

## **2015 Maine Integrated Youth Health Survey (MIYHS)**

### **Methodological Summary – All Surveys**

~ Kindergarten and Third Grade ~

~ Fifth and Sixth Grade ~

~ Middle School (7<sup>th</sup> and 8<sup>th</sup> Grades) ~

~ High School (9<sup>th</sup> through 12<sup>th</sup> Grades) ~



~ A survey of the health of Maine's youth ~

Reporting on the prevalence of various health behaviors  
among Maine students in Kindergarten and Third Grade;  
Fifth and Sixth Grade; Seventh and Eighth Grade; and  
Ninth through Twelfth Grade

Prepared for

The Maine Department of Education and the Maine Department of Health and Human Services (the  
Maine Center for Disease Control & Substance Abuse and Mental Health Services)

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# SECTION 1: METHODOLOGY

## **Section 1: Methodology**

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### **A. Introduction**

This report describes the methods used to conduct the 2015 Maine Integrated Youth Health Survey (MIYHS).

In 2009, the Maine Integrated Youth Health Survey (MIYHS) was constructed to improve data quality, consolidate expenses, and reduce survey-related burden on Maine schools. The purpose of this collaborative new survey was to lessen the burden on schools posed by multiple survey requests while providing local and state-level data on a broad range of health topics concerning youth. The survey was administered for the fourth time in February, 2015.

### **B. Overall Survey Design**

The MIYHS is composed of four surveys: a K/3 survey of parents of students in kindergarten and third grade, a 5/6 survey of students in grades 5 and 6, a middle school (MS) survey of students in grades 7 and 8, and a high school (HS) survey of students in grades 9, 10, 11 and 12. The MS and HS surveys are further broken down into four versions each (Version A, Version B, Version C, and Version D). The 2015 MIYHS survey instruments were modified slightly from the 2013 MIYHS surveys. The 2015 survey instruments can be found online at: <https://data.mainepublichealth.gov/miyhs/methodology>; the survey questions can also be found in Appendix A of this report.

For the purpose of the MIYHS project, the term “module” refers to the separate K/3 student and parent data collection, the 5/6 student data collection, the entire grade 7-8 middle school student survey, and the entire grade 9-12 high school student survey collection. The term “version” distinguishes data coming from the A, B, C, and D questionnaires for the middle school and high school modules.

A census (i.e., all schools were invited to participate) was taken at the middle and high school grades to support estimates at the county level, a sample of schools designed to support estimates at the Public Health District (PHD) level was drawn for grades five and six, and a sample of schools designed to support estimates at the state level was drawn at the kindergarten and third grade levels.

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Following the sampling, schools were contacted to initiate the data collection process. Occasionally during this process, it was determined that some schools were no longer eligible to take the survey – most often through a re-configuration of grades, but sometimes due to school closings. In these cases for the K/3 and 5/6 modules, a replacement school was selected to replace the ineligible school. Replacement was also used where necessary for the K/3 module to ensure an adequate sample size and response rate. Replacement schools were selected from among the schools present in the same county, and same school district if possible. The replacement was chosen as the school with the grade level enrollments that most closely matched those in the school being replaced.

Some schools with students in grades 5 and/or 6 were not selected as part of the 5/6 sample, but chose to participate in the survey to receive data for their school; these schools are referred to as “volunteer” schools. Table 1 lists the total number of schools in the sampling frame by survey level (“Frame Count”), the number of schools that were sampled (“Sampled”) and the number that opted to participate (“Responding”).

<b>Table 1 - MIYHS School Counts by Survey</b>			
<b>Survey</b>	<b>Frame Count</b>	<b>Sampled</b>	<b>Responding</b>
K/3	344	24	22
5/6	337	125	72 (99*)
MS	195	195	146
HS	132	132	111
<b>Total</b>	<b>1,007</b>	<b>474</b>	<b>351</b>
*Responding including "volunteer" schools			

Both the middle school and high school surveys were organized into four versions each in order to collect data on a broad array of topics while keeping the number of questions on the survey reasonable for both the students and schools. Four data collection instruments (Version A, Version B, Version C, and Version D) were developed for both the MS and HS surveys, with questions appearing on one or more versions.

The 2015 MIYHS consisted of four modules and ten distinct survey versions:

- K/3 parent survey module:
  - ✓ 52 questions on one survey version.
  - ✓ Sampling of schools provided state-level data only.
- 5/6 survey module:

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- ✓ 50 questions on one survey version.
- ✓ Sampling of schools provided public health district- and state-level data.
- ✓ Schools could voluntarily participate if they were not selected as part of the sample.
- Middle school survey module:
  - ✓ All middle schools were invited to participate.
  - ✓ Four versions of the survey (Version A, Version B, Version C, Version D).
  - ✓ 46 core questions were included in all four versions of the survey and provided data at all geographic levels (state, public health district, and county, SAU/district, and school).
  - ✓ 46 questions were on two versions of the survey and provided county-, public health district-, and state-level data.
  - ✓ 47 questions were on only one version of the survey (version A, B, C, or D) and provided state-level data only.
  - ✓ Version C of the survey satisfied the requirements of the U.S. CDC to be included as part of 2015 Youth Risk Behavior Survey (YRBS).
- High school survey module:
  - ✓ All high schools were invited to participate.
  - ✓ Four versions of the survey (Version A, Version B, Version C, Version D).
  - ✓ 63 core questions were included in all four versions of the survey and provided data at all geographic levels (state, public health district, and county, SAU/district, and school).
  - ✓ 47 questions were on two versions of the survey and provided county-, public health district-, and state-level data.
  - ✓ 82 questions were on only one version of the survey (version A, B, C, or D) and provided state-level data only.
  - ✓ Version C of the survey satisfied the requirements of the U.S. CDC to be included as part of the 2015 YRBS.



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### C. Sampling Frame Construction

The sampling frames for the 2015 MIYHS consisted of all Maine’s public schools and quasi-public schools (private schools with at least 60% publicly funded students) with any of the following grades: (1) kindergarten/third grade (K/3); (2) fifth/sixth grade (5/6); (3) seventh/eighth grade (MS); and (4) ninth through twelfth grade (HS). However, small schools – those with fewer than 10 students in the grades covered by the survey level(s) in question – were excluded from the frame. In addition, 6 schools were flagged as “special” situation schools and were excluded from the sampling; “special” situation schools included alternative education schools and youth development centers.

The information for the sampling frame was obtained from the Maine Department of Education (DOE) using enrollment data as of May 1, 2015. The DOE data file included data on county, school district, and enrollment by grade. Table 2 summarizes the MIYHS sampling frame.

Table 2 - MIYHS Sampling Frame Summary				
Survey	Eligible Grades	Schools On File	Small Schools	Eligible Schools
K/3	Kindergarten, Third	365	21	344
5/6	Fifth, Sixth	368	31	337
MS	Seventh, Eighth	213	19	194
HS	Ninth, Tenth, Eleventh, Twelfth	132	0	132
All Schools*		592*	40*	552*

*\* Note: Totals by survey don’t sum to the “All Schools” row because many schools span multiple surveys.*

Schools in the frame contained a total eligible enrollment of 137,073 students. Less than 1% of students in all eligible grades were excluded due to dropping small schools.

### D. Sampling Process

#### Kindergarten and Third Grade Sample:

A new sampling protocol was implemented for the kindergarten and third grade module for the 2015 MIYHS, according to guidelines for submitting the oral health screening data to the National Oral Health Surveillance System (NOHSS)<sup>1</sup>. Previous years used a simple random sample of 24 schools stratified by county. However, low response rates, particularly among lower income schools, often prevented the release of weighted data. To increase representation of lower income schools a systematic random sample design with replacement was implemented. The frame of eligible schools was sorted by county and the percent of students receiving free or reduced lunches (FRL). A sampling interval of 14.33 was computed by dividing the frame of 344

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<sup>1</sup> <http://www.astdd.org/docs/school-survey-sampling-guidance-june-2015.pdf>

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schools by the desired sample size of 24 schools. A random number was chosen between 1 and 14.33; the number randomly chosen was 1. Thus, the first school, and every 14.33th school rounded to the nearest integer, was chosen. This implicit stratification by county and FRL ensures that the sample is representative by geography and economic status. If a school failed to respond, it was replaced by another school chosen randomly from the same sampling interval as the nonresponding school. This way the newly selected school was similar in economic status and likely to be in the same county as the school it replaced. The sample size was designed to support statewide analysis. Data are not available by county or public health district. Table 3 displays the K/3 sample information by county.

Table 3 - K/3 Sample by County			
County	Eligible Enrollment	# of Eligible Schools	# of Schools sampled
Androscoggin	2,420	22	2
Aroostook	1,362	24	2
Cumberland	5,749	48	3
Franklin	594	10	1
Hancock	1,000	23	1
Kennebec	2,595	32	3
Knox	723	15	1
Lincoln	530	11	0
Oxford	1,212	17	2
Penobscot	3,064	39	2
Piscataquis	392	5	1
Sagadahoc	688	11	0
Somerset	1,040	18	2
Waldo	746	15	1
Washington	574	21	1
York	4,082	33	2
<b>Total</b>	<b>26,771</b>	<b>344</b>	<b>24</b>

### Fifth and Sixth Grade Sample:

The fifth and sixth grade sample (5/6) consisted of a simple random sample of schools stratified by Public Health District. The sample was drawn to yield approximately the same precision -- a margin of error of  $\pm 5$  percentage points at the 95% confidence level -- within each PHD. The number of schools selected for the sample varied by PHD depending on total student enrollment and average number of students per school. The sample sizes were designed to support estimates by State and Public Health District, as well as school and SAU level analyses. Table 4 lists the 5/6 sample information by Public Health District.

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Table 4 – 5/6 Sample by Public Health District			
Public Health District	Eligible Enrollment	Eligible Schools	Drawn Schools
Aroostook	1,320	20	15
Central	3,532	49	10
Cumberland	5,750	48	7
Downeast	1,516	44	34
Midcoast	2,685	51	18
Penquis	3,340	40	14
Western	4,088	51	16
York	4,271	34	11
<b>Total</b>	<b>26,502</b>	<b>337</b>	<b>125</b>

Schools with grades 5 and/or 6 not selected as part of the 5/6 sample were also invited to participate in the MIYHS as a “volunteer school.” There were 27 “volunteer schools” in the 5/6 module of the 2015 MIYHS. These schools were included in the full dataset; however, data from these schools were treated slightly differently in the weighting process, as described in Section L of this report.

### **Middle School Sample (Grades 7-8):**

All eligible middle schools were asked to participate in the survey. The questionnaire was divided into four “versions” or different survey instruments, labeled A, B, C and D. Each question, or survey item, was placed on one, two, or all four versions (see Appendix A for more information on which questions were on which version).

Each school was randomly assigned to either version pair AC or version pair BD. The assignment was made independently within county, so that roughly equal numbers of schools in each county would be assigned to each version pair. While version assignments were not done proportional to size, schools were sorted by school enrollment before the assignments were made (in an alternating fashion); this ensured a good distribution of versions across schools of differing sizes.

Alternate classes within each participating school were assigned one version or the other from the pair. If the class list provided by a school to Pan Atlantic contained classes with mixed grades (for example, 7<sup>th</sup> grade students and 8<sup>th</sup> grade students being together in the same classroom at the time of the survey administration), version assignment was conducted at random. If the class list supplied separated students by grade (for example, grade-based English classes meaning that 7<sup>th</sup> and 8<sup>th</sup> grade students would be in

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separate classrooms during survey administration), the assignments were done to ensure as much representation by grade within each version as possible. So, for example, in a middle school assigned to version BD, one-half the classes in each of grade seven and grade eight would be assigned the version B questionnaire, and the other half would be assigned to the version D questionnaire.

Table 5 displays the MS sample information by county.

<b>Table 5 – MS Sample by County</b>				
<b>County</b>	<b>AC Version Assignment</b>		<b>BD Version Assignment</b>	
	<b>Eligible Enrollment</b>	<b>Schools</b>	<b>Eligible Enrollment</b>	<b>Schools</b>
Androscoggin	1,057	3	1,157	4
Aroostook	477	8	929	8
Cumberland	2961	9	2,746	9
Franklin	314	3	411	4
Hancock	577	10	381	10
Kennebec	1,187	6	1,175	7
Knox	443	4	146	4
Lincoln	502	5	270	4
Oxford	942	4	406	3
Penobscot	1,545	13	1,516	13
Piscataquis	218	2	146	2
Sagadahoc	332	2	455	2
Somerset	907	5	436	5
Waldo	459	4	321	3
Washington	262	11	328	11
York	2,139	8	2,344	8
<b>Total</b>	<b>14,322</b>	<b>97</b>	<b>13,167</b>	<b>96</b>

The distribution of questions on the versions of the survey was designed to support analysis at a variety of levels, depending on the number of versions a particular question appears on – questions appearing on just one version support analysis at the state level only; questions appearing on two versions support analysis on the state, PHD, and county levels; and questions appearing on all four versions support analysis on the state, PHD, county, SAU/district, and school levels.

### High School Sample (Grades 9-12):

All eligible high schools were asked to participate in the survey. As with the MS survey, the questionnaire was divided into four “versions”, with each school assigned to either version pair AC or version pair BD. The

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assignment was made independently within county, so that roughly equal numbers of schools in each county would be assigned to each version pair. Prior to assignment, schools were sorted by enrollment.

The procedure of assigning versions within each school was similar to the MS survey.

Table 6 lists the HS sample information by county.

<b>Table 6 – HS Sample by County</b>				
	<b>AC Version Assignment</b>		<b>BD Version Assignment</b>	
<b>County</b>	<b>Eligible Enrollment</b>	<b>Schools</b>	<b>Eligible Enrollment</b>	<b>Schools</b>
Androscoggin	1,794	3	2,433	3
Aroostook	1,521	8	1,479	8
Cumberland	6,182	10	6,456	9
Franklin	743	2	712	2
Hancock	585	3	1,353	4
Kennebec	2,088	5	2,749	5
Knox	820	3	503	2
Lincoln	1,019	2	408	2
Oxford	2,032	4	969	3
Penobscot	3,463	8	3,271	8
Piscataquis	574	2	257	2
Sagadahoc	586	1	946	2
Somerset	1,322	4	1,123	4
Waldo	978	2	204	2
Washington	364	4	887	4
York	5,050	6	3,029	5
<b>Total</b>	<b>29,121</b>	<b>67</b>	<b>26,779</b>	<b>65</b>

Also similar to the MS survey, the distribution of questions on the version of the HS survey was designed to support analysis at a variety of levels, depending on the number of versions a particular question appeared – questions appearing on just one version support analysis at the state level only; questions appearing on two versions support analysis on the state, PHD, and county levels; and questions appearing on all four versions support analysis on the state, PHD, county, SAU/district, and school levels.

### E. Survey Questions

The 2015 MIYHS questions were adapted from various previous surveys, including:

- The Youth Risk Behavior Survey (YRBS)
- The Maine Youth Drug and Alcohol Use Survey (MYDAUS)
- The Youth Tobacco Survey (YTS)

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- The Search Institute's Developmental Assets Profile
- The Maine Child Health Survey
- Other states' student health surveys
- Other national surveys

Stakeholders from both state agencies and partner agencies with a specific interest or expertise in various subject areas were consulted in the selection of questions. Priority in question selection was based on criteria such as program and funding requirements and proposed uses of the data. The survey questions included in the four modules (K/3, 5/6, MS and HS) of the 2015 MIYHS can be found in Appendix A.

### **F. School Recruitment Procedures**

To help elicit school participation, numerous communications were sent to the schools selected to participate in the 2015 MIYHS; the communications included:

1. "Save the Date" postcards sent to principals (Appendix B, Page B1-1),
2. Information provided to superintendents:
  - a. Maine DOE Newsroom announcement, June 4, 2014 (Page B1-2),
  - b. September Regional Superintendent Meeting Highlights (Page B1-3)
  - c. Maine DOE Newsroom announcement, November 5, 2014 (Page B1-4),
3. Recruitment packets – sent to the principals of all schools in the sampling frame with any grades seven through twelve, as well as to the principals of the schools that were selected in the K/3 and 5/6 samples – which included:
  - a. A recruitment letter (Note: numerous versions of the letter were created depending on each school's particular set of circumstances; a sample letter, one of 16 versions that were sent, can be found on Page B1-5).
  - b. A MIYHS Information sheet (Page B1-7),
  - c. A letter of intent fax-back form (Page B1-8)
4. Letters emailed to school nurses of schools selected in the K/3 and/or 5/6 samples with information about the height/weight and oral health screenings (a sample letter, one of two versions, can be found on Page B1-10).

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In addition to these communications, the staff at Pan Atlantic Research contacted superintendents and principals (via phone, fax, and e-mail) to encourage participation. In some areas, staff of local Healthy Maine Partnerships, the Maine CDC, and/or SAMHS's prevention team (as appropriate) contacted principals and/or superintendents to encourage participation.

Principals and other survey administrators were notified during the recruitment process that: 1) schools would be offered a participation stipend to offset the expenses incurred with parent letter mailing (see Section G, below, for more information about consent). Participation stipends were based on the number of parent consent letters mailed (amounts ranged from \$29.50 – \$1,000, with an average of \$200 going to each school). 2) Schools participating in the K/3 survey would automatically receive \$100 for participation in the K/3 module, and 3) one school participating in the MIYHS (excluding K/3 and “volunteer” 5/6 schools) would be chosen at random to receive \$250. Principals who wanted their school to participate in the survey completed the letter of intent fax-back form and returned it to Pan Atlantic Research. The staff at Pan Atlantic Research then contacted each participating school to coordinate participation in the survey; these communications included a confirmation communication sent to principals (Appendix B, Page B1-12).

### **G. Consent**

Active consent was the protocol for the K/3 survey. For the K/3 survey, letters (Page B1-13), consent forms (Page B1-14), and surveys were sent home with the 1,409 children selected for the survey. Parents were asked to complete the consent form and the survey based on the child selected and mail them directly to Pan Atlantic. Parents were given the opportunity to opt out of the survey at any time during the survey process. Parents who did not respond to the survey within a three week timeframe received a second mailing requesting their participation (Page B1-15). Multiple attempts to reach non-respondents after the second mailing were made via telephone by Pan Atlantic Research staff. As an incentive, parents who responded either by mail or by telephone, and opted to, were entered into a drawing for one of three \$100 Hannaford gift cards. During telephone follow-up, the informed consent material was read to the parent and verbal consent replaced the written consent.

Passive consent was used for the 5/6, MS, and HS surveys in the 2015 MIYHS. To obtain passive consent, participating schools were required to send an informational letter to parents via the U.S. mail. Principals were asked to complete and return a form confirming the mailing of the parent letters (Appendix B, page B1-24). There were four different versions of the parent consent letter, as follows:

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1. Parent consent letter for schools - 5<sup>th</sup> grade and up (Page B1-16),
2. Parent consent letter for schools - 6<sup>th</sup> grade and up (Page B1-18),
3. Parent consent letter for schools - 7<sup>th</sup> grade and up (Page B1-20), and
4. Parent consent letter for volunteer grade 5/6 schools (Page B1-22).

Principals were informed that the parent letters were translated into several languages (Acholi, Arabic, French, Khmer, Kinyarwanda, Mandarin, Somali, Spanish, and Vietnamese) and would be made available upon request. The letter explained that the survey was anonymous, participation was voluntary, and results would only be presented in group-summary form. The letter informed parents that a copy of the survey instrument was on file at their child's schools if they wished to review it; the survey instruments for parental review were also available online. Parents who wished to decline their child's participation were asked to notify the school. Schools were told not to survey any student whose parent letter was returned undeliverable or if the student's parent declined their participation in the survey. For grades 5-12, students whose parents did not give them permission to participate in the survey and/or did not themselves wish to participate in the survey were asked to sit quietly at their desks with an alternate activity during survey administration.

### **H. Data Collection**

Participating schools in the 5/6, MS, and HS surveys were asked to administer the survey during a day and a class period that all students were required to attend (e.g., English). In addition to written surveys, measured height, weight, and oral health assessments were conducted with students in kindergarten and third grade (height/weight and oral health) and fifth grade (height/weight only). The height/weight assessments of students in fifth grade were conducted prior to the students taking the survey in February, 2015; these assessments were conducted by the school nurses (or another, approved health professional) in participating schools. The height, weight, and oral health assessments for the kindergarten and third grade were done at each participating school's convenience from November 2014 through May 2015. Nursing staff were given written training instructions regarding how to collect the height and weight data for students included in the kindergarten, third, and fifth grade samples. The oral health examinations were conducted by a Public Health Educator at Maine CDC's Oral Health Program.

School staff members were provided with training handbooks containing information on how to administer the survey. There were separate training instructions for school nurses (Appendix B, B2-1; this is one of three versions of the handbook) and designated survey contact people from each school (Appendix B, B3-1).



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Designated survey contact persons (one from each school) and school nurses each were asked to complete and pass training reviews (“quizzes”) prior to administering the survey.

Survey administrators were given a script to read to the students and consent information was included on the front of the questionnaire. Students were told that they could opt out of the survey or skip any questions they did not want to answer. Schools participating in the 5/6, MS, and HS MIYHS were told to administer the survey during the time span of February 2<sup>nd</sup> through February 13<sup>th</sup>, 2015. Schools were asked to hold make-up sessions for students absent at the time of the initial administration, although the extent to which this happened varied by school. The K/3 survey administration for the various schools took place from November 2014 to June 2015.

### I. Anonymity & Confidentiality

Precautions were taken to protect the confidentiality and anonymity of all students participating in the MIYHS. The MIYHS does not ask for students’ names or birthdays. During the administration of the survey, teachers monitoring the survey were asked to remain seated at the front of the class. At the end of the survey period, students were asked to insert their completed questionnaires in a large envelope as it was passed around the room, and the last student sealed the envelope before handing it back to the teacher / moderator.

The specific methodologies used for the height and weight measurements (grades K, 3, and 5) and oral health assessments (grade K and 3) are described below; these included several precautions to protect student confidentiality.

#### 1. Kindergarten/Third Grade:

- School nurses (or other approved representatives) from each participating school sent Pan Atlantic Research an electronic class roster for kindergarten and third grade as well as contact information for each student (this included student names, parent name(s), telephone number(s), and mailing address(es)). Each class roster was compiled into an overall contact database for all participating K/3 schools.
- School nurses (or other approved health professionals) recorded each student’s height, weight, and oral health assessment information. This information was sent to Pan Atlantic Research and added to the overall contact database.
- Each parent survey contained a “lithocode”-- a random, unique identifier. This identifier was added next to each student’s information in the overall contact database.
- As parent surveys were completed (either by mail or over the telephone), the information was scanned and added into a final data file. For each completed parent survey, the corresponding

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student's height, weight, and oral health assessment results were added to the end of the appropriate record in the final data file. The final data file contained lithocodes but no personal information that would identify a participating parent or student.

- The overall contact database was housed on the secure server at Pan Atlantic Research for the duration of the project. All employees at Pan Atlantic Research involved in the MIYHS project signed a confidentiality agreement designed to protect the privacy of all MIYHS participants.
- In the cases when a parent did not give consent for participation in the MIYHS, their student's height, weight, and oral health assessment results were either: 1) not collected, or 2) not included in the final database, depending on when the student's non-participation status became known.

### 2. *Fifth Grade:*

- School nurses (or other representatives) sent Pan Atlantic Research the class rosters for the fifth grade. Pan Atlantic staff then assembled, packed, and sent the necessary survey materials to each participating school.
- School nurses recorded each student's height and weight on the back of each student's survey form. The survey form was then placed in an individual 10" x 13" envelope and sealed; the nurse then wrote the student's name on the outside of each envelope.
- The nurse batched the envelopes by class and provided the batched envelopes to each fifth grade teacher.
- When it was time for the students to take the survey, the students opened their envelopes and took out their respective surveys. Each student then discarded the outer envelope with their name on it.
- At the end of the survey period, a class envelope was passed around the room. The final student sealed the class envelope and gave it back to the teacher. The surveys were then sent (unopened) to Pan Atlantic Research.
- Any and all student information was either uncollected or unused (and subsequently destroyed) in the cases when a parent denied consent for their child to participate in the MIYHS.

As is detailed further in Section M (Estimation and Reporting), additional measures were taken to safeguard students' anonymity during the data reporting aspect of the MIYHS project.

### J. **Data Preparation**

After completed questionnaires were returned to Pan Atlantic Research offices in Portland, Maine, the surveys were organized, tallied, and scanned. Raw data files were provided to ICF International by Pan Atlantic; at this point, ICF International completed the data preparation phase of the project by reformatting the data, applying basic edits, and running logic checks.

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Questionnaires were scanned into Excel. Items were assigned a variable name that allows for the same question to be easily analyzed over time. The scanning process coded over-punches – items where the student filled in multiple responses on the answer form – as a “\*”. This was coded to a missing value during the reformatting process. Blank responses were also coded to a missing value. Responses that were outside of the range of valid choices (e.g., “E” was selected for a variable that only had “A” to “D” answer choices) were also set to missing.

A set of rules for ensuring consistency across responses was developed based on the editing protocol used by the U.S. CDC for the YRBS; the actual editing rules were adapted to the specific needs of the MIYHS project (see Appendix C for the data editing protocol employed in the 2015 MIYHS). These rules compared responses to more than one item. If an inconsistency was found, all of the items involved (with the exception of demographic variables) were set to missing. For example, if an adolescent reported that s/he did not smoke cigarettes in one question, but responses to other questions about smoking were not consistent with the first smoking question, responses to all smoking-related questions were set to missing.

As a final step, entire data records were subverted – or excluded from the weighted public use file – if the number of valid responses was 20 or fewer for an entire questionnaire. This is consistent with U.S. CDC methodology for the YRBS. Table 7 below lists the subverted records by survey.

<b>Table 7 - Subverted Records by Survey</b>		
<b>Survey</b>	<b>Subverted Data Records</b>	<b>Non-Subverted Data Records</b>
K/3	0	770
5/6	12	6,977
MS	58	19,335
HS	128	38,186
<b>Total</b>	<b>198</b>	<b>65,268</b>

### **K. Response Rates**

The response rates by public health district and county, as well as the response rates for each module and version combination for the middle school and high school survey, can be found in Appendix D.

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### L. Weighting

Weighting is used to make the resulting data more representative of the total population of interest (all students in those grades in that geographic area or school), not just a reflection of those who took the survey. Weights were calculated for the K/3, 5/6, MS, and HS surveys.

#### ***L1. Base Weights***

Base weights were calculated for each school and version as the inverse of the selection probability for the school/version combination.

Schools that were not sampled but provided data (“volunteer” schools) were given a base weight of 1.0. In other words, they were weighted to be self-representing. Replacement schools were given the base weight of the originally sampled school.

For the K/3 survey, each school had an equal probability of selection, so the base weight was 1. For the 5/6 survey, the selection probabilities were obtained directly from the output of the SAS sampling programs. Table 8 shows that the weight calculation was simply:

<b>Table 8 – Base Weight Calculation</b>
$\text{base\_wt} = 1 / (\text{selectionprob})$

For the MS and HS surveys, all eligible schools were selected to take the survey. Therefore, at the school level, these all received an initial base weight of 1.0. However, the base weights of schools that participated in the HS and MS surveys were also designed to reflect the probability of assignment to specific versions. Version assignment probabilities were computed from counts obtained by summarizing the response data. For school version probabilities, the ratio of schools assigned each version pair to the overall number of schools within counties was used. For class versions (that is, the version or survey actually assigned to a class) the ratio of class versions to all classes within the school was used. Version assignment probabilities are given in Table 9, where *n* represents the count of responding schools by version and county, and *c* represents the count of classes with a given school. Overall probability of each version assignment was found by multiplying the school probability for that version by the class probability for that version.

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Table 9 – Version Assignment Probabilities
<p>S_mod_p= school version probability: n=number of schools</p> $s\_mod\_p_{AC} = n_{AC, county} / n_{county}$ $s\_mod\_p_{BD} = n_{BD, county} / n_{county}$ <p>c_mod_p=class version assignment probability c=number of classes per school</p> $c\_mod\_p_A = C_{a,ac school, county} / C_{ac school, county}$ $c\_mod\_p_C = C_{c,ac school, county} / C_{ac school, county}$ $c\_mod\_p_B = C_{b,bd school, county} / C_{bd school, county}$ $c\_mod\_p_D = C_{d,bd school, county} / C_{bd school, county}$ <p>mod_p=probability of version assignment</p> $mod\_p_A = s\_mod\_p_{AC} * c\_mod\_p_A$ $mod\_p_B = s\_mod\_p_{BD} * c\_mod\_p_B$ $mod\_p_C = s\_mod\_p_{AC} * c\_mod\_p_C$ $mod\_p_D = s\_mod\_p_{BD} * c\_mod\_p_D$

The assignment probabilities of each version were inverted to obtain a stage weight for the school and class within school version assignment process. The base weights for high schools and middle schools were then computed as the inverse of the product of these stage weights, as shown in Table 10:

Table 10 – Version Base Weight Calculations
$base\_wt_M = 1 / mod\_p_M, M \in (A, B, C, D)$

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Finally, the base weights were merged onto the response data file. Table 11 presents summary statistics for the resulting base weights by survey and version.

Table 11 – Base Weight Summary by Survey and Version					
Survey	Class Version	Base Weight			
		Min.	Mean	Max.	C.V.
K/3	X	1	1	1	0
5/6	X	1.00	2.55	6.86	66.22
MS	A	2.57	4.04	8.57	20.36
	B	2.67	4.06	6.00	14.35
	C	2.86	4.01	7.50	13.41
	D	2.67	3.99	6.00	13.51
HS	A	2.81	3.93	8.00	19.96
	B	2.79	3.95	6.42	16.61
	C	2.67	3.94	5.88	17.66
	D	3.00	3.97	6.42	15.88

### L2. Poststratification

Poststratification, or the adjustment of weights so that weighted counts match known reference figures, serves to ensure that the weighted student distribution matches that of the population in terms of demographic characteristics such as grade, gender and race. In doing so, the poststratification adjustment compensates for non-response at both the student and school levels.

The MIYHS uses a ratio adjustment for poststratification. Adjustment classes are created by the cross-tabulation of grade, gender, race/ethnicity and analysis level (e.g., state, county, public health district, school). For each adjustment class, the base weights are multiplied by the ratio of the actual population count in that class (e.g., number of girls in 7<sup>th</sup> grade) to the weighted estimate, or sum of the weights.

Prior to assigning student data records to adjustment classes, the demographic variables used to define these classes were imputed. This procedure assigns a value for grade, gender or race/ethnicity for cases where the student did not provide this data. Imputation was performed using a “hot-deck” method, in which the value assigned to the missing variable was drawn randomly from the empirical distribution formed from the non-missing data. The imputed values were used in the post-stratification but were not kept on the data file, thus the analysis of these variables will reflect the missing values present in the original response data, and weighted totals may not necessarily match actual population counts exactly.

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Table 12 shows the imputation counts for poststratification adjustments. Each row represents the variables that were imputed. For example, the first row for each module shows the number and percent of surveys that were not imputed. The second row shows the number of times race/ethnicity was imputed and the percentage of surveys that it represents. For the 5/6 survey, 1,252 surveys had race and ethnicity imputed and 28 had both sex and race and ethnicity imputed.

<b>Table 12 – Imputation Counts for Poststratification Adjustment Class Definition</b>					
<b>Module</b>	<b>Grade</b>	<b>Sex</b>	<b>Race/Ethnicity</b>	<b>Case Count</b>	<b>Percentage of cases*</b>
K/3	Not Imputed	Not Imputed	Not Imputed	745	96.75
	Not Imputed	Not Imputed	Imputed	12	1.56
	Not Imputed	Imputed	Not Imputed	5	0.65
	Not Imputed	Imputed	Imputed	8	1.04
	Imputed	Not Imputed	Not Imputed	0	0
	Imputed	Not Imputed	Imputed	0	0
	Imputed	Imputed	Not Imputed	0	0
	Imputed	Imputed	Imputed	0	0
5/6	Not Imputed	Not Imputed	Not Imputed	5,557	79.65
	Not Imputed	Not Imputed	Imputed	1,252	17.94
	Not Imputed	Imputed	Not Imputed	50	0.72
	Not Imputed	Imputed	Imputed	28	0.40
	Imputed	Not Imputed	Not Imputed	61	0.87
	Imputed	Not Imputed	Imputed	15	0.21
	Imputed	Imputed	Not Imputed	4	0.06
	Imputed	Imputed	Imputed	10	0.14
MS	Not Imputed	Not Imputed	Not Imputed	17,548	90.76
	Not Imputed	Not Imputed	Imputed	1,463	7.57
	Not Imputed	Imputed	Not Imputed	40	0.21
	Not Imputed	Imputed	Imputed	12	0.06
	Imputed	Not Imputed	Not Imputed	170	0.88
	Imputed	Not Imputed	Imputed	62	0.32
	Imputed	Imputed	Not Imputed	20	0.10
	Imputed	Imputed	Imputed	20	0.10
HS	Not Imputed	Not Imputed	Not Imputed	36,308	95.08
	Not Imputed	Not Imputed	Imputed	1,122	2.94
	Not Imputed	Imputed	Not Imputed	161	0.42
	Not Imputed	Imputed	Imputed	61	0.16
	Imputed	Not Imputed	Not Imputed	343	0.90
	Imputed	Not Imputed	Imputed	101	0.26
	Imputed	Imputed	Not Imputed	46	0.12
	Imputed	Imputed	Imputed	44	0.12

\* Within survey

Though the ratio adjustment itself is simple to calculate, the construction of the poststratification adjustments for the MIYHS is complicated in terms of the construction of the adjustment classes. The computation of the adjustment itself is given in Table 13, where enrollment is the student counts for Maine schools supplied by the State Department of Education and base\_wt is the base weight computed above.

**Table 13 – Ratio Adjustment for Poststratification**

$$\text{CLASS} = \frac{\text{Sum( enrollment } \in \text{ adjustment class )}}{\text{Sum( base\_wt } \in \text{ adjustment class )}}$$

For all surveys, adjustment classes were defined at the school and district (SAU) level in terms of grade, gender and race/ethnicity. Here, within each district and SAU, grade categories were formed from the grades considered by the survey. Race/ethnicity was collapsed to two categories, White and Non-white where there were sufficient non-white students to support a ratio adjustment, and one overall category where there were not.

In addition, for each survey, an additional set of adjustments was made to generate weights suitable for the other levels of analysis supported by the survey. These were:

- 5/6 – State, Public Health District (PHD), SAU, School
- MS – State, PHD, County, AOS, SAU, School
- HS – State, PHD, County, AOS, SAU, School

Layered into this scheme for the middle school and high school surveys were the versions. The fact that different sets of questions appeared on each version means that the number of responses, and therefore the weighted total input into the ratio adjustment vary depending on which version(s) the question appeared on. As a result, separate adjustments were computed for each valid combination of versions that could be analyzed at any given geographic level.

Appendix E presents a summary of the poststratification adjustments for the state, PHD, and county analysis levels. For each survey and grade the 5<sup>th</sup>, 50<sup>th</sup>, and 95<sup>th</sup> percentile of the ratio adjustments corresponding to the equation are given.



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### L2a. Alternate Poststratification of K/3 Data

According to guidelines for the submission of oral health data to the National Oral Health Surveillance System (NOHSS), an additional weight was calculated on the K/3 data for analysis of the oral health section. This weight was defined as the number of children enrolled in a sampling interval divided by the number of children in the sampling interval who participated in the oral health assessment.

### ***L3. Assignment to Response Data***

As a final step, the weights were combined with the edited response data, producing one analytic file for each survey. Each data record contains multiple weight variables. The appropriate weight variable for any given analysis is chosen based on the versions (for HS and MS) on which the question appeared, and the analysis level. Table 14 shows the weight key, which is used to guide this selection.

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Table 14 - Weight Selection Key							
Analysis Level							
Survey	Module	School	District (SAU)	AOS	County	PHD (Public Health District)	State
<b>HS – High School (9, 10, 11 &amp; 12)</b>							
	A						wstaa
	B						wstab
	C						wstac
	D						wstad
	AB				wctyab	wphdab	wstaab
	CD				wctycd	wphdcd	wstacd
	ABCD	wschabcd	wsauabcd	waosabcd	wctyabcd	wphdabcd	wstaabcd
<b>MS – Middle School (7 &amp; 8)</b>							
	A						wstaa
	B						wstab
	C						wstac
	D						wstad
	AB				wctyab	wphdab	wstaab
	CD				wctycd	wphdcd	wstacd
	ABCD	wschabcd	wsauabcd	waosabcd	wctyabcd	wphdabcd	wstaabcd
<b>5/6 – Elementary (5 &amp; 6)</b>							
	ALL	wsch				wphd	wsta
<b>K/3 – Elementary (Kindergarten &amp; 3)</b>							
	ALL (Survey Items)						wsta
	All (Oral Health Indicators)						wsta2

When conducting an ‘ad hoc’ analysis of two or more schools whereby the use of an SAU or AOS weight is unsuitable, one should use the school weight for the analysis; this should only be done, however, if the school response level for each individual school warrants this type of analysis.

### M. Estimation & Reporting

#### *M1. Design Variables*

Sampling variances for complex sampling designs such as the one used in the 2015 MIYHS can be estimated using one of several methods, including linearized estimators and balanced repeated replication. These methods may be implemented with a variety of software packages, including SUDAAN and WesVar, and with Stata and SAS using special sample survey procedures<sup>2</sup>. The 2015 MIYHS data were prepared for estimating variances using the method of linearized estimators.

In using these methods, it is necessary to inform the software about certain features of the sampling design, specifically, the stratification scheme, and how the sampled students were clustered at the first stage of sampling. The variables holding this information are often referred to as “design variables.”

For all analysis levels above the school – SAU/District, AOS, County, Public Health District and State – stratum codes were created to reflect the county or public health district used to either stratify the school sample or the version assignment. At this level the school serves as primary sampling unit (PSU), and so the school code is used as the basis for the clustering variable. An example of the use of these variables in SAS Proc Survey Freq is given in Table 15.

Table 15 – SAS Code Example Non-school Analysis Design Variables
<pre>** state level analysis at MS level ; Proc SurveyFreq data = gd.allmswt;   Tables m147;   Weight wstaabcd; * state level, question on all versions;   Strata str_notschool;   Cluster psu_notschool; Run;</pre>

The design variables for the SAU/District and AOS analyses for the HS and MS versions is adjusted somewhat – here, variable psu\_notschool is used for the stratification variable, and psu\_school is used for the cluster variable. This has the effect of treating the school as a stratification variable, nested within the county stratification. Also, the class, which had previously been considered a secondary sampling unit, becomes the

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<sup>2</sup> More information can be found at: [http://www.cdc.gov/healthyyouth/yrbs/pdf/YRBS\\_analysis\\_software.pdf](http://www.cdc.gov/healthyyouth/yrbs/pdf/YRBS_analysis_software.pdf).

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primary sampling unit. While the nomenclature seems odd, this does reflect the sample design, and avoids strata containing only one PSU, which prevent the variance calculation.

At the school level, grade is treated as the sampling stratum, as classes were selected independently within grades in the school. Following this logic, the class is the primary sampling unit for the students and so the class code forms the basis of the clustering variable. An example of the use of these variables for producing estimates at the school level is given in Table 16.

Table 16 – SAS Code Example School Analysis Design Variables
<pre>* A high school ; Proc SurveyFreq data = gd.allhswt;   Tables h84;   Where ( pacid = 293 );   Weight wschabcd; * school level, question all versions;   Strata str_school;   Cluster psu_school; Run</pre>

### M2. Reporting Rules

Reporting rules were put in place to ensure that only entities with sufficient, representative (weighted) data were reported. The various reporting rules are listed below:

#### School Reports (Grades 5-12):

- School must have at least 20 participating students (unweighted) in the final data set (within a given survey module). Schools with less than 20 participants do not receive a school-level data report to protect the privacy and confidentiality of students.
- Student response rate within a school must be at least 50%; at least 50% of students within the school must have completed a survey.

#### SAU/District Reports (Grades 5-12):

- SAU/District must have at least 20 participating students (unweighted) in the final data set (within a given survey module). SAU/Districts with less than 20 participants do not receive a SAU/District report to protect the privacy and confidentiality of students.
- The overall response rate (equivalent to the school response rate in the SAU/district multiplied by the average student response rate within the participating school) must be at least 50%.

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### County Reports:

- The overall response rate (equivalent to the school response rate in each county multiplied by the average student response rate within the participating schools) must be at least 50%.
- In 2015, the counties that did not have weighted data were Knox for the MS level, and Hancock and Knox for the HS level.

### PHD Reports:

- The overall response rate (equivalent to the school response rate in each PHD multiplied by the average student response rate within the participating schools) must be at least 50%.
- In 2015, the Downeast public health district did not have weighted data for the MS level. Additionally, Aroostook County, the Western PHD, and York County did not have weighted data for the 5/6 level.

### State Reports:

- The overall response rate (equivalent to the school response rate multiplied by the average student response rate within the participating schools) must be at least 50%.

### M3. Reports

Two different report types were generated for the 2015 MIYHS – “comparison and trend reports” and “detailed reports.” While many questions on the MIYHS offered a range of answers, all data in the two report types are based on a predetermined “answer of interest.” One or more of the possible answers were selected for the reporting. In some cases, certain answers (including missing answers) were eliminated from the calculation. For more detail, please see the combined codebooks in Appendix A for these calculations. Tables 17, 18, 19, and 20 below list the content of each of the two report types for the K/3, 5/6, and MS & HS modules, respectively.

<b>Table 17 – Composition of K/3 Reports</b>	<b>Comparison &amp; Trend Reports</b> (include confidence intervals)	<b>Detailed Reports</b> (include confidence intervals)
<b>State Results</b>	•	•
Gender		•
Age		•
Grade		•
Race/ethnicity		•
Gender by age		•
Gender by grade		•
Gender by race/ethnicity		Not available due to small numbers

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<b>Table 18 – Composition of 5/6 Reports</b>	<b>Comparison &amp; Trend Reports (include confidence intervals)</b>	<b>Detailed Reports (include confidence intervals)</b>
<b>School Results</b>	Available with permission	
<b>SAU / AOS Results</b>	Available with permission	
<b>PHD Results</b>	•	•
Gender		•
Age		•
Grade		•
Race/ethnicity		•
Gender by age		•
Gender by grade		•
Gender by race/ethnicity		Not available due to small numbers
<b>State Results</b>	•	•
Gender		•
Age		•
Grade		•
Race/ethnicity		•
PHD		•
Gender by age		•
Gender by grade		•
Gender by race/ethnicity		•
Gender by PHD		•

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<b>Table 19 – Composition of MS Reports</b>	<b>Comparison &amp; Trend Reports (include confidence intervals)</b>	<b>Detailed Reports (include confidence intervals)</b>
<b>School Results</b>	Available with permission	
<b>SAU / AOS Results</b>	Available with permission	
<b>County Results</b>	•	•
Gender		•
Age		•
Grade		•
Race/ethnicity		•
Gender by age		•
Gender by grade		•
Gender by race/ethnicity		Not available due to small numbers
<b>PHD Results</b>	•	•
Gender		•
Age		•
Grade		•
Race/ethnicity		•
Gender by age		•
Gender by grade		•
Gender by race/ethnicity		
<b>State Results</b>	•	•
Gender		•
Age		•
Grade		•
Race/ethnicity		•
PHD		•
County		•
Gender by age		•
Gender by grade		•
Gender by race/ethnicity		•
Gender by PHD		•
Gender by county		•
Questions on 1 of 4 versions (A, B, C, or D)		•
Questions on 2 of 4 versions (AB or CD)		•
Questions on 4 versions (ABCD)	•	•

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<b>Table 20 – Composition of HS Reports</b>	<b>Comparison &amp; Trend Reports (include confidence intervals)</b>	<b>Detailed Reports (include confidence intervals)</b>
<b>School Results</b>	Available with permission	
<b>SAU / AOS Results</b>	Available with permission	
<b>County Results</b>	•	•
Gender		•
Age		•
Grade		•
Race/ethnicity		•
Gender by age		•
Gender by grade		•
Gender by race/ethnicity		Not available due to small numbers
<b>PHD Results</b>	•	•
Gender		•
Age		•
Grade		•
Race/ethnicity		•
Gender by age		•
Gender by grade		•
Gender by race/ethnicity		Not available due to small numbers
<b>State Results</b>	•	•
Gender		•
Age		•
Grade		•
Race/ethnicity		•
Sexual orientation		•
PHD		•
County		•
Gender by age		•
Gender by grade		•
Gender by race/ethnicity		•
Gender by PHD		•
Gender by county		•
Questions on 1 of 4 versions (A, B, C, or D)		•
Questions on 2 of 4 versions (AB or CD)		•
Questions on 4 versions (ABCD)	•	•



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### ***M4. Suppression Rules in Reports***

Suppression rules were put in place to prevent the display of estimates that could inadvertently disclose the identity or characteristic of a student responding to the survey. These suppression rules were based on the Maine CDC's privacy policy. For reporting purposes, two types of suppression rules were defined:

- "Straight Suppression"
  - All cells where the numerator (using weighted data values) was less than 5.5 were suppressed.
  - All cells where the numerator (using weighted data values) was greater than equivalent of the denominator minus 5.5 were suppressed.
- "Complementary Suppression"
  - When a cell is suppressed due to straight suppression, there must be at least one other cell – both vertically and horizontally – that is also suppressed so that the naturally suppressed information cannot be figured out with back-calculations.

Based on Maine CDC suppression guidelines, straight suppression and complementary suppression must be enforced when the underlying population of a demographic subgroup on the county level or smaller includes fewer than 5,000 individuals.

Specifically, suppression rules were applied to the 2015 MIYHS reports in the following manner:

#### **Local Reports:**

- Straight suppression was enforced.
- Estimates in the local reports are not broken down by demographic characteristics, so complementary suppression was not necessary to maintain participant confidentiality.

#### **Detailed Reports:**

- No suppression was needed for the state level reports of 5/6, MS, or HS survey levels.
- Straight suppression was enforced for all PHD and County reports. Cells for race/ethnicity within gender were automatically suppressed due to small cell sizes and the need for extensive suppression across cells. Complementary suppression was enforced for the remaining cells.

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It is important to note that suppression within MIYHS tables and reports is for the purpose of protecting individual privacy; it does not take data reliability into consideration. Estimates based on small numbers can be unreliable; they may fluctuate over time or they may not accurately reflect the population being measured. It is important that users consider the size of the confidence interval as a reflection of an estimate's reliability when presenting MIYHS data.

### **N. Data Files**

The labels and values for each of the variables included in the four survey data files can be found in the combined codebooks in Appendix A.

### **O. Limitations**

The MIYHS is limited due to its exclusive focus on youth *in school*. With such a focus, some subpopulations – such as school dropouts, students with high rates of absenteeism, home-schooled students, homeless youth, and runaway youth – will be missed or underrepresented. Also of note, some schools with very small enrollments (such as those found on Maine's islands and/or in very rural areas) may be underrepresented due to enrollment-based sampling exclusions.

Because of the anonymous nature of the questionnaire and the difficulty in translating questions into multiple languages, students (or parents in the case of the K/3 survey) with very limited English language proficiency may be underrepresented. In addition, to maintain both confidentiality and consistency in the interpretation of questions, teachers were instructed to not provide additional explanation of questions, so students with reading abilities below that of the survey or with cognitive disabilities may have not completed the survey and, therefore, may be underrepresented as well.

Self-report data may be prone to bias due to forgetting, deception, or misunderstanding of the questions, all of which can contribute to underreporting or over-reporting of some behaviors. However, several studies have shown that surveys of adolescents yield valid and reliable data<sup>3</sup>.

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<sup>3</sup> <http://www.cdc.gov/mmwr/PDF/rr/rr5312.pdf>

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### P. Note on YRBS and MIYHS Results

The intent of the MIYHS was to follow the YRBS methodology so that results would be comparable to national data and to Maine YRBS data (presented by the U.S. CDC). However, the weighting procedures and sample size of the YRBS and MIYHS are not completely comparable, and thus not all MIYHS results are the same as the data for Version C (Maine's YRBS), which was sent to the U.S. CDC for use in YRBS. MIYHS weighting uses county-level weights in addition to school-response, student response and post-stratification to calculate state-level weights. The YRBS, which samples at the state level only, does not use county weights when calculating the state-level weights. Like the 2015 MIYHS, the U.S. CDC post-stratifies by race and Hispanic ethnicity.

*Recommendations on when to use MIYHS results and when to use YRBS results:*

- When making comparisons with national rates or rates in other states, use YRBS (as reported on the U.S. CDC website: <http://www.cdc.gov/healthyyouth/data/yrbs/index.htm>).
- When making comparisons between the state rate and county rates, use MIYHS.
- When showing trends over time since 2009, we encourage using MIYHS, unless comparing trends to U.S. or other states where using YRBS data. (as reported on the U.S. CDC website: <http://www.cdc.gov/healthyyouth/data/yrbs/index.htm>) is more appropriate. When showing trends over time including data points prior to and after 2009, use YRBS.



# APPENDIX A: 2015 MIYHS CODEBOOKS



# 2015 MIYHS CODEBOOK FOR K/3 MODULE

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k1	N/A	What is your child's current grade level?	1 = A. Kindergarten; 2 = B. 3rd grade; 3 = C. Some other grade; 4 = D. Ungraded	N/A	N/A	N/A	N/A	N/A
k2	N/A	What is your child's age?	1 = A. 4 years old or less; 2 = B. 5 years old; 3 = C. 6 years old; 4 = D. 7 years old; 5 = E. 8 years old; 6 = F. 9 years old or older	N/A	N/A	N/A	N/A	N/A
k3	N/A	Is your child female or male?	1 = A. Female; 2 = B. Male	N/A	N/A	N/A	N/A	N/A
k62a	N/A	What is your relationship to this child? (Mark all that apply.)	1 = A. Mother	N/A	N/A	N/A	N/A	N/A
k62b			1 = B. Father					
k62c			1 = C. Stepparent					
k62d			1 = D. Guardian					
k62e			1 = E. Grandparent					
k62f			1 = F. Other relative					
k5a	D	What language is spoken most often at home?	1 = A. Acholi; 2 = B. Arabic; 3 = C. English; 4 = D. French; 5 = E. Khmer; 6 = F. Somali; 7 = G. Spanish; 8 = H. Some other language	kn5a	Percentage of parents who answered something other than "English"	1 = Yes; 2 = No	A, B, D, E, F, G, or H	A, B, C, D, E, F, G, or H
k6	D	How would you describe your child's health status?	1 = A. Excellent; 2 = B. Very Good; 3 = C. Good; 4 = D. Fair; 5 = E. Poor	kn6	Percentage of parents who answered "Excellent", "Very good" or "Good"	1 = Yes; 2 = No	A, B, or C	A, B, C, D, or E
k7	D	Has a doctor or nurse ever told you that your child has diabetes?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	kn7	Percentage of parents who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
k8	D	Has a doctor or nurse ever told you that your child has asthma?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	kn8	Percentage of parents who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
k9	D	Does your child still have asthma?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	kn9	Among parents who reported their child had asthma in kn8, percentage of parents who answered "Yes"	1 = Yes; 2 = No	k8 = A & k9 = A	A, B, or C

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2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k10a	D	Symptoms of asthma include coughing, wheezing, shortness of breath, chest tightness or phlegm production when your child does not have a cold or respiratory infection. During the past 30 days, on how many days did your child have any symptoms of asthma?	1 = A. None; 2 = B. 1-4 days; 3 = C. 5-14 days; 4 = D. 15-20 days; 5 = E. Almost all days; 6 = F. Every day	kn10a	Among parents who reported their child had asthma in kn8, percentage of parents who answered at least 1 day	1 = Yes; 2 = No	k8 = A & k10a = B, C, D, E, or F	A, B, C, D, E, or F
k11	D	During the past 30 days, on how many days did his or her asthma make it difficult for your child to stay asleep?	1 = A. None; 2 = B. 1-4 days; 3 = C. 5-14 days; 4 = D. 15-20 days; 5 = E. Almost all days; 6 = F. Every day	kn11	Among parents who reported their child had asthma in kn8, percentage of parents who answered at least 1 day	1 = Yes; 2 = No	k8 = A & k11 = B, C, D, E, or F	
k52	D	During the past 12 months, how much did your child limit his or her usual activities due to asthma?	1 = A. None; 2 = B. Less than one time per week; 3 = C. One or more times per week; 4 = D. Almost daily	kn52	Among parents who reported their child had asthma in kn8, percentage of parents who answered "One or more times per week" or "Almost daily"	1 = Yes; 2 = No	k8 = A & k52 = C or D	A, B, C, or D
k13	D	During the past 12 months, about how many days of school did your child miss because of his or her asthma?	1 = A. None; 2 = B. Less than one time per week; 3 = C. One or more times per week; 4 = D. Almost daily	kn13	Among parents who reported their child had asthma in kn8, percentage of parents who answered "One or more times per week" or "Almost daily"	1 = Yes; 2 = No	k8 = A & k13 = C or D	A, B, C, or D
k14	D	Has a doctor, nurse, or asthma educator ever taught <b>you</b> what to do when your child has an asthma episode or attack?	1 = A. Yes; 2 = B. No; 3 = C. Don't know	kn14	Among parents who reported their child had asthma in kn8, percentage of parents who answered "Yes"	1 = Yes; 2 = No	k8 = A & k14 = A	A, B, or C
k15a	D	An Asthma Action Plan, sometimes called an Asthma Management Plan, is a printed form with asthma treatment directions from your child's doctor. It tells you what asthma medications your child should take and what asthma "triggers" your child should avoid. It also tells you how to know if your child's asthma is getting worse and what to do if it gets worse, such as when to change the amount or type of medicine and when to call the doctor or go to the emergency room. Has a doctor, nurse, or asthma educator ever given you an Asthma Action Plan for your child?	1 = A. Yes; 2 = B. No; 3 = C. Don't know	kn15a	Among parents who reported their child had asthma in kn8, percentage of parents who answered "Yes"	1 = Yes; 2 = No	k8 = A & k15a = A	A, B, or C
k16	D	Have <b>you</b> ever taken a course or class on how to manage your child's asthma?	1 = A. Yes; 2 = B. No; 3 = C. Don't know	kn16	Among parents who reported their child had asthma in kn8, percentage of parents who answered "Yes"	1 = Yes; 2 = No	k8 = A & k16 = A	A, B, or C

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k17	D	Does your child currently have autism, PDD-NOS, Asperger's Disorder, or atypical autism?	1 = A. Yes; 2 = B. No; 3 = C. Don't know	kn17	Percentage of parents who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
k18	D	Does your child receive special education services for autism, PDD-NOS, Asperger's Disorder, or atypical autism at school?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	kn18	Among parents who reported their child has some form of autism in kn17, percentage of parents who answered "Yes"	1 = Yes; 2 = No	k17 = A & K18 = A	A, B, or C
k53a	D	What kind of health care coverage does your child have?	1 = A. No insurance	kn53	Percentage of parents who answered "No health insurance"	1 = Yes; 2 = No	A for k53a	A, B, C, D, or E for k53a thru k53e
k53b			1 = B. Private insurance					
k53ca			1 = C. TRICARE (formerly CHAMPUS)					
k53d			1 = D. MaineCare					
k53e			1 = E. Other					
k54a	D	How long ago did your child last visit the dentist for preventive dental care such as check-ups and dental cleanings? (Include dental hygienists as well as all types of dentists.)	1 = A. Within the past 12 months; 2 = B. More than 1 year but not more than 3 years ago; 3 = C. More than 3 years ago; 4 = D. My child has never been to a dentist; 5 = E. Don't know/don't remember	kn54a	Percentage of parents who answered "12 months or less"	1 = Yes; 2 = No	A	A, B, C, D, or E
k54a	D	How long ago did your child last visit the dentist for preventive dental care such as check-ups and dental cleanings? (Include dental hygienists as well as all types of dentists.)	1 = A. Within the past 12 months; 2 = B. More than 1 year but not more than 3 years ago; 3 = C. More than 3 years ago; 4 = D. My child has never been to a dentist; 5 = E. Don't know/don't remember	kn54a_2	Percentage of parents who answered "12 months or less" (Excludes "Don't know/don't remember" responses from k54)	1 = Yes; 2 = No	A	A, B, C, or D (Exclude E)
k55a	D	During the past 12 months, has your child been treated for a dental condition such as toothaches, decayed teeth or cavities, broken teeth, or bleeding gums? (Do not include visits to an orthodontist for braces.)	1 = A. Yes; 2 = B. No; 3 = C. My child has never been to a dentist; 4 = D. Don't know/don't remember	kn55a	Percentage of parents who answered "Yes"	1 = Yes; 2 = No	A	A, B, C, or D
k55a	D	During the past 12 months, has your child been treated for a dental condition such as toothaches, decayed teeth or cavities, broken teeth, or bleeding gums? (Do not include visits to an orthodontist for braces.)	1 = A. Yes; 2 = B. No; 3 = C. My child has never been to a dentist; 4 = D. Don't know/don't remember	kn55a_2	Percentage of parents who answered "Yes" (Excludes "Don't know/don't remember" responses from k55a)	1 = Yes; 2 = No	A	A, B, or C (Exclude D)
k22	D	During the past 12 months, was there a time when your child needed dental care but could not get it at that time?	1 = A. Yes; 2 = B. No; 3 = C. Don't know	kn22	Percentage of parents who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C



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2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k22	D	During the past 12 months, was there a time when your child needed dental care but could not get it at that time?	1 = A. Yes; 2 = B. No; 3 = C. Don't know	kn22_2	Percentage of parents who answered "Yes" (Excludes "Don't know" responses from k22)	1 = Yes; 2 = No	A	A or B (Exclude C)
k23a	N/A	The last time your child could not get the dental care they needed, what was the main reason they couldn't get care? (Please mark only one.)	1 = A. Could not afford it; 2 = B. Dentist did not accept MaineCare or Insurance; 3 = C. Difficulty getting appointments; 4 = D. No dentist available; 5 = E. No way to get there; 6 = F. Other reason; 7 = G. Don't know/don't remember	N/A	N/A	N/A	N/A	N/A
k56a	D	Do you have any kind of insurance that pays for some or all of your child's <b>DENTAL CARE?</b> (Include health insurance obtained through work or purchased directly, as well as government programs like MaineCare.)	1 = A. I do not have any dental insurance for my child	kn56	Percentage of parents who answered that they have insurance that pays for some or all of their child's dental care	1 = Yes; 2 = No	B, C, D, or E for k56b thru k56e	A, B, C, D, E, or F for k56a thru k56f
k56b			1 = B. Private insurance					
k56c			1 = C. MaineCare					
k56da			1 = D. TRICARE (formerly CHAMPUS)					
k56e			1 = E. Other					
k56f			1 = F. Don't know/don't remember					
k64	D	Has your child ever had dental sealants placed on his or her teeth at either your dental office or through a school program? (Sealants are a clear or white material placed on the chewing surface of teeth to prevent cavities.)	1 = A. Yes - at a dental office; 2 = B. Yes - at a school program; 3 = C. Yes, both at a dental office and at a school program; 4 = D. No; 5 = E. Don't know	kn64	Percentage of parents who answered "Yes" (at a dental office and/or through a school program)	1 = Yes; 2 = No	A, B, or C	A, B, C, D, or E
k65	D	Has your child ever received fluoride varnish treatments at either your dental office or through a school program?	1 = A. Yes - at a dental office; 2 = B. Yes - at a school program; 3 = C. Yes, both at a dental office and at a school program; 4 = D. No; 5 = E. Don't know	kn65	Percentage of parents who answered "Yes" (at a dental office and/or through a school program)	1 = Yes; 2 = No	A, B, or C	A, B, C, D, or E
k58a	D	During the past 3 months, how many days of school has your child missed because of dental problems? (Do not include routine dentist/orthodontist visits.)	1 = A. My child has not missed school because of dental problems; 2 = B. 1-2 days; 3 = C. 3-4 days; 4 = D. 5 or more days	kn58a	Percentage of parents who answered at least 1 day	1 = Yes; 2 = No	B, C, or D	A, B, C, or D
k27a	D	When your child is outside for more than one hour on a sunny day, how often does he or she wear sunscreen with an SPF of 15 or higher?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	kn27a	Percentage of parents who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E

