

Appendix E

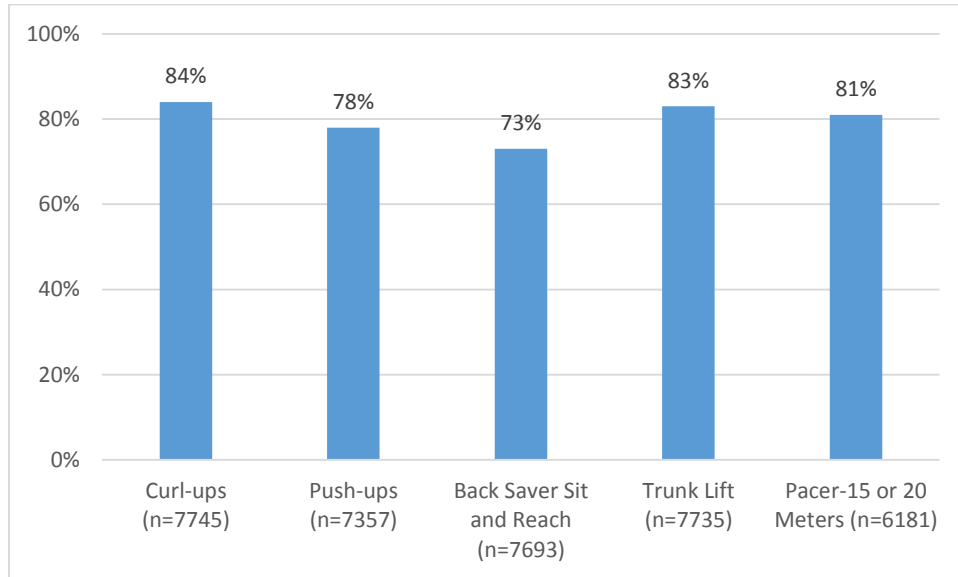
Student Outcomes

(E1) Fitness Assessments	Pages 1 – 2
(E2) Swim Assessments	Pages 3 – 16
(E3) Youth Risk Behavior Survey Trends	Pages 17 – 52
(E4) Youth Risk Behavior Survey Exercise and Activities	Pages 53
(E5) Your Voice Matters Survey Results	Pages 54 – 56

Fitness Post Assessment Data, 2016-17

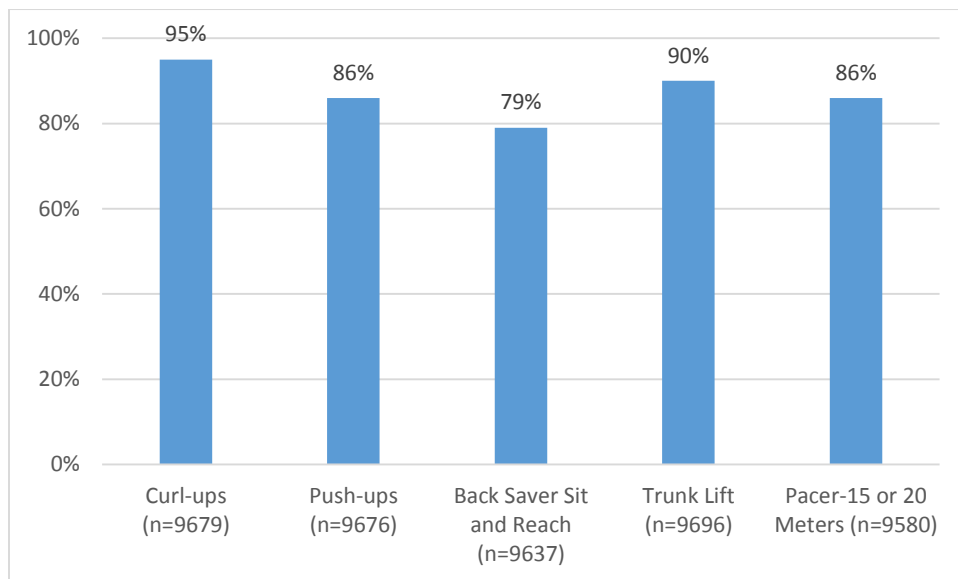
Elementary

Figure 1: Percent of Elementary Students Able to Perform Fitness Skill, Post Assessment



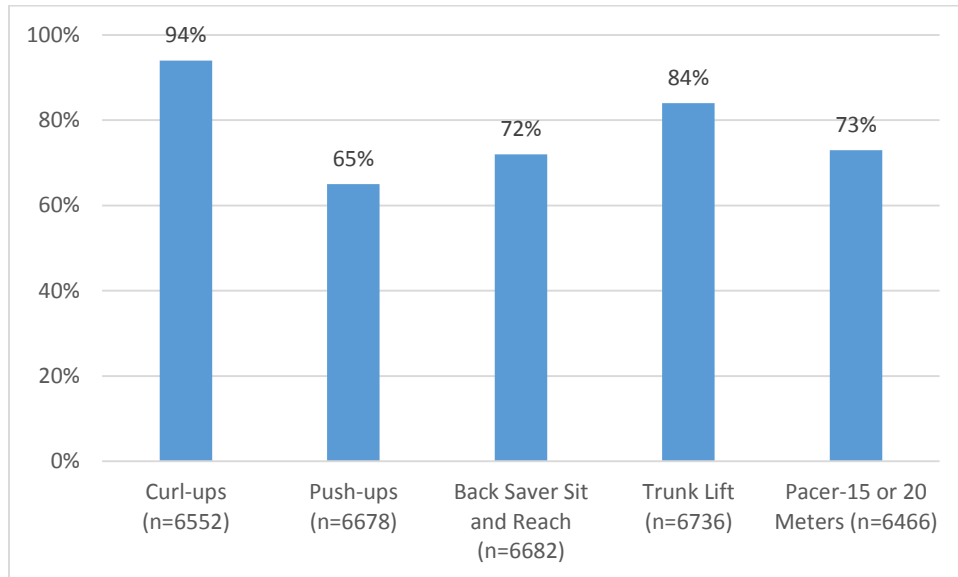
Middle School

Figure 2: Percent of Middle School Students Able to Perform Fitness Skill, Post Assessment



High School

Figure 3: Percent of High School Students Able to Perform Fitness Skill, Post Assessment



Swim Assessments

Arlington Public Schools has a pool at each of the three comprehensive high schools, and the Health and PE program includes a swim unit at the elementary and high school levels. The elementary swim unit spans five days each in grades 3 and 4, and focuses on aquatic safety. The 9th grade swim unit includes training in CPR, automated external defibrillator (AED), and first aid, in addition to aquatic safety; and the 10th grade unit focuses on swim skill development, aquatic fitness, and activities such as kayaking and stand-up paddle boarding.

At each level, a pre- and post-test assesses whether or not students can perform certain skills and then assigns a level:

- **No swim skills**
- **Novice swimmer:** No exposure to the water, no and/or limited swimming skills
- **Shallow swimmer:** Has some swim skills but is limited to staying in the shallow water
- **Deep water swimmer:** Experienced and skilled swimmers, proficient swim skills

Summary of Grade 3 Swim Data 2016-17

Table 1: Percent of Grade 3 Population with Swim Assessments

Total Grade 3 Population	Total Number of Grade 3 Students with Swim Assessments	Percent of Grade 3 Students with Swim Assessments
2,222	1,948	88%

Table 2: Pre and Post Grade 3 Swim Assessment Skill Level Categories

Assessment Time	%No Swim Skills	% Novice	%Shallow Swimmer	% Deep water Swimmer
Pre (n=1942)	3%	17%	51%	29%
Post (n=1683)	0.4%	0.4%	23%	76%

Figure 1: Pre Swim Assessment Skill Category

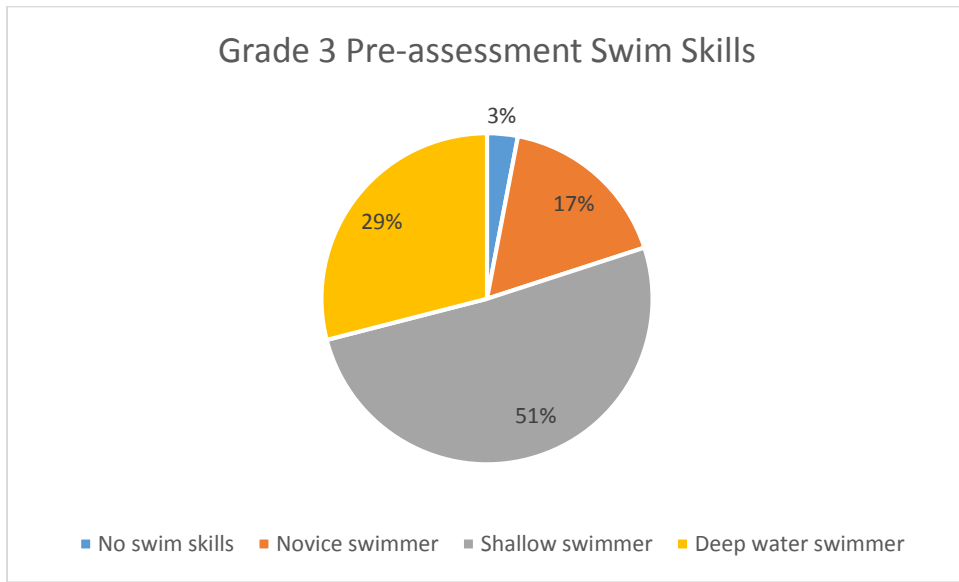


Figure 2: Post Swim Assessment Skill Category

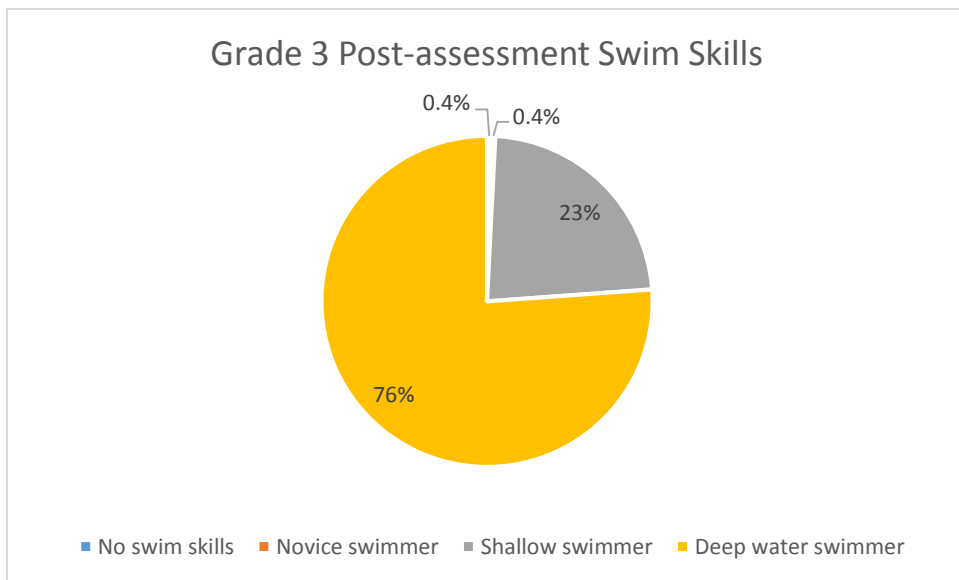


Table 3: Grade 3 Demographics

Demographic	Demographic Category	All Grade 3	Grade 3 with Swim Assessments
Gender	Female	49%	50%
	Male	51%	50%
LEP	Non-LEP	67%	69%
	LEP	33%	31%
Disadvantaged	Non-disadvantaged	67%	68%
	Disadvantaged	33%	32%
SWD	Non SWD	85%	86%
	SWD	15%	14%
Ethnicity	Asian	10%	10%
	Black	9%	9%
	Hispanic	27%	26%
	White	47%	48%
	Other	7%	7%

Table 4: Grade 3 Demographics by Skill Level at Pre-assessment

Demographic	Demographic Category	No swim skills	Novice swimmer	Shallow swimmer	Deep water swimmer
Gender	Female (n=823)	3%	16%	52%	30%
	Male (n=830)	3%	20%	53%	24%
LEP	Non-LEP (n=1127)	2%	17%	48%	33%
	LEP (n=526)	5%	20%	62%	13%
Disadvantaged	Non-disadvantaged (n=1115)	2%	16%	46%	37%
	Disadvantaged (n=538)	5%	20%	61%	13%
SWD	Non-SWD (n=1416)	2%	18%	53%	27%
	SWD (n=237)	7%	17%	51%	25%
Ethnicity	Asian (n=157)	5%	16%	64%	15%
	Black (n=151)	7%	19%	69%	5%
	Hispanic (n=441)	5%	24%	54%	18%
	White (n=789)	1%	15%	46%	38%
	Other (n=115)	2%	20%	52%	26%

Table 5: Grade 3 Demographics by Skill Level at Post-assessment

Demographic	Demographic Category	No swim skills	Novice swimmer	Shallow swimmer	Deep water swimmer
Gender	Female (n=823)	1%	0%	22%	78%
	Male (n=830)	0%	1%	24%	76%
LEP	Non-LEP (n=1127)	0%	0%	15%	84%
	LEP (n=526)	0%	0%	39%	61%
Disadvantaged	Non-disadvantaged (n=1115)	1%	0%	14%	85%
	Disadvantaged (n=538)	0%	1%	41%	59%
SWD	Non-SWD (n=1416)	0%	0%	21%	78%
	SWD (n=237)	0%	2%	31%	66%
Ethnicity	Asian (n=157)	1%	0%	27%	72%
	Black (n=151)	0%	1%	47%	52%
	Hispanic (n=441)	0%	1%	38%	62%
	White (n=789)	1%	0%	10%	90%
	Other (n=115)	0%	2%	16%	83%

Table 6: Grade 3 Progress by Pre-assessment Swim Category

Pre-assessment Swim Skill Category	% Increased number of skills	% No change in number of skills	% Decreased number of skills
No swim skills (n=49)	96%	4%	0%
Novice swimmer (n=298)	99%	Less than 1%	Less than 1%
Shallow swimmer (n=868)	88%	7%	5%
Deep water swimmer (n=438)*	50%	40%	10%

*The average number of skill in pre-assessment in this category is 28 skills, leaving little room for improvement

Table 7: Average Number of Skills Gained from Pre to Post Assessment by Pre-assessment Swim Category

Pre-assessment Swim Skill Category	Average number of skills gained
No swim skills (n=49)	13
Novice swimmer (n=298)	18
Shallow swimmer (n=868)	12
Deep water swimmer (n=438)*	2

Table 8: Percent of Students who Demonstrate an Increase in 10 Swim Skills from Pre to Post-assessment

Pre-assessment Swim Skill Category	% of students who increased by 10 skills
No swim skills (n=49)	59%
Novice swimmer (n=298)	92%
Shallow swimmer (n=868)	72%
Deep water swimmer (n=48)*	40%

*Analysis only included swimmers who had a possibility of gaining 10 skills from pre to post-assessment

Table 9: Percent of Students who Demonstrated 20 Swim Skills at Post-assessment

Pre-assessment Swim Skill Category	% of students that demonstrated 20 swim skills post-assessment
No swim skills (n=49)	20%
Novice swimmer (n=298)	57%
Shallow swimmer (n=868)	76%
Deep water swimmer (n=438)*	97%

Table 10: Percent of Grade 3 Population with Swim Assessments, by School

School	Number of Grade 3 Students with Swim Assessment	Percent of Grade 3 Students with Swim Assessments
School A	80	78%
School B	24	19%
School C	71	100%
School D	103	97%
School E	65	93%
School F	77	95%
School G	35	56%
School H	76	80%
School I	106	84%
School J	107	96%
School K	80	94%
School L	94	98%

School	Number of Grade 3 Students with Swim Assessment	Percent of Grade 3 Students with Swim Assessments
School M	93	94%
School N	59	95%
School O	84	100%
School P	70	60%
School Q	98	97%
School R	115	98%
School S	94	98%
School T	146	99%
School U	58	100%
School V	110	99%
School W	96	100%

Table 11: Pre and Post Grade 3 Swim Assessment Skill Level Categories by School

School	Assessment Time	% No Swim Skills	% Novice	% Shallow Swimmer	% Deep water Swimmer
School A	Pre	9%	1%	90%	0%
	Post	0%	0%	25%	75%
School B	Pre	0%	4%	13%	83%
	Post				
School C	Pre	0%	3%	97%	0%
	Post	0%	0%	10%	90%
School D	Pre	0%	1%	52%	47%
	Post	0%	0%	45	96%
School E	Pre	15%	46%	39%	0%
	Post				
School F	Pre	10%	25%	65%	0%
	Post	0%	0%	54%	46%
School G	Pre	0%	0%	100%	0%
	Post	0%	0%	30%	71%
School H	Pre	1%	46%	8%	45%
	Post	0%	0%	20%	80%
School I	Pre	0%	1%	48%	50%
	Post	0%	0%	8%	92%
School J	Pre	2%	0%	48%	50%
	Post	0%	0%	0%	100%
School K	Pre	0%	1%	91%	8%
	Post	0%	0%	92%	8%
School L	Pre	7%	7%	53%	34%
	Post	0%	0%	23%	77%
School M	Pre	13%	87%	0%	0%
	Post	0%	100%	0%	0%
School N	Pre	2%	5%	93%	0%
	Post	2%	0%	36%	63%

Appendix E2

School	Assessment Time	% No Swim Skills	% Novice	% Shallow Swimmer	% Deep water Swimmer
School O	Pre	1%	0%	2%	96%
	Post	3%	0%	3%	94%
School P	Pre	1%	34%	64%	0%
	Post	0%	1%	11%	87%
School Q	Pre	6%	6%	68%	19%
	Post	4%	0%	13%	83%
School R	Pre	1%	99%	0%	0%
	Post	0%	0%	5%	95%
School S	Pre	0%	2%	17%	81%
	Post	3%	1%	14%	81%
School T	Pre	0%	1%	81%	18%
	Post	0%	0%	2%	98%
School U	Pre	0%	0%	90%	10%
	Post	0%	0%	33%	67%
School V	Pre	4%	4%	76%	16%
	Post	0%	0%	7%	93%
School W	Pre	1%	1%	5%	93%
	Post	1%	1%	5%	93%

