



Healthy Youth Survey Fact Sheets

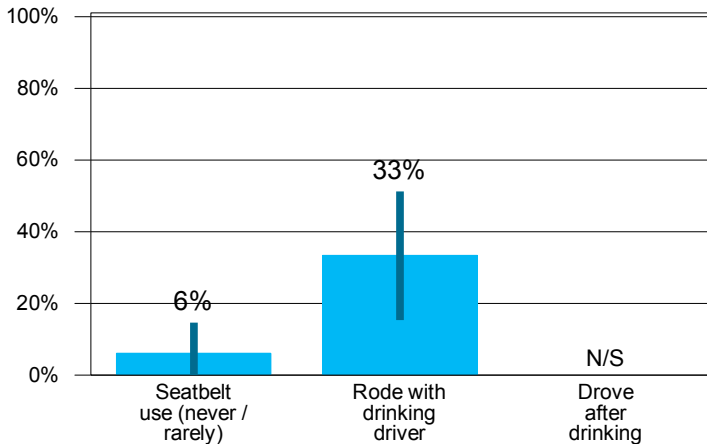
Unintentional Injury for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 6 Gender: Both Ethnicity:

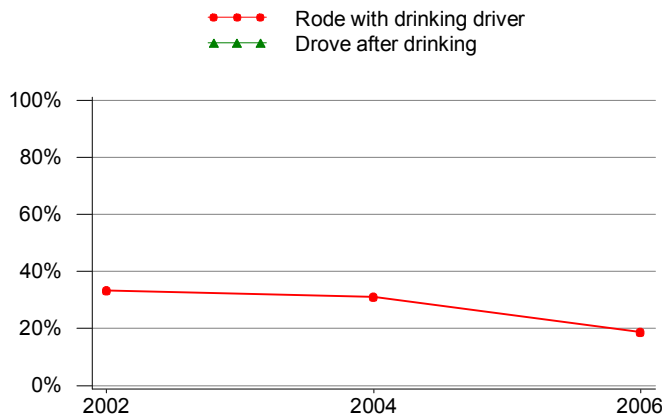
Highlights

- 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



Drinking and Driving Trends
Grade 6

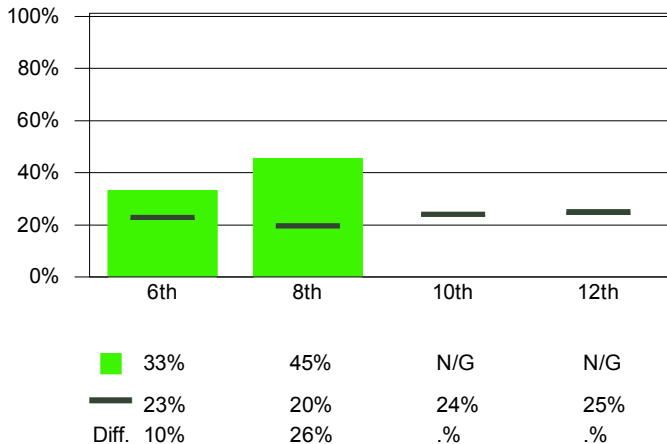


In 2002, 33% of 6th grade students in our school rode with a drinking driver in the past month.



Prevalence **	2002	2004	2006	2008	2010
Rode with drinking driver	33% ± 18% (30)	31% ± 14% (45)	19% ± 14% (32)	18% ± 11% (50)	N/P
Drove after drinking	N/S	N/S	N/A	N/S	N/P

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



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



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 χ^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



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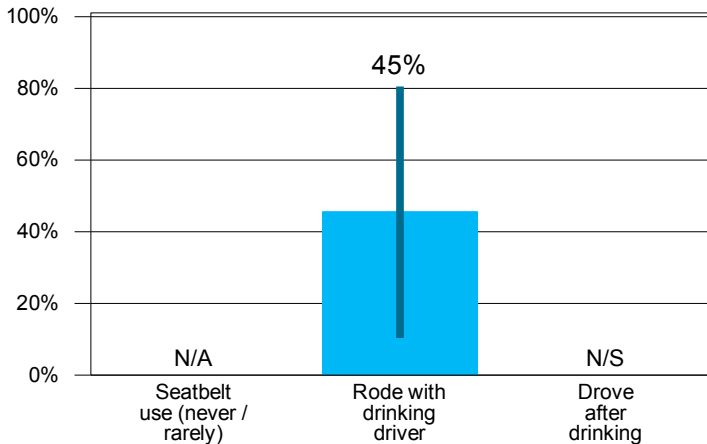
Unintentional Injury for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 8 Gender: Both Ethnicity:

Highlights

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- Motor vehicle crashes are the most common type of injury death among youth.

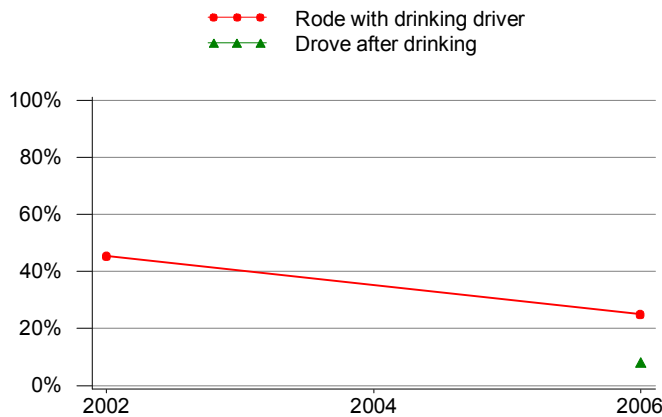
2002 Motor Vehicle Safety
Grade 8



In 2002, 45% of 8th grade students in our school rode with a drinking driver in the past month.



Drinking and Driving Trends
Grade 8

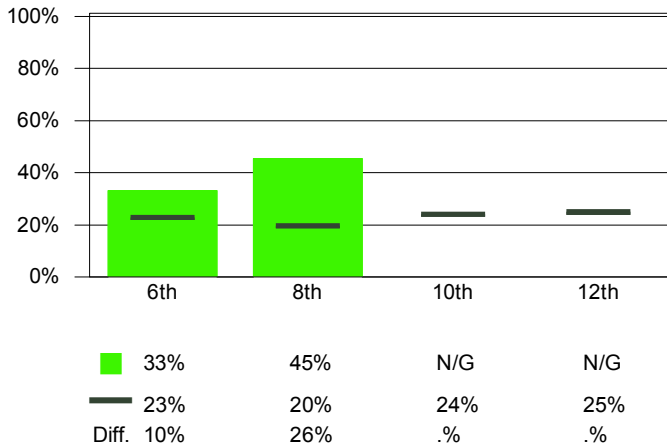


Prevalence **	2002	2004	2006	2008	2010
Rode with drinking driver	45% ± 35% (11)	N/A	25% ± 27% (12)	N/G	N/P
Drove after drinking	N/S	N/S	8% ± 13% (12)	N/G	N/P

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



For More Information

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Healthy Youth Survey Fact Sheets

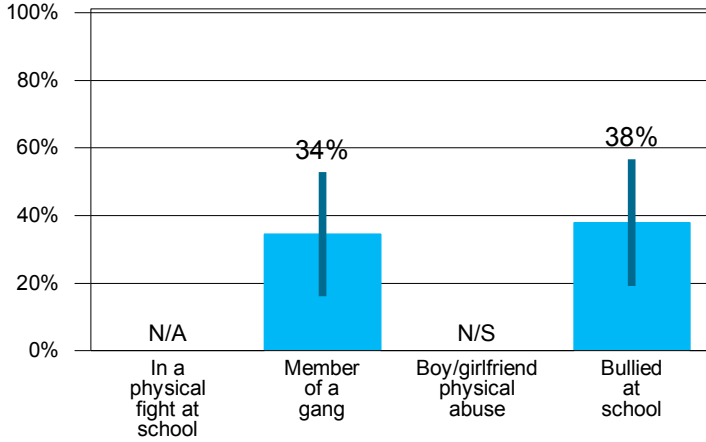
Violent Behaviors for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 6 Gender: Both Ethnicity:

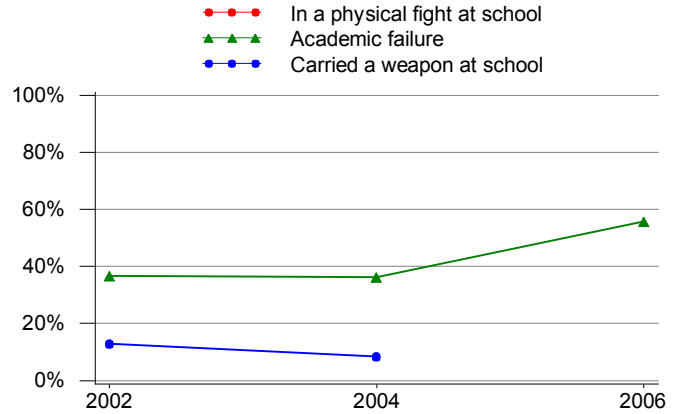
Highlights

- 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



Violence and Academic Failure Trends
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.

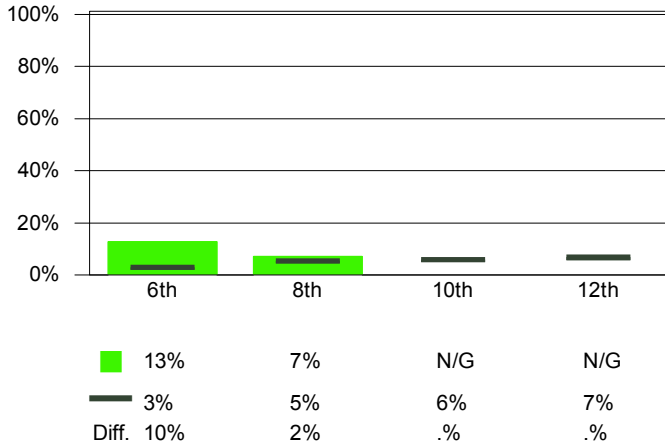


Prevalence **	2002	2004	2006	2008	2010
In a physical fight at school	N/A	N/A	N/A	N/S	N/P
Academic failure	37% ± 18% (30)	36% ± 15% (44)	56% ± 18% (34)	52% ± 15% (48)	N/P
Carried a weapon at school	13% ± 12% (31)	8% ± 8% (48)	N/A	10% ± 8% (51)	N/P

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



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/>

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Healthy Youth Survey Fact Sheets

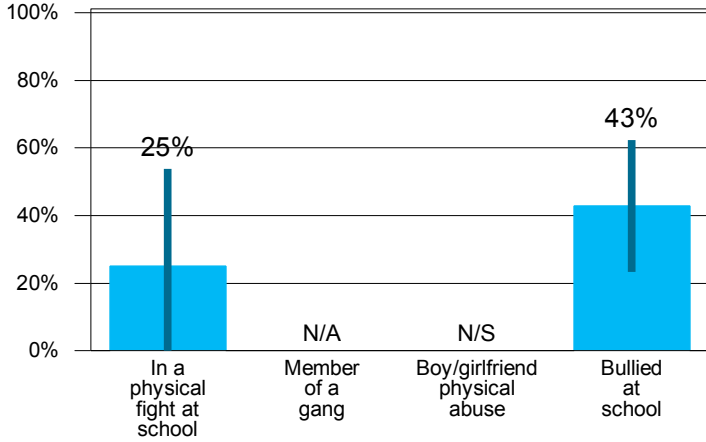
Violent Behaviors for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 8 Gender: Both Ethnicity:

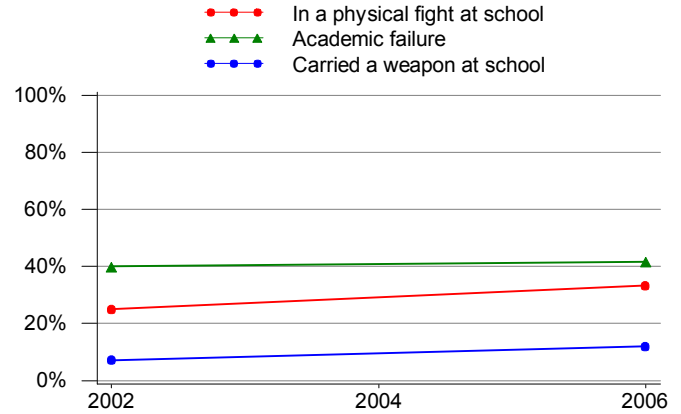
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2002 Violent Behavior
Grade 8



Violence and Academic Failure Trends
Grade 8



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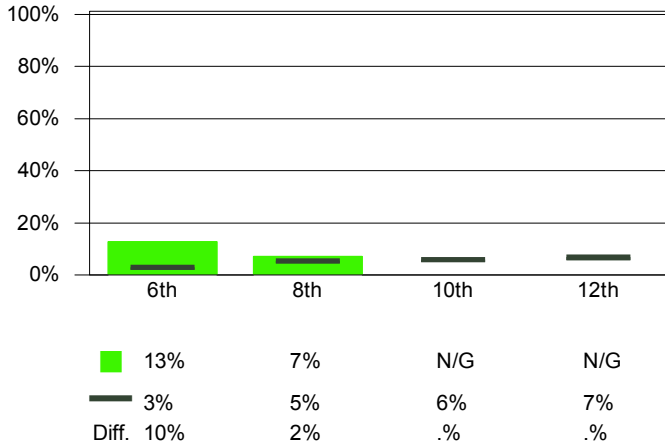


Prevalence **	2002	2004	2006	2008	2010
In a physical fight at school	25% ± 27% (12)	S	33% ± 31% (12)	N/G	N/P
Academic failure	40% ± 28% (15)	S	42% ± 33% (12)	N/G	N/P
Carried a weapon at school	7% ± 9% (28)	N/A	12% ± 13% (25)	N/G	N/P

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



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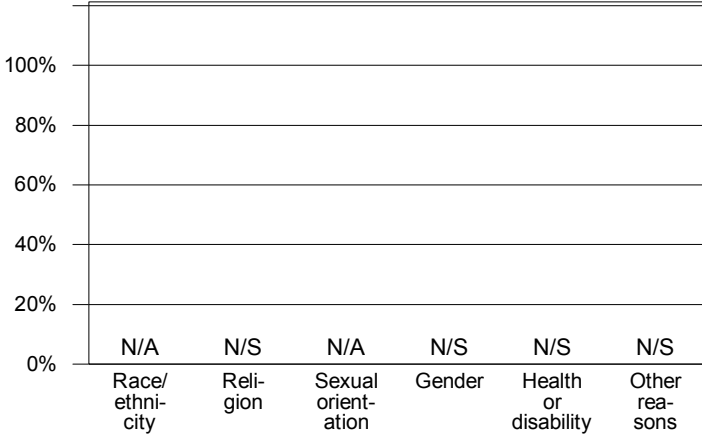
Harassment, Intimidation, and Bullying for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 6 Gender: Both Ethnicity:

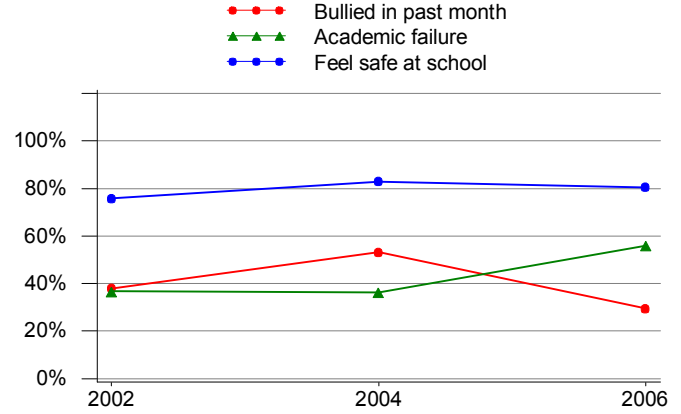
Highlights

- 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/StudentDiscipline.aspx>

2002 Basis for Harassment at School
Grade 6



Bullying and Academic Failure Trends
Grade 6

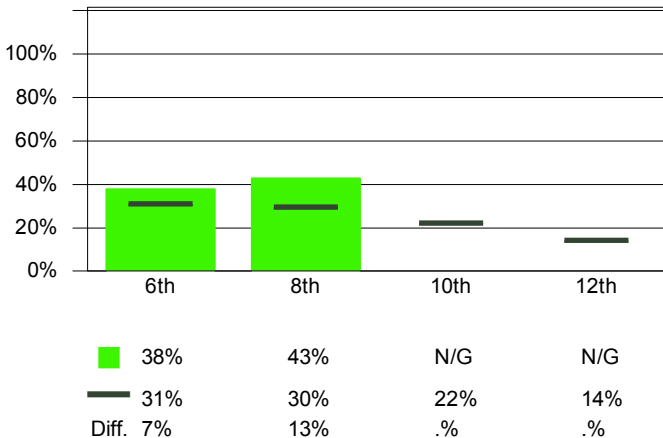


Bullying is defined as a student, or group of students, saying or doing nasty or unpleasant things to another student. It is also bullying when a student is teased repeatedly in a way he or she doesn't like.



Prevalence **	2002	2004	2006	2008	2010
Bullied in past month	38% ± 19% (29)	53% ± 15% (47)	29% ± 16% (34) *	40% ± 14% (52)	
Academic failure	37% ± 18% (30)	36% ± 15% (44)	56% ± 18% (34)	52% ± 15% (48)	
Feel safe at school	76% ± 15% (33)	83% ± 11% (47)	81% ± 14% (36)	80% ± 11% (51)	

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



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.



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

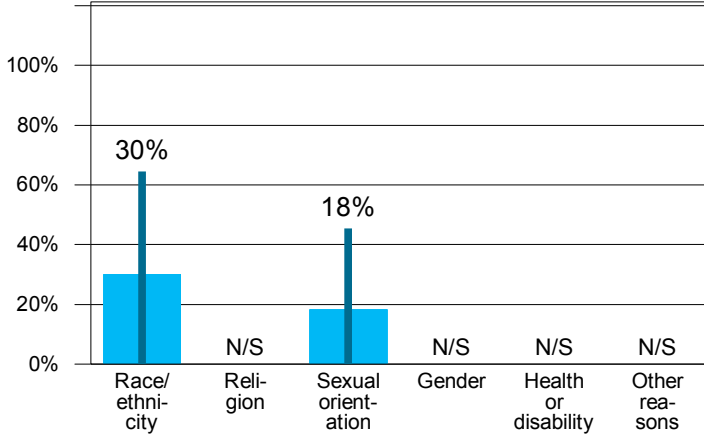
Harassment, Intimidation, and Bullying for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 8 Gender: Both Ethnicity:

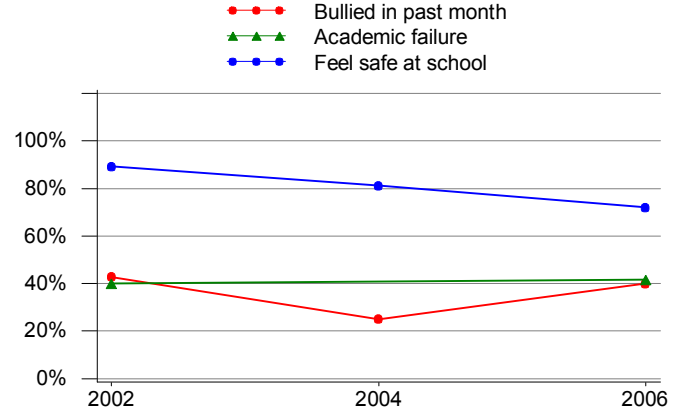
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2002 Basis for Harassment at School
Grade 8



Bullying and Academic Failure Trends
Grade 8

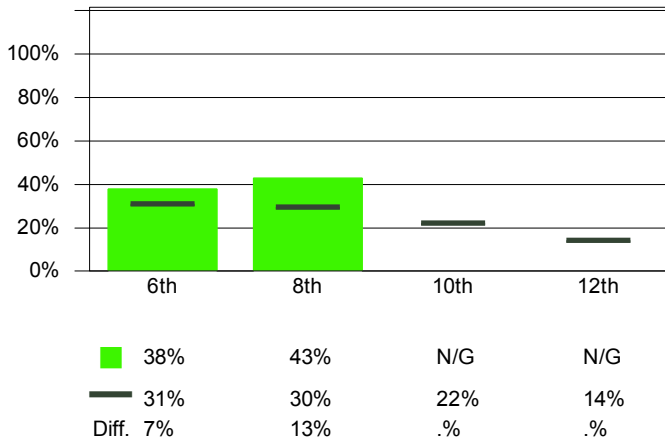


Bullying is defined as a student, or group of students, saying or doing nasty or unpleasant things to another student. It is also bullying when a student is teased repeatedly in a way he or she doesn't like.



Prevalence **	2002	2004	2006	2008	2009
Bullied in past month	43% ± 20% (28)	25% ± 24% (16)	40% ± 21% (25)	N/G	N
Academic failure	40% ± 28% (15)	S	42% ± 33% (12)	N/G	N
Feel safe at school	89% ± 11% (28)	81% ± 20% (16)	72% ± 19% (25)	N/G	N

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



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.



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Healthy Youth Survey Fact Sheets

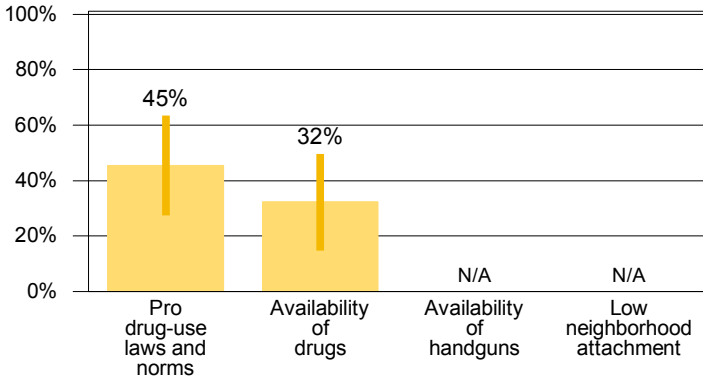
Community Risk Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 6 Gender: Both Ethnicity:

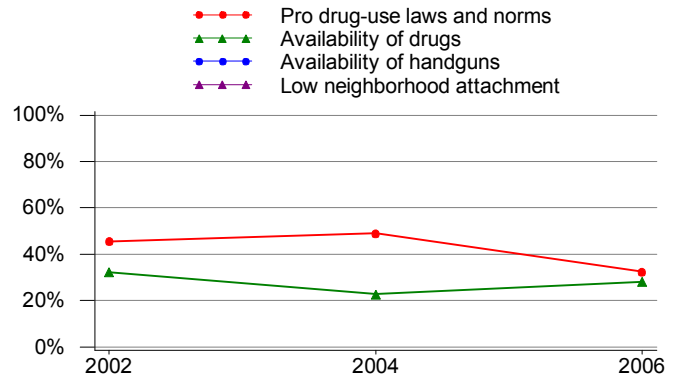
Noteworthy

- 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



Community Risk Factor Trends, % at Risk
Grade 6

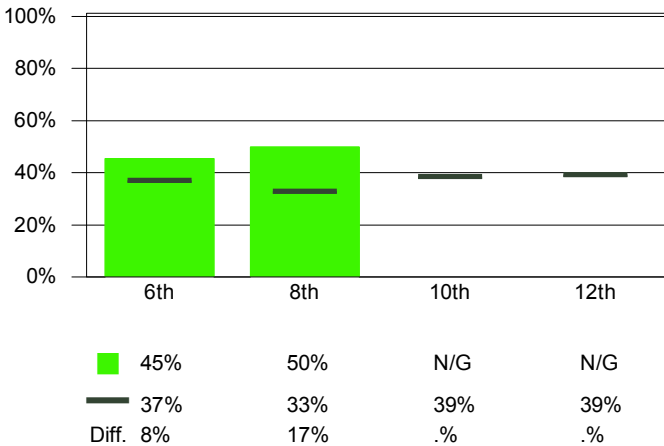


In 2002, 45% of 6th grade students in our school thought laws and norms favor drug use.



Prevalence **	2002	2004	2006	2008	2010
Pro drug-use laws and norms	45% ± 18% (33)	49% ± 15% (47)	32% ± 17% (34)	37% ± 14% (51)	N/A
Availability of drugs	32% ± 17% (31)	23% ± 13% (44)	28% ± 16% (32)	24% ± 12% (51)	N/A
Availability of handguns	N/A	N/A	N/A	N/S	N/A
Low neighborhood attachment	N/A	N/S	N/A	N/S	N/A

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



From 2000 to 2002, change in the perceived availability of drugs 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>.

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Healthy Youth Survey Fact Sheets

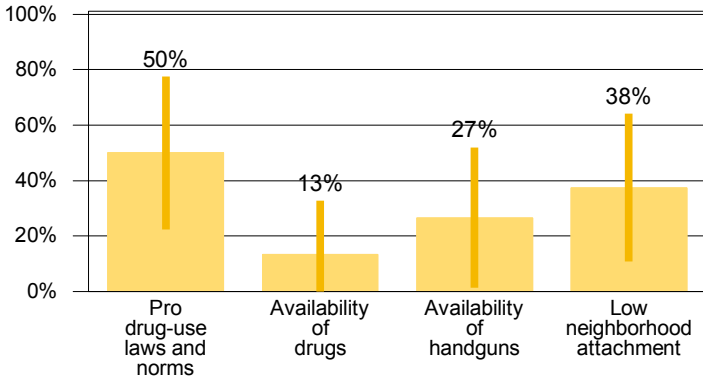
Community Risk Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 8 Gender: Both Ethnicity:

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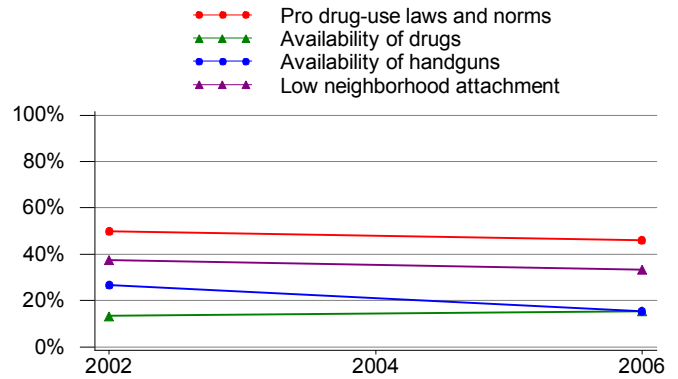
2002 Community Risk Factor Scales, % at Risk
Grade 8



In 2002, 50% of 8th grade students in our school thought laws and norms favor drug use.

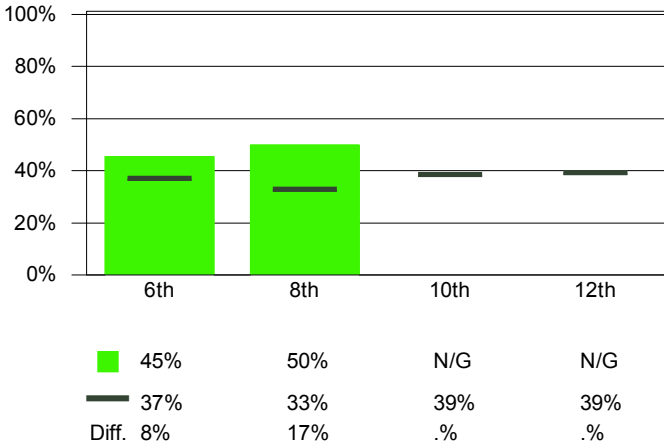


Community Risk Factor Trends, % at Risk
Grade 8



Prevalence**	2002	2004	2006	2008	2010
Pro drug-use laws and norms	50% ± 28% (16)	S	46% ± 31% (13)	N/G	N/A
Availability of drugs	13% ± 16% (15)	S	15% ± 19% (13)	N/G	N/A
Availability of handguns	27% ± 25% (15)	S	15% ± 19% (13)	N/G	N/A
Low neighborhood attachment	38% ± 27% (16)	N/S	33% ± 31% (12)	N/G	N/A

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



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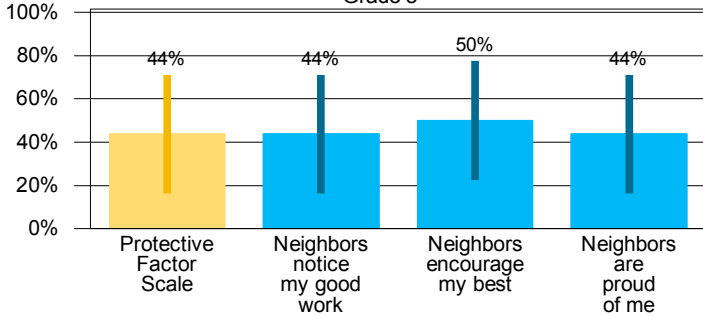
Community Protective Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 8 Gender: Both Ethnicity:

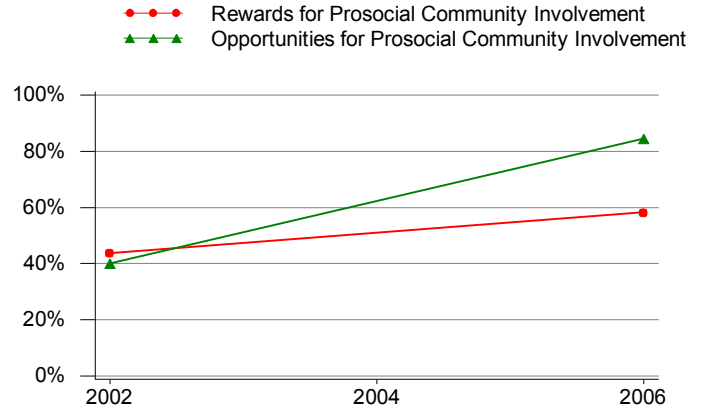
Noteworthy

- 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.

