



Anchorage Youth Indicators: Trends and Comparisons

Manolya Tanyu, Ph.D.
Kimberly Kendziora, Ph.D.
Christina Murphy
Amber M. Noel, M.S.

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Manolya Tanyu and Kimberly Kendziora

AIR

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Highlighted Findings

- For alcohol, tobacco, and other drug use among youth in Anchorage, trends have been sharply downward overall over the past 15 years, in line with national trends.
- Current alcohol use, current tobacco use, and lifetime cocaine, inhalant, and ecstasy use were all more positive in Anchorage relative to comparisons in terms of level, degree of change over time, or both.
- Rates of depression, suicidal ideation, suicidal planning, and injuries from suicide attempts have been somewhat higher in Anchorage than in the nation as a whole or in comparison cities. Trends in Anchorage have generally followed national patterns toward more positive mental health.
- The proportion of youth who have body mass indexes above the 95th percentile is higher in Anchorage than it is nationally, but youth in Anchorage do not self-report higher rates of obesity.
- Youth in Anchorage tend to score better than youth in the nation as a whole or in comparison cities on indicators of sexual health. In Anchorage, fewer youth initiate sex before age 13, and more youth use condoms or other birth control methods. Nevertheless, the rate of teen motherhood is higher in Anchorage than it is in the nation as a whole.
- Rates of rape and dating violence among youth are higher in Anchorage than they are in the nation or in comparison cities. These rates are dropping more rapidly in Anchorage than they are elsewhere.
- Youth in Anchorage engage in physical fights at much lower rates than do youth nationally or youth in comparison cities.
- Youth arrest rates in Anchorage are similar to national rates overall. For drug arrests, Anchorage youth have historically lower rates than the U.S., but nationally these rates were decreasing while in Anchorage they increased from 2006 to 2010.
- Youth in Anchorage were more likely than their peers nationally to use helmet when riding a bicycle, use a seatbelt while riding in a car, and were less likely to ride in a car with a driver who had been drinking. Anchorage had rates similar to national levels for self-reported driving under the influence, however.
- Academic achievement in both Alaska as a whole and in Anchorage has been generally stable over the past three years after a period of declining proficiency rates for reading and mathematics. When compared to the rest of the state, historically Anchorage has

higher proficiency rates than the state as a whole. However, in recent years the gap between Anchorage and the rest of the state has narrowed or closed.

- High school graduation rates in Anchorage increased between 2005 and 2008 but remained slightly below the national average.
- Dropout rates in Anchorage were higher than the national averages in 2005–06 academic year but decreased 5 percentage points by 2008–09.
- For indicators collected using the Alaska School Climate and Connectedness Survey, rates for Anchorage were generally below rates for the rest of the state in 2006 when measurement began, but since then, positive climate, connectedness, and other strengths have improved in Anchorage at a faster rate than in the rest of the state. As of 2013, youth in Anchorage reported similar or higher levels of climate and connectedness relative to their peers in the rest of Alaska.

Overall Interpretation

Overall, the rates of youth risk behaviors have declined nationally, in comparison cities, and in Anchorage over the past 15 years. Out of the 61 indicators tracked in this study, more than half (37) showed general improvements over time.

Within this context of more positive youth behavior, Anchorage still demonstrated strong evidence of positive youth development. Anchorage's trends were similar to national and/or city comparisons for 37 indicators (61 percent), more positive than comparisons for 15 indicators (25 percent), and less positive than comparisons for 9 indicators (15 percent).

Areas of particular strength for Anchorage included rates of youth alcohol use, for which Anchorage was not only below national levels but showed steep declines since 2005; lifetime cocaine use, for which rates have plummeted; and physical fighting, both overall and particularly at school. Rates of being threatened with a weapon at school in Anchorage have dropped by two-thirds (from 12.4 to 3.7 percent) since 2005. Particularly reflective of youth development efforts are the scores for student-reported community support, which have declined somewhat in the rest of Alaska but have improved in Anchorage since 2010.

Areas of need for Anchorage, conceptualized as domains in which Anchorage shows higher levels of risk than its comparisons, include depression, suicidal ideation, rape, and dating violence

In summary, even though youth indicators have improved overall, Anchorage has still distinguished itself. Those working toward youth development in Anchorage have much to celebrate.

Introduction

Anchorage has been engaged in a variety of asset-building, strengths-based youth development work over the past 15 years. The Association of Alaska School Boards (AASB), in collaboration with the Anchorage Youth Development Coalition (AYDC), commissioned this study to examine whether youth indicators have moved in desirable directions over this time, and how this movement compares to other reference points. It is important to note that the comparisons presented in this report are descriptive: we did not have the information that would allow us to test the comparisons for statistical significance.

The primary question addressed in this study is the following: How have youth outcomes (e.g., drug and alcohol use, mental health, social, emotional) in Anchorage changed over time compared to Alaska, comparison cities, and the nation as a whole?

Methods

Indicators presented in this report were selected based on a careful review of data that reflected the strengths-based work with youth in which Anchorage schools and agencies have been engaged, and which speak to desired youth outcomes. The AIR research team and AASB/AYDC Steering Committee members met over several months to review the databases and determine which indicators would be included in analyses. These databases were either publicly accessible or already in-hand at AIR and allowed for comparison of youth well-being indicators in Anchorage with the state of Alaska, nation, or cities that were selected for comparison. A description of how the comparison cities were selected is provided in Appendix A. Data sources used in this study included the following (these are described in more detail in Appendix B):

- Data on a large number of indicators were obtained from the **Youth Risk Behavior Survey** (YRBS), which is sponsored by the Centers for Disease Control and Prevention (CDC). This survey is administered to students in traditional middle and high schools. The survey monitors health (physical, mental, and sexual health); substance use (alcohol, tobacco, marijuana, and other illegal drugs); safety (school and vehicle safety); and violent and delinquent behavior (sexual and physical violence). Results are presented as weighted response frequencies for each survey item. YRBS data were used to compare youth in traditional high schools in Anchorage to national reports and youth in the comparison cities of San Diego and Seattle. YRBS data on the indicators of interest were not available for Portland and Minneapolis because Oregon and Minnesota do not administer the YRBS. For the Anchorage data, the AIR research team also reviewed the already published reports available at http://www.aydc.org/youth_data.asp. A list of all YRBS items that were analyzed is included in Appendix C.
- Data on teen births were retrieved from the **National Vital Statistics System** (NVSS) administered by CDC. These data are reported as number of live births per 1,000 females

ages 15 to 19 and were available for Anchorage, U.S., and all four comparison cities (Minneapolis, Portland, San Diego, and Seattle).

- Statistics on youth arrests were obtained through the **Uniform Crime Reporting (UCR)** program administered by the Federal Bureau of Investigation (FBI). These data are reported as rates per 100,000 persons and were available for Anchorage, U.S., and all four comparison cities.
- Data on academic performance (academic achievement, high school graduation and dropout rates) were obtained from the **Alaska Department of Education and Early Development** to compare youth in Anchorage to those in Alaska.
- The **School Climate and Connectedness Survey**, administered by AASB, was used to compare youth in Anchorage with those in the rest of the state. These data were used to examine youth perceptions of school safety, school climate and connectedness, and community environment.
- In addition to these databases listed here, AASB/AYDC Steering Committee requested that the AIR research team investigate the inclusion of data from the National Trauma Databank (NTDB) and Alaska Trauma Registry (ATR). These data were not included in this report for the following reasons: (a) The NTDB is a paid service and provides a report of data requested rather than access to the database, and (b) the NTDB is voluntary and does not represent all accredited hospitals in a city/county of interest.

Youth Outcomes and Indicators

In the following sections, we describe the trends for each indicator based on available data for Anchorage, U.S., and the four cities (Minneapolis, Portland, San Diego, and Seattle).

Substance Use

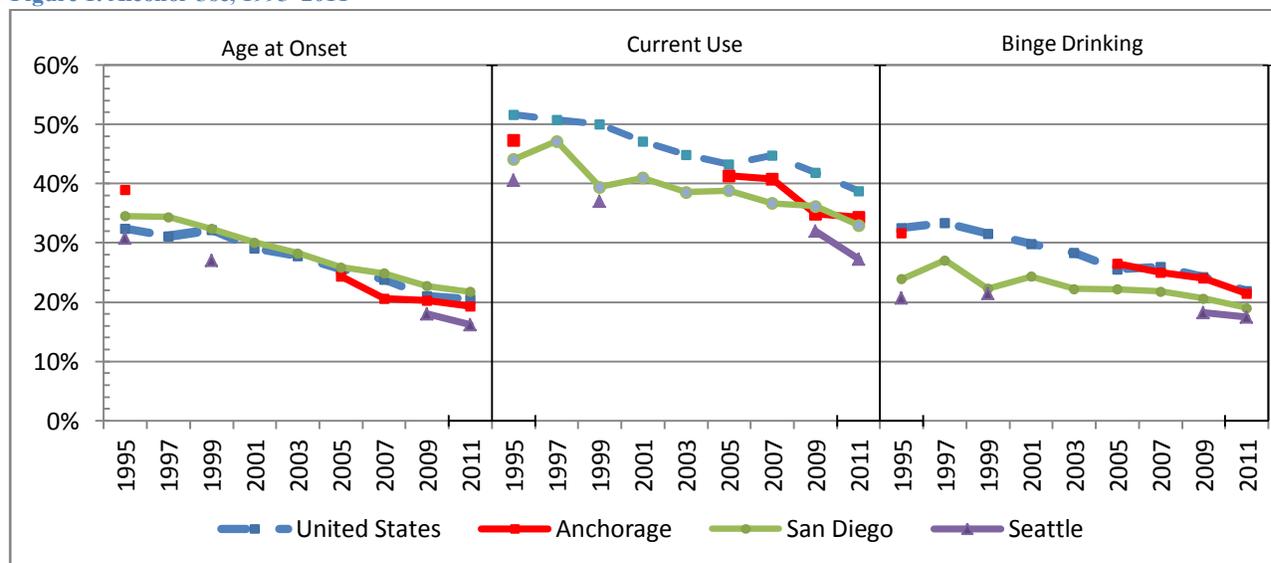
Alcohol Use

Age at Onset. Across the U.S., the percentage of youth who had their first drink of alcohol (other than a few sips) before age 13 has decreased between 1997 and 2011. This trend was also observed for youth in Anchorage and comparison cities. The percentage of Anchorage youth who had their first drink before age 13 was highest in 1995 but by 2011 decreased by 20 percent, a sharper decline than what was observed across the U.S. and in comparison cities.

Current Use. From 1995 to 2011, the percentage of youth in the U.S. who had at least one drink of alcohol in the past 30 days (“current use”) decreased by 13 percent. Fewer youth in Anchorage reported alcohol use in 1995 than national peers and these rates also declined 13 percent by 2011. These trends are also seen in comparable cities.

Binge Drinking. Across the U.S. as well as in Anchorage, the percentage of youth who reported having had five or more drinks of alcohol in a row within a couple of hours in the last 30 days decreased by 11 percent between 1995 and 2011. The same trend was also observed for Anchorage youth. The comparison cities reported lower percentages in binge drinking since 1997 when compared to national and Anchorage values but the decline in binge drinking has been slower at 4 percent (Seattle) and 5 percent (San Diego).

Figure 1. Alcohol Use, 1995–2011



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011

Tobacco Use

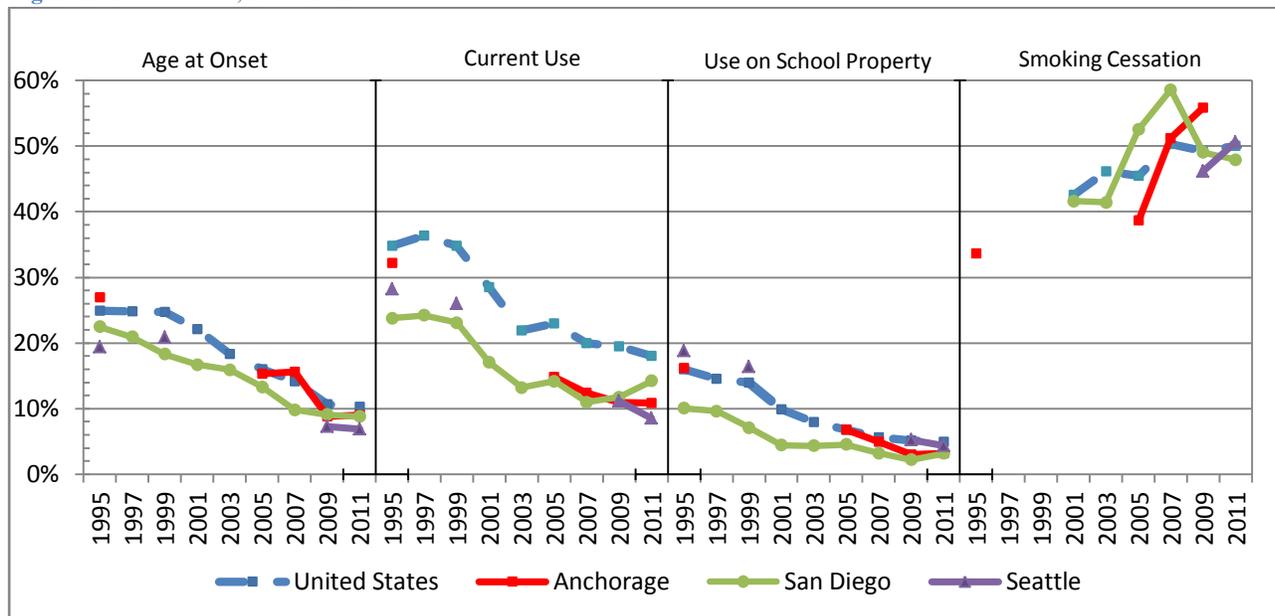
Age at Onset. In 1995, a quarter of the U.S. youth reported smoking a whole cigarette for the first time before age 13. This proportion has steadily decreased since 1999 to 10 percent in 2011. A similar trend was also observed for youth in Anchorage and comparison cities; the sharpest decline was in Anchorage. In 1995, 27 percent of Anchorage youth reported that they smoked before age 13 and these rates decreased to 9 percent in 2011. Comparison cities reported lower rates in 1995 and the decline has been smaller than what was observed in Anchorage.

Current Use. The percentage of youth who smoked cigarettes in the past 30 days also declined since 1995. In 1995, 35 percent of the U.S. youth reported current smoking but these rates steadily declined to 18 percent in 2011. A similar trend was observed for Anchorage and comparison cities. The decline was sharpest for Anchorage youth, whose rates of current tobacco use went from 32 percent to 11 percent.

Use on School Property. The number of youth in the U.S. who reported smoking cigarettes on school property in the past 30 days has decreased steadily from 1995 to 2011 and this trend is consistent for Anchorage and comparison cities. The city with the smallest percentage of youth who smoked at school was San Diego.

Tobacco Cessation. Among youth in the U.S. who were currently smoking, an increasing percentage of youth reported that they tried to quit smoking during the past 12 months. This trend was observed in Anchorage and in comparison cities. In Anchorage, this improvement has been greatest with an increase of 12 percentage points between 2005 and 2007. The upward trend continued in 2009, although at a slower rate of growth. Data for 2011 were not reported for Anchorage.

Figure 2. Tobacco Use, 1995–2011



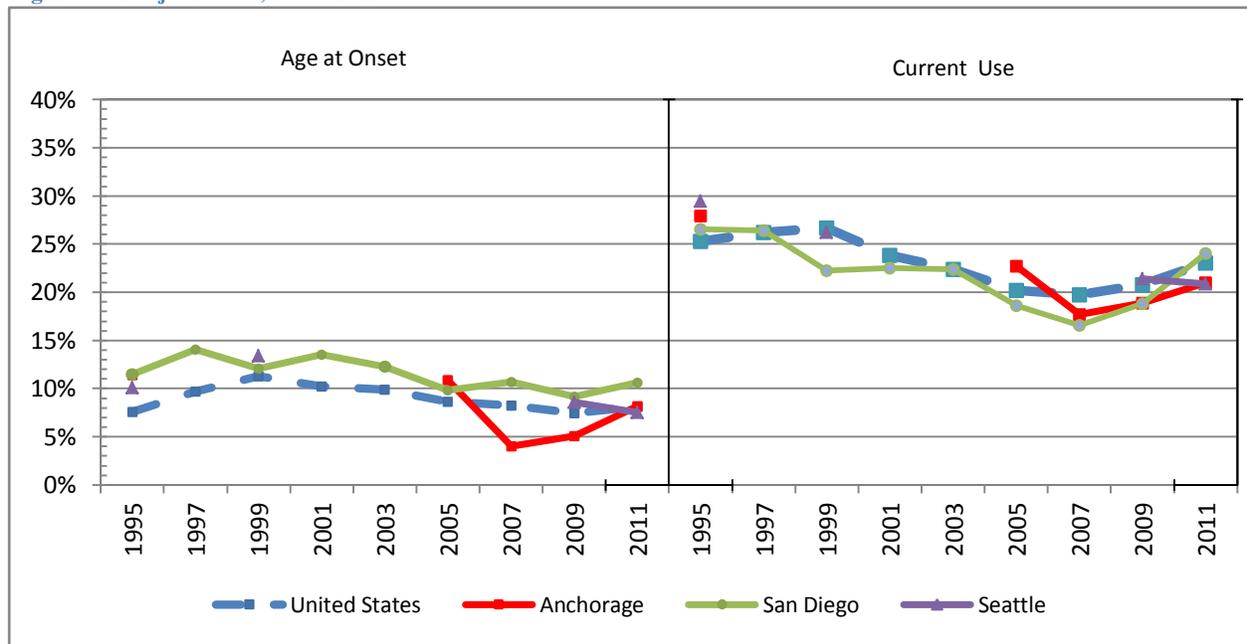
Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011

Marijuana Use

Age at Onset. Across the U.S., the percentage of youth who tried marijuana for the first time before age 13 increased slightly until 1999 and declined gradually since then. Anchorage and comparison cities reported higher percentages of youth who used marijuana before age 13 than their peers nationally. From 2005 to 2007, youth in Anchorage reported a sharp decline (6 percentage points). In Anchorage, the rate of early onset marijuana use increased since then.

Current Use. At the national level, one fourth of the surveyed youth reported using marijuana one or more times in the past 30 days in 1999, and these rates declined by 2 percentage points in 2011. A similar trend was observed for youth in Anchorage and comparison cities. In Anchorage, 28 percent of the youth in 1995 reported current use of marijuana; this rate decreased to 18 percent in 2007 but has slightly increased since then.

Figure 3. Marijuana Use, 1995–2011



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011

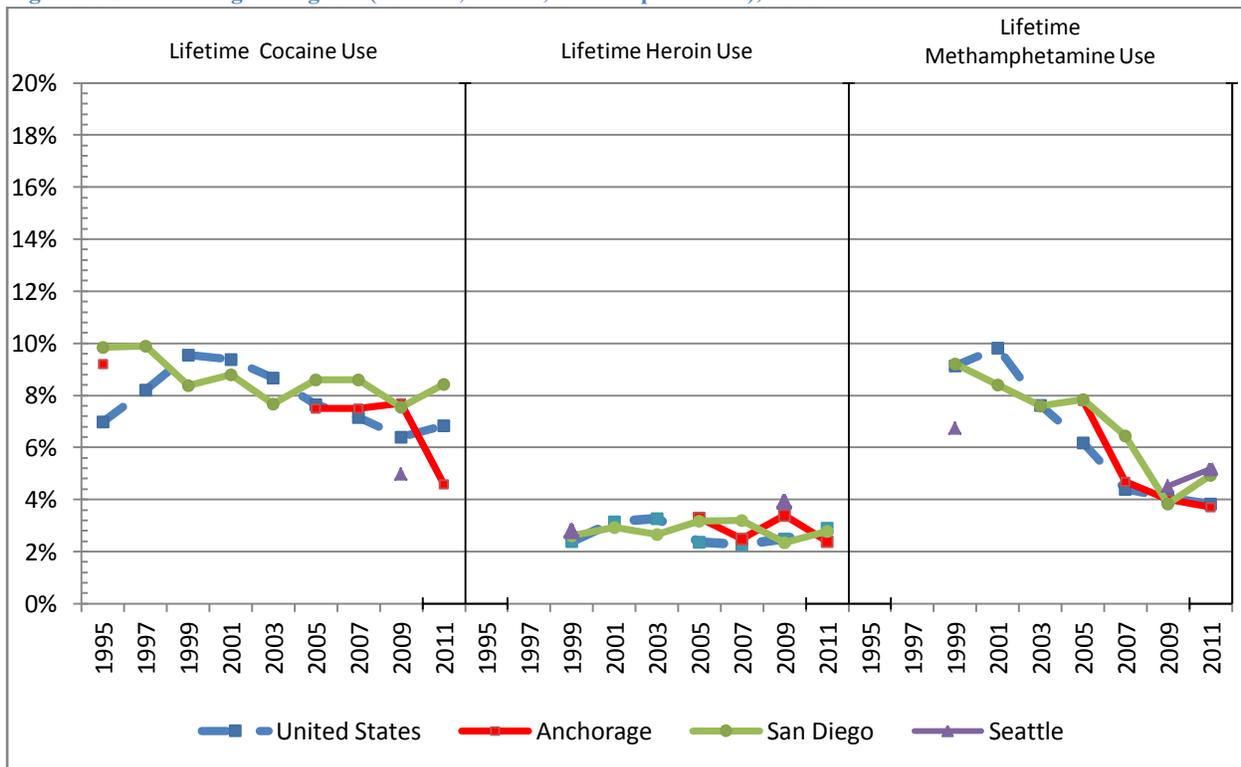
Other Illegal Drug Use

Lifetime Cocaine Use. Across the nation, the percentage of youth who reported using any form of cocaine (for example, powder, crack, or freebase) one or more times during their life has remained at 7–10 percent from 1995 to 2011. The percentage of youth in Anchorage who had ever used cocaine was higher than the national rate in 1995, but dropped below the national average in 2011.

Lifetime Heroin Use. Across the U.S., in Anchorage and comparison cities, youth who reported ever using heroin one or more times (also called smack, junk, or China white), during their life remained below 5 percent. Rates of heroin use were similar in Anchorage, the nation, and in comparison cities.

Lifetime Methamphetamine Use. The rate of youth who ever used methamphetamine (also called speed, crystal, crank, or ice) one or more times during their life has remained at or below 10 percent in all measured locations since 1995 and is gradually decreasing. Since 2005, the rate of youth in Anchorage who reported using methamphetamine decreased by 4 percentage points and to lower levels than comparison cities.