Table 12: Percent of Students with an Increased Number of Swim Skills by Pre-assessment Swim Category and by School

School	Swim Skill Level Category at Pre-assessment			
	No Swim Skills	Novice	Shallow Swimmer	Deep water Swimmer
School A	100%	100%	100%	NA
School B*				
School C	NA	100%	96%	NA
School D	NA	100%	96%	6%
School E*				
School F	100%	100%	100%	NA
School G	NA	NA	100%	NA
School H	100%	100%	100%	69%
School I	NA	100%	98%	77%
School J	NA	NA	100%	100%
School K	NA	NA	15%	0%
School L	100%	100%	100%	100%
School M	100%	100%	NA	NA
School N	100%	100%	100%	NA
School O	100%	NA	100%	88%
School P	100%	100%	80%	NA
School Q	100%	83%	100%	100%
School R	100%	100%	NA	NA
School S	NA	0%	63%	24%

School	Swim Skill Level Category at Pre-assessment			
	No Swim Skills	Novice	Shallow Swimmer	Deep water Swimmer
School T	NA	100%	100%	85%
School U	NA	NA	77%	0%
School V	100%	100%	100%	100%
School W	0%	0%	40%	3%

*No post data available to measure swim skill progress

Table 13: Percent of Students who Demonstrate an Increase in 10 Swim Skills from Pre to Post-assessment, by Pre-assessment Skill Level Category and School

School	Swim Skill Level Category at Pre-assessment			
	No Swim Skills	Novice	Shallow Swimmer	Deep water Swimmer
School A	100%	100%	73%	NA
School B*				
School C	NA	50%	93%	NA
School D	NA	100%	94%	0%
School E*				
School F	86%	90%	83%	NA
School G	NA	NA	24%	NA
School H	100%	97%	0%	0%
School I	NA	100%	80%	88%
School J	NA	NA	16%	0%
School K	NA	NA	0%	0%
School L	33%	67%	78%	3%
School M	58%	90%	NA	NA
School N	100%	100%	22%	NA
School O	0%	NA	0%	41%
School P	100%	100%	80%	NA
School Q	0%	17%	96%	0%
School R	0%	98%	NA	NA
School S	NA	0%	6%	1%
School T	NA	100%	87%	0%
School U	NA	NA	71%	0%
School V	80%	75%	95%	0%
School W	0%	0%	0%	0%

*No post data available to measure swim skill progress

Appendix E2

Table 14: Percent of Students who Demonstrated 20 Swim Skills at Post-assessment, by Pre-assessment Skill Level Category and School

School	Swim Skill Level Category at Pre-assessment			
	No Swim Skills	Novice	Shallow Swimmer	Deep water Swimmer
School A	100%	100%	28%	NA
School B*				
School C	NA	0%	93%	NA
School D	NA	100%	94%	98%
School E*				
School F	0%	0%	70%	NA
School G	NA	NA	71%	NA
School H	0%	94%	0%	80%
School I	NA	100%	84%	77%
School J	NA	NA	100%	100%
School K	NA	NA	1%	83%
School L	0%	0%	82%	100%
School M	0%	0%	NA	NA
School N	0%	0%	69%	NA
School O	0%	NA	0%	100%
School P	100%	100%	80%	NA
School Q	0%	0%	93%	100%
School R	0%	96%	NA	NA
School S	NA	0%	13%	99%
School T	NA	0%	98%	100%
School U	NA	NA	75%	
School V	40%	25%	98%	100%
School W	0%	0%	0%	100%

*No post data available to measure swim skill progress

Summary of High School Swim Data 2016-17

Table 15: Pre and Post High School Swim Assessment Skill Level Categories

Assessment Time	% No Swim Skills	% Novice	% Shallow Swimmer	% Deep water Swimmer
Pre (n=1342)	0.7%	7%	27%	66%
Post (n=979)	0.8%	0.9%	17%	81%

Figure 3: Pre Swim Assessment Skill Category

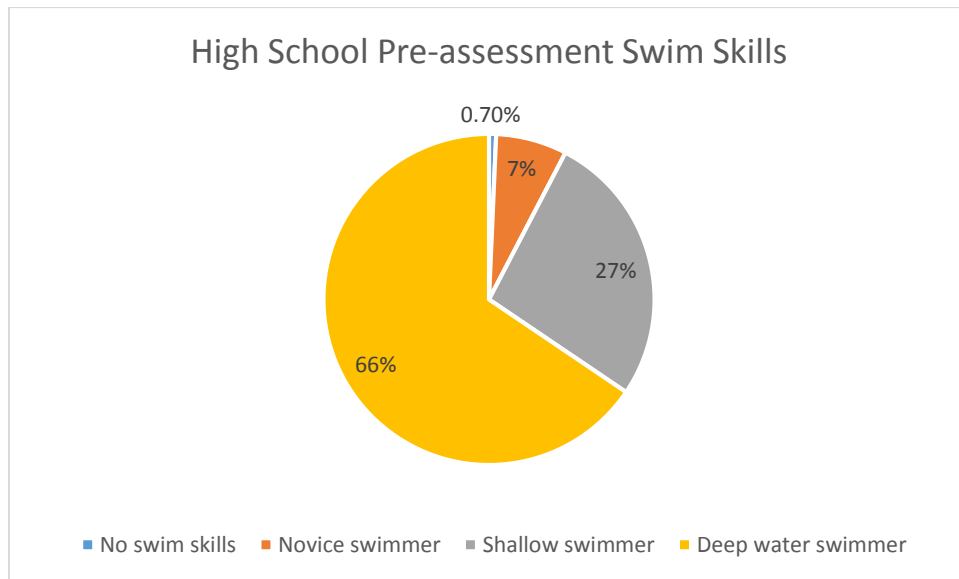


Figure 4: Post Swim Assessment Skill Category

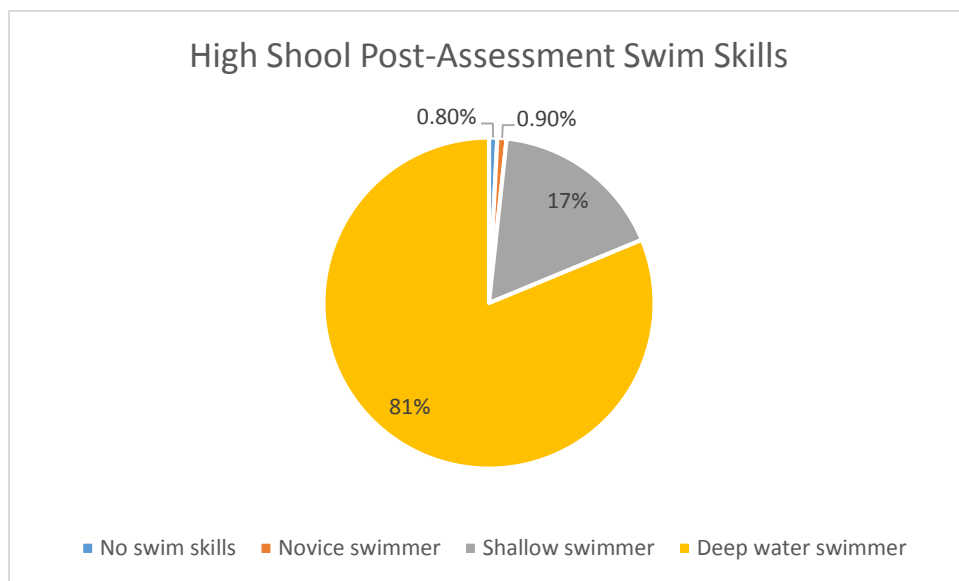


Table 16: High School Demographics

Demographic	Demographic Category	All High School	High School Students with Swim Assessments
Gender	Female	48%	44%
	Male	52%	56%
LEP	Non-LEP	79%	71%
	LEP	21%	29%
Disadvantaged	Non-disadvantaged	66%	58%
	Disadvantaged	34%	42%
SWD	Non SWD	84%	87%
	SWD	16%	13%
Ethnicity	Asian	9%	9%
	Black	12%	13%
	Hispanic	32%	37%
	White	42%	36%
	Other	5%	5%

Table 17: High School Demographics by Skill Level at Pre-assessment

Demographic	Demographic Category	No swim skills	Novice swimmer	Shallow swimmer	Deep water swimmer
Gender	Female (n=338)	1%	12%	31%	56%
	Male (n=446)	1%	10%	36%	53%
LEP	Non-LEP (n=526)	1%	6%	30%	63%
	LEP (n=258)	1%	20%	42%	38%
Disadvantaged	Non-disadvantaged (n=411)	1%	6%	28%	66%
	Disadvantaged (n=373)	1%	16%	41%	42%
SWD	Non SWD (n=683)	1%	11%	34%	54%
	SWD (n=101)	1%	8%	34%	57%
Ethnicity	Asian (n=63)	2%	21%	41%	37%
	Black (n=121)	0%	12%	41%	47%
	Hispanic (n=324)	1%	15%	39%	46%
	White (n=231)	1%	4%	23%	72%
	Other (n=45)	0%	0%	31%	69%

Table 18: High School Demographics by Skill Level at Post-assessment

Demographic	Demographic Category	No swim skills	Novice swimmer	Shallow swimmer	Deep water swimmer
Gender	Female (n=338)	1%	2%	22%	76%
	Male (n=446)	1%	1%	1%	82%
LEP	Non-LEP (n=526)	1%	1%	12%	86%
	LEP (n=258)	1%	1%	32%	66%
Disadvantaged	Non-disadvantaged (n=411)	1%	1%	11%	87%
	Disadvantaged (n=373)	1%	1%	27%	71%
SWD	Non SWD (n=683)	1%	15	17%	81%
	SWD (n=101)	2%	1%	30%	67%
Ethnicity	Asian (n=63)	2%	3%	32%	64%
	Black (n=121)	0%	3%	25%	73%
	Hispanic (n=324)	1%	1%	24%	75%
	White (n=231)	1%	0%	7%	92%
	Other (n=45)	0%	0%	11%	89%

Table 19: High School Swim Skill Progress by Pre-assessment Swim Category

Pre-assessment Swim Skill Category	% Increased number of skills	% No change in number of skills	% Decreased number of skills
No swim skills (n=7)	0%	100%	0%
Novice swimmer (n=84)	93%	5%	2%
Shallow swimmer (n=266)	95%	2%	3%
Deep water swimmer (n=427)*	39%	34%	27%

*The average number of skills in pre-assessment in this category is 26 skills and 46% of swimmer in the deep water swimmer category at pre-assessment demonstrated 29/29 skills, leaving little or no room for improvement at post assessment for most swimmers in this pre-assessment category

Table 20: Average Number of Skills Gained from Pre to Post Assessment by Pre-assessment Swim Category

Pre-assessment Swim Skill Category	Average number of skills gained
No swim skills (n=7)	0
Novice swimmer (n=84)	15
Shallow swimmer (n=266)	9
Deep water swimmer (n=427)	0

Appendix E2

Table 21: Percent of High School Students who Demonstrate an Increase in 10 Swim Skills from Pre to Post-assessment

Pre-assessment Swim Skill Category	% of students who increased by 10 skills
No swim skills (n=7)	0%
Novice swimmer (n=84)	66%
Shallow swimmer (n=266)	47%

*Analysis only included swimmers who had a possibility of gaining 10 skills from pre to post-assessment

Table 22: Percent of High School Students who Demonstrated 20 Swim Skills at Post-assessment

Pre-assessment Swim Skill Category	% of students that demonstrated 20 swim skills post-assessment
No swim skills (n=62)	0%
Novice swimmer (n=300)	42%
Shallow swimmer (n=841)	71%
Deep water swimmer (n=427)	93%

Table 23: Pre and Post High School Swim Assessment Skill Level Categories by School for Students

School	Assessment Time	% No Swim Skills	% Novice	% Shallow Swimmer	% Deep water Swimmer
School A	Pre (n=8)	0%	50%	50%	0%
	Post (n=56)	0%	0%	4%	96%
School B	Pre (n=715)	0.7%	6%	13%	80%
	Post (n=357)	1.4%	1%	9%	89%
School C	Pre (n=552)	0.4%	7%	36%	56%
	Post (n=501)	0.2%	1%	25%	74%
School D	Pre (n=67)	3%	9%	88%	0%
	Post (n=65)	3%	0%	19%	78%

Table 24: Percent of High School Students with an Increased Number of Swim Skills by Pre-assessment Swim Category and by School

School	Swim Skill Level Category at Pre-assessment			
	No Swim Skills	Novice	Shallow Swimmer	Deep water Swimmer
School A	NA	*	*	NA
School B	0%	92%	94%	42%
School C	NA	91%	94%	36%
School D	*	100%	96%	NA

*Results not reported for a sample size group less than 5

Table 25: Percent of High School Students who Demonstrate an Increase in 10 Swim Skills from Pre to Post-assessment, by Pre-assessment Skill Level Category and School

School	Swim Skill Level Category at Pre-assessment			
	No Swim Skills	Novice	Shallow Swimmer	Deep water Swimmer
School A	NA	*	*	NA
School B	0%	74%	47%	NA
School C	NA	46%	57%	NA
School D	*	100%	15%	NA

*Results not reported for a sample size group less than 5

**Analysis only included swimmers who had a possibility of gaining 10 skills from pre to post-assessment

Table 26: Percent of High School Students who Demonstrated 20 Swim Skills at Post-assessment, by Pre-assessment Skill Level Category and School

School	Swim Skill Level Category at Pre-assessment			
	No Swim Skills	Novice	Shallow Swimmer	Deep water Swimmer
School A	NA	*	*	NA
School B	0%	62%	53%	99%
School C	NA	6%	70%	88%
School D	*	83%	84%	NA

*Results not reported for a sample size group less than 5

YOUTH RISK BEHAVIOR SURVEY RESULTS



BACKGROUND

- Youth Risk Behavior Survey was administered in March 2017
- APS students in 6th, 8th, 10th and 12th graders








NUMBER OF RESPONDENTS

	Number Sampled*	Number Completed	Response Rate	Number of Usable Responses
2017	3,056	2,218	73%	2,058

**This includes all enrolled in alternative programs and those in randomly sampled classrooms.*

- Data went through QA process to eliminate false or unusable records
- Data Dive held June 2nd collecting feedback from approximately 20 people about trends or highlights

HIGHLIGHTS

- Healthy Relationships
 - Bullying across grades and multiple measures 
- Mental Health
 - Percent of youth who report feeling sad or hopeless for two or more weeks during the past year considerably across 8th-12th grade 
- Substance Use
 - Regular drinking and binge drinking both 
 - Regular marijuana use increased for high school seniors 
 - Middle school youth reporting drug use – particularly over-the-counter drugs and prescription medication 
- Childhood Obesity
 - Youth describing selves as overweight has 
 - Screentime for entertainment has increased 

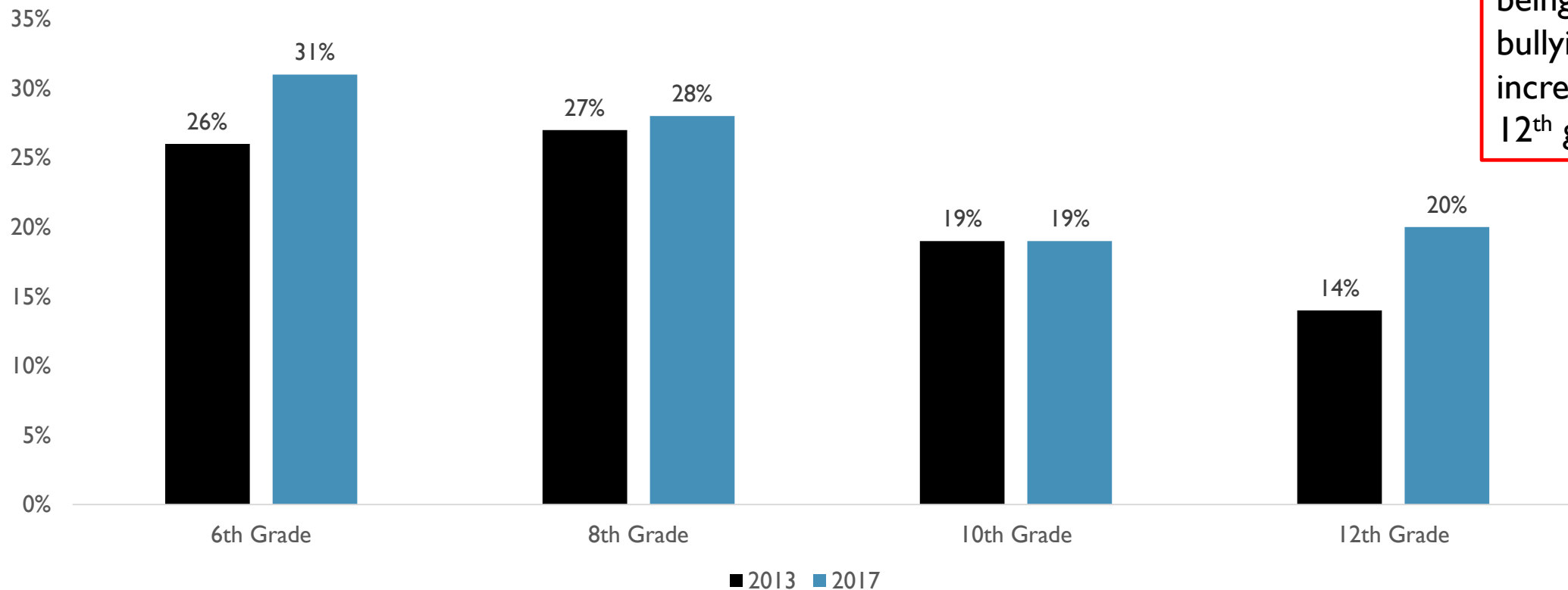
NEW DATA ELEMENTS

- Peer Relationships
 - Another student made unwelcome sexual comments, jokes or gestures on school property
- Mental Health
 - Feeling stressed by school
 - Self-harming behavior during the past year
- Substance Use
 - Riding with a driver who smoked marijuana during the past 30 days
 - Ever used e-vapor products

