



North Carolina  
**Youth Risk Behavior Survey**

[www.nchealthyschools.org](http://www.nchealthyschools.org)

**MIDDLE SCHOOL  
2013 SURVEY RESULTS**



Public Schools of North Carolina  
State Board of Education | Department of Public Instruction



DEPARTMENT OF HEALTH AND HUMAN SERVICES



## ***Acknowledgments***

The North Carolina Department of Public Instruction (NCDPI) extends its sincere appreciation to all of the students who participated in the 2013 North Carolina Youth Risk Behavior Survey (NCYRBS). Without their responses, statewide monitoring of health risk behaviors among North Carolina youth would not be possible. NCDPI also acknowledges the collaborative and vital contributions of the dozens of school, school district, and local health department personnel from across the state that made it possible to successfully conduct the YRBS. Efforts included allowing their schools to participate in the NCYRBS, attending NCYRBS trainings, coordinating parent permission, administering the surveys, and delivering the resulting data and documentation to NCDPI. The surveys had to be administered during the instructional day and often in more than one class per school. The care and effort put forth by those individuals in going above and beyond their official duties to provide quality data for the NCYRBS are greatly appreciated. Thank you for supporting adolescent health.

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## ***Executive Summary***

From *Morbidity and Mortality Weekly Report: Youth Risk Behavior Surveillance-United States*, 2009, June 4, 2010 / Vol. 59 / No. SS-5

In the United States, 74% of all deaths among youth and young adults aged 10–24 years result from four causes: motor-vehicle crashes (30%), other unintentional injuries (16%), homicide (16%), and suicide (12%). Substantial morbidity and social problems also result from the approximately 757,000 pregnancies among women aged 15–19 years, the estimated 9.1 million cases of sexually transmitted diseases (STDs) among persons aged 15–24 years, and the estimated 6,610 cases of human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) among persons aged 15–24 years that occur annually. Among adults aged 25 years or older, 59% of all deaths in the United States result from cardiovascular disease (35%) and cancer (24%). These leading causes of morbidity and mortality among youth and adults in the United States are related to six categories of priority health risk behaviors: behaviors that contribute to unintentional injuries and violence; tobacco use; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and STDs, including HIV infection; unhealthy dietary behaviors; and physical inactivity. These behaviors frequently are interrelated and are established during childhood and adolescence and extend into adulthood (MMWR, 2010).

To monitor priority health-risk behaviors among youth and young adults in each of these six categories and general health status, overweight and asthma, the 2013 Youth Risk Behavior Survey (YRBS) was produced by the Centers for Disease Control and Prevention (CDC) and modified to meet the needs of North Carolina. This survey is administered at the middle and/or high school level by individual states and select cities in odd-numbered years to coincide with the national high school administration of the YRBS conducted by CDC. The primary purposes of the survey are to monitor trends in health risk behaviors over time, to evaluate the impact of broad efforts to prevent high-risk behaviors, and to provide indicators for improving school health education policies and programs. This report summarizes results from the 75 question 2013 NC Middle School YRBS and trends from 1995–2013 in selected risk behaviors. A random sample of 1,410 middle school students drawn from 29 schools across the state participated in the 2013 NCYRBS. Data from the 2013 Middle School and High School NCYRBS can be found at [www.nchealthyschools.org/data/yrbs](http://www.nchealthyschools.org/data/yrbs).

The NCYRBS asks students to identify themselves by gender, age, grade and race/ethnicity. The CDC does not currently implement a national middle school survey for national comparison. This report only summarizes data from North Carolina and makes intra-comparisons for gender, grade level, and race. While behaviors have changed since 1995, this report will focus primarily on statistically significant changes in behavior. Detailed sampling procedures are described on page two of this report.

## ***Health Disparities***

The NCYRBS results reveal differences in health status among different sub-groups of adolescents. These differences are categorized by gender, grade, and race/ethnicity. It is important to note that these variables on their own are not intrinsic risks. According to the U.S. Department of Health and Human Services' Healthy People 2010 report, "Current information about the biologic and genetic characteristics of African Americans, American Indians, Alaska Natives, Asians, Native Hawaiians, and Pacific Islanders does not explain the health disparities experienced by these groups compared with the white, non-Hispanic population in the United States. These disparities are believed to be the result of the complex interaction among genetic variations, environmental factors, and specific health behaviors." The statistics in this report show disparities among (gender, grade, and racial/ethnic groups of middle school students in North Carolina. However, the report does not suggest that these health disparities are based on race.

### **GENDER DISPARITIES IN ADOLESCENT RISK TAKING BEHAVIORS**

**Male** students were significantly more likely than **female** students to:

- Have ever carried a weapon, such as a gun, knife, or club
- Have ever been in a physical fight
- Have smoked cigarettes on 20 of the past 30 days
- Have used chewing tobacco, snuff, or dip on one or more of the past 30 days
- Have been offered, sold, or given an illegal drug on school property during the past 12 months
- Have eaten breakfast on all of the past seven days
- Be physically active for a total of at least 60 minutes per day on 5 of the past seven days
- Be physically active for a total of at least 60 minutes per day on 7 of the past seven days
- Have ever had sexual intercourse
- Play on one or more sports teams during the past 12 months
- Disagree or strongly disagree that they feel alone in their life
- Agree or strongly agree they feel good about themselves

**Female** students were significantly more likely than **male** students to:

- Have ever been electronically bullied
- Be trying to lose weight
- Have ever exercised to lose weight or to keep from gaining weight
- Have eaten less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight
- Have skipped meals to lose weight or to keep from gaining weight
- Have gone without eating for 24 hours or more to lose weight or to keep from gaining weight
- Feel so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months
- Have ever seriously thought about killing themselves
- Have ever made a plan about how they would kill themselves
- Have ever tried to kill themselves

### **GRADE LEVEL DISPARITIES IN ADOLESCENT RISK TAKING BEHAVIORS**

**6<sup>th</sup> grade** students were significantly more likely than **8<sup>th</sup> grade** students to:

- Get eight hours of sleep on an average school night

**6<sup>th</sup> grade** students were significantly more likely than **7<sup>th</sup> grade** students to:

- Get eight hours of sleep on an average school night

**7th grade** students were significantly more likely than **6<sup>th</sup> grade** students to:

- Never or rarely wear a helmet while rollerblading or skateboarding
- Have ever had a drink of alcohol, other than a few sips
- Have ever been taught about AIDS or HIV infection
- Have ever been taught about chlamydia, gonorrhea, syphilis, human papillomavirus, or genital warts

**8th grade** students were significantly more likely than **6<sup>th</sup> grade** students to:

- Have ever had a drink of alcohol, other than a few sips
- Have usually gotten the alcohol they drank from someone who gave it to them during the past 30 days
- Have ever used marijuana
- Have been offered, sold, or given an illegal drug on school property during the past 12 months
- Have ever been taught about AIDS or HIV infection
- Have ever been taught about chlamydia, gonorrhea, syphilis, human papillomavirus, or genital warts
- Have parents or other adults in their family talk with them about what they expect them to do or not to do when it comes to sex

**8th grade** students were significantly more likely than **6<sup>th</sup> and 7<sup>th</sup> grade** students to:

- Have ever been taught about abstaining from sexual activity

## **RACIAL/ETHNIC DISPARITIES IN ADOLESCENT RISK TAKING BEHAVIORS**

*Students that identify as **Black** were significantly more likely than students that identify as:*

**White** to:

- Never or rarely wear a helmet when riding a bicycle
- Have tried marijuana for the first time before age 11 years
- Be physically active for a total of 60 minutes on 0 of the past seven days
- Watch three or more hours per day of TV on an average school day
- Play video games or use a computer for something that is not school work three or more hours per day on an average school day
- Walk or ride their bike to school one or more days per week
- Have ever had sexual intercourse

**White or Hispanic/Latino** to:

- Have ever been in a physical fight

**Hispanic/Latino** to:

- Have eaten breakfast on all of the past seven days
- Participate in school activities other than sports, such as band, drama, clubs, or student government

*Students that identify as **Hispanic/Latino** were significantly more likely than students that identify as:*

**White** to:

- Never or rarely wear a seat belt when riding in a car
- Be physically active for a total of 60 minutes on 0 of the past seven days
- Watch three or more hours per day of TV on an average school day
- Play video games or use a computer for something that is not school work three or more hours per day on an average school day
- Walk or ride their bike to school one or more days per week



*Students that identify as White were significantly more likely than students that identify as:*

**Black or Hispanic/Latino to:**

- Have seen a dentist for a check-up, exam, teeth cleaning, or other dental work during the past 12 months

**Black to:**

- Have ever carried a weapon, such as a gun, knife, or club
- Have ever been electronically bullied
- Be limited in any way in any activities because of a disability or health problem

**Hispanic/Latino to:**

- Eat dinner at home with their family on three or more of the past seven days
- Have eaten breakfast on all of the past seven days
- Be physically active for a total of at least 60 minutes per day on 7 of the past seven days
- Likely talk with their parent or other family member about their feelings when they feel sad, empty, hopeless, angry, or anxious.

*Students that identify as having multiple races were significantly more likely than students that identify as:*

**White or Hispanic/Latino to:**

- Have been threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months
- Have ever been in a physical fight
- Have ever been told by a doctor or nurse that they had asthma

**White to:**

- Watch three or more hours per day of TV on an average school day
- Have ever tried to kill themselves

**Black to:**

- Have ever made a plan about how they would kill themselves

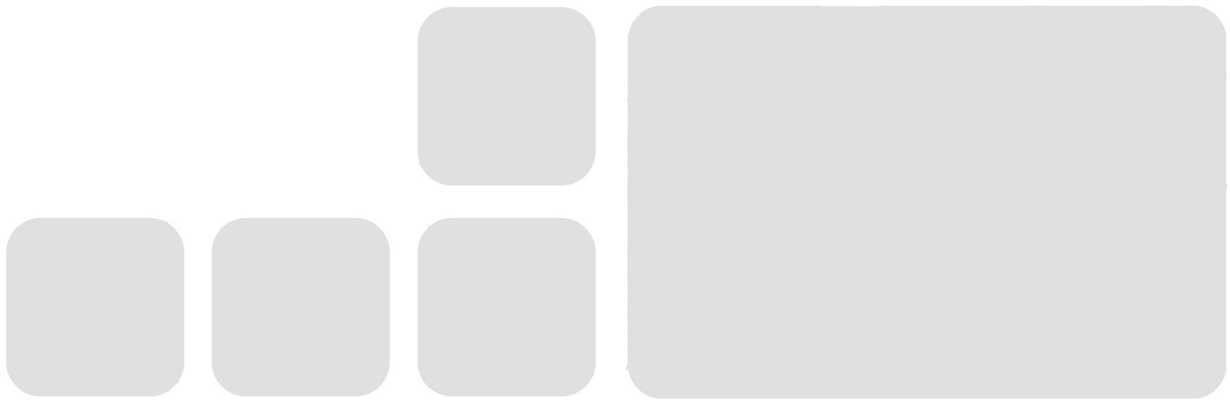


## ***Introduction***

The 2013 Youth Risk Behavior Survey (YRBS) was produced by the Centers for Disease Control and Prevention (CDC) and modified by the North Carolina Department of Public Instruction (NCDPI) and their state collaborative partners. The NCYRBS is used to assess health risk behaviors that contribute to the leading causes of death and injury among children and adolescents. This survey is typically administered at the middle and high school level in the spring of odd-numbered years to coincide with the national high school administration of the YRBS conducted by CDC. The primary purpose of the survey is to measure progress towards achieving the National Healthy People and North Carolina Health Objectives for the year 2020.

Additionally, education and health officials use NCYRBS data to fund programs and create policies that reduce health-risk behaviors among youth, as behaviors in youth often transcend into adulthood. State and local agencies and nongovernmental organizations use NCYRBS data to set health education and health promotion goals, support curricula or program modification, inform legislation relating to health, and to seek funding for new initiatives.

The 2013 Middle School NCYRBS consisted of 75 items that addressed behaviors relating to personal safety, violence, tobacco, alcohol and other drug use, physical health, nutrition, physical activity, psychological health, health education experiences, and the perceived safety of the school environment. The items were mainly presented in a multiple-choice format and the entire survey could be completed in 45-50 minutes, or one class period. A copy of the questionnaire used for the 2013 Middle School NCYRBS is located in Appendix A.



## ***Procedures***

**Sampling.** In 2013, the Middle School NCYRBS was administered for the ninth time since 1995<sup>1</sup>. The sample of students chosen to participate in the survey was drawn through a two-stage process. First, a probability sample of middle schools was drawn from all of the middle schools in the state, serving at least one grade six through eight. The CDC was responsible for drawing the sample. Then, individual classes (e.g., Mrs. Johnson's 2<sup>nd</sup> period Algebra class) were randomly sampled from within those schools. All of the students in those selected classes then comprised the sample.

The NCYRBS sample is drawn in such a manner that, if the overall response rate is above 60%, the results of the survey can be generalized to the entire population of middle school students in the state with a relatively high level of precision. The overall response rate is a function of the percentage of sampled schools that participate as well as the percentage of students enrolled in the sampled classes that actually complete the survey. In 1995, 2001, 2007, 2011, and 2013 an overall response rate of 60% or higher was achieved for the Middle School NCYRBS, meaning that those results can be considered to be representative of the statewide population of middle school students in each of those years. In 1997, 2003, 2005, and 2009 however, the overall response rate for the sample was below 60%, meaning that the data from that year cannot be considered to be representative of the state's entire middle school population, just those students surveyed (Tables 1-2).

**Table 1. Sample sizes and response rates for the Middle School NCYRBS, 1995-2013.**

<b>Statewide YRBS</b>	<b>Number of Schools Participating</b>	<b>Number of Students Participating</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
1995	53	2,227	74%	86%	64%
1997 <sup>2</sup>	62	2,372	72%	82%	59%
2001	60	2,197	83%	90%	75%
2003 <sup>2</sup>	52	2,018	72%	80%	58%
2005 <sup>2</sup>	59	3,659	66%	89%	58%
2007	74	3,256	81%	80%	65%
2009 <sup>2</sup>	72	3,485	73%	81%	59%
2011	37	1,937	93%	82%	76%
2013	29	1,410	74%	82%	61%

<sup>1</sup> The NCYRBS was not conducted in 1999 because the participation rate for the sampled schools would have been too low to generate valid statewide estimates.

<sup>2</sup> In 1997, 2003, 2005, and 2009 the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students; results represent just those surveyed.

Parental Permission. Although the Pupil Protection Rights Amendment (PPRA) of 1994 primarily applies to *required* surveys funded by the federal Department of Education, it also applies to any student survey, regardless of funded origin, that asks sensitive questions. Since the NCYRBS does ask some sensitive questions to assess student risk, LEAs must notify a parent at least annually, at the beginning of the school year, of the specific or approximate date(s) of the survey and an opportunity to opt his or her child out of participating. LEAs must also notify parents that they have the right to review, upon request, any instructional materials used in connection with any survey that contains a sensitive question as defined by PPRA.

Schools can either offer **active** or **passive** parental permission for the NCYRBS. This can be done at the beginning of the school year and cover all student surveys or prior to the NCYRBS implementation. Active permission is when a parent completes a permission form for their child to participate. Passive permission is when a parent only completes permission to **opt their student out**. Data supports that response rates are higher when passive permission is used, as students often times forget to bring completed permission forms back to class. In a study on student alcohol consumption, data from students whose parents allowed them to participate through active consent revealed sample bias of underreported lifetime alcohol consumption (Frissell KC et al., 2004).

For more information on the PPRA visit: <http://www.ed.gov/policy/gen/guid/fpco/index.html>.

Data Collection. In the fall of 2012, 39 schools were selected to participate in the 2013 Middle School NCYRBS<sup>2</sup> from among all of the public schools statewide that served grades six through eight. Of those, 29 participated. NCYRBS Coordinators were identified by their Superintendents to implement the survey. Information on standardized survey administration procedures as well as sets of materials for administering the survey were disseminated at regional training sessions held by NCDPI Healthy Schools. Coordinators then made arrangements with each school to conduct the survey during the Spring semester of 2013 on a date that was convenient for the school. The surveys were administered during a single class period to the students in the sampled classes who were present on the day of administration. Observations of survey administrators as well as analyses of missing data patterns confirmed that students were easily able to complete the survey during the allotted time. Students completed the survey instrument on a **voluntary** basis.

Data Processing. NCYRBS Coordinators returned all student response sheets and other related information to NCDPI, where they were cataloged and checked for anomalies before being sent to CDC for scanning and processing in the summer of 2013. CDC staff then generated statistical weights to be applied to the data that allowed for the generation of statewide estimates based on the responses of the sampled students. CDC then provided separate analyses for each NCYRBS survey item to NCDPI in the winter of 2013.

Sample Characteristics. In addition to providing responses to survey items focused on various health risk behaviors, students completing the NCYRBS also responded to questions about basic demographic information. Because of the sampling procedures employed for the NCYRBS, the sample of students participating each year has been relatively proportional to the overall statewide middle school student population in terms of demographics.

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<sup>2</sup> Juvenile justice schools, hospital schools, and schools for students with severe disabilities were not included in the sampling frame.

**Table 2. Characteristics of students participating in the Middle School NCYRBS, 1995 through 2013.**

	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
1995	50.2%	49.8%	25.0%	38.0%	37.0%	63.1%	28.7%	2.3%		5.9%
1997	48.3%	51.7%	32.4%	32.4%	35.2%	56.4%	34.1%	2.8%		6.7%
2001	48.7%	51.3%	24.0%	40.3%	35.7%	54.5%	29.3%	5.5%	6.7%	4.0%
2003	51.5%	48.5%	25.7%	41.9%	32.4%	58.9%	25.7%	5.0%	5.6%	4.8%
2005	51.2%	48.8%	30.6%	33.3%	35.8%	57.3%	22.6%	7.3%	5.7%	7.1%
2007	51.2%	48.8%	32.9%	33.5%	33.3%	55.6%	32.1%	8.6%	1.9%	1.7%
2009	50.1%	49.9%	31.1%	31.1%	37.6%	57.6%	17.9%	13.4%	6.5%	4.6%
2011	50.9%	49.1%	32.6%	33.8%	33.1%	53.7%	26.8%	11.6%	4.7%	3.2%
2013	49.8%	50.2%	33.6%	32.9%	33.2%	42.0%	29.3%	13.6%	8.1%	7.0%

Note: Percentages in this figure are unweighted. Prior to 2001, the number of students in the sample identifying themselves as Hispanic was too small to provide accurate subgroup estimates. The survey did not give students the option of identifying themselves as Multi-racial until 2001.

**Table 3. Percentage of students who received grades of mostly D's and F's in school during the past 12 months, 2005 through 2013.**

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
2005	7.6%	10.1%	5.2%	6.3%	8.4%	8.0%	6.7%	8.5%	12.7%	5.1%	9.3%
2007	8.6%	10.3%	6.8%	8.7%	9.6%	7.5%	7.3%	9.0%	9.6%	10.0%	7.4%
2009	7.5%	9.4%	5.6%	5.8%	7.2%	9.1%	5.9%	10.6*	9.2%	10.3%	6.4%
2011	5.8%	7.5%	4.2%	5.8%	6.2%	5.6%	5.2%	7.3%	3.3%	6.1%	6.3%
2013	6.8%	8.0%	5.6%	5.2%	8.8%	6.3%	5.5%	8.1%	10.5%	5.9%	

**Interpretation of Results.** The YRBS sampling design allows for estimates of health risk behaviors to be generated at an overall level as well as disaggregated by major demographic subgroups (e.g., gender, ethnicity, grade level). Overall and individual results are reported in this document under the following topical headings:

Personal Safety	Weight Management	School Environment
Violence	Physical Health	Disability
Tobacco Use	Nutrition	Psychological Health
Alcohol Use	Physical Activity	Prevention Related Indicators
Other Drug Use	Health Education & Sexual Behavior	

As mentioned previously, 1997, 2003, 2005, and 2009 were not based on a sufficient response rate (less than 60% combined school and student participation) to generalize those results to the state as a whole. Therefore, the interpretation of results focuses primarily on changes between 1995, 2001, 2007, 2011, and 2013 as well as differences between subgroups within those years.

Also, in many instances the differences highlighted in this document, in terms of trends over time or differences among subgroups of students, represent *statistically significant differences* when indicated as “significant.” Although many of the estimates in the figures may differ slightly from one another, the fact that they are based on a sample (rather than the responses of all middle school students in the state) means that any discussion of differences between estimates must take into account some error due to sampling. Statistical significance tests have been applied to the estimates in this report that take this sampling error into account. The results of those tests provided information as to whether the observed differences likely reflected true differences in the student population from which the sample was drawn, rather than just peculiarities due to sampling.



## ***Personal Safety***

Deaths from unintentional injuries account for approximately two thirds of deaths from all injuries in the US.<sup>1</sup> The 2013 YRBS covered unintentional injury topics including *bicycle helmet use*, *seat belt use*, *alcohol use by drivers*, and *distracted driving*.

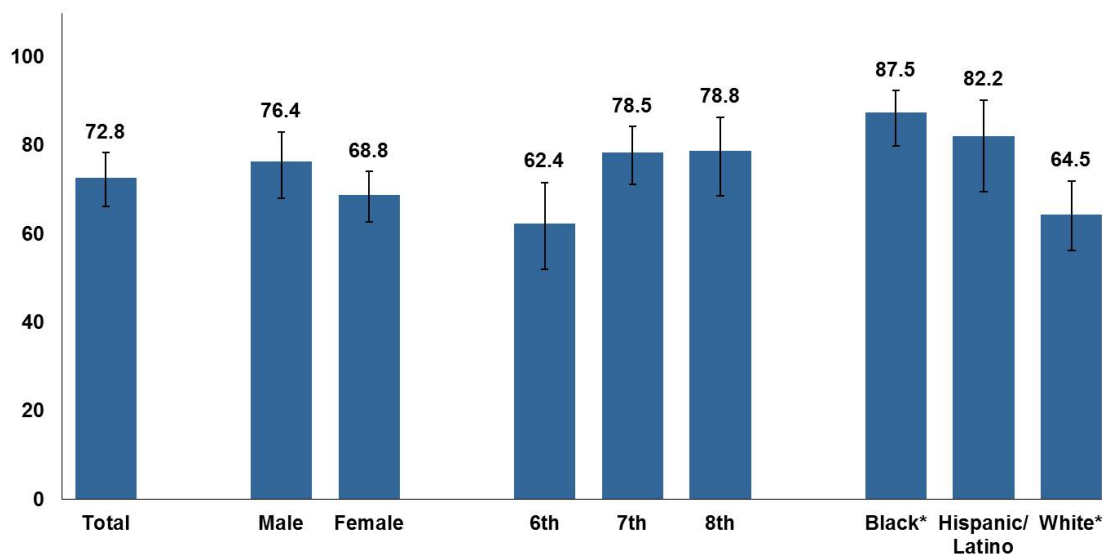
Bicycle crashes represent an important area for unintentional injury prevention. Most deaths due to bicycle crashes are caused by head injury, and using bicycle helmets is the single most effective way of reducing head injuries and fatalities. According to data summarized by the CDC, bicycle helmets could prevent 56% of bicycle-related deaths, 65%-88% of bicycle-related brain injuries, and 65% of serious facial injuries to the upper and middle regions of the face.<sup>2</sup>

Young drivers ages 15 to 20 years old are especially vulnerable to death and injury on roadways. Traffic crashes are the leading cause of death for teenagers in America. Mile for mile, teenagers are involved in three times as many fatal crashes as all other drivers.<sup>3</sup> The risk of motor vehicle crashes is higher among 16 to 19 year olds than among any other age group.<sup>4</sup> These statistics are even more concerning because teens also have lower rates of seat belt use compared with other age groups. Proper use of lap and shoulder belts reduces the risk of fatal injury to passengers in the front seat by 45% and the risk of moderate-to-critical injury by 50%. All drivers and front seat passengers ages 16 and older must wear their seat belts.<sup>3</sup>

Alcohol use is associated with 24% of traffic fatalities among those less than 15 years old.<sup>2</sup> Distracted driving is another risk behavior associated with motor vehicle crashes: in 2008, there were over 500,000 injuries and 5,800 fatalities in crashes in which at least one type of driver distraction was reported. Compared with other age groups, young people under age 20 most likely to engage in distracted driving.<sup>3</sup>



## Among students who rode a bicycle, the percent who never or rarely wore a bicycle helmet



\*Non-Hispanic

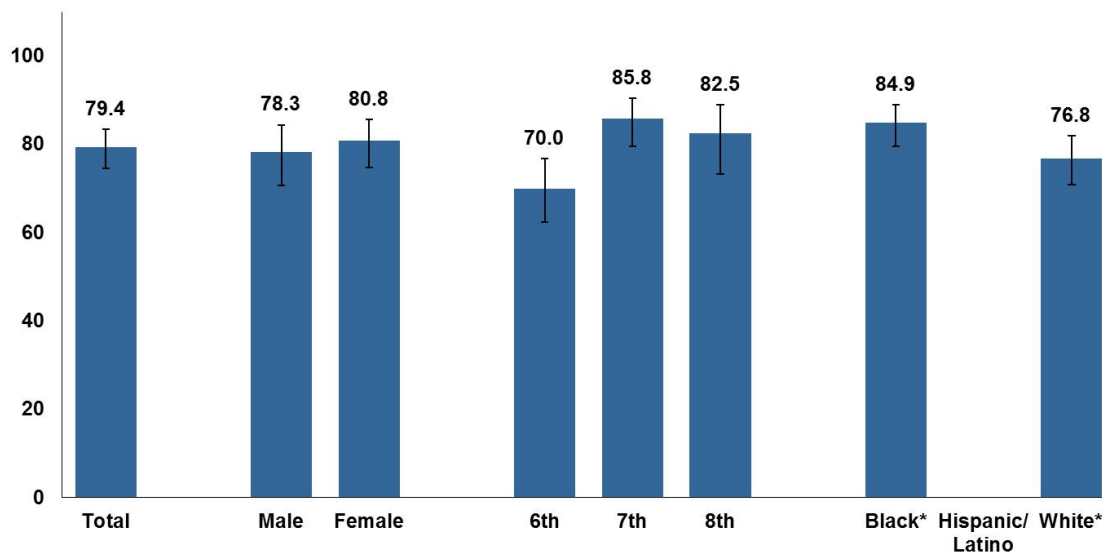
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
1995	75.6%	80.2%	70.9%	72.3%	79.1%	74.7%	75.9%	76.2%			
1997	73.1%	77.3%	68.6%	70.0%	71.6%	77.3%	71.0%	77.5%			
2001	67.4%	72.7%	62.0%	65.8%	64.8%	71.4%	65.0%	74.7%	53.4%	61.4%	
2003	63.5%	68.3%	58.2%	60.0%	63.1%	67.1%	59.9%	71.2%		66.1%	
2005	76.1%	78.5%	73.6%	65.4%	77.1%	85.3%	69.3%	89.4%	83.8%	80.5%	79.5%
2007	77.3%	79.5%	74.7%	71.7%	81.6%	78.6%	70.7%	88.8%	79.6%	78.7%	81.8%
2009	76.2%	78.9%	73.3%	69.5%	76.6%	82.0%	71.8%	88.0%	80.2%	78.1%	73.4%
2011	77.4%	79.9%	74.5%	71.2%	77.8%	83.3%	71.2%	86.9%	81.6%	82.2%	
2013	72.8%	76.4%	68.8%	62.4%	78.5%	78.8%	64.5%	87.5%	82.2%		

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students who identify as Black were significantly **more** likely than students who identify as White to never or rarely wear a helmet while riding a bike.



## Among students who used rollerblades or rode a skateboard, the percentage who never or rarely wore a helmet



\*Non-Hispanic

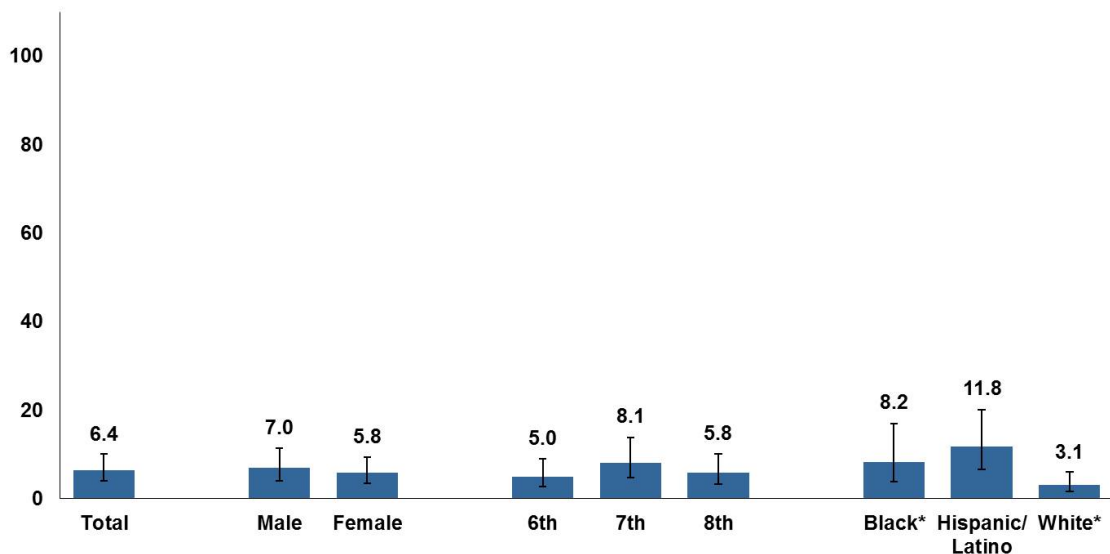
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	79.6%	80.5%	78.7%	75.0%	78.5%	86.3%	77.2%	83.0%	84.2%		
2013	79.4%	78.3%	80.8%	70.0%	85.8%	82.5%	76.8%	84.9%			

- In 2013, 7<sup>th</sup> grade students were significantly **more** likely than 6<sup>th</sup> grade students to never or rarely wear a helmet while rollerblading or skateboarding.





