Child and Family Health Services

Youth Risk Behavior Survey Report

2010

Cuyahoga County Middle Schools

Prepared by:
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Healthy Neighborhoods
Prevention Research Center for Healthy Neighborhoods

Cuyahoga County Board of Health
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Contents

Acknowledgements

The 2010 Cuyahoga County Middle School Youth Risk Behavior Survey (YRBS) Report embodies the expertise, cooperation, and dedication of multiple partners. Most notable are the programs which supplied guidance in the development of the CORE questions, vision to permit the incorporation of these CORE items into each version of the Youth Risk Behavior Survey, and funding to support survey administration. To this end, the Prevention Research Center for Healthy Neighborhoods (PRCHN) at Case Western Reserve University is grateful for the support of Child and Family Services, the Cuyahoga County Board of Health, and the participating middle schools throughout the county.

We are especially grateful to the students, teachers, principals, and superintendents who agreed to participate in the survey.

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Introduction

Centers from Case Western Reserve University have administered the Youth Risk Behavior Survey (YRBS) in school districts throughout Cuyahoga County since 2000. The YRBS is a cross-sectional survey instrument developed by the Centers for Disease Control and Prevention (CDC) to track adolescent risk behaviors. The national YRBS has monitored many major causes of morbidity and mortality for adolescents since 1991. Nationally, the YRBS is conducted every two years among students in grades 9-12.

During the spring of 2010, the Prevention Research Center for Healthy Neighborhoods (PRCHN) conducted the YRBS among 7th and 8th grade students in Cuyahoga County middle schools. The survey was tailored to fit local needs and addressed a wide range of topics. The 2010 Cuyahoga County Middle School YRBS asked questions from the following areas:

- Behaviors that Contribute to Unintentional Injuries
- Dietary Behaviors
- Physical Activity
- Obesity, Overweight, and Weight Control
- Tobacco Use
- Alcohol Use
- Marijuana and Other Drug Use
- Behaviors that Contribute to Violence
- Sexual Behaviors
- Other Health Topics

This report summarizes results from the 2010 Cuyahoga County Middle School YRBS. Additional results sections are included that explore aspects of protective factors in adolescents' lives: parental rules and monitoring and developmental assets. In addition, the links between time spent in after school self-care and risk behavior engagement are examined.

Attached at the end of this report are two appendices aimed at supplementing the findings presented herein.

In **Appendix I**, data tables are displayed that provide a more in-depth look at the prevalence of a given risk behavior. These tables supplement the results provided in this report and allow for further pair-wise (e.g., male vs. female; 7th vs. 8th grade) comparisons between demographic groups. A simple way to look for significant differences between groups is to check whether the 95% confidence intervals overlap. A statistically significant difference exists if the confidence intervals do not overlap.

In **Appendix II**, a second set of data tables represent risk behavior prevalence by the six regions that Cuyahoga County was divided into for the purposes of school sample selection.

In **Appendix III**, a copy of the 2010 Cuyahoga County Middle School YRBS instrument is provided.

Methods

The Prevention Research Center for Healthy Neighborhoods (PRCHN) regularly uses a two-stage cluster sample design that mimics the sampling method of the Centers for Disease Control and Prevention (CDC) and its national Youth Risk Behavior Survey (YRBS). For the 2010 Cuyahoga County Middle School (CCMS) YRBS sample, all public schools in Cuyahoga County that contained grades 7 or 8 were included in the sampling frame.

In the first stage of sampling, 66 schools were selected with probability proportional to school enrollment size. Schools with larger 7th and 8th grade enrollments had a greater chance of being selected to take part in the survey. In the second stage of sampling, 7th and 8th grade classrooms were selected in each chosen school. Classroom selection was random, though schools were given the option to have the survey administered to the entire student body (i.e., every classroom). All students in the selected classrooms were eligible to participate.

Of the 66 schools selected for participation, 52 agreed to take part. A total of 9,864 students were eligible to complete the survey, and 8,310 usable questionnaires remained after the data set was cleaned and edited for inconsistencies. Missing data were not statistically imputed. The school response rate was 79%; the student response rate was 84%; the overall response rate was **66%** (79% x 84%).

Student participation was both anonymous and voluntary. Permission slips were mailed home to selected students, giving parents or guardians the option of excluding their child from participating in the 2010 CCMS YRBS. Student nonparticipation was due to absence on the day of survey administration, parental refusal, or student refusal. Additionally, a small number of questionnaires failed quality control and were removed from the final data set.

The relatively high overall response rate (66%) allowed for data to be weighted to the population of 7th and 8th grade students in Cuyahoga County. Weighting makes the data representative of the population from which it was drawn. A weight was applied to each record to adjust for student non response and the distribution of students by grade, gender, race/ethnicity, and ring within Cuyahoga County.

Statistical analyses were conducted on weighted data using SAS statisical software to account for the sampling design. Prevalence estimates and 95% confidence intervals were computed for all variables. Differences between prevalence estimates were considered statistically significant if the 95% confidence intervals did not overlap for main effects (gender, race/ethnicity, parental education, and grade) and for changes over time (year to year). Only statistically significant differences in prevalence estimates are reported in the results section.

Terms and Conventions

Cigar use: Having smoked any of the following products: cigars, cigarillos, or little cigars, such as Black and Milds, Swisher Sweets, or Phillies.

Obese/overweight: Classification based on a student's Body Mass Index (BMI) (kg/m2), which was calculated from self-reported height and weight. The BMI values were compared with sex- and age-specific reference data from the 2000 CDC growth charts. Obese was defined as a BMI of >95th percentile for age and sex. Overweight was defined as a BMI of >85th percentile and <95th percentile for age and sex. These classifications are not intended to diagnose obesity or overweight in individual students, but rather to provide estimates of obesity and overweight for the population of students surveyed.

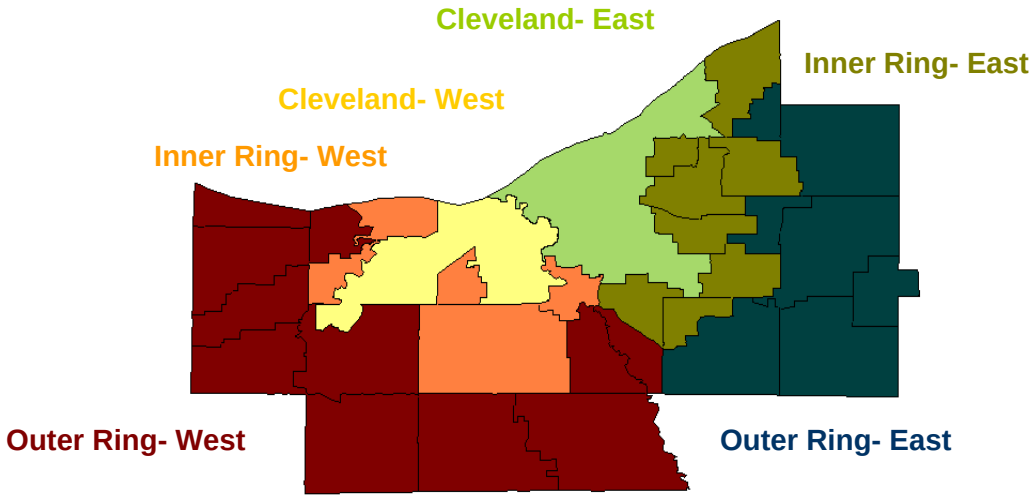
Parental education: Computed from two questions: 1) "What is the highest level of school your father completed," and 2) "What is the highest level of school your mother completed." Response options for both questions were "completed grade school or less," "some high school," "completed high school," "some college," "completed college," "graduate or professional degree," or "don't know." For this report, students were classified as "low parental education" if neither parent completed college. Students were classified as "high parental education" if at least one parent completed college. Parental education was classified as missing for students who answered neither of the questions; answered "don't know" to both questions; or answered "completed grade school or less," "some high school," "completed high school," or "some college" to one of the questions, but did not answer the second question.

Race/ethnicity: Computed from two questions: 1) "Are you Hispanic or Latino?" (response options were "yes" or "no"), and 2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "black or African American," "Native Hawaiian or other Pacific Islander," or "white"). For the second question, students could select more than one response option. For this report, students were classified as "Hispanic/Latino" if they answered "yes" to the first question, regardless of how they answered the second question. Students were classified as "black" if they answered "no" to the first question and selected only "black or African American" to the second question. Students were classified as "white" if they answered "no" to the first question and selected only "white" to the second question. Students were classified as "other" if they answered "no" to the first question and selected "American Indian or Alaska Native," "Asian," and/or "Native Hawaiian or other Pacific Islander" or selected more than one response to the second question. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "no" to the first question but did not answer the second question. Throughout this report, students who self-identified as "Hispanic/Latino" are referred to as "Hispanic" and students who self-identified as "black or African American" are referred to as "black.

Regions: In order to provide a geographic representation of the prevalence of different risk behaviors in Cuyahoga County, the county was divided first into "Rings" based on proximity of school districts to the City of Cleveland. Then it was further divided into Eastern and Western "Regions" of the rings by the Cuyahoga River. The six regions are:

- Cleveland—East: the portion of the Cleveland Metropolitan School District located east of the Cuyahoga River
- Cleveland—West: the portion of the Cleveland Metropolitan School District located west of the Cuyahoga River
- Inner Ring Suburbs—East: a city on the east side of the Cuyahoga River in Cuyahoga County which shares a border with the city of Cleveland
- Inner Ring Suburbs—West: a city on the west side of the Cuyahoga River in Cuyahoga County which shares a border with the city of Cleveland
- Outer Ring Suburbs—East: a city on the east side of the Cuyahoga River in Cuyahoga County which does not share a border with the city of Cleveland, and
- Outer Ring Suburbs—West: a city on the west side of the Cuyahoga River in Cuyahoga County which does not share a border with the city of Cleveland.

Sufficient schools within each region were randomly identified to be a part of the overall school sample to permit weighting within each region as well as to the county.



Sample Demographics

The table below presents a demographic profile of the sample of students who completed the 2010 Cuyahoga County Middle School YRBS. A total of 8,310 usable surveys were completed.

There was approximately the same number of female and male students in the sample. The same was true for grade level, with nearly the same amount of 7th and 8th grade students having completed the survey.

Broken down by race/ethnicity, 46% of the students in the sample were white. Black students comprised the second-largest race/ethnicity group with 30.1% of the sample, while 10.8% of the students were Hispanic. The remaining 13.1% of the students were grouped into the race/ethnicity category of "Other".

Approximately twice as many students from high parental education households completed the survey than students from low parental education households. It is important to note however, a large number of students were excluded from the parental education analyses because they were unaware of their parents' education history.

2010 YRBS Sample		n	%
	Total	**8310**	**100.0%**
Sex			
	Female	4172	50.4%
	Male	4106	49.6%
Race/Ethnicity			
	White*	3752	46.0%
	Black*	2452	30.1%
	Hispanic	885	10.8%
	Other†	1067	13.1%
Parental Education			
	Low	1881	29.8%
	High	4432	70.2%
Grade Level			
	7th	4034	48.7%
	8th	4252	51.3%

* Non-Hispanic

† American Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander, and multiple race (non-Hispanic).

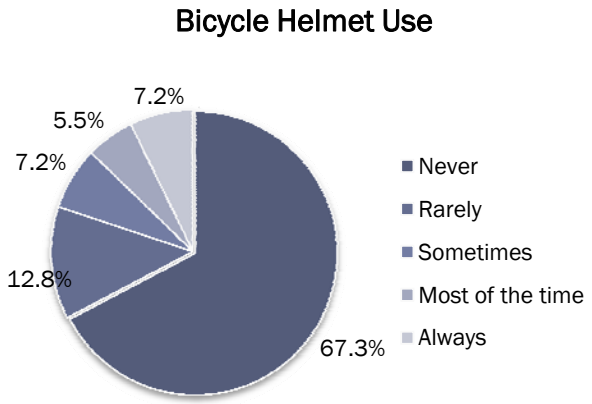
Results

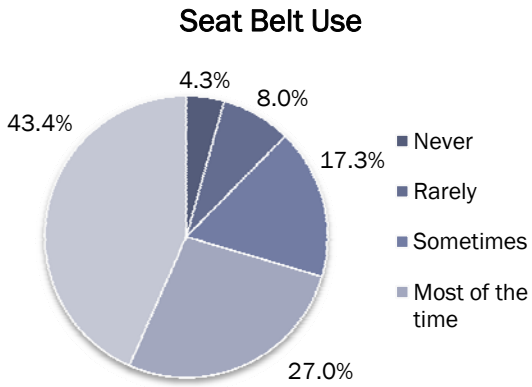
Behaviors that Contribute to Unintentional Injuries

The 2010 Cuyahoga County Middle School YRBS asked students how often they had worn a bicycle helmet and seat belt when riding in a car driven by someone else. Head injury is the leading cause of death in bicycle crashes and use of bicycle helmets is the single most effective way of reducing head injuries and fatalities.[1,2] In 2004, children 14 years and younger accounted for 13% of all bicycle fatalities, making this one of the most frequent causes of injury-related deaths for young children.[3]

Motor vehicle accidents are the leading cause of death for children and youth ages 5 to 24.[4] The use of seat belts and child safety restraints greatly reduces the chance of fatalities and serious injuries in motor vehicle crashes.[3]

The pie charts below depict the frequency of bicycle helmet use among students who rode a bicycle, along with seat belt use among Cuyahoga County students.

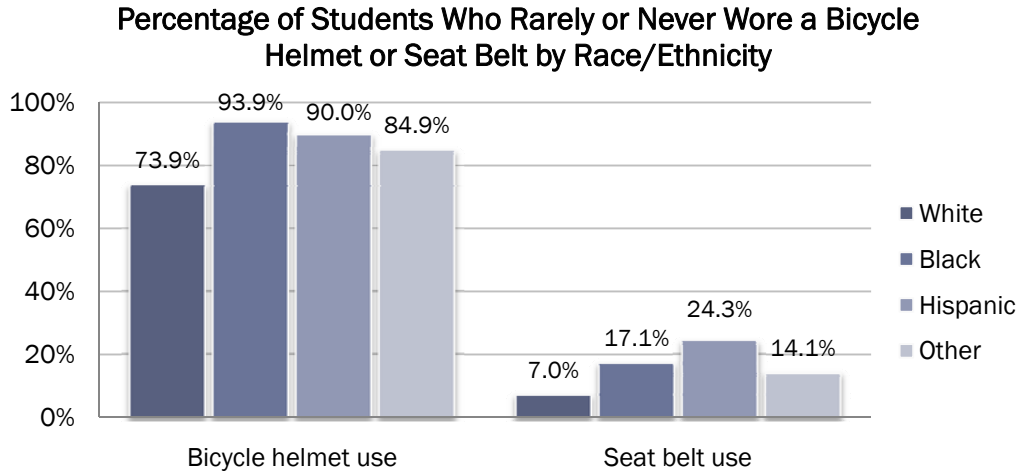




Less than 13% of students who rode a bicycle had worn a bicycle helmet most of the time or always. Students were much more likely to have worn a seat belt, although some students still reported never (4.3%) or rarely (8.0%) wearing a seat belt when riding in a car driven by someone else.

RELEVANT HEALTHY PEOPLE 2010 GOAL: Increase use of seat belts to 92%. **IN CUYAHOGA COUNTY:** 87.7% of students had worn a seat belt sometimes, most of the time, or always.

In Cuyahoga County, differences were noted for bicycle helmet and seat belt use across race/ethnicity groups. For both behaviors, black and Hispanic students were more likely than white students to have rarely or never worn a bicycle helmet or seat belt. The following graph depicts these race/ethnicity differences.



Bicycle Helmet Use

Among the 88.3% of Cuyahoga County students who ride a bicycle, 82.8% had rarely or never worn a bicycle helmet (Table 1). The prevalence of having rarely or never worn a bicycle helmet was higher among black students (93.9%), than white, Hispanic and other (73.9%, 90.0%, 84.9%) students, respectively; higher among Hispanic students (90.0%) than white and other (73.9%, 84.9%) students, respectively; and higher among other (84.9%) than white students (73.9%). The prevalence of having rarely or never worn a bicycle helmet was higher among low parental education (92.7%) than high parental education (74.7%) students.

Seat Belt Use

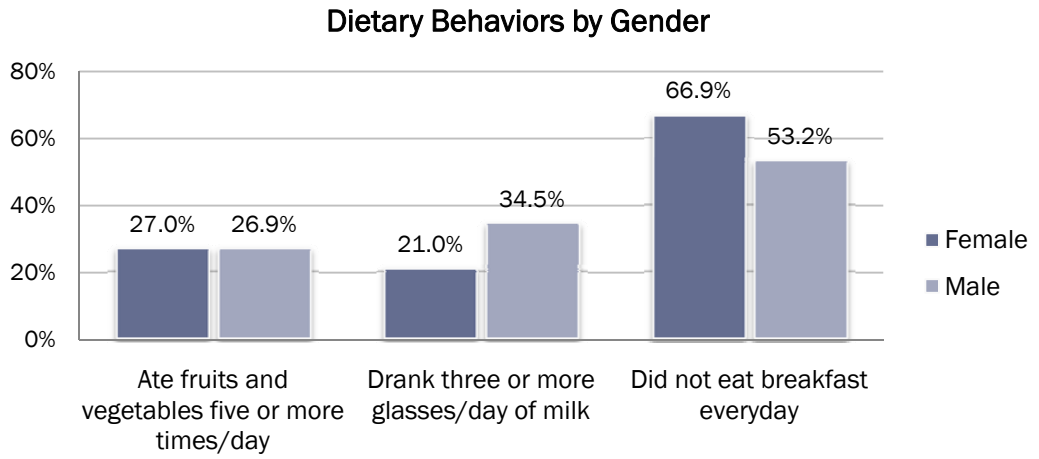
In Cuyahoga County, 12.3% of students had rarely or never worn a seat belt when riding in a car driven by someone else (Table 1). The prevalence of having rarely or never worn a seat belt was higher among Hispanic (24.3%) students than black, white, and other (17.1%, 7.0%, 14.1%) students respectively; and higher among black and other (17.1%, 14.1%) students, respectively, than white (7.0%) students. The prevalence of having rarely or never worn a seat belt was higher among low parental education (15.8%) than high parental education (8.2%) students.

Dietary Behaviors

The 2010 Cuyahoga County Middle School YRBS asked students about their consumption of fruits and vegetables, milk, breakfast, and fast food. Diet and nutrition have important links to adolescent health and well-being, as well as to major causes of morbidity and mortality later in life. Fruits and vegetables are good sources of complex carbohydrates, vitamins, minerals, and other substances that are important for good health. There is probable evidence to suggest that dietary patterns with higher intakes of fruits and vegetables are associated with a decreased risk for some types of cancer,[5,6,7] cardiovascular disease,[8] and stroke.[9] Although data are limited, an increased intake of fruits and vegetables appears to be associated with a decreased risk of being overweight.

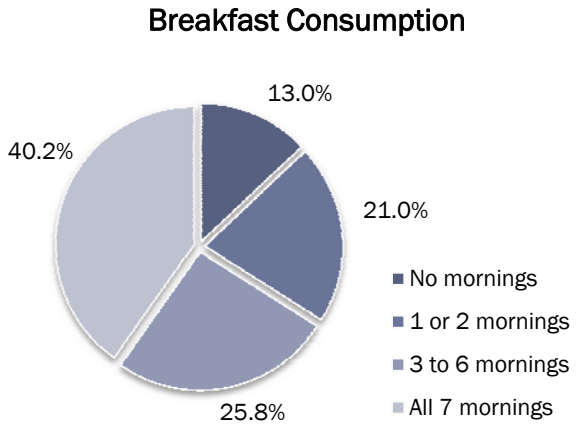
Milk is an important source of calcium for adolescents.[10,11] Calcium is essential for forming and maintaining healthy bones and low calcium intake during the first two to three decades of life is an important risk factor in developing osteoporosis.[12] Although the recommended intake of calcium is 1,300 mg/day, most adolescents consume far less.[13] National data indicate that the average calcium intake per day among persons aged 12 to 19 years was 1125 mg/day (among males) and 814 mg/day (among females).[11]

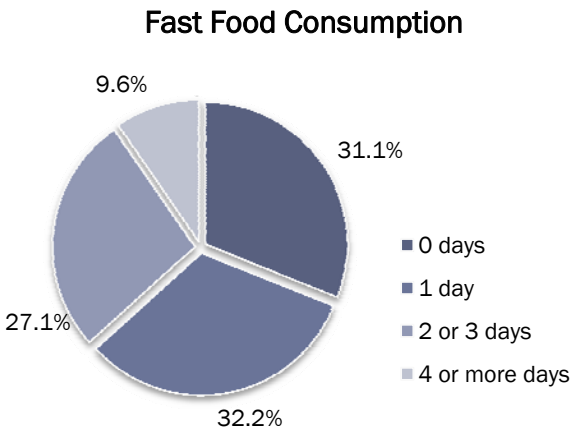
Among Cuyahoga County students, important dietary differences were found between male and female students. The chart below depicts these comparisons for fruit and vegetable consumption, milk consumption, and not eating breakfast every day during the 7 days before the survey. Male students were more likely than female students to have drunk the recommended number of milk servings on the day before the survey, while female students were more likely to have not eaten breakfast on each of the 7 days before the survey. Male and female students were equally likely to have eaten the recommended amount of fruits and vegetables.



Eating breakfast every day may reduce the risk for obesity and insulin resistance syndrome — an early sign of developing diabetes, by as much as 35 to 50 percent.[14] Breakfast eaters tend to eat fewer calories, less saturated fat and cholesterol and have better overall nutritional status than breakfast skippers.[15]

The pie charts below depict the frequency of breakfast and fast food consumption during the 7 days before the survey among Cuyahoga County students. Eating fast food is typically an unhealthy option and increased consumption is closely linked with obesity.





Ate Fruits and Vegetables Five or More Times per Day

In Cuyahoga County, 26.9% of students had eaten fruits and vegetables five or more times on the day before the survey (Table 2). The prevalence of having eaten fruits and vegetables five or more times on the day before the survey was lower among black and Hispanic students, respectively (22.5%, 22.5%) than white and other students, respectively (30.0%, 33.6%). The prevalence of having eaten fruits and vegetables five or more times on the day before the survey was lower among low parental education (22.7%) than high parental education (32.3%) students.

Drank Three or More Glasses per Day of Milk

In Cuyahoga County, 28.0% of students had drunk three or more glasses of milk on the day before the survey (Table 2). The prevalence of having drunk three or more glasses of milk on the day before the survey was lower among female (21.0%) than male (34.5%) students. The prevalence of having drunk three or more glasses of milk on the day before the survey was lower among black, Hispanic and other students, respectively (19.5%, 27.8%, 26.0%) than white students (35.1%); and lower among black students (19.5%) than Hispanic and other students, respectively (27.8%, 26.0%). The prevalence of having drunk three or more glasses of milk on the day before the survey was lower among low parental education (23.7%) than high parental education (31.4%) students.

Did Not Eat Breakfast Everyday

In Cuyahoga County, 59.8% of students had not eaten breakfast everyday during the 7 days before the survey (Table 3). The prevalence of having not eaten breakfast everyday was higher among female (66.9%) than male (53.2%) students. The prevalence of having not eaten breakfast everyday was higher among black, Hispanic, and other students, respectively (69.0%, 70.8%, 62.7%) than white students (51.2%); and higher among black students (69.0%) than other (62.7%) students. The prevalence of having not eaten breakfast everyday was higher among low parental education (68.7%) than high parental education (53.6%) students.

Ate Fast Food during Week

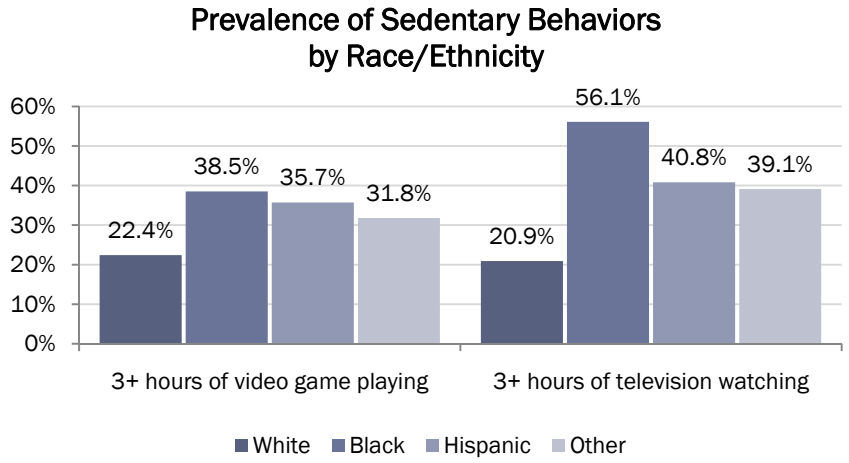
In Cuyahoga County, 68.9% of students had eaten fast food on at least 1 day during the 7 days before the survey (Table 3). The prevalence of having eaten fast food was higher among black, Hispanic and other students, respectively (76.5%, 75.1%, 67.6%) than white students; and higher among black and Hispanic students, respectively (76.5, 75.1%) than other students (67.6%). The prevalence of having eaten fast food was higher among low parental education (72.8%) than high parental education (64.5%) students.

Physical Activity

The 2010 Cuyahoga County Middle School YRBS asked students about their computer/video game usage and television watching habits, along with how many days during the 7 days before the survey they had engaged in 60 minutes or more of physical activity. Television (TV) viewing, computer usage, and video/DVD usage are all considered sedentary behaviors. Child and adolescent TV viewing, in particular, is associated with childhood and adult obesity and youth who engage in less than two hours of TV viewing per day tend to be more active. Computer usage and video game playing are associated with physical inactivity among adolescents and young adults.

When students are watching television excessively, they are less likely to be spending time doing homework or reading, participating in after school activities, exercising frequently or being engaged in other intellectually stimulating activities.[16] Television watching is assessed in the same manner as having used a computer and played video games; with having watched 3 or more hours per day of television on an average school day considered a risky, sedentary behavior.

The chart below depicts the prevalence of two sedentary behaviors: use of a computer for something that was not school work or having played video games for 3 or more hours on an average school day and watching television for 3 or more hours on an average school day. The chart is broken down by race/ethnicity to demonstrate a consistent difference between students in Cuyahoga County.



There was a significant difference in having used a computer or played video games for 3 or more hours per day on an average school day among race/ethnicity. Black students and Hispanic students were more likely than white students to have engaged in this sedentary behavior. With respect to 3 or more hours of television viewing on average school days, a significant difference was also noted between race/ethnicity groups, with black and Hispanic students being more likely than white students to have engaged in this television-watching behavior. Nearly two-thirds of black and over one-third of Hispanic students watched television 3 or more hours per day on an average school day, while less than one-fourth of white students did the same.