HEALTHY RELATIONSHIPS

HEALTH RELATIONSHIPS – VICTIM OF BULLYING

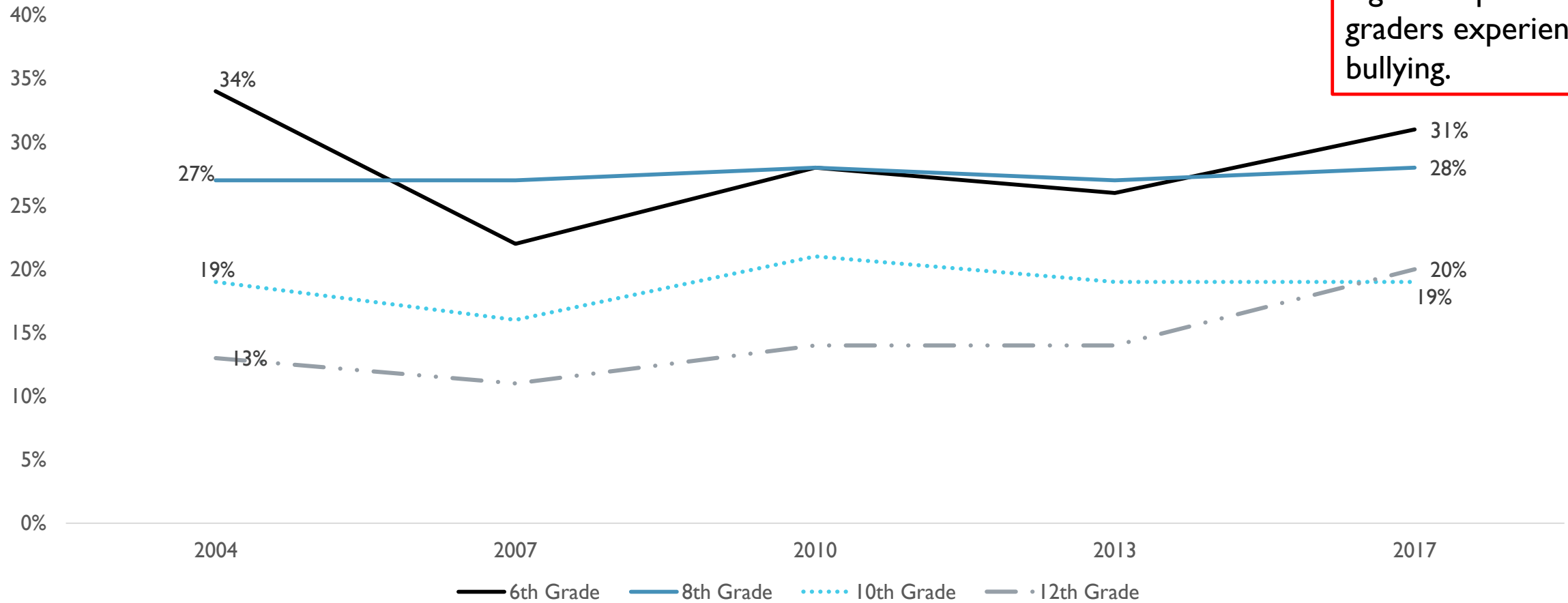
During the past 12 months, have you ever been bullied?
Answered “Yes”



Youth who report being the victim of bullying has increased in 6th and 12th grade.

HEALTHY RELATIONSHIPS – VICTIM OF BULLYING

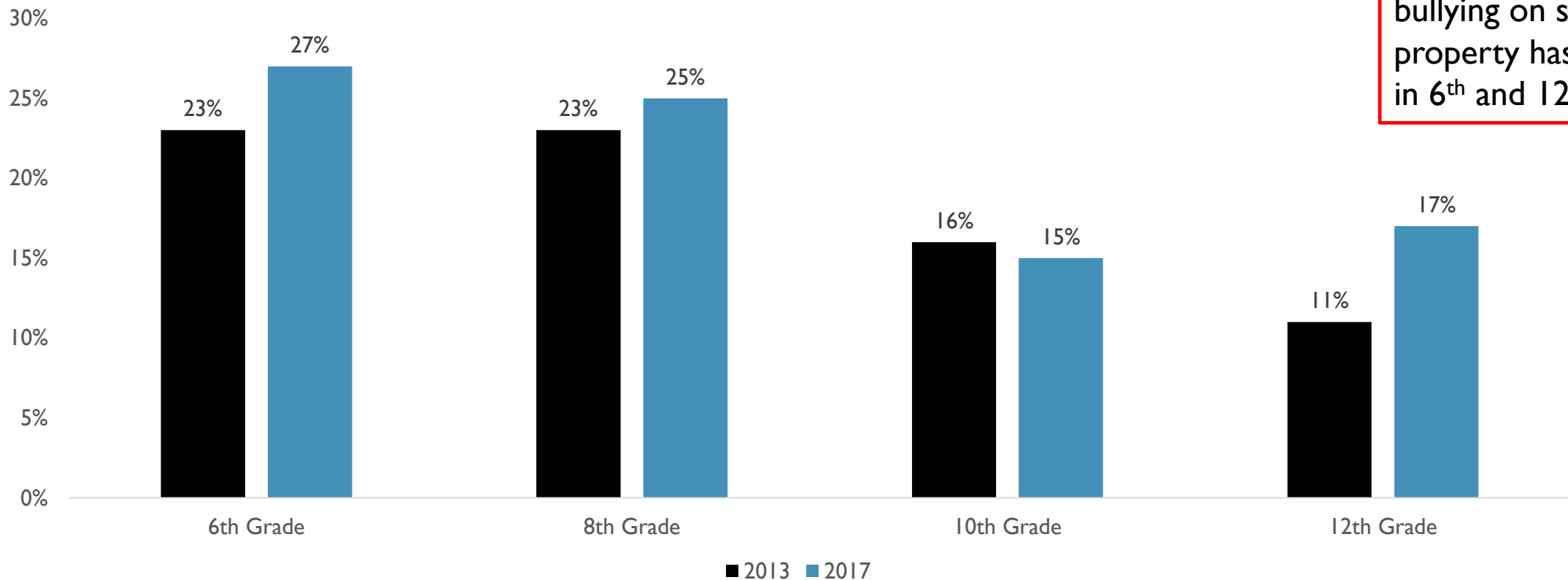
Victim of Bullying, by Grade, 2004-2017



Since 2001, this is the highest report for 12th graders experiencing bullying.

HEALTHY RELATIONSHIPS – BULLIED ON SCHOOL PROPERTY

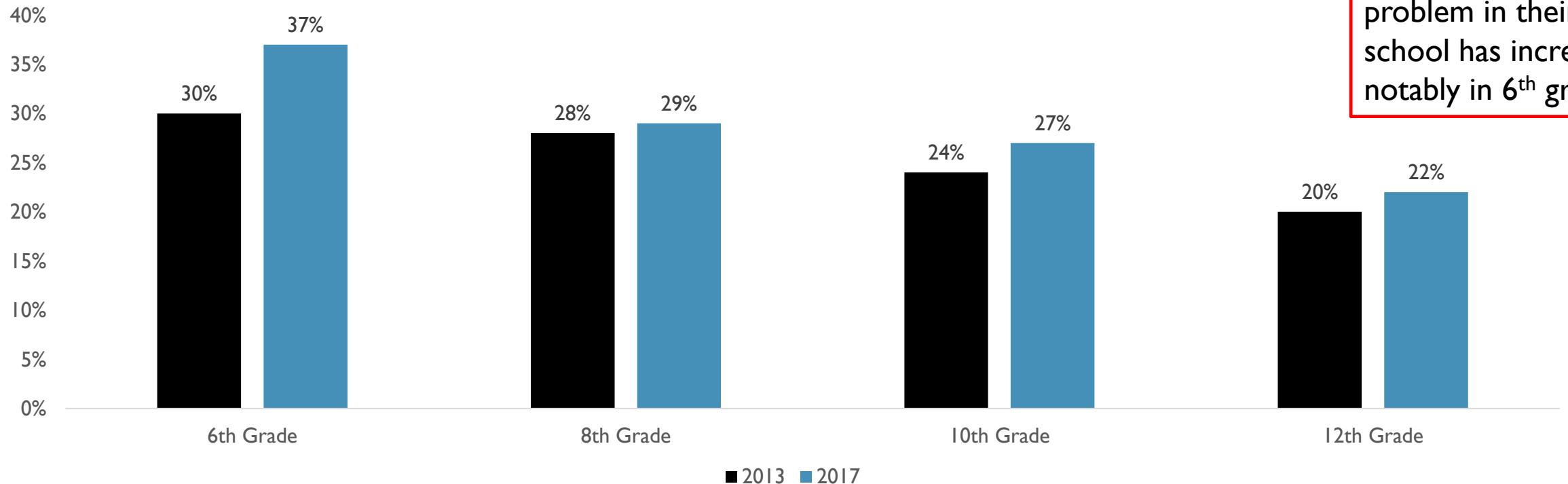
During the past 12 months, have you ever been bullied on school property?
Answered “Yes”



Youth who report being the victim of bullying on school property has increased in 6th and 12th grade.

HEALTHY RELATIONSHIPS – BULLYING IS A SERIOUS PROBLEM IN MY SCHOOL

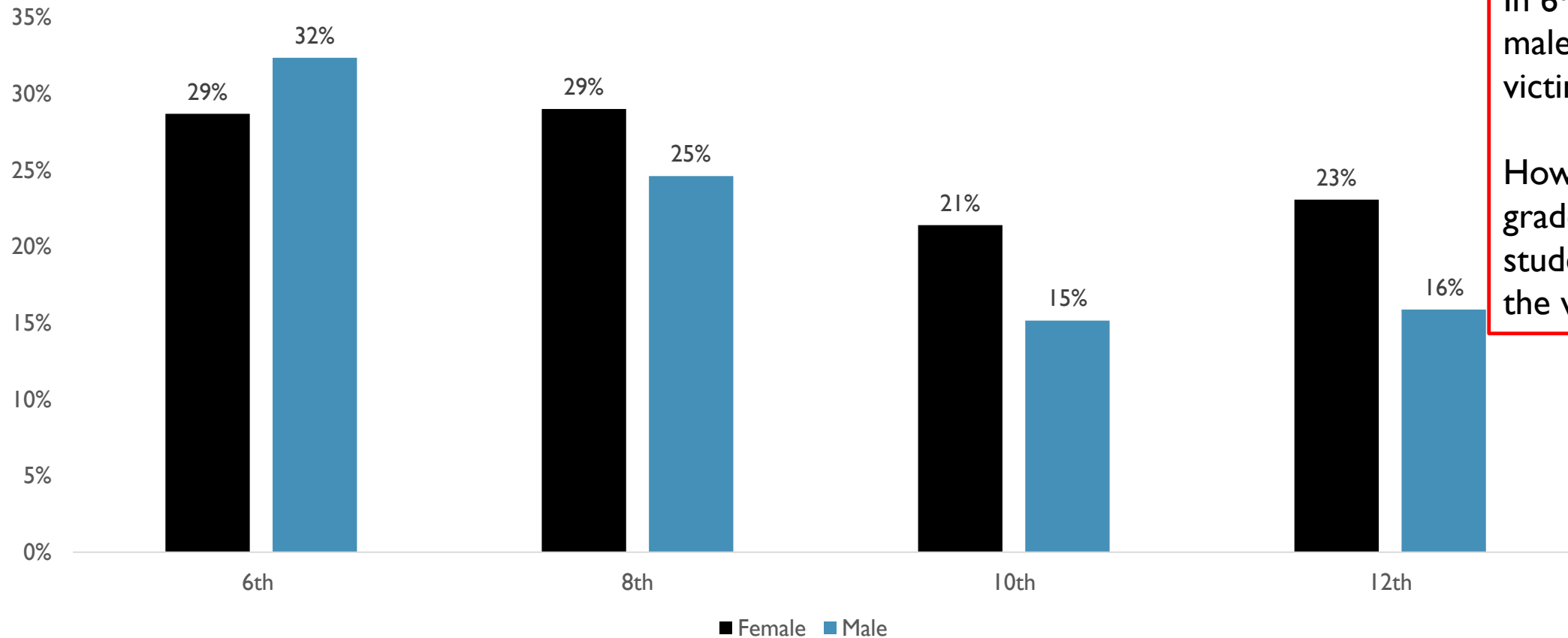
How much do you agree or disagree with the following statement? Bullying is a serious problem in my school.
Answered: “Agree” or “Strongly Agree”



Youth who report that bullying is a serious problem in their school has increased notably in 6th grade.

HEALTHY RELATIONSHIPS – VICTIM OF BULLYING, GRADE AND GENDER

Victim of Bullying, by Grade and Gender, 2017



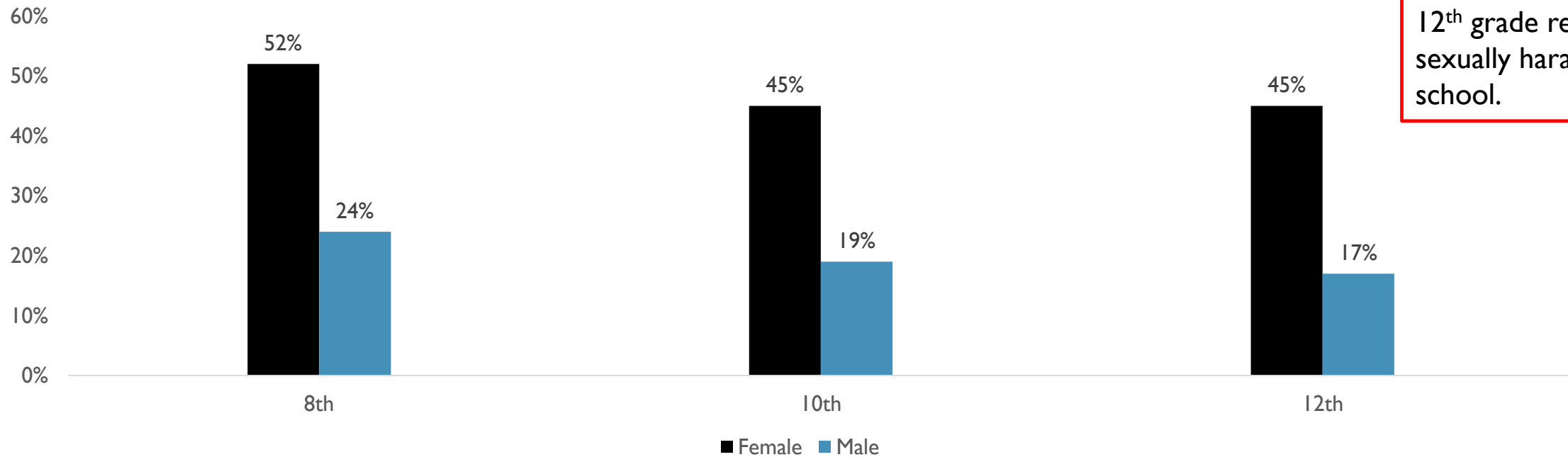
In 6th grade more males report being the victim of bullying.

However, for 8th-12th grade, more female students report being the victim of bullying.

HEALTHY RELATIONSHIPS – SEXUAL HARASSMENT ON SCHOOL PROPERTY

During the past 12 months, how many times did another student make unwelcome sexual comments, jokes, or gestures that made you feel uncomfortable on school property?

Answer: 1 or more times



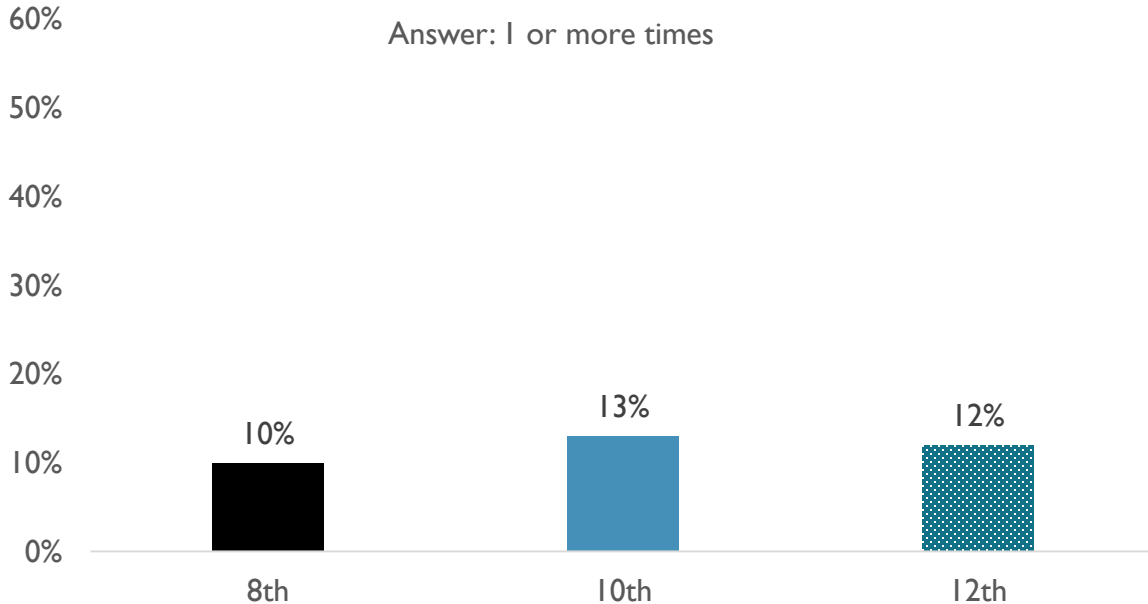
This is a new question.