## Percent of students who never or rarely wore a seat belt when riding in a car



\*Non-Hispanic

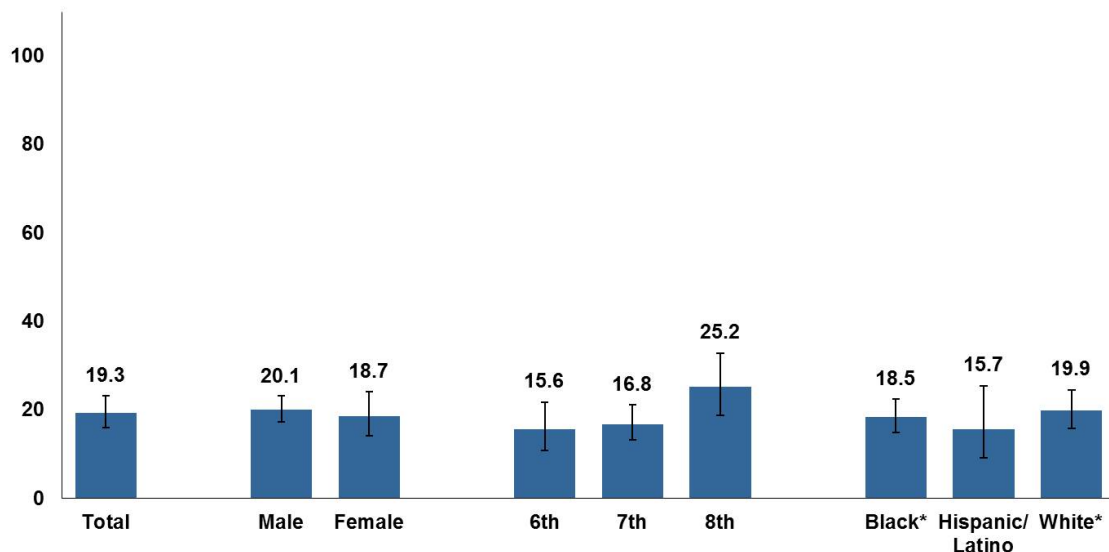
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1995	10.8%	14.2%	7.2%	7.7%	12.6%	11.5%	10.5%	10.6%			
1997	11.3%	14.9%	7.5%	8.1%	12.3%	12.9%	11.5%	10.2%			
2001	7.9%	9.4%	6.3%	6.4%	8.0%	8.8%	7.1%	9.6%	5.4%	7.2%	
2003	9.6%	11.7%	7.5%	7.2%	10.2%	10.8%	7.7%	12.7%		9.0%	
2005	8.8%	10.5%	7.0%	6.3%	7.8%	11.7%	7.0%	11.1%	11.4%	9.7%	12.7%
2007	12.4%	14.5%	10.1%	12.9%	13.0%	10.5%	10.1%	12.7%	21.1%	11.6%	18.4%
2009	6.7%	7.2%	6.2%	5.0%	7.1%	7.2%	4.6%	8.5%	10.4%	6.7%	10.1%
2011	7.4%	8.9%	5.2%	7.1%	5.5%	9.1%	4.4%	9.5%	13.1%	6.2%	9.7%
2013	6.4%	7.0%	5.8%	5.0%	8.1%	5.8%	3.1%	8.2%	11.8%	7.2%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students who identify as Hispanic/Latino were significantly more likely than students who identify as White to never or rarely wear a seat belt when riding in a car.
- From 1995-2013, there was a significant decrease in the percentage of students who never or rarely wear a seat belt when riding in a care.



## Percent of students who rode in a car driven by someone who had been drinking alcohol



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1995	39.6%	40.7%	38.4%	25.6%	39.6%	50.4%	38.0%	44.9%			
1997	34.6%	36.9%	32.3%	26.0%	32.9%	43.9%	32.2%	38.8%			
2001	24.8%	24.4%	25.3%	17.1%	26.5%	30.5%	25.2%	24.3%	29.5%	25.2%	
2003	26.7%	26.6%	26.7%	19.7%	27.8%	30.4%	24.9%	27.4%		39.3%	
2005	29.7%	29.2%	30.1%	20.7%	30.0%	36.8%	27.3%	35.6%	23.8%	31.9%	35.0%
2007	26.9%	27.5%	26.2%	20.4%	23.5%	36.0%	26.5%	27.1%	25.7%	26.6%	26.0%
2009	26.5%	25.5%	27.4%	22.5%	23.4%	32.0%	26.2%	26.1%	26.8%	34.5%	21.0%
2011	22.8%	22.2%	23.4%	18.8%	22.1%	27.5%	21.4%	25.0%	24.9%	23.0%	19.7%
2013	19.3%	20.1%	18.7%	15.6%	16.8%	25.2%	19.9%	18.5%	15.7%	30.5%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- From 1995-2013, there was a **significant decrease** in the percentage of students who rode in a car driven by someone who had been drinking alcohol.



## ***Violence-Related Behavior***

Youth violence results in numerous preventable deaths and injuries each year, often related to physical fights and the use of weapons. In 2008, more than 656,000 young people ages 10 to 24 were treated in emergency departments for injuries resulting from violence.<sup>1</sup>

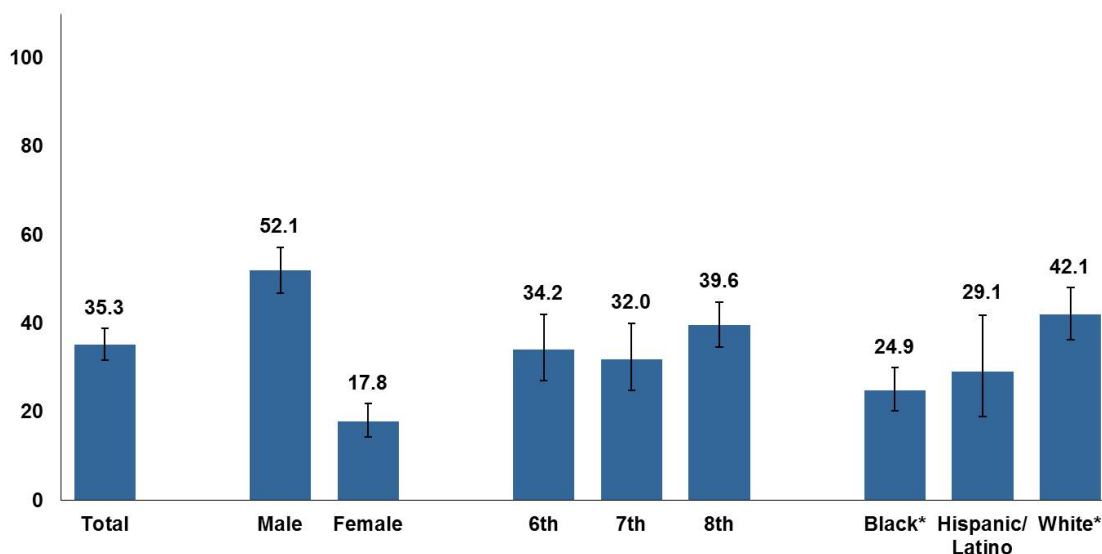
Homicide is the 2<sup>nd</sup> leading cause of death for young people ages 10 to 24 in the United States.<sup>1-2</sup> In 2007, 5,764 young people ages 10 to 24 were murdered, representing an average of 16 youth homicides every day. More than eight out of ten homicide victims ages 10 to 24 are killed with a firearm.<sup>1</sup>

According to the 2010 National Crime Victimization Survey, students ages 12 to 18 were about equally likely to experience serious violent crimes at school or away from school, with 4-5 serious violent victimizations per 1,000 students.<sup>3</sup> In 2009, 11.1% of students in grades 9-12 reported being in a physical fight on school grounds in the prior 12 months; 5.6% reported carrying a weapon such as gun, knife, or club to school in the prior 30 days; and 7.7% reported being threatened or injured with a weapon on school grounds at least once in the prior 12 months.<sup>1</sup>

The NCYRBS also includes a number of questions about interpersonal violence, covering topics such as experiences of being bullied and verbal abuse as a result of being perceived to be lesbian, gay, or bisexual. According to the CDC's Dating Matters Initiative, such interpersonal violence can have immediate negative impact on teens' mental and physical health and on their performance in school.<sup>4</sup> In addition, such violence can have long-term effects for violence perpetration and/or victimization into adulthood.<sup>4</sup>



## Percent of students who ever carried a weapon such as a gun, knife, or club



\*Non-Hispanic

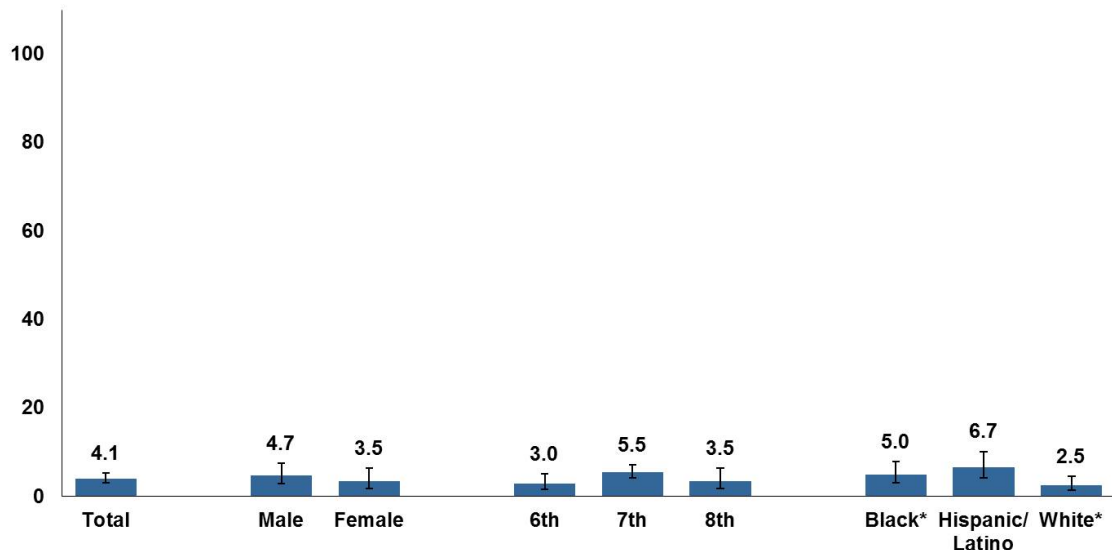
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2007	37.2%	53.4%	20.1%	34.7%	36.1%	40.1%	42.7%	29.7%	30.3%	40.6%	40.3%
2009	38.9%	56.0%	21.7%	33.5%	39.9%	42.7%	42.0%	28.8%	33.9%	48.4%	39.7%
2011	33.5%	47.6%	19.0%	27.4%	35.6%	37.2%	37.4%	24.1%	35.8%	42.2%	30.1%
2013	35.3%	52.1%	17.8%	34.2%	32.0%	39.6%	42.1%	24.9%	29.1%	42.1%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, male students were significantly **more** likely than female students to carry a weapon such as a gun, knife, or club.
- In 2013, students that identify as White or as having multiple races were significantly **more** likely than Black students to carry a weapon such as a gun, knife, or club.



## Percent of students who had been threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months



\*Non-Hispanic

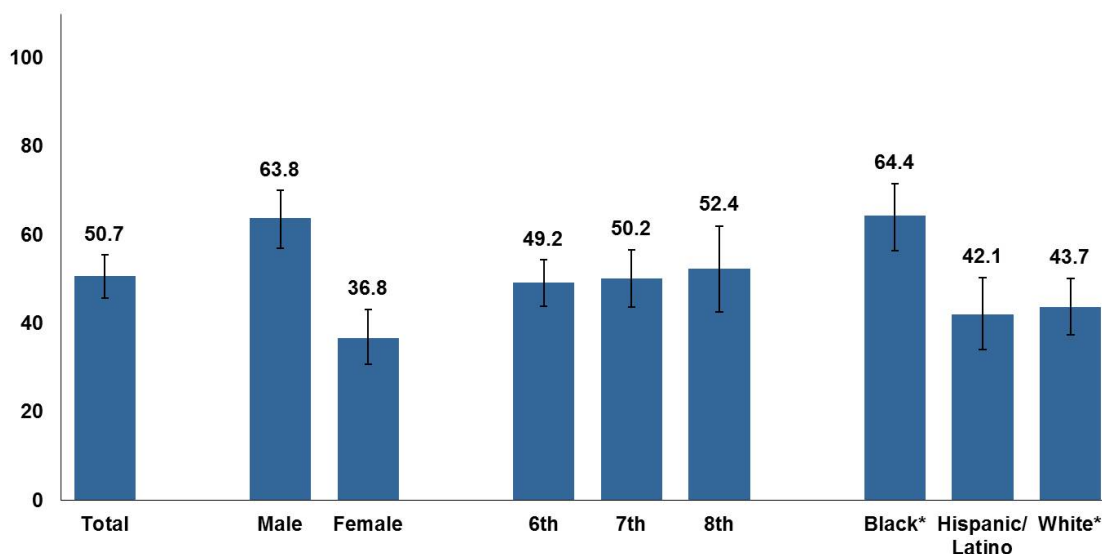
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1997	10.2%	11.6%	8.7%	10.1%	10.5%	10.1%	9.7%	10.8%			
2001	10.8%	12.3%	9.1%	10.5%	11.0%	9.0%	9.9%	11.9%	11.0%	14.5%	
2003	10.0%	10.7%	9.2%	10.1%	10.9%	8.6%	8.9%	10.9%	13.0%	15.2%	
2005	11.3%	12.0%	10.4%	11.4%	10.9%	11.4%	9.9%	13.0%	13.3%	16.7%	10.8%
2007	7.6%	8.9%	6.1%	5.7%	9.1%	7.2%	7.0%	8.4%	8.4%	5.3%	14.9%
2009	4.7%	6.5%	3.0%	4.7%	5.0%	4.5%	4.9%	4.6%	2.6%	8.1%	2.6%
2011	5.2%	6.7%	3.6%	5.1%	5.7%	4.4%	3.6%	7.2%	3.6%	11.7%	
2013	4.1%	4.7%	3.5%	3.0%	5.5%	3.5%	2.5%	5.0%	6.7%	11.0%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students that identify as having multiple races were **significantly more** likely than students who identify as White or Hispanic/Latino to report being threatened or injured by someone with a weapon such as a gun, knife, or club on school property during the past 12 months.
- The percent of students who were threatened or injured by someone with a weapon such as a gun, knife, or club on school property during the past 12 months has **decreased significantly** from 2007-2013.



## Percent of students who have ever been in a physical fight



\*Non-Hispanic

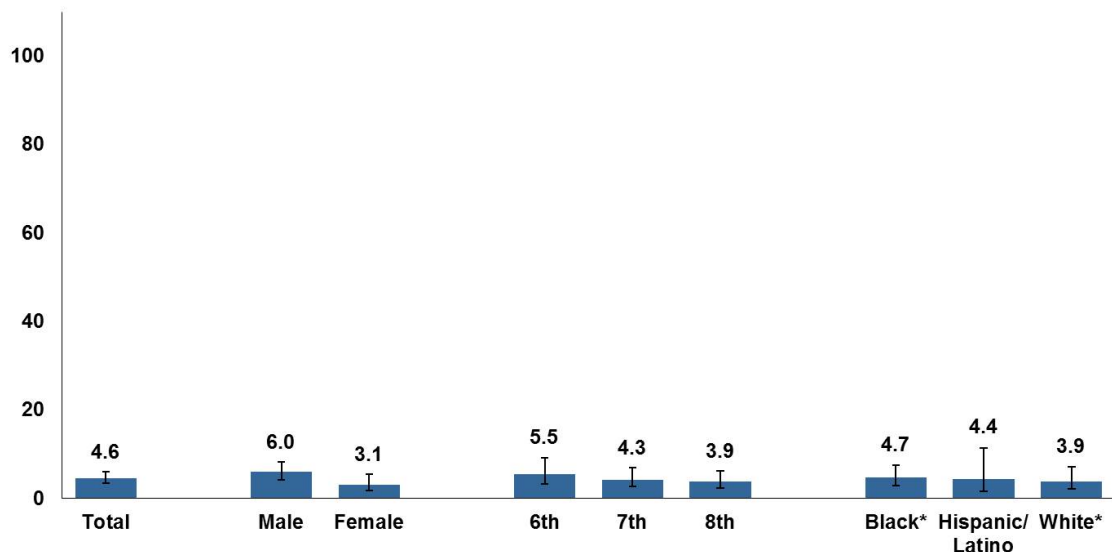
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2005	58.1%	72.8%	44.1%	53.5%	56.1%	63.6%	53.2%	69.8%	60.2%	63.4%	54.6%
2007	56.5%	70.1%	42.3%	54.3%	56.8%	58.2%	50.3%	67.8%	55.4%	58.6%	57.8%
2009	53.1%	67.2%	38.9%	48.9%	51.3%	58.0%	47.3%	68.3%	52.4%	64.9%	50.3%
2011	55.4%	69.1%	41.4%	49.8%	56.8%	59.2%	46.1%	73.0%	55.9%	65.0%	51.1%
2013	50.7%	63.8%	36.8%	49.2%	50.2%	52.4%	43.7%	64.4%	42.1%	70.1%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, male students were significantly **more** likely than female students to report ever being in a physical fight.
- In 2013, students that identify as Black were significantly **more** likely than students who identify as White or Hispanic/Latino to report ever being in a physical fight.
- In 2013, students that identify as having multiple races were significantly **more** likely than students who identify as White or Hispanic/Latino to report ever being in a physical fight.



## Percent of students who have ever been hurt in a physical fight and had to be treated by a doctor or nurse



\*Non-Hispanic

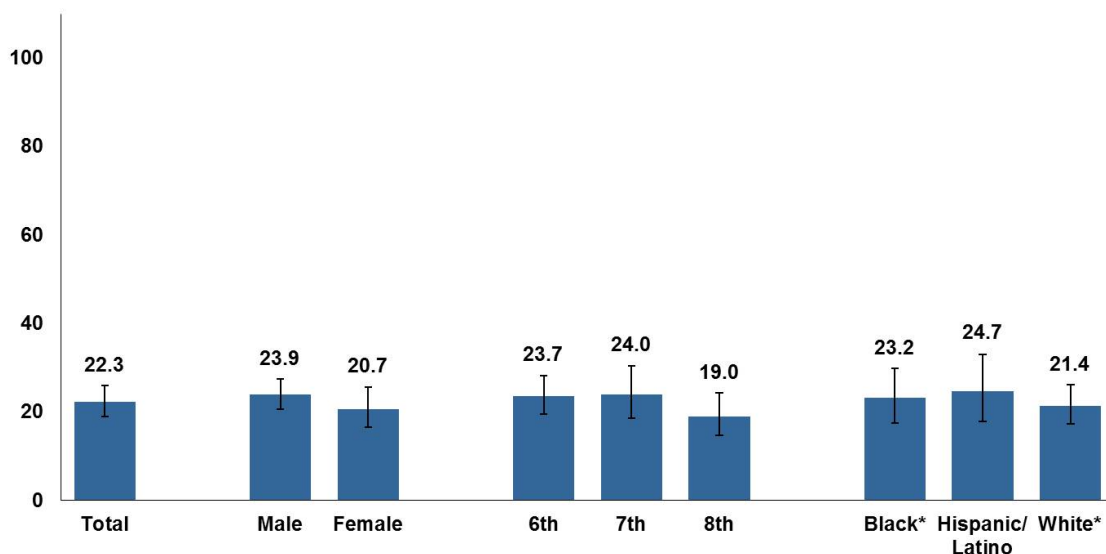
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
1995	5.5%	7.1%	3.8%	4.9%	6.1%	5.3%	4.9%	6.2%			
1997	7.6%	9.2%	6.0%	7.1%	6.8%	8.9%	7.5%	6.7%			
2001	10.2%	14.4%	5.9%	10.8%	9.3%	10.4%	10.4%	10.1%	8.4%	11.7%	
2003	10.4%	14.4%	6.1%	10.8%	9.8%	10.2%	11.0%	8.2%		14.7%	
2005	7.2%	9.2%	5.1%	6.8%	7.6%	7.0%	6.8%	6.8%	10.7%	8.4%	6.5%
2007	5.3%	6.7%	3.9%	4.6%	6.5%	4.5%	4.8%	5.4%	5.6%	11.1%	14.2%
2009	5.2%	6.9%	3.6%	5.2%	4.9%	5.5%	4.8%	5.0%	5.5%	4.8%	4.5%
2011	5.1%	6.7%	3.4%	4.5%	5.4%	4.9%	4.4%	5.7%	6.9%	6.1%	5.4%
2013	4.6%	6.0%	3.1%	5.5%	4.3%	3.9%	3.9%	4.7%	4.4%	8.5%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- From 1995-2013, there was a significant decrease in the percentage of students who reported ever being in a physical fight and had to be treated by a doctor or nurse.



## Percent of students who had property, such as their clothing or books, stolen or deliberately damaged on school property during the past 12 months



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2007	27.5%	26.9%	28.7%	25.1%	28.2%	29.9%	28.7%	25.1%	29.4%	26.1%	27.2%
2009	28.4%	29.5%	27.3%	29.1%	27.1%	28.7%	29.1%	27.5%	23.4%	38.7%	24.7%
2011	26.5%	28.6%	24.4%	25.6%	28.8%	24.9%	26.6%	23.8%	26.6%	29.5%	28.1%
2013	22.3%	23.9%	20.7%	23.7%	24.0%	19.0%	21.4%	23.2%	24.7%	20.7%	

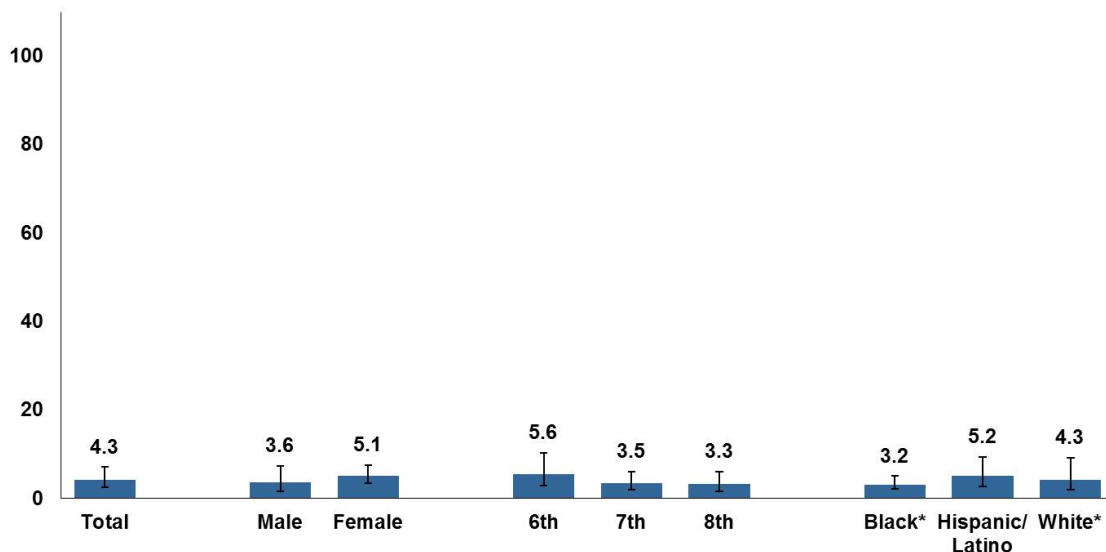
*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- From 2011-2013, there was a significant **decrease** in the percentage of students who reported having property, such as their clothing or books, stolen or deliberately damaged on school property during the past 12 months.





## Percent of students who did not go to school because they felt unsafe at school or on their way to or from school during the past 30 days



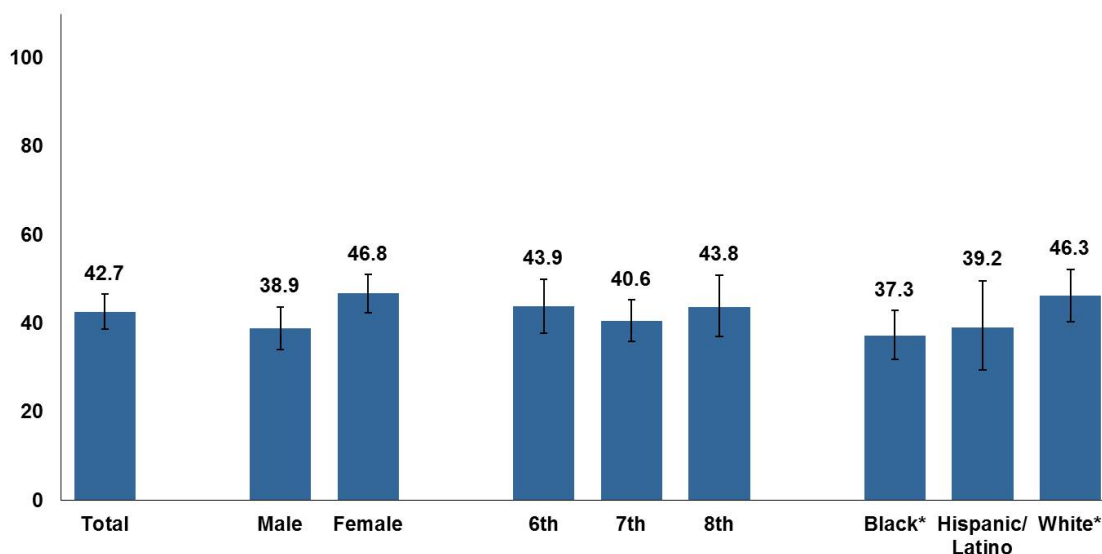
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
2005	9.1%	9.3%	8.8%	9.6%	9.4%	7.8%	7.5%	10.4%	12.5%	11.7%	11.3%
2007	5.7%	4.8%	6.6%	6.1%	7.8%	2.9%	5.4%	5.3%	7.6%	8.2%	10.1%
2009	3.7%	3.8%	3.6%	4.0%	3.6%	3.3%	3.4%	3.5%	4.6%	3.4%	6.0%
2011	3.6%	4.0%	3.1%	4.8%	3.2%	2.4%	2.0%	5.0%	8.6%	3.3%	
2013	4.3%	3.6%	5.1%	5.6%	3.5%	3.3%	4.3%	3.2%	5.2%		

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



## Percent of students who have ever been bullied on school property



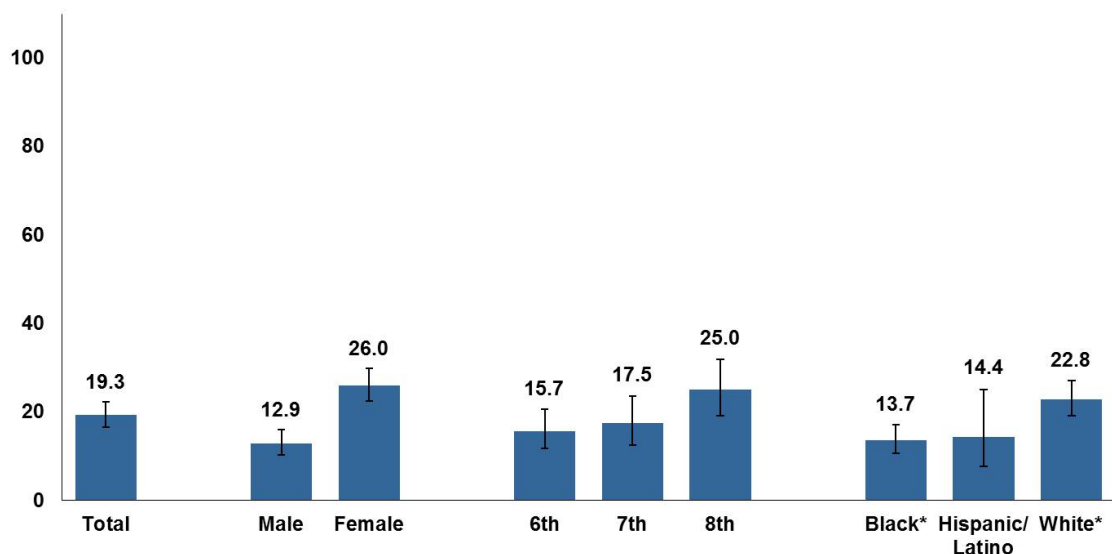
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	41.7%	39.8%	43.7%	44.3%	42.9%	38.5%	46.0%	29.8%	34.9%	52.9%	37.8%
2011	42.1%	37.5%	47.1%	43.9%	40.5%	42.1%	46.3%	34.2%	41.2%	51.0%	36.8%
2013	42.7%	38.9%	46.8%	43.9%	40.6%	43.8%	46.3%	37.3%	39.2%	50.4%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



## Percent of students who have ever been electronically bullied



\*Non-Hispanic

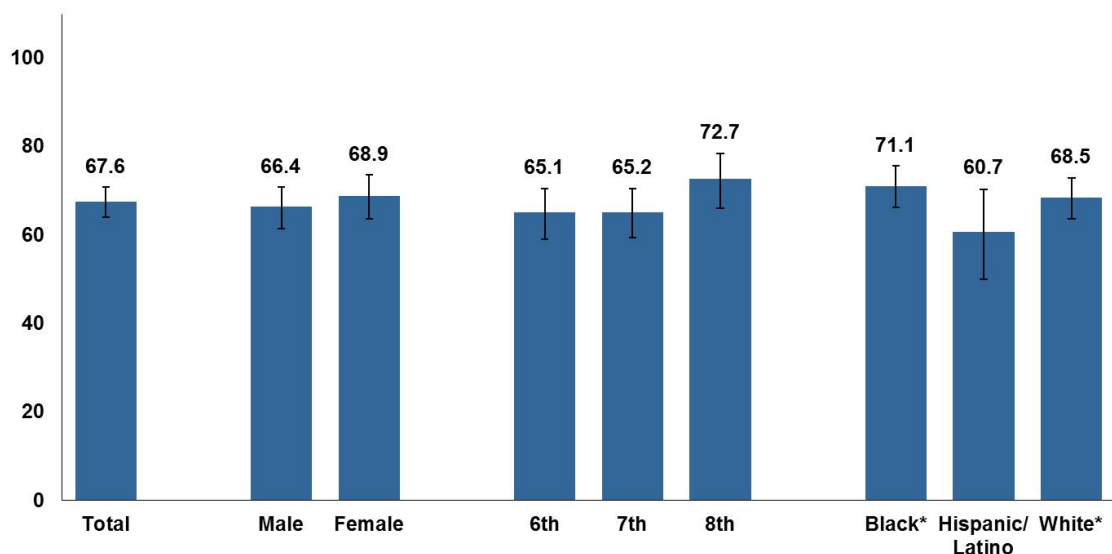
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	21.4%	14.7%	28.2%	18.9%	21.4%	23.4%	23.5%	19.6%	17.6%	22.0%	16.2%
2011	20.8%	14.9%	26.9%	18.4%	23.2%	20.2%	24.5%	15.7%	14.6%	27.6%	21.1%
2013	19.3%	12.9%	26.0%	15.7%	17.5%	25.0%	22.8%	13.7%	14.4%	23.5%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, female students were significantly **more** likely than male students to report being electronically bullied.
- In 2013, students that identify as Black were significantly **less** likely than students who identify as White to report being electronically bullied.



## Percent of students who have seen other students being bullied in their school



\*Non-Hispanic

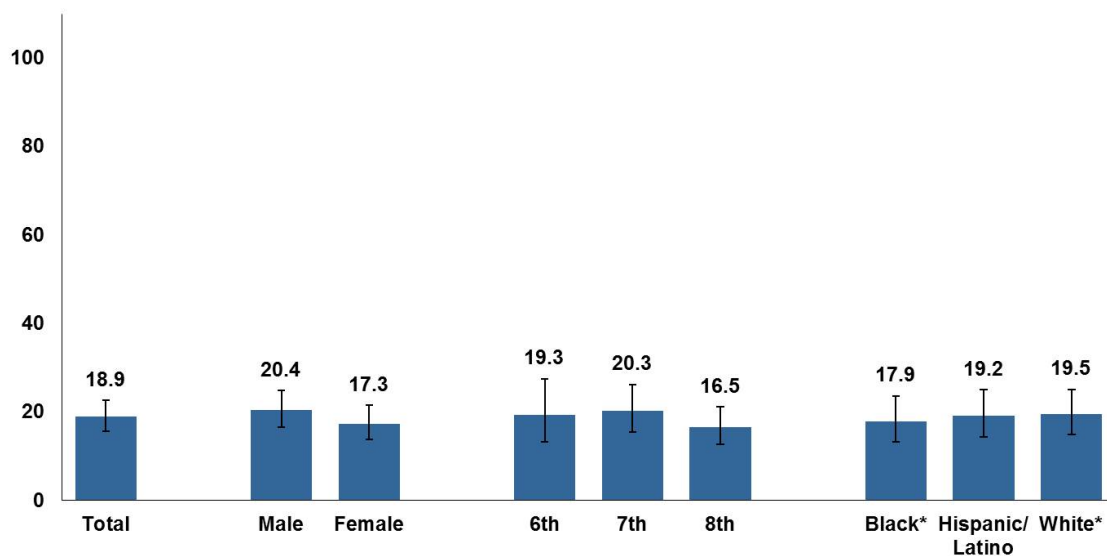
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	74.3%	72.9%	75.6%	70.4%	75.4%	76.3%	75.6%	75.9%	67.6%	76.0%	69.9%
2011	72.9%	71.0%	75.3%	70.5%	70.1%	78.6%	74.0%	74.4%	66.2%	80.1%	
2013	67.6%	66.4%	68.9%	65.1%	65.2%	72.7%	68.5%	71.1%	60.7%		

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- From 2011-2013, there was a significant **decrease** in the percentage of students who have seen other students being bullied in their school.