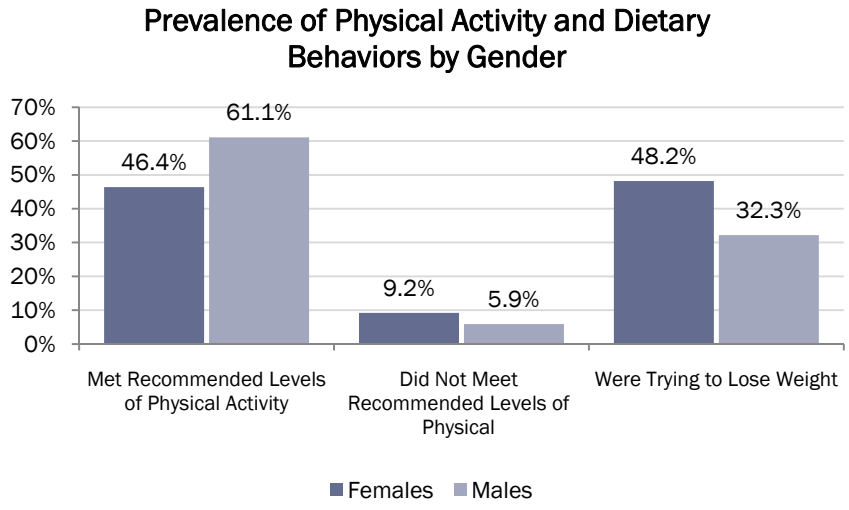
RELEVANT HEALTHY PEOPLE 2010 GOAL: Increase the proportion of adolescents who view television 2 or fewer hours on a school day to 75%.
IN CUYAHOGA COUNTY: 63.2% of students watched television 2 or fewer hours per day on an average school day.

Participation in regular physical activity among young people can help build and maintain healthy bones and muscles, maintain body weight and reduce body fat, reduce feelings of depression and anxiety, and promote psychological well-being.[17,18] Over time, regular physical activity decreases the risk of high blood pressure, heart disease, diabetes, some types of cancer, and premature death. The 2005 Dietary Guidelines for Americans recommends that youth engage in at least 60 minutes of physical activity on most, preferably all, days of the week.[10]

The following chart depicts the prevalence by gender of students who:

- met the recommended levels of physical activity during the seven days prior to the survey
- did not meet the recommended levels of physical activity on any of the seven days prior to the survey
- who were trying to lose weight

Male students were more likely to have met recommended levels of physical activity while female students were more likely not to have exercised adequately on any of the seven days prior to completing the survey yet were more likely to be trying to lose weight.



Watched Television 3 or More Hours per Day

In Cuyahoga County, 36.8% of students watched television 3 or more hours per day on an average school day (Table 4). The prevalence of having watched television 3 or more hours per day was higher in Cuyahoga County in 2008 (42.8%). The prevalence of having watched television 3 or more hours per day on an average school day was higher among black, Hispanic, and other students, respectively (56.1%, 40.8%, 39.1%) than white students (20.9%); and higher among black (56.1%) than Hispanic and other students, respectively (40.8%, 39.1%). The prevalence of having watched television 3 or more hours per day was higher among low parental education (42.0%) than high parental education (30.2%) students.

Used Computers 3 or More Hours per Day

In Cuyahoga County, 30.0% of students played video or computer games or used a computer for something that was not school work for 3 or more hours per day on an average school day (i.e., used computers 3 or more hours per day) (Table 4). The prevalence of using computers 3 or more hours per day was higher among black, Hispanic and other students, respectively (38.5%, 35.7%, 31.8%) than white students (22.4%); and higher among black students (38.5%) than other students (31.8%). The prevalence of using computers 3 or more hours per day was higher among low parental education (32.8%) than high parental education (25.3%) students.

Met Recommended Levels of Physical Activity

In Cuyahoga County, 54.0% of students had been physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes per day on 5 or more days during the 7 days before the survey (i.e., met recommended levels of physical activity) (Table 5). The prevalence of having met recommended levels of physical activity was lower among female (46.4%) than male (61.1%) students. The prevalence of having met recommended levels of physical activity was lower among black, Hispanic and other students, respectively (47.3%, 44.8%, 50.2%) than white students (60.6%). The prevalence of having met recommended levels of physical activity was lower among low parental education (50.7%) than high parental education (59.6%) students.

Did Not Participate in 60 or More Minutes of Physical Activity on Any Day

In Cuyahoga County, 7.5% of students did not participate in 60 or more minutes of any kind of physical activity that increased their heart rate and made them breathe hard some of the time on at least 1 day during the 7 days before the survey (i.e., did not participate in 60 or more minutes of physical activity on any day) (Table 5). The prevalence of not participating in 60 or more minutes of physical activity on any day was higher among female (9.2%) than male (5.9%) students. The prevalence of not participating in 60 or more minutes of physical activity on any day was higher among black, Hispanic, and othere students, respectively (10.7%, 10.5%, 8.6%) than white students (4.5%). The prevalence of not participating in 60 or more minutes of physical activity on any day was higher among low parental education (8.3%) than high parental education (5.2%) students.

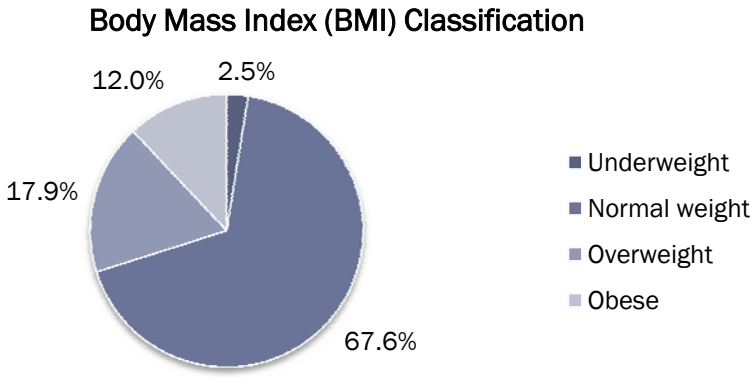
Obesity, Overweight, and Weight Control

The 2010 Cuyahoga County Middle School YRBS asked students about their height and weight in order to calculate the student's Body Mass Index (BMI). Additionally, students were asked how they describe their own weight and what (if anything) they were currently trying to do about their weight.

Obesity has reached epidemic proportions. In the past 20 years, the prevalence of obesity has increased by more than 60% among adults and tripled in children and adolescents.[19] Overweight adolescents often become overweight adults with an increased risk for a wide variety of poor health outcomes including diabetes, stroke, heart disease, arthritis and certain cancers.[20,21] Obesity during adolescence is associated with negative psychological and social consequences and health problems such as type 2 diabetes, obstructive sleep apnea, hypertension, dyslipidemia, and metabolic syndrome.[22]

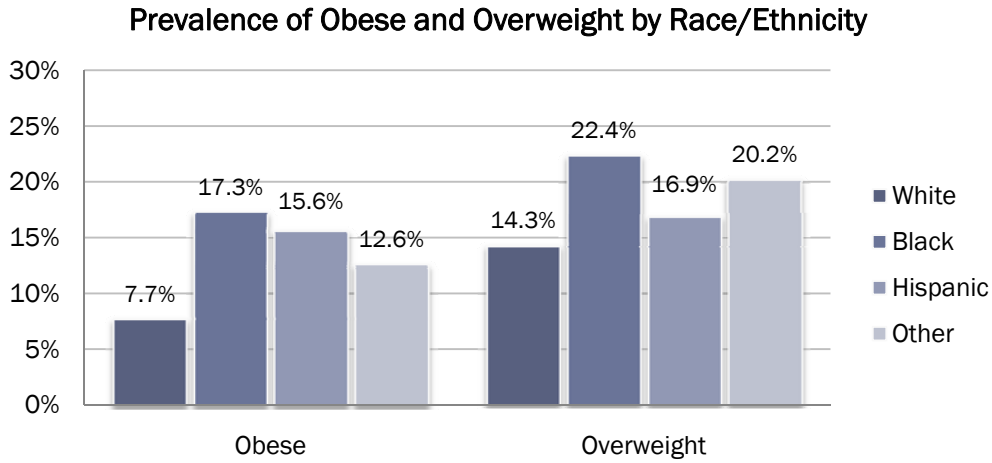
The chart below depicts the distribution of Body Mass Index (BMI) classifications among Cuyahoga County students. Obese was defined as a BMI of ≥ 95th percentile for age and sex. Overweight was defined as a BMI of ≥ 85th percentile and < 95th percentile for age and sex. Normal weight was defined as a BMI of ≥ 5th percentile and < 85th percentile for age and sex. Underweight was defined as a BMI of <5th percentile for age and sex.

Two-thirds of Cuyahoga County students reported heights and weights consistent with normal weight, with the remaining one-third having BMI's for their age and sex that put them into a category of risk (underweight, overweight, or obese). It is important to note that BMI is calculated using self-reported height and weight and, therefore, may underestimate the actual prevalence of overweight and obese.

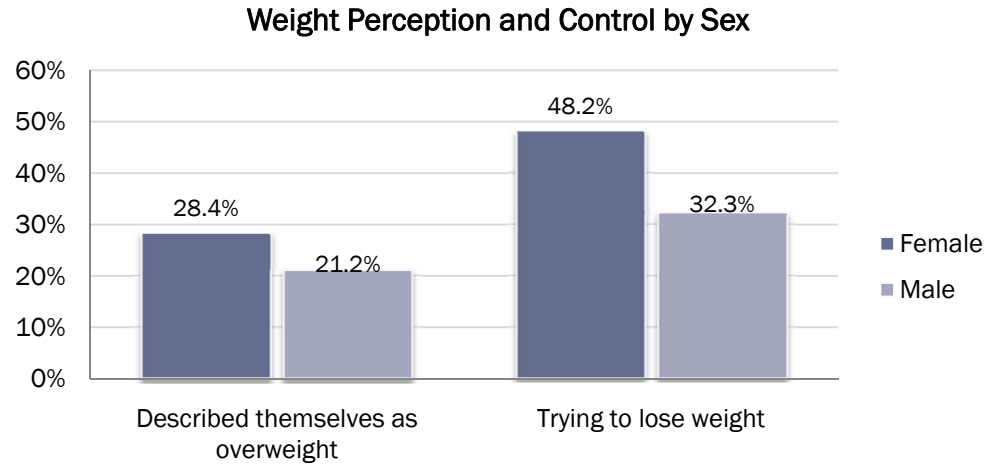


RELEVANT HEALTHY PEOPLE 2010 GOAL: Reduce the proportion of children and adolescents who are overweight or obese to no more than 5 percent. **IN CUYAHOGA COUNTY:** 12.0% of students were obese. 17.9% of students were overweight.

Differences across race/ethnicity groups were noted among Cuyahoga County students for the obese and overweight BMI categories. Black and other students were more likely than white students to be overweight, and Black students were more likely than Hispanic students to be overweight. Black, Hispanic and other students were more likely than white students to be obese, and black students were more likely to be obese than other students. The chart below depicts these differences.



Student perceptions of their own weight are also importantly linked to overall health and decisions about what to do about one's weight. Differences were found among Cuyahoga County female and male students, with female students both describing themselves as slightly or very overweight and trying to lose weight more often than male students. The chart below highlights these gender differences. While female students were more likely to report these behaviors, there were no differences in the prevalence of obesity or being overweight between male and female students in Cuyahoga County.



Overweight

In Cuyahoga County, 17.9% of students were overweight (Table 6). The prevalence of overweight was higher among black and other students, respectively, (22.4%, 20.2%) than white students (14.3%); and higher among black students (22.4%) than Hispanic students (16.9%).

Obese

In Cuyahoga County, 12.0% of students were obese (Table 6). The prevalence of obesity was higher among black, Hispanic, and other students, respectively (17.3%, 15.6%, 12.6%) than white (7.7%) students; and higher among black (17.3%) students than other students (12.6%). The prevalence of obesity was higher among low parental education (15.5%) than high parental education (8.8%) students. The prevalence of obesity was higher among 7th graders (13.5%) than 8th graders (10.7%).

Described Themselves as Overweight

In Cuyahoga County, 24.6% of students described themselves as slightly or very overweight (Table 7). The prevalence of describing oneself as overweight was higher among female (28.4%) than male (21.2%) students. The prevalence of describing oneself as overweight was higher among other students (28.8%) than black students (22.6%). The prevalence of describing oneself as overweight was higher among low parental education (27.1%) than high parental education (22.2%) students.

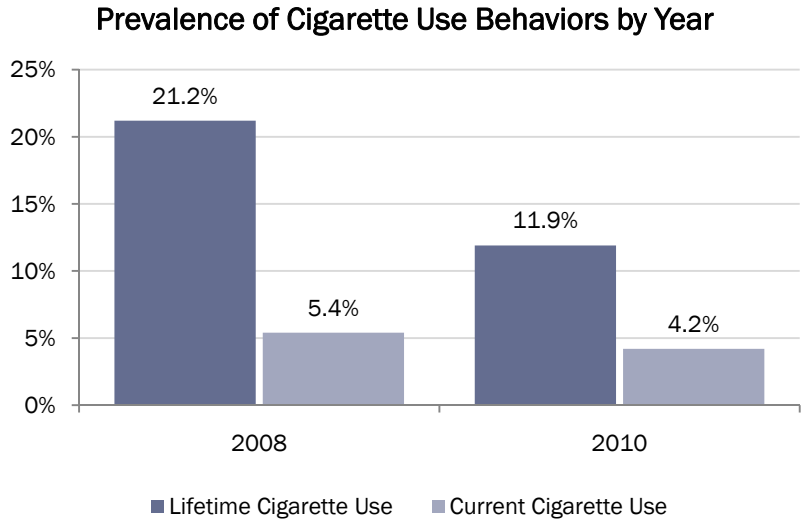
Were Trying to Lose Weight

In Cuyahoga County, 39.9% of students were trying to lose weight (Table 7). The prevalence of trying to lose weight was higher among female (48.2%) than male (32.3%) students. The prevalence of trying to lose weight was higher among Hispanic students (48.5%) than black, white, and other students, respectively (41.2%, 38.1%, 38.7%). The prevalence of trying to lose weight was higher among low parental education (46.3%) than high parental education (35.4%) students.

Tobacco Use

The 2010 Cuyahoga County Middle School YRBS asked students about cigarette and cigar use. Using tobacco can have serious effects on long-term health. The use of cigarettes is the single leading preventable cause of death in the United States.[23] Almost 90% of adult smokers initiate use before or at age 18.[24] Tobacco use in adolescence is associated with many other health risk behaviors, including higher-risk sexual behavior and use of alcohol or other drugs.[24]

The chart below depicts changes in prevalence of lifetime cigarette use and current cigarette use since 2008. The prevalence of both measures of cigarette use has decreased among Cuyahoga County students since 2008. It will be important to monitor prevalence of these two measures to more fully understand the impact from the state's decision in 2008 to terminate funding for tobacco prevention programs and activity.

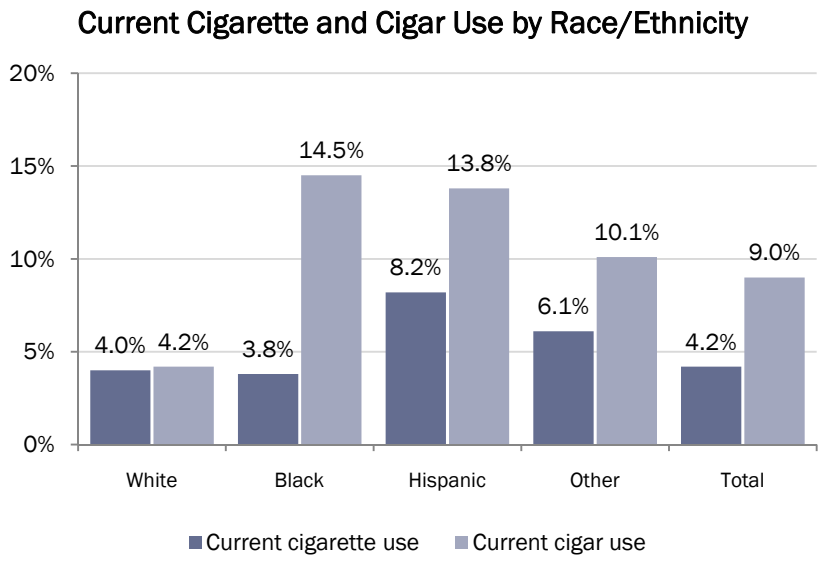


RELEVANT HEALTHY PEOPLE 2010 GOAL: Reduce the percentage of adolescents reporting cigarette smoking during the past 30 days to no more than 16%.
IN CUYAHOGA COUNTY: 4.2% of Cuyahoga County students smoked a cigarette on one or more days I the 30 days before the survey.

RELEVANT HEALTHY PEOPLE 2010 GOAL: Reduce the percentage of adolescents reporting cigar smoking during the past 30 days to no more than 8%.
IN CUYAHOGA COUNTY: 9.0% of Cuyahoga County students smoked a cigar on one or more days I the 30 days before the survey.

The chart below depicts the prevalence of current cigarette and current cigar use among Cuyahoga County students, by race/ethnicity.

- Overall, the prevalence of current cigar use was higher than current cigarette use.
- This pattern is repeated among black, Hispanic and other students.
- Within current cigarette use Hispanic students were more likely than white students to have smoked cigarettes on at least 1 day during the 30 days before the survey.
- Within current cigar use black, Hispanic and other students were more likely than white students to have smoked cigars, little cigars, or cigarillos on at least 1 day during the 30 days before the survey. Black students were more likely than other students to have smoked cigars, little cigars, or cigarillos on at least 1 day during the 30 days before the survey.



Lifetime Cigarette Use

In Cuyahoga County, 11.9% of students had ever tried cigarette smoking (even one or two puffs) (i.e., lifetime cigarette use) (Table 8). The prevalence of lifetime cigarette use was higher among Cuyahoga County students in 2008 (21.2%). The prevalence of lifetime cigarette use was higher among Hispanic and other (20.0%, 14.7%) students, respectively, than white (10.1%) students; and higher among Hispanic (20.0%) than black students (13.0%). The prevalence of lifetime cigarette use was higher among low parental education (17.7%) than high parental education (7.9%) students. The prevalence of lifetime cigarette use was higher among 8th grade (13.6%) than 7th grade students (9.9%).

Current Cigarette Use

In Cuyahoga County, 4.2% of students had smoked cigarettes on at least 1 day during the 30 days before the survey (i.e., current cigarette use) (Table 8). The prevalence of current cigarette use was higher among Cuyahoga County students in 2008 (5.4%). The prevalence of current cigarette use was higher among Hispanic (8.2%) than black and white (3.8%, 4.0%) students, respectively. The prevalence of current cigarette use was higher among low parental education (5.1%) than high parental education (3.1%) students.

Current Cigar Use

In Cuyahoga County, 9.0% of students had smoked cigars, cigarillos, or little cigars, such as Black & Milds, Phillies, or Swisher Sweets, on at least 1 day during the 30 days before the survey (current cigar use) (Table 9). The prevalence of current cigar use was higher among black, other, and Hispanic students, respectively (14.5%, 10.1%, 13.8%) than white (4.2%) students; and higher among black (14.5%) students than other (10.1%) students. The prevalence of current cigar use was higher among low parental education (11.2%) than high parental education (6.7%) students.

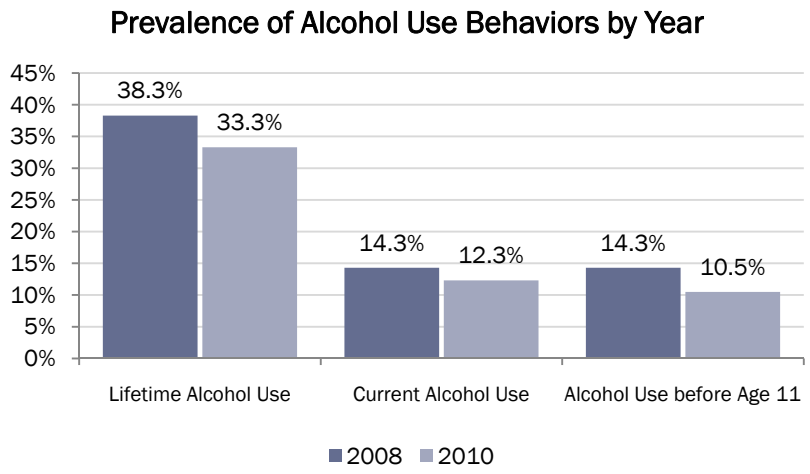
Smoked a Whole Cigarette before Age 11 Years

In Cuyahoga County, 3.4% of students had smoked a whole cigarette for the first time before age 11 years (Table 9). Overall, the prevalence of having smoked a whole cigarette for the first time before age 11 years was higher among black (4.3%), Hispanic (5.8%), and other students, respectively (4.7%) than white (2.3%) students. The prevalence of having smoked a whole cigarette before age 11 years was higher among low parental education (4.8%) than high parental education (2.1%).

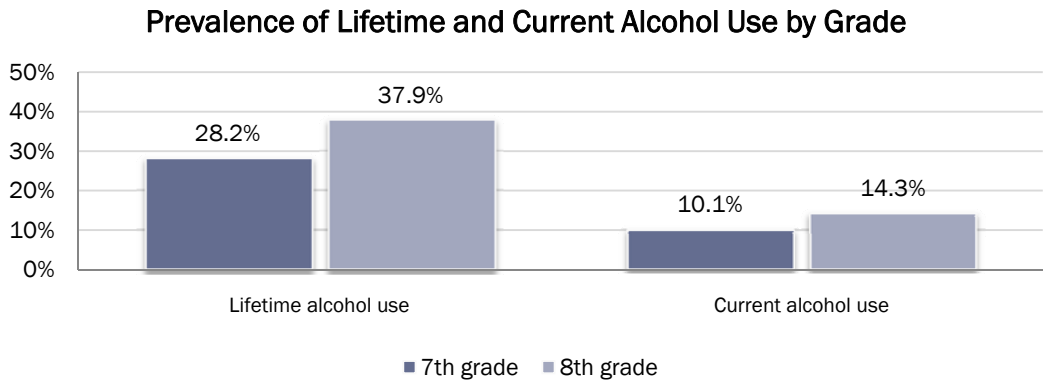
Alcohol Use

The 2010 Cuyahoga County Middle School YRBS asked students three questions about alcohol consumption. Alcohol use among youth has been linked to unintentional injuries, physical fights, academic problems, job problems and illegal behavior.[25] Alcohol use has been identified as a major contributing factor in approximately one-third of all unintentional injury deaths, homicides and suicides, which are the leading causes of death and disability among young people.[26]

The chart below depicts changes in prevalence of lifetime alcohol use, current alcohol use, and alcohol use before the age of 11, since 2008. The prevalence of each of these measures of alcohol use has decreased among Cuyahoga County students since 2008.



In 2010, significant differences in lifetime and current alcohol use were noted between 7th and 8th grade students. The chart below shows these differences. Alcohol use was more prevalent among 8th grade students than 7th grade students, both for having ever tried alcohol and for having had at least one drink of alcohol on at least 1 day during the 30 days before the survey.



RELEVANT HEALTHY PEOPLE 2010 GOAL: Increase the proportion of adolescents not using alcohol or any illicit drugs during the past 30 days to 89%.

IN CUYAHOGA COUNTY:

- 87.7% of students reported no current alcohol use.
- 93.0% of students reported no current marijuana use.
- 81.2% of students reported no current alcohol and no current marijuana use.

Lifetime Alcohol Use

In Cuyahoga County, 33.3% of students had had at least one drink of alcohol on at least 1 day during their life (i.e., lifetime alcohol use) (Table 10). The prevalence of lifetime alcohol use was higher in Cuyahoga County in 2008 (38.3%). The prevalence of lifetime alcohol use was higher among black, Hispanic, and other students, respectively (43.5%, 46.8%, 33.2%) than white students (25.0%); and higher among black and Hispanic students (43.5%, 46.8%) than other students (33.2%). The prevalence of lifetime alcohol use was higher among low parental education (44.5%) than high parental education (26.5%) students. The prevalence of lifetime alcohol use was higher among 8th grade students (37.9%) than 7th grade students (28.2%).

Current Alcohol Use

In Cuyahoga County, 12.3% of students had had at least one drink of alcohol on at least 1 day during the 30 days before the survey (i.e., current alcohol use) (Table 10). The prevalence of current alcohol use was higher in Cuyahoga County in 2008 (14.3%). The prevalence of current alcohol use was higher among black and Hispanic students, respectively (15.5%, 19.2%) than white (9.3%) students; and higher among Hispanic students (19.2%) than other students (13.1%). The prevalence of current alcohol use was higher among low parental education (16.5%) than high parental education (10.1%) students. The prevalence of current alcohol use was higher among 8th grade students (14.3%) than 7th grade students (10.1%).

Drank Alcohol before Age 11 Years

In Cuyahoga County, 10.5% of students had drunk alcohol (other than a few sips) for the first time before age 11 years (Table 11). The prevalence of having drunk alcohol before age 11 years was higher in 2008 (14.3%). The prevalence of having drunk alcohol before age 11 years, was higher among black, Hispanic, and other students, respectively (15.1%, 15.5%, 13.2%) than white students (6.4%). The prevalence of having drunk alcohol before age 11 years was higher among low parental education (13.8%) than high parental education (8.3%) students.

