Healthy Youth Survey Fact Sheets
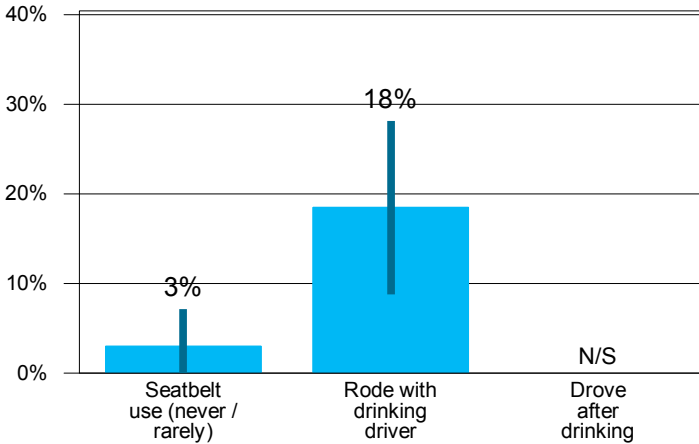
Unintentional Injury for Cedar Way Elementary (Edmonds School District)

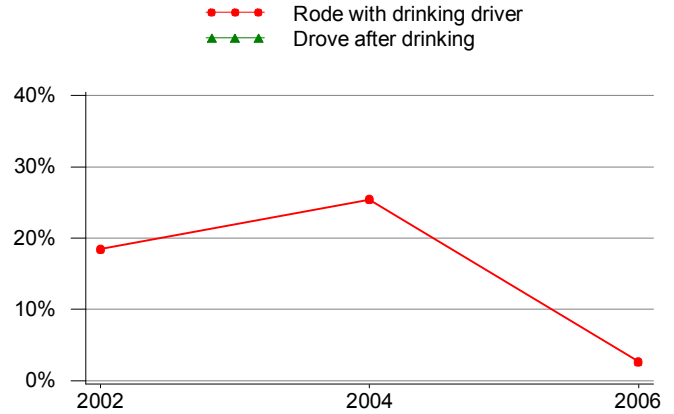Year: 2002   Grade: 6   Gender: Both   Ethnicity:

Highlights

- Unintentional injury is the leading cause of death among youth.
- Unintentional injuries are caused by behaviors such as not wearing a seatbelt, riding a bike or motorcycle without a helmet, drinking and driving, riding with a drunk driver and not wearing a life jacket.
- Motor vehicle crashes are the most common type of injury death among youth.

2002 Motor Vehicle Safety
Grade 6

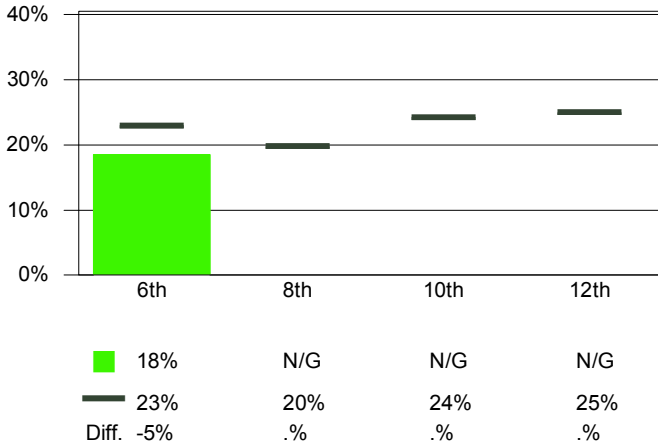In 2002, 18% of 6th grade students in our school rode with a drinking driver in the past month.

Drinking and Driving Trends
Grade 6

Prevalence **	2002	2004	2006	2008	2010
Rode with drinking driver	18% ± 10% (65)	25% ± 11% (63)	3% ± 4% (38) *	12% ± 10% (41)	N/P
Drove after drinking	N/S	N/S	N/S	N/S	N/P

From 2000 to 2002, change in riding with a drinking driver could not be assessed.

Rode with Drinking Driver
Compared to the State, All Grades, 2002

	6th	8th	10th	12th
Local	18%	N/G	N/G	N/G
State	23%	20%	24%	25%
Diff.	-5%	.%	.%	.%

For More Information

Most unintentional injuries are not accidents because they can be prevented. Alcohol and other substances impair one's judgment and may contribute to the likelihood of many injuries and even death. For more information and resources, visit the Washington State Injury and Violence Prevention Website at: http://www.doh.wa.gov/hsqa/emstrauma/injury/

* indicates a significant change (Wald X^2, p<.05)

** Prevalence is displayed as the estimated percentage ± 95% confidence interval, with the number of respondents to this question in parentheses.

Missing Codes: S = result suppressed due to insufficient reporting from students or schools;   N/P = location did not participate in the survey this year;   N/G = grade not available;   N/S = question was not surveyed this year;   N/A = question was not asked of this grade;   NB/G = this gender was not at this location

Report generated at www.AskHYS.net
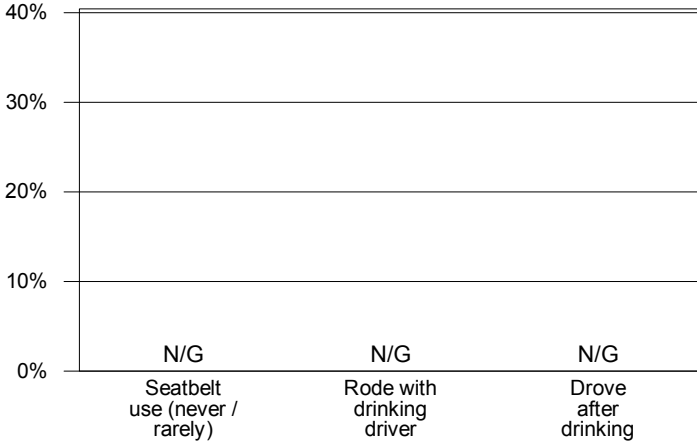
Healthy Youth Survey Fact Sheets

Unintentional Injury for Cedar Way Elementary (Edmonds School District)
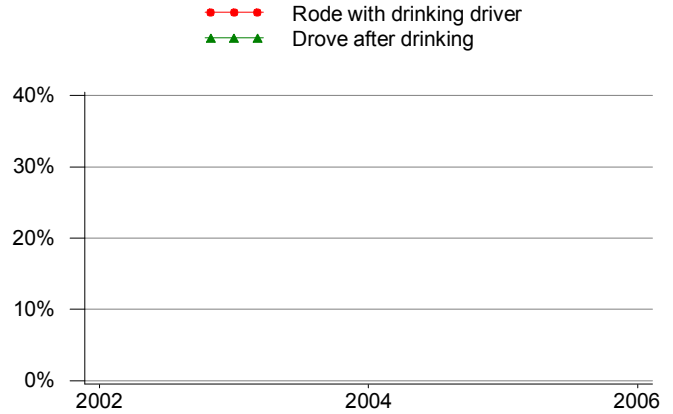
Year: 2002   Grade: 8   Gender: Both   Ethnicity:

Highlights
- Unintentional injury is the leading cause of death among youth.
- Unintentional injuries are caused by behaviors such as not wearing a seatbelt, riding a bike or motorcycle without a helmet, drinking and driving, riding with a drunk driver and not wearing a life jacket.
- Motor vehicle crashes are the most common type of injury death among youth.
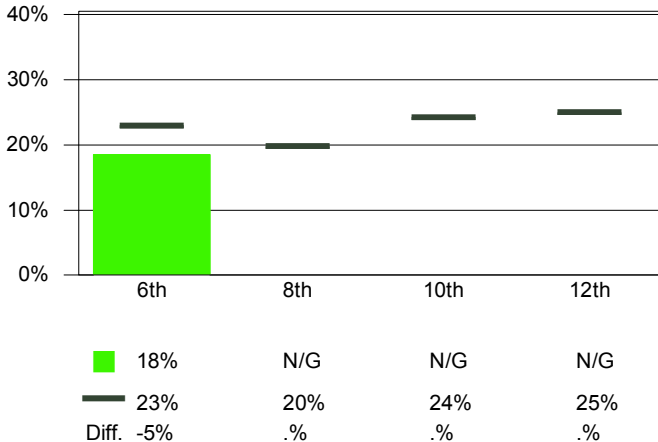
2002 Motor Vehicle Safety Grade 8

	Seatbelt use (never / rarely)	Rode with drinking driver	Drove after drinking
	N/G	N/G	N/G

In 2002, .% of 8th grade students in our school rode with a drinking driver in the past month.

Drinking and Driving Trends Grade 8

Rode with drinking driver
Drove after drinking

Prevalence **	2002	2004	2006	2008	2010
Rode with drinking driver	N/G	N/G	N/G	N/G	N/P
Drove after drinking	N/G	N/G	N/G	N/G	N/P

From 2000 to 2002, change in riding with a drinking driver could not be assessed.