# **Percent of students who have ever been the victim of teasing or name calling during the past 12 months because someone thought they were gay, lesbian, or bisexual**



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	21.9%	23.5%	20.3%	19.8%	22.3%	23.5%	23.6%	19.6%	16.9%	32.3%	21.9%
2013	18.9%	20.4%	17.3%	19.3%	20.3%	16.5%	19.5%	17.9%	19.2%	23.4%	



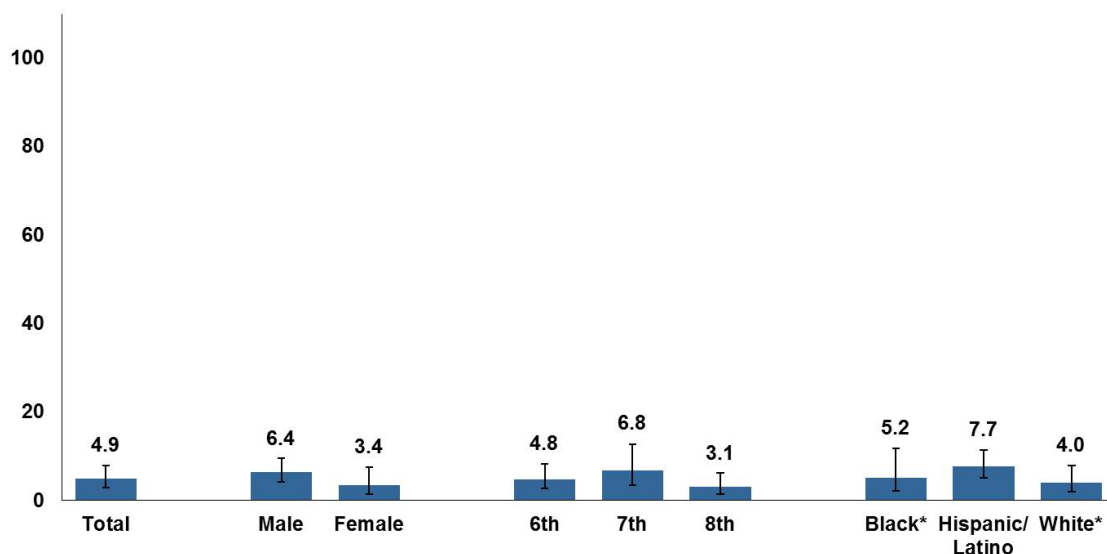
## ***Tobacco Use***

Tobacco use, including cigarette smoking, cigar smoking, and smokeless tobacco use, is the single leading preventable cause of death in the United States. According to the CDC, smoking causes an estimated 435,000 premature deaths each year and over 5 million years of potential life lost.<sup>1</sup> Cigarette smoking causes 87% of lung cancer deaths. Lung cancer is the leading cause of cancer death in both men and women. Smoking is also responsible for most cancers of the larynx, oral cavity and pharynx, esophagus, and bladder.<sup>2</sup>

8 in 10 adult smokers report that they began smoking before age 18. In addition, teen smokeless tobacco users are more likely than nonusers to become adult cigarette smokers.<sup>3-4</sup> Every day, more than 3,800 youth under age 18 try their first cigarette, and about 1,000 youth under age 18 begin smoking on a daily basis.<sup>5</sup>



## Percent of students who smoked a whole cigarette for the first time before the age of 11



\*Non-Hispanic

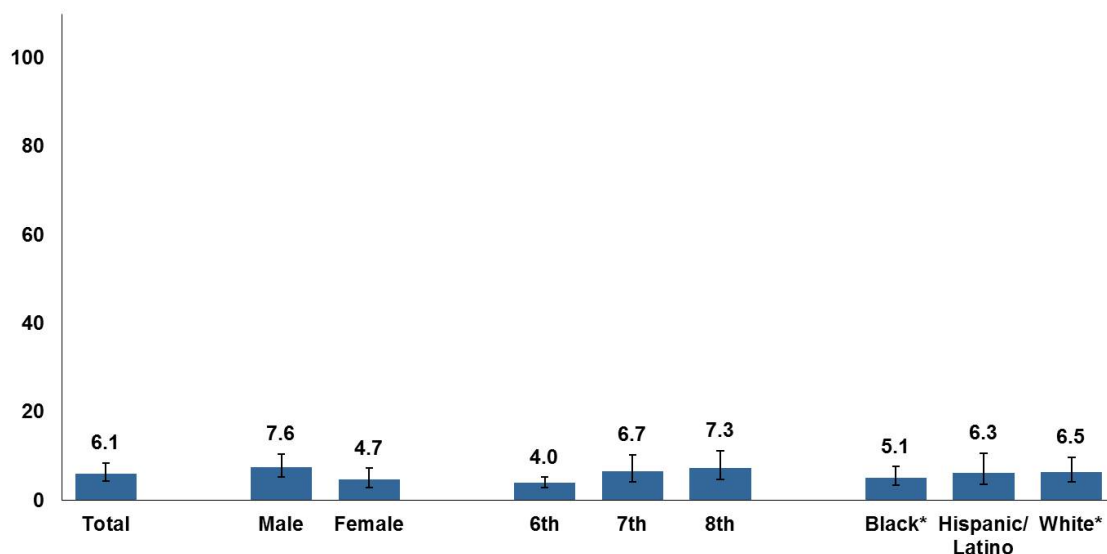
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1995	16.8%	20.2%	13.1%	14.8%	16.2%	18.6%	16.7%	13.4%			
1997	17.6%	22.4%	12.5%	15.3%	17.5%	19.7%	19.7%	13.8%			
2001	10.6%	13.2%	7.8%	7.8%	11.2%	12.3%	11.3%	9.0%	12.7%	11.7%	
2003	11.6%	14.3%	8.7%	12.3%	10.6%	12.0%	10.6%	11.7%		17.3%	
2005	10.0%	11.1%	8.8%	8.1%	9.3%	12.3%	9.1%	9.9%	10.1%	11.2%	16.1%
2007	8.8%	9.6%	8.0%	6.4%	10.2%	9.3%	7.6%	9.6%	10.5%	6.8%	14.3%
2009	6.3%	7.0%	5.5%	5.3%	6.6%	6.5%	5.6%	5.1%	7.3%	8.6%	9.7%
2011	6.4%	6.7%	5.7%	4.9%	6.2%	7.8%	4.7%	8.2%	8.3%	7.3%	10.2%
2013	4.9%	6.4%	3.4%	4.8%	6.8%	3.1%	4.0%	5.2%	7.7%	9.1%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students smoked a whole cigarette for the first time before age 11 years has **decreased significantly** from 2007-2013.



## Percent of students who smoked cigarettes on one or more of the past 30 days



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1995	22.8%	26.2%	19.2%	11.8%	23.7%	30.4%	24.5%	17.7%			
1997	23.0%	25.3%	20.7%	14.2%	22.3%	31.5%	25.8%	17.9%			
2001	11.6%	12.6%	10.6%	6.5%	11.9%	16.1%	12.9%	9.4%	9.7%	11.0%	
2003	12.8%	13.7%	11.6%	6.7%	12.6%	18.0%	12.4%	12.9%		16.5%	
2005	11.9%	12.6%	11.1%	6.0%	12.0%	16.8%	10.3%	13.7%	14.3%	13.3%	15.5%
2007	11.7%	10.9%	12.5%	9.3%	14.0%	11.3%	10.9%	10.7%	19.2%	11.7%	12.2%
2009	7.5%	8.6%	6.4%	4.7%	6.4%	10.5%	6.9%	7.4%	8.1%	9.0%	8.9%
2011	7.6%	8.0%	6.6%	5.8%	6.7%	9.8%	5.1%	8.4%	12.4%	8.2%	12.8%
2013	6.1%	7.6%	4.7%	4.0%	6.7%	7.3%	6.5%	5.1%	6.3%	6.0%	

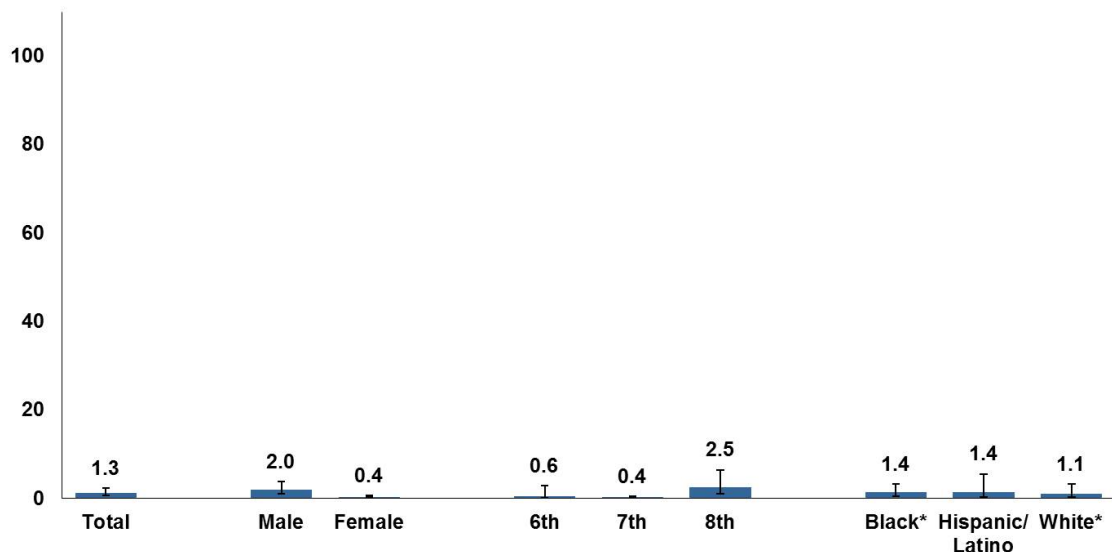
*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who smoked cigarettes on one or more of the past 30 days has **decreased significantly** from 1995-2013.





## Percent of students who smoked cigarettes on 20 or more of the past 30 days



\*Non-Hispanic

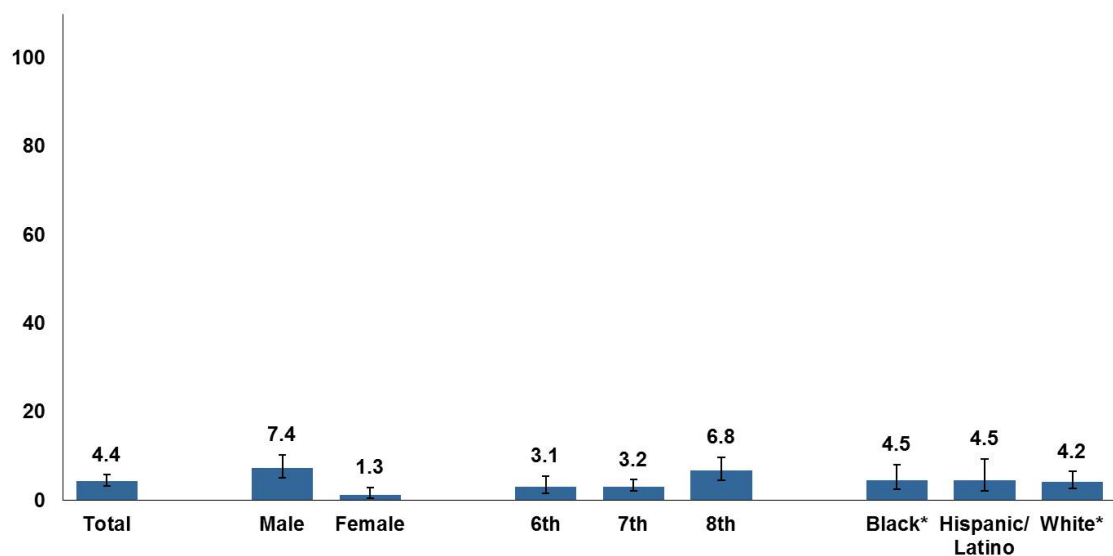
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2005	2.1%	2.3%	2.0%	0.6%	1.8%	3.8%	2.2%	1.5%	3.0%	2.5%	2.7%
2007	1.8%	2.0%	1.6%	0.6%	1.8%	2.7%	1.9%	1.2%	1.5%	1.5%	6.1%
2009	1.2%	1.7%	0.8%	0.5%	0.8%	2.1%	1.4%	0.2%	0.9%	1.8%	3.2%
2011	1.2%	1.3%	1.2%	0.8%	1.0%	1.9%	0.9%	1.6%	2.1%	1.8%	1.3%
2013	1.3%	2.0%	0.4%	0.6%	0.4%	2.5%	1.1%	1.4%	1.4%	2.6%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who smoked cigarettes on 20 or more of the past 30 days has **decreased** significantly from 1995-2013.
- In 2013, male students were significantly **more** likely than female students to have smoked cigarettes on 20 or more of the past 30 days.



## Percent of students who used chewing tobacco, snuff, or dip on one or more of the past 30 days



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	5.9%	7.2%	4.0%	4.4%	5.2%	7.7%	5.4%	4.2%	8.7%	2.9%	8.8%
2013	4.4%	7.4%	1.3%	3.1%	3.2%	6.8%	4.2%	4.5%	4.5%	3.5%	

- In 2013, male students were significantly **more** likely than female students to report using chewing tobacco, snuff, or dip on one or more of the past 30 days.

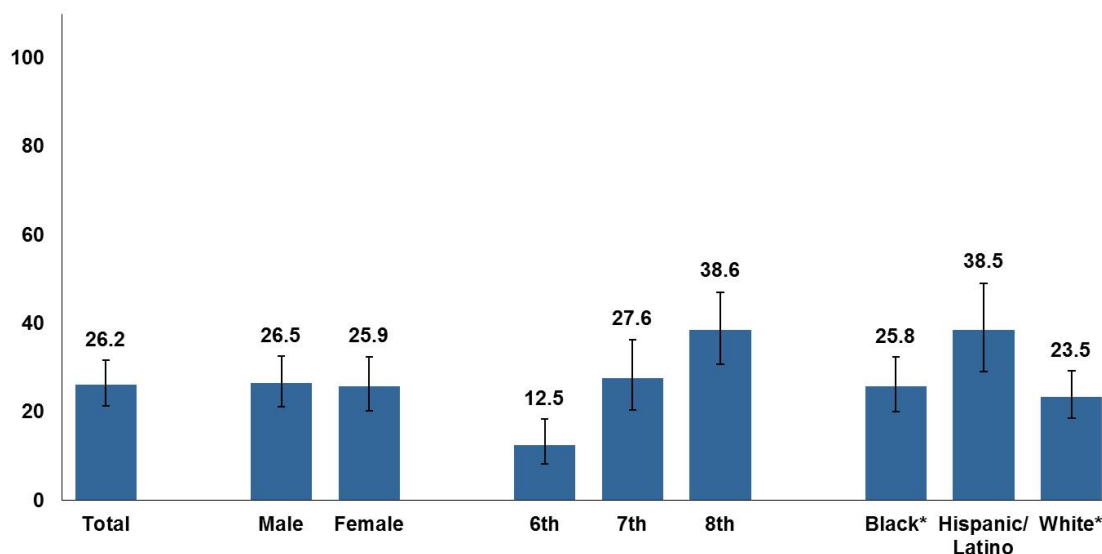


## *Alcohol Use*

Alcohol abuse, including binge drinking and underage drinking, is the third leading preventable cause of death in the United States.<sup>1</sup> Among youth, the use of alcohol and other drugs has also been linked to unintentional injuries, physical fights, academic and occupational problems, and illegal behavior.<sup>2</sup> Long-term alcohol misuse is associated with liver disease, cancer, cardiovascular disease, and neurological damage as well as mental health problems. Drug use contributes directly and indirectly to the HIV epidemic, and alcohol and other drug use contribute markedly to infant morbidity and mortality.<sup>3</sup> It is illegal for a person less than 21 years old to purchase, to attempt to purchase, or to possess alcohol.



## Percent of students who ever had a drink of alcohol, other than a few sips



\*Non-Hispanic

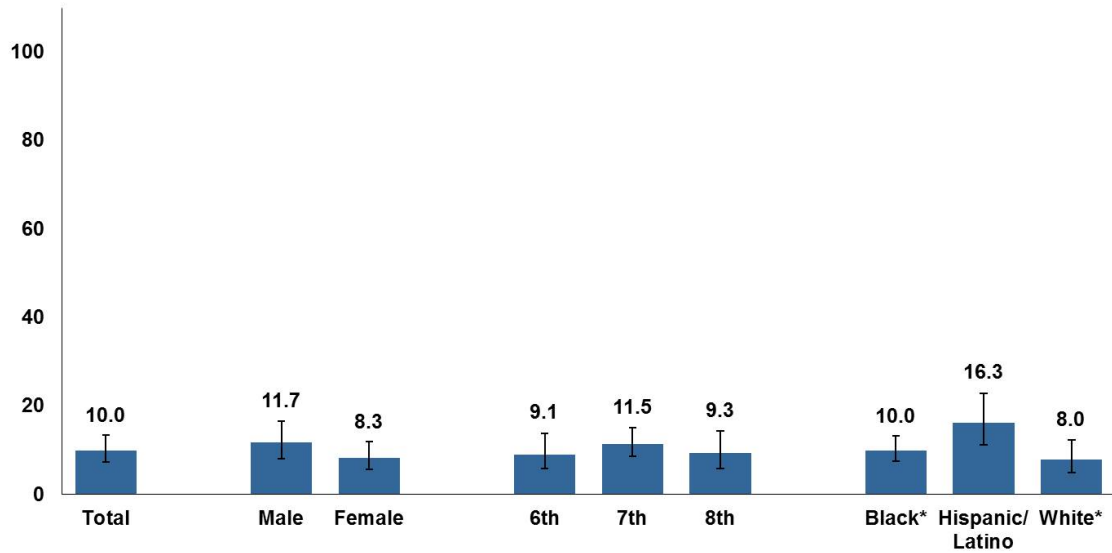
	Total	Male	Female	6 <sup>th</sup>	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
2005	34.9%	37.0%	32.9%	22.1%	32.9%	47.7%	33.2%	36.9%	38.5%	36.6%	38.4%
2007	33.6%	35.7%	31.5%	24.2%	32.1%	43.9%	31.2%	35.6%	41.0%	37.6%	30.0%
2009	30.0%	31.1%	28.8%	18.2%	27.4%	41.3%	26.7%	36.5%	35.2%	33.0%	27.9%
2011	29.2%	29.8%	28.6%	15.2%	27.9%	44.4%	25.6%	32.3%	37.9%	35.2%	34.9%
2013	26.2%	26.5%	25.9%	12.5%	27.6%	38.6%	23.5%	25.8%	38.5%	38.5%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, 8<sup>th</sup> grade students were significantly more likely than 6<sup>th</sup> grade students to report ever having a drink of alcohol, other than a few sips.
- In 2013, 7<sup>th</sup> grade students were significantly more likely than 6<sup>th</sup> grade students to report ever having a drink of alcohol, other than a few sips.
- From 2007-2013, there was a significant decrease in the percentage of students who reported ever having a drink of alcohol, other than a few sips.



## Percent of students who had their first drink of alcohol other than a few sips before age 11 years



\*Non-Hispanic

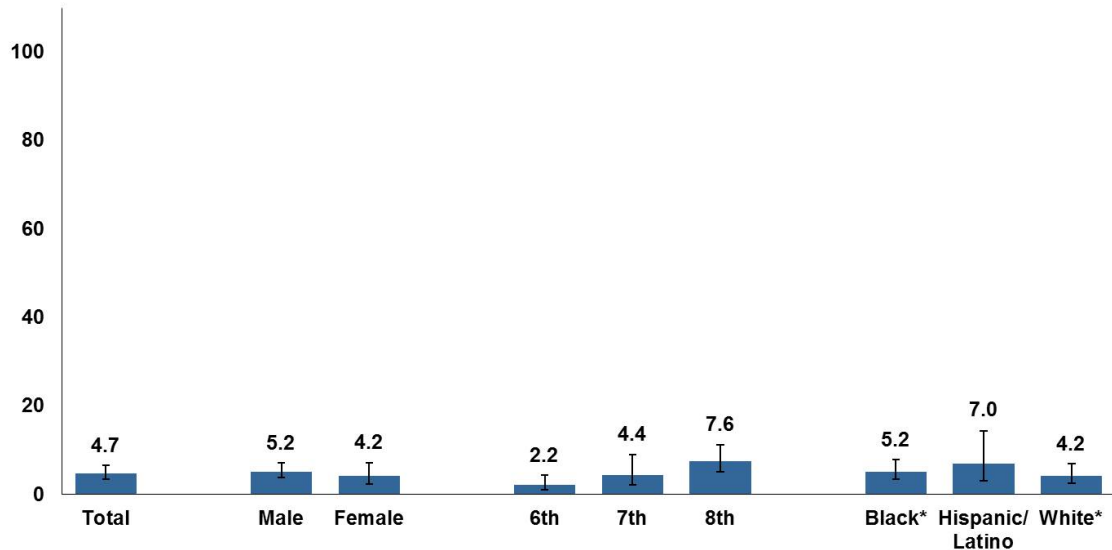
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2001	14.8%	19.2%	10.3%	14.5%	15.4%	14.4%	12.9%	18.1%	25.7%	16.3%	
2003	17.8%	20.5%	14.8%	15.7%	19.4%	16.9%	15.0%	19.8%		26.1%	
2005	14.6%	16.9%	12.3%	15.1%	14.4%	14.7%	12.7%	17.9%	17.3%	14.7%	16.5%
2007	15.9%	18.4%	13.5%	16.3%	18.2%	13.1%	13.5%	17.6%	23.0%	19.8%	13.3%
2009	11.0%	12.0%	10.0%	11.5%	10.8%	10.3%	8.8%	13.3%	13.8%	17.2%	11.6%
2011	11.5%	12.3%	10.5%	9.4%	11.1%	14.2%	9.6%	12.2%	17.3%	11.3%	19.1%
2013	10.0%	11.7%	8.3%	9.1%	11.5%	9.3%	8.0%	10.0%	16.3%	13.9%	

*In 2003 and 2005, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- From 2007-2013, there was a significant **decrease** in the percentage of students who reported having their first drink of alcohol other than a few sips before age 11 years.



## Percent of students who usually got the alcohol they drank from someone who gave it to them during the past 30 days



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	6.6%	5.8%	7.4%	4.0%	5.2%	10.0%	5.8%	9.4%	6.7%	7.2%	3.9%
2011	5.4%	5.8%	5.0%	2.2%	6.4%	7.8%	5.0%	6.4%	4.5%	4.2%	
2013	4.7%	5.2%	4.2%	2.2%	4.4%	7.6%	4.2%	5.2%	7.0%	8.4%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, 8<sup>th</sup> grade students were significantly more likely than 6<sup>th</sup> grade students to report they usually got the alcohol they drank from someone who gave it to them during the past 30 days.
- From 2009-2013, there was a significant decrease in the percentage of students who usually got the alcohol they drank from someone who gave it to them during the past 30 days.

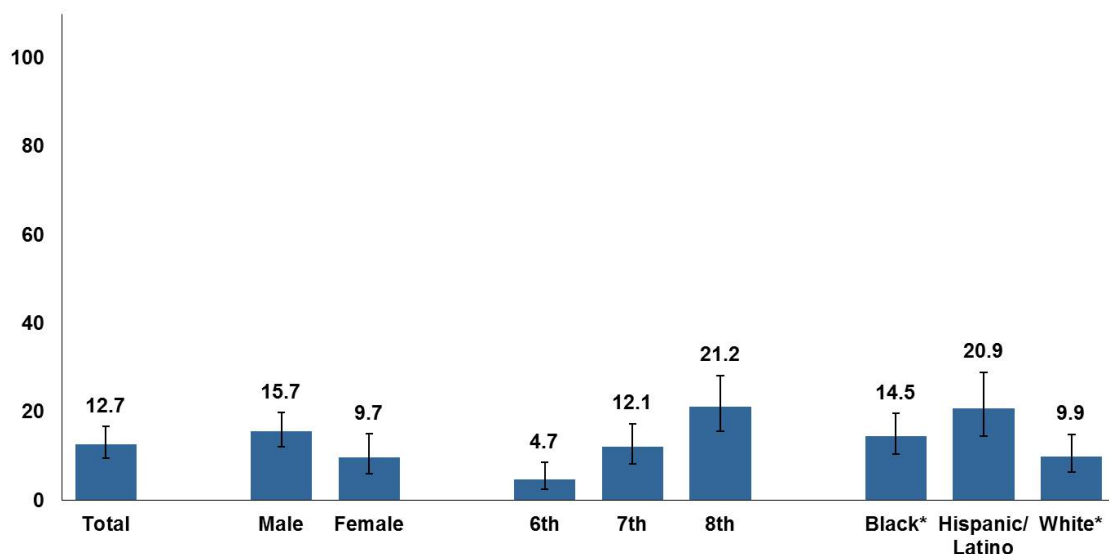


### ***Other Drug Use***

The NCYRBS asks several questions about lifetime and current use of various drugs including marijuana, cocaine, hallucinogens, ecstasy, heroin, steroids, methamphetamines, and inhaled substances. Drug use among young people is related to suicide, early unwanted pregnancy, school failure, delinquency, and transmission of sexually transmitted infections (STI), including human immunodeficiency virus (HIV).<sup>1</sup> Among youth, the use of alcohol and other drugs has also been linked to unintentional injuries, physical fights, academic and occupational problems, and illegal behavior.<sup>2</sup>



## Percent of students who ever used marijuana



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
1995	17.1%	22.1%	12.0%	7.2%	15.9%	26.5%	15.5%	20.7%			
1997	20.2%	24.1%	16.1%	9.4%	19.0%	30.9%	20.4%	21.0%			
2001	12.1%	15.1%	9.1%	5.6%	11.9%	18.4%	11.7%	13.6%	8.9%	11.0%	
2003	13.2%	15.2%	11.0%	6.8%	11.7%	20.2%	11.9%	15.9%		11.7%	
2005	12.7%	14.7%	10.8%	4.4%	10.5%	21.9%	10.1%	17.8%	15.6%	14.5%	14.2%
2007	11.9%	13.6%	10.0%	6.0%	12.1%	16.7%	9.2%	15.9%	13.6%	13.5%	18.8%
2009	9.5%	11.1%	7.9%	3.7%	8.7%	14.8%	7.5%	13.7%	12.6%	7.5%	10.7%
2011	11.4%	13.5%	8.9%	5.1%	9.5%	18.4%	7.3%	18.1%	13.2%	12.1%	15.1%
2013	12.7%	15.7%	9.7%	4.7%	12.1%	21.2%	9.9%	14.5%	20.9%	25.0%	

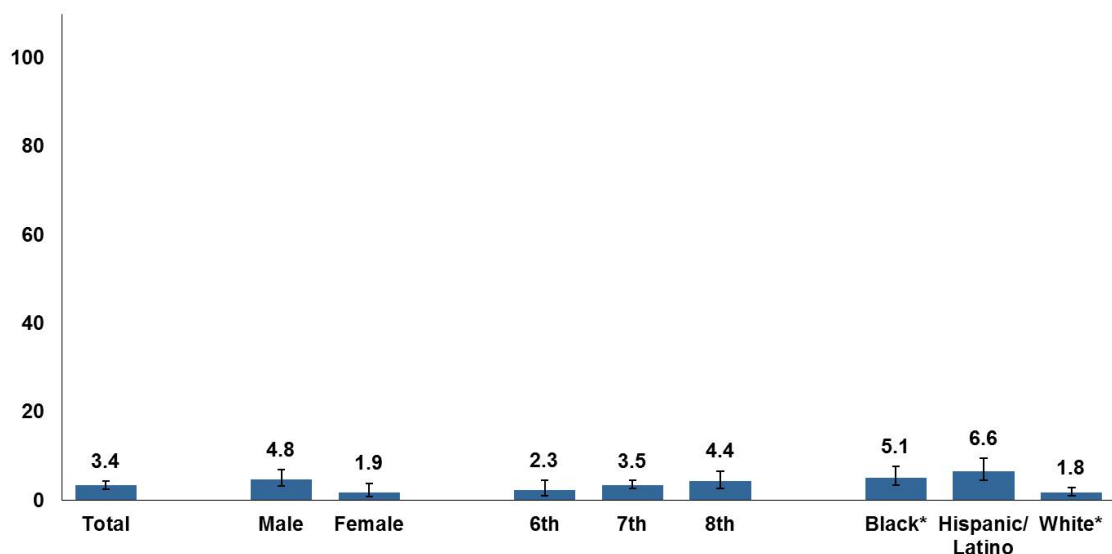
*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, 8th grade students were significantly more likely than 6<sup>th</sup> grade students to report ever using marijuana.