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2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k28a	D	On a sunny day, when your child is outside for more than 15 minutes between 11 a.m. and 3 p.m., how often does he or she do one of the following: stay in the shade, wear clothes covering most of his or her arms and legs, or wear a hat?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	kn28a	Percentage of parents who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
k29	D	During the past 12 months, has your child had any sunburns? A sunburn is any reddening or burn of the skin that lasts until the next day.	1 = A. Yes; 2 = B. No; 3 = C. Not sure	kn29	Percentage of parents who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
k29	D	During the past 12 months, has your child had any sunburns? A sunburn is any reddening or burn of the skin that lasts until the next day.	1 = A. Yes; 2 = B. No; 3 = C. Not sure	kn29_2	Percentage of parents who answered "Yes" (Excludes "Not sure" responses from k29)	1 = Yes; 2 = No	A	A or B (Exclude C)
k30	D	How many people living in the same household as your child smoke cigarettes, cigars, or pipes <b>inside</b> the house?	1 = A. 0; 2 = B. 1; 3 = C. 2; 4 = D. 3; 5 = E. 4 or more	kn30	Percentage of parents who answered at least 1 person	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
k31a	D	How often does your child ride in a booster car seat?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	kn31a	Percentage of parents who answered "Never" or "Rarely"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
k31a	D	How often does your child ride in a booster car seat?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	kn31a_2	Percentage of parents who answered "Always"	1 = Yes; 2 = No	E	A, B, C, D, or E
k32	D	When your child rides in a car, truck, or van, how often does he or she sit in the back seat?	1 = A. Never sits in the back seat; 2 = B. Sometimes sits in the back seat; 3 = C. Always sits in the back seat; 4 = D. There is no back seat in the car, truck, or van my child usually rides in	kn32	Among those who have a back seat available, percentage of parents who answered "Never sits in the back seat" or "Sometimes sits in the back seat"	1 = Yes; 2 = No	A or B	A, B, or C (Exclude D)
k33a	D	How often does your child ride with teenage drivers, such as older brothers or sisters, relatives, or older friends?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	kn33a_2	Percentage of parents who answered "Never" or "Rarely"	1 = Yes; 2 = No	A or B	A, B, C, D, or E

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2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k34a	D	How often does your child wear a helmet when riding a bike?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always; 6 = F. My child does not ride a bike	kn34a	Among those whose child rides a bike, percentage of parents who answered "Never" or "Rarely"	1 = Yes; 2 = No	A or B	A, B, C, D or E (Exclude F)
k35a	N/A	During the past 7 days, how many times did your child drink <b>100% fruit juices</b> such as orange juice, apple juice, or grape juice? (Do <b>not</b> count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)	1 = A. My child did not drink 100% fruit juice during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
k36a	N/A	During the past 7 days, how many times did your child eat <b>fruit</b> ? (Do <b>not</b> count fruit juice.)	1 = A. My child did not eat fruit during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
k37c	N/A	During the past 7 days, how many times did your child eat <b>vegetables</b> , such as carrots, green salad, corn, or green beans? (Do <b>not</b> count french fries or other fried potatoes.)	1 = A. My child did not eat vegetables during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A

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2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k59a	D	During the past 7 days, how many times did your child drink <b>a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage</b> such as Gatorade, Red Bull, lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight? (Do <b>not</b> count diet soda, other diet drinks, or 100% fruit juice.)	1 = A. My child did not drink soda, sports drinks, energy drinks, or other sugar-sweetened beverages during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	kn59a	Percentage of parents who answered at least one time per day in the past week	1 = Yes; 2 = No	D, E, F, or G	A, B, C, D, E, F, or G
k39b	D	During the past 7 days, how many glasses of milk did your child drink? (Count the milk your child drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)	1 = A. My child did not drink milk during the past 7 days; 2 = B. 1 to 3 glasses during the past 7 days; 3 = C. 4 to 6 glasses during the past 7 days; 4 = D. 1 glass per day; 5 = E. 2 glasses per day; 6 = F. 3 glasses per day; 7 = G. 4 or more glasses per day	kn39b	Percentage of parents who answered three or more glasses per day	1 = Yes; 2 = No	F or G	A, B, C, D, E, F, or G
k40	D	In the last 12 months, how often did you (or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?	1 = A. Never; 2 = B. In only 1 or 2 months; 3 = C. Some months but not every month; 4 = D. Almost every month; 5 = E. Don't know	kn40	Percentage of parents who answered at least once	1 = Yes; 2 = No	B, C, or D	A, B, C, D, or E
k40	D	In the last 12 months, how often did you (or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?	1 = A. Never; 2 = B. In only 1 or 2 months; 3 = C. Some months but not every month; 4 = D. Almost every month; 5 = E. Don't know	kn40_2	Percentage of parents who answered at least once (Excludes "Don't know" responses from k40)	1 = Yes; 2 = No	B, C, or D	A, B, C, or D (Exclude E)
k41	D	In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?	1 = A. Never; 2 = B. In only 1 or 2 months; 3 = C. Some months but not every month; 4 = D. Almost every month; 5 = E. Don't know	kn41	Percentage of parents who answered at least once	1 = Yes; 2 = No	B, C, or D	A, B, C, D, or E
k41	D	In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?	1 = A. Never; 2 = B. In only 1 or 2 months; 3 = C. Some months but not every month; 4 = D. Almost every month; 5 = E. Don't know	kn41_2	Percentage of parents who answered at least once (Excludes "Don't know" responses from k41)	1 = Yes; 2 = No	B, C, or D	A, B, C, or D (Exclude E)

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2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k42	D	In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food?	1 = A. Never; 2 = B. In only 1 or 2 months; 3 = C. Some months but not every month; 4 = D. Almost every month; 5 = E. Don't know	kn42	Percentage of parents who answered at least once	1 = Yes; 2 = No	B, C, or D	A, B, C, D, or E
k42	D	In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food?	1 = A. Never; 2 = B. In only 1 or 2 months; 3 = C. Some months but not every month; 4 = D. Almost every month; 5 = E. Don't know	kn42_2	Percentage of parents who answered at least once (Excludes "Don't know" responses from k42)	1 = Yes; 2 = No	B, C, or D	A, B, C, or D (Exclude E)
k43	D	On an average <b>school</b> day, how many hours does your child watch TV?	1 = A. My child does not watch TV on an average school day; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	kn43	Percentage of parents who answered 3 or more hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G
k43	D	On an average <b>school</b> day, how many hours does your child watch TV?	1 = A. My child does not watch TV on an average school day; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	kn43_2	Percentage of parents who answered 2 or fewer hours	1 = Yes; 2 = No	A, B, C, or D	A, B, C, D, E, F, or G
k60a	D	On an average <b>school</b> day, how many hours does your child play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)	1 = A. My child does not play video or computer games or use a computer for something that is not school work; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	kn60a	Percentage of parents who answered 3 or more hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G
k60a	D	On an average <b>school</b> day, how many hours does your child play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)	1 = A. My child does not play video or computer games or use a computer for something that is not school work; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	kn60a_2	Percentage of parents who answered 2 or fewer hours	1 = Yes; 2 = No	A, B, C, or D	A, B, C, D, E, F, or G

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2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k63	D	During the past 7 days, on how many days was your child physically active for a total of at least 60 minutes per day? (Add up all of the time your child spent in any kind of physical activity that increased his or her heart rate and made your child breathe hard some of the time.)	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	kn63	Percentage of parents who answered 5 or more days	1 = Yes; 2 = No	F, G, or H	A, B, C, D, E, F, G, or H
k44	D	How often do you feel that your child is safe in your community or neighborhood?	1 = A. Never; 2 = B. Sometimes; 3 = C. Usually; 4 = D. Always; 5 = E. Not sure	kn44	Percentage of parents who answered "Usually" or "Always"	1 = Yes; 2 = No	C or D	A, B, C, D, or E
k46	D	How often do you feel that your child is safe at school?	1 = A. Never; 2 = B. Sometimes; 3 = C. Usually; 4 = D. Always; 5 = E. Not sure	kn46	Percentage of parents who answered "Usually" or "Always"	1 = Yes; 2 = No	C or D	A, B, C, D, or E
k47a	N/A	Is your child Hispanic or Latino?	1 = A. Yes; 2 = B. No	N/A	N/A	N/A	N/A	N/A
k48aa	N/A	Which of the following would you say is your child's race(s)? (Mark all that apply.)	1 = A. American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
k48b			1 = B. Asian					
k48c			1 = C. Black or African American					
k48d			1 = D. Native Hawaiian or Other Pacific Islander					
k48e			1 = E. White					
k49a	N/A	What is the highest level of education attained by anyone in your child's household?	1 = A. Some high school or less; 2 = B. A high school diploma; 3 = C. A GED; 4 = D. Some college; 5 = E. An associate's degree; 6 = F. A bachelor's degree; 7 = G. A graduate or professional degree	N/A	N/A	N/A	N/A	N/A

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
k50	N/A	Does your child receive free or reduced priced meals at school?	1 = A. My child receives free meals at school; 2 = B. My child receives reduced priced meals at school; 3 = C. My child does not receive free or reduced priced meals at school	N/A	N/A	N/A	N/A	N/A

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
knowt	Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT	1 = Yes 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a>
knobese	Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT	1 = Yes 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a>
knhlthwt	Percentage of students who were at a healthy weight (i.e., at or above the 5 <sup>th</sup> percentile but below the 85 <sup>th</sup> percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT	1 = Yes 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a> to calculate BMI percentiles. After setting outliers (_bivbmi in (1,2)) to missing, SAS code is: *healthy weight*; if bmipct = . then knhlthwt = .; else if bmipct >= 5 and bmipct < 85 then knhlthwt = 1; else if bmipct < 5 or bmipct >= 85 then knhlthwt = 2;
kndiab	Percentage of students with diagnosed diabetes (Excludes “Not sure” responses from k7)	1 = Yes 2 = No	(NOTE: The following is SAS code.) *diagnosed diabetes*; kndiab = .; if k7 = 1 then kndiab = 1; else if k7 = 2 then kndiab = 2; else if k7 = 3 then kndiab = .;
knltasth	Percentage of students with lifetime asthma (Excludes “Not sure” responses from k8)	1 = Yes 2 = No	(NOTE: The following is SAS code) *lifetime asthma*; knltasth = .; if k8 = 1 then knltasth = 1; else if k8 = 2 then knltasth = 2;
knocrasth	Percentage of students with current asthma (Excludes “Not sure” responses from k8 and k9)	1 = Yes 2 = No	(NOTE: The following is SAS code) *current asthma*; knocrasth = .; if k8 = . then knocrasth = .; else if k8 = 1 and k9 = 1 then knocrasth = 1; else if k8 = 2 or k9 = 2 then knocrasth = 2;
kncaries	Presence of Treated Dental Caries (Observed during oral health assessment)	1 = Yes 2 = No	Numerator for treated dental caries = 1 Denominator for treated dental caries = 0, 1, or 2
kncavit	Presence of Untreated Dental Caries (Observed during oral health assessment)	1 = Yes 2 = No	Numerator for untreated dental caries = 1 Denominator untreated dental caries = 0, 1, or 2
kncarexp	Caries Experience (Presence of treated or untreated dental caries)	1 = Yes 2 = No	If Treated Decay = Yes, then Decay Experience = Yes If Untreated Decay = Yes, then Decay Experience = Yes If Treated Decay = No and Untreated Decay = No then Decay Experience = No *Note: Students with one missing variable will be included in kncarexp.



## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
knseal	Presence of Sealants (Observed during oral health assessment)	1 = Yes 2 = No	Numerator for sealants = 1 Denominator for sealants = 0, 1, or 2
kntreat	Early / Urgent Dental Care Needed (Observed during oral health assessment)	1 = Yes 2 = No	Numerator for treatmen = 1 or 2 Denominator for treatmen = 0, 1, 2, or 3
knfruit	Percentage of students who drank 100% fruit juice and/or ate fruit two or more times per day during the past seven days	1 = Yes 2 = No	(NOTE: The following is SAS code) Length qfruit1 qfruit2 8; qfrtot=0; Array qfr{2} k35a k36a; Array qfruit{2} qfruit1 qfruit2; do i=1 to 2; select (qfr{i}); when('1') qfruit{i}=0; when('2') qfruit{i}=2/7; when('3') qfruit{i}=5/7; when('4') qfruit{i}=1; when('5') qfruit{i}=2; when('6') qfruit{i}=3; when('7') qfruit{i}=4; otherwise qfruit{i}=.; end; qfrtot = qfrtot+qfruit{i}; end; if qfrtot>=2 then qnfruit=1; else if qfrtot ne . then qnfruit=2; else qnfruit=.; drop qfruit1-qfruit2 qfrtot;
knveg	Percentage of students who ate vegetables three or more times per day during the past seven days	1 = Yes 2 = No	Numerator for k37c = F or G Denominator for k37c = A, B, C, D, E, F, or G

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information																																				
knfrvg	Percentage of students who drank 100% fruit juice, ate fruit and/or ate vegetables five or more times per day during the past seven days	1 = Yes 2 = No	(NOTE: The following is SAS code) Length qfrvg1 qfrvg2 qfrvg3 8; qfrvgtot=0; Array qfv{6} k35a k36a k37c; Array qfrvg{6} qfrvg1 qfrvg2 qfrvg3; do i=1 to 3; select (qfv{i}); when('1') qfrvg{i}=0; when('2') qfrvg{i}=2/7; when('3') qfrvg{i}=5/7; when('4') qfrvg{i}=1; when('5') qfrvg{i}=2; when('6') qfrvg{i}=3; when('7') qfrvg{i}=4; otherwise qfrvg{i}=.; end; qfrvgtot = qfrvgtot+qfrvg{i}; end; if qfrvgtot>=5 then qnfrvg=1; else if qfrvgtot ne . then qnfrvg=2; else qnfrvg=.; drop qfrvg1-qfrvg3 qfrvgtot;																																				
knscreen	Percentage of students watching 2 or fewer hours of combined screen time (tv, video games, computer) per day on an average school day	1 = Yes 2 = No	If k43 or k60 are missing then knscreen is missing. If Sum of k43 and k60 is <=2 hours then knscreen = 1 (yes). Else if sum of k43 and k60 is >2 hours then knscreen = 2 (No).																																				
knpa7day	Percentage of students who were physically active for a total of at least 60 minutes per day on all of the past seven days	1 = Yes 2 = No	(NOTE: The following is SAS code) If k63='8' then knpa7day=1; Else if k63 in ('1','2','3','4','5','6','7') then knpa7day=2; Else knpa7day=.;																																				
raceeth	Race/Ethnicity	1 = American Indian or Alaska Native* 2 = Asian* 3 = Black or African American* 4 = Hispanic 5 = Native Hawaiian or Other Pacific Islander* 6 = White* 7 = Multiple Races*  * = Non-Hispanic	<table><thead><tr><th>Hispanic (k47a)</th><th>Race (k48aa – k48e)</th><th>Output</th></tr></thead><tbody><tr><td>B (No)</td><td>A (American Indian/Alaska Native)</td><td>1 = America Indian/Alaska Native</td></tr><tr><td>B (No)</td><td>B (Asian)</td><td>2 = Asian</td></tr><tr><td>B (No)</td><td>C (Black or African American)</td><td>3 = Black or African American</td></tr><tr><td>B (No)</td><td>D (Native Hawaiian or Other Pacific Islander)</td><td>5 = Native Hawaiian or Other Pacific Islander</td></tr><tr><td>B (No)</td><td>E (White</td><td>6 = White</td></tr><tr><td>A (Yes)</td><td>Missing</td><td>4 = Hispanic</td></tr><tr><td>A (Yes)</td><td>1 or more responses (A thru E)</td><td>4 = Hispanic</td></tr><tr><td>B (No)</td><td>2 or more responses (A thru E)</td><td>7 = Multiple races</td></tr><tr><td>B (No)</td><td>Missing</td><td>Missing</td></tr><tr><td>Missing</td><td>Any response</td><td>Missing</td></tr><tr><td>Missing</td><td>Missing</td><td>Missing</td></tr></tbody></table>	Hispanic (k47a)	Race (k48aa – k48e)	Output	B (No)	A (American Indian/Alaska Native)	1 = America Indian/Alaska Native	B (No)	B (Asian)	2 = Asian	B (No)	C (Black or African American)	3 = Black or African American	B (No)	D (Native Hawaiian or Other Pacific Islander)	5 = Native Hawaiian or Other Pacific Islander	B (No)	E (White	6 = White	A (Yes)	Missing	4 = Hispanic	A (Yes)	1 or more responses (A thru E)	4 = Hispanic	B (No)	2 or more responses (A thru E)	7 = Multiple races	B (No)	Missing	Missing	Missing	Any response	Missing	Missing	Missing	Missing
Hispanic (k47a)	Race (k48aa – k48e)	Output																																					
B (No)	A (American Indian/Alaska Native)	1 = America Indian/Alaska Native																																					
B (No)	B (Asian)	2 = Asian																																					
B (No)	C (Black or African American)	3 = Black or African American																																					
B (No)	D (Native Hawaiian or Other Pacific Islander)	5 = Native Hawaiian or Other Pacific Islander																																					
B (No)	E (White	6 = White																																					
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B (No)	Missing	Missing																																					
Missing	Any response	Missing																																					
Missing	Missing	Missing																																					

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
1	studenti	Student ID Variable
2	pacid	PACID
3	school_n	School Name
4	doe_id	Department of Education ID
5	sau_id	SAU DOE ID
6	aos_id	AOS Code
7	county_i	County Code
8	county_n	County Name
9	phd_id	Public Health District
10	phd_name	Public Health District name
11	knowt	(knowt) Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT
12	knobese	(knobese) Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT
13	knhlthwt	(knhlthwt) Percentage of students who were at a healthy weight (i.e., at or above the 5th percentile but below the 85th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT
14	k1	(k1)What is your child's current grade level?
15	k2	(k2)What is your child's age?
16	k3	(k3)Is your child female or male?
17	k62a	(k62a)What is your relationship to this child? (Mark all that apply.) A. Mother
18	k62b	(k62b)What is your relationship to this child? (Mark all that apply.) B. Father
19	k62c	(k62c)What is your relationship to this child? (Mark all that apply.) C. Stepparent
20	k62d	(k62d)What is your relationship to this child? (Mark all that apply.) D. Guardian
21	k62e	(k62e)What is your relationship to this child? (Mark all that apply.) E. Grandparent
22	k62f	(k62f)What is your relationship to this child? (Mark all that apply.) F. Other relative
23	k5a	(k5a)What language is spoken most often at home?
24	kn5a	(kn5a)What language is spoken most often at home? Percentage of parents who answered something other than 'English'
25	k6	(k6)How would you describe your child's health status?
26	kn6	(kn6)How would you describe your child's health status? Percentage of parents who answered 'Excellent', 'Very good' or 'Good'
27	k7	(k7)Has a doctor or nurse ever told you that your child has diabetes?
28	kn7	(kn7)Has a doctor or nurse ever told you that your child has diabetes? Percentage of parents who answered 'Yes'
29	kndiab	(kndiab) Percentage of students with diagnosed diabetes
30	k8	(k8)Has a doctor or nurse ever told you that your child has asthma?
31	kn8	(kn8)Has a doctor or nurse ever told you that your child has asthma? Percentage of parents who answered 'Yes'
32	knltasth	(knltasth) Percentage of students with lifetime asthma
33	k9	(k9)Does your child still have asthma?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
34	kn9	(kn9)Does your child still have asthma? Among parents who reported their child had asthma in kn8, percentage of parents who answered 'Yes'
35	knocrasth	(knocrasth) Percentage of students with current asthma
36	k10a	(k10a)Symptoms of asthma include... During the past 30 days, on how many days did your child have any symptoms of asthma? (Among parents who reported their child had asthma in k8)
37	kn10a	(kn10a)Symptoms of asthma include... During the past 30 days, on how many days did your child have any symptoms of asthma? Among parents who reported their child had asthma in kn8, percentage of parents who answered at least 1 day
38	k11	(k11)During the past 30 days, on how many days did his or her asthma make it difficult for your child to stay asleep? (Among parents who reported their child had asthma in k8)
39	kn11	(kn11)During the past 30 days, on how many days did his or her asthma make it difficult for your child to stay asleep? Among parents who reported their child had asthma in kn8, percentage of parents who answered at least 1 day
40	k52	(k52)During the past 12 months, how much did your child limit his or her usual activities due to asthma? (Among parents who reported their child had asthma in k8)
41	kn52	(kn52)During the past 12 months, how much did your child limit his or her usual activities due to asthma? Among parents who reported their child had asthma in kn8, percentage of parents who answered 'One or more times per week' or 'Almost daily'
42	k13	(k13)During the past 12 months, about how many days of school did your child miss because of his or her asthma? (Among parents who reported their child had asthma in k8)
43	kn13	(kn13)During the past 12 months, about how many days of school did your child miss because of his or her asthma? Among parents who reported their child had asthma in kn8, percentage of parents who answered 'One or more times per week' or 'Almost daily'
44	k14	(k14)Has a doctor, nurse, or asthma educator ever taught you what to do when your child has an asthma episode or attack? (Among parents who reported their child had asthma in k8)
45	kn14	(kn14)Has a doctor, nurse, or asthma educator ever taught you what to do when your child has an asthma episode or attack? Among parents who reported their child had asthma in kn8, percentage of parents who answered 'Yes'
46	k15a	(k15a)An Asthma Action Plan... Has a doctor, nurse, or asthma educator ever given you an Asthma Action Plan for your child? (Among parents who reported their child had asthma in k8)
47	kn15a	(kn15a)An Asthma Action Plan... Has a doctor, nurse, or asthma educator ever given you an Asthma Action Plan for your child? Among parents who reported their child had asthma in k8, percentage of parents who answered 'Yes'
48	k16	(k16)Have you ever taken a course or class on how to manage your child's asthma? (Among parents who reported their child had asthma in k8)
49	kn16	(kn16)Have you ever taken a course or class on how to manage your child's asthma? Among parents who reported their child had asthma in kn8, percentage of parents who answered 'Yes'
50	k17	(k17)Does your child currently have autism, PDD-NOS, Asperger's Disorder, or atypical autism?
51	kn17	(kn17)Does your child currently have autism, PDD-NOS, Asperger's Disorder, or atypical autism? Percentage of parents who answered 'Yes'
52	k18	(k18)Does your child receive special education services for autism, PDD-NOS, Asperger's Disorder, or atypical autism at school? (Among parents who reported their child has some form of autism in k17)
53	kn18	(kn18)Does your child receive special education services for autism, PDD-NOS, Asperger's Disorder, or atypical autism at school? Among parents who reported their child has some form of autism in kn17, percentage of parents who answered 'Yes'
54	k53a	(k53a)What kind of health care coverage does your child have? A. No insurance
55	k53b	(k53b)What kind of health care coverage does your child have? B. Private insurance
56	k53ca	(k53ca)What kind of health care coverage does your child have? C. TRICARE (formerly CHAMPUS)
57	k53d	(k53d)What kind of health care coverage does your child have? D. MaineCare
58	k53e	(k53e)What kind of health care coverage does your child have? E. Other
59	kn53	(kn53)What kind of health care coverage does your child have? Percentage of parents who answered 'No health insurance'
60	k54a	(k54a)How long ago did your child last visit the dentist for preventive dental care such as check-ups and dental cleanings? (Include dental hygienists as well as all types of dentists.)
61	kn54a	(kn54a)How long ago did your child last visit the dentist for preventive dental care such as check-ups and dental cleanings? Percentage of parents who answered '12 months or less'

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
62	kn54a_2	(kn54a_2)How long ago did your child last visit the dentist for preventive dental care such as check-ups and dental cleanings? Percentage of parents who answered '12 months or less (Excludes 'Don't know/don't remember' responses from k54)
63	k55a	(k55a)During the past 12 months, has your child been treated for a dental condition such as toothaches, decayed teeth or cavities, broken teeth, or bleeding gums? (Do not include visits to an orthodontist for braces.)
64	kn55a	(kn55a)During the past 12 months, has your child been treated for a dental condition such as toothaches, decayed teeth or cavities, broken teeth, or bleeding gums? Percentage of parents who answered 'Yes'
65	kn55a_2	(kn55a_2)During the past 12 months, has your child been treated for a dental condition such as toothaches, decayed teeth or cavities, broken teeth, or bleeding gums? Percentage of parents who answered 'Yes'(Excludes 'Don't know' responses from k55a
66	k22	(k22)During the past 12 months, was there a time when your child needed dental care but could not get it at that time?
67	kn22	(kn22)During the past 12 months, was there a time when your child needed dental care but could not get it at that time? Percentage of parents who answered 'Yes'
68	kn22_2	(kn22_2)During the past 12 months, was there a time when your child needed dental care but could not get it at that time? Percentage of parents who answered 'Yes' (Excludes 'Don't know' responses from k22)
69	k23a	(k23a)The last time your child could not get the dental care they needed, what was the main reason they couldn't get care? (Please mark only one.)
70	k56a	(k56a)Do you have any kind of insurance that pays for some or all of your child's DENTAL CARE? (Include health insurance obtained through work or purchased directly, as well as government programs like MaineCare.) A. No insurance
71	k56b	(k56b)Do you have any kind of insurance that pays for some or all of your child's DENTAL CARE? (Include health insurance obtained through work or purchased directly, as well as government programs like MaineCare.) B. Private insurance
72	k56c	(k56c)Do you have any kind of insurance that pays for some or all of your child's DENTAL CARE? (Include health insurance obtained through work or purchased directly, as well as government programs like MaineCare.) C. MaineCare
73	k56da	(k56d)Do you have any kind of insurance that pays for some or all of your child's DENTAL CARE? (Include health insurance obtained through work or purchased directly, as well as government programs like MaineCare.) D. TRICARE (formerly CHAMPUS)
74	k56e	(k56e)Do you have any kind of insurance that pays for some or all of your child's DENTAL CARE? (Include health insurance obtained through work or purchased directly, as well as government programs like MaineCare.) E. Other
75	k56f	(k56f)Do you have any kind of insurance that pays for some or all of your child's DENTAL CARE? (Include health insurance obtained through work or purchased directly, as well as government programs like MaineCare.) F. Don't know/don't remember
76	kn56	(kn56)Do you have any kind of insurance that pays for some or all of your child's DENTAL CARE? Percentage of parents who answered that they have insurance that pays for some or all of their child's dental care
81	k64	(k64)Has your child ever had dental sealants placed on his or her teeth at either your dental office or through a school program?
82	kn64	(kn64)Has your child ever had dental sealants placed on his or her teeth at either your dental office or through a school program? Percentage of parents who answered 'Yes' (at a dental office and/or through a school program)
83	k65	(k65)Has your child ever received fluoride varnish treatments at either your dental office or through a school program?
84	kn65	(kn65)Has your child ever received fluoride varnish treatments at either your dental office or through a school program? Percentage of parents who answered "Yes" (at a dental office and/or through a school program)
85	k58a	(k58a)During the past 3 months, how many days of school has your child missed because of dentist problems? (Do not include routine dentist/orthodontist visits.)
86	kn58a	(kn58a)During the past 3 months, how many days of school has your child missed because of dentist problems? (Do not include routine dentist/orthodontist visits.) Percentage of parents who answered at least 1 day
87	kncaries	(kncaries) Presence of treated dental caries (Observed during oral health assessment)
88	kncavit	(kncavit) Presence of untreated dental caries (Observed during oral health assessment)
89	kncarexp	(kncarexp) Caries Experience (Presence of treated or untreated dental caries)
90	knseal	(knseal) Presence of Sealants (Observed during oral health assessment)
91	kntreat	(kntreat) Early/Urgent Dental Care Needed (Observed during oral health assessment)

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
92	k27a	(k27a)When your child is outside for more than one hour on a sunny day, how often does he or she wear sunscreen with an SPF of 15 or higher?
93	kn27a	(kn27a)When your child is outside for more than one hour on a sunny day, how often does he or she wear sunscreen with an SPF of 15 or higher? Percentage of parents who answered 'Most of the time' or 'Always'
94	k28a	(k28a)On a sunny day, when your child is outside for more than 15 minutes between 11 a.m. and 3 p.m., how often does he or she do one of the following: stay in the shade, wear clothes covering most of his or her arms and legs, or wear a hat?
95	kn28a	(kn28a)On a sunny day, when your child is outside for more than 15 min..., how often does he/she...stay in the shade, wear clothes covering most of his or her arms and legs, or wear a hat? Percentage of parents who answered 'Most of the time' or 'Always'
96	k29	(k29)During the past 12 months, has your child had any sunburns? A sunburn is any reddening or burn of the skin that lasts until the next day.
97	kn29	(kn29)During the past 12 months, has your child had any sunburns? A sunburn is any reddening or burn of the skin that lasts until the next day. Percentage of parents who answered 'Yes'
98	kn29_2	(kn29_2)During the past 12 months, has your child had any sunburns? A sunburn is any reddening or burn of the skin that lasts until the next day. Percentage of parents who answered 'Yes' (Excludes 'Not sure' responses from k29)
99	k30	(k30)How many people living in the same household as your child smoke cigarettes, cigars, or pipes inside the house?
100	kn30	(kn30)How many people living in the same household as your child smoke cigarettes, cigars, or pipes inside the house? Percentage of parents who answered at least 1 person
101	k31a	(k31a)How often does your child ride in a booster car seat?
102	kn31a	(kn31a)How often does your child ride in a booster car seat? Percentage of parents who answered 'Never' or 'Rarely'
103	kn31a_2	(kn31a_2)How often does your child ride in a booster car seat? Percentage of parents who answered 'Always'
104	k32	(k32)When your child rides in a car, truck, or van, how often does he or she sit in the back seat?
105	kn32	(kn32)When your child rides in a car, truck, or van, how often does he or she sit in the backseat? Among those who have a backseat available, percentage of parents who answered 'Never sits in the backseat' or 'Sometimes sits in the backseat'
106	k33a	(k33a)How often does your child ride with teenage drivers, such as older brothers or sisters, relatives, or older friends?
107	kn33a_2	(kn33a_2)How often does your child ride with teenage drivers, such as older brothers or sisters, relatives, or older friends? Percentage of parents who answered 'Never' or 'Rarely'
108	k34a	(k34a)How often does your child wear a helmet when riding a bike?
109	kn34a	(kn34a)How often does your child wear a helmet when riding a bike? Among those whose child rides a bike, percentage of parents who answered 'Never' or 'Rarely'
110	k35a	(k35a)During the past 7 days, how many times did your child drink 100% fruit juices such as orange juice, apple juice, or grape juice? (Do not count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)
111	k36a	(k36a)During the past 7 days, how many times did your child eat fruit? (Do not count fruit juice.)
112	knfruit	(knfruit) Percentage of students who drank 100% fruit juice and/or ate fruit two or more times per day during the past seven days
113	k37c	(k37c)During the past 7 days, how many times did your child eat vegetables, such as carrots, green salad, corn, or green beans? (Do not count french fries or other fried potatoes.)
114	knveg	(knveg) Percentage of students who ate vegetables three or more times per day during the past seven days
115	knfrvg	(knfrvg) Percentage of students who drank 100% fruit juice, ate fruit and/or ate vegetables five or more times per day during the past seven days
116	k59a	(k59a)During the past 7 days, how many times did your child drink a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage (Gatorade, Red Bull, lemonade, sweetened tea, coffee drinks, flavored milk, Snapple...)?
117	kn59a	(kn59a)During the past 7 days, how many times did your child drink a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage...? Percentage of parents who answered at least one time per day in the past week
118	k39b	(k39b)During the past 7 days, how many glasses of milk did your child drink? (Count the milk your child drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)
119	kn39b	(kn39b)During the past 7 days, how many glasses of milk did your child drink? (Count the milk your child drank in a glass or cup, from a carton, or with cereal. Count the half pint...) Percentage of parents who answered three or more glasses per day

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
120	k40	(k40)In the last 12 months, how often did you (or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?
121	kn40	(kn40)In the last 12 months, how often did you (or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food? Percentage of parents who answered at least once
122	kn40_2	(kn40_2)In the last 12 months, how often did you (or other adults...) ever cut the size of your meals or skip meals because there wasn't enough money for food?Percentage of parents who answered at least once (Excludes 'Don't know' responses from k40)
123	k41	(k41)In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?
124	kn41	(kn41)In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food? Percentage of parents who answered at least once
125	kn41_2	(kn41_2)In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food? Percentage of parents who answered at least once (Excludes 'Don't know' responses from k41)
126	k42	(k42)In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food?
127	kn42	(kn42)In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food? Percentage of parents who answered at least once
128	kn42_2	(kn42_2)In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food? Percentage of parents who answered at least once (Excludes 'Don't know' responses from k42)
129	k43	(k43)On an average school day, how many hours does your child watch TV?
130	kn43	(kn43)On an average school day, how many hours does your child watch TV? Percentage of parents who answered 3 or more hours
131	kn43_2	(kn43_2)On an average school day, how many hours does your child watch TV? Percentage of parents who answered 2 or fewer hours
132	k60a	(k60a)On an average school day, how many hours does your child play video or computer games or use a computer for something that is not school work? (Count...Xbox,PlayStation,an iPod,an iPad or other tablet,a smartphone,YouTube,Facebook...the Internet.)
133	kn60a	(kn60a)On an average school day, how many hours does your child play video or computer games or use a computer for something that is not school work? (Xbox, PlayStation, iPods/iPads, YouTube...) Percentage of parents who answered at least 3 hours
134	kn60a_2	(kn60a_2)On an average school day, how many hours does your child play video or computer games or use a computer for something that is not school work? (Xbox, PlayStation, iPods/iPads, YouTube...) Percentage of parents who answered 2 or fewer hours
135	knscreen	(knscreen) Percentage of students watching 2 or fewer hours of combined screen time (tv, video games, computer) per day on an average school day
136	k63	(k63)During the past 7 days, on how many days was your child physically active for a total of at least 60 minutes per day? (Add up all of the time your child spent in any physical activity that increased his/her heart rate & made your child breathe hard..)
137	kn63	(kn63)During the past 7 days, on how many days was your child physically active for a total of at least 60 minutes per day? (Add up all of the time your child spent in any physical activity that...) Percentage of parents who answered 5 or more days
138	knpa7day	(knpa7day)Percentage of parents who indicated that their child was physically active for a total of at least 60 minutes per day on all of the past seven days
139	k44	(k44)How often do you feel that your child is safe in your community or neighborhood?
140	kn44	(kn44)How often do you feel that your child is safe in your community or neighborhood? Percentage of parents who answered 'Usually' or 'Always'
141	k46	(k46)How often do you feel that your child is safe at school?
142	kn46	(kn46)How often do you feel that your child is safe at school? Percentage of parents who answered 'Usually' or 'Always'
143	k47a	(k47a)Is your child Hispanic or Latino?
144	k48aa	(k48aa)Which of the following would you say is your child's race(s)? (Mark all that apply.) A. American Indian or Alaska Native
145	k48b	(k48b)Which of the following would you say is your child's race(s)? (Mark all that apply.) B. Asian
146	k48c	(k48c)Which of the following would you say is your child's race(s)? (Mark all that apply.) C. Black or African American
147	k48d	(k48d)Which of the following would you say is your child's race(s)? (Mark all that apply.) D. Native Hawaiian or Other Pacific Islander
148	k48e	(k48e)Which of the following would you say is your child's race(s)? (Mark all that apply.) E. White

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
149	raceeth	Race/Ethnicity
150	k49a	(k49a)What is the highest level of education attained by anyone in your child's household?
151	k50	(k50)Does your child receive free or reduced priced meals at school?
152	feet	Measured height -- feet
153	inches	Measured height -- inches
154	weight	Measured weight in pounds
155	cavities	Dental Exam - Cavities (cavities)
156	caries	Dental Exam - Caries (caries)
157	sealants	Dental Exam - Sealants (sealants)
158	treatmen	Dental Exam - Treatment Urgency (treatment_urgency)
159	bmi	Body Mass Index
160	bmipct	BMI Percentile
161	vbivbmi	VBIVBMI Biologically Implausible Values for BMI
162	sex	Sex
163	grade	Grade Level
164	subvert	Record Subverted
165	wsta	State Level Weight
166	psu_scho	PSU for School Level Analysis
167	str_scho	Strata for School Level Analysis
168	psu_not	PSU for District Level (and above) Analysis
169	str_not	Strata for District Level (and above) Analysis





# 2015 MIYHS CODEBOOK FOR 5/6 MODULE

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
e1	N/A	How old are you?	1 = A. 9 years old or younger; 2 = B. 10 years old; 3 = C. 11 years old; 4 = D. 12 years old; 5 = E. 13 years old or older	N/A	N/A	N/A	N/A	N/A
e2	N/A	What is your sex?	1 = A. Female; 2 = B. Male	N/A	N/A	N/A	N/A	N/A
e3	N/A	In what grade are you?	1 = A. 5th grade; 2 = B. 6th grade; 3 = C. Ungraded or other grade	N/A	N/A	N/A	N/A	N/A
e4	N/A	Are you Hispanic or Latino?	1 = A. Yes; 2 = B. No	N/A	N/A	N/A	N/A	N/A
e5aa	N/A	What is your race? (Select one or more responses.)	1 = A. American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
e5b			1 = B. Asian					
e5c			1 = C. Black or African American					
e5d			1 = D. Native Hawaiian or Other Pacific Islander					
e5e			1 = E. White					
e6a	D	What language is spoken most often at home?	1 = A. Acholi; 2 = B. Arabic; 3 = C. English; 4 = D. French; 5 = E. Khmer; 6 = F. Somali; 7 = G. Spanish; 8 = H. Some other language	en6a	Percentage of students who answered something other than "English"	1 = Yes; 2 = No	A, B, D, E, F, G, or H	A, B, C, D, E, F, G, or H
e7a	D, ©	How often do you wear a seat belt when riding in a car?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	en7a	Percentage of students who answered "Never" or "Rarely"	1 = Yes; 2 = No	A or B	A, B, C, D or E
e7a	D, ©	How often do you wear a seat belt when riding in a car?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	en7a_2	Percentage of students who answered "Always"	1 = Yes; 2 = No	E	A, B, C, D or E
e8a	D, ©	How often do you sit in the back seat when you are riding in a car?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	en8a	Percentage of students who answered "Never" or "Rarely"	1 = Yes; 2 = No	A or B	A, B, C, D or E

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
e9a	D, ©	<b>When you ride a bicycle</b> , how often do you wear a helmet?	1 = A. I do not ride a bicycle; 2 = B. Never wear a helmet; 3 = C. Rarely wear a helmet; 4 = D. Sometimes wear a helmet; 5 = E. Most of the time wear a helmet; 6 = F. Always wear a helmet	en9a	Among students who ride a bicycle, the percentage of students who answered "Never" or "Rarely"	1 = Yes; 2 = No	B or C	B, C, D, E, or F (Exclude A)
e51	D, ©	Have you ever been bullied <b>on school property</b> ?	1 = Yes; 2 = No	en51	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
e52a	D, ©	Have you ever been bullied <b>away from school property</b> ?	1 = Yes; 2 = No	en52a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
e12	D, ©	Do you agree or disagree with the following statement? "I feel safe at my school."	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Disagree; 4 = D. Strongly disagree	en12	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, or D
e13	D, ©	Have you ever tried cigarette smoking, even one or two puffs?	1 = Yes; 2 = No	en13	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
e14	D, ©	During the past 30 days, on how many days did you smoke cigarettes?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	en14	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
e15	D, ©	Do you think you will try a cigarette soon?	1 = A. I definitely will; 2 = B. I probably will; 3 = C. I probably will not; 4 = D. I definitely will not	en15	Percentage of students who answered "I definitely will", "I probably will" or "I probably will not"	1 = Yes; 2 = No	A, B, or C	A, B, C, or D
e16	D, ©	Do you think you will smoke a cigarette at anytime during the next year?	1 = A. I definitely will; 2 = B. I probably will; 3 = C. I probably will not; 4 = D. I definitely will not	en16	Percentage of students who answered "I definitely will", "I probably will" or "I probably will not"	1 = Yes; 2 = No	A, B, or C	A, B, C, or D
e17	D, ©	If one of your best friends offered you a cigarette, would you smoke it?	1 = A. Definitely yes; 2 = B. Probably yes; 3 = C. Probably not; 4 = D. Definitely not	en17	Percentage of students who answered "Definitely yes", "Probably yes" or "Probably not"	1 = Yes; 2 = No	A, B, or C	A, B, C, or D
e18a	D, ©	Have you ever had a drink of alcohol, other than a few sips?	1 = Yes; 2 = No	en18a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
e19	D, ©	During the past 30 days, on how many days did you have at least one drink of alcohol?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	en19	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
e20	D, ©	If you wanted to get some alcohol, how easy would it be for you to get some?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	en20	Percentage of students who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D	A, B, C, or D
e21	D, ©	How wrong do your parents feel it would be for you to drink alcohol regularly?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	en21	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
e53	D, ©	Have you ever used marijuana?	1 = Yes; 2 = No	en53	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
e22a	D, ©	Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high?	1 = Yes; 2 = No	en22a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
e23	D, ©	During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use?	1 = A. Yes; 2 = B. No; 3 = C. Don't know	en23	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
e24	D, ©	Do you agree or disagree with the following statement? "My family has clear rules about alcohol and drug use."	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Disagree; 4 = D. Strongly disagree	en24	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, or D
e25a	D, ©	About how many adults over 21 have you known personally who in the past year have gotten drunk or high?	1 = A. None; 2 = B. 1 adult; 3 = C. 2 adults; 4 = D. 3 or 4 adults; 5 = E. 5 or more adults	en25a	Percentage of students who answered at least 1 adult	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
e29a	N/A	During the past 7 days, how many times did you drink <b>100% fruit juices</b> such as orange juice, apple juice, or grape juice? (Do <b>not</b> count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)	1 = A. I did not drink 100% fruit juice during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
e30a	N/A	During the past 7 days, how many times did you eat <b>fruit</b> ? (Do <b>not</b> count fruit juice.)	1 = A. I did not eat fruit during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
e31b	N/A	During the past 7 days, how many times did you eat <b>vegetables</b> , such as carrots, green salad, corn, or green beans? (Do <b>not</b> count french fries or other fried potatoes.)	1 = A. I did not eat vegetables during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
e54	D, ©	During the past 7 days, how many times did you drink <b>a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage</b> such as Gatorade, Red Bull, lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight? (Do <b>not</b> count diet soda, other diet drinks, or 100% fruit juice.)	1 = A. I did not drink soda, sports drinks, energy drinks, or other sugar-sweetened beverages during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	en54_2	Percentage of students who answered at least one time per day in the past week	1 = Yes; 2 = No	D, E, F, or G	A, B, C, D, E, F, or G
e55	D, ©	During the past 7 days, how many meals did you eat with your family?	1 = A. 0 meals; 2 = B. 1 to 3 meals; 3 = C. 4 to 6 meals; 4 = D. 7 to 9 meals; 5 = E. 10 to 12 meals; 6 = F. 13 to 15 meals; 7 = G. 16 or more meals	en55	Percentage of students who answered at least 7 meals	1 = Yes; 2 = No	D, E, F, or G	A, B, C, D, E, F, or G

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
e56	D, ©	During the past 7 days, on how many days were you physically active for a total of <b>at least 60 minutes per day</b> ? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	en56	Percentage of students who answered at least 5 days	1 = Yes; 2 = No	F, G, or H	A, B, C, D, E, F, G, or H
e34	D, ©	On an average school day, how many hours do you watch TV?	1 = A. I do not watch TV on an average school day; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	en34	Percentage of students who answered at least 3 hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G
e34	D, ©	On an average school day, how many hours do you watch TV?	1 = A. I do not watch TV on an average school day; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	en34_2	Percentage of students who answered 2 or fewer hours	1 = Yes; 2 = No	A, B, C, or D	A, B, C, D, E, F, or G
e57a	D, ©	On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)	1 = A. I do not play video or computer games or use a computer for something that is not school work; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	en57a	Percentage of students who answered at least 3 hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G
e57a	D, ©	On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)	1 = A. I do not play video or computer games or use a computer for something that is not school work; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	en57a_2	Percentage of students who answered 2 or fewer hours	1 = Yes; 2 = No	A, B, C, or D	A, B, C, D, E, F, or G

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
e35	D, ©	During an average week, how many days do you spend time in clubs, after-school programs, or other organized activities (other than sports) outside of regular school hours?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	en35	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G or H
e36a	D, ©	Has a doctor or nurse ever told you that you have asthma?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	en36a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
e59	D	Do you still have asthma?	1 = A. I have never had asthma; 2 = B. Yes; 3 = C. No; 4 = D. Not sure	en59_2	Among students who reported to have asthma in e36a, the percentage of students who answered "Yes"	1 = Yes; 2 = No	e36a=A & e59=B	e36a=A & e59 = B, C, or D (Exclude A)
e38b	D	Has a doctor, nurse, or asthma educator ever taught you what to do during an asthma episode or attack?	1 = A. I have never had asthma; 2 = B. Yes; 3 = C. No; 4 = D. Not sure	en38b_2	Among students who reported to have asthma in e36a, the percentage of students who answered "Yes"	1 = Yes; 2 = No	e36a=A & e38b=B	e36a=A & e38b=B, C, or D (Exclude A)
e39a	D	During the past month, how often has asthma limited your usual activities?	1 = A. I have never had asthma; 2 = B. Most of the time; 3 = C. Some of the time; 4 = D. Never; 5 = E. Not sure	en39a_2	Among students who reported to have asthma in e36a, the percentage of students who answered "Most of the time" or "Some of the time" (Excludes "Not sure" responses from e39a)	1 = Yes; 2 = No	e36a=A & e39a=B or C	e36a=A & e39a=B, C, or D (Exclude A & E)
e40a	D	How often did you miss school <b>this year</b> because of your asthma?	1 = A. I have never had asthma; 2 = B. I never missed school because of my asthma; 3 = C. I missed school some of the time; 4 = D. I missed school often; 5 = E. Not sure	en40a_2	Among students who reported to have asthma in e36a, the percentage of students who answered "I missed school some of the time" or "I missed school often" (Excludes "Not sure" responses from e40a)	1 = Yes; 2 = No	e36a=A & e40a =C or D	e36a=A & e40a=B, C, or D (Exclude A & E)
e41a	D	During the past month, how often did your asthma make it difficult for you to stay asleep?	1 = A. I have never had asthma; 2 = B. Never; 3 = C. 1 time; 4 = D. 2, 3 or 4 times; 5 = E. More than 4 times; 6 = F. Not sure	en41a_2	Among students who reported to have asthma in e36a, the percentage of students who answered at least 1 time (Excludes "Not sure" responses from e41a)	1 = Yes; 2 = No	e36a=A & e41a=C, D, or E	e36a=A & e41a=B, C, D, or E (Exclude A & F)

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
e42a	D	During the past month, how many days did you have any symptoms of asthma such as shortness of breath, tightness in your chest, or a wheezing cough?	1 = A. I have never had asthma; 2 = B. Never; 3 = C. Between 1 and 7 days; 4 = D. More than 8 days; 5 = E. Everyday; 6 = F. Not sure	en42a_2	Among students who reported to have asthma in e36a, the percentage of students who answered at least 1 day (Excludes "Not sure" responses from e42a)	1 = Yes; 2 = No	e36a=A & e42a=C, D, or E	e36a=A & e42a=B, C, D, or E (Exclude A & F)
e43a	D, ©	Has a doctor or nurse ever told you that you have diabetes?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	en43a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
e60	D, ©	When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?	1 = A. During the past 12 months (1 year); 2 = B. Between 12 and 24 months ago (1-2 years); 3 = C. More than 24 months ago (more than 2 years); 4 = D. Never; 5 = E. Not sure	en60	Percentage of students who answered "During the past 12 months (1 year)" (Excludes "Not sure" responses from e60)	1 = Yes; 2 = No	A	A, B, C, or D (Exclude E)
e61	D, ©	Have you missed any school this year because of problems with your teeth? For example, you needed to get a cavity filled or your tooth hurt. We are not asking about missing school to see a dentist for a regular check-up or cleaning.	1 = A. Yes; 2 = B. No; 3 = C. Don't know	en61	Percentage of students who answered "Yes" (Excludes "Don't know" responses from e61)	1 = Yes; 2 = No	A	A or B (Exclude C)
e46	D, ©	When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	en46	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
e47	D, ©	When you are outside for more than one hour on a sunny day, how often do you do one of the following: stay in the shade, wear clothing that covers most of your arms and legs, or wear a hat?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	en47	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
e48	D, ©	During the past year, have you had any sunburns? (A sunburn is any reddening or burn of the skin that lasts until the next day.)	1 = A. Yes; 2 = B. No; 3 = C. Not sure	en48	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
e48	D	During the past year, have you had any sunburns? (A sunburn is any reddening or burn of the skin that lasts until the next day.)	1 = A. Yes; 2 = B. No; 3 = C. Not sure	en48_2	Percentage of students who answered "Yes" (Excludes "Not sure" responses from e48)	1 = Yes; 2 = No	A	A or B (Exclude C)



## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
e49	D, ©	Do you agree or disagree that you have parents who try to help you succeed?	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Not sure; 4 = D. Disagree; 5 = E. Strongly disagree	en49	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
e50	D, ©	Do you agree or disagree that at least one of your teachers really cares and gives you help and support when you need it?	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Not sure; 4 = D. Disagree; 5 = E. Strongly disagree	en50	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, D, or E

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information																																				
enowt2	Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT	1 = Yes; 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a>																																				
enobese2	Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT	1 = Yes; 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a>																																				
enhlthwt2	Percentage of students who were at a healthy weight (i.e., at or above the 5th percentile but below the 85th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT	1 = Yes; 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a> to calculate BMI percentiles. After setting outliers (_bivbmi in (1,2)) to missing, SAS code is: *healthy weight*; if bmipct = . then enhlthwt2 = .; else if bmipct >= 5 and bmipct < 85 then enhlthwt2 = 1; else if bmipct < 5 or bmipct >= 85 then knhlthwt = 2;																																				
raceeth	Race/Ethnicity	1 = American Indian or Alaska Native* 2 = Asian* 3 = Black or African American* 4 = Hispanic 5 = Native Hawaiian or Other Pacific Islander* 6 = White* 7 = Multiple Races*  * = Non-Hispanic	<table><thead><tr><th>Hispanic (e4)</th><th>Race (e5aa – e5e)</th><th>Output</th></tr></thead><tbody><tr><td>B (No)</td><td>A (American Indian/Alaska Native)</td><td>1 = America Indian/Alaska Native</td></tr><tr><td>B (No)</td><td>B (Asian)</td><td>2 = Asian</td></tr><tr><td>B (No)</td><td>C (Black or African American)</td><td>3 = Black or African American</td></tr><tr><td>B (No)</td><td>D (Native Hawaiian or Other Pacific Islander)</td><td>5 = Native Hawaiian or Other Pacific Islander</td></tr><tr><td>B (No)</td><td>E (White</td><td>6 = White</td></tr><tr><td>A (Yes)</td><td>Missing</td><td>4 = Hispanic</td></tr><tr><td>A (Yes)</td><td>1 or more responses (A thru E)</td><td>4 = Hispanic</td></tr><tr><td>B (No)</td><td>2 or more responses (A thru E)</td><td>7 = Multiple races</td></tr><tr><td>B (No)</td><td>Missing</td><td>Missing</td></tr><tr><td>Missing</td><td>Any response</td><td>Missing</td></tr><tr><td>Missing</td><td>Missing</td><td>Missing</td></tr></tbody></table>	Hispanic (e4)	Race (e5aa – e5e)	Output	B (No)	A (American Indian/Alaska Native)	1 = America Indian/Alaska Native	B (No)	B (Asian)	2 = Asian	B (No)	C (Black or African American)	3 = Black or African American	B (No)	D (Native Hawaiian or Other Pacific Islander)	5 = Native Hawaiian or Other Pacific Islander	B (No)	E (White	6 = White	A (Yes)	Missing	4 = Hispanic	A (Yes)	1 or more responses (A thru E)	4 = Hispanic	B (No)	2 or more responses (A thru E)	7 = Multiple races	B (No)	Missing	Missing	Missing	Any response	Missing	Missing	Missing	Missing
Hispanic (e4)	Race (e5aa – e5e)	Output																																					
B (No)	A (American Indian/Alaska Native)	1 = America Indian/Alaska Native																																					
B (No)	B (Asian)	2 = Asian																																					
B (No)	C (Black or African American)	3 = Black or African American																																					
B (No)	D (Native Hawaiian or Other Pacific Islander)	5 = Native Hawaiian or Other Pacific Islander																																					
B (No)	E (White	6 = White																																					
A (Yes)	Missing	4 = Hispanic																																					
A (Yes)	1 or more responses (A thru E)	4 = Hispanic																																					
B (No)	2 or more responses (A thru E)	7 = Multiple races																																					
B (No)	Missing	Missing																																					
Missing	Any response	Missing																																					
Missing	Missing	Missing																																					
entobsus	Percentage of students who are susceptible to tobacco use	1 = Yes; 2 = No	1 = Yes 2 = No (NOTE: The following is SAS code) Need to write SAS code for the following: If any of e15, e16, or e17 are missing, then entobsus set to missing. If any of e15, e16, e17 is (1, 2, 3) then entobsus = 1 (susceptible). If ALL of e15, e16, e17 = 4, then entobsus = 2 (not susceptible).																																				

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
enfruit	Percentage of students who drank 100% fruit juice and/or ate fruit two or more times per day during the past seven days	1 = Yes; 2 = No	<p>(NOTE: The following is SAS code)</p> <pre> Length qfruit1 qfruit2 8; qfrtot=0; Array qfr{2} e29a e30a; Array qfruit{2} qfruit1 qfruit2; do i=1 to 2; select (qfr{i}); when('1') qfruit{i}=0; when('2') qfruit{i}=2/7; when('3') qfruit{i}=5/7; when('4') qfruit{i}=1; when('5') qfruit{i}=2; when('6') qfruit{i}=3; when('7') qfruit{i}=4; otherwise qfruit{i}=.; end; qfrtot = qfrtot+qfruit{i}; end; if qfrtot&gt;=2 then qnfruit=1; else if qfrtot ne . then qnfruit=2; else qnfruit=.; drop qfruit1-qfruit2 qfrtot; </pre>
enveg	Percentage of students who ate vegetables three or more times per day during the past seven days	1 = Yes; 2 = No	<p>Numerator for e31b = F or G Denominator for e31b = A, B, C, D, E, F, or G</p>

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
enfrvg	Percentage of students who drank 100% fruit juice, ate fruit and/or ate vegetables five or more times per day during the past seven days	1 = Yes; 2 = No	(NOTE: The following is SAS code) Length qfrvg1 qfrvg2 qfrvg3 8; qfrvgtot=0; Array qfv{6} e29a e30a e31a; Array qfrvg{6} qfrvg1 qfrvg2 qfrvg3; do i=1 to 3; select (qfv{i}); when('1') qfrvg{i}=0; when('2') qfrvg{i}=2/7; when('3') qfrvg{i}=5/7; when('4') qfrvg{i}=1; when('5') qfrvg{i}=2; when('6') qfrvg{i}=3; when('7') qfrvg{i}=4; otherwise qfrvg{i}=.; end; qfrvgtot = qfrvgtot+qfrvg{i}; end; if qfrvgtot>=5 then qnfrvg=1; else if qfrvgtot ne . then qnfrvg=2; else qnfrvg=.; drop qfrvg1-qfrvg3 qfrvgtot;
enpa7day	Percentage of students who were physically active for a total of at least 60 minutes per day on all of the past seven days	1 = Yes; 2 = No	(NOTE: The following is SAS code) If e56='8' then enpa7day=1; Else if e56 in ('1','2','3','4','5','6','7') then enpa7day=2; Else enpa7day=.;
enscreen	Percentage of students watching 2 or fewer hours of combined screen time (tv, video games, computer) per day on an average school day	1 = Yes; 2 = No	(NOTE: The following will be SAS code) SAS code needs to be written to combine e34 and e57a. If e34 or e57a are missing then enscreen is missing. If Sum of e34 and e57a is 2 or fewer hours then enscreen = 1 (yes). Else if sum of e34 and e57a is more than 2 hours then enscreen = 2 (No).
enltasth	Percentage of students with lifetime asthma (Excludes "Not sure" responses from e36a)	1 = Yes; 2 = No	(NOTE: The following is SAS code) *lifetime asthma*; enltasth = .; if e36a = 1 then enltasth = 1; else if e36a = 2 then enltasth = 2;

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
encrasth	Percentage of students with current asthma (Excludes “Not sure” responses from e36a and e59)	1 = Yes; 2 = No	(NOTE: The following is SAS code) *current asthma*; encrasth = .; if e36a = . then encrasth = .; else if e36a = 1 and e59 = 1 then encrasth = 1; else if e36a = 2 or e59 = 2 then encrasth = 2;
endiab	Percentage of students with diagnosed diabetes (Excludes “Not sure” responses from e43a)	1 = Yes; 2 = No	(NOTE: The following is SAS code; this code has not been tested.) *diagnosed diabetes*; endiab = .; if e43a = 1 then endiab = 1; else if e43a = 2 then endiab = 2; else if e43a = 3 then endiab = .;

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
1	studenti	Student ID Variable
2	pacid	PACID
3	class_co	Class Code
4	school_n	School Name
5	doe_id	Department of Education ID
6	sau_id	SAU DOE ID
7	aos_id	AOS Code
8	county_i	County Code
9	county_n	County Name
10	phd_id	Public Health District
11	phd_name	Public Health District name
12	enowt2	(enowt2) Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT
13	enobese2	(enobese2) Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT
14	enhlthwt	(enhlthwt2) Percentage of students who were at a healthy weight (i.e., at or above the 5th percentile but below the 85th percentile for body mass index, by age and sex) -- MEASURED HEIGHT/WEIGHT
15	e1	(e1)How old are you?
16	e2	(e2)What is your sex?
17	e3	(e3)In what grade are you?
18	e4	(e4)Are you Hispanic or Latino?
19	e5aa	(e5aa)What is your race? (Select one or more responses.) A. American Indian or Alaska Native
20	e5b	(e5b)What is your race? (Select one or more responses.) B. Asian
21	e5c	(e5c)What is your race? (Select one or more responses.) C. Black or African American
22	e5d	(e5d)What is your race? (Select one or more responses.) D. Native Hawaiian or Other Pacific Islander
23	e5e	(e5e)What is your race? (Select one or more responses.) E. White
24	raceeth	Race/Ethnicity
25	e6a	(e6a)What language is spoken most often at home?
26	en6a	(en6a)What language is spoken most often at home? Percentage of students who answered something other than 'English'
27	e7a	(e7a)How often do you wear a seat belt when riding in a car?
28	en7a	(en7a)How often do you wear a seat belt when riding in a car? Percentage of students who answered 'Never' or 'Rarely'
	en7a_2	(en7a_2)How often do you wear a seat belt when riding in a car? Percentage of students who answered 'Always'
29	e8a	(e8a)How often do you sit in the back seat when you are riding in a car?
30	en8a	(en8a)How often do you sit in the back seat when you are riding in a car? Percentage of students who answered 'Never' or 'Rarely'
31	e9a	(e9a)When you ride a bicycle, how often do you wear a helmet?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
32	en9a	(en9a)When you ride a bicycle, how often do you wear a helmet? Among students who ride a bicycle, the percentage of students who answered 'Never' or 'Rarely'
33	e51	(e51)Have you ever been bullied on school property?
34	en51	(en51)Have you ever been bullied on school property? Percentage of students who answered 'Yes'
35	e52a	(e52a)Have you ever been bullied away from school property?
36	en52a	(en52a)Have you ever been bullied away from school property? Percentage of students who answered 'Yes'
37	e12	(e12)Do you agree or disagree with the following statement? 'I feel safe at my school.'
38	en12	(en12)Do you agree or disagree with the following statement? 'I feel safe at my school.' Percentage of students who answered 'Strongly agree' or 'Agree'
39	e13	(e13)Have you ever tried cigarette smoking, even one or two puffs?
40	en13	(en13)Have you ever tried cigarette smoking, even one or two puffs? Percentage of students who answered 'Yes'
41	e14	(e14)During the past 30 days, on how many days did you smoke cigarettes?
42	en14	(en14)During the past 30 days, on how many days did you smoke cigarettes? Percentage of students who answered at least 1 day
43	e15	(e15)Do you think you will try a cigarette soon?
44	en15	(en15)Do you think you will try a cigarette soon? Percentage of students who answered 'I definitely will', 'I probably will' or 'I probably will not'
45	e16	(e16)Do you think you will smoke a cigarette at anytime during the next year?
46	en16	(en16)Do you think you will smoke a cigarette at anytime during the next year? Percentage of students who answered 'I definitely will', 'I probably will' or 'I probably will not'
47	e17	(e17)If one of your best friends offered you a cigarette, would you smoke it?
48	en17	(en17)If one of your best friends offered you a cigarette, would you smoke it? Percentage of students who answered 'Definitely yes', 'Probably yes' or 'Probably not'
49	e18a	(e18a)Have you ever had a drink of alcohol, other than a few sips?
50	en18a	(en18a)Have you ever had a drink of alcohol, other than a few sips? Percentage of students who answered 'Yes'
51	entobsus	(entobsus) Percentage of students who are susceptible to tobacco use
52	e19	(e19)During the past 30 days, on how many days did you have at least one drink of alcohol?
53	en19	(en19)During the past 30 days, on how many days did you have at least one drink of alcohol? Percentage of students who answered at least 1 day
54	e20	(e20)If you wanted to get some alcohol, how easy would it be for you to get some?
55	en20	(en20)If you wanted to get some alcohol, how easy would it be for you to get some? Percentage of students who answered 'Sort of easy' or 'Very easy'
56	e21	(e21)How wrong do your parents feel it would be for you to drink alcohol regularly?
57	en21	(en21)How wrong do your parents feel it would be for you to drink alcohol regularly? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
58	e53	(e53)Have you ever used marijuana?
59	en53	(en53)Have you ever used marijuana? Percentage of students who answered 'Yes'
60	e22a	(e22a)Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high?
61	en22a	(en22a)Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high? Percentage of students who answered 'Yes'
62	e23	(e23)During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use?
63	en23	(en23)During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use? Percentage of students who answered 'Yes'
64	e24	(e24)Do you agree or disagree with the following statement? 'My family has clear rules about alcohol and drug use.'