Figure 4. Lifetime Illegal Drug Use (Cocaine, Heroin, Methamphetamine), 1995–2011



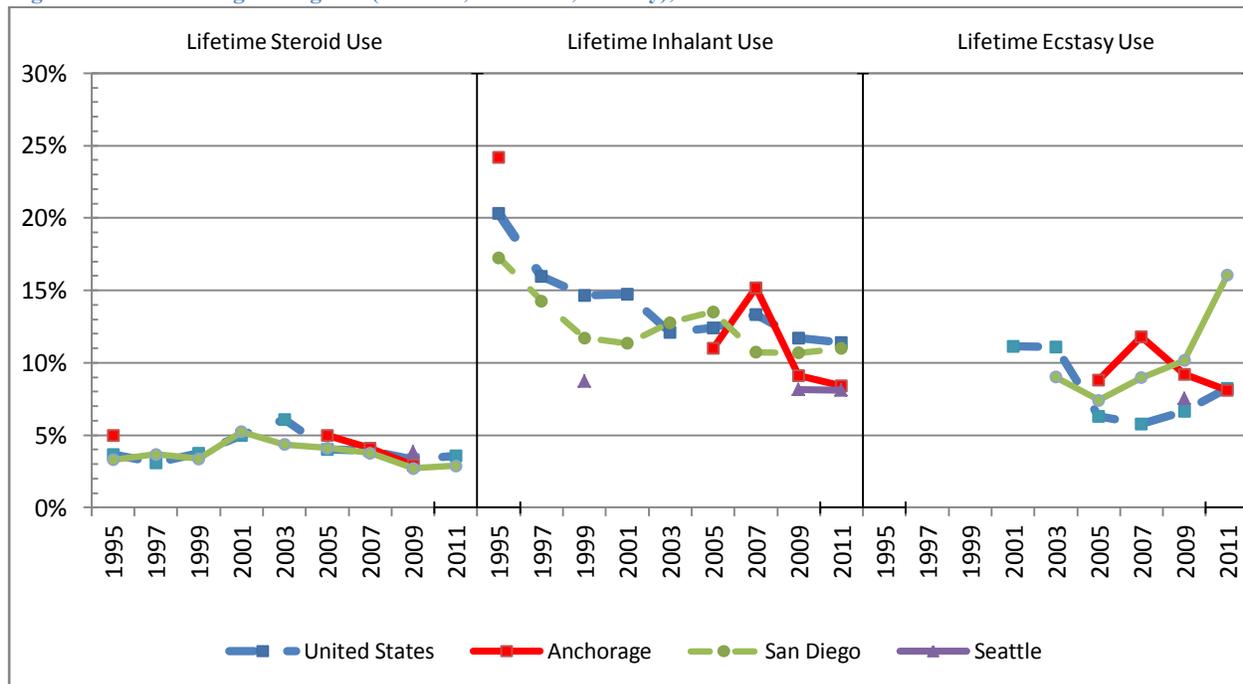
Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011

Lifetime Steroid Use. Since 1995, the rate of youth who took steroid pills or shots without a doctor’s prescription one or more times during their life has remained at or below 6 percent in all measured locations. There has been a slight decline (2 percentage points) in Anchorage and in the nation since 2003.

Lifetime Inhalant Use. In 1995, 20 percent of youth in the U.S. reported that they sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high one or more times during their life. This rate gradually decreased to 9 percent by 2011. This decline was sharpest in Anchorage, where there was a 15 percentage point decrease from 1995 to 2011.

Lifetime Ecstasy Use. Between 2001 and 2011, youth across the U.S. who reported using ecstasy (also called MDMA) one or more times decreased by 3 percentage points—from 11 to 8 percent use. In Anchorage, the rate of ecstasy use by youth increased from 2005 to 2007; this rate has decreased to national levels since then. A sharp increase in 2011 was observed in San Diego for youth who reported using ecstasy. Data for youth in Seattle were only available for 2009.

Figure 5. Lifetime Illegal Drug Use (Steroids, Inhalants, Ecstasy), 1995–2011



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011. Missing data occur due to response rates not meeting federal reporting requirements.

Mental Health

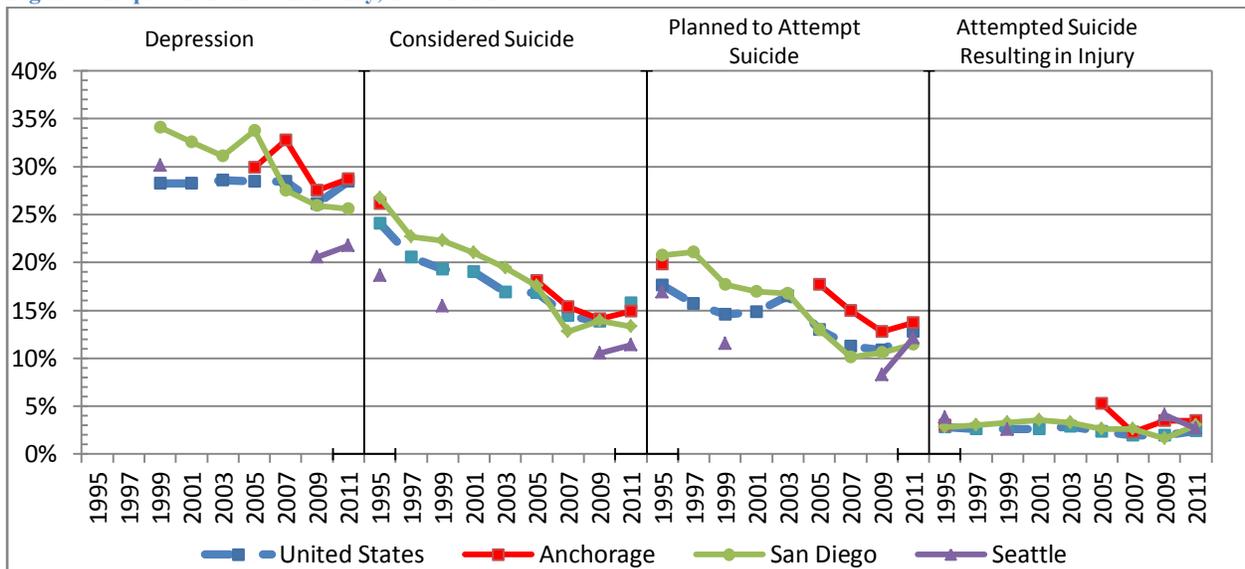
Depression. On youth surveys, depression is defined as feeling sad or hopeless almost every day for two or more weeks in a row so that they stopped doing some usual activities during the prior 12 months. Youth reports of depression across the U.S. have remained steady, ranging between 26–29 percent from 1999 to 2011. Youth reports in Anchorage increased in 2007 but then decreased to national levels. About one third of youth in Seattle reported in 1995 that they felt depressed but in 2009 and 2011, Seattle had the lowest rates of youth depression in comparison to the nation and other cities.

Suicidal Thoughts. The percentage of youth across the U.S. who seriously considered attempting suicide in the last 12 months decreased by 8 percent from 1995 to 2011. Data from Anchorage showed a similar downward trend that is consistent with national levels but was higher than those youth in comparison cities.

Suicidal Plans. Nationally, the number of youth who made a plan about how they would commit suicide during the 12 months before the survey dropped 5 percent (from 18 percent) between 1995 and 2011 (there was a slight increase in 2003). Anchorage had more youth who had suicidal plans than did the nation or comparison cities, but these rates decreased through 2009. In 2011, youth at the national level, in Anchorage, and in comparison cities reported slightly higher rates of suicidal planning than in 2009.

Suicidal Injury. Very few youth across the U.S. attempted suicide that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse in the 12 months before the survey. These rates have remained consistent (2.4–2.8 percent) between 1995 and 2011. Youth in Anchorage reported higher percentages of injury that resulted from suicide attempts when compared the nation or comparison cities.

Figure 6. Depression and Suicidality, 1995–2011



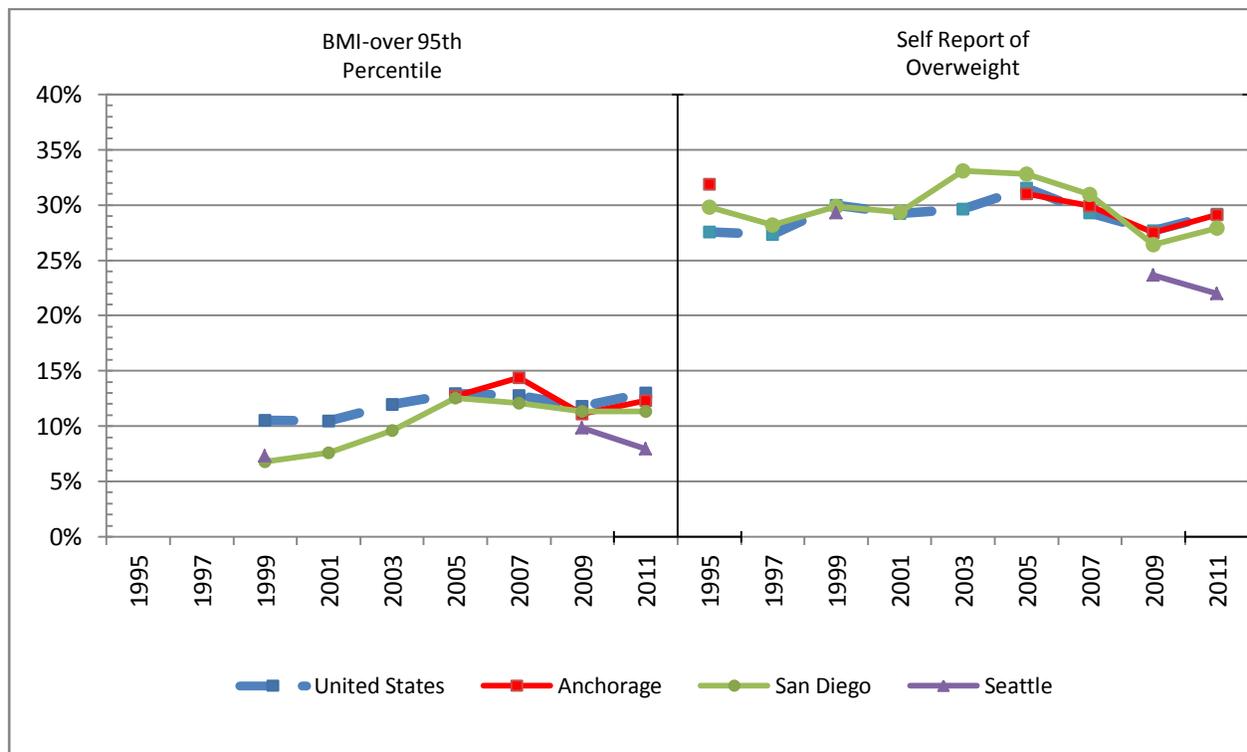
Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011. Missing data occur due to response rates not meeting federal reporting requirements.

Physical Health

Obesity. Obesity (being above the 95th percentile for body mass index, or BMI) in the U.S. has slightly increased between 1999 and 2011. The percentage of youth in Anchorage with a BMI above the 95th percentile has been slightly lower than in the nation. Youth in Seattle have consistently reported lower obesity rates in those years when data were available.

Self-Report of Being Overweight. In self reports, 27 percent to 30 percent of youth across the U.S. described themselves as slightly or very overweight. This trend is also similar for Anchorage and San Diego. Youth in Seattle reported similar levels as the U.S. overall in 1999 but fewer youth have reported being slightly or very overweight in 2009 and 2011.

Figure 7. Obesity Trends, 1995–2011



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1999–2011. Missing data occur due to response rates not meeting federal reporting requirements.

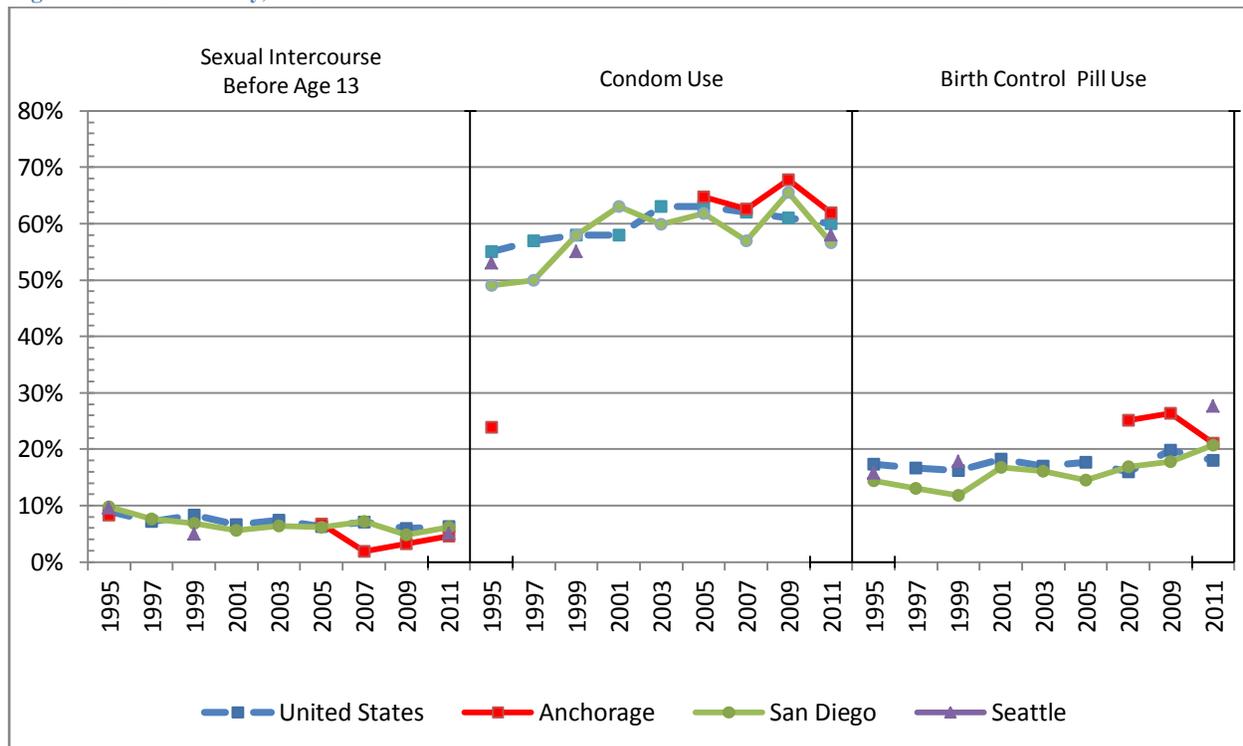
Sexual Health

Age at Onset. Rates of youth reporting having had their first experience of sexual intercourse before age 13 have remained below 10 percent since 1995 and have slightly dropped across the U.S., Anchorage, and comparison cities. Anchorage youth reported the largest decrease at 3 percent.

Condom Use. Since 1995, about 6 in 10 sexually active youth in the U.S., Anchorage, and comparison cities reported using condom during their most recent experience of sexual intercourse. Condom use has gradually increased since then. Anchorage youth reported slightly higher levels of condom use than their peers nationally. A 5 percent increase was observed in 2009 with a slight decrease in 2011.

Birth Control Pill Use. About 2 in 10 youth in the U.S. who had sexual intercourse during the past three months, used birth control pill before their most recent experience of intercourse and this number has remained consistent since 1995. Anchorage youth reported higher levels of birth control pill use in 2007 and 2009 than their peers across the U.S. and in comparison cities, which declined in 2011.

Figure 8. Sexual Activity, 1995–2011

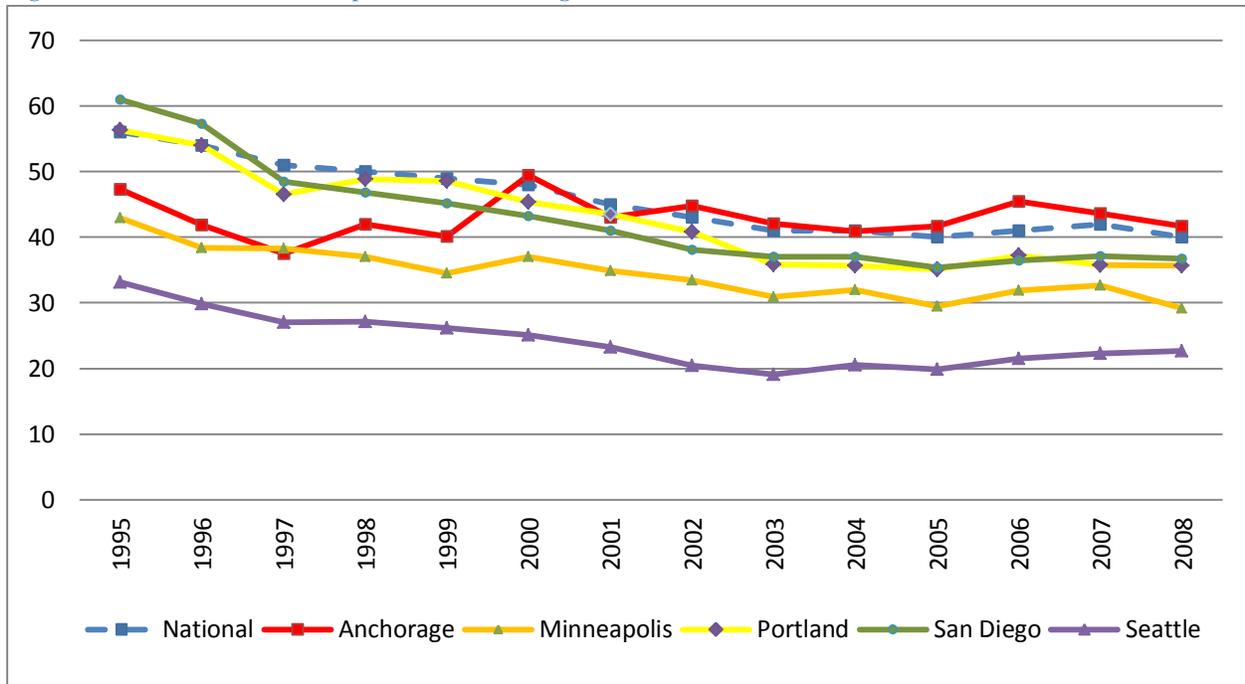


Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011. Missing data occur due to response rates not meeting federal reporting requirements.

Teen Birth Rate

The number of girls between the age of 15 and 19 who gave birth decreased gradually between 1995 and 2008 in the U.S., Anchorage, and in the comparison cities. Anchorage reported a smaller decline (5 births per 1,000) in contrast to San Diego, which experienced the largest decline (24 births per 1,000). Except for an increase in 2000, the number of teen mothers in Anchorage remained similar to national levels. The number of teen births in Seattle has been consistently lower than the in U.S. overall and other cities.

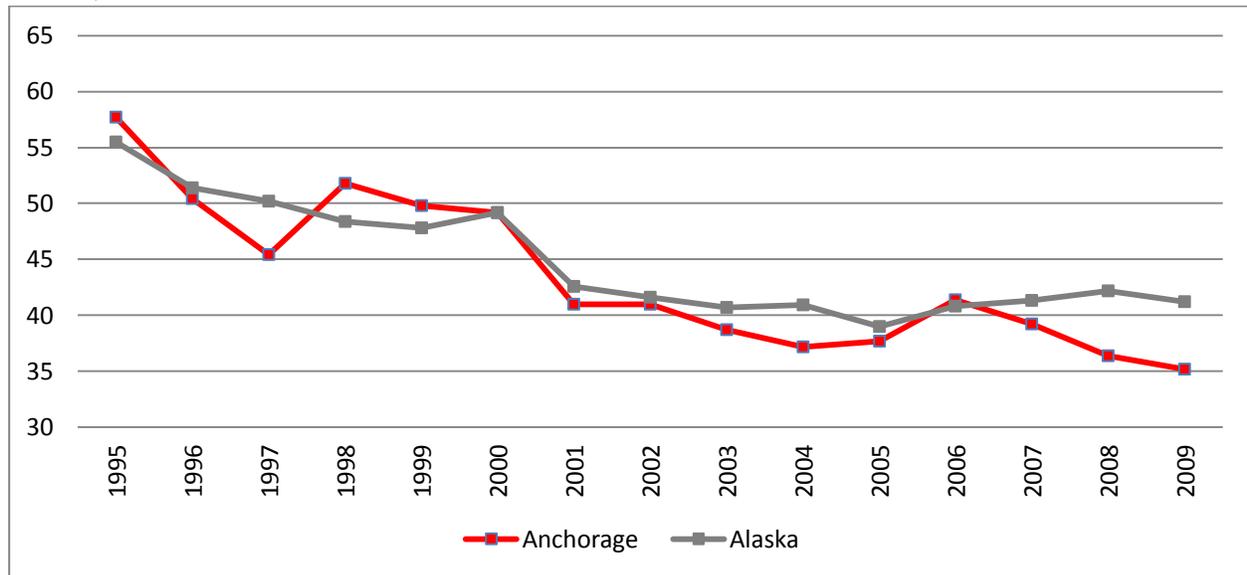
Figure 9. Numbers of Live Births per 1,000 Females Ages 15–19 between 1995 and 2008



Source: Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1995–2008

The data source reported above shows births that occur in each locality. Many women and girls in Alaska who live in villages, where health care is minimal, come to Anchorage to give birth to their children. Therefore, data for Anchorage reflect these out-of-residential area births to some teen mothers. Data from the Alaska census, which is based on residence and not birth place, do show lower rates of teen births for Anchorage than do the CDC's Vital Statistics data. Figure 10 shows the number of live births per 1,000 population of females ages 15–19 for Anchorage and for Alaska as a whole based on mother's residence. These data also show a declining trend in teen birth rates, with rates for Anchorage below those for Alaska as a whole since 2007.