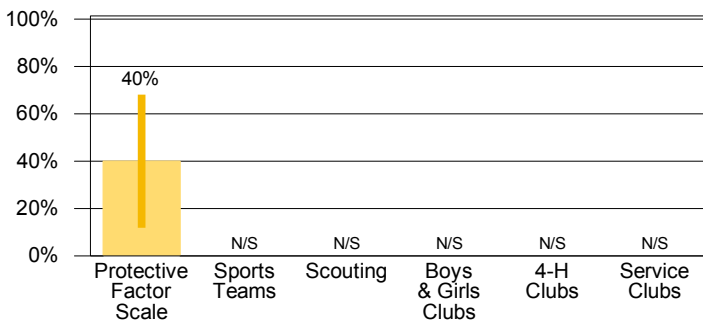
2002 Rewards for Prosocial Community Involvement Scale and Selected Items, % Protected
Grade 8



Protective Factor Trends, % Protected
Grade 8

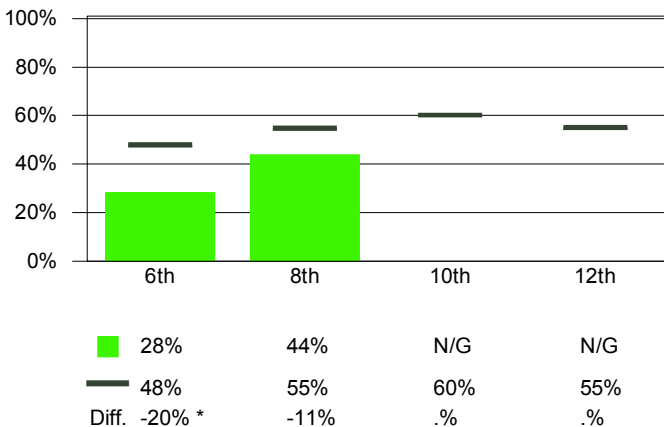


2002 Opportunities for Prosocial Community Involvement Scale and Selected Items
Grade 8



Prevalence **	2002	2004	2006	2008	2010
Rewards for Prosocial Community Involvement	44% ± 27% (16)	S	58% ± 33% (12)	N/G	N
Opportunities for Prosocial Community Involvement	40% ± 28% (15)	S	85% ± 19% (13)	N/G	N

Rewards for Prosocial Community Involvement Compared to the State, All Grades, 2002



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



For More Information

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Healthy Youth Survey Fact Sheets

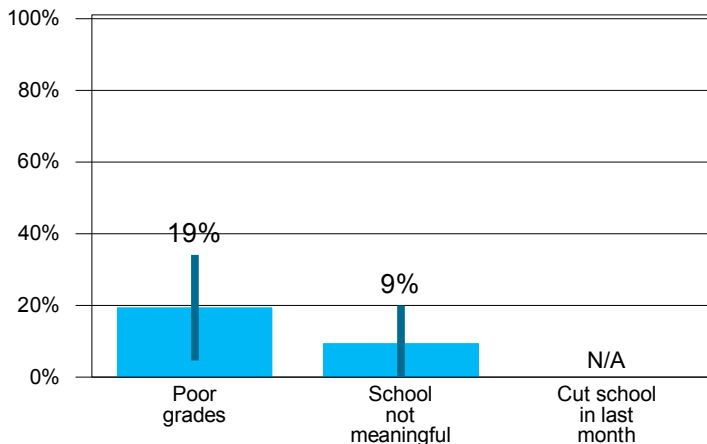
School Risk Factors for Cedar Valley Community School (Edmonds School District)

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.

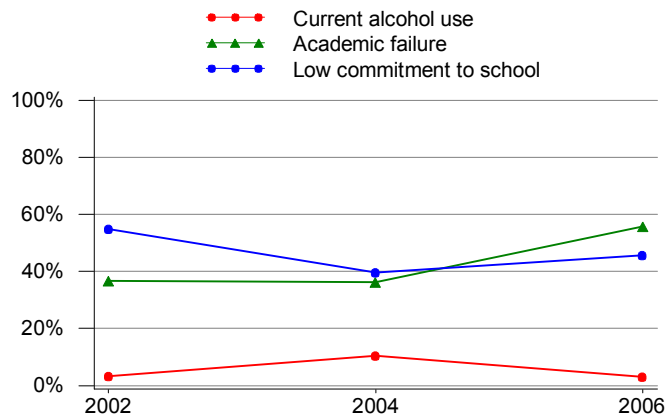
2002 Elements of School Risk
Grade 6



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

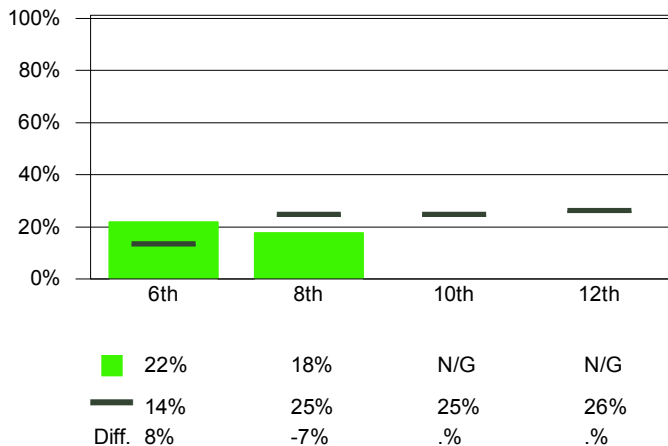


Prevalence **	2002	2004	2006	2008	2010
Current alcohol use	3% ± 5% (31)	10% ± 9% (48)	3% ± 5% (33)	2% ± 3% (50)	N/A
Academic failure	37% ± 18% (30)	36% ± 15% (44)	56% ± 18% (34)	52% ± 15% (48)	N/A
Low commitment to school	55% ± 19% (31)	40% ± 15% (43)	46% ± 17% (35)	35% ± 13% (52)	N/A

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



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.

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** 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

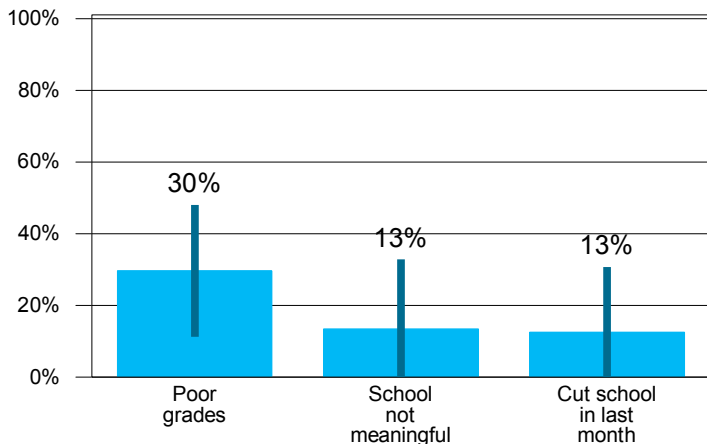
School Risk Factors for Cedar Valley Community School (Edmonds School District)

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.