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
65	en24	(en24)Do you agree or disagree with the following statement? 'My family has clear rules about alcohol and drug use.' Percentage of students who answered 'Strongly agree' or 'Agree'
66	e25a	(e25a)About how many adults over 21 have you known personally who in the past year have gotten drunk or high?
67	en25a	(en25a)About how many adults over 21 have you known personally who in the past year have gotten drunk or high? Percentage of students who answered at least 1 adult
68	e29a	(e29a)During the past 7 days, how many times did you drink 100% fruit juices such as orange juice, apple juice, or grape juice? (Do not count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)
69	e30a	(e30a)During the past 7 days, how many times did you eat fruit? (Do not count fruit juice.)
70	enfruit	(enfruit) Percentage of students who drank 100% fruit juice and/or ate fruit two or more times per day during the past seven days
71	e31b	(e31b)During the past 7 days, how many times did you eat vegetables, such as carrots, green salad, corn, or green beans? (Do not count french fries or other fried potatoes.)
72	enveg	(enveg) Percentage of students who ate vegetables three or more times per day during the past seven days
73	enfrvg	(enfrvg) Percentage of students who drank 100% fruit juice, ate fruit and/or ate vegetables five or more times per day during the past seven days
74	e54	(e54)During the past 7 days, how many times did you drink a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage (Gatorade, Red Bull, lemonade, sweetened tea or coffee drinks, flavored milk, Snapple...)?
75	en54_2	(en54_2)During the past 7 days, how many times did you drink a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage...? Percentage of students who answered at least one time per day in the past week
76	e55	(e55)During the past 7 days, how many meals did you eat with your family?
77	en55	(en55)During the past 7 days, how many meals did you eat with your family? Percentage of students who answered at least 7 meals
78	e56	(e56)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 of the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard...)
79	enpa7day	(enpa7day)Percentage of students who were physically active for a total of at least 60 minutes per day on all of the past seven days
80	en56	(en56)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 of the time you spent in any kind of physical activity that...) Percentage of students who answered at least 5 days
81	e34	(e34)On an average school day, how many hours do you watch TV?
82	en34	(en34)On an average school day, how many hours do you watch TV? Percentage of students who answered at least 3 hours
83	en34_2	(en34_2)On an average school day, how many hours do you watch TV? Percentage of students who answered 2 or fewer hours
84	e57a	(e57a)On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count...Xbox,PlayStation,an iPod,an iPad or other tablet,a smartphone,YouTube,Facebook...the Internet.)
85	en57a	(en57a)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? (Xbox, PlayStation, iPods/iPads, YouTube...) Percentage of students who answered at least 3 hours
86	en57a_2	(en57a_2)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? (Xbox, PlayStation, iPods/iPads, YouTube...) Percentage of students who answered 2 or fewer hours
87	enscreen	(enscreen) Percentage of students watching 2 or fewer hours of combined screen time (tv, video games, computer) per day on an average school day
88	e35	(e35)During an average week, how many days do you spend time in clubs, after-school programs, or other organized activities (other than sports) outside of regular school hours?
89	en35	(en35)During an average week, how many days do you spend time in clubs, after-school programs, or other organized activities (other than sports) outside of regular school hours? Percentage of students who answered at least 1 day
90	e36a	(e36a)Has a doctor or nurse ever told you that you have asthma?
91	en36a	(en36a)Has a doctor or nurse ever told you that you have asthma?Percentage of students who answered 'Yes'
92	enltasth	(enltasth) Percentage of students with lifetime asthma
93	e59	(e59)Do you still have asthma?



### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
94	en59_2	(en59_2)Do you still have asthma? Among students who reported to have asthma in e36a, the percentage of students who answered 'Yes'
95	enrasth	(enrasth) Percentage of students with current asthma
96	e38b	(e38b)Has a doctor, nurse, or asthma educator ever taught you what to do during an asthma episode or attack?
97	en38b_2	(en38b_2)Has a doctor, nurse, or asthma educator ever taught you what to do during an asthma episode or attack? Among students who reported to have asthma in e36a, the percentage of students who answered 'Yes'
98	e39a	(e39a)During the past month, how often has asthma limited your usual activities?
99	en39a_2	(e39a_2)During the past month, how often has asthma limited your usual activities? Among students who reported to have asthma in e36a, the percentage of students who answered 'Most of the time' or 'Some of the time' (Excludes 'Not sure' responses from e39a)
100	e40a	(e40a)How often did you miss school this year because of your asthma?
101	en40a_2	(en40a_2)How often did you miss school this year because of your asthma? Among students who reported to have asthma in e36a, the percentage of students who answered 'I missed school some of the time'/'I missed school often' (Excludes 'Not sure' responses from e40a)
102	e41a	(e41a)During the past month, how often did your asthma make it difficult for you to stay asleep?
103	en41a_2	(en41a_2)During the past month, how often did your asthma make it difficult for you to stay asleep? Among students who reported to have asthma in e36a, the percentage of students who answered at least 1 time (Excludes 'Not sure' responses from e41a)
104	e42a	(e42a)During the past month, how many days did you have any symptoms of asthma such as shortness of breath, tightness in your chest, or a wheezing cough?
105	en42a_2	(en42a_2)During the past month, how many days did you have any symptoms of asthma such as shortness of breath...? Among students who reported to have asthma in e36a, the percentage of students who answered at least 1 day (Excludes 'Not sure' responses from e42a)
106	e43a	(e43a)Has a doctor or nurse ever told you that you have diabetes?
107	en43a	(en43a)Has a doctor or nurse ever told you that you have diabetes?Percentage of students who answered 'Yes'
108	endiab	(endiab) Percentage of students with diagnosed diabetes
109	e60	(e60)When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?
110	en60	(en60)When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work? Percentage of students who answered 'During the past 12 months (1 year)' (Excludes 'Not sure' responses from e60)
111	e61	(e61)Have you missed any school this year because of problems with your teeth? For example, you needed to get a cavity filled or your tooth hurt. We are not asking about missing school to see a dentist for a regular check-up or cleaning.
112	en61	(en61)Have you missed any school this year because of problems with your teeth? For example, you needed to get a cavity filled or your tooth hurt... Percentage of students who answered 'Yes' (Excludes 'Don't know' responses from e61)
113	e46	(e46)When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher?
114	en46	(en46)When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher? Percentage of students who answered 'Most of the time' or 'Always'
115	e47	(e47)When you are outside for more than one hour on a sunny day, how often do you do one of the following: stay in the shade, wear clothing that covers most of your arms and legs, or wear a hat?
116	en47	(en47)When you are outside for more than one hour on a sunny day, how often do you....: stay in the shade, wear clothing that covers most of your arms and legs, or wear a hat? Percentage of students who answered 'Most of time' or 'Always'
117	e48	(e48)During the past year, have you had any sunburns? (A sunburn is any reddening or burn of the skin that lasts until the next day.)
118	en48	(en48)During the past year, have you had any sunburns? (A sunburn is any reddening or burn of the skin that lasts until the next day.) Percentage of students who answered 'Yes'
119	en48_2	(en48_2)During the past year, have you had any sunburns? (A sunburn is any reddening or burn of the skin that lasts until the next day.) Percentage of students who answered 'Yes' (Excludes 'Not sure' responses from e48)
120	e49	(e49)Do you agree or disagree that you have parents who try to help you succeed?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
121	en49	(en49)Do you agree or disagree that you have parents who try to help you succeed? Percentage of students who answered 'Strongly agree' or 'Agree'
122	e50	(e50)Do you agree or disagree that at least one of your teachers really cares and gives you help and support when you need it?
123	en50	(en50)Do you agree or disagree that at least one of your teachers really cares and gives you help and support when you need it? Percentage of students who answered 'Strongly agree' or 'Agree'
124	feet	Measured height -- feet
125	inches	Measured height -- inches
126	weight	Measured weight in pounds
127	bmi	Body Mass Index
128	bmipct	BMI Percentile
129	vbivbmi	VBIVBMI Biologically Implausible Values for BMI
130	sex	Sex
131	age	Age
132	grade	Grade Level
133	subvert	Record Subverted
134	wsta	State Level Weight
135	wphd	PHD Level Weight
136	wsch	School Level Weight
137	psu_scho	PSU for School Level Analysis
138	str_scho	Strata for School Level Analysis
139	psu_not	PSU for District Level (and above) Analysis
140	str_not	Strata for District Level (and above) Analysis



# 2015 MIYHS CODEBOOK FOR MS MODULE

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m1	N/A	A,B,C,D	How old are you?	1 = A. 10 years old or younger; 2 = B. 11 years old; 3 = C. 12 years old; 4 = D. 13 years old; 5 = E. 14 years old; 6 = F. 15 years old; 7 = G. 16 years old or older	N/A	N/A	N/A	N/A	N/A
m2	N/A	A,B,C,D	What is your sex?	1 = A. Female; 2 = B. Male	N/A	N/A	N/A	N/A	N/A
m3	N/A	A,B,C,D	In what grade are you?	1 = A. 6th grade; 2 = B. 7th grade; 3 = C. 8th grade; 4 = D. Ungraded or other grade	N/A	N/A	N/A	N/A	N/A
m4	N/A	A,B,C,D	Are you Hispanic or Latino?	1 = A. Yes; 2 = B. No	N/A	N/A	N/A	N/A	N/A
m5aa	N/A	A,B,C,D	What is your race? <b>(Select one or more responses.)</b>	1 = A. American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
m5b				1 = B. Asian					
m5c				1 = C. Black or African American					
m5da				1 = D. Native Hawaiian or Other Pacific Islander					
m5e				1 = E. White					
m6ft	N/A	A,B	How tall are you without your shoes on?	3 thru 7	N/A	N/A	N/A	N/A	N/A
m6in1				0 thru 1					
m6in2				0 thru 9					
m7wgt1	N/A	A,B	How much do you weigh without your shoes on?	0 thru 3	N/A	N/A	N/A	N/A	N/A
m7wgt2				0 thru 9					
m7wgt3				0 thru 9					
m8a (Modified)	D	A,B,C,D	What language is spoken most often at home?	1 = A. Acholi; 2 = B. Arabic; 3 = C. English; 4 = D. French; 5 = E. Khmer; 6 = F. Somali; 7 = G. Spanish; 8 = H. Some other language	mn8a	Percentage of students who answered something other than "English"	1 = Yes; 2 = No	A, B, D, E, F, G, or H	A, B, C, D, E, F, G, or H

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m9	D	C,D	<b>When you ride a bicycle</b> , how often do you wear a helmet?	1 = A. I do not ride a bicycle; 2 = B. Never wear a helmet; 3 = C. Rarely wear a helmet; 4 = D. Sometimes wear a helmet; 5 = E. Most of the time wear a helmet; 6 = F. Always wear a helmet	mn9	Among students who ride a bicycle, the percentage of students who answered "Never" or "Rarely"	1 = Yes; 2 = No	B or C	B, C, D, E, or F (Exclude A)
m10	D	C,D	How often do you wear a seat belt when <b>riding</b> in a car?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	mn10	Percentage of students who answered "Never" or "Rarely"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
m10	D	C,D	How often do you wear a seat belt when <b>riding</b> in a car?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	mn10_2	Percentage of students who answered "Always"	1 = Yes; 2 = No	E	A, B, C, D, or E
m11	D	A,B	Have you ever ridden in a car or other vehicle driven by someone who had been drinking alcohol?	1 = A. Yes; 2 = B. No	mn11	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m12a (Modified)	D	A,B	Have you ever ridden in a car or other vehicle driven by someone who had been taking illegal drugs such as marijuana, cocaine, heroin, or LSD?	1 = A. Yes; 2 = B. No	mn12a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m151	D	C	Have you ever carried a weapon such as a gun, knife, or club <b>on school property</b> ?	1 = A. Yes; 2 = B. No	mn151	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m14a	D	C	Have you ever been threatened or hurt with a weapon such as a gun, knife, or club?	1 = A. Yes; 2 = B. No	mn14a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m16a	D	C	Have you ever been in a physical fight in which you were hurt and had to be treated by a doctor or nurse?	1 = A. Yes; 2 = B. No	mn16a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m17a	D	C	Have you ever been forced (physically or otherwise) to have sexual contact?	1 = A. Yes; 2 = B. No	mn17a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m18	D	C	Has violence in your home, or the threat of violence, ever made you want to leave your home, even just for a short while?	1 = A. Yes; 2 = B. No	mn18	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m20	D	C	How often is the following statement true for you? "I resolve conflicts without anyone getting hurt."	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	mn20	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E

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m21	D, ©	A,B,C,D	Do you agree or disagree with the following statement? "I feel safe at my school."	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Disagree; 4 = D. Strongly disagree	mn21	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, or D
m22	D, ©	A,B,C,D	Have you ever been bullied <b>on school property</b> ?	1 = A. Yes; 2 = B. No	mn22	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m152a	D	C	Have you ever been <b>electronically</b> bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)	1 = A. Yes; 2 = B. No	mn152a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m153	D	C,D	Have you ever felt so sad or hopeless almost every day for <b>two weeks or more in a row</b> that you stopped doing some usual activities?	1 = A. Yes; 2 = B. No	mn153	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m154b	D	C,D	When you have felt sad or hopeless, from whom did you get help? (Select only <b>one</b> response.)	1 = A. I did not feel sad or hopeless; 2 = B. I did feel sad or hopeless but did not seek help; 3 = C. Parent or other adult relative; 4 = D. Teacher or other school staff; 5 = E. Other adults; 6 = F. Friends; 7 = G. None of the above	mn154b	Among students who have ever felt sad or hopeless, the percentage of students who answered that they got help from an adult	1 = Yes; 2 = No	C, D, or E	B, C, D, E, F, or G (Exclude A)
m25	D, ©	A,B,C,D	Have you ever <b>seriously</b> thought about killing yourself?	1 = A. Yes; 2 = B. No	mn25	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m26	D	C	Have you ever made a <b>plan</b> about how you would kill yourself?	1 = A. Yes; 2 = B. No	mn26	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m27	D	C	Have you ever <b>tried</b> to kill yourself?	1 = A. Yes; 2 = B. No	mn27	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m28	D	D	Have you ever done something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?	1 = A. Yes; 2 = B. No	mn28	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m42	D	B	Have you ever tried cigarette smoking, even one or two puffs?	1 = A. Yes; 2 = B. No	mn42	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m29	D, ©	A,B,C,D	During the past 30 days, on how many days did you smoke cigarettes?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	mn29	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m32	D, ©	A,B,C,D	How old were you when you smoked a whole cigarette for the first time?	1 = A. I have never smoked a whole cigarette; 2 = B. 8 years old or younger; 3 = C. 9 years old; 4 = D. 10 years old; 5 = E. 11 years old; 6 = F. 12 years old; 7 = G. 13 years old or older	mn32	Among students who have smoked a whole cigarette, the percentage of students who answered before age 11	1 = Yes; 2 = No	B, C, or D	B, C, D, E, F, or G (Exclude A)
m32	D	A,B,C,D	How old were you when you smoked a whole cigarette for the first time?	1 = A. I have never smoked a whole cigarette; 2 = B. 8 years old or younger; 3 = C. 9 years old; 4 = D. 10 years old; 5 = E. 11 years old; 6 = F. 12 years old; 7 = G. 13 years old or older	mn32_2	Percentage of students who answered before age 11	1 = Yes; 2 = No	B, C, or D	A, B, C, D, E, F, or G
m43	D	B	During the past 30 days, on the days you smoked, how many cigarettes did you smoke <b>per day</b> ?	1 = A. I did not smoke cigarettes during the past 30 days; 2 = B. Less than 1 cigarette per day; 3 = C. 1 cigarette per day; 4 = D. 2 to 5 cigarettes per day; 5 = E. 6 to 10 cigarettes per day; 6 = F. 11 to 20 cigarettes per day; 7 = G. More than 20 cigarettes per day	mn43	Among students who reported current cigarette use, the percentage of students who answered more than 10 cigarettes	1 = Yes; 2 = No	F or G	B, C, D, E, F, or G (Exclude A)
m31	D, ©	A,B,C,D	During the past 30 days, on how many days did you use <b>chewing tobacco, snuff, or dip</b> , such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	mn31	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
m30	D, ©	A,B,C,D	During the past 30 days, on how many days did you smoke <b>cigars, cigarillos, or little cigars</b> ?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	mn30	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m33a	D, ©	A,B,C,D	During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	mn33a	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
m156	D, ©	A,B,C,D	During the past 12 months, were you taught in any of your classes about the dangers of tobacco use?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn156	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
m35	D	A,B	How wrong do your parents feel it would be for you to smoke cigarettes?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn35	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m36	D, ©	A,B,C,D	How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	mn36	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
m37	D, ©	A,B,C,D	If you wanted to get some cigarettes, how easy would it be for you to get some?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	mn37	Percentage of students who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D	A, B, C, or D
m39	D	A,B	When you go to a supermarket, grocery store, convenience store or gas station mini-mart, how often do you see tobacco industry advertisements on signs or poster boards?	1 = A. A lot; 2 = B. Sometimes; 3 = C. Hardly ever; 4 = D. Never; 5 = E. I never go to a supermarket, grocery store, convenience store or mini-mart; 6 = F. I don't know/I'm not sure	mn39	Percentage of students who answered "A lot"	1 = Yes; 2 = No	A	A, B, C, D, E, or F
m41	D	A	How much do you think people risk harming themselves (physically or in other ways) if they are exposed to other people's cigarette smoke?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	mn41	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
m46	D	B	Do you think you would be able to quit smoking cigarettes if you wanted to?	1 = A. I do not smoke now; 2 = B. Yes; 3 = C. No	mn46	Among students who currently smoke, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B	B or C (Exclude A)
m47	D	A,B	Do you think that you will try a cigarette soon?	1 = A. I definitely will; 2 = B. I probably will; 3 = C. I probably will not; 4 = D. I definitely will not	mn47	Percentage of students who answered "I definitely will", "I probably will" or "I probably will not"	1 = Yes; 2 = No	A, B, or C	A, B, C, or D



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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m48	D	A,B	Do you think you will smoke a cigarette at any time during the next year?	1 = A. I definitely will; 2 = B. I probably will; 3 = C. I probably will not; 4 = D. I definitely will not	mn48	Percentage of students who answered "I definitely will", "I probably will" or "I probably will not"	1 = Yes; 2 = No	A, B, or C	A, B, C, or D
m51	D	A,B	If one of your best friends offered you a cigarette, would you smoke it?	1 = A. Definitely yes; 2 = B. Probably yes; 3 = C. Probably not; 4 = D. Definitely not	mn51	Percentage of students who answered "Definitely yes", "Probably yes" or "Probably not"	1 = Yes; 2 = No	A, B, or C	A, B, C, or D
m172	D	A,B	How wrong do your friends feel it would be for you to smoke cigarettes?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn158	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m54	D	D	Has a doctor or someone in a doctor's office talked to you about the danger of tobacco use in the past 12 months?	1 = A. I have not visited a doctor's office; 2 = B. Yes; 3 = C. No	mn54	Among students who have visited a doctor's office in the last 12 months, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B	B or C (Exclude A)
m55	D	D	Has a dentist or someone in a dentist's office talked to you about the danger of tobacco use in the past 12 months?	1 = A. I have not visited a dentist's office; 2 = B. Yes; 3 = C. No	mn55	Among students who have visited a dentist's office in the last 12 months, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B	B or C (Exclude A)
m56a	D	A,B	During the past 7 days, on how many days were you in the same car with someone who was smoking cigarettes?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	mn56a	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
m57	D	A,B	Besides yourself, does anyone who lives in your home smoke cigarettes now?	1 = A. Yes; 2 = B. No	mn57	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m58	D	A,B	How wrong do you think it is for someone your age to smoke cigarettes?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn58	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m173	D	A,B	Have you ever used an electronic vapor product?	1 = A. Yes; 2 = B. No;	mn173	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B

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m174	D	A,B	During the past 30 days, on how many days did you use an electronic vapor product?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	mn174	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
m59a	D, ©	A,B,C,D	Have you ever had a drink of alcohol, other than a few sips?	1 = A. Yes; 2 = B. No	mn59a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m60	D, ©	A,B,C,D	How old were you when you had your first drink of alcohol other than a few sips?	1 = A. I have never had a drink of alcohol other than a few sips; 2 = B. 8 years old or younger; 3 = C. 9 years old; 4 = D. 10 years old; 5 = E. 11 years old; 6 = F. 12 years old; 7 = G. 13 years old or older	mn60	Among students who have had more than a few sips of alcohol, the percentage of students who answered before age 11	1 = Yes; 2 = No	B, C, or D	B, C, D, E, F, or G (Exclude A)
m60	D	A,B,C,D	How old were you when you had your first drink of alcohol other than a few sips?	1 = A. I have never had a drink of alcohol other than a few sips; 2 = B. 8 years old or younger; 3 = C. 9 years old; 4 = D. 10 years old; 5 = E. 11 years old; 6 = F. 12 years old; 7 = G. 13 years old or older	mn60_2	Percentage of students who answered before age 11	1 = Yes; 2 = No	B, C, or D	A, B, C, D, E, F, or G
m61	D, ©	A,B,C,D	During the past 30 days, on how many days did you have at least one drink of alcohol?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	mn61	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
m62a	D, ©	A,B,C,D	During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 to 5 days; 5 = E. 6 to 9 days; 6 = F. 10 to 19 days; 7 = G. 20 or more days	mn62a	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G

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m63b (Modified)	D, ©	A,B,C,D	During the past 30 days, how did you <b>usually</b> get the alcohol you drank?	1 = A. I did not drink alcohol during the past 30 days; 2 = B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station; 3 = C. I bought it at a restaurant, bar, or club; 4 = D. I bought it at a public event such as a concert or sporting event; 5 = E. I gave someone else money to buy it for me; 6 = F. Someone gave it to me; 7 = G. I took it from a store or family member; 8 = H. I got it some other way	mn63b	Among students who reported alcohol use during the past 30 days, the percentage of students who answered "Someone gave it to me"	1 = Yes; 2 = No	F	B, C, D, E, F, G, or H (Exclude A)
m64	D, ©	A,B,C,D	If you wanted to get some alcohol, how easy would it be for you to get some?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	mn64	Percentage of students who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D	A, B, C, or D
m66	D, ©	A,B,C,D	If you drank some alcohol without your parents' permission, would you be caught by your parents?	1 = A. Definitely yes; 2 = B. Probably yes; 3 = C. Probably not; 4 = D. Definitely not	mn66	Percentage of students who answered "Probably not" or "Definitely not"	1 = Yes; 2 = No	C or D	A, B, C, or D
m67b	D	A,B	How much do you think people risk harming themselves (physically or in other ways) if they have <b>1 or 2</b> drinks of an alcoholic beverage nearly every day?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	mn67b	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
m68b	D	A,B	How much do you think people risk harming themselves (physically or in other ways) if they have <b>5 or more</b> drinks of an alcoholic beverage in a row once or twice a week?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	mn68b	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
m69	D	A,B	If a kid drank some alcohol in your neighborhood, would he or she be caught by the police?	1 = A. Definitely yes; 2 = B. Probably yes; 3 = C. Probably not; 4 = D. Definitely not	mn69	Percentage of students who answered "Probably not" or "Definitely not"	1 = Yes; 2 = No	C or D	A, B, C, or D
m70	D	A	What are the chances you would be seen as cool if you began drinking alcohol regularly, that is, at least once or twice a month?	1 = A. No or very little chance; 2 = B. Little chance; 3 = C. Some chance; 4 = D. Pretty good chance; 5 = E. Very good chance	mn70	Percentage of students who answered "Pretty good chance" or "Very good chance"	1 = Yes; 2 = No	D or E	A, B, C, D, or E

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m71a	D	C,D	How wrong would most adults over 21 in your neighborhood think it is for kids your age to drink alcohol?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn71a	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m164	D	A,B	How do you feel about someone your age having <b>1 or 2</b> drinks of an alcoholic beverage nearly every day?	1 = A. Strongly approve; 2 = B. Approve; 3 = C. Neither approve nor disapprove; 4 = D. Disapprove; 5 = E. Strongly disapprove	mn164	Percentage of students who answered "Strongly approve" or "Approve"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
m165	D, ©	A,B,C,D	How wrong do your parents feel it would be for you to have <b>1 or 2</b> drinks of an alcoholic beverage nearly every day?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn165	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m73	D	A	Think of your four best friends. How many in the past year have tried alcohol when their parents didn't know about it?	1 = A. None of my friends; 2 = B. 1 of my friends; 3 = C. 2 of my friends; 4 = D. 3 of my friends; 5 = E. 4 of my friends	mn73	Percentage of students who answered at least 1 friend	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
m175	D	A,B	How wrong do your friends feel it would be for you to have <b>1 or 2</b> drinks of an alcoholic beverage nearly every day?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn175	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m74	D, ©	A,B,C,D	Have you ever used marijuana?	1 = A. Yes; 2 = B. No	mn74	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m75	D, ©	A,B,C,D	How old were you when you tried marijuana for the first time?	1 = A. I have never tried marijuana; 2 = B. 8 years old or younger; 3 = C. 9 years old; 4 = D. 10 years old; 5 = E. 11 years old; 6 = F. 12 years old; 7 = G. 13 years old or older	mn75	Among students who have tried marijuana, the percentage of students who answered before age 11	1 = Yes; 2 = No	B, C, or D	B, C, D, E, F, or G (Exclude A)
m75	D	A,B,C,D	How old were you when you tried marijuana for the first time?	1 = A. I have never tried marijuana; 2 = B. 8 years old or younger; 3 = C. 9 years old; 4 = D. 10 years old; 5 = E. 11 years old; 6 = F. 12 years old; 7 = G. 13 years old or older	mn75_2	Percentage of students who answered before age 11	1 = Yes; 2 = No	B, C, or D	A, B, C, D, E, F, or G

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m76	D, ©	A,B,C,D	During the past 30 days, how many times did you use marijuana?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	mn76	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
m77	D, ©	A,B,C,D	If you wanted to get some marijuana, how easy would it be for you to get some?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	mn77	Percentage of students who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D	A, B, C, or D
m78	D, ©	A,B,C,D	How wrong do your parents feel it would be for you to smoke marijuana?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn78	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m166	D, ©	A,B,C,D	How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana once or twice a week?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	mn166	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
m81	D	B	What are the chances you would be seen as cool if you smoked marijuana?	1 = A. No or very little chance; 2 = B. Little chance; 3 = C. Some chance; 4 = D. Pretty good chance; 5 = E. Very good chance	mn81	Percentage of students who answered "Pretty good chance" or "Very good chance"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
m167	D	A,B	How wrong do your friends feel it would be for you to smoke marijuana?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn167	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m83	D	A,B	If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?	1 = A. Definitely yes; 2 = B. Probably yes; 3 = C. Probably not; 4 = D. Definitely not	mn83	Percentage of students who answered "Probably not" or "Definitely not"	1 = Yes; 2 = No	C or D	A, B, C, or D
m84	D	A,B	How wrong do you think it is for someone your age to smoke marijuana?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn84	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m85	D	A	Think of your four best friends. How many in the past year have used marijuana?	1 = A. None of my friends; 2 = B. 1 of my friends; 3 = C. 2 of my friends; 4 = D. 3 of my friends; 5 = E. 4 of my friends	mn85	Percentage of students who answered at least 1 friend	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
m86a	D, ©	A,B,C,D	Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high?	1 = A. Yes; 2 = B. No	mn86a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m91a	D, ©	A,B,C,D	During the past 30 days, how many times did you sniff glue, breathe the contents of spray cans, or inhale any paints or sprays to get high?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	mn91a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
m87a	D, ©	A,B,C,D	Have you ever taken a <b>prescription drug</b> (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?	1 = A. Yes; 2 = B. No	mn87a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m88a	D, ©	A,B,C,D	During the past 30 days, how many times did you take a <b>prescription drug</b> (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	mn88a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
m176	D	A,B	How wrong do your parents feel it would be for you to take prescription drugs not prescribed to you?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn176	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m177	D	A,B	How wrong do your friends feel it would be for you to take prescription drugs not prescribed to you?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	mn177	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
m168	D	C	Have you ever taken <b>steroid pills or shots</b> without a doctor's prescription?	1 = A. Yes; 2 = B. No	mn168	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m89	D, ©	A,B,C,D	During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn89	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
m90	D	A,B	Do you agree or disagree with the following statement? "My family has clear rules about alcohol and drug use."	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Disagree; 4 = D. Strongly disagree	mn90	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, or D
m92a	D	A,B	About how many adults over 21 have you known personally who in the past year have gotten drunk or high?	1 = A. None; 2 = B. 1 adult; 3 = C. 2 adults; 4 = D. 3 or 4 adults; 5 = E. 5 or more adults	mn92a	Percentage of students who answered at least 1 adult	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
m93	D	A,B	During the past 12 months, do you recall hearing, reading or watching an advertisement about the prevention of substance use?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn93	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m95	D	A,B	How much do you think people risk harming themselves (physically or in other ways) if they take prescription drugs that are not prescribed to them?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	mn95	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C or D
m96	D	A,B	How many times in the past year (12 months) have you been drunk or high at school?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	mn96	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
m97	D	C,D	Has anyone offered, sold, or given you an illegal drug on school property?	1 = A. Yes; 2 = B. No	mn97	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m98a	D	D	About how many adults over 21 have you known personally who in the past year have used marijuana, crack, cocaine, or other drugs?	1 = A. None; 2 = B. 1 adult; 3 = C. 2 adults; 4 = D. 3 or 4 adults; 5 = E. 5 or more adults	mn98a	Percentage of students who answered at least 1 adult	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
m100	D, ©	A,B,C,D	Have you ever had sexual intercourse?	1 = A. Yes; 2 = B. No	mn100	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m102	D	C	How old were you when you had sexual intercourse for the first time?	1 = A. I have never had sexual intercourse; 2 = B. 8 years old or younger; 3 = C. 9 years old; 4 = D. 10 years old; 5 = E. 11 years old; 6 = F. 12 years old; 7 = G. 13 years old or older	mn102	Percentage of students who answered before age 11	1 = Yes; 2 = No	B, C, or D	A, B, C, D, E, F, or G
m103	D	C	With how many people have you ever had sexual intercourse?	1 = A. I have never had sexual intercourse; 2 = B. 1 person; 3 = C. 2 people; 4 = D. 3 people; 5 = E. 4 people; 6 = F. 5 people; 7 = G. 6 or more people	mn103	Percentage of students who answered at least 3 people	1 = Yes; 2 = No	D, E, F, or G	A, B, C, D, E, F, or G
m101	D	C,D	The <b>last time</b> you had sexual intercourse, did you or your partner use a condom?	1 = A. I have never had sexual intercourse; 2 = B. Yes; 3 = C. No	mn101	Among students who ever had sexual intercourse, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B	B or C (Exclude A)
m104	D	D	Have you ever had oral sex?	1 = A. Yes; 2 = B. No	mn104	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m105	D	D	Have you talked with your parent(s) and/or guardian(s) about sex in the past 6 months?	1 = A. Yes; 2 = B. No	mn105	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m115	N/A	A,B,C,D	During the past 7 days, how many times did you drink <b>100% fruit juices</b> such as orange juice, apple juice, or grape juice? (Do <b>not</b> count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)	1 = A. I did not drink 100% fruit juice during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
m116	N/A	A,B,C,D	During the past 7 days, how many times did you eat <b>fruit</b> ? (Do <b>not</b> count fruit juice.)	1 = A. I did not eat fruit during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
m117b	N/A	A,B,C,D	During the past 7 days, how many times did you eat <b>vegetables</b> , such as carrots, green salad, corn, or green beans? (Do <b>not</b> count french fries or other fried potatoes.)	1 = A. I did not eat vegetables during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
m159	D, ©	A,B,C,D	During the past 7 days, how many times did you drink a <b>can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage</b> such as Gatorade, Red Bull, lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight? (Do <b>not</b> count diet soda, other diet drinks, or 100% fruit juice.)	1 = A. I did not drink soda, sports drinks, energy drinks, or other sugar-sweetened beverages during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	mn159_2	Percentage of students who answered at least one time per day in the past week	1 = Yes; 2 = No	D, E, F, or G	A, B, C, D, E, F, or G



## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m119b	D	D	During the past 7 days, how many <b>glasses of milk</b> did you drink? (Count the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)	1 = A. I did not drink milk during the past 7 days; 2 = B. 1 to 3 glasses during the past 7 days; 3 = C. 4 to 6 glasses during the past 7 days; 4 = D. 1 glass per day; 5 = E. 2 glasses per day; 6 = F. 3 glasses per day; 7 = G. 4 or more glasses per day	mn119b	Percentage of students who answered three or more glasses per day	1 = Yes; 2 = No	F or G	A, B, C, D, E, F, or G
m169	D	D	What kind of milk do you <b>usually</b> drink? (Select only <b>one</b> response.)	1 = A. I do not drink milk; 2 = B. Whole milk; 3 = C. 2% or reduced fat milk; 4 = D. 1% or low fat milk; 5 = E. Fat-free, skim, or non-fat milk; 6 = F. Chocolate or flavored milk; 7 = G. Some other type of milk; 8 = H. Not sure	mn169	Among students who drink milk, percentage of students who answered "1% or low fat milk" or "Fat-free, skim, or non-fat milk"	1 = Yes; 2 = No	D or E	B, C, D, E, F, G, or H (Exclude A)
m120	D	C,D	During the past 7 days, how many meals did you eat with your family?	1 = A. 0 meals; 2 = B. 1 to 3 meals; 3 = C. 4 to 6 meals; 4 = D. 7 to 9 meals; 5 = E. 10 to 12 meals; 6 = F. 13 to 15 meals; 7 = G. 16 or more meals	mn120	Percentage of students who answered at least 7 meals	1 = Yes; 2 = No	D, E, F, or G	A, B, C, D, E, F, or G
m161	D, ©	A,B,C,D	During the past 7 days, on how many days were you physically active for a total of <b>at least 60 minutes per day</b> ? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	mn161	Percentage of students who answered at least 5 days	1 = Yes; 2 = No	F, G, or H	A, B, C, D, E, F, G, or H
m122	D	C,D	Other than at school, during an average week how many days are you physically active? (Include any community-based sports teams or individual activities such as running, walking, skateboarding, bicycling, and dancing.)	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	mn122_2	Percentage of students who answered at least 5 days	1 = Yes; 2 = No	F, G, or H	A, B, C, D, E, F, G, or H

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m123	D	D	On how many of the past 7 days did you exercise or participate in physical activity for <b>at least 20 minutes that made you sweat and breathe hard</b> , such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	mn123	Percentage of students who answered at least 3 days	1 = Yes; 2 = No	D, E, F, G, or H	A, B, C, D, E, F, G, or H
m124	D	D	On how many of the past 7 days did you participate in physical activity for <b>at least 30 minutes</b> that did <b>not</b> make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	mn124	Percentage of students who answered at least 5 days	1 = Yes; 2 = No	F, G, or H	A, B, C, D, E, F, G, or H
m125	D	C	On an average school day, how many hours do you watch TV?	1 = A. I do not watch TV on an average school day; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	mn125	Percentage of students who answered at least 3 hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G
m125	D	C	On an average school day, how many hours do you watch TV?	1 = A. I do not watch TV on an average school day; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	mn125_2	Percentage of students who answered 2 or fewer hours	1 = Yes; 2 = No	A, B, C, or D	A, B, C, D, E, F, or G
m126b	D	C	On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)	1 = A. I do not play video or computer games or use a computer for something that is not school work; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	mn126b	Percentage of students who answered at least 3 hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m126b	D	C	On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)	1 = A. I do not play video or computer games or use a computer for something that is not school work; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	mn126b_2	Percentage of students who answered 2 or fewer hours	1 = Yes; 2 = No	A, B, C, or D	A, B, C, D, E, F, or G
m127	D, ©	A,B,C,D	In an average week when you are in school, on how many days do you go to physical education (PE) classes?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days	mn127	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
m180	D	C,D	Do any of your classroom teachers provide short physical activity breaks during regular class time? (Do not count your physical education teacher.)	1 = A. Yes; 2 = B. No	mn180	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
m179	D	C,D	During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)	1 = A. 0 teams 2 = B. 1 team 3 = C. 2 teams 4 = D. 3 or more teams	mn179	Percentage of students who answered at least one team	1 = Yes; 2 = No	B, C, or D	A, B, C, or D
m129	D	C	Has a doctor or nurse ever told you that you have asthma?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn129	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
m130	D	C	Do you still have asthma?	1 = A. I have never had asthma; 2 = B. Yes; 3 = C. No; 4 = D. Not sure	mn130_2	Among students who reported to have asthma in m129, the percentage of students who answered "Yes"	1 = Yes; 2 = No	m129=A & m130=B	m129=A & m130=B, C, or D (Exclude A)
m170	D	C	During the past 12 months, about how many days did you miss school because of your asthma?	1 = A. I have never had asthma; 2 = B. I did not miss any days of school because of my asthma; 3 = C. 1 or 2 days; 4 = D. 3 or 4 days; 5 = E. 5 or more days	mn170_2	Among students who reported to have asthma in m129, the percentage of students who answered 1 or more days	1 = Yes; 2 = No	m129=A & m170=C, D, or E	m129=A & m170=B, C, D, or E (Exclude A)
m132	D	D	Has a doctor or nurse ever told you that you have diabetes?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn132	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m133a	D	D	When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	mn133a	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
m134a	D	D	During the past 12 months, how many times did you get a sunburn (that is, how many times did exposed parts of your skin stay red for several hours after you had been out in the sun)?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	mn134a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A,B,C,D,E, or F
m135a	D	D	During the past 12 months, how many times did you use an indoor tanning device such as a sunlamp, sunbed or tanning booth? (Do <b>not</b> include getting a spray-on tan.)	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	mn135a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
m136	D	D	Do you have any physical disabilities or long-term health problems lasting or expected to last 6 months or more?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn136	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
m137	D	D	Do you have any long-term emotional or behavioral problems lasting or expected to last 6 months or more?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn137	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
m138a	D	D	Would other people consider you to have a disability or long-term health problem, including physical health, emotional, or learning problems?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn138a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
m139a	D	D	Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems expected to last 6 months or more?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn139a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
m140	D	D	Where do you usually go for health care (for example, check-ups, when you are sick, etc.)?	1 = A. I never seek health care; 2 = B. Family doctor; 3 = C. Community health center; 4 = D. School-based health center; 5 = E. Hospital or emergency room; 6 = F. Family planning clinic; 7 = G. No one place	mn140_2	Percentage of students who answered "Family doctor", "Community health center", or "School-based health center"	1 = Yes; 2 = No	B, C, or D	A, B, C, D, E, F, or G

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m141	D	D	When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?	1 = A. During the past 12 months; 2 = B. Between 12 and 24 months ago; 3 = C. More than 24 months ago; 4 = D. Never; 5 = E. Not sure	mn141	Percentage of students who answered "During the past 12 months"	1 = Yes; 2 = No	A	A, B, C, D, or E
m141	D	D	When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?	1 = A. During the past 12 months; 2 = B. Between 12 and 24 months ago; 3 = C. More than 24 months ago; 4 = D. Never; 5 = E. Not sure	mn141_2	Percentage of students who answered "During the past 12 months" (Excludes "Not sure" responses from m141)	1 = Yes; 2 = No	A	A, B, C, or D (Exclude E)
m178	D	C,D	On an average school night, how many hours of sleep do you get?	1 = A. 4 or less hours 2 = B. 5 hours 3 = C. 6 hours 4 = D. 7 hours 5 = E. 8 hours 6 = F. 9 hours 7 = G. 10 or more hours	mn178	Percentage of student who answered at least 8 hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G
m107	D	C	Have you ever been taught about AIDS or HIV infection in school?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	mn107	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
m171	D	C,D	During the past 12 months, how would you describe your grades in school?	1 = A. Mostly A's; 2 = B. Mostly B's; 3 = C. Mostly C's; 4 = D. Mostly D's; 5 = E. Mostly F's; 6 = F. None of these grades; 7 = G. Not sure	mn171	Percentage of students who answered "Mostly A's" or "Mostly B's"	1 = Yes; 2 = No	A or B	A, B, C, D, E, F or G
m146	D	C,D	During an average week, how many hours do you spend in clubs or organizations (other than sports) outside of regular school hours?	1 = A. 0 hours; 2 = B. 1 hour; 3 = C. 2 hours; 4 = D. 3 to 5 hours; 5 = E. 6 to 10 hours; 6 = F. 11 or more hours	mn146	Percentage of students who answered at least 1 hour	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
m143	D, ©	A,B,C,D	Do you agree or disagree that at least one of your teachers really cares and gives you help and support when you need it?	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Not sure; 4 = D. Disagree; 5 = E. Strongly disagree	mn143	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
m162	D	C	How often does your school enforce rules fairly?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	mn162	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
m144	D, ©	A,B,C,D	How often does one of your parents talk with you about what you are doing in school?	1 = A. About every day; 2 = B. About once or twice a week; 3 = C. About once or twice a month; 4 = D. Less than once a month; 5 = E. Never	mn144	Percentage of students who answered "About every day" or "About once or twice a week"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
m147a	D	A,B	During an average week, approximately how many hours do you typically spend doing community services - helping people in the community without getting paid?	1 = A. 0 hours; 2 = B. 1 hour; 3 = C. 2 hours; 4 = D. 3 to 5 hours; 5 = E. 6 to 10 hours; 6 = F. 11 or more hours	mn147a	Percentage of students who answered at least 1 hour	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
m148	D, ©	A,B,C,D	Do you agree or disagree that in your community you feel like you matter to people?	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Not sure; 4 = D. Disagree; 5 = E. Strongly disagree	mn148	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
m142a	D	C,D	Have you ever bet money or something else of value? (Include if you bet at a casino, race track, or online, bought lottery tickets, bet on a sports team, or played cards or other games for money or things.)	1 = A. Yes; 2 = B. No	mn142a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information																																				
raceeth	Race/Ethnicity	1 = American Indian or Alaska Native* 2 = Asian* 3 = Black or African American* 4 = Hispanic 5 = Native Hawaiian or Other Pacific Islander* 6 = White* 7 = Multiple Races*  * = Non-Hispanic	<table><tr><th>Hispanic (k47a)</th><th>Race (k48aa – k48e)</th><th>Output</th></tr><tr><td>B (No)</td><td>A (American Indian/Alaska Native)</td><td>1 = America Indian/Alaska Native</td></tr><tr><td>B (No)</td><td>B (Asian)</td><td>2 = Asian</td></tr><tr><td>B (No)</td><td>C (Black or African American)</td><td>3 = Black or African American</td></tr><tr><td>B (No)</td><td>D (Native Hawaiian or Other Pacific Islander)</td><td>5 = Native Hawaiian or Other Pacific Islander</td></tr><tr><td>B (No)</td><td>E (White</td><td>6 = White</td></tr><tr><td>A (Yes)</td><td>Missing</td><td>4 = Hispanic</td></tr><tr><td>A (Yes)</td><td>1 or more responses (A thru E)</td><td>4 = Hispanic</td></tr><tr><td>B (No)</td><td>2 or more responses (A thru E)</td><td>7 = Multiple races</td></tr><tr><td>B (No)</td><td>Missing</td><td>Missing</td></tr><tr><td>Missing</td><td>Any response</td><td>Missing</td></tr><tr><td>Missing</td><td>Missing</td><td>Missing</td></tr></table>	Hispanic (k47a)	Race (k48aa – k48e)	Output	B (No)	A (American Indian/Alaska Native)	1 = America Indian/Alaska Native	B (No)	B (Asian)	2 = Asian	B (No)	C (Black or African American)	3 = Black or African American	B (No)	D (Native Hawaiian or Other Pacific Islander)	5 = Native Hawaiian or Other Pacific Islander	B (No)	E (White	6 = White	A (Yes)	Missing	4 = Hispanic	A (Yes)	1 or more responses (A thru E)	4 = Hispanic	B (No)	2 or more responses (A thru E)	7 = Multiple races	B (No)	Missing	Missing	Missing	Any response	Missing	Missing	Missing	Missing
Hispanic (k47a)	Race (k48aa – k48e)	Output																																					
B (No)	A (American Indian/Alaska Native)	1 = America Indian/Alaska Native																																					
B (No)	B (Asian)	2 = Asian																																					
B (No)	C (Black or African American)	3 = Black or African American																																					
B (No)	D (Native Hawaiian or Other Pacific Islander)	5 = Native Hawaiian or Other Pacific Islander																																					
B (No)	E (White	6 = White																																					
A (Yes)	Missing	4 = Hispanic																																					
A (Yes)	1 or more responses (A thru E)	4 = Hispanic																																					
B (No)	2 or more responses (A thru E)	7 = Multiple races																																					
B (No)	Missing	Missing																																					
Missing	Any response	Missing																																					
Missing	Missing	Missing																																					
mnnowt	Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT	1 = Yes; 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a>																																				
mnobese	Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT	1 = Yes; 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a>																																				
mnhlthwt	Percentage of students who were at a healthy weight (i.e., at or above the 5th percentile but below the 85th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT	1 = Yes; 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a> to calculate BMI percentiles. After setting outliers (_bivbmi in (1,2)) to missing, SAS code is: *healthy weight*; if bmipct = . then mnhlthwt = .; else if bmipct >= 5 and bmipct < 85 then mnhlthwt = 1; else if bmipct < 5 or bmipct >= 85 then mnhlthwt = 2;																																				
mntobsus	Percentage of students who are susceptible to tobacco use	1 = Yes; 2 = No	If any of m47, m48, m51 are missing, then mntobsus set to missing. If any of m47, m48, m51 in (1, 2, 3) then mntobsus = 1 (susceptible). If ALL of m47, m48, m51 = 4, then mntobsus = 2 (not susceptible).																																				
mnanytob	Percentage of students who smoked cigarettes or cigars or used chewing tobacco, snuff, or dip on one or more of the past 30 days	1 = Yes; 2 = No	SAS Code from YRBS Data User Guide – MNANYTOB=2; if m29 in ('2','3','4','5','6','7') then MNANYTOB=1; if m31 in ('2','3','4','5','6','7') then MNANYTOB=1; if m30 in ('2','3','4','5','6','7') then MNANYTOB=1; if m29=' ' or m31=' ' or m30=' ' then MNANYTOB=.																																				

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
mnanytob_2	Percentage of students who smoked cigarettes or cigars; used an electronic vapor product; or used chewing tobacco, snuff, or dip on one or more of the past 30 days	1 = Yes; 2 = No	SAS Code from YRBS Data User Guide – MNANYTOB_2=2; if m29 in ('2','3','4','5','6','7') then MNANYTOB_2=1; if m31 in ('2','3','4','5','6','7') then MNANYTOB_2=1; if m30 in ('2','3','4','5','6','7') then MNANYTOB_2=1; if m174 in ('2','3','4','5','6','7') then MNANYTOB_2=1; if m29=' ' or m31=' ' or m30=' ' m174=' ' then MNANYTOB_2=.
mnfruit	Percentage of students who drank 100% fruit juice and/or ate fruit two or more times per day during the past seven days	1 = Yes; 2 = No	(NOTE: The following is SAS code) Length qfruit1 qfruit2 8; qfrtot=0; Array qfr{2} m115 m116; Array qfruit{2} qfruit1 qfruit2; do i=1 to 2; select (qfr{i}); when('1') qfruit{i}=0; when('2') qfruit{i}=2/7; when('3') qfruit{i}=5/7; when('4') qfruit{i}=1; when('5') qfruit{i}=2; when('6') qfruit{i}=3; when('7') qfruit{i}=4; otherwise qfruit{i}=.; end; qfrtot = qfrtot+qfruit{i}; end; if qfrtot>=2 then qnfruit=1; else if qfrtot ne . then qnfruit=2; else qnfruit=.; drop qfruit1-qfruit2 qfrtot;



## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
mnveg	Percentage of students who ate vegetables three or more times per day during the past seven days	1 = Yes; 2 = No	<p>(NOTE: The following is SAS code)</p> <pre> Length qfrvg1 qfrvg2 qfrvg3 8; qfrvgtot=0; Array qfv{6} m115 m116 m117a; Array qfrvg{6} qfrvg1 qfrvg2 qfrvg3; do i=1 to 3; select (qfv{i}); when('1') qfrvg{i}=0; when('2') qfrvg{i}=2/7; when('3') qfrvg{i}=5/7; when('4') qfrvg{i}=1; when('5') qfrvg{i}=2; when('6') qfrvg{i}=3; when('7') qfrvg{i}=4; otherwise qfrvg{i}=.; end; qfrvgtot = qfrvgtot+qfrvg{i}; end; if qfrvgtot&gt;=5 then qnfrvg=1; else if qfrvgtot ne . then qnfrvg=2; else qnfrvg=.; drop qfrvg1-qfrvg3 qfrvgtot; </pre>
mnfrvg	Percentage of students who drank 100% fruit juice, ate fruit and/or ate vegetables five or more times per day during the past seven days	1 = Yes; 2 = No	<p>(NOTE: The following is SAS code)</p> <pre> Length qfrvg1 qfrvg2 qfrvg3 8; qfrvgtot=0; Array qfv{6} m115 m116 m117b; Array qfrvg{6} qfrvg1 qfrvg2 qfrvg3; do i=1 to 3; select (qfv{i}); when('1') qfrvg{i}=0; when('2') qfrvg{i}=2/7; when('3') qfrvg{i}=5/7; when('4') qfrvg{i}=1; when('5') qfrvg{i}=2; when('6') qfrvg{i}=3; when('7') qfrvg{i}=4; otherwise qfrvg{i}=.; end; qfrvgtot = qfrvgtot+qfrvg{i}; end; if qfrvgtot&gt;=5 then qnfrvg=1; else if qfrvgtot ne . then qnfrvg=2; else qnfrvg=.; drop qfrvg1-qfrvg3 qfrvgtot; </pre>

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
mnpa7day	Percentage of students who were physically active for a total of at least 60 minutes per day on all of the past seven days	1 = Yes; 2 = No	(NOTE: The following is SAS code) If m161='8' then mnpa7day=1; Else if m161 in ('1','2','3','4','5','6','7') then mnpa7day=2; Else mnpa7day=.;
mnscreen	Percentage of students watching 2 or fewer hours of combined screen time (tv, video games, computer) per day on an average school day	1 = Yes; 2 = No	(NOTE: The following will be SAS code) We need to write SAS code to combine m125 and m126a. If m125 or m126a are missing then mnscreen is missing. If Sum of m125 and m126a is 2 or fewer hours then mnscreen = 1 (yes). Else if sum of m125 and m126a is more than 2 hours then mnscreen = 2 (No).
mdtype	Percentage of students who attended physical education (PE) classes daily in an average week when they were in school	1 = Yes; 2 = No	Numerator for m127 = F Denominator for m127 = A, B, C, D, E, or F
mlntasth	Percentage of students with lifetime asthma (Excludes “Not sure” responses from m129)	1 = Yes; 2 = No	(NOTE: The following is SAS code) *lifetime asthma*; mlntasth = .; if m129 = 1 then mlntasth = 1; else if m129 = 2 then mlntasth = 2;
mncrasth	Percentage of students with current asthma (Excludes “Not sure” responses from m129 and m130)	1 = Yes; 2 = No	(NOTE: The following is SAS code) *current asthma*; mncrasth = .; if m130 = . then mncrasth = .; else if m129 = 1 and m130 = 1 then mncrasth = 1; else if m129 = 2 or m130 = 2 then mncrasth = 2;
mdndiab	Percentage of students with diagnosed diabetes (Excludes “Not sure” responses from m132)	1 = Yes; 2 = No	(NOTE: The following is SAS code; this code has not been tested.) *diagnosed diabetes*; mdndiab = .; if m132 = 1 then mdndiab = 1; else if m132 = 2 then mdndiab = 2; else if m132 = 3 then mdndiab = .;
mdndisab	Percentage of students who have a disability	1 = Yes; 2 = No	Numerator for m136 or m137 or m138a or m139a = A Denominator for m136 thru m139 = A, B, or C