Rode with Drinking Driver Compared to the State, All Grades, 2002

Local   State

	6th	8th	10th	12th
Local	18%	N/G	N/G	N/G
State	23%	20%	24%	25%
Diff.	-5%	.%	.%	.%

For More Information

Most unintentional injuries are not accidents because they can be prevented. Alcohol and other substances impair one's judgment and may contribute to the likelihood of many injuries and even death. For more information and resources, visit the Washington State Injury and Violence Prevention Website at:
http://www.doh.wa.gov/hsqa/emstrauma/injury/

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Report generated at www.AskHYS.net

Healthy Youth Survey Fact Sheets
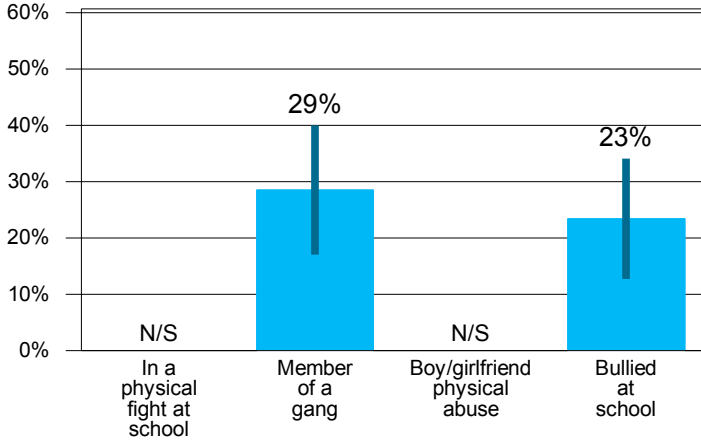
Violent Behaviors for Cedar Way Elementary (Edmonds School District)

Year: 2002   Grade: 6   Gender: Both   Ethnicity:
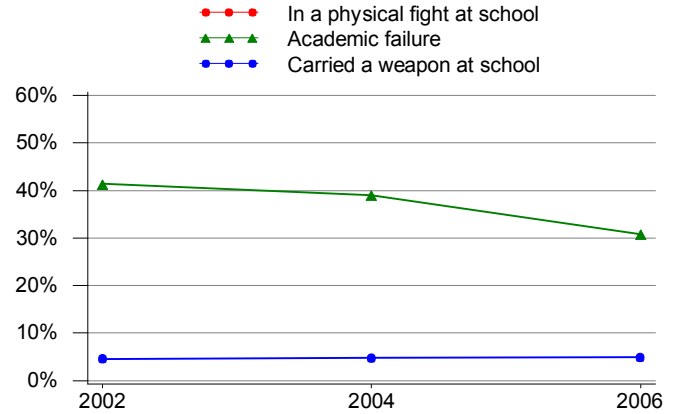
Highlights

- The federal Gun Free Schools Act requires the expulsion of students who bring firearms to school (SED. 4141) and Washington Law requires a one year expulsion for possession of firearms or dangerous weapons on school campuses. (RCW 28A.600.420 / RCW 9.41.280)
- Schools in Washington are required to have a comprehensive school safety plan that includes prevention, intervention, all-hazards/crisis response and post crisis recovery. (RCW 28A.320.125)

2002 Violent Behavior
Grade 6

School safety requires the commitment of staff, students, parents and the community. Researchers have identified best practice programs that can address negative student behaviors and build positive school culture.
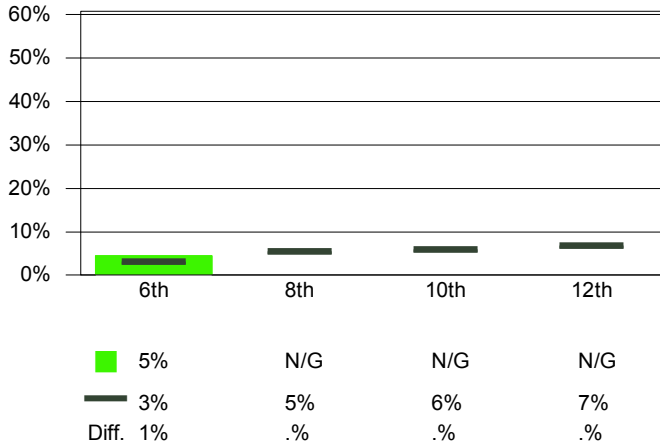
Violence and Academic Failure Trends
Grade 6

- In a physical fight at school
- Academic failure
- Carried a weapon at school

Prevalence **	2002	2004	2006	2008	201
In a physical fight at school	N/S	N/S	N/S	N/S	N/F
Academic failure	41% ± 13% (58)	39% ± 13% (59)	31% ± 15% (39)	51% ± 17% (37)	N/F
Carried a weapon at school	5% ± 5% (66)	5% ± 5% (63)	5% ± 6% (41)	2% ± 4% (41)	N/F

Schools must have in place effective referral systems that encourage students to report threats if they hope to prevent violent incidents.

Carried a Weapon at School
Compared to the State, All Grades, 2002

	6th	8th	10th	12th
Local	5%	N/G	N/G	N/G
State	3%	5%	6%	7%
Diff.	1%	.%	.%	.%

For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful.

For More Information about school safety, visit the OSPI-sponsored Safety Center Website at:
http://www.K12.wa.us/safetycenter/

* indicates a significant change (Wald X^2, p<.05)

** Prevalence is displayed as the estimated percentage ± 95% confidence interval, with the number of respondents to this question in parentheses.

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Report generated at www.AskHYS.net

Healthy Youth Survey Fact Sheets

Violent Behaviors for Cedar Way Elementary (Edmonds School District)

Year: 2002   Grade: 8   Gender: Both   Ethnicity:

Highlights
- The federal Gun Free Schools Act requires the expulsion of students who bring firearms to school (SED. 4141) and Washington Law requires a one year expulsion for possession of firearms or dangerous weapons on school campuses. (RCW 28A.600.420 / RCW 9.41.280)
- Schools in Washington are required to have a comprehensive school safety plan that includes prevention, intervention, all-hazards/crisis response and post crisis recovery. (RCW 28A.320.125)

2002 Violent Behavior Grade 8

	In a physical fight at school	Member of a gang	Boy/girlfriend physical abuse	Bullied at school
	N/G	N/G	N/G	N/G

> School safety requires the commitment of staff, students, parents and the community. Researchers have identified best practice programs that can address negative student behaviors and build positive school culture.

Violence and Academic Failure Trends Grade 8

- In a physical fight at school
- Academic failure
- Carried a weapon at school

Prevalence **	2002	2004	2006	2008	201
In a physical fight at school	N/G	N/G	N/G	N/G	N/P
Academic failure	N/G	N/G	N/G	N/G	N/P
Carried a weapon at school	N/G	N/G	N/G	N/G	N/P

Carried a Weapon at School Compared to the State, All Grades, 2002
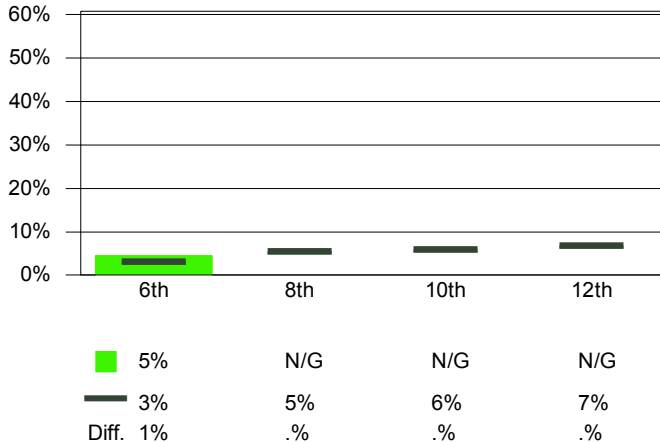
Local   State

	6th	8th	10th	12th
Local	5%	N/G	N/G	N/G
State	3%	5%	6%	7%
Diff.	1%	.%	.%	.%

> Schools must have in place effective referral systems that encourage students to report threats if they hope to prevent violent incidents.