Marijuana and Other Drug Use

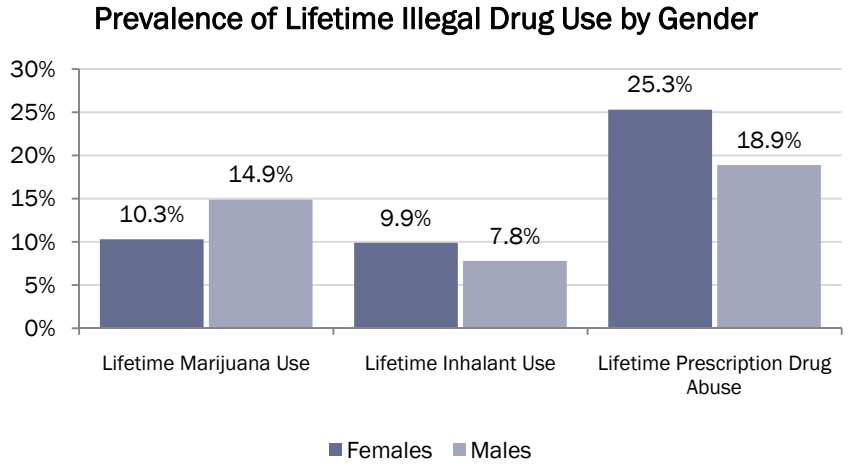
The 2010 Cuyahoga County Middle School YRBS asked students about marijuana use, inhalant use, prescription drug abuse, and whether they had been offered, sold, or given drugs on school property. Illegal drug use can lead to unhealthy behaviors and negative consequences. Drug abuse may contribute to depression and suicide, unintended pregnancy, school failure, violent behavior, delinquency, and transmission of sexually transmitted diseases, including HIV.[27]

Marijuana is used for the intoxication or high that it gives most users. For most youth, marijuana is not difficult to obtain.[28] Many think marijuana is not as harmful as other illicit drugs; however, it has both short- and long-term health effects. The short-term effects include memory problems, loss of coordination, anxiety attacks, and increased heart rate.[29] Possible long-term effects include respiratory problems, a weakened immune system, and cognitive deficits.[30] While causation is complex, teens who use marijuana are also more likely to have lower achievement, more delinquent behavior and aggression, and weaker relationships with parents than non-users.[29]

Prescription drug abuse is reaching prevalence levels near use of marijuana among adolescents. 9.1% of teens aged 12-17 misused prescription drugs in 2005. In 2006, there were as many new abusers of prescription drugs as new users of marijuana.[31] Prescription and over the counter medications are widely available, free or inexpensive, and falsely believed to be safer than illicit drugs. In 2006, 2.1 million teens abused prescription drugs and an additional 2.1 million had misused over the counter cough and cold medications at least once in their lifetime.[32]

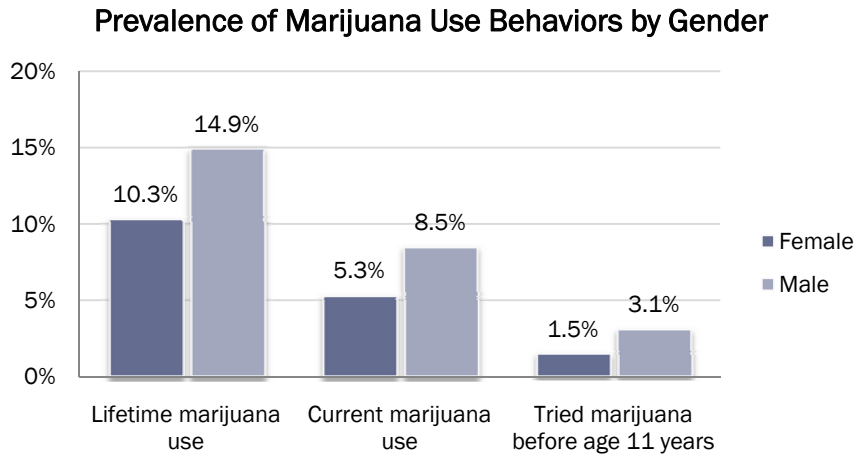
Inhalant use, the deliberate inhalation of toxic substances to induce a psychoactive or mind-altering effect, tends to occur among younger teens and can be highly toxic and even lethal.[33] The 2006 Monitoring the Future study indicated that 8th graders have tried inhalants in their lifetime more so than any other illicit drug.[34]

The chart below depicts the lifetime use prevalence of three illegal drugs examined by gender in Cuyahoga County. Male students were more likely than female students to have ever tried marijuana while female students were more likely than male students to have used prescription drugs without a doctor's prescription.



RELEVANT HEALTHY PEOPLE 2010 GOAL: Reduce the proportion of adolescents reporting use of marijuana during the past 30 days to no more than 0.7 percent. **IN CUYAHOGA COUNTY:** 7.0% of students used marijuana during the 30 days before the survey.

Differences in use prevalence for three marijuana-related behaviors were noted among Cuyahoga County students when examined by gender. The following chart depicts these findings. Male students were more likely than female students to have ever tried marijuana, to have used marijuana in the 30 days before completing the survey, and to have tried marijuana before the age of 11 years.



Lifetime Marijuana Use

In Cuyahoga County, 12.7% of students had used marijuana one or more times during their life (i.e., lifetime marijuana use) (Table 12). The prevalence of lifetime marijuana use was higher among male (14.9%) than female (10.3%) students. The prevalence of lifetime marijuana use was higher among black, Hispanic and other students, respectively (18.4%, 18.4%. 13.4%) than white students (7.9%). The prevalence of lifetime marijuana use was higher among low parental education (18.5%) than high parental education (9.1%) students. The prevalence of lifetime marijuana use was higher among low 8th grade students (16.6%) than 7th grade students (8.4%).

Current Marijuana Use

In Cuyahoga County, 7.0% of students had used marijuana one or more times during the 30 days before the survey (i.e., current marijuana use) (Table 12). The prevalence of current marijuana use was higher among male (8.5%) than female (5.3%) students. The prevalence of current marijuana use was higher among black and Hispanic students, respectively (10.4%, 11.2%) than white students (4.1%); and higher among black students (10.4%) than other students (6.6%). The prevalence of current marijuana use was higher among low parental education students (9.5%) than high parental education (5.4%) students. The prevalence of current marijuana use was higher among 8th grade students (9.0%) than 7th grade students (4.7%).

Tried Marijuana before Age 11 Years

In Cuyahoga County, 2.3% of students had tried marijuana for the first time before age 11 years (Table 13). The prevalence of having tried marijuana for the first time before age 11 years was higher among male (3.1%) than female (1.5%) students. The prevalence of having tried marijuana for the first time before age 11 years, was higher among black, Hispanic, and other students, respectively (4.0%, 5.2%, 2.7%) than white students (0.7%).

Lifetime Inhalant Use

In Cuyahoga County, 8.8% of students had sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high one or more times during their life (i.e., lifetime inhalant use) (Table 14). The prevalence of lifetime inhalant use was higher among black, Hispanic, and other students, respectively (10.2%, 13.7%. 11.2%) than white (7.2%) students.

Prescription Drug Abuse

In Cuyahoga County, 22.0% of students had taken prescription medication without a doctor's prescription to relieve pain, relieve anxiety, stay awake, or alter their mood one or more times during their life (i.e., lifetime prescription drug abuse) (Table 14). The prevalence of lifetime prescription drug abuse was higher among female (25.3%) than male (18.9%) students. The prevalence of lifetime prescription drug abuse was higher among black, Hispanic and other (23.8%, 28.3%, 26.1%) students, respectively, than among white (19.8%) students. The prevalence of lifetime prescription drug abuse was higher among low parental education (25.2%) than high parental education (20.2%) students. The prevalence of lifetime prescription drug abuse was higher among 8th grade (23.6%) than 7th grade (20.2%) students.

Offered, Sold, or Given Drugs on School Property

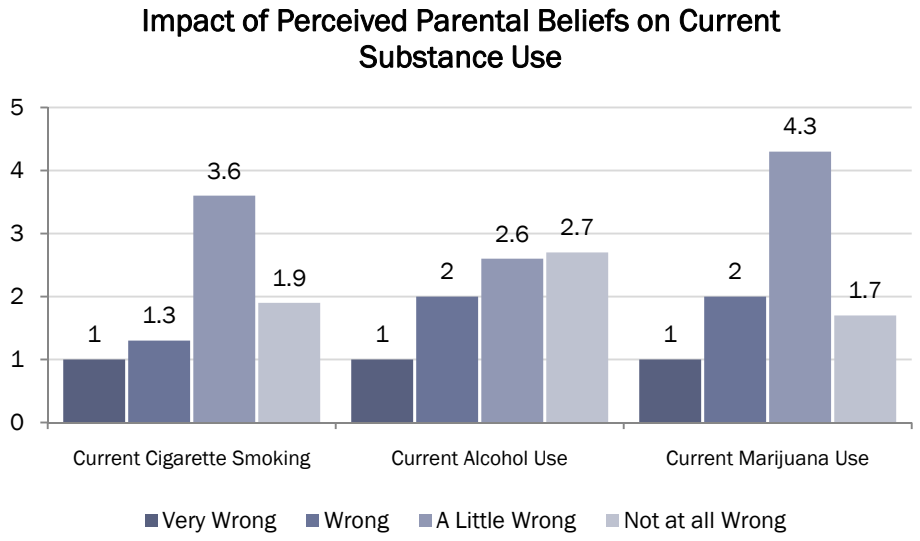
In Cuyahoga County, 9.0% of students had been offered, sold, or given an illegal drug by someone on school property during the 12 months before the survey (Table 15). The prevalence of having been offered, sold, or given an illegal drug on school property was higher in Cuyahoga County in 2010 when compared to 2008 (6.3%). The prevalence of having been offered, sold, or given an illegal drug on school property was higher among male (11.0%) than female (6.7%) students.

Perceived Harm and Attitudes about Substance Use

The 2010 Cuyahoga County Middle School YRBS asked students about their beliefs and the beliefs of their parents with regard to engaging in several substance use risk behaviors. The questionnaire included items regarding students' perceptions of how "wrong" it is for someone their age to participate in alcohol, cigarette, and marijuana use. In addition to soliciting the students' own perceptions, parallel questions were included that asked students how they think their parent(s) would feel about them engaging in these behaviors. Response choices included *Very Wrong, Wrong, A Little Wrong,* and, *Not at all Wrong*.

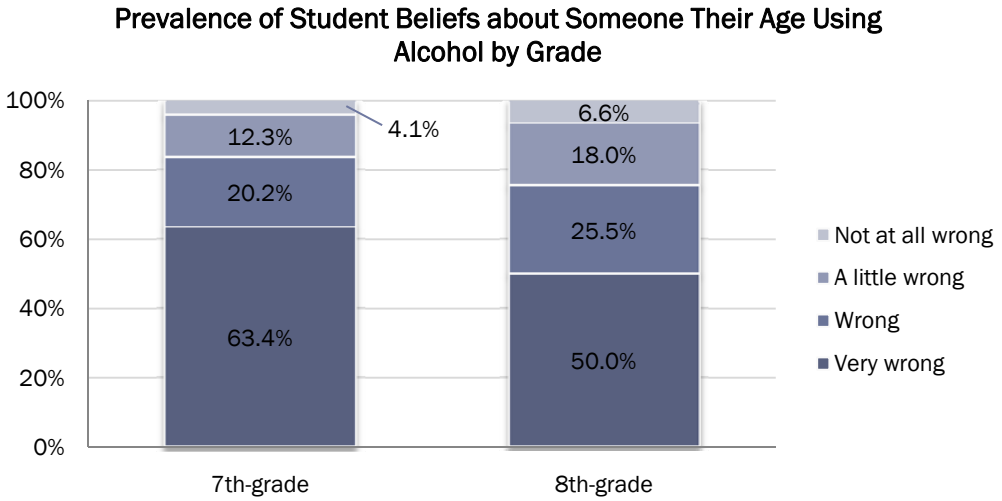
The chart below examines the relationship of perception of parental beliefs about adolescent substance use and current substance use by students*. Students who think that their parents feel that:

- it is *wrong* for them to smoke cigarettes are 1.3 times more likely to report current cigarette use than if they perceive that their parents feel it is *very wrong* for them to smoke cigarettes
- it is *a little wrong* for them to smoke cigarettes are 3.6 times more likely to report current cigarette use than if they perceive that their parents feel it is *very wrong* for them to smoke cigarettes
- it is *wrong* for them to drink alcohol are twice as likely to report current alcohol use than if they perceive that their parents feel it is *very wrong* for them to drink alcohol
- it is *a little wrong* for them to drink alcohol are 2.6 times more likely to report current alcohol use than if they perceive that their parents feel it is *very wrong* for them to drink alcohol
- it is *wrong* to smoke marijuana are twice as likely to report current marijuana use than if they perceive that their parents feel it is *very wrong* for them to smoke marijuana
- it is *a little wrong* to smoke marijuana are 4.3 times more likely to report current marijuana use than if they perceive that their parents feel it is *very wrong* for them to smoke marijuana.



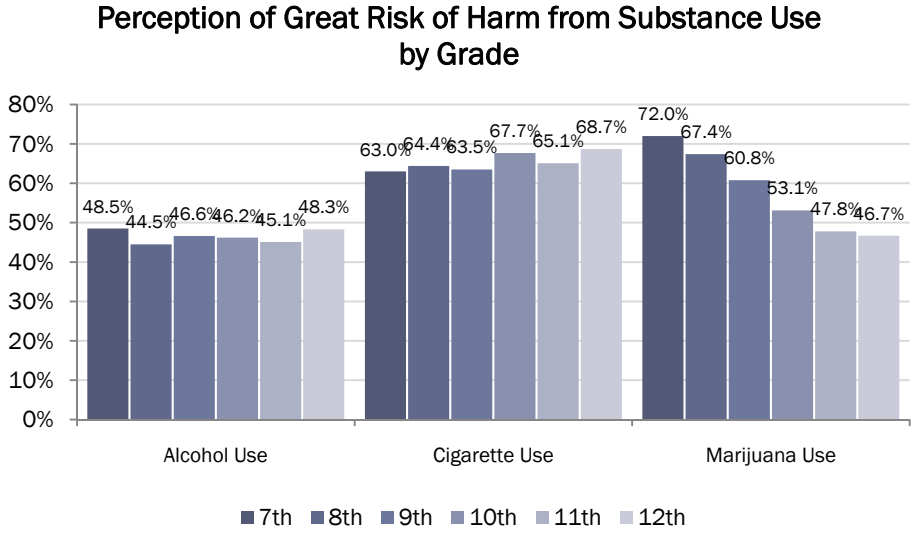
*after controlling for personal beliefs about smoking cigarettes, grade level, gender, and race

The graph below depicts the prevalence of each degree of "wrong" response, examined by grade. The prevalence of "very wrong" to use alcohol was higher among 7th grade than eighth grade students. This is consistent with significant differences in lifetime and current alcohol use reported by 7th and 8th grade students. Seventh grade students were less likely than 8th grade students to report engaging in both behaviors.



A related set of items assessed how much these students thought young people risked harming themselves (physically or in other ways) by engaging in various risk behaviors. Students had four answer choices: *No Risk; Slight Risk; Moderate Risk*; and *Great Risk*. A student's perception of risk often influences the likelihood of engaging in the behavior themselves. The graph below depicts the prevalence of "great risk" response by Cuyahoga County students in 7th – 12th grade*.

- Perception of "great risk" was highest across all grade levels with regard to regular cigarette use.
- Perception of "great risk" to drink alcohol was consistent among students in grades 7 – 12.
- Perception of "great risk" to smoke marijuana decreased as students' grade level increased.



*9th – 12th grade responses were collected during the 2009 administration of the Youth Risk Behavior Survey

Very Wrong to Smoke Cigarettes

In Cuyahoga County, 68.9% of students believed that it is very wrong for someone their age to smoke cigarettes (Table 16). The prevalence of believing that it is very wrong for someone their age to smoke cigarettes was lower among black, Hispanic and other (66.4%, 53.5%, 66.5%) students, respectively, than among white (72.0%) students; and lower among Hispanic (53.5%) students than black and other (66.4%, 66.5%) students, respectively. The prevalence of believing that it is very wrong for someone their age to smoke cigarettes was lower among low parental education (61.9%) than high parental education (72.8%) students. The prevalence of believing that it is very wrong for someone their age to smoke cigarettes was lower among 8th grade (65.5%) than 7th grade (72.5%) students.

Very Wrong to Drink Alcohol

In Cuyahoga County, 56.4% of students believed that it is very wrong for someone their age to drink alcohol regularly (Table 16). The prevalence of believing that it is very wrong for someone their age to drink alcohol regularly was lower among black, Hispanic and other race (52.6%, 42.5%, 54.3%) students, respectively than among white (60.1%) students; and lower among Hispanic (42.5%) students than among black and other (52.6%, 54.3%) students, respectively. The prevalence of believing that it is very wrong for someone their age to drink alcohol regularly was lower among low parental education (50.0%) than high parental education (60.7%) students. The prevalence of believing that it is very wrong for someone their age to drink alcohol regularly was lower among 8th grade (50.0%) than 7th grade (63.4%) students.

Very Wrong to Smoke Marijuana

In Cuyahoga County, 72.8% of students believed that it is very wrong for someone their age to smoke marijuana (Table 17). The prevalence of believing that it is very wrong for someone their age to smoke marijuana was lower among male (70.0%) than female (75.8%) students. The prevalence of believing that it is very wrong for someone their age to smoke marijuana was lower among black, Hispanic and other (65.5%, 61.9%, 70.8%) students, respectively, than among white (79.1%) students; and lower among Hispanic (61.9%) than other (70.8%) students. The prevalence of believing that it is very wrong for someone their age to smoke marijuana was lower among low parental education (65.1%) than high parental education (77.7%) students. The prevalence of believing that it is very wrong for someone their age to smoke marijuana was lower among 8th grade (66.9%) than 7th grade (79.2%) students.

Perception of Very Wrong Parental Belief to Smoke Cigarettes

In Cuyahoga County, 87.9% of students perceived that their parents believe it is very wrong for them to smoke cigarettes (Table 17). The prevalence of perceiving that their parents believe it is very wrong for them to smoke cigarettes was lower among male (85.9%) than female (90.1%) students. The prevalence of perceiving that their parents believe it is very wrong for them to smoke cigarettes was lower among black, Hispanic and other (85.1%, 81.3%, 86.1%) students, respectively, than among white (90.9%) students. The prevalence of perceiving that their parents believe it is very wrong for them to smoke cigarettes was lower among low parental education (85.2%) than high parental education (90.0%) students.

Perception of Very Wrong Parental Belief to Drink Alcohol

In Cuyahoga County, 81.4% of students perceived that their parents believe it is very wrong for them to drink alcohol (Table 18). The prevalence of perceiving that their parents believe that it is very wrong for them to drink alcohol was lower among male (78.8%) than female (84.1%) students. The prevalence of perceiving that their parents believe it is very wrong for them to drink alcohol was lower among black and Hispanic (78.9%, 72.2%) students, respectively, than among white (84.1%) students. The prevalence of perceiving that their parents believe it is very wrong for them to drink alcohol was lower among low parental education (77.8%) than high parental education (84.3%) students. The prevalence of perceiving that their parents believe it is very wrong for them to drink alcohol was lower among 8th (79.7%) than 7th (83.3%) grade students.

Perception of Very Wrong Parental Belief to Smoke Marijuana

In Cuyahoga County, 89.2% of students perceived that their parents believe it is very wrong for them to smoke marijuana (Table 18). The prevalence of perceiving that their parents believe it is very wrong for them to smoke marijuana was lower among male (86.8%) than female (91.7%) students. The prevalence of perceiving that their parents believe it is very wrong for them to smoke marijuana was lower among black, Hispanic and other (84.9%, 83.3%, 87.8%) students, respectively, than among white (93.0%) students. The prevalence of perceiving that their parents believe it is very wrong for them to smoke marijuana was lower among low parental education (85.5) than high parental education (92.0%) students. The prevalence of perceiving that their parents believe it is very wrong for them to smoke marijuana was lower among 8th (87.2%) than 7th grade (91.4%) students.

Perceive Great Risk of Harm from Smoking Cigarettes Regularly

In Cuyahoga County, 63.7% of students perceived great risk of harm from smoking cigarettes regularly (Table 19). The prevalence of perceiving great risk of harm from smoking cigarettes regularly was lower among black, Hispanic and other (55.5%, 54.5%, 62.2%) students, respectively, than among white (70.9%) students; and lower among black (55.5%) than other (62.2%) students. The prevalence of perceiving great risk of harm from smoking cigarettes regularly was lower among low parental education (56.5%) than high parental education (70.5%) students.

Perceive Great Risk of Harm from Drinking Alcohol Daily

In Cuyahoga County, 46.4% of students perceived great risk of harm from drinking alcohol regularly (Table 19). The prevalence of perceiving great risk of harm from drinking alcohol regularly was lower among male (44.3%) than female (48.7%) students. The prevalence of perceiving great risk of harm from drinking alcohol regularly was lower among black and Hispanic (43.8%, 37.6%) students, respectively, than among white (48.9%) students. The prevalence of perceiving great risk of harm from drinking alcohol regularly was lower among low parental education (39.8%) than high parental education (51.7%) students.

Perceive Great Risk of Harm from Smoking Marijuana Once or Twice

In Cuyahoga County, 42.5% of students perceive great risk of harm from smoking marijuana once or twice (Table 20). The prevalence of perceiving great risk of harm from smoking marijuana once or twice was lower among black (38.9%) than white (44.9%) students. The prevalence of perceiving great risk of harm from smoking marijuana once or twice was lower among low parental education (37.7%) than high parental education (45.7%) students. The prevalence of perceiving great risk of harm from smoking marijuana once or twice was lower among 8th (38.4%) than 7th (47.0%) grade students.

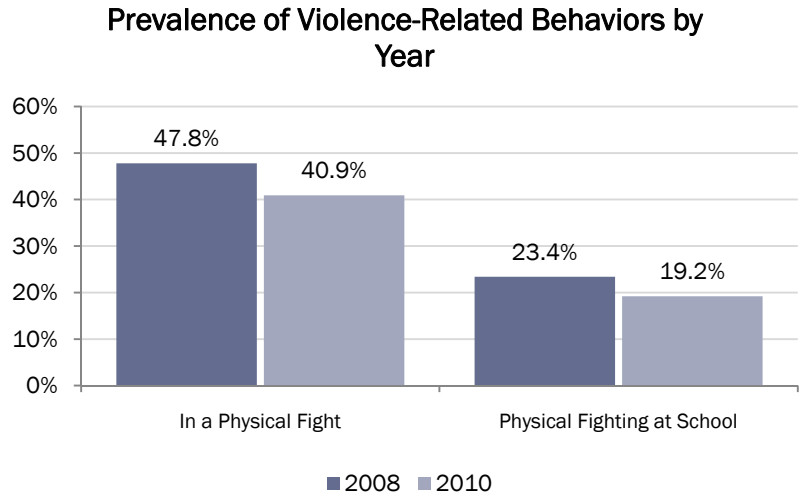
Perceive Great Risk of Harm from Smoking Marijuana Regularly

In Cuyahoga County, 69.5% of students perceive great risk of harm from smoking marijuana regularly (Table 20). The prevalence of perceiving great risk of harm from smoking marijuana regularly was lower among male (66.4%) than female (72.9%) students. The prevalence of perceiving great risk of harm from smoking marijuana regularly was lower among black, Hispanic, and other (58.5%, 57.5%, 67.9%) students, respectively, than among white (78.9%) students; and lower among black and Hispanic (58.5%, 57.5%) students, respectively, than among other (67.9%) students. The prevalence of perceiving great risk of harm from smoking marijuana regularly was lower among low parental education (61.3%) than high parental education (76.4%) students.

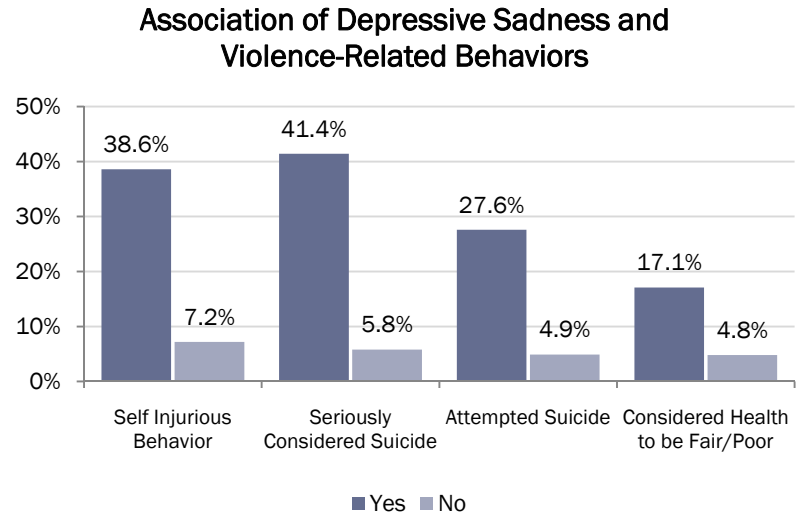
Behaviors that Contribute to Violence

The 2010 Cuyahoga County Middle School YRBS asked students about violent behaviors, such as physical fighting, weapon carrying, bullying, and suicide. Adolescents can experience violence along a continuum that may begin with verbal harassment and advance into physical acts of violence.[35] Violence affects the quality of life of those who experience it and those who witness the acts.[35] Bullying and being bullied at school are associated with key violence-related behaviors including carrying weapons, fighting and sustaining injuries from fighting.[36]

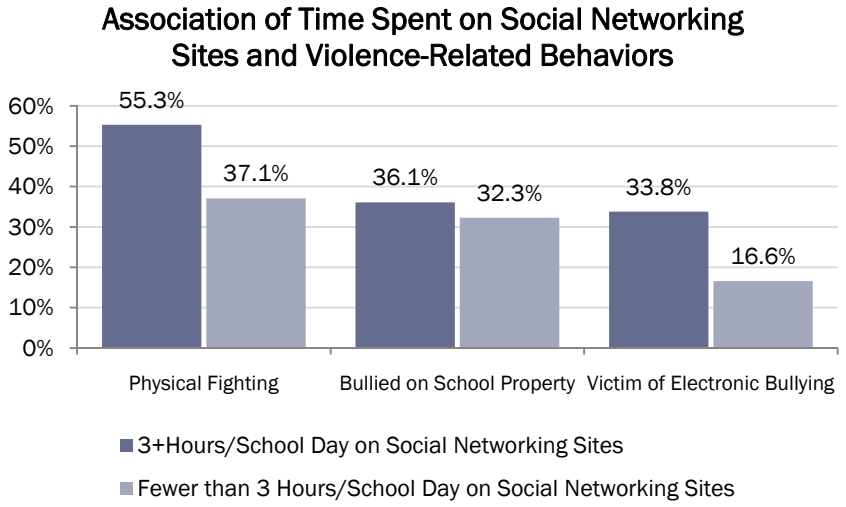
The graph below depicts prevalence of physical fighting and physical fighting on school property during the 12 months before completing the survey as reported in 2008 and in 2010. The prevalence of both behaviors has decreased since 2008.



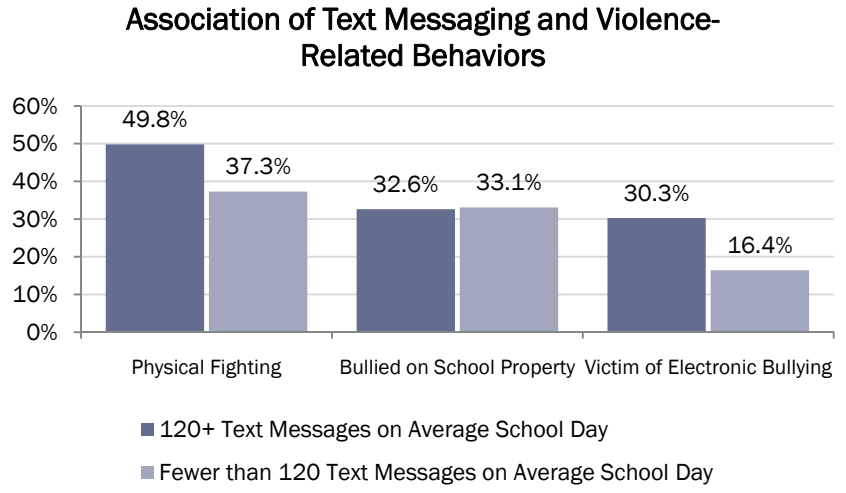
The following graph depicts the prevalence of a series of violence-related behaviors and one's perception of health item when examined by depressive sadness. The prevalence for having engaged in self-injurious behavior, having seriously considered suicide, having attempted suicide, and considering one's overall health to be fair or poor, were significantly higher among students who had experienced extended periods of sadness as compared to students who had not experienced this depressive sadness.