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
1	studenti	Student ID Variable
2	pacid	PACID
3	class_co	Class Code
4	school_n	School Name
5	doe_id	Department of Education ID
6	sau_id	SAU DOE ID
7	aos_id	AOS Code
8	county_i	County Code
9	county_n	County Name
10	phd_id	Public Health District
11	phd_name	Public Health District name
12	dfc_id	DFC ID
13	dfc_name	DFC Name
14	student	Student Module
15	school_m	School Module
16	m1	(m1)How old are you?
17	m2	(m2)What is your sex?
18	m3	(m3)In what grade are you?
19	m4	(m4)Are you Hispanic or Latino?
20	m5aa	(m5aa)What is your race? (Select one or more responses.) A. American Indian or Alaska Native
21	m5b	(m5b)What is your race? (Select one or more responses.) B. Asian
22	m5c	(m5c)What is your race? (Select one or more responses.) C. Black or African American
23	m5da	(m5da)What is your race? (Select one or more responses.) D. Native Hawaiian or Other Pacific Islander
24	m5e	(m5e)What is your race? (Select one or more responses.) E. White
25	raceeth	Race/Ethnicity
26	m6ft	(m6ft)How tall are you without your shoes on?
27	m6in1	(m6in1)How tall are you without your shoes on?
28	m6in2	(m6in2)How tall are you without your shoes on?
29	m7wgt1	(m7wgt1)How tall are you without your shoes on?
30	m7wgt2	(m7wgt2)How tall are you without your shoes on?
31	m7wgt3	(m7wgt3)How tall are you without your shoes on?
32	mnowt	(mnowt) Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
33	mnobese	(mnobese) Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT
34	mnhlthwt	(mnhlthwt) Percentage of students who were at a healthy weight (i.e., at or above the 5th percentile but below the 85th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT
35	m8a	(m8a)What language is spoken most often at home?
36	mn8a	(mn8a)What language is spoken most often at home? Percentage of students who answered something other than 'English'
37	m9	(m9)When you ride a bicycle, how often do you wear a helmet?
38	mn9	(mn9)When you ride a bicycle, how often do you wear a helmet? Among students who ride a bicycle, the percentage of students who answered 'Never' or 'Rarely'
39	m10	(m10)How often do you wear a seat belt when riding in a car?
40	mn10	(mn10)How often do you wear a seat belt when riding in a car? Percentage of students who answered 'Never' or 'Rarely'
41	mn10_2	(mn10_2)How often do you wear a seat belt when riding in a car? Percentage of students who answered 'Always'
42	m11	(m11)Have you ever ridden in a car or other vehicle driven by someone who had been drinking alcohol?
43	mn11	(mn11)Have you ever ridden in a car or other vehicle driven by someone who had been drinking alcohol? Percentage of students who answered 'Yes'
44	m12a	(m12a)Have you ever ridden in a car or other vehicle driven by someone who had been taking illegal drugs such as marijuana, cocaine, heroin, or LSD?
45	mn12a	(mn12a)Have you ever ridden in a car or other vehicle driven by someone who had been taking illegal drugs such as marijuana, cocaine, heroin, or LSD? Percentage of students who answered 'Yes'
46	m151	(m151)Have you ever carried a weapon such as a gun, knife, or club on school property?
47	mn151	(mn151)Have you ever carried a weapon such as a gun, knife, or club on school property? Percentage of students who answered 'Yes'
48	m14a	(m14a)Have you ever been threatened or hurt with a weapon such as a gun, knife, or club?
49	mn14a	(mn14a)Have you ever been threatened or hurt with a weapon such as a gun, knife, or club? Percentage of students who answered 'Yes'
50	m16a	(m16a)Have you ever been in a physical fight in which you were hurt and had to be treated by a doctor or nurse?
51	mn16a	(mn16a)Have you ever been in a physical fight in which you were hurt and had to be treated by a doctor or nurse? Percentage of students who answered 'Yes'
52	m17a	(m17a)Have you ever been forced (physically or otherwise) to have sexual contact?
53	mn17a	(mn17a)Have you ever been forced (physically or otherwise) to have sexual contact? Percentage of students who answered 'Yes'
54	m18	(m18)Has violence in your home, or the threat of violence, ever made you want to leave your home, even just for a short while?
55	mn18	(mn18)Has violence in your home, or the threat of violence, ever made you want to leave your home, even just for a short while? Percentage of students who answered 'Yes'
56	m20	(m20)How often is the following statement true for you? 'I resolve conflicts without anyone getting hurt.'
57	mn20	(mn20)How often is the following statement true for you? 'I resolve conflicts without anyone getting hurt.' Percentage of students who answered 'Most of the time' or 'Always'
58	m21	(m21)Do you agree or disagree with the following statement? 'I feel safe at my school.'
59	mn21	(mn21)Do you agree or disagree with the following statement? 'I feel safe at my school.' Percentage of students who answered 'Strongly agree' or 'Agree'
60	m22	(m22)Have you ever been bullied on school property?
61	mn22	(mn22)Have you ever been bullied on school property? Percentage of students who answered 'Yes'
62	m152a	(m152a)Have you ever been electronically bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)
63	mn152a	(mn152a)Have you ever been electronically bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.) Percentage of students who answered 'Yes'
64	m153	(m153)Have you ever felt so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
65	mn153	(mn153)Have you ever felt so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? Percentage of students who answered 'Yes'
66	m154b	(m154b)When you have felt sad or hopeless, from whom did you get help? (Select only one response.)
67	mn154b	(mn154b)When you have felt sad or hopeless, from whom did you get help? (Select only one response.) Among students who have ever felt sad or hopeless, the percentage of students who answered that they got help from an adult
68	m25	(m25)Have you ever seriously thought about killing yourself?
69	mn25	(mn25)Have you ever seriously thought about killing yourself? Percentage of students who answered 'Yes'
70	m26	(m26)Have you ever made a plan about how you would kill yourself?
71	mn26	(mn26)Have you ever made a plan about how you would kill yourself? Percentage of students who answered 'Yes'
72	m27	(m27)Have you ever tried to kill yourself?
73	mn27	(mn27)Have you ever tried to kill yourself? Percentage of students who answered 'Yes'
74	m28	(m28)Have you ever done something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?
75	mn28	(mn28)Have you ever done something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose? Percentage of students who answered 'Yes'
76	m42	(m42)Have you ever tried cigarette smoking, even one or two puffs?
77	mn42	(mn42)Have you ever tried cigarette smoking, even one or two puffs? Percentage of students who answered 'Yes'
78	m29	(m29)During the past 30 days, on how many days did you smoke cigarettes?
79	mn29	(mn29)During the past 30 days, on how many days did you smoke cigarettes? Percentage of students who answered at least 1 day
80	m32	(m32)How old were you when you smoked a whole cigarette for the first time?
81	mn32	(mn32)How old were you when you smoked a whole cigarette for the first time? Among students who have smoked a whole cigarette, the percentage of students who answered before age 11
82	mn32_2	(mn32_2)How old were you when you smoked a whole cigarette for the first time? Percentage of students who answered before age 11
83	m43	(m43)During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?
84	mn43	(mn43)During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day? Among students who reported current cigarette use, the percentage of students who answered more than 10 cigarettes
85	m31	(m31)During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
86	mn31	(mn31)During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen? Percentage of students who answered at least 1 day
87	m30	(m30)During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?
88	mn30	(mn30)During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars? Percentage of students who answered at least 1 day
89	m33a	(m33a)During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?
90	mn33a	(mn33a)During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes? Percentage of students who answered at least 1 day
91	m156	(m156)During the past 12 months, were you taught in any of your classes about the dangers of tobacco use?
92	mn156	(mn156)During the past 12 months, were you taught in any of your classes about the dangers of tobacco use? Percentage of students who answered 'Yes'
93	m35	(m35)How wrong do your parents feel it would be for you to smoke cigarettes?
94	mn35	(mn35)How wrong do your parents feel it would be for you to smoke cigarettes? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
95	m36	(m36)How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
96	mn36	(mn36)How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day? Percentage of students who answered 'No risk' or 'Slight risk'
97	m37	(m37)If you wanted to get some cigarettes, how easy would it be for you to get some?
98	mn37	(mn37)If you wanted to get some cigarettes, how easy would it be for you to get some? Percentage of students who answered 'Sort of easy' or 'Very easy'
99	m39	(m39)When you go to a supermarket, grocery store, convenience store or gas station mini-mart, how often do you see tobacco industry advertisements on signs or poster boards?
100	mn39	(mn39)When you go to a supermarket, grocery store, convenience store or gas station mini-mart, how often do you see tobacco industry advertisements on signs or poster boards? Percentage of students who answered 'A lot'
101	m41	(m41)How much do you think people risk harming themselves (physically or in other ways) if they are exposed to other people's cigarette smoke?
102	mn41	(mn41)How much do you think people risk harming themselves (physically or in other ways) if they are exposed to other people's cigarette smoke? Percentage of students who answered 'No risk' or 'Slight risk'
103	m46	(m46)Do you think you would be able to quit smoking cigarettes if you wanted to?
104	mn46	(mn46)Do you think you would be able to quit smoking cigarettes if you wanted to? Among students who currently smoke, the percentage of students who answered 'Yes'
105	m47	(m47)Do you think that you will try a cigarette soon?
106	mn47	(mn47)Do you think that you will try a cigarette soon? Percentage of students who answered 'I definitely will', 'I probably will' or 'I probably will not'
107	m48	(m48)Do you think you will smoke a cigarette at any time during the next year?
108	mn48	(mn48)Do you think you will smoke a cigarette at any time during the next year? Percentage of students who answered 'I definitely will', 'I probably will' or 'I probably will not'
109	m51	(m51)If one of your best friends offered you a cigarette, would you smoke it?
110	mn51	(mn51)If one of your best friends offered you a cigarette, would you smoke it? Percentage of students who answered 'Definitely yes', 'Probably yes' or 'Probably not'
111	m172	(m172)How wrong do your friends feel it would be for you to smoke cigarettes?
112	mn172	(mn158)How wrong do your friends feel it would be for you to smoke cigarettes? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
113	m54	(m54)Has a doctor or someone in a doctor's office talked to you about the danger of tobacco use in the past 12 months?
114	mn54	(mn54)Has a doctor or someone in a doctor's office talked to you about the danger of tobacco use in the past 12 months? Among students who have visited a doctor's office in the last 12 months, the percentage of students who answered 'Yes'
115	m55	(m55)Has a dentist or someone in a dentist's office talked to you about the danger of tobacco use in the past 12 months?
116	mn55	(mn55)Has a dentist or someone in a dentist's office talked to you about the danger of tobacco use in the past 12 months? Among students who have visited a dentist's office in the last 12 months, the percentage of students who answered 'Yes'
117	m56a	(m56a)During the past 7 days, on how many days were you in the same car with someone who was smoking cigarettes?
118	mn56a	(mn56a)During the past 7 days, on how many days were you in the same car with someone who was smoking cigarettes? Percentage of students who answered at least 1 day
119	m57	(m57)Besides yourself, does anyone who lives in your home smoke cigarettes now?
120	mn57	(mn57)Besides yourself, does anyone who lives in your home smoke cigarettes now? Percentage of students who answered 'Yes'
121	m58	(m58)How wrong do you think it is for someone your age to smoke cigarettes?
122	mn58	(mn58)How wrong do you think it is for someone your age to smoke cigarettes? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
123	m173	(m173)Have you ever used an electronic vapor product?
124	mn173	(mn173)Have you ever used an electronic vapor product? Percentage of students who answered 'Yes'
125	m174	(m174)During the past 30 days, on how many days did you use an electronic vapor product?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
126	mn174	(mn174)During the past 30 days, on how many days did you use an electronic vapor product? Percentage of students who answered at least 1 day
127	mntobsus	(mntobsus) Percentage of students who are susceptible to tobacco use
128	mnanytob	(mnanytob) Percentage of students who smoked cigarettes or cigars or used chewing tobacco, snuff, or dip on one or more of the past 30 days
129	mnanytob_2	(mnanytob_2) Percentage of students who smoked cigarettes or cigars; used an electronic vapor product; or used chewing tobacco, snuff, or dip on one or more of the past 30 days
130	m59a	(m59a)Have you ever had a drink of alcohol, other than a few sips?
131	mn59a	(mn59a)Have you ever had a drink of alcohol, other than a few sips? Percentage of students who answered 'Yes'
132	m60	(m60)How old were you when you had your first drink of alcohol other than a few sips?
133	mn60	(mn60)How old were you when you had your first drink of alcohol other than a few sips? Among students who have had more than a few sips of alcohol, the percentage of students who answered before age 11
134	mn60_2	(mn60_2)How old were you when you had your first drink of alcohol other than a few sips? Percentage of students who answered before age 11
135	m61	(m61)During the past 30 days, on how many days did you have at least one drink of alcohol?
136	mn61	(mn61)During the past 30 days, on how many days did you have at least one drink of alcohol? Percentage of students who answered at least 1 day
137	m62a	(m62a)During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?
138	mn62a	(mn62a)During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours? Percentage of students who answered at least 1 day
139	m63b	(m63b)During the past 30 days, how did you usually get the alcohol you drank?
140	mn63b	(mn63b)During the past 30 days, how did you usually get the alcohol you drank? Among students who reported alcohol use during the past 30 days, the percentage of students who answered 'Someone gave it to me'
141	m64	(m64)If you wanted to get some alcohol, how easy would it be for you to get some?
142	mn64	(mn64)If you wanted to get some alcohol, how easy would it be for you to get some? Percentage of students who answered 'Sort of easy' or 'Very easy'
143	m66	(m66)If you drank some alcohol without your parents' permission, would you be caught by your parents?
144	mn66	(mn66)If you drank some alcohol without your parents' permission, would you be caught by your parents? Percentage of students who answered 'Probably not' or 'Definitely not'
145	m67b	(m67b)How much do you think people risk harming themselves (physically or in other ways) if they have 1 or 2 drinks of an alcoholic beverage nearly every day?
146	mn67b	(mn67b)How much do you think people risk harming themselves (physically or in other ways) if they have 1 or 2 drinks of an alcoholic beverage nearly every day? Percentage of students who answered 'No risk' or 'Slight risk'
147	m68b	(m68b)How much do you think people risk harming themselves (physically or in other ways) if they have 5 or more drinks of an alcoholic beverage in a row once or twice a week?
148	mn68b	(mn68b)How much do you think people risk harming themselves (physically or in other ways) if they have 5 or more drinks of an alcoholic beverage in a row once or twice a week? Percentage of students who answered 'No risk' or 'Slight risk'
149	m69	(m69)If a kid drank some alcohol in your neighborhood, would he or she be caught by the police?
150	mn69	(mn69)If a kid drank some alcohol in your neighborhood, would he or she be caught by the police? Percentage of students who answered 'Probably not' or 'Definitely not'
151	m70	(m70)What are the chances you would be seen as cool if you began drinking alcohol regularly, that is, at least once or twice a month?
152	mn70	(mn70)What are the chances you would be seen as cool if you began drinking alcohol regularly, that is, at least once or twice a month? Percentage of students who answered 'Pretty good chance' or 'Very good chance'
153	m71a	(m71a)How wrong would most adults over 21 in your neighborhood think it is for kids your age to drink alcohol?
154	mn71a	(mn71a)How wrong would most adults over 21 in your neighborhood think it is for kids your age to drink alcohol? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
155	m164	(m164)How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage nearly every day?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
156	mn164	(mn164)How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage nearly every day? Percentage of students who answered 'Strongly approve' or 'Approve'
157	m165	(m165)How wrong do your parents feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?
158	mn165	(mn165)How wrong do your parents feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
159	m73	(m73)Think of your four best friends. How many in the past year have tried alcohol when their parents didn't know about it?
160	mn73	(mn73)Think of your four best friends. How many in the past year have tried alcohol when their parents didn't know about it? Percentage of students who answered at least 1 friend
161	m175	(m175)How wrong do your friends feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?
162	mn175	(mn175)How wrong do your friends feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
163	m74	(m74)Have you ever used marijuana?
164	mn74	(mn74)Have you ever used marijuana? Percentage of students who answered 'Yes'
165	m75	(m75)How old were you when you tried marijuana for the first time?
166	mn75	(mn75)How old were you when you tried marijuana for the first time? Among students who have tried marijuana, the percentage of students who answered before age 11
167	mn75_2	(mn75_2)How old were you when you tried marijuana for the first time? Percentage of students who answered before age 11
168	m76	(m76)During the past 30 days, how many times did you use marijuana?
169	mn76	(mn76)During the past 30 days, how many times did you use marijuana? Percentage of students who answered at least 1 time
170	m77	(m77)If you wanted to get some marijuana, how easy would it be for you to get some?
171	mn77	(mn77)If you wanted to get some marijuana, how easy would it be for you to get some? Percentage of students who answered 'Sort of easy' or 'Very easy'
172	m78	(m78)How wrong do your parents feel it would be for you to smoke marijuana?
173	mn78	(mn78)How wrong do your parents feel it would be for you to smoke marijuana? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
174	m166	(m166)How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana once or twice a week?
175	mn166	(mn166)How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana once or twice a week? Percentage of students who answered 'No risk' or 'Slight risk'
176	m81	(m81)What are the chances you would be seen as cool if you smoked marijuana?
177	mn81	(mn81)What are the chances you would be seen as cool if you smoked marijuana? Percentage of students who answered 'Pretty good chance' or 'Very good chance'
178	m167	(m167)How wrong do your friends feel it would be for you to smoke marijuana?
179	mn167	(mn167)How wrong do your friends feel it would be for you to smoke marijuana? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
180	m83	(m83)If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?
181	mn83	(mn83)If a kid smoked marijuana in your neighborhood, would he or she be caught by the police? Percentage of students who answered 'Probably not' or 'Definitely not'
182	m84	(m84)How wrong do you think it is for someone your age to smoke marijuana?
183	mn84	(mn84)How wrong do you think it is for someone your age to smoke marijuana? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
184	m85	(m85)Think of your four best friends. How many in the past year have used marijuana?
185	mn85	(mn85)Think of your four best friends. How many in the past year have used marijuana? Percentage of students who answered at least 1 friend
186	m86a	(m86a)Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high?



### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
187	mn86a	(mn86a)Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high? Percentage of students who answered 'Yes'
188	m91a	(m91a)During the past 30 days, how many times did you sniff glue, breathe the contents of spray cans, or inhale any paints or sprays to get high?
189	mn91a	(mn91a)During the past 30 days, how many times did you sniff glue, breathe the contents of spray cans, or inhale any paints or sprays to get high? Percentage of students who answered at least 1 time
190	m87a	(m87a)Have you ever taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?
191	mn87a	(mn87a)Have you ever taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription? Percentage of students who answered 'Yes'
192	m88a	(m88a)During the past 30 days, how many times did you take a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?
193	mn88a	(mn88a)During the past 30 days, how many times did you take a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription? Percentage of students who answered at least 1 time
194	m176	(m176)How wrong do your parents feel it would be for you to take prescription drugs not prescribed to you?
195	mn176	(mn176)How wrong do your parents feel it would be for you to take prescription drugs not prescribed to you? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
196	m177	(m177)How wrong do your friends feel it would be for you to take prescription drugs not prescribed to you?
197	mn177	(mn177)How wrong do your friends feel it would be for you to take prescription drugs not prescribed to you? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
198	m168	(m168)Have you ever taken steroid pills or shots without a doctor's prescription?
199	mn168	(mn168)Have you ever taken steroid pills or shots without a doctor's prescription? Percentage of students who answered 'Yes'
200	m89	(m89)During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use?
201	mn89	(mn89)During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use? Percentage of students who answered 'Yes'
202	m90	(m90)Do you agree or disagree with the following statement? 'My family has clear rules about alcohol and drug use.'
203	mn90	(mn90)Do you agree or disagree with the following statement? 'My family has clear rules about alcohol and drug use.' Percentage of students who answered 'Strongly agree' or 'Agree'
204	m92a	(m92a>About how many adults over 21 have you known personally who in the past year have gotten drunk or high?
205	mn92a	(mn92a>About how many adults over 21 have you known personally who in the past year have gotten drunk or high? Percentage of students who answered at least 1 adult
206	m93	(m93)During the past 12 months, do you recall hearing, reading or watching an advertisement about the prevention of substance use?
207	mn93	(mn93)During the past 12 months, do you recall hearing, reading or watching an advertisement about the prevention of substance use? Percentage of students who answered 'Yes'
208	m95	(m95)How much do you think people risk harming themselves (physically or in other ways) if they take prescription drugs that are not prescribed to them?
209	mn95	(mn95)How much do you think people risk harming themselves (physically or in other ways) if they take prescription drugs that are not prescribed to them? Percentage of students who answered 'No risk' or 'Slight risk'
210	m96	(m96)How many times in the past year (12 months) have you been drunk or high at school?
211	mn96	(mn96)How many times in the past year (12 months) have you been drunk or high at school? Percentage of students who answered at least 1 time
212	m97	(m97)Has anyone offered, sold, or given you an illegal drug on school property?
213	mn97	(mn97)Has anyone offered, sold, or given you an illegal drug on school property? Percentage of students who answered 'Yes'
214	m98a	(m98a>About how many adults over 21 have you known personally who in the past year have used marijuana, crack, cocaine, or other drugs?
215	mn98a	(mn98a>About how many adults over 21 have you known personally who in the past year have used marijuana, crack, cocaine, or other drugs? Percentage of students who answered at least 1 adult
216	m100	(m100)Have you ever had sexual intercourse?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
217	mn100	(mn100)Have you ever had sexual intercourse?Percentage of students who answered 'Yes'
218	m102	(m102)How old were you when you had sexual intercourse for the first time?
219	mn102	(mn102)How old were you when you had sexual intercourse for the first time?Percentage of students who answered before age 11
220	m103	(m103)With how many people have you ever had sexual intercourse?
221	mn103	(mn103)With how many people have you ever had sexual intercourse?Percentage of students who answered at least 3 people
222	m101	(m101)The last time you had sexual intercourse, did you or your partner use a condom?
223	mn101	(mn101)The last time you had sexual intercourse, did you or your partner use a condom? Among students who ever had sexual intercourse, the percentage of students who answered 'Yes'
224	m104	(m104)Have you ever had oral sex?
225	mn104	(mn104)Have you ever had oral sex?Percentage of students who answered 'Yes'
226	m105	(m105)Have you talked with your parent(s) and/or guardian(s) about sex in the past 6 months?
227	mn105	(mn105)Have you talked with your parent(s) and/or guardian(s) about sex in the past 6 months? Percentage of students who answered 'Yes'
228	m107	(m107)Have you ever been taught about AIDS or HIV infection in school?
229	mn107	(mn107)Have you ever been taught about AIDS or HIV infection in school? Percentage of students who answered 'Yes'
230	m115	(m115)During the past 7 days, how many times did you drink 100% fruit juices such as orange juice, apple juice, or grape juice? (Do not count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)
231	m116	(m116)During the past 7 days, how many times did you eat fruit? (Do not count fruit juice.)
232	mnfruit	(mnfruit) Percentage of students who drank 100% fruit juice and/or ate fruit two or more times per day during the past seven days
233	m117b	(m117b)During the past 7 days, how many times did you eat vegetables, such as carrots, green salad, corn, or green beans? (Do not count french fries or other fried potatoes.)
234	mnveg	(mnveg) Percentage of students who ate vegetables three or more times per day during the past seven days
235	mnfrvg	(mnfrvg) Percentage of students who drank 100% fruit juice, ate fruit and/or ate vegetables five or more times per day during the past seven days
236	m159	(m159)During the past 7 days, how many times did you drink a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage (Gatorade,Red Bull,lemonade,sweetened tea,coffee drinks,flavored milk,Snapple...)?
237	mn159_2	(mn159_2)During the past 7 days, how many times did you drink a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage...? Percentage of students who answered at least once per day in the past week
238	m119b	(m119b)During the past 7 days, how many glasses of milk did you drink? (Count the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)
239	mn119b	(mn119b)During the past 7 days, how many glasses of milk did you drink? (Count the milk you drank in a glass or cup, from a carton, or with cereal. Count the...) Percentage of students who answered three or more glasses per day
240	m169	(m169)What kind of milk do you usually drink? (Select only one response.)
241	mn169	(mn169)What kind of milk do you usually drink? (Select only one response.) Among students who drink milk, percentage of students who answered '1% or low fat milk' or 'Fat-free, skim, or non-fat milk'
242	m120	(m120)During the past 7 days, how many meals did you eat with your family?
243	mn120	(mn120)During the past 7 days, how many meals did you eat with your family? Percentage of students who answered at least 7 meals
244	m161	(m161)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 of the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard...)
245	mn161	(mn161)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 of the time you spent in any kind of physical activity that...) Percentage of students who answered at least 5 days

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
246	mnpa7day	(mnpa7day) Percent of students who were physically active for a total of at least 60 minutes per day on all of the past seven days
247	m122	(m122)Other than at school, during an average week how many days are you physically active? (Include any community-based sports teams or individual activities such as running, walking, skateboarding, bicycling, and dancing.)
248	mn122_2	(mn122_2)Other than at school, during an average week how many days are you physically active? (Include any...activities such as running, walking, skateboarding, bicycling, and dancing.) Percentage of students who answered at least 5 days
249	m123	(m123)On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing...?
250	mn123	(mn123)On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as...? Percentage of students who answered at least 3 days
251	m124	(m124)On how many of the past 7 days did you participate in physical activity for at least 30 minutes that did not make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?
252	mn124	(mn124)On how many of the past 7 days did you participate in physical activity for at least 30 minutes that did not make you sweat or breathe hard (fast walking, slow bicycling, skating...)? Percentage of students who answered at least 5 days
253	m125	(m125)On an average school day, how many hours do you watch TV?
254	mn125	(mn125)On an average school day, how many hours do you watch TV? Percentage of students who answered at least 3 hours
255	mn125_2	(mn125_2)On an average school day, how many hours do you watch TV? Percentage of students who answered 2 or fewer hours
256	m126b	(m126b)On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count...Xbox,PlayStation,an iPod,an iPad or other tablet,a smartphone,YouTube,Facebook...the Internet.)
257	mn126b	(mn126b)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? (Xbox, PlayStation, iPods/iPads, YouTube...) Percentage of students who answered at least 3 hours
258	mn126b_2	(mn126b_2)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? (Xbox, PlayStation, iPods/iPads, YouTube...) Percentage of students who answered 2 or fewer hours
259	mnscreen	(mnscreen) Percentage of students watching 2 or fewer hours of combined screen time (tv, video games, computer) per day on an average school day
260	m127	(m127)In an average week when you are in school, on how many days do you go to physical education (PE) classes?
261	mn127	(mn127)In an average week when you are in school, on how many days do you go to physical education (PE) classes? Percentage of students who answered at least 1 day
262	mnldype	(mnldype) Percentage of students who attended physical education (PE) classes daily in an average week when they were in school
263	m180	(m180)Do any of your classroom teachers provide short physical activity breaks during regular class time? (Do not count your physical education teacher.)
264	mn180	(mn180)Do any of your classroom teachers provide short physical activity breaks during regular class time? (Do not count your physical education teacher.) Percentage of students who answered 'Yes'
265	m179	(m179)During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)
266	mn179	(mn179)During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.) Percentage of students who answered at least one team
267	m129	(m129)Has a doctor or nurse ever told you that you have asthma?
268	mn129	(mn129)Has a doctor or nurse ever told you that you have asthma? Percentage of students who answered 'Yes'
269	mnltasth	(mnltasth) Percentage of students with lifetime asthma
270	m130	(m130)Do you still have asthma?
271	mn130_2	(mn130_2)Do you still have asthma? Among students who reported to have asthma in m129, the percentage of students who answered 'Yes'
272	mncrasth	(mncrasth) Percentage of students with current asthma
273	m170	(m170)During the past 12 months, about how many days did you miss school because of your asthma?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
274	mn170_2	(mn170_2)During the past 12 months, about how many days did you miss school because of your asthma? Among students who reported to have asthma in m129, the percentage of students who answered 1 or more days
275	m132	(m132)Has a doctor or nurse ever told you that you have diabetes?
276	mn132	(mn132)Has a doctor or nurse ever told you that you have diabetes? Percentage of students who answered 'Yes'
277	mndiab	(mndiab) Percentage of students with diagnosed diabetes
278	m133a	(m133a)When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher?
279	mn133a	(mn133a)When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher? Percentage of students who answered 'Most of the time' or 'Always'
280	m134a	(m134a)During the past 12 months, how many times did you get a sunburn (that is, how many times did exposed parts of your skin stay red for several hours after you had been out in the sun)?
281	mn134a	(mn134a)During the past 12 months, how many times did you get a sunburn (that is, how many times did exposed parts of your skin stay red for several hours after you had been out in the sun)? Percentage of students who answered at least 1 time
282	m135a	(m135a)During the past 12 months, how many times did you use an indoor tanning device such as a sunlamp, sunbed or tanning booth? (Do not include getting a spray-on tan.)
283	mn135a	(mn135a)During the past 12 months, how many times did you use an indoor tanning device such as a sunlamp, sunbed or tanning booth? (Do not include getting a spray-on tan.) Percentage of students who answered at least 1 time
284	m136	(m136)Do you have any physical disabilities or long-term health problems lasting or expected to last 6 months or more?
285	mn136	(mn136)Do you have any physical disabilities or long-term health problems lasting or expected to last 6 months or more? Percentage of students who answered 'Yes'
286	m137	(m137)Do you have any long-term emotional or behavioral problems lasting or expected to last 6 months or more?
287	mn137	(mn137)Do you have any long-term emotional or behavioral problems lasting or expected to last 6 months or more? Percentage of students who answered 'Yes'
288	m138a	(m138a)Would other people consider you to have a disability or long-term health problem, including physical health , emotional, or learning problems?
289	mn138a	(mn138a)Would other people consider you to have a disability or long-term health problem, including physical health , emotional, or learning problems? Percentage of students who answered 'Yes'
290	m139a	(m139a)Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems expected to last 6 months or more?
291	mn139a	(mn139a)Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems expected to last 6 months or more? Percentage of students who answered 'Yes'
292	mndisab	(mndisab) Percentage of students with diagnosed diabetes
293	m140	(m140)Where do you usually go for health care (for example, check-ups, when you are sick, etc.)?
294	mn140_2	(mn140_2)Where do you usually go for health care (for example, check-ups, when you are sick, etc.)? Percentage of students who answered 'Family doctor', 'Community health center', or 'School-based health center'
295	m141	(m141)When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?
296	mn141	(mn141)When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work? Percentage of students who answered 'During the past 12 months'
297	mn141_2	(mn141_2)When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work? Percentage of students who answered 'During the past 12 months' (Excludes 'Not sure' responses from m141)
298	m178	(m178)On an average school night, how many hours of sleep do you get?
299	mn178	(mn178)On an average school night, how many hours of sleep do you get? Percentage of students who answered at least 8 hours
300	m171	(m171)During the past 12 months, how would you describe your grades in school?
301	mn171	(mn171)During the past 12 months, how would you describe your grades in school? Percentage of students who answered 'Mostly A's' or 'Mostly B's'

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
302	m143	(m143)Do you agree or disagree that at least one of your teachers really cares and gives you help and support when you need it?
303	mn143	(mn143)Do you agree or disagree that at least one of your teachers really cares and gives you help and support when you need it? Percentage of students who answered 'Strongly agree' or 'Agree'
304	m162	(m162)How often does your school enforce rules fairly?
305	mn162	(mn162)How often does your school enforce rules fairly? Percentage of students who answered 'Most of the time' or 'Always'
306	m144	(m144)How often does one of your parents talk with you about what you are doing in school?
307	mn144	(mn144)How often does one of your parents talk with you about what you are doing in school? Percentage of students who answered 'About every day' or 'About once or twice a week'
308	m146	(m146)During an average week, how many hours do you spend in clubs or organizations (other than sports) outside of regular school hours?
309	mn146	(mn146)During an average week, how many hours do you spend in clubs or organizations (other than sports) outside of regular school hours? Percentage of students who answered at least 1 hour
310	m147a	(m147a)During an average week, approximately how many hours do you typically spend doing community services - helping people in the community without getting paid?
311	mn147a	(mn147a)During an average week, approximately how many hours do you typically spend doing community services - helping people in the community without getting paid? Percentage of students who answered at least 1 hour
312	m148	(m148)Do you agree or disagree that in your community you feel like you matter to people?
313	mn148	(mn148)Do you agree or disagree that in your community you feel like you matter to people? Percentage of students who answered 'Strongly agree' or 'Agree'
314	m142a	(m142a)Have you ever bet money or something else of value? (Include if you bet at a casino, race track, or online, bought lottery tickets, bet on a sports team, or played cards or other games for money or things.)
315	mn142a	(mn142a)Have you ever bet money or something else of value? (Bet at a casino/race track/online, bought lottery tickets, bet on a sports team, played cards or other games for money/things) Percentage of students who answered 'Yes'
316	bmi	Body Mass Index
317	bmipct	BMI Percentile
318	vbivbmi	VBIVBMI Biologically Implausible Values for BMI
319	sex	Sex
320	age	Age
321	grade	Grade Level
322	subvert	Record Subverted
323	wstaa	State Level Weight Module A
324	wstab	State Level Weight Module B
325	wstac	State Level Weight Module C
326	wstad	State Level Weight Module D
327	wstaab	State Level Weight Modules A/B
328	wstacd	State Level Weight Modules C/D
329	wstaabcd	State Level Weight Modules A/B/C/D
330	wphdab	PHD Level Weight Modules A/B
331	wphdcd	PHD Level Weight Modules C/D

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
332	wphdabcd	PHD Level Weight Modules A/B/C/D
333	wctyab	County Level Weight Modules A/B
334	wctycd	County Level Weight Modules C/D
335	wctyabcd	County Level Weight Modules A/B/C/D
336	waosabcd	AOS Level Weight Modules A/B/C/D
337	wsauabcd	SAU Level Weight Modules A/B/C/D
338	wschabcd	School Level Weight Modules A/B/C/D
339	wdfcab	DFC Level Weight Modules A/B
340	wdfcabcd	DFC Level Weight Modules A/B/C/D
341	psu_scho	PSU for School Level Analysis
342	str_scho	Strata for School Level Analysis
343	psu_ots	PSU for District Level (and above) Analysis
344	str_ots	Strata for District Level (and above) Analysis



# 2015 MIYHS CODEBOOK FOR HS MODULE

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h1	N/A	A,B,C,D	How old are you?	1 = A. 12 years old or younger; 2 = B. 13 years old; 3 = C. 14 years old; 4 = D. 15 years old; 5 = E. 16 years old; 6 = F. 17 years old; 7 = G. 18 years old or older	N/A	N/A	N/A	N/A	N/A
h2	N/A	A,B,C,D	What is your sex?	1 = A. Female; 2 = B. Male	N/A	N/A	N/A	N/A	N/A
h3	N/A	A,B,C,D	In what grade are you?	1 = A. 9th grade; 2 = B. 10th grade; 3 = C. 11th grade; 4 = D. 12th grade; 5 = E. Ungraded or other grade	N/A	N/A	N/A	N/A	N/A
h4	N/A	A,B,C,D	Are you Hispanic or Latino?	1 = A. Yes; 2 = B. No	N/A	N/A	N/A	N/A	N/A
h5aa	N/A	A,B,C,D	What is your race? <b>(Select one or more responses.)</b>	1 = A. American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
h5b				1 = B. Asian					
h5c				1 = C. Black or African American					
h5da				1 = D. Native Hawaiian or Other Pacific Islander					
h5e				1 = E. White					
h6ft	N/A	A,B,C,D	How tall are you without your shoes on?	3 thru 7	N/A	N/A	N/A	N/A	N/A
h6in1				0 thru 1					
h6in2				0 thru 9					
h7wgt1	N/A	A,B,C,D	How much do you weigh without your shoes on?	0 thru 3	N/A	N/A	N/A	N/A	N/A
h7wgt2				0 thru 9					
h7wgt3				0 thru 9					
h8a (Modified)	D	A,B,C,D	What language is spoken most often at home?	1 = A. Acholi; 2 = B. Arabic; 3 = C. English; 4 = D. French; 5 = E. Khmer; 6 = F. Somali; 7 = G. Spanish; 8 = H. Some other language	hn8a	Percentage of students who answered something other than "English"	1 = Yes; 2 = No	A, B, D, E, F, G, or H	A, B, C, D, E, F, G, or H
h9	D	A,B,C,D	Which of the following best describes you?	1 = A. Heterosexual (straight); 2 = B. Gay or lesbian; 3 = C. Bisexual; 4 = D. Not sure	hn9	Percentage of students who answered "Gay or lesbian" or "Bisexual"	1 = Yes; 2 = No	B or C	A, B, C, or D



## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h10a	D	B	When you rode a bicycle during the past 12 months, how often did you wear a helmet?	1 = A. I did not ride a bicycle during the past 12 months; 2 = B. Never wore a helmet; 3 = C. Rarely wore a helmet; 4 = D. Sometimes wore a helmet; 5 = E. Most of the time wore a helmet; 6 = F. Always wore a helmet	hn10a	Among students who rode a bicycle in the past 12 months, the percentage of students who answered "Never wore a helmet" or "Rarely wore a helmet"	1 = Yes; 2 = No	B or C	B, C, D, E, or F (Exclude A)
h11	D, ©	A,B,C,D	How often do you wear a seat belt when <b>riding</b> in a car driven by someone else?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	hn11	Percentage of students who answered "Never" or "Rarely"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
h11	D, ©	A,B,C,D	How often do you wear a seat belt when <b>riding</b> in a car driven by someone else?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	hn11_2	Percentage of students who answered "Always"	1 = Yes; 2 = No	E	A, B, C, D, or E
h213	D, ©	A,B,C,D	How often do you wear a seat belt when <b>driving</b> a car?	1 = A. I do not drive a car; 2 = B. Never; 3 = C. Rarely; 3 = D. Sometimes; 4 = E. Most of the time; 5 = F. Always	hn213	Among students who drive, the percentage of students who answered "Never" or "Rarely"	1 = Yes; 2 = No	B or C	B, C, D, E, or F (Exclude A)
h213	D, ©	A,B,C,D	How often do you wear a seat belt when <b>driving</b> a car?	1 = A. I do not drive a car; 2 = B. Never; 3 = C. Rarely; 3 = D. Sometimes; 4 = E. Most of the time; 5 = F. Always	hn213_2	Among students who drive, the percentage of students who answered "Always"	1 = Yes; 2 = No	F	B, C, D, E, or F (Exclude A)
h13	D	A,B	During the past 30 days, how many times did you <b>ride</b> in a car or other vehicle driven by someone who had been drinking alcohol?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or more times	hn13	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h214	D	C,D	During the past 30 days, how many times did you <b>drive</b> a car or other vehicle <b>when you had been drinking alcohol</b> ?	1 = A. I did not drive a car or other vehicle during the past 30 days; 2 = B. 0 times; 3 = C. 1 time; 4 = D. 2 or 3 times; 5 = E. 4 or 5 times; 6 = F. 6 or more times	hn214	Among students who drove a car or other vehicle during the past 30 days, the percentage who answered at least 1 time	1 = Yes; 2 = No	C, D, E, or F	B, C, D, E, or F (Exclude A)

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h15a (Modified)	D	A,B	During the past 30 days, how many times did you <b>ride</b> in a car or other vehicle driven by someone who had been taking illegal drugs such as marijuana, cocaine, heroin, or LSD?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or more times	hn15a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h230	D	D	During the past 30 days, how many times did you text or talk on the phone while driving a car or other vehicle?	1 = A. I did not drive a car or other vehicle during the past 30 days; 2 = B. 0 times; 3 = C. 1 time; 4 = D. 2 or 3 times; 5 = E. 4 or 5 times; 6 = F. 6 or more times	hn230	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	C, D, E, or F	B, C, D, E, or F (Exclude A)
h17	D	D	How many times in the past year (12 months) have you taken a gun to school?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or 7 times; 6 = F. 8 or 9 times; 7 = G. 10 or 11 times; 8 = H. 12 or more times	hn17	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
h18	D	C	During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club <b>on school property</b> ?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 or 3 days; 4 = D. 4 or 5 days; 5 = E. 6 or more days	hn18	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h19	D	C	During the past 30 days, on how many days did you <b>not</b> go to school because you felt you would be unsafe at school or on your way to or from school?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 or 3 days; 4 = D. 4 or 5 days; 5 = E. 6 or more days	hn19	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h20	D	D	If you wanted to get a gun, how easy would it be for you to get one?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	hn20	Percentage of students who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D	A, B, C, or D
h21	D	D	During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or 7 times; 6 = F. 8 or 9 times; 7 = G. 10 or 11 times; 8 = H. 12 or more times	hn21	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h22	D	C	During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club <b>on school property</b> ?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or 7 times; 6 = F. 8 or 9 times; 7 = G. 10 or 11 times; 8 = H. 12 or more times	hn22	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
h23	D	D	During the past 12 months, how many times has someone stolen or deliberately damaged your property such as your car, clothing, or books <b>on school property</b> ?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or 7 times; 6 = F. 8 or 9 times; 7 = G. 10 or 11 times; 8 = H. 12 or more times	hn23	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
h24	D	C	During the past 12 months, how many times were you in a physical fight?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or 7 times; 6 = F. 8 or 9 times; 7 = G. 10 or 11 times; 8 = H. 12 or more times	hn24	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
h25	D	C	During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or more times	hn25	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h26	D	C	During the past 12 months, how many times were you in a physical fight <b>on school property</b> ?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or 7 times; 6 = F. 8 or 9 times; 7 = G. 10 or 11 times; 8 = H. 12 or more times	hn26	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
h33	D, ©	A,B,C,D	Do you agree or disagree with the following statement? "I feel safe at my school."	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Disagree; 4 = D. Strongly disagree	hn33	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, or D
h28	D	C	Have you ever been physically forced to have sexual intercourse when you did not want to?	1 = A. Yes; 2 = B. No	hn28	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h216	D	C	During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)	1 = A. I did not date or go out with anyone during the past 12 months; 2 = B. 0 times; 3 = C. 1 time; 4 = D. 2 or 3 times; 5 = E. 4 or 5 times; 6 = F. 6 or more times	hn216	Among students who dated or went out with someone during the past 12 months, the percentage of students who answered at least 1 time	1 = Yes; 2 = No	C, D, E, or F	B, C, D, E, or F (Exclude A)
h29a	D	D	Have you ever been forced (physically or otherwise) to have sexual contact? (Select only <b>one</b> response.)	1 = A. Yes, this happened to me <b>both</b> before and during the past year; 2 = B. Yes, this happened to me <b>only</b> before the past year; 3 = C. Yes, this happened to me <b>only</b> during the past year; 4 = D. No, I have <b>never</b> been forced to have sexual contact	hn29a	Percentage of students who answered "Yes" to lifetime forced sexual contact	1 = Yes; 2 = No	A, B, or C	A, B, C or D
h29a	D	D	Have you ever been forced (physically or otherwise) to have sexual contact? (Select only <b>one</b> response.)	1 = A. Yes, this happened to me <b>both</b> before and during the past year; 2 = B. Yes, this happened to me <b>only</b> before the past year; 3 = C. Yes, this happened to me <b>only</b> during the past year; 4 = D. No, I have <b>never</b> been forced to have sexual contact	hn29a_2	Percentage of students who answered "Yes" to past year forced sexual contact	1 = Yes; 2 = No	A or C	A, B, C or D
h30	D	D	Has violence in your home, or the threat of violence, ever made you want to leave your home, even just for a short while?	1 = A. Yes; 2 = B. No	hn30	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h32a	D	D	How often is the following statement true for you? "I resolve conflicts without anyone getting hurt."	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	hn32a	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
h34	D, ©	A,B,C,D	During the past 12 months, have you ever been bullied <b>on school property</b> ?	1 = A. Yes; 2 = B. No	hn34	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h35	D	D	During the past 12 months, have you ever been bullied <b>away from school property</b> ?	1 = A. Yes; 2 = B. No	hn35	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h36b	D	C	During the past 12 months, have you ever been <b>electronically</b> bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)	1 = A. Yes; 2 = B. No	hn36b	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h37	D	D	Has anyone ever made offensive racial comments or attacked you based on your race or ethnicity at school or on your way to or from school?	1 = A. Yes; 2 = B. No	hn37	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h38	D	D	Has anyone ever made offensive comments or attacked you because of your perceived sexual orientation at school or on your way to or from school?	1 = A. Yes; 2 = B. No	hn38	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h39	D	D	Has anyone ever made offensive sexual comments to you at school or on your way to or from school?	1 = A. Yes; 2 = B. No	hn39	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h40	D	D	Has anyone ever made offensive comments or attacked you at school or on your way to or from school because of how masculine or feminine you are (that is, acting "too much like a girl" if you are a boy, or acting "too much like a boy" if you are a girl)?	1 = A. Yes; 2 = B. No	hn40	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h41	D	D	What are the chances you would be seen as cool if you defended someone who was being verbally abused at school?	1 = A. No or very little chance; 2 = B. Little chance; 3 = C. Some chance; 4 = D. Pretty good chance; 5 = E. Very good chance	hn41	Percentage of students who answered "Pretty good chance" or "Very good chance"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
h42	D, ©	A,B,C,D	During the past 12 months, did you ever feel so sad or hopeless almost every day for <b>two weeks or more in a row</b> that you stopped doing some usual activities?	1 = A. Yes; 2 = B. No	hn42	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h43b	D, ©	A,B,C,D	During the past 12 months, when you felt sad or hopeless, from whom did you get help? (Select only <b>one</b> response.)	1 = A. I did not feel sad or hopeless; 2 = B. I did feel sad or hopeless but did not seek help; 3 = C. Parent or other adult relative; 4 = D. Teacher or other school staff; 5 = E. Other adults; 6 = F. Friends; 7 = G. None of the above	hn43b	Among students who have ever felt sad or hopeless during the past 12 months, the percentage of students who answered that they got help from an adult	1 = Yes; 2 = No	C, D, or E	B, C, D, E, F, or G (Exclude A)
h44	D, ©	A,B,C,D	During the past 12 months, did you ever <b>seriously</b> consider attempting suicide?	1 = A. Yes; 2 = B. No	hn44	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h45	D	C	During the past 12 months, did you make a plan about how you would attempt suicide?	1 = A. Yes; 2 = B. No	hn45	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h46	D	C	During the past 12 months, how many times did you actually attempt suicide?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or more times	hn46	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h47	D	D	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?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or 3 times; 4 = D. 4 or 5 times; 5 = E. 6 or more times	hn47	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h61	D	C	Have you ever tried cigarette smoking, even one or two puffs?	1 = A. Yes; 2 = B. No	hn61	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h48	D, ©	A,B,C,D	During the past 30 days, on how many days did you smoke cigarettes?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	hn48	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
h51	D	C,D	How old were you when you smoked a whole cigarette for the first time?	1 = A. I have never smoked a whole cigarette; 2 = B. 8 years old or younger; 3 = C. 9 or 10 years old; 4 = D. 11 or 12 years old; 5 = E. 13 or 14 years old; 6 = F. 15 or 16 years old; 7 = G. 17 years old or older	hn51	Among students who have smoked a whole cigarette, the percentage of students who answered before age 13	1 = Yes; 2 = No	B, C, or D	B, C, D, E, F, or G (Exclude A)
h51	D	C,D	How old were you when you smoked a whole cigarette for the first time?	1 = A. I have never smoked a whole cigarette; 2 = B. 8 years old or younger; 3 = C. 9 or 10 years old; 4 = D. 11 or 12 years old; 5 = E. 13 or 14 years old; 6 = F. 15 or 16 years old; 7 = G. 17 years old or older	hn51_2	Percentage of students who answered before age 13	1 = Yes; 2 = No	B, C, or D	A, B, C, D, E, F, or G

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h62	D	C	During the past 30 days, on the days you smoked, how many cigarettes did you smoke <b>per day</b> ?	1 = A. I did not smoke cigarettes during the past 30 days; 2 = B. Less than 1 cigarette per day; 3 = C. 1 cigarette per day; 4 = D. 2 to 5 cigarettes per day; 5 = E. 6 to 10 cigarettes per day; 6 = F. 11 to 20 cigarettes per day; 7 = G. More than 20 cigarettes per day	hn62	Among students who reported current cigarette use, the percentage of students who answered more than 10 cigarettes	1 = Yes; 2 = No	F or G	B, C, D, E, F, or G (Exclude A)
h231	D	C	During the past 30 days, how did you <b>usually</b> get your own cigarettes? (Select only <b>one</b> response.)	1 = A. I did not smoke cigarettes during the past 30 days; 2 = B. I bought them in a store such as a convenience store, supermarket, discount store, or gas station; 3 = C. I got them on the Internet; 4 = D. I gave someone else money to buy them for me; 5 = E. I borrowed (or bummed) them from someone else; 6 = F. A person 18 years old or older gave them to me; 7 = G. I took them from a store or family member 8 = H. I got them some other way	hn231	Among students who were less than 18 years of age and who reported current cigarette use, the percentage of students who answered "I bought them in a store such as a convenience store, supermarket, discount store, or gas station"	1 = Yes; 2 = No	B for h231 & A, B, C, D, E, or F for h1	B, C, D, E, F, G, or H (Exclude A) for h231 & A, B, C, D, E, or F for h1
h50	D, ©	A,B,C,D	During the past 30 days, on how many days did you use <b>chewing tobacco, snuff, or dip</b> , such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	hn50	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
h49	D, ©	A,B,C,D	During the past 30 days, on how many days did you smoke <b>cigars, cigarillos, or little cigars</b> ?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	hn49	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h52a	D, ©	A,B,C,D	During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	hn52a	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
h204	D, ©	A,B,C,D	During the past 12 months, were you taught in any of your classes about the dangers of tobacco use?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn204	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h54	D, ©	A,B,C,D	How wrong do your parents feel it would be for you to smoke cigarettes?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn54	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h55	D, ©	A,B,C,D	How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	hn55	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
h56	D, ©	A,B,C,D	If you wanted to get some cigarettes, how easy would it be for you to get some?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	hn56	Percentage of students who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D	A, B, C, or D
h56	D, ©	A,B,C,D	If you wanted to get some cigarettes, how easy would it be for you to get some?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	hn56_2	Among students under the age of 18, the percentage who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D for h56 & A, B, C, D, E, or F for h1	A, B, C, or D
h57	D	A,B	During the past 30 days, did anyone ever refuse to sell you cigarettes because of your age?	1 = A. I did not try to buy cigarettes in a store during the past 30 days; 2 = B. Yes, someone refused to sell me cigarettes because of my age; 3 = C. No, no one refused to sell me cigarettes because of my age	hn57	Among students under the age of 18 who tried to buy cigarettes during the past 30 days, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B for h57 & A, B, C, D, E, or F for h1	B or C (Exclude A) for h57 & A, B, C, D, E, or F for h1
h59	D	A,B	When you go to a supermarket, grocery store, convenience store or gas station mini-mart, how often do you see tobacco industry advertisements on signs or poster boards?	1 = A. A lot; 2 = B. Sometimes; 3 = C. Hardly ever; 4 = D. Never; 5 = E. I never go to a supermarket, grocery store, convenience store or mini-mart; 6 = F. I don't know/I'm not sure	hn59	Percentage of students who answered "A lot"	1 = Yes; 2 = No	A	A, B, C, D, E, or F



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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h60	D	A,B	How much do you think people risk harming themselves (physically or in other ways) if they are exposed to other people's cigarette smoke?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	hn60	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
h238	D	D	During the past 12 months, how many times have you stopped smoking for one day or longer because you were trying to quit smoking cigarettes for good?	1=A. I did not smoke during the past 12 months; 2=B. I did not try to quit during the past 12 months; 3=C. 1 time; 4=D. 2 times; 5=E. 3 to 5 times; 6=F. 6 to 9 times; 7=G. 10 or more times	hn238	Among students who smoked during the past 12 months, the percentage of students who answered at least 1 time	1 = Yes; 2 = No	C, D, E, F, or G	B, C, D, E, F or G (Exclude A)
h65	D	D	Do you think you would be able to quit smoking cigarettes if you tried?	1 = A. I do not smoke now; 2 = B. Yes; 3 = C. No	hn65	Among students who currently smoke, the percentage who answered "Yes"	1 = Yes; 2 = No	B	B or C (Exclude A)
h66	D	D	Do you think that you will try a cigarette soon?	1 = A. I definitely will; 2 = B. I probably will; 3 = C. I probably will not; 4 = D. I definitely will not	hn66	Percentage of students who answered "I definitely will", "I probably will" or "I probably will not"	1 = Yes; 2 = No	A, B, or C	A, B, C, or D
h67	D	D	Do you think you will smoke a cigarette at any time during the next year?	1 = A. I definitely will; 2 = B. I probably will; 3 = C. I probably will not; 4 = D. I definitely will not	hn67	Percentage of students who answered "I definitely will", "I probably will" or "I probably will not"	1 = Yes; 2 = No	A, B, or C	A, B, C, or D
h68	D	A	Think of your four best friends. How many in the past year have smoked cigarettes?	1 = A. None of my friends; 2 = B. 1 of my friends; 3 = C. 2 of my friends; 4 = D. 3 of my friends; 5 = E. 4 of my friends	hn68	Percentage of students who answered at least 1 friend	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h70	D	D	If one of your best friends offered you a cigarette, would you smoke it?	1 = A. Definitely yes; 2 = B. Probably yes; 3 = C. Probably not; 4 = D. Definitely not	hn70	Percentage of students who answered "Definitely yes", "Probably yes" or "Probably not"	1 = Yes; 2 = No	A, B, or C	A, B, C, or D
h232	D	A,B	How wrong do your friends feel it would be for you to smoke cigarettes?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn232	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h73	D	D	Has a doctor or someone in a doctor's office talked to you about the danger of tobacco use in the past 12 months?	1 = A. I have not visited a doctor's office; 2 = B. Yes; 3 = C. No	hn73	Among students who have visited a doctor's office in the last 12 months, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B	B or C (Exclude A)

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h74	D	D	Has a dentist or someone in a dentist's office talked to you about the danger of tobacco use in the past 12 months?	1 = A. I have not visited a dentist's office; 2 = B. Yes; 3 = C. No	hn74	Among students who have visited a dentist's office in the last 12 months, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B	B or C (Exclude A)
h75a	D	A,B	During the past 7 days, on how many days were you in the same car with someone who was smoking cigarettes?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	hn75a	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
h76	D	A,B	Besides yourself, does anyone who lives in your home smoke cigarettes now?	1 = A. Yes; 2 = B. No	hn76	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h77	D	B	How wrong do you think it is for someone your age to smoke cigarettes?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn77	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h233	D	C,D	Have you ever used an electronic vapor product?	1 = A. Yes; 2 = B. No;	hn233	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h234	D	C,D	During the past 30 days, on how many days did you use an electronic vapor product?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	hn234	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
h78	D, ©	A,B,C,D	During your life, on how many days have you had at least one drink of alcohol?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 9 days; 4 = D. 10 to 19 days; 5 = E. 20 to 39 days; 6 = F. 40 to 99 days; 7 = G. 100 or more days	hn78	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
h79	D, ©	A,B,C,D	How old were you when you had your first drink of alcohol other than a few sips?	1 = A. I have never had a drink of alcohol other than a few sips; 2 = B. 8 years old or younger; 3 = C. 9 or 10 years old; 4 = D. 11 or 12 years old; 5 = E. 13 or 14 years old; 6 = F. 15 or 16 years old; 7 = G. 17 years old or older	hn79	Among students who have had more than a few sips of alcohol, the percentage of students who answered before age 13	1 = Yes; 2 = No	B, C, or D	B, C, D, E, F, or G (Exclude A)

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h79	D	A,B,C,D	How old were you when you had your first drink of alcohol other than a few sips?	1 = A. I have never had a drink of alcohol other than a few sips; 2 = B. 8 years old or younger; 3 = C. 9 or 10 years old; 4 = D. 11 or 12 years old; 5 = E. 13 or 14 years old; 6 = F. 15 or 16 years old; 7 = G. 17 years old or older	hn79_2	The percentage of students who answered before age 13	1 = Yes; 2 = No	B, C, or D	A, B, C, D, E, F, or G
h80	D, ©	A,B,C,D	During the past 30 days, on how many days did you have at least one drink of alcohol?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	hn80	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
h81a	D, ©	A,B,C,D	During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 to 5 days; 5 = E. 6 to 9 days; 6 = F. 10 to 19 days; 7 = G. 20 or more days	hn81a	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
h82b (Modified)	D, ©	A,B,C,D	During the past 30 days, how did you <b>usually</b> get the alcohol you drank?	1 = A. I did not drink alcohol during the past 30 days; 2 = B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station; 3 = C. I bought it at a restaurant, bar, or club; 4 = D. I bought it at a public event such as a concert or sporting event; 5 = E. I gave someone else money to buy it for me; 6 = F. Someone gave it to me; 7 = G. I took it from a store or family member; 8 = H. I got it some other way	hn82b	Among students who reported alcohol use during the past 30 days, the percentage of students who answered "Someone gave it to me"	1 = Yes; 2 = No	F	B, C, D, E, F, G, or H (Exclude A)
h83	D, ©	A,B,C,D	During the past 30 days, on how many days did you have at least one drink of alcohol <b>on school property</b> ?	1 = A. 0 days; 2 = B. 1 or 2 days; 3 = C. 3 to 5 days; 4 = D. 6 to 9 days; 5 = E. 10 to 19 days; 6 = F. 20 to 29 days; 7 = G. All 30 days	hn83	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h84	D, ©	A,B,C,D	If you wanted to get some alcohol, how easy would it be for you to get some?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	hn84	Percentage of students who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D	A, B, C, or D
h86	D, ©	A,B,C,D	If you drank some alcohol without your parents' permission, would you be caught by your parents?	1 = A. Definitely yes; 2 = B. Probably yes; 3 = C. Probably not; 4 = D. Definitely not	hn86	Percentage of students who answered "Probably not" or "Definitely not"	1 = Yes; 2 = No	C or D	A, B, C, or D
h87	D, ©	A,B,C,D	If a kid drank some alcohol in your neighborhood, would he or she be caught by the police?	1 = A. Definitely yes; 2 = B. Probably yes; 3 = C. Probably not; 4 = D. Definitely not	hn87	Percentage of students who answered "Probably not" or "Definitely not"	1 = Yes; 2 = No	C or D	A, B, C, or D
h88b	D, ©	A,B,C,D	How much do you think people risk harming themselves (physically or in other ways) if they have <b>1 or 2</b> drinks of an alcoholic beverage nearly every day?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	hn88b	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
h89b	D, ©	A,B,C,D	How much do you think people risk harming themselves (physically or in other ways) if they have <b>5 or more</b> drinks of an alcoholic beverage in a row once or twice a week?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	hn89b	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
h90	D	D	What are the chances you would be seen as cool if you began drinking alcoholic beverages regularly, that is, at least once or twice a month?	1 = A. No or very little chance; 2 = B. Little chance; 3 = C. Some chance; 4 = D. Pretty good chance; 5 = E. Very good chance	hn90	Percentage of students who answered "Pretty good chance" or "Very good chance"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
h91a	D	A,B	How wrong would most adults over 21 in your neighborhood think it is for kids your age to drink alcohol?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn91a	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h217	D	A,B	How do you feel about someone your age having <b>1 or 2</b> drinks of an alcoholic beverage nearly every day?	1 = A. Strongly approve; 2 = B. Approve; 3 = C. Neither approve nor disapprove; 4 = D. Disapprove; 5 = E. Strongly disapprove	hn217	Percentage of students who answered "Strongly approve" or "Approve"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
h95	D	A	Think of your four best friends. How many in the past year have tried alcohol when their parents didn't know about it?	1 = A. None of my friends; 2 = B. 1 of my friends; 3 = C. 2 of my friends; 4 = D. 3 of my friends; 5 = E. 4 of my friends	hn95	Percentage of students who answered at least 1 friend	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h95	D	A	Think of your four best friends. How many in the past year have tried alcohol when their parents didn't know about it?	1 = A. None of my friends; 2 = B. 1 of my friends; 3 = C. 2 of my friends; 4 = D. 3 of my friends; 5 = E. 4 of my friends	hn95_2	Percentage of students who answered 3 or 4 friends	1 = Yes; 2 = No	D or E	A, B, C, D, or E
h218	D, ©	A,B,C,D	How wrong do your friends feel it would be for you to have <b>1 or 2</b> drinks of an alcoholic beverage nearly every day?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn218	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h219	D, ©	A,B,C,D	How wrong do your parents feel it would be for you to have <b>1 or 2</b> drinks of an alcoholic beverage nearly every day?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn219	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h97a	D	A	How wrong do you think it is for someone your age to have <b>5 or more</b> drinks of alcohol once or twice each week?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn97a	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h98	D, ©	A,B,C,D	During your life, how many times have you used marijuana?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 to 99 times; 7 = G. 100 or more times	hn98	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, F, or G	A, B, C, D, E, F, or G
h99	D, ©	A,B,C,D	How old were you when you tried marijuana for the first time?	1 = A. I have never tried marijuana; 2 = B. 8 years old or younger; 3 = C. 9 or 10 years old; 4 = D. 11 or 12 years old; 5 = E. 13 or 14 years old; 6 = F. 15 or 16 years old; 7 = G. 17 years old or older	hn99	Among students who have tried marijuana, the percentage of students who answered before age 13	1 = Yes; 2 = No	B, C, or D	B, C, D, E, F, or G (Exclude A)
h99	D	A,B,C,D	How old were you when you tried marijuana for the first time?	1 = A. I have never tried marijuana; 2 = B. 8 years old or younger; 3 = C. 9 or 10 years old; 4 = D. 11 or 12 years old; 5 = E. 13 or 14 years old; 6 = F. 15 or 16 years old; 7 = G. 17 years old or older	hn99_2	Percentage of students who answered before age 13	1 = Yes; 2 = No	B, C, or D	A, B, C, D, E, F, or G

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h100	D, ©	A,B,C,D	During the past 30 days, how many times did you use marijuana?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn100	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h101	D, ©	A,B,C,D	If you wanted to get some marijuana, how easy would it be for you to get some?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	hn101	Percentage of students who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D	A, B, C, or D
h102	D, ©	A,B,C,D	How wrong do your parents feel it would be for you to smoke marijuana?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn102	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h220	D, ©	A,B,C,D	How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana once or twice a week?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	hn220	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
h105	D	A	What are the chances you would be seen as cool if you smoked marijuana?	1 = A. No or very little chance; 2 = B. Little chance; 3 = C. Some chance; 4 = D. Pretty good chance; 5 = E. Very good chance	hn105	Percentage of students who answered "Pretty good chance" or "Very good chance"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
h221	D, ©	A,B,C,D	How wrong do your friends feel it would be for you to smoke marijuana?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn221	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h107	D	A,B	If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?	1 = A. Definitely yes; 2 = B. Probably yes; 3 = C. Probably not; 4 = D. Definitely not	hn107	Percentage of students who answered "Probably not" or "Definitely not"	1 = Yes; 2 = No	C or D	A, B, C, or D
h108	D	A,B	How wrong do you think it is for someone your age to smoke marijuana?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn108	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h109	D	A	During the past 30 days, how many times did you use marijuana <b>on school property</b> ?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn109	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h110	D	A	Think of your four best friends. How many in the past year have used marijuana?	1 = A. None of my friends; 2 = B. 1 of my friends; 3 = C. 2 of my friends; 4 = D. 3 of my friends; 5 = E. 4 of my friends	hn110	Percentage of students who answered at least 1 friend	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h110	D	A	Think of your four best friends. How many in the past year have used marijuana?	1 = A. None of my friends; 2 = B. 1 of my friends; 3 = C. 2 of my friends; 4 = D. 3 of my friends; 5 = E. 4 of my friends	hn110_2	Percentage of students who answered 3 or 4 friends	1 = Yes; 2 = No	D or E	A, B, C, D, or E
h111	D, ©	A,B,C,D	During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn111	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h118a	D	A,B	During the past 30 days, how many times did you sniff glue, breathe the contents of aerosol spray cans, or inhale any paints or sprays to get high?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn118a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h112a	D, ©	A,B,C,D	During your life, how many times have you taken a <b>prescription drug</b> (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn112a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h113a	D, ©	A,B,C,D	During the past 30 days, how many times did you take a <b>prescription drug</b> (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn113a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h117	D	A,B	During your life, how many times have you used <b>any</b> form of cocaine, including powder, crack, or freebase?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn117	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h119	D	A,B	During your life, how many times have you used <b>heroin</b> (also called smack, junk, or China White)?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn119	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h222	D	A,B	During your life, how many times have you used <b>methamphetamines</b> (also called speed, crystal, crank, or ice)?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn222	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h121	D	A,B	During your life, how many times have you used <b>ecstasy</b> (also called MDMA)?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn121	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h122	D	A,B	During your life, how many times have you taken <b>steroid pills or shots</b> without a doctor's prescription?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn122	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h223	D	A,B	During your life, how many times have you used <b>hallucinogenic drugs</b> , such as LSD, acid, PCP, angel dust, mescaline, or mushrooms?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn223	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h124	D	B	During your life, how many times have you used a needle to inject any illegal drug into your body?	1 = A. 0 times; 2 = B. 1 time; 3 = C. 2 or more times	hn124	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B or C	A, B, or C
h126	D	A,B	How many times in the past year (12 months) have you been drunk or high <b>at school</b> ?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn126	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h127	D	A,B	How many times in the past year (12 months) have you sold illegal drugs?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn127	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h114	D, ©	A,B,C,D	During the past 12 months, has anyone offered, sold, or given you an illegal drug <b>on school property</b> ?	1 = A. Yes; 2 = B. No	hn114	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B



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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h125	D	A,B	If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	1 = A. Very hard; 2 = B. Sort of hard; 3 = C. Sort of easy; 4 = D. Very easy	hn125	Percentage of students who answered "Sort of easy" or "Very easy"	1 = Yes; 2 = No	C or D	A, B, C, or D
h116	D, ©	A,B,C,D	During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn116	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h115	D, ©	A,B,C,D	Do you agree or disagree with the following statement? "My family has clear rules about alcohol and drug use."	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Disagree; 4 = D. Strongly disagree	hn115	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, or D
h224	D	A,B	How wrong do your parents feel it would be for you to take a prescription drug not prescribed to you?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn224	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h128a	D	A,B	About how many adults over 21 have you known personally who in the past year have gotten drunk or high?	1 = A. None; 2 = B. 1 adult; 3 = C. 2 adults; 4 = D. 3 or 4 adults; 5 = E. 5 or more adults	hn128a	Percentage of students who answered at least 1 adult	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h129	D	A,B	During the past 12 months, do you recall hearing, reading or watching an advertisement about the prevention of substance use?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn129	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h131a	D, ©	A,B,C,D	How much do you think people risk harming themselves (physically or in other ways) if they take a prescription drug that is not prescribed to them?	1 = A. No risk; 2 = B. Slight risk; 3 = C. Moderate risk; 4 = D. Great risk	hn131a	Percentage of students who answered "No risk" or "Slight risk"	1 = Yes; 2 = No	A or B	A, B, C, or D
h225	D	A,B	How wrong do your friends feel it would be for you to take a prescription drug not prescribed to you?	1 = A. Very wrong; 2 = B. Wrong; 3 = C. A little bit wrong; 4 = D. Not wrong at all	hn225	Percentage of students who answered "A little bit wrong" or "Not wrong at all"	1 = Yes; 2 = No	C or D	A, B, C, or D
h132	D	A	Think of your four best friends. How many in the past year have used LSD, cocaine, amphetamines, or other illegal drugs?	1 = A. None of my friends; 2 = B. 1 of my friends; 3 = C. 2 of my friends; 4 = D. 3 of my friends; 5 = E. 4 of my friends	hn132	Percentage of students who answered at least 1 friend	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h132	D	A	Think of your four best friends. How many in the past year have used LSD, cocaine, amphetamines, or other illegal drugs?	1 = A. None of my friends; 2 = B. 1 of my friends; 3 = C. 2 of my friends; 4 = D. 3 of my friends; 5 = E. 4 of my friends	hn132_2	Percentage of students who answered 3 or 4 friends	1 = Yes; 2 = No	D or E	A, B, C, D, or E