For More Information
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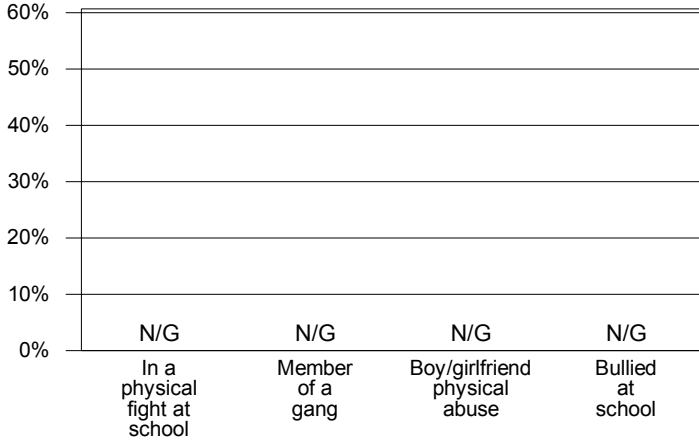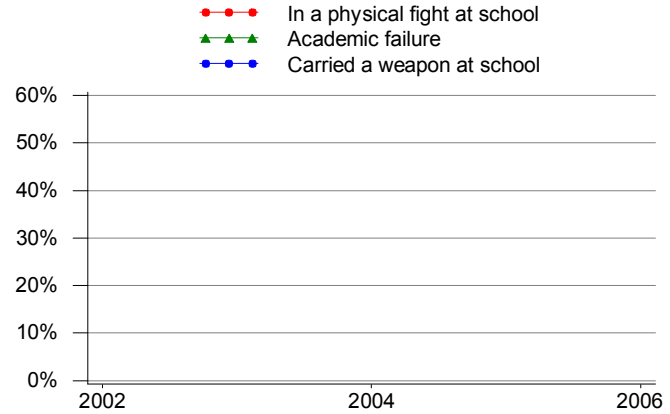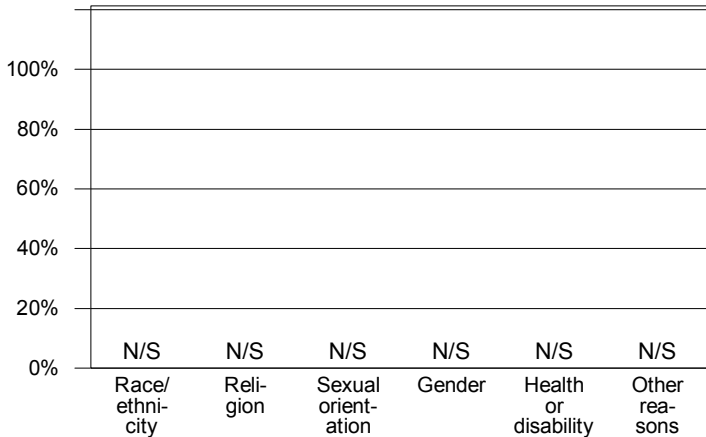
Healthy Youth Survey Fact Sheets

Harassment, Intimidation, and Bullying for Cedar Way Elementary (Edmonds School District)

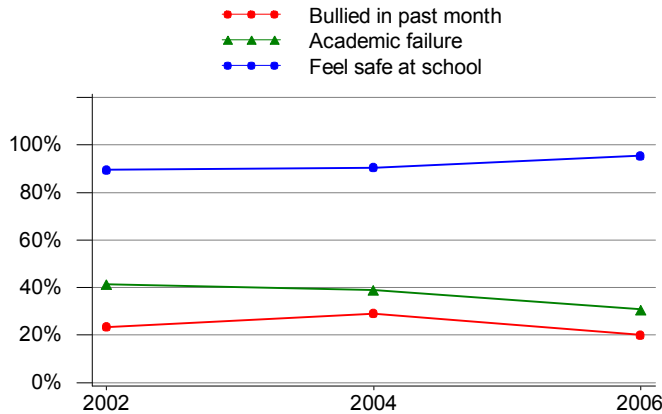Year: 2002   Grade: 6   Gender: Both   Ethnicity:

Highlights

- Washington State Law (RCW 28A.300.285) requires all school districts to adopt a policy that prohibits harassment, intimidation, and bullying (HIB).
- The legislation also requires the Office of Superintendent of Public Instruction (OSPI) to publish a model policy at the following website: http://www.k12.wa.us/Safetycenter/LawEnforcement/Student Discipline.aspx

2002 Basis for Harassment at School
Grade 6

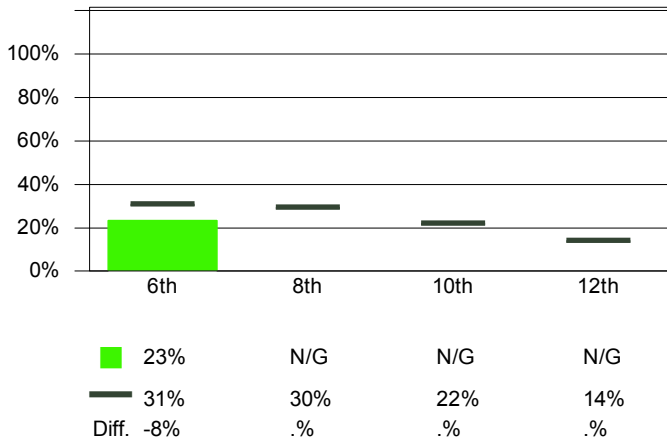|					
N/S	N/S	N/S	N/S	N/S	N/S
Race/ethnicity	Religion	Sexual orientation	Gender	Health or disability	Other reasons

Bullying is defined as a student, or group of students, saying or doing nasty or unpleasant things to another student. It is also bullying when a student is teased repeatedly in a way he or she doesn't like.

Bullying and Academic Failure Trends
Grade 6

- Bullied in past month
- Academic failure
- Feel safe at school

Prevalence **	2002	2004	2006	2008	20
Bullied in past month	23% ± 11% (64)	29% ± 12% (62)	20% ± 13% (40)	34% ± 15% (41)	N
Academic failure	41% ± 13% (58)	39% ± 13% (59)	31% ± 15% (39)	51% ± 17% (37)	N
Feel safe at school	90% ± 8% (67)	90% ± 7% (63)	95% ± 5% (44)	85% ± 12% (40)	N

Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can address school harassment & bullying and build positive school cultures.

Bullied in Past Month
Compared to the State, All Grades, 2002

Local   State

	6th	8th	10th	12th
(Local)	23%	N/G	N/G	N/G
(State)	31%	30%	22%	14%
Diff.	-8%	.%	.%	.%

For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful.

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* indicates a significant change (Wald X^2, p<.05)

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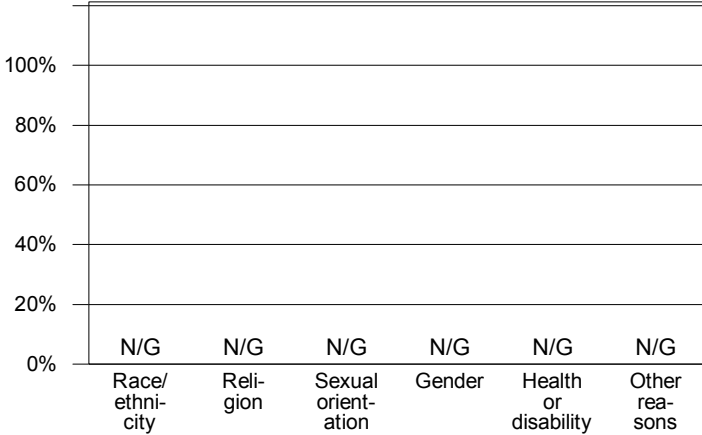
Healthy Youth Survey Fact Sheets

Harassment, Intimidation, and Bullying for Cedar Way Elementary (Edmonds School District)

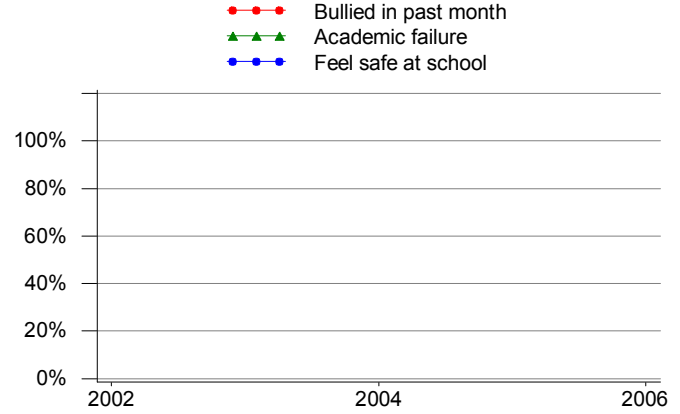Year: 2002   Grade: 8   Gender: Both   Ethnicity:

Highlights

- Washington State Law (RCW 28A.300.285) requires all school districts to adopt a policy that prohibits harassment, intimidation, and bullying (HIB).
- The legislation also requires the Office of Superintendent of Public Instruction (OSPI) to publish a model policy at the following website: http://www.k12.wa.us/Safetycenter/LawEnforcement/Student Discipline.aspx

2002 Basis for Harassment at School
Grade 8

	Race/ethnicity	Religion	Sexual orientation	Gender	Health or disability	Other reasons
	N/G	N/G	N/G	N/G	N/G	N/G

> Bullying is defined as a student, or group of students, saying or doing nasty or unpleasant things to another student. It is also bullying when a student is teased repeatedly in a way he or she doesn't like.

Bullying and Academic Failure Trends
Grade 8

- Bullied in past month
- Academic failure
- Feel safe at school

Prevalence **	2002	2004	2006	2008	20
Bullied in past month	N/G	N/G	N/G	N/G	N
Academic failure	N/G	N/G	N/G	N/G	N
Feel safe at school	N/G	N/G	N/G	N/G	N

> Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can address school harassment & bullying and build positive school cultures.

Bullied in Past Month
Compared to the State, All Grades, 2002

- Local
- State

	6th	8th	10th	12th
Local	23%	N/G	N/G	N/G
State	31%	30%	22%	14%
Diff.	-8%	.%	.%	.%

For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful.