Approximately half of all female students from 8th-12th grade report being sexually harassed at school.

HEALTHY RELATIONSHIPS – UNWANTED SEXUAL CONTACT

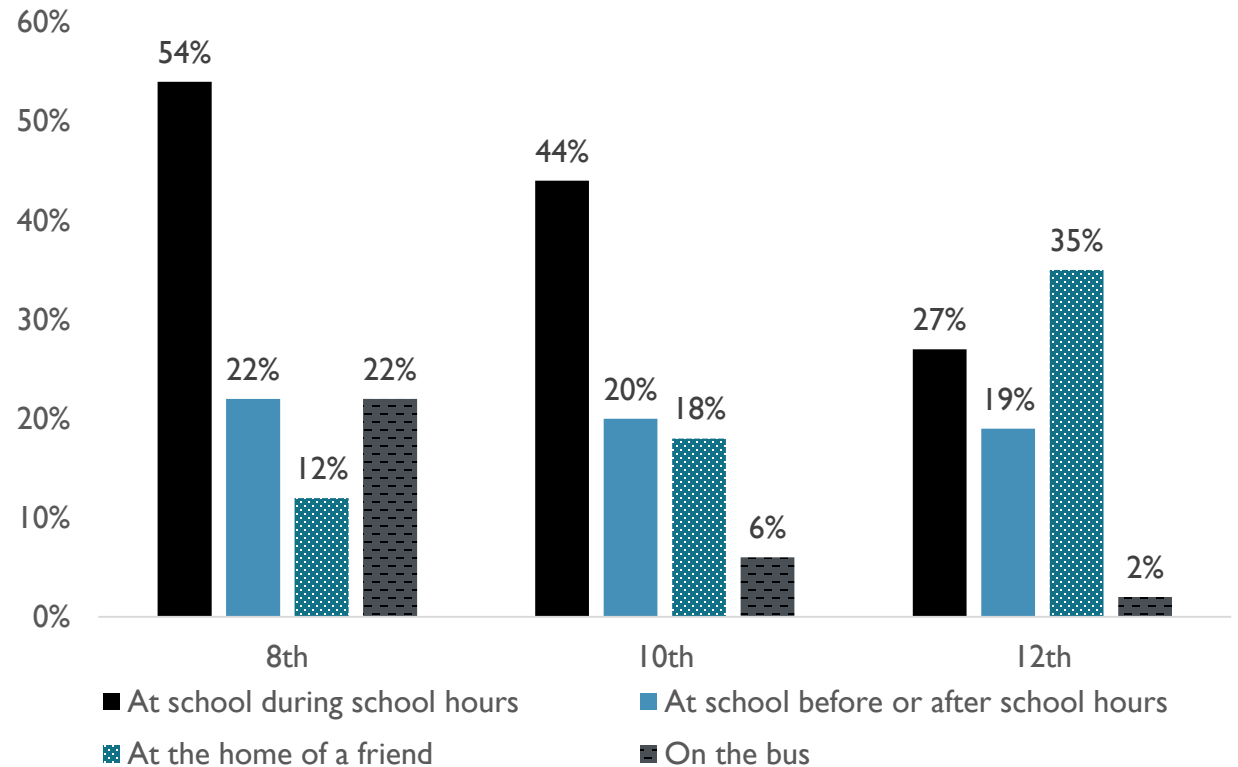
During the past 12 months, how many times did someone do sexual things to you that you did not want? (Count such things as kissing, grabbing or touching without your informed, voluntary and active consent/permission.)

Answer: 1 or more times



IF someone made unwanted sexual contact, where did this occur?

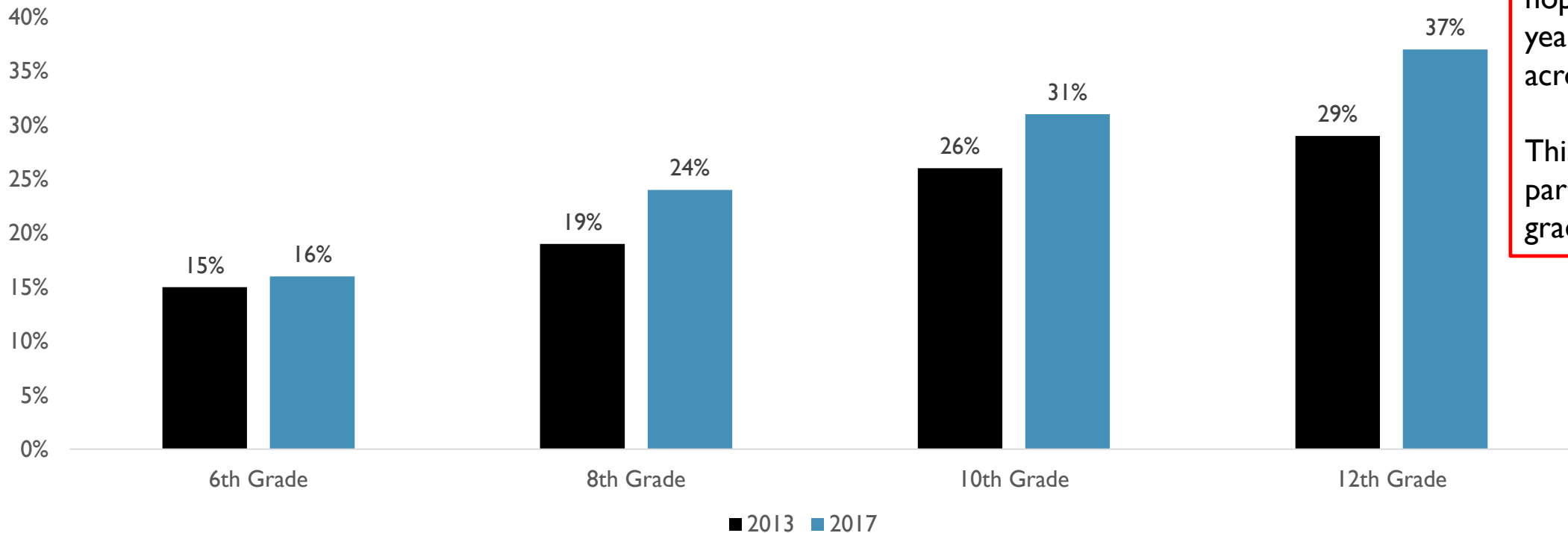
Denominator only includes those who report experiencing unwanted sexual contact



MENTAL HEALTH

MENTAL HEALTH – DEPRESSIVE SYMPTOMS

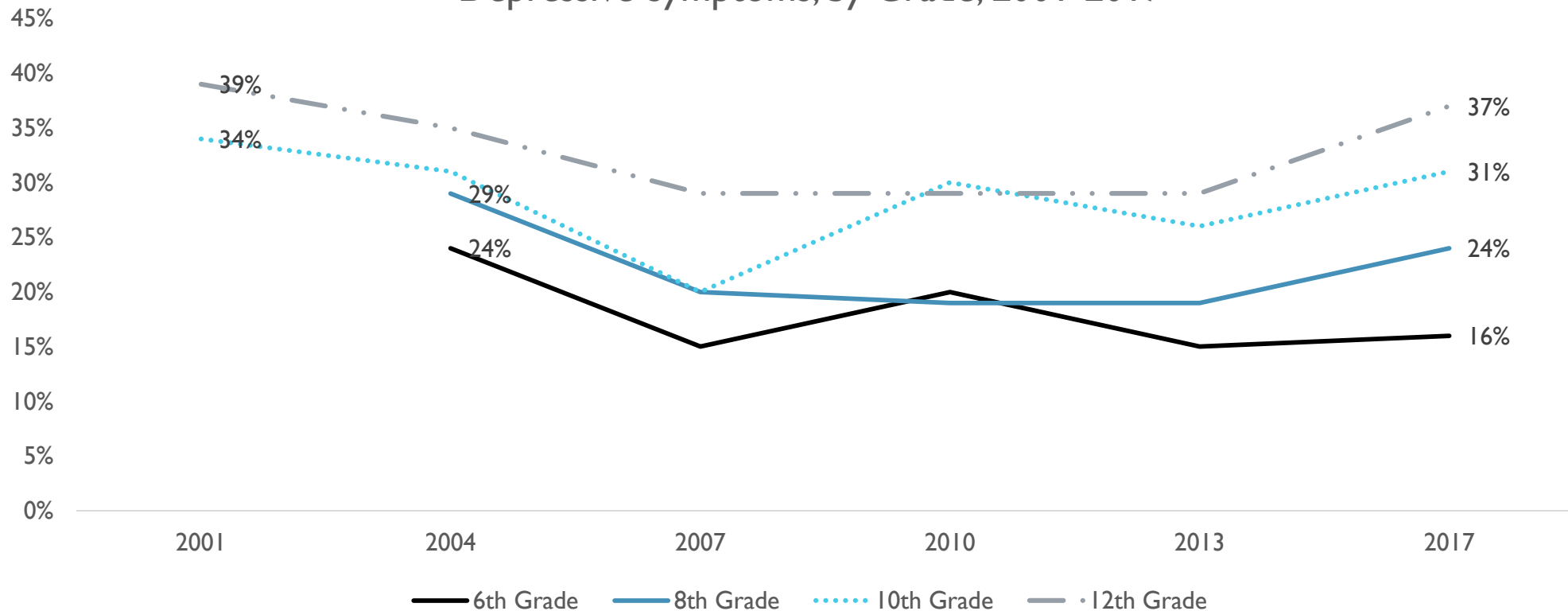
During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
Answer “Yes”



Youth who report feeling sad or hopeless over the past year has increased across 8th-12th grade. This increase is seen particularly with 12th graders.

MENTAL HEALTH – DEPRESSIVE SYMPTOMS

Depressive Symptoms, by Grade, 2001-2017

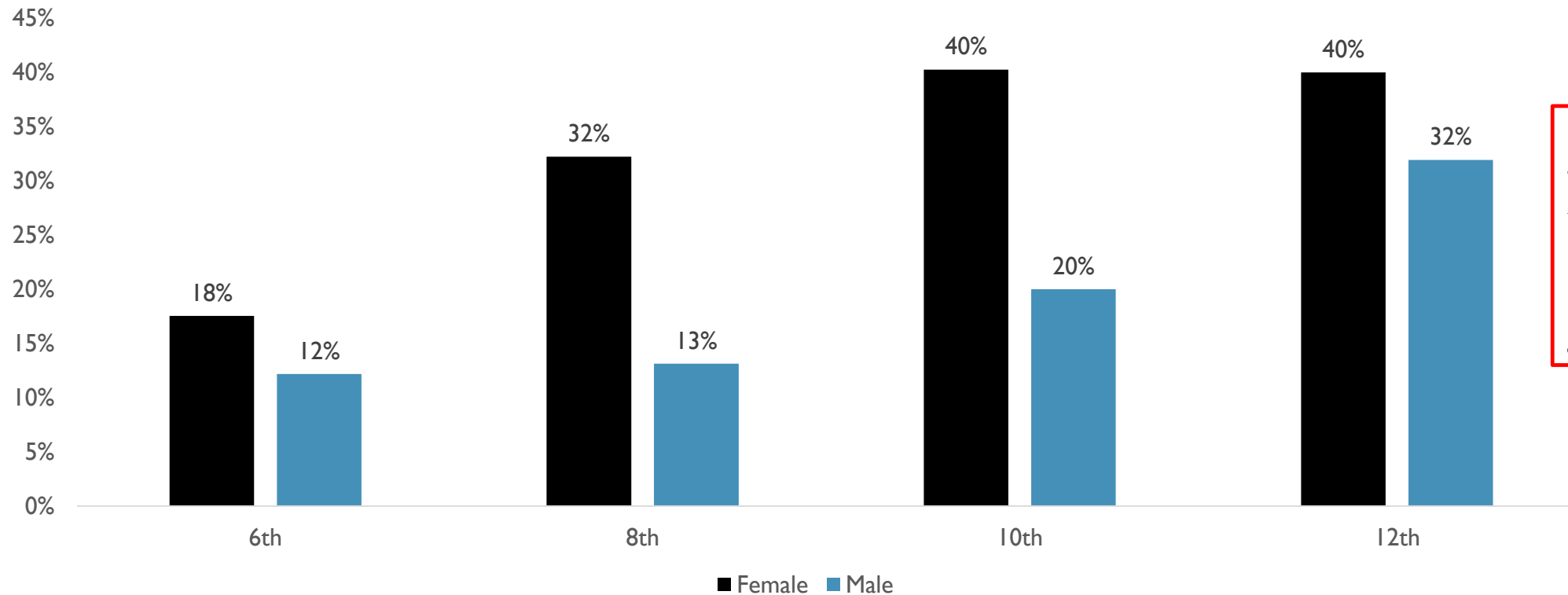


Youth who report feeling sad or hopeless over the past year has increased across grades since 2013.

However, for high school youth it is still slightly lower than it was in 2001 and for middle school youth it is lower than it was in 2004.

MENTAL HEALTH – DEPRESSIVE SYMPTOMS BY GRADE AND GENDER

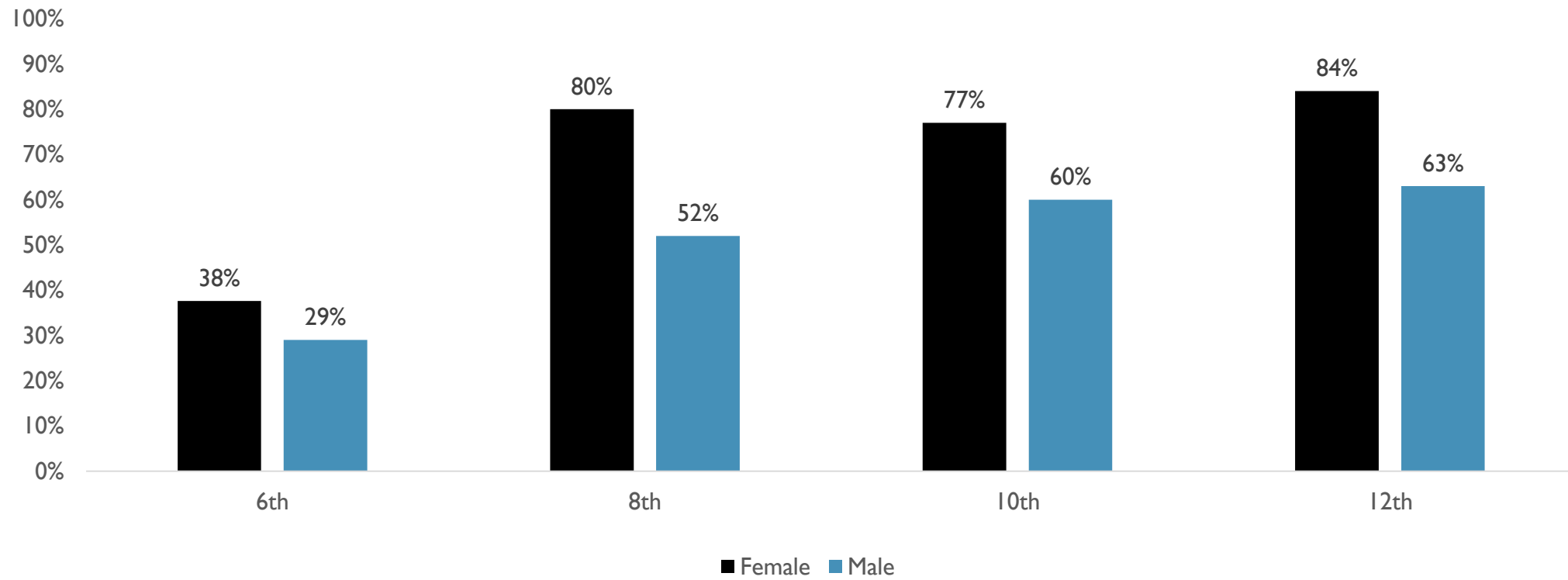
Depressive Symptoms, by Grade and Gender, 2017



Female youth report feeling depressed more than male students. However, the gender gap starts to decrease in 12th grade.