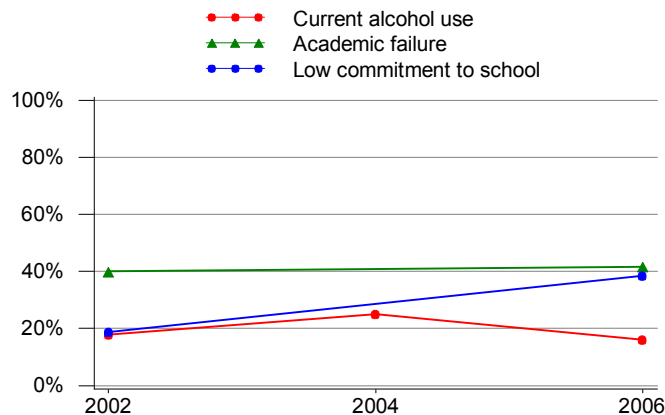
2002 Elements of School Risk
Grade 8



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

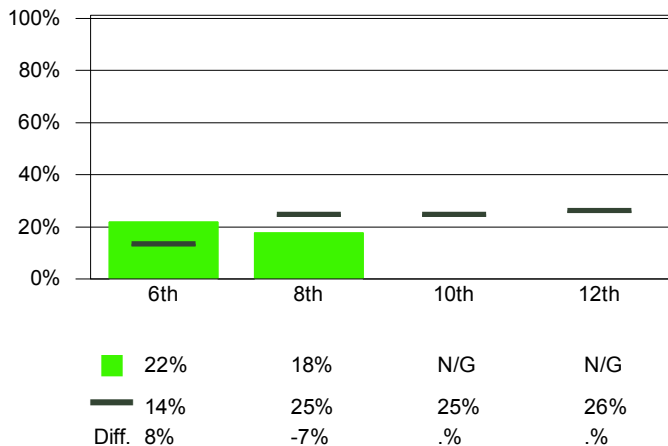


Prevalence**	2002	2004	2006	2008	2010
Current alcohol use	18% ± 15% (28)	25% ± 24% (16)	16% ± 15% (25)	N/G	N/A
Academic failure	40% ± 28% (15)	S	42% ± 33% (12)	N/G	N/A
Low commitment to school	19% ± 20% (16)	S	38% ± 31% (13)	N/G	N/A

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



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.

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Healthy Youth Survey Fact Sheets

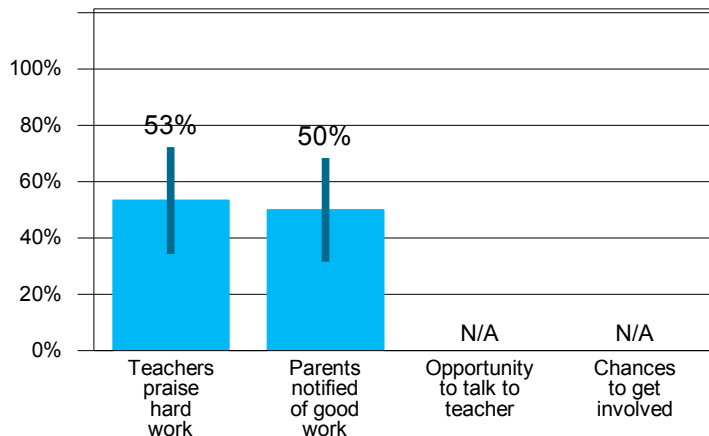
School Protective Factors for Cedar Valley Community School (Edmonds School District)

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.

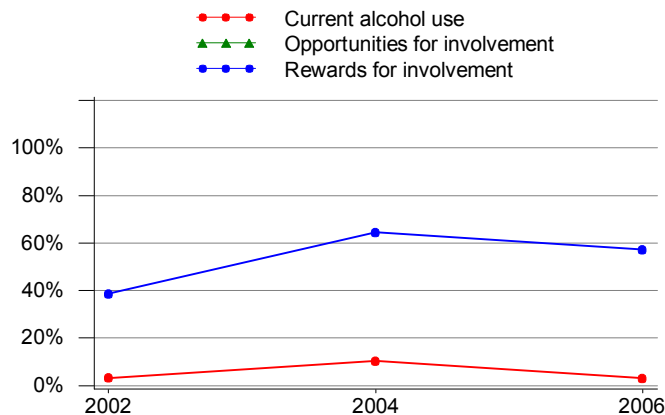
2002 Elements of School Protection
Grade 6



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

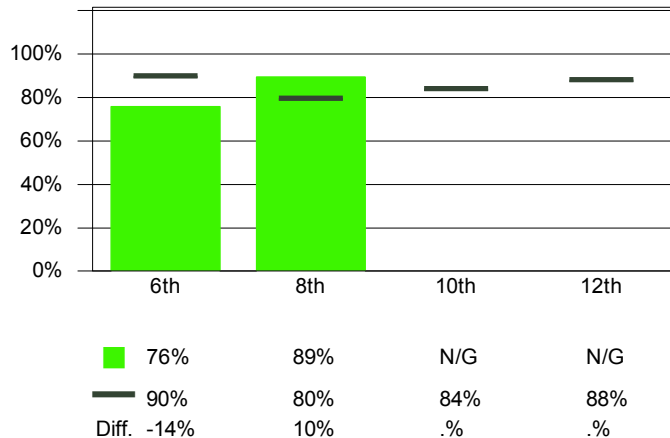


Prevalence **	2002	2004	2006	2008	2010
Current alcohol use	3% ± 5% (31)	10% ± 9% (48)	3% ± 5% (33)	2% ± 3% (50)	N/A
Opportunities for school involvement	N/A	N/A	N/A	N/S	N/A
Rewards for school involvement	39% ± 18% (31)	65% ± 14% (48)*	57% ± 17% (35)	48% ± 14% (52)	N/A

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



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>

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Healthy Youth Survey Fact Sheets

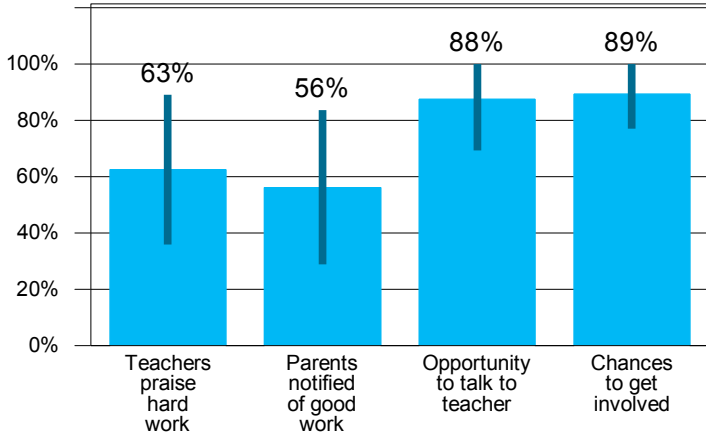
School Protective Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 8 Gender: Both Ethnicity:

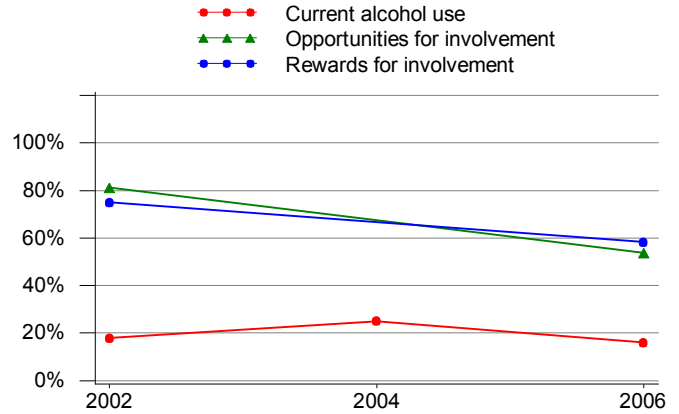
Highlights

- 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



Protection Factors and Alcohol Use Trends
Grade 8



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



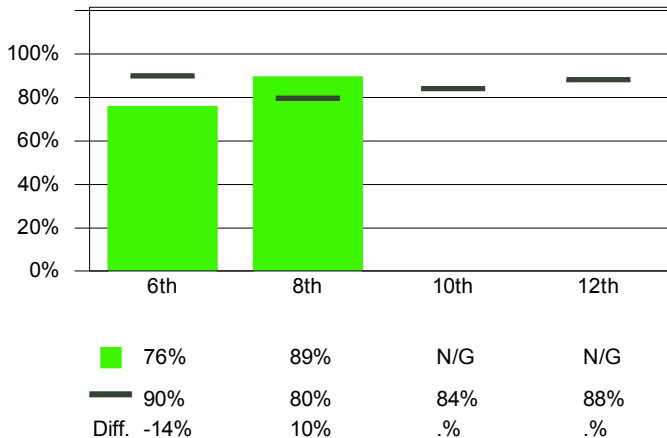
Prevalence **	2002	2004	2006	2008	2010
Current alcohol use	18% ± 15% (28)	25% ± 24% (16)	16% ± 15% (25)	N/G	N/A
Opportunities for school involvement	81% ± 20% (16)	S	54% ± 31% (13)	N/G	N/A
Rewards for school involvement	75% ± 24% (16)	S	58% ± 33% (12)	N/G	N/A