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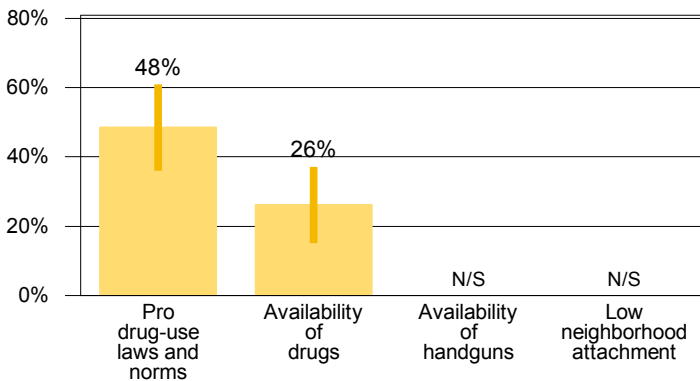
Healthy Youth Survey Fact Sheets

Community Risk Factors for Cedar Way Elementary (Edmonds School District)

Year: 2002   Grade: 6   Gender: Both   Ethnicity:

Noteworthy
- Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors.
- The more risk factors a youth is exposed to, the more likely it is that she or he will engage in problem behaviors.
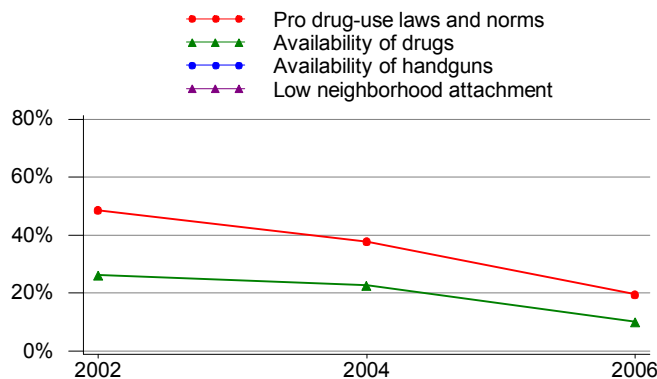
2002 Community Risk Factor Scales, % at Risk Grade 6

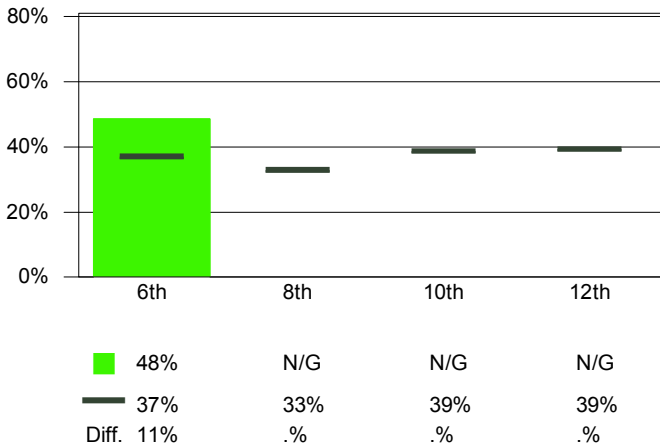In 2002, 48% of 6th grade students in our school thought laws and norms favor drug use.

Community Risk Factor Trends, % at Risk Grade 6

Legend:
- Pro drug-use laws and norms
- Availability of drugs
- Availability of handguns
- Low neighborhood attachment

Prevalence **	2002	2004	2006	2008	201
Pro drug-use laws and norms	48% ± 12% (66)	38% ± 13% (61)	20% ± 13% (41) *	32% ± 15% (41)	N/P
Availability of drugs	26% ± 11% (65)	23% ± 11% (62)	10% ± 10% (40)	23% ± 14% (39)	N/P
Availability of handguns	N/S	N/S	N/S	N/S	N/P
Low neighborhood attachment	N/S	N/S	N/S	N/S	N/P

From 2000 to 2002, change in the perceived availability of drugs could not be assessed.

Pro Drug-Use Laws and Norms
Compared to the State, All Grades, 2002

Local   State

	6th	8th	10th	12th
(Local)	48%	N/G	N/G	N/G
(State)	37%	33%	39%	39%
Diff.	11%	.%	.%	.%

For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

For non-State resources, parents can go to www.drugfree.org. Prevention professionals should see http://captus.samhsa.gov/western.

* indicates a significant change (Wald X^2, p<.05)

** Prevalence is displayed as the estimated percentage ± 95% confidence interval, with the number of respondents to this question in parentheses.

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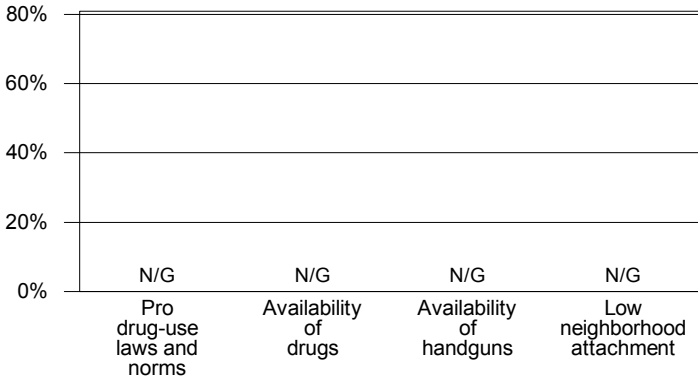
Healthy Youth Survey Fact Sheets

Community Risk Factors for Cedar Way Elementary (Edmonds School District)

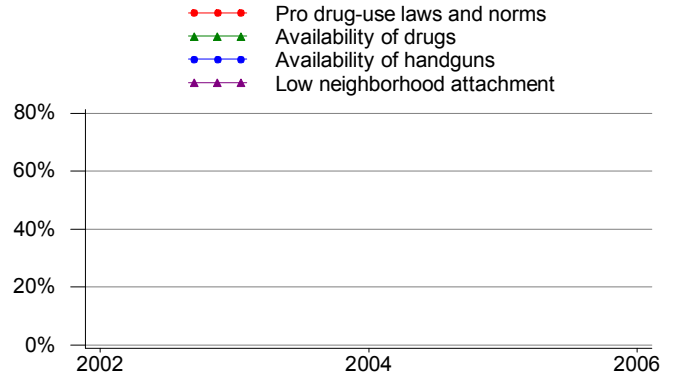Year: 2002   Grade: 8   Gender: Both   Ethnicity:

Noteworthy

- Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors.
- The more risk factors a youth is exposed to, the more likely it is that she or he will engage in problem behaviors.

2002 Community Risk Factor Scales, % at Risk
Grade 8

	Pro drug-use laws and norms	Availability of drugs	Availability of handguns	Low neighborhood attachment
	N/G	N/G	N/G	N/G

In 2002, .% of 8th grade students in our school thought laws and norms favor drug use.

Community Risk Factor Trends, % at Risk
Grade 8

- Pro drug-use laws and norms
- Availability of drugs
- Availability of handguns
- Low neighborhood attachment

Prevalence **	2002	2004	2006	2008	201
Pro drug-use laws and norms	N/G	N/G	N/G	N/G	N/F
Availability of drugs	N/G	N/G	N/G	N/G	N/F
Availability of handguns	N/G	N/G	N/G	N/G	N/F
Low neighborhood attachment	N/G	N/G	N/G	N/G	N/F

From 2000 to 2002, change in the perceived availability of drugs could not be assessed.

Pro Drug-Use Laws and Norms
Compared to the State, All Grades, 2002

Local   State

	6th	8th	10th	12th
(Local)	48%	N/G	N/G	N/G
(State)	37%	33%	39%	39%
Diff.	11%	.%	.%	.%

For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

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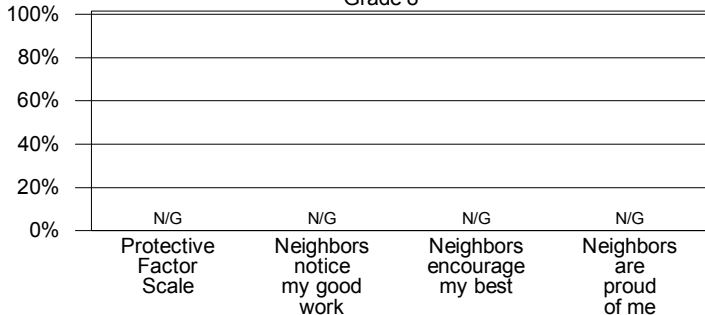
Report generated at www.AskHYS.net

Community Protective Factors for Cedar Way Elementary (Edmonds School District)

Year: 2002   Grade: 8   Gender: Both   Ethnicity:

Noteworthy
- Kids living in high-risk environments can be protected from problem behaviors by positive relationships with adults who care about their healthy development.
- Providing opportunities for involvement in positive and healthy activities help communities promote youth development.
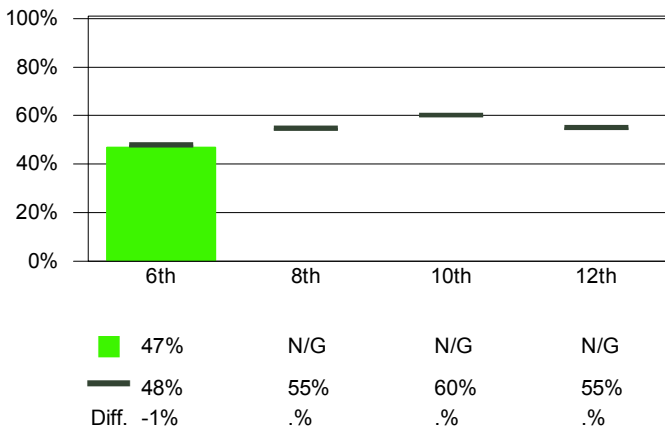
2002 Rewards for Prosocial Community Involvement
Scale and Selected Items, % Protected
Grade 8

