

# What's Happening in Your Community?

A Community Needs Assessment  
Data Book  
March 2015





# What's Happening in Wherever?

A Community Needs Assessment Data Book





# Have used the data book before?

---

**A. Yes, I have used previous versions of the data book.**

**B. No, this is new to me.**



# Learning Objectives

- Describe the contents of this data book and articulate how the data relate to the CPWI logic model.
- Describe the two different templates of the data book.
- Understand the types of data presented in the data book.
- Understand the new data elements in the data book.
- Apply data analysis skills to interpret tables and charts included in the data book.



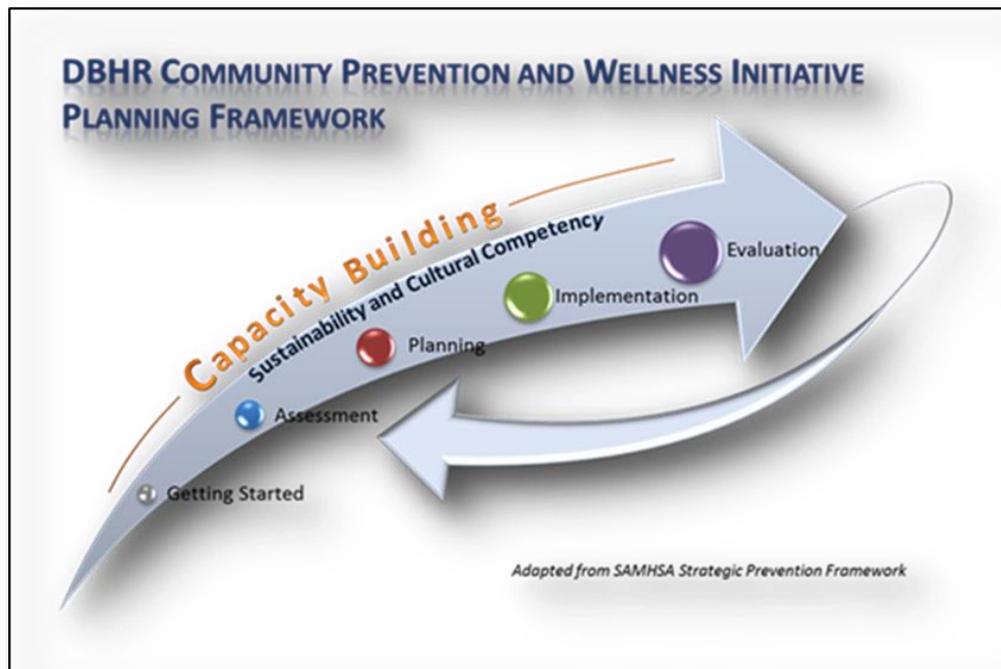
# Learning Objectives

- Describe the contents of this data book and articulate how the data relate to the CPWI logic model.
- Describe the two different templates of the data book.
- Understand the types of data presented in the data book.
- Understand the new data elements in the data book.
- Apply data analysis skills to interpret tables and charts included in the data book.

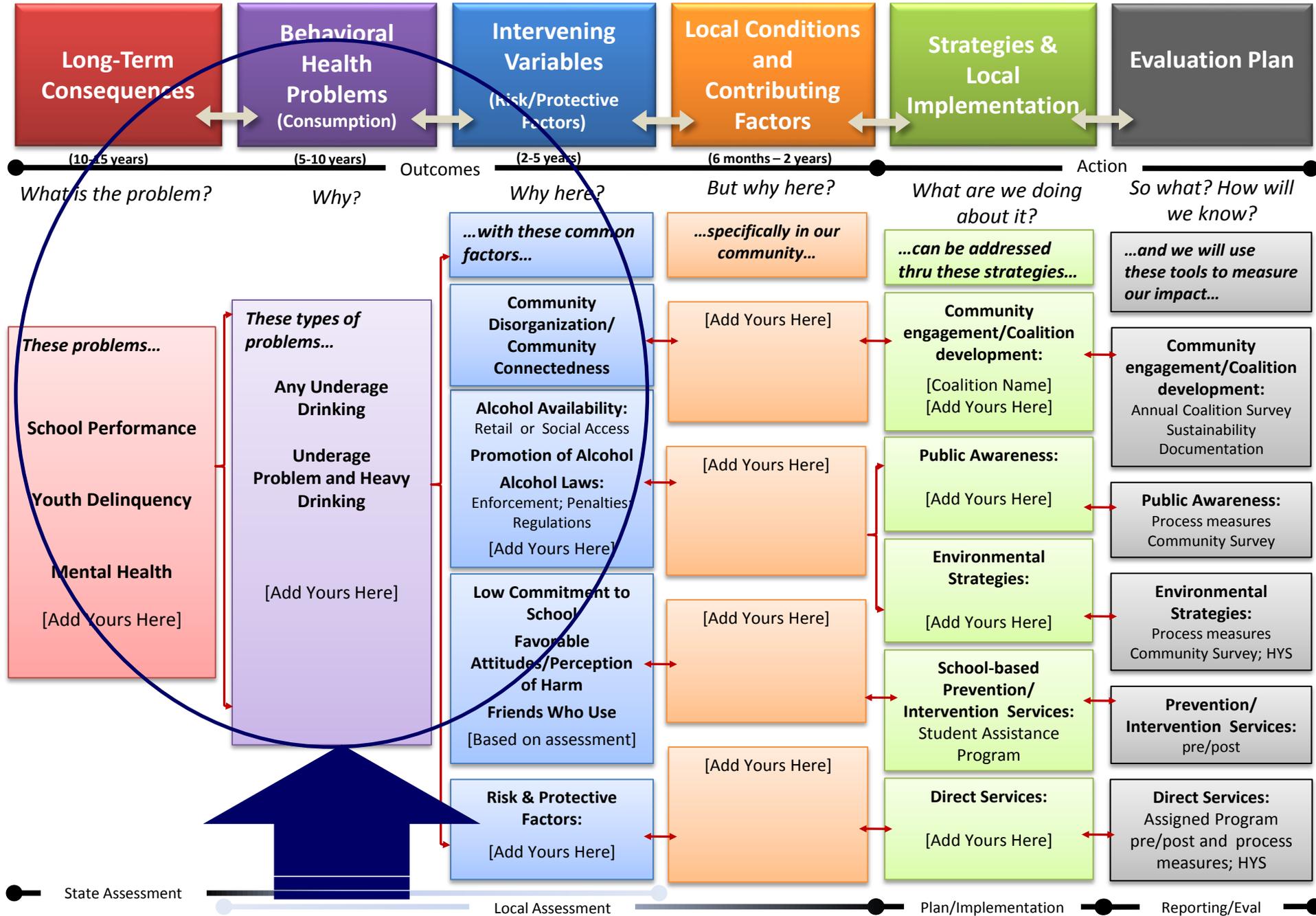


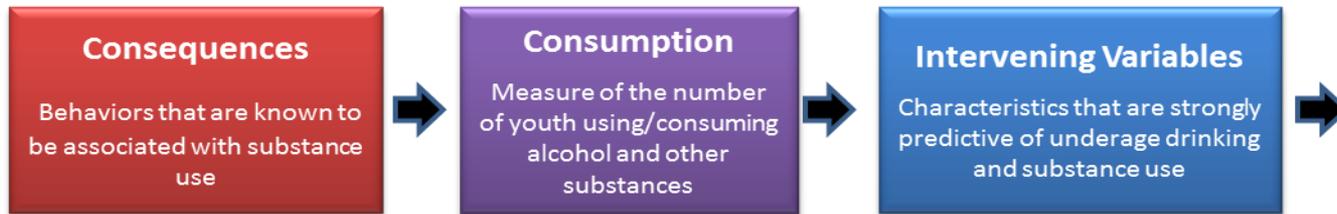
# Purpose of the Data Book

- The data book provides data for your needs assessment.
- The data book is organized around the CPWI logic model.



# [Name] Coalition Logic Model





Measures

- School performance**
  - Self-reported grades
  - Skipping school
  - Graduation rates
- Youth Delinquency**
  - Self-reported fighting
  - Carrying a weapon
  - Gang membership
  - Drinking and driving
  - Arrest rates
  - Weapon incidents in schools
- Mental Health**
  - Depression
  - Considering suicide
  - Suicide attempts

Measures

- Youth Alcohol Use**
  - Current drinking
  - Problem or heavy drinking
  - Other substance use – tobacco, marijuana, other illegal drugs, prescription drugs

Measures

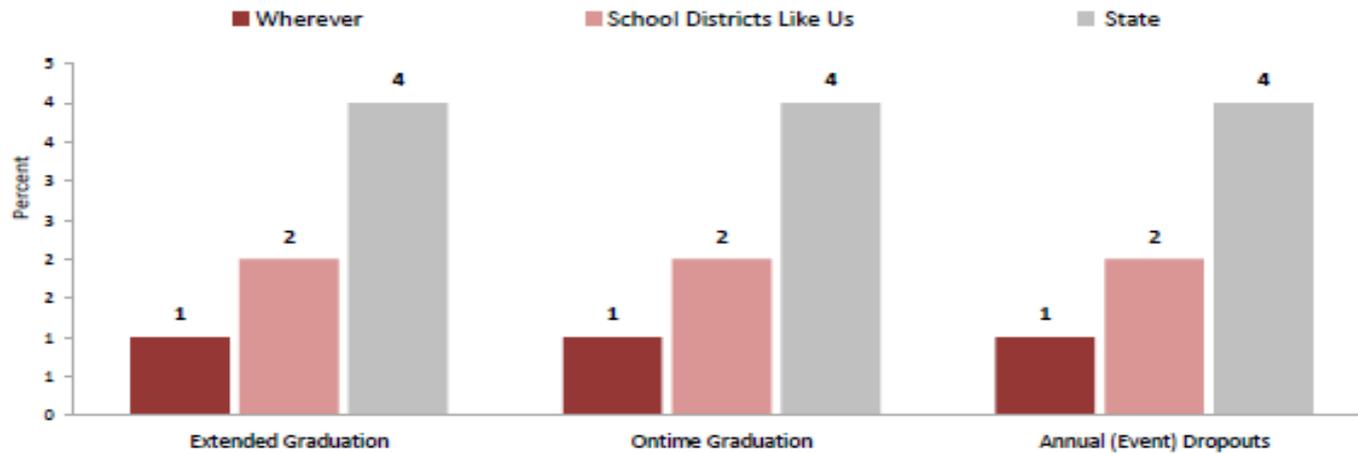
- [Community Connectedness]
- Alcohol Availability**
  - Ease of access and usual sources
  - Density of licenses
- [Promotion of Alcohol]
- Risk of Alcohol Use**
  - Enforcement risk
  - Perception of harm
- Norms**
  - Youth, peers, and adults
- Risk & Protective Factors**
  - Poor family management
  - Early initiation of drugs
  - Intentions to use drugs
  - Friends' use of drugs
  - Social skills



# Consequence Data

## CONSEQUENCES | Behaviors that are known to be associated with substance abuse

CORE Measures of School Performance (2012, Percent)



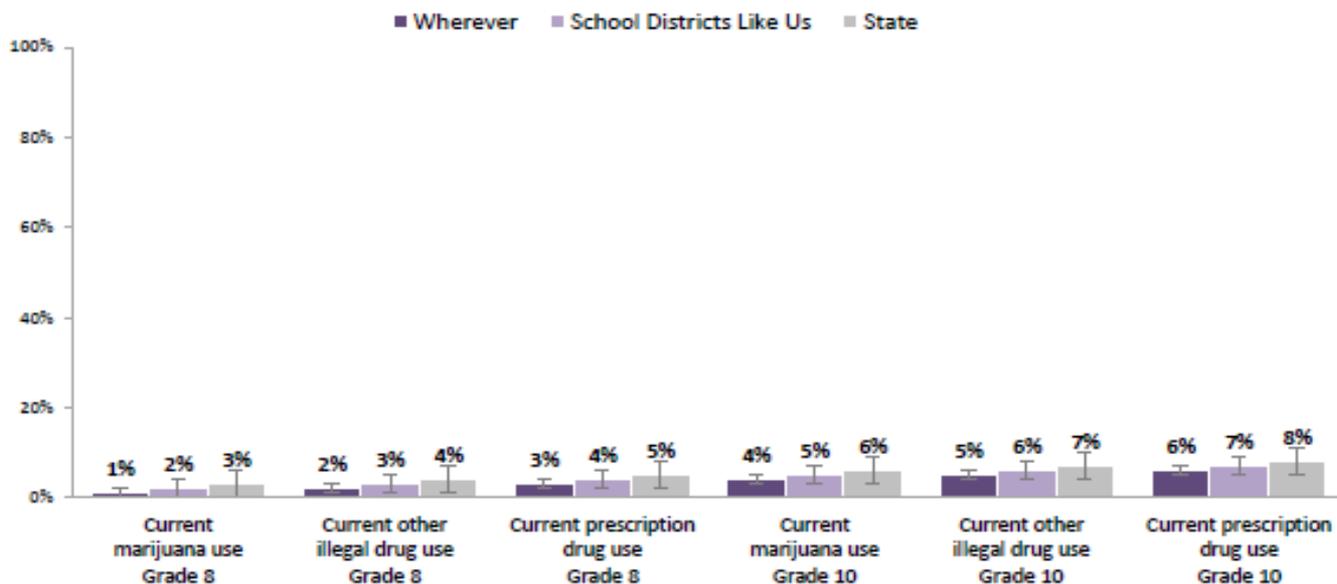
CORE Measures of School Performance	Wherever		School Districts Like Us		State	
	2012	2014	2012	2014	2012	2014
Extended Graduation Rate. The rate per 100 of students in the freshman cohort who graduate including those students who stay in school and take more than four years to complete their degree.	0	0	0	0	0	0