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



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

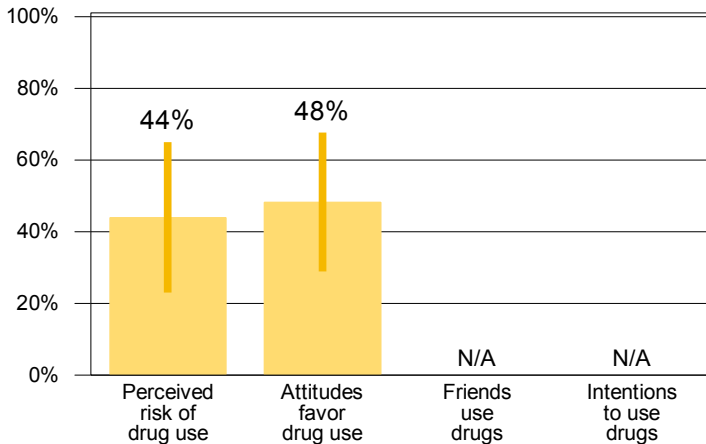
Peer-Individual Risk Factors for Cedar Valley Community School (Edmonds School District)

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.

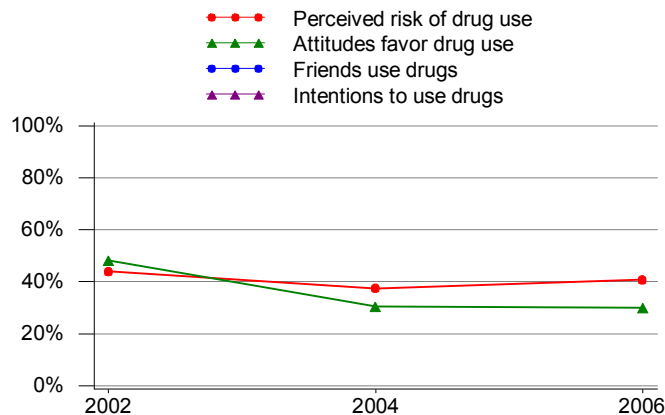
2002 Peer-Individual Risk Factor Scales, % at Risk Grade 6



In 2002, 48% of 6th grade students in our school were at risk for favorable attitudes towards drugs.

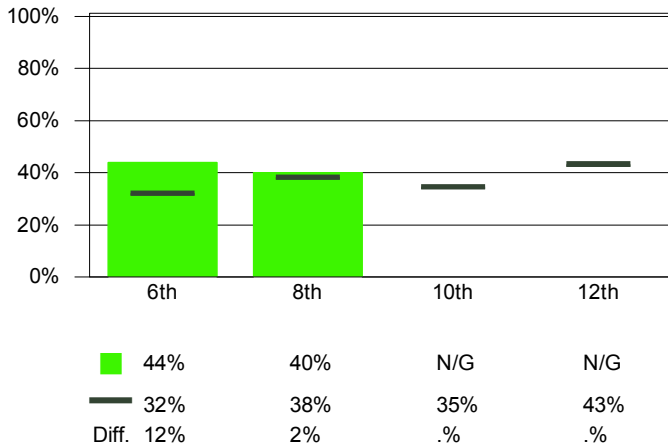


Peer-Individual Risk Factor Trends, % at Risk Grade 6



Prevalence **	2002	2004	2006	2008	2010
Perceived risk of drug use	44% ± 21% (25)	38% ± 16% (40)	41% ± 20% (27)	49% ± 15% (47)	N/P
Attitudes favor drug use	48% ± 19% (29)	30% ± 14% (46)	30% ± 17% (30)	14% ± 10% (50)	N/P
Friends use drugs	N/A	N/A	N/A	N/S	N/P
Intentions to use drugs	N/A	N/A	N/A	N/S	N/P

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



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.

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

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** 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

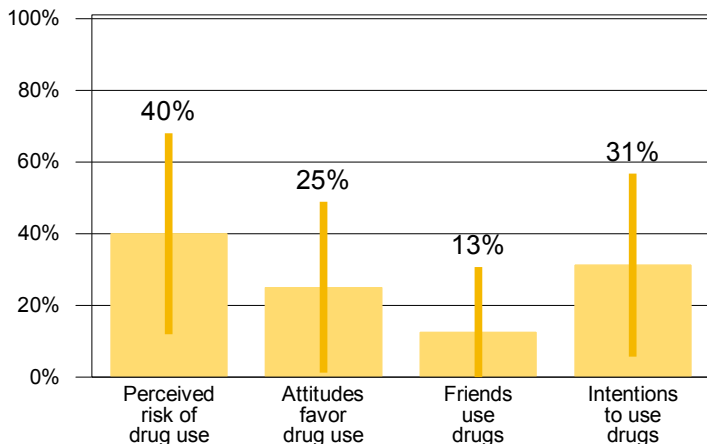
Peer-Individual Risk Factors for Cedar Valley Community School (Edmonds School District)

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.

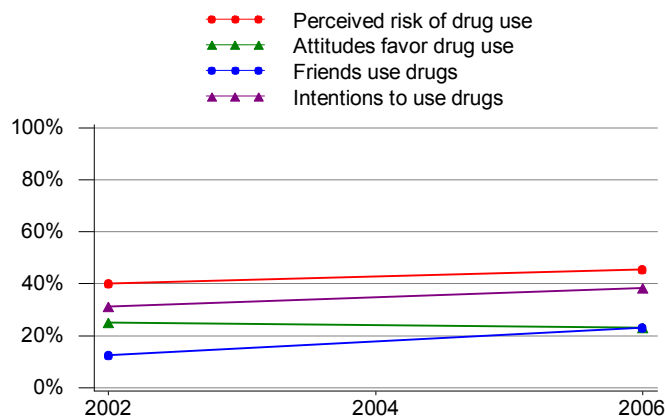
2002 Peer-Individual Risk Factor Scales, % at Risk Grade 8



In 2002, 25% of 8th grade students in our school were at risk for favorable attitudes towards drugs.