	Protective Factor Scale	Neighbors notice my good work	Neighbors encourage my best	Neighbors are proud of me
	N/G	N/G	N/G	N/G

2002 Opportunities for Prosocial Community Involvement
Scale and Selected Items
Grade 8

	Protective Factor Scale	Sports Teams	Scouting	Boys & Girls Clubs	4-H Clubs	Service Clubs
	N/G	N/G	N/G	N/G	N/G	N/G
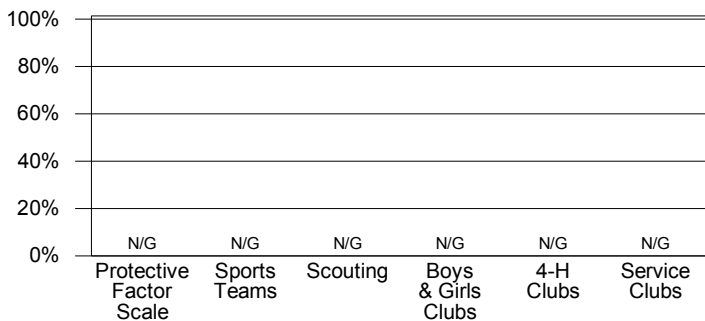
Rewards for Prosocial Community Involvement
Compared to the State, All Grades, 2002
■ Local ▬ State

	6th	8th	10th	12th
■	47%	N/G	N/G	N/G
▬	48%	55%	60%	55%
Diff.	-1%	.%	.%	.%

Protective Factor Trends, % Protected
Grade 8

●—●—● Rewards for Prosocial Community Involvement
▲—▲—▲ Opportunities for Prosocial Community Involvement
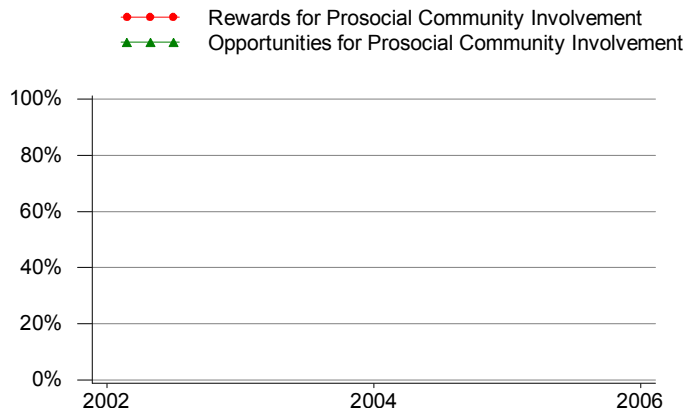
Prevalence **	2002	2004	2006	2008	20
Rewards for Prosocial Community Involvement	N/G	N/G	N/G	N/G	N
Opportunities for Prosocial Community Involvement	N/G	N/G	N/G	N/G	N

From 2000 to 2002, change in community opportunities for prosocial involvement could not be assessed.

For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

For non-State resources, parents can go to www.drugfree.org. Prevention professionals should see http://captus.samhsa.gov/western.

* indicates a significant change (Wald X^2, p<.05)

** Prevalence is displayed as the estimated percentage ± 95% confidence interval, with the number of respondents to this question in parentheses.

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Report generated at www.AskHYS.net
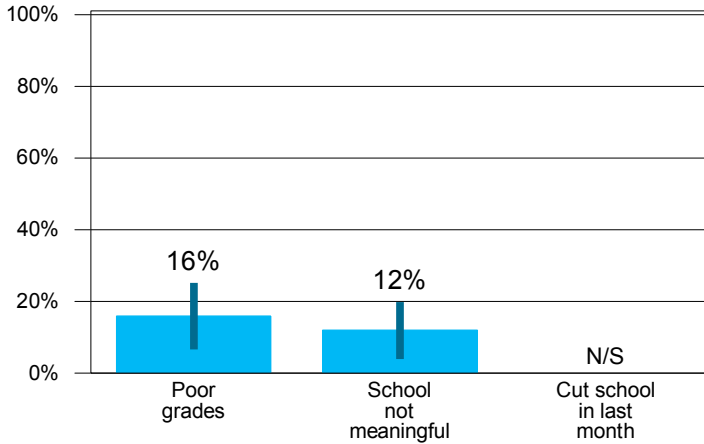
Healthy Youth Survey Fact Sheets

School Risk Factors for Cedar Way Elementary (Edmonds School District)

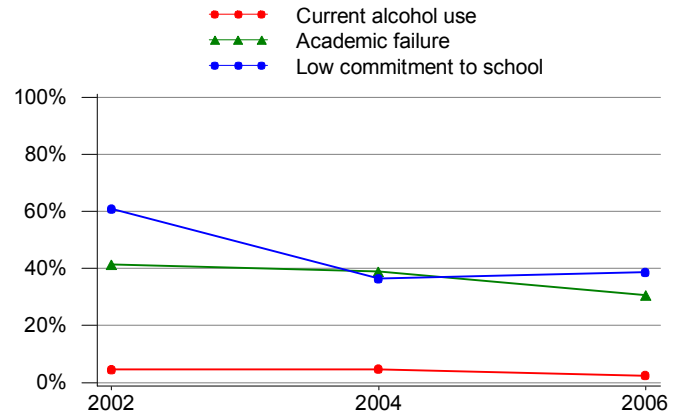Year: 2002   Grade: 6   Gender: Both   Ethnicity:

Highlights
- Research has identified a unique set of risk factors that put youth at risk for problems, such as substance use and school drop out.
- Youth who get poor grades, have friends who smoke, experience family conflict, and live in neighborhoods that are disorganized are at greater risk for negative youth behaviors.

2002 Elements of School Risk
Grade 6

Poor grades: 16%
School not meaningful: 12%
Cut school in last month: N/S

> Students in schools with high levels of risk and even moderate substance use are less likely to meet the standards for the mathematics, reading and writing sections of standardized tests.
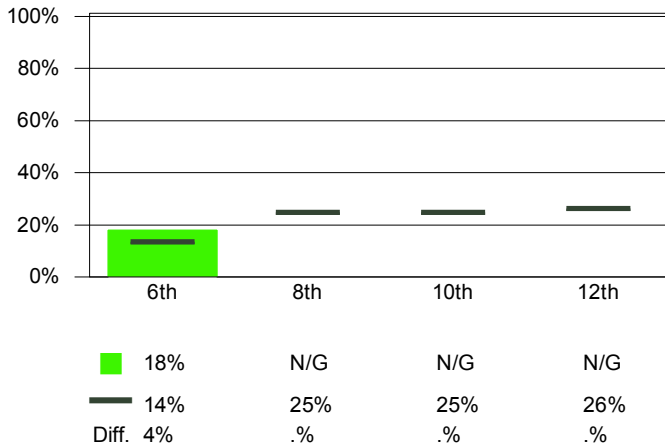
Risk Factors and Alcohol Use Trends
Grade 6

- Current alcohol use
- Academic failure
- Low commitment to school

Prevalence **	2002	2004	2006	2008	20
Current alcohol use	5% ± 5% (66)	5% ± 5% (64)	2% ± 4% (41)	2% ± 4% (41)	N/
Academic failure	41% ± 13% (58)	39% ± 13% (59)	31% ± 15% (39)	51% ± 17% (37)	N/
Low commitment to school	61% ± 12% (64)	37% ± 12% (63) *	39% ± 15% (44)	41% ± 16% (41)	N/

> Students experiencing academic failure and lack of commitment to school are at higher risk for substance abuse, delinquency, violence, pregnancy and school drop out.

Does Not Enjoy Being at School
Compared to the State, All Grades, 2002
Local   State

	6th	8th	10th	12th
(Local)	18%	N/G	N/G	N/G
(State)	14%	25%	25%	26%
Diff.	4%	.%	.%	.%

For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful. Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can decrease risk factors and build positive school cultures.