# Consumption Data

## CONSUMPTION | Measures of the number of youth using/consuming alcohol and other substances

HYS Measures of Youth Substance Use (2014, Percent)



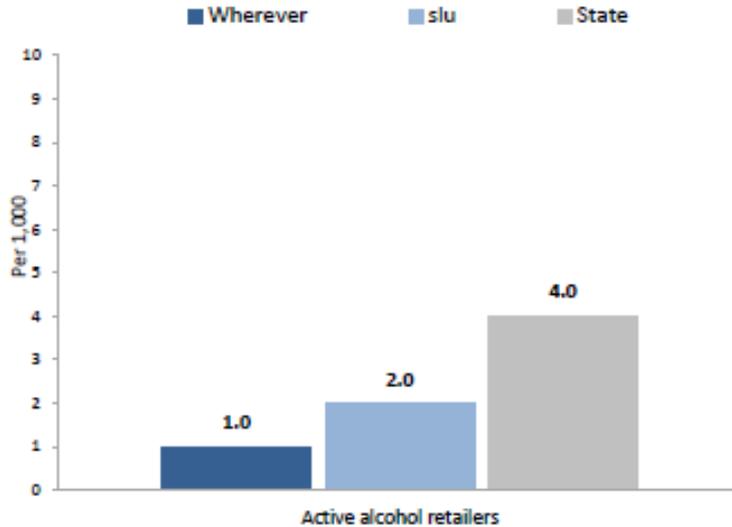
HYS Measures of Youth Substance Use	GRADE	Wherever		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
Current Marijuana Use. During the past 30 days, on how many days did you: Use marijuana or hashish? (District results: Use any days)	8	7%	1%	8%	2%	9%	3%
	10	10%	4%	11%	5%	12%	6%
Current Other Illegal Drug Use. During the past 30		0%	2%	0%	2%	10%	4%



# Intervening Variables

## INTERVENING VARIABLES | Characteristics that are strongly predictive of underage drinking/substance abuse

CORE Measures of Alcohol Availability (2013, Rate per 1,000)



CORE Measures of Alcohol Availability	Wherever		School Districts Like Us		State	
	2012	2013	2012	2013	2012	2013
Active Alcohol Retailers. The number of alcohol retail licenses active during the year, per 1,000 persons (all ages). Retail licenses include restaurants, grocery stores, and wine shops but do not include state liquor stores and agencies.						



# Data Sources

## Washington State Healthy Youth Survey (HYS)

- School-based survey in 6th, 8th, 10th, and 12th grade
- Conducted every two years
- Small schools/school districts eligible to participate in “small school pilot”, which surveys 7th, 9th, 11th graders in 2014

## Community Outcome and Risk Evaluation (CORE) System

- Archival/administrative data
- Data from various agencies: DSHS, DOH, LCB, DOL, OFM



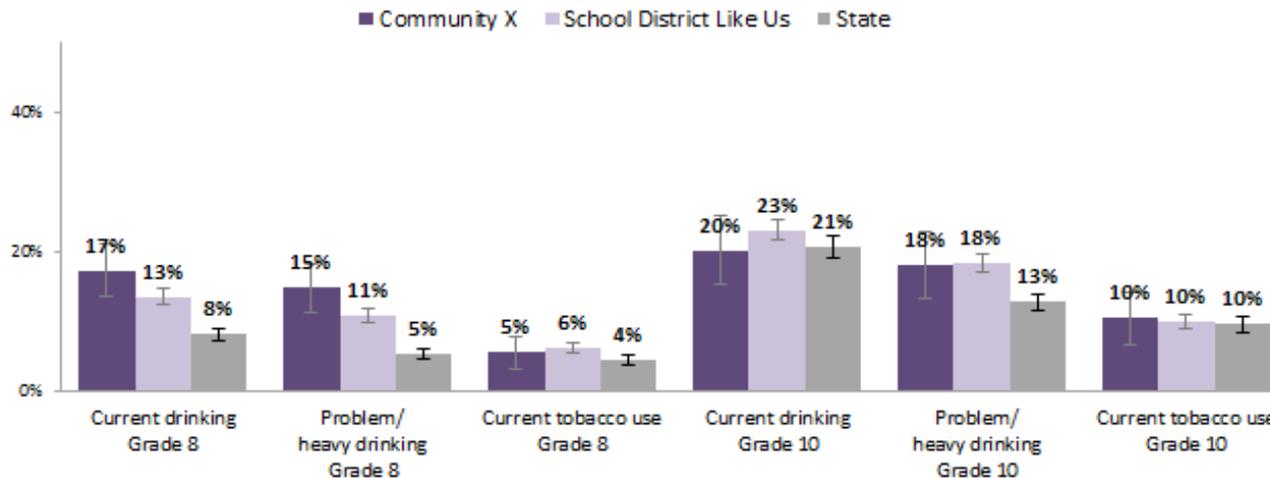
# Learning Objectives

- Describe the contents of this data book and articulate how the data relate to the CPWI logic model.
- Describe the two different templates of the data book.**
- Understand the types of data presented in the data book.
- Understand the new data elements in the data book.
- Apply data analysis skills to interpret tables and charts included in the data book.



# Data Book Templates: Regular

HYS Measures of Youth Substance Use (2014, Percent)

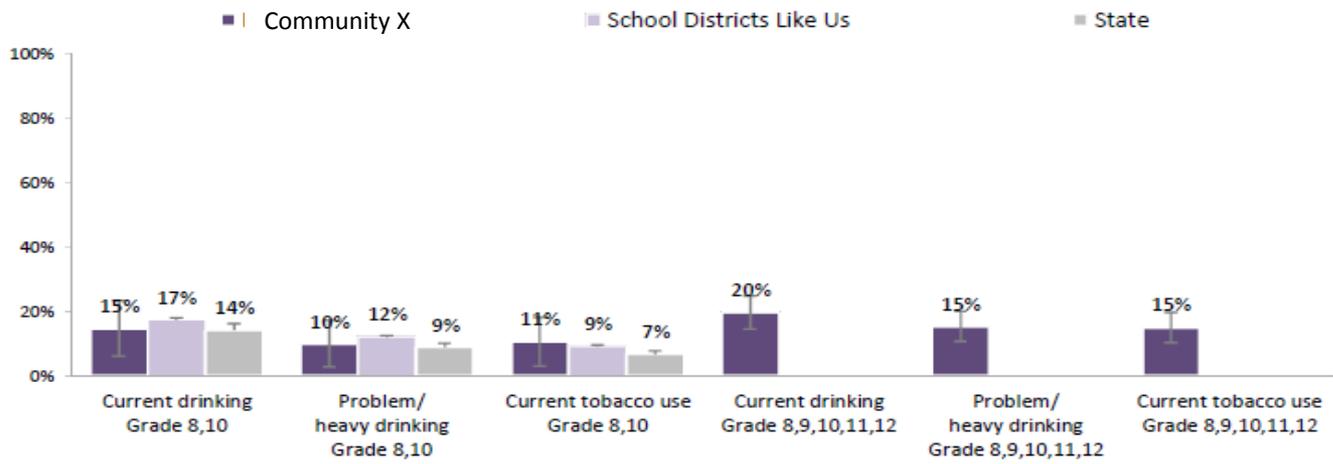


HYS Measures of Youth Substance Use	GRADE	Community X		School District Like US		State	
		2012	2014	2012	2014	2012	2014
<b>Current Drinking.</b> During the past 30 days, on how many days did you: Drink a glass, can or bottle of beer? (District results: Drink any days)	8	21%	17%	15% <sup>b</sup>	13% <sup>b</sup>	12% <sup>c</sup>	8% <sup>c</sup>
	10	29%	20% <sup>a</sup>	28%	23%	23%	21%
<b>Problem/Heavy Drinking.</b> (District results: 3-5 days drinking in the past 30 days and/or 1 binge past 2 weeks, or 6+ days drinking in the past 30 days and/or 2+ binge past 2 weeks)	8	19%	15%	12% <sup>b</sup>	11% <sup>b</sup>	8% <sup>c</sup>	5% <sup>c</sup>
	10	27%	18% <sup>a</sup>	21%	18%	17%	13% <sup>c</sup>
<b>Current Tobacco Use.</b> During the past 30 days, on how many days did you: Smoke cigarettes, or: Use chewing tobacco, snuff, or dip? (District results: Use either on any days)	8	10%	5% <sup>a</sup>	7%	6%	6%	4%
	10	13%	10%	11%	10%	12%	10%



# Data Book Templates: Small Community

HYS Measures of Youth Substance Use (2014, Percent)



HYS Measures of Youth Substance Use	GRADE	Community X		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
<b>Current Drinking.</b> During the past 30 days, on how many days did you: Drink a glass can or bottle of beer? (District results: Drink any days)	8 and 10	11%	15%	21% <sup>b</sup>	17%	18% <sup>c</sup>	14%
	8,9,10,11,12		20%				
<b>Problem/Heavy Drinking.</b> (District results: 3-5 days drinking in the past 30 days and/or 1 binge past 2 weeks, or 6+ days drinking in the past 30 days and/or 2+ binae past 2 weeks)	8 and 10	9%	10%	15%	12%	12% <sup>c</sup>	9%
	8,9,10,11,12		15%				
<b>Current Tobacco Use.</b> During the past 30 days, on how many days did you: Smoke cigarettes, or: Use chewing tobacco, snuff, or dip? (District results: Use either on any days)	8 and 10	5%	11%	13%	9%	9% <sup>c</sup>	7%
	8,9,10,11,12		15%				

\* The bar chart includes 2014 HYS results for your school district area, "school districts like us" and the state.

<sup>a</sup> The 2014 rate is significantly different from the 2012 rate.

<sup>b</sup> The "school districts like us" rate is significantly different from your school district area rate.

<sup>c</sup> The state rate is significantly different from your district area rate

<sup>d</sup> Fewer than 30 students answered this question.

# Why bother with two templates?

---





# Learning Objectives

---

- Describe the contents of this data book and articulate how the data relate to the CPWI logic model.
- Describe the two different templates of the data book.
- Understand the types of data presented in the data book.**
- Understand the new data elements in the data book.**
- Apply data analysis skills to interpret tables and charts included in the data book.**



# Types of Data

---

## Most recent data

- Healthy Youth Survey – 2012 and 2014
- CORE data – 2 years

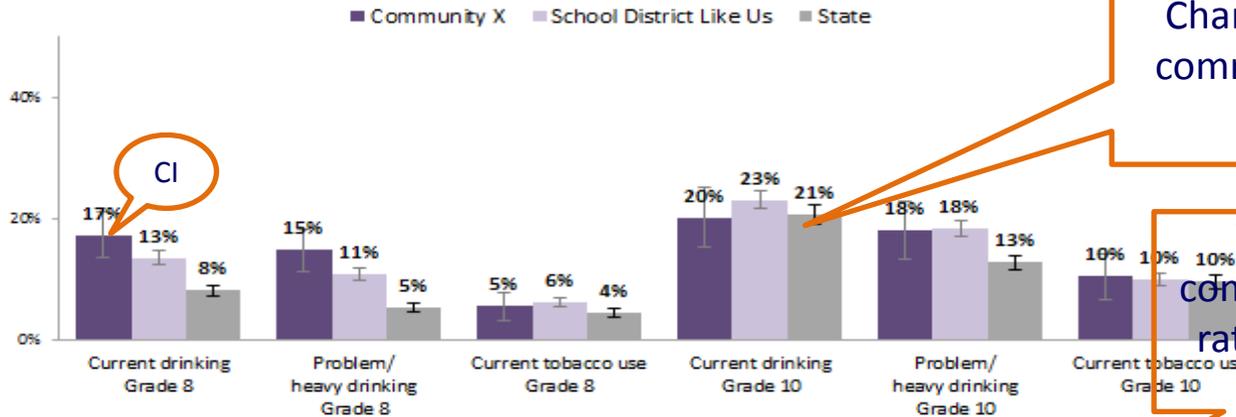
## Trend data

## Demographic profile



# Most Recent Data: HYS

HYS Measures of Youth Substance Use (2014, Percent)



Charts compare 2014 community, SDLU, and state results

Tables present community and state rates, by grade and year

HYS Measures of Youth Substance Use	GRADE	Community X		School District Like US		State	
		2012	2014	2012	2014	2012	2014
<b>Current Drinking.</b> During the past 30 days, on how many days did you: Drink a glass, can or bottle of beer? (District results: Drink any days)	8	21%	17%	15%	13%	12%	8%
	10	29%	20%	28%	23%	23%	21%
<b>Problem/Heavy Drinking.</b> (District results: 3-5 days drinking in the past 30 days and/or 1 binge past 2 weeks, or 6+ days drinking in the past 30 days and/or 2+ binge past 2 weeks)	8	19%	15%	12%	11%	8%	5%
	10	27%	18%	21%	18%	17%	13%
<b>Current Tobacco Use.</b> During the past 30 days, on how many days did you: Smoke cigarettes, or: Use chewing tobacco, snuff, or dip? (District results: Use either on any days)	8	10%	5%	7%	6%	6%	4%
	10	13%	10%	11%	10%	12%	10%

Table notes

\* The bar chart includes 2014 HYS district and state results.  
 a The 2014 rate is significantly different from the 2012 rate.  
 b The SDLU rate is significantly different from your district area rate.  
 c The state rate is significantly different than your district rate.  
 d Fewer than 30 students answered this question.