## Percent of students who tried marijuana for the first time before the age of 11 years



\*Non-Hispanic

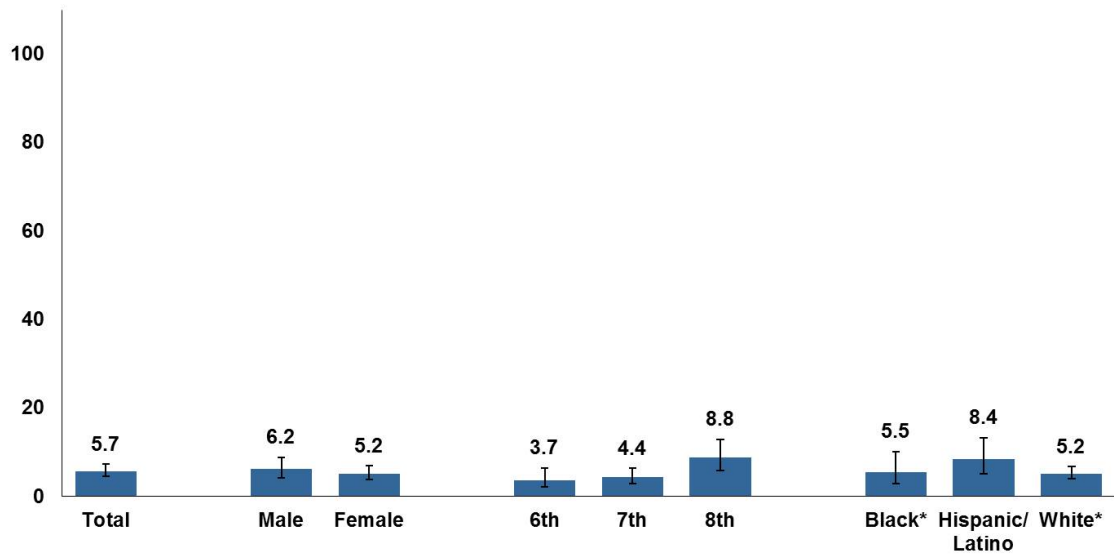
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1995	3.6%	5.6%	1.7%	3.6%	3.7%	3.5%	3.0%	4.2%			
1997	5.5%	7.1%	3.8%	3.4%	5.8%	7.1%	5.2%	6.2%			
2001	3.5%	5.0%	2.0%	3.0%	4.6%	3.0%	3.6%	3.6%	2.8%	1.1%	
2003	3.9%	5.5%	2.3%	3.5%	3.3%	4.8%	2.5%	5.8%		6.3%	
2005	4.8%	6.3%	3.5%	4.6%	4.6%	5.3%	3.9%	5.9%	7.1%	5.5%	6.0%
2007	3.6%	3.9%	3.2%	3.7%	3.5%	3.1%	2.8%	3.8%	4.8%	3.0%	12.6%
2009	2.8%	3.5%	2.1%	1.5%	3.6%	3.1%	2.4%	2.1%	4.5%	3.3%	4.0%
2011	3.9%	4.8%	2.7%	3.1%	4.0%	4.2%	2.1%	6.7%	4.8%	3.3%	4.4%
2013	3.4%	4.8%	1.9%	2.3%	3.5%	4.4%	1.8%	5.1%	6.6%	8.0%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students who identify as Black were significantly **more** likely than students who identify as White to have tried marijuana for the first time before age 11 years.



## Percent of students who used marijuana during the past 30 days



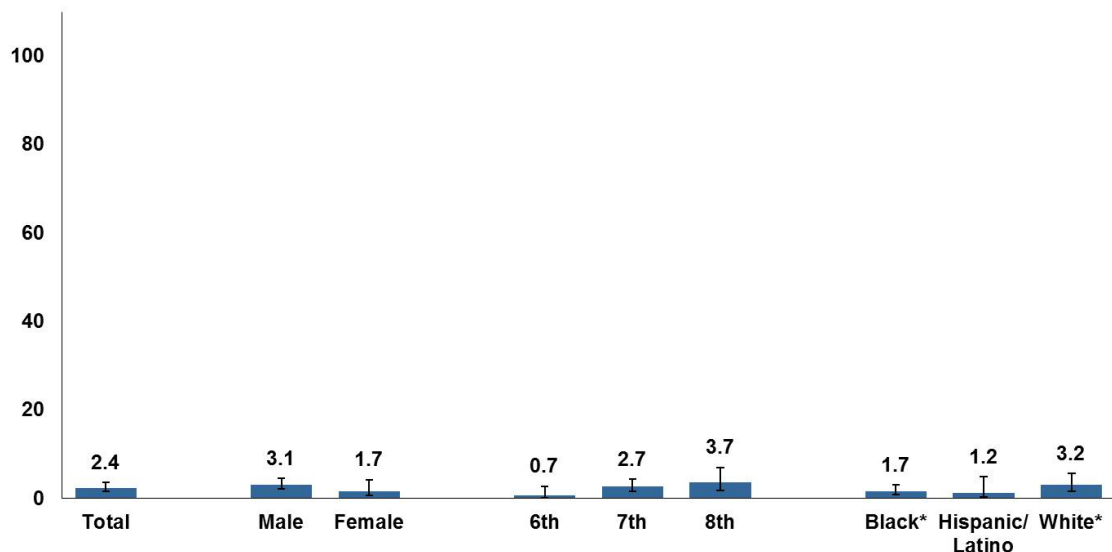
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
1997	13.7%	16.6%	10.7%	7.6%	12.9%	20.1%	14.3%	12.8%			
2001	6.3%	8.0%	4.3%	2.1%	7.4%	8.8%	5.6%	7.6%	4.1%	7.4%	
2003	8.5%	9.9%	6.7%	4.3%	7.4%	13.1%	7.2%	10.3%		9.0%	
2005	7.4%	8.7%	6.1%	2.7%	6.6%	11.9%	5.3%	11.7%	10.0%	5.9%	8.9%
2007	5.7%	6.7%	4.6%	3.5%	5.9%	7.3%	4.2%	7.2%	5.6%	9.1%	10.6%
2009	5.0%	5.3%	4.6%	2.5%	3.6%	8.0%	4.0%	6.1%	6.2%	7.3%	5.7%
2011	6.3%	7.8%	4.6%	4.6%	6.6%	7.6%	4.2%	9.2%	8.8%	5.8%	
2013	5.7%	6.2%	5.2%	3.7%	4.4%	8.8%	5.2%	5.5%	8.4%		

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



## Percent of students who used any form of cocaine, including powder, crack, or freebase



\*Non-Hispanic

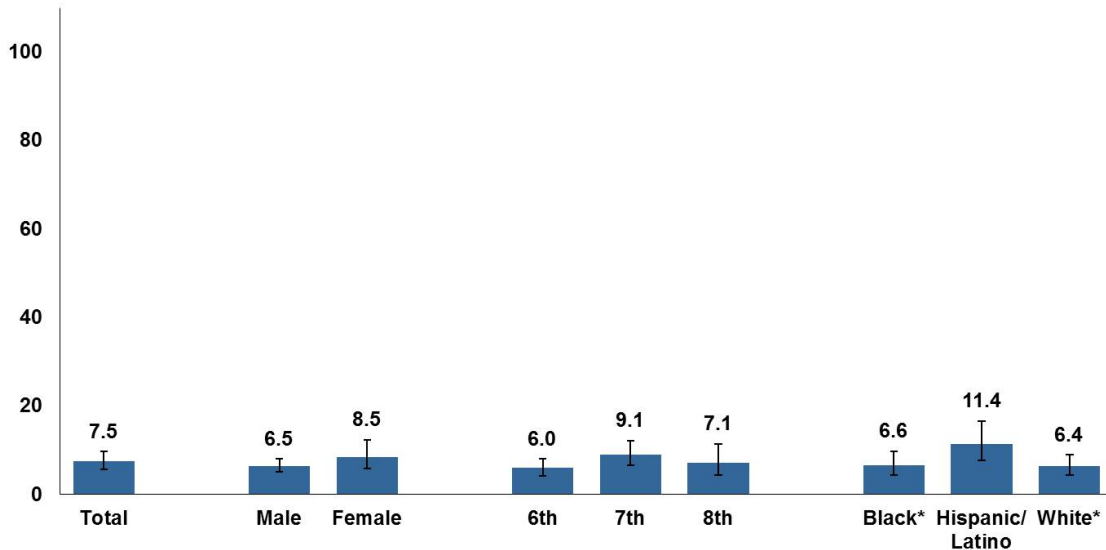
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1995	3.1%	4.5%	1.6%	2.3%	3.0%	3.7%	2.6%	2.6%			
1997	5.6%	6.3%	4.9%	4.7%	5.7%	6.3%	6.5%	3.2%			
2001	4.7%	5.0%	4.4%	2.9%	4.2%	6.3%	4.9%	3.9%	7.3%	8.3%	
2003	5.5%	6.2%	4.8%	4.3%	4.9%	6.6%	5.5%	4.3%		3.6%	
2005	4.5%	4.4%	4.5%	2.9%	4.9%	5.3%	3.9%	4.2%	6.5%	7.4%	4.2%
2007	3.4%	3.6%	3.1%	2.1%	4.1%	3.6%	3.2%	2.4%	5.4%	7.2%	8.0%
2009	3.3%	3.6%	2.9%	2.0%	2.8%	4.2%	2.5%	2.5%	5.5%	5.9%	3.2%
2011	3.1%	3.3%	2.9%	3.3%	2.1%	4.0%	1.8%	3.9%	7.8%	2.0%	3.5%
2013	2.4%	3.1%	1.7%	0.7%	2.7%	3.7%	3.2%	1.7%	1.2%	1.5%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who ever used any form of cocaine, including powder, crack, or freebase has **decreased** significantly from 2001-2013.



## Percent of students who sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high



\*Non-Hispanic

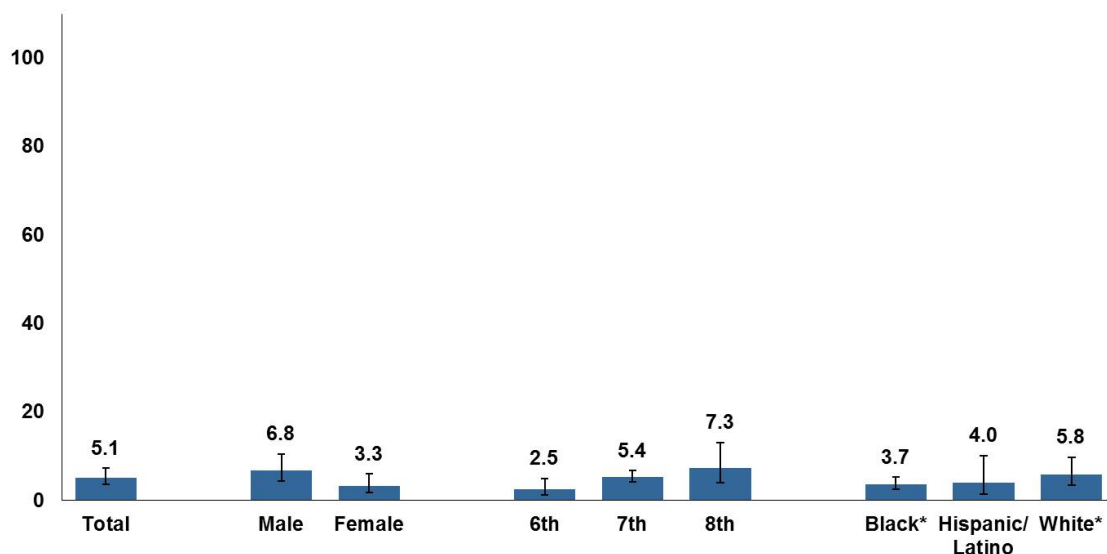
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1995	18.9%	21.3%	16.3%	11.7%	20.5%	23.2%	21.8%	11.1%			
1997	18.4%	16.7%	20.2%	16.0%	17.6%	21.3%	21.8%	12.3%			
2001	14.2%	16.0%	12.2%	14.9%	13.2%	14.3%	15.2%	12.1%	17.2%	14.1%	
2003	15.8%	16.6%	14.8%	14.4%	16.7%	15.3%	15.3%	13.8%		27.7%	
2005	15.5%	15.3%	15.6%	14.4%	15.8%	16.2%	15.7%	13.1%	18.5%	20.6%	12.4%
2007	13.6%	12.1%	15.3%	11.4%	14.8%	14.5%	14.1%	12.6%	13.2%	14.3%	19.3%
2009	12.3%	10.9%	13.8%	10.4%	14.2%	12.0%	10.7%	13.3%	12.3%	20.0%	17.9%
2011	11.5%	9.7%	13.2%	8.5%	11.8%	14.1%	10.3%	11.7%	16.2%	12.2%	15.4%
2013	7.5%	6.5%	8.5%	6.0%	9.1%	7.1%	6.4%	6.6%	11.4%	13.5%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high has **decreased significantly** from 2011-2013.



## Percent of students who have taken a prescription drug such as OxyContin, Percocet, Demerol, Adoral, Ritalin, or Zanax without a doctor's prescription



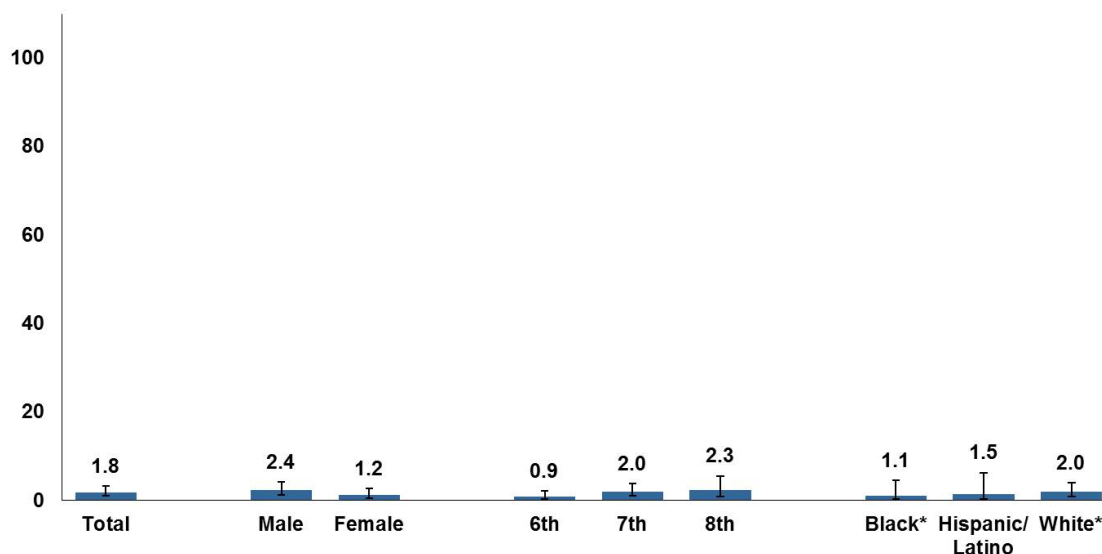
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2005	12.3%	12.3%	12.2%	9.8%	11.1%	15.3%	12.1%	10.8%	10.7%	16.6%	15.8%
2007	7.9%	7.1%	8.6%	5.2%	10.8%	7.0%	8.6%	5.3%	10.6%	10.7%	11.3%
2009	6.5%	6.7%	6.3%	3.4%	6.3%	9.1%	7.3%	4.3%	4.8%	10.5%	5.1%
2011	6.7%	7.4%	5.8%	3.9%	5.7%	10.4%	5.5%	6.8%	9.1%	10.0%	10.7%
2013	5.1%	6.8%	3.3%	2.5%	5.4%	7.3%	5.8%	3.7%	4.0%	8.1%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



## Percent of students who have ever taken steroid pills or shots without a doctor's prescription



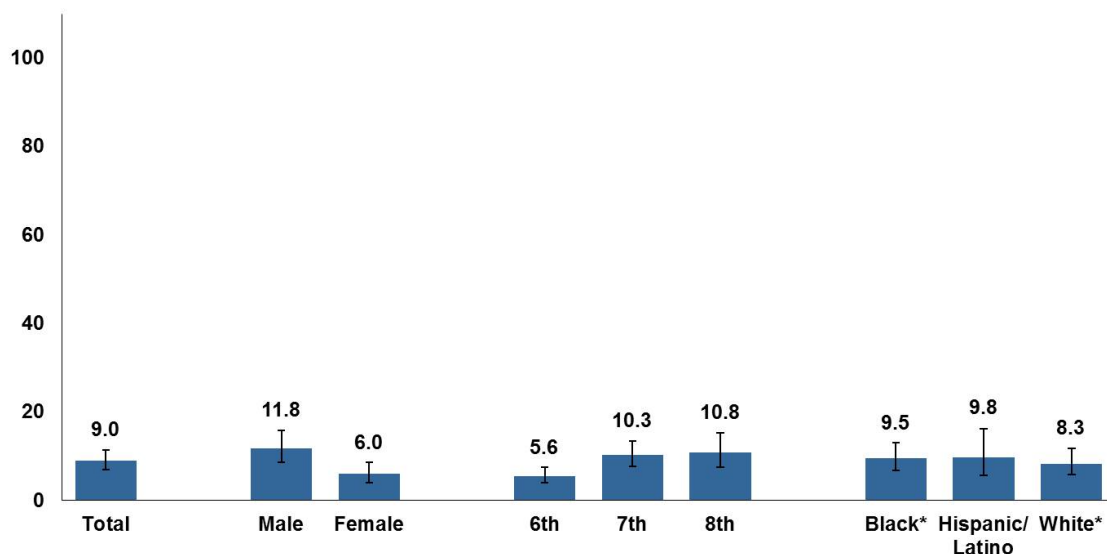
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2001	4.9%	4.9%	4.8%	4.1%	5.7%	4.6%	3.9%	6.0%	12.7%	7.9%	
2003	5.8%	5.8%	5.8%	4.4%	5.9%	6.8%	5.4%	4.6%		9.3%	
2005	2.8%	3.6%	2.1%	3.0%	1.7%	3.8%	2.8%	3.0%	2.3%	2.5%	3.9%
2007	3.0%	2.8%	3.1%	2.3%	3.7%	2.6%	2.5%	3.0%	3.9%	6.5%	8.1%
2009	1.9%	2.1%	1.7%	0.7%	2.8%	2.2%	1.8%	1.3%	2.0%	2.7%	3.2%
2011	2.5%	2.6%	2.4%	2.6%	1.9%	3.0%	1.6%	2.4%	5.6%	3.2%	7.9%
2013	1.8%	2.4%	1.2%	0.9%	2.0%	2.3%	2.0%	1.1%	1.5%	2.5%	

*In 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



## Percent of students who were offered, sold, or given an illegal drug on school property during the past 12 months



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1997	14.8%	16.7%	12.8%	8.4%	14.4%	20.8%	17.6%	9.9%			
2001	10.1%	11.2%	9.0%	5.3%	10.8%	13.9%	10.0%	10.0%	10.1%	16.5%	
2003	13.5%	15.7%	11.0%	9.2%	11.5%	19.5%	13.2%	11.9%		13.5%	
2005	11.9%	13.8%	10.0%	6.2%	11.1%	17.2%	11.2%	12.6%	13.1%	14.2%	11.2%
2007	11.4%	12.1%	10.6%	8.3%	12.3%	13.0%	10.6%	11.8%	15.8%	11.8%	11.8%
2009	8.8%	10.4%	7.1%	4.8%	7.9%	12.7%	8.1%	6.9%	11.9%	10.9%	9.6%
2011	9.6%	10.4%	8.9%	4.1%	10.8%	14.7%	8.7%	10.4%	11.4%	8.0%	
2013	9.0%	11.8%	6.0%	5.6%	10.3%	10.8%	8.3%	9.5%	9.8%	11.4%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, 8<sup>th</sup> grade students were significantly more likely than 6<sup>th</sup> grade students to have been offered, sold, or given an illegal drug on school property during the past 12 months.
- In 2013, male students were significantly more likely than female students to have been offered, sold, or given an illegal drug on school property during the past 12 months



## *Weight Management*

Overweight and obesity have been increasing in both genders and among all population groups for several decades. Approximately 400,000 deaths each year in the U.S. are associated with overweight and obesity. If this trend continues, it is expected to replace tobacco as the leading cause of death.<sup>1</sup>

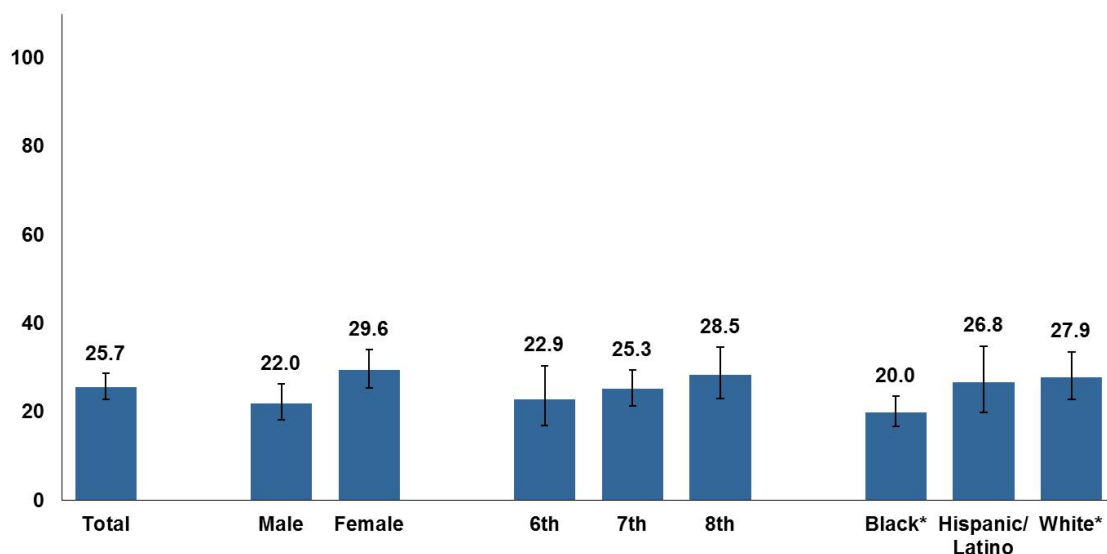
For children and youth, we use a percentile rank of Body Mass Index (BMI) for age and sex to assess whether students are overweight or obese. In the NCYRBS, the BMI percentiles are based on students' self-reported height and weight, their age, and their sex. Although self-reported data may result in underestimates of the prevalence of overweight,<sup>2</sup> the data can be useful in tracking trends over time. Prevalence trends from national surveys of adults using self-reported height and weight data have been consistent with trend data from national surveys using measured height and weight.<sup>3</sup>

In adolescence, obesity is associated with hyperlipidemia, hypertension, abnormal glucose tolerance, and adverse psychological and social consequences.<sup>4</sup> Data has shown that high perception of body dissatisfaction and high rates of dieting among adolescent females—with many participating in unhealthy weight control behaviors such as self-induced vomiting and fasting—can lead to abnormal physical and psychological development.<sup>5</sup>





## Percent of students who described themselves as slightly or very overweight



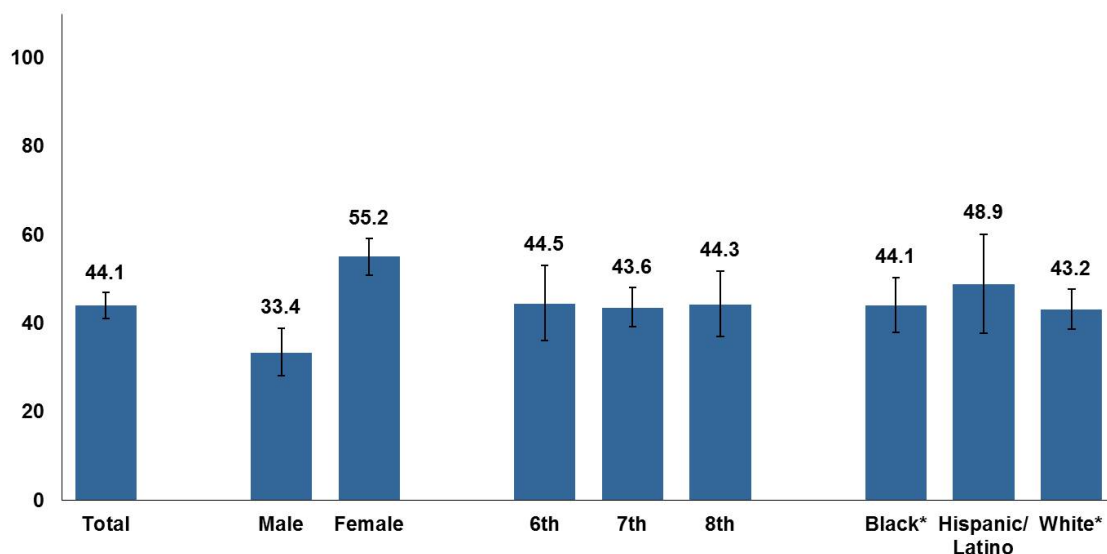
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
1995	23.8%	21.8%	25.9%	23.5%	22.0%	26.4%	25.3%	19.6%			
1997	25.5%	23.0%	28.1%	26.5%	22.2%	27.9%	26.6%	22.9%			
2001	25.4%	23.8%	26.9%	22.5%	24.9%	28.6%	26.4%	24.0%	25.7%	22.6%	
2003	25.7%	21.8%	29.7%	25.0%	26.1%	26.1%	27.0%	24.8%		27.7%	
2005	28.1%	24.9%	31.0%	26.2%	28.3%	29.7%	29.1%	23.5%	30.5%	27.1%	31.5%
2007	23.2%	21.3%	25.4%	22.7%	22.3%	24.8%	23.8%	21.4%	24.4%	26.0%	24.3%
2009	25.7%	24.1%	27.2%	22.6%	27.8%	26.4%	25.1%	24.8%	26.6%	29.9%	27.6%
2011	25.2%	23.8%	26.9%	23.6%	27.2%	25.0%	26.1%	21.7%	32.0%	31.9%	17.4%
2013	25.7%	22.0%	29.6%	22.9%	25.3%	28.5%	27.9%	20.0%	26.8%	28.6%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



## Percent of students who were trying to lose weight



\*Non-Hispanic

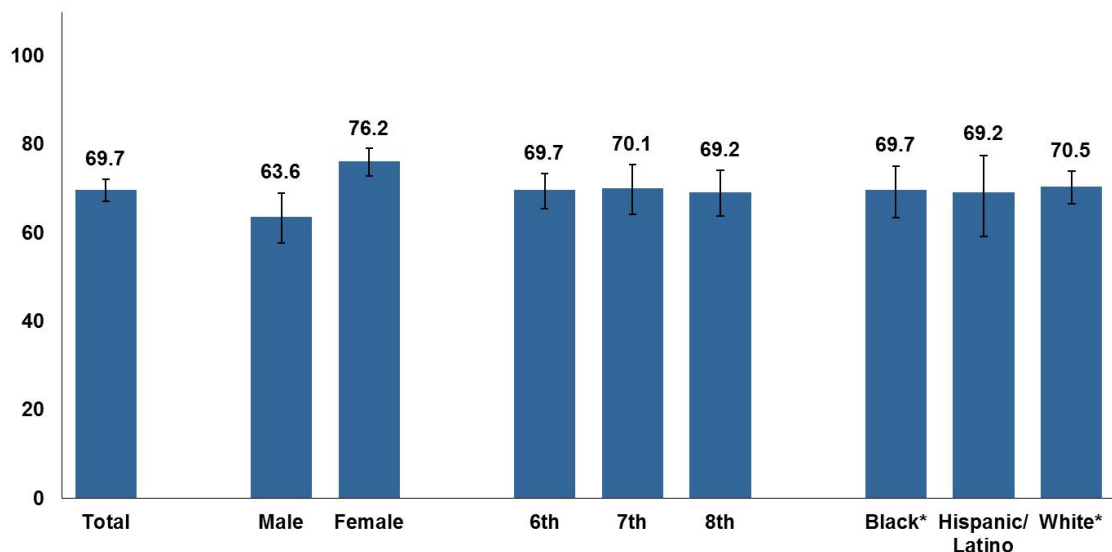
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
1995	40.4%	30.5%	50.6%	38.6%	41.0%	41.7%	41.6%	37.3%			
1997	43.0%	30.0%	55.9%	43.6%	41.4%	44.0%	43.7%	40.3%			
2001	40.4%	32.7%	48.4%	40.0%	40.0%	41.5%	41.2%	39.6%	45.6%	34.1%	
2003	42.8%	33.3%	52.9%	42.0%	44.3%	41.1%	43.7%	41.5%		50.0%	
2005	47.5%	37.7%	56.8%	44.7%	49.4%	48.5%	47.3%	43.6%	55.1%	50.7%	51.6%
2007	44.1%	35.2%	53.5%	42.8%	44.7%	45.1%	45.4%	36.9%	57.9%	45.8%	52.7%
2009	45.9%	35.8%	56.0%	43.2%	49.2%	45.5%	44.9%	45.0%	52.0%	44.5%	48.1%
2011	42.9%	34.4%	51.8%	45.3%	39.9%	43.5%	42.9%	39.6%	49.5%	54.8%	30.4%
2013	44.1%	33.4%	55.2%	44.5%	43.6%	44.3%	43.2%	44.1%	48.9%	48.2%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who were trying to lose weight has **increased** significantly from 1995-2013.
- In 2013, female students were significantly **more** likely than male students to report trying to lose weight.



## Percent of students who exercised to lose weight or to keep from gaining weight



\*Non-Hispanic

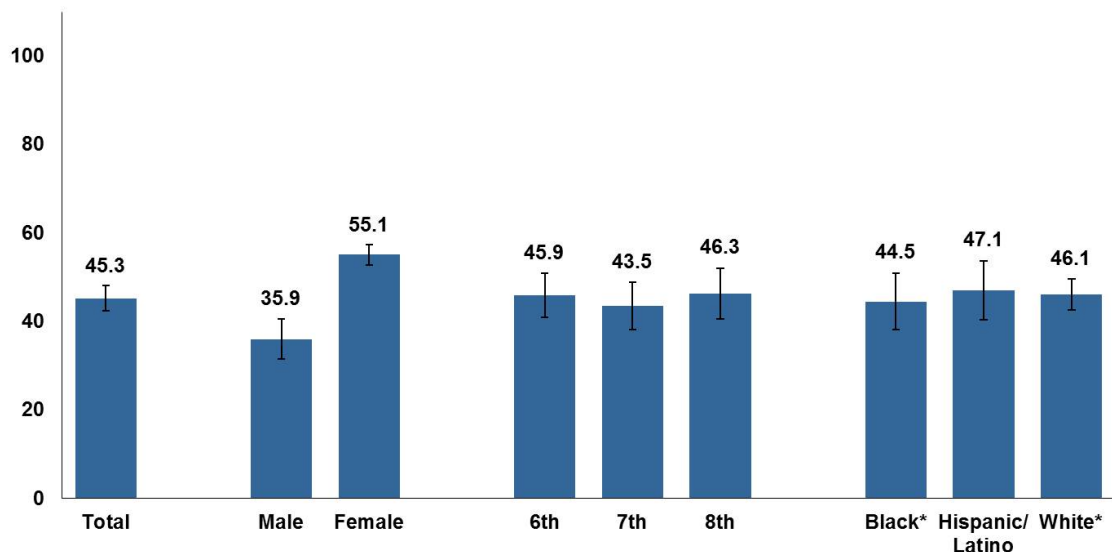
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1995	59.4%	47.9%	71.0%	58.0%	59.5%	60.7%	60.8%	55.8%			
1997	62.4%	51.2%	74.2%	62.7%	63.5%	61.1%	63.8%	59.5%			
2001	65.9%	59.1%	73.0%	64.1%	67.0%	66.6%	68.8%	60.4%	68.7%	71.8%	
2003	66.4%	58.4%	70.0%	65.1%	65.9%	68.1%	68.3%	63.4%		67.6%	
2005	70.3%	64.1%	76.4%	68.5%	71.0%	71.6%	71.1%	68.1%	70.0%	68.1%	74.8%
2007	68.3%	60.7%	76.3%	66.2%	65.8%	72.9%	69.2%	65.6%	70.2%	73.5%	71.1%
2009	71.0%	64.2%	77.9%	68.8%	72.7%	71.8%	71.0%	70.8%	74.8%	66.4%	71.2%
2011	67.9%	60.3%	75.7%	69.4%	63.0%	71.4%	70.1%	63.4%	70.5%	70.3%	64.1%
2013	69.7%	63.6%	76.2%	69.7%	70.1%	69.2%	70.5%	69.7%	69.2%	66.5%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who exercised to lose weight or to keep from gaining weight has **increased significantly** from 1995-2013.
- In 2013, female students were **significantly more** likely than male students to report having exercised to lose weight or to keep from gaining weight.