For More Information about school risk factors, visit the website http://captus.samhsa.gov/western

* indicates a significant change (Wald X^2, p<.05)

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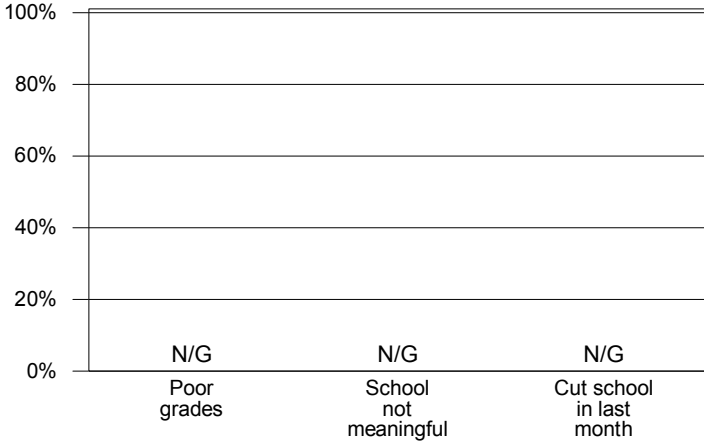
Healthy Youth Survey Fact Sheets

School Risk Factors for Cedar Way Elementary (Edmonds School District)

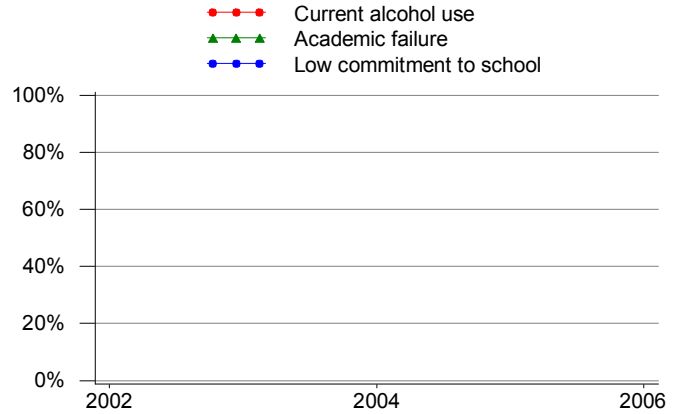Year: 2002   Grade: 8   Gender: Both   Ethnicity:

Highlights
- Research has identified a unique set of risk factors that put youth at risk for problems, such as substance use and school drop out.
- Youth who get poor grades, have friends who smoke, experience family conflict, and live in neighborhoods that are disorganized are at greater risk for negative youth behaviors.

2002 Elements of School Risk
Grade 8

Poor grades	School not meaningful	Cut school in last month
N/G	N/G	N/G

> Students in schools with high levels of risk and even moderate substance use are less likely to meet the standards for the mathematics, reading and writing sections of standardized tests.
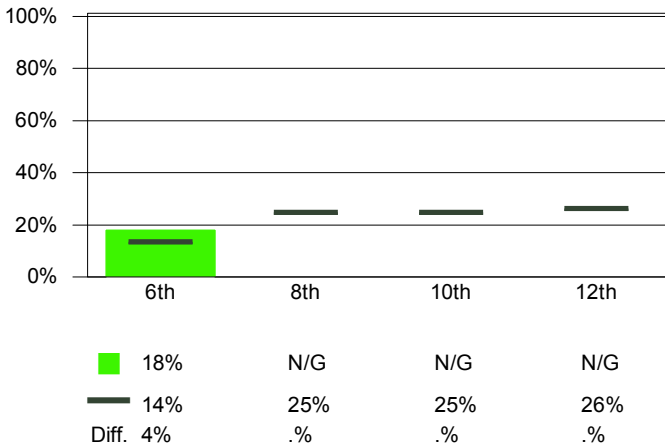
Risk Factors and Alcohol Use Trends
Grade 8

- Current alcohol use
- Academic failure
- Low commitment to school

Prevalence **	2002	2004	2006	2008	201
Current alcohol use	N/G	N/G	N/G	N/G	N/
Academic failure	N/G	N/G	N/G	N/G	N/
Low commitment to school	N/G	N/G	N/G	N/G	N/

> Students experiencing academic failure and lack of commitment to school are at higher risk for substance abuse, delinquency, violence, pregnancy and school drop out.

Does Not Enjoy Being at School
Compared to the State, All Grades, 2002
Local   State

	6th	8th	10th	12th
Local	18%	N/G	N/G	N/G
State	14%	25%	25%	26%
Diff.	4%	.%	.%	.%

For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful. Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can decrease risk factors and build positive school cultures.

For More Information about school risk factors, visit the website http://captus.samhsa.gov/western

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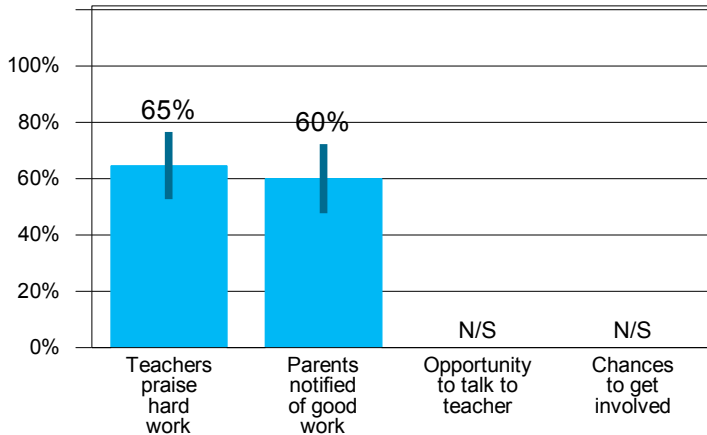
Report generated at www.AskHYS.net

School Protective Factors for Cedar Way Elementary (Edmonds School District)

Year: 2002   Grade: 6   Gender: Both   Ethnicity:

Highlights
- Research has identified a unique set of protective factors that buffer youth from problems such as substance use and school drop out.
- Youth who are involved in positive school activities, have well developed social skills, are attached to their families, and live in neighborhoods that invite positive participation are at less risk for negative youth behaviors.
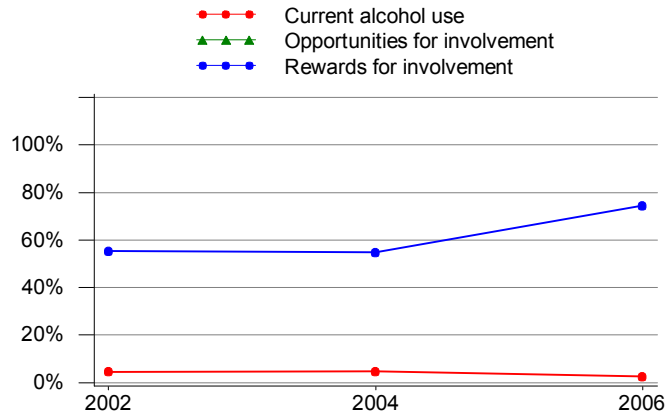
2002 Elements of School Protection
Grade 6

Offering young people opportunities for meaningful involvement in school and recognizing them for their efforts and accomplishments will help buffer them from problem behavior.

Protection Factors and Alcohol Use Trends
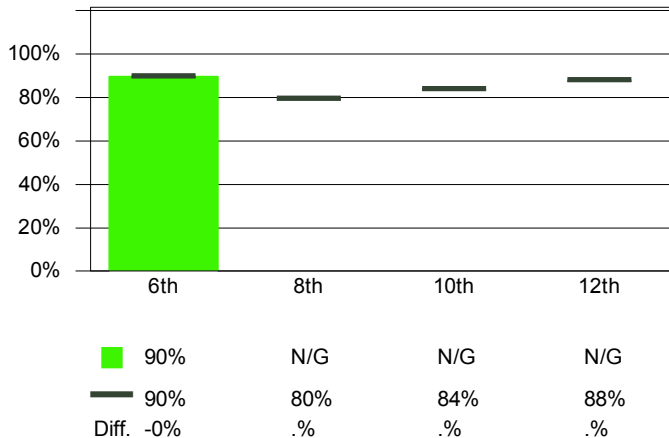**Grade 6**

- Current alcohol use
- Opportunities for involvement
- Rewards for involvement

Prevalence **	2002	2004	2006	2008	201
Current alcohol use	5% ± 5% (66)	5% ± 5% (64)	2% ± 4% (41)	2% ± 4% (41)	N/
Opportunities for school involvement	N/S	N/S	N/S	N/S	N/
Rewards for school involvement	55% ± 12% (65)	55% ± 13% (62)	74% ± 14% (43) *	54% ± 16% (41) *	N/

Students in schools with low levels of protection and even moderate substance use are less likely to meet the standards for the mathematics, reading and writing sections of standardized tests.

Element of Protection - Feeling Safe at School
Compared to the State, All Grades, 2002

- Local
- State

	6th	8th	10th	12th
Local	90%	N/G	N/G	N/G
State	90%	80%	84%	88%
Diff.	-0%	.%	.%	.%

For More Information
Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful. Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can increase protective factors and build supportive school cultures.