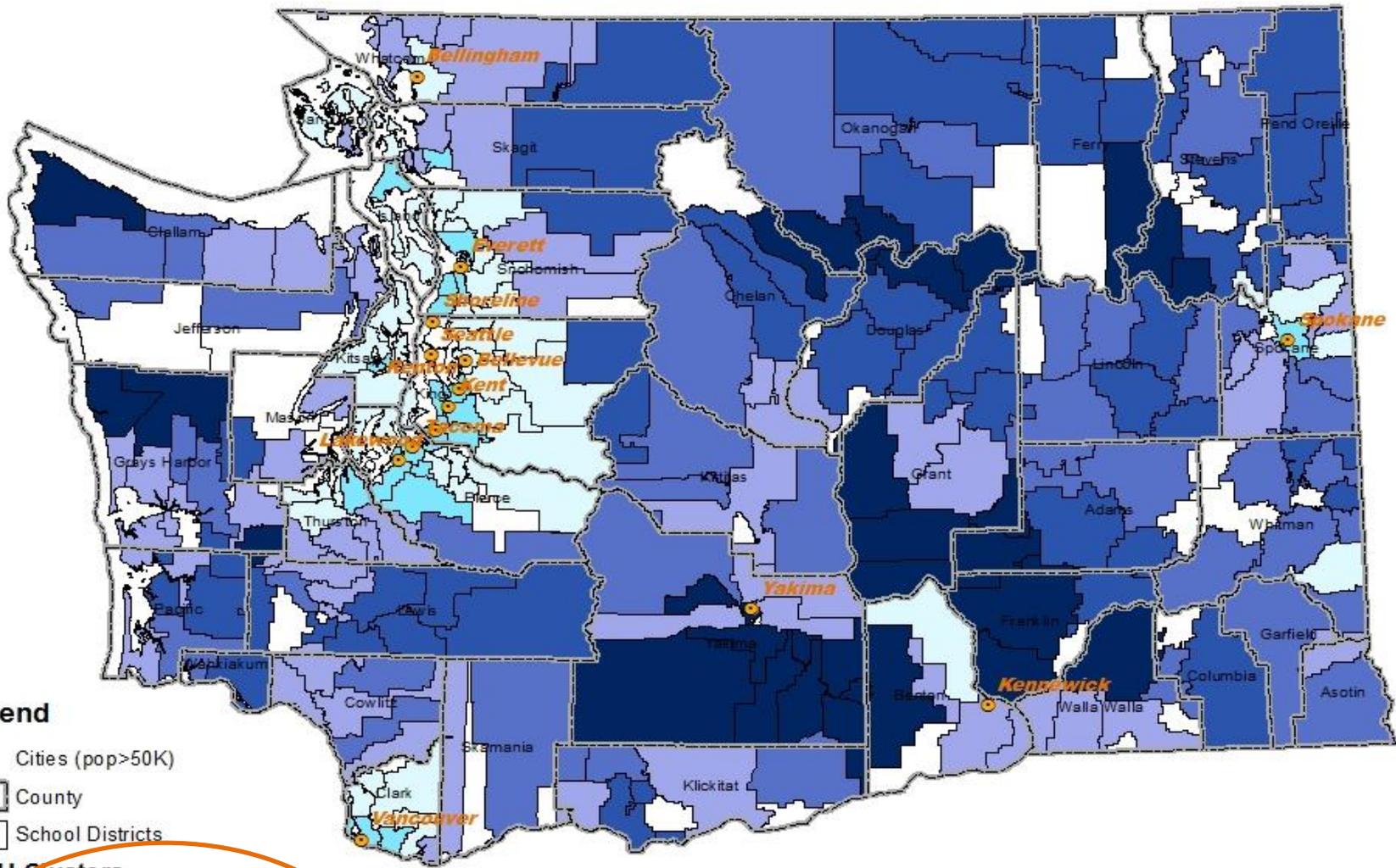
# New this year: SDLU

## What is “school districts like us” (SDLU)?

- SDLU are communities that share similar demographic and socioeconomic characteristics as yours

### Similar characteristics in

- Race/ethnicity
- Poverty level
- Population density
- Relationship between school district and community (% levy approved)



**Legend**

- Cities (pop>50K)
- County
- School Districts

**SDLU Clusters**

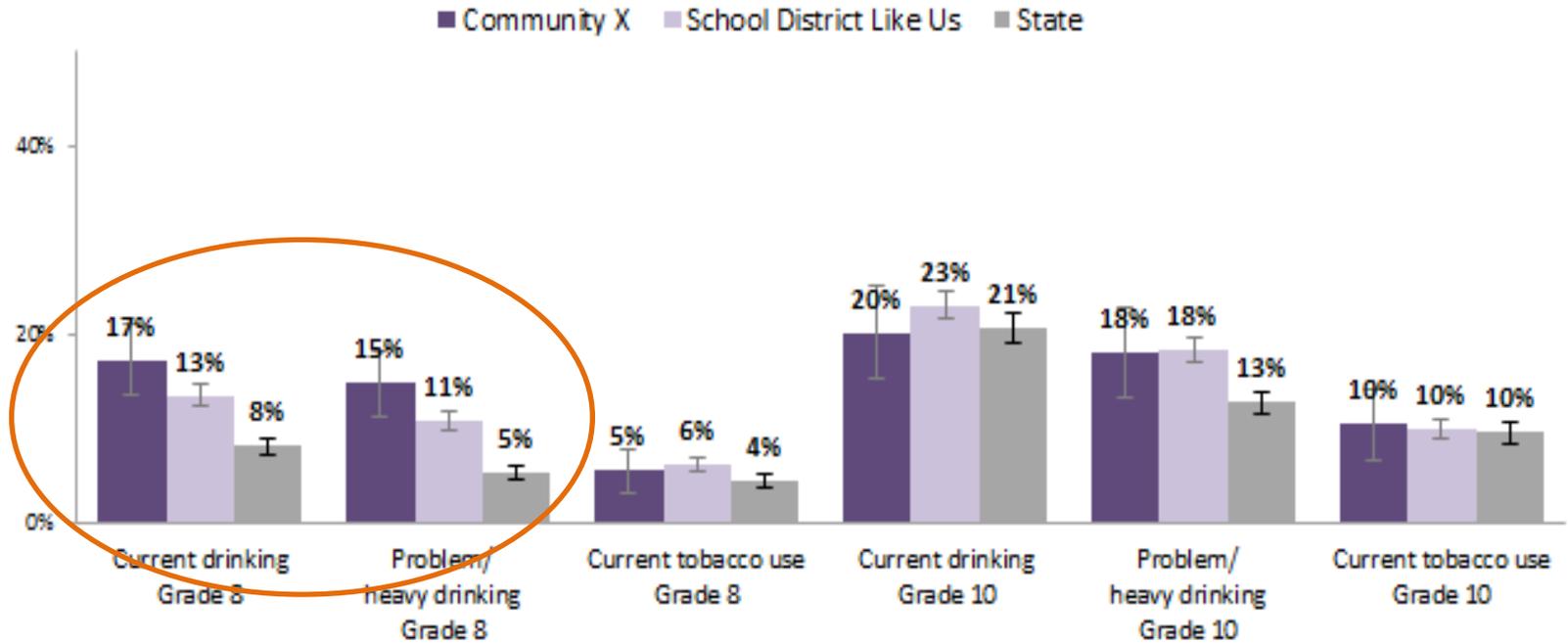
- 1: High % minority, high poverty
- 2: Rural, median to high poverty
- 3: Rural, median to low poverty
- 4: Average
- 5: Urban/Suburban, median to high poverty
- 6: Urban/Suburban, low poverty

School District Clusters



# Interpret HYS Data Chart

HYS Measures of Youth Substance Use (2014, Percent)





# Interpret HYS Data Tables

HYS Measures of Youth Risk Behavior	Grade	Community X		School District Like US			
		2012	2014	2012	2014	2012	2014
<b>Current Drinking.</b> During the past 30 days, on how many days did you: Drink a glass, can or bottle of beer? (District results: Drink any days)	8	22%	17%	15%	b	13%	b
	10	29%	20%	a	28%	23%	23%
<b>Problem/Heavy Drinking.</b> (District results: 3-5 days drinking in the past 30 days and/or 1 binge past 2 weeks, or 6+ days drinking in the past 30 days and/or 2+ binge past 2 weeks)	8	19%	15%	12%	b	11%	b
	10	27%	18%	a	21%	18%	17%
<b>Current Tobacco Use.</b> During the past 30 days, on how many days did you: Smoke cigarettes, or: Use chewing tobacco, snuff, or dip? (District results: Use either on any days)	8	10%	5%	a	7%	6%	6%
	10	13%	10%	11%	10%	12%	10%

a. Community 2014 rate is significantly different from the 2012 rate.

c. State rate is significantly different from the community rate.

- \* The bar chart includes 2014 HYS district and state results.
- a The 2014 rate is significantly different from the 2012 rate.
- b The SDLU rate is significantly different from your district area rate.
- c The state rate is significantly different than your district rate.
- d Fewer than 30 students answered this question.

Table notes

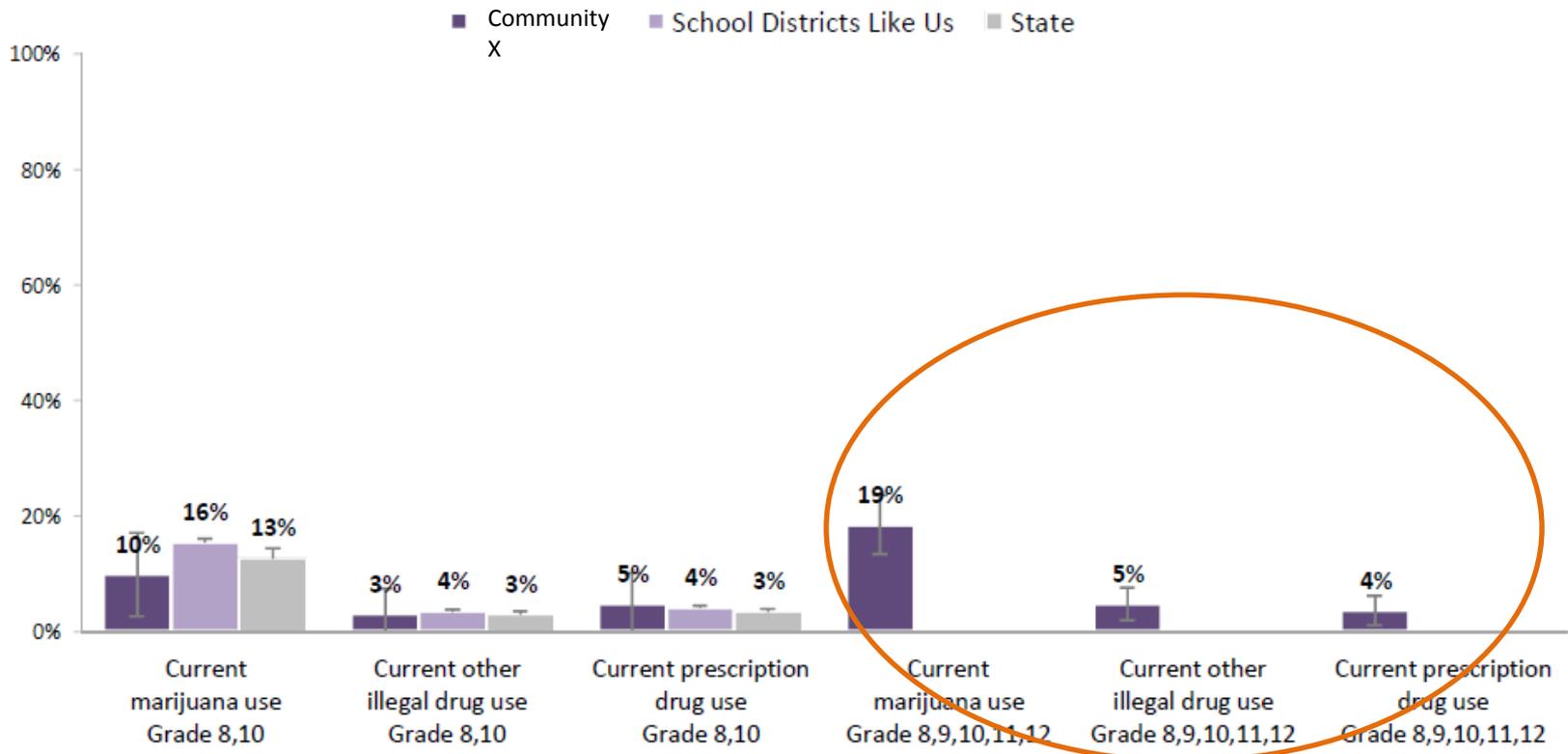
d. Fewer than 30 students answered the question. Interpret with caution.

b. SDLU rate is significantly different from the community rate.