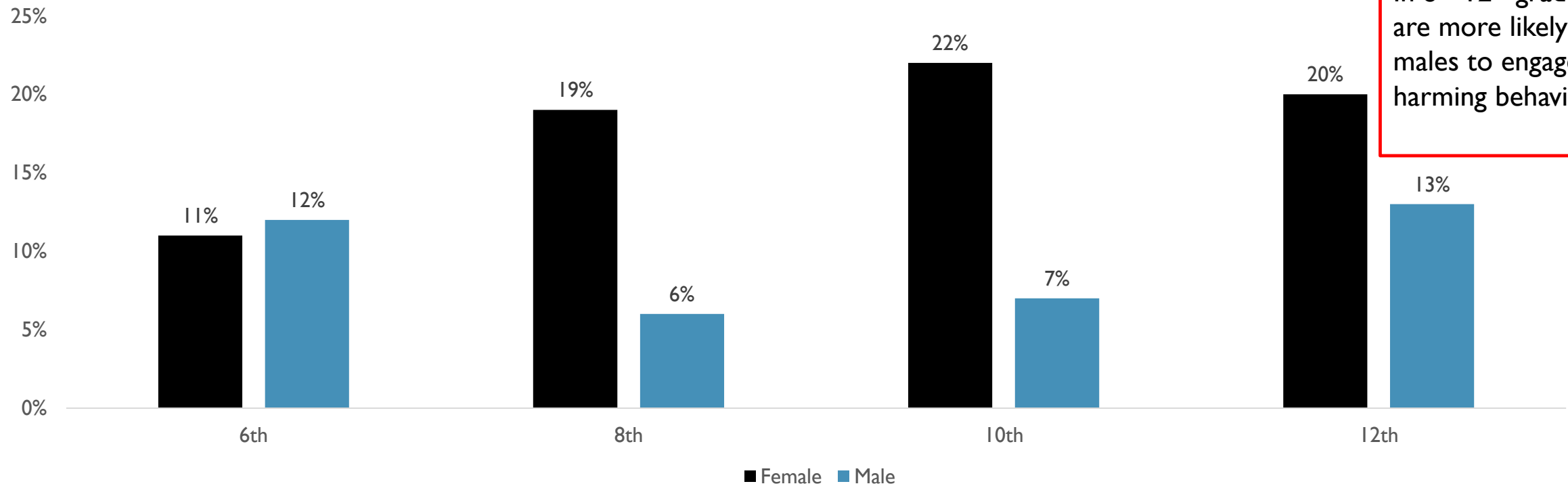
PHYSICAL HEALTH – SCHOOL STRESS

Felt stressed by school “very often” or “often”



MENTAL HEALTH – SELF-HARM

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?
Answer: 1 or more times

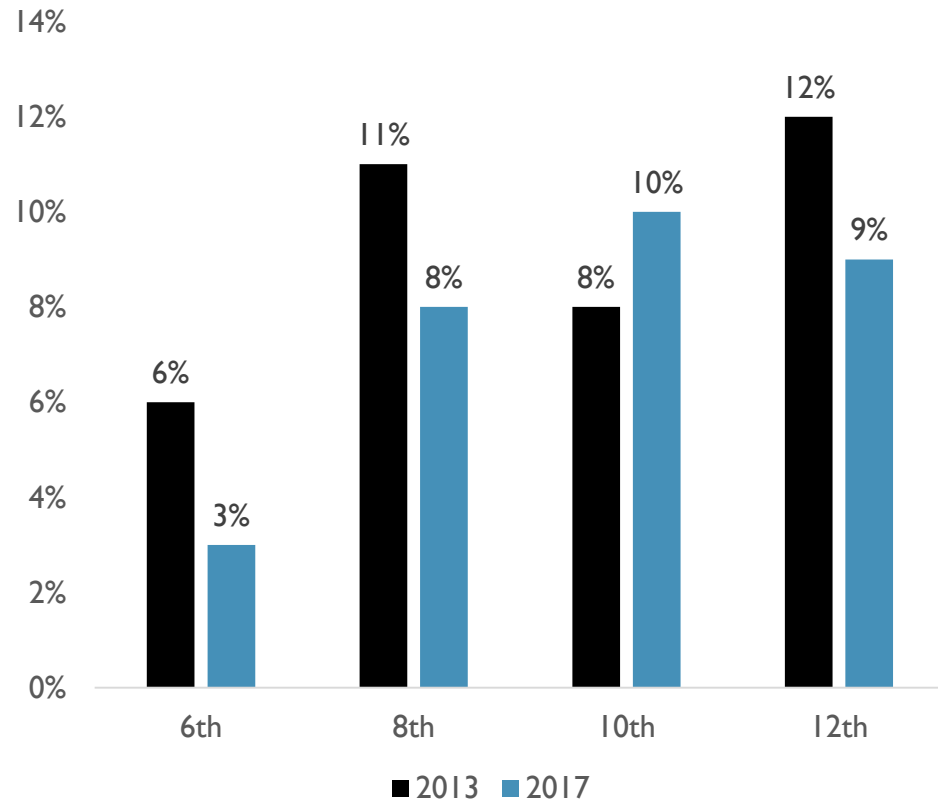


This is a new question.
In 8th-12th grade females are more likely than males to engage in self-harming behavior.

MENTAL HEALTH – SUICIDE

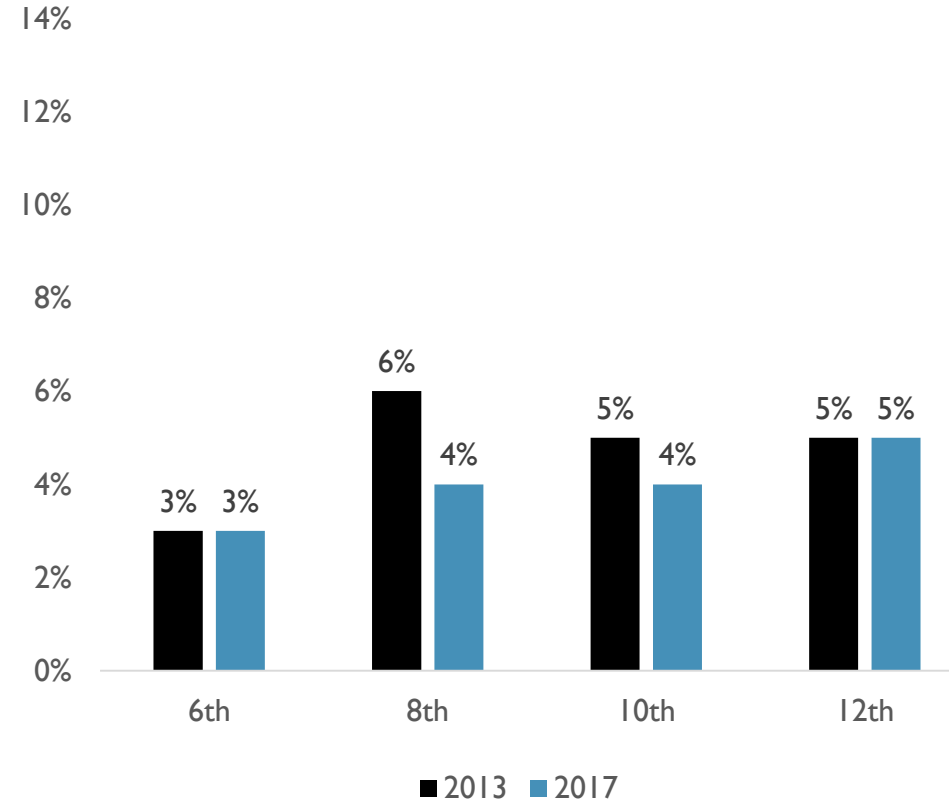
During the past 12 months, did you make a plan about how you would attempt suicide?

Answer: "Yes"



During the past 12 months, how many times did you actually attempt suicide?

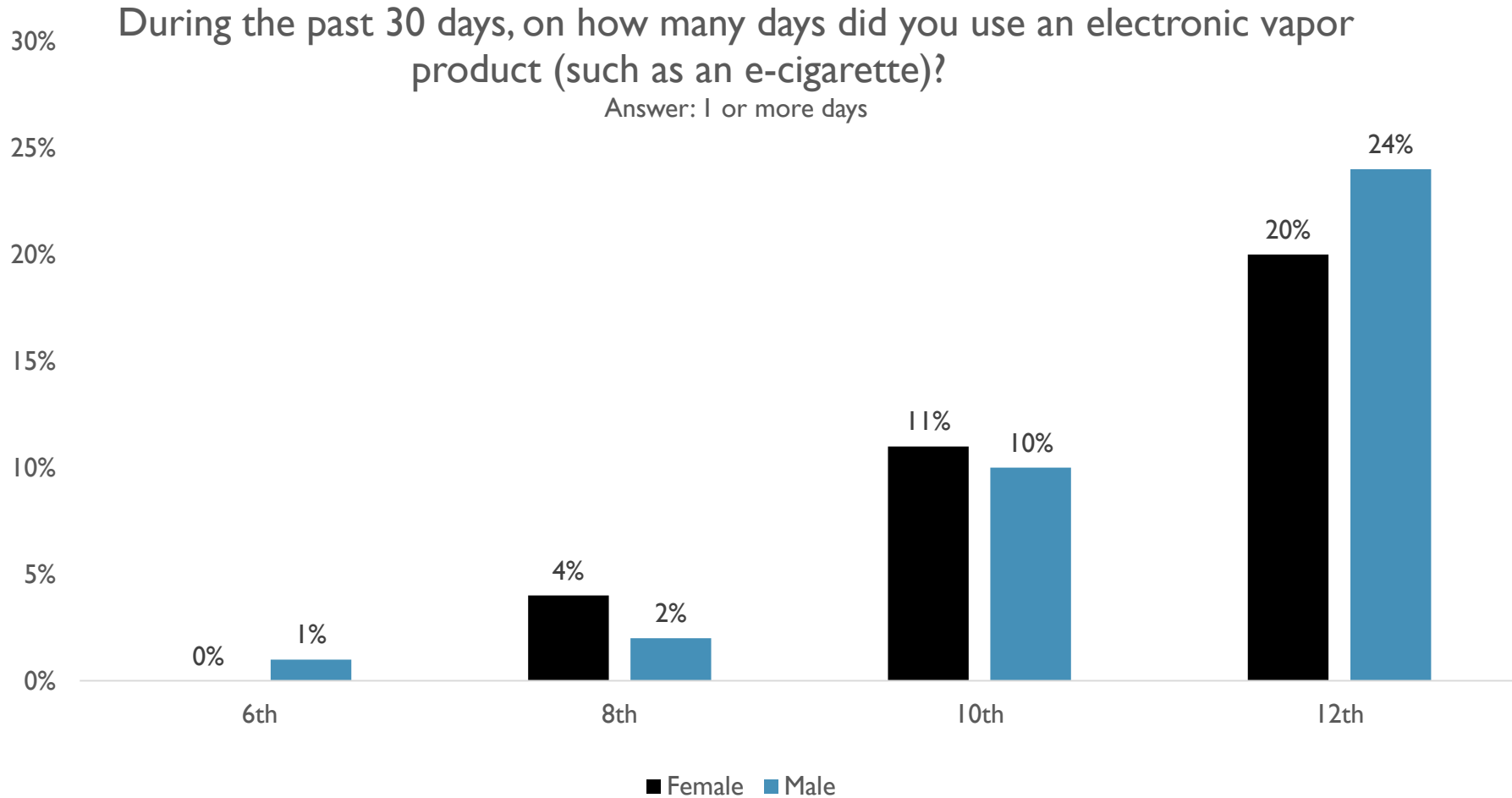
Answer: 1 or more times



Suicidal ideation or attempts have decreased or stayed relatively unchanged since 2013 across grades.

SUBSTANCE ABUSE

SUBSTANCE ABUSE – ELECTRONIC VAPOR PRODUCTS

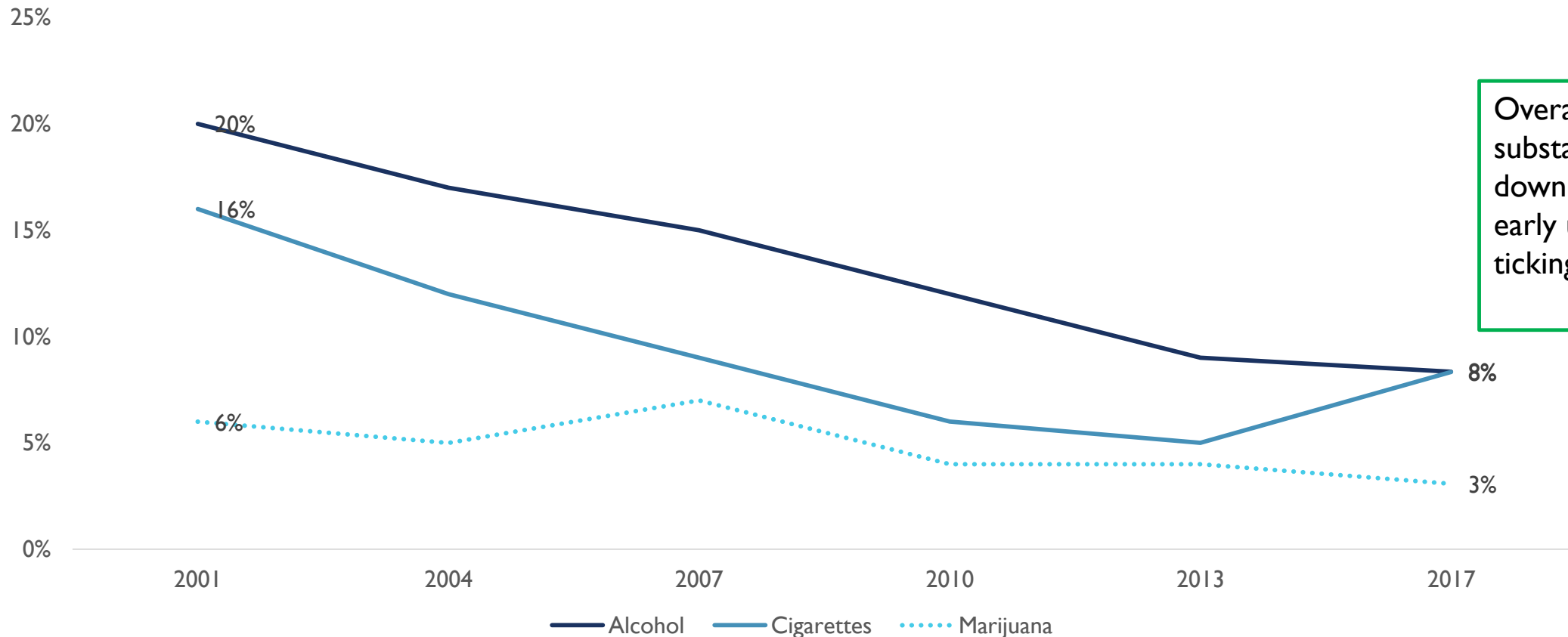


This is a new question.

A high percentage of 12th grade students are using are e-vapor products.

SUBSTANCE ABUSE – EARLY INITIATION

High School Youth Reporting Using Alcohol, Cigarettes, or Marijuana Before Age 13

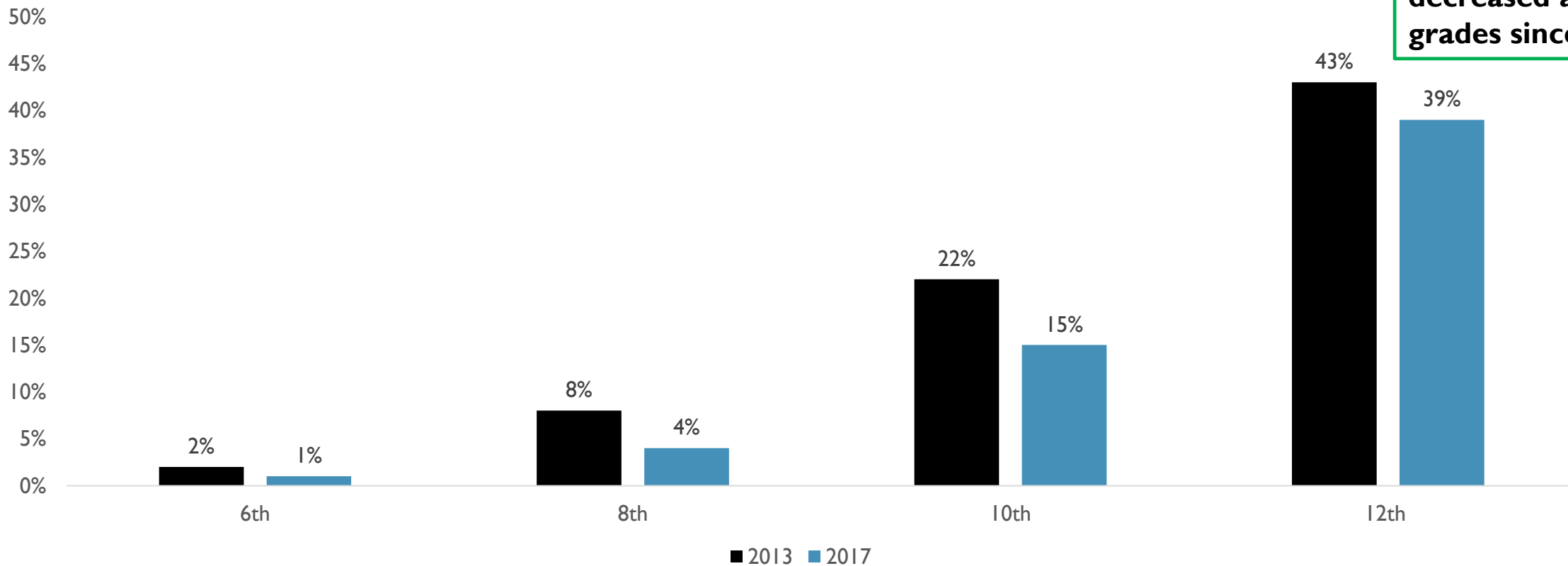


Overall early initiation of substance use has gone down overtime, with early use of cigarettes ticking up slightly in 2017.

SUBSTANCE ABUSE – ALCOHOL USE IN PAST 30 DAYS

During the past 30 days, on how many days did you have at least one drink of alcohol?
Answer: 1 or more days

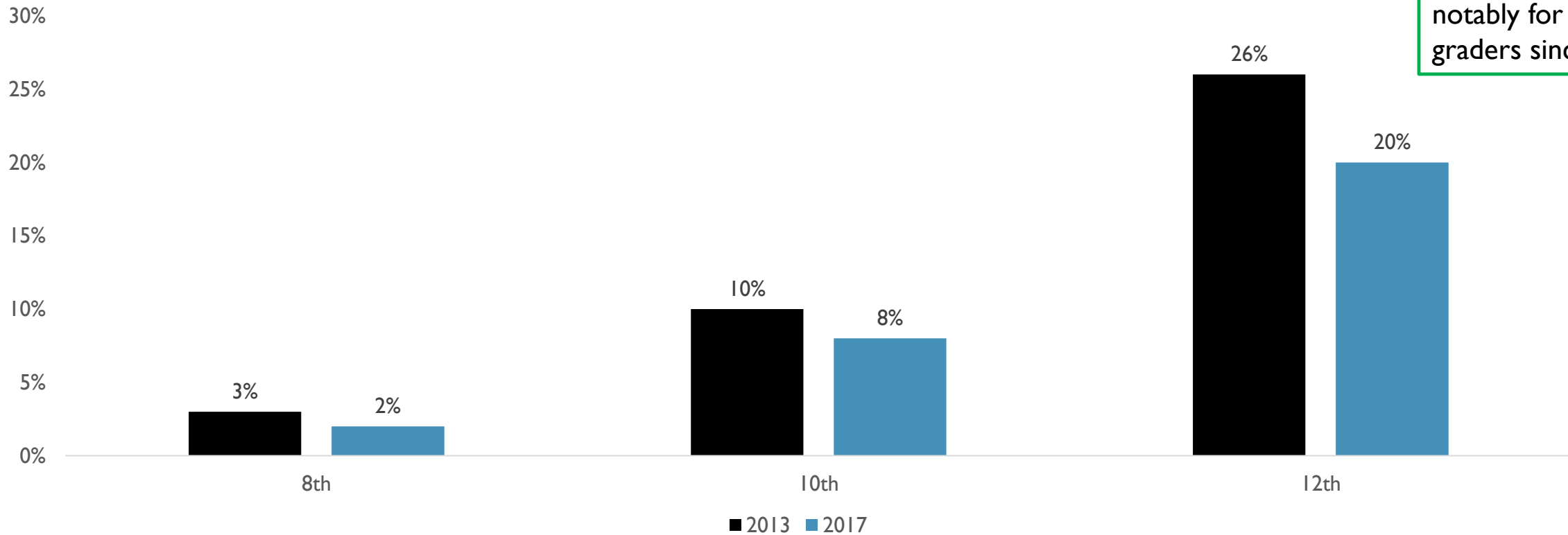
Drinking within the past 30 days has decreased across grades since 2013.