For More Information about school protective factors, visit the website http://captus.samhsa.gov/western

* indicates a significant change (Wald X^2, p<.05)

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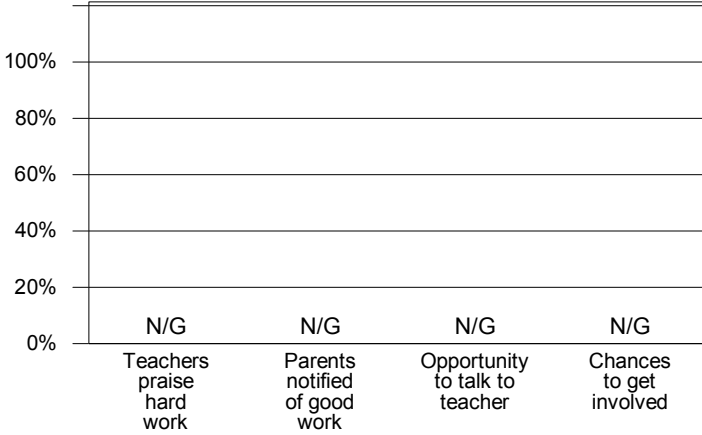
Healthy Youth Survey Fact Sheets

School Protective Factors for Cedar Way Elementary (Edmonds School District)
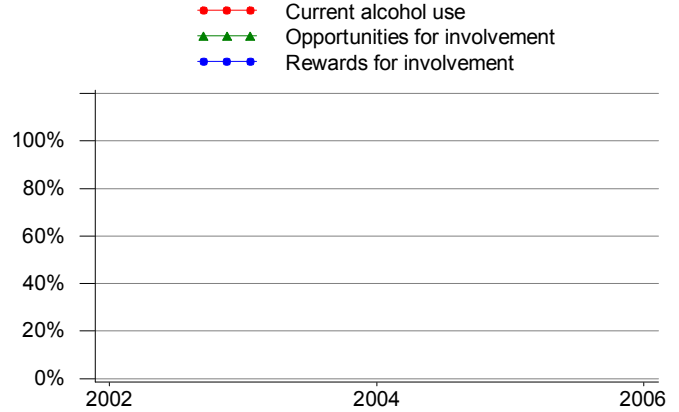
Year: 2002   Grade: 8   Gender: Both   Ethnicity:

Highlights
- Research has identified a unique set of protective factors that buffer youth from problems such as substance use and school drop out.
- Youth who are involved in positive school activities, have well developed social skills, are attached to their families, and live in neighborhoods that invite positive participation are at less risk for negative youth behaviors.

2002 Elements of School Protection
Grade 8

N/G	N/G	N/G	N/G
Teachers praise hard work	Parents notified of good work	Opportunity to talk to teacher	Chances to get involved

Offering young people opportunities for meaningful involvement in school and recognizing them for their efforts and accomplishments will help buffer them from problem behavior.
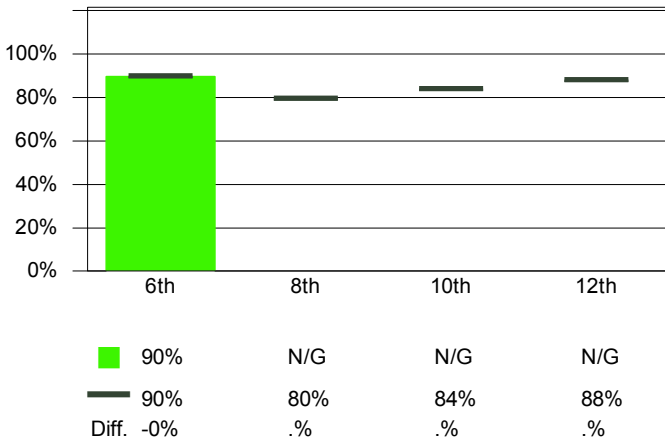
Protection Factors and Alcohol Use Trends
Grade 8

- Current alcohol use
- Opportunities for involvement
- Rewards for involvement

Prevalence **	2002	2004	2006	2008	201
Current alcohol use	N/G	N/G	N/G	N/G	N/
Opportunities for school involvement	N/G	N/G	N/G	N/G	N/
Rewards for school involvement	N/G	N/G	N/G	N/G	N/

Students in schools with low levels of protection and even moderate substance use are less likely to meet the standards for the mathematics, reading and writing sections of standardized tests.

Element of Protection - Feeling Safe at School
Compared to the State, All Grades, 2002
Local   State

	6th	8th	10th	12th
(Local)	90%	N/G	N/G	N/G
(State)	90%	80%	84%	88%
Diff.	-0%	.%	.%	.%

For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful. Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can increase protective factors and build supportive school cultures.

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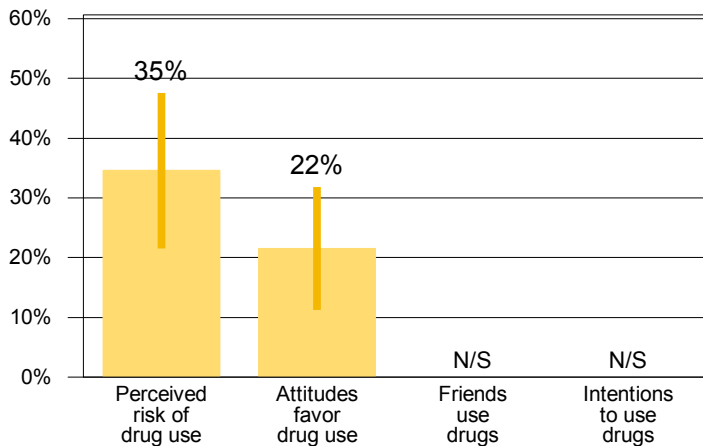
Healthy Youth Survey Fact Sheets

Peer-Individual Risk Factors for Cedar Way Elementary (Edmonds School District)

Year: 2002   Grade: 6   Gender: Both   Ethnicity:

Highlights
- Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors.
- The attitudes kids have about drug use strongly influence the likelihood they will use drugs. Families and communities should model healthy attitudes and choices.
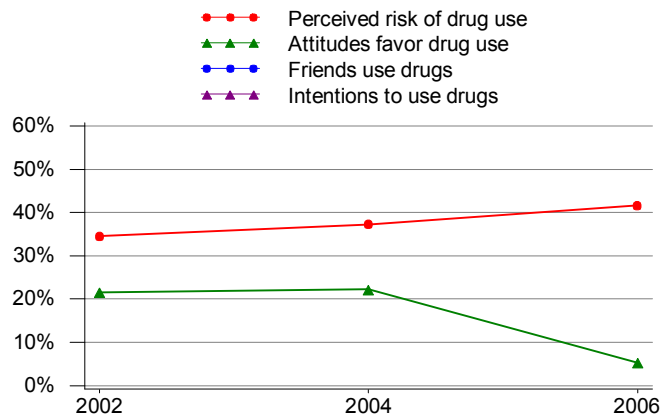
2002 Peer-Individual Risk Factor Scales, % at Risk
Grade 6

Peer-Individual Risk Factor Trends, % at Risk
Grade 6

In 2002, 22% of 6th grade students in our school were at risk for favorable attitudes towards drugs.
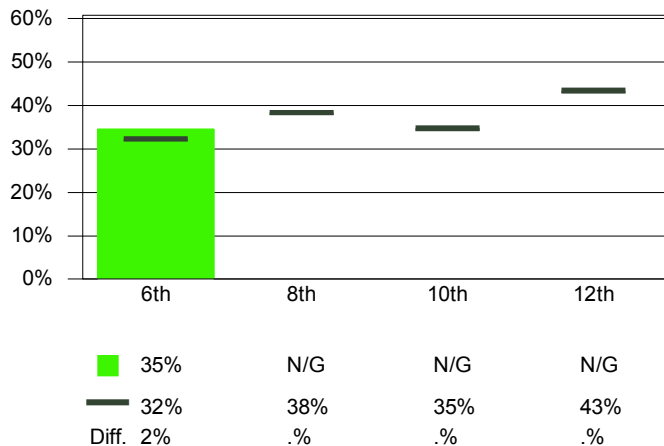
Prevalence **	2002	2004	2006	2008	2010
Perceived risk of drug use	35% ± 13% (55)	37% ± 13% (59)	42% ± 17% (36)	25% ± 14% (40)	N/P
Attitudes favor drug use	22% ± 10% (65)	22% ± 11% (63)	5% ± 6% (38) *	22% ± 13% (41) *	N/P
Friends use drugs	N/S	N/S	N/S	N/S	N/P
Intentions to use drugs	N/S	N/S	N/S	N/S	N/P

Perceived Risk of Drug Use, % at Risk
Compared to the State, All Grades, 2002

	6th	8th	10th	12th
(Local)	35%	N/G	N/G	N/G
(State)	32%	38%	35%	43%
Diff.	2%	.%	.%	.%

From 2000 to 2002, change in the perceived risk of drug use could not be assessed.

For More Information
Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

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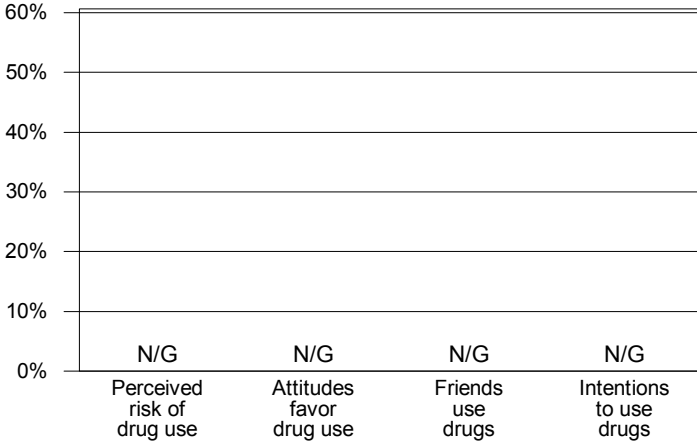
Healthy Youth Survey Fact Sheets

Peer-Individual Risk Factors for Cedar Way Elementary (Edmonds School District)

Year: 2002   Grade: 8   Gender: Both   Ethnicity:

Highlights

- Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors.
- The attitudes kids have about drug use strongly influence the likelihood they will use drugs. Families and communities should model healthy attitudes and choices.