# Interpret HYS Data Chart

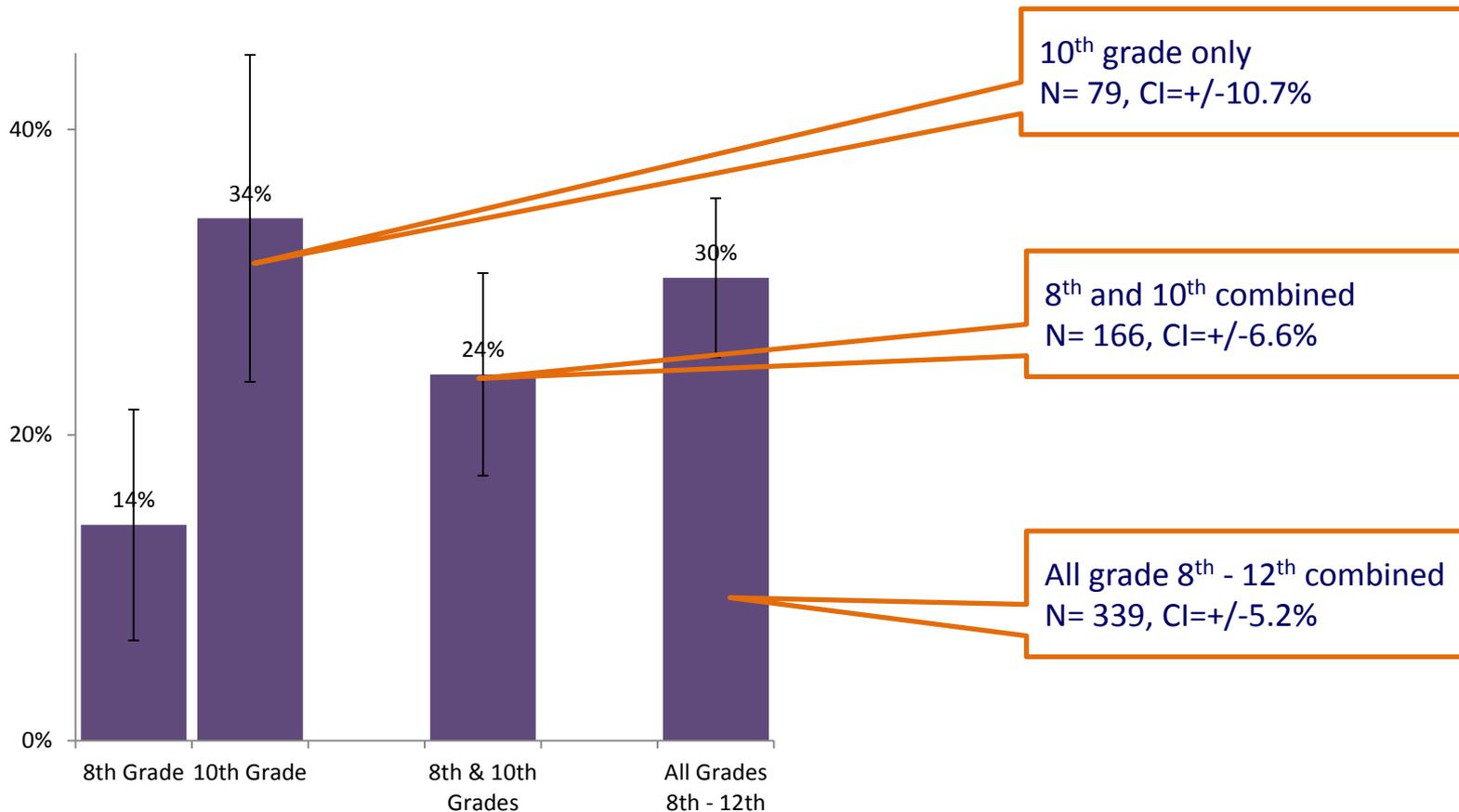
HYS Measures of Youth Substance Use (2014, Percent)





# Why combining results for small communities

Past 30-day alcohol use in Community X





# Interpret the HYS Data Tables

8<sup>th</sup> and 10<sup>th</sup> grades combined, compared with SDLU and State rates

HYS Measures of Youth Substance Use	GRADE	Community X		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
Current Marijuana Use. During the past 30 days, on how many days did you: Use marijuana or hashish? <i>(District results: Use any days)</i>	8 and 10	11%	10%	16%	16%	14%	13%
	8,9,10,11,12		19%				
Current Other Illegal Drug Use. During the past 30 days, on how many days did you: not counting alcohol, tobacco, or marijuana, use another illegal drug? <i>(District results: Use any days)</i>	8 and 10	1%	3%	4% <sup>b</sup>	4%	4% <sup>c</sup>	3%
	8,9,10,11,12		5%				
Current Prescription Drug Use. During the past 30 days, on how many days did you: Use a pain killer to get high, like Vicodin, OxyContin or Percocet? <i>(District results: Use any days)</i>	8 and 10	4%	5%	5%	4%	5%	3%
	8,9,10,11,12		4%				

\* The bar chart includes 2014 HYS results for your school district area, "school districts like us" and the state.

<sup>a</sup> The 2014 rate is significantly different from the 2012 rate.

<sup>c</sup> The state rate is significantly different from your district area rate

<sup>b</sup> The "school districts like us" rate is significantly different from your school district area rate.

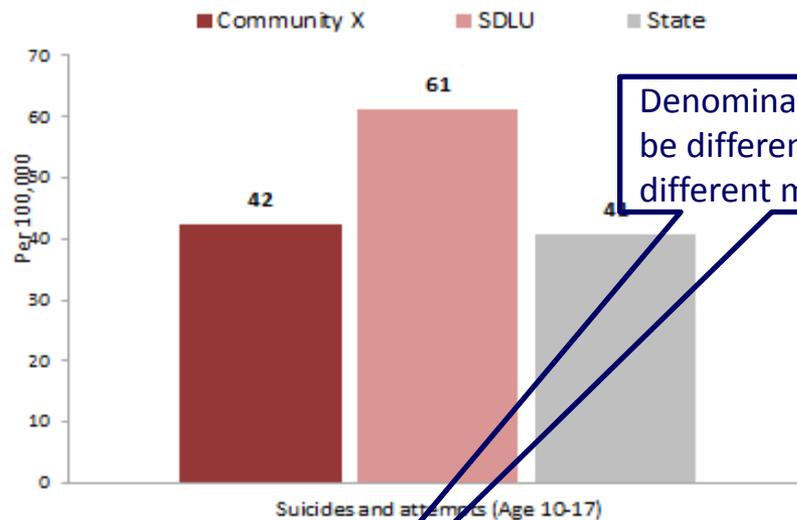
<sup>d</sup> Fewer than 30 students answered this question.

All grades 8<sup>th</sup> to 12<sup>th</sup> combined for 2014



# Interpret CORE Data Charts and Tables

CORE Measures of Mental Health (2013, Rate per 100,000)



Denominators may be different for different measures

- Community rate
- SDLU rate
- State rate
- No confidence intervals

May have missing data

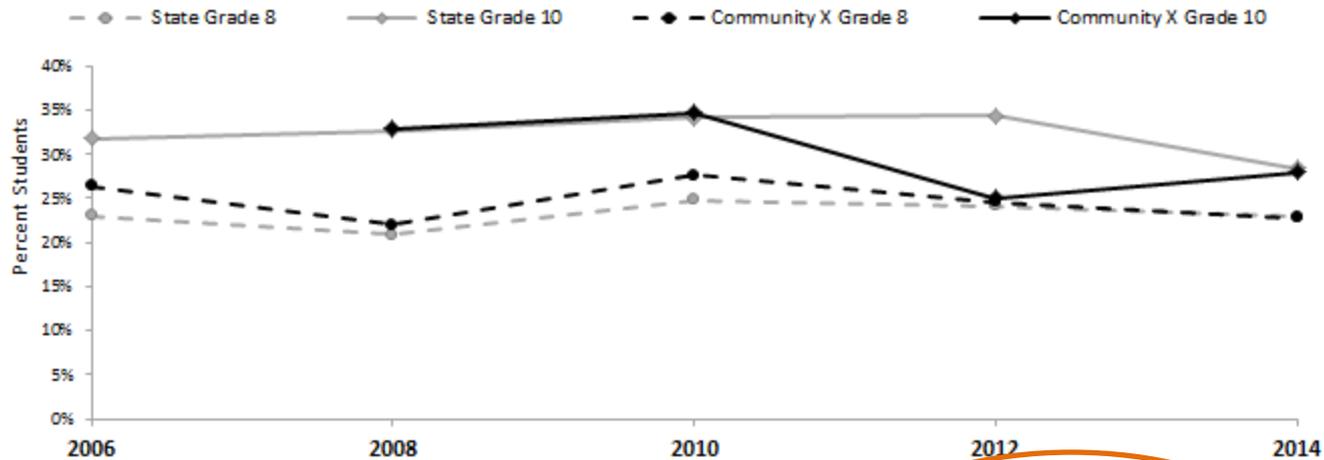
SDLU rate is presented in table; county rate can be found in trend charts

CORE Measures of Mental Health	Community X		SDLU		State	
	2012	2013	2012	2013	2012	2013
Suicides and Attempts (Age 10-17). The annual number of adolescents (age 10-17) who committed suicide or were admitted to the hospital for suicide attempts, per 100,000 adolescents (age 10-17). Suicides are based on death certificate information. Suicide attempts are based on hospital admissions, but do not include admissions to federal hospitals like those on military bases.	UN	42	43	61	45	41



# Trend Data: Large Communities

Perceived Availability of Drugs



	2006	2008	2010	2012	2014
State Grade 8	23%	21%	25%	24%	23%
State Grade 10	32%	33%	34%	34%	28%
Community X Grade 8	26%	22%	28%	25%	23%
Community X Grade 10		33%	35%	25%	28%

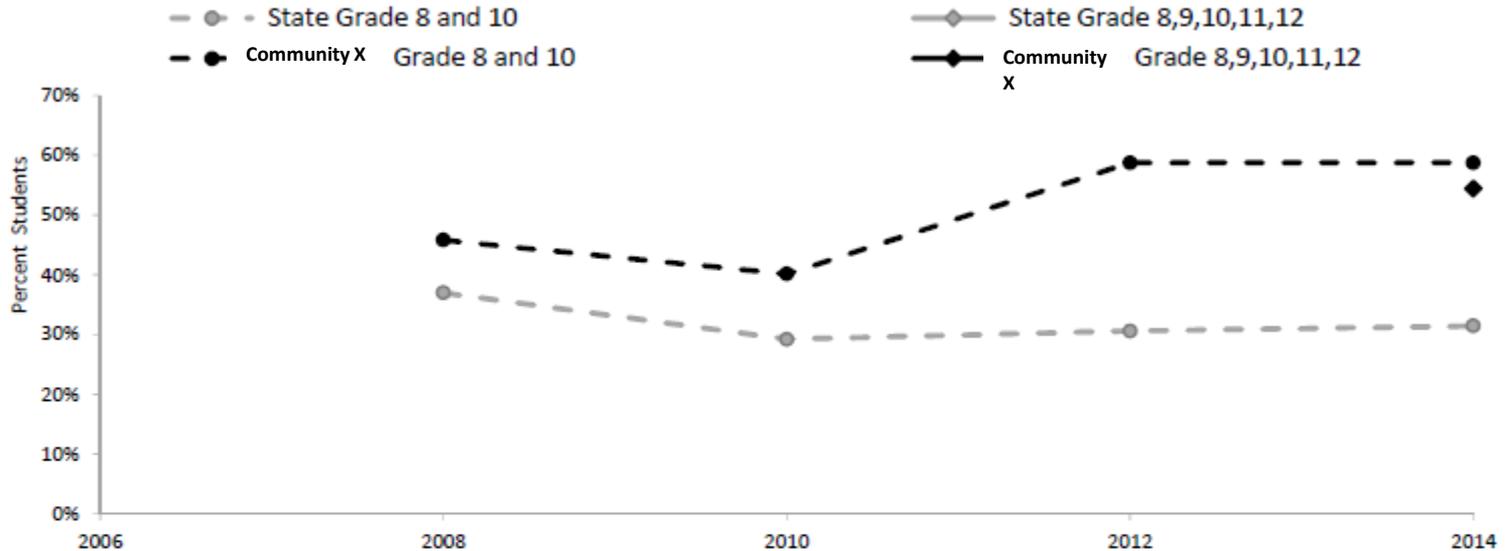
**SCALE QUESTIONS**

- If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?
- If you wanted to get some cigarettes, how easy would it be for you to get some?
- If you wanted to get some marijuana, how easy would it be for you to get some?
- If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?