Figure 10. Numbers of Teen Births per 1,000 Population by Census Area of Mother's Residence, Anchorage and Alaska as a Whole, 1995 to 2009



Source: Alaska Department of Health and Social Services, Division of Public Health, Bureau of Vital Statistics, Birth Data for Alaska, 1995-2009

http://dhss.alaska.gov/dph/VitalStats/Documents/stats/birth_statistics/birth_rates_census/frame.html

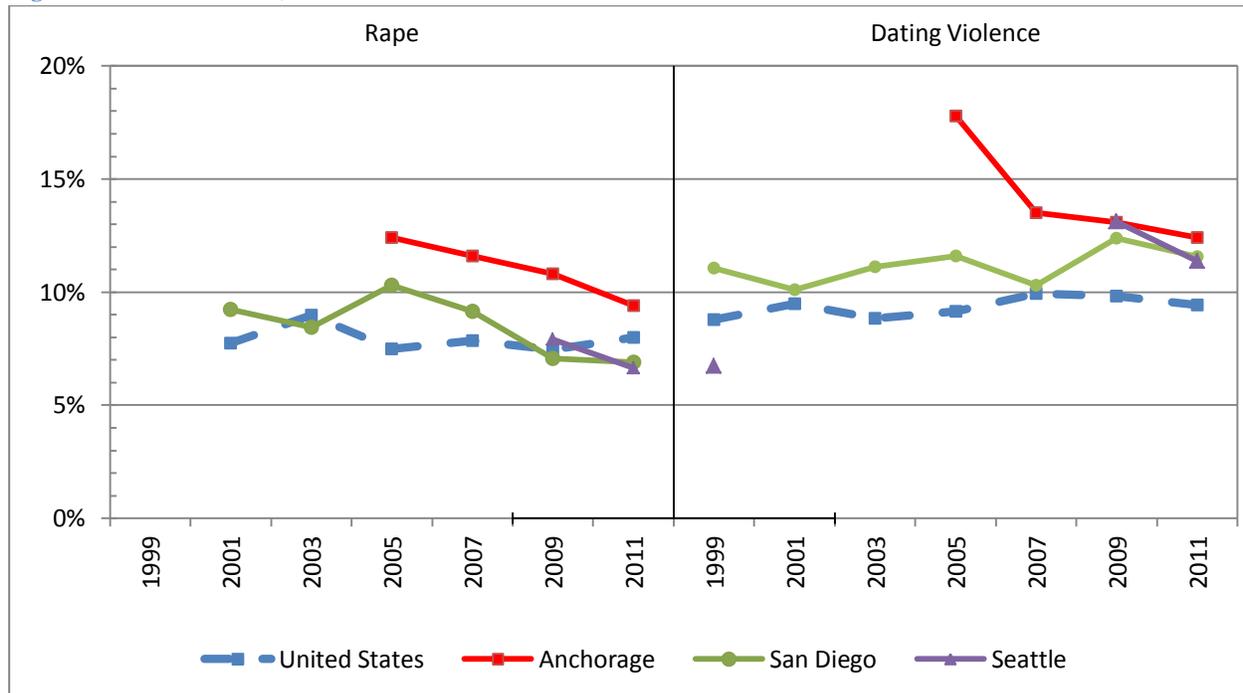
Violence and Delinquency

Sexual Violence

Rape. Nationally, the percentage of youth in the U.S. who were physically forced to have sexual intercourse stayed consistent from 2001 to 2011 at about 8 percent. Anchorage youth reported higher rates of rape in 2005 (12 percent) than their peers nationally or in comparison cities, but rates have declined steadily since then and are now close to the national average.

Dating Violence. Beginning in 1999, the national YRBS measure included items about being hit, slapped, or physically hurt on purpose by a boyfriend or girlfriend during the 12 months before the survey. Nationally, the percentage of youth endorsing this item has remained consistently at or below 10 percent. Youth in Anchorage and comparison cities reported higher percentages of dating violence than the national levels. In Anchorage, youth-reported dating violence peaked in 2005 at 17 percent, and has decreased to 12 percent.

Figure 11. Sexual Violence, 1999–2011

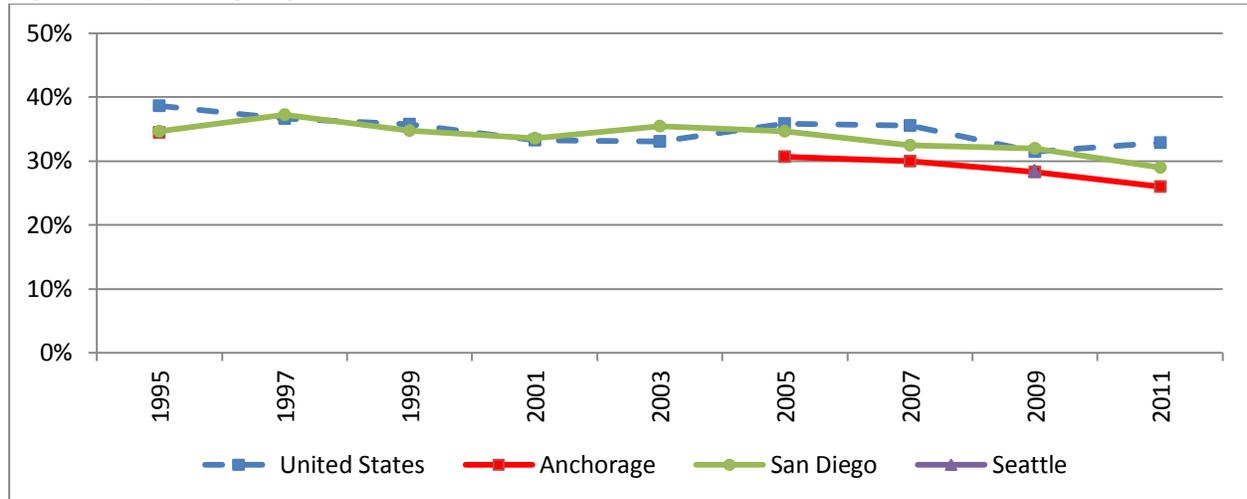


Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1999–2011. Missing data occur due to response rates not meeting federal reporting requirements.

Physical Fighting

Since 1995, the percentage of youth who reported being in a physical fight one or more times in the last 12 months decreased from 39 to 33 percent. Compared to U.S. and comparison cities, Anchorage youth consistently reported lower levels of physical fighting.

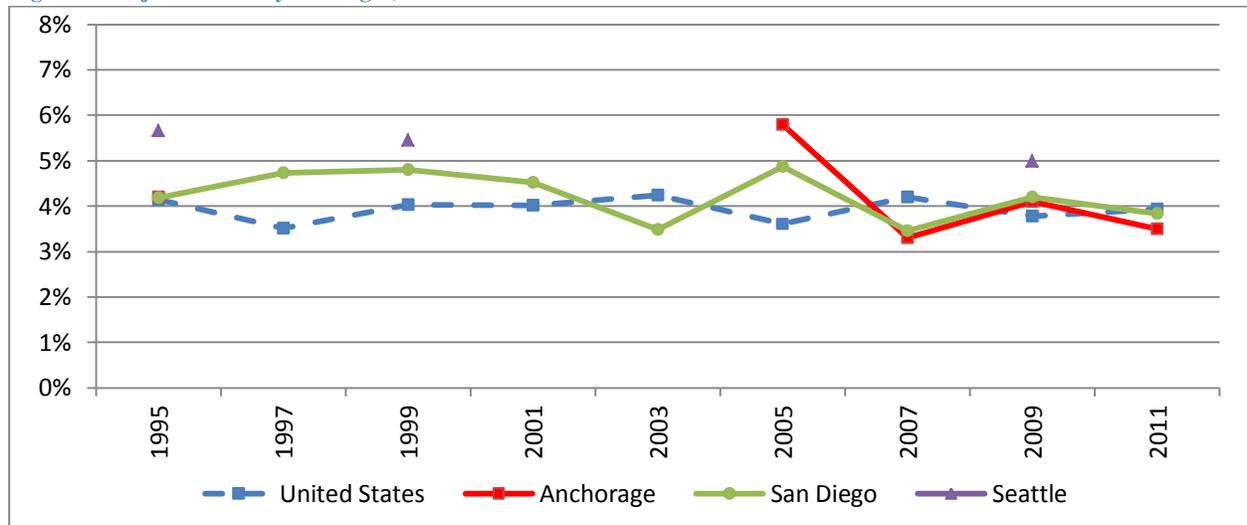
Figure 12. Physical Fighting, 1995–2010



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011. Missing data occur due to response rates not meeting federal reporting requirements.

The number of youth who reported being injured one or more times in a physical fight, which needed to be treated by a doctor or nurse stayed consistent between 4 and 6 percent at the national level as well as for Anchorage and San Diego. In 2005, 6 percent of Anchorage youth reported being injured in a fight; this rate has decreased slightly since then.

Figure 13. Injured in a Physical Fight, 1995–2010



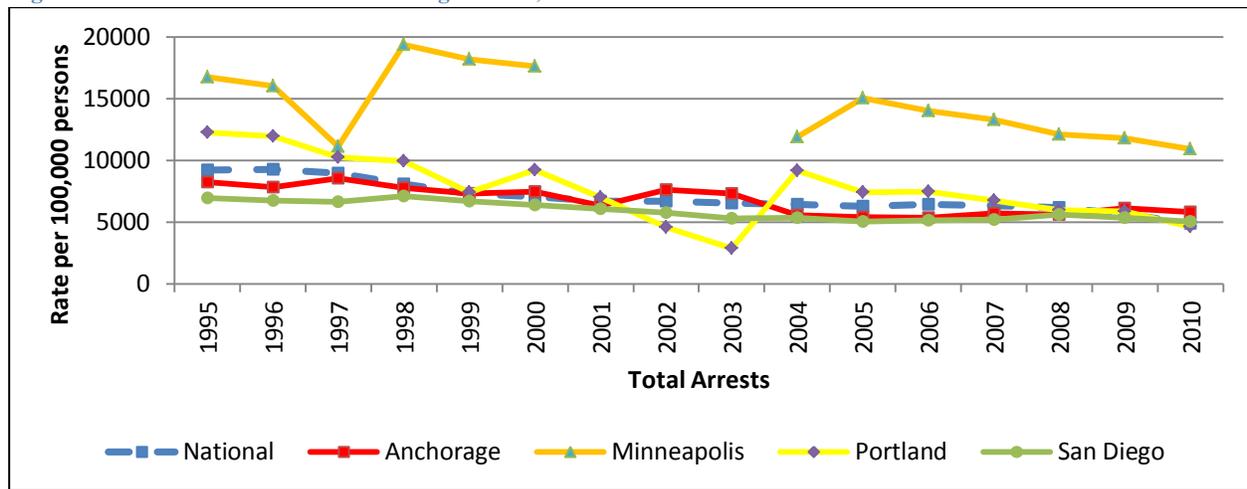
Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011. Missing data occur due to response rates not meeting federal reporting requirements.

Youth Arrests

In general, arrests are a challenging statistic to track because arrest rates reflect *both* actual youth behavior and a community's policy response to that behavior. Arrest rates may change based not on changes in actual behavior, but rather on enforcement decisions. However, because these data provide information that is independent of youth self-report, we include arrest indicators here.

Total Youth Arrests. Between 1995 and 2010, the number of total youth arrests decreased. This trend was seen both on a national level and in Anchorage. Over this time span, the comparison cities of Minneapolis, Portland, and San Diego also experienced decreases in total youth arrests. In 1995, Anchorage had a youth arrest rate of 8,261 per 100,000 youth and by 2010, this number decreased to 5,810 arrests per 100,000 youth.

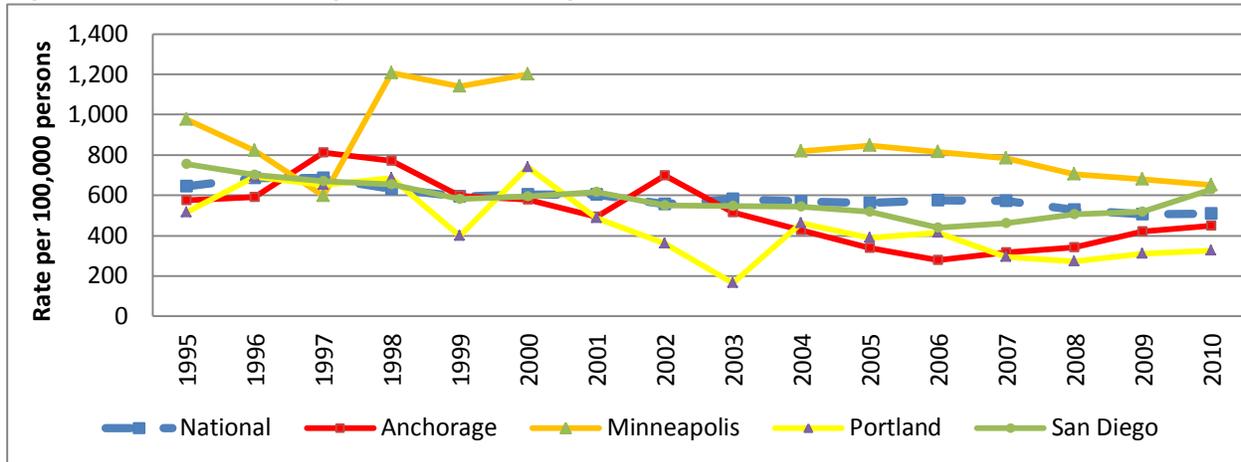
Figure 14. Total Arrest Rates for Youth Ages 10–17, 1995–2010



Source: Uniform Crime Report, FBI years 1995–2010. Missing data occur due to response rates not meeting federal reporting requirements.

Arrests for Drug Offenses. Between 1995 and 2010, the number of youth arrests for drug offenses decreased. In 1995, the arrest rate for drug offenses by youth was 575 per 100,000 youth and by 2010, this number decreased to 449 arrests per 100,000 youth. This trend was seen both on a national level and in Anchorage. Over the total time span, the comparison cities of Minneapolis, Portland, and San Diego also decreased in total youth arrests.

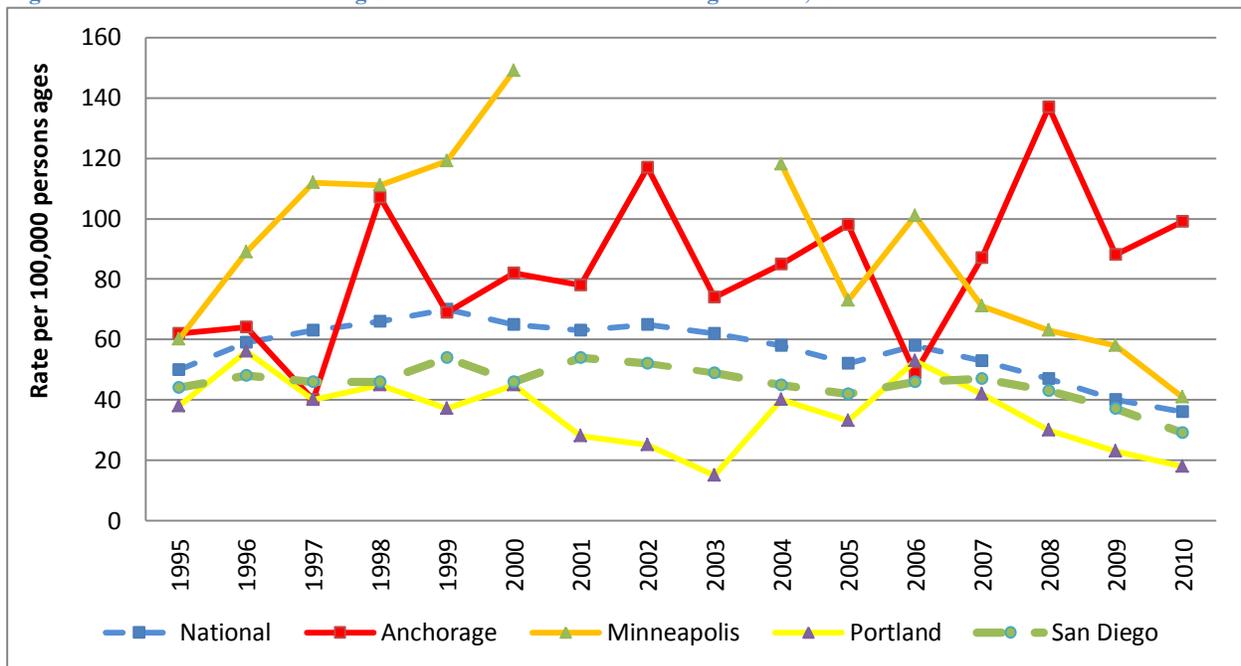
Figure 15. Arrest Rates for Drug Offenses for Youth Ages 10-17, 1995-2010



Source: Uniform Crime Report, FBI years 1995-2010. Missing data occur due to response rates not meeting federal reporting requirements.

Arrests for Youth Driving Under the Influence. Between 1995 and 2010, the number of youth arrested for driving under the influence showed a significant amount of fluctuation. Overall, the national trend, and the trend for the comparison cities, was a decrease in arrests. During this time period, Anchorage saw an increase in the number of youth arrests for driving under the influence, from 62 per 100,000 youth in 1995 to 99 arrests per 100,000 youth in 2010.

Figure 16. Arrest Rates for Driving Under the Influence for Youth Ages 10-17, 1995-2010



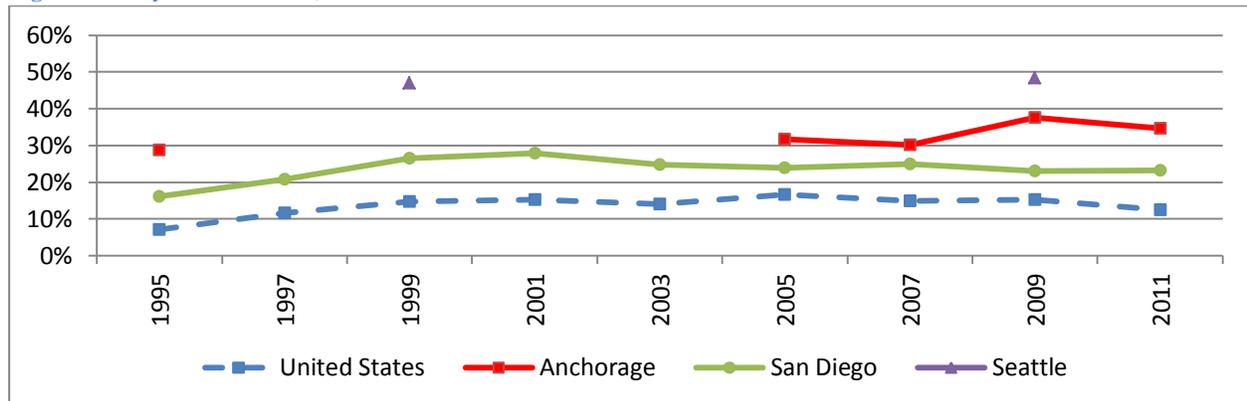
Source: Uniform Crime Report, FBI years 1995-2010. Missing data occur due to response rates not meeting federal reporting requirements.

Safety

Vehicle Safety

Bicycle Helmet Use. In 1995 fewer than one out of 10 youth in the U.S. reported that they wore a bicycle helmet sometimes, most of the time, or always when riding a bicycle. Helmet use has increased slightly since then. Youth in Anchorage and comparison cities consistently reported higher numbers of helmet use than their national peers. In Anchorage, 29 percent of youth in 1995 reported wearing a helmet, which increased to 35 percent by 2011. Seattle youth reported the highest levels; in 1999 and 2009 about half of the youth reported wearing a bicycle helmet.

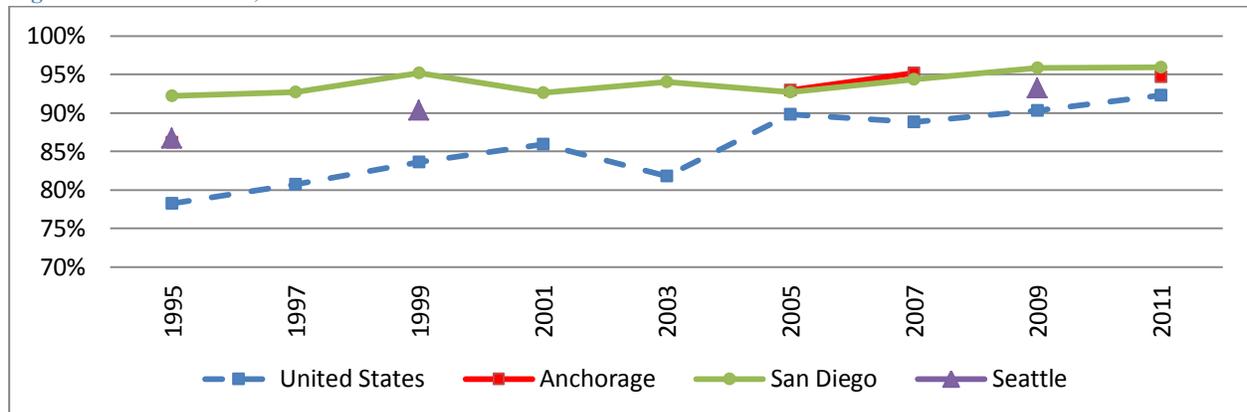
Figure 17. Bicycle Helmet Use, 1995–2011



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011. Missing data occur due to response rates not meeting federal reporting requirements.

Seat Belt Use. In 1995, 78 percent of the youth in the U.S. reported wearing a seatbelt when riding with someone else who was driving the car was (sometimes, most of the time, or always). Youth reports of seat belt use increased to 92 percent in 2011. Youth in Anchorage and in comparison cities have consistently reported higher levels of seat belt use than in the nation as a whole, and a gradual increase in seat belt use was observed in all cities.