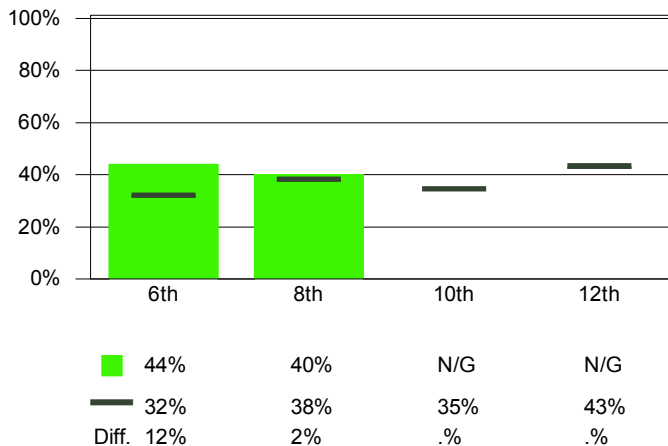


Peer-Individual Risk Factor Trends, % at Risk Grade 8



Prevalence **	2002	2004	2006	2008	2010
Perceived risk of drug use	40% ± 28% (15)	S	45% ± 35% (11)	N/G	N/P
Attitudes favor drug use	25% ± 24% (16)	S	23% ± 25% (13)	N/G	N/P
Friends use drugs	13% ± 15% (16)	S	23% ± 25% (13)	N/G	N/P
Intentions to use drugs	31% ± 26% (16)	S	38% ± 31% (13)	N/G	N/P

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



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Healthy Youth Survey Fact Sheets

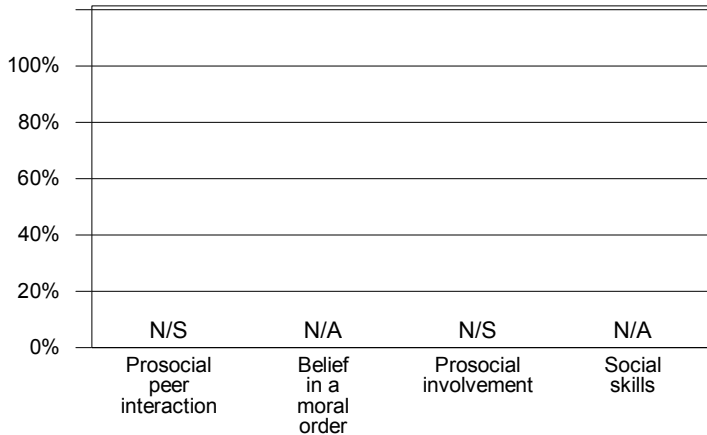
Peer-Individual Protective Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 6 Gender: Both Ethnicity:

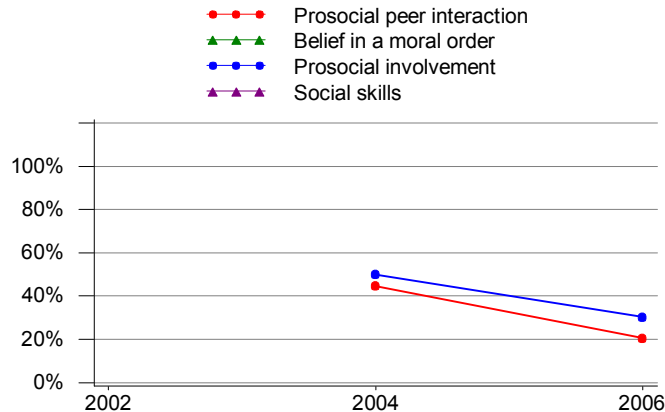
Highlights

- 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



Peer-Individual Protective Factor Trends, % Protected Grade 6



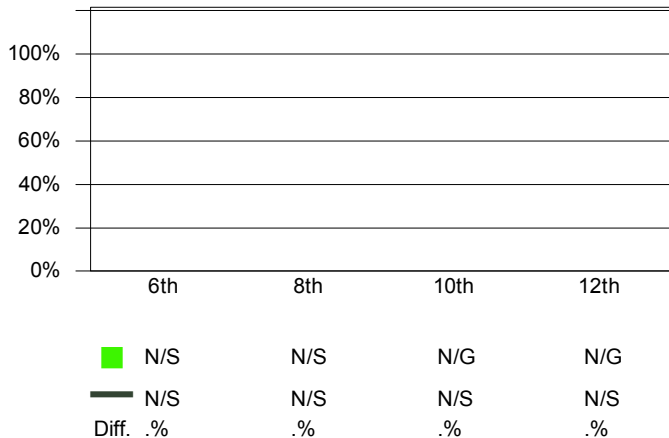
In 2002, .% of 6th grade students in our school were protected by interactions with prosocial peers.



Prevalence **	2002	2004	2006	2008	2010
Prosocial peer interaction	N/S	45% ± 15% (47)	21% ± 14% (34) *	30% ± 13% (50)	N/P
Belief in a moral order	N/A	N/A	N/A	N/S	N/P
Prosocial involvement	N/S	50% ± 15% (48)	30% ± 17% (33)	52% ± 14% (50) *	N/P
Social skills	N/A	N/A	N/A	N/S	N/P

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

Local State



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



For More Information

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Healthy Youth Survey Fact Sheets

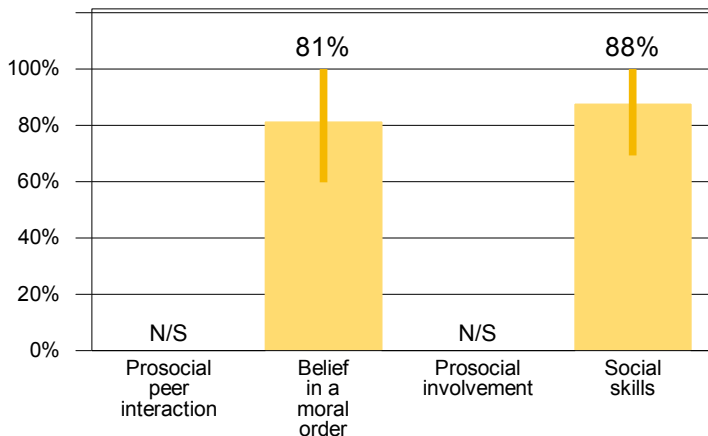
Peer-Individual Protective Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002 Grade: 8 Gender: Both Ethnicity:

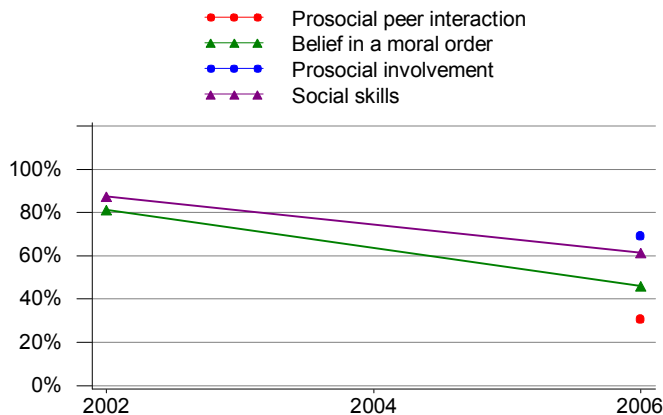
Highlights

- 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



Peer-Individual Protective Factor Trends, % Protected Grade 8



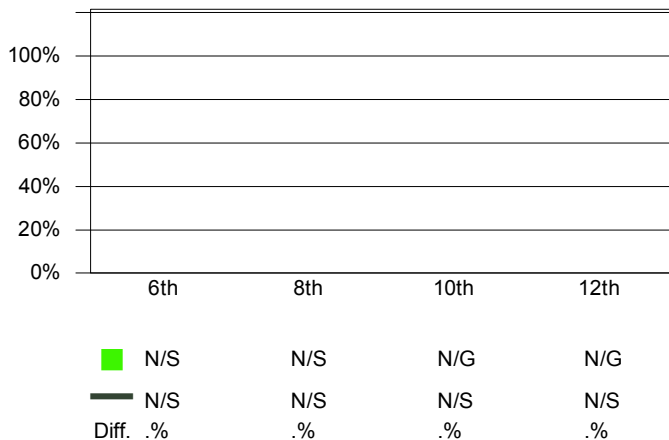
In 2002, .% of 8th grade students in our school were protected by interactions with prosocial peers.



Prevalence **	2002	2004	2006	2008	2010
Prosocial peer interaction	N/S	S	31% ± 29% (13)	N/G	N/P
Belief in a moral order	81% ± 20% (16)	S	46% ± 31% (13)	N/G	N/P
Prosocial involvement	N/S	S	69% ± 29% (13)	N/G	N/P
Social skills	88% ± 15% (16)	S	62% ± 31% (13)	N/G	N/P

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

Local State



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