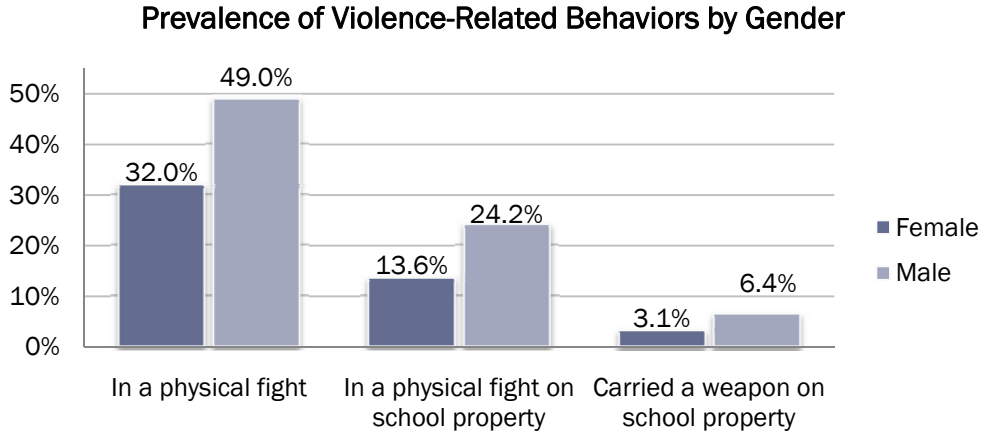
The chart below depicts the prevalence of three violence-related behaviors of physical fighting, having been bullied on school property, and having been the victim of electronic gossip or bullying, when examined by amount of time spent on social networking sites. The prevalence of physical fighting and having been the victim of electronic bullying, was significantly higher among students who reported spending 3 or more hours on social networking sites than for students who reported spending less than 3 hours on those sites on an average school day. Prevalence of having been bullied on school property were similar for students who reported spending 3 or more hours on social networking sites and for students who reported spending fewer than 3 hours on those sites on an average school day.



Similarly, the prevalence of physical fighting and having been the victim of electronic bullying, was significantly higher among students who reported sending and receiving more than 120 text messages on an average school day than for students who sent fewer than 120 text messages on an average school day. The chart below depicts these differences.



In Cuyahoga County, differences were found between male and female students across three violence-related behaviors. The chart below depicts these differences. Male students were more likely to have been in at least one physical fight (anywhere and on school property) in the 12 months before the survey than female students. Additionally, male students were more likely than female students to have carried a weapon on at least 1 of the 30 days before the survey.

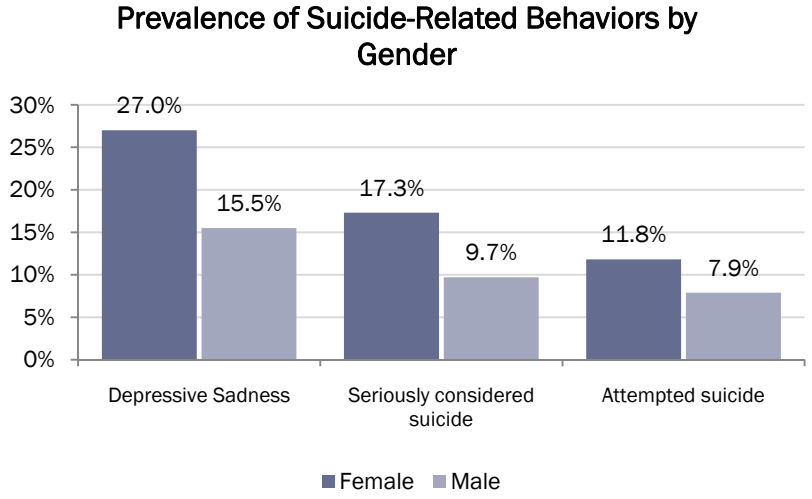


RELEVANT HEALTHY PEOPLE 2010 GOAL: Reduce physical fighting among adolescents to no more than 32%.
IN CUYAHOGA COUNTY: 40.9% of students had been in a physical fight one or more times during the 12 months before the survey.

RELEVANT HEALTHY PEOPLE 2010 GOAL: Reduce weapon carrying by adolescents on school property to 4.9%.
IN CUYAHOGA COUNTY: 4.8% of students had carried a weapon on school property on at least 1 day during the 30 days before the survey.

RELEVANT HEALTHY PEOPLE 2010 GOAL: Reduce the rate of suicide attempts by adolescents to 1%.
IN CUYAHOGA COUNTY: 9.8% of students had attempted suicide one or more times during the 12 months before the survey.

The survey asked students whether they had ever felt so sad for two or more weeks in a row, that they considered stopping doing their usual activities, whether they considered attempting suicide, and whether they actually attempted suicide during the 12 months before the survey. Suicide is one of the leading causes of death for adolescents. In Cuyahoga County, differences in depressive sadness, suicide ideation and attempts were noted between male and female students. The chart below depicts these differences.



Did Not Attend School because of Safety Concerns

In Cuyahoga County, 6.4% of students had not gone to school on 1 or more of the 30 days preceding the survey because they felt they would be unsafe at school or on their way to or from school (Table 21). The prevalence of having not gone to school because they felt they would be unsafe at school or on their way to or from school was higher among black, Hispanic, and other students, respectively (8.3%, 10.5%, 7.2%) than among white (4.3%) students. The prevalence of having not gone to school because they felt they would be unsafe at school or on their way to or from school was higher among 7th grade (7.8%) than 8th grade (5.1%) students.

In a Physical Fight

In Cuyahoga County, 40.9% of students had been in a physical fight one or more times during the 12 months before the survey (Table 21). The prevalence of having been in a physical fight was higher in Cuyahoga County in 2008 (47.8%). The prevalence of having been in a physical fight was higher among male (49.0%) than female (32.0%) students. The prevalence of having been in a physical fight was higher among black, Hispanic, and other (52.0%, 46.3%, 42.4%), students, respectively, than white students (31.5%); and higher among black students (52.0%) than other students (42.4%). The prevalence of having been in a physical fight was higher among low parental education (46.6%) than high parental education (35.2%) students.

In a Physical Fight on School Property

In Cuyahoga County, 19.2% of students had been in a physical fight on school property one or more times during the 12 months before the survey (Table 22). The prevalence of having been in a physical fight on school property was higher in Cuyahoga County in 2008 (23.4%). The prevalence of having been in a physical fight on school property was higher among male (24.2%) than female (13.6%) students. The prevalence of having been in a physical fight on school property was higher among black, Hispanic, and other students, respectively (28.7%, 23.9%, 19.4%) than white students (11.6%); and higher among black students (28.7%) than other students (19.4%). The prevalence of having been in a physical fight on school property was higher among low parental education (22.8%) than high parental education (15.0%) students.

Carried a Weapon on School Property

In Cuyahoga County, 4.8% of students had carried a weapon (e.g., a gun, knife, or club) on school property on at least 1 day during the 30 days before the survey (Table 22). The prevalence of having carried a weapon on school property was higher among male (6.4%) than female (3.1%) students. The prevalence of having carried a weapon on school property was higher among black, Hispanic, and other students, respectively (6.3%, 9.0%, 5.8%) than white students (3.2%).

Bullied on School Property

In Cuyahoga County, 32.9% of students had been harassed or picked on at school by another student at least once during the 30 days before the survey (Table 23). The prevalence of having been harassed or picked on at school by another student was higher among white and other students, respectively (37.5%, 36.1%) than black students (26.5%).

Victim of Electronic Gossip or Bullying

In Cuyahoga County, 19.7% of students had been the victim of electronic gossip or bullying (via e-mail, text messages, electronic chat rooms, etc.) one or more times in the 12 months before the survey (Table 23). The prevalence of having been the victim of electronic gossip or bullying was higher among female (26.1%) than male (13.8%) students.

Self-Injurious Behavior

In Cuyahoga County, 13.8% of students had ever done something to purposely hurt themselves without wanting to die (i.e., cutting or burning oneself on purpose) (Table 24). The prevalence of having engaged in self-injurious behavior was higher among female (19.1%) than male (9.0%) students. The prevalence of having engaged in self-injurious behavior was higher among black, Hispanic and other (15.6%, 23.4%, 16.8%) students, respectively, than among white (11.3%) students; and higher among Hispanic (23.4%) than black and other (15.6%, 16.8%) students, respectively. The prevalence of having engaged in self-injurious behavior was higher among low parental education (17.5%) than high parental education (11.0%) students.

Felt Sad or Hopeless

In Cuyahoga County, 21.1% of students had felt so sad and hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities, during the 12 months before the survey (Table 24). The prevalence of having felt sad or hopeless was higher among female (27.0%) than male (15.5%) students. The prevalence of having felt sad or hopeless was higher among black, Hispanic and other students, respectively (23.8%, 31.8%, 25.4%) than among white students (17.5%); and higher among Hispanic (31.8%) than black and other (23.8%, 25.4%) students, respectively. The prevalence of having felt sad or hopeless was higher among low parental education (26.6%) than high parental education (16.9%) students.

Seriously Considered Attempting Suicide

In Cuyahoga County, 13.3% of students had seriously considered attempting suicide during the 12 months before the survey (Table 25). The prevalence of having seriously considered attempting suicide was higher among female (17.3%) than male (9.7%) students. The prevalence of having seriously considered suicide was higher among black, Hispanic, and other students, respectively (15.6%, 19.5%, 16.3%) than white students (10.7%); and higher among Hispanic (19.5%) than other (16.3%) students. The prevalence of having seriously considered suicide was higher among low parental education (15.5%) than high parental education (10.9%) students.

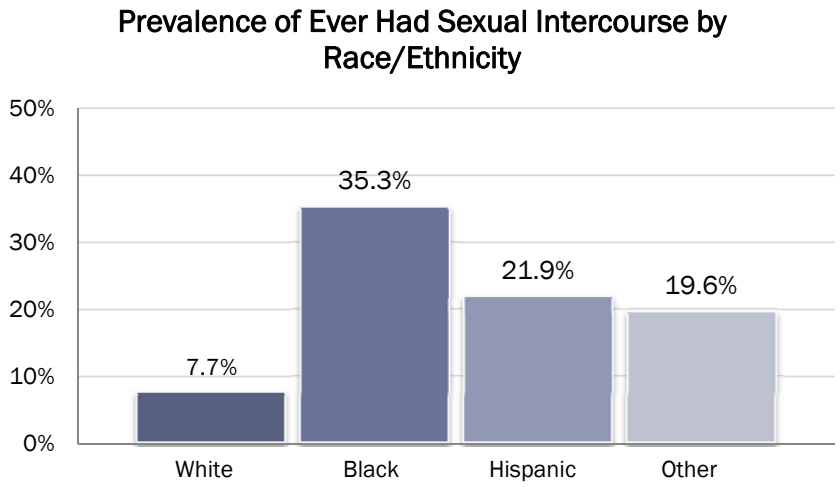
Attempted Suicide

In Cuyahoga County, 9.8% of students had attempted suicide one or more times during the 12 months before the survey (Table 25). The prevalence of having attempted suicide was higher among female (11.8%) than male (7.9%) students. The prevalence of having attempted suicide was higher among black, Hispanic, and other (12.8%, 17.9%, 12.0%), students, respectively, than white students (6.5%); and higher among Hispanic students (17.9%) than black and other (12.8%, 12.0%) students, respectively. The prevalence of having attempted suicide was higher among low parental education (11.7%) than high parental education (7.6%) students.

Sexual Behaviors

The 2010 Cuyahoga County Middle School YRBS asked students whether they had ever had sexual intercourse and whether they or their partner used a condom the last time they had sexual intercourse. Early sexual activity is associated with a high number of sexual partners,[37,38] STI contraction, teenage pregnancy,[37] and greater risk for unwanted sex.[39] Since 1990, teen pregnancy and birth rates in the United States have declined significantly. Researchers cite two main factors: fewer teens are having sex, and among those who are, more are using contraceptives.[40] While this is a positive trend, there are still risks for those teens who are entering into sexual relationships during their adolescent years.[40]

The chart below depicts the prevalence of having ever had sexual intercourse among students in Cuyahoga County, broken down by race/ethnicity.



Ever Had Sexual Intercourse

In Cuyahoga County, 19.2% of students had ever had sexual intercourse (Table 26). The prevalence of having ever had sexual intercourse was higher among male (25.5%) than female (12.7%) students. The prevalence of having ever had sexual intercourse was higher among black, Hispanic and other (35.3%, 21.9%, 19.6%) students, respectively, than white (7.7%) students; and higher among black students (35.3%) than Hispanic and other students, respectively (21.9%, 19.6%). The prevalence of having ever had sexual intercourse was higher among low parental education (25.1%) than high parental education (14.9%) students. The prevalence of having ever had sexual intercourse was higher among 8th grade (22.1%) than 7th grade (15.9%) students.

Condom Use

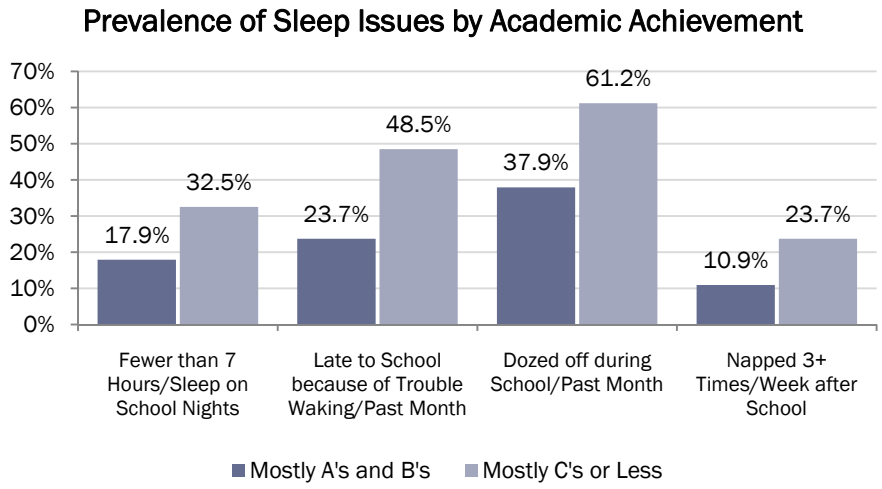
Among the 19.2% of Cuyahoga County students who had ever had sexual intercourse, 71.6% reported that either they or their partner had used a condom during last sexual intercourse (Table 26). The prevalence of having used a condom during last sexual intercourse was higher among black (74.7%) than white students (63.3%).

Sleep

A number of recent studies have identified poor sleep quality being highly associated with a number of issues in adolescents including, early initiation of risk behaviors[41], mental health issues[42], and physical issues such as obesity[43]. Many of these studies suggest that poor sleep quality may have an impact on brain development as well[44].

The following chart examines possible relationships between sleep and academic achievement. Students who earned C's or lower were more likely than students who earned mostly A's and B's, to report:

- getting fewer than 7 hours of sleep on average school nights
- arriving late or missing school because of trouble getting up in the morning
- dozing off or falling asleep during class
- napping 3 or more times during a typical week



Insufficient Amount of Sleep on School Nights

In Cuyahoga County, 22.8% of students said that they got fewer than 7 hours of sleep on average school nights (Table 27). The prevalence of receiving insufficient sleep on average school nights was higher among black, Hispanic and other (29.0%, 31.8%, 26.2%) students, respectively, than among white (16.7%) students. The prevalence of receiving insufficient sleep on average school nights was higher among low parental education (24.3%) than high parental education (19.8%) students. The prevalence of receiving insufficient sleep on average school nights was higher among 8th grade (26.4%) than 7th grade (18.7%) students.

Insufficient Amount of Sleep on Weekends

In Cuyahoga County, 37.0% of students said that they got fewer than 7 hours of sleep on average weekend nights (Table 27). The prevalence of receiving insufficient sleep on average weekend nights was higher among male (40.3%) than female (33.4%) students. The prevalence of receiving insufficient sleep on average weekend nights was higher among black, Hispanic and other (47.8%, 46.6%, 38.7%) students, respectively, than among white (28.4%) students and higher among black and Hispanic (47.8%, 46.6%) students, respectively, than other (38.7%) students. The prevalence of receiving insufficient sleep on average weekend nights was higher among low parental education (44.2%) than high parental education (30.7%) students.

Difficulty Getting up in the Morning

In Cuyahoga County, 39.5% of students had some or a lot of difficulty getting up in the morning (Table 28). The prevalence of having difficulty getting up in the morning was higher among female (42.9%) than male (36.2%) students. The prevalence of having difficulty getting up in the morning was higher among white (42.1%) than black (35.8%) students.

Feel Tired when Waking on Typical School Morning

In Cuyahoga County, 46.2% of students felt pretty or very tired when waking on typical school mornings (Table 28). The prevalence of feeling tired when waking on typical school mornings was higher among female (48.7%) than male (43.8%) students. The prevalence of feeling tired when waking on typical school mornings was higher among white (49.1%) than black (42.4%) students.

Nap after School

In Cuyahoga County, 14.8% of students went home after school and took a nap, 3 or more times during a typical week (Table 29). The prevalence of napping after school 3 or more times during a typical week was higher among female (18.1%) than male (11.7%) students. The prevalence of napping after school 3 or more times during a typical week was higher among black (25.9%) students than white, Hispanic and other (6.4%, 18.3%, 15.0%) students, respectively; and higher among Hispanic and other (18.3%, 15.0%) students, respectively, than among white (6.4%) students. The prevalence of napping after school was higher among low parental education (17.0%) than high parental education (12.4%) students.

Snack after 9:00pm

In Cuyahoga County, 32.8% of students snacked or drank soft drinks after 9pm, 3 or more nights per week (Table 29). The prevalence of snacking after 9pm was higher among black, Hispanic and other (43.1%, 38.2%, 33.4%) students, respectively, than among white (25.1%) students; and higher among black (43.1%) than other (33.4%) students. The prevalence of snacking after 9pm was higher among low parental education (39.8%) than high parental education (27.6%) students.

Missing School due to Sleep Issues

In Cuyahoga County, 31.8% of students arrived late or missed school due to trouble getting up in the morning, one or more times in an average month (Table 30). The prevalence of missing school due to sleep issues was higher among black, Hispanic, and other (47.5%, 42.3%, 33.7%) students, respectively, than among white (19.2%) students; and higher among black and Hispanic (47.5%, 42.3%) students, respectively, than among other (33.7%) students. The prevalence of missing school due to sleep issues was higher among low parental education (36.3%) than high parental education (27.2%) students.

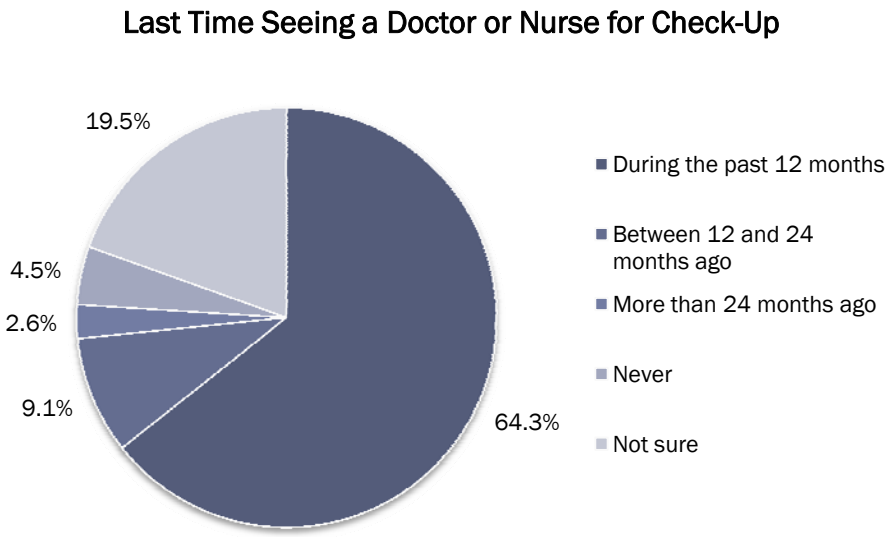
Dozing off in Class

In Cuyahoga County, 45.6% of students dozed off or fell asleep during class one or more times, in an average month (Table 30). The prevalence of having dozed off or fallen asleep during class was higher among black, Hispanic and other (60.5%, 52.6%, 47.6%) students, respectively, than among white (34.2%) students. The prevalence of having dozed off or fallen asleep during class was higher among low parental education (51.9%) than high parental education (40.3%) students.

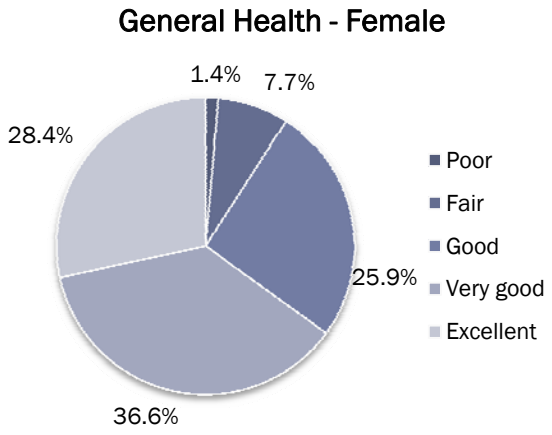
Other Health Topics

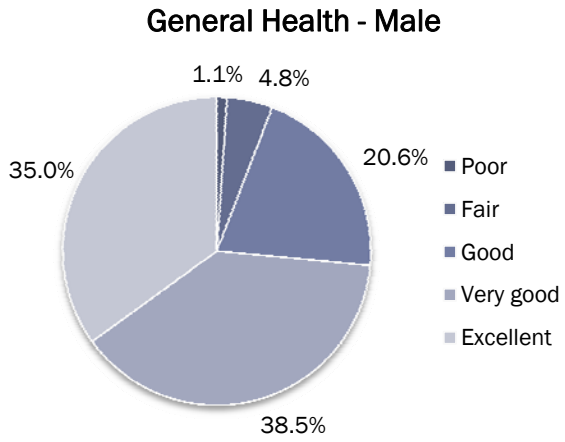
The 2010 Cuyahoga County Middle School YRBS asked students about other health-related issues, including seeing a doctor for a check-up, having been taught about HIV/AIDS in school, general assessment of health, and asthma. Nationwide, adolescents have the lowest utilization rate of health care services of any age group. Barriers to care include cost of care; low family income; stigma; distrust; confidentiality and parental consent; lack of medical insurance; embarrassment about and lack of transportation to reproductive health services; lack of knowledge about where or how to access care; and lack of adolescent-friendly services.[45]

The following pie chart describes student responses to a question about the last time they had seen a doctor or nurse for a check-up when they were not injured or sick. The American Academy of Pediatrics recommends that children up to the age of 21 years obtain preventive physical exams annually.[46] Nearly two-thirds of students were in compliance with recommendations.



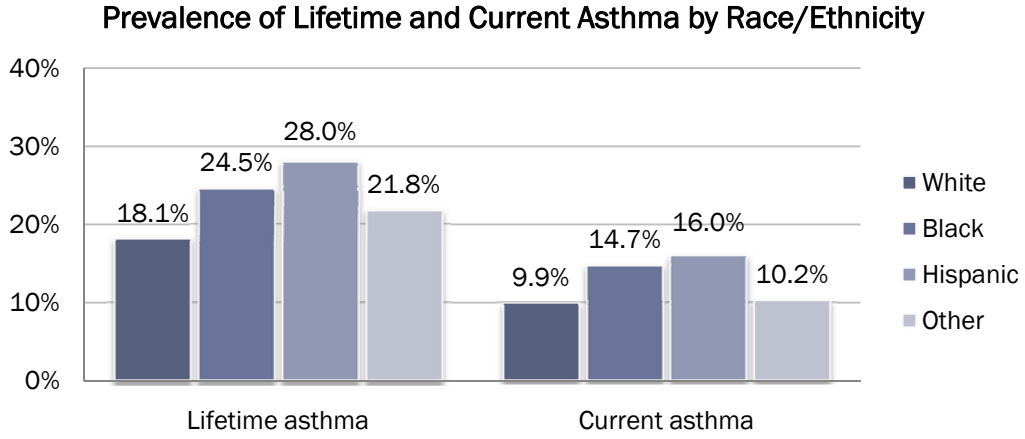
The pie charts below depict how female and male students described their health in general. Female students more often described their health, in general, as fair or poor than male students.





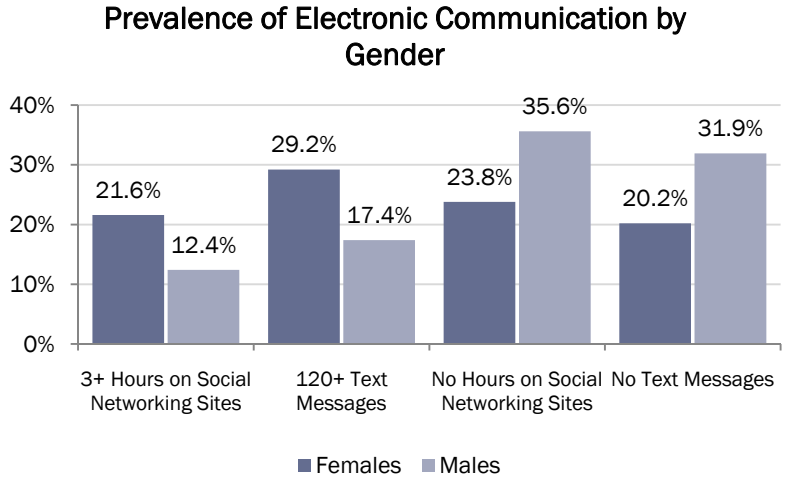
Asthma is the most common chronic illness affecting children. At least one-third of the 24.7 million people diagnosed with asthma are children under the age of 18.[47] Asthma is the third leading cause of hospitalization among children under age 15 and leads to 14 million days of missed school each year.[48] This condition can also negatively affect children's academic performance because of doctor's visits during school hours, lack of concentration while at school because of nighttime attacks, and decreased attentiveness or involvement at school because of the side effects of some medications.[49]

In Cuyahoga County, male students were more likely than female students to have ever been told by a doctor or nurse that they had asthma. Hispanic students were more likely than white students to have ever been told by a doctor or nurse that they had asthma and to still have it. The chart below shows the prevalence of lifetime and current asthma, broken down by race/ethnicity groups.



Over the past decade, technology use has become increasingly important in the lives of adolescents. Adolescents are heavy users of newer electronic communication forms such as instant messaging, email, text-messaging, and internet sites such as blogs and social networking. Research is beginning to show that while the use of these forms of communication has their benefits, they are also reducing familial connections, increasing opportunities to encounter hate messages or bullying, and distracting students at school.[50]

The chart below depicts differences by gender in prevalence of two indicators of electronic communication when examined according to two levels of use: excessive and no use. Female students were more likely than male students to report excessive time spent on social networking sites and excessive amounts of communication through text messaging, on average school days. Conversely, female students were less likely than male students to report no time spent on social networking sites on average school days and no text messaging during average school days.



Doctor Check-up in Past Year

In Cuyahoga County, 64.2% of students saw a doctor or nurse for a check-up or physical exam when they were not sick or injured during the 12 months before the survey (Table 31). The prevalence of having seen a doctor or nurse for a check-up or physical exam when not sick or injured was lower among black, Hispanic, and other (58.0%, 54.4%, 61.7%) students, respectively, than among white (70.6%) students; and lower among Hispanic students (54.4%) than other students (61.7%). The prevalence of having seen a doctor or nurse for a check-up or physical exam when not sick or injured was lower among low parental education (62.0%) than high parental education (71.9%) students. The prevalence of having seen a doctor or nurse for a check-up or physical exam when not sick or injured, was lower among 7th grade (62.0%) than 8th grade (66.4%) students.