## Percent of students who ate less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight



\*Non-Hispanic

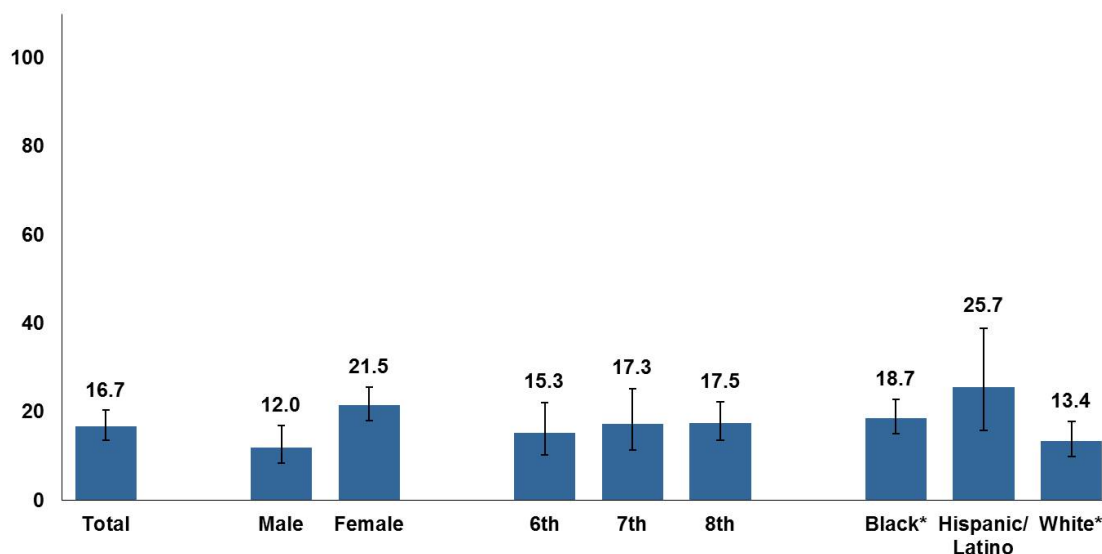
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2005	44.8%	33.9%	55.3%	41.3%	46.3%	46.9%	46.5%	38.6%	48.8%	44.4%	48.6%
2007	43.1%	33.2%	53.4%	39.5%	42.9%	46.9%	45.9%	34.5%	52.1%	52.7%	54.0%
2009	46.4%	35.8%	56.8%	41.1%	47.1%	50.0%	46.2%	43.3%	51.9%	46.6%	48.1%
2011	46.4%	34.9%	57.7%	48.0%	43.7%	47.1%	49.3%	36.3%	52.3%	50.4%	
2013	45.3%	35.9%	55.1%	45.9%	43.5%	46.3%	46.1%	44.5%	47.1%	37.1%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, female students were significantly **more** likely than male students to report eating less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight.



## Percent of students who had ever gone without eating for 24 hours or more to lose weight or to keep from gaining weight



\*Non-Hispanic

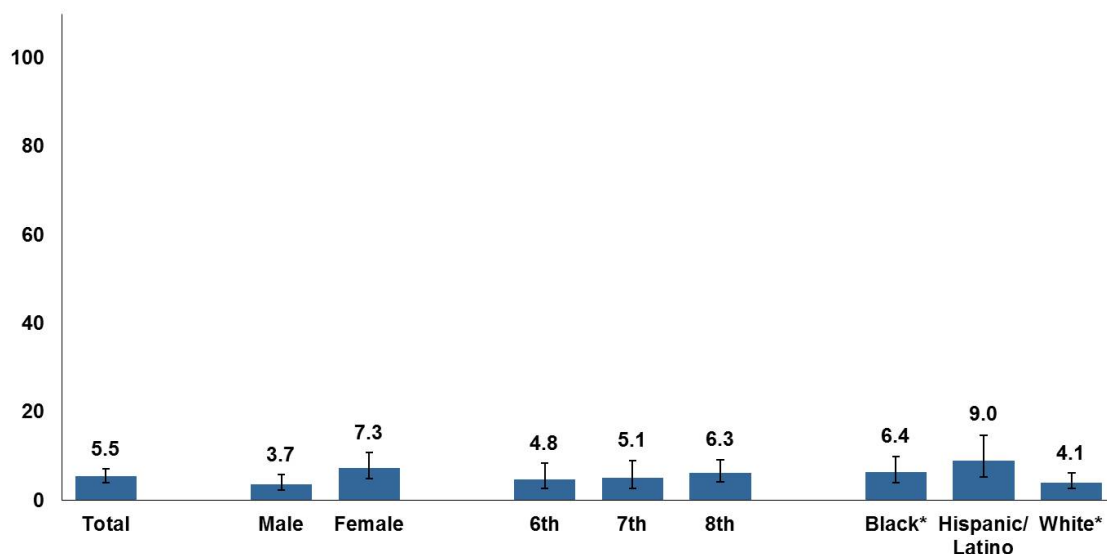
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2007	16.4%	12.3%	20.9%	14.2%	17.2%	17.6%	15.1%	20.7%	12.9%	19.9%	24.3%
2009	15.4%	11.1%	19.7%	12.6%	15.5%	17.5%	13.9%	18.5%	18.7%	14.1%	17.4%
2011	15.1%	11.1%	19.2%	15.0%	13.6%	16.7%	13.6%	16.0%	18.1%	24.3%	16.4%
2013	16.7%	12.0%	21.5%	15.3%	17.3%	17.5%	13.4%	18.7%	25.7%	22.1%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, female students were significantly **more** likely than male students to report going without eating for 24 hours or more to lose weight or to keep from gaining weight.



## Percent of students who vomited or took laxatives to lose weight or to keep from gaining weight



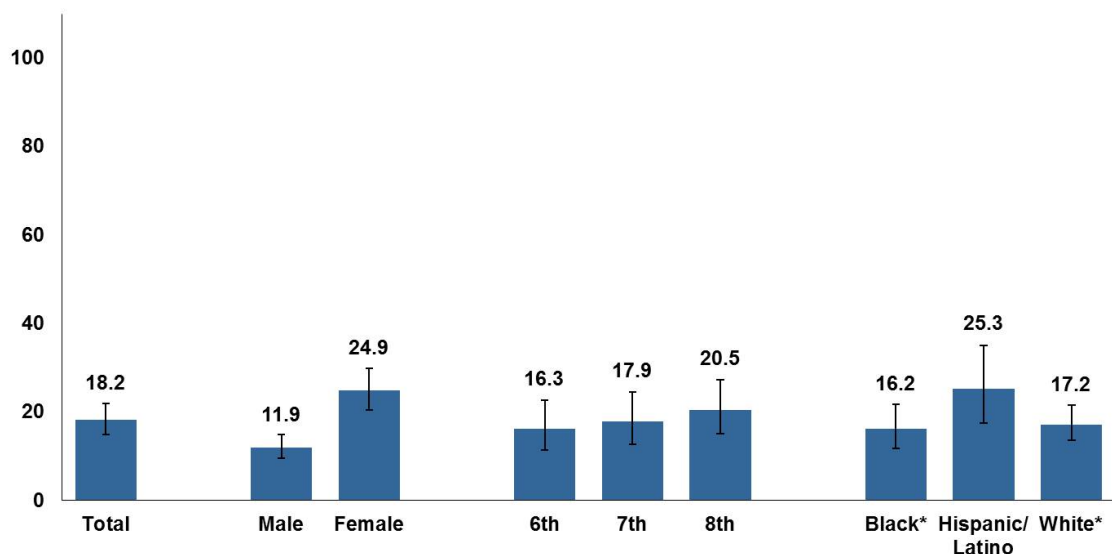
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
1995	6.8%	4.0%	9.7%	4.5%	7.4%	8.2%	6.0%	9.0%			
1997	8.9%	3.8%	12.3%	5.9%	7.2%	10.6%	8.1%	7.6%			
2001	6.3%	4.1%	8.6%	5.1%	6.3%	7.3%	6.1%	6.1%	6.7%	14.3%	
2003	6.9%	4.5%	9.5%	4.3%	6.8%	8.3%	6.5%	6.0%		12.5%	
2005	6.6%	4.3%	8.6%	3.8%	6.0%	9.4%	5.7%	6.7%	7.5%	11.1%	8.7%
2007	7.8%	6.8%	8.9%	7.3%	8.8%	7.2%	7.7%	7.4%	9.7%	13.2%	7.3%
2009	5.3%	4.0%	6.6%	3.5%	5.4%	6.6%	4.3%	6.5%	6.7%	7.7%	5.1%
2011	6.3%	4.4%	8.2%	4.8%	6.3%	7.7%	4.3%	8.5%	9.8%	11.3%	6.3%
2013	5.5%	3.7%	7.3%	4.8%	5.1%	6.3%	4.1%	6.4%	9.0%	8.8%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



## Percent of students who skipped meals to lose weight or keep from gaining weight during the past 30 days



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	17.9%	10.9%	24.6%	16.1%	17.1%	20.2%	16.8%	17.0%	24.8%	16.3%	19.8%
2011	19.9%	13.7%	26.1%	19.3%	19.8%	20.9%	19.2%	19.2%	24.6%	24.8%	
2013	18.2%	11.9%	24.9%	16.3%	17.9%	20.5%	17.2%	16.2%	25.3%		

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, female students were significantly **more** likely than male students to report skipping meals to lose weight or to keep from gaining weight during the past 30 days.



## ***Physical Health***

Guidelines from the American Academy of Pediatrics and the American Academy of Family Physicians recommend that children ages one to six receive a well-child exam every year and children ages 7 to 17 receive a well-child exam every two years. However, many children and adolescents in the U.S. do not receive regular preventive-care visits.<sup>1</sup> This makes it more difficult to diagnose and manage chronic conditions like asthma, and less likely that a young person would be tested for important infectious diseases such as HIV.

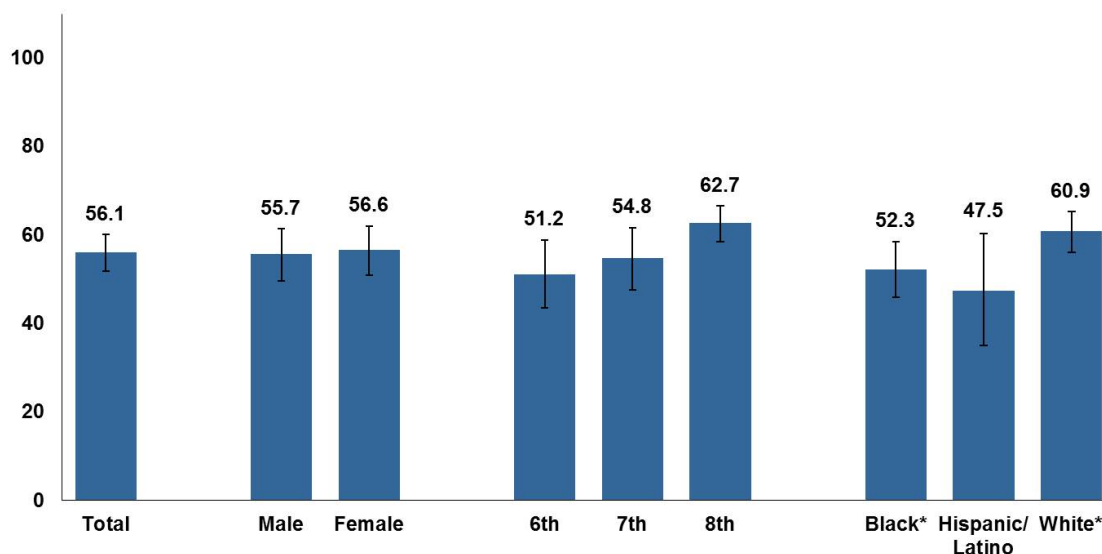
### Asthma

Asthma is a leading chronic illness among children and youth in the United States. In 2009, 7.1 million school-aged children and youth were reported to currently have asthma.<sup>2</sup> Four million young people under age 18 had asthma attacks and were considered to be at risk for adverse outcomes such as emergency department visits or hospitalization.<sup>2</sup> The impact of illness and death due to asthma is disproportionately higher among racial and ethnic minorities and low-income populations than in the general population.





## Percent of students who last saw a doctor or nurse for a check-up or physical exam when they were not sick or injured during the past 12 months



\*Non-Hispanic

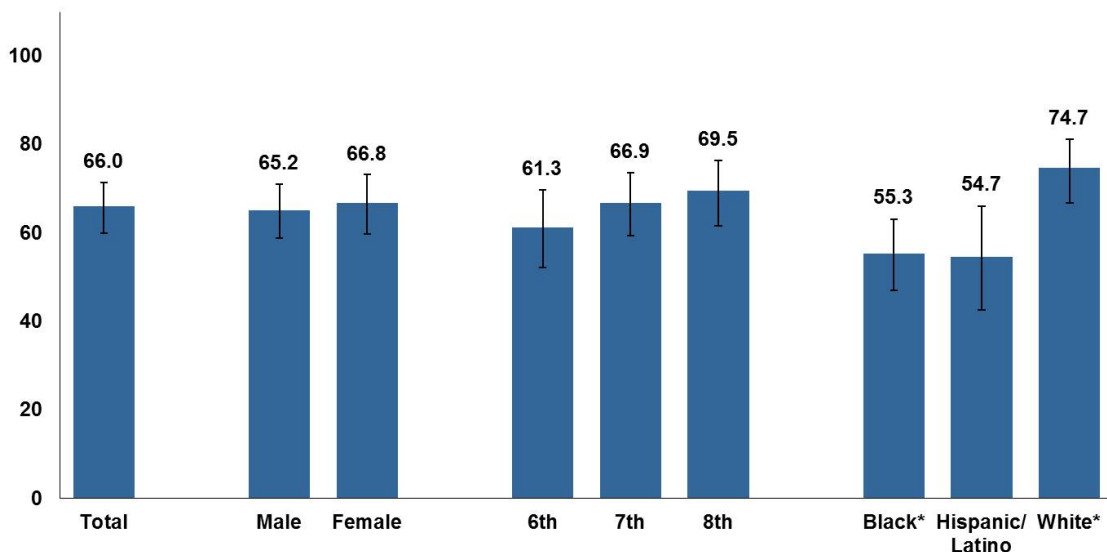
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2001	57.8%	57.0%	58.7%	50.5%	61.0%	62.6%	61.4%	51.8%	48.3%	61.7%	
2003	56.3%	57.7%	54.7%	51.3%	56.5%	59.7%	61.1%	48.8%		55.4%	
2005	56.1%	57.8%	54.6%	50.3%	57.8%	59.2%	57.3%	55.6%	52.2%	56.3%	52.4%
2007	51.6%	50.9%	52.4%	42.8%	54.0%	57.9%	56.0%	46.6%	41.2%	50.1%	41.2%
2009	58.1%	59.1%	57.2%	49.3%	59.1%	64.4%	61.9%	55.4%	49.1%	56.7%	51.0%
2011	54.7%	54.6%	55.1%	51.5%	55.4%	57.3%	59.0%	50.3%	49.0%	56.8%	43.7%
2013	56.1%	55.7%	56.6%	51.2%	54.8%	62.7%	60.9%	52.3%	47.5%		

*In 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who last saw a doctor or nurse for a check-up or physical exam during the past 12 months when they were not sick or injured has **increased** significantly from 2007-2013.



## Percent of students who last saw a dentist for a check-up, exam, teeth cleaning, or other dental work during the past 12 months



\*Non-Hispanic

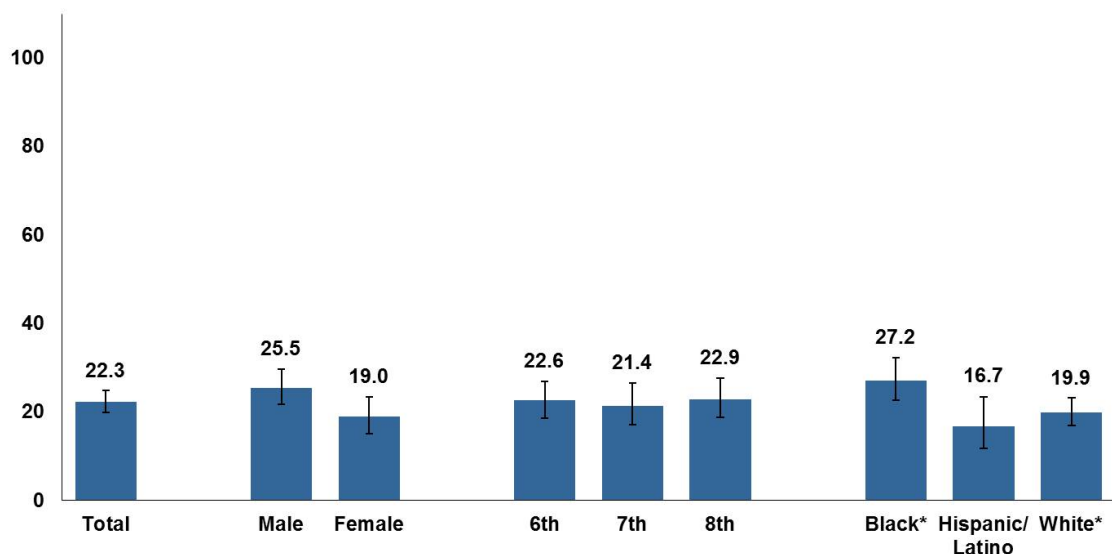
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2001	64.8%	63.9%	65.7%	59.7%	68.1%	66.7%	73.0%	50.0%	42.6%	75.8%	
2003	61.5%	60.6%	62.5%	56.4%	64.1%	61.9%	72.2%	45.1%		53.6%	
2005	59.5%	59.6%	59.4%	56.9%	63.3%	58.5%	66.8%	50.4%	43.8%	59.7%	47.2%
2007	57.2%	56.8%	57.6%	50.5%	55.8%	65.6%	64.2%	49.1%	47.0%	56.6%	46.0%
2009	62.9%	63.2%	62.6%	58.4%	62.5%	67.0%	71.7%	48.7%	48.4%	58.1%	59.7%
2011	62.9%	61.9%	64.3%	60.3%	66.8%	61.7%	72.3%	51.9%	49.6%	62.1%	52.7%
2013	66.0%	65.2%	66.8%	61.3%	66.9%	69.5%	74.7%	55.3%	54.7%		

*In 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students that identify as White were significantly **more** likely than students who identify as Black or Hispanic/Latino to report that they last saw a dentist for a check-up, exam, teeth cleaning, or other dental work during the past 12 months.



## Percent of students who had ever been told by a doctor or nurse that they had asthma



\*Non-Hispanic

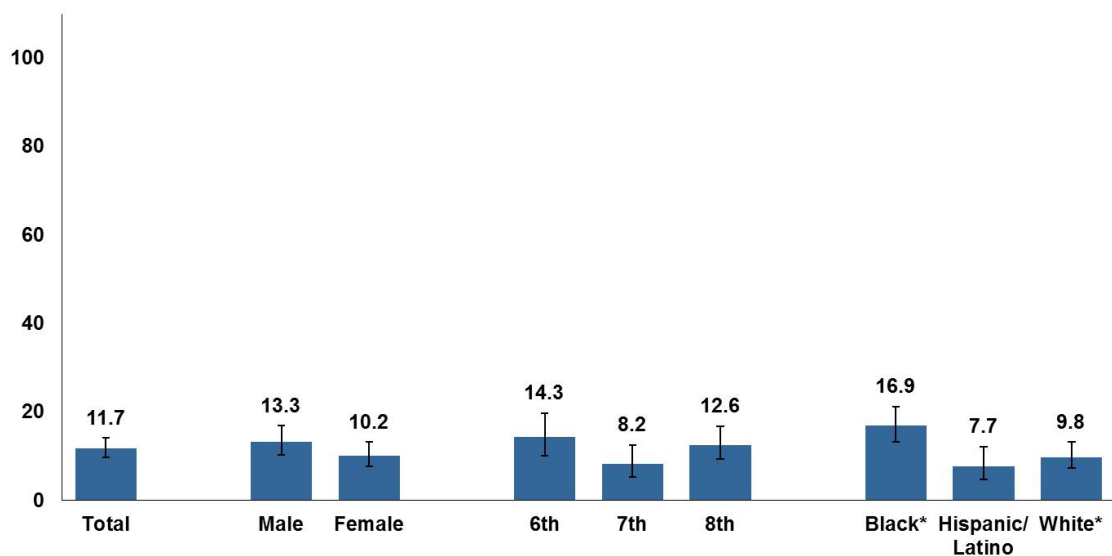
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2005	18.6%	19.4%	17.7%	18.2%	18.6%	19.0%	18.0%	21.8%	13.7%	20.6%	16.7%
2007	20.3%	21.8%	18.7%	17.8%	23.1%	19.8%	22.2%	14.1%	20.0%	19.9%	22.4%
2009	19.4%	21.1%	17.8%	17.0%	19.2%	21.5%	24.6%	14.3%	18.5%	24.8%	18.8%
2011	22.4%	23.7%	21.0%	24.2%	20.4%	22.2%	19.8%	26.1%	23.5%	28.6%	18.0%
2013	22.3%	25.5%	19.0%	22.6%	21.4%	22.9%	19.9%	27.2%	16.7%	37.8%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students that identify as having multiple races were significantly **more** likely than students who identify as White or Hispanic/Latino to report that they had ever been told by a doctor or nurse that they had asthma.



## Percent of students who had been told by a doctor or nurse that they had asthma and who still have asthma



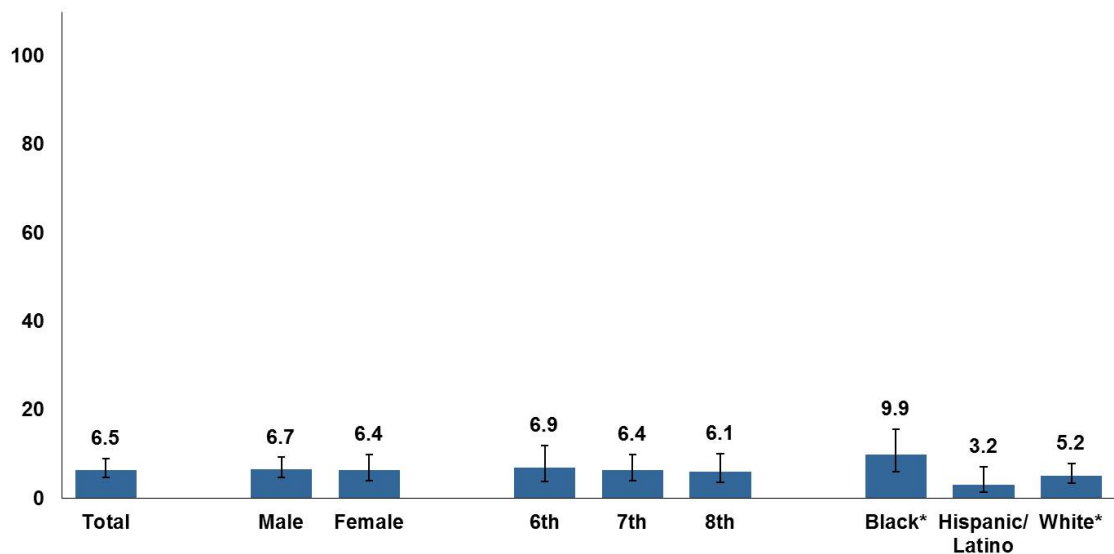
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	11.2%	11.5%	10.8%	11.3%	10.3%	11.7%	10.7%	15.5%	7.8%	12.7%	7.8%
2011	12.5%	12.5%	12.4%	14.0%	9.2%	14.0%	10.7%	15.9%	12.4%	15.3%	8.6%
2013	11.7%	13.3%	10.2%	14.3%	8.2%	12.6%	9.8%	16.9%	7.7%	18.7%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



## Percent of students who have an asthma action/management plan on file at school



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	5.0%	5.2%	4.6%	4.4%	5.6%	4.6%	3.5%	8.9%	4.9%	2.2%	
2013	6.5%	6.7%	6.4%	6.9%	6.4%	6.1%	5.2%	9.9%	3.2%		

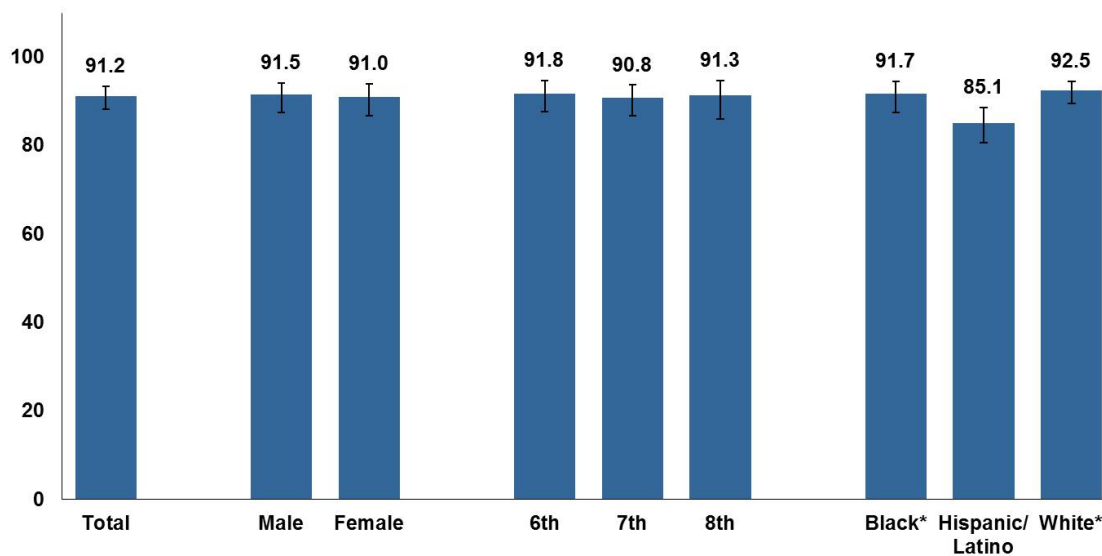


## ***Nutrition***

According to research compiled by the Centers for Disease Control (CDC), healthy eating is associated with reduced risk for many diseases, including several of the leading causes of death: heart disease, cancer, stroke, and diabetes.<sup>1</sup> Healthy eating in childhood and adolescence is important for proper growth and development and can prevent health problems such as obesity, dental caries, iron deficiency, and osteoporosis.<sup>1,2</sup> The Dietary Guidelines for Americans recommend a diet rich in fruits and vegetables, whole grains, and fat-free and low-fat dairy products for persons aged 2 years and older. The guidelines also recommend that children, adolescents, and adults limit intake of solid fats (major sources of saturated and trans fatty acids), cholesterol, sodium, added sugars, and refined grains.<sup>3</sup> Unfortunately, most young people are not following the recommendations set forth in the Dietary Guidelines for Americans.<sup>3-7</sup> Schools are in a unique position to promote healthy eating and help ensure appropriate food and nutrient intake among students. Schools provide students with opportunities to consume an array of foods and beverages throughout the school day and enable students to learn about and practice healthy eating behaviors.



## Percent of students who ate dinner at home with their family on three or more of the past seven days



\*Non-Hispanic

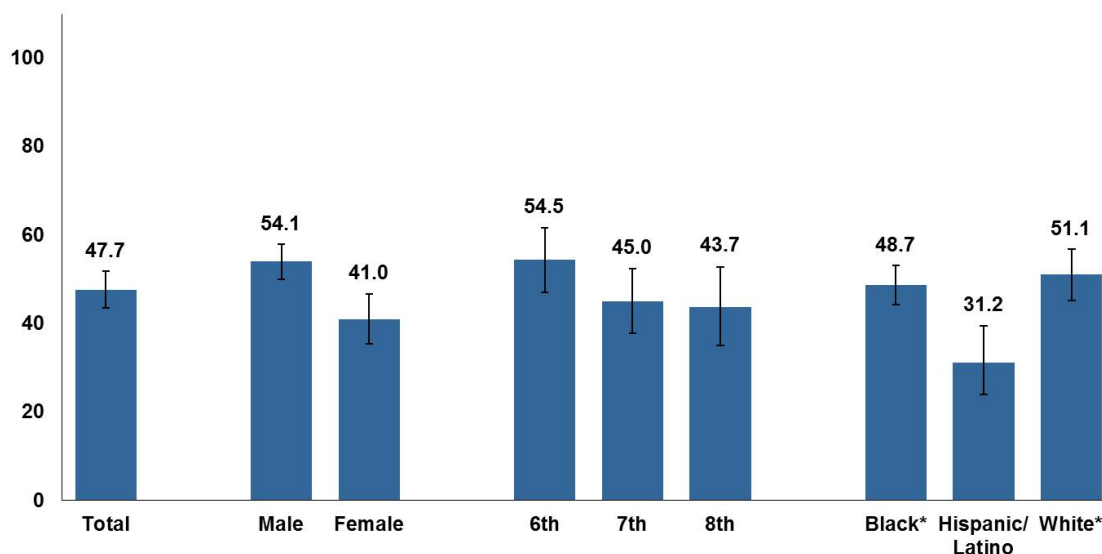
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	87.9%	90.2%	85.8%	90.0%	89.4%	85.2%	89.9%	84.9%	83.2%	87.9%	90.8%
2011	87.9%	89.0%	87.5%	90.1%	88.7%	85.3%	89.9%	86.0%	83.3%	91.3%	
2013	91.2%	91.5%	91.0%	91.8%	90.8%	91.3%	92.5%	91.7%	85.1%		

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students who identify as Hispanic/Latino were significantly less likely than students who identify as White to eat dinner at home with their family on three or more of the past seven days.



## Percent of students who ate breakfast on all of the past seven days



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2007	40.5%	47.1%	33.7%	45.1%	38.4%	38.4%	45.1%	34.6%	36.7%	41.3%	38.1%
2009	45.3%	53.1%	37.7%	51.4%	45.7%	40.0%	48.4%	38.9%	41.1%	45.9%	47.4%
2011	47.0%	55.7%	38.5%	55.8%	45.9%	39.8%	48.1%	49.0%	41.1%	40.4%	45.0%
2013	47.7%	54.1%	41.0%	54.5%	45.0%	43.7%	51.1%	48.7%	31.2%	49.2%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, male students were significantly **more** likely than female students to eat breakfast on all of the past seven days.
- In 2013, students who identify as Hispanic/Latino were significantly **less** likely than students who identify as White or Black to have eaten breakfast on all of the past seven days.
- The percent of students who ate breakfast on all of the past seven days has **increased** significantly from 2007-2013.