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h133a	D	A	About how many adults over 21 have you known personally who in the past year have used marijuana, crack, cocaine, or other drugs?	1 = A. None; 2 = B. 1 adult; 3 = C. 2 adults; 4 = D. 3 or 4 adults; 5 = E. 5 or more adults	hn133a	Percentage of students who answered at least 1 adult	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h134a	D	D	About how many adults over 21 have you known personally who in the past year have sold or dealt drugs?	1 = A. None; 2 = B. 1 adult; 3 = C. 2 adults; 4 = D. 3 or 4 adults; 5 = E. 5 or more adults	hn134a	Percentage of students who answered at least 1 adult	1 = Yes; 2 = No	B, C, D, or E	A, B, C, D, or E
h235	D	A,B	During your life, how many times have you used <b>synthetic marijuana</b> (also called K2, Spice, fake weed, King Kong, Yucatan Fire, Skunk, or Moon Rocks)?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn235	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h135	D, ©	A,B,C,D	Have you ever had sexual intercourse?	1 = A. Yes; 2 = B. No	hn135	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h138	D	C	How old were you when you had sexual intercourse for the first time?	1 = A. I have never had sexual intercourse; 2 = B. 11 years old or younger; 3 = C. 12 years old; 4 = D. 13 years old; 5 = E. 14 years old; 6 = F. 15 years old; 7 = G. 16 years old; 8 = H. 17 years old or older	hn138	Percentage of students who answered before age 13	1 = Yes; 2 = No	B or C	A, B, C, D, E, F, G, or H
h227	D	C	The first time you had sexual intercourse, how old was your partner?	1 = A. I have never had sexual intercourse; 2 = B. 13 years old or younger; 3 = C. 14 or 15 years old; 4 = D. 16 years old; 5 = E. 17 years old; 6 = F. 18 to 20 years old; 7 = G. 21 years old or older; 8 = H. Not sure	hn227	Among students who have had sexual intercourse, the percentage of students who answered at least 18 years old	1 = Yes; 2 = No	F or G	B, C, D, E, F, G, or H (Exclude A)
h139	D	C	During your life, with how many people have you had sexual intercourse?	1 = A. I have never had sexual intercourse; 2 = B. 1 person; 3 = C. 2 people; 4 = D. 3 people; 5 = E. 4 people; 6 = F. 5 people; 7 = G. 6 or more people	hn139	Percentage of students who answered at least 4 people	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h140	D	C	During the past 3 months, with how many people did you have sexual intercourse?	1 = A. I have never had sexual intercourse; 2 = B. I have had sexual intercourse, but not during the past 3 months; 3 = C. 1 person; 4 = D. 2 people; 5 = E. 3 people; 6 = F. 4 people; 7 = G. 5 people; 8 = H. 6 or more people	hn140	Percentage of students who answered at least 1 person	1 = Yes; 2 = No	C, D, E, F, G, or H	A, B, C, D, E, F, G, or H
h141	D	C	Did you drink alcohol or use drugs before you had sexual intercourse the <b>last time</b> ?	1 = A. I have never had sexual intercourse; 2 = B. Yes; 3 = C. No	hn141	Among students who had sexual intercourse during the past three months, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B in h141 & C, D, E, F, G, or H in h140	B or C (Exclude A) in h141 & C, D, E, F, G, or H in h140
h136	D	C,D	The <b>last time</b> you had sexual intercourse, did you or your partner use a condom?	1 = A. I have never had sexual intercourse; 2 = B. Yes; 3 = C. No	hn136	Among students who have ever had sexual intercourse, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B	B or C (Exclude A)
h136	D	C	The <b>last time</b> you had sexual intercourse, did you or your partner use a condom?	1 = A. I have never had sexual intercourse; 2 = B. Yes; 3 = C. No	hn136_2	Among students who had sexual intercourse during the past three months, the percentage of students who answered "Yes"	1 = Yes; 2 = No	B in h136 & C, D, E, F, G, or H in h140	B or C (Exclude A) in h136 & C, D, E, F, G, or H in h140
h226	D	C,D	The <b>last time</b> you had sexual intercourse, what <b>one</b> method did you or your partner use to <b>prevent pregnancy</b> ? (Select only <b>one</b> response.)	1 = A. I have never had sexual intercourse; 2 = B. No method was used to prevent pregnancy; 3 = C. Birth control pills; 4 = D. Condoms; 5 = E. An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon); 6 = F. A shot (such as Depo-Provera), patch (such as Ortho Evra), or birth control ring (such as NuvaRing); 7 = G. Withdrawal or some other method; 8 = H. Not sure	hn226_3	Among students who have ever had sexual intercourse, the percentage of students who utilized a hormonal method of birth control	1 = Yes; 2 = No	C, E, or F	B, C, D, E, F, G, or H (Exclude A)

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h226	D	C	The <b>last time</b> you had sexual intercourse, what <b>one</b> method did you or your partner use to <b>prevent pregnancy</b> ? (Select only <b>one</b> response.)	1 = A. I have never had sexual intercourse; 2 = B. No method was used to prevent pregnancy; 3 = C. Birth control pills; 4 = D. Condoms; 5 = E. An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon); 6 = F. A shot (such as Depo-Provera), patch (such as Ortho Evra), or birth control ring (such as NuvaRing); 7 = G. Withdrawal or some other method; 8 = H. Not sure	hn226_4	Among students who had sexual intercourse during the past three months, the percentage of students who utilized a hormonal method of birth control	1 = Yes; 2 = No	C, E, or F in h226 & C, D, E, F, G, or H in h140	B, C, D, E, F, G, or H (Exclude A) in h226 & C, D, E, F, G, or H in h140
h142	D	D	Have you ever had oral sex?	1 = A. Yes; 2 = B. No	hn142	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h144a	D	C,D	During your life, with whom have you had sexual contact?	1 = A. I have never had sexual contact; 2 = B. Females; 3 = C. Males; 4 = D. Females and males	hn144a	Among students who have had sexual contact, the percentage of students who answered that they had sexual contact with a person of the same sex	1 = Yes; 2 = No	[B or D for h144a & A for h2] OR [C or D for h144a & B for h2]	[B, C, or D for h144a; Exclude A] & [A or B for h2]
h145	D	D	Have you talked with your parent(s) and/or guardian(s) about sex in the past 6 months?	1 = A. Yes; 2 = B. No	hn145	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h206a	D	D	Have you ever been tested for a sexually transmitted disease (STD) such as Chlamydia, Syphilis, Gonorrhea, or HIV?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn206a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h206a	D	D	Have you ever been tested for a sexually transmitted disease (STD) such as Chlamydia, Syphilis, Gonorrhea, or HIV?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn206a_2	Among those who have ever had sexual intercourse, percentage of students who answered "Yes"	1 = Yes; 2 = No	A in h206a & A in h135	A, B, or C in h206a & A in h135

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h156	N/A	A,B,C,D	During the past 7 days, how many times did you drink <b>100% fruit juices</b> such as orange juice, apple juice, or grape juice? (Do <b>not</b> count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)	1 = A. I did not drink 100% fruit juice during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
h157	N/A	A,B,C,D	During the past 7 days, how many times did you eat <b>fruit</b> ? (Do <b>not</b> count fruit juice.)	1 = A. I did not eat fruit during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
h158b	N/A	A,B,C,D	During the past 7 days, how many times did you eat <b>vegetables</b> , such as carrots, green salad, corn, or green beans? (Do <b>not</b> count french fries or other fried potatoes.)	1 = A. I did not eat vegetables during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	N/A	N/A	N/A	N/A	N/A
h207	D, ©	A,B,C,D	During the past 7 days, how many times did you drink a <b>can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage</b> such as Gatorade, Red Bull, lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight? (Do <b>not</b> count diet soda, other diet drinks, or 100% fruit juice.)	1 = A. I did not drink soda, sports drinks, energy drinks, or other sugar-sweetened beverages during the past 7 days; 2 = B. 1 to 3 times during the past 7 days; 3 = C. 4 to 6 times during the past 7 days; 4 = D. 1 time per day; 5 = E. 2 times per day; 6 = F. 3 times per day; 7 = G. 4 or more times per day	hn207_2	Percentage of students who answered at least one time per day in the past week	1 = Yes; 2 = No	D, E, F, or G	A, B, C, D, E, F, or G

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2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h160a	D	C	During the past 7 days, how many <b>glasses of milk</b> did you drink? (Count the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)	1 = A. I did not drink milk during the past 7 days; 2 = B. 1 to 3 glasses during the past 7 days; 3 = C. 4 to 6 glasses during the past 7 days; 4 = D. 1 glass per day; 5 = E. 2 glasses per day; 6 = F. 3 glasses per day; 7 = G. 4 or more glasses per day	hn160a	Percentage of students who answered three or more glasses per day	1 = Yes; 2 = No	F or G	A, B, C, D, E, F, or G
h228	D	A	What kind of milk do you <b>usually</b> drink? (Select only <b>one</b> response.)	1 = A. I do not drink milk; 2 = B. Whole milk; 3 = C. 2% or reduced fat milk; 4 = D. 1% or low fat milk; 5 = E. Fat-free, skim, or non-fat milk; 6 = F. Chocolate or flavored milk; 7 = G. Some other type of milk; 8 = H. Not sure	hn228	Among students who drink milk, percentage of students who answered "1% or low fat milk" or "Fat-free, skim, or non-fat milk"	1 = Yes; 2 = No	D or E	B, C, D, E, F, G, or H (Exclude A)
h161	D	C,D	During the past 7 days, how many meals did you eat with your family?	1 = A. 0 meals; 2 = B. 1 to 3 meals; 3 = C. 4 to 6 meals; 4 = D. 7 to 9 meals; 5 = E. 10 to 12 meals; 6 = F. 13 to 15 meals; 7 = G. 16 or more meals	hn161	Percentage of students who answered at least 7 meals	1 = Yes; 2 = No	D, E, F, or G	A, B, C, D, E, F, or G
h209	D, ©	A,B,C,D	During the past 7 days, on how many days were you physically active for a total of <b>at least 60 minutes per day</b> ? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	hn209	Percentage of students who answered at least 5 days	1 = Yes; 2 = No	F, G, or H	A, B, C, D, E, F, G, or H
h163	D	A,B	Other than at school, during an average week, how many days are you physically active? (Include any community-based sports teams or individual activities such as running, walking, skateboarding, bicycling, and dancing.)	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	hn163_2	Percentage of students who answered at least 5 days	1 = Yes; 2 = No	F, G, or H	A, B, C, D, E, F, G, or H

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h164	D	D	On how many of the past 7 days did you exercise or participate in physical activity for <b>at least 20 minutes that made you sweat and breathe hard</b> , such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	hn164	Percentage of students who answered at least 3 days	1 = Yes; 2 = No	D, E, F, G, or H	A, B, C, D, E, F, G, or H
h165	D	D	On how many of the past 7 days did you participate in physical activity for <b>at least 30 minutes</b> that did <b>not</b> make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days; 7 = G. 6 days; 8 = H. 7 days	hn165	Percentage of students who answered at least 5 days	1 = Yes; 2 = No	F, G, or H	A, B, C, D, E, F, G, or H
h166	D	C	On an average school day, how many hours do you watch TV?	1 = A. I do not watch TV on an average school day; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	hn166	Percentage of students who answered at least 3 hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G
h166	D	C	On an average school day, how many hours do you watch TV?	1 = A. I do not watch TV on an average school day; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	hn166_2	Percentage of students who answered 2 or fewer hours	1 = Yes; 2 = No	A, B, C, or D	A, B, C, D, E, F, or G
h167b	D	C	On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)	1 = A. I do not play video or computer games or use a computer for something that is not school work; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	hn167b	Percentage of students who answered at least 3 hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h167b	D	C	On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)	1 = A. I do not play video or computer games or use a computer for something that is not school work; 2 = B. Less than 1 hour per day; 3 = C. 1 hour per day; 4 = D. 2 hours per day; 5 = E. 3 hours per day; 6 = F. 4 hours per day; 7 = G. 5 or more hours per day	hn167b_2	Percentage of students who answered 2 or fewer hours	1 = Yes; 2 = No	A, B, C, or D	A, B, C, D, E, F, or G
h168	D, ©	A,B,C,D	In an average week when you are in school, on how many days do you go to physical education (PE) classes?	1 = A. 0 days; 2 = B. 1 day; 3 = C. 2 days; 4 = D. 3 days; 5 = E. 4 days; 6 = F. 5 days	hn168	Percentage of students who answered at least 1 day	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h239	D	C,D	Do any of your classroom teachers provide short physical activity breaks during regular class time? (Do not count your physical education teacher.)	1 = A. Yes; 2 = B. No	hn239	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h237	D	B	During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)	1 = A. 0 teams 2 = B. 1 team 3 = C. 2 teams 4 = D. 3 or more teams	hn237	Percentage of students who answered at least one team	1 = Yes; 2 = No	B, C, or D	A, B, C, or D
h170	D	C	Has a doctor or nurse ever told you that you have asthma?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn170	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h171	D	C	Do you still have asthma?	1 = A. I have never had asthma; 2 = B. Yes; 3 = C. No; 4 = D. Not sure	hn171_2	Among students who reported to have asthma in h170, the percentage of students who answered "Yes"	1 = Yes; 2 = No	h170=A & h171=B h171=B	h170=A & h171=B, C, or D (Exclude A)
h229	D	C	During the past 12 months, about how many days did you miss school because of your asthma?	1 = A. I have never had asthma; 2 = B. I did not miss any days of school because of my asthma; 3 = C. 1 or 2 days; 4 = D. 3 or 4 days; 5 = E. 5 or more days	hn229_2	Among students who reported to have asthma in h170, the percentage of students who answered at least 1 day	1 = Yes; 2 = No	h170=A & h229=B h229=C, D, or E	h170=A & h229=B, C, D, or E (Exclude A)
h173	D	D	Has a doctor or nurse ever told you that you have diabetes?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn173	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C



## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h174a	D	B	When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	hn174a	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
h175a	D	B	During the past 12 months, how many times did you get a sunburn (that is, how many times did exposed parts of your skin stay red for several hours after you had been out in the sun)?	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn175a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h176a	D	B	During the past 12 months, how many times did you use an indoor tanning device such as a sunlamp, sunbed or tanning booth? (Do <b>not</b> include getting a spray-on tan.)	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn176	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h177	D	D	Do you have any physical disabilities or long-term health problems lasting or expected to last 6 months or more?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn177	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h178	D	D	Do you have any long-term emotional or behavioral problems lasting or expected to last 6 months or more?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn178	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h179a	D	D	Would other people consider you to have a disability or long-term health problem, including physical health, emotional, or learning problems?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn179a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h180a	D	D	Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems expected to last 6 months or more?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn180a	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h181	D	D	Where do you usually go for health care (for example, check-ups, when you are sick, etc.)?	1 = A. I never seek health care; 2 = B. Family doctor; 3 = C. Community health center; 4 = D. School-based health center; 5 = E. Hospital or emergency room; 6 = F. Family planning clinic; 7 = G. No one place	hn181_2	Percentage of students who answered "Family doctor," "Community health center," or "School-based health center"	1 = Yes; 2 = No	B, C, or D	A, B, C, D, E, F, or G
h182	D	D	When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?	1 = A. During the past 12 months; 2 = B. Between 12 and 24 months ago; 3 = C. More than 24 months ago; 4 = D. Never; 5 = E. Not sure	hn182	Percentage of students who answered "During the past 12 months"	1 = Yes; 2 = No	A	A, B, C, D, or E

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h182	D	D	When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?	1 = A. During the past 12 months; 2 = B. Between 12 and 24 months ago; 3 = C. More than 24 months ago; 4 = D. Never; 5 = E. Not sure	hn182_2	Percentage of students who answered "During the past 12 months" (Excludes "Not sure" responses from h182)	1 = Yes; 2 = No	A	A, B, C, or D (Exclude E)
h236	D	B	On an average school night, how many hours of sleep do you get?	1 = A. 4 or less hours 2 = B. 5 hours 3 = C. 6 hours 4 = D. 7 hours 5 = E. 8 hours 6 = F. 9 hours 7 = G. 10 or more hours	hn236	Percentage of student who answered at least 8 hours	1 = Yes; 2 = No	E, F, or G	A, B, C, D, E, F, or G
h147	D	C	Have you ever been taught about AIDS or HIV infection in school?	1 = A. Yes; 2 = B. No; 3 = C. Not sure	hn147	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A, B, or C
h185	D	C,D	During the past 12 months, how would you describe your grades in school?	1 = A. Mostly A's; 2 = B. Mostly B's; 3 = C. Mostly C's; 4 = D. Mostly D's; 5 = E. Mostly F's; 6 = F. None of these grades; 7 = G. Not sure	hn185	Percentage of students who answered "Mostly A's" or "Mostly B's"	1 = Yes; 2 = No	A or B	A, B, C, D, E, F or G
h189	D	A,B	During an average week, how many hours do you spend in clubs or organizations (other than sports) outside of regular school hours?	1 = A. 0 hours; 2 = B. 1 hour; 3 = C. 2 hours; 4 = D. 3 to 5 hours; 5 = E. 6 to 10 hours; 6 = F. 11 or more hours	hn189	Percentage of students who answered at least 1 hour	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h186	D, ©	A,B,C,D	Do you agree or disagree that at least one of your teachers really cares and gives you help and support when you need it?	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Not sure; 4 = D. Disagree; 5 = E. Strongly disagree	hn186	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
h210	D, ©	A,B,C,D	How often does your school enforce rules fairly?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	hn210	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
h211	D, ©	A,B,C,D	How often do adults in your school address conflict, negative language, and bullying in positive ways to help students?	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	hn211	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h212	D	B	Does your school feel like a place where students and adults care about each other?	1 = A. Yes; 2 = B. No	hn212	Percentage of students who answered "Yes"	1 = Yes; 2 = No	A	A or B
h187	D, ©	A,B,C,D	How often does one of your parents talk with you about what you are doing in school?	1 = A. About every day; 2 = B. About once or twice a week; 3 = C. About once or twice a month; 4 = D. Less than once a month; 5 = E. Never	hn187	Percentage of students who answered "About every day" or "About once or twice a week"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
h193b (Modified)	D	B	How often is the following statement true for you? "When I am not at home, one of my parents or guardians knows where I am and whom I am with."	1 = A. Never; 2 = B. Rarely; 3 = C. Sometimes; 4 = D. Most of the time; 5 = E. Always	hn193b	Percentage of students who answered "Most of the time" or "Always"	1 = Yes; 2 = No	D or E	A, B, C, D, or E
h190a	D	A,B	During an average week, approximately how many hours do you typically spend doing community services - helping people in the community without getting paid?	1 = A. 0 hours; 2 = B. 1 hour; 3 = C. 2 hours; 4 = D. 3 to 5 hours; 5 = E. 6 to 10 hours; 6 = F. 11 or more hours	hn190a	Percentage of students who answered at least 1 hour	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h191a	D, ©	A,B,C,D	Do you agree or disagree that in your community you feel like you matter to people?	1 = A. Strongly agree; 2 = B. Agree; 3 = C. Not sure; 4 = D. Disagree; 5 = E. Strongly disagree	hn191a	Percentage of students who answered "Strongly agree" or "Agree"	1 = Yes; 2 = No	A or B	A, B, C, D, or E
h196a (Modified)	D	A,B	I have parent(s) or guardian(s) who try to help me succeed.	1 = A. Not at all or rarely; 2 = B. Somewhat or sometimes; 3 = C. Very or often; 4 = D. Extremely or almost always	hn196a	Percentage of students who answered "Very or often" or "Extremely or almost always"	1 = Yes; 2 = No	C or D	A, B, C, or D
h197	D	A	I have good neighbors who care about me.	1 = A. Not at all or rarely; 2 = B. Somewhat or sometimes; 3 = C. Very or often; 4 = D. Extremely or almost always	hn197	Percentage of students who answered "Very or often" or "Extremely or almost always"	1 = Yes; 2 = No	C or D	A, B, C, or D
h198	D	A,B	I have a school that cares about kids and encourages them.	1 = A. Not at all or rarely; 2 = B. Somewhat or sometimes; 3 = C. Very or often; 4 = D. Extremely or almost always	hn198	Percentage of students who answered "Very or often" or "Extremely or almost always"	1 = Yes; 2 = No	C or D	A, B, C, or D
h199	D	A,B	I have support from adults other than my parents.	1 = A. Not at all or rarely; 2 = B. Somewhat or sometimes; 3 = C. Very or often; 4 = D. Extremely or almost always	hn199	Percentage of students who answered "Very or often" or "Extremely or almost always"	1 = Yes; 2 = No	C or D	A, B, C, or D
h200	D	A,B	I have a family that gives me love and support.	1 = A. Not at all or rarely; 2 = B. Somewhat or sometimes; 3 = C. Very or often; 4 = D. Extremely or almost always	hn200	Percentage of students who answered "Very or often" or "Extremely or almost always"	1 = Yes; 2 = No	C or D	A, B, C, or D

## Section 1: Survey Questions and Summary Variables – 2015

2015 Variable	2015 Reports	Versions	2015 Question Wording	2015 Question Values	2015 Summary Variable	2015 Answer of Interest	2015 A of I Values	2015 Numerator	2015 Denominator
h201	D	A,B	I have parents who are good at talking with me about things.	1 = A. Not at all or rarely; 2 = B. Somewhat or sometimes; 3 = C. Very or often; 4 = D. Extremely or almost always	hn201	Percentage of students who answered "Very or often" or "Extremely or almost always"	1 = Yes; 2 = No	C or D	A, B, C, or D
h183a	D	A,B	In your lifetime, how many times have you gambled (bet) with money or something else of value? (Include if you bet at a casino, race track, or online, bought lottery tickets, bet on a sports team, or played cards or other games for money or things.)	1 = A. 0 times; 2 = B. 1 or 2 times; 3 = C. 3 to 9 times; 4 = D. 10 to 19 times; 5 = E. 20 to 39 times; 6 = F. 40 or more times	hn183a	Percentage of students who answered at least 1 time	1 = Yes; 2 = No	B, C, D, E, or F	A, B, C, D, E, or F
h184	D	A,B	Has the money or time that you spent on gambling led to financial problems or problems in your family, work, school or personal life?	1 = A. I have never gambled; 2 = B. Yes; 3 = C. No	hn184	Percentage of students who answered "Yes"	1 = Yes; 2 = No	B	A, B, or C

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
raceeth	Race/Ethnicity	1 = American Indian or Alaska Native* 2 = Asian* 3 = Black or African American* 4 = Hispanic 5 = Native Hawaiian or Other Pacific Islander* 6 = White* 7 = Multiple Races*  * = Non-Hispanic	<b>Hispanic (k47a)</b> B (No) A (American Indian/Alaska Native) 1 = America Indian/Alaska Native B (No) B (Asian) 2 = Asian B (No) C (Black or African American) 3 = Black or African American B (No) D (Native Hawaiian or Other Pacific Islander) 5 = Native Hawaiian or Other Pacific Islander B (No) E (White) 6 = White A (Yes) Missing 4 = Hispanic A (Yes) 1 or more responses (A thru E) 4 = Hispanic B (No) 2 or more responses (A thru E) 7 = Multiple races B (No) Missing Missing Missing Any response Missing Missing Missing Missing
hnowt	Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT	1 = Yes; 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a>
hnobese	Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT	1 = Yes; 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a>
hnhlthwt	Percentage of students who were at a healthy weight (i.e., at or above the 5th percentile but below the 85th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT	1 = Yes; 2 = No	See <a href="http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm">http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm</a> to calculate BMI percentiles. After setting outliers (_bivbmi in (1,2)) to missing, SAS code is: *healthy weight*; if bmipct = . then hnhlthwt = .; else if bmipct >= 5 and bmipct < 85 then hnhlthwt = 1; else if bmipct < 5 or bmipct >= 85 then hnhlthwt = 2;
hntobsus	Percentage of students who are susceptible to tobacco use	1 = Yes; 2 = No	If any of h66, h67, or h70 are missing, then hntobsus set to missing. If any of h66, h67, or h70 in (1, 2, 3) then hntobsus = 1 (susceptible). If ALL of h66, h67, or h70 = 4, then hntobsus = 2 (not susceptible).
hnanytob	Percentage of students who smoked cigarettes or cigars or used chewing tobacco, snuff, or dip on one or more of the past 30 days	1 = Yes; 2 = No	SAS Code from YRBS Data User Guide – HNANYTOB=2; if h48 in ('2','3','4','5','6','7') then HNANYTOB =1; if h50 in ('2','3','4','5','6','7') then HNANYTOB =1; if h49 in ('2','3','4','5','6','7') then HNANYTOB =1; if h48=' ' or h50=' ' or h49=' ' then HNANYTOB =.;

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
hnanytob_2	Percentage of students who smoked cigarettes or cigars; used an electronic vapor product; or used chewing tobacco, snuff, or dip on one or more of the past 30 days	1 = Yes; 2 = No	SAS Code from YRBS Data User Guide – if h48 in ('2','3','4','5','6','7') then HNANYTOB_2 =1; if h50 in ('2','3','4','5','6','7') then HNANYTOB_2 =1; if h49 in ('2','3','4','5','6','7') then HNANYTOB_2 =1; if h234 in ('2','3','4','5','6','7') then HNANYTOB_2 =1; if h48=' ' or h50=' ' or h49=' ' or h234=' ' then HNANYTOB_2 =;
hncrpad	Perceived Availability of Drugs Scale -- High Risk	0 = No (Low Risk); 1 = Yes (High Risk)	(NOTE: The following is SPSS code) compute crpad00 = mean.3 (h56, h84, h101, h125).  recode crpad00 (sysmis=-9). missing values crpad00 (-9 thru -5).  10th grade: if (crpad00 <=2.917) crpad_rs=0. if (crpad00 > 2.917) crpad_rs=1. 12th grade: if (crpad00 <=3.103) crpad_rs=0. if (crpad00 > 3.103) crpad_rs=1.  0 'Below cutoff point - Low risk' 1 'Above cutoff point - High risk'
hnprfud	Peers Use of Drugs Scale -- High Risk	0 = No (Low Risk); 1 = Yes (High Risk)	(NOTE: The following is SPSS code) Recode h68 h95 h110 h132 (1=0) (2=1) (3=2) (4=3) (5=4) into h68new h95new h110new h132new.  compute prfud00 = mean.3 (h68new, h95new, h110new, h132new).  recode prfud00 (sysmis=-9). missing values prfud00 (-9 thru -5).  10th grade: if (prfud00 <=1.438) prfud_rs=0. if (prfud00 > 1.438) prfud_rs=1. 12th grade: if (prfud00 <=1.933) prfud_rs=0. if (prfud00 > 1.933) prfud_rs=1.  0 'Below cutoff point - Low risk' 1 'Above cutoff point - High risk'

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
hnfruit	Percentage of students who drank 100% fruit juice and/or ate fruit two or more times per day during the past seven days	1 = Yes; 2 = No	<p>(NOTE: The following is SAS code)</p> <pre> Length qfruit1 qfruit2 8; qfrtot=0; Array qfr{2} h156 h157; Array qfruit{2} qfruit1 qfruit2; do i=1 to 2; select (qfr{i}); when('1') qfruit{i}=0; when('2') qfruit{i}=2/7; when('3') qfruit{i}=5/7; when('4') qfruit{i}=1; when('5') qfruit{i}=2; when('6') qfruit{i}=3; when('7') qfruit{i}=4; otherwise qfruit{i}=.; end; qfrtot = qfrtot+qfruit{i}; end; if qfrtot&gt;=2 then qnfruit=1; else if qfrtot ne . then qnfruit=2; else qnfruit=.; drop qfruit1-qfruit2 qfrtot; </pre>
hnveg	Percentage of students who ate vegetables three or more times per day during the past seven days	1 = Yes; 2 = No	<p>Numerator for h158b = F or G Denominator for h158b = A, B, C, D, E, F, or G</p>

## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
hnfrvg	Percentage of students who drank 100% fruit juice, ate fruit and/or ate vegetables five or more times per day during the past seven days	1 = Yes; 2 = No	(NOTE: The following is SAS code) Length qfrvg1 qfrvg2 qfrvg3 8; qfrvgtot=0; Array qfv{6} h156 h157 h158b; Array qfrvg{6} qfrvg1 qfrvg2 qfrvg3; do i=1 to 3; select (qfv{i}); when('1') qfrvg{i}=0; when('2') qfrvg{i}=2/7; when('3') qfrvg{i}=5/7; when('4') qfrvg{i}=1; when('5') qfrvg{i}=2; when('6') qfrvg{i}=3; when('7') qfrvg{i}=4; otherwise qfrvg{i}=.; end; qfrvgtot = qfrvgtot+qfrvg{i}; end; if qfrvgtot>=5 then qnfrvg=1; else if qfrvgtot ne . then qnfrvg=2; else qnfrvg=.; drop qfrvg1-qfrvg3 qfrvgtot;
hnpa7day	Percentage of students who were physically active for a total of at least 60 minutes per day on all of the past seven days	1 = Yes; 2 = No	(NOTE: The following is SAS code) If h209='8' then hnpa7day=1; Else if h209 in ('1','2','3','4','5','6','7') then hnpa7day=2; Else hnpa7day=.;
hnscreen	Percentage of students watching 2 or fewer hours of combined screen time (tv, video games, computer) per day on an average school day	1 = Yes; 2 = No	(NOTE: The following will be SAS code) We need to write SAS code to combine h166 and h167b. If h166 or h167b are missing then hnscreen is missing. If Sum of h166 and h167b is 2 or fewer hours then hnscreen = 1 (yes). Else if sum of h166 and h167b is more than 2 hours then hnscreen = 2 (No).
hndlype	Percentage of students who attended physical education (PE) classes daily in an average week when they were in school	1 = Yes; 2 = No	Numerator for h168 = F Denominator for h168 = A, B, C, D, E, or F
hnltasth	Percentage of students with lifetime asthma (Excludes "Not sure" responses from h170)	1 = Yes; 2 = No	(NOTE: The following is SAS code) *lifetime asthma*; hnltasth = .; if h170 = 1 then hnltasth = 1; else if h170 = 2 then hnltasth = 2;



## Section 2: Calculated Variables – 2015

2015 Summary Variable	Calculated Variable Wording	Calculated Variable Values	Programming Information
hncrasth	Percentage of students with current asthma (Excludes “Not sure” responses from h170 and h171)	1 = Yes; 2 = No	(NOTE: The following is SAS code) *current asthma*; hncrasth = .; if m171 = . then hncrasth = .; else if h170 = 1 and h171 = 1 then hncrasth = 1; else if h170 = 2 or h171 = 2 then hncrasth = 2;
hndiab	Percentage of students with diagnosed diabetes (Excludes “Not sure” responses from h173)	1 = Yes; 2 = No	(NOTE: The following is SAS code; this code has not been tested.) *diagnosed diabetes*; hndiab = .; if h173 = 1 then hndiab = 1; else if h173 = 2 then hndiab = 2; else if h173 = 3 then hndiab = .;
hndisab	Percentage of students who have a disability	1 = Yes; 2 = No	Numerator for h177 or h178 or h179 or h180 = A Denominator for h177 thru h180 = A, B, or C

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
1	studenti	Student ID Variable
2	pacid	PACID
3	class_co	Class Code
4	school_n	School Name
5	doe_id	Department of Education ID
6	sau_id	SAU DOE ID
7	aos_id	AOS Code
8	county_i	County Code
9	county_n	County Name
10	phd_id	Public Health District
11	phd_name	Public Health District name
12	dfc_id	DFC ID
13	dfc_name	DFC Name
14	student	Student Module
15	school_m	School Module
16	h1	(h1)How old are you?
17	h2	(h2)What is your sex?
18	h3	(h3)In what grade are you?
19	h4	(h4)Are you Hispanic or Latino?
20	h5aa	(h5aa)What is your race? (Select one or more responses.) A. American Indian or Alaska Native
21	h5b	(h5b)What is your race? (Select one or more responses.) B. Asian
22	h5c	(h5c)What is your race? (Select one or more responses.) C. Black or African American
23	h5da	(h5da)What is your race? (Select one or more responses.) D. Native Hawaiian or Other Pacific Islander
24	h5e	(h5e)What is your race? (Select one or more responses.) E. White
25	raceeth	Race/Ethnicity
26	h6ft	(h6ft)How tall are you without your shoes on?
27	h6in1	(h6in1)How tall are you without your shoes on?
28	h6in2	(h6in2)How tall are you without your shoes on?
29	h7wgt1	(h7wgt1)How tall are you without your shoes on?
30	h7wgt2	(h7wgt2)How tall are you without your shoes on?
31	h7wgt3	(h7wgt3)How tall are you without your shoes on?
32	hnowt	(hnowt) Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
33	hnobese	(hnobese) Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT
34	hnhlthwt	(hnhlthwt) Percentage of students who were at a healthy weight (i.e., at or above the 5th percentile but below the 85th percentile for body mass index, by age and sex) -- SELF-REPORTED HEIGHT/WEIGHT
35	h8a	(h8a)What language is spoken most often at home?
36	hn8a	(hn8a)What language is spoken most often at home? Percentage of students who answered something other than 'English'
37	h9	(h9)Which of the following best describes you?
38	hn9	(hn9)Which of the following best describes you? Percentage of students who answered 'Gay or lesbian' or 'Bisexual'
39	h10a	(h10a)When you rode a bicycle during the past 12 months, how often did you wear a helmet?
40	hn10a	(hn10a)When you rode a bicycle during the past 12 months, how often did you wear a helmet? Among students who rode a bicycle in the past 12 months, the percentage of students who answered 'Never wore a helmet' or 'Rarely wore a helmet'
41	h11	(h11)How often do you wear a seat belt when riding in a car driven by someone else?
42	hn11	(hn11)How often do you wear a seat belt when riding in a car driven by someone else? Percentage of students who answered 'Never' or 'Rarely'
43	hn11_2	(hn11_2)How often do you wear a seat belt when riding in a car driven by someone else? Percentage of students who answered 'Always'
44	h213	(h213)How often do you wear a seat belt when driving a car?
45	hn213	(hn213)How often do you wear a seat belt when driving a car? Among students who drive, the percentage of students who answered 'Never' or 'Rarely'
46	hn213_2	(hn213_2)How often do you wear a seat belt when driving a car? Among students who drive, the percentage of students who answered 'Always'
47	h13	(h13)During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?
48	hn13	(hn13)During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol? Percentage of students who answered at least 1 time
49	h214	(h214)During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?
50	hn214	(hn214)During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol? Percentage of students who answered at least 1 time
51	h15a	(h15a)During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been taking illegal drugs such as marijuana, cocaine, heroin, or LSD?
52	hn15a	(hn15a)During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been taking illegal drugs such as marijuana, cocaine, heroin, or LSD? Percentage of students who answered at least 1 time
53	h230	(h230)During the past 30 days, how many times did you text or talk on the phone while driving a car or other vehicle?
54	hn230	(hn230)During the past 30 days, how many times did you text or talk on the phone while driving a car or other vehicle? Percentage of students who answered at least 1 time
55	h17	(h17)How many times in the past year (12 months) have you taken a gun to school?
56	hn17	(hn17)How many times in the past year (12 months) have you taken a gun to school? Percentage of students who answered at least 1 time
57	h18	(h18)During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?
58	hn18	(hn18)During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property? Percentage of students who answered at least 1 day
59	h19	(h19)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?
60	hn19	(hn19)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? Percentage of students who answered at least 1 day
61	h20	(h20)If you wanted to get a gun, how easy would it be for you to get one?
62	hn20	(hn20)If you wanted to get a gun, how easy would it be for you to get one? Percentage of students who answered 'Sort of easy' or 'Very easy'

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
63	h21	(h21)During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club?
64	hn21	(hn21)During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club? Percentage of students who answered at least 1 time
65	h22	(h22)During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?
66	hn22	(hn22)During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property? Percentage of students who answered at least 1 time
67	h23	(h23)During the past 12 months, how many times has someone stolen or deliberately damaged your property such as your car, clothing, or books on school property?
68	hn23	(hn23)During the past 12 months, how many times has someone stolen or deliberately damaged your property such as your car, clothing, or books on school property? Percentage of students who answered at least 1 time
69	h24	(h24)During the past 12 months, how many times were you in a physical fight?
70	hn24	(hn24)During the past 12 months, how many times were you in a physical fight? Percentage of students who answered at least 1 time
71	h25	(h25)During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?
72	hn25	(hn25)During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse? Percentage of students who answered at least 1 time
73	h26	(h26)During the past 12 months, how many times were you in a physical fight on school property?
74	hn26	(hn26)During the past 12 months, how many times were you in a physical fight on school property? Percentage of students who answered at least 1 time
75	h33	(h33)Do you agree or disagree with the following statement? 'I feel safe at my school.'
76	hn33	(hn33)Do you agree or disagree with the following statement? 'I feel safe at my school.' Percentage of students who answered 'Strongly agree' or 'Agree'
77	h28	(h28)Have you ever been physically forced to have sexual intercourse when you did not want to?
78	hn28	(hn28)Have you ever been physically forced to have sexual intercourse when you did not want to? Percentage of students who answered 'Yes'
79	h216	(h216)During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)
80	hn216	(hn216)During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? Among students who dated or went out with someone during the past 12 months, the percentage who answered at least 1 time
81	h29a	(h29a)Have you ever been forced (physically or otherwise) to have sexual contact? (Select only one response.)
82	hn29a	(hn29a)Have you ever been forced (physically or otherwise) to have sexual contact? (Select only one response.) Percentage of students who answered 'Yes' to lifetime forced sexual contact
83	hn29a_2	(hn29a_2)Have you ever been forced (physically or otherwise) to have sexual contact? (Select only one response.) Percentage of students who answered 'Yes' to past year forced sexual contact
84	h30	(h30)Has violence in your home, or the threat of violence, ever made you want to leave your home, even just for a short while?
85	hn30	(hn30)Has violence in your home, or the threat of violence, ever made you want to leave your home, even just for a short while? Percentage of students who answered 'Yes'
86	h32a	(h32a)How often is the following statement true for you? 'I resolve conflicts without anyone getting hurt.'
87	hn32a	(hn32a)How often is the following statement true for you? 'I resolve conflicts without anyone getting hurt.' Percentage of students who answered 'Most of the time' or 'Always'
88	h34	(h34)During the past 12 months, have you ever been bullied on school property?
89	hn34	(hn34)During the past 12 months, have you ever been bullied on school property? Percentage of students who answered 'Yes'
90	h35	(h35)During the past 12 months, have you ever been bullied away from school property?
91	hn35	(hn35)During the past 12 months, have you ever been bullied away from school property? Percentage of students who answered 'Yes'

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
92	h36b	(h36b)During the past 12 months, have you ever been electronically bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)
93	hn36b	(hn36b)During the past 12 months, have you ever been electronically bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.) Percentage of students who answered 'Yes'
94	h37	(h37)Has anyone ever made offensive racial comments or attacked you based on your race or ethnicity at school or on your way to or from school?
95	hn37	(hn37)Has anyone ever made offensive racial comments or attacked you based on your race or ethnicity at school or on your way to or from school? Percentage of students who answered 'Yes'
96	h38	(h38)Has anyone ever made offensive comments or attacked you because of your perceived sexual orientation at school or on your way to or from school?
97	hn38	(hn38)Has anyone ever made offensive comments or attacked you because of your perceived sexual orientation at school or on your way to or from school? Percentage of students who answered 'Yes'
98	h39	(h39)Has anyone ever made offensive sexual comments to you at school or on your way to or from school?
99	hn39	(hn39)Has anyone ever made offensive sexual comments to you at school or on your way to or from school? Percentage of students who answered 'Yes'
100	h40	(h40)Has anyone ever made offensive comments or attacked you at school or on your way to or from school because of how masculine or feminine you are (that is, acting 'too much like a girl' if you are a boy, or acting 'too much like a boy'...)?
101	hn40	(hn40)Has anyone ever made offensive comments or attacked you at school or on your way to or from school because of how masculine or feminine you are (that is, acting 'too much like a girl'...)? Percentage of students who answered 'Yes'
102	h41	(h41)What are the chances you would be seen as cool if you defended someone who was being verbally abused at school?
103	hn41	(hn41)What are the chances you would be seen as cool if you defended someone who was being verbally abused at school? Percentage of students who answered 'Pretty good chance' or 'Very good chance'
104	h42	(h42)During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
105	hn42	(hn42)During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? Percentage of students who answered 'Yes'
106	h43b	(h43b)During the past 12 months, when you felt sad or hopeless, from whom did you get help? (Select only one response.)
107	hn43b	(hn43b)During the past 12 months, when you felt sad or hopeless, from whom did you get help? Among students who have ever felt sad or hopeless during the past 12 months, the percentage of students who answered that they got help from an adult
108	h44	(h44)During the past 12 months, did you ever seriously consider attempting suicide?
109	hn44	(hn44)During the past 12 months, did you ever seriously consider attempting suicide? Percentage of students who answered 'Yes'
110	h45	(h45)During the past 12 months, did you make a plan about how you would attempt suicide?
111	hn45	(hn45)During the past 12 months, did you make a plan about how you would attempt suicide? Percentage of students who answered 'Yes'
112	h46	(h46)During the past 12 months, how many times did you actually attempt suicide?
113	hn46	(hn46)During the past 12 months, how many times did you actually attempt suicide? Percentage of students who answered at least 1 time
114	h47	(h47)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?
115	hn47	(hn47)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? Percentage of students who answered at least 1 time
116	h61	(h61)Have you ever tried cigarette smoking, even one or two puffs?
117	hn61	(hn61)Have you ever tried cigarette smoking, even one or two puffs? Percentage of students who answered 'Yes'
118	h48	(h48)During the past 30 days, on how many days did you smoke cigarettes?
119	hn48	(hn48)During the past 30 days, on how many days did you smoke cigarettes? Percentage of students who answered at least 1 day

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
120	h51	(h51)How old were you when you smoked a whole cigarette for the first time?
121	hn51	(hn51)How old were you when you smoked a whole cigarette for the first time? Among students who have smoked a whole cigarette, the percentage of students who answered before age 13
122	hn51_2	(hn51_2)How old were you when you smoked a whole cigarette for the first time? Percentage of students who answered before age 13
123	h62	(h62)During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?
124	hn62	(hn62)During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day? Among students who reported current cigarette use, the percentage of students who answered more than 10 cigarettes
125	h231	(h231)During the past 30 days, how did you usually get your own cigarettes? (Select only one response.)
126	hn231	(hn231)During the past 30 days, how did you usually get your own cigarettes? (Select only one response.) Among students who were less than 18 years of age and who reported current cigarette use, the percentage of students who answered "I bought them in a store such as a convenience store, supermarket, discount store, or gas station"
127	h50	(h50)During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
128	hn50	(hn50)During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen? Percentage of students who answered at least 1 day
129	h49	(h49)During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?
130	hn49	(hn49)During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars? Percentage of students who answered at least 1 day
131	h52a	(h52a)During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?
132	hn52a	(hn52a)During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes? Percentage of students who answered at least 1 day
133	h204	(h204)During the past 12 months, were you taught in any of your classes about the dangers of tobacco use?
134	hn204	(hn204)During the past 12 months, were you taught in any of your classes about the dangers of tobacco use? Percentage of students who answered 'Yes'
135	h54	(h54)How wrong do your parents feel it would be for you to smoke cigarettes?
136	hn54	(hn54)How wrong do your parents feel it would be for you to smoke cigarettes? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
137	h55	(h55)How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day?
138	hn55	(hn55)How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day? Percentage of students who answered 'No risk' or 'Slight risk'
139	h56	(h56)If you wanted to get some cigarettes, how easy would it be for you to get some?
140	hn56	(hn56)If you wanted to get some cigarettes, how easy would it be for you to get some?Percentage of students who answered 'Sort of easy' or 'Very easy'
141	hn56_2	(hn56_2)If you wanted to get some cigarettes, how easy would it be for you to get some? Among students under the age of 18, the percentage of students who answered 'Sort of easy' or 'Very easy'
142	h57	(h57)During the past 30 days, did anyone ever refuse to sell you cigarettes because of your age?
143	hn57	(hn57)During the past 30 days, did anyone ever refuse to sell you cigarettes because of your age? Among students under the age of 18 who tried to buy cigarettes during the past 30 days, the percentage of students who answered 'Yes'
144	h59	(h59)When you go to a supermarket, grocery store, convenience store or gas station mini-mart, how often do you see tobacco industry advertisements on signs or poster boards?
145	hn59	(hn59)When you go to a supermarket, grocery store, convenience store or gas station mini-mart, how often do you see tobacco industry advertisements on signs or poster boards? Percentage of students who answered 'A lot'
146	h60	(h60)How much do you think people risk harming themselves (physically or in other ways) if they are exposed to other people's cigarette smoke?
147	hn60	(hn60)How much do you think people risk harming themselves (physically or in other ways) if they are exposed to other people's cigarette smoke? Percentage of students who answered 'No risk' or 'Slight risk'

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
148	h238	(h238)During the past 12 months, how many times have you stopped smoking for one day or longer because you were trying to quit smoking cigarettes for good?
149	hn238	(hn238)During the past 12 months, how many times have you stopped smoking for one day or longer because you were trying to quit smoking cigarettes for good? Among students who smoked during the past 12 months, the percentage of students who answered at least 1 time
150	h65	(h65)Do you think you would be able to quit smoking cigarettes if you tried?
151	hn65	(hn65)Do you think you would be able to quit smoking cigarettes if you tried? Among students who currently smoke, the percentage who answered 'Yes'
152	h66	(h66)Do you think that you will try a cigarette soon?
153	hn66	(hn66)Do you think that you will try a cigarette soon? Percentage of students who answered 'I definitely will', 'I probably will' or 'I probably will not'
154	h67	(h67)Do you think you will smoke a cigarette at any time during the next year?
155	hn67	(hn67)Do you think you will smoke a cigarette at any time during the next year? Percentage of students who answered 'I definitely will', 'I probably will' or 'I probably will not'
156	h68	(h68)Think of your four best friends. How many in the past year have smoked cigarettes?
157	hn68	(hn68)Think of your four best friends. How many in the past year have smoked cigarettes? Percentage of students who answered at least 1 friend
158	h70	(h70)If one of your best friends offered you a cigarette, would you smoke it?
159	hn70	(hn70)If one of your best friends offered you a cigarette, would you smoke it? Percentage of students who answered 'Definitely yes', 'Probably yes' or 'Probably not'
160	h232	(h232)How wrong do your friends feel it would be for you to smoke cigarettes?
161	hn232	(hn232)How wrong do your friends feel it would be for you to smoke cigarettes? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
162	h73	(h73)Has a doctor or someone in a doctor's office talked to you about the danger of tobacco use in the past 12 months?
163	hn73	(hn73)Has a doctor or someone in a doctor's office talked to you about the danger of tobacco use in the past 12 months? Among students who have visited a doctor's office in the last 12 months, the percentage of students who answered 'Yes'
164	h74	(h74)Has a dentist or someone in a dentist's office talked to you about the danger of tobacco use in the past 12 months?
165	hn74	(hn74)Has a dentist or someone in a dentist's office talked to you about the danger of tobacco use in the past 12 months? Among students who have visited a dentist's office in the last 12 months, the percentage of students who answered 'Yes'
166	h75a	(h75a)During the past 7 days, on how many days were you in the same car with someone who was smoking cigarettes?
167	hn75a	(hn75a)During the past 7 days, on how many days were you in the same car with someone who was smoking cigarettes? Percentage of students who answered at least 1 day
168	h76	(h76)Besides yourself, does anyone who lives in your home smoke cigarettes now?
169	hn76	(hn76)Besides yourself, does anyone who lives in your home smoke cigarettes now? Percentage of students who answered 'Yes'
170	h77	(h77)How wrong do you think it is for someone your age to smoke cigarettes?
171	hn77	(hn77)How wrong do you think it is for someone your age to smoke cigarettes? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
172	h233	(h233)Have you ever used an electronic vapor product?
173	hn233	(hn233)Have you ever used an electronic vapor product? Percentage of students who answered 'Yes'
174	h234	(h234)During the past 30 days, on how many days did you use an electronic vapor product?
175	hn234	(hn234)During the past 30 days, on how many days did you use an electronic vapor product? Percentage of students who answered at least 1 day
176	hntobsus	(hntobsus) Percentage of students who are susceptible to tobacco use
177	hnanytob	(hnanytob) Percentage of students who smoked cigarettes or cigars or used chewing tobacco, snuff, or dip on one or more of the past 30 days
178	hnanytob_2	(hnanytob_2) Percentage of students who smoked cigarettes or cigars; used an electronic vapor product; or used chewing tobacco, snuff, or dip on one or more of the past 30 days

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
179	h78	(h78)During your life, how many days have you had at least one drink of alcohol?
180	hn78	(hn78)During your life, how many days have you had at least one drink of alcohol? Percentage of students who answered at least 1 day
181	h79	(h79)How old were you when you had your first drink of alcohol other than a few sips?
182	hn79	(hn79)How old were you when you had your first drink of alcohol other than a few sips? Among students who have had more than a few sips of alcohol, the percentage of students who answered before age 13
183	hn79_2	(hn79_2)How old were you when you had your first drink of alcohol other than a few sips? The percentage of students who answered before age 13
184	h80	(h80)During the past 30 days, on how many days did you have at least one drink of alcohol?
185	hn80	(hn80)During the past 30 days, on how many days did you have at least one drink of alcohol? Percentage of students who answered at least 1 day
186	h81a	(h81a)During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?
187	hn81a	(hn81a)During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours? Percentage of students who answered at least 1 day
188	h82b	(h82b)During the past 30 days, how did you usually get the alcohol you drank?
189	hn82b	(hn82b)During the past 30 days, how did you usually get the alcohol you drank? Among students who reported alcohol use during the past 30 days, the percentage of students who answered 'Someone gave it to me'
190	h83	(h83)During the past 30 days, on how many days did you have at least one drink of alcohol on school property?
191	hn83	(hn83)During the past 30 days, on how many days did you have at least one drink of alcohol on school property? Percentage of students who answered at least 1 day
192	h84	(h84)If you wanted to get some alcohol, how easy would it be for you to get some?
193	hn84	(hn84)If you wanted to get some alcohol, how easy would it be for you to get some? Percentage of students who answered 'Sort of easy' or 'Very easy'
194	h86	(h86)If you drank some alcohol without your parents' permission, would you be caught by your parents?
195	hn86	(hn86)If you drank some alcohol without your parents' permission, would you be caught by your parents? Percentage of students who answered 'Probably not' or 'Definitely not'
196	h87	(h87)If a kid drank some alcohol in your neighborhood, would he or she be caught by the police?
197	hn87	(hn87)If a kid drank some alcohol in your neighborhood, would he or she be caught by the police? Percentage of students who answered 'Probably not' or 'Definitely not'
198	h88b	(h88b)How much do you think people risk harming themselves (physically or in other ways) if they have 1 or 2 drinks of an alcoholic beverage nearly every day?
199	hn88b	(hn88b)How much do you think people risk harming themselves (physically or in other ways) if they have 1 or 2 drinks of an alcoholic beverage nearly every day? Percentage of students who answered 'No risk' or 'Slight risk'
200	h89b	(h89b)How much do you think people risk harming themselves (physically or in other ways) if they have 5 or more drinks of an alcoholic beverage in a row once or twice a week?
201	hn89b	(hn89b)How much do you think people risk harming themselves (physically or in other ways) if they have 5 or more drinks of an alcoholic beverage in a row once or twice a week? Percentage of students who answered 'No risk' or 'Slight risk'
202	h90	(h90)What are the chances you would be seen as cool if you began drinking alcoholic beverages regularly, that is, at least once or twice a month?
203	hn90	(hn90)What are the chances you would be seen as cool if you began drinking alcoholic beverages regularly, that is, at least once or twice a month? Percentage of students who answered 'Pretty good chance' or 'Very good chance'
204	h91a	(h91a)How wrong would most adults over 21 in your neighborhood think it is for kids your age to drink alcohol?
205	hn91a	(hn91a)How wrong would most adults over 21 in your neighborhood think it is for kids your age to drink alcohol? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
206	h217	(h217)How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage nearly every day?
207	hn217	(hn217)How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage nearly every day? Percentage of students who answered 'Strongly approve' or 'Approve'



### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
208	h95	(h95)Think of your four best friends. How many in the past year have tried alcohol when their parents didn't know about it?
209	hn95	(hn95)Think of your four best friends. How many in the past year have tried alcohol when their parents didn't know about it? Percentage of students who answered at least 1 friend
210	hn95_2	(hn95_2)Think of your four best friends. How many in the past year have tried alcohol when their parents didn't know about it? Percentage of students who answered 3 or 4 friends
211	h218	(h218)How wrong do your friends feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?
212	hn218	(hn218)How wrong do your friends feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
213	h219	(h219)How wrong do your parents feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?
214	hn219	(hn219)How wrong do your parents feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
215	h97a	(h97a)How wrong do you think it is for someone your age to have 5 or more drinks of alcohol once or twice each week?
216	hn97a	(hn97a)How wrong do you think it is for someone your age to have 5 or more drinks of alcohol once or twice each week? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
217	h98	(h98)During your life, how many times have you used marijuana?
218	hn98	(hn98)During your life, how many times have you used marijuana? Percentage of students who answered at least 1 time
219	h99	(h99)How old were you when you tried marijuana for the first time?
220	hn99	(hn99)How old were you when you tried marijuana for the first time? Among students who have tried marijuana, the percentage of students who answered before age 13
221	hn99_2	(hn99_2)How old were you when you tried marijuana for the first time? Percentage of students who answered before age 13
222	h100	(h100)During the past 30 days, how many times did you use marijuana?
223	hn100	(hn100)During the past 30 days, how many times did you use marijuana? Percentage of students who answered at least 1 time
224	h101	(h101)If you wanted to get some marijuana, how easy would it be for you to get some?
225	hn101	(hn101)If you wanted to get some marijuana, how easy would it be for you to get some? Percentage of students who answered 'Sort of easy' or 'Very easy'
226	h102	(h102)How wrong do your parents feel it would be for you to smoke marijuana?
227	hn102	(hn102)How wrong do your parents feel it would be for you to smoke marijuana? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
228	h220	(h220)How much do you think people risk harming themselves (physically or other ways) if they smoke marijuana once or twice a week?
229	hn220	(hn220)How much do you think people risk harming themselves (physically or other ways) if they smoke marijuana once or twice a week? Percentage of students who answered 'No risk' or 'Slight risk'
230	h105	(h105)What are the chances you would be seen as cool if you smoked marijuana?
231	hn105	(hn105)What are the chances you would be seen as cool if you smoked marijuana? Percentage of students who answered 'Pretty good chance' or 'Very good chance'
232	h221	(h221)How wrong do your friends feel it would be for you to smoke marijuana?
233	hn221	(hn221)How wrong do your friends feel it would be for you to smoke marijuana? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
234	h107	(h107)If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?
235	hn107	(hn107)If a kid smoked marijuana in your neighborhood, would he or she be caught by the police? Percentage of students who answered 'Probably not' or 'Definitely not'
236	h108	(h108)How wrong do you think it is for someone your age to smoke marijuana?
237	hn108	(hn108)How wrong do you think it is for someone your age to smoke marijuana? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
238	h109	(h109)During the past 30 days, how many times did you use marijuana on school property?
239	hn109	(hn109)During the past 30 days, how many times did you use marijuana on school property? Percentage of students who answered at least 1 time
240	h110	(h110)Think of your four best friends. How many in the past year have used marijuana?
241	hn110	(hn110)Think of your four best friends. How many in the past year have used marijuana? Percentage of students who answered at least 1 friend
242	hn110_2	(hn110_2)Think of your four best friends. How many in the past year have used marijuana? Percentage of students who answered at least 3 or 4 friends
243	h111	(h111)During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
244	hn111	(hn111)During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high? Percentage of students who answered at least 1 time
245	h118a	(h118a)During the past 30 days, how many times did you sniff glue, breathe the contents of aerosol spray cans, or inhale any paints or sprays to get high?
246	hn118a	(hn118a)During the past 30 days, how many times did you sniff glue, breathe the contents of aerosol spray cans, or inhale any paints or sprays to get high? Percentage of students who answered at least 1 time
247	h112a	(h112a)During your life, how many times have you taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?
248	hn112a	(hn112a)During your life, how many times have you taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription? Percentage of students who answered at least 1 time
249	h113a	(h113a)During the past 30 days, how many times did you take a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?
250	hn113a	(hn113a)During the past 30 days, how many times did you take a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription? Percentage of students who answered at least 1 time
251	h117	(h117)During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?
252	hn117	(hn117)During your life, how many times have you used any form of cocaine, including powder, crack, or freebase? Percentage of students who answered at least 1 time
253	h119	(h119)During your life, how many times have you used heroin (also called smack, junk, or China White)?
254	hn119	(hn119)During your life, how many times have you used heroin (also called smack, junk, or China White)? Percentage of students who answered at least 1 time
255	h222	(h222)During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?
256	hn222	(hn222)During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)? Percentage of students who answered at least 1 time
257	h121	(h121)During your life, how many times have you used ecstasy (also called MDMA)?
258	hn121	(hn121)During your life, how many times have you used ecstasy (also called MDMA)? Percentage of students who answered at least 1 time
259	h122	(h122)During your life, how many times have you taken steroid pills or shots without a doctor's prescription?
260	hn122	(hn122)During your life, how many times have you taken steroid pills or shots without a doctor's prescription? Percentage of students who answered at least 1 time
261	h223	(h223)During your life, how many times have you used hallucinogenic drugs, such as LSD, acid, PCP, angel dust, mescaline, or mushrooms?
262	hn223	(hn223)During your life, how many times have you used hallucinogenic drugs, such as LSD, acid, PCP, angel dust, mescaline, or mushrooms? Percentage of students who answered at least 1 time
263	h124	(h124)During your life, how many times have you used a needle to inject any illegal drug into your body?
264	hn124	(hn124)During your life, how many times have you used a needle to inject any illegal drug into your body? Percentage of students who answered at least 1 time
265	h126	(h126)How many times in the past year (12 months) have you been drunk or high at school?
266	hn126	(hn126)How many times in the past year (12 months) have you been drunk or high at school? Percentage of students who answered at least 1 time
267	h127	(h127)How many times in the past year (12 months) have you sold illegal drugs?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
268	hn127	(hn127)How many times in the past year (12 months) have you sold illegal drugs? Percentage of students who answered at least 1 time
269	h114	(h114)During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?
270	hn114	(hn114)During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property? Percentage of students who answered 'Yes'
271	h125	(h125)If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?
272	hn125	(hn125)If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some? Percentage of students who answered 'Sort of easy' or 'Very easy'
273	h116	(h116)During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use?
274	hn116	(hn116)During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use? Percentage of students who answered 'Yes'
275	h115	(h115)Do you agree or disagree with the following statement? 'My family has clear rules about alcohol and drug use.'
276	hn115	(hn115)Do you agree or disagree with the following statement? 'My family has clear rules about alcohol and drug use.' Percentage of students who answered 'Strongly agree' or 'Agree'
277	h224	(h224)How wrong do your parents feel it would be for you to take a prescription drug not prescribed to you?
278	hn224	(hn224)How wrong do your parents feel it would be for you to take a prescription drug not prescribed to you? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
279	h128a	(h128a)About how many adults over 21 have you known personally who in the past year have gotten drunk or high?
280	hn128a	(hn128a)About how many adults over 21 have you known personally who in the past year have gotten drunk or high? Percentage of students who answered at least 1 adult
281	h129	(h129)During the past 12 months, do you recall hearing, reading or watching an advertisement about the prevention of substance use?
282	hn129	(hn129)During the past 12 months, do you recall hearing, reading or watching an advertisement about the prevention of substance use? Percentage of students who answered 'Yes'
283	h131a	(h131a)How much do you think people risk harming themselves (physically or in other ways) if they take a prescription drug that is not prescribed to them?
284	hn131a	(hn131a)How much do you think people risk harming themselves (physically or in other ways) if they take a prescription drug that is not prescribed to them? Percentage of students who answered 'No risk' or 'Slight risk'
285	h225	(h225)How wrong do your friends feel it would be for you to take a prescription drug not prescribed to you?
286	hn225	(hn225)How wrong do your friends feel it would be for you to take a prescription drug not prescribed to you? Percentage of students who answered 'A little bit wrong' or 'Not wrong at all'
287	h132	(h132)Think of your four best friends. How many in the past year have used LSD, cocaine, amphetamines, or other illegal drugs?
288	hn132	(hn132)Think of your four best friends. How many in the past year have used LSD, cocaine, amphetamines, or other illegal drugs? Percentage of students who answered at least 1 friend
289	hn132_2	(hn132_2)Think of your four best friends. How many in the past year have used LSD, cocaine, amphetamines, or other illegal drugs? Percentage of students who answered 3 or 4 friends
290	h133a	(h133a)About how many adults over 21 have you known personally who in the past year have used marijuana, crack, cocaine, or other drugs?
291	hn133a	(hn133a)About how many adults over 21 have you known personally who in the past year have used marijuana, crack, cocaine, or other drugs? Percentage of students who answered at least 1 adult
292	h134a	(h134a)About how many adults over 21 have you known personally who in the past year have sold or dealt drugs?
293	hn134a	(hn134a)About how many adults over 21 have you known personally who in the past year have sold or dealt drugs? Percentage of students who answered at least 1 adult
294	h235	(h235)During your life, how many times have you used synthetic marijuana (also called K2, Spice, fake weed, King Kong, Yucatan Fire, Skunk, or Moon Rocks)?
295	hn235	(hn235)During your life, how many times have you used synthetic marijuana (also called K2, Spice, fake weed, King Kong, Yucatan Fire, Skunk, or Moon Rocks)? Percentage of students who answered at least 1 time
296	hncrpad	(hncrpad) Perceived Availability of Drugs Scale -- High Risk
297	hnprfud	(hnprfud) Peers Use of Drugs Scale -- High Risk
298	h135	(h135)Have you ever had sexual intercourse?