# Trend Data: Small Communities

## Parental Attitudes Tolerant of Substance Use



Community X  
 State Grade 8 and 10  
 Community X  
 State Grade 8,9,10,11,12  
 Springdale Grade 8 and 10  
 Springdale Grade 8,9,10,11,12

	2006	2008	2010	2012	2014
Community X State Grade 8 and 10		37%	29%	31%	31%
Community X State Grade 8,9,10,11,12		46%	40%	59%	59%
Springdale Grade 8 and 10					54%

### SCALE QUESTIONS

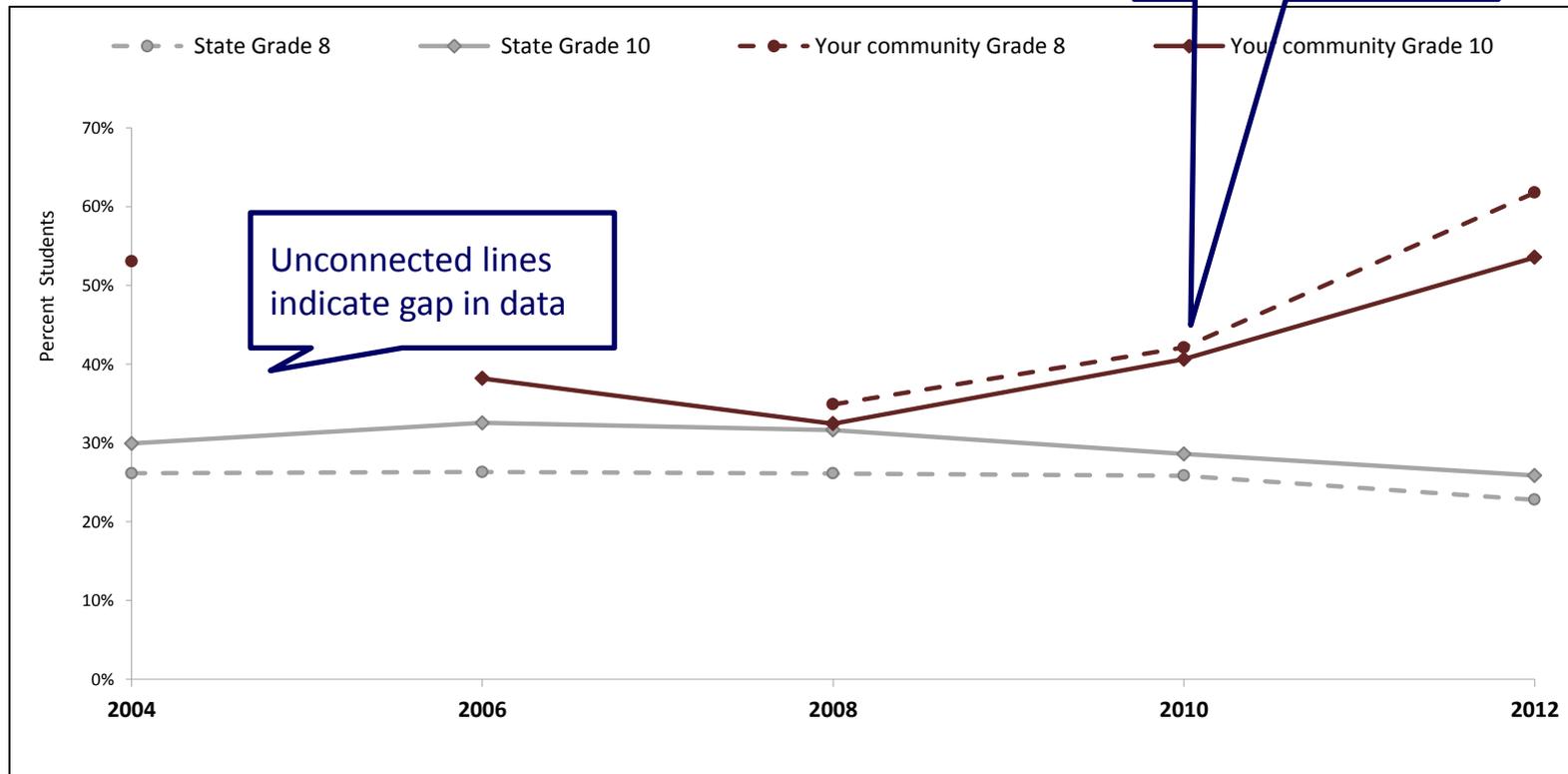
- How wrong do you parents feel it would be for you to drink beer, wine, or hard liquor regularly (at least once or twice a month)?
- How wrong do your parents feel it would be for you to smoke cigarettes?
- How wrong do your parents feel it would be for you to smoke marijuana?



# How to Interpret Trends: HYS Data

## HYS Measures of School Performance

### Low Grades in School





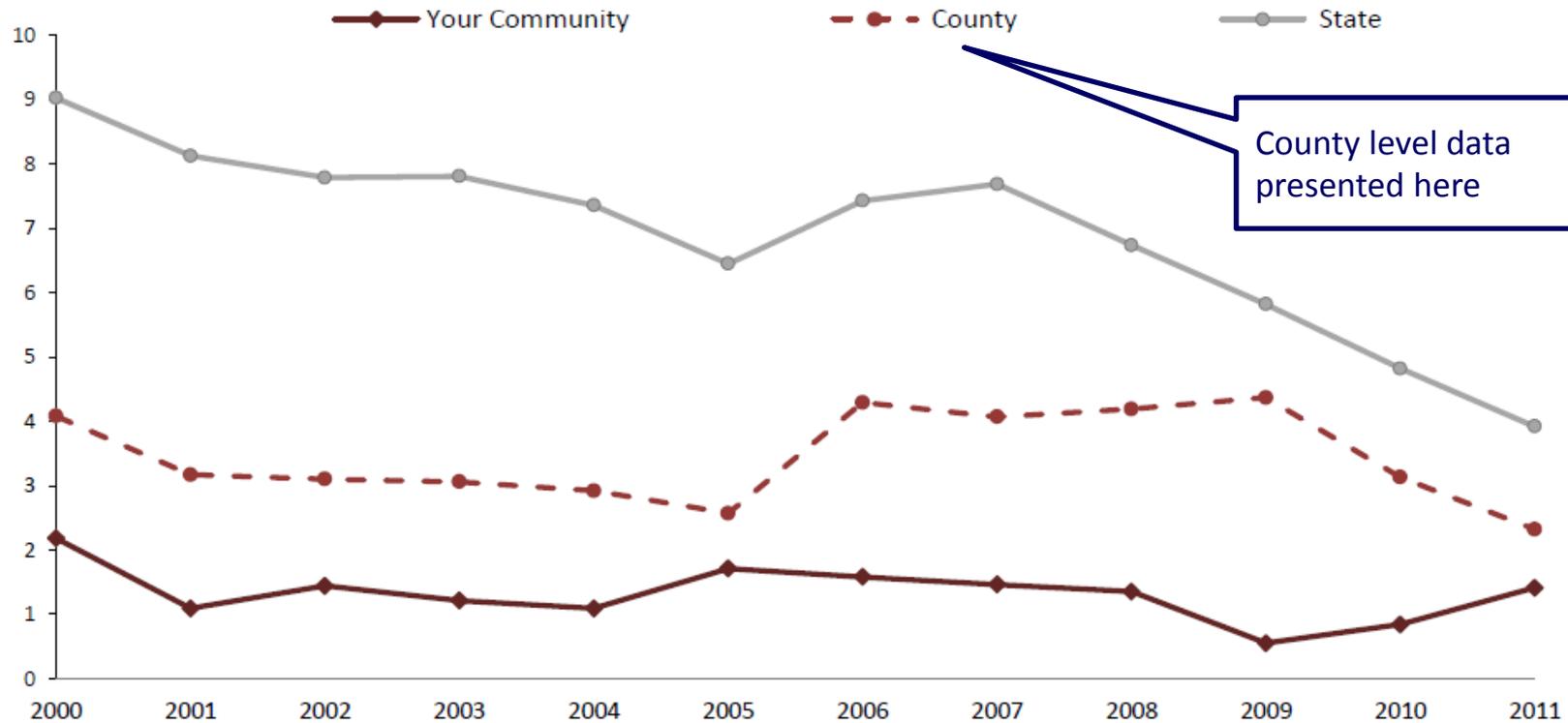
# How to Interpret Trends: CORE Data

## Youth Delinquency

### Arrests (Age 10-17), Alcohol Violation (Rate per 1,000)

Check the units of measurement.

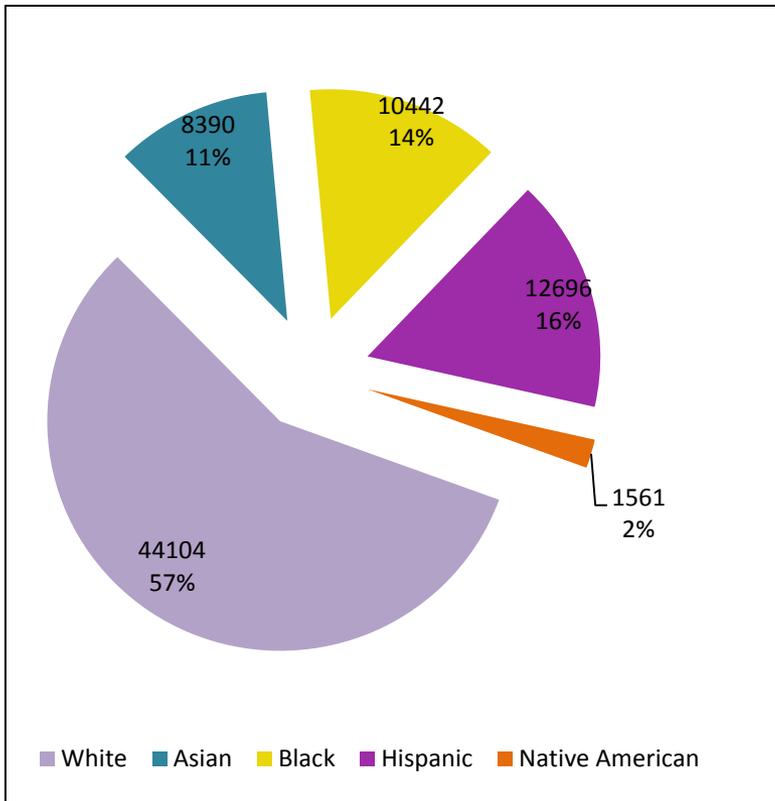
County level data presented here



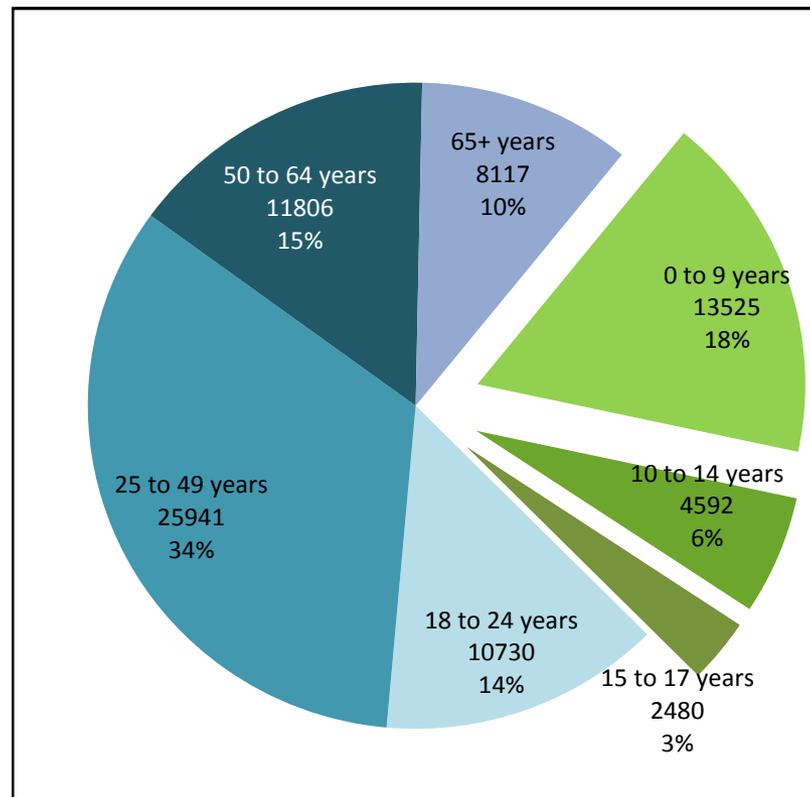


# Demographic Profile

Race/Ethnicity (count/percent)



Age Composition (count/percent)





# HYS Participation Rate

- Located on the inside cover of the data book
- Good participation if rate >70%
- Data not reported if participation rate <40%

	Grade 8	Grade 10
<b>Students Participating in the 2014 Survey</b>	661	418
<b>Survey Participation Rate</b>	81%	60%

# Other Sources of HYS Data: AskHYS.net

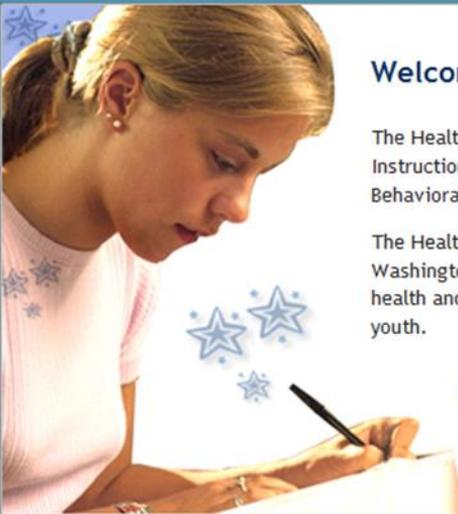




Healthy Youth Survey



Survey Results
2014 HYS Information
Training
Log On
Contact
About
Welcome



## Welcome to AskHYS.net!

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Department of Social and Health Service's Division of Behavioral and Health and Recovery, and Liquor Control Board.