Described Health as Fair or Poor

In Cuyahoga County, 7.4% of students described their health, in general, as fair or poor (Table 31). The prevalence of having described their health as fair or poor was higher among female (9.1%) than male (5.9%) students. The prevalence of having described their health as fair or poor was higher among black and other (9.0%, 9.2%) students, respectively, than white students (5.9%). The prevalence of having described their health as fair or poor was higher among low parental education (10.0%) than high parental education (5.1%) students.

Taught about AIDS or HIV Infection in School

In Cuyahoga County, 78.1% of students had ever been taught in school about acquired immunodeficiency syndrome (AIDS) or human immunodeficiency virus (HIV) infection (Table 32). The prevalence of having been taught in school about AIDS/HIV infection was lower among Hispanic and white students, respectively (73.8%, 75.1%) than black (83.1%) students. The prevalence of having been taught in school about AIDS/HIV infection was lower among 7th grade (70.9%) than 8th grade (84.9%) students.

Lifetime Asthma

In Cuyahoga County, 21.2% of students had ever been told by a doctor or nurse that they had asthma (i.e., lifetime asthma) (Table 33). The prevalence of lifetime asthma was higher among male (22.5%) than female (19.6%) students. The prevalence of lifetime asthma was higher among black and Hispanic students, respectively (24.5%, 28.0%) than white students (18.1%); and higher among Hispanic students (28.0%) than other students (21.8%).

Current Asthma

In Cuyahoga County, 12.1% of students had lifetime asthma and still had asthma (i.e., current asthma) (Table 33). The prevalence of current asthma was higher among black and Hispanic students, respectively (14.7%, 16.0%) than white and other (9.9%, 10.2%) students, respectively.

3+ hours spent on Social Networking Sites on an average School Day

In Cuyahoga County, 16.9% of students spent 3 or more hours on social networking sites such as MySpace, FaceBook, Orkut, or Bebo, on an average school day (Table 34). The prevalence of spending 3 or more hours on social networking sites on school days was higher among female (21.6%) than male (12.4%) students. The prevalence of spending 3 or more hours on social networking sites on school days was higher among black, Hispanic and other (25.0%, 21.2%, 19.2%) students, respectively, than white (10.4%) students. The prevalence of spending 3 or more hours on social networking sites on school days was higher among low parental education (20.7%) than high parental education (13.2%) students.

No hours spent on Social Networking Sites on an average School Day

In Cuyahoga County, 29.9% of students spent no hours on social networking sites such as MySpace, FaceBook, Orkut, or Bebo, on an average school day (Table 34). The prevalence of spending zero hours on social networking sites was lower among female (23.8%) than male (35.6%) students. The prevalence of spending zero hours on social networking sites was lower among black (26.7%) than white (32.0%) students. The prevalence of spending no hours on social networking sites was lower among low parental education (23.3%) than high parental education (31.8%) students. The prevalence of spending no hours on social networking sites was lower among 8th grade (26.5%) than 7th grade (33.6%) students.

120+ Text Messages Sent and Received on an average School Day

In Cuyahoga County, 23.2% of students reported texting (sending and receiving) 120 or more times on an average school day (Table 35). The prevalence of texting 120 or more times on an average school day was higher among female (29.2%) than male (17.4%) students. The prevalence of texting 120 or more times on an average school day was higher among low parental education (28.0%) than high parental education (21.7%) students. The prevalence of texting 120 or more times on an average school day was higher among 8th grade (26.5%) than 7th grade (19.6%) students.

No Text Messages Sent and Received on an average School Day

In Cuyahoga County, 26.2% of students reported texting (sending and receiving) no times on an average school day (Table 35). The prevalence of texting no times on an average school day was lower among female (20.2%) than male (31.9%) students. The prevalence of texting no times was lower among 8th grade (22.1%) than 7th grade (30.7%) students.

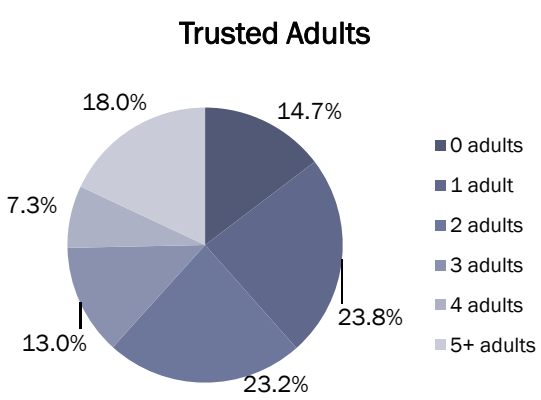
Grades

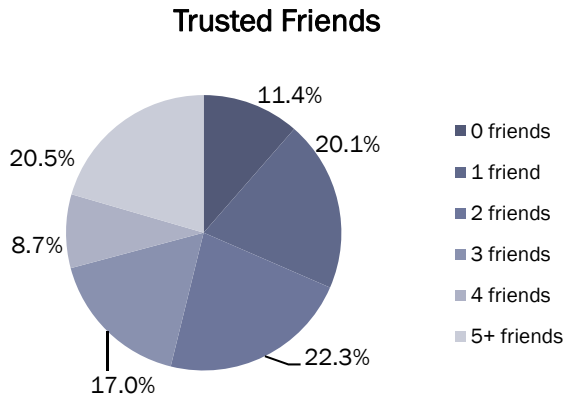
In Cuyahoga County, 67.1% of students described their grades as mostly A's and B's during the past 12 months (Table 36). The prevalence of describing their grades as mostly A's and B's was lower among male (62.5%) than female (72.0%) students. The prevalence of describing their grades as mostly A's and B's was lower among black, Hispanic and other (49.8%, 57.8%, 70.8%) students, respectively, than among white (80.8%) students; lower among black (49.8%) students than among Hispanic and other (57.8%, 70.8%) students, respectively; and lower among Hispanic (57.8%) students than among other (70.8%) students. The prevalence of describing their grades as mostly A's and B's was lower among low parental education (60.4%) than high parental education (75.7%) students.

Protective Factors

Over time it has been determined that promoting positive asset building and considering young people as resources could be critical strategies. As a result, the field of youth development began examining the role of protective factors in a young person's environment and how these factors could influence one's choices.[51] Protective factors include, but are not limited to: family support, caring adults, positive peer groups, strong sense of self and self-esteem, and engagement in school and community activities.

The following pie charts depict the number of trusted adults that students felt they have, as well as the number of trusted friends.





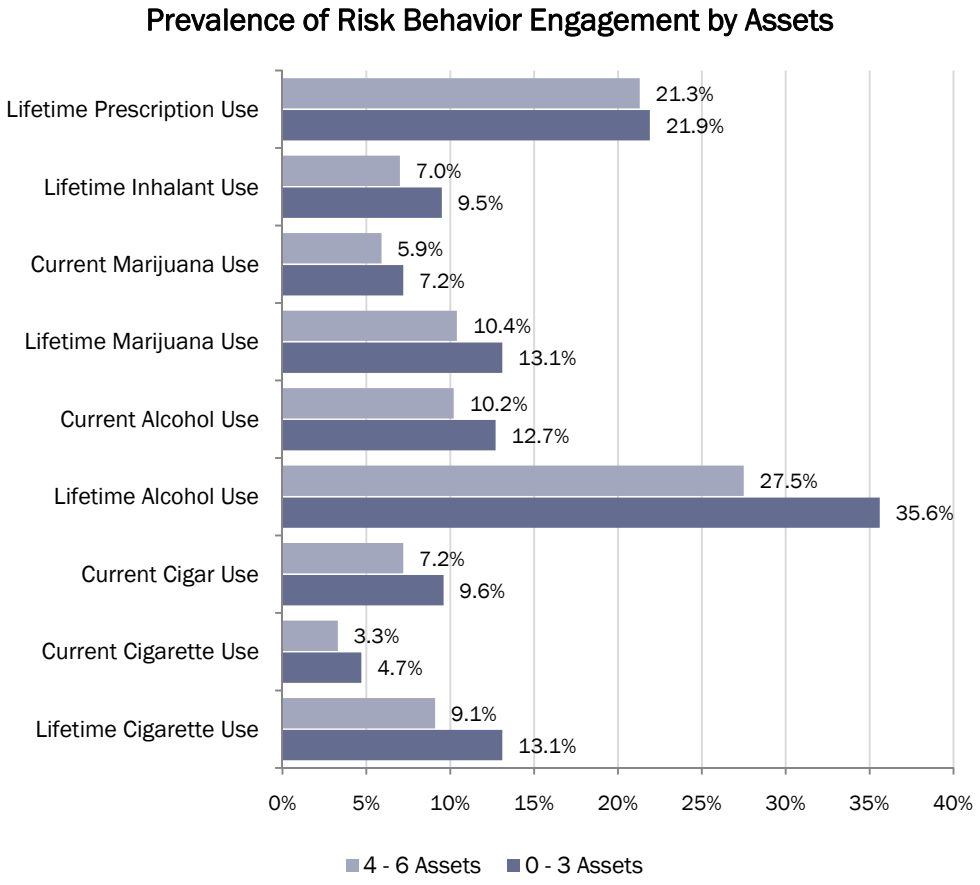
Developmental Assets

The 2010 Cuyahoga County Middle School YRBS included questions on family interaction and social support. Developmental assets are "building blocks" that may decrease risk behavior in adolescents. Developmental assets are commonly grouped into external and internal assets. External assets include: support, empowerment, boundaries and expectations, and constructive use of time. Internal assets include: commitment to learning, positive values, social competencies, and positive identity.[52]

Students were asked a series of six questions on developmental assets:

- *During the past 12 months, on how many sports teams did you play?*
- *During an average week, how many hours do you spend in clubs or organizations outside of school, such as 4-H, Boys and Girls Clubs, YWCA, YMCA?*
- *During an average week, how many hours do you spend helping other people without getting paid to make your community a better place for people to live?*
- *How often does one of your parents talk with you about what you are doing in school?*
- *How much do you agree with the following statement? Students help decide what goes on in my school.*
- *How much do you agree with the following statement? In my community, I feel like I matter to people.*

The chart below portrays a possible relationship between the presence of developmental assets in an adolescent's life and engagement in a variety of substance use risk behaviors. The prevalence of substance use risk behavior engagement was higher for those students who possessed 3 or fewer developmental assets than for those students who reported possessing between 4 and 6 of the noted assets. The relationship did not occur with regard to current marijuana use or lifetime prescription drug abuse.



Sports Team Participation

In Cuyahoga County, 70.1% of students participated on one or more sports teams during the 12 months prior to completing the survey (Table 37). The prevalence of sports team participation was lower among female (65.0%) than male (74.8%) students. The prevalence of sports team participation was lower among black, Hispanic and other (65.5%, 59.9%, 66.4%) students, respectively, than among white (75.5%) students. The prevalence of sports team participation was lower among low parental education (65.4%) than high parental education (77.8%) students.

Spent One or More Hours/Week in After-School Activities

In Cuyahoga County, 36.5% of students spent one or more hours in clubs or organizations (other than sports) outside of school, such as 4-H, Boys and Girls Clubs, YWCA, YMCA, during an average week (Table 37). The prevalence of spending 1 or more hours during an average week in after-school activities was lower among low parental education (31.8%) than high parental education (42.0%) students. The prevalence of spending 1 or more hours during an average week in after-school activities was lower among 7th grade (34.1%) than 8th grade (38.7%) students.

Participated in Community Service or Volunteer Work

In Cuyahoga County, 38.8% of students spent one or more hours during an average week helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make their community a better place for people to live (Table 38). The prevalence of spending one or more hours during an average week helping other people without getting paid was lower among low parental education (36.1%) than high parental education (42.7%) students.

Parents Talk about School

In Cuyahoga County, 55.7% of students reported that their parents talked with them about what they are doing in school almost every day (Table 38). The prevalence of having parents who talked with their students about what they are doing in school almost every day was lower among black, Hispanic and other (53.6%, 49.3%, 51.1%) students, respectively, than among white (58.4%) students. The prevalence of having parents who talked with their students about what they are doing in school almost every day was lower among low parental education (52.3%) than high parental education (60.9%) students.

Students Help Decide School Activities

In Cuyahoga County, 43.9% of students agreed or strongly agreed to the statement, "Students help decide what goes on in my school," (Table 39). The prevalence of agreeing that students help decide what goes on in school was lower among black (41.2%) than white (46.2%) students. The prevalence of agreeing that students help decide what goes on in school was lower among low parental education (41.7%) than high parental education (47.1%) students.

Students Matter in Community

In Cuyahoga County, 44.7% of students agreed or strongly agreed to the statement, "In my community, I feel like I matter to people," (Table 39). The prevalence of agreeing that students matter to people in their community was lower among female (41.7%) than male (47.5%) students. The prevalence of agreeing that students matter to people in their community was lower among Hispanic (41.0%) than white (46.4%) students. The prevalence of agreeing that students matter to people in their community was lower among low parental education (41.4%) than high parental education (49.5) students.

Ate Dinner with Family during Week

In Cuyahoga County, 83.0% of students ate dinner with their family one or more times in the week before completing the survey (Table 40). The prevalence of having dinner with family one or more times was lower among black, Hispanic and other students, respectively (74.5%, 78.4%, 82.4%) than white students (89.4%); and lower among black (74.5%) than other (82.4%) students. The prevalence of having dinner with family one or more times was lower among low parental education (78.9%) than high parental education (88.3%) students. The prevalence of having dinner with family one or more times was lower among 8th grade (81.2%) than 7th grade (85.3%) students.

Having Supportive Adults

In Cuyahoga County, 85.3% of students had one or more adults who they would feel comfortable seeking help from if they had an important issue or question affecting their life (Table 40). The prevalence of having one or more supportive adults was lower among Hispanic (81.4%) than white (86.7%) students.

Having Trusted Friends

In Cuyahoga County, 88.6% of students had one or more friends they would trust to offer good advice if they had a really important secret or problem affecting their life (Table 41). The prevalence of having one or more trusted friends was lower among male (85.4%) than female (91.9%) students. The prevalence of having one or more trusted friends was lower among black and Hispanic (85.5%, 85.0%) students, respectively, than among white and other (91.1%, 90.4%) students, respectively.

Getting Help When Needed

In Cuyahoga County, 31.8% of students reported that they most of the time or always got the kind of help they needed when feeling sad, empty, hopeless, angry or anxious (Table 41). The prevalence of getting the kind of help needed was lower for male (27.2%) than female (36.0%) students. The prevalence of getting the kind of help needed was lower for black and Hispanic (29.6%, 26.2%) students, respectively, than for white (34.2%) students. The prevalence of getting the kind of help needed was lower for low parental education (29.1%) than high parental education (36.0%) students.

Parental Rules and Monitoring

The 2010 Cuyahoga County Middle School YRBS asked students about parental rules and parental monitoring. Research shows that high parental monitoring is associated with less engagement in risk behaviors such as alcohol use, tobacco use, and sexual intercourse.[53] This is the first time that these questions were asked in the YRBS administration. Response choices for all six questions were: *Never, Rarely, Sometimes, Usually,* and *Always*.

The table below illustrates the impact that parental monitoring has on risk behavior engagement among Cuyahoga county 7th and 8th grade students. Mean scores for the Parental Monitoring Scale ranged from 1 – 5, with higher scores indicating greater frequency of "Usually" and "Always" responses to the six questions; hence higher levels of parental monitoring. In each instance, prevalence of risk behavior engagement is significantly higher for students with lower parental monitoring scores. For example, with regard to lifetime alcohol use, students who had not ever tried alcohol had parental monitoring scores averaging 4.47, while students who had ever tried alcohol had parental monitoring scores averaging 3.9.

Risk Behavior	Yes (Mean)	No (Mean)	p value
Lifetime Alcohol Use	3.97	4.47	<.0001
Current Alcohol Use	3.72	4.37	<.0001
Lifetime Cigarette Use	3.72	4.4	<.0001
Current Cigarette Use	3.54	4.33	<.0001
Current Cigar Use	3.56	4.36	<.0001
Lifetime Marijuana Use	3.7	4.38	<.0001
Current Marijuana Use	3.56	4.36	<.0001
Lifetime Inhalant Use	3.71	4.34	<.0001
Lifetime Prescription Drug Abuse	3.99	4.37	<.0001

Knowing where Students are after School

In Cuyahoga County, 85.4% of students reported that their parents usually or always know where they are after school (Table 42). The prevalence of parents knowing where their students are after school was lower among male (82.6%) than female (88.3%) students. The prevalence of parents knowing where their students are after school, was lower among black, Hispanic and other (78.1%, 77.8%, 82.6%) students, respectively, than among white (91.4%) students.

Calling When Coming Home Late

In Cuyahoga County, 82.6% of students reported that their parents usually or always expect a phone call if the student is going to be home late (Table 42). The prevalence of parents expecting a phone call if the student is going to be late was lower among black, Hispanic and other (80.0%, 77.0%, 80.8%) students, respectively, than among white (87.2%) students.

Knowing Who Students are out with

In Cuyahoga County, 76.7% of students reported that their parents usually or always want to know who they are going out with before they go out (Table 43). The prevalence of parents wanting to know who the student is going out with beforehand was lower among male (70.9%) than female (82.9%) students. The prevalence of parents wanting to know who the student is going out with beforehand was lower among black and Hispanic (72.8%, 69.2%) students, respectively, than among white (80.1%) students. The prevalence of parents wanting to know who the student is going out with beforehand was lower among low parental education (74.5%) than high parental education (79.7%) students.

Knowing Where Students are at Night

In Cuyahoga County, 84.6% of students reported that their parents usually or always want to know where they are when they go out at night (Table 43). The prevalence of parents wanting to know where a student is when going out at night was lower among male (81.9%) than female (87.6%) students. The prevalence of parents wanting to know where a student is when going out at night was lower among black, Hispanic and other (79.8%, 76.2%, 83.4%) students, respectively, than among white (88.7%) students. The prevalence of parents wanting to know where a student is when going out at night was lower among Hispanic (76.2%) students than among other (83.4%) students.

Talking About Plans

In Cuyahoga County, 68.3% of students reported that they usually or always talk with their parents about the plans they have with friends (Table 44). The prevalence of students talking with parents about their plans with friends was lower among male (64.0%) than female (72.9%) students. The prevalence of students talking with parents about their plans with friends was lower among black, Hispanic and other (61.8%, 61.8%, 67.6%) students, respectively, than among white (73.7%) students.

Asking Where Students are Going

In Cuyahoga County, 86.0% of students reported that their parents usually or always ask where they are going when they go out (Table 44). The prevalence of parents asking where a student is going when going out was lower among male (83.1%) than female (89.1%) students. The prevalence of parents asking where a student is going when going out was lower among black, Hispanic and other (81.4%, 79.2%, 85.5%) students, respectively, than among white (90.0%) students.

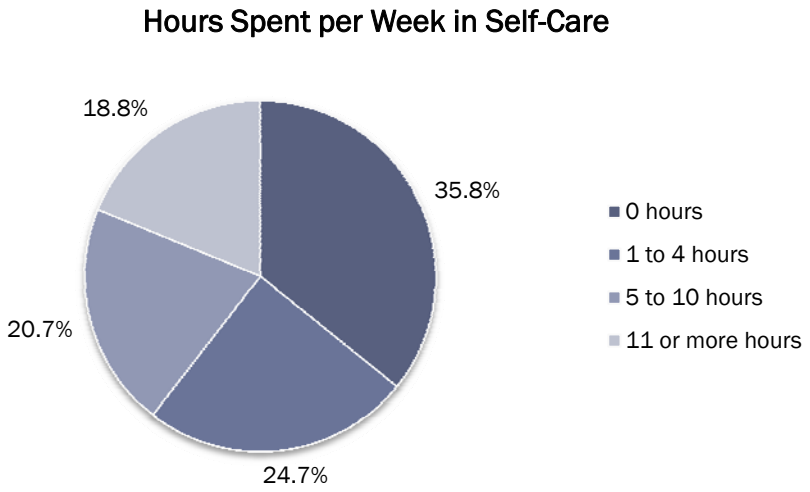
Time Spent in Self-Care

The 2010 Cuyahoga County Middle School YRBS asked students how much time they usually spent in self-care during the school week. After-school self-care is an important topic in adolescent health because engagement in a variety of risk behaviors often occurs during the after-school hours, when students are more likely to be unsupervised because of parental employment. Self-care and related issues are part of the myriad of contextual attributes that impact adolescent health and risk behavior engagement.

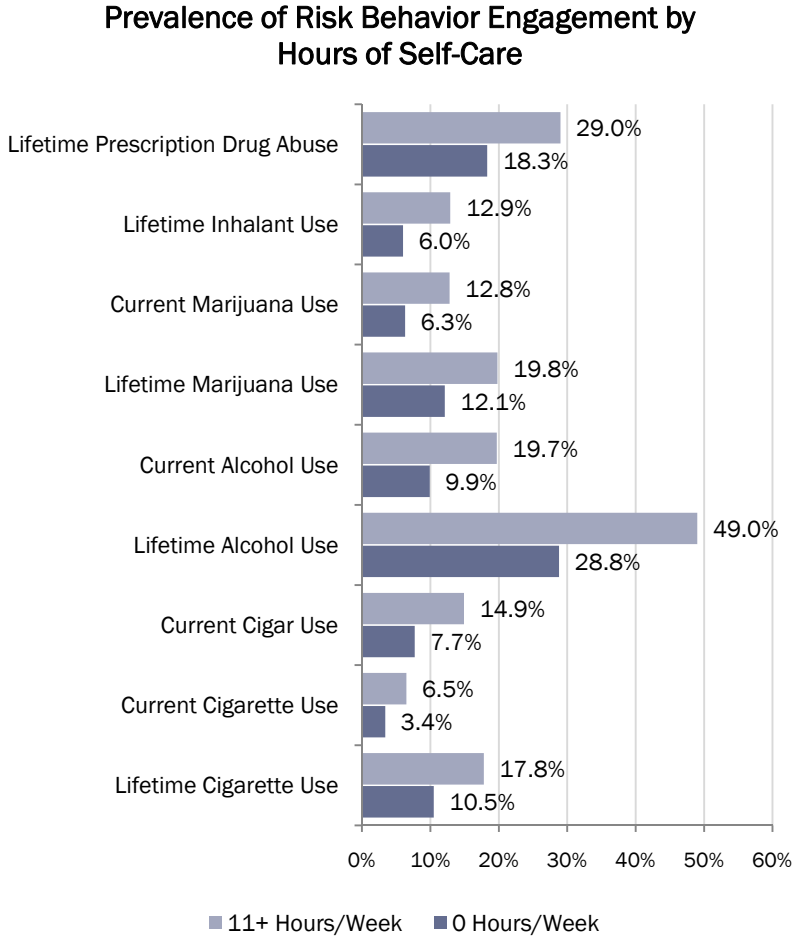
The two questions used on the 2010 Cuyahoga County Middle School YRBS to assess levels of self-care were taken from previous research that demonstrated a link between increased time in self-care and cigarette smoking in adolescents.[54] The self-care questions are as follows:

1) *How many days of the week do you take care of yourself in the afternoon or evening after school without an adult being there?*
2) *Think of those days during the week that you take care of yourself in the afternoon or evening after school without an adult being there. How many hours do you usually take care of yourself?*

From these two variables the number of hours per week spent in self-care was estimated. The pie chart below depicts the breakdown of self-care hours among Cuyahoga County students. Over 30% of Cuyahoga County students reported not being left alone during the week, while nearly 20% reported being in self-care for 11 or more hours per week. Put otherwise, nearly 1-in-5 Cuyahoga County students were left alone after-school for an average of 2 hours or more on each day of the week.



In exploring potential links between intensity of self-care and engagement in risky behaviors, trends point toward the group of students reporting 11 or more hours per week of self care being at a higher risk for engaging in many risk behaviors. Looking across substance abuse items, students with the highest levels of self-care were significantly more likely to have ever used cigarettes, alcohol, marijuana, inhalants and prescription drugs or to report current use of cigarettes, cigars, alcohol or marijuana, than students with 0 hours of self care. The following chart illustrates these differences.



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APPENDIX I

Data Tables – 2010 Cuyahoga County Middle School YRBS

Data tables are provided for this report to display means and confidence intervals for nearly all of the questions asked on the 2010 Cuyahoga County Middle School YRBS. Each of these tables is broken down by a total prevalence for the sample of Cuyahoga County Middle School students and by demographic groups.

To check for a significant difference between groups (e.g., male vs. female), compare the lower and upper bounds of the confidence intervals for both groups. If there is no overlap, groups are significantly different.

These data tables are especially useful in seeing the complete breakdown by demographic groups for particular questions on the YRBS. Inclusion of this data in a rawer format allows readers of this report to have an even more specific portrayal of the data at their disposal. Because certain groups of adolescents demonstrate higher levels of risky behaviors, interventions are often aimed at these high risk groups. Paying close attention to the prevalence data included in the data tables in this report offers a means to a fuller understanding of the 2010 Cuyahoga County Middle School YRBS results.