2002 Peer-Individual Risk Factor Scales, % at Risk — Grade 8

	Perceived risk of drug use	Attitudes favor drug use	Friends use drugs	Intentions to use drugs
	N/G	N/G	N/G	N/G

In 2002, .% of 8th grade students in our school were at risk for favorable attitudes towards drugs.

Peer-Individual Risk Factor Trends, % at Risk — Grade 8

- Perceived risk of drug use
- Attitudes favor drug use
- Friends use drugs
- Intentions to use drugs
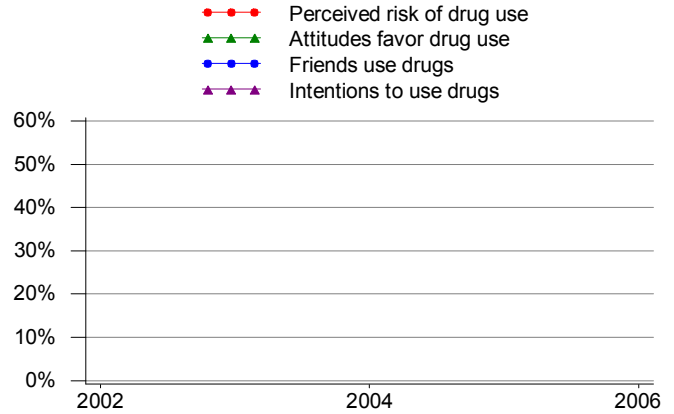
Prevalence **	2002	2004	2006	2008	2010
Perceived risk of drug use	N/G	N/G	N/G	N/G	N/P
Attitudes favor drug use	N/G	N/G	N/G	N/G	N/P
Friends use drugs	N/G	N/G	N/G	N/G	N/P
Intentions to use drugs	N/G	N/G	N/G	N/G	N/P

From 2000 to 2002, change in the perceived risk of drug use could not be assessed.

Perceived Risk of Drug Use, % at Risk — Compared to the State, All Grades, 2002

Local   State

	6th	8th	10th	12th
Local	35%	N/G	N/G	N/G
State	32%	38%	35%	43%
Diff.	2%	.%	.%	.%

For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

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Report generated at www.AskHYS.net

Peer-Individual Protective Factors for Cedar Way Elementary (Edmonds School District)

Year: 2002   Grade: 6   Gender: Both   Ethnicity:

Highlights
- Kids are strongly influenced by their peers. Parents need to know who their children's friends are, where they are and what they are doing.
- Kids who have the skills and opportunities to be involved in pro-social activities are less likely to engage in risky behavior.

2002 Peer-Individual Protective Factor Scales, % Protected
Grade 6

	N/S	N/S	N/S	N/S
	Prosocial peer interaction	Belief in a moral order	Prosocial involvement	Social skills

In 2002, .% of 6th grade students in our school were protected by interactions with prosocial peers.

Peer-Individual Protective Factor Trends, % Protected
Grade 6

- Prosocial peer interaction
- Belief in a moral order
- Prosocial involvement
- Social skills

Prevalence **	2002	2004	2006	2008	2010
Prosocial peer interaction	N/S	47% ± 13% (59)	73% ± 14% (44) *	46% ± 16% (41) *	N/P
Belief in a moral order	N/S	N/S	N/S	N/S	N/P
Prosocial involvement	N/S	47% ± 13% (64)	51% ± 16% (43)	32% ± 15% (41)	N/P
Social skills	N/S	N/S	N/S	N/S	N/P

From 2000 to 2002, change in social skills could not be assessed.

Interaction with Prosocial Peers, % Protected
Compared to the State, All Grades, 2002

■ Local   ▬ State

	6th	8th	10th	12th
■	N/S	N/G	N/G	N/G
▬	N/S	N/S	N/S	N/S
Diff.	.%	.%	.%	.%

For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

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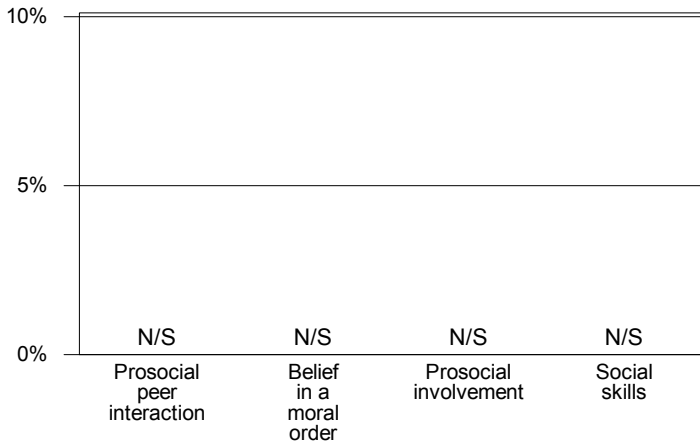
Healthy Youth Survey Fact Sheets

Peer-Individual Protective Factors for Cedar Way Elementary (Edmonds School District)

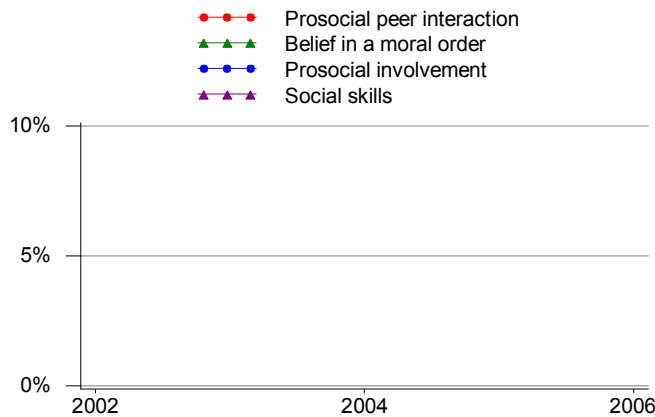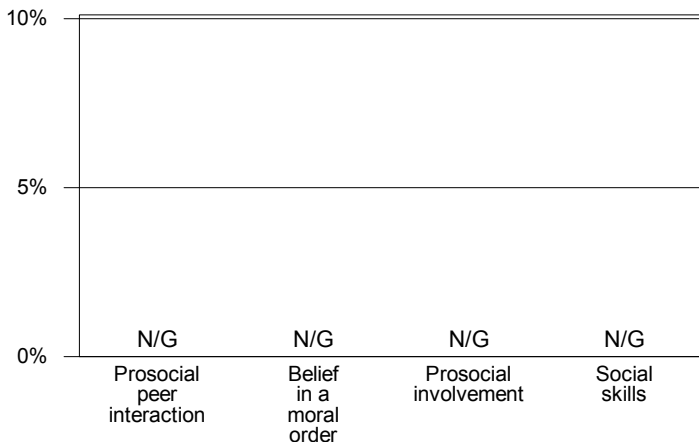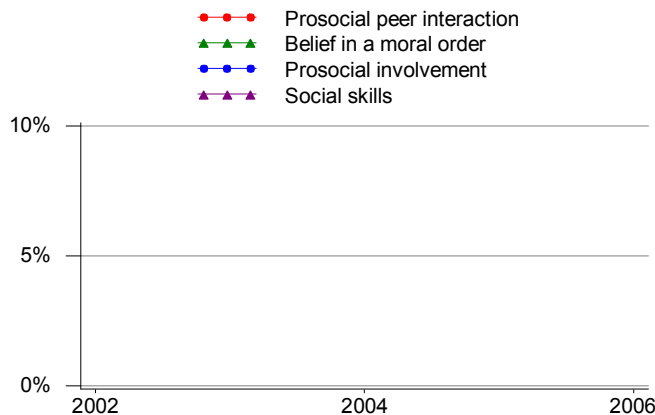Year: 2002   Grade: 8   Gender: Both   Ethnicity:

Highlights

- Kids are strongly influenced by their peers. Parents need to know who their children's friends are, where they are and what they are doing.
- Kids who have the skills and opportunities to be involved in pro-social activities are less likely to engage in risky behavior.

2002 Peer-Individual Protective Factor Scales, % Protected
Grade 8

Prosocial peer interaction	N/G
Belief in a moral order	N/G
Prosocial involvement	N/G
Social skills	N/G

In 2002, .% of 8th grade students in our school were protected by interactions with prosocial peers.

Peer-Individual Protective Factor Trends, % Protected
Grade 8

- Prosocial peer interaction
- Belief in a moral order
- Prosocial involvement
- Social skills

Prevalence **	2002	2004	2006	2008	2010
Prosocial peer interaction	N/G	N/G	N/G	N/G	N/P
Belief in a moral order	N/G	N/G	N/G	N/G	N/P
Prosocial involvement	N/G	N/G	N/G	N/G	N/P
Social skills	N/G	N/G	N/G	N/G	N/P

From 2000 to 2002, change in social skills could not be assessed.

Interaction with Prosocial Peers, % Protected
Compared to the State, All Grades, 2002

■ Local   ▬ State

	6th	8th	10th	12th
■	N/S	N/G	N/G	N/G
▬	N/S	N/S	N/S	N/S
Diff.	.%	.%	.%	.%

For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

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