The Healthy Youth Survey provides important survey results about the health of adolescents in Washington. County prevention coordinators, community mobilization coalitions, community public health and safety networks, and others use this information to guide policy and programs that serve youth.

### AskHYS includes Survey Results

- Fact Sheets: Pre-formatted fact sheets on important HYS topics at the state and local level.
- Reports: Annual frequency reports at the state and local level, and statewide analytic reports with survey details and trend results.
- Q x Q Analysis: An interactive data query system to analyze state and local results for a single HYS question or to analyze two questions together – that is crossing one Question by another Question (Q x Q).
- Who has Results?: Past participation in HYS from 2002 to 2012 by school.

### Training Videos

- [What is AskHYS.net?](#)
- [Do I need to Log On?](#)
- [What is a Fact Sheet?](#)
- [Generating a Fact Sheet.](#)



# School District Frequency Report



Healthy Youth Survey



## Healthy Youth Survey 2014

Report of Results

Statewide Results

Grades 6, 8, 10 and 12



# Additional HYS Data

Additional Marijuana Questions	Local Report Item #
Lifetime Use	18
Ways of use, source, DFC questions	54 - 60
Driving under the influence	114-115
Perception of risk, norms, other risk factors	166, 168, 173, 198, 218, 219, 227, 231
Additional Prescription Drug Questions	
Parental and peer norms	63, 64
Perception of risk	65
Use prescription drug not prescribed to you	37

**How to get access - <http://www.askhys.net/Home/GetAccess>**

# Frequently Asked Questions

---





# Which Topic Should We Cover Next?

---

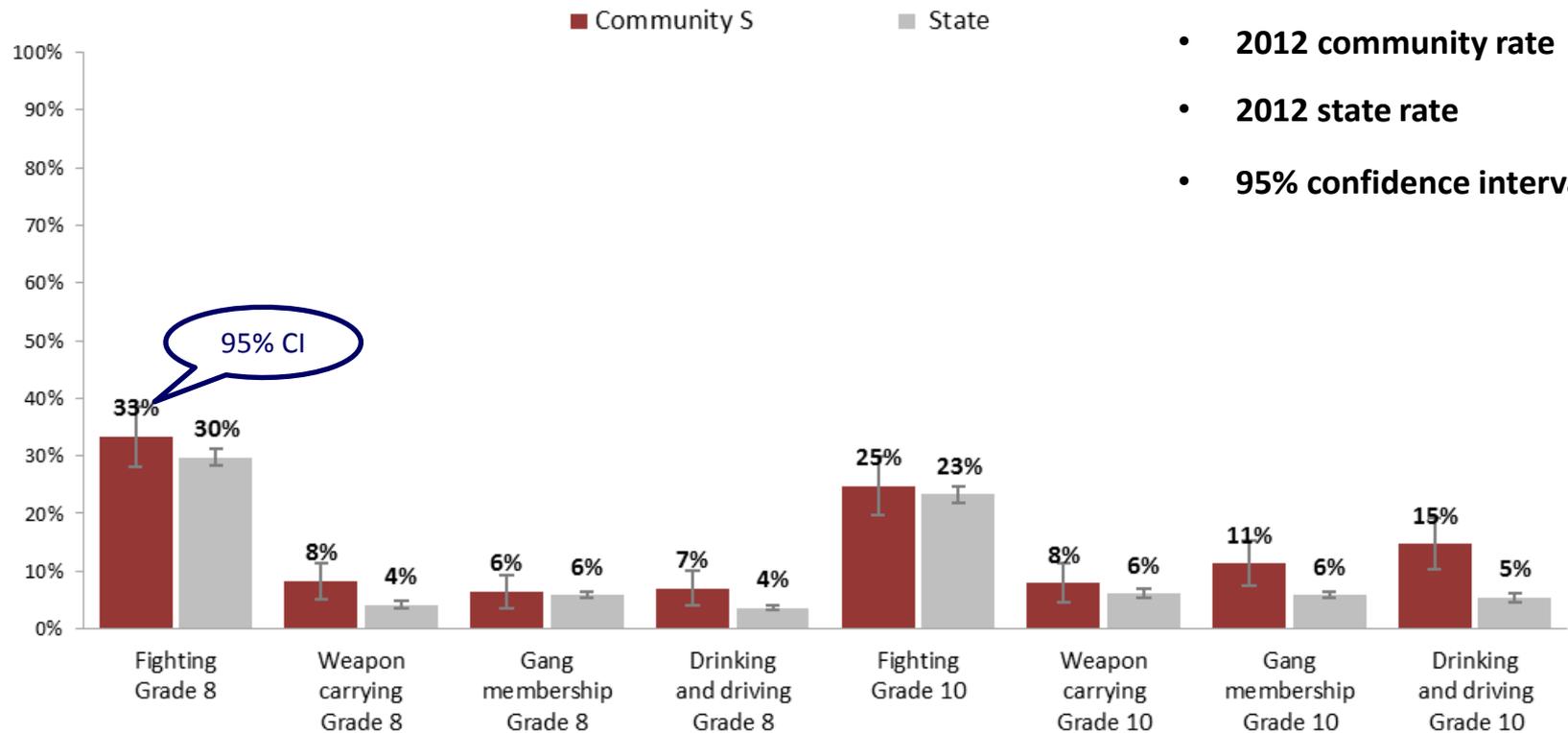
- A. How to interpret confidence intervals
- B. More details about “School District Like Us”
- C. Why are data missing in my data book
- D. More details about risk and protective factors in the data book
- E. How are HYS results combined across grades



# How to Interpret Confidence Intervals



# Interpret Confidence Interval



- 2012 community rate
- 2012 state rate
- 95% confidence intervals

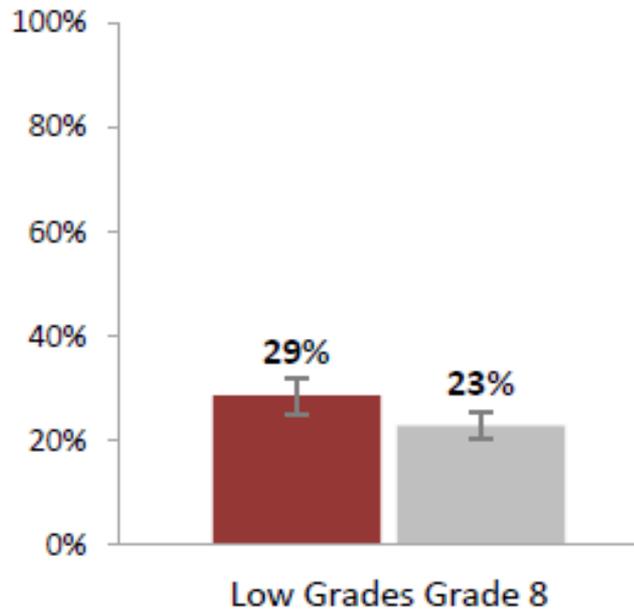


## *Q. Why do you need confidence intervals?*

- It's unlikely that 100% of your students participated in the survey
- The reported value is unlikely to be exactly the same as the "true" value for all your students
- The confidence intervals account for the random variation due to sampling
- The confidence intervals help you compare your results to others and over time



**Q. How do we talk about the results with the confidence intervals?**



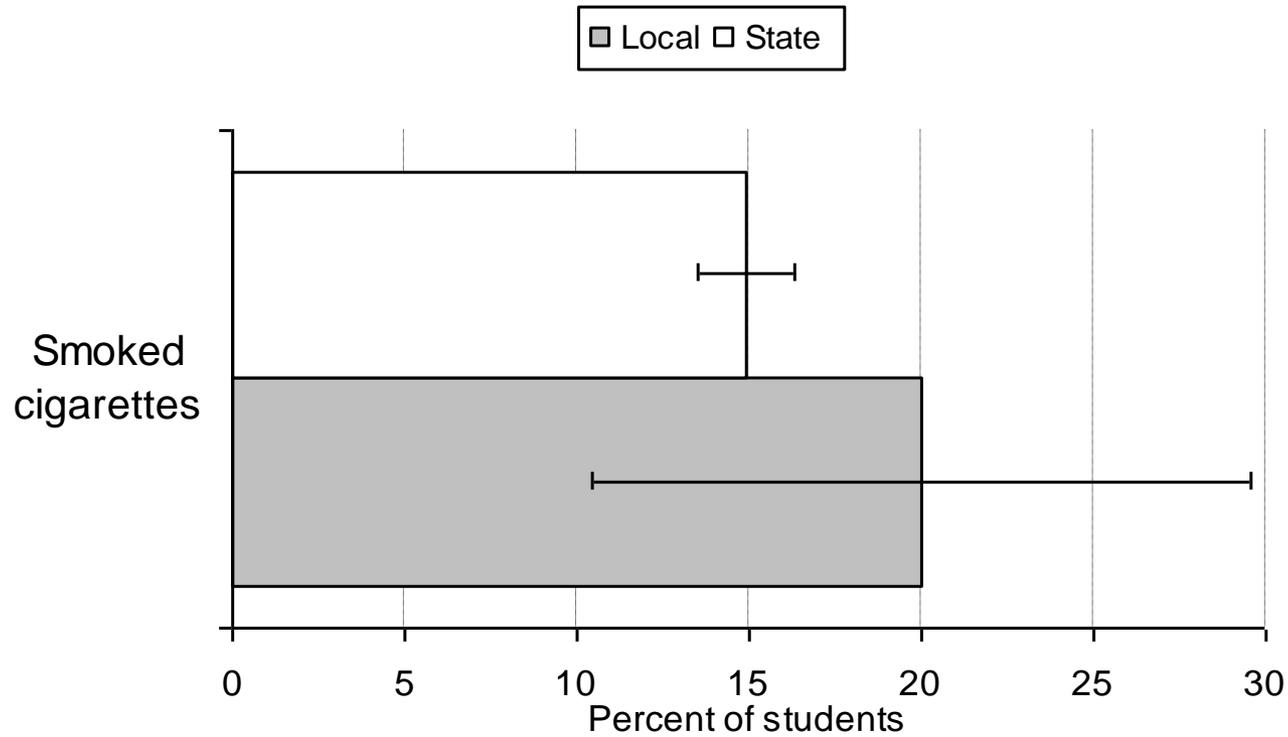
- Between 25% and 32% of the 8<sup>th</sup> grade students in our community had low grades in school.

OR

- About 29% of the 8<sup>th</sup> grade students who took the survey reported low grades in school.