Table 1. Percentage of middle school students who rarely or never wore a bicycle helmet* or seat belt^, by gender, race/ethnicity, parental education, and grade

Rarely/Never wore bicycle helmet					Rarely/Never wore seatbelt			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	82.5	80.6 -	84.3		Female	11.4	10.2 -	12.7
Male	83.2	81.4 -	84.9		Male	13.1	11.7 -	14.6
Race/Ethnicity					**Race/Ethnicity**			
White	73.9	71.7 -	76.1		White	7.0	6.0 -	7.9
Black	93.9	92.5 -	95.3		Black	17.1	15.5 -	18.7
Hispanic	90.0	87.7 -	92.3		Hispanic	24.3	19.7 -	28.8
Other	84.9	82.4 -	87.3		Other	14.1	11.4 -	16.7
Parental Education					**Parental Education**			
Low	92.7	91.1 -	94.3		Low	15.8	13.6 -	17.9
High	74.7	72.6 -	76.8		High	8.2	7.0 -	9.4
Grade					**Grade**			
7th	81.3	79.2 -	83.4		7th	12.2	10.6 -	13.7
8th	84.2	82.5 -	85.9		8th	12.3	11.0 -	13.7
Total	**82.8**	**81.5 -**	**84.2**		**Total**	**12.3**	**11.3 -**	**13.3**

*Among the **83.1%** of SHMS student who ride a bicycle

^When riding in a car driven by someone else

Table 2. Percentage of middle school students who ate fruits and vegetables* 5 or more times/day^ and who drank 3 or more glasses/day^ of milk, by gender, race/ethnicity, parental education, and grade

Ate fruits and vegetables 5+ times/day					Drank 3+ glasses/day of milk			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	27.0	25.3 -	28.6		Female	21.0	19.2 -	22.8
Male	26.9	24.9 -	28.9		Male	34.5	32.4 -	36.6
Race/Ethnicity					**Race/Ethnicity**			
White	30.0	28.4 -	31.6		White	35.1	33.0 -	37.1
Black	22.5	20.5 -	24.5		Black	19.5	18.0 -	20.9
Hispanic	22.5	19.4 -	25.6		Hispanic	27.8	24.2 -	31.4
Other	33.6	30.8 -	36.4		Other	26.0	23.0 -	28.9
Parental Education					**Parental Education**			
Low	22.7	20.3 -	25.2		Low	23.7	21.6 -	25.9
High	32.3	30.6 -	34.1		High	31.4	29.2 -	33.5
Grade					**Grade**			
7th	27.4	25.6 -	29.2		7th	28.5	26.7 -	30.4
8th	26.6	24.7 -	28.5		8th	27.5	25.6 -	29.4
Total	**26.9**	**25.6 -**	**28.3**		**Total**	**28.0**	**26.6 -**	**29.4**

*Includes 100% fruit juice, fruit, green salad, potatoes, carrots, and other vegetables
^In the 7 days before the survey

Table 3. Percentage of middle school students who did not eat breakfast everyday* and who ate fast food 1 or more times/week*, by gender, race/ethnicity, parental education, and grade

Did not eat breakfast every day					Ate fast food during the week			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	66.9	64.6 -	69.1		Female	69.3	67.6 -	71.1
Male	53.2	51.2 -	55.2		Male	68.5	66.7 -	70.3
Race/Ethnicity					**Race/Ethnicity**			
White	51.2	49.2 -	53.1		White	62.4	60.6 -	64.2
Black	69.0	66.5 -	71.4		Black	76.5	74.8 -	78.2
Hispanic	70.8	65.9 -	75.8		Hispanic	75.1	71.5 -	78.8
Other	62.7	58.9 -	66.4		Other	67.6	64.3 -	70.9
Parental Education					**Parental Education**			
Low	68.7	66.0 -	71.5		Low	72.8	70.7 -	75.0
High	53.6	51.3 -	56.0		High	64.5	62.6 -	66.4
Grade					**Grade**			
7th	57.6	54.4 -	60.7		7th	68.4	66.5 -	70.2
8th	61.8	59.9 -	63.8		8th	69.4	67.7 -	71.1
Total	**59.8**	**58.0 -**	**61.5**		**Total**	**68.9**	**67.8 -**	**70.0**

*In the 7 days before the survey

Table 4. Percentage of middle school students who watched TV for 3 or more hours/day* and who used a computer or played video games for 3 or more hours/day^, by gender, race/ethnicity, parental education, and grade

Watched TV for 3+ hours per day					Used computer or video games for 3+ hours/day			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	37.9	35.2 -	40.6		Female	25.6	23.7 -	27.4
Male	35.6	33.0 -	38.2		Male	34.1	31.9 -	36.3
Race/Ethnicity					**Race/Ethnicity**			
White	20.9	19.3 -	22.4		White	22.4	20.5 -	24.3
Black	56.1	53.4 -	58.8		Black	38.5	36.2 -	40.8
Hispanic	40.8	37.4 -	44.2		Hispanic	35.7	30.1 -	41.3
Other	39.1	33.8 -	44.4		Other	31.8	28.2 -	35.3
Parental Education					**Parental Education**			
Low	42.0	37.9 -	46.0		Low	32.8	29.3 -	36.3
High	30.2	27.4 -	33.0		High	25.3	23.4 -	27.1
Grade					**Grade**			
7th	36.6	32.8 -	40.3		7th	29.7	26.8 -	32.5
8th	36.8	34.7 -	38.9		8th	30.2	28.3 -	32.0
Total	**36.8**	**34.4 -**	**39.1**		**Total**	**30.0**	**28.2 -**	**31.7**

*On an average school day

^For something that was not school work

Table 5. Percentage of middle school students who met recommended levels of physical activity* and who did not participate in 60 or more minutes of physical activity on any day^, by sex, race/ethnicity, parental education, and grade

Met recommended levels of physical activity					Did not participate in 60+ minutes of physical activity per day			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	46.4	44.2 -	48.6		Female	9.2	7.8 -	10.6
Male	61.1	58.9 -	63.2		Male	5.9	4.9 -	6.8
Race/Ethnicity					**Race/Ethnicity**			
White	60.6	58.6 -	62.6		White	4.5	3.7 -	5.2
Black	47.3	45.2 -	49.4		Black	10.7	9.1 -	12.2
Hispanic	44.8	40.8 -	48.8		Hispanic	10.5	7.2 -	13.8
Other	50.2	46.5 -	53.9		Other	8.6	6.7 -	10.5
Parental Education					**Parental Education**			
Low	50.7	47.7 -	53.8		Low	8.3	6.9 -	9.7
High	59.6	57.4 -	61.8		High	5.2	4.2 -	6.2
Grade					**Grade**			
7th	54.4	52.0 -	56.8		7th	7.5	6.1 -	8.9
8th	53.5	51.4 -	55.5		8th	7.4	6.6 -	8.3
Total	**54.0**	**52.4 -**	**55.6**		**Total**	**7.5**	**6.6 -**	**8.3**

* Were physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes/day on 5 or more days/week during the 7 days before the survey.

^ Did not participate in 60 or more minutes of any kind of physical activity that increased their heart rate and made them breathe hard some of the time on any day during the 7 days before the survey.

Table 6. Percentage of middle school students who are overweight*^ and obese*+, by gender, race/ethnicity, parental education, and grade

Overweight					Obese			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	17.0	15.4 -	18.5		Female	11.2	9.5 -	12.9
Male	18.7	17.1 -	20.2		Male	12.8	11.5 -	14.1
Race/Ethnicity					**Race/Ethnicity**			
White	14.3	12.8 -	15.8		White	7.7	6.7 -	8.7
Black	22.4	20.3 -	24.4		Black	17.3	15.4 -	19.3
Hispanic	16.9	13.7 -	20.0		Hispanic	15.6	12.0 -	19.2
Other	20.2	16.6 -	23.8		Other	12.6	10.1 -	15.1
Parental Education					**Parental Education**			
Low	19.4	17.0 -	21.7		Low	15.5	13.2 -	17.7
High	16.3	14.8 -	17.8		High	8.8	7.7 -	9.9
Grade					**Grade**			
7th	17.8	16.0 -	19.6		7th	13.5	11.9 -	15.0
8th	18.0	16.4 -	19.6		8th	10.7	9.6 -	11.8
Total	**17.9**	**16.6 -**	**19.1**		**Total**	**12.0**	**11.0 -**	**13.1**

*Previous Cuyahoga County Youth Risk Behavior Survey reports used the term "overweight" to describe youth with a BMI >95th percentile for age and sex and "at risk for overweight" for those with a BMI >85th percentile and <95th percentile. However, this report uses the terms "obese" and "overweight" in accordance with the 2007 recommendations from the Expert Committee on the Assessment, Prevention, and Treatment of Child and Adolescent Overweight and Obesity convened by the American Medical Association (AMA) and cofunded by AMA in collaboration with the Health Resources and Services Administration and CDC.

^Students who were >85th percentile but <95th percentile for body mass index, by age and sex, based on reference data

+Students who were >95th percentile for body mass index, by age and sex, based on reference data

Table 7. Percentage of middle school students who describe themselves as slightly or very overweight and who were trying to lose weight, by gender, race/ethnicity, parental education, and grade

Describe themselves as overweight					Were trying to lose weight			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	28.4	26.7 -	30.1		Female	48.2	46.3 -	50.2
Male	21.2	19.6 -	22.8		Male	32.3	30.5 -	34.1
Race/Ethnicity					**Race/Ethnicity**			
White	25.6	23.9 -	27.2		White	38.1	36.1 -	40.1
Black	22.6	20.9 -	24.4		Black	41.2	39.1 -	43.3
Hispanic	26.4	22.2 -	30.5		Hispanic	48.5	44.6 -	52.3
Other	28.8	25.5 -	32.1		Other	38.7	35.6 -	41.8
Parental Education					**Parental Education**			
Low	27.1	24.9 -	29.2		Low	46.3	43.8 -	48.8
High	22.2	20.6 -	23.7		High	35.4	33.5 -	37.3
Grade					**Grade**			
7th	24.9	23.2 -	26.6		7th	40.3	38.3 -	42.3
8th	24.2	22.5 -	25.9		8th	39.6	37.7 -	41.4
Total	**24.6**	**23.5 -**	**25.7**		**Total**	**39.9**	**38.6 -**	**41.3**

Table 8. Percentage of middle school students who ever smoked cigarettes* and who currently smoke cigarettes^, by gender, race/ethnicity, parental education, and grade

Lifetime Cigarette Use					Current Cigarette Use			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	11.8	10.3 -	13.3		Female	4.2	3.4 -	5.0
Male	11.9	10.3 -	13.5		Male	4.2	3.5 -	4.9
Race/Ethnicity					**Race/Ethnicity**			
White	10.1	8.7 -	11.6		White	4.0	3.3 -	4.8
Black	13.0	11.2 -	14.8		Black	3.8	2.9 -	4.7
Hispanic	20.0	16.8 -	23.2		Hispanic	8.2	6.4 -	10.0
Other	14.7	12.3 -	17.2		Other	6.1	4.4 -	7.8
Parental Education					**Parental Education**			
Low	17.7	15.4 -	20.0		Low	5.1	4.0 -	6.2
High	7.9	6.9 -	8.9		High	3.1	2.5 -	3.7
Grade					**Grade**			
7th	9.9	8.4 -	11.4		7th	3.8	3.1 -	4.5
8th	13.6	11.9 -	15.4		8th	4.5	3.8 -	5.3
Total	**11.9**	**10.8 -**	**13.0**		**Total**	**4.2**	**3.7 -**	**4.7**

*Have ever tried cigarette smoking, even one or two puffs

^Smoked cigarettes on at least 1 day in the 30 days before the survey

Table 9. Percentage of middle school students who smoked a whole cigarette for the first time before the age of 11, and who currently smoke cigars^, by gender, race/ethnicity, parental education, and grade

Smoked a whole cigarette before the age of 11					Current Cigar Use			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	3.3	2.6 -	4.0		Female	8.3	7.0 -	9.5
Male	3.4	2.7 -	4.2		Male	9.7	8.5 -	10.8
Race/Ethnicity					**Race/Ethnicity**			
White	2.3	1.7 -	2.9		White	4.2	3.5 -	4.9
Black	4.3	3.1 -	5.5		Black	14.5	12.9 -	16.1
Hispanic	5.8	3.6 -	8.1		Hispanic	13.8	10.6 -	16.9
Other	4.7	3.3 -	6.1		Other	10.1	8.0 -	12.2
Parental Education					**Parental Education**			
Low	4.8	3.7 -	6.0		Low	11.2	9.0 -	13.3
High	2.1	1.5 -	2.7		High	6.7	5.6 -	7.7
Grade					**Grade**			
7th	3.4	2.6 -	4.2		7th	7.6	6.2 -	8.9
8th	3.2	2.5 -	3.9		8th	10.3	9.1 -	11.5
Total	**3.4**	**2.8 -**	**3.9**		**Total**	**9.0**	**8.2 -**	**9.9**

^Smoked cigars, cigarillos, or little cigars (such as Black & Milds, Phillies or Swisher Sweets) on at least 1 day in the 30 days before the survey

Table 10. Percentage of middle school students who ever drank alcohol* and who currently drink alcohol^, by gender, race/ethnicity, parental education, and grade

Lifetime Alcohol Use					Current Alcohol Use			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	34.3	32.0 -	36.6		Female	12.2	10.6 -	13.7
Male	32.3	30.0 -	34.6		Male	12.3	10.9 -	13.8
Race/Ethnicity					**Race/Ethnicity**			
White	25.0	22.9 -	27.1		White	9.3	8.0 -	10.6
Black	43.5	40.5 -	46.4		Black	15.5	13.6 -	17.3
Hispanic	46.8	42.7 -	50.9		Hispanic	19.2	15.8 -	22.6
Other	33.2	28.5 -	37.8		Other	13.1	10.6 -	15.6
Parental Education					**Parental Education**			
Low	44.5	40.9 -	48.2		Low	16.5	14.3 -	18.7
High	26.5	24.6 -	28.5		High	10.1	8.9 -	11.3
Grade					**Grade**			
7th	28.2	25.3 -	31.1		7th	10.1	8.8 -	11.3
8th	37.9	35.3 -	40.4		8th	14.3	12.8 -	15.8
Total	**33.3**	**31.4 -**	**35.1**		**Total**	**12.3**	**11.2 -**	**13.3**

*Have ever drunk alcohol, other than a few sips

^Had at least 1 drink of alcohol in the 30 days before the survey

Table 11. Percentage of middle school students who drank alcohol for the first time before the age of 11, by gender, race/ethnicity, parental education, and grade

Drank alcohol for the first time before the age of 11			
Category	**%**	**CI**	
Gender			
Female	9.9	8.7 -	11.2
Male	10.9	9.5 -	12.4
Race/Ethnicity			
White	6.4	5.3 -	7.6
Black	15.1	13.3 -	16.8
Hispanic	15.5	12.5 -	18.5
Other	13.2	10.6 -	15.7
Parental Education			
Low	13.8	11.6 -	16.1
High	8.3	7.1 -	9.4
Grade			
7th	10.2	8.7 -	11.7
8th	10.7	9.2 -	12.2
Total	**10.5**	**9.5 -**	**11.5**

Table 12. Percentage of middle school students who ever used marijuana and who currently use marijuana*, by gender, race/ethnicity, parental education, and grade

Lifetime Marijuana Use					Current Marijuana Use			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	10.3	9.0 -	11.6		Female	5.3	4.4 -	6.2
Male	14.9	12.9 -	16.9		Male	8.5	7.1 -	9.9
Race/Ethnicity					**Race/Ethnicity**			
White	7.9	6.7 -	9.1		White	4.1	3.3 -	4.9
Black	18.4	15.8 -	21.0		Black	10.4	8.4 -	12.3
Hispanic	18.4	14.8 -	21.9		Hispanic	11.2	8.2 -	14.2
Other	13.4	10.6 -	16.2		Other	6.6	4.8 -	8.4
Parental Education					**Parental Education**			
Low	18.5	16.2 -	20.7		Low	9.5	7.8 -	11.1
High	9.1	7.8 -	10.4		High	5.4	4.4 -	6.3
Grade					**Grade**			
7th	8.4	6.8 -	10.0		7th	4.7	3.6 -	5.8
8th	16.6	14.9 -	18.3		8th	9.0	7.8 -	10.3
Total	**12.7**	**11.4 -**	**14.0**		**Total**	**7.0**	**6.0 -**	**7.9**

*Used marijuana at least 1 time in the 30 days before the survey

Table 13. Percentage of middle school students who used marijuana for the first time before the age of 11, by gender, race/ethnicity, parental education, and grade

Used marijuana for the first time before the age of 11			
Category	**%**	**CI**	
Gender			
Female	1.5	1.0 -	2.1
Male	3.1	2.2 -	3.9
Race/Ethnicity			
White	0.7	0.4 -	1.1
Black	4.0	2.8 -	5.1
Hispanic	5.2	3.1 -	7.3
Other	2.7	1.3 -	4.1
Parental Education			
Low	2.8	1.8 -	3.8
High	1.6	1.1 -	2.1
Grade			
7th	2.2	1.4 -	2.9
8th	2.4	1.8 -	3.1
Total	**2.3**	**1.8 -**	**2.9**

Table 14. Percentage of middle school students who ever used inhalants and who ever used prescription drugs*, by gender, race/ethnicity, parental education, and grade

Lifetime Inhalant Use					Lifetime Prescription Drug Use			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	9.9	8.6 -	11.3		Female	25.3	23.8 -	26.9
Male	7.8	6.5 -	9.2		Male	18.9	17.1 -	20.6
Race/Ethnicity					**Race/Ethnicity**			
White	7.2	6.1 -	8.2		White	19.8	18.3 -	21.3
Black	10.2	8.3 -	12.2		Black	23.8	21.4 -	26.1
Hispanic	13.7	10.7 -	16.7		Hispanic	28.3	24.7 -	31.8
Other	11.2	8.9 -	13.5		Other	26.1	22.6 -	29.5
Parental Education					**Parental Education**			
Low	10.2	8.1 -	12.2		Low	25.2	22.8 -	27.6
High	7.5	6.5 -	8.5		High	20.2	18.8 -	21.7
Grade					**Grade**			
7th	9.5	8.1 -	10.9		7th	20.2	18.7 -	21.8
8th	8.1	6.9 -	9.3		8th	23.6	22.0 -	25.2
Total	**8.8**	**7.9 -**	**9.8**		**Total**	**22.0**	**20.8 -**	**23.2**

*without a doctor's prescription to relieve pain, relieve anxiety, stay awake, or alter one's mood

Table 15. Percentage of middle school students who have been offered, sold, or given illegal drugs on school property*, by gender, race/ethnicity, parental education, and grade

Been offered, sold, or given illegal drugs on school property			
Category	**%**	**CI**	
Gender			
Female	6.7	5.6 -	7.7
Male	11.0	9.8 -	12.3
Race/Ethnicity			
White	8.1	7.0 -	9.3
Black	9.8	8.3 -	11.2
Hispanic	10.4	7.9 -	13.0
Other	9.4	7.7 -	11.2
Parental Education			
Low	9.1	7.5 -	10.7
High	8.9	7.8 -	10.0
Grade			
7th	8.1	6.9 -	9.2
8th	9.8	8.6 -	11.0
Total	**9.0**	**8.1 -**	**9.8**

*In the 12 months before the survey

Table 16. Percentage of middle school students who believe it is very wrong* to smoke cigarettes and to drink alcohol, by gender, race/ethnicity, parental education, and grade

Very Wrong to Smoke Cigarettes					Very Wrong to Drink Alcohol			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	69.5	67.5 -	71.4		Female	58.3	56.3 -	60.3
Male	68.5	66.4 -	70.6		Male	54.7	52.5 -	57.0
Race/Ethnicity					**Race/Ethnicity**			
White	72.0	69.9 -	74.1		White	60.1	58.0 -	62.3
Black	66.4	64.1 -	68.8		Black	52.6	50.1 -	55.0
Hispanic	53.5	47.9 -	59.0		Hispanic	42.5	37.3 -	47.7
Other	66.5	63.6 -	69.4		Other	54.3	50.8 -	57.9
Parental Education					**Parental Education**			
Low	61.9	58.0 -	65.8		Low	50.0	46.9 -	53.1
High	72.8	71.1 -	74.5		High	60.7	58.8 -	62.5
Grade					**Grade**			
7th	72.5	70.6 -	74.4		7th	63.4	61.1 -	65.7
8th	65.5	63.0 -	67.9		8th	50.0	47.8 -	52.2
Total	**68.9**	**67.2 -**	**70.6**		**Total**	**56.4**	**54.7 -**	**58.1**

*For someone their age

Table 17. Percentage of middle school students who believe it is very wrong* to smoke marijuana and who perceive that their parents believe it is very wrong to smoke cigarettes, by gender, race/ethnicity, parental education, and grade

Very wrong to smoke marijuana					Perceive that parents believe it is very wrong to smoke cigarettes			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	75.8	74.0 -	77.6		Female	90.1	88.9 -	91.4
Male	70.0	68.0 -	71.9		Male	85.9	84.4 -	87.3
Race/Ethnicity					**Race/Ethnicity**			
White	79.1	77.2 -	81.0		White	90.9	89.7 -	92.2
Black	65.5	63.1 -	67.8		Black	85.1	83.3 -	86.8
Hispanic	61.9	56.8 -	66.9		Hispanic	81.3	77.1 -	85.4
Other	70.8	67.8 -	73.8		Other	86.1	83.4 -	88.8
Parental Education					**Parental Education**			
Low	65.1	62.1 -	68.0		Low	85.2	83.0 -	87.4
High	77.7	76.1 -	79.3		High	90.0	88.8 -	91.3
Grade					**Grade**			
7th	79.2	77.4 -	80.9		7th	88.8	87.3 -	90.3
8th	66.9	64.6 -	69.3		8th	87.1	85.8 -	88.5
Total	**72.8**	**71.3 -**	**74.3**		**Total**	**87.9**	**86.9 -**	**89.0**

*For them

Table 18. Percentage of middle school students who perceive that their parents believe it is very wrong* to drink alcohol, and who perceive that their parents believe it is very wrong to smoke marijuana, by gender, race/ethnicity, parental education, and grade

Perceive that parents believe it is very wrong to drink alcohol					Perceive that parents believe it is very wrong to smoke marijuana			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	84.1	82.6 -	85.6		Female	91.7	90.5 -	92.9
Male	78.8	77.1 -	80.5		Male	86.8	85.3 -	88.4
Race/Ethnicity					**Race/Ethnicity**			
White	84.1	82.6 -	85.7		White	93.0	92.0 -	94.0
Black	78.9	77.1 -	80.6		Black	84.9	83.3 -	86.6
Hispanic	72.2	66.5 -	77.9		Hispanic	83.3	79.7 -	86.8
Other	79.7	76.7 -	82.7		Other	87.8	85.3 -	90.3
Parental Education					**Parental Education**			
Low	77.8	75.3 -	80.2		Low	85.5	83.2 -	87.9
High	84.3	83.0 -	85.6		High	92.0	90.9 -	93.1
Grade					**Grade**			
7th	83.3	81.5 -	85.2		7th	91.4	90.0 -	92.8
8th	79.7	78.1 -	81.2		8th	87.2	85.9 -	88.4
Total	**81.4**	**80.1 -**	**82.6**		**Total**	**89.2**	**88.2 -**	**90.1**

*For them

Table 19. Percentage of middle school students who perceive great risk of harm* from smoking one or more packs of cigarettes daily and from drinking alcohol daily, by gender, race/ethnicity, parental education, and grade

Perceive great risk from smoking cigarettes daily					Perceive great risk from drinking alcohol daily			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	65.5	63.3 -	67.6		Female	48.7	46.8 -	50.5
Male	62.1	59.9 -	64.3		Male	44.3	42.1 -	46.5
Race/Ethnicity					**Race/Ethnicity**			
White	70.9	68.8 -	72.9		White	48.9	47.0 -	50.9
Black	55.5	52.9 -	58.1		Black	43.8	41.2 -	46.3
Hispanic	54.5	49.8 -	59.2		Hispanic	37.6	33.0 -	42.1
Other	62.2	58.6 -	65.9		Other	45.7	41.9 -	49.5
Parental Education					**Parental Education**			
Low	56.5	53.2 -	59.7		Low	39.8	36.4 -	43.2
High	70.5	68.4 -	72.5		High	51.7	49.8 -	53.6
Grade					**Grade**			
7th	63.0	60.6 -	65.5		7th	48.5	46.5 -	50.5
8th	64.4	61.9 -	66.8		8th	44.5	42.3 -	46.6
Total	**63.7**	**61.9 -**	**65.5**		**Total**	**46.4**	**44.8 -**	**48.0**

***(Physical or in other ways)**

Table 20. Percentage of middle school students who perceive great risk of harm* from smoking marijuana once or twice and from smoking marijuana regularly, by gender, race/ethnicity, parental education, and grade

Perceive great risk from trying marijuana once or twice					Perceive great risk from smoking marijuana regularly			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	42.5	40.5 -	44.5		Female	72.9	70.6 -	75.3
Male	42.5	40.0 -	44.9		Male	66.4	64.4 -	68.4
Race/Ethnicity					**Race/Ethnicity**			
White	44.9	42.8 -	47.0		White	78.9	76.8 -	81.0
Black	38.9	36.0 -	41.8		Black	58.5	56.0 -	61.1
Hispanic	40.1	34.5 -	45.6		Hispanic	57.5	52.7 -	62.2
Other	42.8	38.9 -	46.8		Other	67.9	64.4 -	71.5
Parental Education					**Parental Education**			
Low	37.7	34.4 -	40.9		Low	61.3	57.8 -	64.8
High	45.7	43.6 -	47.9		High	76.4	74.4 -	78.5
Grade					**Grade**			
7th	47.0	44.8 -	49.2		7th	72.0	69.4 -	74.6
8th	38.4	36.2 -	40.5		8th	67.4	65.1 -	69.6
Total	**42.5**	**40.8 -**	**44.2**		**Total**	**69.5**	**67.8 -**	**71.2**

*(Physical or in other ways)

Table 21. Percentage of middle school students who did not go to school because they felt they would be unsafe at school or on the way to/from school* and who were in a physical fight^, by gender, race/ethnicity, parental education, and grade

Did not go to school because of safety concerns					In a physical fight			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	6.4	5.4 -	7.4		Female	32.0	29.7 -	34.3
Male	6.4	5.5 -	7.2		Male	49.0	46.9 -	51.1
Race/Ethnicity					**Race/Ethnicity**			
White	4.3	3.6 -	5.1		White	31.5	29.5 -	33.6
Black	8.3	7.1 -	9.6		Black	52.0	49.1 -	55.0
Hispanic	10.5	8.2 -	12.7		Hispanic	46.3	41.2 -	51.4
Other	7.2	5.5 -	8.9		Other	42.4	38.2 -	46.6
Parental Education					**Parental Education**			
Low	6.4	5.1 -	7.7		Low	46.6	43.4 -	49.8
High	5.6	4.6 -	6.6		High	35.2	32.9 -	37.4
Grade					**Grade**			
7th	7.8	6.9 -	8.7		7th	41.5	38.9 -	44.1
8th	5.1	4.3 -	5.8		8th	40.2	37.8 -	42.6
Total	**6.4**	**5.8 -**	**7.1**		**Total**	**40.9**	**39.1 -**	**42.6**

*At least once during the 30 days before the survey

^At least once in the 12 months before the survey

Table 22. Percentage of middle school students who were in a physical fight on school property* and who carried a weapon on school property^, by gender, race/ethnicity, parental education, and grade

In a physical fight on school property					Carried a weapon on school property			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	13.6	11.8 -	15.5		Female	3.1	2.4 -	3.8
Male	24.2	22.4 -	26.0		Male	6.4	5.4 -	7.4
Race/Ethnicity					**Race/Ethnicity**			
White	11.6	10.1 -	13.1		White	3.2	2.4 -	4.0
Black	28.7	26.4 -	31.0		Black	6.3	5.1 -	7.4
Hispanic	23.9	19.0 -	28.8		Hispanic	9.0	6.4 -	11.5
Other	19.4	16.3 -	22.4		Other	5.8	4.2 -	7.4
Parental Education					**Parental Education**			
Low	22.8	19.9 -	25.7		Low	5.8	4.3 -	7.4
High	15.0	13.4 -	16.6		High	4.2	3.4 -	5.0
Grade					**Grade**			
7th	21.0	19.0 -	23.1		7th	4.3	3.4 -	5.2
8th	17.4	15.5 -	19.4		8th	5.2	4.3 -	6.2
Total	**19.2**	**17.8 -**	**20.6**		**Total**	**4.8**	**4.2 -**	**5.4**

*At least once in the 12 months before the survey

^At least once during the 30 days before the survey

Table 23. Percentage of middle school students who have been bullied on school property* and who have been the victim of electronic bullying (via email, text messaging, chat rooms, etc)*by gender, race/ethnicity, parental education, and grade