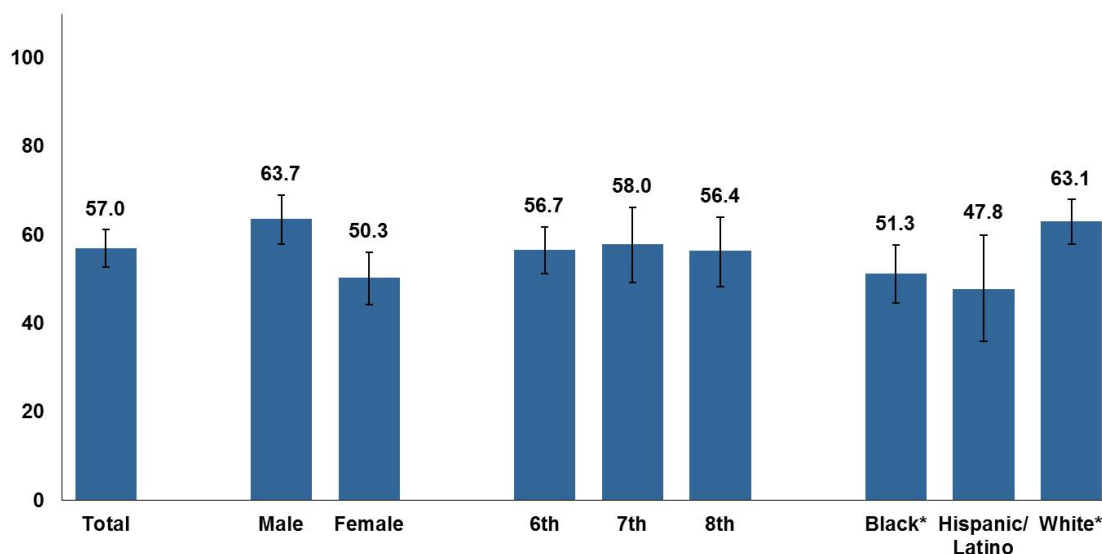
## ***Physical Activity***

Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels.<sup>1</sup> The U.S. Department of Health and Human Services recommends that young people aged 6–17 years participate in at least 60 minutes of physical activity daily.<sup>2</sup>

In 2009, only 18% of high school students had participated in at least 60 minutes per day of physical activity, and only 33% attended physical education class daily.<sup>3</sup> Schools can promote physical activity through comprehensive school physical activity programs, including recess, classroom-based physical activity, intramural physical activity clubs, interscholastic sports, and physical education. Regular physical activity may also help improve students' academic performance including academic achievement and grades, behaviors such as time on task and Schools should ensure that physical education is provided to all students in all grades and is taught by qualified teachers.



## Percent of students who were physically active for a total of at least 60 minutes per day on five or more of the past seven days



\*Non-Hispanic

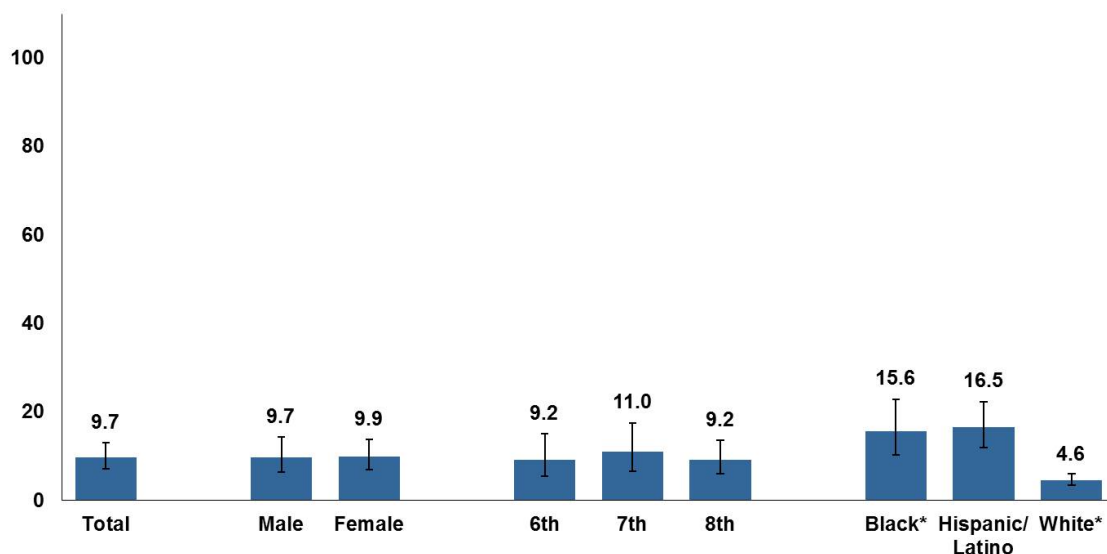
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2005	53.4%	59.9%	47.6%	53.7%	51.6%	54.6%	58.1%	47.2%	43.5%	54.5%	46.3%
2007	55.0%	60.5%	49.1%	53.1%	55.5%	56.5%	59.3%	49.7%	49.3%	54.1%	49.0%
2009	60.0%	67.4%	52.7%	63.4%	59.9%	57.5%	63.2%	55.8%	53.9%	64.0%	50.6%
2011	59.1%	62.1%	56.3%	63.1%	57.1%	57.4%	65.9%	51.7%	50.2%	55.3%	55.9%
2013	57.0%	63.7%	50.3%	56.7%	58.0%	56.4%	63.1%	51.3%	47.8%	54.4%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, male students were significantly **more** likely than female students to report being physically active for a total of at least 60 minutes per day on five or more of the past seven days.



## Percent of students who were physically active for a total of at least 60 minutes per day on 0 of the past seven days



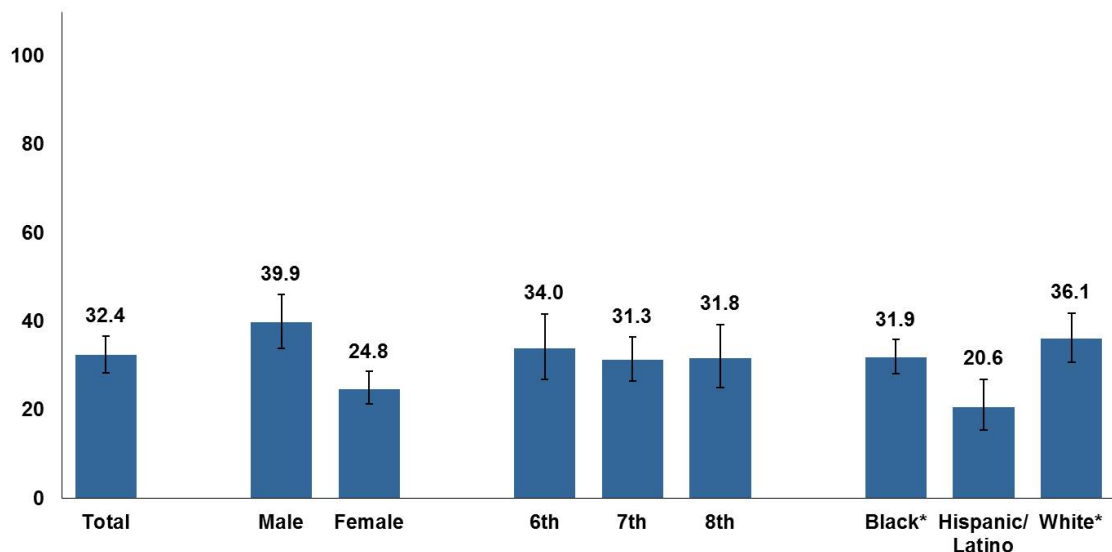
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	10.5%	10.2%	10.8%	10.5%	10.4%	10.8%	7.1%	15.5%	13.9%	9.0%	12.9%
2013	9.7%	9.7%	9.9%	9.2%	11.0%	9.2%	4.6%	15.6%	16.5%	7.4%	

- In 2013, students who identify as Black or Hispanic/Latino were significantly more likely than students who identify as White to report being physically active for a total of at least 60 minutes per day on 0 of the past seven days.



## Percent of students who were physically active for a total of at least 60 minutes per day on 7 of the past seven days



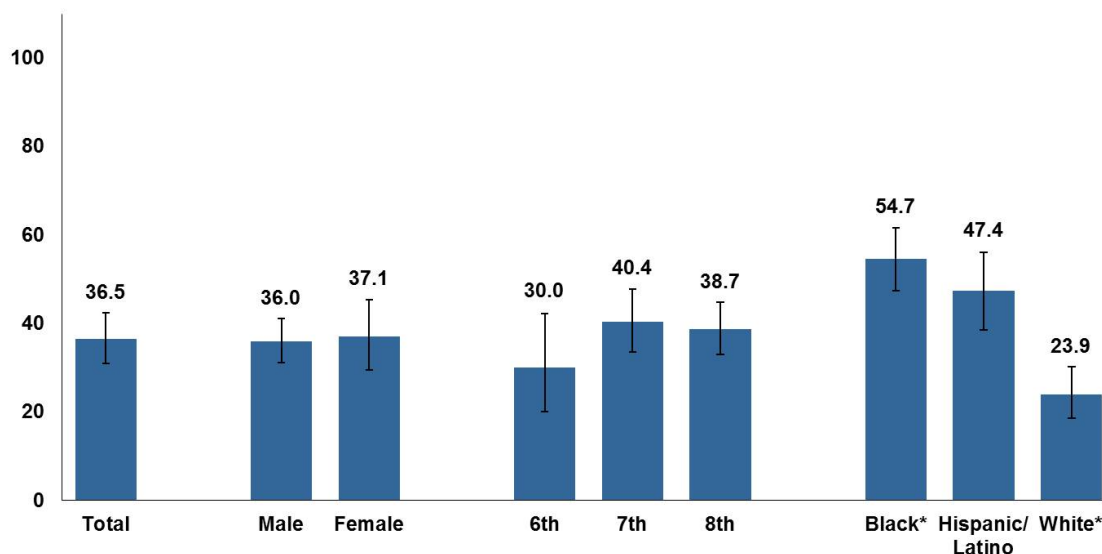
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	36.8%	42.2%	31.4%	39.7%	36.8%	33.9%	40.7%	32.7%	28.6%	37.9%	40.2%
2013	32.4%	39.9%	24.8%	34.0%	31.3%	31.8%	36.1%	31.9%	20.6%	31.5%	

- In 2013, male students were significantly **more** likely than female students to report being physically active for a total of at least 60 minutes per day on 7 of the past seven days.
- In 2013, students who identify as White were significantly **more** likely than students who identify as Hispanic/Latino to report being physically active for a total of at least 60 minutes per day on 7 of the past seven days.



## Percent of students who watched three or more hours per day of TV on an average school day



\*Non-Hispanic

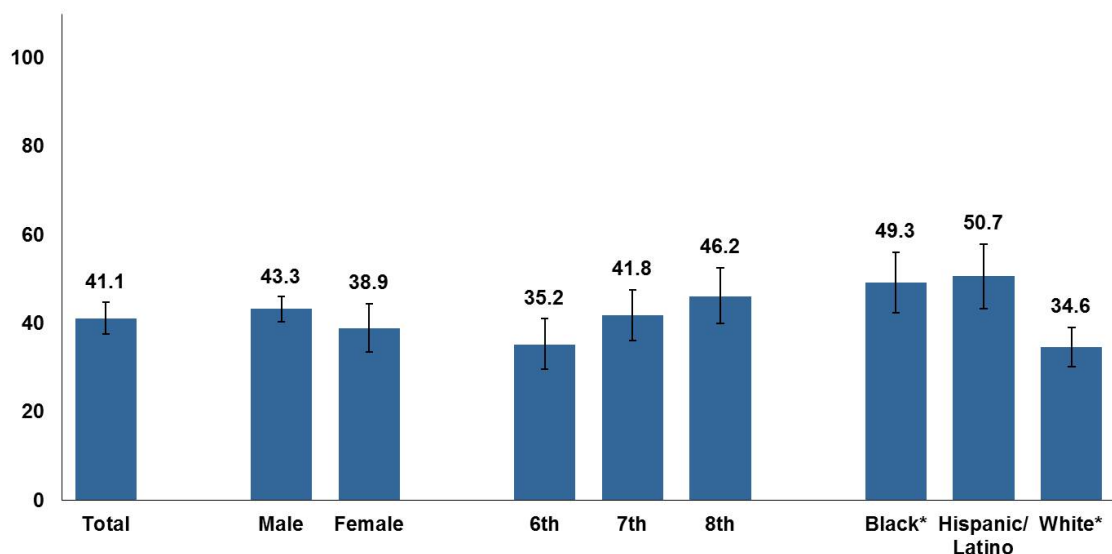
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2005	38.7%	37.6%	39.7%	32.3%	39.3%	43.3%	30.0%	59.6%	43.4%	40.0%	36.3%
2007	43.5%	43.2%	43.9%	42.8%	45.6%	42.7%	35.1%	58.6%	40.9%	45.9%	45.6%
2009	37.8%	39.2%	36.4%	39.5%	36.5%	37.4%	31.4%	57.0%	40.9%	42.7%	27.7%
2011	38.8%	38.6%	39.1%	37.6%	38.0%	40.7%	26.5%	59.3%	45.5%	45.6%	35.5%
2013	36.5%	36.0%	37.1%	30.0%	40.4%	38.7%	23.9%	54.7%	47.4%	50.7%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who watched three or more hours per day of TV on an average school day has **decreased** significantly from 2007-2013.
- In 2013, students who identify as Black, Hispanic/Latino, or as having multiple races were **significantly more** likely than students who identify as White to report watching three or more hours per day of TV on an average school day.



## Percent of students who played video or computer games or used a computer for something that is not school work three or more hours per day on an average school day



\*Non-Hispanic

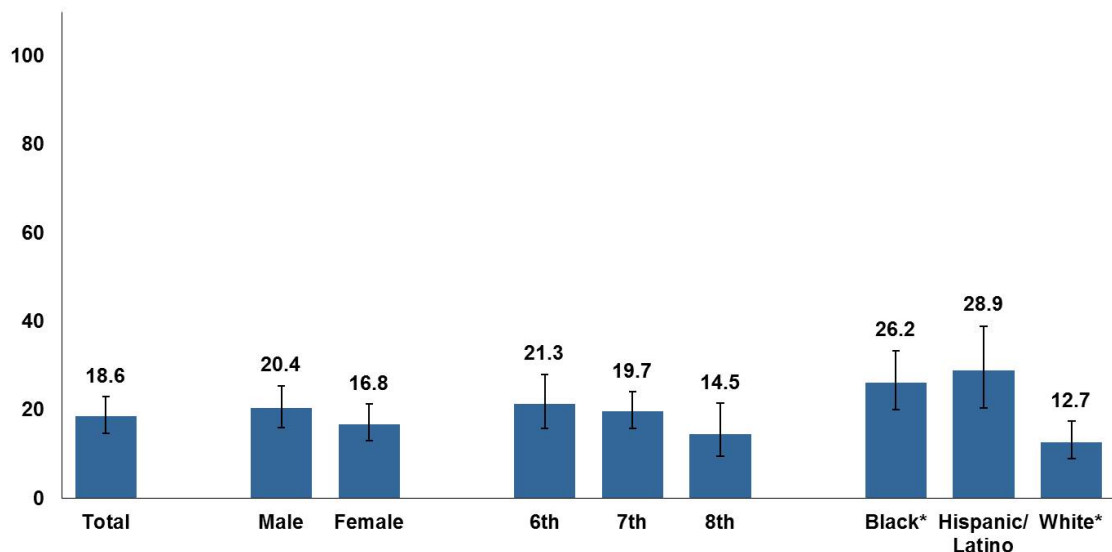
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2005	22.9%	28.6%	17.6%	19.2%	22.5%	26.0%	20.9%	28.3%	18.9%	26.6%	21.8%
2007	25.0%	28.7%	21.0%	22.5%	25.8%	26.4%	22.9%	28.2%	23.5%	30.4%	25.5%
2009	25.6%	27.3%	23.9%	19.3%	26.5%	29.9%	23.9%	33.7%	22.4%	26.1%	25.6%
2011	30.2%	33.4%	27.0%	26.0%	33.3%	31.0%	23.8%	41.2%	32.5%	33.9%	29.3%
2013	41.1%	43.3%	38.9%	35.2%	41.8%	46.2%	34.6%	49.3%	50.7%	43.9%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who played video or computer games or used a computer for something that is not school work three or more hours per day on an average school day has **increased significantly** from 2007-2013.
- In 2013, students that identify as Black or Hispanic/Latino were **significantly more** likely than students who identify as White to report that they played video or computer games or used a computer for something that is not school work three or more hours per day on an average school day.



## Percent of students who usually walk or ride their bike to school on one or more days per week



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2007	18.7%	19.6%	17.7%	21.7%	18.9%	15.4%	15.2%	23.9%	21.9%	15.8%	17.3%
2009	18.7%	20.2%	17.1%	20.5%	17.6%	18.1%	14.6%	27.6%	23.7%	18.4%	21.3%
2011	18.9%	18.8%	18.6%	19.3%	18.6%	18.6%	13.8%	28.5%	25.5%	16.0%	
2013	18.6%	20.4%	16.8%	21.3%	19.7%	14.5%	12.7%	26.2%	28.9%		

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students that identify as Black or Hispanic/Latino were significantly **more** likely than students who identify as White to walk or ride their bike to school one or more days per week.



## ***Health Education & Sexual Behavior***

The North Carolina Healthful Living Standard Course of Study outlines objectives for health education regarding sexuality education. The state mandates that students be taught that abstinence until marriage is the expected standard for all school age youth; students are also required to learn about Human Immunodeficiency Virus (HIV) and other Sexually Transmitted Diseases (STD).

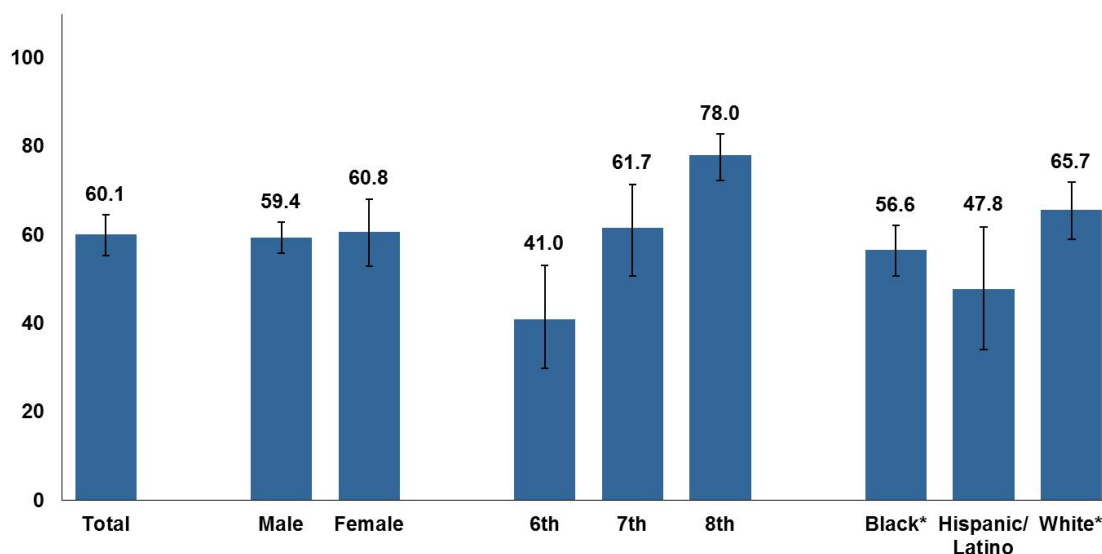
According to North Carolina Legislation G.S. 115C-81 (e1) guidelines, schools must:

- Present factually accurate biological or pathological information that is related to the human reproductive system;
- Focus on the benefits of abstinence until marriage and the risks of premarital sexual intercourse;
- Establish abstinence from sexual intercourse outside of marriage as the expected standard for all school-age children;
- Offer positive reinforcement for abstinence;
- Provide opportunities that allow for interaction between the parent or legal guardian and the student;
- Assure that students are aware of the difference between risk reduction through use of contraceptives and/or condoms and risk elimination through abstinence;
- For any instruction concerning contraceptives or prophylactics, provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually-transmitted diseases, including HIV/AIDS, in actual use among adolescent populations;
- Inform students of the current legal status of those homosexual acts that are a significant means of transmitting diseases, including HIV/AIDS; and
- Assure that students understand that a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including HIV/AIDS.





## Percent of students who had ever been taught about abstaining from sexual activity



\*Non-Hispanic

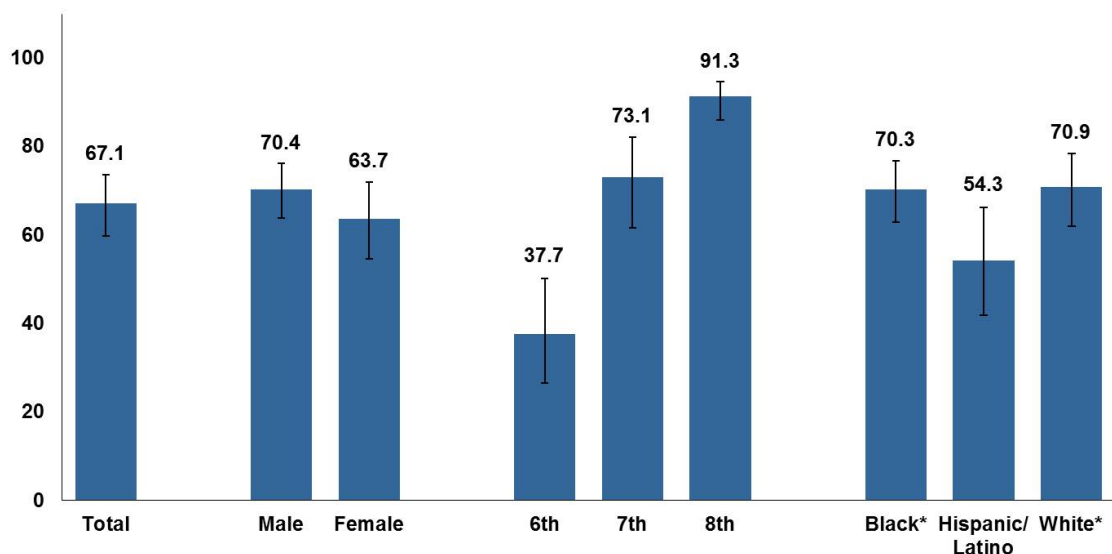
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2005	64.0%	61.6%	66.3%	44.2%	67.8%	77.7%	62.8%	72.7%	53.6%	67.3%	55.5%
2007	67.7%	64.6%	71.0%	53.1%	67.2%	82.4%	69.1%	69.9%	54.8%	73.0%	60.1%
2009	65.5%	63.9%	67.1%	42.6%	68.5%	81.9%	67.7%	70.7%	51.9%	71.2%	54.9%
2011	61.6%	57.7%	65.6%	40.4%	66.6%	80.6%	63.4%	60.2%	58.0%	70.1%	
2013	60.1%	59.4%	60.8%	41.0%	61.7%	78.0%	65.7%	56.6%	47.8%	65.3%	

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who have ever been taught about abstaining from sexual activity has **decreased** significantly from 2007-2013.
- In 2013, students in the 8<sup>th</sup> grade were significantly **more** likely than students in the 6<sup>th</sup> or 7<sup>th</sup> grades to report that they have ever been taught about abstaining from sexual activity.



## Percent of students who had been taught in school about AIDS or HIV infection



\*Non-Hispanic

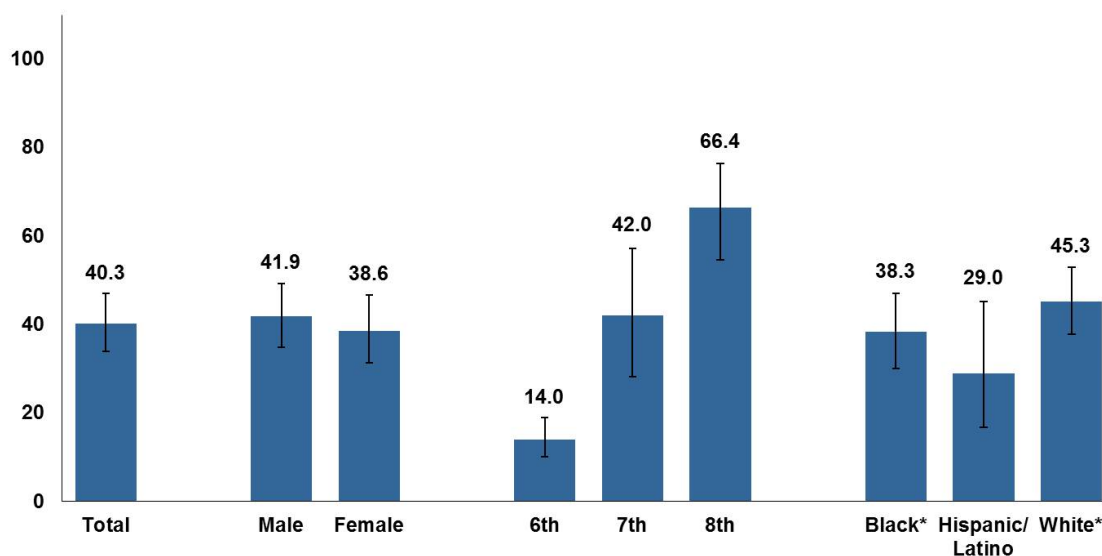
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
1995	79.4%	78.6%	80.1%	66.2%	83.3%	85.5%	79.9%	80.0%			
1997	76.9%	74.8%	79.2%	63.1%	81.5%	84.4%	77.4%	77.1%			
2001	75.5%	73.4%	77.8%	63.3%	74.9%	88.5%	77.0%	75.2%	51.1%	75.5%	
2003	70.2%	72.2%	68.2%	49.2%	74.3%	81.3%	70.0%	73.1%		60.0%	
2005	71.6%	71.4%	71.9%	48.8%	77.2%	85.9%	71.0%	76.8%	62.1%	74.3%	70.5%
2007	70.7%	69.3%	72.4%	52.0%	73.8%	86.4%	71.3%	72.0%	63.8%	73.8%	66.1%
2009	68.9%	69.0%	68.8%	40.4%	73.6%	88.4%	69.1%	75.8%	60.6%	71.2%	64.7%
2011	62.4%	61.8%	63.2%	28.6%	72.3%	85.0%	59.8%	67.3%	68.0%	64.3%	62.6%
2013	67.1%	70.4%	63.7%	37.7%	73.1%	91.3%	70.9%	70.3%	54.3%	66.0%	

*In 1997, 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students in the 7<sup>th</sup> and 8<sup>th</sup> grades were significantly **more** likely than students in the 6<sup>th</sup> grade to report that they have ever been taught in school about AIDS or HIV infection.



## Percent of students who had ever been taught about chlamydia, gonorrhea, syphilis, or human papillomavirus, or genital warts



\*Non-Hispanic

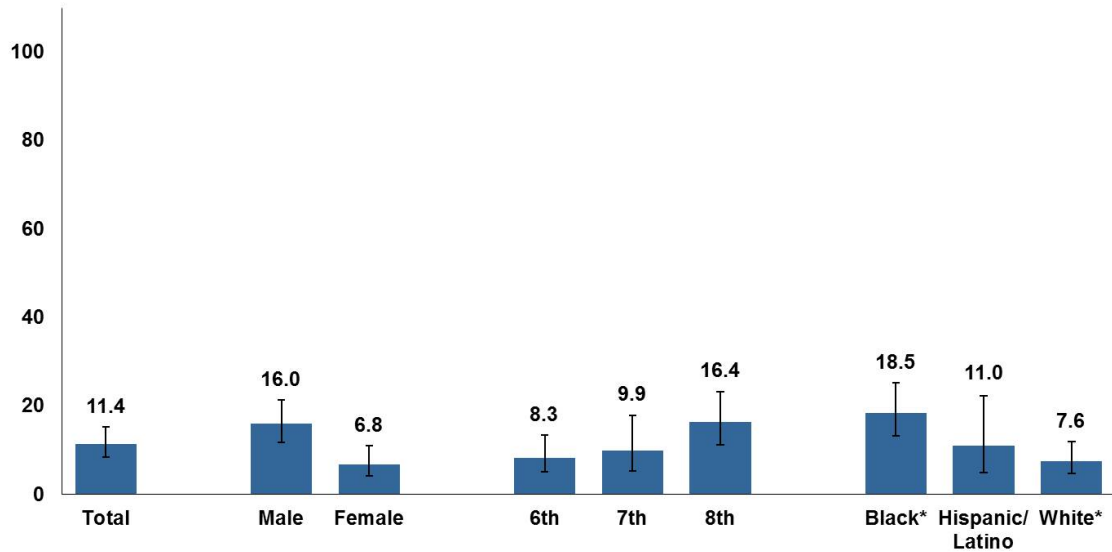
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2003	38.4%	38.5%	38.4%	15.3%	36.3%	59.4%	36.5%	44.4%		29.6%	
2005	44.4%	43.7%	45.1%	18.0%	44.2%	67.0%	40.1%	57.1%	37.2%	47.8%	44.4%
2007	43.6%	39.0%	48.6%	23.6%	39.2%	67.2%	42.8%	47.8%	37.2%	42.6%	26.6%
2009	48.8%	46.6%	50.9%	21.1%	48.9%	71.5%	49.0%	59.4%	38.5%	50.9%	35.7%
2011	40.6%	43.0%	38.5%	15.9%	48.1%	61.0%	37.7%	47.0%	46.4%	42.9%	
2013	40.3%	41.9%	38.6%	14.0%	42.0%	66.4%	45.3%	38.3%	29.0%		

*In 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students in the 7<sup>th</sup> and 8<sup>th</sup> grades were significantly more likely than students in the 6<sup>th</sup> grade to report that they have ever been taught about chlamydia, gonorrhea, syphilis, or human papillomavirus, or genital warts.



## Percent of students who have ever had sexual intercourse



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2013	11.4%	16.0%	6.8%	8.3%	9.9%	16.4%	7.6%	18.5%	11.0	12.6%	

- In 2013, male students were significantly **more** likely than female students to report that they have ever had sexual intercourse.
- In 2013, students that identify as Black were significantly **more** likely than students who identify as White to report that they have ever had sexual intercourse.



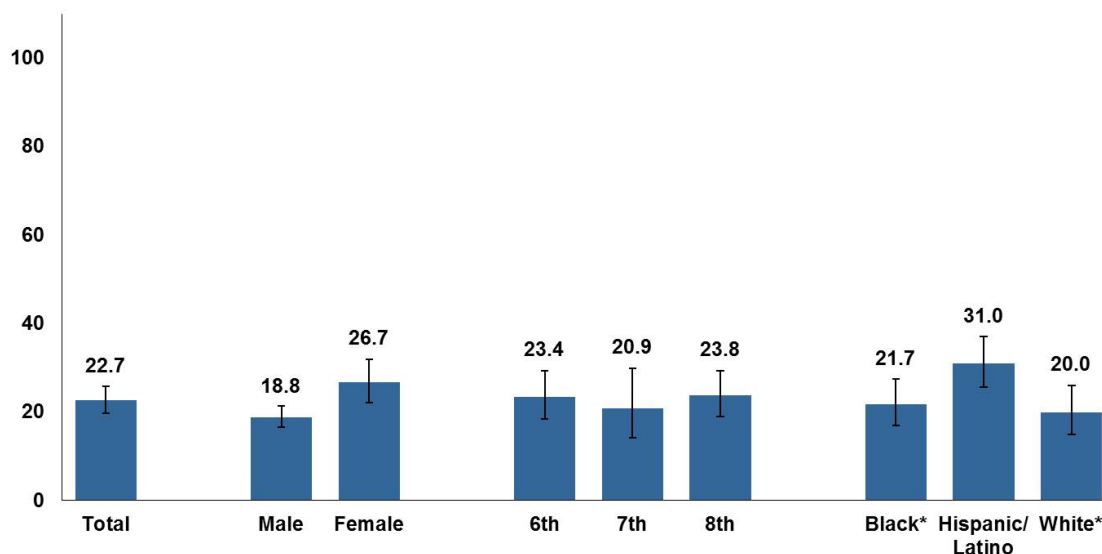
## ***Psychological Health***

Even though most American children and youth experience normal, healthy development, approximately 6 to 9 million have serious emotional disturbances.<sup>1</sup> Research shows that one of five children and adolescents aged 9 to 17 experience symptoms of mental health problems that cause some level of impairment in a given year.<sup>2</sup> However, fewer than 20 percent who need mental health service receive them.<sup>3</sup>

Estimates of spending for behavioral health services for children and youth conservatively range from \$11.7 Billion to \$14.07 billion.<sup>4,5</sup> Left untreated, mental health disorders in children and adolescents lead to higher rates of suicide, violence, school dropout, family dysfunction, juvenile incarcerations, alcohol and other drug use, and unintentional injuries. Schools can play a vital role in creating safe, nurturing school environments and providing care to students with emotional or behavioral problems.