Figure 18. Seat Belt Use, 1995–2011

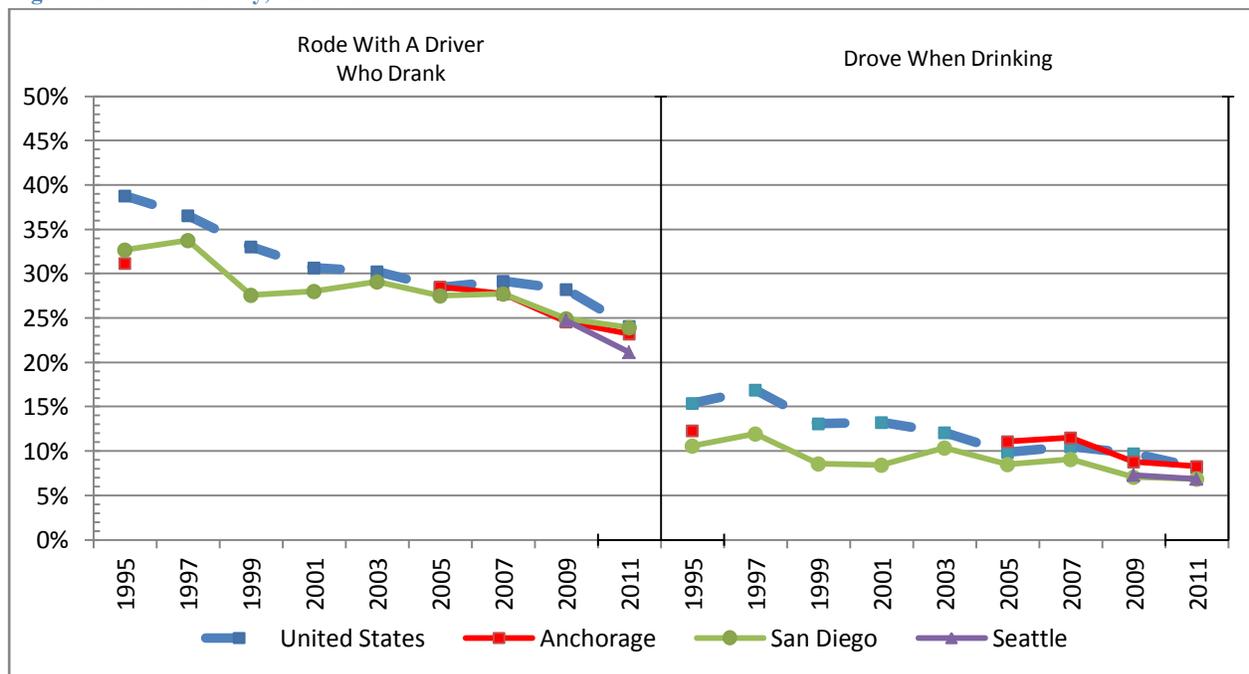


Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011. Missing data occur due to response rates not meeting federal reporting requirements.

Riding with a Drinking Driver. The percentage of youth in the U.S. who reported riding one or more times with a driver who had been drinking alcohol (in a car or other vehicle) during the 30 days before the survey decreased from 39 percent in 1995 to 24 percent in 2011. This trend was also observed in Anchorage and comparison cities. Youth reports in Anchorage decreased from 32 percent to 23 percent between 1995 and 2011.

Driving While Drinking. In 1995, 15 percent of youth in the U.S. reported that they drank alcohol while driving a car or another vehicle one or more times during the 30 days before the survey but by 2011 these rates were reduced by half. The decreasing trend was also observed in Anchorage and comparison cities.

Figure 19. Vehicle Safety, 1995–2011



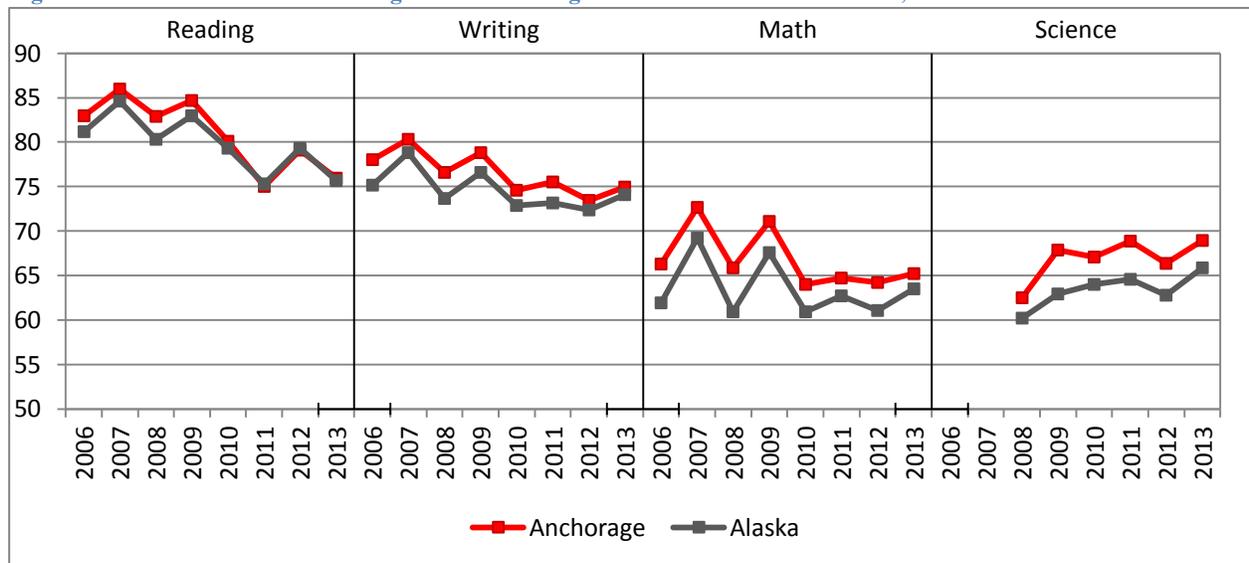
Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011. Missing data occur due to response rates not meeting federal reporting requirements.

Academic Achievement

Performance on Standards Based Assessments

Student performance on standardized exams was used to track academic achievement in Alaska. Alaska’s Standards Based Assessments have not been modified significantly since cut scores were set in 2005, so trends over time do not reflect any meaningful changes in the test itself. In all academic content areas, Anchorage students in Grade 10 performed better in standardized tests than the rest of the state. However, despite fluctuations from one year to another, a decreasing trend was observed in student performance in standardized testing on reading, writing, and math with a slight improvement in 2013. In contrast, there is a gradual growth in student performance in science since 2008.

Figure 20. Percent of Students Scoring Proficient or Higher on SBA Exams in Grade 10, 2006–2013

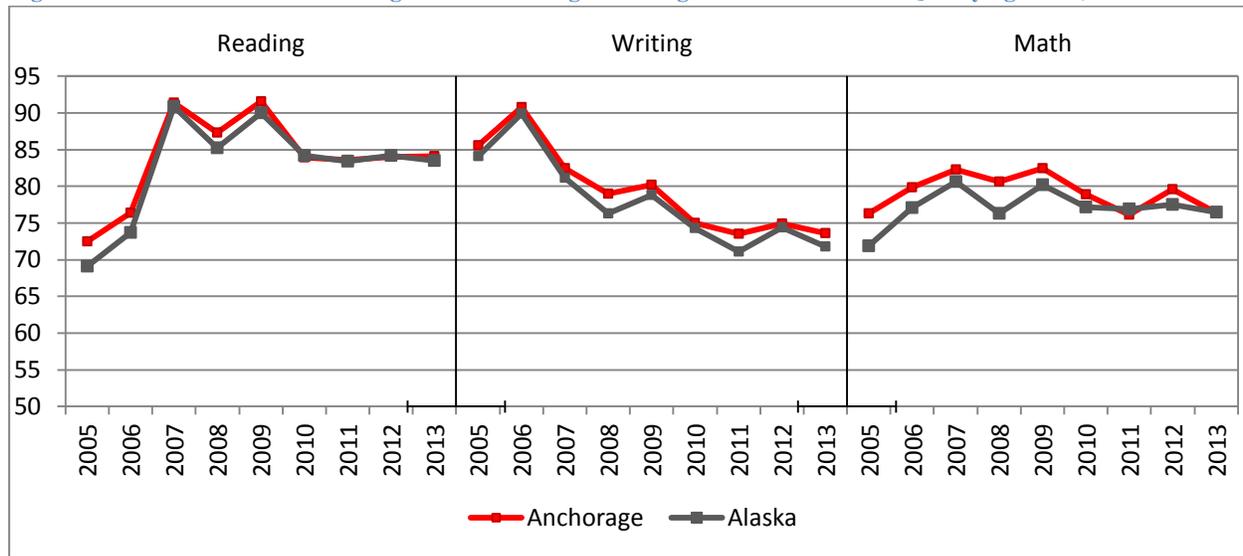


Source: Alaska Department of Education and Early Development, 2006-2013

Performance on the High School Graduation Qualifying Exam

The High School Graduation Qualifying Exam (HSGQE) is required by a state law (Sec. 14.03.075) that requires secondary students to demonstrate competency reading, English, and mathematics before graduating from high school. Students in Anchorage and Alaska performed very similarly on HSGQE and slightly larger number of students in Anchorage scored proficient or higher on the exam. Despite some fluctuation in passing rates over time, an overall increase in reading and math proficiency levels and an overall decrease in writing were observed. Between 2005 and 2010, the percentage of students who scored at or above proficiency in reading increased by 13 percentage points and has been consistent at 84 percent since 2010. In contrast, the percentage of students who scored proficient or above in writing declined in Alaska (84 percent) and Anchorage (86 percent) by 12 percentage points since 2006. The percentage of students who scored proficient in math remained consistent at 77 percent since 2010.

Figure 21. Percent of Students Scoring Proficient or Higher on High School Graduation Qualifying Exam, 2005–2013



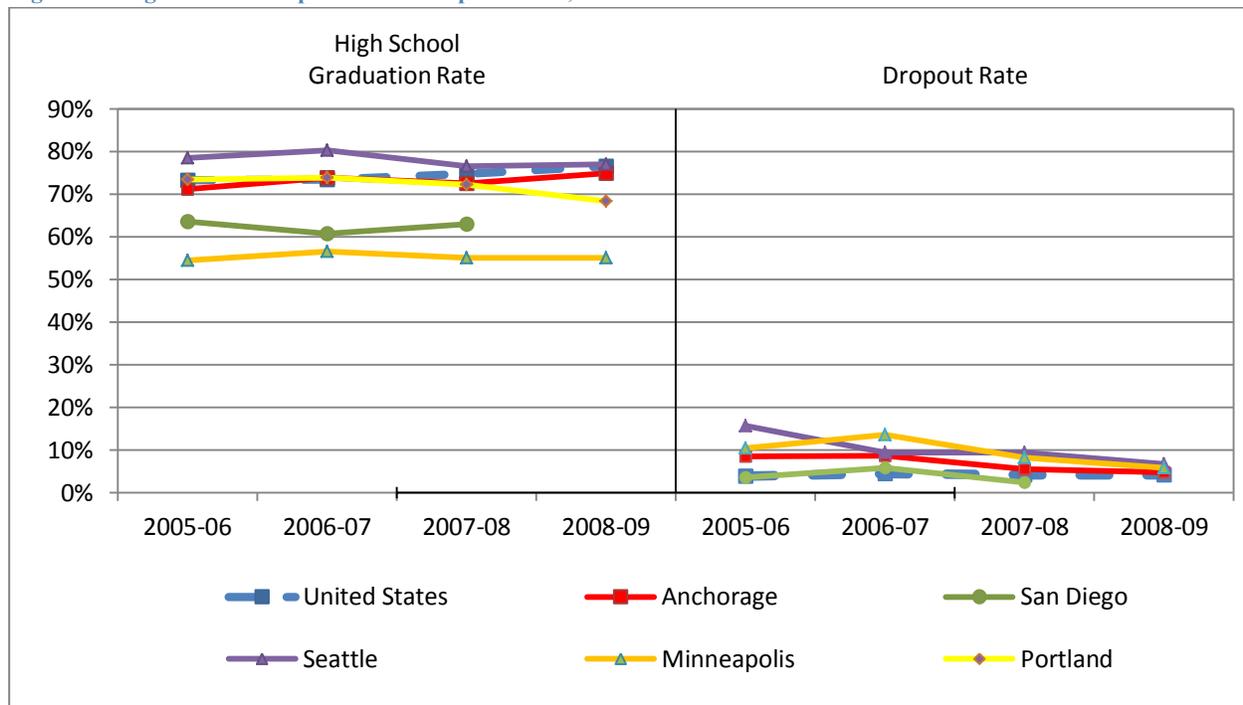
Source: Alaska Department of Education and Early Development, 2005–2013

High School Graduation and Dropout

Averaged national freshman graduation rates increased slightly from 73 percent in 2005–06 to 76 percent in 2008–09. Similarly, Anchorage graduation rates increased from 71 to 75 percent between these years but remained marginally below the national rates. Seattle and Portland had higher graduation rates higher than the national average whereas Minneapolis and San Diego had lower graduation rates than the national average.

National dropout rates for students in Grades 9–12 remained steady at around 4 percent. Anchorage and comparison cities had higher dropout rates in 2005–06 but these rates decreased steadily for each city. Anchorage dropout rates decreased by 3.8 percentage points. Seattle saw a decrease of 9 percentage points.

Figure 22. High School Completion and Dropout Rates, 1995 to 2009



Source: CDC. Data prior to 2005 and after 2009 are not available.

Environmental Indicators

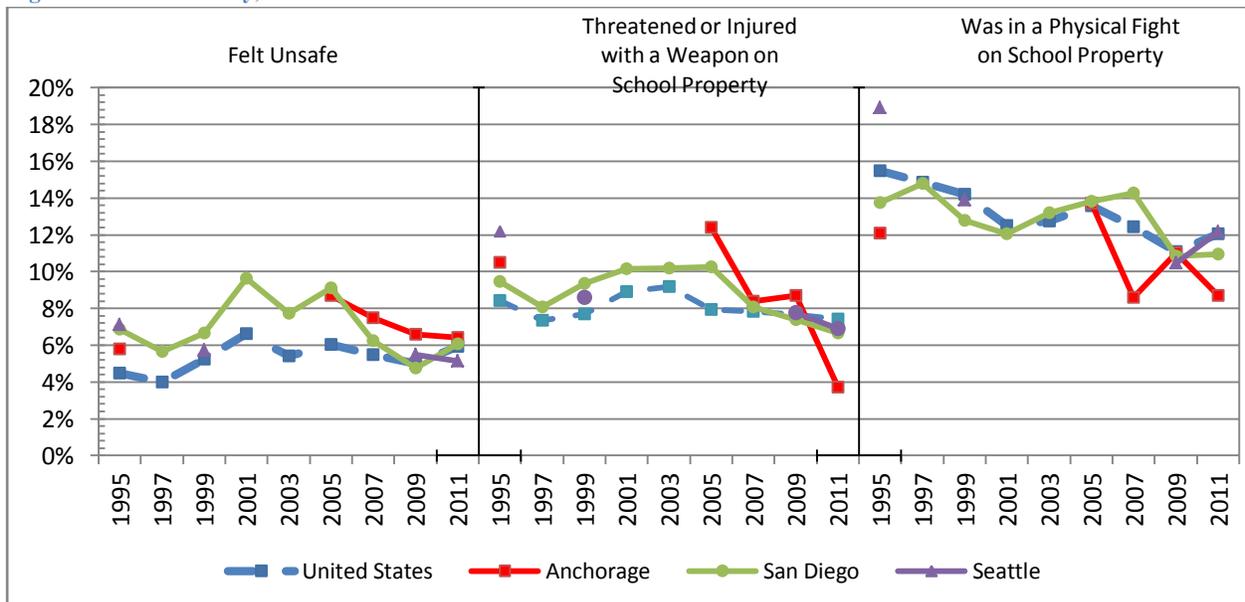
School Safety: Feeling Unsafe, Using a Weapon, and Physical Fighting at School

Feeling Unsafe. The majority of students in the United States feel safe to go to school. The trend from 1995 to 2011 for students who reported that they did not go to school because they felt unsafe at school or on their way to or from school on at least 1 day during the 30 days before the survey has generally stayed consistent between 4–6 percent. In Anchorage, the percentage of youth who feel unsafe increased from 6 percent in 1995 to 9 percent in 2005, but has gradually decreased to national levels since then. Youth reports in Anchorage and comparison cities have been consistently higher than the national reports but they have decreased to meet national levels in 2011.

Threatened or Injured with a Weapon on School Property. From 1995 to 2011, 7–9 percent of youth across the U.S. reported that they were threatened or injured with a weapon (e.g., a gun, knife, or club) on school property one or more times in the prior 12 months. Although youth in comparison cities reported slightly higher rates than the nation as a whole, those cities tended to follow the national trend. In Anchorage, a sharp decrease from 12 percent in 2005 to 4 percent in 2011 was observed.

Physical Fighting at School. From 1995 to 2011, the percentage of youth across the U.S. who reported having been in a physical fight on school property one or more times in the last 12 months decreased by 3 percent. In Anchorage, the percentage of youth who reported being in a fight on school property decreased from 14 percent in 2005 to 9 percent in 2011 and below the national values. In comparison cities a downward trend is also observed but the percent reports in 2011 are higher than for those of Anchorage.

Figure 23. School Safety, 1995–2011



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 1995–2011

Student Perceptions of School Safety

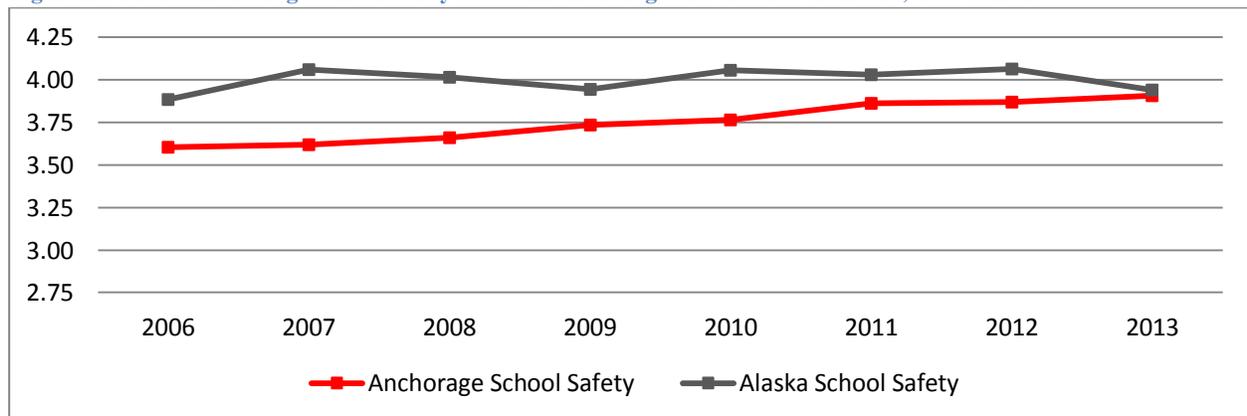
The School Climate and Connectedness survey has been used to measure student perceptions of safety at school in Anchorage and in other Alaska school districts since 2006. The scale reflects students' feelings about bullies and gangs at school as well as general crime and violence in the community. Items on this scale are as follows:

- I am safe at school
- This school is being ruined by bullies (reverse scored)
- This school is badly affected by crime and violence in the community (reverse scored)
- Gang members make this school dangerous (reverse scored)
- Crime and violence are major concerns at school (reverse scored)

Results are shown in Figure 24 and Figure 25, which show the same indicator in two different ways. The first chart tracks the average scores for the indicator each year from 2006 to 2013. This presentation is particularly effective for identifying how the average scores have changed over time, and how these scores differ between Anchorage and the rest of the state. The second chart provides considerably more information at each year about the distribution of scores. Categories routinely reported by the Association of Alaska School Boards are as follows: Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Seeing these categories over time allows readers to see whether changes are occurring at the high, medium, or low ends of the score distribution. All SCCS results are presented in both formats to allow users to see the findings that are most relevant and meaningful to them.

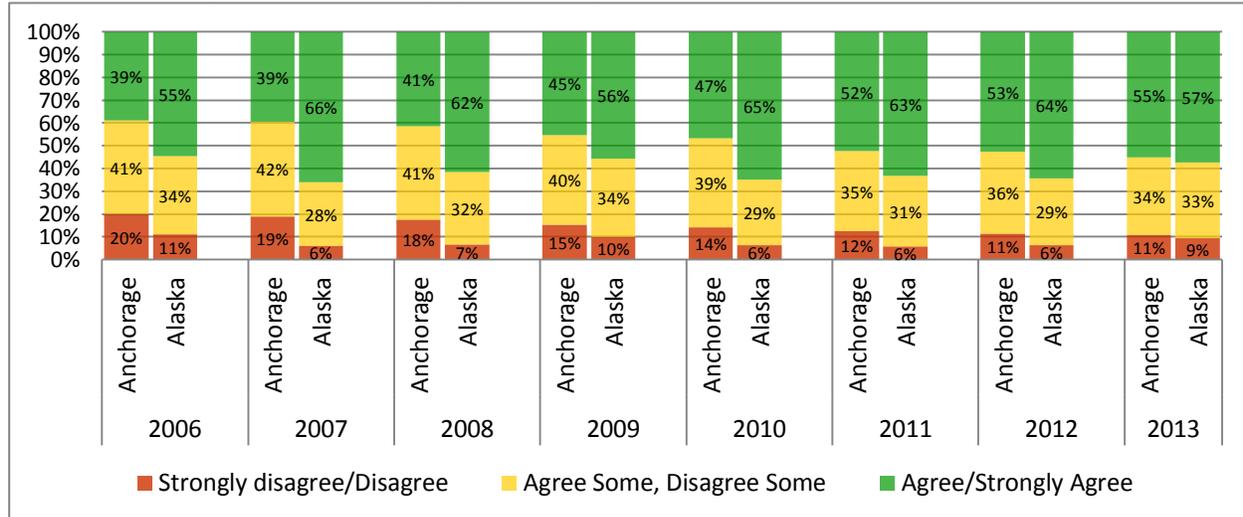
In Anchorage, safety has improved steadily over time. In the rest of the state, student scores have been roughly stable. Although safety in Anchorage was lower than in the rest of the state in 2006; in 2013 the rates were the same.