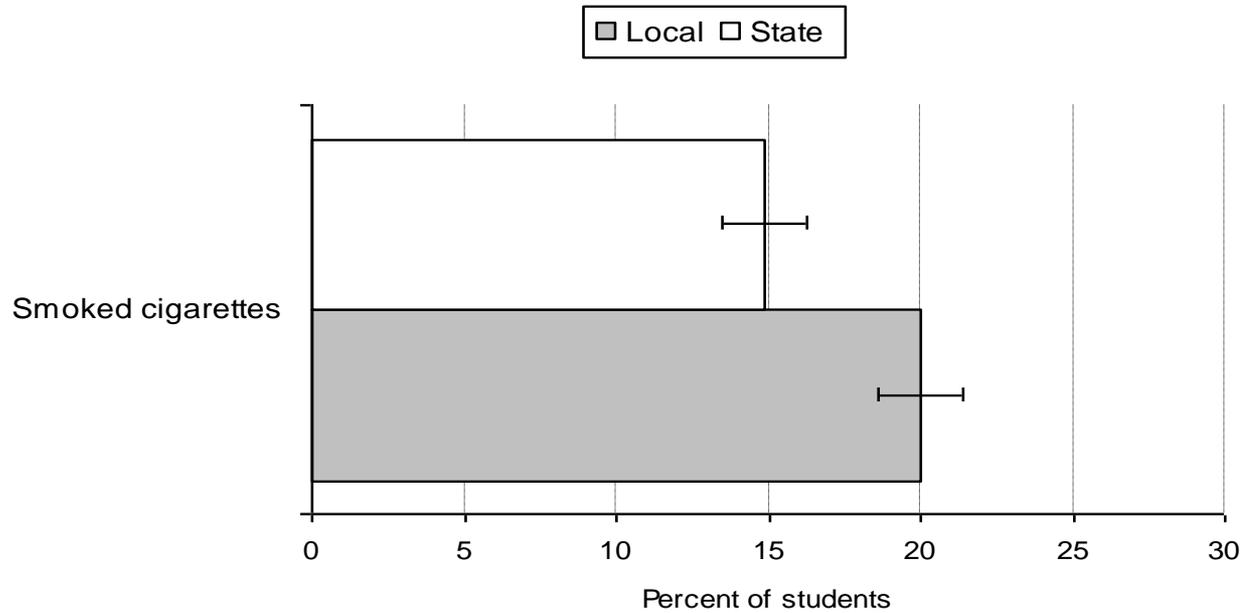


# Non-significant Difference



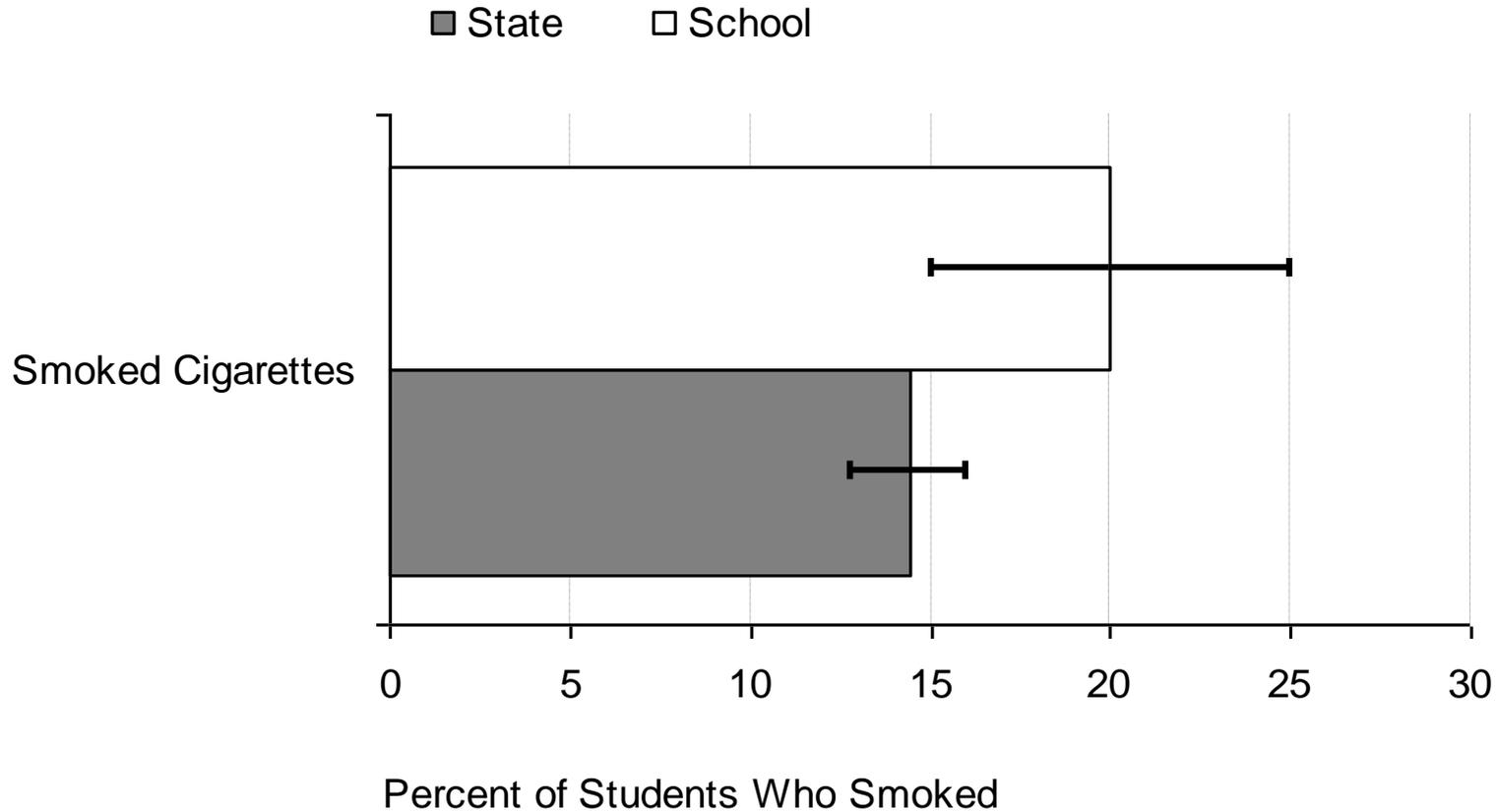


# Significant Difference





# Significance Inconclusive





# When are data not reported?



# Understand Missing Data

.	-Data are not available.
S	-Fewer than 15 students in the grade took the Healthy Youth Survey OR the response rate was lower than 40%. In the section "Additional Healthy Youth Survey Data" starting on page 24 suppressed data points are shown as gaps in the trend lines and blank cells in the tables.
NR	-Not reliable due to non-reporting of police jurisdictions data.
UN	-Unreliable conversion of events to report geography.
SP	-Suppressed by agreement with data provider when denominator is below 100.
SN	-Small Number Sample. Geography has less than 30 events in the denominator.



# HYS Data Suppression Rules

---

- Fewer than 15 surveys returned in any grade
- Response rate is lower than 40%
- In results combining multiple grades: missing data from any grade



# What is “School Districts Like Us”?



# Cluster Analysis

- Cluster analysis is the grouping of a set of objects in such a way that objects in the same group (called a cluster) are more similar (in some sense or another) to each other than to those in other groups (clusters).
- Characteristics are selected from factors associated with substance use outcomes.
- Characteristics must not be prevention work outcomes (e.g. school performance).
- This cluster analysis is not an evaluation of school districts.

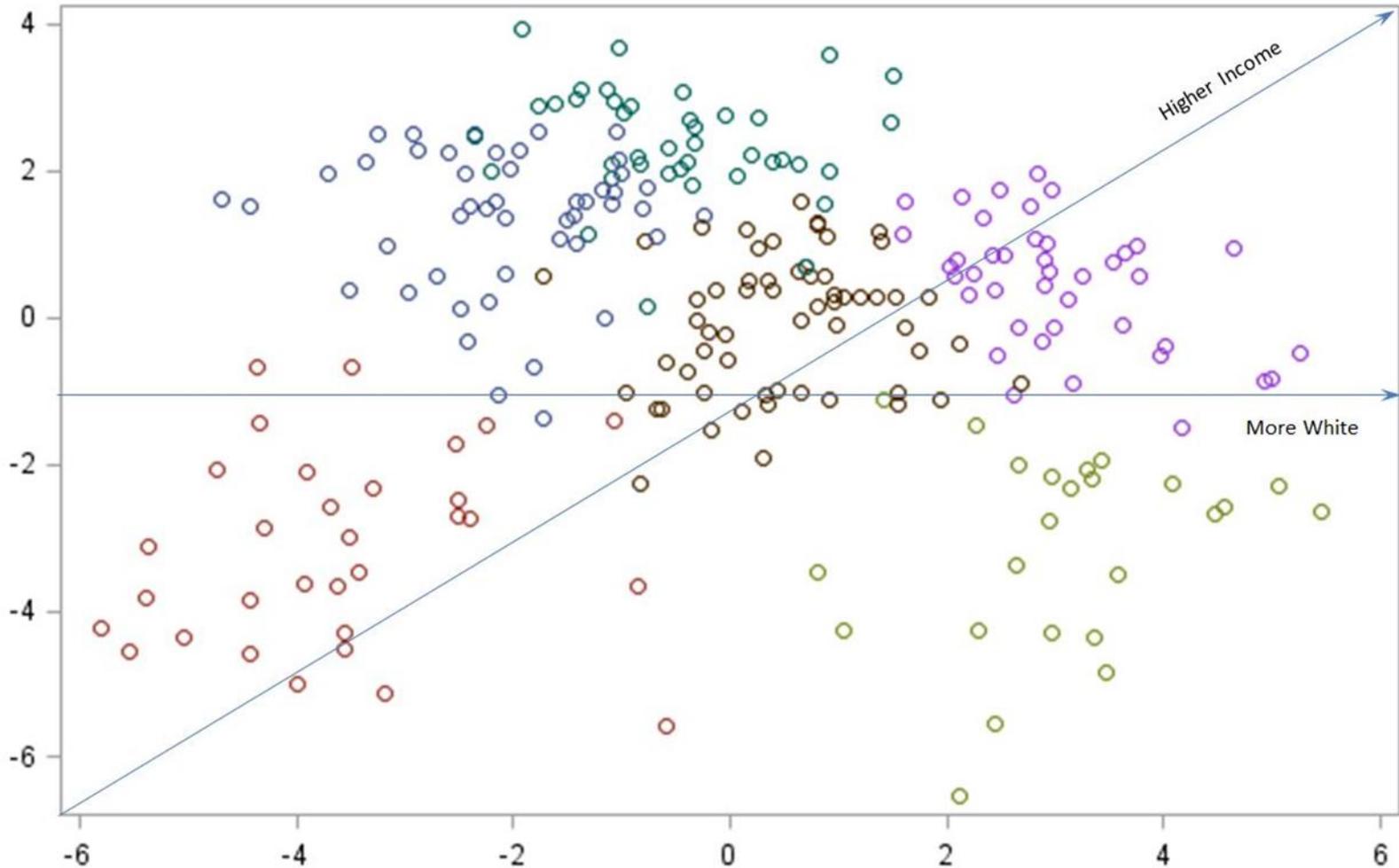


# Analysis Variables

- Race/ethnicity: % Hispanic, % White, % Asian students in K-12 school enrollment
- Poverty level: % of students eligible for free/reduced lunch
- Urban/rural proxy: population density
- Relationship between school district and community: % school levy approved



# Results





# Results: Groups of Communities

1. High % of minorities, high poverty;
2. Rural, median to high poverty;
3. Rural, median to low poverty;
4. Average;
5. Urban/suburban, median to high poverty;  
and
6. Urban/Suburban, low poverty.



# Results: Cluster Means

	1	2	3	4	5	6
K-12 enrollment	2,410	455	723	2,928	15,085	7,354
Population density	151	13	12	139	2,576	692
% Student white	21%	80%	84%	73%	50%	78%
% Student Hispanic	59%	12%	8%	18%	19%	8%
% Student Native American	16%	3%	2%	3%	2%	1%
% Eligible for lunch program	79%	62%	36%	50%	51%	26%
% Levy approved	40%	57%	70%	85%	92%	97%
N of communities	31	48	39	59	23	44

1. High % of minorities, high poverty; 2. Rural, median to high poverty; 3. Rural, median to low poverty; 4. Average; 5. Urban/suburban, median to high poverty ; 6. Urban/Suburban, low poverty



# Risk and Protective Factors



# Risk and Protective Factors

- Risk factor - research-based psychosocial predictors of substance use
- Protective factor – characteristics that buffer individuals from the effects of risk factors
- Measured using scales (multiple questions) in HYS
- “At risk” – student at risk for substance use based on the factor
- “Protected” – student less likely to use substance based on the factor



# Intervening Variables

The Intervening Variables in our logic model are those characteristics of the community that are likely to influence youth alcohol use. The coalition will assess these variables, and identify those that seem to have the most powerful influence. Prevention efforts will be selected that change the factors in the community that contribute to those characteristics.