## Percent of students who felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the last 12 months



\*Non-Hispanic

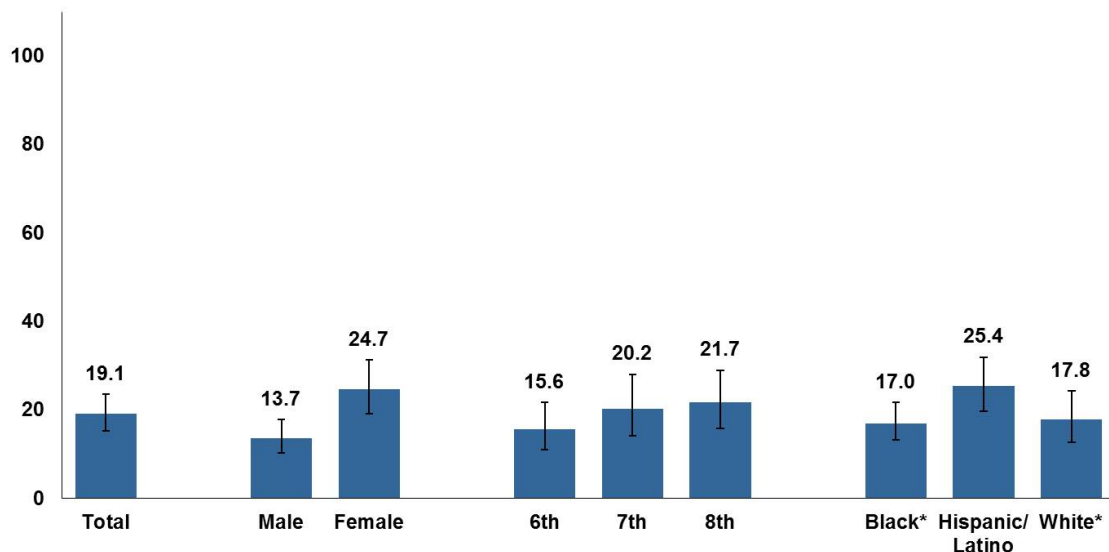
	Total	Male	Female	6th	7 <sup>th</sup>	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
2001	26.1%	21.7%	30.6%	27.8%	23.8%	26.1%	22.6%	30.6%	45.8%	29.3%	
2003	29.5%	25.2%	34.0%	26.5%	31.6%	28.4%	27.2%	31.7%	35.0%	34.2%	
2005	27.8%	21.7%	33.6%	26.0%	26.7%	30.4%	25.7%	26.5%	38.4%	36.6%	31.1%
2007	22.7%	17.3%	28.4%	17.8%	23.4%	27.0%	22.0%	22.5%	25.3%	22.5%	27.4%
2009	22.9%	18.3%	27.4%	22.2%	21.4%	24.7%	20.0%	24.3%	28.8%	28.1%	28.4%
2011	24.0%	17.9%	30.2%	20.1%	22.5%	29.8%	21.6%	26.5%	25.5%	37.6%	
2013	22.7%	18.8%	26.7%	23.4%	20.9%	23.8%	20.0%	21.7%	31.0%	31.6%	

*In 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the last 12 months has **decreased significantly** from 2001-2013.
- In 2013, female students were **significantly more** likely than male students to feel so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months.



## Percent of students who ever seriously thought about killing themselves



\*Non-Hispanic

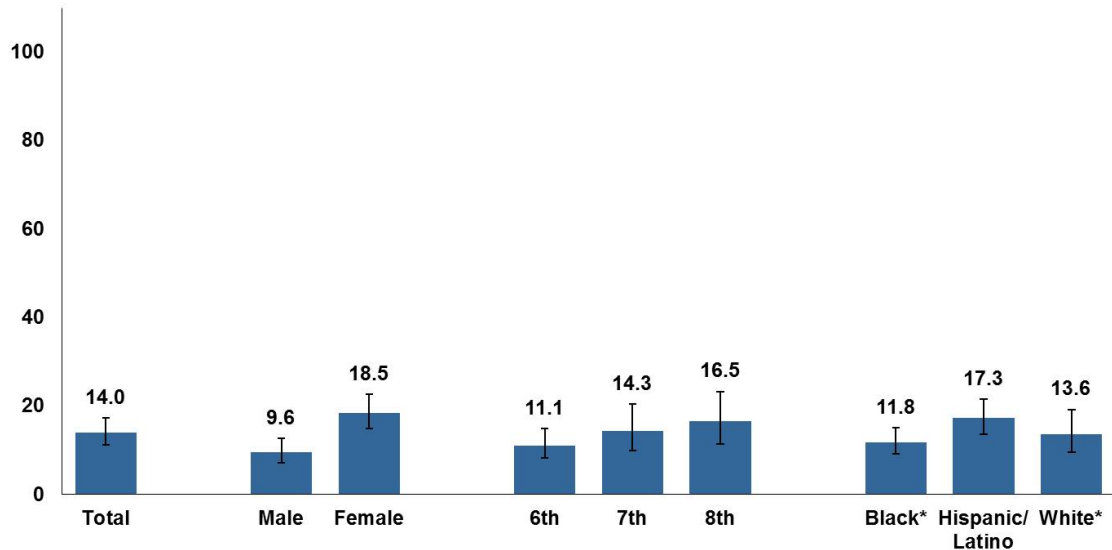
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2007	22.0%	18.9%	25.3%	19.7%	23.7%	21.9%	20.3%	21.8%	31.5%	19.4%	32.5%
2009	19.2%	16.0%	22.4%	19.2%	18.9%	19.6%	21.7%	21.6%	16.4%	28.8%	23.7%
2011	20.8%	16.7%	25.0%	18.0%	21.3%	23.3%	20.3%	21.6%	19.0%	31.0%	18.5%
2013	19.1%	13.7%	24.7%	15.6%	20.2%	21.7%	17.8%	17.0%	25.4%	29.4%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- The percent of students who have ever seriously thought about killing themselves has **decreased significantly** from 2007-2013.
- In 2013, female students were **significantly more** likely than male students to have ever seriously thought about killing themselves.



## Percent of students who ever made a plan about how they would kill themselves



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2007	15.5%	13.2%	17.9%	15.5%	17.1%	13.3%	14.0%	15.8%	22.3%	14.2%	17.3%
2009	13.4%	11.5%	15.3%	12.9%	14.6%	13.0%	12.1%	15.9%	11.4%	20.4%	17.8%
2011	13.1%	11.8%	14.4%	9.5%	13.7%	16.2%	11.9%	13.8%	12.9%	20.0%	16.4%
2013	14.0%	9.6%	18.5%	11.1%	14.3%	16.5%	13.6%	11.8%	17.3%	25.8%	

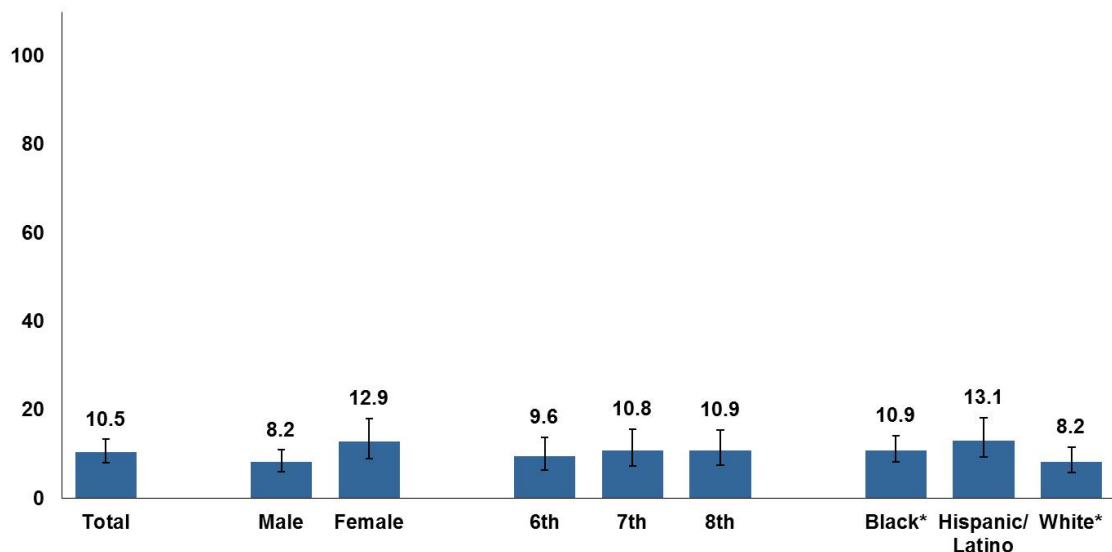
*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, female students were significantly **more** likely than male students to report ever making a plan about how they would kill themselves.
- In 2013, students that identify as having multiple race were significantly **more** likely than students who identify as Black to report ever making a plan about how they would kill themselves.





## Percent of students who ever tried to kill themselves



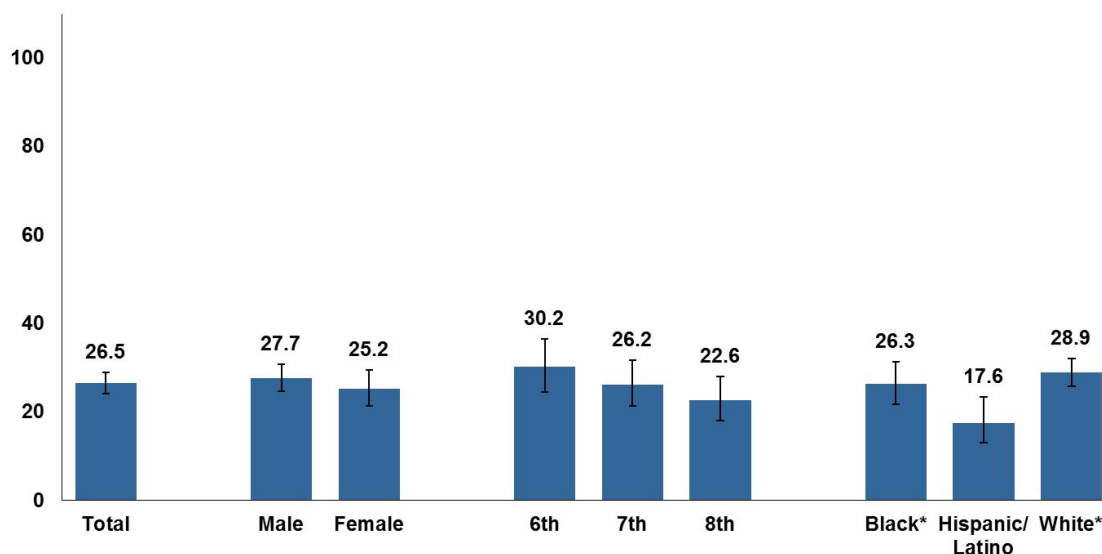
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	9.5%	7.5%	11.5%	8.3%	8.4%	11.8%	7.1%	11.0%	13.8%	18.3%	9.8%
2013	10.5%	8.2%	12.9%	9.6%	10.8%	10.9%	8.2%	10.9%	13.1%	19.7%	

- In 2013, female students were significantly **more** likely than male students to ever try to kill themselves.
- In 2013, students that identify as having multiple races were significantly **more** likely than students that identify as White to ever try to kill themselves.



## Percent of students who would likely talk with their parent or other adult family member about their feelings when they feel sad, empty, hopeless, angry, or anxious



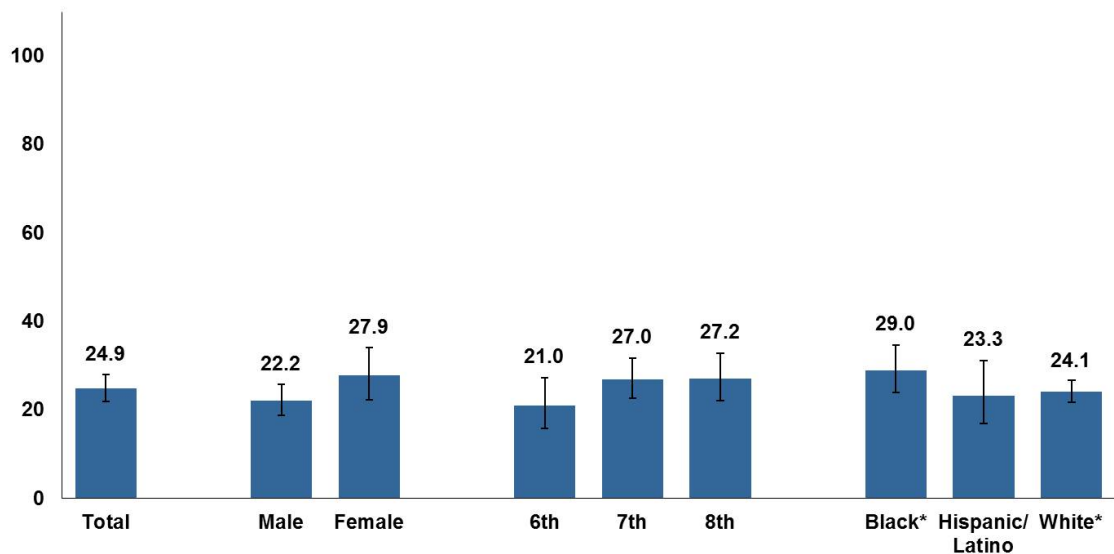
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2013	26.5%	27.7%	25.2%	30.2%	26.2%	22.6%	28.9%	26.3%	17.6%	20.3%	

- In 2013, students that identify as Hispanic/Latino were significantly less likely than students that identify as White to report they would likely talk with their parent or other adult family member about their feelings when they feel sad, empty, hopeless, angry, or anxious.



## Percent of students who usually talk with their parent or other adult family member when they have questions about sexually transmitted diseases (STD), HIV, AIDS, or pregnancy prevention



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2013	24.9%	22.2%	27.9%	21.0%	27.0%	27.2%	24.1%	29.0%	23.3%		



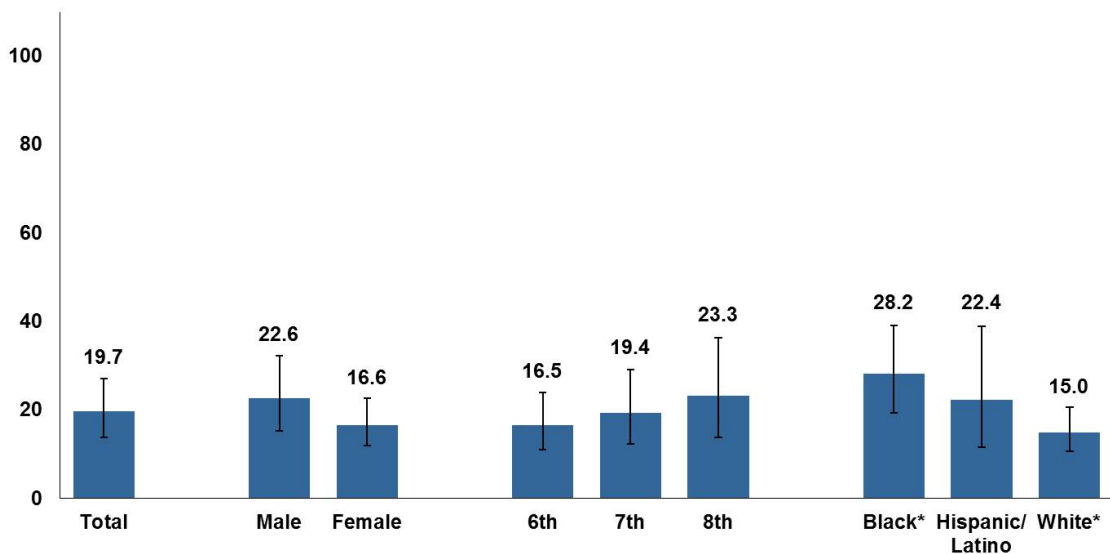
## ***School Environment***

In order to be ready and able to learn, students need to feel physically and emotionally safe at school. Concerns about vulnerability to attacks by others at school and on the way to and from school may have a damaging effect on the school environment and on student learning.<sup>1</sup>

According to the National School Safety Center, bullying is defined as hurtful or aggressive act toward an individual or group that is intentional and repeated.<sup>1</sup> It often includes a real or perceived imbalance of physical power, a social network, or verbal skills that favor the perpetrator(s). The CDC reports that an estimated 30% of all US students in grades sixth through tenth were either a bully or a target of bullying.<sup>2</sup>



## Percent of students who report gang activity at their school



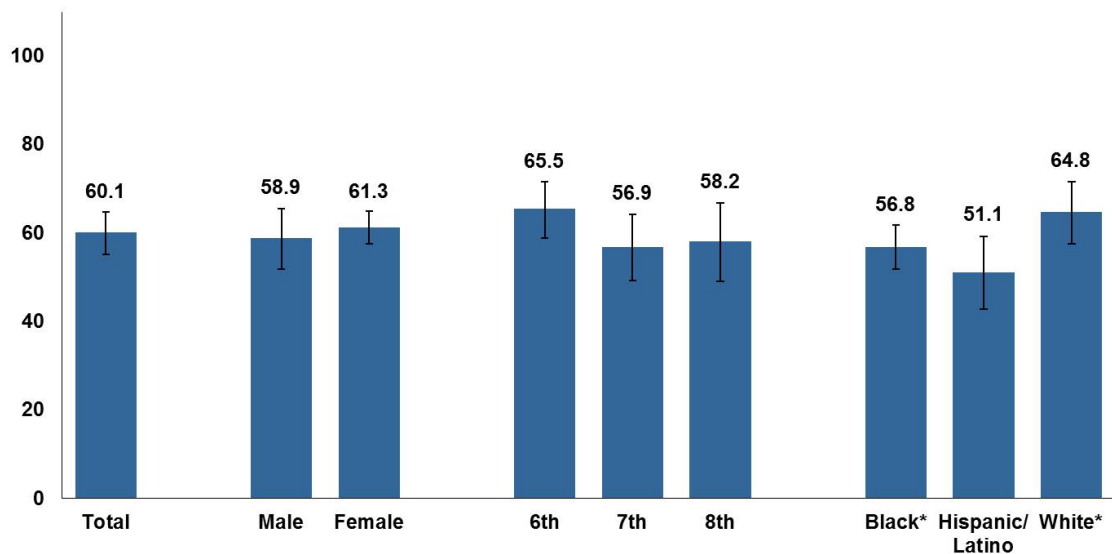
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	29.1%	30.2%	28.1%	31.3%	27.6%	28.5%	23.6%	42.7%	35.0%	29.3%	28.6%
2011	22.5%	25.2%	19.7%	13.1%	26.9%	26.5%	15.0%	35.5%	27.0%	29.8%	23.6%
2013	19.7%	22.6%	16.6%	16.5%	19.4%	23.3%	15.0%	28.2%	22.4%		

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



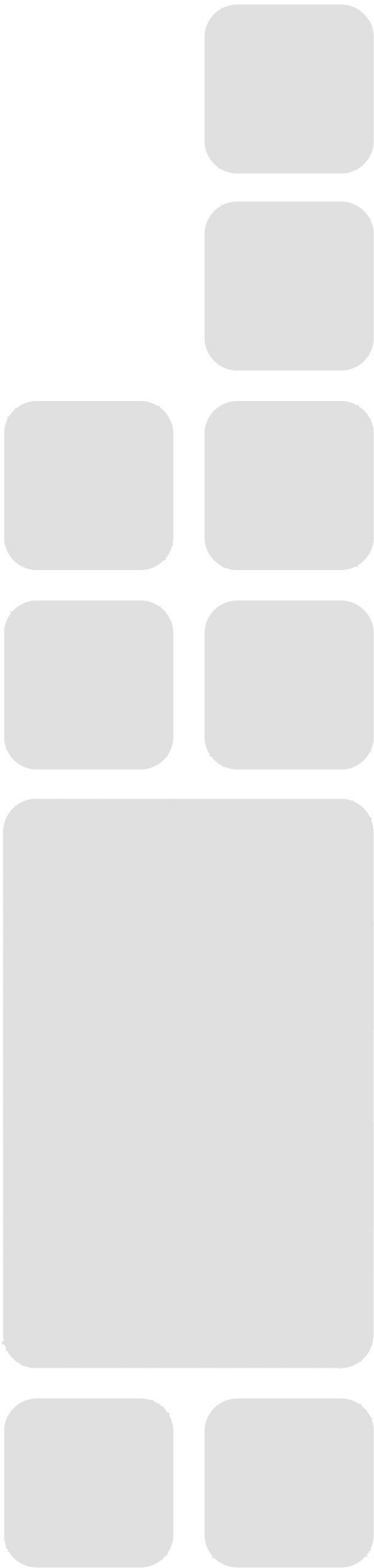
## Percent of students who strongly agree or agree that their teachers really care about them and give them a lot of encouragement



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	58.6%	58.1%	59.2%	63.7%	58.9%	54.2%	60.3%	57.1%	54.7%	54.2%	60.8%
2011	58.6%	61.0%	56.1%	66.2%	55.5%	54.4%	61.0%	55.0%	59.7%	50.7%	60.2%
2013	60.1%	58.9%	61.3%	65.5%	56.9%	58.2%	64.8%	56.8%	51.1%	54.2%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

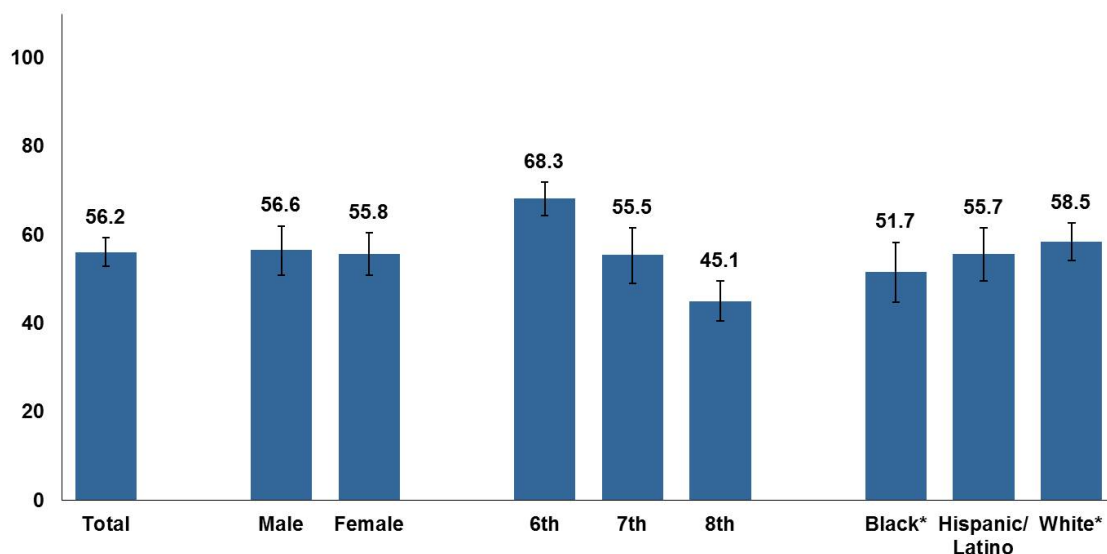


### ***Selected Prevention-Related Indicators***

In addition to health risk behaviors and related perceptions, the NCYRBS also measures selected protective factors associated with lower likelihood of engaging in negative health behaviors. These include sleep habits, characteristics of the home environment, perceptions of social and emotional support, and how students use their free time.



## Percent of students who get eight or more hours of sleep on an average school night



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	57.6%	58.8%	56.6%	67.1%	60.1%	48.1%	59.0%	53.6%	59.1%	56.2%	54.5%
2011	59.0%	58.8%	59.4%	68.6%	59.0%	49.7%	61.9%	56.4%	49.9%	58.8%	64.1%
2013	56.2%	56.6%	55.8%	68.3%	55.5%	45.1%	58.5%	51.7%	55.7%	52.6%	

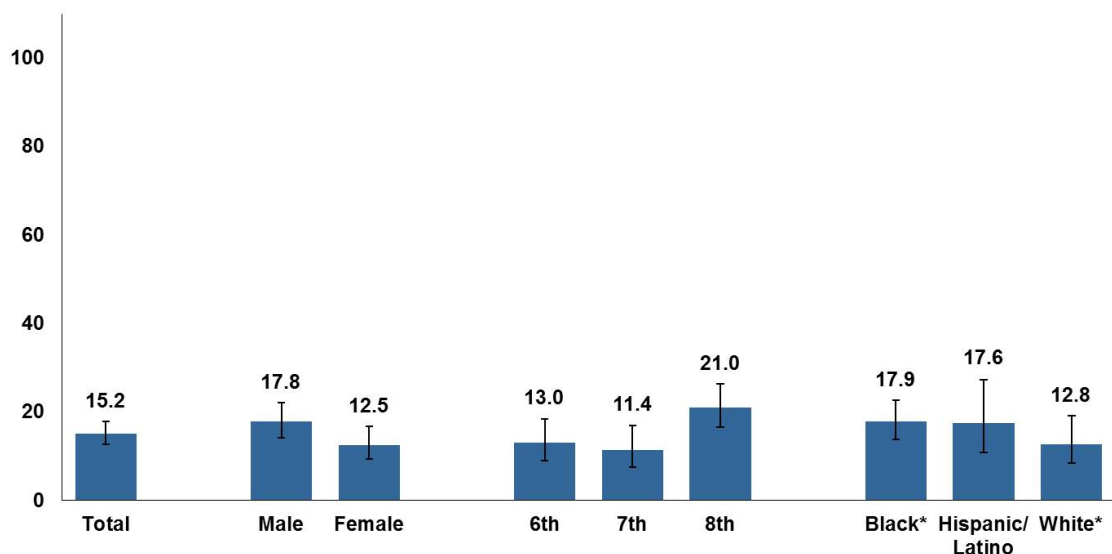
*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, 6<sup>th</sup> grade students were significantly **more** likely than 7<sup>th</sup> or 8<sup>th</sup> grade students to get eight or more hours of sleep on an average school night.





## Percent of students who are alone without a parent or adult three or more hours per day on an average school day



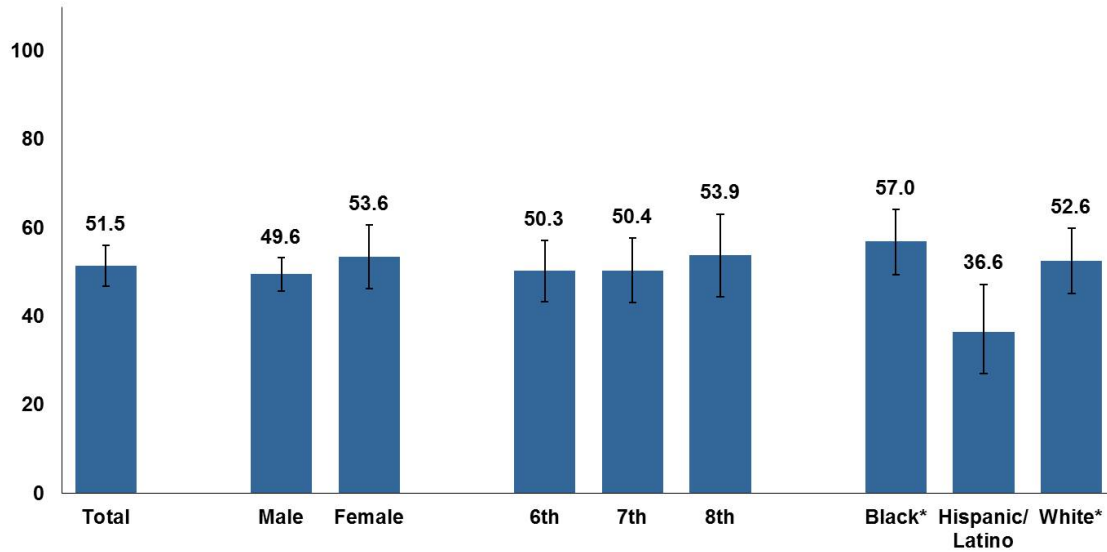
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2007	17.5%	20.3%	14.6%	15.7%	17.4%	19.0%	15.7%	19.7%	18.3%	21.8%	27.1%
2009	15.0%	15.7%	14.2%	13.6%	13.1%	17.7%	13.5%	21.7%	13.2%	15.3%	13.3%
2011	13.6%	14.2%	13.0%	10.5%	13.1%	17.4%	11.7%	16.2%	14.7%	18.9%	
2013	15.2%	17.8%	12.5%	13.0%	11.4%	21.0%	12.8%	17.9%	17.6%		

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*



## Percent of students who participate in school activities other than sports, such as band, drama, clubs, or student government



\*Non-Hispanic

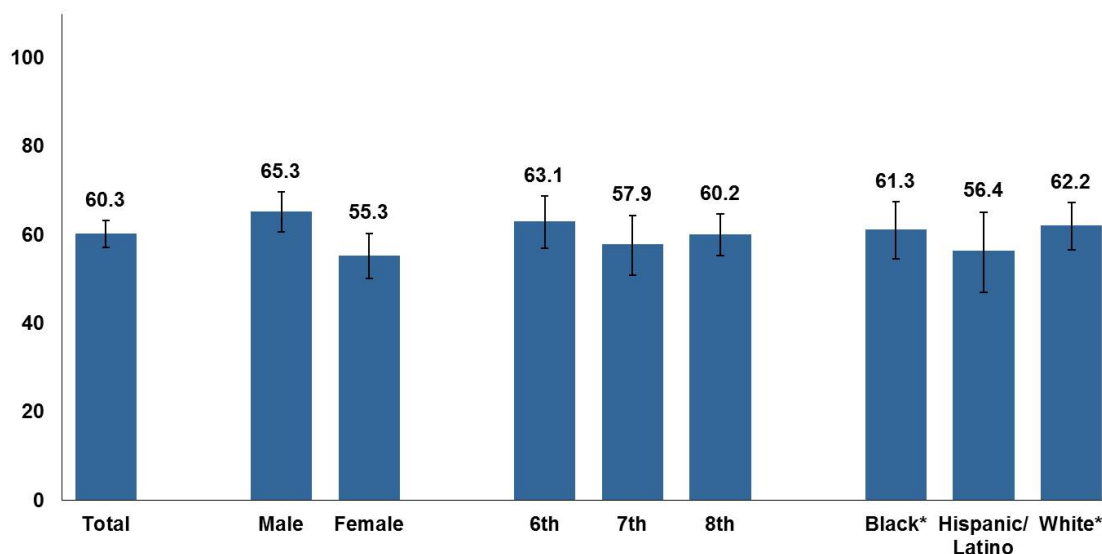
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2009	52.4%	47.7%	56.9%	54.0%	52.0%	51.3%	55.3%	50.9%	42.9%	52.7%	45.0%
2011	44.5%	39.4%	49.5%	48.1%	47.9%	37.4%	44.9%	42.5%	36.0%	60.2%	
2013	51.5%	49.6%	53.6%	50.3%	50.4%	53.9%	52.6%	57.0%	36.6%		

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, students that identify as Hispanic/Latino were significantly less likely than students that identify as Black to participate in school activities other than sports, such as band, drama, clubs, or student government.



