting to die, such as cutting or burning yourself on purpose? If so, how many times did you do so?	0 times 1 time 2 or 3 times 4 or 5 times 6 or more times

TOBACCO QUESTIONS

Have you ever tried:

cigarettes, even just one puff?	No Yes
cigars, cigarillos, or little cigars, even a puff?	No Yes
tobacco in a hookah or waterpipe?	No Yes
Vape products such as e-cigarette, vape pens, or mods?	No Yes
chewing tobacco, snuff, dip, or snus (moist smokeless tobacco usually sold in small pouches)?	No Yes

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

Smoke cigarettes?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
Smoke cigars, cigarillos, or little cigars?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days

Smoke tobacco in a hookah or waterpipe?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
Use vape product such as e-cigarettes, vape pens, or mods?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
Use chewing tobacco, snuff, dip, or snus (moist smokeless tobacco usually sold in small pouches)?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
How frequently (if ever) have you smoked cigarettes during the past 30 days?	Not at all Less than one cigarette per day One to five cigarettes per day About one-half pack per day About one pack per day About one and one-half packs per day Two packs or more per day
How much do you think people risk harming themselves (physically or in other ways) if they use vape products such as e-cigarettes, vape pens, or mods?	No risk Slight risk Moderate risk Great risk

How old were you when you first used a vape product (e-cigarettes, vape pens, or mods)?	Never 10 or younger 11 12 13 14 15 16 17 or older
How wrong do your parents feel it would be for YOU to use vape products such as e-cigarettes, vape pens, or mods?	Very Wrong Wrong A little bit wrong Not wrong at all
If you smoked cigarettes or used vape products in the past 30 days, how did you usually get your own cigarettes or vape products? (CHOOSE ONLY ONE ANSWER FOR EACH TOBACCO TYPE– Vape Products, Regular Cigarettes)	I did not use cigarettes or vape products (e-cigarettes, vape pens, or mods) in the past 30 days I bought them in a store such as a convenience store, supermarket, discount store, or gas station I bought them at a tobacco specialty store or smoke shop I bought them at a vape shop I bought them on the internet I gave someone else money to buy them for me I borrowed (or bummed) them from someone else A person 18 years old or older gave them to me I took them from a store or family member I got them some other way
Do you think that you will try a cigarette soon?	I have already tried smoking cigarettes No Yes

If you have ever tried a tobacco product, which one did you try first?	I have never tried any tobacco product Cigarettes Cigars, cigarillos, or little cigars Tobacco in a hookah or waterpipe Vape products such as e-cigarettes, vape pens, or mods Chewing tobacco, snuff, or dip Snus (moist smokeless tobacco usually sold in small pouches) Other
If you smoked during the past 12 months, did you ever stop smoking for one day or longer because you were trying to quit smoking?	I have not smoked in the past 12 months Yes No
Do you think you will smoke a cigarette at any time during the next year?	Definitely yes Probably yes Probably not Definitely not
If one of your best friends offered you a cigarette, would you smoke it?	Definitely yes Probably yes Probably not Definitely not
Do you think that people can get addicted to vape products (e-cigarettes, vape pens, or mods)?	Definitely yes Probably yes Probably not Definitely not
If you used a vape product (e-cigarettes, vape pens, or mods) in the past 30 days, where did you use it? (mark ALL that apply)	I did not use a vape product in the past 30 days On school grounds Inside my house Outside my house At work Inside restaurants, vapor lounges, or stores At parties or social situations In the car At parks or other outdoor recreational areas Other

If you used a vape product such as e-cigarettes, vape pens or mods in the past 12 months, what did you put in it? (Mark ALL that apply.)	I did not use a vape product in the past 12 months E-juice with zero nicotine E-juice with nicotine Marijuana Other Not Sure
If you used a vape product in the past 30 days, what type did you use? (Mark ALL that apply)	I did not use a vape product in the past 30 days A vape product that can be refilled with bottles of e-liquid A vape product that uses disposable cartridges JUUL or another vape product that looks like a USB flash drive Other
Do you think you will use a vape product, such as e-cigarettes, vape pens, or mods at any time during the next year?	Definitely yes Probably yes Probably not Definitely not
If one of your best friends offered you a vape product such as an e-cigarette, vape pen, or mod, would you use it?	Definitely yes Probably yes Probably not Definitely not
Do you think people can get addicted to using tobacco just like they can get addicted to using cocaine or heroin?	Definitely yes Probably yes Probably not Definitely not
Do you think young people who smoke cigarettes have more friends?	Definitely yes Probably yes Probably not Definitely not
Do you think that smoke from other people's cigarettes is harmful to you?	Definitely yes Probably yes Probably not Definitely not
During this school year, were you taught in any of your classes about the dangers of tobacco use?	No Yes Not sure