## Community Connectedness

### Alcohol Availability

- Ease of Access and
- Retail or Social Access (Usual Source)
- Density of Licenses

### Risk of Alcohol Use

- Perception of Law Enforcement Risk
- Perception of Risk of Harm from Alcohol Use

### Norms around Alcohol Use

- Attitudes Toward Youth Drinking
- Friends Use
- Perception of Adult Attitudes

## Perception of Risk Community Norms

- Acceptability Among Peer and Community

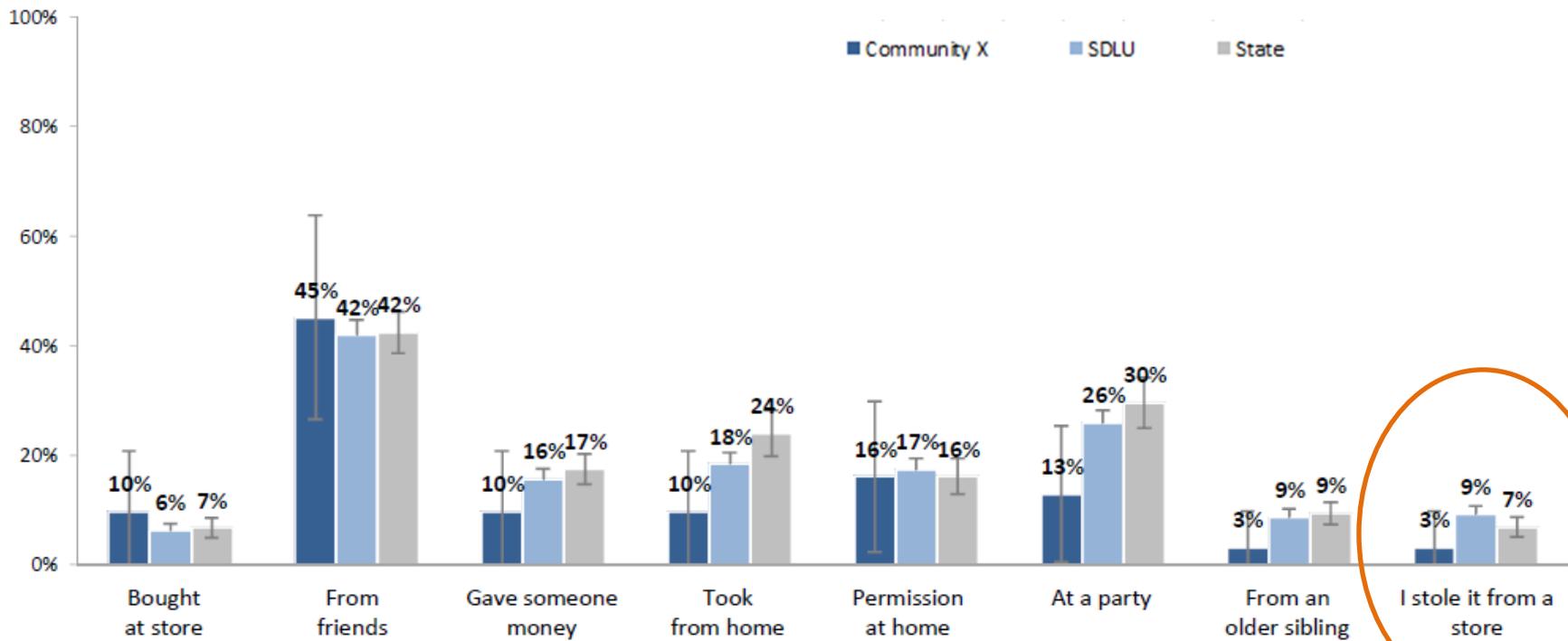
### Risk and Protective Factors

- Parental Attitudes Tolerant of Substance Use
- Early Initiation Of Drugs
- Intentions To Use Drugs
- Friends Use of Drugs
- Social Skills



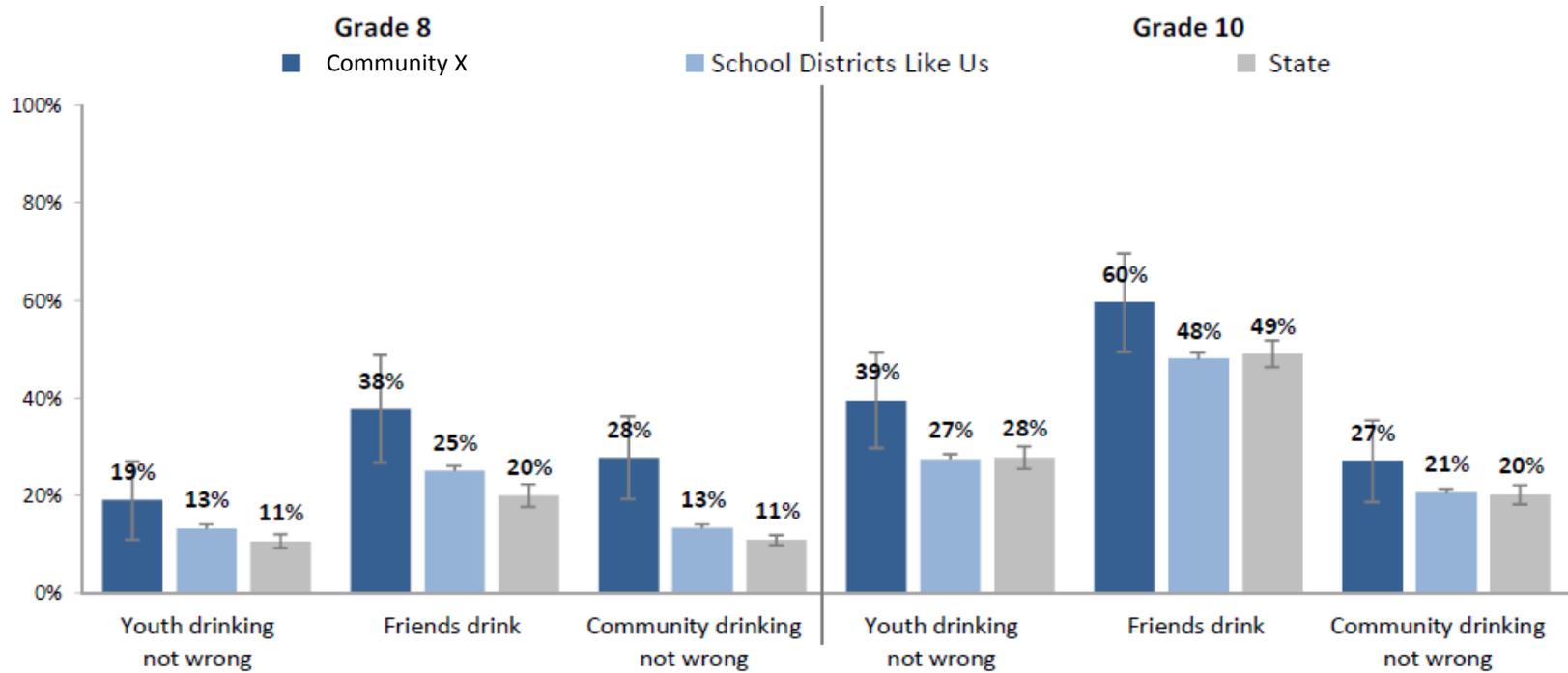
# Availability of Alcohol (Retail or Social Access)

**Q.** During the past 30 days, where did you usually get alcohol (if student used alcohol)?





# Norms





# All Risk and Protective Factors

## All Risk and Protective Factor Scales

### Community Risk Factors

- Perceived Availability of Drugs
- Laws and Norms Favorable to Drug Use

### Community Protective Factors

- Opportunities for Prosocial Involvement

### Family Risk Factors

- Poor Family Management
- Parental Attitudes Tolerant of Substance Use

### Family Protective Factors

- Opportunities for Prosocial Involvement
- Rewards for Prosocial Involvement

### School Risk Factors

- Academic Failure
- Low Commitment to School

### School Protective Factors

- School Opportunities for Prosocial Involvement
- School Rewards for Prosocial Involvement

### Peer-Individual Risk Factors

- Early Initiation of Drugs
- Favorable Attitudes toward Drug Use
- Perceived Risks of Use
- Friends' Use of Drugs

### Peer-Individual Protective Factors

- Social Skills
- Belief in the Moral Order
- Interactions with Pro-social Peers

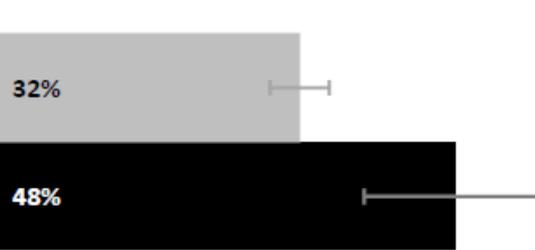


# Risk and Protective Factor Scales

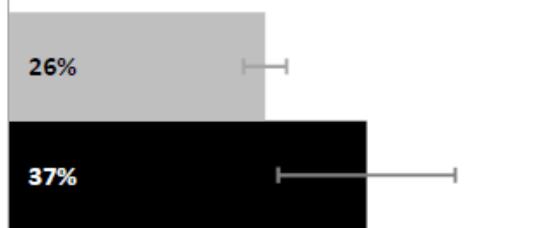
## GRADE 10

### Percent Students at Risk

Laws and Norms Favorable to Drug Use



Perceived Availability of Drugs



### Percent Students Protected

Community Opportunities for Prosocial Involvement

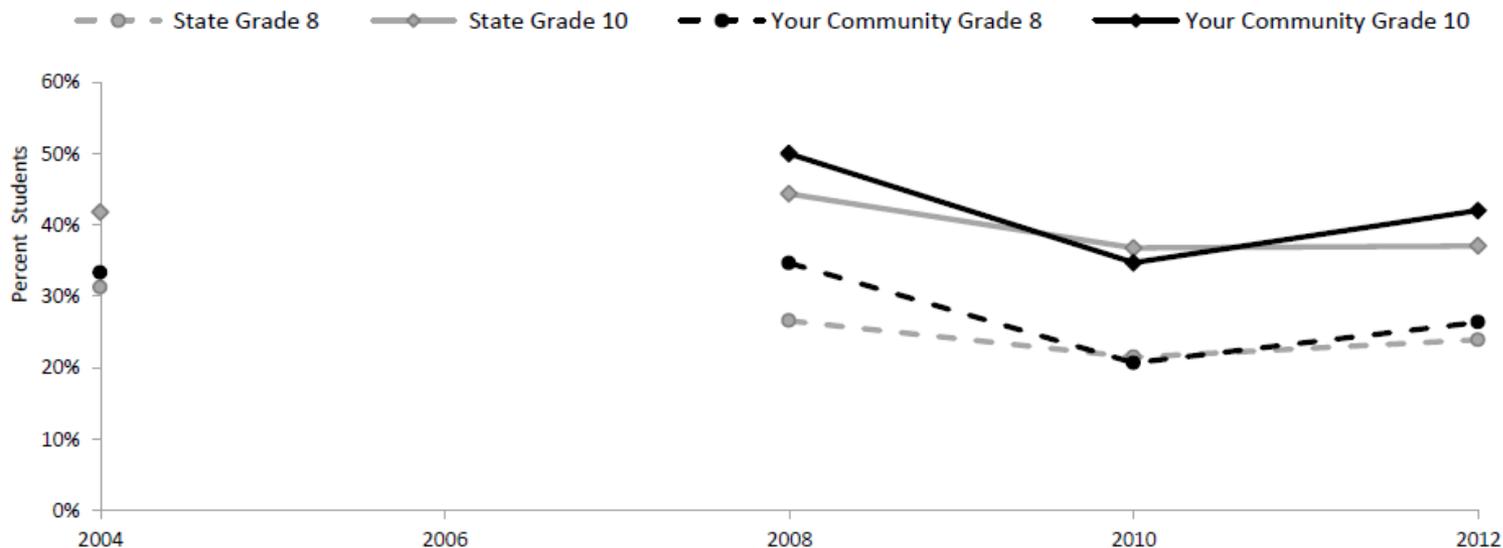


0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



# Risk and Protective Factor Scales

## Parental Attitudes Tolerant of Substance Use



	2004	2006	2008	2010	2012
State Grade 8	31%		27%	21%	24%
State Grade 10	42%		44%	37%	37%
Your Community Grade 8	33%		35%	21%	26%
Your Community Grade 10			50%	35%	42%

### SCALE QUESTIONS

- How wrong do you parents feel it would be for you to drink beer, wine, or hard liquor regularly (at least once or twice a month)?
- How wrong do your parents feel it would be for you to smoke cigarettes?
- How wrong do your parents feel it would be for you to smoke marijuana?



# Combining HYS Results Across Grades



# Methods

**Results are weighted to adjust for non-response.**

$$Weight_{grade\ x} = \frac{Enrollment_{grade\ x}}{\#\ of\ Surveys\ Returned_{grade\ x}}$$

**The influence of individual grade results on the combined results reflect the size of enrollment in each grade.**



# Examples of Weighted Results

## Example 1

	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	8 <sup>th</sup> & 10 <sup>th</sup>
Rate of Mar. Use	10%	20%	<b>13.3%</b>
<b>Enrollment</b>	<b>100</b>	<b>50</b>	
# of surveys returned	50	50	

## Example 2

	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	8 <sup>th</sup> & 10 <sup>th</sup>
Rate of Mar. Use	10%	20%	<b>16.7%</b>
<b>Enrollment</b>	<b>50</b>	<b>100</b>	
# of surveys returned	50	50	



# Additional Resources

---

Healthy Youth Survey:

[www.AskHYS.net](http://www.AskHYS.net)

CORE reports:

<https://www.dshs.wa.gov/sesa/research-and-data-analysis/community-risk-profiles>



# Contacts

---

- Data book questions:
  - Grace Hong, Ph.D., M.P.P., DBHR/DSE  
[grace.hong@dshs.wa.gov](mailto:grace.hong@dshs.wa.gov)
- School Districts Like US
  - James Hu, Ph.D., DBHR/DSE  
[hujs@dshs.wa.gov](mailto:hujs@dshs.wa.gov)