## Percent of students who played on one or more sports teams during the past 12 months



\*Non-Hispanic

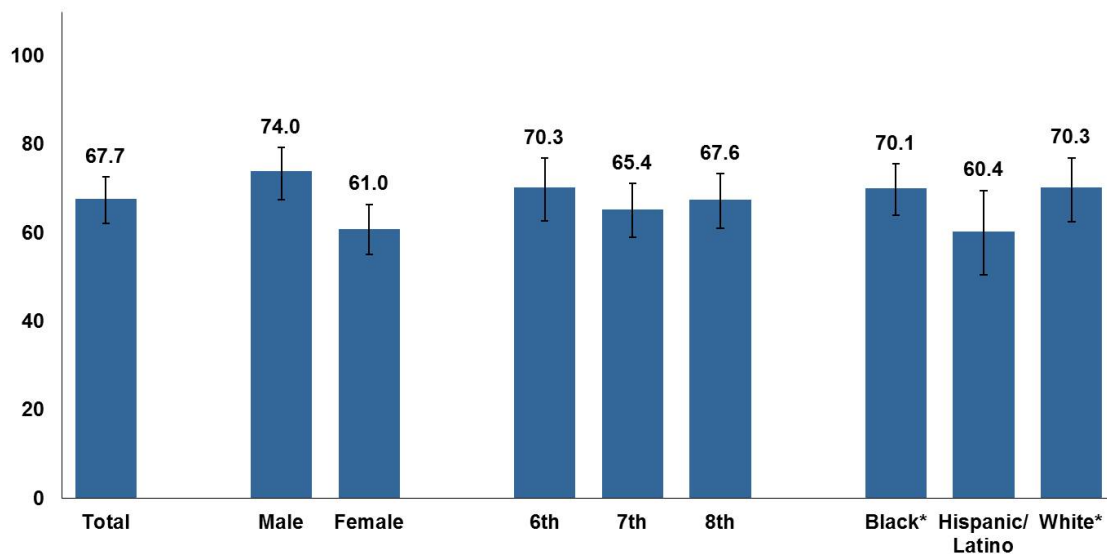
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2007	61.2%	66.7%	55.5%	60.7%	63.0%	59.7%	63.8%	59.2%	58.7%	53.2%	49.9%
2009	61.5%	65.7%	57.4%	62.1%	61.4%	61.1%	64.8%	61.6%	50.9%	55.2%	57.5%
2011	58.7%	61.6%	55.5%	57.4%	63.3%	55.3%	59.6%	62.1%	52.4%	53.3%	47.3%
2013	60.3%	65.3%	55.3%	63.1%	57.9%	60.2%	62.2%	61.3%	56.4%	53.1%	

*In 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, male students were significantly **more** likely than female students to play on one or more sports teams during the past 12 months.



## Percent of students who disagree or strongly disagree that they feel alone in their life



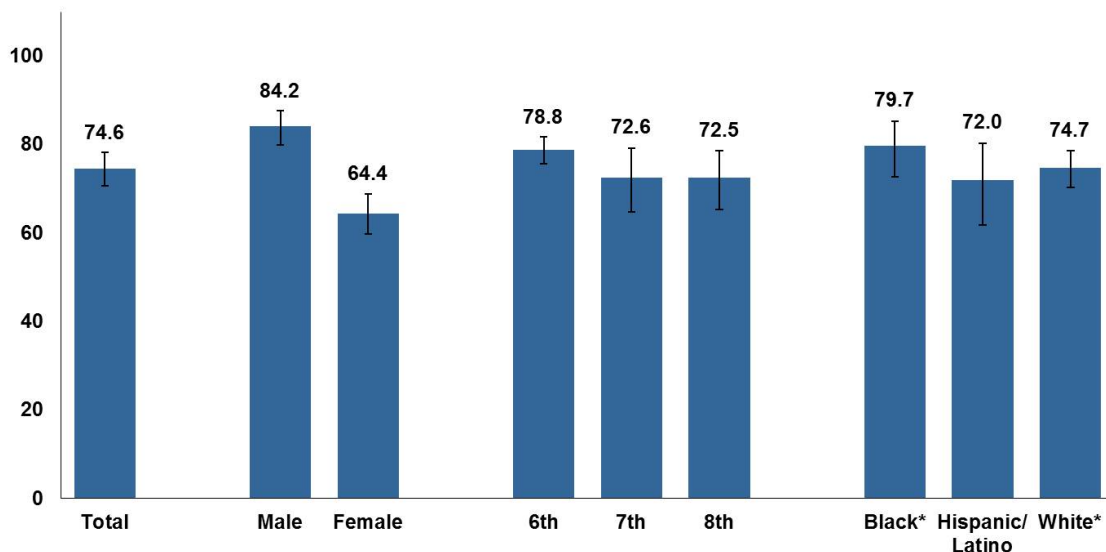
\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	65.6%	70.2%	61.4%	68.5%	65.4%	63.0%	69.4%	66.4%	53.8%	51.5%	
2013	67.7%	74.0%	61.0%	70.3%	65.4%	67.6%	70.3%	70.1%	60.4%		

- In 2013, female students were significantly **less** likely than male students to disagree or strongly disagree that they feel alone in their life.



## Percent of students who strongly agree or agree that they feel good about themselves



\*Non-Hispanic

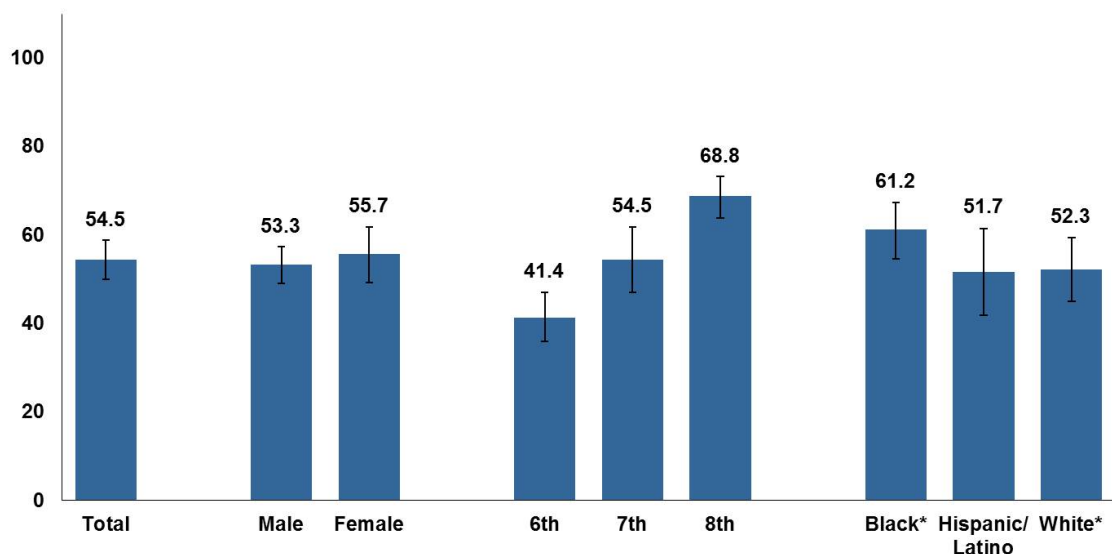
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
2005	74.7%	79.2%	70.5%	75.5%	74.9%	74.4%	73.7%	79.1%	72.9%	69.3%	74.9%
2007	74.8%	79.1%	70.4%	77.6%	73.7%	74.1%	73.4%	78.8%	71.8%	77.3%	70.1%
2009	75.6%	81.4%	69.9%	78.1%	74.4%	74.4%	75.5%	79.7%	74.5%	72.1%	68.8%
2011	76.7%	82.8%	70.9%	77.9%	77.5%	74.6%	76.9%	83.0%	69.1%	65.0%	
2013	74.6%	84.2%	64.4%	78.8%	72.6%	72.5%	74.7%	79.7%	72.0%		

*In 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*

- In 2013, male students were significantly **more** likely than female students to strongly agree or agree that they feel good about themselves.



## Percent of students whose parents or other adults in their family talked with them about what they expect them to do or not to do when it comes to sex



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	56.3%	50.8%	61.9%	44.2%	58.4%	65.2%	53.2%	64.4%	57.9%	59.2%	41.0%
2013	54.5%	53.3%	55.7%	41.4%	54.5%	68.8%	52.3%	61.2%	51.7%	60.5%	

- In 2013, students in the 8<sup>th</sup> grade were significantly **more** likely than students in the 6<sup>th</sup> grade to report that parents or other adult in their family talked with them about what they expect them to do or not to do when it comes to sex.
- The percent of students who report that parents or another adult in their family talked with them about what they expect them to do or not to do when it comes to sex has **decreased** significantly from 2011-2013.



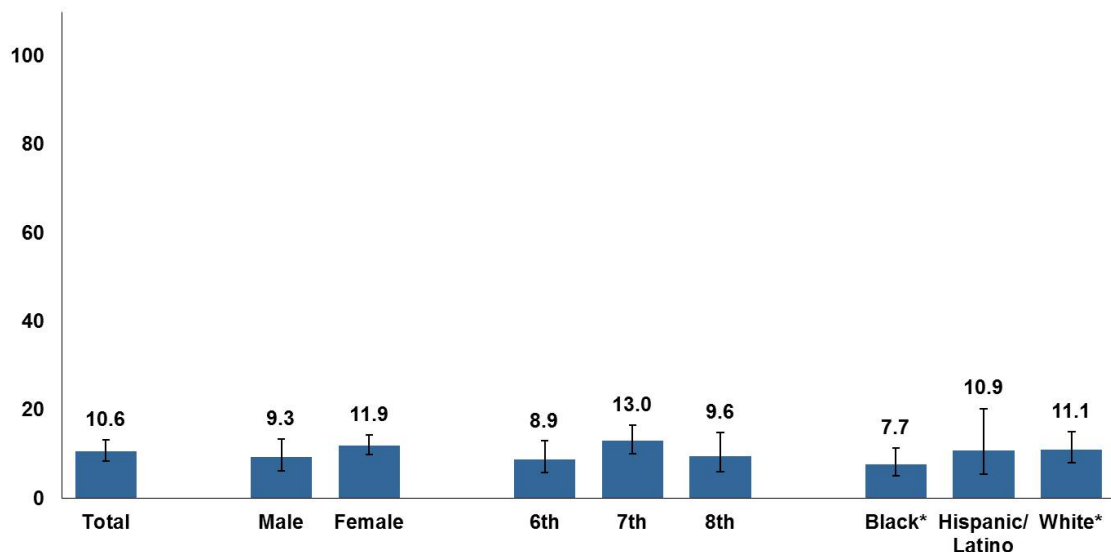
## ***Disability***

Limited information on the prevalence and correlates of disability in the population has resulted in the growth of inclusion of questions on disability in censuses and national surveys. Data on health-risk behaviors among children and youth with disabilities has been a particular concern given functional limitations and susceptibility of this population. Concepts and definitions of disability vary not only across disciplines, government agencies and service systems but also as a function of the age of the individual. This variability has contributed to a lack of consistent estimates of disability in the population. A 2001 publication of the International Classification of Functioning (ICF), Disability and Health by the World Health Organization (WHO) has provided a universal framework and taxonomy for documenting dimensions of disability as an alternative to diagnosed health conditions. As such, functional limitations in learning, mobility and performance of activities of daily life as defined by the ICF, have served as the base for operationalizing items in surveys. Data can provide estimates of the school population at risk for experiencing difficulties in meeting the academic and/or social demands of the school.

According to the CDC, since the Americans with Disabilities Act was enacted in 1990, many social barriers have been removed or reduced for people with disabilities. More work needs to be done for people with disabilities to become more independent and involved in their world. Good health is important to be able to work, learn, and be engaged within a community. People with disabilities need health care and health programs for the same reasons anyone else does – to stay well, active, and a part of the community.



## Percent of students who consider themselves to have a disability



\*Non-Hispanic

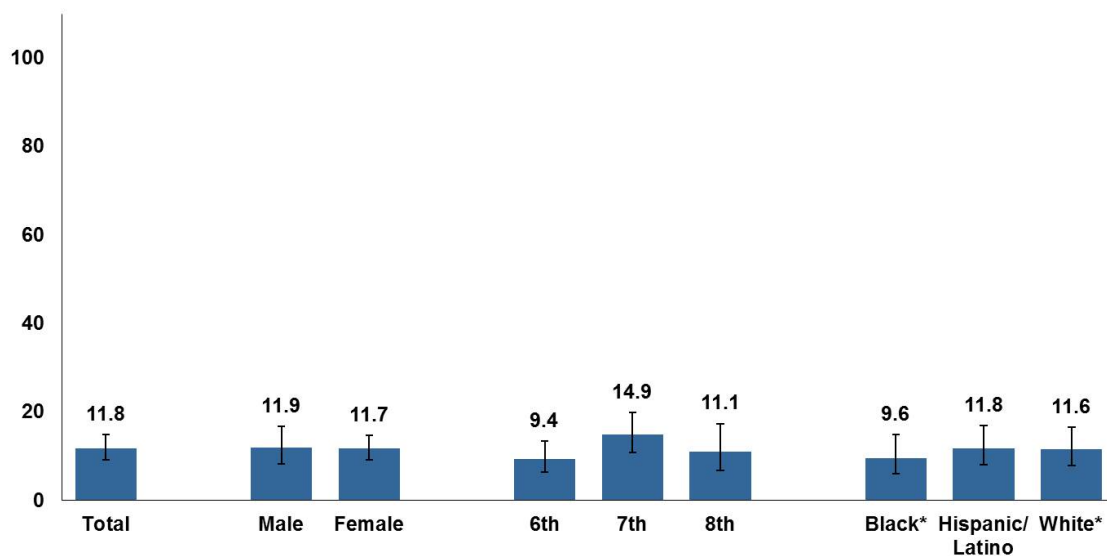
	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/ Latino	Multi- racial	Other
2003	37.7%	36.9%	38.7%	37.4%	38.1%	37.9%	34.9%	43.4%		37.3%	
2005	12.0%	11.1%	12.7%	12.9%	11.5%	11.7%	11.5%	11.0%	11.0%	20.5%	12.5%
2007	12.8%	11.6%	14.1%	13.4%	10.7%	14.4%	12.3%	12.9%	12.9%	14.7%	23.4%
2009	12.0%	10.7%	13.1%	11.5%	10.7%	13.2%	11.0%	11.1%	12.9%	17.2%	15.5%
2011	9.8%	9.4%	10.3%	8.9%	8.6%	11.9%	9.4%	8.4%	9.8%	14.0%	
2013	10.6%	9.3%	11.9%	8.9%	13.0%	9.6%	11.1%	7.7%	10.9%		

*In 2003, 2005 and 2009, the Middle School NCYRBS did not achieve a high enough response rate to generalize results for all middle school students, just those surveyed.*





## Percent of students who have trouble learning, remembering, or concentrating because of disability or health problem

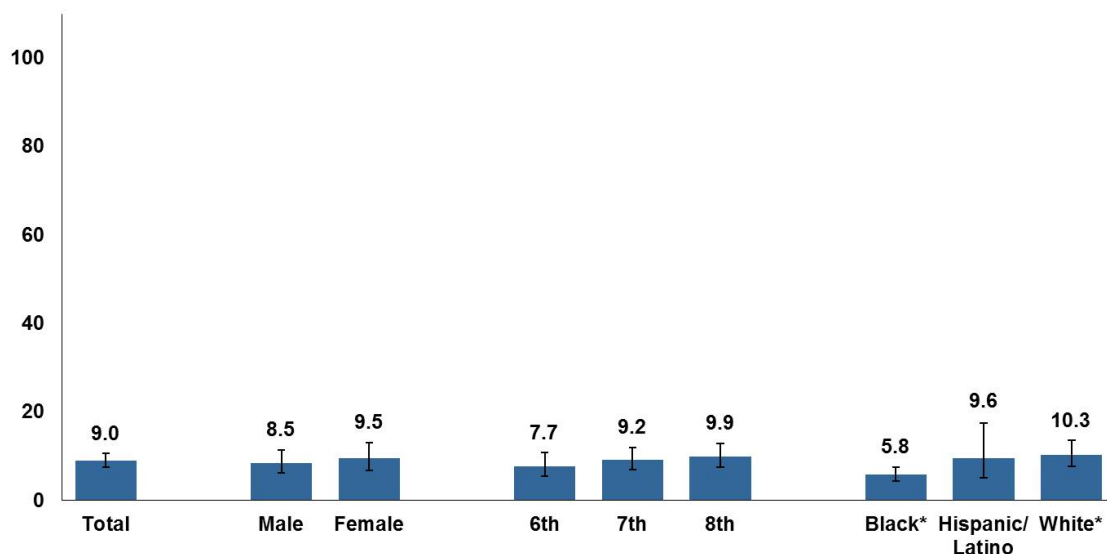


\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	13.5%	12.9%	13.7%	13.5%	13.0%	13.3%	12.7%	14.3%	13.2%	13.0%	
2013	11.8%	11.9%	11.7%	9.4%	14.9%	11.1%	11.6%	9.6%	11.8%		



## Percent of students who are limited in any way in any activities because of disability or health problem



\*Non-Hispanic

	Total	Male	Female	6th	7th	8th	White	Black	Hispanic/Latino	Multi-racial	Other
2011	8.7%	9.3%	8.0%	7.7%	7.6%	10.9%	7.5%	8.4%	9.6%	14.9%	
2013	9.0%	8.5%	9.5%	7.7%	9.2%	9.9%	10.3%	5.8%	9.6%		

- In 2013, students that identify as White were significantly **more** likely than students that identify as Black to report that they are limited in any way in any activities because of a disability or health problem.

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# **2013 NORTH CAROLINA YOUTH RISK BEHAVIOR SURVEY**

## **MIDDLE SCHOOL QUESTIONNAIRE**

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

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

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

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

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

**Thank you very much for your help.**

**Directions**

- Use a #2 pencil only.
- Make dark marks.
- Fill in a response like this: A B ● D.
- If you change your answer, erase your old answer completely.

1. How old are you?
  - A. 10 years old or younger
  - B. 11 years old
  - C. 12 years old
  - D. 13 years old
  - E. 14 years old
  - F. 15 years old
  - G. 16 years old or older
2. What is your sex?
  - A. Female
  - B. Male
3. In what grade are you?
  - A. 6<sup>th</sup> grade
  - B. 7<sup>th</sup> grade
  - C. 8<sup>th</sup> grade
  - D. Ungraded or other grade
4. Are you Hispanic or Latino?
  - A. Yes
  - B. No
5. What is your race? **(Select one or more responses.)**
  - A. American Indian or Alaska Native
  - B. Asian
  - C. Black or African American
  - D. Native Hawaiian or Other Pacific Islander
  - E. White
6. During the past 12 months, how would you describe your grades in school?
  - A. Mostly A's
  - B. Mostly B's
  - C. Mostly C's
  - D. Mostly D's
  - E. Mostly F's
  - F. None of these grades
  - G. Not sure

The next 11 questions ask about personal safety and violence-related behaviors.

7. **When you ride a bicycle**, how often do you wear a helmet?
  - A. I do not ride a bicycle
  - B. Never wear a helmet
  - C. Rarely wear a helmet
  - D. Sometimes wear a helmet
  - E. Most of the time wear a helmet
  - F. Always wear a helmet
8. **When you rollerblade or ride a skateboard**, how often do you wear a helmet?
  - A. I do not rollerblade or ride a skateboard
  - B. Never wear a helmet
  - C. Rarely wear a helmet
  - D. Sometimes wear a helmet
  - E. Most of the time wear a helmet
  - F. Always wear a helmet
9. How often do you wear a seat belt when **riding** in a car?
  - A. Never
  - B. Rarely
  - C. Sometimes
  - D. Most of the time
  - E. Always
10. Have you ever ridden in a car driven by someone who had been drinking alcohol?
  - A. Yes
  - B. No
  - C. Not sure
11. Have you ever carried a **weapon**, such as a gun, knife, or club?
  - A. Yes
  - B. No



12. During the past 12 months, did someone threaten or injure you with a weapon such as a gun, knife, or club **on school property**?  
A. Yes  
B. No
13. Have you ever been in a physical fight?  
A. Yes  
B. No
14. Have you ever been in a physical fight in which you were hurt and had to be treated by a doctor or nurse?  
A. Yes  
B. No
15. During the past 30 days, did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?  
A. Yes  
B. No
16. During the past 12 months, has someone stolen or deliberately damaged your property, such as your clothing or books, **on school property**?  
A. Yes  
B. No
17. Is there gang activity in your school?  
A. Yes  
B. No  
C. Not sure

**The next 4 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.**

18. Have you ever been bullied on **school property**?  
A. Yes  
B. No
19. Have you ever been **electronically** bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)  
A. Yes  
B. No
20. Have you seen other students being bullied in your school?  
A. Yes  
B. No  
C. Not sure
21. Have you ever been the victim of teasing or name calling because someone thought you were gay, lesbian, or bisexual?  
A. Yes  
B. No

**The next 5 questions ask about attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide or killing themselves.**

22. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?  
A. Yes  
B. No

23. When you feel sad, empty, hopeless, angry, or anxious, with whom would you most likely talk about it?
- A. I do not feel sad, empty, hopeless, angry, or anxious
  - B. Parent or other adult family member
  - C. Teacher or other adult in this school
  - D. Other adult
  - E. Friend
  - F. Sibling
  - G. Not sure
24. Have you ever **seriously** thought about killing yourself?
- A. Yes
  - B. No
25. Have you ever made a **plan** about how you would kill yourself?
- A. Yes
  - B. No
26. Have you ever **tried** to kill yourself?
- A. Yes
  - B. No

**The next 4 questions ask about tobacco use.**

27. How old were you when you smoked a whole cigarette for the first time?
- A. I have never smoked a whole cigarette
  - B. 8 years old or younger
  - C. 9 years old
  - D. 10 years old
  - E. 11 years old
  - F. 12 years old
  - G. 13 years old or older

28. During the past 30 days, on how many days did you smoke cigarettes?
- A. 0 days
  - B. 1 or 2 days
  - C. 3 to 5 days
  - D. 6 to 9 days
  - E. 10 to 19 days
  - F. 20 to 29 days
  - G. All 30 days
29. During the past 12 months, did you ever try **to quit** smoking cigarettes?
- A. I did not smoke cigarettes during the past 12 months
  - B. Yes
  - C. No
30. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
- A. 0 days
  - B. 1 or 2 days
  - C. 3 to 5 days
  - D. 6 to 9 days
  - E. 10 to 19 days
  - F. 20 to 29 days
  - G. All 30 days

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

31. Have you ever had a drink of alcohol, other than a few sips?
- A. Yes
  - B. No

32. How old were you when you had your first drink of alcohol other than a few sips?
- A. I have never had a drink of alcohol other than a few sips
  - B. 8 years old or younger
  - C. 9 years old
  - D. 10 years old
  - E. 11 years old
  - F. 12 years old
  - G. 13 years old or older
33. During the past 30 days, how did you **usually** get the alcohol you drank?
- A. I did not drink alcohol during the past 30 days
  - B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
  - C. I bought it at a restaurant, bar, or club
  - D. I bought it at a public event such as a concert or sporting event
  - E. I gave someone else money to buy it for me
  - F. Someone gave it to me
  - G. I took it from a store or family member
  - H. I got it some other way

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

34. Have you ever used marijuana?
- A. Yes
  - B. No
35. How old were you when you tried marijuana for the first time?
- A. I have never tried marijuana
  - B. 8 years old or younger
  - C. 9 years old
  - D. 10 years old
  - E. 11 years old
  - F. 12 years old
  - G. 13 years old or older

36. During the past 30 days, did you use marijuana?
- A. Yes
  - B. No

**The next 5 questions ask about other drug use.**

37. Have you ever used **any** form of cocaine, including powder, crack, or freebase?
- A. Yes
  - B. No
38. Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high?
- A. Yes
  - B. No
39. Have you ever taken **steroid pills or shots** without a doctor's prescription?
- A. Yes
  - B. No
40. Have you ever taken a **prescription drug** (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?
- A. Yes
  - B. No
41. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?
- A. Yes
  - B. No

**The next 6 questions ask about abstinence, AIDS, and STD education.**

42. Have you ever been taught about abstaining from sexual activity?
- A. Yes
  - B. No
  - C. Not sure

43. Have you ever been taught about AIDS or HIV infection in school?
- A. Yes
  - B. No
  - C. Not sure
44. Have you ever been taught about chlamydia, gonorrhea, syphilis, human papillomavirus, or genital warts?
- A. Yes
  - B. No
  - C. Not sure
45. When you have questions about sexually transmitted diseases (STD), HIV, AIDS, or pregnancy prevention, with whom do you **usually** talk?
- A. I do not have questions about sexually transmitted diseases (STD), HIV, AIDS, or pregnancy prevention
  - B. Doctor or nurse
  - C. Parent or other adult family member
  - D. Teacher or other adult in this school
  - E. Religious leader
  - F. Friend or sibling
  - G. Other adult
  - H. Not sure
46. Have your parents or other adults in your family ever talked with you about what they expect you to do or not to do when it comes to sex?
- A. Yes
  - B. No
  - C. Not sure
47. Have you ever had sexual intercourse?
- A. Yes
  - B. No

**The next 7 questions ask about body weight.**

48. How do **you** describe your weight?
- A. Very underweight
  - B. Slightly underweight
  - C. About the right weight
  - D. Slightly overweight
  - E. Very overweight
49. Which of the following are you trying to do about your weight?
- A. **Lose** weight
  - B. **Gain** weight
  - C. **Stay** the same weight
  - D. I am **not trying to do anything** about my weight
50. Have you ever **exercised** to lose weight or to keep from gaining weight?
- A. Yes
  - B. No
51. Have you ever **eaten less food, fewer calories, or foods low in fat** to lose weight or to keep from gaining weight?
- A. Yes
  - B. No
52. Have you ever **gone without eating for 24 hours or more** (also called fasting) to lose weight or to keep from gaining weight?
- A. Yes
  - B. No
53. Have you ever **vomited or taken laxatives** to lose weight or to keep from gaining weight?
- A. Yes
  - B. No
54. During the past 30 days, did you **skip meals** to lose weight or to keep from gaining weight?
- A. Yes
  - B. No

**The next 2 questions ask about breakfast and dinner.**

55. During the past 7 days, on how many days did you eat **breakfast**?
- A. 0 days
  - B. 1 day
  - C. 2 days
  - D. 3 days
  - E. 4 days
  - F. 5 days
  - G. 6 days
  - H. 7 days
56. During the past 7 days, on how many days did you eat dinner at home with your family?
- A. 0 days
  - B. 1 day
  - C. 2 days
  - D. 3 days
  - E. 4 days
  - F. 5 days
  - G. 6 days
  - H. 7 days

**The next 5 questions ask about physical activity.**

57. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)
- A. 0 days
  - B. 1 day
  - C. 2 days
  - D. 3 days
  - E. 4 days
  - F. 5 days
  - G. 6 days
  - H. 7 days

58. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)
- A. 0 teams
  - B. 1 team
  - C. 2 teams
  - D. 3 or more teams
59. On an average school day, how many hours do you watch TV?
- A. I do not watch TV on an average school day
  - B. Less than 1 hour per day
  - C. 1 hour per day
  - D. 2 hours per day
  - E. 3 hours per day
  - F. 4 hours per day
  - G. 5 or more hours per day
60. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the internet.)
- A. I do not play video or computer games or use a computer for something that is not school work
  - B. Less than 1 hour per day
  - C. 1 hour per day
  - D. 2 hours per day
  - E. 3 hours per day
  - F. 4 hours per day
  - G. 5 or more hours per day
61. How many days per week do you usually walk or ride your bike to school?
- A. 0 days
  - B. 1 day
  - C. 2 days
  - D. 3 days
  - E. 4 days
  - F. 5 days

**The next 8 questions ask about other health-related topics.**

62. Has a doctor or nurse ever told you that you have asthma?
- A. Yes
  - B. No
  - C. Not sure
63. Do you still have asthma?
- A. I have never had asthma
  - B. Yes
  - C. No
  - D. Not sure
64. An asthma action/management plan contains instructions about how to care for your asthma. Do you have a written asthma action plan or asthma management plan on file at school?
- A. I do not have asthma
  - B. Yes
  - C. No
  - D. Not sure
65. On an average school night, how many hours of sleep do you get?
- A. 4 or less hours
  - B. 5 hours
  - C. 6 hours
  - D. 7 hours
  - E. 8 hours
  - F. 9 hours
  - G. 10 or more hours
66. On an average school day, how long after school are you alone without a parent or adult?
- A. I am not alone after school
  - B. Less than 1 hour per day
  - C. 1 or 2 hours per day
  - D. 3 hours per day
  - E. 4 hours per day
  - F. 5 hours per day
  - G. 6 or more hours per day

67. Do you participate in school activities other than sports, such as band, drama, clubs, or student government?
- A. Yes
  - B. No
68. When was the last time you saw a doctor or nurse for a check-up or physical exam when you were not sick or injured?
- A. During the past 12 months
  - B. Between 12 and 24 months ago
  - C. More than 24 months ago
  - D. Never
  - E. Not sure
69. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?
- A. During the past 12 months
  - B. Between 12 and 24 months ago
  - C. More than 24 months ago
  - D. Never
  - E. Not sure

**The next 3 questions ask about disabilities. A disability can be physical, mental, emotional, or communication-related.**

70. Do you consider yourself to have a disability?
- A. Yes
  - B. No
  - C. Not sure
71. Are you limited in any way in any activities because of any disability or health problem?
- A. Yes
  - B. No
  - C. Not sure

72. Do you have trouble learning, remembering, or concentrating because of disability or health problem?
- A. Yes
  - B. No
  - C. Not sure

**For the next 3 questions, indicate how much you agree or disagree.**

73. Do you agree or disagree that you feel alone in your life?
- A. Strongly agree
  - B. Agree
  - C. Not sure
  - D. Disagree
  - E. Strongly disagree

74. Do you agree or disagree that you feel good about yourself?
- A. Strongly agree
  - B. Agree
  - C. Not sure
  - D. Disagree
  - E. Strongly disagree

75. Do you agree or disagree that your teachers really care about you and give you a lot of encouragement?
- A. Strongly agree
  - B. Agree
  - C. Not sure
  - D. Disagree
  - E. Strongly disagree

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