SUBSTANCE ABUSE – BINGE DRINKING IN PAST 30 DAYS

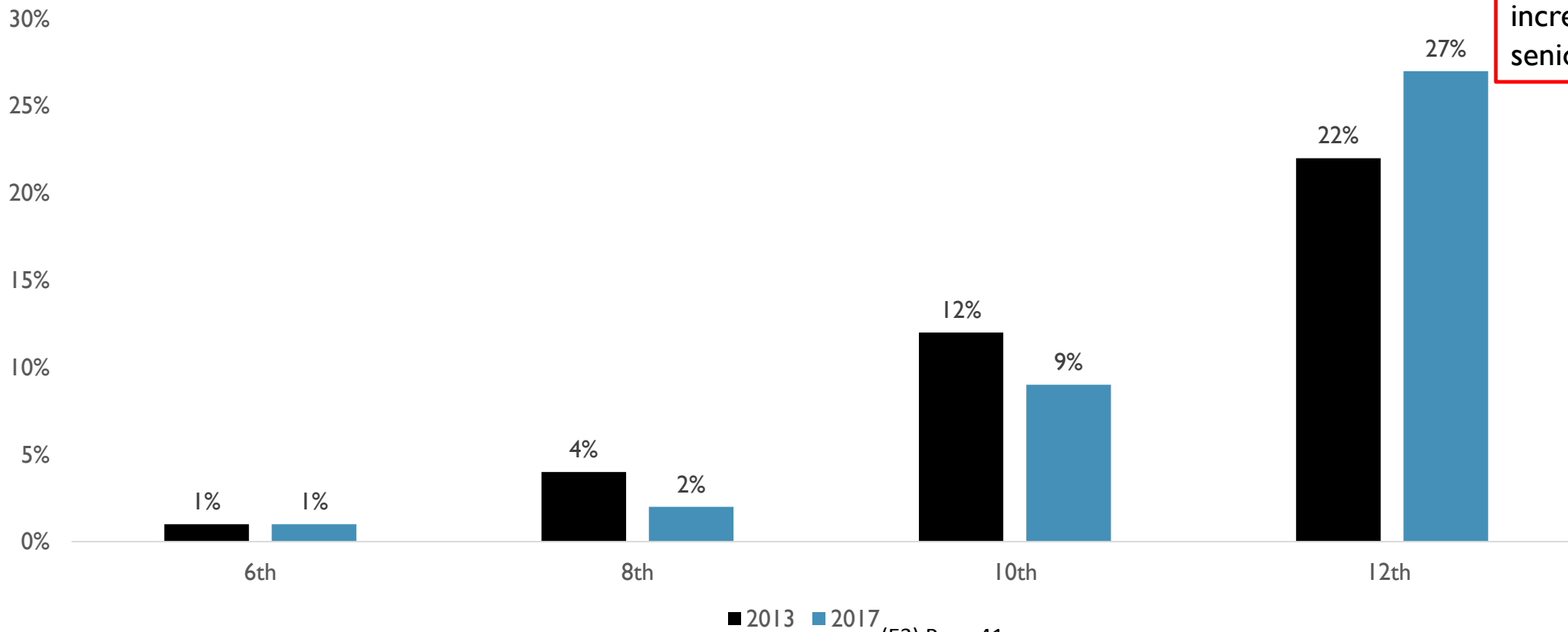
During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?
Answer: 1 or more days

Binge drinking across grades has decreased notably for 12th graders since 2013.



SUBSTANCE ABUSE – MARIJUANA USE IN PAST 30 DAYS

During the past 30 days, how many times did you use marijuana?
Answer: 1 or more times

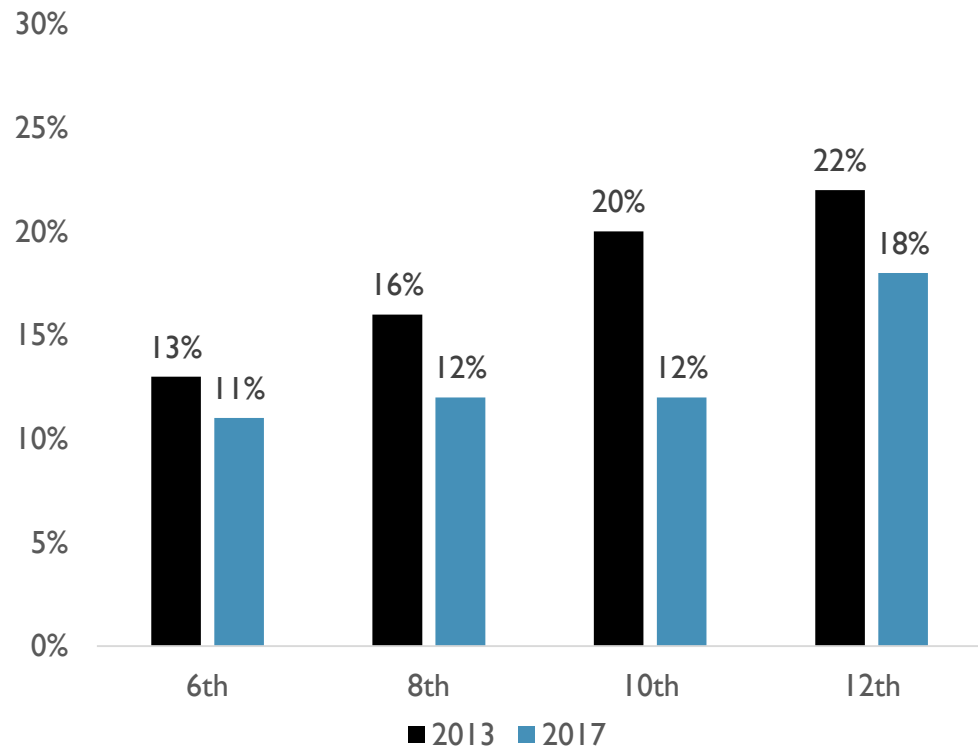


Use of marijuana within the past 30 days has increased for high school seniors.

SUBSTANCE ABUSE – RIDING WITH SUBSTANCE USING DRIVER

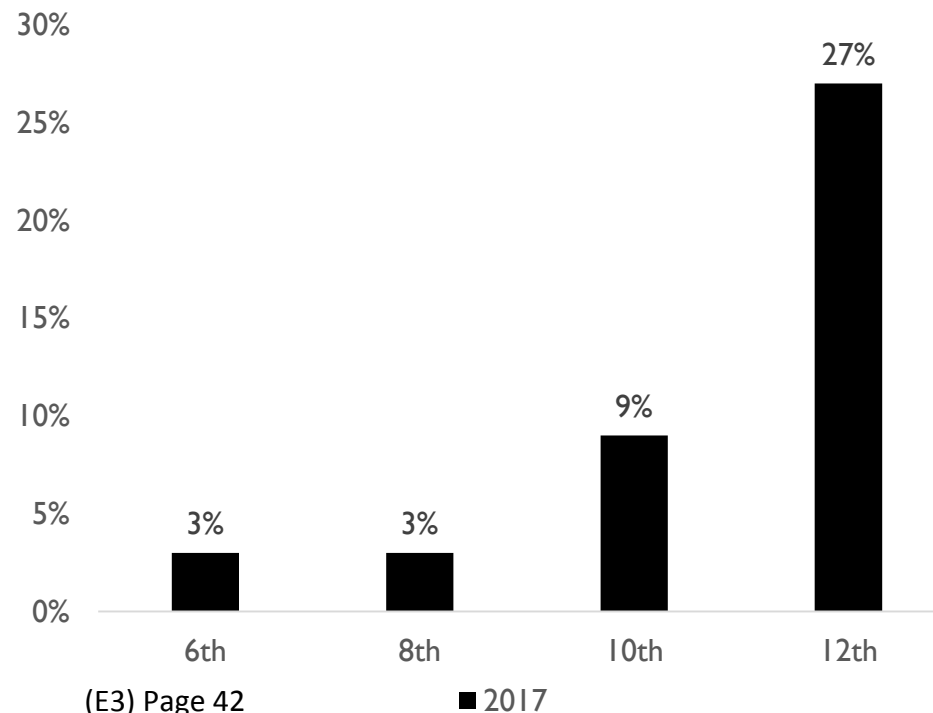
During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?

Answer: 1 or more times



During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been using marijuana (also called grass, pot, or weed)?

Answer: 1 or more times



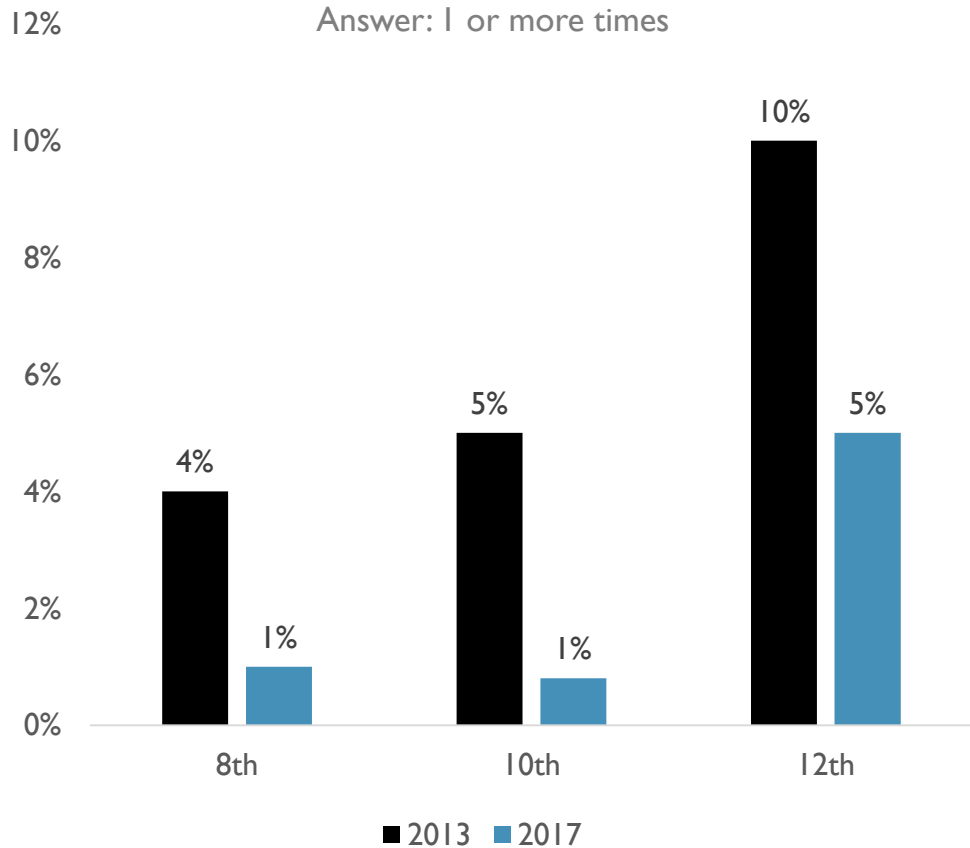
This includes a new question.

Have never asked about marijuana use before driving. However, compared to riding with a driver who has been drinking 12th graders are riding with someone who smoked pot more often.

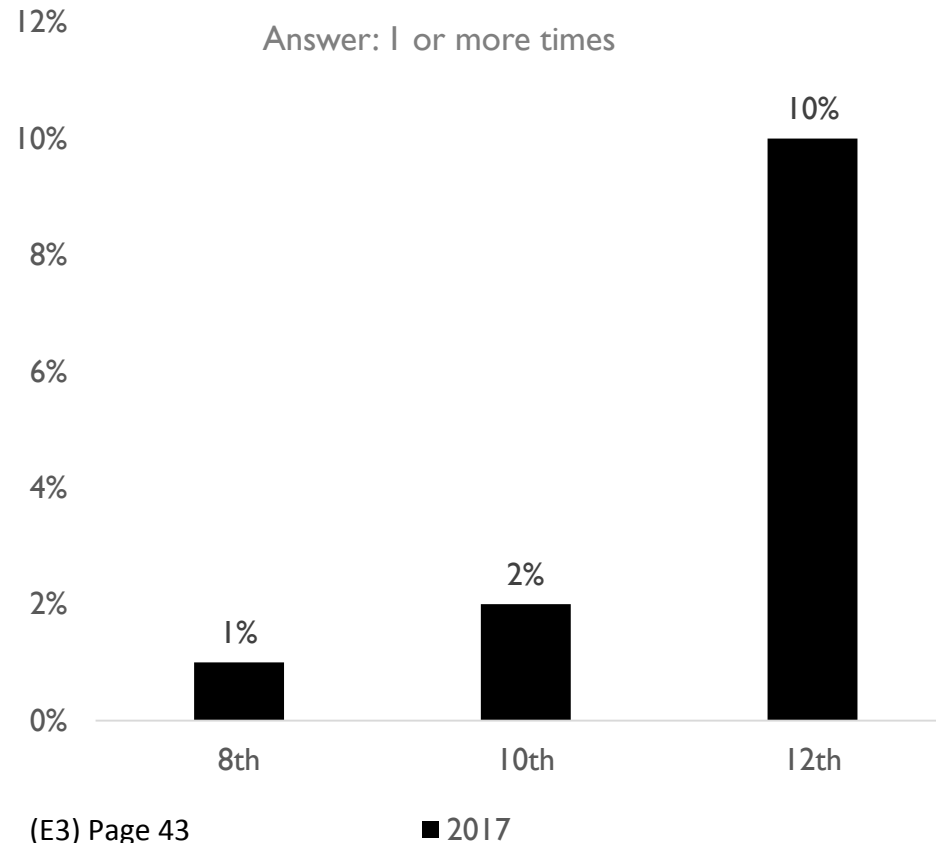
Riding with a drinking driver has decreased across all grades.

SUBSTANCE ABUSE – DRIVING AFTER SUBSTANCE USE

During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?



During the past 30 days, how many times did you drive a car or other vehicle when you had been using marijuana (also called grass, pot, or weed)?



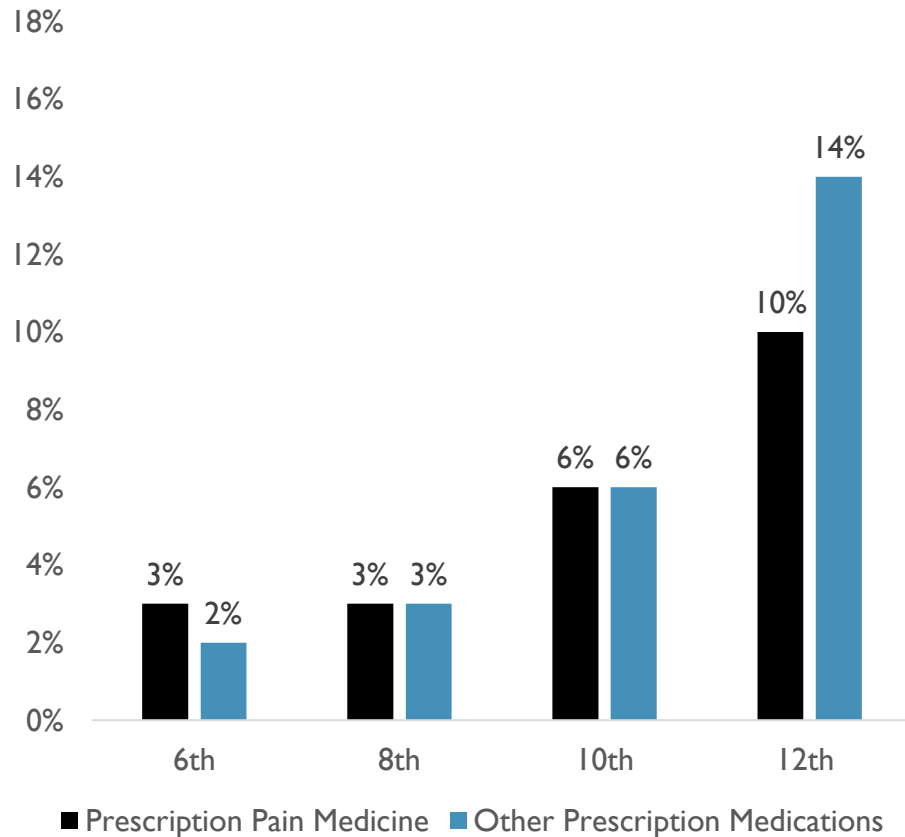
This includes a new question.

Have never asked about marijuana use before driving. However, compared to driving after drinking, 12th graders are driving after smoking pot more than driving after drinking.