Figure 24. Trends in Average School Safety Scores in Anchorage and the Rest of Alaska, 2006 to 2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 25. Percentage of Students at Varying Levels of Agreement about Safety at School, SCCS, 2006 to 2013

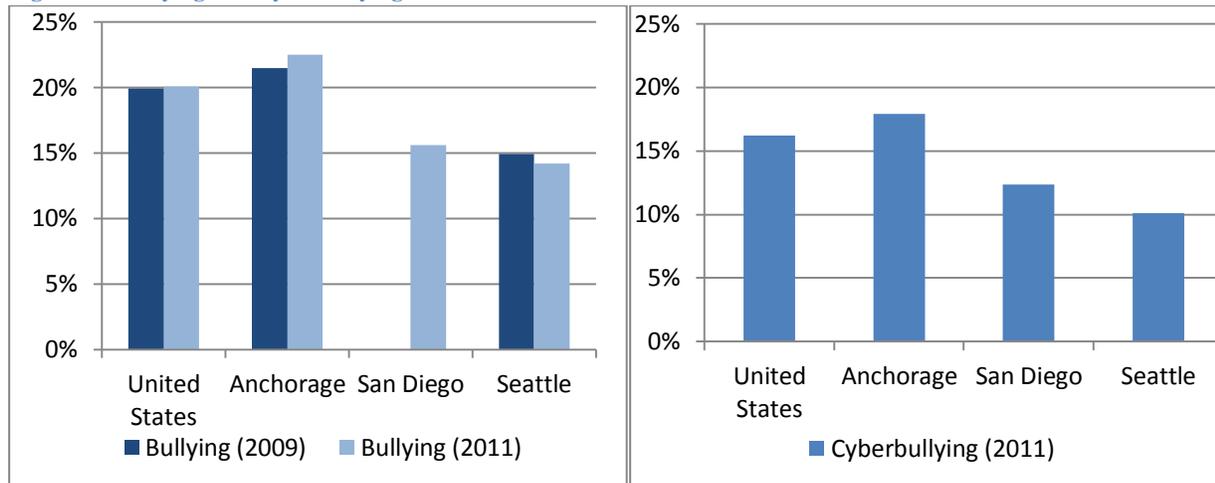


Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Being Bullied

The YRBS has asked about bullying since 2009 and included a question about cyber-bullying in 2011. About one fifth of youth in the U.S. reported that they have been bullied on the school property. More youth in Anchorage reported being bullied or cyberbullied than their peers across the U.S. or in comparison cities.

Figure 26. Bullying and Cyberbullying in 1999 and 2011



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Survey, 2009–2011

The remainder of this report will present data from SCCS on school climate and connectedness and community environment.

School Climate and Connectedness

School climate and connectedness are important school indicators because both relate strongly to both youth academic performance and risk behaviors. One study in Alaska sponsored by the Anchorage School District and conducted by AIR showed that during a period of declining academic achievement, not only were climate and connectedness still related to achievement, but those schools with better climate and connectedness had smaller declines in achievement.

School climate refers to the social and environmental factors that contribute to someone’s subjective experience of a school: the tone in, and attitudes toward, a school. Positive school climate reflects well-managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students and fairly address their behavior. **School connectedness** refers to students’ perceptions and feelings about the people at school. This includes feeling that they are a part of the school, that adults care about them personally, that their learning matters and is a high priority, that they are close to people at school and have supportive relationships with adults, and that teachers and other school staff consistently treat them with respect.

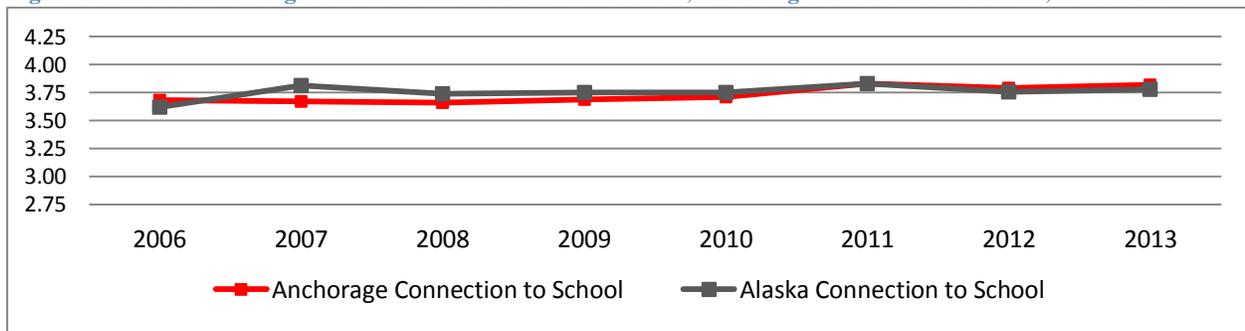
Connection to School

This scale was developed conceptually using items from different various scales on the School Climate and Connectedness Survey that indicate a sense of connection to school. Items on this scale are as follows:

- There is at least one adult at this school who I feel comfortable talking to about things that are bothering me.
- At school, there is a teacher or some other adult who will miss me when I'm absent.
- I ask for help from my teachers or others when I need it.
- It is important to me to help others at my school.
- I try hard to do well in school.
- I get along well with other students.
- My teachers treat me with respect.
- I have given up on school (reverse coded).
- Students here treat me with respect.

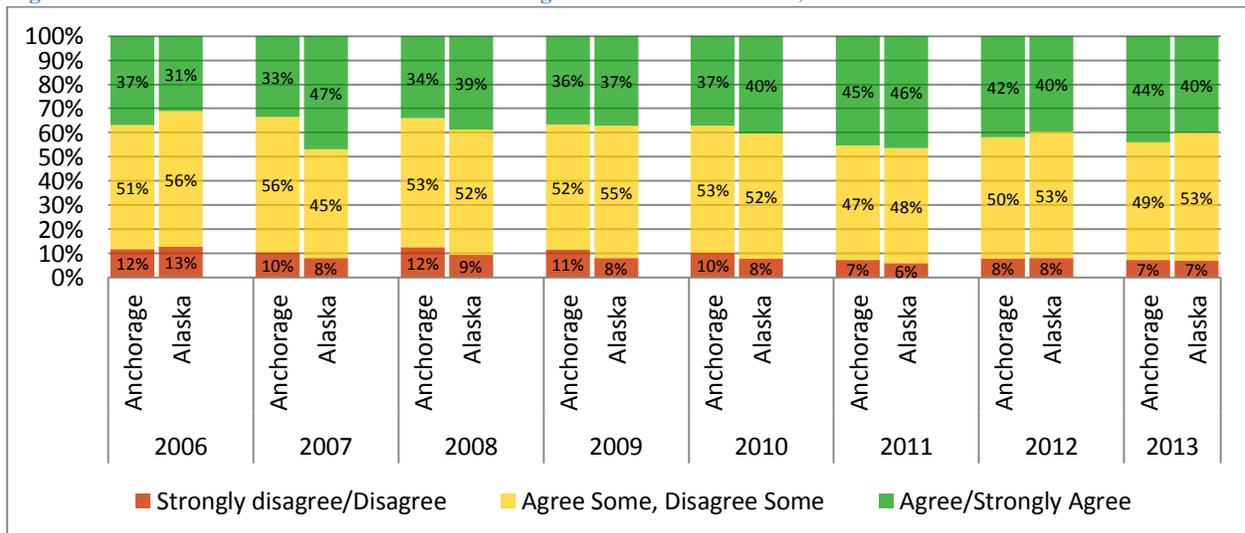
Scores for this scale were computed for all measured districts from 2006 to 2013. Scores in Anchorage were similar to those in the rest of Alaska across the period of measurement, and have trended slightly upward in both places.

Figure 27. Trends in Average Student Connection to School Scores, Anchorage and the Rest of Alaska, 2006 to 2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 28. Student Connection to School in Anchorage and the Rest of Alaska, 2006 to 2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

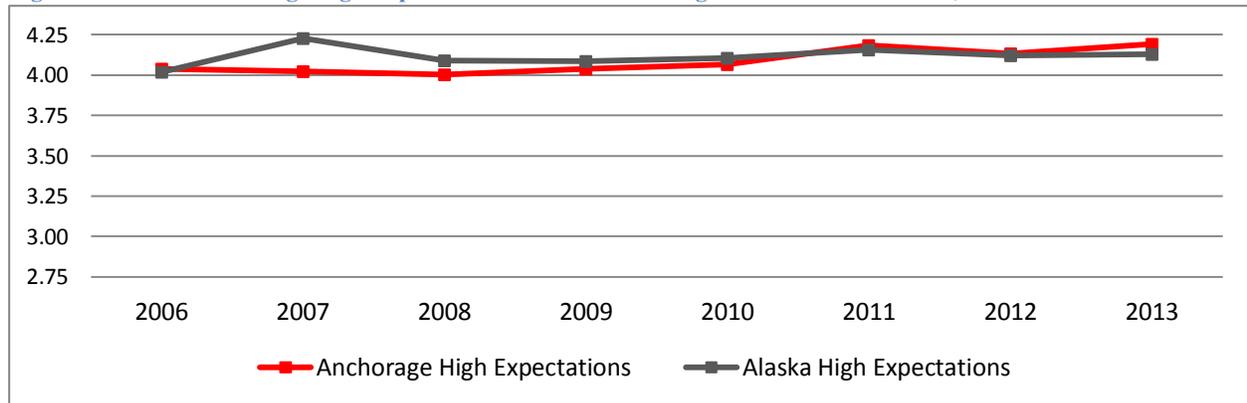
High Expectations

This scale reflects students' feelings about their own expectations as well as those of adults in their school and community. The items composing this scale are as follows.

- I have given up on school (reverse scored)
- At this school, students are encouraged to work to the best of their abilities
- I try hard to do well in school
- I want very much to get more education after high school
- Adults in my community encourage me to take school seriously
- Teachers and other adults in this school believe that *all* students can do good work
- If students like their school, they will do better in their classes (item dropped in 2013)

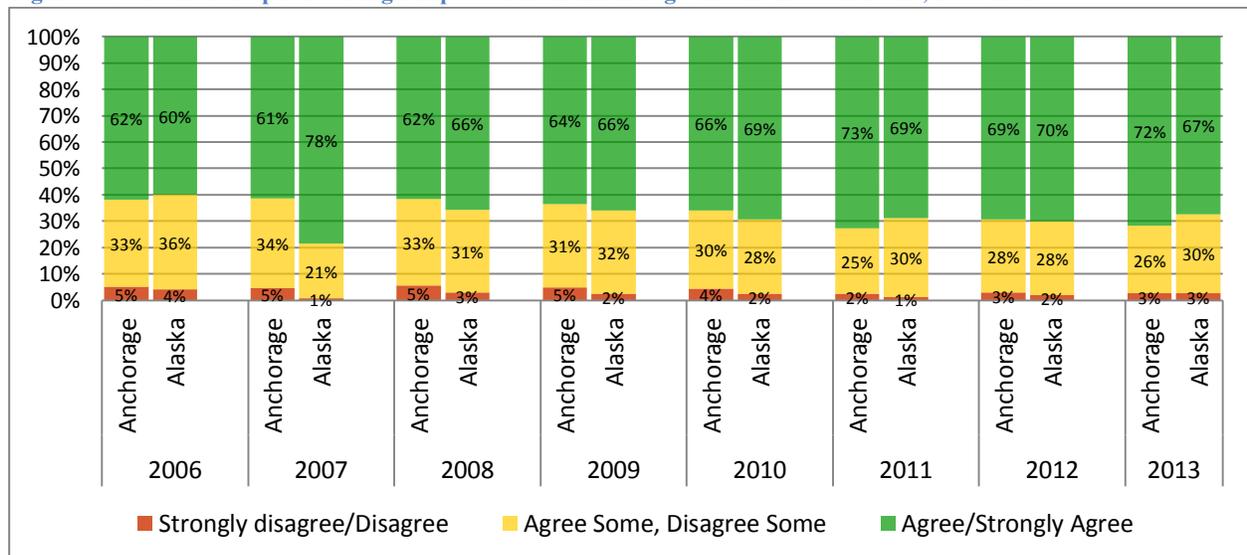
Statewide, from 2009 to 2013, there was a modest but significant increase in student scale scores for High Expectations.

Figure 29. Trends in Average High Expectations Scores in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 30. Student Perceptions of High Expectations in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

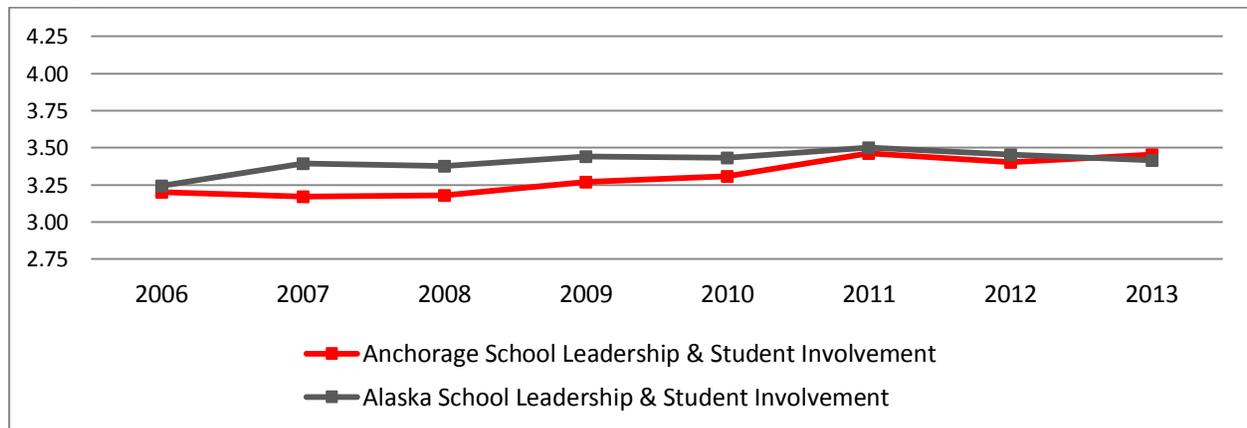
School Leadership and Student Involvement

This scale reflects students' feelings about the decision making of school leaders as well as student participation in school governance. The items composing this scale are as follows.

- At school, decisions are made based on what is best for students
- The principal and other leaders in this school make good decisions
- In my school, students are given a chance to help make decisions
- Students are involved in helping to solve school problems
- The principal asks students about their ideas

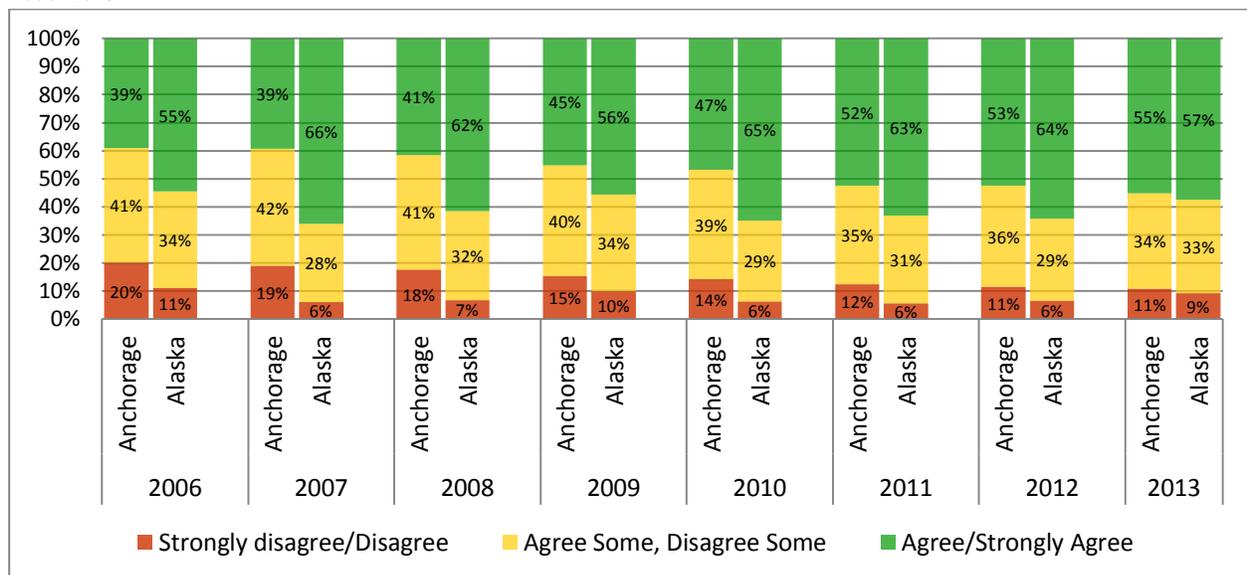
From 2006 to 2013, there was a modest improvement in student scale scores for School Leadership and Student Involvement. In 2013, Anchorage scored higher than the state for the first time.

Figure 31. Trends in Average School Leadership and Student Involvement Scores in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 32. Student Perceptions of School Leadership and Student Involvement in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

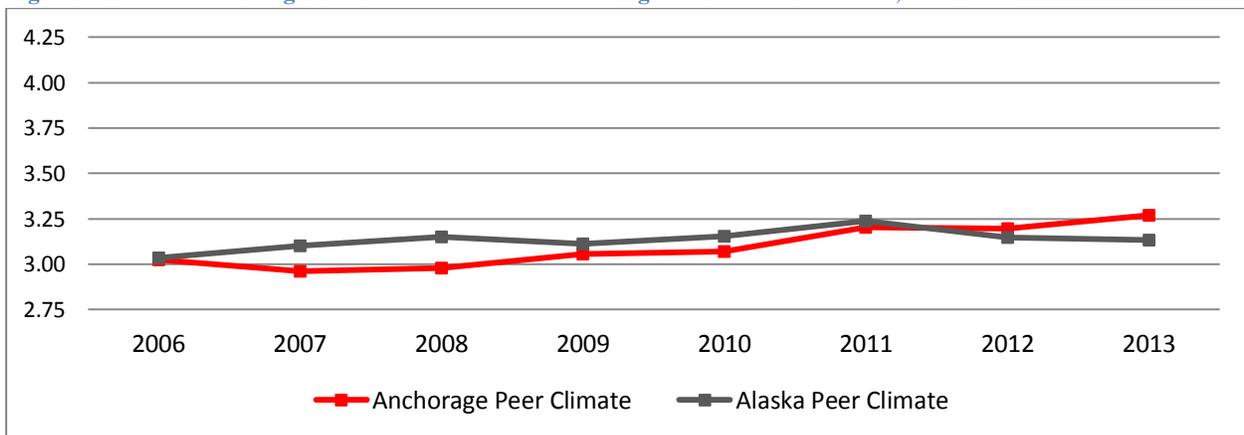
Peer Climate

This scale reflects students' feelings about how respectful students are to one another and how helpful students are to other students. The items composing this scale are as follows.

- Students in this school help each other, even if they are not friends
- Students here treat me with respect
- When students see another student being picked on, they try to stop it
- Students at this school are often teased or picked on (reverse scored)
- Most students in this school like to put others down (reverse scored)

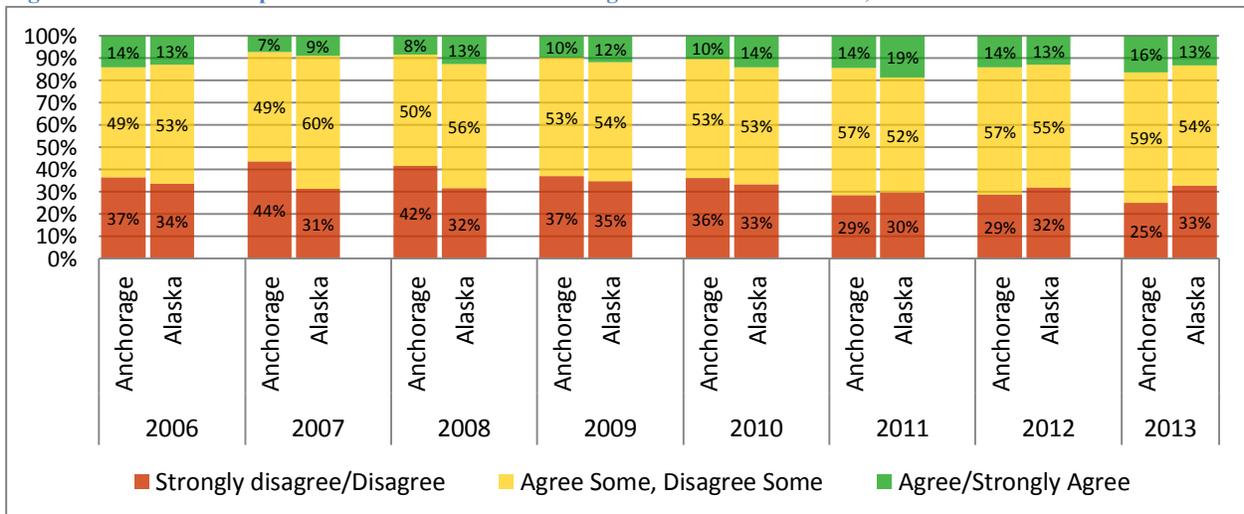
In Anchorage, student scores increased slowly and fairly steadily from 2006 to 2013. In the rest of the state, scores have been largely stable, with a drop in 2013. In 2013, scores for Anchorage exceeded those for the rest of the state.

Figure 33. Trends in Average Peer Climate Scores in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 34. Student Perceptions of Peer Climate in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

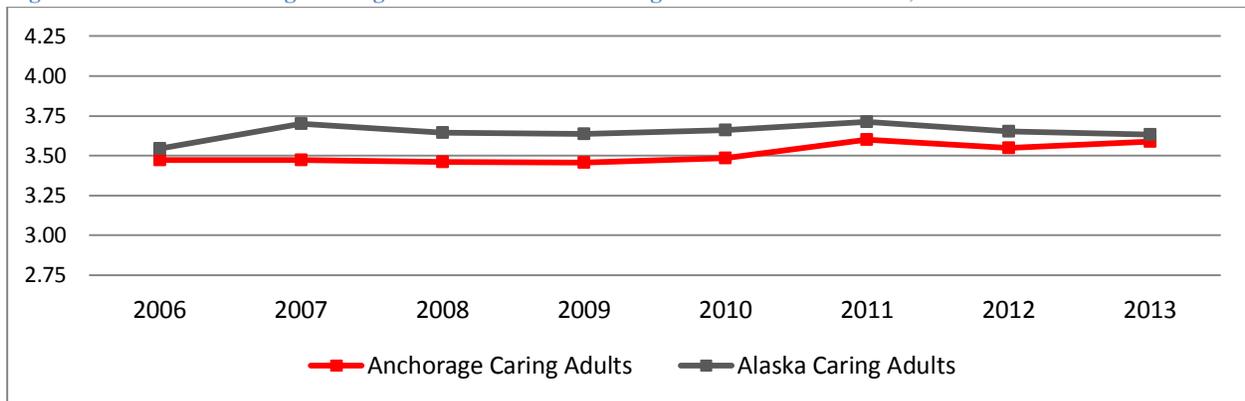
Caring Adults

This scale reflects students' feelings about how close they feel to adults in the school. The items composing this scale are as follows.