Had been bullied on school property					Had been bullied electronically (via email, text messaging, etc)			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	33.0	31.2 -	34.9		Female	26.1	24.2 -	28.0
Male	32.7	30.5 -	35.0		Male	13.8	12.3 -	15.3
Race/Ethnicity					**Race/Ethnicity**			
White	37.5	35.2 -	39.9		White	19.9	18.4 -	21.4
Black	26.5	23.6 -	29.4		Black	19.2	16.9 -	21.4
Hispanic	31.1	26.9 -	35.4		Hispanic	21.1	17.8 -	24.3
Other	36.1	32.7 -	39.5		Other	23.5	21.1 -	26.0
Parental Education					**Parental Education**			
Low	30.8	27.9 -	33.7		Low	21.0	18.6 -	23.3
High	33.9	31.9 -	35.9		High	18.8	17.5 -	20.2
Grade					**Grade**			
7th	35.0	32.7 -	37.3		7th	19.2	17.8 -	20.5
8th	30.9	28.7 -	33.1		8th	20.2	18.4 -	22.0
Total	**32.9**	**31.2 -**	**34.6**		**Total**	**19.7**	**18.6 -**	**20.9**

*In the 12 months before the survey

Table 24. Percentage of middle school students who had done something to purposely hurt themselves without wanting to die*^ and who have felt so sad (for two weeks) that they stopped doing usual activities,* by gender, race/ethnicity, parental education, and grade

Self-Injurious behavior					Depressive sadness			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	19.1	17.4 -	20.7		Female	27.0	24.9 -	29.0
Male	9.0	7.7 -	10.2		Male	15.5	13.9 -	17.2
Race/Ethnicity					**Race/Ethnicity**			
White	11.3	10.1 -	12.6		White	17.5	15.9 -	19.1
Black	15.6	13.7 -	17.4		Black	23.8	21.7 -	25.9
Hispanic	23.4	20.7 -	26.2		Hispanic	31.8	28.7 -	34.9
Other	16.8	13.8 -	19.9		Other	25.4	22.4 -	28.4
Parental Education					**Parental Education**			
Low	17.5	15.4 -	19.6		Low	26.6	24.4 -	28.8
High	11.0	9.7 -	12.3		High	16.9	15.3 -	18.4
Grade					**Grade**			
7th	13.1	11.5 -	14.7		7th	20.4	18.3 -	22.4
8th	14.4	13.2 -	15.6		8th	21.6	19.9 -	23.3
Total	**13.8**	**12.8 -**	**14.8**		**Total**	**21.1**	**19.8 -**	**22.3**

*Such as by cutting or burning oneself on purpose

^At least once during the 12 months before the survey

Table 25. Percentage of middle school students who have seriously considered suicide* and who have attempted suicide*, by gender, race/ethnicity, parental education, and grade

Have seriously considered suicide					Have attempted suicide			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	17.3	15.5 -	19.0		Female	11.8	10.5 -	13.1
Male	9.7	8.4 -	10.9		Male	7.9	6.8 -	9.0
Race/Ethnicity					**Race/Ethnicity**			
White	10.7	9.5 -	11.9		White	6.5	5.5 -	7.5
Black	15.6	13.7 -	17.5		Black	12.8	11.3 -	14.3
Hispanic	19.5	16.6 -	22.5		Hispanic	17.9	15.1 -	20.7
Other	16.3	16.3 -	16.3		Other	12.0	9.7 -	14.3
Parental Education					**Parental Education**			
Low	15.5	13.5 -	17.5		Low	11.7	10.0 -	13.4
High	10.9	9.5 -	12.3		High	7.6	6.4 -	8.8
Grade					**Grade**			
7th	12.4	10.8 -	14.1		7th	9.9	8.4 -	11.3
8th	14.0	12.5 -	15.4		8th	9.8	8.6 -	10.9
Total	**13.3**	**12.3 -**	**14.3**		**Total**	**9.8**	**9.0 -**	**10.7**

*At least once during the 12 months before the survey

Table 26. Percentage of middle school students who have ever had sexual intercourse and who used a condom the last time they had sexual intercourse*, by gender, race/ethnicity, parental education, and grade

Ever had sexual intercourse					Condom use			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	12.7	11.2 -	14.3		Female	67.1	62.1 -	72.1
Male	25.5	23.1 -	27.8		Male	73.9	69.9 -	77.9
Race/Ethnicity					**Race/Ethnicity**			
White	7.7	6.7 -	8.7		White	63.3	57.5 -	69.0
Black	35.3	31.7 -	39.0		Black	74.7	70.4 -	78.9
Hispanic	21.9	18.7 -	25.0		Hispanic	66.2	60.0 -	72.4
Other	19.6	16.5 -	22.6		Other	71.1	63.9 -	78.3
Parental Education					**Parental Education**			
Low	25.1	22.1 -	28.0		Low	70.2	64.4 -	76.1
High	14.9	13.2 -	16.6		High	72.2	67.5 -	76.8
Grade					**Grade**			
7th	15.9	13.8 -	18.1		7th	71.3	66.7 -	76.0
8th	22.1	19.6 -	24.6		8th	71.6	67.2 -	76.1
Total	**19.2**	**17.6 -**	**20.8**		**Total**	**71.6**	**68.3 -**	**74.9**

*Of the 19.4% of Shaker Middle School students who have had sexual intercourse

Table 27. Percentage of students who did not get recommended amount of sleep* on school nights and who did not get recommended amount of sleep on weekend nights*, by gender, race/ethnicity, parental education, and grade

Did not get recommended amount of sleep on school nights					Did not get recommended amount of sleep on weekend nights			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	22.9	21.1 -	24.6		Female	33.4	31.6 -	35.2
Male	22.7	20.9 -	24.4		Male	40.3	38.3 -	42.2
Race/Ethnicity					**Race/Ethnicity**			
White	16.7	15.1 -	18.3		White	28.4	26.7 -	30.1
Black	29.0	26.8 -	31.2		Black	47.8	45.6 -	50.1
Hispanic	31.8	27.2 -	36.3		Hispanic	46.6	42.9 -	50.2
Other	26.2	23.0 -	29.5		Other	38.7	35.0 -	42.4
Parental Education					**Parental Education**			
Low	24.3	22.0 -	26.6		Low	44.2	41.5 -	46.9
High	19.8	18.1 -	21.5		High	30.7	28.6 -	32.8
Grade					**Grade**			
7th	18.7	16.8 -	20.5		7th	36.5	33.4 -	39.5
8th	26.4	24.5 -	28.3		8th	37.2	35.3 -	39.1
Total	**22.8**	**21.4 -**	**24.1**		**Total**	**37.0**	**35.4 -**	**38.5**

*7 or more hours per night for adults

Table 28. Percentage of students who have difficulty getting up in the morning* and who feel tired^ when waking on typical school mornings, by gender, race/ethnicity, parental education, and grade

Difficulty getting up in the morning					Feel tired when waking on typical school mornings			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	42.9	41.0 -	44.7		Female	48.7	46.9 -	50.4
Male	36.2	34.2 -	38.3		Male	43.8	41.9 -	45.7
Race/Ethnicity					**Race/Ethnicity**			
White	42.1	40.1 -	44.0		White	49.1	47.1 -	51.1
Black	35.8	33.3 -	38.3		Black	42.4	40.1 -	44.7
Hispanic	37.9	34.2 -	41.6		Hispanic	48.0	42.5 -	53.4
Other	41.7	38.3 -	45.1		Other	45.1	42.1 -	48.0
Parental Education					**Parental Education**			
Low	38.8	36.0 -	41.7		Low	47.9	45.2 -	50.6
High	39.4	37.5 -	41.4		High	44.8	42.8 -	46.7
Grade					**Grade**			
7th	38.7	36.6 -	40.7		7th	45.3	43.5 -	47.0
8th	40.2	38.3 -	42.0		8th	47.0	44.9 -	49.1
Total	**39.5**	**38.0 -**	**40.9**		**Total**	**46.2**	**44.8 -**	**47.6**

*Have some or a lot of difficulty
^Feel pretty or very tired

Table 29. Percentage of middle school students who go home from school and take a nap* and who snack or drink soft drinks after 9:00pm, by gender, race/ethnicity, parental education, and grade

Nap after school 3+ times/week			Snack after 9:00pm 3+ times/week		
Category	**%**	**CI**	**Category**	**%**	**CI**
Gender			**Gender**		
Female	18.1	15.6 - 20.6	Female	31.8	29.7 - 33.9
Male	11.7	10.3 - 13.2	Male	33.6	31.5 - 35.7
Race/Ethnicity			**Race/Ethnicity**		
White	6.4	5.5 - 7.4	White	25.1	23.2 - 26.9
Black	25.9	23.7 - 28.1	Black	43.1	40.2 - 46.0
Hispanic	18.3	15.6 - 21.0	Hispanic	38.2	34.4 - 41.9
Other	15.0	12.2 - 17.7	Other	33.4	30.0 - 36.9
Parental Education			**Parental Education**		
Low	17.0	14.7 - 19.3	Low	39.8	37.0 - 42.6
High	12.4	10.8 - 14.0	High	27.6	25.8 - 29.5
Grade			**Grade**		
7th	15.0	12.9 - 17.1	7th	31.7	29.5 - 33.9
8th	14.7	12.8 - 16.6	8th	33.7	31.5 - 35.9
Total	**14.8**	**13.4 - 16.3**	**Total**	**32.8**	**31.2 - 34.3**

*Three or more times per week

Table 30. Percentage of middle school students who were late to class or had missed school*^ and who had dozed off in class^, by gender, race/ethnicity, parental education, and grade

Missed school due to sleep issues					Dozed off in class			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	32.3	29.4 -	35.2		Female	47.1	44.6 -	49.5
Male	31.3	29.0 -	33.6		Male	44.2	42.2 -	46.2
Race/Ethnicity					**Race/Ethnicity**			
White	19.2	17.5 -	20.8		White	34.2	32.3 -	36.1
Black	47.5	44.0 -	51.0		Black	60.5	58.1 -	62.9
Hispanic	42.3	38.0 -	46.5		Hispanic	52.6	47.1 -	58.1
Other	33.7	29.8 -	37.6		Other	47.6	43.1 -	52.0
Parental Education					**Parental Education**			
Low	36.3	32.9 -	39.8		Low	51.9	48.8 -	54.9
High	27.2	24.8 -	29.7		High	40.3	38.0 -	42.6
Grade					**Grade**			
7th	30.6	27.4 -	33.9		7th	43.4	40.2 -	46.6
8th	32.9	30.2 -	35.5		8th	47.5	45.0 -	50.0
Total	**31.8**	**29.7 -**	**34.0**		**Total**	**45.6**	**43.8 -**	**47.4**

*Due to trouble getting up in the morning
^At least once per month

Table 31. Percentage of middle school students who had been to the doctor or nurse for a check-up* and who had described their health, in general as fair or poor, by gender, race/ethnicity, parental education, and grade

Had been to the doctor or nurse for a check-up					Described health as fair or poor			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	64.0	62.3 -	65.8		Female	9.1	7.8 -	10.4
Male	64.5	62.3 -	66.6		Male	5.9	5.0 -	6.7
Race/Ethnicity					**Race/Ethnicity**			
White	70.6	68.7 -	72.5		White	5.9	5.1 -	6.7
Black	58.0	55.4 -	60.6		Black	9.0	7.4 -	10.5
Hispanic	54.4	50.6 -	58.2		Hispanic	9.1	6.6 -	11.5
Other	61.7	58.4 -	65.1		Other	9.2	7.5 -	10.9
Parental Education					**Parental Education**			
Low	62.0	59.0 -	64.9		Low	10.0	8.4 -	11.6
High	71.9	70.2 -	73.5		High	5.1	4.2 -	5.9
Grade					**Grade**			
7th	62.0	59.9 -	64.1		7th	7.5	6.3 -	8.8
8th	66.4	64.3 -	68.4		8th	7.3	6.3 -	8.3
Total	**64.2**	**62.8 -**	**65.7**		**Total**	**7.4**	**6.6 -**	**8.2**

*In the 12 months before the survey

Table 32. Percentage of middle school students who have been taught about HIV/AIDS in school, by gender, race/ethnicity, parental education, and grade

Taught about HIV/AIDS in school			
Category	**%**	**CI**	
Gender			
Female	78.0	75.5 -	80.6
Male	78.2	76.0 -	80.5
Race/Ethnicity			
White	75.1	71.7 -	78.5
Black	83.1	80.4 -	85.7
Hispanic	73.8	69.7 -	77.9
Other	78.6	75.3 -	81.8
Parental Education			
Low	80.2	77.3 -	83.2
High	79.9	77.1 -	82.6
Grade			
7th	70.9	67.7 -	74.1
8th	84.9	83.2 -	86.7
Total	**78.1**	**76.0 -**	**80.2**

Table 33. Percentage of middle school students who had lifetime asthma* and who currently have asthma^, by gender, race/ethnicity, parental education, and grade

Lifetime asthma					Current asthma			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	19.6	18.3 -	20.9		Female	11.4	10.2 -	12.7
Male	22.5	21.0 -	24.1		Male	12.6	11.3 -	14.0
Race/Ethnicity					**Race/Ethnicity**			
White	18.1	16.7 -	19.5		White	9.9	8.8 -	11.0
Black	24.5	22.7 -	26.3		Black	14.7	13.1 -	16.4
Hispanic	28.0	25.0 -	31.0		Hispanic	16.0	13.4 -	18.6
Other	21.8	19.2 -	24.4		Other	10.2	8.2 -	12.1
Parental Education					**Parental Education**			
Low	22.3	20.1 -	24.4		Low	13.9	12.1 -	15.8
High	20.1	18.8 -	21.5		High	11.3	10.1 -	12.4
Grade					**Grade**			
7th	20.4	19.1 -	21.6		7th	12.3	11.1 -	13.5
8th	21.9	20.4 -	23.3		8th	11.9	10.5 -	13.3
Total	**21.2**	**20.2 -**	**22.1**		**Total**	**12.1**	**11.2 -**	**13.0**

*Told by a doctor or nurse that you had asthma

^Told by a doctor or nurse that you had asthma and you still do

Table 34. Percentage of middle school students who spent 3+ hours on social networking sites*^ and who spent no hours on social networking sites*^, by gender, race/ethnicity, parental education, and grade

3+ hours on social networking sites					No hours on social networking sites			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	21.6	19.6 -	23.7		Female	23.8	22.1 -	25.4
Male	12.4	11.0 -	13.7		Male	35.6	33.6 -	37.7
Race/Ethnicity					**Race/Ethnicity**			
White	10.4	9.3 -	11.6		White	32.0	30.1 -	33.9
Black	25.0	22.4 -	27.6		Black	26.7	24.3 -	29.1
Hispanic	21.2	17.3 -	25.1		Hispanic	28.5	24.6 -	32.3
Other	19.2	15.7 -	22.6		Other	27.6	24.2 -	31.0
Parental Education					**Parental Education**			
Low	20.7	18.1 -	23.2		Low	23.3	20.8 -	25.7
High	13.2	11.8 -	14.6		High	31.8	30.1 -	33.5
Grade					**Grade**			
7th	15.7	14.0 -	17.4		7th	33.6	31.6 -	35.6
8th	17.9	16.2 -	19.7		8th	26.5	24.6 -	28.4
Total	**16.9**	**15.6 -**	**18.2**		**Total**	**29.9**	**28.4 -**	**31.3**

*such as MySpace, FaceBook, Orkut, or Bebo
^on an average school day

Table 35. Percentage of middle school students who send and receive 120+ text messages* and send and receive no text messages*, by gender, race/ethnicity, parental education, and grade

Send and receive 120+ text messages					Send and receive no text messages			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	29.2	27.2 -	31.2		Female	20.2	18.2 -	22.1
Male	17.4	15.6 -	19.3		Male	31.9	29.6 -	34.1
Race/Ethnicity					**Race/Ethnicity**			
White	21.6	19.6 -	23.5		White	25.6	23.3 -	27.9
Black	25.6	23.4 -	27.7		Black	25.3	23.2 -	27.3
Hispanic	27.9	22.5 -	33.3		Hispanic	27.4	23.3 -	31.5
Other	23.4	20.9 -	26.0		Other	28.6	25.3 -	31.9
Parental Education					**Parental Education**			
Low	28.0	25.0 -	31.1		Low	24.6	22.1 -	27.2
High	21.7	20.2 -	23.2		High	23.9	22.2 -	25.7
Grade					**Grade**			
7th	19.6	18.1 -	21.1		7th	30.7	28.8 -	32.6
8th	26.5	24.5 -	28.5		8th	22.1	20.3 -	23.8
Total	**23.2**	**21.8 -**	**24.7**		**Total**	**26.2**	**24.7 -**	**27.6**

*on an average school day

Table 36. Percentage of middle school students who described their grades as mostly A's and B's*, by gender, race/ethnicity, parental education, and grade

Described grades as mostly A's and B's			
Category	**%**	**CI**	
Gender			
Female	72.0	68.9 -	75.1
Male	62.5	59.8 -	65.1
Race/Ethnicity			
White	80.8	78.6 -	83.1
Black	49.8	46.6 -	53.0
Hispanic	57.8	53.4 -	62.1
Other	70.8	67.2 -	74.3
Parental Education			
Low	60.4	57.2 -	63.7
High	75.7	72.6 -	78.8
Grade			
7th	66.3	62.0 -	70.6
8th	67.9	65.1 -	70.6
Total	**67.1**	**64.4 -**	**69.7**

*during the past 12 months

Table 37. Percentage of middle school students who played on 1 or more sports teams*and who spent one or more hours in clubs or organizations outside of school^, by gender, race/ethnicity, parental education, and grade

Sports team participation					Outside of school activities			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	65.0	62.8 -	67.1		Female	35.1	32.8 -	37.4
Male	74.8	72.8 -	76.8		Male	37.7	35.5 -	39.9
Race/Ethnicity					**Race/Ethnicity**			
White	75.5	73.5 -	77.4		White	38.4	35.8 -	41.0
Black	65.5	63.0 -	68.1		Black	34.8	32.1 -	37.6
Hispanic	59.9	55.0 -	64.8		Hispanic	32.3	25.8 -	38.8
Other	66.4	62.6 -	70.2		Other	35.0	31.1 -	38.9
Parental Education					**Parental Education**			
Low	65.4	62.5 -	68.3		Low	31.8	29.1 -	34.5
High	77.8	76.0 -	79.6		High	42.0	39.9 -	44.0
Grade					**Grade**			
7th	70.0	67.8 -	72.2		7th	34.1	31.7 -	36.4
8th	70.2	67.8 -	72.5		8th	38.7	36.7 -	40.8
Total	**70.1**	**68.4 -**	**71.7**		**Total**	**36.5**	**34.7 -**	**38.2**

* In the 12 months before the survey

^During an average week

Table 38. Percentage of middle school students who took part in one or more hours of volunteer work* and whose parents talk with them about what they are doing in school^, by gender, race/ethnicity, parental education, and grade

Participated in community service					Parents talk with student about school			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	40.4	38.3 -	42.6		Female	56.6	54.8 -	58.3
Male	37.2	35.0 -	39.4		Male	55.0	53.3 -	56.8
Race/Ethnicity					**Race/Ethnicity**			
White	39.6	37.3 -	41.8		White	58.4	56.8 -	60.1
Black	37.9	35.3 -	40.5		Black	53.6	51.5 -	55.6
Hispanic	35.9	31.5 -	40.3		Hispanic	49.3	44.7 -	53.9
Other	39.8	36.6 -	43.1		Other	51.1	47.1 -	55.1
Parental Education					**Parental Education**			
Low	36.1	33.0 -	39.3		Low	52.3	49.5 -	55.0
High	42.7	40.8 -	44.7		High	60.9	59.3 -	62.6
Grade					**Grade**			
7th	38.1	36.1 -	40.2		7th	56.2	54.5 -	57.9
8th	39.4	37.2 -	41.6		8th	55.3	53.5 -	57.1
Total	**38.8**	**37.1 -**	**40.4**		**Total**	**55.7**	**54.5 -**	**56.9**

*In an average month
^ Almost every day

Table 39. Percentage of students who agreed or strongly agreed that students help decide what goes on in their school and who agreed or strongly agreed that they matter to people in their community, by gender, race/ethnicity, parental education, and grade

Students help decide school activities					Students matter in community			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	44.7	42.5 -	46.9		Female	41.7	39.8 -	43.6
Male	43.1	41.3 -	44.9		Male	47.5	45.0 -	50.0
Race/Ethnicity					**Race/Ethnicity**			
White	46.2	44.5 -	47.8		White	46.4	44.4 -	48.4
Black	41.2	38.6 -	43.7		Black	43.2	40.3 -	46.1
Hispanic	40.2	35.0 -	45.4		Hispanic	41.0	38.1 -	43.9
Other	43.8	40.4 -	47.1		Other	42.8	39.1 -	46.5
Parental Education					**Parental Education**			
Low	41.7	38.8 -	44.6		Low	41.4	38.2 -	44.6
High	47.1	45.3 -	48.9		High	49.5	47.7 -	51.4
Grade					**Grade**			
7th	43.0	41.1 -	44.9		7th	45.8	43.9 -	47.7
8th	44.8	42.6 -	47.0		8th	43.7	41.6 -	45.7
Total	**43.9**	**42.5 -**	**45.2**		**Total**	**44.7**	**43.1 -**	**46.2**

Table 40. Percentage of middle school students who ate dinner with their families one or more times/week* and who have the support of one or more adults^, by gender, race/ethnicity, parental education, and grade

Ate dinner with family 1+ times/week					Presence of supportive adult			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	81.8	80.1 -	83.5		Female	86.1	84.8 -	87.4
Male	84.2	82.5 -	85.9		Male	84.7	83.4 -	86.0
Race/Ethnicity					**Race/Ethnicity**			
White	89.4	87.9 -	90.9		White	86.7	85.4 -	88.0
Black	74.5	72.2 -	76.8		Black	84.3	83.0 -	85.6
Hispanic	78.4	73.5 -	83.3		Hispanic	81.4	77.8 -	85.0
Other	82.4	77.8 -	87.0		Other	83.9	81.7 -	86.2
Parental Education					**Parental Education**			
Low	78.9	76.6 -	81.2		Low	84.8	82.7 -	86.9
High	88.3	86.7 -	89.9		High	88.1	86.8 -	89.4
Grade					**Grade**			
7th	85.1	83.1 -	87.0		7th	84.8	83.7 -	86.0
8th	81.2	79.7 -	82.8		8th	85.8	84.5 -	87.1
Total	**83.0**	**81.7 -**	**84.2**		**Total**	**85.3**	**84.4 -**	**86.2**

*In the 7 days before the survey
^who they would feel comfortable seeking help from if there was an important issue or question affecting their life

Table 41. Percentage of middle school students who have one or more friends who can be trusted to give good advice and who always or mostly get help when feeling sad, anxious, empty, hopeless, and angry, by gender, race/ethnicity, parental education, and grade

Presence of trusted friend					Usually get help when needed			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	91.9	90.9 -	92.9		Female	36.0	34.0 -	38.1
Male	85.4	83.5 -	87.3		Male	27.2	24.9 -	29.4
Race/Ethnicity					**Race/Ethnicity**			
White	91.1	89.5 -	92.6		White	34.2	32.4 -	36.0
Black	85.5	84.0 -	87.1		Black	29.6	27.2 -	32.1
Hispanic	85.0	82.5 -	87.5		Hispanic	26.2	23.1 -	29.3
Other	90.4	88.4 -	92.3		Other	30.1	26.2 -	34.0
Parental Education					**Parental Education**			
Low	88.0	86.1 -	89.8		Low	29.1	26.4 -	31.9
High	91.0	89.6 -	92.3		High	36.0	33.6 -	38.3
Grade					**Grade**			
7th	88.2	86.6 -	89.8		7th	32.3	29.7 -	34.8
8th	89.0	87.6 -	90.3		8th	31.4	29.4 -	33.5
Total	**88.6**	**87.4 -**	**89.7**		**Total**	**31.8**	**30.0 -**	**33.5**

Table 42. Percentage of middle school students whose parents* know where they are after school and whose parents* expect a phone call if the student is going to be home late, by gender, race/ethnicity, parental education, and grade

Parents know where student is after school					Parents a phone call if going to be late			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	88.3	87.0 -	89.6		Female	87.3	85.9 -	88.8
Male	82.6	80.9 -	84.3		Male	78.2	76.4 -	80.0
Race/Ethnicity					**Race/Ethnicity**			
White	91.4	90.3 -	92.5		White	87.2	85.9 -	88.6
Black	78.1	76.1 -	80.2		Black	80.0	77.8 -	82.1
Hispanic	77.8	72.6 -	82.9		Hispanic	77.0	72.7 -	81.4
Other	82.6	79.5 -	85.7		Other	80.8	77.7 -	84.0
Parental Education					**Parental Education**			
Low	85.4	83.1 -	87.7		Low	82.2	79.7 -	84.8
High	84.9	83.5 -	86.2		High	84.5	83.0 -	86.0
Grade					**Grade**			
7th	86.9	85.0 -	88.7		7th	83.0	81.3 -	84.7
8th	84.2	82.5 -	85.8		8th	82.4	80.7 -	84.0
Total	**85.4**	**84.2 -**	**86.6**		**Total**	**82.6**	**81.4 -**	**83.9**

*usually or always

Table 43. Percentage of middle school students whose parents want to know who they are going out with before they leave* and whose parents know who they are going out with at night*, by gender, race/ethnicity, parental education, and grade

Parents know who student is out with					Parents know where student is if out at night			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	82.9	81.2 -	84.6		Female	87.6	86.2 -	88.9
Male	70.9	69.1 -	72.7		Male	81.9	80.4 -	83.4
Race/Ethnicity					**Race/Ethnicity**			
White	80.1	78.5 -	81.6		White	88.7	87.5 -	90.0
Black	72.8	70.6 -	75.0		Black	79.8	77.6 -	82.0
Hispanic	69.2	64.0 -	74.5		Hispanic	76.2	72.2 -	80.3
Other	76.8	73.4 -	80.3		Other	83.4	80.4 -	86.3
Parental Education					**Parental Education**			
Low	74.5	72.1 -	77.0		Low	83.1	80.7 -	85.5
High	79.7	78.0 -	81.4		High	86.8	85.5 -	88.1
Grade					**Grade**			
7th	77.7	75.7 -	79.7		7th	85.9	84.3 -	87.6
8th	75.9	73.9 -	78.0		8th	83.5	81.7 -	85.3
Total	**76.7**	**75.4 -**	**78.1**		**Total**	**84.6**	**83.4 -**	**85.8**

*Usually or always

Table 44. Percentage of middle school students whose parents talk with them about the plans they have with friends* and whose parents ask where they are going when they go out*, by gender, race/ethnicity, parental education, and grade

Parents talk about plans with friends					Parents ask where student is going			
Category	**%**	**CI**			**Category**	**%**	**CI**	
Gender					**Gender**			
Female	72.9	71.0 -	74.7		Female	89.1	87.6 -	90.5
Male	64.0	62.1 -	65.9		Male	83.1	81.7 -	84.4
Race/Ethnicity					**Race/Ethnicity**			
White	73.7	72.0 -	75.4		White	90.0	88.8 -	91.2
Black	61.8	59.3 -	64.3		Black	81.4	79.6 -	83.1
Hispanic	61.8	56.5 -	67.1		Hispanic	79.2	74.9 -	83.5
Other	67.6	63.7 -	71.5		Other	85.5	82.9 -	88.1
Parental Education					**Parental Education**			
Low	67.0	64.0 -	70.1		Low	84.8	82.9 -	86.8
High	71.6	69.7 -	73.4		High	88.1	86.8 -	89.5
Grade					**Grade**			
7th	70.5	68.4 -	72.5		7th	86.9	85.2 -	88.6
8th	66.5	64.4 -	68.6		8th	85.2	83.8 -	86.6
Total	**68.3**	**66.8 -**	**69.8**		**Total**	**86.0**	**84.9 -**	**87.1**

*usually or always

APPENDIX II:

Region Data Tables – 2010 Cuyahoga County Middle School YRBS

Region Data Tables are provided for this report to display aggregate prevalence reported by each of the six regions of Cuyahoga County: CMSD—East, CMSD—West, Inner Ring—East, Inner Ring—West, Outer Ring—East, and Outer Ring--West. The values highlighted in green represent higher levels of health promoting behavior when compared to the county-wide prevalence. The values highlighted in yellow represent greater levels of risk behavior when compared to the county-wide prevalence.