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
299	hn135	(hn135)Have you ever had sexual intercourse? Percentage of students who answered 'Yes'
300	h138	(h138)How old were you when you had sexual intercourse for the first time?
301	hn138	(hn138)How old were you when you had sexual intercourse for the first time? Percentage of students who answered before age 13
302	h139	(h139)During your life, with how many people have you had sexual intercourse?
303	hn139	(hn139)During your life, with how many people have you had sexual intercourse? Percentage of students who answered at least 4 people
304	h140	(h140)During the past 3 months, with how many people did you have sexual intercourse?
305	hn140	(hn140)During the past 3 months, with how many people did you have sexual intercourse? Percentage of students who answered at least 1 person
306	h141	(h141)Did you drink alcohol or use drugs before you had sexual intercourse the last time?
307	hn141	(hn141)Did you drink alcohol or use drugs before you had sexual intercourse the last time? Among students who had sexual intercourse during the past three months, the percentage of students who answered 'Yes'
308	h136	(h136)The last time you had sexual intercourse, did you or your partner use a condom?
309	hn136	(hn136)The last time you had sexual intercourse, did you or your partner use a condom? Among students who have ever had sexual intercourse, the percentage of students who answered 'Yes'
310	hn136_2	(hn136_2)The last time you had sexual intercourse, did you or your partner use a condom? Among students who had sexual intercourse during the past three months, the percentage of students who answered 'Yes'
311	h226	(h226)The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy? (Select only one response.)
312	hn226_3	(hn226_3)The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy? Among students who have ever had sexual intercourse, the percentage of students who utilized a hormonal method of birth control
313	hn226_4	(hn226_4)The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy? Among students who had sexual intercourse during the past three months, the percentage of students who utilized a hormonal method of birth control
314	h142	(h142)Have you ever had oral sex?
315	hn142	(hn142)Have you ever had oral sex? Percentage of students who answered 'Yes'
316	h227	(h227)The first time you had sexual intercourse, how old was your partner?
317	hn227	(hn227)The first time you had sexual intercourse, how old was your partner? Among students who have had sexual intercourse, the percentage of students who answered at least 18 years old
318	h144a	(h144a)During your life, with whom have you had sexual contact?
319	hn144a	(hn144a)During your life, with whom have you had sexual contact? Among students who have had sexual contact, the percentage of students who answered that they had sexual contact with a person of the same sex
320	h145	(h145)Have you talked with your parent(s) and/or guardian(s) about sex in the past 6 months?
321	hn145	(hn145)Have you talked with your parent(s) and/or guardian(s) about sex in the past 6 months? Percentage of students who answered 'Yes'
322	h147	(h147)Have you ever been taught about AIDS or HIV infection in school?
323	hn147	(hn147)Have you ever been taught about AIDS or HIV infection in school? Percentage of students who answered 'Yes'
324	h206a	(h206a)Have you ever been tested for a sexually transmitted disease (STD) such as Chlamydia, Syphilis, Gonorrhea, or HIV?
325	hn206a	(hn206a)Have you ever been tested for a sexually transmitted disease (STD) such as Chlamydia, Syphilis, Gonorrhea, or HIV? Percentage of students who answered 'Yes'
326	hn206a_2	(hn206a_2)Have you ever been tested for a sexually transmitted disease (STD) such as Chlamydia, Syphilis, Gonorrhea, or HIV? Among those who have ever had sexual intercourse, percentage of students who answered "Yes"

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
327	h156	(h156)During the past 7 days, how many times did you drink 100% fruit juices such as orange juice, apple juice, or grape juice? (Do not count punch, Kool-Aid, sports drinks, or other fruit flavored drinks.)
328	h157	(h157)During the past 7 days, how many times did you eat fruit? (Do not count fruit juice.)
329	hnfruit	(hnfruit) Percentage of students who drank 100% fruit juice and/or ate fruit two or more times per day during the past seven days
330	h158b	(h158b)During the past 7 days, how many times did you eat vegetables, such as carrots, green salad, corn, or green beans? (Do not count french fries or other fried potatoes.)
331	hnveg	(hnveg) Percentage of students who ate vegetables three or more times per day during the past seven days
332	hnfrvg	(hnfrvg) Percentage of students who drank 100% fruit juice, ate fruit and/or ate vegetables five or more times per day during the past seven days
333	h207	(h207)During the past 7 days, how many times did you drink a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage (Gatorade, Red Bull, lemonade, sweetened tea, coffee drinks, flavored milk, Snapple...)?
334	hn207_2	(hn207_2)During the past 7 days, how many times did you drink a can, bottle, or glass of soda, sports drink, energy drink, or other sugar-sweetened beverage...? Percentage of students who answered at least once per day in the past week
335	h160a	(h160a)During the past 7 days, how many glasses of milk did you drink? (Count the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)
336	hn160a	(hn160a)During the past 7 days, how many glasses of milk did you drink? (Count the milk you drank in a glass or cup, from a carton, or with cereal. Count the...) Percentage of students who answered three or more glasses per day
337	h228	(h228)What kind of milk do you usually drink? (Select only one response.)
338	hn228	(hn228)What kind of milk do you usually drink? (Select only one response.) Among students who drink milk, percentage of students who answered '1% or low fat milk' or 'Fat-free, skim, or non-fat milk'
339	h161	(h161)During the past 7 days, how many meals did you eat with your family?
340	hn161	(hn161)During the past 7 days, how many meals did you eat with your family? Percentage of students who answered at least 7 meals
341	h209	(h209)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 of the time you spent in any kind of physical activity that...)
342	hn209	(hn209)During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Include any kind of physical activity that ...) Percentage of students who answered at least 5 days
343	hnpa7day	(hnpa7day) Percent of students who were physically active for a total of at least 60 minutes per day on all of the past seven days
344	h163	(h163)Other than at school, during an average week how many days are you physically active? (Include any community-based sports teams or individual activities such as running, walking, skateboarding, bicycling, and dancing.)
345	hn163_2	(hn163_2)Other than at school, during an average week how many days are you physically active? (Include any...activities such as running, walking, skateboarding, bicycling, and dancing.) Percentage of students who answered at least 5 days
346	h164	(h164)On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing...?
347	hn164	(hn164)On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as...? Percentage of students who answered at least 3 days
348	h165	(h165)On how many of the past 7 days did you participate in physical activity for at least 30 minutes that did not make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?
349	hn165	(hn165)On how many of the past 7 days did you participate in physical activity for at least 30 minutes that did not make you sweat or breathe hard (fast walking, slow bicycling, skating...)? Percentage of students who answered at least 5 days
350	h166	(h166)On an average school day, how many hours do you watch TV?
351	hn166	(hn166)On an average school day, how many hours do you watch TV?Percentage of students who answered at least 3 hours
352	hn166_2	(hn166_2)On an average school day, how many hours do you watch TV?Percentage of students who answered 2 or fewer hours

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
353	h167b	(h167b)On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count...Xbox,PlayStation,an iPod,an iPad or other tablet,a smartphone,YouTube,Facebook...the Internet.)
354	hn167b	(hn167b)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? (Xbox, PlayStation, iPods/iPads, YouTube...) Percentage of students who answered at least 3 hours
355	hn167b_2	(hn167b_2)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? (Xbox, PlayStation, iPods/iPads, YouTube...) Percentage of students who answered 2 or fewer hours
356	hnscreen	(hnscreen) Percentage of students watching 2 or fewer hours of combined screen time (tv, video games, computer) per day on an average school day
357	h168	(h168)In an average week when you are in school, on how many days do you go to physical education (PE) classes?
358	hn168	(hn168)In an average week when you are in school, on how many days do you go to physical education (PE) classes? Percentage of students who answered at least 1 day
359	hndlype	(hndlype) Percentage of students who attended physical education (PE) classes daily in an average week when they were in school
360	h239	(h239)Do any of your classroom teachers provide short physical activity breaks during regular class time? (Do not count your physical education teacher.)
361	hn239	(hn239)Do any of your classroom teachers provide short physical activity breaks during regular class time? (Do not count your physical education teacher.) Percentage of students who answered "Yes"
362	h237	(h237)During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)
363	hn237	(hn237)During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.) Percentage of students who answered at least one team
364	h170	(h170)Has a doctor or nurse ever told you that you have asthma?
365	hn170	(hn170)Has a doctor or nurse ever told you that you have asthma? Percentage of students who answered 'Yes'
366	hnltasth	(hnltasth) Percentage of students with lifetime asthma
367	h171	(h171)Do you still have asthma?
368	hn171_2	(hn171_2)Do you still have asthma? Among students who reported to have asthma in h170, the percentage of students who answered "Yes"
369	hncrasth	(hncrasth) Percentage of students with current asthma
370	h229	(h229)During the past 12 months, about how many days did you miss school because of your asthma?
371	hn229_2	(hn229_2)During the past 12 months, about how many days did you miss school because of your asthma? Among students who reported to have asthma in h170, the percentage of students who answered at least 1 day
372	h173	(h173)Has a doctor or nurse ever told you that you have diabetes?
373	hn173	(hn173)Has a doctor or nurse ever told you that you have diabetes?Percentage of students who answered 'Yes'
374	hndiab	(hndiab) Percentage of students with diagnosed diabetes
375	h174a	(h174a)When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher?
376	hn174a	(hn174a)When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher? Percentage of students who answered 'Most of the time' or 'Always'
377	h175a	(h175a)During the past 12 months, how many times did you get a sunburn (that is, how many times did exposed parts of your skin stay red for several hours after you had been out in the sun)?
378	hn175a	(hn175a)During the past 12 months, how many times did you get a sunburn (that is, how many times did exposed parts of your skin stay red for several hours after you had been out in the sun)? Percentage of students who answered at least 1 time
379	h176a	(h176a)During the past 12 months, how many times did you use an indoor tanning device such as a sunlamp, sunbed or tanning booth? (Do not include getting a spray-on tan.)
380	hn176a	(hn176a)During the past 12 months, how many times did you use an indoor tanning device such as a sunlamp, sunbed or tanning booth? (Do not include getting a spray-on tan.) Percentage of students who answered at least 1 time

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
381	h177	(h177)Do you have any physical disabilities or long-term health problems lasting or expected to last 6 months or more?
382	hn177	(hn177)Do you have any physical disabilities or long-term health problems lasting or expected to last 6 months or more? Percentage of students who answered 'Yes'
383	h178	(h178)Do you have any long-term emotional or behavioral problems lasting or expected to last 6 months or more?
384	hn178	(hn178)Do you have any long-term emotional or behavioral problems lasting or expected to last 6 months or more? Percentage of students who answered 'Yes'
385	h179a	(h179a)Would other people consider you to have a disability or long-term health problem, including physical health, emotional, or learning problems?
386	hn179a	(hn179a)Would other people consider you to have a disability or long-term health problem, including physical health, emotional, or learning problems? Percentage of students who answered 'Yes'
387	h180a	(h180a)Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems expected to last 6 months or more?
388	hn180a	(hn180a)Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems expected to last 6 months or more? Percentage of students who answered 'Yes'
389	hndisab	(hndisab) Percentage of students who have a disability
390	h181	(h181)Where do you usually go for health care (for example, check-ups, when you are sick, etc.)?
391	hn181_2	(hn181_2)Where do you usually go for health care (for example, check-ups, when you are sick, etc.)? Percentage of students who answered 'Family doctor,' 'Community health center,' or 'School-based health center'
392	h182	(h182)When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?
393	hn182	(hn182)When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work? Percentage of students who answered 'During the past 12 months'
394	hn182_2	(hn182_2)When was the last time you saw a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?Percentage of students who answered 'During the past 12 months' (Excludes 'Not sure' responses from h182)
395	h236	(h236)On an average school night, how many hours of sleep do you get?
396	hn236	(hn236)On an average school night, how many hours of sleep do you get? Percentage of student who answered at least 8 hours
397	h183a	(h183a)In your lifetime, how many times have you gambled (bet) with money or something else of value? (...bet at a casino, race track, online, bought lottery tickets, bet on a sports team, or played cards or other games for money or things.)
398	hn183a	(hn183a)In your lifetime, how many times have you gambled (bet) with money or something else of value? (Bet at a casino, race track, or online, bought lottery tickets, bet on a sports team...) Percentage of students who answered at least 1 time
399	h184	(h184)Has the money or time that you spent on gambling led to financial problems or problems in your family, work, school or personal life?
400	hn184	(hn184)Has the money or time that you spent on gambling led to financial problems or problems in your family, work, school or personal life? Percentage of students who answered 'Yes'
401	h185	(h185)During the past 12 months, how would you describe your grades in school?
402	hn185	(hn185)During the past 12 months, how would you describe your grades in school? Percentage of students who answered 'Mostly A's' or 'Mostly B's'
403	h186	(h186)Do you agree or disagree that at least one of your teachers really cares and gives you help and support when you need it?
404	hn186	(hn186)Do you agree or disagree that at least one of your teachers really cares and gives you help and support when you need it? Percentage of students who answered 'Strongly agree' or 'Agree'
405	h210	(h210)How often does your school enforce rules fairly?
406	hn210	(hn210)How often does your school enforce rules fairly? Percentage of students who answered 'Most of the time' or 'Always'
407	h211	(h211)How often do adults in your school address conflict, negative language, and bullying in positive ways to help students?
408	hn211	(hn211)How often do adults in your school address conflict, negative language, and bullying in positive ways to help students? Percentage of students who answered 'Most of the time' or 'Always'

### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
409	h212	(h212)Does your school feel like a place where students and adults care about each other?
410	hn212	(hn212)Does your school feel like a place where students and adults care about each other? Percentage of students who answered 'Yes'
411	h187	(h187)How often does one of your parents talk with you about what you are doing in school?
412	hn187	(hn187)How often does one of your parents talk with you about what you are doing in school? Percentage of students who answered 'About every day' or 'About once or twice a week'
413	h193b	(h193b)How often is the following statement true for you? "When I am not at home, one of my parents or guardians knows where I am and whom I am with."
414	hn193b	(hn193b)How often is the following statement true for you? "When I am not at home, one of my parents or guardians knows where I am and whom I am with." Percentage of students who answered 'Most of the time' or 'Always'
415	h189	(h189)During an average week, how many hours do you spend in clubs or organizations (other than sports) outside of regular school hours?
416	hn189	(hn189)During an average week, how many hours do you spend in clubs or organizations (other than sports) outside of regular school hours? Percentage of students who answered at least 1 hour
417	h190a	(h190a)During an average week, approximately how many hours do you typically spend doing community services - helping people in the community without getting paid?
418	hn190a	(hn190a)During an average week, approximately how many hours do you typically spend doing community services - helping people in the community without getting paid? Percentage of students who answered at least 1 hour
419	h191a	(h191a)Do you agree or disagree that in your community you feel like you matter to people?
420	hn191a	(hn191a)Do you agree or disagree that in your community you feel like you matter to people? Percentage of students who answered 'Strongly agree' or 'Agree'
421	h196a	(h196a)I have parent(s) or guardian(s) who try to help me succeed.
422	hn196a	(hn196a)I have parent(s) or guardian(s) who try to help me succeed. Percentage of students who answered 'Very or often' or 'Extremely or almost always'
423	h197	(h197)I have good neighbors who care about me.
424	hn197	(hn197)I have good neighbors who care about me. Percentage of students who answered 'Very or often' or 'Extremely or almost always'
425	h198	(h198)I have a school that cares about kids and encourages them.
426	hn198	(hn198)I have a school that cares about kids and encourages them. Percentage of students who answered 'Very or often' or 'Extremely or almost always'
427	h199	(h199)I have support from adults other than my parents.
428	hn199	(hn199)I have support from adults other than my parents. Percentage of students who answered 'Very or often' or 'Extremely or almost always'
429	h200	(h200)I have a family that gives me love and support.
430	hn200	(hn200)I have a family that gives me love and support. Percentage of students who answered 'Very or often' or 'Extremely or almost always'
431	h201	(h201)I have parents who are good at talking with me about things.
432	hn201	(hn201)I have parents who are good at talking with me about things. Percentage of students who answered 'Very or often' or 'Extremely or almost always'
433	bmi	Body Mass Index
434	bmipct	BMI Percentile
435	vbivbmi	VBIVBMI Biologically Implausible Values for BMI
436	sex	Sex
437	age	Age
438	grade	Grade Level
439	sexorien	Sexual Orientation



### Section 3: Variables in the 2015 Dataset

SPSS Row	Variable	Description
440	subvert	Record Subverted
441	wstaa	State Level Weight Module A
442	wstab	State Level Weight Module B
443	wstac	State Level Weight Module C
444	wstad	State Level Weight Module D
445	wstaab	State Level Weight Modules A/B
446	wstacd	State Level Weight Modules C/D
447	wstaabcd	State Level Weight Modules A/B/C/D
448	wphdab	PHD Level Weight Modules A/B
449	wphdcd	PHD Level Weight Modules C/D
450	wphdabcd	PHD Level Weight Modules A/B/C/D
451	wctyab	County Level Weight Modules A/B
452	wctycd	County Level Weight Modules C/D
453	wctyabcd	County Level Weight Modules A/B/C/D
454	waosabcd	AOS Level Weight Modules A/B/C/D
455	wsauabcd	SAU Level Weight Modules A/B/C/D
456	wschabcd	School Level Weight Modules A/B/C/D
457	wdfcab	DFC Level Weight Modules A/B
458	wdfcabcd	DFC Level Weight Modules A/B/C/D
459	psu_scho	PSU for School Level Analysis
460	str_scho	Strata for School Level Analysis
461	psu_not	PSU for District Level (and above) Analysis
462	str_not	Strata for District Level (and above) Analysis



# APPENDIX B: SURVEY RECRUITMENT AND ADMINISTRATION DOCUMENTS



# APPENDIX B1: SURVEY RECRUITMENT AND ADMINISTRATION DOCUMENTS



In response to school requests, several surveys – including the Youth Risk Behavior Survey (YRBS), the Maine Youth Drug and Alcohol Use Survey (MYDAUS), and the Youth Tobacco Survey (YTS) – were combined into one, shorter survey called the Maine Integrated Youth Health Survey (MIYHS). The MIYHS, which had its pilot year in 2009, is administered every two years (in February of odd numbered years).

## SAVE THE DATE

*The 2015 MIYHS will be administered during the weeks of February 2<sup>nd</sup> and 9<sup>th</sup>, 2015*

**Your school has been selected to participate in the upcoming 2015 MIYHS.**

We will be contacting you again in August with further details about the survey. In the meantime, if you would like more information about the 2015 MIYHS, please contact Pan Atlantic SMS Group at 1-866-487-2810 or [miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com).

**Our appreciation and thanks go out to all schools that participated in previous MIYHS administrations!** School and SAU district level results of the 2013 MIYHS have been made available to Principals and Superintendents. Please contact your Principal/ Superintendent or Stephen Corral at 207-287-2964 or [stephen.corral@maine.gov](mailto:stephen.corral@maine.gov) if you have not yet received your school and/or SAU report(s) from the 2013 MIYHS.

Maine DOE Newsroom Announcement – June 4, 2014

**Youth health survey to be administered next February**

Posted on June 4, 2014 by Maine Department of Education

The Maine DOE, in collaboration with the Maine Department of Health and Human Services, is pleased to announce that the fourth administration of the Maine Integrated Youth Health Survey (MIYHS) will be next February.

Public schools containing any grade seven through 12 are invited and encouraged to participate in the full census survey and schools containing kindergarten or grade three, five or six may be chosen as part of the elementary sample.

This survey provides schools with an opportunity to take a comprehensive look at the risk behaviors and protective factors of the youth in their communities. **The 2013 survey results** showed Maine youth are making healthier choices, including smoking and drinking less, but are increasingly struggling with their emotional well-being. Additionally, a full report on the association between academic performance and student health risks can be found on the **MIYHS website**.

For more information on the MIYHS, please contact Maine DOE's Jean Zimmerman at **jean.zimmerman@maine.gov** or 207-624-6687.

## **APPENDIX B1 – September Regional Meeting Highlights**

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### September Regional Superintendent Meeting Highlights

The 2015 Maine Integrated Youth health Survey, a tool that collects self-reported student behavior data, will be administered in February, 2015. Participating school districts receive school and/or district level data; and can be used by SAUs to support the creation of positive school environment changes and demonstrate the correlation between academic performance and both health risk behaviors and school climate uses along with a number of other uses.

Maine DOE Newsroom Announcement – November 5, 2014

**Maine Integrated Youth Health Survey registration open**

Posted on November 5, 2014 by Maine Department of Education

The Maine DOE, in collaboration with the Maine Department of Health and Human Services, is encouraging public schools to register for the **2015 Maine Integrated Youth Health Survey (MIYHS)**.

MIYHS is a tool that collects self-reported behavior data and can be used by schools to take a comprehensive look at the risk behaviors and protective factors of the youth in their communities alongside state and national level data. This valuable data source can additionally be used by districts to: direct policy; support the creation of positive school environment changes; demonstrate the correlation between academic performance and both health risk behaviors and school climate issues; highlight successes and challenges and/or support proposed policy or programming changes to school board or community presentations; and apply for grant funds.

To register for the Maine Integrated Youth Health Survey contact Pan Atlantic SMS Group at **miyhs@panatlanticsmsgroup.com** or 871-8622 ext. 106.

For additional information visit the MIYHS website at **<https://data.mainepublichealth.gov/miyhs/>** or contact the Maine DOE's Jean Zimmerman at **jean.zimmerman@maine.gov** or 624-6687.



PAUL R. LEPAGE  
GOVERNOR

STATE OF MAINE  
DEPARTMENT OF EDUCATION  
23 STATE HOUSE STATION  
AUGUSTA, MAINE 04333-0023

JAMES E. RIER, JR.  
COMMISSIONER

August 18, 2014

Dear Principal:

The Maine Department of Education, in collaboration with the Maine Center for Disease Control and Prevention, and Substance Abuse and Mental Health Services both in the Department of Health and Human Services, is pleased to announce the fourth administration of the Maine Integrated Youth Health Survey (MIYHS) with a survey administration period between **February 2 and 13, 2015**. We are delighted to report that Pan Atlantic SMS Group, a Portland-based research firm, will continue as the contractor administering the 2015 MIYHS. Pan Atlantic SMS Group has a long track record administering school surveys in Maine and has a proven ability to ensure school confidentiality and protect student anonymity.

**Your school has been chosen as part of the following samples for the 2015 MIYHS:**

- **K/3 module** (parents of students in Kindergarten and 3<sup>rd</sup> grade)<sup>1</sup>
- **5/6 module** (students in grades 5 and 6)<sup>1</sup>
- **Middle School (MS) module** (students in grades 7 and 8)<sup>2</sup>
- **High School (HS) module** (students in grades 9 through 12)<sup>2</sup>

<sup>1</sup> Because only some schools have been chosen to participate in the MIYHS, your school's involvement is especially critical to its success.

<sup>2</sup> While all public schools with any grades 7–12 are invited and encouraged to participate in the 2015 MIYHS, your school's participation in the survey will greatly aid your county's and/or public health district's ability to get representative data.

Schools participating in the 2015 MIYHS can choose when they would like to administer the survey within the two-week timeframe, February 2 – 13, 2015.

Enclosed are the following materials:

- **2015 MIYHS Information Sheet** – This should answer many of your questions about the survey project.
- **2015 MIYHS School Response Fax-Back Form** – To confirm your school's participation in the 2015 MIYHS; please fax this form to Pan Atlantic SMS Group **no later than September 30, 2014**.
- **2015 MIYHS Parental Consent Form** – This letter must be sent to parents **via the U.S. postal service** at least two weeks prior to your school's administration date. Be sure to use THIS version of the parent consent form, without alteration, and not any previous version of MYDAUS, YRBS, or MIYHS. We ask, however, that it be sent no more than six weeks prior to the survey administration. In order to meet No Child Left Behind regulations, you should alert parents of your school's participation in the 2015 MIYHS at the beginning of the school year. We suggest the following paragraph be included in your beginning of the year notifications to parents:



*This coming school year, students in this school will be asked to take an anonymous health survey. The data from this survey is used at the state level. It supports grant funding, assessment of student needs, and the design and evaluation of programs. You will receive more information on this survey closer to when we are doing it. You have the choice of asking that your child not take this survey. Your child will also have the option of not taking the survey.*

- **Example of a 2015 MIYHS School Report** – Assuming that reporting requirements are met, schools participating in the 5/6, Middle School, and/or High School modules will receive a school level report. Enclosed you will find a sample page of a High School module school report; you will note that comparisons will be made to the last MIYHS administration, as well as to the State. Similar reports will be made at the SAU level.

As in the past, the MIYHS protocol is designed to protect student confidentiality and anyone other than principals who request school data will be asked to obtain written permission from the superintendent or designee(s). Principals should have prior user account access to the MIYHS website, <https://data.mainepublichealth.gov/miyhs/home>, to securely download school level reports from previous years. Should you have any questions about your school's data and/or have a local data/report request, please contact Stephen Corral at Substance Abuse and Mental Health Services at 287-2964 or [Stephen.Corral@maine.gov](mailto:Stephen.Corral@maine.gov).

Please note that an **Administration Manual for MIYHS Coordinators** and the **2015 MIYHS Questionnaires** are in the process of being finalized. These will be emailed to schools as they sign on to participate in the 2015 MIYHS using the School Response Fax-Back Form; they can also be made available upon request.

Should you have any further questions regarding the survey, please contact one of the following people:

**Kristina Record**, Pan Atlantic SMS Group  
[miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com)  
1-866-487-2810 (toll-free) or 207-871-8622 x106

**Stephen Corral**, Data & Research Program  
Specialist  
Substance Abuse and Mental Services  
[Stephen.Corral@maine.gov](mailto:Stephen.Corral@maine.gov) or 207-287-2964

**Jessie Meisner**, MIYHS Project Coordinator  
Maine Center for Disease Control & Prevention  
[Jessie.Meisner@maine.gov](mailto:Jessie.Meisner@maine.gov) or 207-287-5084

**Jean Zimmerman**, Health Education &  
Physical Education Consultant  
Maine Department of Education  
[Jean.Zimmerman@maine.gov](mailto:Jean.Zimmerman@maine.gov) or 207-624-6687

I strongly encourage you and your school to participate in this worthwhile initiative to assess the risk behaviors of Maine's youth. The data is a valuable resource in assisting with the implementation of state, community, and school-wide policies and programs, as well as monitoring trend data regarding health related issues.

Sincerely,

James E. Rier, Jr.  
Commissioner of Education

SB/JZ/jl



### 2015 MIYHS INFORMATION SHEET

#### ***What are the benefits of participating in the MIYHS?***

- Access to a wide range of data on youth behaviors, risk factors, and protective factors
- Availability of data to evaluate the impact of national, state, and local efforts to prevent certain risk behaviors and to improve school health education policies and programs
- Access to local, public health district, and state data that show how student health-risk behaviors change over time, and how they affect the success of Maine youth in attaining the Maine Learning Results

#### ***What is required of participating schools?***

In order to assure a successful survey, schools must be prepared to:

- Mail (via the US Postal Service) consent letters to parents **at least 2 weeks but no more than 6 weeks** before the survey administration. (The consent letter may be included with other school mailings but must be sent via the U.S. mail; there can be no exceptions to this rule.)
- Complete an online training review. Pick up survey materials at a designated location within your local area in January 2015.
- Survey all eligible students.
- Administer the survey between **February 2<sup>nd</sup> and 13<sup>th</sup>, 2015**. (**NOTE:** If this timeframe conflicts with other initiatives, an alternative date can be selected so long as it falls prior to April school vacation.)
- Drop completed surveys off at a regional drop-off site or mail/return the surveys to Pan Atlantic SMS Group.

#### ***How does the Kindergarten/Grade 3 (K/3) parent survey work?***

A sample of schools has been drawn for the K/3 survey. If your school has been selected for the K/3 survey, we ask that selected schools provide Pan Atlantic SMS Group with a complete list of the kindergarten and 3<sup>rd</sup> grade students in an electronic format (one that is compatible with Excel) containing the following information: student name, student ID number, parent name(s), address, and telephone number. Please note that FERPA allows schools to release “directory” information such as what we are requesting without prior consent. We understand that this will not include information on students whose parents have already requested that you not release this directory information. **Please be assured that any and all identifying information will be kept confidential and will be destroyed after use.**

Height, weight, and oral-health screenings will be conducted by your school nurse for your kindergarten and 3<sup>rd</sup> grade students. Training will be provided. The height, weight, and oral-health screening measurements will be sent back to Pan Atlantic SMS Group. These students will not be asked to complete a survey. Instead, Pan Atlantic SMS Group will be conducting a mail survey with parents of the kindergarten and 3<sup>rd</sup> grade students in participating schools. If the mail survey is not returned, Pan Atlantic SMS Group will follow up with parents via telephone.

#### ***How does the 5<sup>th</sup> and 6<sup>th</sup> grade (5/6) survey work?***

A sample of schools has been drawn for the 5/6 survey. There are two components to the grade 5/6 survey. The first component is a height and weight measurement, which will be conducted by your school nurse for **5<sup>th</sup> grade students only**. Training will be provided. **Please be assured that any and all identifying information will be kept confidential and will be destroyed after use.** The second component is the student survey, which will be completed by all 5<sup>th</sup> and/or 6<sup>th</sup> grade students in the schools selected as part of the 5/6 survey sample, and for any other ‘volunteer’ schools wishing to participate in the 5/6 module.

#### ***How does the 7-12 grade survey work?***

All schools with any grades 7 through 12 are invited and encouraged to participate in the MIYHS. Please ensure that **all** students, including vocational and alternative education students, participate in the survey.

### **MIYHS Contact Information**

**Kristina Record**

Pan Atlantic SMS Group

[miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com)

1-866-487-2810 (toll-free)

**Stephen Corral**

Maine Office of Substance Abuse

Maine Department of Health & Human Services

[Stephen.Corral@maine.gov](mailto:Stephen.Corral@maine.gov)

207-287-2964

**Jessie Meisner Francis**

MIYHS Coordinator

Maine Center for Disease Control & Prevention

[Jessie.Francis@maine.gov](mailto:Jessie.Francis@maine.gov)

207-287-5084

**Jean Zimmerman**

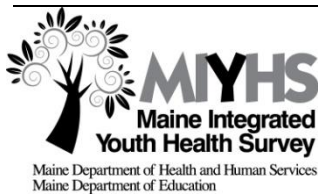
HIV Prevention Education Program

Maine Department of Education

[Jean.Zimmerman@maine.gov](mailto:Jean.Zimmerman@maine.gov)

207-624-6687

## APPENDIX B1 – Letter of Intent Fax-Back Form



### 2015 MIYHS School Response Fax-Back Form

**Principals:** Please fill out this form in full and fax it to Pan Atlantic SMS Group toll-free at **1-866-422-0072** as your earliest convenience, but no later than **Tuesday, September 30, 2014**.

1. Check the appropriate box:

- ☐ My school will be participating in the 2015 MIYHS → Please sign 1A below & fill out Sections 2 thru 5
- ☐ My school will **not** be participating in the 2015 MIYHS → Reason: \_\_\_\_\_
- ☐ It is not yet decided → When will a decision likely be made? \_\_\_\_\_

**1A:**

Signed: \_\_\_\_\_ Printed name: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal

2. Please fill in the information listed below:

School name: \_\_\_\_\_

School address: \_\_\_\_\_

Grade span of school: \_\_\_\_\_

Principal name: \_\_\_\_\_

Principal email: \_\_\_\_\_

3. Please circle the grade(s) in your school that will be participating in the 2015 MIYHS. *Please use "N/A" only when a particular grade is not part of your school.* **NOTE:** Only schools selected for the K/3 sample can participate in the K/3 module. However, 'volunteer' schools can participate in the 5/6 module if they choose (***please note, however, that 'volunteer' schools will not be able to receive a participation stipend.***).

#### K/3 Module

Kindergarten	Yes*	No	N/A
Grade 3	Yes*	No	N/A

#### 5/6 Module

Grade 5	Yes*	No	N/A
Grade 6	Yes	No	N/A

#### Middle School & High School Modules

Grade 7	Yes	No	N/A
Grade 8	Yes	No	N/A
Grade 9	Yes	No	N/A
Grade 10	Yes	No	N/A
Grade 11	Yes	No	N/A
Grade 12	Yes	No	N/A

\* **For grades K, 3, and 5 only:** Please provide the following information about your School Nurse so that we can send information about the survey to that person directly:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Fax: \_\_\_\_\_

## APPENDIX B1 – Letter of Intent Fax-Back Form (cont.)

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4. Please provide the following information for the individual(s) who will be the **2015 MIYHS Coordinator(s)** for your school. 2015 MIYHS Coordinators must:

1. Be available to speak with Pan Atlantic representatives regarding survey administration protocol,
2. Read the 2015 MIYHS Survey Administration Manual and participate in a training review (online),
3. Pick up survey materials at a designated location within your local area in January,
4. Be responsible for training the teachers in your school on how to administer the survey, and
5. Drop the completed surveys off at a designated regional site or return the surveys to Pan Atlantic SMS Group some other secure way.

**\*\* PLEASE NOTE THAT UNLESS OTHERWISE REQUESTED AND SPECIFIED, THE SCHOOL NURSE WILL BE CONSIDERED THE MIYHS COORDINATOR FOR THE K/3 MODULE (AND THAT MODULE ONLY). \*\***

The person(s) listed below will be receiving additional information about the survey in the coming weeks and months.

**The 2015 MIYHS Coordinator(s) for the 5/6, Middle School, and/or High School modules for your school is/are:**

2015 MIYHS Coordinator #1 (required)

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Fax: \_\_\_\_\_

2015 MIYHS Coordinator #2 (optional)

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Fax: \_\_\_\_\_

5. Would you (as Principal) like to be copied on all future email communications regarding the 2015 MIYHS? (Check one response.)

☐ Yes

☐ No

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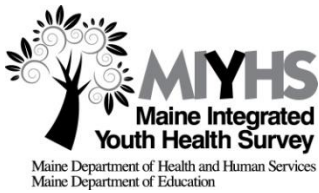
You (as Principal) will receive a confirmation email within five business days of Pan Atlantic SMS Group's receipt of this form.

**If you have any questions about the 2015 MIYHS, please contact:**

Kristina Record with Pan Atlantic SMS Group at [miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or 1-866-487-2810 (toll-free);  
Stephen Corral with the Maine Substance Abuse and Mental Health Services at [Stephen.Corral@maine.gov](mailto:Stephen.Corral@maine.gov) or 207-287-2964; Jessie Meisner with the Maine Center for Disease Control & Prevention at [Jessie.Meisner@maine.gov](mailto:Jessie.Meisner@maine.gov) or 207-287-5084; or Jean Zimmerman with the Maine Department of Education at [Jean.Zimmerman@maine.gov](mailto:Jean.Zimmerman@maine.gov) or 207-624-6687.

## APPENDIX B1 – School Nurse Informational Letter (1 of 2 versions)

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September 8, 2014

Dear School Nurse:

The Maine Department of Education, in collaboration with the Maine Center for Disease Control and Prevention and the Office of Substance Abuse in the Department of Health and Human Services, is pleased to announce the fourth administration of the Maine Integrated Youth Health Survey (MIYHS). **<<SCHOOL>> has been chosen as part of the Kindergarten/3<sup>rd</sup> grade and 5<sup>th</sup>/6<sup>th</sup> grade samples.**

### **The benefits of your school's participation in this effort include:**

- Each school that participates is contributing to on-going data that gives us information on the health status of Maine's children and helps in the planning, implementation, and evaluation of public health interventions.
- For the 5<sup>th</sup>/6<sup>th</sup> grade module, if your school (and/or SAU) has at least 20 students taking the survey, we can provide information on your school's (and/or SAU's) results, as long as we are able to maintain student confidentiality and minimum participation rates for your school (and/or SAU) are met. Having local data can help with: advocating for healthy policies and resources; combatting any health challenges you may face; and implementing or modifying existing health programs.
- **Only state level data will be available for the K/3<sup>rd</sup> grade survey due to the small sample size that is selected for that module.**
- Schools receive a stipend to offset some of the costs involved in the survey administration.

### **Here are some quick facts about the 2015 MIYHS:**

- The K/3<sup>rd</sup> grade survey module can be administered anytime between December, 2014 and April, 2015. The 5<sup>th</sup>/6<sup>th</sup> grade survey module will be administered between February 2<sup>nd</sup> and 13<sup>th</sup>, 2015.
- Your principal has been contacted regarding your school being selected to participate in this survey.
- We are pleased to inform you that this year school nurses will not have to participate in a regional oral health screening training session; rather, there will be assistance provided for that part of the survey.
- You and your school administration are encouraged to participate in the survey. If you and your school administration agree, you will receive a 'MIYHS Administration Manual for School Nurses' which will tell you everything you need to know about your role in administering the survey.

We understand the importance of having the proper equipment to administer the K/3 module of the MIYHS survey. We are able to offer one of the following tools to help complete the screening as a thank you for participating: stadiometer, digital scale, or privacy screen as supplies last. In addition, schools participating in the K/3 module will receive a participation stipend of \$100.

## APPENDIX B1 – School Nurse Informational Letter (cont.)

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**There will be a one hour informational meeting about the 2015 MIYHS at the School Oral Health Program Fall meetings. You can RSVP to this information meeting on the page that follows.**

If you have any questions please feel free to contact one of the following people:

**Jessie Meisner Francis**, Maine Center for Disease Control, [Jessie.meisner@maine.gov](mailto:Jessie.meisner@maine.gov), 207-287-5084

**Nancy Dube**, Maine Department of Education, [Nancy.Dube@maine.gov](mailto:Nancy.Dube@maine.gov), 207-624-6688

**Nicole Breton**, Maine Oral Health Program, [Nicole.Breton@maine.gov](mailto:Nicole.Breton@maine.gov), 207-287-3263

**Kristina Record**, Pan Atlantic SMS Group, [miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com), 1-866-487-2810

We look forward to working with you throughout this project and appreciate your cooperative efforts.

Sincerely,

Jessie Meisner Francis, MS  
MIYHS Project Coordinator  
Maine Center for Disease Control & Prevention

## APPENDIX B1 – Principal Confirmation Fax

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Dear Principal <<NAME>>,

Thank you for agreeing to participate in the 2015 Maine Integrated Youth Health Survey (MIYHS). We appreciate your willingness to contribute to this very important project!

As a reminder, the Parent Consent Letter for grades 5+ must be sent to parents **via the U.S. Postal Service** at least two weeks prior to your school's survey administration date. **Please note that there can be no exceptions to this – the Parent Consent Letter cannot be sent via email or posted online in lieu of the letter being sent in the mail.** We ask, however, that it be sent no more than six weeks prior to the survey administration. Please be sure to use the version of the parent consent form that was sent to you with your initial survey recruitment letter, without alteration, and not any previous version from the Maine Youth Drug and Alcohol Use Survey, Youth Risk Behavior Survey, or the 2009 or 2011 MIYHS. In order to meet No Child Left Behind regulations, you are required to alert parents of your school's participation in the 2015 MIYHS survey at the beginning of the school year. We suggest that the following paragraph be included in the beginning of the year notifications to parents:

***This coming school year, students in <<School>> will be asked to take an anonymous health survey. The data from this survey is used at the school, county and State levels. It supports grant funding, assessment of student needs, and the design and evaluation of health related programs. You will receive more information on this survey closer to the time of survey administration and will have the opportunity to review its contents. You have the choice of whether or not your child will take this survey. Your child will have the option of whether or not to participate in the survey on the day it is given.***

In late September, we will be contacting the person you designated as your MIYHS Coordinator and will send them more information about the 2015 MIYHS, including a copy of the MIYHS Coordinator Handbook and an electronic copy of the Parent Consent Letter; you will be cc:d on that email as well.

In the meantime, please contact us at Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or toll-free at 1-866-487-2810) if you have any questions or need any further assistance about this project.

Once again, we sincerely appreciate your support of the MIYHS; we look forward to working with you!

Sincerely,

Kristina Record

## APPENDIX B1 – Letter to Parents for K/3 Survey

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<<ON SCHOOL LETTERHEAD >>

**Date #1**

Dear Parent(s) of Kindergarten/3<sup>rd</sup> Grade Students:

This year, our school is taking part in the **Maine Integrated Youth Health Survey (MIYHS)**. The goal of the MIYHS is to collect data to improve children’s health programs and services. The MIYHS consists of two parts, both of which are completely confidential and voluntary. This means that you may choose not to take part with no penalty to you or your child.

In the **first** part of the survey, the school nurse will collect and record your child’s height, weight, and oral health screening results. This information is already collected by many schools in Maine. The results will be kept private. Please write or call our school nurse by **Date #2** if you do not want your child to take part in this screening. Also, if you do not return the enclosed “Parental Consent Form” and survey, your child’s screening data will not be used in this survey.

The **second** part of the MIYHS is a **survey** for parents with about 50 questions. It is enclosed in this packet. Your answers are private. They will only be reported as part of all the answers. You do not need to put your name on the survey. You may choose not to answer any or all questions.

- Please read and sign the enclosed “Parental Consent Form”. This will allow your answers to be included in the results and allow your child to be part of the health screening.
- Return the “Parental Consent Form” and your survey in the pre-paid envelope that is enclosed by **Date #3**. You do not need to add a stamp to the envelope. It will go to Pan Atlantic SMS Group, the Maine-based company that is collecting the data.

As a thank you for completing and returning the survey, Pan Atlantic SMS Group will randomly draw **three winners** from the returned “Parental Consent Forms” — each of whom will receive a **\$100 Hannaford gift certificate**. The odds of winning are about one in 200.

We encourage you to take part in this survey. If you have questions about this survey or about your or your child’s rights in being part of the survey, you may contact the following people or me:

**Kristina Record**, MIYHS Coordinator, Pan Atlantic SMS Group, 1-866-487-2810 or (207) 871-8622 x106

**Jean Zimmerman**, Department of Education, 207-624-6687

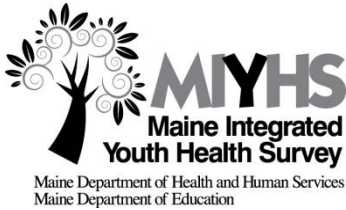
Sincerely,

<<PRINCIPAL’S NAME>>

Principal



## APPENDIX B1 – Parent Consent Form for K/3 Survey



### Important Information about the Kindergarten/Third Grade Version of the **Maine Integrated Youth Health Survey**

***Please Read and Sign before Starting the Survey***

- This survey is a project sponsored by the Maine Department of Health and Human Services and the Maine Department of Education. This survey is research. We will be using it to learn more about all Maine students. The information you share will be combined with others and used to learn more about all Maine students.
- The purpose of the study is to find out about the health of children in Maine. We will also learn more about how to support all Maine children and families in being healthy and getting the health care they need.
- The schools taking part in this survey were randomly picked from all schools in Maine. In these schools, parents of kindergarteners and third-grade students have been asked to take part in this survey. We are asking 1,500 parents in Maine to take part in the survey. All parents will be asked to answer the same questions. Your local school agreed to help us with this project. They provided us with your contact information.
- The main benefit of doing this survey is that the answers that you give us will be used to help plan programs to help children and families in Maine.
- It takes about 20 minutes to answer all questions. There are very few risks in taking part in this study. Some questions may be sensitive, such as questions about smoking in your home.
- You are free to do the survey or not. If you don't want to do the survey at all, you may return it in the envelope provided. You may also call the number listed in the box at the bottom of this page. You do not need to answer any question that you do not want to answer. You may still fill out questions you are willing to answer. You can stop answering questions at any time. Please return answered parts in the pre-paid envelope and mail to the address listed. There is no penalty for not doing the survey or not answering all questions.
- As an incentive for completing and returning the survey (for which a postage-paid envelope is enclosed), we will randomly draw **three winners** from the returned "Parental Consent Forms" — each of whom will receive a **\$100 Hannaford gift certificate**. We estimate that odds of winning are about one in 200.
- At school, your child will be asked if (s)he can be measured and weighed. They will also be asked to take part in a basic oral health screen. This screening is not a full dental health exam. It will provide us with information about your child's teeth. You may contact the school if you do not want your child to take part in this screening or to be weighed and measured. Your child may also choose to not take part.
- If you choose to do the survey, your answers will be kept private. When you send us your answers, we will link them, by using a random number, with the measurements and screening done at school. **After that, we will destroy anything that tells us who you or your child are.** Your answers will only be reported as part of the whole group of answers from parents.
- If you have any questions about your rights in the project, please call the Maine Center for Disease Control and Prevention at 207-287-8016 and ask to speak with the Institutional Review Board Chair, Warren Bartlett. This board has reviewed this study to make sure your rights are protected.

If you have questions about this survey, or if you want to answer the questions by telephone, please call  
Pan Atlantic SMS Group at 1-866-487-2810.  
The call is free. If you do not wish to take the survey, please call the above number **within the next five days**,  
and your name will be removed from the list.

THANK YOU very much for your help!

**By signing below you are agreeing to take part in this survey:**

Parent Name (please print): \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Telephone number \*: \_\_\_\_\_

*\* Include your telephone number only if you would like to be entered in the drawing for one of three \$100 gift certificates to Hannaford.*

## APPENDIX B1 – Reminder Letter to Parents for K/3 Survey

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Dear Parent(s) of Kindergarten/3<sup>rd</sup> Grade Students:

This letter is a follow-up to a packet that your child brought home from school several weeks ago. This year, your child's school is taking part in the **Maine Integrated Youth Health Survey (MIYHS)**. The goal of the MIYHS is to collect data to improve children's health programs and services. The MIYHS consists of two parts, both of which are completely confidential and voluntary. This means that you may choose not to take part with no penalty to you or your child.

The **first** part of the survey was a **health screening** by your child's school nurse, which recorded the height, weight, and a brief oral health screening of your child. You were given the chance to say if you did not want your child to participate in the screening. Also, if you do not return the enclosed "Parental Consent Form" and survey, we will not use your child's screening data in this survey.

The **second** part of the MIYHS is a **survey** for parents with about 50 questions. It is enclosed in this packet. Your answers are private. We will only report them as part of all the answers we get. You do not need to put your name on the survey. You may choose not to answer any or all questions. Please read and sign the enclosed "Parental Consent Form". This will allow us to use the survey results and allow your child to be part of the health screening. Please return the "Parental Consent Form" and your survey in the pre-paid envelope that is enclosed by <<Date>>. You do not need to add a stamp to the envelope. It will go to Pan Atlantic SMS Group, the Maine-based company that is collecting the data. As a thank you for completing and returning the survey, Pan Atlantic SMS Group will randomly draw **three winners** from the returned "Parental Consent Forms" — each of whom will receive a **\$100 Hannaford gift certificate**. The odds of winning are about one in 200.

We encourage you to take part in this survey. If you have questions about this survey or about your or your child's rights in being part of the survey, please feel free to contact us.

Sincerely,



Jean Zimmerman  
Maine Department of Education  
[Jean.zimmerman@maine.gov](mailto:Jean.zimmerman@maine.gov)  
207-624-6687

<<ON SCHOOL LETTERHEAD – GRADE 5 AND UP >>

<<DATE>>

Dear Parent:

In February, the 5<sup>th</sup> through <<INSERT GRADES>> grade students in our school will be taking part in an **anonymous** survey. An anonymous survey is when the students do not give us their names. About 96,000 Maine students have been asked to take the survey. The survey will take about one class period. Below are the answers to some questions you may have about this survey.

**What questions are asked on the survey?**

The survey asks questions about health and health related behaviors. Some of the topics included are:

- Asthma
- Drinking
- Fighting and bullying
- What the student eats
- Other drugs
- Sex (grades 7-12 only)
- Physical activity
- Preventing sunburn
- Depression and suicide (grades 7-12 only)
- Smoking
- Disabilities
- Gambling (grades 7-12 only)

It also asks about factors at school, in their community, in their family and among their friends which may support or threaten a student's healthy choices. These questions include topics such as:

- Whether a student is likely to get caught if they are using tobacco or drugs
- Whether they know adults who engage in different behaviors like drug use
- Whether their friends use drugs
- Whether they take part in clubs or community service
- What support and rules they have at school and at home

**The questions vary by the grade level of the student. They are appropriate to the age of the students.** For example, 5<sup>th</sup> and 6<sup>th</sup> grade students are not asked about sex, most drugs, suicide or gambling. **You can look at the questions that will be asked.**

**What other data is being collected?**

The height and weight of 5<sup>th</sup> grade students will be measured. School nurses will be assisting us in gathering this information.

**Where does the survey come from?**

The survey is the joint effort of the Maine Department of Health and Human Services (DHHS) and the Maine Department of Education (DOE). This survey is research. This means that it will be used to learn more about all Maine students. The results may be used to get funding, to help decide what programs to offer, or to judge how well current efforts are working.

**Why should my child take this survey?**

Your child will get no direct benefit from taking the survey. However, the results of the survey will help state programs, community groups, and schools better serve your child.

## APPENDIX B1 – Parent Consent Letter for Grades 5+ (continued)

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### *How can I be sure that the survey will not harm my child?*

- Taking the survey will cause little risk to your child.
- **Your child is free to do the survey or not.** If your child chooses to not take the survey, the teacher will give your child something else to do for the class period.
- Some students may find some questions to be sensitive. There is a risk that they may feel uncomfortable answering some questions.
- Any student can skip any question that he or she doesn't want to answer.
- There is no penalty for not doing the survey or not answering all questions.
- Your child can also refuse to be measured.
- **The survey is designed to protect your child's privacy.**
- Answers from all students are added together to create reports at the local school, county, and state levels.
- The answers from any one student are never reported individually. No student will ever be mentioned by name in any report.
- No information that connects your child to their own survey responses will be kept.

### *What if I have more questions about the survey?*

- If you would like see the survey, you may call the school office to set a meeting time before the survey date.
- If you have questions about this survey, you may also call Jessie Meisner Francis (DHHS) at 207-287-5084 or Stephen Corral (SAMHS) at 207-287-2964 or Jean Zimmerman (DOE) at 207-624-6687.
- If you have questions about your rights or your child's rights in being part of the survey, please call 207-287-8016 and ask to speak with the chair of the Institutional Review Board, Warren Bartlett. This board has reviewed this study to make sure your rights are protected.

If you do not wish your child to take the survey, please contact the school office. You may also refuse to have your child weighed and measured. If we do not hear from you, your consent to your child's participation is assumed. Your child can also decide not to take the survey on the day it is conducted.

Sincerely,

<<PRINCIPAL'S NAME>>

Principal

**<<ON SCHOOL LETTERHEAD – GRADE 6 AND UP >>**

**<<DATE>>**

Dear Parent:

In February, the 6<sup>th</sup> through <<INSERT GRADES>> grade students in our school will be taking part in an **anonymous** survey. An anonymous survey is when the students do not give us their names. About 96,000 Maine students have been asked to take the survey. The survey will take about one class period. Below are the answers to some questions you may have about this survey.

**What questions are asked on the survey?**

The survey asks questions about health and health related behaviors. Some of the topics included are:

- |                         |                      |   |
|-------------------------|----------------------|---|
| • Asthma                | • Drinking           | • Fighting and bullying                     |
| • What the student eats | • Other drugs        | • Sex (grades 7-12 only)                    |
| • Physical activity     | • Preventing sunburn | • Depression and suicide (grades 7-12 only) |
| • Smoking               | • Disabilities       | • Gambling (grades 7-12 only)               |

It also asks about factors at school, in their community, in their family and among their friends which may support or threaten a student's healthy choices. These questions include topics such as:

- Whether a student is likely to get caught if they are using tobacco or drugs
- Whether they know adults who engage in different behaviors like drug use
- Whether their friends use drugs
- Whether they take part in clubs or community service
- What support and rules they have at school and at home

**The questions vary by the grade level of the student. They are appropriate to the age of the students.** For example, 6<sup>th</sup> grade students are not asked about sex, most drugs, suicide or gambling. **You can look at the questions that will be asked.**

**Where does the survey come from?**

The survey is the joint effort of the Maine Department of Health and Human Services (DHHS) and the Maine Department of Education (DOE). This survey is research. This means that it will be used to learn more about all Maine students. The results may be used to get funding, to help decide what programs to offer, or to judge how well current efforts are working.

**Why should my child take this survey?**

Your child will get no direct benefit from taking the survey. However, the results of the survey will help state programs, community groups, and schools better serve your child.

## APPENDIX B1 – Parent Consent Letter for Grades 6+ (continued)

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### *How can I be sure that the survey will not harm my child?*

- Taking the survey will cause little risk to your child.
- **Your child is free to do the survey or not.** If your child chooses to not take the survey, the teacher will give your child something else to do for the class period.
- Some students may find some questions to be sensitive. There is a risk that they may feel uncomfortable answering some questions.
- Any student can skip any question that he or she doesn't want to answer.
- There is no penalty for not doing the survey or not answering all questions.
- Your child can also refuse to be measured.
- **The survey is designed to protect your child's privacy.**
- Answers from all students are added together to create reports at the local school, county, and state levels.
- The answers from any one student are never reported individually. No student will ever be mentioned by name in any report.
- No information that connects your child to their own survey responses will be kept.

### *What if I have more questions about the survey?*

- If you would like to see the survey, you may call the school office to set a meeting time before the survey date.
- If you have questions about this survey, you may also call Jessie Meisner Francis (DHHS) at 207-287-5084 or Stephen Corral (SAMHS) at 207-287-2964 or Jean Zimmerman (DOE) at 207-624-6687.
- If you have questions about your rights or your child's rights in being part of the survey, please call 207-287-8016 and ask to speak with the chair of the Institutional Review Board, Warren Bartlett. This board has reviewed this study to make sure your rights are protected.

If you do not wish your child to take the survey, please contact the school office. If we do not hear from you, your consent to your child's participation is assumed. Your child can also decide not to take the survey on the day it is conducted.

Sincerely,

<<PRINCIPAL'S NAME>>

Principal

**<<ON SCHOOL LETTERHEAD – GRADE 7 AND UP >>**

**<<DATE>>**

Dear Parent:

In February, the <<**INSERT GRADES**>> grade students in our school will be taking part in an **anonymous** survey. An anonymous survey is when the students do not give us their names. About 96,000 Maine students have been asked to take the survey. The survey will take about one class period. Below are the answers to some questions you may have about this survey.

**What questions are asked on the survey?**

The survey asks questions about health and health related behaviors. Some of the topics included are:

- Asthma
- What the student eats
- Physical activity
- Smoking
- Drinking
- Other drugs
- Preventing sunburn
- Disabilities
- Fighting and bullying
- Sex
- Depression and suicide
- Gambling

It also asks about factors at school, in their community, in their family and among their friends which may support or threaten a student's healthy choices. These questions include topics such as:

- Whether a student is likely to get caught if they are using tobacco or drugs
- Whether they know adults who engage in different behaviors like drug use
- Whether their friends use drugs
- Whether they take part in clubs or community service
- What support and rules they have at school and at home

**The questions vary by the grade level of the student. They are appropriate to the age of the students. You can look at the questions that will be asked.**

**Where does the survey come from?**

The survey is the joint effort of the Maine Department of Health and Human Services (DHHS) and the Maine Department of Education (DOE). This survey is research. This means that it will be used to learn more about all Maine students. The results may be used to get funding, to help decide what programs to offer, or to judge how well current efforts are working.

**Why should my child take this survey?**

Your child will get no direct benefit from taking the survey. However, the results of the survey will help state programs, community groups, and schools better serve your child.

## APPENDIX B1 – Parent Consent Letter for Grades 7+ (continued)

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### *How can I be sure that the survey will not harm my child?*

- Taking the survey will cause little risk to your child.
- **Your child is free to do the survey or not.** If your child chooses to not take the survey, the teacher will give your child something else to do for the class period.
- Some students may find some questions to be sensitive. There is a risk that they may feel uncomfortable answering some questions.
- Any student can skip any question that he or she doesn't want to answer.
- There is no penalty for not doing the survey or not answering all questions.
- Your child can also refuse to be measured.
- **The survey is designed to protect your child's privacy.**
- Answers from all students are added together to create reports at the local school, county, and state levels.
- The answers from any one student are never reported individually. No student will ever be mentioned by name in any report.
- No information that connects your child to their own survey responses will be kept.

### *What if I have more questions about the survey?*

- If you would like see the survey, you may call the school office to set a meeting time before the survey date.
- If you have questions about this survey, you may also call Jessie Meisner Francis (DHHS) at 207-287-5084 or Stephen Corral (SAMHS) at 207-287-2964 or Jean Zimmerman (DOE) at 207-624-6687.
- If you have questions about your rights or your child's rights in being part of the survey, please call 207-287-8016 and ask to speak with the chair of the Institutional Review Board, Warren Bartlett. This board has reviewed this study to make sure your rights are protected.

If you do not wish your child to take the survey, please contact the school office. If we do not hear from you, your consent to your child's participation is assumed. Your child can also decide not to take the survey on the day it is conducted.

Sincerely,

<<PRINCIPAL'S NAME>>

Principal



## APPENDIX B1 – Parent Consent Letter for Volunteer Grade 5/6 Schools

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<<ON SCHOOL LETTERHEAD – GRADE 5 and/or 6 FOR VOLUNTEER SCHOOLS >>

<<DATE>>

Dear Parent:

In February, the <<5<sup>th</sup>/6<sup>th</sup>>> through <<INSERT GRADES>> grade students in our school will be taking part in an **anonymous** survey. An anonymous survey is when the students do not give us their names. About 96,000 Maine students have been asked to take the survey. The survey will take about one class period. Below are the answers to some questions you may have about this survey.

### What questions are asked on the survey?

The survey asks questions about health and health related behaviors. Some of the topics included are:

- Asthma
- Drinking
- Fighting and bullying
- What the student eats
- Other drugs
- Sex (grades 7-12 only)
- Physical activity
- Preventing sunburn
- Depression and suicide (grades 7-12 only)
- Smoking
- Disabilities
- Gambling (grades 7-12 only)

It also asks about factors at school, in their community, in their family and among their friends which may support or threaten a student's healthy choices. These questions include topics such as:

- Whether a student is likely to get caught if they are using tobacco or drugs
- Whether they know adults who engage in different behaviors like drug use
- Whether their friends use drugs
- Whether they take part in clubs or community service
- What support and rules they have at school and at home

**The questions vary by the grade level of the student. They are appropriate to the age of the students.** For example, the 5<sup>th</sup> and 6<sup>th</sup> grade students are not asked about sex, most drugs, suicide or gambling. **You can look at the questions that will be asked.**

### Where does the survey come from?

The survey is the joint effort of the Maine Department of Health and Human Services (DHHS) and the Maine Department of Education (DOE). This survey is research. This means that it will be used to learn more about all Maine students. The results may be used to get funding, to help decide what programs to offer, or to judge how well current efforts are working.

### Why should my child take this survey?

Your child will get no direct benefit from taking the survey. However, the results of the survey will help state programs, community groups, and schools better serve your child.

## APPENDIX B1 – Parent Consent Letter for Volunteer Grade 5/6 Schools (continued)

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### *How can I be sure that the survey will not harm my child?*

- Taking the survey will cause little risk to your child.
- **Your child is free to do the survey or not.** If your child chooses to not take the survey, the teacher will give your child something else to do for the class period.
- Some students may find some questions to be sensitive. There is a risk that they may feel uncomfortable answering some questions.
- Any student can skip any question that he or she doesn't want to answer.
- There is no penalty for not doing the survey or not answering all questions.
- Your child can also refuse to be measured.
- **The survey is designed to protect your child's privacy.**
- Answers from all students are added together to create reports at the local school, county, and state levels.
- The answers from any one student are never reported individually. No student will ever be mentioned by name in any report.
- No information that connects your child to their own survey responses will be kept.

### *What if I have more questions about the survey?*

- If you would like see the survey, you may call the school office to set a meeting time before the survey date.
- If you have questions about this survey, you may also call Jessie Meisner Francis (DHHS) at 207-287-5084 or Stephen Corral (SAMHS) at 207-287-2964 or Jean Zimmerman (DOE) at 207-624-6687.
- If you have questions about your rights or your child's rights in being part of the survey, please call 207-287-8016 and ask to speak with the chair of the Institutional Review Board, Warren Bartlett. This board has reviewed this study to make sure your rights are protected.