- There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me
- At school, there is a teacher or some other adult who will miss me when I'm absent
- There are a lot of chances for students in my school to talk with teachers one-on-one
- I can name at least five adults who really care about me
- Other adults at school besides my teachers know my name

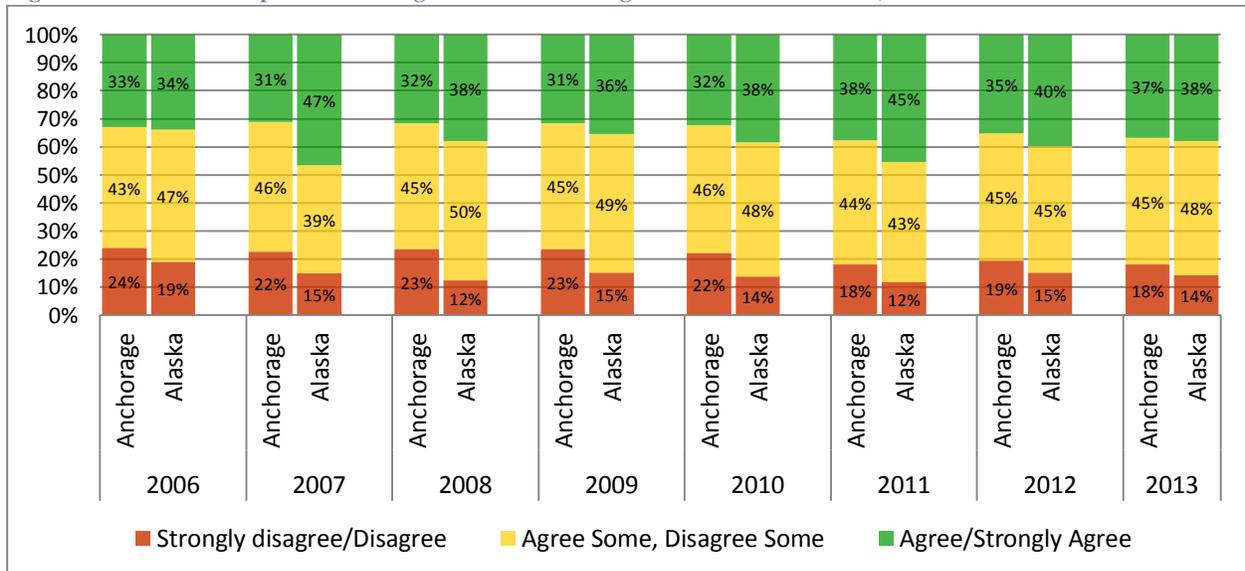
Statewide, Caring Adults scores were largely stable over time, with some fluctuations. In Anchorage, scores have increased since 2010, and although are still slightly below values for the rest of Alaska, are quite close.

Figure 35. Trends in Average Caring Adults Scores in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 36. Student Perceptions of Caring Adults in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

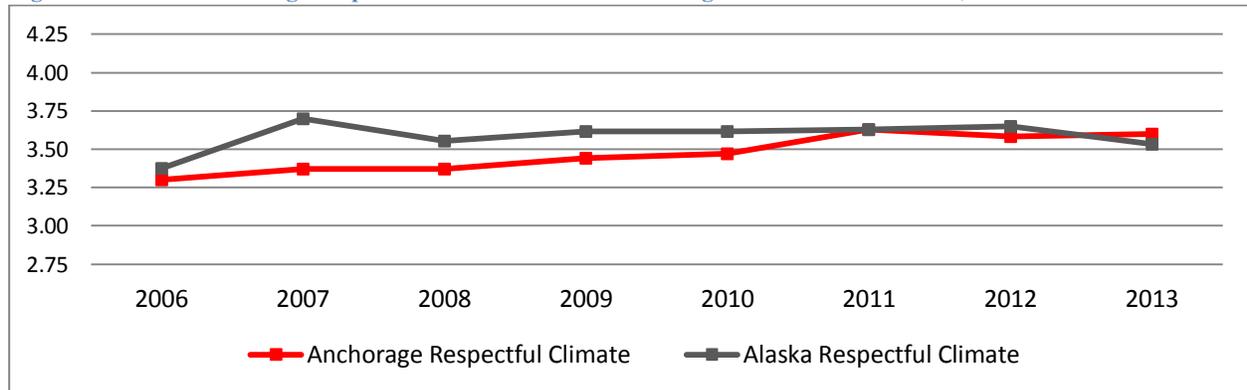
Respectful Climate

This scale reflects students' feelings about fairness of rules and respect for students' contributions. The items composing this scale are as follows.

- My teachers treat me with respect
- When students break rules, they are treated fairly
- My teachers are fair
- Our school rules are fair
- It pays to follow the rules at my school

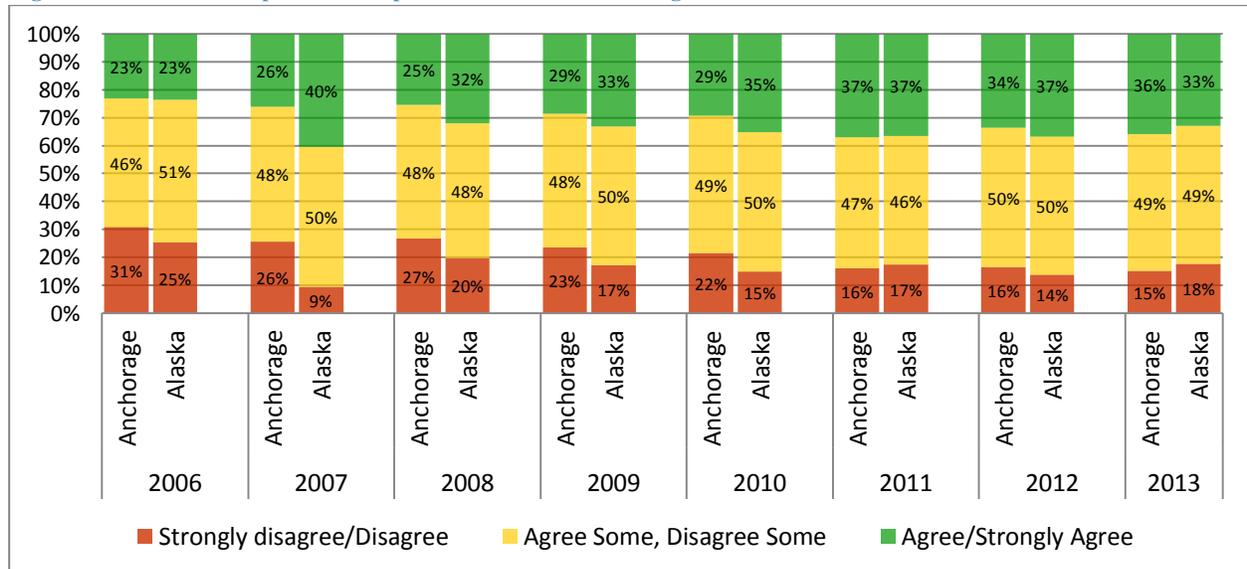
In Anchorage, scores for Respectful Climate have increased steadily over time. In the rest of the state, scores have been largely stable with a drop from 2012 to 2013. Although Anchorage was significantly lower than the rest of the state in 2007 and 2008, it has caught up and values in Anchorage exceeded those for the rest of the state in 2013.

Figure 37. Trends in Average Respectful Climate Scores in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 38. Student Perceptions of Respectful Climate in Anchorage and the Rest of Alaska, 2006–2013

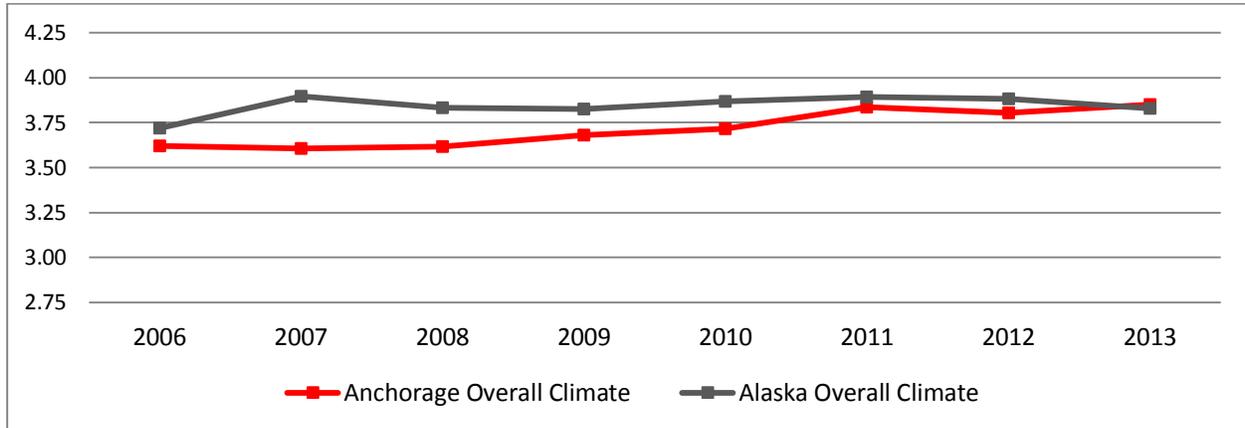


Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Overall Climate

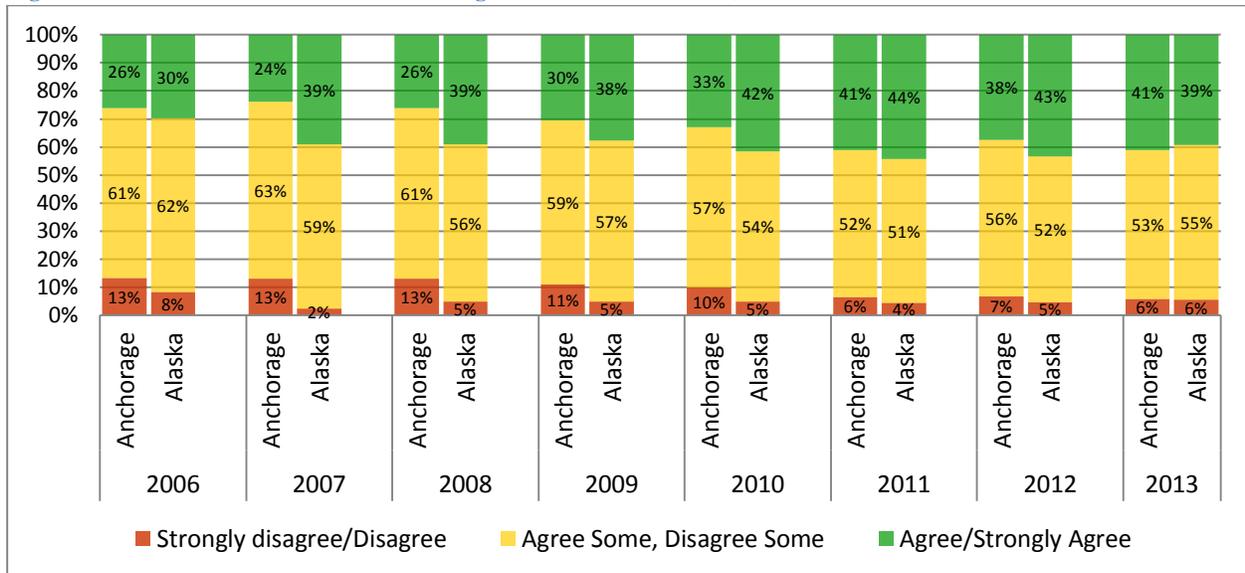
Student Overall Climate was computed as the mean of three scales: High Expectations, School Safety, and School Leadership and Student Involvement. Although values have been largely stable in Alaska outside Anchorage, values in Anchorage have been increasing over time. Although student reports of school climate in Anchorage were lower than in the rest of the state in 2006, these ratings exceeded Alaska levels in 2013.

Figure 39. Trends in Average Overall Climate Scores in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 40. Overall School Climate in Anchorage and the Rest of Alaska, 2006 to 2013

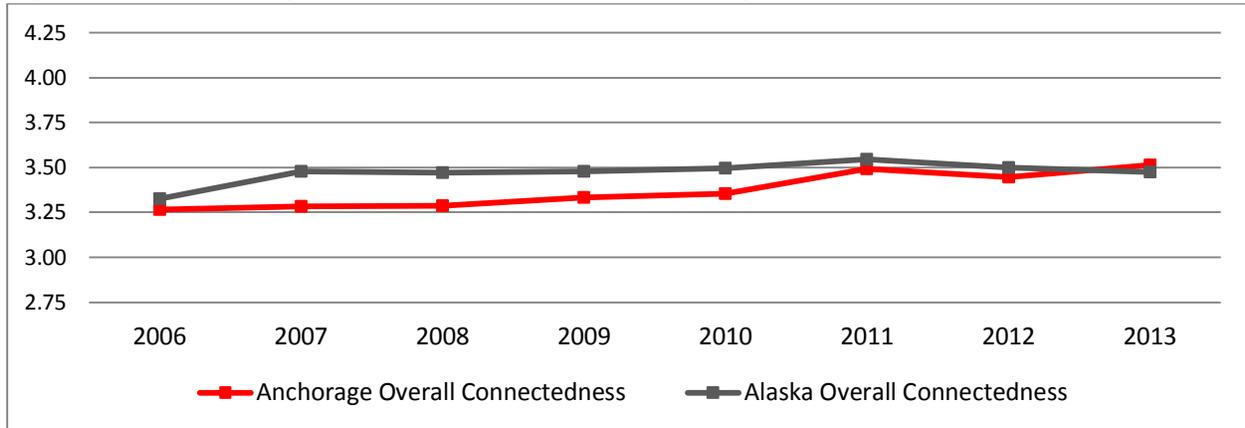


Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Overall Connectedness

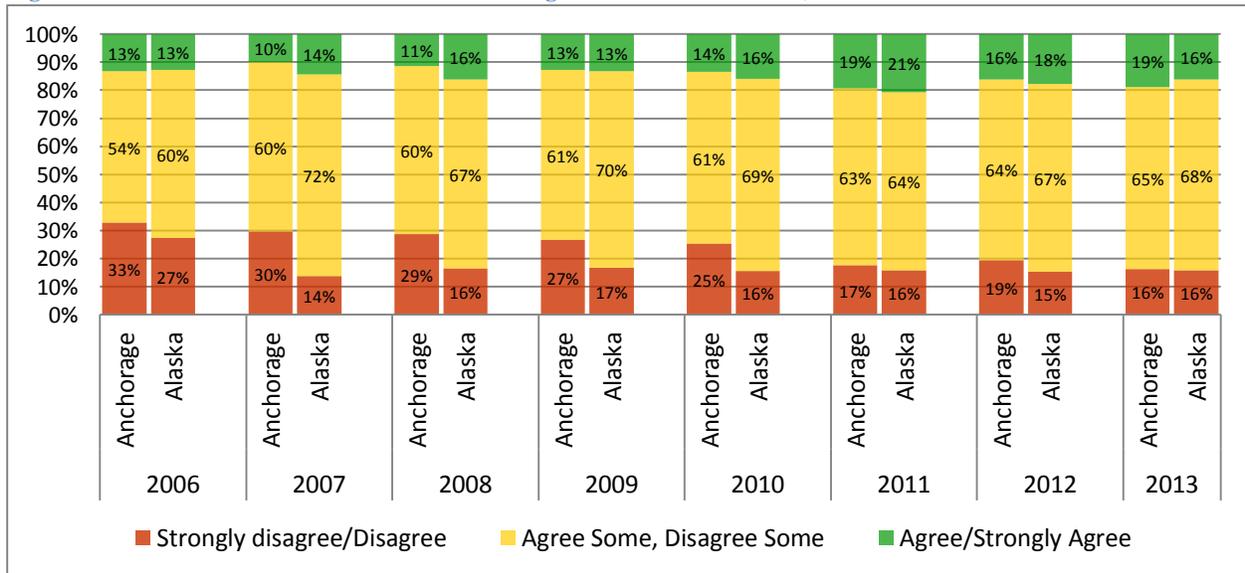
Student Overall Connectedness was computed as the mean of four scales: Respectful Climate, Peer Climate, Caring Adults, and Parent and Community Involvement. Again, rates for the state outside Anchorage have been relatively flat since 2007, whereas rates for Anchorage have increased steadily, and exceeded the value for the rest of the state in 2013.

Figure 41. Trends in Average Overall Connectedness Scores in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 42. Overall School Connectedness in Anchorage and the Rest of Alaska, 2006 to 2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Community Environment

Community Support

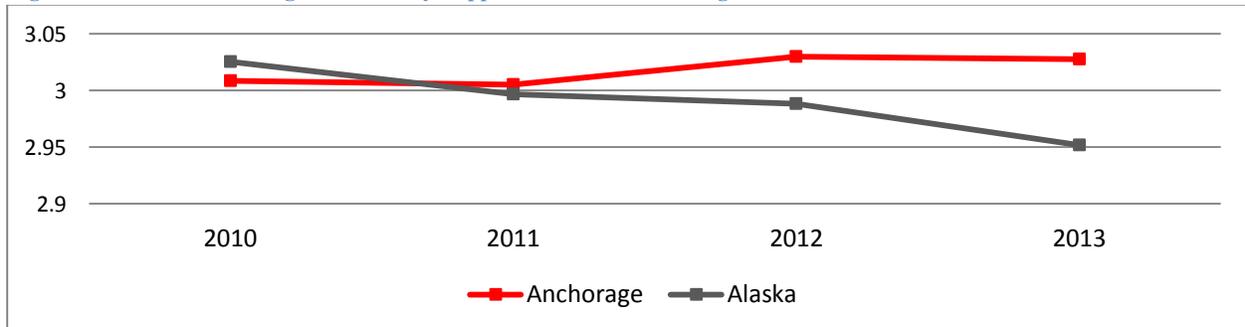
Since 2010, AASB has collected information regarding the extent to which students are supported by adults outside of school. The items composing this scale and their response options are as follows.

- Outside of school and home, I know at least one adult who encourages me to do my best (4 responses from Strongly disagree, to Strongly agree)
- Outside of school and home, I know at least one adult I can talk to, if I have a problem (4 responses from Strongly disagree, to Strongly agree)
- Do you have someone outside of school who can help you with homework? (Yes/No; reverse coded so “Yes” is higher)
- Is there an adult who *really* knows what you do with your free time? (Yes/No; reverse coded)
- Adults in my community encourage me to take school seriously (5 responses from Strongly disagree, to Strongly agree)

Because of the variation in response options, each item was standardized, which is a way to combine items with different ranges of scores. This is done by setting the mean of each item in the statewide sample to 0 and the standard deviation to 1. In that way, any given score that is positive is above average, and any score that is negative is below average. The degree of spread around the average score is set to be the same for each item. In this way, the very different items on this scale can be combined to produce a single scale score. To make the scale scores more similar to other scale scores, the mean was set to 3.0 instead of 0. In this way, all scores above 3.0 were above average, and those below 3.0 were below average. To establish categories similar to the other scales, the cut scores of (lowest score –2.49), (2.5–3.5), and (3.51–highest score) were used.

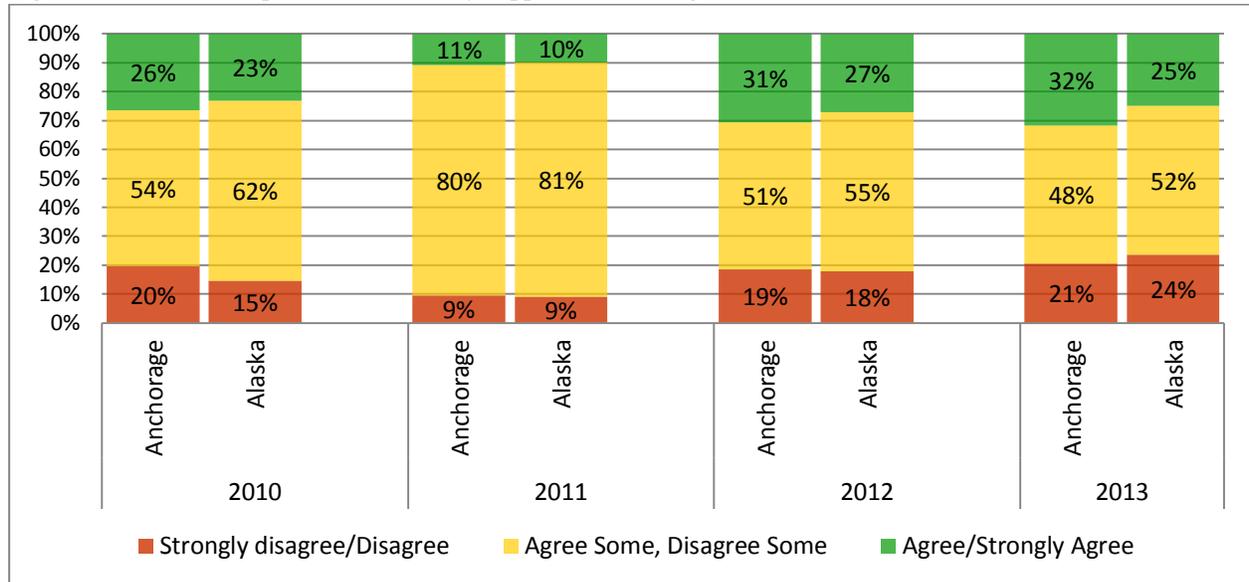
The data show increasing student perceptions of community support in Anchorage, and a declining trend for the rest of Alaska.