	CMSD East	CMSD West	Inner Ring East	Inner Ring West*	Outer Ring East	Outer Ring West	Cuyahoga County
Rarely or never wore a bicycle helmet (Among students who had ridden a bicycle during the 12 months before the survey.)	94.8 (92.4-97.3)	95.5 (93.7-97.3)	86.1 (84.4-87.8)	85.7 (83.0-88.3)	62.1 (58.3-65.8)	77.6 (75.1-80.2)	**82.8 (81.4-84.2)**
Rarely or never wore a seat belt (When riding in a car driven by someone else.)	19.9 (16.9-22.9)	18.7 (14.2-23.1)	15.0 (13.2-16.7)	10.9 (8.6-13.1)	5.9 (4.4-7.3)	7.0 (6.1-7.9)	**12.3 (11.3-13.3)**
Did not eat breakfast every day (During the past week.)	67.4 (62.7-72.0)	67.2 (62.2-72.3)	67.3 (65.1-69.4)	61.6 (58.1-65.1)	55.1 (51.5-58.8)	48.1 (45.9-50.2)	**59.8 (58.1-61.5)**
Watched television 3 or more hours per day (On an average school day.)	55.5 (50.1-60.9)	38.6 (34.5-42.6)	53.5 (51.0-56.1)	29.3 (26.0-32.6)	28.3 (26.0-32.6)	19.3 (17.6-21.0)	**36.8 (34.4-39.2)**
Overweight	24.5 (21.1-28.0)	20.5 (16.3-24.6)	18.3 (16.5-20.2)	17.2 (14.3-20.1)	18.3 (14.6-22.0)	13.5 (12.2-14.8)	**17.9 (16.6-19.1)**
Obese	17.3 (14.3-20.3)	21.1 (17.4-24.9)	15.2 (13.3-17.2)	9.5 (7.3-11.8)	7.6 (5.6-9.5)	6.2 (5.3-7.1)	**12.0 (11.0-13.1)**

	CMSD East	CMSD West	Inner Ring East	Inner Ring West*	Outer Ring East	Outer Ring West	Cuyahoga County
Lifetime cigarette use (Ever tried cigarette smoking, even one or two puffs.)	13.7 (10.2-17.2)	24.0 (19.9-28.0)	13.3 (11.2-15.4)	15.4 (12.7-18.1)	5.2 (3.5-6.9)	7.0 (5.9-8.1)	**11.9 (10.8-13.0)**
Current cigarette use (Smoked cigarettes on at least 1 day during the 30 days before the survey.)	3.6 (2.0-5.2)	8.2 (6.4-9.9)	4.5 (3.7-5.3)	5.6 (3.9-7.3)	2.0 (1.1-2.8)	3.5 (2.7-4.2)	**4.2 (3.7-4.7)**
Current cigar use (Smoked cigars, cigarillos, or little cigars on at least 1 day during the 30 days before the survey.)	18.5 (15.0-22.0)	16.3 (13.6-19.0)	9.9 (8.4-11.4)	5.8 (4.1-7.5)	4.3 (3.0-5.6)	3.0 (2.3-3.7)	**9.0 (8.2-9.9)**
Lifetime alcohol use (Had at least one drink of alcohol on at least 1 day during their life.)	45.0 (39.1-50.8)	47.4 (42.8-51.9)	42.1 (39.3-44.9)	29.1 (25.8-32.4)	21.3 (18.1-24.4)	22.5 (20.5-24.5)	**33.3 (31.4-35.1)**
Current alcohol use (Had at least one drink of alcohol on at least 1 day during the 30 days before the survey.)	16.1 (12.8-19.4)	18.6 (14.4-22.7)	15.1 (13.1-17.1)	10.3 (8.1-12.5)	7.5 (5.4-9.6)	8.1 (6.9-9.3)	**12.3 (11.2-13.3)**

	CMSD East	CMSD West	Inner Ring East	Inner Ring West*	Outer Ring East	Outer Ring West	Cuyahoga County
Lifetime marijuana use (Used marijuana one or more times during their life.)	21.9 (15.9-28.0)	21.5 (16.4-26.7)	14.2 (12.2-16.2)	10.0 (7.8-12.1)	8.2 (6.0-10.4)	5.6 (4.7-6.5)	**12.7 (11.4-14.0)**
Current marijuana use (Used marijuana one or more times during the 30 days before the survey.)	12.5 (8.1-16.8)	11.4 (7.8-14.9)	7.4 (6.0-8.8)	5.7 (4.0-7.4)	4.5 (2.7-6.3)	3.1 (2.4-3.9)	**7.0 (6.0-7.9)**
Lifetime prescription drug abuse	21.7 (17.1-26.4)	25.5 (22.2-28.9)	25.5 (23.5-27.5)	22.9 (19.8-25.9)	21.4 (18.9-24.0)	18.9 (17.4-20.5)	**22.0 (20.8-23.2)**
Offered, sold, or given drugs on school property (One or more times during the 12 months before the survey.)	10.1 (7.2-13.0)	9.5 (7.6-11.4)	8.8 (7.4-10.1)	11.4 (9.1-13.7)	7.4 (5.4-9.3)	8.3 (6.9-9.7)	**9.0 (8.1-9.8)**
Student perception that cigarette use is "very wrong"	64.2 (59.7-68.8)	56.5 (46.1-66.9)	67.3 (64.7-69.9)	67.8 (64.5-71.2)	78.9 (76.2-81.7)	73.8 (71.2-76.3)	**68.9 (67.2-70.6)**

	CMSD East	CMSD West	Inner Ring East	Inner Ring West*	Outer Ring East	Outer Ring West	Cuyahoga County
Student perception that alcohol use is "very wrong"	52.9 (48.6-57.2)	44.8 (36.3-53.3)	52.4 (49.4-55.4)	57.8 (54.3-61.4)	64.0 (59.6-68.5)	62.0 (59.6-64.5)	**56.4 (54.7-58.1)**
Student perception that marijuana use is "very wrong"	62.2 (57.3-67.0)	59.3 (51.6-67.1)	69.5 (66.8-72.2)	76.4 (73.3-79.5)	80.1 (773.1-83.1)	81.1 (79.2-82.9)	**72.8 (71.3-74.3)**
Student perception of parents' feelings that cigarette use is "very wrong"	80.9 (77.2-84.7)	82.6 (76.8-88.3)	87.5 (86.1-88.9)	89.1 (86.8-91.3)	93.6 (91.5-95.7)	91.3 (90.1-92.5)	**87.9 (86.9-89.0)**
Student perception of parents' feeling that alcohol use is "very wrong"	77.1 (73.6-80.6)	76.1 (70.9-81.3)	78.5 (76.4-80.7)	83.1 (80.4-85.8)	85.9 (83.2-88.5)	85.2 (83.2-88.5)	**81.4 (80.1-82.6)**
Student perception of parent's feelings that marijuana use is "very wrong"	79.8 (76.0-83.5)	82.7 (78.1-87.4)	89.7 (88.3-91.1)	90.0 (87.8-92.2)	92.6 (90.4-94.9)	94.5 (93.6-95.3)	**89.2 ()88.2-90.1)**

	CMSD East	CMSD West	Inner Ring East	Inner Ring West*	Outer Ring East	Outer Ring West	Cuyahoga County
Harassed or picked on at school (By another student; one or more times during the 30 days before the survey.)	24.9 (19.6-30.2)	28.1 (23.8-32.5)	30.1 (27.6-32.7)	41.9 (38.3-45.4)	31.7 (28.8-34.5)	39.0 (35.4-42.6)	**32.9 (31.2-34.6)**
Intentional Self-harm (One or more times during the 12 months before the survey.)	15.8 (12.6-19.1)	20.2 (17.5-22.9)	17.0 (15.2-18.8)	16.8 (14.1-19.5)	10.0 (8.1-11.9)	8.7 (7.3-10.2)	**13.8 (12.8-14.8)**
Seriously considered attempting suicide (During the 12 months before the survey.)	16.0 (12.4-19.5)	17.0 (14.4-19.7)	14.5 (12.7-16.2)	15.6 (13.0-18.2)	12.2 (10.0-14.4)	9.5 (8.2-10.8)	**13.3 (12.3-14.3)**
Attempted suicide (During the 12 months before the survey.)	14.8 (12.1-17.5)	14.7 (11.9-17.5)	10.3 (9.1-11.5)	9.9 (7.7-12.0)	7.8 (5.4-10.3)	6.1 (4.8-7.3)	**9.8 (9.0-10.7)**
Ever had sexual intercourse	42.4 (36.1-48.7)	28.0 (23.9-32.1)	26.8 (23.9-29.7)	11.7 (9.3-14.0)	9.1 (6.3-11.9)	6.2 (4.9-7.4)	**19.2 (17.6-20.8)**

	CMSD East	CMSD West	Inner Ring East	Inner Ring West*	Outer Ring East	Outer Ring West	Cuyahoga County
Ever taught in school about AIDS or HIV infection	80.6 (75.2-86.1)	76.1 (69.9-83.5)	83.6 (81.8-85.3)	70.3 (67.0-73.6)	82.6 (77.8-87.3)	75.6 (70.9-80.3)	**78.1 (76.0-80.2)**
Having Supportive Adults (Had one or more supportive adults)	84.1 (82.4-85.8)	81.5 (78.4-84.5)	86.4 (84.8-88.0)	83.0 (80.3-85.8)	86.8 (84.6-89.1)	87.4 (85.7-89.1)	**85.3 (84.4-86.2)**

Cuyahoga County Middle School YRBS

2010

Center for Health Promotion Research
CFHS Survey

Directions

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

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

Completing this 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 the survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question.

Thanks for your help.

Child and Family Health Services

Cuyahoga County Board of Health
PREVENT • PROMOTE • PROVIDE™

Case Western Reserve University
School of Medicine

The next 13 questions ask for a little bit of information about you.

1. What is your Zip Code?
   Directions: Write your Zip code in the shaded blank boxes. Fill in the matching oval below each number.

Example

ZipCode				
4	4	1	5	2
		⓪	⓪	⓪
		●	①	①
		②	②	●
		③	③	③
		④	④	④
		⑤	●	⑤
		⑥	⑥	⑥
		⑦	⑦	⑦
		⑧	⑧	⑧
		⑨	⑨	⑨

2. 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*

3. What grade are you in?
   a. *6th grade*
   b. *7th grade*
   c. *8th grade*
   d. *Other*

4. What is your sex?
   a. *Female*
   b. *Male*

5. During the past 12 months, how would you describe your grades in school?
   a. *Mostly As*
   b. *Mostly Bs*
   c. *Mostly Cs*
   d. *Mostly Ds*
   e. *Mostly Fs*

6. Are you Hispanic or Latino?
   a. *Yes*
   b. *No*

7. What is your race? **(select one or more responses)**
   a. *American Indian or Alaskan Native*
   b. *Asian*
   c. *Black or African American*
   d. *Native Hawaiian or Other Pacific Islander*
   e. *White*

8. What is the highest level of school your father completed?
   a. *Completed grade school or less*
   b. *Some high school*
   c. *Completed high school*
   d. *Some college*
   e. *Completed college*
   f. *Graduate or professional school*
   g. *Don't know*

9. What is the highest level of school your mother completed?
   a. *Completed grade school or less*
   b. *Some high school*
   c. *Completed high school*
   d. *Some college*
   e. *Completed college*
   f. *Graduate or professional school*
   g. *Don't know*

10. Where do you spend your time after school?
    a. *At home*
    b. *At school*
    c. *At a friend's house*
    d. *At a neighbor or relative's home*
    e. *At an after-school job*
    f. *At a community center or library*
    g. *"Hanging out"*

11. Who is there?
    a. *Adults*
    b. *No adults*

12. How many days of the week do you take care of yourself in the afternoon or evening after school without an adult being there?
    a. *No days*
    b. *1 day*
    c. *2 days*
    d. *3 days*
    e. *4 days*
    f. *All five days*

13. Think of those days during the week that you take care of yourself in the afternoon or evening after school without an adult being there. How many hours do you usually take care of yourself?
    a. *I am not left alone*
    b. *1 hour*
    c. *2 hours*
    d. *3 hours*
    e. *4 or more hours*

The next 4 questions ask about your height and weight.

14. How tall are you without your shoes on?
    Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number.

Example

Height	
Feet	Inches
5	11
③	⓪
④	①
●	②
⑥	③
⑦	④
	⑤
	⑥
	⑦
	⑧
	⑨
	⑩
	●

15. How much do you weigh without your shoes on?
    Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number.

Example

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

16. How do **you** describe your weight?
    a. *Very underweight*
    b. *Slightly underweight*
    c. *About the right weight*
    d. *Slightly overweight*
    e. *Very overweight*

17. 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*

The next 2 questions ask about safety.

18. **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*

19. How often do you wear a seatbelt when **riding in** a car?
    a. *Never*
    b. *Rarely*
    c. *Sometimes*
    d. *Most of the time*
    e. *Always*

The next 6 questions ask about your diet.

20. **Yesterday**, how many times did you eat fruit? (Foods like apple, papaya, banana, orange, applesauce, or pear. Do not count fruit juices)
    a. *0 times*
    b. *1 time*
    c. *2 times*
    d. *3 or more times*

21. **Yesterday**, how many times did you eat vegetables? (Foods like broccoli, spinach, carrots, squash, tomatoes, or green beans.)
    a. *0 times*
    b. *1 time*
    c. *2 times*
    d. *3 or more times*

22. **Yesterday,** how many times did you eat green salad? (Salads that contain lettuce, spinach, or other greens.)
    a. *0 times*
    b. *1 time*
    c. *2 times*
    d. *3 or more times*

23. **Yesterday,** how many times did you drink milk? (Include milk you drank in a glass or cup, from a carton, or with cereal. A milk shake counts as milk, too.)
    a. *0 times*
    b. *1 time*
    c. *2 times*
    d. *3 or more times*

24. **During the past 7 days,** on how many mornings did you eat breakfast?
    a. *I did not eat breakfast in the past 7 days*
    b. *1 or 2 mornings*
    c. *3 or 4 mornings*
    d. *5 or 6 mornings*
    e. *Every morning*

25. **During the past 7 days,** on how many days did you eat fast food? (like McDonalds, Burger King, Pizza Hut, Taco Bell, Kentucky Fried Chicken, or Subway)
    a. *0 days*
    b. *1 day*
    c. *2 days*
    d. *3 days*
    e. *4 days*
    f. *5 days*
    g. *6 days*
    h. *Everyday*

The next 3 questions ask about physical activity.

26. 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*

27. 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? (Include activities such as Nintendo, Game Boy, Playstation, Xbox, computer games, 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*

28. 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 spend in any kind of physical activity that increases your heart rate and makes 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*

The next 4 questions ask about tobacco use.

29. Have you ever tried cigarette smoking, even one or two puffs?
    a. *Yes*
    b. *No*

30. 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*

31. 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*

32. During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars, such as Black and Milds, Swisher Sweets, or Phillies?
    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.

33. Have you ever had a drink of alcohol, other than a few sips?
    a. *Yes*
    b. *No*

34. 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*

35. During the past 30 days, on how many days did you have at least one drink of alcohol?
    a. *0 days*
    b. *1 or 2 days*
    c. *3 to 5 days*
    d. *6 to 9 days*
    e. *10 to 19 days*
    f. *20 to 29 days*
    g. *All 30 Days*

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

36. Have you ever used marijuana?
    a. *Yes*
    b. *No*

37. 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*

38. During the past 30 days, how many times did you use marijuana?
    a. *0 times*
    b. *1 or 2 times*
    c. *3 to 9 times*
    d. *10 to 19 times*
    e. *20 to 39 times*
    f. *40 or more times*

The next 3 questions ask about other drugs.

39. Have you ever sniffed glue, or breathed the contents of spray cans, or inhaled any paints or sprays to get high?
    a. *Yes*
    b. *No*

40. During the past 12 months, has anyone offered, sold, or given you any illegal drugs **on school property**?
    a. *Yes*
    b. *No*

41. During your life, how many times have you taken prescription medication without a doctor's prescription to relieve pain, relieve anxiety, stay awake, or alter your mood?
    a. *0 times*
    b. *1 or 2 times*
    c. *3 to 9 times*
    d. *10 to 19 times*
    e. *20 to 39 times*
    f. *40 or more times*

The next 7 questions ask about violence-related behaviors.

42. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?
    a. *0 days*
    b. *1 day*
    c. *2 or 3 days*
    d. *4 or 5 days*
    e. *6 or more days*

43. During the past 12 months, how many times were you in a physical fight?
    a. *0 times*
    b. *1 time*
    c. *2 or 3 times*
    d. *4 or 5 times*
    e. *6 or 7 times*
    f. *8 or 9 times*
    g. *10 or 11 times*
    h. *12 or more times*

44. During the past 12 months, how many times were you in a physical fight **on school property**?
    a. *0 times*
    b. *1 time*
    c. *2 or 3 times*
    d. *4 or 5 times*
    e. *6 or 7 times*
    f. *8 or 9 times*
    g. *10 or 11 times*
    h. *12 or more times*

45. During the past 30 days, on how many days did you carry **a weapon**, such as a gun, knife, or club on school property?
    a. *0 days*
    b. *1 day*
    c. *2 or 3 days*
    d. *4 or 5 days*
    e. *6 or more days*

46. During the past 30 days, have you been harassed or picked on at school by another student?
    a. *Yes*
    b. *No*

47. During the past 12 months, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?
    a. *0 times*
    b. *1 time*
    c. *2 or 3 times*
    d. *4 or 5 times*
    e. *6 or more times*

48. During the past 12 months, have you ever been the victim of **electronic gossip or bullying**, such as through e-mail, chat rooms, instant messaging, Web sites, or text messaging?
    a. Yes
    b. No

The next 3 questions ask about suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide or killing themselves.

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

50. During the past 12 months, did you ever **seriously** consider attempting suicide?
    a. *Yes*
    b. *No*

51. During the past 12 months, how many times did you actually attempt suicide?
    a. *0 times*
    b. *1 time*
    c. *2 or 3 times*
    d. *4 or 5 times*
    e. *6 or more times*

The next 2 questions ask about sexual intercourse.

52. Have you ever had sexual intercourse?
    a. *Yes*
    b. *No*

53. The last time you had sexual intercourse, did you or your partner use a condom?
    a. *I have never had sexual intercourse*
    b. *Yes*
    c. *No*

The next 5 questions ask about other health-related topics.

54. 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*

55. Have you ever been taught about AIDS or HIV infection in school?
    a. *Yes*
    b. *No*
    c. *Not sure*

56. How would you describe your health in general?
    a. *Excellent*
    b. *Very Good*
    c. *Good*
    d. *Fair*
    e. *Poor*

57. Has a doctor or nurse ever told you that you have asthma?
    a. *Yes*
    b. *No*
    c. *Not Sure*

58. Do you still have asthma?
    a. *I have never had asthma*
    b. *Yes*
    c. *No*
    d. *Not sure*

The next 6 questions ask about your activities and your experiences at school and at home.

59. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups)
    a. *0 teams*
    b. *1 team*
    c. *2 teams*
    d. *3 or more teams*

60. During an average week, how many hours do you spend in clubs or organizations (other than sports) outside of school, such as 4-H, Boys and Girls Clubs, YWCA, YMCA?
    a. *0 hours*
    b. *1 hour*
    c. *2 hours*
    d. *3 hours*
    e. *4 hours*
    f. *5 hours*
    g. *6 hours*
    h. *7 hours*

61. During an average week, how many hours do you spend helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make your community a better place for people to live?
    a. *0 hours*
    b. *1 hour*
    c. *2 hours*
    d. *3 hours*
    e. *4 hours*
    f. *5 hours*
    g. *6 hours*
    h. *7 hours*

62. How often does one of your parents talk with you about what you are doing in school?
    a. *About every day*
    b. *About once or twice a week*
    c. *About once or twice a month*
    d. *Less than once a month*
    e. *Never*

63. How much do you agree with the following statement? Students help decide what goes on in my school.
    a. *Strongly agree*
    b. *Agree*
    c. *Not sure*
    d. *Disagree*
    e. *Strongly disagree*

64. How much do you agree with the following statement? In my community, I feel like I matter to people.
    a. *Strongly agree*
    b. *Agree*
    c. *Not sure*
    d. *Disagree*
    e. *Strongly disagree*

The next 8 questions ask about how you and your parents feel about some behaviors.

65. How wrong do you think it is for someone your age to drink beer, wine, or hard liquor (for example vodka, whiskey, or gin) regularly?
    a. *Very wrong*
    b. *Wrong*
    c. *A little wrong*
    d. *Not at all wrong*

66. How wrong do you think it is for someone your age to smoke cigarettes?
    a. *Very wrong*
    b. *Wrong*
    c. *A little wrong*
    d. *Not at all wrong*

67. How wrong do you think it is for someone your age to smoke marijuana?
    a. *Very wrong*
    b. *Wrong*
    c. *A little wrong*
    d. *Not at all wrong*

68. How wrong do your parents feel it would be for you to drink beer, wine, or hard liquor (for example vodka, whiskey, or gin) regularly?
    a. *Very wrong*
    b. *Wrong*
    c. *A little wrong*
    d. *Not at all wrong*

69. How wrong do your parents feel it would be for you to smoke cigarettes?
    a. *Very wrong*
    b. *Wrong*
    c. *A little wrong*
    d. *Not at all wrong*

70. How wrong do your parents feel it would be for you to smoke marijuana?
    a. Very wrong
    b. *Wrong*
    c. *A little wrong*
    d. *Not at all wrong*

The next 4 questions ask about how much young people risk harming themselves if they do certain behaviors.

71. How much do you think young people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes a day?
    a. *No Risk*
    b. *Slight Risk*
    c. *Moderate Risk*
    d. *Great Risk*

72. How much do you think young people risk harming themselves (physically or in other ways) if they take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?
    a. *No Risk*
    b. *Slight Risk*
    c. *Moderate Risk*
    d. *Great Risk*

73. How much do you think young people risk harming themselves (physically or in other ways) if they try marijuana once or twice?
    a. *No Risk*
    b. *Slight Risk*
    c. *Moderate Risk*
    d. *Great Risk*

74. How much do you think young people risk harming themselves (physically or in other ways) if they smoke marijuana regularly?
    a. *No Risk*
    b. *Slight Risk*
    c. *Moderate Risk*
    d. *Great Risk*

The next 9 questions ask about sleep.

75. 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*

76. On an average weekend 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*

77. On an average school night, do you think you get too little sleep, too much sleep or just the right amount?
    a. *Too little sleep (not enough)*
    b. *Just the right amount*
    c. *Too much sleep*

78. How much difficulty do you have getting up in the morning?
    a. None
    b. A little difficulty
    c. Some difficulty
    d. A lot of difficulty

79. How tired do you feel when you wake on a typical school morning?
    a. Not tired at all
    b. A little tired
    c. Pretty tired
    d. Very tired

80. During a typical school week, how often do you come home from school and take a nap?
    a. *Never*
    b. *1 day*
    c. *2 days*
    d. *3 days*
    e. *4 days*
    f. *Every day*

81. On average, how many nights per week do you snack or drink soft drinks after 9 p.m.?
    a. None
    b. Once or twice a week
    c. Three or more times a week

82. In an average month, how many times do you arrive late to class or miss school due to trouble getting up in the morning?
    a. *0 times*
    b. *1 to 2 times*
    c. *3 to 5 times*
    d. *6 to 15 times*
    e. *16 to 30 times*

83. In an average month, how many times do you doze off or fall asleep during class?
    a. *0 times*
    b. *1 to 2 times*
    c. *3 to 5 times*
    d. *6 to 15 times*
    e. *16 to 30 times*

The next 2 questions ask about social networking.

84. On an average school day, how much time do you spend on social networking sites such as MySpace, FaceBook, Orkut, or Bebo?
    a. *I do not spend any time on social networking sites*
    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*

85. On an average school day, how often do you text (send and receive) your friends?
    a. *0 times*
    b. *1 or 2 times*
    c. *3 to 10 times*
    d. *11 to 30 times*
    e. *31 to 60 times*
    f. *61 to 120 times*
    g. *120 or more times*

The next 5 questions ask about family interaction and social support.

86. During the past 7 days, on how many days did you eat dinner 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*

87. How many adults would you feel comfortable seeking help from if you had an important issue or question affecting your life?
    a. *0 adults*
    b. *1 adult*
    c. *2 adults*
    d. *3 adults*
    e. *4 adults*
    f. *5 or more adults*

88. How many of your friends would you trust to offer you good advice if you had a really important secret or problem affecting your life?
    a. *0 friends*
    b. *1 friend*
    c. *2 friends*
    d. *3 friends*
    e. *4 friends*
    f. *5 or more friends*

89. When you feel sad, empty, hopeless, angry, or anxious, how often do you get the kind of help you need?
    a. *I do not feel sad, empty, hopeless, angry, or anxious*
    b. *Never*
    c. *Rarely*
    d. *Sometimes*
    e. *Most of the time*
    f. *Always*

90. 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 school*
    d. *Other adult*
    e. *Friend*
    f. *Sibling*
    g. *Not sure*

The next 6 items ask about the rules your parents or guardians have, the things that you are allowed to do, and the relationship you have with them.

91. My parents know where I am after school.
    a. *Never*
    b. *Rarely*
    c. *Sometimes*
    d. *Usually*
    e. *Always*

92. If I am going to be home late, I am expected to call my parents.
    a. *Never*
    b. *Rarely*
    c. *Sometimes*
    d. *Usually*
    e. *Always*

93. My parents want to know who I am going out with before I go out.
    a. *Never*
    b. *Rarely*
    c. *Sometimes*
    d. *Usually*
    e. *Always*

94. When I go out at night, my parent(s) know where I am.
    a. *Never*
    b. *Rarely*
    c. *Sometimes*
    d. *Usually*
    e. *Always*

95. I talk with my parent(s) about the plans I have with my friends.
    a. *Never*
    b. *Rarely*
    c. *Sometimes*
    d. *Usually*
    e. *Always*

96. When I go out, my parent(s) ask me where I am going.
    a. *Never*
    b. *Rarely*
    c. *Sometimes*
    d. *Usually*
    e. *Always*