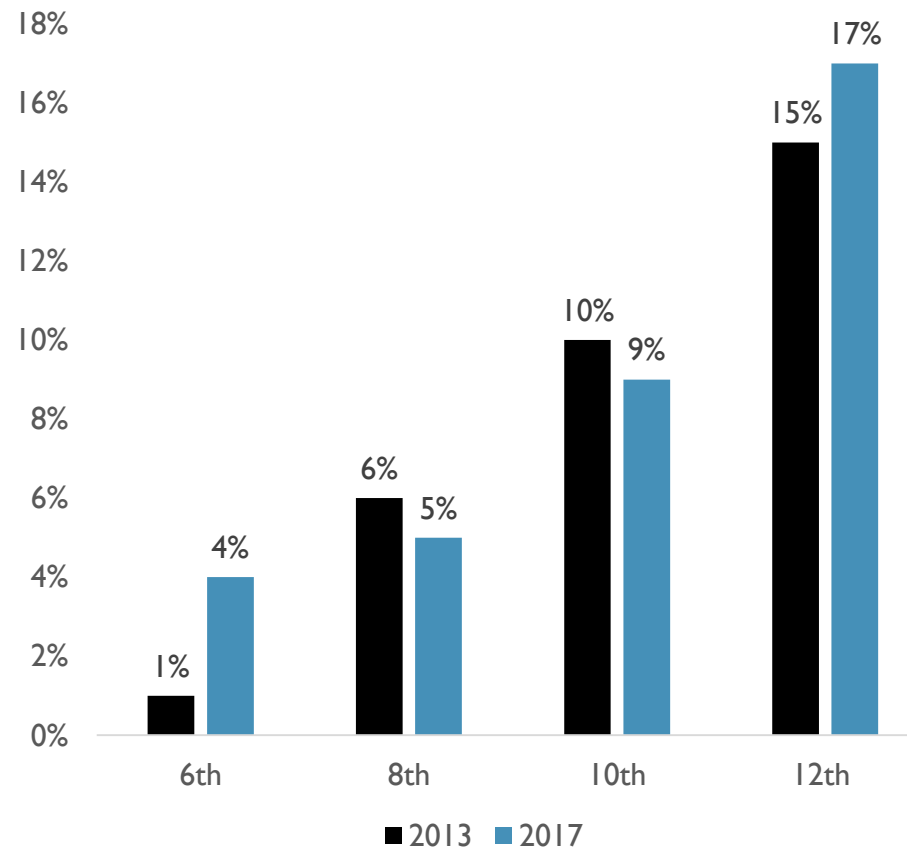
Driving after drinking has decreased across all grades.

SUBSTANCE ABUSE – PRESCRIPTION MEDICATION USE

Use prescription medication other than how it was prescribed, by type



Ever use prescription drugs without a doctor's prescription, by type



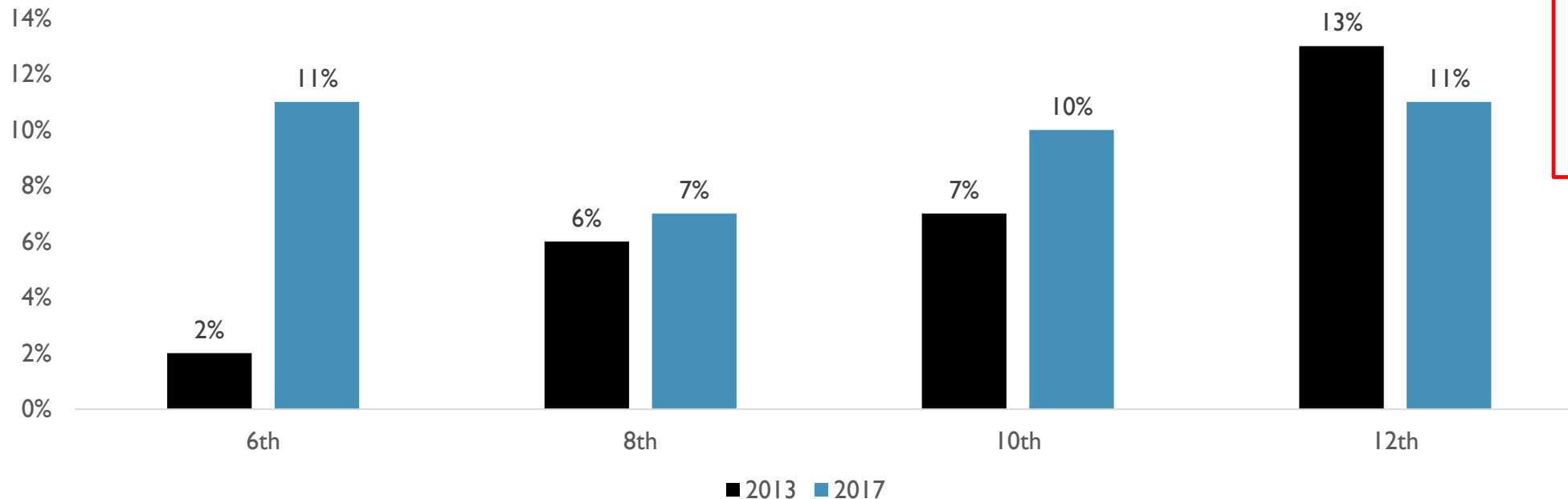
In 2017 this question was broken into the two categories of prescription medication. This shows that 12th graders are taking more “other” types of prescription medication like Xanax and Adderall.

For comparison sake, a unique count of all types of prescription drug use was shown in the 2nd graph. This shows that 6th and 12th graders report higher usage overall than in 2013.

SUBSTANCE ABUSE – OVER-THE-COUNTER DRUG ABUSE

During your life, how many times have you taken over-the-counter (OTC) drugs such as cold, allergy or sleep preparations in order to get high or to change your mood?

Answer: 1 or more times



6th and 10th graders are reporting use of over-the-counter medication to get high more than in 2013.

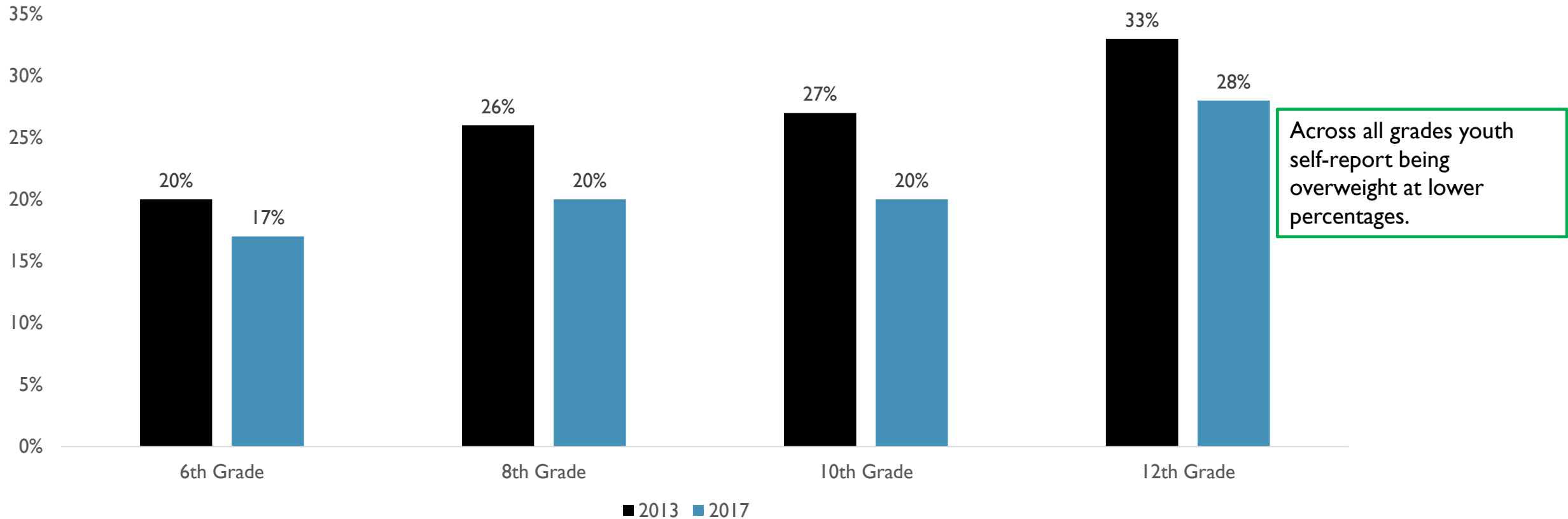
This is a much greater increase for 6th graders from 2% to 11%

PHYSICAL HEALTH



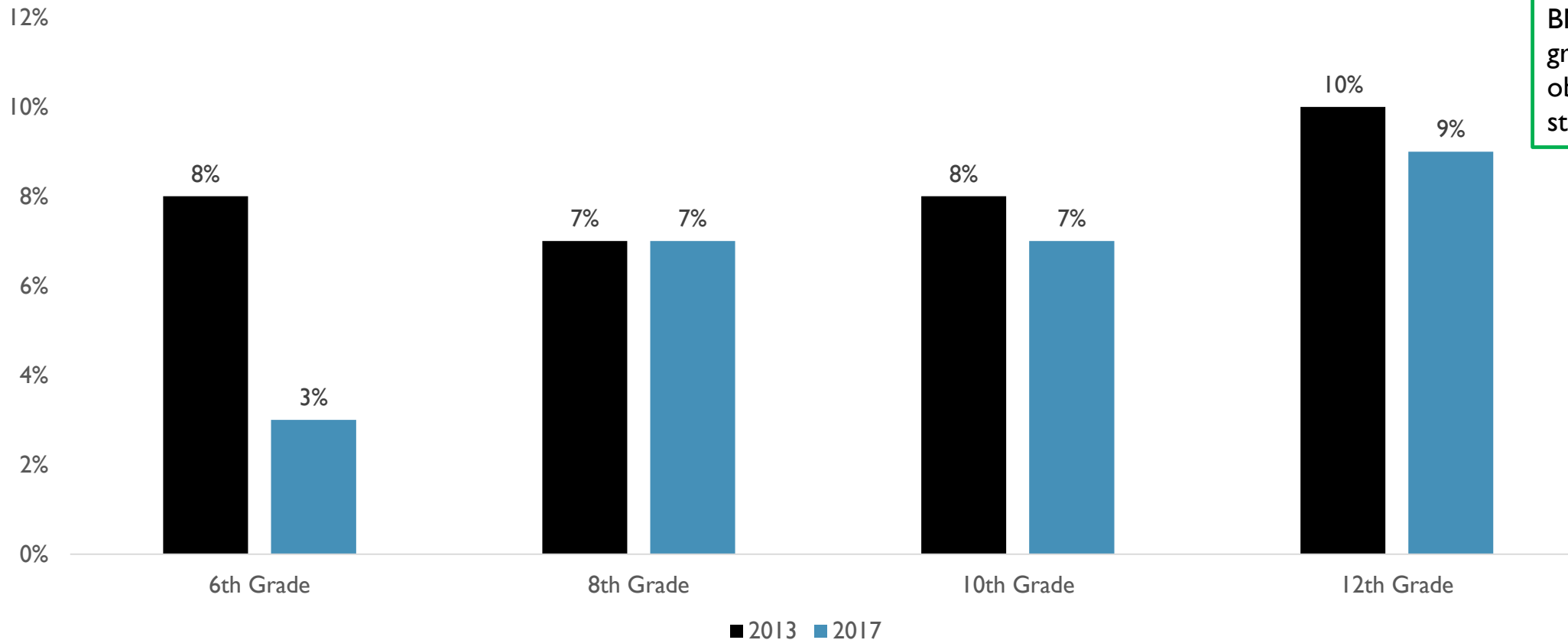
PHYSICAL HEALTH – SELF-REPORT WEIGHT

How do you describe your weight?
Answered "Overweight"



PHYSICAL HEALTH – BMI

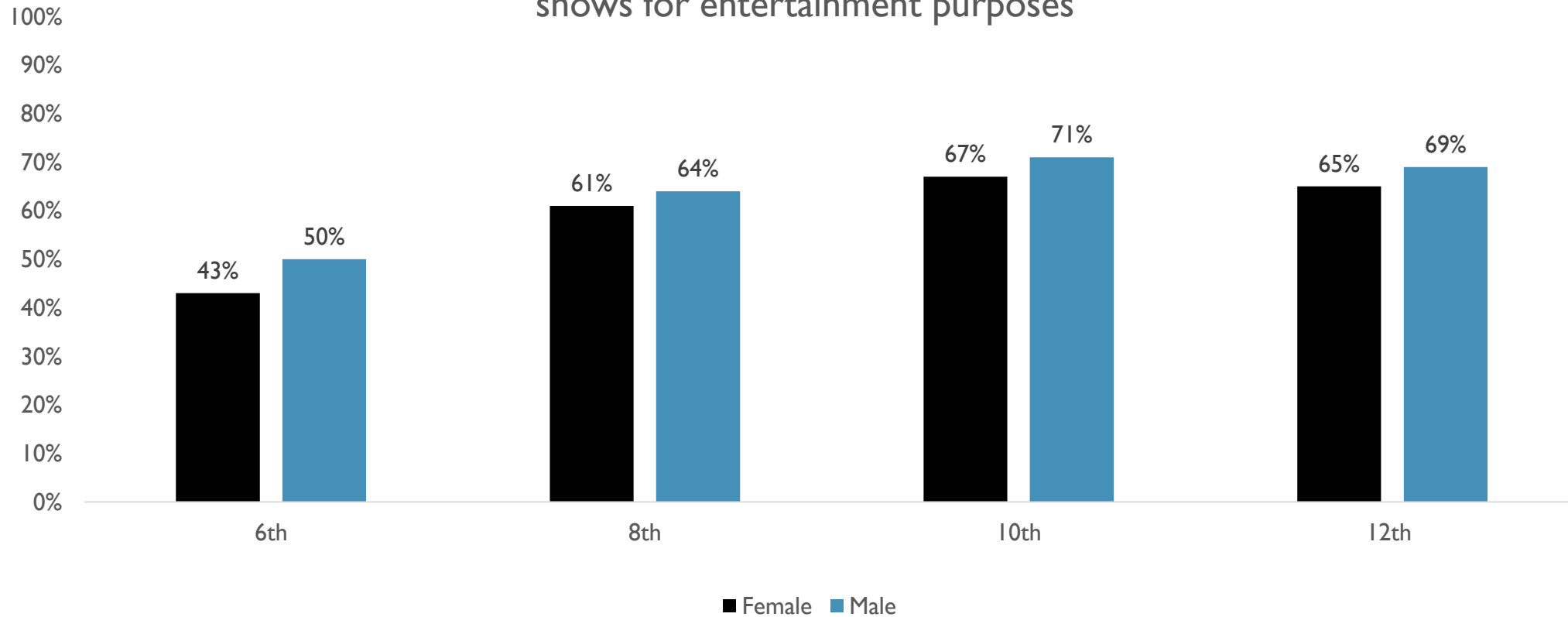
Percent of Students Considered Obese Using BMI



Self-reported weight is confirmed by self-reported BMI data as well. Across all grades those considered obese has decreased or stayed the same.

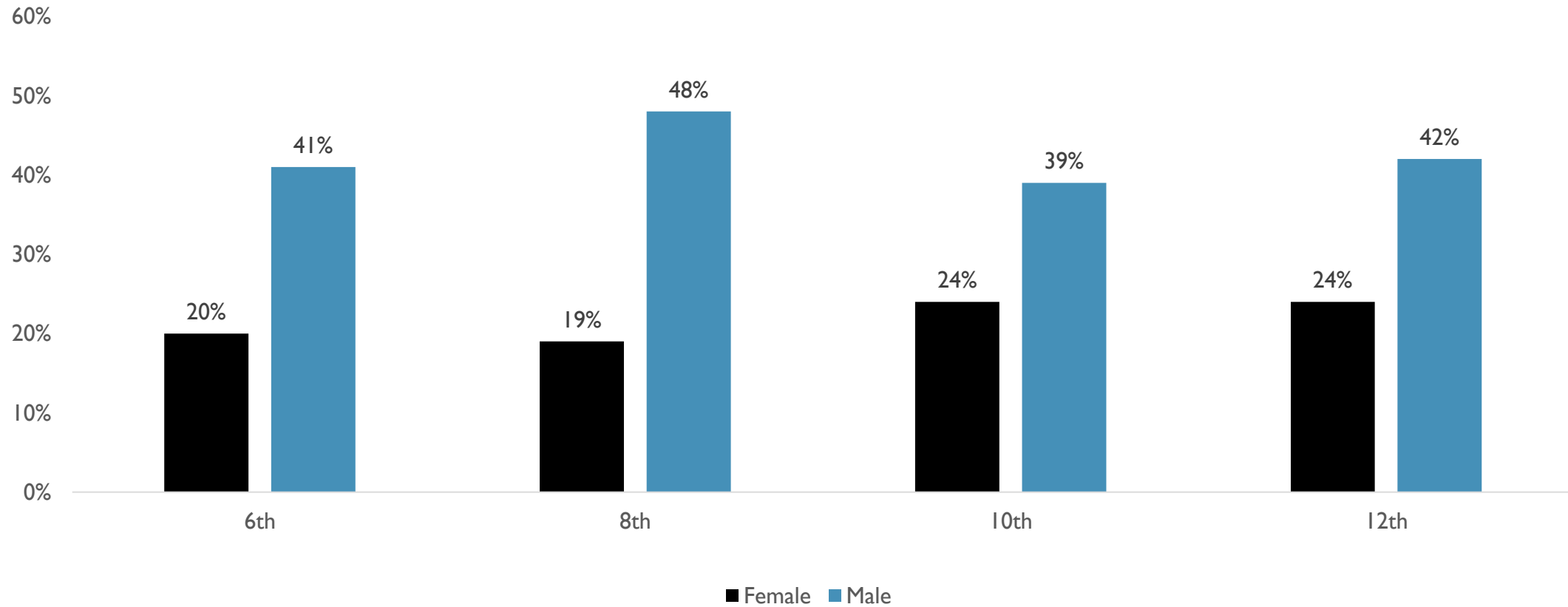
PHYSICAL HEALTH - SCREENTIME

Spent 2 or more hours on an average school day watching videos or television shows for entertainment purposes