During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?	0 days 1 or 2 days 3 or 4 days 5 or 6 days 7 days
During the past 7 days, one how many days did you ride in a car with someone who was smoking cigarettes?	0 days 1 or 2 days 3 or 4 days 5 or 6 days 7 days
Does anyone who lives with you now: (Mark ALL that apply)	Smoke cigarettes Use e-cigarettes, vape pens, or mods No one lives with me now who uses any form of tobacco Use other tobacco products
In the past 30 days, how often have you seen or heard any advertising or campaigns against smoking?	Never Rarely Sometimes Often Very Often

MENTAL HEALTH QUESTIONS

During the past 30 days, about how often did you:

feel nervous?	All of the time Most of the time Some of the time A little of the time None of the time
feel hopeless?	All of the time Most of the time Some of the time A little of the time None of the time

feel restless or fidgety?	All of the time Most of the time Some of the time A little of the time None of the time
feel so depressed that nothing could cheer you up?	All of the time Most of the time Some of the time A little of the time None of the time
feel that everything was an effort?	All of the time Most of the time Some of the time A little of the time None of the time
feel worthless?	All of the time Most of the time Some of the time A little of the time None of the time
How often in the last thirty days (if at all) did you talk to an adult (parent, doctor, counselor, teacher, etc.) about feeling very sad, hopeless, or suicidal?	I have not felt this way in the past 30 days 0 times 1 time 2 to 4 times 5 or more times
If you have felt very sad, hopeless, or suicidal in the past 30 days who did you talk to about it? (Mark all that apply)	I have not felt this way in the past 30 days I felt this way but did not talk to anyone about it Parent Friend//Peer Teacher Doctor School Counselor Therapist Clergy (e.g. Bishop, Priest or Nun, Minister, Pastor) Other Adult

Do you think it's okay to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?	Yes No I think it's okay for other people to seek help but not for me to seek help
During the past 12 months, how many times (if any) did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)	I did not date or go out with anyone during the past 12 months 0 times 1 time 2 or 3 times 4 or 5 times 6 or more times

ADDITIONAL QUESTIONS

If you have been bullied in the past 12 months, why do you think you were bullied? (Mark ALL that apply).	I have not been made fun of by other students I don't know why The color of my skin My religion My size (height, weight, etc.) My accent or the county I (or my family) was born in The way I look (clothing, hairstyle, etc.) How much money my family has or does not have My gender My grades or school achievement My social standing or for being "unpopular" Social conflict My perceived sexual orientation I have a disability (learning or physical disability) Some other reason
I feel safe in my neighborhood.	Definitely No Somewhat No Somewhat Yes Definitely Yes

If you have a religious preference, choose one which you identify the most.	Protestant (such as Baptists, Presbyterians, or Lutherans) Catholic Another religion Jewish LDS (Mormon) No preference

Now think about all the students in your grade at your school. How many of them do you think…

a. smoke one or more cigarettes a day?	None (0%) Few (1-10%) Some (11-30%) Half or less (31-50%) Half or more (51-70%) Most (71-90%) Almost All (91-100%)
b. drank alcohol sometime in the past month?	None (0%) Few (1-10%) Some (11-30%) Half or less (31-50%) Half or more (51-70%) Most (71-90%) Almost All (91-100%)
c. used marijuana sometime in the past month?	None (0%) Few (1-10%) Some (11-30%) Half or less (31-50%) Half or more (51-70%) Most (71-90%) Almost All (91-100%)
d. use an illegal drug in the past month (not including marijuana)?	None (0%) Few (1-10%) Some (11-30%) Half or less (31-50%) Half or more (51-70%) Most (71-90%) Almost All (91-100%)

If you wanted to get vape products such as e-cigarettes, vape pens, or mods, how easy would it be for you to get some?	Very hard Sort of Hard Sort of easy Very easy
During a typical week, how many days do all or most of your family eat at least one meal together?	0 1 2 3 4 5 6 7

HONESTY QUESTIONS

How old were you when you first: used phenoxydine (pox, px, breeze)	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
How honest were you in filling out this survey?	I was very honest I was honest most of the time I was honest some of the time I was honest once in a while I was not honest at all