If you do not wish your child to take the survey, please contact the school office. If we do not hear from you, your consent to your child's participation is assumed. Your child can also decide not to take the survey on the day it is conducted.

Sincerely,

<<PRINCIPAL'S NAME>>

Principal

## APPENDIX B1 – Parent Consent Letter Confirmation Form



### Confirmation of Parental Consent Letter Mailing and Request for Participation Stipend Form

Thank you for agreeing to participate in the 2015 Maine Integrated Youth Health Survey (MIYHS). Please note the following with regard to the parental consent letters (grades 5 – 12):

- They must be distributed **at least two weeks, but no more than six weeks, prior** to the survey administration date. The parental consent letter has been translated into select languages and these versions are available upon request. The survey questions, which will be emailed to you, should be kept on file for parental review.
- They must be **mailed** to parents via the U.S. Postal Service, even if your school normally communicates with parents electronically (email, website, etc.). **There can be no exceptions to this rule.** However, the parental consent letter can be posted online or sent via email if this is in addition to the letter being sent in the U.S. Mail. Also, the parental consent letter may be included in mass mailings, such as with report cards provided that the mailing is within the 2 to 6 week timeframe prior to your school's selected administration date.
- It is **vital** that someone in your school (for example, your MIYHS Coordinator or someone in the main office) creates a list of students who won't be participating in the survey – either due to parental non-consent or parental consent letters returned as undeliverable. ***As these students will not be able to participate in the survey, they should be given an alternate activity during the survey administration period.***
- Schools will be offered a **participation stipend** (based on the number of letters sent out) to help offset the expenses incurred with this mailing. The funds will be released to schools once the following documents have been received by Pan Atlantic SMS Group: 1) this form, completed in full, 2) a sample copy of the parental consent letter on school letterhead, 3) completion of the online training review (to be completed by your school's designated MIYHS Coordinator), and 4) your school's completed survey materials (all classroom envelopes, each with a completed 'Classroom Summary Information Form'; absentee surveys, unless there were no students absent on the survey administration day; and the 'School Packing Form' completed in full).

Once your school has mailed the parental consent letters, please sign below and return this form to us via toll-free fax at **1-866-422-0072**, or via mail to Pan Atlantic SMS Group, 6 City Center, Suite 200, Portland, ME 04101.

"I verify that the Parental Consent Letter for the 2015 Maine Integrated Youth Health Survey was sent via U.S. mail to the parents or guardians of the eligible students (grades 5 – 12) in my school on \_\_\_\_\_."

Date

Signed: \_\_\_\_\_

Principal

Today's Date: \_\_\_\_\_

Printed name: \_\_\_\_\_

#### Participation Stipend Information:

Number of Letters Sent\*: \_\_\_\_\_ Check made payable to (School/SAU): \_\_\_\_\_

\* Note: While we welcome 'volunteer' schools (those not chosen as part of the 2015 5/6 sample of schools) to participate in the 5/6 module, per earlier communications (including the Administration Handbook for MIYHS Coordinators), 'volunteer' 5/6 students cannot be counted toward the participation stipend.

Send check to: \_\_\_\_\_

Address

**Questions? Contact Pan Atlantic SMS Group at [miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or 1-866-487-2810.**

**Thank you for your participation!**



# MIYHS Administration Handbook for School Nurses Conducting the K/3 and 5<sup>th</sup> Grade Modules



# MIYHS Administration Handbook for School Nurses Conducting the K/3 and 5<sup>th</sup> Grade Modules

2014-2015 School Year

*As of September 1<sup>st</sup>, 2014*

## I. INTRODUCTION

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The purpose of this *MIYHS Administration Handbook for School Nurses* is to inform school nurses of their roles and responsibilities in conducting the 2015 Maine Integrated Youth Health Survey (MIYHS) for the following: Kindergarten and 3<sup>rd</sup> grade (K/3) module and 5<sup>th</sup>/6<sup>th</sup> grade (5/6) module. This document provides information on the administration procedures employed in the MIYHS, as well as some background and rationale for the way that the MIYHS is conducted. The following *MIYHS Administration Handbook for School Nurses* includes all of the information that you will need to administer the 2015 MIYHS for Kindergarten and 3<sup>rd</sup> grade students (including height/weight screenings), and to conduct height/weight screenings for the 5<sup>th</sup> grade students in your school.

### **Quick Facts:**

- ✓ The MIYHS is sponsored by the Maine Department of Education, in collaboration with the Maine Center for Disease Control & Prevention and Substance Abuse & Mental Health Services in the Department of Health and Human Services.
- ✓ The first administration of the MIYHS took place in February, 2009 after many years of collaboration and planning to integrate several surveys that had previously been administered separately, including the Maine Youth Drug and Alcohol Use Survey (MYDAUS), the Youth Risk Behavior Survey (YRBS), and the Youth Tobacco Survey (YTS).
- ✓ The MIYHS is administered every two years (2009, 2011, 2013, etc.) during the first half of February.
- ✓ The MIYHS is composed of four overall modules:
  1. “K/3” – Kindergarten and 3<sup>rd</sup> grade parent survey<sup>1</sup>
  2. “5/6” – 5<sup>th</sup> and 6<sup>th</sup> grade student survey<sup>2</sup>
  3. “MS” – 7<sup>th</sup> and 8<sup>th</sup> grade (middle school) student survey, composed of four versions
  4. “HS” – 9<sup>th</sup> through 12<sup>th</sup> grade (high school) student survey, composed of four versions

<sup>1</sup> School nurses are asked to conduct height/weight and oral health screenings (with assistance) of Kindergarten and 3<sup>rd</sup> grade students.

<sup>2</sup> School nurses are asked to conduct height/weight screenings of 5<sup>th</sup> grade students.

### **Benefits:**

- ✓ The benefits of participating in the MIYHS include, but are not limited to:
  - School and SAU access to a wide range of data on youth behaviors, risk factors, and protective factors, including comparisons to past MIYHS results and state level data. *(Please note that some restrictions may apply.)*
  - Availability of data to evaluate the impact of national, state, and local efforts to prevent certain risk behaviors and to improve school health education policies and programs.
  - Access to local, public health district, and state data that show how student health risk behaviors change over time, and how they affect the success of Maine youth in attaining the Maine Learning Results.
  - Aggregate data gathered from the height/weight screenings will: 1) be used as a longitudinal measure of overall student risk of obesity, 2) inform local, regional, and state stakeholders of the overall health of school-aged children; and 3) measure the effectiveness of systemic interventions aimed at reducing the obesity burden of school-aged children in Maine.

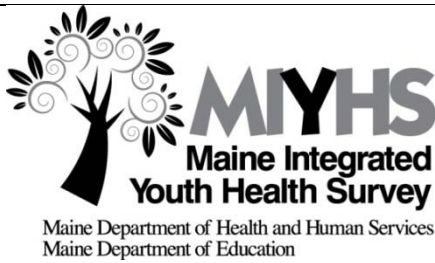
## I. INTRODUCTION (continued)

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### Special Notes:

- ✓ After coordinating the MIYHS administrations since its inception in 2009, Pan Atlantic SMS Group out of Portland, Maine, is looking forward to working with schools on administering the 2015 MIYHS.
- ✓ Past MIYHS administrations have been very successful, with approximately 70,000 completed surveys in each survey year - 2009 to 2013.
- ✓ While we understand that many school nurses have assisted with the MIYHS and/or other student surveys in the past, our experience with and feedback from previous MIYHS administrations indicate that a small minority of school personnel had misunderstandings of survey procedures and protocol that may have impacted students' rights and/or the validity of schools' survey data – sometimes resulting in surveys that were not usable.
- ✓ Therefore, it is extremely important that you thoroughly review the information contained within this document and complete an open note, online training review in December for how to conduct height/weight screenings; both of these items are mandatory parts of your school's participation in the MIYHS and must be completed in order for your school to receive its participation stipend. This *MIYHS Administration Handbook for School Nurses* will outline all of the steps in the MIYHS administration process that involve school nurses. Please call Pan Atlantic SMS Group toll-free at **1-866-487-2810** at any time throughout the survey administration process should you have any questions, comments, or concerns.
- ✓ According to our records, you will be assisting with the following modules:
  - K/3 module
  - 5/6 module
- ✓ The remaining sections of the *MIYHS Administration Handbook for School Nurses* are as follows:
  - II. School Nurse Check List Reference Sheet (K/3 and 5/6 Modules)
  - III. School Nurse Responsibilities - K/3 Module
  - IV. School Nurse Responsibilities - 5/6 Module
  - Appendix A-** Measuring Height and Weight
  - Appendix B-** Height Conversion Chart
  - Appendix C-** Online Training Review Questions

## II. SCHOOL NURSE CHECK LIST REFERENCE SHEET



### 2015 MIYHS – School Nurse Reference Sheet for K/3 and 5/6 Modules

**K/3 module – Use the following checklist to ensure that you have completed the following key tasks:**

- ☐ **K/3 STEP 1** - A) Provide potential dates for the height/weight and oral health screening to Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or 1-866-487-2810), and B) Provide a list of your Kindergarten and 3<sup>rd</sup> grade students to Pan Atlantic SMS Group.
- ☐ **K/3 STEP 2** - Complete the brief, open note online training review for how to conduct height/weight screenings.
- ☐ **K/3 STEP 3** - Prepare and distribute survey packets to the Kindergarten and 3<sup>rd</sup> grade teachers in your school.
- ☐ **K/3 STEP 4** - Conduct the height/weight and oral health screenings (with assistance) for the Kindergarten and 3<sup>rd</sup> grade students in your school at least one week after the parent surveys are sent home with students.
- ☐ **K/3 STEP 5** - Send the: 1) Height/weight and oral health screening measurements, and 2) 'Request for Participation Stipend Form (K/3 Module)' to Pan Atlantic SMS Group as soon as data collection has been completed.

Timeline for Survey Administration Steps for the K/3 Module								
September	October	November	December	January	February	March	April	May
		K/3 STEP 1						
			K/3 STEP 2 (by January 19, 2015)					
			K/3 STEP 3					
			K/3 STEP 4					
				K/3 STEP 5				

**5/6 module – Use the following checklist to ensure that you have completed the following key tasks:**

- ☐ **5/6 STEP 1** - Complete the brief, open note online training review for how to conduct height/weight screenings. (Note: This is the same online training review as in K/3 STEP 2; you only need to complete one training review.)
- ☐ **5/6 STEP 2** - Work with your school's designated MIYHS Coordinator (grades 5-12) to make sure you are aware of how the 5<sup>th</sup> grade survey will be administered. Gather the height and weight measurements for the 5<sup>th</sup> grade students in your school BEFORE the grade 5-12 written survey administration date in your school. It is vital that the heights/weights are collected first in order to ensure student confidentiality.



### III. SCHOOL NURSE RESPONSIBILITIES – K/3 MODULE

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As school nurse, you have been automatically designated as the MIYHS Coordinator\* for the Kindergarten/3<sup>rd</sup> grade (K/3) module. As the designated MIYHS Coordinator for the K/3 module, please review this section which outlines all of the steps in the K/3 parent survey administration process.

***\*Please note that you may or may not also have been designated by your school's Principal as MIYHS Coordinator for grades 5-12; if you have been designated as MIYHS Coordinator for grades 5-12, you should receive and refer to Administration Handbook for MIYHS Coordinators (Grades 5 – 12) for information about the policies and procedures for administering the MIYHS to students in grades 5-12.***

**K/3 STEP 1 – A) Provide potential dates for the height/weight and oral health screening to Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or 1-866-487-2810), and B) Provide a list of your Kindergarten and 3<sup>rd</sup> grade students to Pan Atlantic SMS Group.**

#### Part A:

- ✓ The K/3 survey module can be administered anytime between **December, 2014 and April, 2015.**

*Please note that the overall timeline involved with the K/3 module is fairly flexible. Note that the timeframe listed on Page 3 might not reflect the actual timeline for your school. What is most important in terms of timing is that the steps follow one another sequentially and that the precise dates for your school within K/3 STEP 3 are followed closely.*

- ✓ We are pleased to inform you that school nurses will not have to participate in a regional oral health screening training session this year. Rather, assistance from an oral health professional will be provided; **you should not conduct this portion of the screening by yourself.** The oral health screenings will be managed by Nicole Breton from the Maine CDC Oral Health Program. School nurses are asked to provide potential screening dates to Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or 1-866-487-2810), who will coordinate with you and Nicole Breton to finalize arrangements for the oral health screening at your school.
- ✓ **Note:** The potential screening dates that you select for the height/weight and oral health screening can be completely independent of the date your school has selected for the MIYHS administration date for grades 5-12 (as applicable to your school).

☐ **CHECK THIS BOX ONCE K/3 STEP 1A HAS BEEN COMPLETED.**

#### Part B:

- ✓ Work with your school's main office to prepare an **electronic list** (compatible with Excel) of the Kindergarten and 3<sup>rd</sup> grade students in your school. We ask that you email the list to Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com)) **at least one month before the finalized height/weight and oral health screening date (once determined).**
- ✓ The list should include the following information:
  - The potential screening dates you selected (if not already submitted to Pan Atlantic SMS Group)
  - Teacher name
  - Grade
  - Student names
  - Parent names
  - Mailing addresses (for multiple households as applicable)
  - Telephone numbers

### III. SCHOOL NURSE RESPONSIBILITIES – K/3 MODULE (continued)

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- **NOTE:** Do not include homeschooled students in the list as they are not included in the parameters of the MIYHS.
  - ✓ Please note that the Federal Education Rights Protection Act (FERPA) allows schools to release directory information, such as what we are requesting, without prior consent from parents. We understand that the list you provide will not include information on students whose parents have already requested that you not release such directory information. Please be assured that *any and all identifying information will be kept confidential and will be destroyed after use.*
  - ✓ Pan Atlantic SMS Group will send you an Excel spreadsheet based on this list to use during the height/weight and oral health screenings.
- ☐ **CHECK THIS BOX ONCE K/3 STEP 1B HAS BEEN COMPLETED.**

#### **K/3 STEP 2 – Complete the brief, open note online training review for how to conduct the height/weight screenings.**

- ✓ An online training review is required of all school nurses conducting height/weight screenings as part of the MIYHS. This step must be completed in order for your school to receive its participation stipend (see K/3 STEP 5). The online training review for the 2015 MIYHS, which is different from the training method employed in past years, can be completed in just TWO easy steps:
  1. **Read the *MIYHS Administration Handbook for School Nurses* (this document) thoroughly, including Appendix A which has more information directly related to survey administration procedures.** *Please keep this MIYHS Administration Handbook for School Nurses handy as it should answer many of the questions you may have about how to administer the 2015 MIYHS. Please do not hesitate to contact Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or 1-866-487-2810) with any questions that you may have.*
  2. **Complete the online training review.** In December, you will be sent an email containing a link to the online training review. Please be on the lookout for an email with the subject: “2015 MIYHS – School Nurse Online Training Review.” Simply go through the training review at your convenience between receipt of the email and **January 20<sup>th</sup>, 2015.**
    - You must complete the online training review **BEFORE**\* conducting height/weight screenings.  
*\*Height/weight screenings completed in the fall of 2014 **may be used** for the 2015 MIYHS provided that the protocol described in Appendix A was followed.*
    - You will be contacted by Pan Atlantic SMS Group if you answer more than one training review question incorrectly. The purpose of this contact will be to answer any questions you may have and to ensure that the MIYHS is being administered in exactly the same way in each school.

☐ **CHECK THIS BOX ONCE K/3 STEP 2 HAS BEEN COMPLETED.**

### III. SCHOOL NURSE RESPONSIBILITIES – K/3 MODULE (continued)

#### K/3 STEP 3 – Prepare and distribute survey packets to the Kindergarten and 3<sup>rd</sup> grade students in your school.

- ✓ A few weeks prior to your school's scheduled height/weight and oral health screening date, Pan Atlantic SMS Group will send survey packets to you in the mail for each Kindergarten and 3<sup>rd</sup> grade student in your school based on the student list you provided in K/3 STEP 1B. Each survey packet will contain the following:
  - Parental Consent Form
  - Survey instrument
  - Postage-paid return envelope
- ✓ Pan Atlantic SMS Group will alert you via email when the survey packets are sent to you; we will also include in that email a document entitled 'Parent Letter for K/3 School Distribution,' and the spreadsheet that you will use to record the height/weight and oral health screening measurements.
- ✓ Update the 'Date #1,' 'Date #2,' and 'Date #3' fields in the 'Parent Letter for K/3 School Distribution' document, as follows:
  - 'Date #1' in the letter should be the date that the survey packets will go home with students in their backpacks.
  - 'Date #2' in the letter should be **at least one week** after you plan to send the survey packets home with students (Date #1). **\*\*The survey packets contain a parental consent form that informs parents of their right to opt their child out of the height/weight and oral health screening, thus it is VITAL that at least one week is allowed for parents to respond.**
  - 'Date #3' should be **two weeks** after you plan to send the survey packets home with students (Date #1).
- ✓ Photocopy the finalized 'Parent Letter for K/3 School Distribution' onto your school's letterhead and add a copy to each survey packet. *Pan Atlantic SMS Group can do this step for you, upon request\**. Check to be sure that each packet includes the 'Parent Letter for K/3 School Distribution' document, a Parental Consent Form, the survey instrument, and a postage-paid return envelope. Please seal the envelopes prior to distribution.

*\* In order to do this for you, you must send the three dates and an electronic version of your school's letterhead with the principal's signature to [miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com).*
- ✓ Deliver the survey packets to the appropriate Kindergarten and 3<sup>rd</sup> grade teachers in your school.
- ✓ Please notify Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or 1-866-487-2810) once the survey packets have been distributed. Include in your communication a sample copy of the 'Parent Letter for K/3 School Distribution' with the three dates (Date #1, Date #2 and Date #3) filled in.
- ✓ Collaborate with the main office and K/3 teachers, as needed, to maintain a list of students whose parents either call or write a note or email message indicating that they do not want their child to participate in the height/weight and oral health screening.
  - **Note: Please let Pan Atlantic SMS Group know IMMEDIATELY if a parent contacts you or your school after the height/weight and oral health screening has been completed to opt their child out of the survey, so we can delete the screening data for that student.**

☐ CHECK THIS BOX ONCE K/3 STEP 3 HAS BEEN COMPLETED.

### III. SCHOOL NURSE RESPONSIBILITIES – K/3 MODULE (continued)

**K/3 STEP 4 – Conduct the height/weight and oral health screenings (with assistance) for the Kindergarten and 3<sup>rd</sup> grade students in your school at least one week after the parent surveys are sent home with students.**

- ✓ Screenings can be completed anytime after ‘Date #2’; see K/3 STEP 3 above for more information.
- ✓ Refer to the list created in K/3 STEP 3 of students whose parents contacted the school and indicated that they do not want their child to participate in the height/weight and oral health screening. It is **VITAL** that these students **are not** screened.
  - **Note: Students can also opt out of the screening by indicating their unwillingness to participate.**
- ✓ Use the Excel spreadsheet provided by Pan Atlantic SMS Group (referred to in K/3 STEP 3) to record the height/weight and oral health screening measurements for the Kindergarten and 3<sup>rd</sup> grade students in your school. The spreadsheet will look like this:

A	B	C	D	E	F	G	H	I	J
Student Name	Survey Code	Parental Opt Out (Yes, Absent, Moved)	Height		Weight* (Rounded to the nearest pound)	Oral Health Screening			
			Feet	Inches* (Rounded to the nearest inch)		Untreated Decay	Treated Decay	Sealants on Permanent Molars	Treatment Urgency

\* Round down if below .5, round up if .5 or above.

- The ‘Student Name’ and ‘Survey Code’ columns will be pre-filled for you.
- Type ‘**Yes**’ in the ‘Parental Opt Out’ column for the parents who indicate that they do not want to have their child participate in the height/weight and oral health screening (specify as needed if a parent wishes their child not to participate in just one of the screenings). Keep this column blank for students participating in the screening. Type ‘**Absent**’ in this column if the student is absent on the day of the height/weight and oral health screening. Type ‘**Moved**’ in this column if the student is no longer enrolled in the class or school.
  - **Note:** A student can only be added to the list if their parents received the parental consent letter included in the survey packet.
- Please see Appendix A for more information on how to collect height and weight measurements for the 2015 MIYHS.
- **\*\*The height will be collected in TWO columns – one for FEET and one for INCHES. Please do not provide the height in inches only.\*\*** (Note: Appendix B contains a conversion chart for your reference.)

### III. SCHOOL NURSE RESPONSIBILITIES – K/3 MODULE (continued)

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#### **ORAL HEALTH SCREENING (conducted by oral health professional):**

- ✓ The oral health information will be collected in **four** columns, as follows: **Untreated Decay, Treated Decay, Sealants on Permanent Molars,** and **Treatment Urgency.**

☐ **CHECK THIS BOX ONCE K/3 STEP 4 HAS BEEN COMPLETED.**

#### **K/3 STEP 5 – Send the: 1) Height/weight and oral health screening measurements, and 2) ‘Request for Participation Stipend Form (K/3 Module)’ to Pan Atlantic SMS Group as soon as data collection has been completed.**

- ✓ Send the Excel spreadsheet containing the measurements obtained during the height/weight and oral health screening to Pan Atlantic SMS Group **as soon as data collection has been completed.** The results should be sent to Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com)) no later than April 26<sup>th</sup>, 2015.
- ✓ Schools participating in the **K/3 module** will receive \$100 for their participation in the 2015 MIYHS. In addition, we are able to offer one of the following tools to help complete the screening as a thank you for participating: stadiometer, digital scale, or privacy screen. Please send us your selections (in order of priority) via email and we will do our best to provide you with your top choice (as supplies last). Schools participating in the **5/6 module** will receive an additional small participation stipend (the actual amount will be dependent upon the number of parent consent letters sent in the mail).
- ✓ It is important to note that participation stipends will not be released to schools until Pan Atlantic SMS Group has received the following:
  - The “Request for Participation Stipend Form (K/3 module only),” completed in full;
  - A sample copy of the ‘Parent Letter for K/3 School Distribution’ on school letterhead; and
  - Documentation of your participation in the online training review (the documentation will be sent automatically upon completion of the online training review).
- ✓ Due to the volume of schools and survey materials involved with the MIYHS (10 separate surveys, 320 schools and 70,000+ completed surveys in 2011), Pan Atlantic SMS Group will not be able to send out participation stipends until early June, 2015. Participation stipends will be sent out in the order that the materials listed above were received; every effort will be made to send out all of the participation stipends as soon as possible.

☐ **CHECK THIS BOX ONCE K/3 STEP 5 HAS BEEN COMPLETED.**

#### IV. SCHOOL NURSE RESPONSIBILITIES – 5/6 MODULE

**5/6 STEP 1 – Complete the brief, open note online training review for how to conduct height/weight screenings. (Note: This is the same online training review as in K/3 STEP 2; you only need to complete one training review.)**

- ✓ An online training review is required of all school nurses conducting height/weight screenings as part of the MIYHS. **Note: This is the same online training review as in K/3 STEP 2; you only need to complete one training review.** This step must be completed in order for your school to receive its participation stipend in the MIYHS. The online training review for the 2015 MIYHS, which is different from the training method employed in past years, can be completed in just TWO easy steps:
  1. **Read the *MIYHS Administration Handbook for School Nurses* (this document) thoroughly, including Appendix A which has more information directly related to survey administration procedures.** *Please keep this MIYHS Administration Handbook for School Nurses handy as it should answer many of the questions you may have about how to administer the 2015 MIYHS. Please do not hesitate to contact Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or 1-866-487-2810) with any questions that you may have.*
  2. **Complete the online training review.** In December, you will be sent an email containing a link to the online training review. Please be on the lookout for an email with the subject: “2015 MIYHS – School Nurse Online Training Review.” Simply go through the training review at your convenience between receipt of the email and **January 20<sup>th</sup>, 2015.**
    - You must complete the online training review **BEFORE\*** conducting height/weight screenings.  
*\*Height/weight screenings completed in the fall of 2014 **may be used** for the 2015 MIYHS provided that the protocol described in Appendix A was followed.*
    - You will be contacted by Pan Atlantic SMS Group if you answer more than one training review question incorrectly. The purpose of this contact will be to answer any questions you may have and to ensure that the MIYHS is being administered in exactly the same way in each school.

☐ **CHECK THIS BOX ONCE 5/6 STEP 1 HAS BEEN COMPLETED.**

**5/6 STEP 2 – Work with your school’s designated MIYHS Coordinator (grades 5-12) to make sure you are aware of how the 5<sup>th</sup> grade survey will be administered. Gather the height and weight measurements for the 5<sup>th</sup> grade students in your school BEFORE the grades 5-12 written survey administration date in your school. It is vital that the heights/weights are collected first in order to ensure student confidentiality.**

As school nurse, you will be responsible for collecting height and weight measurements for the 5<sup>th</sup> grade students in your school. *(Please note that if you have been designated as your school’s MIYHS Coordinator for grades 5-12, you should refer to Administration Handbook for MIYHS Coordinators (Grades 5 – 12) for information about additional responsibilities you will have for the MIYHS survey for grades 5-12.)* Please review this section which outlines all of the steps for conducting the height/weight screening for the 5<sup>th</sup> grade students in your school.

- ✓ Coordinate with your school’s designated MIYHS Coordinator to make sure that the height/weight screenings are completed **BEFORE** your school’s planned MIYHS administration date for grades 5-12. (Please note that the height/weight screening date for the 5<sup>th</sup> grade students can be different from the screening for the Kindergarten and 3<sup>rd</sup> grade students.) **It is vital that the height/weight screening is conducted first in order to ensure student confidentiality.**

#### IV. SCHOOL NURSE RESPONSIBILITIES – 5/6 MODULE (continued)

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✓ The procedure for the 5<sup>th</sup> grade is as follows:

1. Your school's designated MIYHS Coordinator (Grades 5-12) sends parental consent letters via U.S. Mail 2-6 weeks prior to your school's written survey administration date (February 2<sup>nd</sup> – 13<sup>th</sup>, 2015). Screenings (or the transferring of height/weight measurements previous collected in the fall) cannot be done until at least one week after parental consent letters have been mailed.
2. Your school's designated MIYHS Coordinator receives the survey packets for the 5<sup>th</sup> grade from Pan Atlantic SMS Group in January, 2015.
3. As soon as possible and at least one week prior to your school's written survey administration date for grades 5-12, your school's MIYHS Coordinator will check to be sure that each 5<sup>th</sup> grade classroom survey packet contains enough survey booklets **AND** blank outer envelopes for each student to have one of each.
4. Your school's MIYHS Coordinator delivers the 5<sup>th</sup> grade classroom survey packets to **YOU**, the school nurse. Be sure that **YOU** obtain from the MIYHS Coordinator the list of students whose parents contacted the school and indicated that they do not want their child to participate in the height/weight screening. It is **VITAL** that these students are not screened.
  - **Note: Students can also opt out of the screening by indicating their unwillingness to participate.**
5. **YOU** complete the school nurse online training review and conduct the height/weight screenings for each 5<sup>th</sup> grade student **BEFORE** the students take the written survey. *\*Height/weight screenings completed in the fall of 2014 **may be used** for the 2015 MIYHS provided that the protocol described in Appendix A was followed.*
  - If you do not have enough survey materials (survey booklets and/or envelopes), please contact your school's designated MIYHS Coordinator or Pan Atlantic SMS Group (call toll-free 1-866-487-2810) **IMMEDIATELY**.
6. **YOU** record the height/weight measurements for each student on the back of his/her survey booklet.
  - **Please see Appendix A for more information on how to collect height and weight measurements for the 2015 MIYHS.**
  - Height, recorded in **feet** and **inches** (rounded to the nearest inch -- round down if below .5, round up if .5 or above), goes in Section A in the "FOR OFFICE USE ONLY" box on the back page of the survey booklet. Please **do not** provide the height in inches only. (Note: Appendix B contains a conversion chart for your reference.)
  - Weight, recorded in **pounds** (rounded to the nearest pound -- round down if below .5, round up if .5 or above), goes in Section B in the "FOR OFFICE USE ONLY" box on the back page of the survey. Nurses should place a 0 in the first column for students weighing less than 100 pounds (for example, 99 pounds would be "0 9 9").
7. **YOU** put each survey booklet in a separate blank outer envelope, seal the envelope, and write the student's name on the outside of the envelope.

#### IV. SCHOOL NURSE RESPONSIBILITIES – 5/6 MODULE (continued)

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8. Your school's MIYHS Coordinator collects the sealed envelopes from **YOU** and distributes them to the appropriate classroom teachers. **If there is going to be a gap in time between the height/weight screenings and the survey administration period, be sure that the surveys are kept in a secure location.**
9. On the school's written survey administration date (February 2<sup>nd</sup> – 13<sup>th</sup>, 2015), each 5<sup>th</sup> grade **teacher** distributes the envelopes to the respective students.
10. The **students** take out and complete their surveys. The envelopes are thrown away (recycled), thereby removing any identifying information from the surveys.
11. At the end of the survey period the **teacher** passes around the classroom survey packet for students to deposit their survey booklets, having the **last student** seal the classroom survey packet envelope.



## APPENDIX A – MEASURING HEIGHT AND WEIGHT

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### Maine Integrated Youth Health Survey (MIYHS) Measuring Height and Weight

The following are specific instructions to accurately assess a student's growth status for the MIYHS. The State of Maine School Nurse Manual has a more detailed explanation including calculating body mass index which is NOT necessary for this survey.

#### EQUIPMENT

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##### Height:

1. Use a portable or wall-mounted stadiometer. The tool should:
  - Be stable with a large base, and
  - Have a horizontal headpiece at least 4 inches wide that can be brought into contact with the most superior part of the head.
2. Do not use cloth tapes, yardsticks, or graphics attached to wall.
3. Do not use a metal measuring rod attached to a scale.

##### Weight:

1. Use a properly calibrated balance beam or electronic/digital scale to weigh students. The scale should:
  - Have a stable weighing platform that can be easily set at zero; and
  - Be able to be calibrated through a professional service or by standard known weight.

#### SPECIFIC PROCEDURES for MIYHS

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##### Measuring Height:

1. Have students remove shoes, hair ornaments, buns, and braids to extent possible;
2. Have students stand on footplate portion of the scale with:
  - a. Backs against the stadiometer rule (cut out feet can be placed in position to assist the students);
  - b. Legs brought together, contacting at some point (whatever touches first);
  - c. Knees not bent, arms at sides, shoulders relaxed, feet flat on the floor;
  - d. Back of body touching/making contact with the stadiometer at some point;
  - e. Body in straight line (mid-axillary line parallel to stadiometer) -- see Figure 1 (next page); and
  - f. Head in appropriate "Frankfort plane position" -- see Figure 2 (next page);
3. Lower headpiece snugly to fit crown of head with sufficient pressure to press hair, and read value at eye level;
4. Measure in feet and inches and round to nearest inch (  $3'2\frac{1}{4}" = 3'2"$  and  $3'2\frac{1}{2}" = 3'3"$ ); and
5. Record value immediately (Note: **Do not** provide height in inches only; Appendix B contains a conversion chart for your reference):

Kindergarten/3<sup>rd</sup> grade – Recorded in **two** columns in the "Height" section of the electronic spreadsheet (provided):

- Column D – Feet
- Column E – Inches; Round to the nearest inch (round down if below .5, round up if .5 or above)

## APPENDIX A – MEASURING HEIGHT AND WEIGHT (continued)

5<sup>th</sup> grade – Recorded in **two** columns in Section A of the “FOR OFFICE USE ONLY” box on the back page of the 5<sup>th</sup> grade individual survey booklets:

- Column 1 (unlabeled) – Feet
- Column 2 (unlabeled) – Inches; Round to the nearest inch (round down if below .5, round up if .5 or above)

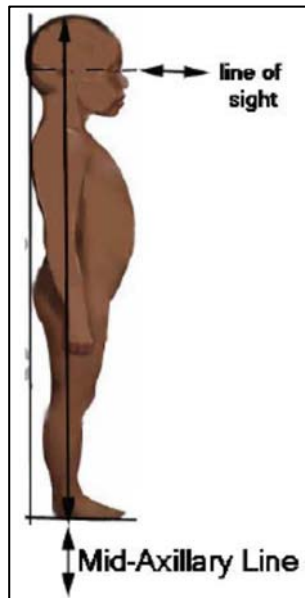


Figure 1

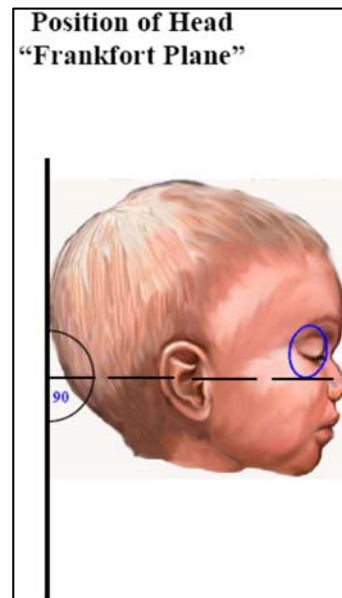


Figure 2

### Measuring Weight:

1. Set scale on firm surface. Have students empty their pockets and remove their shoes and heavy outer clothing such as sweaters, vests, and/or jackets;
2. Set scale at zero reading;
3. Have students step on the center of the platform and stand still, with their backs toward the scale and both feet on the platform;
4. Before students step off of the scale, immediately record weight value, rounded to nearest pound (30 ¼ lb. = 30; 30 ½ lb. = 31; or, if digital 30.25 = 30; 30.50 = 31);
5. If using a balance beam scale, return weights to zero position before subsequent student is weighed.

Kindergarten/3<sup>rd</sup> grade – Recorded in **one** column in the “Weight” section of the electronic spreadsheet (provided):

- Column F – Weight in pounds; Round to the nearest pound (round down if below .5, round up if .5 or above)

5<sup>th</sup> grade – Recorded in **three** columns in Section B of the “FOR OFFICE USE ONLY” box on the back page of the 5<sup>th</sup> grade individual survey booklets:

- Column 1 (unlabeled) – First digit of weight; place a 0 in this column for students weighing less than 100 pounds. Example: If a student weighed 99 pounds, the entry in the three columns would be “0 9 9”
- Column 2 (unlabeled) – Second digit of weight
- Column 3 (unlabeled) – Third digit of weight; round to the nearest pound (round down if below .5, round up if .5 or above)

**Questions?** Call Nancy Dube, School Nurse consultant at 624-6688. Source: <http://www.maine.gov/education/sh/>

## APPENDIX B – HEIGHT CONVERSION CHART

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*Prior to using the conversion chart below, please round to the nearest inch (round down if below .5, round up if .5 or above).*

Inches	→	Feet	Inches
36	→	3	0
37	→	3	1
38	→	3	2
39	→	3	3
40	→	3	4
41	→	3	5
42	→	3	6
43	→	3	7
44	→	3	8
45	→	3	9
46	→	3	10
47	→	3	11
48	→	4	0
49	→	4	1
50	→	4	2
51	→	4	3
52	→	4	4
53	→	4	5
54	→	4	6
55	→	4	7
56	→	4	8
57	→	4	9
58	→	4	10
59	→	4	11
60	→	5	0
61	→	5	1
62	→	5	2
63	→	5	3
64	→	5	4
65	→	5	5
66	→	5	6
67	→	5	7
68	→	5	8
69	→	5	9
70	→	5	10
71	→	5	11
72	→	6	0

**NOTE:** These questions are the same as the ones that will be appearing in the online training review in December. As this will be an open-note review, you may refer to this *MIYHS Administration Handbook for School Nurses* when taking the online training review.

### 2015 MIYHS Height and Weight Training Review

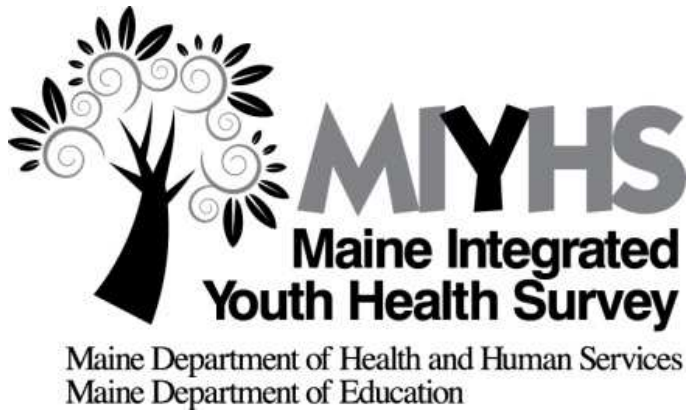
1. Heights and weights collected in the fall of 2014 may be used for this survey.
  - A. True under any condition
  - B. True only if the protocol outlined in Appendix A of the *MIYHS Administration Handbook for School Nurses* is followed
  - C. False
2. Who can opt students out of participating in the height/weight screening?
  - A. Parents only
  - B. Students only
  - C. Both students and parents
  - D. Neither parents nor students
3. Appropriate scales to be used for screening can be:
  - A. Electronic/digital
  - B. Calibrated balance beam scale
  - C. Both A and B
  - D. Neither A or B
4. For accurate screening data, students screened for height and weight must:
  - A. Remove shoes and hair ornaments
  - B. Stand in the center of the scale
  - C. Put legs together (feet if possible)
  - D. All of the above
5. While screening students, the school nurse must:
  - A. Place the scale on a solid preferably non-carpeted floor
  - B. Use a stadiometer (free standing or wall mounted)
  - C. Both A and B
  - D. Neither A or B
6. Height is recorded in feet and inches, rounded to the nearest inch.
  - A. True
  - B. False
7. Weight is recorded:
  - A. In pounds and ounces
  - B. In pounds only (rounded to the nearest pound)
8. For 5<sup>th</sup> grade, heights and weights are recorded onto the survey booklets:
  - A. BEFORE the student has completed the survey
  - B. AFTER the student has completed the survey

**2015 MIYHS Height and Weight Training Review (continued)**

9. It is acceptable for you to conduct the oral health screening portion of the Kindergarten/3<sup>rd</sup> grade survey without the assistance provided by an oral health professional designated by Nicole Breton.
  - A. True
  - B. False
  
10. School nurses must calculate BMI before submitting their MIYHS materials.
  - A. True
  - B. False
  
11. The height and weight for a student measuring 59.5 inches tall and weighing 100.4 pounds would be recorded as:
  - A. 4 feet, 11 inches and 100 pounds
  - B. 60 inches and 100.4 pounds
  - C. 5 feet, 0 inches and 100 pounds
  - D. 4 feet, 11 inches and 101 pounds
  - E. 59 inches and 100 pounds



# Administration Handbook for MIYHS Coordinators



# Administration Handbook for MIYHS Coordinators (Grades 5 – 12)

## 2014-2015 School Year

*As of September 1<sup>st</sup>, 2014*

## I. INTRODUCTION

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The purpose of this *Administration Handbook for MIYHS Coordinators (Grades 5 – 12)* is to inform the MIYHS Coordinators within each school of their roles and responsibilities in conducting the 2015 Maine Integrated Youth Health Survey (MIYHS) for the following modules: 5<sup>th</sup>/6<sup>th</sup> grade (5/6), Middle School (MS), and High School (HS). This document provides information on the administration procedures employed in the MIYHS, as well as some background and rationale for the way that the MIYHS is conducted. The following *Administration Handbook for MIYHS Coordinators* includes all of the information that you will need to administer the 2015 MIYHS for grades 5 – 12. **Note:** Administration instructions for the Kindergarten/3<sup>rd</sup> grade (K/3) module can be found in the *MIYHS Administration Handbook for School Nurses*.

### **Quick Facts:**

- ✓ The MIYHS is sponsored by the Maine Department of Education, in collaboration with the Maine Center for Disease Control & Prevention and Substance Abuse & Mental Health Services in the Department of Health and Human Services.
- ✓ The first administration of the MIYHS took place in February, 2009, after many years of collaboration and planning to integrate several surveys that had previously been administered separately, including the Maine Youth Drug and Alcohol Use Survey (MYDAUS), the Youth Risk Behavior Survey (YRBS), and the Youth Tobacco Survey (YTS).
- ✓ The MIYHS is administered every two years (2009, 2011, 2013, 2015, etc.) during the first half of February.
- ✓ The MIYHS is composed of four overall modules:
  1. “K/3” – Kindergarten and 3<sup>rd</sup> grade parent survey<sup>1</sup>
  2. “5/6” – 5<sup>th</sup> and 6<sup>th</sup> grade student survey<sup>2</sup>
  3. “MS” – 7<sup>th</sup> and 8<sup>th</sup> grade (middle school) student survey, composed of four sub-versions
  4. “HS” – 9<sup>th</sup> through 12<sup>th</sup> grade (high school) student survey, composed of four sub-versions

<sup>1</sup> School nurses are asked to conduct height/weight and oral health screenings (with assistance) of Kindergarten and 3<sup>rd</sup> grade students.

<sup>2</sup> School nurses are asked to conduct height/weight screenings of 5<sup>th</sup> grade students.

### **Benefits:**

- ✓ The benefits of participating in the MIYHS include, but are not limited to:
  - School and SAU access to a wide range of data on youth behaviors, risk factors, and protective factors, including comparisons to past MIYHS results and state level data. *(Please note that some restrictions may apply to the availability of School and SAU reports, based on participation rates and school size.)*
  - Availability of data to evaluate the impact of national, state, and local efforts to prevent certain risk behaviors and to improve school health education policies and programs.
  - Access to local, public health district, and state data that show how student health risk behaviors change over time, and how they affect the success of Maine youth in attaining the Maine Learning Results.



## I. INTRODUCTION (continued)

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### **Special Notes:**

- ✓ After managing the 2009, 2011, and 2013 MIYHS administrations, Pan Atlantic SMS Group out of Portland, Maine, is looking forward to working with schools on administering the 2015 MIYHS.
- ✓ Past MIYHS administrations have been very successful, with approximately 70,000 completed surveys in each survey year – 2009, 2011, and 2013.
- ✓ Schools will receive a small participation stipend based on the number of parental consent letters that are mailed. We are working to obtain additional funding that would help schools further offset costs associated with the MIYHS.
- ✓ While we understand that many MIYHS Coordinators and teachers have assisted with the MIYHS and/or other student surveys in the past, our experience with and feedback from past MIYHS administrations indicate that a small minority of school personnel had misunderstandings of survey procedures and protocol that may have impacted students' rights and/or the validity of schools' survey data – sometimes resulting in surveys that were not usable.
- ✓ Therefore, as the designated MIYHS Coordinator for your school, it is extremely important that you thoroughly review the information contained within this document and complete the online training review by the end of January (see STEP 3); both of these items are **mandatory** parts of your school's participation in the MIYHS and must be completed in order for your school to receive its participation stipend.
- ✓ **Please contact Pan Atlantic SMS Group (email: [miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or call toll-free at 1-866-487-2810) at any time throughout the survey administration process should you have any questions, comments, or concerns.**

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES

**STEP 1** - Decide how and when your school will administer the MIYHS during the survey period of February 2<sup>nd</sup> - 13<sup>th</sup>, 2015.

**STEP 2** - Send Pan Atlantic SMS Group a spreadsheet containing enrollment figures for each classroom participating in the MIYHS. The spreadsheet should reflect the classroom information for the selected date and time of the survey administration and should include any vocational and/or alternative education students in your school.

**STEP 3** - Complete the online training review for MIYHS Coordinators.

**STEP 4** - ASAP after receipt of your survey materials, check every classroom survey packet against your school's MIYHS Classroom Enrollment Confirmation Form(s).

**STEP 5** - Work with your principal/main office to make sure that the requisite parental consent letters have been mailed at least two weeks (but not more than six weeks) prior to your school's scheduled survey administration date.

**STEP 6** - Work with your school nurse to make sure s/he is trained on how to conduct height/weight screenings, and that s/he gathers the measurements for any 5<sup>th</sup> grade students in your school BEFORE the written survey administration date.

**STEP 7** - Train the teachers in your school on how to administer the survey.

**STEP 8** - Administer the survey.

**STEP 9** - Return completed surveys.

Timeline for Survey Administration Steps for the 5/6, MS & HS MIYHS Modules						
September	October	November	December	January	February	March
STEP 1						
	STEP 2 (by Nov. 14 <sup>th</sup> )					
			STEP 3 (by Jan. 16 <sup>th</sup> )			
				STEP 4		
				STEP 5		
				STEP 6		
					STEP 7	
					STEP 8 (Feb. 2 <sup>nd</sup> – 13 <sup>th</sup> )	
						STEP 9

**STEP 1 - Decide how and when your school will administer the MIYHS during the survey period of February 2<sup>nd</sup> - 13<sup>th</sup>, 2015.**

- ✓ **All** students in the grades in your school participating in the MIYHS must be given the opportunity to take the survey including vocational and alternative education students, if applicable. Please pick a day within the February 2<sup>nd</sup> – 13<sup>th</sup> timeframe that will have **maximum attendance** as the quality of your school's data will be proportional to the survey participation rate of eligible students.

**Note for Grade 5: Height/weight screenings must be conducted by the school nurse BEFORE the survey is administered to students.**

- ✓ Decide how best to administer the surveys in your school, keeping in mind that the survey administration period should be 45 minutes.

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

- The following MIYHS grade segments will be receiving **different modules** of the survey:
    - Grades 5 and 6;
    - Grades 7 and 8 (2 of 4 versions – MS-A & MS-C OR MS-B & MS-D); and
    - Grades 9 through 12 (2 of 4 versions – HS-A & HS-C OR HS-B & HS-D).
  - Please ensure that students in the different MIYHS grade segments (5/6, MS, and HS) are in distinct classrooms during survey administration and are not interspersed with other grade segments. For example, 5<sup>th</sup> and 6<sup>th</sup> grade students may be in the same classroom with one another, but 5<sup>th</sup> and 7<sup>th</sup> grade students may not as they belong to different MIYHS grade segments (and therefore will be given different survey modules). This will help guarantee that each student will receive the appropriate module of the MIYHS to complete.
  - Please choose a time (e.g., homeroom, English classes, Period 2 classes) in which all students have an opportunity to take the survey; but please ensure that no students take the survey more than once. **As a reminder, be sure that vocational and/or alternative education students, as applicable, have an opportunity to take the survey.**
- ✓ **NOTE:** If the February 2<sup>nd</sup> – 13<sup>th</sup> timeframe conflicts with other initiatives, an alternative date can be selected so long as it falls prior to April school vacation.

☐ **CHECK THIS BOX ONCE STEP 1 HAS BEEN COMPLETED.**

**STEP 2 - Send Pan Atlantic SMS Group a spreadsheet containing enrollment figures for each classroom participating in the MIYHS. The spreadsheet should reflect the classroom information for the *selected date and time of the survey administration* and should include any vocational and/or alternative education students in your school.**

- ✓ Because survey materials need to be prepared well in advance of the survey administration date, we ask that you email the classroom enrollment spreadsheet to Pan Atlantic SMS Group (miyhs@panatlanticsmsgroup.com) **as soon as possible** and no later than **November 14<sup>th</sup>, 2014**.
- ✓ Be sure that the classroom enrollment spreadsheet you send is for the **FEBRUARY survey administration date**, not the current set of classes. Additional surveys will be included to account for small enrollment changes occurring in the time since the classroom enrollment spreadsheet was sent to Pan Atlantic SMS Group. If these extra surveys will not be sufficient to account for the enrollment changes your school may experience OR if your school changes the way in which the survey will be administered, **you must let Pan Atlantic SMS Group know immediately so that arrangements can be made to get you the survey materials you need.**
- ✓ Ensure that the classroom enrollment spreadsheet includes the **anticipated survey administration date** and the following information for each classroom:
  - Name of teacher
  - Grade(s) of the students in the classroom
  - Number of students in the classroom
  - Type of class (e.g., “English,” “Homeroom”); if you choose to administer the survey throughout the day (for example, in English classes), be sure to include the class period as well.
- ✓ Note: The classroom enrollment spreadsheet **does not** need to include a list of the individual student names. However, if the classroom enrollment spreadsheet you provide must include students’ names, **please ensure that they are grouped and labeled by teacher** so that the appropriate number of surveys per classroom can be readily packed.

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

- ✓ Note: If you have any classrooms with 5<sup>th</sup> and 6<sup>th</sup> grade students together, include a note with the number of 5<sup>th</sup> grade students in each of those classrooms. This enables us to provide enough envelopes for your school nurse to use when recording the height/weight measurements before the paper survey is administered.
- ✓ Email the classroom enrollment spreadsheet in an electronic format that is compatible with Excel to Pan Atlantic SMS Group ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com)); please contact Pan Atlantic SMS Group (toll-free 1-866-487-2810) if this is not possible. The preferred layout of the classroom enrollment spreadsheet is as follows:

Name of teacher	Grade(s)	Number of students	Type of class	
Mr. Smith	5 & 6	32	English	(18 5 <sup>th</sup> graders)
Ms. Jones	7	24	Homeroom	
Mrs. Brown	8	16	Homeroom	
Mr. White	9 & 10	22	English, Period 1	
Mr. White	11 & 12	25	English, Period 2	

- ✓ Be sure to include any vocational/alternative education students in your school, but do not include homeschooled students on the classroom enrollment spreadsheet as they are not included in the parameters of the MIYHS.
- ✓ Small enrollment changes may occur between the time that the classroom enrollment spreadsheets are provided and the survey administration period. If these cannot be corrected with the extra surveys that are packed for each school or if your school changes the way in which the survey will be administered, it is **VITAL** that you call Pan Atlantic SMS Group immediately.

☐ CHECK THIS BOX ONCE STEP 2 HAS BEEN COMPLETED.

### STEP 3 - Complete the online training review for MIYHS Coordinators.

- ✓ An online training review is required of all MIYHS Coordinators; this step must be completed in order for your school to receive its participation stipend (see STEP 5 for more information). The online training review for the 2015 MIYHS, which is similar to the training method employed in the 2013 MIYHS, can be completed in just TWO easy steps:
  1. **Read the *Administration Handbook for MIYHS Coordinators* (this document) thoroughly.** Please keep this handbook readily available as it should answer most of the questions you may have about how to administer the 2015 MIYHS. Please do not hesitate to contact Pan Atlantic SMS Group with any questions ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or toll-free 1-866-487-2810).
  2. **Complete the online training review.** In December, you will be sent an email containing a link to the online training review. Please be on the lookout for an email with the subject: “2015 MIYHS Coordinator Online Training Review.” Simply go through the training review at your convenience between receipt of the email and January 16<sup>th</sup>, 2015.
  3. You will be contacted by Pan Atlantic SMS Group if you answered more than one training review question incorrectly. The purpose of this contact will be to answer any questions you may have and to ensure that the MIYHS is being administered in exactly the same way in each school.

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

☐ CHECK THIS BOX ONCE STEP 3 HAS BEEN COMPLETED.

**STEP 4 - ASAP after receipt of your survey materials, check every classroom survey packet against your school's MIYHS Classroom Enrollment Confirmation Form(s).**

- ✓ Pan Atlantic SMS Group will contact you in December with more information on receiving survey materials. Please be on the lookout for an email with the subject: "2015 MIYHS – Important Information about Survey Materials."
- ✓ What you will find in your survey box(es):
  - A folder containing the following documents:
    - MIYHS Classroom Enrollment Confirmation Form(s) (customized for each school, one form per module)
    - Information Sheet for School Nurses Conducting 5th Grade Height/Weight Screenings (as applicable to each school)
    - School Packing Form
    - Laminated poster to be displayed in a prominent area of the school for at least two weeks starting on the day before your school's survey administration date
    - Absentee Survey Envelope
  - Classroom survey packets (for each class) containing the following survey materials:
    - 5<sup>th</sup> grade – Survey booklets and one large envelope per student (bundled by classroom)
    - 6<sup>th</sup> grade – Survey booklets
    - MS & HS modules – Survey booklets with attached (perforated) answer sheets
- ✓ **As soon as possible after receiving the survey materials and at least one week prior to your school's survey administration date, make sure to check every classroom survey packet against your school's MIYHS Classroom Enrollment Confirmation Form(s). If your school has a large number of classes, you may find it helpful for each teacher to check his/her own survey materials.**
  - Please review your materials at least one week prior to your school's survey administration date and contact Pan Atlantic SMS Group (toll-free 1-866-487-2810) **RIGHT AWAY** if you find any problems with your survey materials. While Pan Atlantic SMS Group does everything possible to double-check all of the survey materials before they are packed and distributed, mistakes sometimes happen with upwards of 100,000 surveys being packaged. Unfortunately, solutions to any packing errors will be extremely limited if there isn't enough time for additional survey materials to be sent in the mail.

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

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- The survey material review check list should be as follows:

### ***Step 4-1 – Are there enough surveys in each classroom packet given current enrollment figures?***

Surveys are packed to match the exact enrollment figures documented in the classroom enrollment spreadsheet provided in STEP 2. There will be one extra survey booklet in each classroom survey packet for the teacher to read through and refer to during the survey administration period. Additional surveys will be packed in a separate envelope for each school to account for small enrollment changes occurring in the time since the classroom enrollment spreadsheet was sent to Pan Atlantic SMS Group. **Note:** The additional surveys will be packed in separate envelopes as opposed to being packed in individual classroom envelopes as was done in previous administrations.

If a classroom survey packet still doesn't have enough surveys due to more substantial enrollment changes, you can supplement them with survey booklets from another classroom survey packet if that packet has extras. **However, for the MS and HS modules, you MUST make sure that the two classrooms have the same SURVEY CODE (e.g., MS-A, HS-B).**

If not enough extra surveys are available, call Pan Atlantic SMS Group **IMMEDIATELY** so that you can get the proper survey materials by your school's administration date.

☐ CHECK THIS BOX ONCE STEP 4-1 HAS BEEN COMPLETED.

### ***Step 4-2 – For MS and HS modules: For each classroom packet, do all of the survey booklets have the same SURVEY CODE on them (e.g., MS-A, HS-B) and does this code match the one listed on the "Classroom Summary Information Form" printed on the front of each classroom survey packet?***

If there is an obvious packing error that you are able to fix yourself, you may go ahead and do so. However, please contact Pan Atlantic SMS Group ASAP if there is a larger problem and/or if you have any questions at all as to the best way of fixing something that seems to have been done in error.

☐ CHECK THIS BOX ONCE STEP 4-2 HAS BEEN COMPLETED.

### ***Step 4-3 – For 5<sup>th</sup> grade height/weight screenings: Does each classroom packet contain enough survey booklets and blank outer envelopes for one per student?***

The instructions listed for Step 4-1, above, apply to the blank outer envelopes as well. (Note: these individual envelopes are used to contain survey booklets after the school nurse records the height/weight data but before the survey is filled out by students.) Please contact Pan Atlantic SMS Group ASAP if you need any additional survey materials, including envelopes for 5<sup>th</sup> grade students if your school cannot provide them.

☐ CHECK THIS BOX ONCE STEP 4-3 HAS BEEN COMPLETED.

☐ CHECK THIS BOX ONCE ALL OF STEP 4 HAS BEEN COMPLETED.

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

**STEP 5 - Work with your principal/main office to make sure that the requisite parental consent letters have been mailed at least two weeks (but not more than six weeks) prior to your school's scheduled survey administration date.**

- ✓ **Be sure to use this year's (2015) version of the parental consent letter.** There is no need to re-type the letter as you should have received an electronic version of the parental consent letter with this document. The parental consent letter has been translated into select languages; these versions are available upon request.
- ✓ The parental consent letters must be sent to the parents of all students in the grades participating in the MIYHS.
- ✓ **The parental consent letters MUST be sent in the U.S. Mail** even if your school normally communicates with parents electronically (email, website, etc.). **There can be no exceptions to this rule.** However, the parental consent letter can be posted online and/or sent via email if this is **in addition** to the letter being sent in the U.S. Mail. Also, the parental consent letter may be included in mass mailings, such as with report cards, provided that the mailing is within the 2 to 6 week timeframe prior to your school's selected administration date.
- ✓ You will need to keep the list of survey questions on file for parental review, upon request. The list of survey questions are available on the MIYHS website -- <https://data.mainepublichealth.gov/miyhs/>.
- ✓ It is **vital** that someone in your school (for example, you as the MIYHS Coordinator, or someone in the main office) creates a list of students who won't be participating in the survey – either due to parental non-consent or parental consent letters being returned as undeliverable. ***As these students will not be able to participate in the survey, they should be given an alternate activity during the survey administration period.*** Please note that Pan Atlantic SMS Group does not need to receive this list – it is for you and your staff to be sure that non-eligible students are not surveyed.
- ✓ Schools will receive a small participation stipend based on the number of parental consent letters that are mailed. We are working to obtain additional funding that would help schools further offset costs associated with the MIYHS.
- ✓ It is important to note that participation stipends will not be released to schools until Pan Atlantic SMS Group has received the following:
  - The "Confirmation of Parental Consent Letter Mailing and Request for Participation Stipend Form," completed in full; you will be receiving this via email in February;
  - A sample copy of the parental consent letter on the school letterhead;
  - Documentation of the MIYHS Coordinator's participation in the online training review (Pan Atlantic SMS Group will automatically receive the documentation upon your completion of the online training review -- see STEP 3 for more information);
  - Documentation of your school nurse's participation in the online training review, as applicable (for more information please see the *MIYHS Administration Handbook for School Nurses* provided to your school nurse); and
  - Your school's completed survey materials: A) All classroom envelopes (each with a completed 'Classroom Summary Information Form'), B) Absentee surveys (unless there were no students absent on the survey administration day), and C) 'School Packing Form' completed in full.
- ✓ Due to the volume of schools and survey materials involved with the MIYHS (10 separate surveys, 320 schools and 70,000+ completed surveys in past MIYHS administrations), Pan Atlantic SMS Group will not be able to send out participation stipends until June, 2015. Every effort will be made to send out all of the participation stipends as soon as possible.

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

- ✓ Have your principal complete the “Confirmation of Parental Consent Letter Mailing and Request for Participation Stipend Form” (this document will be emailed to you).
- ✓ Please note that while ‘volunteer’ schools\* are welcome to participate in the 5/6 module, they will not be able to receive a participation stipend for the 5/6 module. *\*‘Volunteer’ schools are those that were not chosen as part of the 2015 5/6 sample of schools but would like to participate in the 5/6 module.*

☐ CHECK THIS BOX ONCE STEP 5 HAS BEEN COMPLETED.

**STEP 6 - Work with your school nurse to make sure s/he is trained on how to conduct height/weight screenings, and that s/he gathers the measurements for any 5<sup>th</sup> grade students in your school BEFORE the written survey administration date.**

- ✓ Check with your school nurse to make sure that s/he received and reviewed the **MIYHS Administration Handbook for School Nurses**, and that s/he completed the online training review. A link to the online training review will be emailed to school nurses in December.
- ✓ Coordinate with your school nurse to make sure that the height/weight screenings are completed **BEFORE** your school’s planned survey administration date. It is vital that the height/weight measurements are collected **first** in order to ensure student confidentiality.
- ✓ The procedure for the 5<sup>th</sup> grade surveys is as follows:
  1. **YOU**, as MIYHS Coordinator, send parental consent letters via U.S. Mail 2-6 weeks prior to your school’s written survey administration date (February 2<sup>nd</sup> – 13<sup>th</sup>, 2015). Note that height/weight screenings (or the transferring of height/weight measurements previously collected in the fall) cannot be done until at least one week after parental consent letters have been mailed.
  2. **YOU** receive the survey packets for the 5<sup>th</sup> grade from Pan Atlantic SMS Group (see STEP 4).
  3. As soon as possible and at least one week prior to your school’s written survey administration date for grades 5-12, **YOU** check to be sure that each 5<sup>th</sup> grade classroom survey packet contains enough survey booklets **AND** blank outer envelopes for each student to have one of each. If you do not have enough survey materials (survey booklets and/or envelopes), please contact Pan Atlantic SMS Group (toll-free 1-866-487-2810) **IMMEDIATELY** so that there is time for additional materials to be sent in the mail.
  4. **YOU** deliver the 5<sup>th</sup> grade classroom survey packets to the **school nurse**. Be sure that **YOU** provide the school nurse with the list of students whose parents contacted the school and indicated that they do not want their child to participate in the height/weight screening. It is **VITAL** that these students **are not** screened.

**Note: Students can also opt out of the screening by indicating their unwillingness to participate.**

5. The **school nurse** completes the school nurse online training review and conducts the height/weight screenings for each 5<sup>th</sup> grade student **BEFORE\*** the students take the survey. *\* Height/weight screenings completed in the fall of 2014 may be used for the 2015 MIYHS provided that the protocol described in the MIYHS Administration Handbook for School Nurses was followed.*
6. The **school nurse** records the height/weight measurements for each student on the back of his/her survey booklet.



## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

**Height** is recorded in **two** columns in Section A of the “FOR OFFICE USE ONLY” box on the back page of the 5<sup>th</sup> grade individual survey booklets:

- Column 1 (unlabeled) – Feet
- Column 2 (unlabeled) – Inches; round to the nearest inch (round down if below .5, round up if .5 or above)

**Weight** is recorded in **three** columns in Section B of the “FOR OFFICE USE ONLY” box on the back page of the 5<sup>th</sup> grade individual survey booklets:

- Column 1 (unlabeled) – First digit of weight; place a 0 in this column for students weighing less than 100 pounds; Example: If a student weighed 99 pounds, the entry in the three columns would be “0 9 9”
- Column 2 (unlabeled) – Second digit of weight
- Column 3 (unlabeled) – Third digit of weight; round to the nearest pound (round down if below .5, round up if .5 or above)

7. The **school nurse** puts each survey booklet in a separate blank outer envelope, seals the envelope, and writes the student’s name on the outside of the envelope.
  8. **YOU** collect the sealed envelopes from the **school nurse** and distribute them to the appropriate classroom teachers. **If there is going to be a gap in time between the height/weight screenings and the survey administration period, be sure that the surveys are kept in a secure location.**
  9. On the school’s written survey administration date (February 2<sup>nd</sup> – 13<sup>th</sup>, 2015), each 5<sup>th</sup> grade **teacher** distributes the envelopes to the respective students.
  10. The **students** take out and complete their survey. The envelopes are thrown away (recycled), thereby removing any identifying information from the surveys.
  11. At the end of the survey period the **teacher** passes around the classroom survey packet for students to deposit their survey booklets, having the **last student** seal the classroom survey packet envelope.
- ✓ In order to bolster the validity and reliability of the height/weight data, we ask that all schools with a 5<sup>th</sup> grade participating in the 5/6 module (including ‘volunteer’ schools) participate in this portion of the survey. Please let Pan Atlantic SMS Group know as soon as possible if your school is not able to participate in the 5<sup>th</sup> grade height/weight portion of the survey.

☐ **CHECK THIS BOX ONCE STEP 6 HAS BEEN COMPLETED.**

### **STEP 7 - Train the teachers in your school on how to administer the survey.**

- ✓ Train classroom teachers on how to administer the MIYHS:
- MIYHS Coordinator should display a laminated poster (to be provided) with various hotline numbers in a prominent location in their school for at least two weeks, beginning on the day prior to your school’s survey administration date. In addition, the poster will be available to school nurses and guidance counselors (through State listservs) for those individuals to display the poster in their respective offices. You will need to alert the teachers where in your school the posters will be displayed. **The information specific to your school needs to be added to the ‘Classroom Script’ prior to the document being photocopied and distributed to teachers.**

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

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- Photocopy and distribute (along with the classroom survey packets) the “Survey Administration Instructions for Teachers” and “Classroom Script” documents. You will be receiving these documents via email in January. Before photocopying the “Classroom Script,” be sure to update this document with information regarding where the posters will be displayed. Teachers will also need the list of students who cannot take the survey due to parental refusal or undeliverable parental consent letters (see STEP 5 for more information). **Distribute these survey materials to teachers at least one day\* prior to your school’s survey administration date to ensure that teachers have enough time to familiarize themselves with the survey materials.** *\*This should be done earlier if you want teachers to help check through their own classroom survey packets to be sure that they have enough survey booklets in their classrooms.*
- Organize a training session – either done individually or in a larger group – to ensure that the teachers adhere to the Teacher MIYHS Protocol (listed below). You will have access to a PowerPoint presentation, created by Pan Atlantic SMS Group, to use in the training session(s).

### MIYHS Teacher Protocol:

- ✓ For 5<sup>th</sup> grade – Double check to be sure that the school nurse has conducted the height/weight screenings **PRIOR** to the survey administration period. **Due to confidentiality and anonymity reasons, height/weight measurements CANNOT BE COLLECTED after the students have taken the survey.**
- ✓ In the days leading up to the survey administration period, teachers should:
  - Read the “Survey Administration Instructions for Teachers” and the “Classroom Script” documents.
  - Make sure that all of the contents of their classroom survey packets are accounted for and accurate:
    - For MS and HS modules: Make sure that each survey booklet has the same SURVEY CODE and that the code matches the “Classroom Summary Information Form” printed on the front of each classroom survey packet. Middle schools and high schools are given one of two sets of surveys (approximately half of your school’s students – split by classroom – will receive each survey type):
      - MS-A and MS-C
      - MS-B and MS-D
      - HS-A and HS-C
      - HS-B and HS-D
    - **PRIOR** to the survey administration period, ensure that there are enough surveys in the classroom survey packet for the students in their classroom, including an extra survey booklet for the teacher. If not, teachers should contact **YOU**, as your school’s MIYHS Coordinator. **YOU** should make sure that they are given additional surveys; for MS and HS modules, it is **VITAL** that the new surveys have the correct SURVEY CODES on them that match the rest of the classroom and the “Classroom Summary Information Form” printed on the front of the classroom survey packet. **Note: This should be done as far in advance as possible so that Pan Atlantic SMS Group has time to send you additional survey materials in the mail, if necessary.**
- ✓ During the actual survey administration period, teachers should:
  - Ensure that students whose parents refused their participation, who decline to participate in the survey themselves, and those whose parental consent letters are returned undeliverable are: 1) **NOT** surveyed, and 2) given an alternative activity during survey administration.

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

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- **For MS and HS modules:** Have students gently fold the answer sheet at the perforation line and carefully tear the answer sheet from the survey booklet, instructing them to mark their answers only on the detached answer sheet. *If a student rips his or her survey, provide the student with another survey booklet if there are extras in your classroom survey packet. If there are no extra survey booklets, have the student continue taking the survey with the ripped answer sheet.*
- Make sure that students only use pencil or blue or black ink to complete the survey. Do not have students use magic markers of any color or red, pink, orange, or yellow ink as those colors will not be read by the scanner.
- Display the following items on the board at the front of the classroom:
  - SCHOOL ID and CLASS ID codes -- These can be found on the “Classroom Summary Information Form” printed on the front of the classroom survey packet. It is essential that teachers have the students fill in these ID codes correctly or your school runs the risk of your surveys not being processed correctly.
  - Contact information (name, office #, and/or phone number) of the school’s substance abuse counselor and/or guidance counselor and the State Crisis Hotline (1-888-568-1112). Teachers should refer students to these resources to discuss additional questions or concerns regarding issues raised by the survey.
- Follow the “Survey Administration Instructions for Teachers” and the “Classroom Script,” which is a set of **verbatim** instructions to be read to the students before the survey is administered.
- Supply the following contact information to students who have questions about the survey or about their rights regarding the survey:
  - Jessie Meisner Francis, Maine Department of Health and Human Services, at [Jessie.Francis@maine.gov](mailto:Jessie.Francis@maine.gov) or 207-287-5084;
  - Jean Zimmerman, Maine Department of Education, at [Jean.Zimmerman@maine.gov](mailto:Jean.Zimmerman@maine.gov) or 207-624-6687; or
  - Warren Bartlett, Chair of the Institutional Review Board,\* (toll-free in-state) 1-866-292-3474 or 207-287-4311.

*\* Please note that the Institutional Review Board has reviewed and approved this study to make sure that students’ and parents’ rights are protected.*

✓ While the students are taking the survey, teachers should:

- Remain seated at the front of the room once the surveys are passed out, instructions are given, and students have filled in their SCHOOL ID and CLASS ID codes. This is an essential part of preserving students’ **anonymity** and **confidentiality**; if teachers are wandering around the room, the students’ answers and/or privacy may be impacted.
- Keep their own copy of the survey so that they do not have to look at a student’s survey in order to answer specific questions about survey content. An extra copy of the survey booklet will be included in each classroom survey packet for this purpose.

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

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**Please note:**

- A. It is okay to clarify questions regarding grammar and vocabulary not related to the survey content. It is not okay, however, to clarify questions that have to do with specific survey content.

**EXAMPLE:** A student doesn't understand a question having to do with marijuana. It may be possible that the student doesn't recognize the word as it is spelled. It is acceptable for the teacher to read the question aloud for the student. However, it is not acceptable for the teacher to define the word or give an alternate word for it.

A good way to address students' questions related to survey content is to say, "If you don't know what it means, leave it blank."

- B. While the survey can be read aloud by a proctor, the survey should only be administered to students who are able to follow along by themselves. Please contact Pan Atlantic SMS Group with any questions about administering the survey to students with language barriers and/or any other special need(s).

- Fill out the "Classroom Summary Information Form" printed on the front of the classroom survey packet in its entirety. Include the actual number of students who are absent on the day of the survey. This number will be changed later by Pan Atlantic SMS Group should any of the absent students participate in your school's make-up session.
- Set aside blank survey booklets for students who are absent during survey administration:
  - Fill in the SCHOOL ID and CLASS ID codes for these students. Set the surveys aside so that the surveys can be taken at a later date.

✓ After the survey administration period, teachers should:

- Pass around the classroom survey packet for students to deposit their survey booklets (5/6 module) or detached answer sheets (MS and HS modules), having the last student seal the classroom survey packet envelope. **For MS and HS modules:** In order to keep the return mailing costs and processing time to a minimum, teachers should recycle the survey booklets, having MS and HS students return only their completed detached answer sheets.
- Deliver the completed surveys to the designated safe, confidential collection area (as pre-determined by **YOU**, the MIYHS Coordinator).
- Follow the make-up plan that **YOU** (as your school's MIYHS Coordinator) have put into place to administer the survey to absentee students.

☐ **CHECK THIS BOX ONCE STEP 7 HAS BEEN COMPLETED.**

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

### STEP 8 - Administer the survey.

✓ Prior to your school's administration date, it is important that you:

1. Determine the prominent location in your school where the laminated poster with various hotline numbers will be displayed. Check with the school nurse and guidance office to make sure that non-laminated copies of the poster are displayed in their respective offices as well. Add the locations of the posters to the 'Classroom Script' prior to the document being photocopied and distributed to teachers.

☐ CHECK THIS BOX ONCE STEP 8-1 HAS BEEN COMPLETED.

2. Distribute survey materials to teachers, **including the list of students who won't be participating in the survey** – either due to parental non-consent or parental consent letters returned as undeliverable.

☐ CHECK THIS BOX ONCE STEP 8-2 HAS BEEN COMPLETED.

3. Designate a safe, confidential collection area where all teachers can deposit the sealed classroom survey packet envelopes containing the completed surveys.

☐ CHECK THIS BOX ONCE STEP 8-3 HAS BEEN COMPLETED.

4. Organize a make-up session for students who were absent on the day of survey administration. Communicate the plans of this make-up session with teachers **before** your school's survey administration date so that they know what to do with the extra surveys they have set aside for absentee students.

☐ CHECK THIS BOX ONCE STEP 8-4 HAS BEEN COMPLETED.

✓ **Administer the survey during the survey administration period of February 2<sup>nd</sup> - 13<sup>th</sup>, 2015.**

✓ It is extremely important to follow up with students who are absent on the original survey administration date:

- **Following up with absentee students is vital to the success of the MIYHS as a whole, as well as to the integrity of your school's individual data set.**
- Each student who was absent on the survey administration date should be given the same survey instrument (with matching school, class, and survey codes [MS and HS only]) that the rest of their class used during the original survey administration.
- Provided that the school and class codes have been properly filled in for each survey, all surveys from the make-up session(s) can be bundled together and put into the 'Absentee Survey Envelope' (which will be provided), even if students weren't in the same class originally.
- Schools that provide a make-up session for their absentee students (or that have no absent students during survey administration) will be entered into a raffle to receive \$250 for their school's general fund.

☐ CHECK THIS BOX ONCE ALL OF STEP 8 HAS BEEN COMPLETED.

## II. SURVEY ADMINISTRATION STEPS – 5/6, MS & HS MODULES (continued)

### STEP 9 - Return completed surveys.

- ✓ Once you have finished administering the make-up session for students who were absent on the original survey administration date, you should put all of the make-up surveys in the “Absentee Survey Envelope.” **DO NOT** alter the information on the “Classroom Summary Information Forms” to account for the fact that the make-up session took place (for example, moving students originally in the “Absentee” row to the “Participating” row) – **Pan Atlantic SMS Group will change the “Classroom Summary Information Forms” accordingly.**
- ✓ Go through the collected survey materials to ensure that all classroom survey packets are accounted for and that the “Classroom Summary Information Forms” on the front of each classroom survey packet are completed in full. **DO NOT** open the sealed classroom survey packets to make sure that information on the “Classroom Summary Information Form” is correct; simply make sure that the information is completely filled out and that any obvious omissions and/or errors (which can be addressed by the teacher for that classroom) are addressed immediately.
- ✓ Fill out the “School Packing Form,” being sure to keep a copy for your records. Include a copy of this form in each package you return to Pan Atlantic SMS Group.
- ✓ As soon as possible after the administration of the make-up survey session, return the completed survey materials. There are three options for returning completed surveys:
  - Drop off completed surveys at a regional drop-off site (TBD) during the designated return time frame.
  - Mail the surveys **using a traceable method to prevent survey materials being lost in the mail** to:  

Attn: MIYHS Survey  
Pan Atlantic SMS Group  
6 City Center, Suite 200  
Portland, ME 04101
  - Drop off completed surveys at Pan Atlantic SMS Group’s office in Portland (address listed above).
- ✓ Be sure to return the “Confirmation of Parental Consent Letter Mailing and Request for Participation Stipend Form” to Pan Atlantic SMS Group so that your school can receive its **participation stipend**.

☐ **CHECK THIS BOX ONCE STEP 9 HAS BEEN COMPLETED.**

### III. IMPORTANCE OF CONSENT, CONFIDENTIALITY, AND ANONYMITY

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- ✓ It is vital for everyone involved in the survey administration process to be aware that parents and/or students have the right to choose *not* to participate in the survey (informed consent). This right will be violated if:
  - Parents:
    - **Do not receive the parental consent letter.** Thus, it is vital that schools document any parental consent letters that are returned as undeliverable (these students need to be given an alternate activity during survey administration).
    - **Do not receive the parental consent letters in time to opt their child out of participating in the survey.** Thus, it is vital that the parental consent letters are sent out **at least two weeks** prior to each school's chosen survey administration date.
  - Students:
    - **Are not clearly informed that their participation in the MIYHS is voluntary.** Thus, teachers **MUST NOT** try to convince students to take the survey. (While student response rates are important, they can be bolstered in other ways, such as following up with absentee students.)
- ✓ Please be aware that the surveys do not contain skip patterns (e.g., "If you answered \_\_\_ to this question, skip ahead to question \_\_\_"). This helps protect student confidentiality in that it should take each student approximately the same amount of time to complete the survey, regardless of how they answer the questions.
- ✓ Student anonymity is also extremely important. If students feel that someone may see their answers, they are less likely to answer honestly. Please follow these steps to make sure that student anonymity is protected:
  - Be sure that each teacher administering the survey is properly trained and receives the proper survey administration materials ("Survey Administration Instructions for Teachers" and the "Classroom Script").
    - Ask teachers not to 'wander' around the classroom during the survey administration period.
    - Limit clarification and explanation of questions to pronunciation and to the standard answers given to frequently asked questions. Reassure students that they can leave any questions they don't understand blank.
    - Have students put their own surveys into the classroom survey packet envelope. Never open this envelope once sealed by the last student to put his/her survey into the envelope.
  - While the survey can be read aloud by a proctor, only administer the survey to students who are able to follow along by themselves. Please contact Pan Atlantic SMS Group with any questions about administering the survey to students with language barriers and/or any other special need(s).

#### IV. IMPORTANCE OF DATA VALIDITY AND RESPONSE RATES

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- ✓ After protecting students' rights, the second most important goal is returning the highest number of valid surveys possible. This happens by following the procedures outlined below:
  - Make sure the survey is administered in the classes specified in the classroom enrollment spreadsheet that you send to Pan Atlantic SMS Group by verifying the MIYHS Classroom Enrollment Confirmation Form(s). You are encouraged to keep to your plan for administering the surveys once you have sent in your classroom enrollment spreadsheet, but if for some reason you need to make a change, please contact Pan Atlantic SMS Group (toll-free 1-866-487-2810) as soon as possible.
  - **Check through all of your survey materials as soon as you receive them.** While Pan Atlantic SMS Group does everything possible to double-check all of the survey materials before they are packed and distributed, mistakes sometimes happen with upwards of 100,000 surveys being packaged. Please contact Pan Atlantic SMS Group **ASAP** if you find any problems with your survey materials so that there is time to address any issues and more survey materials can be sent in the mail if necessary. Unfortunately, solutions to any packing errors will be extremely limited if there isn't enough time for additional survey materials to be sent in the mail.
  - Ensure that students who are absent on the day of the survey are given a later opportunity to participate in the survey. **For many schools, completing this step can make a vast difference in the quality of the data contained in their school report at the conclusion of the project.**
  - Be sure that all teachers have filled out their "Classroom Summary Information Forms" correctly and in full, and that **YOU** complete the "School Packing Form" in its entirety.
  - Deliver the completed surveys (survey booklets for Grade 5/6; detached answer sheets for MS and HS modules) to a designated drop-off point, or deliver/mail them (using a traceable method) to Pan Atlantic SMS Group in a timely manner.

#### FOR MS AND HS MODULES:

- **At least one week prior to your school's survey administration date**, make sure that the survey code (e.g., MS-A, HS-B) on each student's survey booklet matches the rest of the surveys for that classroom. This code should match the one listed for that classroom on your school's "MIYHS Classroom Enrollment Confirmation Form" and is printed on the "Classroom Summary Information Form" on the front of each classroom survey packet.
- Redistribute surveys, if needed, to account for small enrollment changes. Be sure to match the survey code from the survey booklet to the MIYHS Classroom Enrollment Confirmation Form(s) provided for the MS and HS modules. **IT IS VITAL NOT TO MIX SURVEY CODES DURING THIS PROCESS.** If, for example, one of your classrooms taking MS-B needs extra survey booklets, the additional surveys needed should be taken from the extra survey booklet supply and/or from other classrooms also taking the MS-B version. Please contact Pan Atlantic SMS Group ASAP should you need any extra survey booklets.

#### DURING THE SURVEY ADMINISTRATION PERIOD, TEACHERS SHOULD:

- Be sure, for the MS and HS modules, that the survey code (e.g., MS-A, HS-B) on each student's survey booklet matches the rest of the surveys for that classroom. This code should match the one listed for that classroom on your school's "MIYHS Classroom Enrollment Confirmation Form" and is printed on the "Classroom Summary Information Form" on the front of each classroom survey packet.



#### IV. IMPORTANCE OF DATA VALIDITY AND RESPONSE RATES (continued)

- Make sure that students fill in the correct SCHOOL ID and CLASS ID codes. The SCHOOL ID and CLASS ID codes will be listed on the “Classroom Summary Information Form” printed on the front of the classroom survey packets. It is vital that teachers post this information clearly and correctly on the board for students. It is also extremely important that teachers pre-fill the correct SCHOOL ID and CLASS ID codes on the surveys that are to be set aside for absentee students to fill out during the survey make-up session.
- Ensure that students use pencil or blue or black ink to complete the survey. Magic markers of any color as well as red, pink, and orange ink will not be read by the scanners, and will result in unusable surveys.
- Fill out the “Classroom Summary Information Form” correctly.

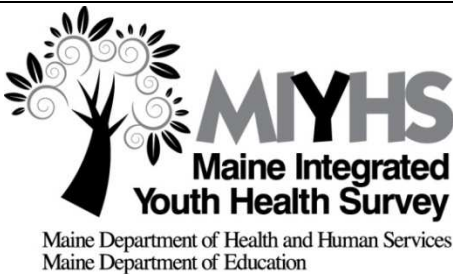
#### **NOTES ON 2015 MIYHS REPORTS:**

- ✓ The 2015 MIYHS data reports (by school, SAU, county, public health district, and state) will be found on the MIYHS website -- <https://data.mainepublichealth.gov/miyhs/>. Please note that the school and SAU reports will be available on the password protected portion of the website. The MIYHS website administrator has created secure user accounts for principals and superintendents and has notified them about their user account information using the email accounts listed on Maine Department of Education’s School System Contact Directories (<http://www.maine.gov/doe/schools/directories.html>). Principals and superintendents are encouraged to share their login information with their respective school and SAU contacts. The MIYHS team will notify principals, superintendents, and MIYHS school coordinators upon the availability of the reports (projected to be by December, 2015). Please contact Stephen Corral at the Office of Substance Abuse and Mental Health Services ([Stephen.Corral@maine.gov](mailto:Stephen.Corral@maine.gov) or (207) 287-2964) with any data, confidentiality policies, or website questions you may have.
- ✓ **School Reports (password protected):**
  - School must have at least 20 participating students (unweighted) in the final data set (within a given survey level).
  - Student response rate within a school must be at least 50%.
- ✓ **SAU/District Reports (password protected):**
  - SAU/District must have at least 20 participating students (unweighted) in the final data set (within a given survey level).
  - The overall response rate (equivalent to the school response rate in the SAU/district multiplied by the average student response rate within the participating school) must be at least 50%.

**Everyone involved with the MIYHS project would like to thank you for assistance in helping to administer the 2015 MIYHS in your school. We also are very appreciative of your principal and the teachers and students in your school for supporting this very important project.**

With approximately 300 schools, thousands of teachers, and 70,000+ students participating in the survey each year, the MIYHS is a very large project. It is important to us that your experience with the MIYHS is as positive as possible. We welcome your feedback and/or suggestions for improvements at any time ([miyhs@panatlanticsmsgroup.com](mailto:miyhs@panatlanticsmsgroup.com) or toll-free 1-866-487-2810).

Thank you again for your participation!



## 2015 MIYHS Coordinator Checklist

Use this checklist to ensure that you have completed the following key tasks:

- ☐ **STEP 1** - Decide how and when your school will administer the MIYHS during the survey period of February 2<sup>nd</sup> - 13<sup>th</sup>, 2015.
- ☐ **STEP 2** - Send Pan Atlantic SMS Group a spreadsheet containing enrollment figures for each classroom participating in the MIYHS. The spreadsheet should reflect the classroom information for the selected date and time of the survey administration and should include any vocational and/or alternative education students in your school.
- ☐ **STEP 3** - Complete the online training review for MIYHS Coordinators.
- ☐ **STEP 4** - ASAP after receipt of your survey materials, check every classroom survey packet against your school's MIYHS Classroom Enrollment Confirmation Form(s).  
 This must be done at least one week prior to your school's survey administration date. (Note: If your school has a large number of classes, you may find it helpful for each teacher to check his/her own survey materials.)
  - ☐ 4-1 - Are there enough surveys in each classroom packet given current enrollment figures?
  - ☐ 4-2 - **For MS and HS modules:** For each classroom packet, do all the survey booklets have the same SURVEY CODE on them (MS-A, HS-B, etc.) and does this code match the one listed on the "Classroom Summary Information Form?"
  - ☐ 4-3 - **For 5<sup>th</sup> grade height/weight screenings:** Does each classroom packet contain enough survey booklets and blank outer envelopes for one (1) per student?
- ☐ **STEP 5** - Work with your principal/main office to make sure that the requisite parental consent letters have been mailed at least two weeks (but not more than six weeks) prior to your scheduled survey administration date.
- ☐ **STEP 6** - Work with your school nurse to make sure s/he is trained on how to conduct height/weight screenings, and that s/he gathers the measurements for the 5<sup>th</sup> grade students in your school BEFORE the written survey administration date.
- ☐ **STEP 7** - Train the teachers in your school on how to administer the survey.
- ☐ **STEP 8** - Administer the survey.
  - ☐ 8-1 - Determine the prominent location in your school where the laminated poster with various hotline numbers will be displayed. Check with the school nurse and guidance office to make sure that non-laminated copies of the poster are displayed in their respective offices as well. Add the locations of the posters to the 'Classroom Script' prior to the document being photocopied and distributed to teachers.
  - ☐ 8-2 - Distribute survey materials to teachers, **including the list of students who won't be participating in the survey** – either due to parental non-consent or parental consent letters returned as undeliverable.
  - ☐ 8-3 - Designate a safe, confidential collection area where all teachers can deposit the sealed classroom survey packet envelopes containing the completed surveys.
  - ☐ 8-4 - Organize a make-up session for students who were absent on the day of survey administration.
  - ☐ Communicate the plans of this make-up session with teachers **before** your school's survey administration date so that they know what to do with the extra surveys they have set aside for absentee students.
- ☐ **STEP 9** - Return completed surveys.



# APPENDIX C: DATA EDITING PROTOCOL

### I. Data Edits

Editing consisted of checking responses for range, height/weight plausibility, and logical consistency. Data deemed invalid were set to missing.

#### 1. Single Question Edits

- If the response to a question did not correspond to one of the possible responses, the response for that question was invalid and was set to missing. For example, this type of edit would occur if the response options for a question are “A” or “B” and the response recorded was “C”, “D”, “E”, “F”, “G”, or “H”.
- If more than one response was selected for a question, the response for that question was considered to be invalid and was set to missing. The one exception to this was the race question, which could have multiple responses.

#### 2. Height, Weight, and Body Mass Index (BMI) Edits

The following discussion applies only to survey modules that asked height and weight.

##### a. Height/Weight Edits:

*Height* was read as a three-column character variable. It was not compressed or justified by the scanning program. The possible responses for the first column ranged from “3” to “7” and indicated feet; the possible responses for the second and third columns ranged from “00” to “11” and indicated inches. The height in feet and inches was converted to height in meters using the formula below.

$$\text{Height (in m)} = [(\text{feet} \times 12) + \text{inches}] \times 0.0254 \text{ m/in}$$

- If either feet or inches was not filled in or was unreadable, then *Height* was set to missing.
- If *Weight* was missing or set to missing, then *Height* was set to missing.

*Weight* was read as a three-column character variable. It was not compressed or justified by the scanning program. The first column indicated 100s of pounds ranging from “0” to “3”; the second column indicated 10s of pounds and ranged from “0” to “9”; the third column indicated single pounds and ranged from “0” to “9”. The weight in pounds was then converted to weight in kilograms using the following formula:

$$\text{Weight (in kg)} = \text{Weight (in lbs)} \times 0.4536 \text{ kg/lb}$$

- If any weight-related column was left blank or was unreadable, all columns were set to missing and *Weight* was set to missing.

## APPENDIX C – Data Editing Protocol

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- If *Height* was missing or set to missing, then *Weight* was set to missing.

### b. BMI Edits:

BMI was calculated using *Height* and *Weight* in the following formula:

$$BMI = kg/m^2 = Weight \text{ (in kg)} / [Height \text{ (in m)}^2]$$

- If *Height* or *Weight* were missing, BMI was set to missing
- If age or sex was missing, *Height*, *Weight*, and BMI were set to missing because the biologically implausible limits (see Section 2c) were based on age and sex.

### c. Biologically Implausible Value Edits:

When the basic edits for BMI were complete, further edits were applied to *Height*, *Weight*, and BMI to ensure the results were biologically plausible. *Height*, *Weight*, and BMI were set to missing when an observation was outside the following limits developed by the Division of Nutrition, Physical Activity and Obesity, CDC.

Age	Males	Females
≤ 10	Weight: 13.61-90.72 kg Height: 0.94-1.68 m BMI: 11.5 –41	Weight: 13.61-90.72 kg Height: 0.94-1.73 m BMI: 11-40
11-12	Weight: 20.41-136.08 kg Height: 1.02-1.83 m BMI: 11.5-41	Weight: 15.88-136.08 kg Height: 1.02-1.83 m BMI: 11-40
13-14	Weight: 27.22-181.44 kg Height: 1.27-1.98 m BMI: 13-55	Weight: 27.22-181.44 kg Height: 1.27-1.98 m BMI: 13-55
≥ 15	Weight: 31.75-181.44 kg Height: 1.27-2.11 m BMI: 13-55	Weight: 27.22-181.44 kg Height: 1.27-1.98 m BMI: 13-55

## 3. Logical Consistency Edits

The majority of the edit criteria compare two questions at a time to ensure logical consistency. If responses from two questions conflicted logically, both questions were set to blank. (Exception – data from demographic questions were not set to missing in this case.) A list of these edits can be made available on request.

## APPENDIX C – Data Editing Protocol

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### 4. Subversion of Records

Records were marked “subverted” under the following conditions:

When there were more than 50 total questions on a module and if a **student provided 20 or fewer valid answers** or answered with b, c, d, e, f, g, or h 15 or more times in a row, the case was removed from analysis.

When there are 50 or fewer total questions on a module and if a **student provided 15 or fewer valid answers** or answered with b, c, d, e, f, g, or h 12 or more times in a row, the case was removed from analysis.

Subverting records eliminates records that are judged too incomplete overall to be valid for analysis.



# APPENDIX D: RESPONSE RATES

## APPENDIX D – Response Rates

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### K/3 Response Rates – State Level:

	Schools in the Sample	Participating Schools	Students Enrolled in Participating Schools	Participating Students	School Response Rate	Student Response Rate	Overall Response Rate
State	23	21	1384	760	91.3%	54.9%	50.1%

### 5/6 Response Rates – State Level:

*Without Volunteer Schools:*

	Schools in the Sample	Participating Schools	Students Enrolled in Participating Schools	Participating Students	School Response Rate	Student Response Rate	Overall Response Rate
State	125	74	5124	4769	59.2%	93.1%	55.1%

### 5/6 Response Rates – Public Health District Level:

*Without Volunteer Schools:*

	Schools in the Sample	Participating Schools	Students Enrolled in Participating Schools	Participating Students	School Response Rate	Student Response Rate	Overall Response Rate
York	11	3	409	377	27.3%	92.2%	25.1%
Cumberland	7	4	533	507	57.1%	95.1%	54.4%
Western Maine	16	8	791	752	50.0%	95.1%	47.5%
Mid-Coast	18	15	1039	978	83.3%	94.1%	78.4%
Central Maine	10	7	617	566	70.0%	91.7%	64.2%
Penquis	14	10	653	607	71.4%	93.0%	66.4%
Downeast	34	20	729	664	58.8%	91.1%	53.6%
Aroostook	15	7	353	318	46.7%	90.1%	42.0%



**APPENDIX D – Response Rates (continued)**

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**MS Response Rates – State Level:***All Versions - ABCD*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	195	146	21840	19393	74.9%	88.8%	66.5%

*Version A*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	98	74	5783	5226	75.5%	90.4%	68.2%

*Version B*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	97	72	4990	4422	74.2%	88.6%	65.8%

*Version C*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	98	74	5783	5197	75.5%	89.9%	67.9%

*Version D*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	97	72	5100	4548	74.2%	89.2%	66.2%

**APPENDIX D – Response Rates (continued)**

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*Version AB Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	195	146	10773	9648	74.9%	89.6%	67.1%

*Version CD Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	195	146	10883	9745	74.9%	89.5%	67.0%

**MS Response Rates – Public Health District Level:***All Versions - ABCD*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	15	10	3122	2726	66.7%	87.3%	58.2%
Cumberland	19	19	5572	4892	100.0%	87.8%	87.8%
Western Maine	21	14	3286	2974	66.7%	90.5%	60.3%
Mid-Coast	28	23	2329	2050	82.1%	88.0%	72.3%
Central Maine	24	24	3633	3254	100.0%	89.6%	89.6%
Penquis	30	21	2086	1844	70.0%	88.4%	61.9%
Downeast	42	23	876	800	54.8%	91.3%	50.0%
Aroostook	16	12	936	853	75.0%	91.1%	68.3%

**APPENDIX D – Response Rates (continued)**

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*Version A*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	8	5	733	658	62.5%	89.8%	56.1%
Cumberland	9	9	1372	1260	100.0%	91.8%	91.8%
Western Maine	10	7	989	886	70.0%	89.6%	62.7%
Mid-Coast	15	12	674	613	80.0%	90.9%	72.8%
Central Maine	12	12	1023	916	100.0%	89.5%	89.5%
Penquis	15	10	564	503	66.7%	89.2%	59.5%
Downeast	21	12	219	198	57.1%	90.4%	51.7%
Aroostook	8	7	209	192	87.5%	91.9%	80.4%

*Version B*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	7	5	837	704	71.4%	84.1%	60.1%
Cumberland	10	10	1302	1173	100.0%	90.1%	90.1%
Western Maine	11	7	657	597	63.6%	90.9%	57.8%
Mid-Coast	13	11	494	422	84.6%	85.4%	72.3%
Central Maine	12	12	741	663	100.0%	89.5%	89.5%
Penquis	15	11	474	423	73.3%	89.2%	65.4%
Downeast	21	11	221	197	52.4%	89.1%	46.7%
Aroostook	8	5	264	243	62.5%	92.0%	57.5%

**APPENDIX D – Response Rates (continued)**

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*Version C*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	8	5	666	607	62.5%	91.1%	57.0%
Cumberland	9	9	1392	1230	100.0%	88.4%	88.4%
Western Maine	10	7	975	892	70.0%	91.5%	64.0%
Mid-Coast	15	12	669	594	80.0%	88.8%	71.0%
Central Maine	12	12	1085	971	100.0%	89.5%	89.5%
Penquis	15	10	551	495	66.7%	89.8%	59.9%
Downeast	21	12	238	224	57.1%	94.1%	53.8%
Aroostook	8	7	207	184	87.5%	88.9%	77.8%

*Version D*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	7	5	886	757	71.4%	85.4%	61.0%
Cumberland	10	10	1322	1229	100.0%	93.0%	93.0%
Western Maine	11	7	665	599	63.6%	90.1%	57.3%
Mid-Coast	13	11	492	421	84.6%	85.6%	72.4%
Central Maine	12	12	784	704	100.0%	89.8%	89.8%
Penquis	15	11	497	423	73.3%	85.1%	62.4%
Downeast	21	11	198	181	52.4%	91.4%	47.9%
Aroostook	8	5	256	234	62.5%	91.4%	57.1%

**APPENDIX D – Response Rates (continued)**

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*Version AB Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	15	10	1570	1362	66.7%	86.8%	57.8%
Cumberland	19	19	2674	2433	100.0%	91.0%	91.0%
Western Maine	21	14	1646	1483	66.7%	90.1%	60.1%
Mid-Coast	28	23	1168	1035	82.1%	88.6%	72.8%
Central Maine	24	24	1764	1579	100.0%	89.5%	89.5%
Penquis	30	21	1038	926	70.0%	89.2%	62.4%
Downeast	42	23	440	395	54.8%	89.8%	49.2%
Aroostook	16	12	473	435	75.0%	92.0%	69.0%

*Version CD Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	15	10	1552	1364	66.7%	87.9%	58.6%
Cumberland	19	19	2714	2459	100.0%	90.6%	90.6%
Western Maine	21	14	1640	1491	66.7%	90.9%	60.6%
Mid-Coast	28	23	1161	1015	82.1%	87.4%	71.8%
Central Maine	24	24	1869	1675	100.0%	89.6%	89.6%
Penquis	30	21	1048	918	70.0%	87.6%	61.3%
Downeast	42	23	436	405	54.8%	92.9%	50.9%
Aroostook	16	12	463	418	75.0%	90.3%	67.7%

**APPENDIX D – Response Rates (continued)**

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**MS Response Rates – County Level:***All Versions - ABCD*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	7	5	1738	1561	71.4%	89.8%	64.2%
Aroostook	16	12	936	853	75.0%	91.1%	68.3%
Cumberland	19	19	5572	4892	100.0%	87.8%	87.8%
Franklin	7	4	620	567	57.1%	91.5%	52.3%
Hancock	20	8	445	414	40.0%	93.0%	37.2%
Kennebec	13	13	2297	2066	100.0%	89.9%	89.9%
Knox	8	4	301	282	50.0%	93.7%	46.8%
Lincoln	9	9	706	642	100.0%	90.9%	90.9%
Oxford	7	5	928	846	71.4%	91.2%	65.1%
Penobscot	26	17	1705	1504	65.4%	88.2%	57.7%
Piscataquis	4	4	381	340	100.0%	89.2%	89.2%
Sagadahoc	4	4	713	584	100.0%	81.9%	81.9%
Somerset	11	11	1336	1188	100.0%	88.9%	88.9%
Waldo	7	6	609	542	85.7%	89.0%	76.3%
Washington	22	15	431	386	68.2%	89.6%	61.1%
York	15	10	3122	2726	66.7%	87.3%	58.2%

**APPENDIX D – Response Rates (continued)**

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*Version A*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	3	3	496	439	100.0%	88.5%	88.5%
Aroostook	8	7	209	192	87.5%	91.9%	80.4%
Cumberland	9	9	1372	1260	100.0%	91.8%	91.8%
Franklin	3	1	129	118	33.3%	91.5%	30.5%
Hancock	10	4	128	113	40.0%	88.3%	35.3%
Kennebec	6	6	553	509	100.0%	92.0%	92.0%
Knox	4	2	131	121	50.0%	92.4%	46.2%
Lincoln	5	5	235	219	100.0%	93.2%	93.2%
Oxford	4	3	364	329	75.0%	90.4%	67.8%
Penobscot	13	8	449	404	61.5%	90.0%	55.4%
Piscataquis	2	2	115	99	100.0%	86.1%	86.1%
Sagadahoc	2	2	150	128	100.0%	85.3%	85.3%
Somerset	6	6	470	407	100.0%	86.6%	86.6%
Waldo	4	3	158	145	75.0%	91.8%	68.8%
Washington	11	8	91	85	72.7%	93.4%	67.9%
York	8	5	733	658	62.5%	89.8%	56.1%

**APPENDIX D – Response Rates (continued)**

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*Version B*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	4	2	370	340	50.0%	91.9%	45.9%
Aroostook	8	5	264	243	62.5%	92.0%	57.5%
Cumberland	10	10	1302	1173	100.0%	90.1%	90.1%
Franklin	4	3	184	167	75.0%	90.8%	68.1%
Hancock	10	4	106	96	40.0%	90.6%	36.2%
Kennebec	7	7	554	496	100.0%	89.5%	89.5%
Knox	4	2	26	25	50.0%	96.2%	48.1%
Lincoln	4	4	110	100	100.0%	90.9%	90.9%
Oxford	3	2	103	90	66.7%	87.4%	58.3%
Penobscot	13	9	403	359	69.2%	89.1%	61.7%
Piscataquis	2	2	71	64	100.0%	90.1%	90.1%
Sagadahoc	2	2	211	164	100.0%	77.7%	77.7%
Somerset	5	5	187	167	100.0%	89.3%	89.3%
Waldo	3	3	147	133	100.0%	90.5%	90.5%
Washington	11	7	115	101	63.6%	87.8%	55.9%
York	7	5	837	704	71.4%	84.1%	60.1%



**APPENDIX D – Response Rates (continued)**

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*Version C*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	3	3	512	461	100.0%	90.0%	90.0%
Aroostook	8	7	207	184	87.5%	88.9%	77.8%
Cumberland	9	9	1392	1230	100.0%	88.4%	88.4%
Franklin	3	1	111	103	33.3%	92.8%	30.9%
Hancock	10	4	133	130	40.0%	97.7%	39.1%
Kennebec	6	6	614	552	100.0%	89.9%	89.9%
Knox	4	2	116	108	50.0%	93.1%	46.6%
Lincoln	5	5	241	221	100.0%	91.7%	91.7%
Oxford	4	3	352	328	75.0%	93.2%	69.9%
Penobscot	13	8	437	390	61.5%	89.2%	54.9%
Piscataquis	2	2	114	105	100.0%	92.1%	92.1%
Sagadahoc	2	2	145	127	100.0%	87.6%	87.6%
Somerset	6	6	471	419	100.0%	89.0%	89.0%
Waldo	4	3	167	138	75.0%	82.6%	62.0%
Washington	11	8	105	94	72.7%	89.5%	65.1%
York	8	5	666	607	62.5%	91.1%	57.0%

**APPENDIX D – Response Rates (continued)**

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*Version D*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	4	2	360	321	50.0%	89.2%	44.6%
Aroostook	8	5	256	234	62.5%	91.4%	57.1%
Cumberland	10	10	1322	1229	100.0%	93.0%	93.0%
Franklin	4	3	196	179	75.0%	91.3%	68.5%
Hancock	10	4	78	75	40.0%	96.2%	38.5%
Kennebec	7	7	576	509	100.0%	88.4%	88.4%
Knox	4	2	28	28	50.0%	100.0%	50.0%
Lincoln	4	4	120	102	100.0%	85.0%	85.0%
Oxford	3	2	109	99	66.7%	90.8%	60.6%
Penobscot	13	9	416	351	69.2%	84.4%	58.4%
Piscataquis	2	2	81	72	100.0%	88.9%	88.9%
Sagadahoc	2	2	207	165	100.0%	79.7%	79.7%
Somerset	5	5	208	195	100.0%	93.8%	93.8%
Waldo	3	3	137	126	100.0%	92.0%	92.0%
Washington	11	7	120	106	63.6%	88.3%	56.2%
York	7	5	886	757	71.4%	85.4%	61.0%

**APPENDIX D – Response Rates (continued)**

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*Version AB Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	7	5	866	779	71.4%	90.0%	64.3%
Aroostook	16	12	473	435	75.0%	92.0%	69.0%
Cumberland	19	19	2674	2433	100.0%	91.0%	91.0%
Franklin	7	4	313	285	57.1%	91.1%	52.0%
Hancock	20	8	234	209	40.0%	89.3%	35.7%
Kennebec	13	13	1107	1005	100.0%	90.8%	90.8%
Knox	8	4	157	146	50.0%	93.0%	46.5%
Lincoln	9	9	345	319	100.0%	92.5%	92.5%
Oxford	7	5	467	419	71.4%	89.7%	64.1%
Penobscot	26	17	852	763	65.4%	89.6%	58.6%
Piscataquis	4	4	186	163	100.0%	87.6%	87.6%
Sagadahoc	4	4	361	292	100.0%	80.9%	80.9%
Somerset	11	11	657	574	100.0%	87.4%	87.4%
Waldo	7	6	305	278	85.7%	91.1%	78.1%
Washington	22	15	206	186	68.2%	90.3%	61.6%
York	15	10	1570	1362	66.7%	86.8%	57.8%

**APPENDIX D – Response Rates (continued)***Version CD Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	7	5	872	782	71.4%	89.7%	64.1%
Aroostook	16	12	463	418	75.0%	90.3%	67.7%
Cumberland	19	19	2714	2459	100.0%	90.6%	90.6%
Franklin	7	4	307	282	57.1%	91.9%	52.5%
Hancock	20	8	211	205	40.0%	97.2%	38.9%
Kennebec	13	13	1190	1061	100.0%	89.2%	89.2%
Knox	8	4	144	136	50.0%	94.4%	47.2%
Lincoln	9	9	361	323	100.0%	89.5%	89.5%
Oxford	7	5	461	427	71.4%	92.6%	66.2%
Penobscot	26	17	853	741	65.4%	86.9%	56.8%
Piscataquis	4	4	195	177	100.0%	90.8%	90.8%
Sagadahoc	4	4	352	292	100.0%	83.0%	83.0%
Somerset	11	11	679	614	100.0%	90.4%	90.4%
Waldo	7	6	304	264	85.7%	86.8%	74.4%
Washington	22	15	225	200	68.2%	88.9%	60.6%
York	15	10	1552	1364	66.7%	87.9%	58.6%

**HS Response Rates – State Level:***All Versions - ABCD*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	132	112	48929	38314	84.8%	78.3%	66.4%

*Version A*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	67	57	12646	9914	85.1%	78.4%	66.7%

**APPENDIX D – Response Rates (continued)**

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*Version B*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	65	55	11568	9285	84.6%	80.3%	67.9%

*Version C*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	67	57	12472	9689	85.1%	77.7%	66.1%

*Version D*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	65	55	11683	9426	84.6%	80.7%	68.3%

*Version AB Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	132	112	24214	19199	84.8%	79.3%	67.3%

*Version CD Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
State	132	112	24155	19115	84.8%	79.1%	67.1%

**APPENDIX D – Response Rates (continued)**

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**HS Response Rates – Public Health District Level:***All Versions - ABCD*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	11	11	7722	6022	100.0%	78.0%	78.0%
Cumberland	19	19	12449	9553	100.0%	76.7%	76.7%
Western Maine	17	15	7637	5957	88.2%	78.0%	68.8%
Mid-Coast	16	12	4826	3745	75.0%	77.6%	58.2%
Central Maine	18	17	6707	5249	94.4%	78.3%	73.9%
Penquis	20	16	5480	4559	80.0%	83.2%	66.6%
Downeast	15	11	2206	1680	73.3%	76.2%	55.8%
Aroostook	16	11	1902	1549	68.8%	81.4%	56.0%

*Version A*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	6	6	2457	1808	100.0%	73.6%	73.6%
Cumberland	10	10	3054	2525	100.0%	82.7%	82.7%
Western Maine	9	8	1962	1500	88.9%	76.5%	68.0%
Mid-Coast	8	6	1638	1244	75.0%	75.9%	57.0%
Central Maine	9	8	1505	1198	88.9%	79.6%	70.8%
Penquis	10	7	1186	949	70.0%	80.0%	56.0%
Downeast	7	5	167	122	71.4%	73.1%	52.2%
Aroostook	8	7	677	568	87.5%	83.9%	73.4%

**APPENDIX D – Response Rates (continued)**

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*Version B*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	5	5	1429	1189	100.0%	83.2%	83.2%
Cumberland	9	9	2862	2254	100.0%	78.8%	78.8%
Western Maine	8	7	1903	1549	87.5%	81.4%	71.2%
Mid-Coast	8	6	817	624	75.0%	76.4%	57.3%
Central Maine	9	9	1892	1486	100.0%	78.5%	78.5%
Penquis	10	9	1493	1263	90.0%	84.6%	76.1%
Downeast	8	6	874	675	75.0%	77.2%	57.9%
Aroostook	8	4	298	245	50.0%	82.2%	41.1%

*Version C*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	6	6	2356	1757	100.0%	74.6%	74.6%
Cumberland	10	10	3066	2427	100.0%	79.2%	79.2%
Western Maine	9	8	1932	1433	88.9%	74.2%	65.9%
Mid-Coast	8	6	1637	1311	75.0%	80.1%	60.1%
Central Maine	9	8	1453	1126	88.9%	77.5%	68.9%
Penquis	10	7	1179	946	70.0%	80.2%	56.2%
Downeast	7	5	209	155	71.4%	74.2%	53.0%
Aroostook	8	7	640	534	87.5%	83.4%	73.0%

**APPENDIX D – Response Rates (continued)**

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*Version D*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	5	5	1480	1268	100.0%	85.7%	85.7%
Cumberland	9	9	2907	2347	100.0%	80.7%	80.7%
Western Maine	8	7	1840	1475	87.5%	80.2%	70.1%
Mid-Coast	8	6	734	566	75.0%	77.1%	57.8%
Central Maine	9	9	1857	1439	100.0%	77.5%	77.5%
Penquis	10	9	1622	1401	90.0%	86.4%	77.7%
Downeast	8	6	956	728	75.0%	76.2%	57.1%
Aroostook	8	4	287	202	50.0%	70.4%	35.2%

*Version AB Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	11	11	3886	2997	100.0%	77.1%	77.1%
Cumberland	19	19	5916	4779	100.0%	80.8%	80.8%
Western Maine	17	15	3865	3049	88.2%	78.9%	69.6%
Mid-Coast	16	12	2455	1868	75.0%	76.1%	57.1%
Central Maine	18	17	3397	2684	94.4%	79.0%	74.6%
Penquis	20	16	2679	2212	80.0%	82.6%	66.1%
Downeast	15	11	1041	797	73.3%	76.6%	56.1%
Aroostook	16	11	975	813	68.8%	83.4%	57.3%



**APPENDIX D – Response Rates (continued)***Version CD Combination*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
York	11	11	3836	3025	100.0%	78.9%	78.9%
Cumberland	19	19	5973	4774	100.0%	79.9%	79.9%
Western Maine	17	15	3772	2908	88.2%	77.1%	68.0%
Mid-Coast	16	12	2371	1877	75.0%	79.2%	59.4%
Central Maine	18	17	3310	2565	94.4%	77.5%	73.2%
Penquis	20	16	2801	2347	80.0%	83.8%	67.0%
Downeast	15	11	1165	883	73.3%	75.8%	55.6%
Aroostook	16	11	927	736	68.8%	79.4%	54.6%

**HS Response Rates – County Level:***All Versions - ABCD*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	6	5	3495	2704	83.3%	77.4%	64.5%
Aroostook	16	11	1902	1549	68.8%	81.4%	56.0%
Cumberland	19	19	12449	9553	100.0%	76.7%	76.7%
Franklin	4	3	1131	893	75.0%	79.0%	59.2%
Hancock	7	5	1237	950	71.4%	76.8%	54.9%
Kennebec	10	9	4237	3251	90.0%	76.7%	69.1%
Knox	5	3	1066	845	60.0%	79.3%	47.6%
Lincoln	4	3	1253	938	75.0%	74.9%	56.1%
Oxford	7	7	3011	2360	100.0%	78.4%	78.4%
Penobscot	16	12	4611	3878	75.0%	84.1%	63.1%
Piscataquis	4	4	869	681	100.0%	78.4%	78.4%
Sagadahoc	3	3	1514	1188	100.0%	78.5%	78.5%
Somerset	8	8	2470	1998	100.0%	80.9%	80.9%
Waldo	4	3	993	774	75.0%	77.9%	58.5%
Washington	8	6	969	730	75.0%	75.3%	56.5%
York	11	11	7722	6022	100.0%	78.0%	78.0%

**APPENDIX D – Response Rates (continued)**

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*Version A*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	3	2	631	429	66.7%	68.0%	45.3%
Aroostook	8	7	677	568	87.5%	83.9%	73.4%
Cumberland	10	10	3054	2525	100.0%	82.7%	82.7%
Franklin	2	2	339	271	100.0%	79.9%	79.9%
Hancock	3	2	49	39	66.7%	79.6%	53.1%
Kennebec	5	4	758	596	80.0%	78.6%	62.9%
Knox	3	1	276	212	33.3%	76.8%	25.6%
Lincoln	2	2	547	394	100.0%	72.0%	72.0%
Oxford	4	4	992	800	100.0%	80.6%	80.6%
Penobscot	8	5	896	716	62.5%	79.9%	49.9%
Piscataquis	2	2	290	233	100.0%	80.3%	80.3%
Sagadahoc	1	1	311	255	100.0%	82.0%	82.0%
Somerset	4	4	747	602	100.0%	80.6%	80.6%
Waldo	2	2	504	383	100.0%	76.0%	76.0%
Washington	4	3	118	83	75.0%	70.3%	52.8%
York	6	6	2457	1808	100.0%	73.6%	73.6%

**APPENDIX D – Response Rates (continued)**

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*Version B*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	3	3	1144	946	100.0%	82.7%	82.7%
Aroostook	8	4	298	245	50.0%	82.2%	41.1%
Cumberland	9	9	2862	2254	100.0%	78.8%	78.8%
Franklin	2	1	215	174	50.0%	80.9%	40.5%
Hancock	4	3	551	421	75.0%	76.4%	57.3%
Kennebec	5	5	1368	1047	100.0%	76.5%	76.5%
Knox	2	2	247	197	100.0%	79.8%	79.8%
Lincoln	2	1	98	78	50.0%	79.6%	39.8%
Oxford	3	3	544	429	100.0%	78.9%	78.9%
Penobscot	8	7	1358	1158	87.5%	85.3%	74.6%
Piscataquis	2	2	135	105	100.0%	77.8%	77.8%
Sagadahoc	2	2	452	337	100.0%	74.6%	74.6%
Somerset	4	4	524	439	100.0%	83.8%	83.8%
Waldo	2	1	20	12	50.0%	60.0%	30.0%
Washington	4	3	323	254	75.0%	78.6%	59.0%
York	5	5	1429	1189	100.0%	83.2%	83.2%

**APPENDIX D – Response Rates (continued)**

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*Version C*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	3	2	600	436	66.7%	72.7%	48.4%
Aroostook	8	7	640	534	87.5%	83.4%	73.0%
Cumberland	10	10	3066	2427	100.0%	79.2%	79.2%
Franklin	2	2	359	261	100.0%	72.7%	72.7%
Hancock	3	2	67	54	66.7%	80.6%	53.7%
Kennebec	5	4	779	585	80.0%	75.1%	60.1%
Knox	3	1	344	273	33.3%	79.4%	26.5%
Lincoln	2	2	523	405	100.0%	77.4%	77.4%
Oxford	4	4	973	736	100.0%	75.6%	75.6%
Penobscot	8	5	871	709	62.5%	81.4%	50.9%
Piscataquis	2	2	308	237	100.0%	76.9%	76.9%
Sagadahoc	1	1	318	267	100.0%	84.0%	84.0%
Somerset	4	4	674	541	100.0%	80.3%	80.3%
Waldo	2	2	452	366	100.0%	81.0%	81.0%
Washington	4	3	142	101	75.0%	71.1%	53.3%
York	6	6	2356	1757	100.0%	74.6%	74.6%

**APPENDIX D – Response Rates (continued)**

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*Version D*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	3	3	1120	893	100.0%	79.7%	79.7%
Aroostook	8	4	287	202	50.0%	70.4%	35.2%
Cumberland	9	9	2907	2347	100.0%	80.7%	80.7%
Franklin	2	1	218	187	50.0%	85.8%	42.9%
Hancock	4	3	570	436	75.0%	76.5%	57.4%
Kennebec	5	5	1332	1023	100.0%	76.8%	76.8%
Knox	2	2	199	163	100.0%	81.9%	81.9%
Lincoln	2	1	85	61	50.0%	71.8%	35.9%
Oxford	3	3	502	395	100.0%	78.7%	78.7%
Penobscot	8	7	1486	1295	87.5%	87.1%	76.3%
Piscataquis	2	2	136	106	100.0%	77.9%	77.9%
Sagadahoc	2	2	433	329	100.0%	76.0%	76.0%
Somerset	4	4	525	416	100.0%	79.2%	79.2%
Waldo	2	1	17	13	50.0%	76.5%	38.2%
Washington	4	3	386	292	75.0%	75.6%	56.7%
York	5	5	1480	1268	100.0%	85.7%	85.7%

**APPENDIX D – Response Rates (continued)**

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*Version Combination AB*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	6	5	1775	1375	83.3%	77.5%	64.6%
Aroostook	16	11	975	813	68.8%	83.4%	57.3%
Cumberland	19	19	5916	4779	100.0%	80.8%	80.8%
Franklin	4	3	554	445	75.0%	80.3%	60.2%
Hancock	7	5	600	460	71.4%	76.7%	54.8%
Kennebec	10	9	2126	1643	90.0%	77.3%	69.6%
Knox	5	3	523	409	60.0%	78.2%	46.9%
Lincoln	4	3	645	472	75.0%	73.2%	54.9%
Oxford	7	7	1536	1229	100.0%	80.0%	80.0%
Penobscot	16	12	2254	1874	75.0%	83.1%	62.4%
Piscataquis	4	4	425	338	100.0%	79.5%	79.5%
Sagadahoc	3	3	763	592	100.0%	77.6%	77.6%
Somerset	8	8	1271	1041	100.0%	81.9%	81.9%
Waldo	4	3	524	395	75.0%	75.4%	56.5%
Washington	8	6	441	337	75.0%	76.4%	57.3%
York	11	11	3886	2997	100.0%	77.1%	77.1%

**APPENDIX D – Response Rates (continued)**

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*Version Combination CD*

	<b>Schools in the Sample</b>	<b>Participating Schools</b>	<b>Students Enrolled in Participating Schools</b>	<b>Participating Students</b>	<b>School Response Rate</b>	<b>Student Response Rate</b>	<b>Overall Response Rate</b>
Androscoggin	6	5	1720	1329	83.3%	77.3%	64.4%
Aroostook	16	11	927	736	68.8%	79.4%	54.6%
Cumberland	19	19	5973	4774	100.0%	79.9%	79.9%
Franklin	4	3	577	448	75.0%	77.6%	58.2%
Hancock	7	5	637	490	71.4%	76.9%	54.9%
Kennebec	10	9	2111	1608	90.0%	76.2%	68.6%
Knox	5	3	543	436	60.0%	80.3%	48.2%
Lincoln	4	3	608	466	75.0%	76.6%	57.5%
Oxford	7	7	1475	1131	100.0%	76.7%	76.7%
Penobscot	16	12	2357	2004	75.0%	85.0%	63.8%
Piscataquis	4	4	444	343	100.0%	77.3%	77.3%
Sagadahoc	3	3	751	596	100.0%	79.4%	79.4%
Somerset	8	8	1199	957	100.0%	79.8%	79.8%
Waldo	4	3	469	379	75.0%	80.8%	60.6%
Washington	8	6	528	393	75.0%	74.4%	55.8%
York	11	11	3836	3025	100.0%	78.9%	78.9%



# APPENDIX E:

## POSTSTRATIFICATION

## SUMMARY STATISTICS



## APPENDIX E – Poststratification Summary Statistics

Table E-1 – Poststratification Ratio Adjustment Summary Statistics						
Analysis Level	Survey	Grade (Imputed)	Number of Adjustment Cells	5th Percentile Ratio Adjustment	Median Ratio Adjustment	95th Percentile Ratio Adjustment
School	K3	0	38	1.25000	1.86607	3.50000
	K3	3	40	1.15000	1.97059	3.91667
	56	5	147	0.21978	0.58333	1.33333
	56	6	155	0.22763	0.77273	1.30233
	MS	7	1350	0.22222	0.49038	0.97166
	MS	8	1380	0.23077	0.50000	0.94444
	HS	9	1114	0.25072	0.57703	1.40977
	HS	10	1137	0.25471	0.59400	1.45161
	HS	11	1138	0.26393	0.63729	1.89474
	HS	12	1116	0.28409	0.69643	1.96875
District	K3	0	36	1.00000	2.85088	19.11111
	K3	3	42	1.00000	2.65451	15.50000
	56	5	127	1.00000	1.00000	4.40000
	56	6	149	1.00000	1.00000	3.29032
	MS	7	1239	1.00000	1.00000	1.58621
	MS	8	1252	1.00000	1.00000	1.52427
	HS	9	1126	0.95192	1.00000	1.19848
	HS	10	1147	0.98482	1.00000	1.18285
	HS	11	1141	0.98151	1.00000	1.22727
	HS	12	1119	0.95942	1.00000	1.19782
AOS	K3	0	11	1.00000	9.50000	22.00000
	K3	3	14	1.00000	9.75000	37.00000
	56	5	34	0.12422	1.15909	5.31250
	56	6	37	0.33333	1.28977	3.92803
	MS	7	258	0.10714	0.56624	2.00000
	MS	8	276	0.09730	0.58263	2.35294
	HS	9	189	0.10417	0.59394	1.45098
	HS	10	193	0.10714	0.48611	1.62162
	HS	11	181	0.06944	0.56075	1.57143
	HS	12	169	0.18742	0.68069	1.90909

## APPENDIX E – Poststratification Summary Statistics

Table E-1 – Poststratification Ratio Adjustment Summary Statistics						
Analysis Level	Survey	Grade (Imputed)	Number of Adjustment Cells	5th Percentile Ratio Adjustment	Median Ratio Adjustment	95th Percentile Ratio Adjustment
County	K3	0	36	10.20000	35.13492	143.50000
	K3	3	42	4.66667	25.55769	236.40000
	56	5	63	0.29508	1.27388	5.76316
	56	6	60	0.18653	0.91626	3.21933
	MS	7	443	0.12346	0.68750	2.56667
	MS	8	442	0.12985	0.68077	2.67308
	HS	9	425	0.14176	0.78689	3.33333
	HS	10	422	0.15574	0.79839	2.54665
	HS	11	437	0.13484	0.84325	3.06734
	HS	12	432	0.18206	0.92975	3.43207
Public Health District	K3	0	26	14.40000	38.03075	89.75000
	K3	3	29	5.53846	31.00000	255.00000
	56	5	32	0.27875	1.59145	6.21309
	56	6	32	0.32295	0.95214	2.74709
	MS	7	224	0.17190	0.75019	2.27753
	MS	8	224	0.16411	0.75754	2.14558
	HS	9	224	0.17952	0.84001	3.23330
	HS	10	223	0.20604	0.82920	2.71585
	HS	11	223	0.24013	0.96457	2.99938
	HS	12	223	0.25611	1.04130	3.43207
State	K3	0	4	38.83108	41.11859	46.40000
	K3	3	4	20.02857	26.05298	36.24713
	56	5	4	0.86789	1.44947	2.21001
	56	6	4	0.64585	1.07876	1.46501
	MS	7	28	0.17733	0.72412	1.81860
	MS	8	28	0.16025	0.69668	1.73067
	HS	9	28	0.18834	0.74997	1.87430
	HS	10	28	0.21027	0.82250	1.93122
	HS	11	28	0.23335	0.93643	1.93553
	HS	12	28	0.25150	0.93790	2.23530