Figure 43. Trends in Average Community Support Scores in Anchorage and the Rest of Alaska, 2010–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2010–2013

Figure 44. Student Perceptions of Community Support in Anchorage and the Rest of Alaska, 2010–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2010–2013

Youth Involvement in Extra-Curricular Activities and Volunteering

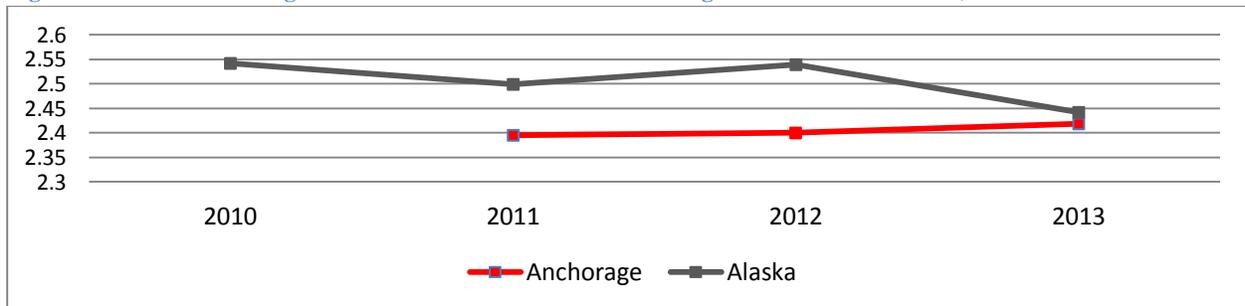
Since 2010, in the state and since 2011 in Anchorage, AASB has measured the extent to which youth were engaged in extracurricular activities or volunteering. The items on this scale are as follows:

- During an average week, how much time do you spend participating in organized activities after school or on weekends? (examples: sports; clubs; youth groups; music/art/dance/drama activities; cultural, religious, or other community activities)
- During an average week, how much time do you help other people without getting paid? (examples: helping elders or neighbors; watching young children; peer teaching, tutoring, mentoring; helping the environment; or doing other volunteer activities)

For both items, the response options were 1 = 0 hours; 2 = About 1 hour; 3 = 2–3 hours; and 4 = 4 hours or more. Higher scores reflect greater time spent in these activities. For the mean trends, the average category number across the two scores is reported. So a score of 2.0 would reflect either a response of “about 1 hour” for each item, or some combination of “0 hours” and “2–3 hours.” For the category chart, the two items were added together to obtain a total amount of involvement.

In Anchorage, the number of hours student spent in activities outside the school per week, has remained consistent with a slight increase in 2013. In the rest of Alaska, scores have declined over the past four years.

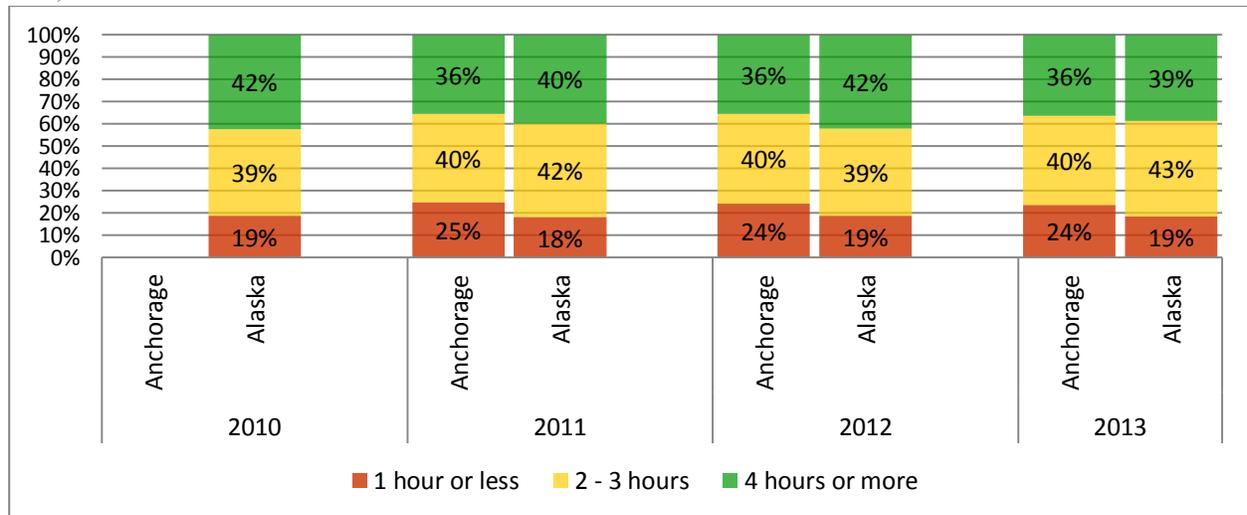
Figure 45. Trends in Average Youth Involvement Scores in Anchorage and the Rest of Alaska, 2010–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2010–2013

The frequencies shown below are the sum of the two items, with possible scores from 2 to 8. In Anchorage, the largest proportions of students spent 2 to 3 or 4 to 6 hours engaged in activities outside of school per week.

Figure 46. Student Report of Involvement in Anchorage and the Rest of Alaska, 2010–2013 (No data for Anchorage in 2010)



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2010–2013

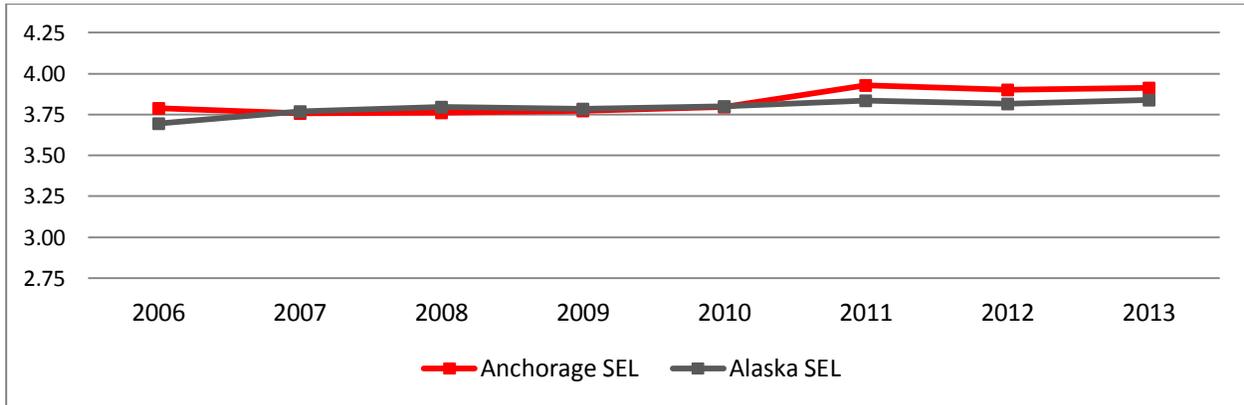
Social and Emotional Learning

Social and emotional learning (SEL) is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. SEL is the process through which students integrate their experiences in the school and the community with learning and develop like and career skills. Items were written to align directly with Anchorage’s SEL standards, and are as follows.

- If someone asks me right now, I can describe how I am feeling
- I know what I do well and what areas I need to work on
- I ask for help from my teachers or others when I need it
- I feel bad if my chores, homework, or other responsibilities are not done well or on time
- I control myself when I am frustrated, angry, or disappointed
- I am honest, even when telling the truth might get me in trouble
- When I make a decision, I think about what might happen afterwards
- I set goals and then work to achieve them
- It is important for me to help others in my school
- I respect the ways in which people are different
- I can tell when someone is getting angry or upset before they say anything
- I know how to disagree without starting a fight or an argument
- I get along well with other students
- I work on having positive relationships with friends, family members, and others

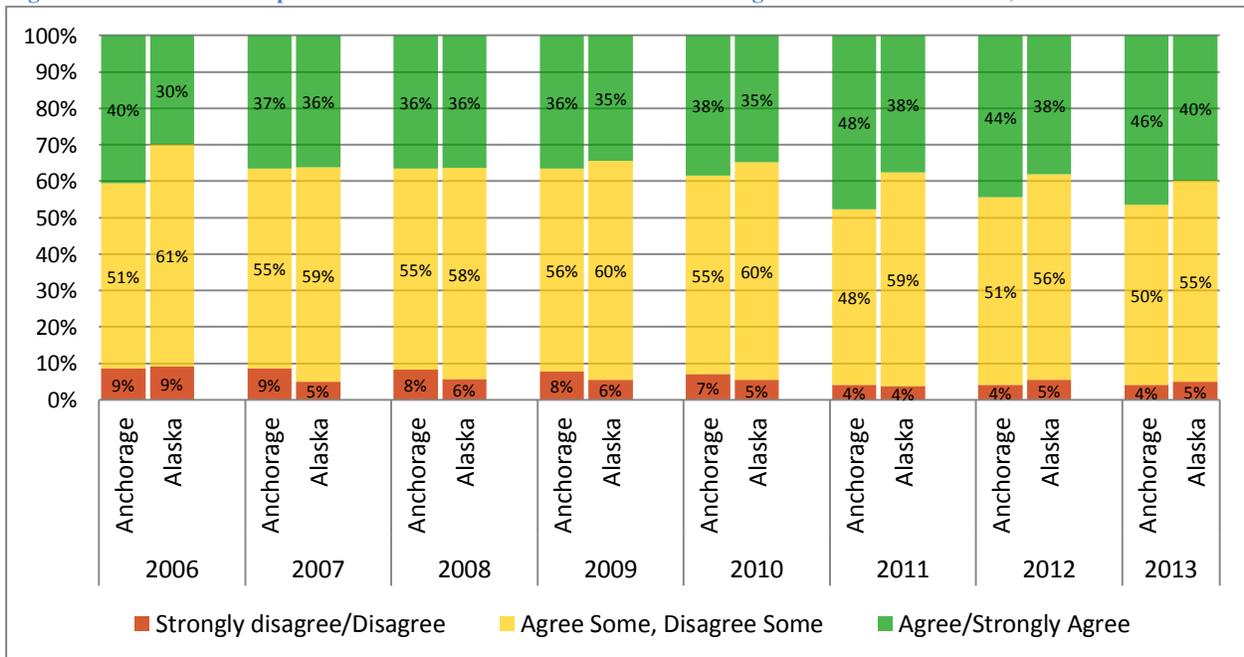
Scale scores in both Anchorage and in the rest of the state have been very similar to each other and have improved gradually over time. In Anchorage, there was a significant improvement in 2011 that has been maintained through 2013. This acceleration brought SEL levels in Anchorage higher than those for the rest of the state.

Figure 47. Trends in Average Student-Reported Social and Emotional Skills in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Figure 48. Student Self-Report of Social and Emotional Skills in Anchorage and the Rest of Alaska, 2006–2013



Source: Association of Alaska School Boards, School Climate and Connectedness Survey, 2006–2013

Appendix A. Comparison Cities

The AASB/AYDC Steering Committee commissioned this report to learn how youth outcomes (e.g., drug and alcohol use, mental health, social, emotional) in Anchorage changed over time compared to youth in Alaska, in comparison cities, and across the nation. Because trends for many indicators of youth development have been improving over time, it was important to the Steering Committee to include comparisons where possible. State data (where available) were a natural comparison; similarly, data for the nation as a whole were also a natural comparison.

To supplement these comparisons with other city-level data, the AIR team worked with the steering committee to select some comparison cities. We do not intend to claim that the comparison cities used as points of reference here are those cities that are demographically closest to Anchorage of all cities in the nation. Because we are not doing statistical comparisons, the selection of comparison cities is meant to be illustrative only. We identified a pool of cities for which we expected to have publicly available comparison data. For these cities and Anchorage, in collaboration with our Steering Committee, we selected key demographic indicators (from the U.S. Census Bureau, 2011 American Community Survey, http://www.census.gov/acs/www/data_documentation/data_main/), and the National Center for Education Statistics' Common Core of Data:

- Student population
- Median household income
- Per capita income
- Children below 18 under poverty level
- Families below poverty level
- White (percent)
- Black or African American (percent)
- Native American (percent)
- Asian (percent)
- Native Hawaiian and Other Pacific Islander (percent)
- Hispanic or Latino (of any race; percent)
- Total city population

For each of these indicators, we created a difference score between the potential comparison city and Anchorage. The three closest cities to Anchorage for each indicator were given a “hit,” then the total number of hits for each potential comparison were totaled. The list of comparison cities and the number of hits for each are shown in the table below.

Table 1. Ranking of Potential Comparison Cities for Anchorage

Potential Comparison City	Number of Hits (a top three ranking in absolute distance from Anchorage on this indicator)
Seattle, WA	8
Portland, OR	5
Minneapolis, MN	4
San Diego, CA	4
San Bernardino, CA	3
Clark County, NV	3
Orange County, CA	3
Boston, MA	2
Charlotte-Mecklenburg, NC	2
New Orleans, LA	1
Duval County, FL	1
Miami-Dade County, FL	1
Dallas, TX	0
Milwaukee, WI	0
Philadelphia, PA	0
Broward County (Fort Lauderdale), FL	0

Based on this ranking exercise, the Steering Committee and AIR team selected Seattle, Portland, Minneapolis, and San Diego as comparison cities. Although San Diego is an outlier in this set with regard to climate and geography, it is similar to Anchorage in that it has a high proportion of military families in its population, so the Committee decided to keep it. The final distances for the selected cities are shown in Table 2.

The AIR team was disappointed to learn after this selection effort that neither Oregon nor Minnesota participates in the YRBS, so we do not have YRBS data available for those comparison cities. Data for the comparisons are presented where available.

To better understand demographic trends in the selected cities over the period covered by this report, we examined percentage of students who are eligible for free or reduced-price school lunch (an indicator of economic disadvantage) by year for the period of 1999–2011 (Figure 49). We see that although in Portland and Seattle rates of economic disadvantage have been relatively flat in recent years, there have been steady increases in these rates in Anchorage, Minneapolis, and San Diego, with the steepest increase in Anchorage (see Figure 50). In Anchorage, although the poverty rate is relatively low in an absolute sense, the rate has almost doubled since 2003–04.

Figure 49. Percent of Students Districtwide Who Are Eligible for Free or Reduced Price Lunch

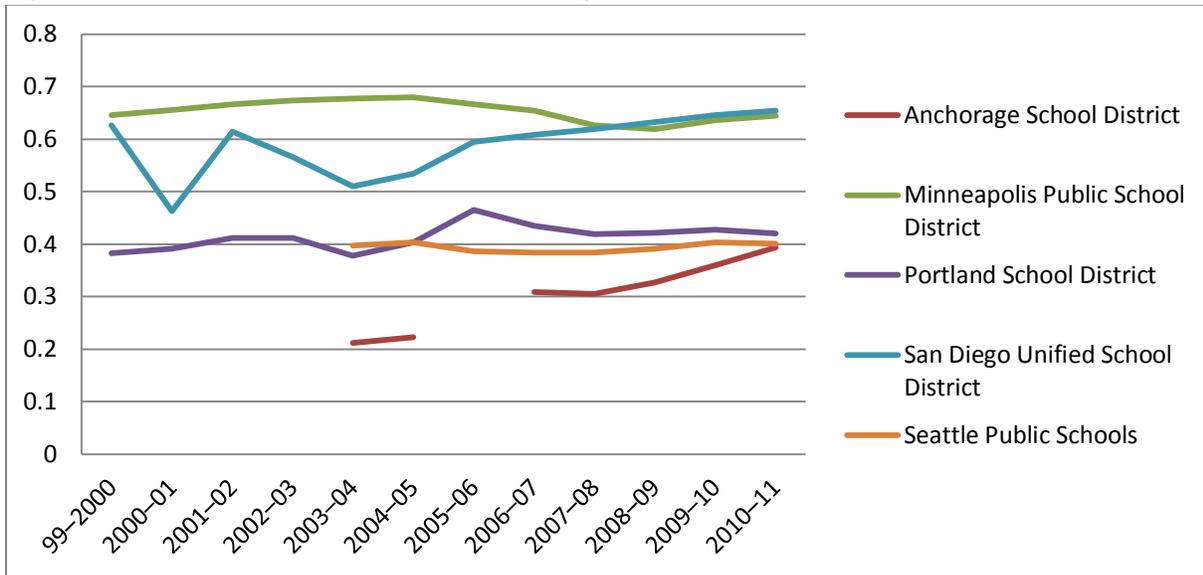


Figure 50. Degree of Change in Economic Disadvantage (Free or Reduced Price Lunch Program Eligibility), 2000 to 2011

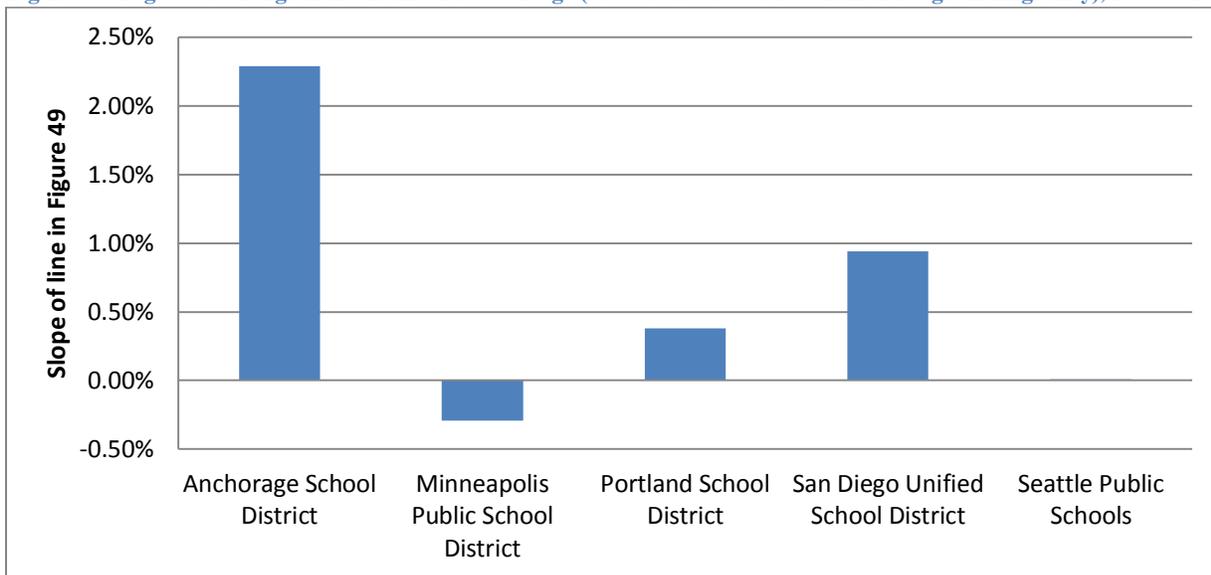


Table 2. Demographic Data for Anchorage and Comparison Cities

Indicators		Difference from Anchorage*					Actual rates from 2011 US Census data			
		Anchorage	Seattle	Portland	Minneapolis	San Diego	Seattle	Portland	Minneapolis	San Diego
Income	Median household income	\$75,485	-13,629	-25,308	-27,707	-12,416	\$61,856	\$50,177	\$47,778	\$63,069
	Per capita income	\$35,580	6,115	-4,949	-4,887	-4,865	\$41,695	\$30,631	\$30,693	\$30,715
Poverty	Children below 18 under poverty level	10.9%	1.4%	11.1%	20.4%	9.1%	12.3%	22.0%	31.3%	20.00%
	Percent of students eligible for free or reduced price school lunch**	39%	1%	3%	25%	26%	40%	42%	64%	65%
	Families below poverty level	5.4%	1.4%	6.3%	10.4%	5.2%	6.8%	11.7%	15.8%	10.60%
Race/ Ethnicity	White	66.0%	3.5%	10.1%	2.8%	-7.1%	69.5%	76.1%	68.8%	58.90%
	Black or African American	5.6%	2.3%	0.7%	13.0%	1.1%	7.9%	6.30%	18.6%	6.70%
	Native American	7.9%	0.1%	-6.9%	-5.9%	-7.3%	8.0%	1%	2.0%	0.60%
	Asian	8.1%	5.7%	-1.0%	-2.5%	-8.1%	13.8%	7.10%	5.6%	
	Native Hawaiian and Other Pacific Islander	2.0%	2.0%	-1.5%	-1.9%	-1.5%	4.0%	0.50%	0.1%	0.50%
	Hispanic or Latino (of any race)	7.6%	-1.0%	1.8%	2.9%	21.2%	6.6%	9.40%	10.5%	28.80%
Population	Student population	48,816	1,054	-1,816	-16,553	83,184	49,870	47,000	32,263	132,000
	City Population	291,826	316,834	291,950	90,752	1,030,727	608,660	583,776	382,578	1,322,553

*Positive numbers mean the comparison city has higher values; negative numbers mean Anchorage has higher values.

** Source for data in this row: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Local Education Agency (School District) Universe Survey

Appendix B. Data Source Descriptions

The data sources selected by the Steering Committee for this analysis all represent high-quality data that are regarded as standard points of reference for professionals in each area of youth development represented. The data sources used are described in this appendix.

Youth Risk Behavior Survey (YRBS)

The Youth Risk Behavior Survey (YRBS) is administered by the Centers for Disease Control and Prevention (CDC) to monitor health risk behaviors that contribute to death, disability, and social problems among youth and young adults in the United States. The survey has been fielded nationally every two years since its inception in 1991. In addition to the national and state-levels, districts and tribal governments can administer the YRBS.

The survey is administered to students in public and private schools in grades 9–12 in the 50 states and the District of Columbia. U.S. territories are not included in the sampling frame. Each state, territorial, tribal, and large urban school district YRBS employs a two-stage, cluster sample design to produce a representative sample of students in grades 9–12 in its jurisdiction. Each large urban school district sample included only schools in the funded school district (e.g., San Diego Unified School District) rather than in the entire area (e.g., greater San Diego County).

The overall response rate is calculated by multiplying the school response rate by the student response rate. A weight is applied to each student record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 in each jurisdiction.

Questions on the YRBS reflect the changing issues facing young people. Questions about bullying were first asked in 2009, and questions about cyber bullying were added in 2011. Questions regarding availability of different illegal drugs have expanded over the years (questions about heroin and methamphetamines were added to the survey in 1999, questions about ecstasy use were added in 2001).

Data were available from the Anchorage School District for 1995, 2005, 2007, 2009, and 2011. District-level data from San Diego were available for each administration from 1995 to 2011. District-level data from Seattle was available in 1995, 2009, and 2011. YRBS data were not available for Portland or Minneapolis because Oregon and Minnesota do not participate in YRBS as a state. The national data extracted from CDC included data from Anchorage.

All data used to analyze trends for this study were extracted from publicly available datasets at <http://www.cdc.gov/HealthyYouth/yrbs/index.htm>. The values reported for each year when data were available on a given indicator reflect the estimates reported by CDC. The change or difference reported over time in this report is absolute difference and does not suggest statistical

significance and may include an inherent difference in the youth who were sampled in a given year.

Consent procedures for participation in the YRBS were not the same across all participating localities. For example, Alaska uses active permission procedures whereas in the comparison cities and 90% of schools across the U.S. use a “passive consent,” or parental opt-out procedure. In this approach, students are included in the survey sample unless a parent or guardian returns a form explicitly denying permission. Requiring active parental consent may exclude some students whose parents are disengaged and fail to sign a consent form. However, in a 2004 study, CDC demonstrated that the type of parental permission typically does not affect prevalence estimates as long as student response rates remain high (CDC, 2013).