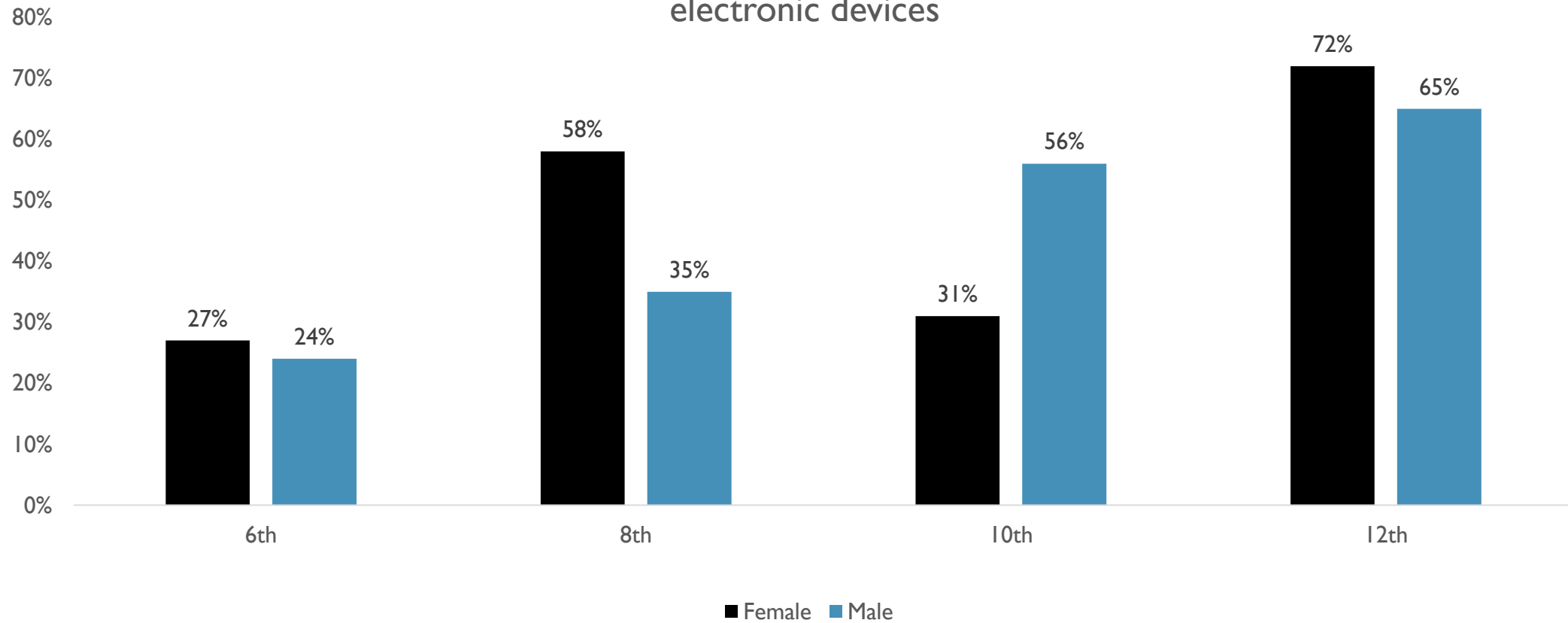
PHYSICAL HEALTH - SCREENTIME

Spent 2 or more hours on an average school day playing video games



PHYSICAL HEALTH - SCREENTIME

Spent 2 or more hours on an average school day connecting socially with friends on electronic devices



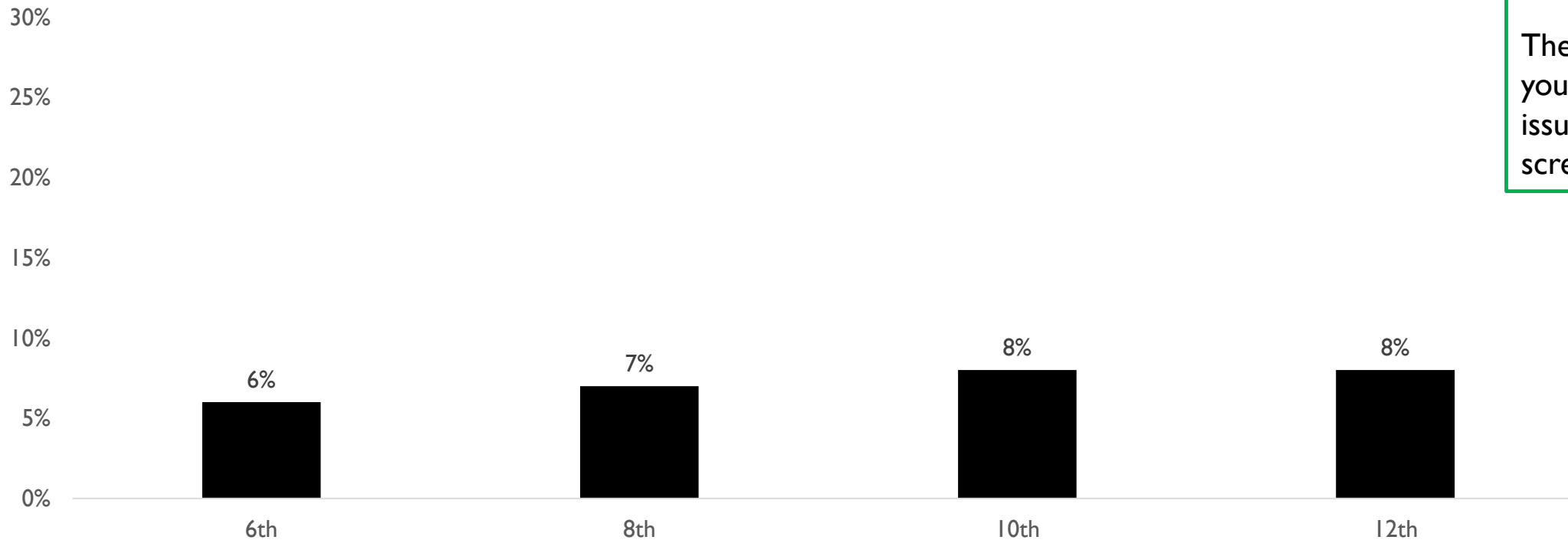
■ Female ■ Male

PHYSICAL HEALTH - SCREENTIME

How often does your school work or relationships with your family or friends suffer because you spend more time online or playing video games than you intended?
Answer: Always or Most of the time

This is a new question.

The intention is to capture youth who report having an issue moderating their screentime use.



2017 Youth Risk Behavior Survey - Grades 6, 8, 10 & 12 Arlington

Percent of Arlington Youth (Grades 6, 8, 10 & 12) by risk behavior or characteristic - Trend Tables

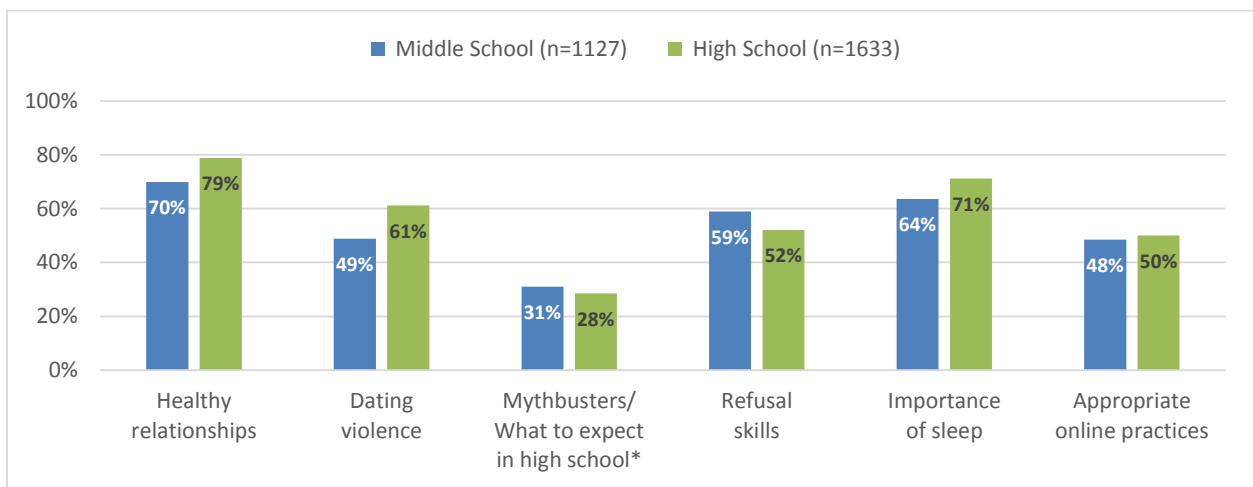
<i>Exercise & Activities</i>				
Physically active 1+ hours per day on fewer than 5 days past week	2007	2010	2013	2017
Grade 6	52	43	34	36
Grade 8	63	48	47	45
Grade 10	59	51	52	52
Grade 12	66	58	66	63
Physically active 60 minutes, 7 days past week	2007	2010	2013	2017
Grade 6	na	na	35	36
Grade 8	na	na	24	31
Grade 10	na	na	25	23
Grade 12	na	na	17	16
Did not play on any sports teams, past year	2007	2010	2013	2017
Grade 6	32	33	23	25
Grade 8	31	33	31	31
Grade 10	37	37	36	35
Grade 12	45	46	51	47
Watching TV 3+ hours per school day	2007	2010	2013	2017
Grade 6	25	25	19	24
Grade 8	32	22	23	37
Grade 10	31	25	23	42
Grade 12	29	25	23	45
Playing computer or video games 3+ hours per school day	2007	2010	2013	2017
Grade 6	12	13	12	16
Grade 8	23	19	24	20
Grade 10	26	26	25	23
Grade 12	25	26	27	22
Total recreational screen time 3+ hours per school day	2007	2010	2013	2017
Grade 8	59	49	41	48
Grade 8	63	53	53	67
Grade 10	62	58	52	90
Grade 12	63	59	71	77

Your Voice Matters: Select Student Results

The Your Voice Matters survey is a new collaboration between Arlington Public Schools and the Arlington Partnership for Children, Youth, and Families (APCYF). It was administered for the first time in spring 2018, and covers a variety of topics including health and wellbeing. The student version is administered in grades 5-11. This appendix includes questions from the student version of the Your Voice Matters survey relevant to health and PE curriculum: topics covered in health class, nutrition, mental health, and bullying.

Topics Covered in Health Class

Figure 1: Which of the following topics did you learn about in your health class?



*Middle school responses for Mythbusters includes 8th grade responses only, since this program is offered in 8th grade. The number of responses for this topic is 538.

Nutrition

Figure 2: During a [elementary] regular/[secondary] typical school week, how often do you eat breakfast?

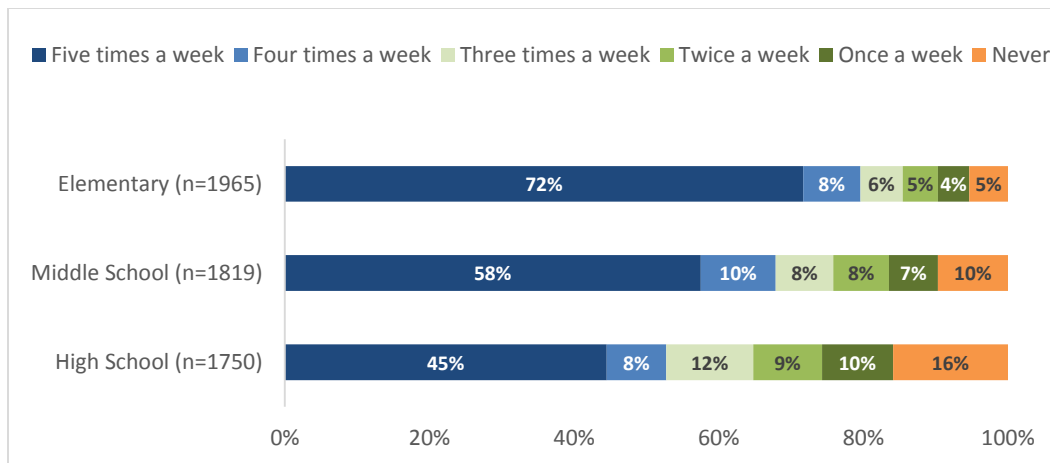
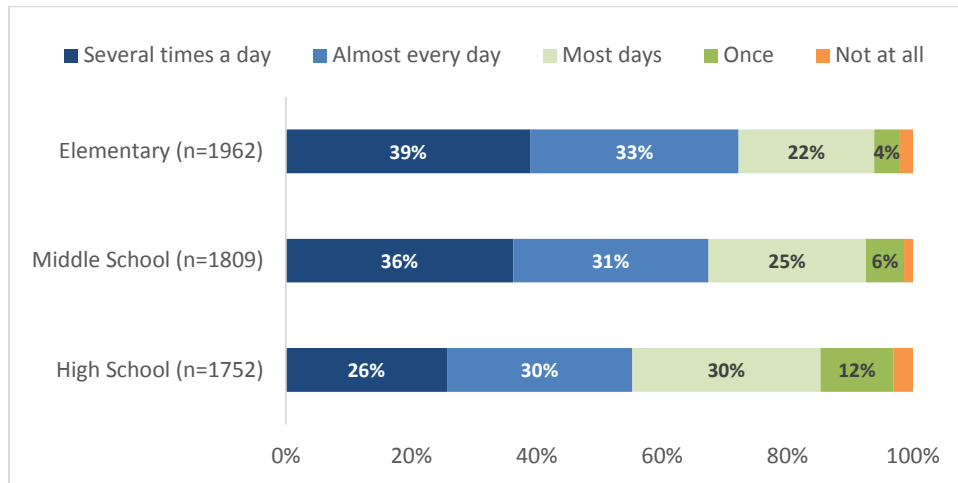


Figure 3: In the last week, how often did you eat fresh fruits or vegetables? For example, apples, bananas, carrots, and spinach are all fresh fruits and vegetables.



Mental Health

Figure 4: How often do you feel stressed out?

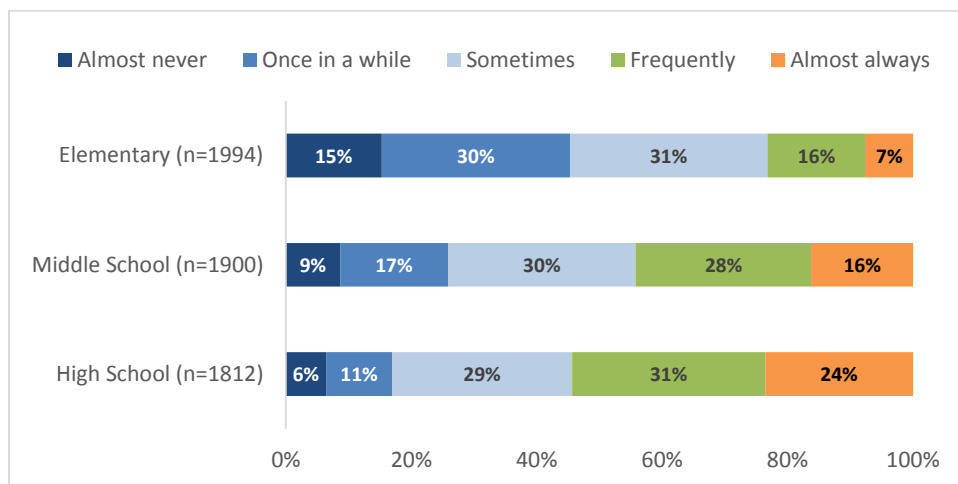
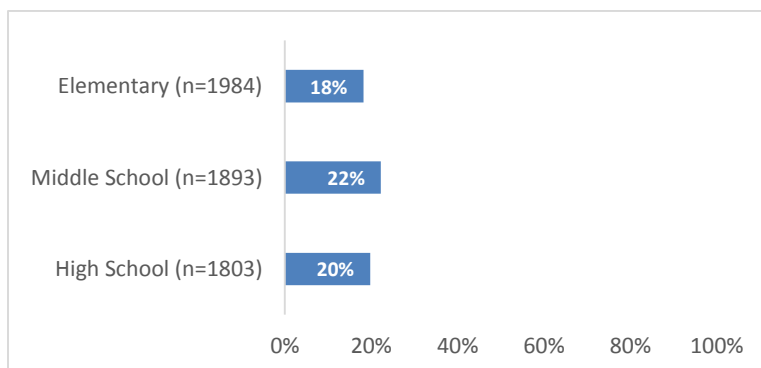


Figure 5: Who do you talk to when you are feeling stressed out? Please select all that apply. (Percentage of students selecting “No One”)



Bullying

Figure 6: Have you ever been bullied...

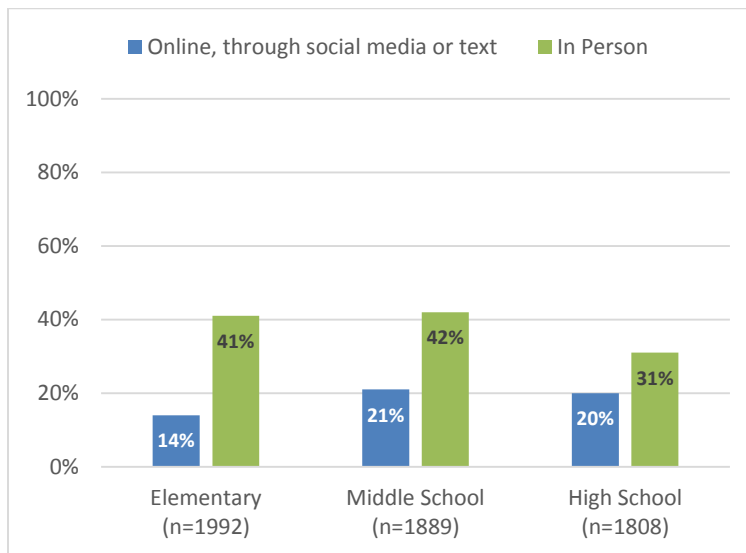


Figure 7: Did that person help? (Students who have been bullied)