Centers for Disease Control National Vital Statistics System (CDC-NVSS)

The National Vital Statistics System (NVSS) is an administrative records data sharing program administered by the CDC. Data are available at the county level. NVSS provides the number of live births in each county for females age 15 to 19. These are compared with Census population data (see the American Community Survey, below) to obtain the estimate of live births per 1,000 females for ages 15–19.

Uniform Crime Reporting Program (UCR)

The Uniform Crime Reporting (UCR) program is administered by the Federal Bureau of Investigation (FBI). Data are collected from more than 18,000 college, county, state, tribal, and federal law enforcement agencies. Data are reported for jurisdictions with a population of at least 10,000 people. Data are not reported by the FBI for a given jurisdiction if less than 90 percent of the population is included in the data reports for that year. Because of this suppression criterion, Seattle and Minneapolis were excluded from analyses for 2001, 2002, and 2003.

Data were reported as the rate of arrest per 100,000 people age 10 to 17. The data include arrests for criminal homicide, manslaughter, forcible rape, robbery, aggravated assault, burglary, larceny, and motor vehicle theft.

Alaska Department of Education and Early Development

The Alaska Department of Education and Early Development provided a number of indicators of educational progress in Anchorage, as well as statewide estimates. These data are collected from the schools annually. Values for the state of Alaska also include Anchorage.

Standards Based Assessments (SBA)

The Standards Based Assessments (SBA) are criterion-based exams in reading, writing, mathematics, and science. The SBA is based on Alaska state standards and compliant with state and federal statutes. The exams are administered to students in grades 3 to 10 each year, in

compliance with the No Child Left Behind (NCLB) Act. Data for grade 10 exams in reading, writing, and mathematics were available beginning in 2006; data for grade 10 exams in science were available beginning in 2008. Data are reported as the percent of students scoring proficient or higher on the exam.

High School Graduation Qualifying Exam (HSGQE)

The High School Graduation Qualifying Exam (HSGQE) is one component of the Grade 10 SBAs (above). All Grade 10 students are required to take the test in the spring. Students in Grades 11 or 12 who have failed to pass the exam or who have not taken the exam before may participate with Grade 10 students. Data are reported as the percent of students scoring proficient or higher on the exam.

School Climate and Connectedness Survey (SCCS)

The School Climate and Connectedness Survey (SCCS) is administered by the Association of Alaska School Boards (AASB), except in Anchorage where it is administered by the Anchorage School District. AIR has worked with AASB on the development, scoring, analysis, and reporting of SCCS results in Alaska since 2005. The survey is administered annually in the state of Alaska, and was first fielded in 2006. There are both student and staff versions of the survey; for this report, we only examined student report.

For this report, AIR used data that were in-house and had been used in prior work for AASB, which owns the SCCS. We compared scores for the Anchorage School District to scores for Alaska without Anchorage. The latter scores were calculated by weighting observed data from the districts outside Anchorage that participated in each year so that an estimate for “Alaska without Anchorage” could be computed. The number and size of school districts outside Anchorage varied from year to year.

The SCCS includes a number of constructed scales, which are scored on a scale of 1 to 5. The estimate shown is the mean response among students. The reliability of the scales is reported by AASB each year. For 2013, the internal consistency¹ statistics for each scale are shown in Table 3.

¹ Internal consistency is a measure (varying from 0 to 1) of the degree to which the items on a scale “hang together” or fit with each other statistically. This statistic is sensitive to the number of items on a scale; scales with fewer items tend to have lower internal consistency; those with more items tend to have higher internal consistency. Interpretation of these statistics is similar to that for course grades, such that values in the 0.90s are excellent; 0.80s are good, 0.70s are satisfactory, 0.60s are marginal and 0.50s and below are poor.

Table 3. SCCS Scale Internal Consistency Statistics

SCCS Scale	Internal Consistency
High Expectations	.72
School Safety	.73
School Leadership and Student Involvement	.80
Respectful Climate	.79
Peer Climate	.75
Caring Adults	.70
Parent and Community Involvement	.73
Social and Emotional Learning	.85

Common Core of Data (CCD)

The Common Core of Data (CCD) is an administrative records collection by the National Center for Education Statistics. Data are collected on all public elementary and secondary schools annually. Enrollment data shows the total number of students enrolled in prekindergarten through grade 12. The Averaged Freshman Graduation Rate (AFGR) is calculated as the number of graduates divided by the average of the number of students in grade 8 four years prior, the number of students in grade 9 three years prior, and the number of students in grade 10 two years prior. By creating a measure of the average size of the freshman class, the AFGR is then considered a measure of on-time graduation. The AFGR was implemented as the preferred measure of graduation rate beginning with the 2005–06 school year, and is available through the 2008–09 school year.

American Community Survey (ACS)

The American Community Survey (ACS) is an ongoing survey administered by the U.S. Census Bureau and provides demographic, social, economic, and housing data on an annual basis needed to plan for investments and services. The survey is sent each year to approximately 3,000,000 households with follow-ups conducted by phone or in-person interviews. The four cities (Minneapolis, Portland, San Diego, and Seattle) that were compared to Anchorage were selected based on a review of their demographics extracted from ACS.

Appendix C. Detailed List of Indicators by Domain

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
DOMAIN: SUBSTANCE USE				
ALCOHOL				
Age at Onset	YRBS	National Anchorage Comparison Cities	How old were you when you had your first drink of alcohol other than a few sips?	1995–2011; biannual
Current Use	YRBS	National Anchorage Comparison Cities	During the past 30 days, on how many days did you have at least one drink of alcohol?	1995–2011; biannual
Binge Drinking	YRBS	National Anchorage Comparison Cities	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?	1995–2011; biannual
TOBACCO				
Age at Onset	YRBS	National Anchorage Comparison Cities	How old were you when you smoked a whole cigarette for the first time?	1995–2011; biannual
Current Use	YRBS	National Anchorage Comparison Cities	During the past 30 days, on how many days did you smoke cigarettes?	1995–2011; biannual
Use on School Property	YRBS	National Anchorage Comparison Cities	During the past 30 days, on how many days did you smoke cigarettes on school property?	1995–2011; biannual

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
Smoking Cessation	YRBS	National Anchorage Comparison Cities	During the past 12 months, did you ever try to quit smoking cigarettes?	1995–2011; biannual
MARIJUANA				
Age at Onset	YRBS	National Anchorage Comparison Cities	How old were you when you tried marijuana for the first time?	1995–2011; biannual
Current Use	YRBS	National Anchorage Comparison Cities	During the past 30 days, how many times did you use marijuana?	1995–2011; biannual
OTHER ILLEGAL DRUGS				
Cocaine Use	YRBS	National Anchorage Comparison Cities	During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?	1995–2011; biannual
Heroin Use	YRBS	National Anchorage Comparison Cities	During your life, how many times have you used heroin (also called smack, junk, or China White)?	1995–2011; biannual
Methamphetamine Use	YRBS	National Anchorage Comparison Cities	During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?	1995–2011; biannual
Inhalant Use	YRBS	National Anchorage Comparison Cities	During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?	1995–2011; biannual

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
Steroid Use	YRBS	National Anchorage Comparison Cities	During your life, how many times have you taken steroid pills or shots without a doctor's prescription?	1995–2011; biannual
Ecstasy Use	YRBS	National Anchorage Comparison Cities	During your life, how many times have you used ecstasy (also called MDMA)?	1995–2011; biannual
DOMAIN: HEALTH				
MENTAL HEALTH				
Depression	YRBS	National Anchorage Comparison Cities	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 during some usual activities?	1995–2011; biannual
Suicidal Thoughts	YRBS	National Anchorage Comparison Cities	During the past 12 months, did you ever seriously consider attempting suicide?	1995–2011; biannual
Suicidal Plans	YRBS	National Anchorage Comparison Cities	During the past 12 months, did you make a plan about how you would attempt suicide?	1995–2011; biannual
Suicidal Injury	YRBS	National Anchorage Comparison Cities	If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?	1995–2011; biannual
PHYSICAL HEALTH				
BMI (Over 95th percentile)	ASD, NHANES, CDC	National Anchorage Comparison Cities		1998–2011

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
Self-Defined Obesity	YRBS	National Anchorage Comparison Cities	How do you describe your weight?	1995–2011; biannual
SEXUAL HEALTH				
Age at Onset	YRBS	National Anchorage Comparison Cities	How old were you when you had sexual intercourse for the first time?	1995–2011; biannual
Condom use	YRBS	National Anchorage Comparison Cities	The last time you had sexual intercourse, did you or your partner use a condom?	1995–2011; biannual
Birth Control Use	YRBS	National Anchorage Comparison Cities	The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy? (Select only one response.)	1995–2011; biannual
Teen Mothers	CDC NVSS	National Anchorage Comparison Cities	Demographic characteristics of mother (age, race/ethnicity, education, marital status, state)	2001–2008 annual for subnational 2001–2010 for national
DOMAIN: VIOLENT AND DELINQUENT BEHAVIOR				
SEXUAL VIOLENCE				
Rape	YRBS	Comparison cities and national	Have you ever been physically forced to have sexual intercourse when you did not want to?	1995–2011; biannual

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
Dating Violence	YRBS	Comparison cities and national	During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	1995–2011; biannual
PHYSICAL VIOLENCE				
Weapon carrying	YRBS	Comparison cities and national	During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?	1995–2011; biannual
Gun carrying	YRBS	Comparison cities and national	During the past 30 days, on how many days did you carry a gun?	1995–2011; biannual
Physical fighting	YRBS	Comparison cities and national	During the past 12 months, how many times were you in a physical fight?	1995–2011; biannual
Injured in a Physical Fight	YRBS	Comparison cities and national	During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?	1995–2011; biannual
YOUTH ARRESTS				
Arrests (for multiple offenses)	UCR	Comparison cities and national	N/A	2000–2011 annual
Arrest for alcohol	UCR	Comparison cities and national	N/A	2000–2011 annual
Arrest for driving under the influence	UCR	Comparison cities and national	N/A	2000–2011 annual
DOMAIN: SAFETY				

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
VEHICLE SAFETY				
Bicycle Helmet Use	YRBS	Comparison cities and national	When you rode a bicycle during the past 12 months, how often did you wear a helmet?	1995–2011; biannual
Seat Belt Use	YRBS, Trauma registries	Comparison cities and national	How often do you wear a seat belt when riding in a car driven by someone else?	1995–2011; biannual
Riding with a Drinking Driver	YRBS	District State National	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?	1995–2011; biannual
Driving While Drinking	YRBS	District State National	During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?	1995–2011; biannual
DOMAIN: ACADEMIC EDUCATION				
Performance in Standardized Tests				
Standards Based Assessment (SBA) - reading, writing, math, science	ADE	District State	N/A	2001–2013
High School Graduation Qualifying Exam (HSGQE) - reading, writing, math,	ADE	District State	N/A	2001–2013
HIGH SCHOOL Graduation and Dropout				

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
High School Graduation rate	ADE	City State National comparison	N/A	2001–2012
Dropout rate	ADE	City State National comparison	N/A	1991–2012
DOMAIN: SCHOOL ENVIRONMENT				
SCHOOL SAFETY				
Feeling Unsafe	YRBS	Comparison cities and national	During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	1995–2011; biannual
Use of Weapon on School Property	YRBS	Comparison cities and national	During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	1995–2011; biannual
Physical Fighting on School Property	YRBS	Comparison cities and national	During the past 12 months, how many times were you in a physical fight on school property?	1995–2011; biannual
Student Perceptions of School Safety	SCCS	City State	Scale items: I am safe at school This school is being ruined by bullies This school is badly affected by crime and violence in the community Gang members make this school dangerous (reverse scored) Crime and violence are major concerns at school	2009–2013

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
Bullying	YRBS	Comparison cities and national	During the past 12 months, have you ever been bullied on school property? During the past 12 months, have you ever been electronically bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)	1995–2011; biannual
SCHOOL CLIMATE AND CONNECTEDNESS				
CONNECTION TO SCHOOL (items pulled from other scales)	SCCS-AIR	City State	There is at least one adult at this school who I feel comfortable talking to about things that are bothering me. At school, there is a teacher or some other adult who will miss me when I'm absent. I ask for help from my teachers or others when I need it. It is important to me to help others at my school. I try hard to do well in school. I get along well with other students. My teachers treat me with respect. I have given up on school (reverse coded). Students here treat me with respect.	
HIGH EXPECTATIONS SCALE	SCCS	City State	Scale items: I have given up on school At this school, students are encouraged to work to the best of their abilities If students like their school, they will do better in their classes* I try hard to do well in school I want very much to get more education after high school Adults in my community encourage me to take school seriously Teachers and other adults in this school believe that all students can do good work	2009–2013 (1 item dropped for 2013)

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
SCHOOL LEADERSHIP AND STUDENT INVOLVEMENT	SCCS	City State	Scale items: At school, decisions are made based on what is best for students The principal and other leaders in this school make good decisions In my school, students are given a chance to help make decisions Students are involved in helping to solve school problems The principal asks students about their ideas	2009–2013 * this item is deleted in the 2013 survey
PEER CLIMATE	SCCS	City State	Scale items: Students in this school help each other, even if they are not friends Students here treat me with respect When students see another student being picked on, they try to stop it Students at this school are often teased or picked on Most students in this school like to put others down	2009–2013
CARING ADULTS	SCCS	City State	Scale items: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me At school, there is a teacher or some other adult who will miss me when I'm absent There are a lot of chances for students in my school to talk with teachers one on one I can name at least five adults who really care about me Other adults at school besides my teachers know my name	2009–2013

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
RESPECTFUL CLIMATE	SCCS	City State	Scale items: My teachers treat me with respect When students break rules, they are treated fairly My teachers are fair Our school rules are fair It pays to follow the rules at my school	2009–2013
COMMUNITY ENVIRONMENT				
COMMUNITY SUPPORT	SCCS	City State	Outside of school and home, I know at least one adult who encourages me to do my best. Outside of school and home, I know at least one adult I can talk to, if I have a problem. Do you have someone outside of school who can help you with homework? Is there an adult who really knows what you do with your free time? Adults in my community encourage me to take school seriously.	2010–2013
YOUTH INVOLVEMENT (2 items only)	SCCS	City State	During an average week, how much time do you spend participating in organized activities after school or on weekends? (examples: sports; clubs; youth groups; music/art/dance/drama activities; cultural, religious, or other community activities) During an average week, how much time do you help other people without getting paid? (examples: helping elders or neighbors; watching young children; peer teaching, tutoring, mentoring; helping the environment; or doing other volunteer activities)	2011–2013

INDICATORS	SOURCE	ANALYSIS LEVEL	ITEM WORDING	AVAILABILITY
SOCIAL AND EMOTIONAL LEARNING SCALE	SCCS	City State	Scale items: If someone asks me right now, I can describe how I am feeling I know what I do well and what areas I need to work on I ask for help from my teachers or others when I need it I feel bad if my chores, homework, or other responsibilities are not done well or on time I control myself when I am frustrated, angry, or disappointed I am honest, even when telling the truth might get me in trouble When I make a decision, I think about what might happen afterwards I set goals and then work to achieve them It is important for me to help others in my school I respect the ways in which people are different I can tell when someone is getting angry or upset before they say anything I know how to disagree without starting a fight or an argument I get along well with other students I work on having positive relationships with friends, family members, and others	2009–2013

Appendix D. School Climate and Connectedness Survey Data by Ethnic Subgroup for Anchorage: 2013

One of the questions raised by the steering committee for this project was the degree to which youth indicators varied by ethnic group. Because not all data sources were available by ethnic group, we focus here on one data source that had good data on Alaska Native students separate from those identifying as American Indian: the School Climate and Connectedness Survey. The data shown here are for 2013; additional years of data are available by request. For each indicator, we share the following information by ethnic group:

- N, or the number of students in each group with a score on that indicator
- Mean, or the average score on a 1–5 scale, with higher scores being more positive
- Standard deviation, which is a measure of the “spread” of scores around the mean. Higher standard deviations reflect greater within-group diversity; lower standard deviations reflect tighter clustering of scores within groups.

SCCS Scale	Ethnic Group	N	Mean	Std. Deviation
Overall Climate Summary Scale	Alaska Native	817	3.90	0.50
	American Indian	107	3.78	0.54
	Asian	1585	3.84	0.48
	Black/African American	773	3.80	0.54
	Hispanic/Latino	777	3.82	0.50
	Pacific Islander	544	3.84	0.50
	White	6291	3.88	0.54
	Mixed	2842	3.82	0.55
	Total	13736	3.85	0.53
Overall Connectedness Summary Scale	Alaska Native	796	3.60	0.51
	American Indian	102	3.44	0.55
	Asian	1535	3.51	0.48
	Black/African American	725	3.44	0.58
	Hispanic/Latino	768	3.45	0.55
	Pacific Islander	535	3.58	0.51
	White	6117	3.54	0.57
	Mixed	2782	3.47	0.56
	Total	13360	3.51	0.55
High Expectations Scale Score	Alaska Native	875	4.16	0.54
	American Indian	111	4.09	0.59
	Asian	1650	4.24	0.51

	Black/African American	836	4.19	0.58
	Hispanic/Latino	825	4.15	0.56
	Pacific Islander	580	4.26	0.54
	White	6601	4.21	0.56
	Mixed	3014	4.15	0.60
	Total	14492	4.19	0.57
School Safety Scale Score	Alaska Native	890	3.88	0.76
	American Indian	116	3.69	0.86
	Asian	1673	3.64	0.79
	Black/African American	844	3.73	0.82
	Hispanic/Latino	848	3.83	0.71
	Pacific Islander	586	3.56	0.81
	White	6669	4.05	0.73
	Mixed	3061	3.88	0.77
	Total	14687	3.91	0.77
School Leadership and Student Involvement Scale Score	Alaska Native	868	3.66	0.69
	American Indian	113	3.52	0.76
	Asian	1663	3.63	0.63
	Black/African American	842	3.47	0.77
	Hispanic/Latino	849	3.45	0.73
	Pacific Islander	591	3.69	0.69
	White	6623	3.37	0.77
	Mixed	3046	3.42	0.75
	Total	14595	3.45	0.75
Respectful Climate Scale Score	Alaska Native	876	3.71	0.67
	American Indian	112	3.54	0.76
	Asian	1658	3.70	0.61
	Black/African American	844	3.53	0.80
	Hispanic/Latino	857	3.50	0.74
	Pacific Islander	592	3.65	0.69
	White	6670	3.60	0.74
	Mixed	3075	3.55	0.75
	Total	14684	3.60	0.73
Peer Climate Scale Score	Alaska Native	879	3.36	0.64
	American Indian	114	3.14	0.74
	Asian	1652	3.32	0.60
	Black/African American	829	3.16	0.67
	Hispanic/Latino	831	3.25	0.66
	Pacific Islander	582	3.33	0.63
	White	6574	3.29	0.70

	Mixed	3022	3.20	0.69
	Total	14483	3.27	0.68
Caring Adults Scale Score	Alaska Native	892	3.67	0.72
	American Indian	113	3.54	0.77
	Asian	1672	3.45	0.71
	Black/African American	849	3.58	0.80
	Hispanic/Latino	857	3.52	0.75
	Pacific Islander	586	3.69	0.73
	White	6689	3.63	0.77
	Mixed	3096	3.56	0.77
	Total	14754	3.59	0.76
Parent and Community Involvement Scale Score	Alaska Native	883	3.64	0.60
	American Indian	112	3.54	0.61
	Asian	1658	3.57	0.56
	Black/African American	828	3.55	0.65
	Hispanic/Latino	847	3.52	0.64
	Pacific Islander	584	3.65	0.61
	White	6594	3.61	0.64
	Mixed	3023	3.54	0.63
	Total	14529	3.58	0.63
Social and Emotional Learning Scale Score	Alaska Native	838	3.90	0.51
	American Indian	108	3.85	0.49
	Asian	1621	3.97	0.48
	Black/African American	801	3.86	0.53
	Hispanic/Latino	821	3.87	0.52
	Pacific Islander	561	3.97	0.53
	White	6465	3.93	0.53
	Mixed	2941	3.87	0.53
	Total	14156	3.91	0.52
Student Delinquent Behavior Scale Score	Alaska Native	893	1.51	0.64
	American Indian	113	1.80	0.86
	Asian	1673	1.71	0.74
	Black/African American	861	1.78	0.86
	Hispanic/Latino	854	1.74	0.76
	Pacific Islander	598	1.78	0.86
	White	6689	1.72	0.76
	Mixed	3090	1.82	0.84
	Total	14771	1.73	0.78
Student Drug and Alcohol Use Scale	Alaska Native	904	1.24	0.55
	American Indian	114	1.54	0.87

Score	Asian	1695	1.36	0.66
	Black/African American	873	1.47	0.81
	Hispanic/Latino	871	1.49	0.76
	Pacific Islander	602	1.42	0.75
	White	6773	1.53	0.82
	Mixed	3126	1.54	0.87
	Total	14958	1.49	0.80
Connection to School	Alaska Native	925	3.82	0.56
	American Indian	117	3.72	0.58
	Asian	1712	3.86	0.51
	Black/African American	893	3.78	0.59
	Hispanic/Latino	893	3.77	0.57
	Pacific Islander	615	3.90	0.55
	White	6884	3.84	0.58
	Mixed	3188	3.76	0.58
Total	15227	3.82	0.57	
What grades do you usually get?	Alaska Native	955	2.35	0.92
	American Indian	117	2.15	0.86
	Asian	1727	1.77	0.78
	Black/African American	908	2.10	0.81
	Hispanic/Latino	911	2.12	0.83
	Pacific Islander	629	2.20	0.87
	White	6968	1.78	0.81
	Mixed	3209	2.02	0.87
	Total	15424	1.92	0.85
Community Support	Alaska Native	968	2.97	.59
	American Indian	119	2.90	.67
	Asian	1742	2.89	.62
	Black/African American	918	3.04	.65
	Hispanic/Latino	923	2.94	.67
	Pacific Islander	633	3.05	.59
	White	7040	3.09	.62
	Mixed	3262	3.01	.65
	Total	15605	3.03	.63
Youth Involvement	Alaska Native	950	2.13	0.81
	American Indian	115	2.27	0.83
	Asian	1729	2.25	0.83
	Black/African American	906	2.40	0.84
	Hispanic/Latino	912	2.27	0.79
	Pacific Islander	622	2.57	0.81

White	6972	2.51	0.83
Mixed	3225	2.41	0.84
Total	15431	2.42	0.84