



Report on Our Youth 2000-2001

Harrisonburg City and Rockingham County

**Youth Data Survey given to 8th, 10th and 12th grade students
in Harrisonburg and Rockingham County, Virginia.**

In coordination with the Healthy Community Council

Report on Our Youth 2000-2001

Harrisonburg and Rockingham County

A project supporting the Healthy Community Council's community assessment mission.

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Surveys
PRIDE Survey
Harrisonburg/Rockingham Youth Risk Behavior Survey

Published
December 5, 2001

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For additional copies of this report or information, contact The Office on Children and Youth, (540) 568-2558 or email, officeonyouth@rica.net

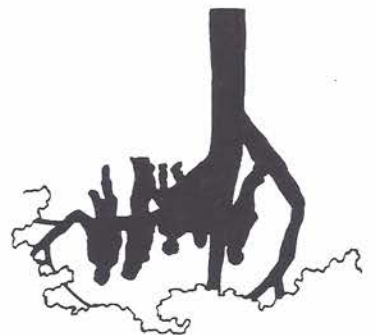
Table of Contents

.....	Introduction	i
.....	The Power of Assets	iii
.....	40 Developmental Assets	v
.....	Ideas for Asset Building	vi
.....	Quick Facts	viii
Youth Demographics		
1	Youth by Age	1
2	Youth by Race	2
3	Youth by Living Arrangements	3
4	Youth Who Are Employed	4
Youth Education		
5	School Dropouts for Harrisonburg and Rockingham County	5
6	Enrollment Totals for Harrisonburg	6
7	Enrollment Totals for Rockingham County	7
8	Youth Who Make Good Grades Often or a Lot	8
Youth and Sexual Activity		
9	Age at First Time of Sexual Intercourse	9
10	Youth's Choice of Contraceptive Method to Prevent Pregnancy	10
11	Sexual Intercourse by Grade Level	11
12	Birth Rate	12
Youth and Tobacco		
13	Frequency of Tobacco Use	13
14	Use of Tobacco by Grade	14
15	Youth Who Use Tobacco Weekly	15
16	Youth Who Report It is Fairly or Very Easy to Get Tobacco Product	16
17	Youth Who Report It is Harmful or Very Harmful to Use Alcohol	17
Youth and Alcohol		
18	Frequency of Alcohol Use	18
19	Age at First Drink of Alcohol	19
20	Youth Who Get Bomed or Very High When Using Alcohol	20
21	Youth Who Report It is Fairly or Very Easy to Get Alcohol	21
22	Youth Who Report It is Harmful or Very Harmful to Use Alcohol	22

Table of Contents

23	Frequency of Illicit Drug Use	
24	Use by Substance	
24	Youth who Get Bombed or Very High When Using Drugs	
25	Youth Who Report It Is Fairly or Very Easy to Get Drugs	
26	Youth Who Report It Is Harmful or Very Harmful to Use Drugs	
27	Youth Who Report It Is Harmful or Very Harmful to Use Drugs	
28	National Statistics	
Violence		
29	Youth Who Report Violence at School without a Weapon	
30	Youth Who Report Violence at School with a Weapon	
31	Youth Who Participate in Gang Activity	
Suicide		
32	Youth Who Have Thought about Suicide	
Safety		
33	Youth Who Wear a Helmet When Riding a Bicycle or Motorcycle	
34	Youth Who Always Wear a Seatbelt and Never Drink and Drive	
Health		
35	Self-Report of Weight	
36	Weight Loss Methods	
37	Youth Who Exercise	
38	Youth Who Participate in Activities	
39	Parents Who Set and Enforce Rules/Talk with Their Children about Drugs, Alcohol, or Problems	
Supporting Data		
40	Parental Information	
41	Concerns of Youth	
42	Teen Health Fair: Youth Council Survey	
Appendix		
PRIDE Survey		
Harrisonburg and Rockingham County Youth Risk Behavior Survey		

Office on Children and Youth
Harrisonburg & Rockingham County



December 5, 2001

A Letter to the Community:

The Office on Children and Youth Commission is pleased to present the third annual edition of the Youth Data Survey for Harrisonburg and Rockingham County. This report is a collaboration between many community organizations including the Harrisonburg City and Rockingham County Schools, Eastern Mennonite High School, James Madison University, Rockingham Memorial Hospital and United Way. This presentation is in a graphic format and represents 3 separate survey administrations over the last 6 years. We conducted the Youth Data Survey during the 1996-1997, 1998-1999 and 2000-2001 school years. The data has been drawn from the PRIDE and Harrisonburg/Rockingham YRBS surveys, which were administered to over 1400 Harrisonburg and Rockingham County students in eighth, tenth and twelfth grade. In some cases we have altered the format from previous editions to standardize the statistical analysis of the data and to accommodate the addition of a new school (Eastern Mennonite High School) in the 2000-2001 to the data pool.

Having three rounds of survey data completed, we now have enough data to begin to examine trends, but we are hesitant to draw any conclusions until we have at least 5 rounds of data. We are still subject to short-term fluctuations in the data and should resist drawing too many conclusions concerning trends. With each graph we have provided explanatory information to help the reader know where the information has come from and to better understand the data. In some cases we have cross-tabulated the data to draw new conclusions. On the first 4 pages we have summarized the survey data using the Search Institute's Asset Model of Youth Development. What you will see is a how well the majority of our youth

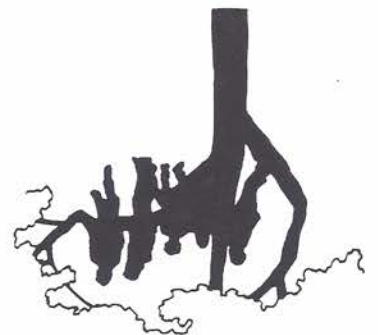


are doing in a variety of areas. Providing the data in two formats allows us to examine the needs of our youth while also celebrating the positive accomplishments they have achieved. This dual approach will also allow our community to build on existing programs that promote assets while examining the critical needs and developing initiatives to address them.

Our goal in issuing this report is three fold. First, our goal is to provide our community with current data around youth behaviors, examining needs and assets. Second, we want to build a base of longitudinal data to track the behavior of our youth that we can evaluate in light of new programming. And third, we want to stimulate community discussions around our youth issues using quantitative as well as qualitative measurements. The Office on Children and Youth is committed to promoting positive youth development through collaboration and the coordinated examination of needs and assets in the Harrisonburg and Rockingham County community. We appreciate everyone's time and energy in making these 2000 data survey results possible.

Sincerely,

The Office on Children and Youth Commission



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Harrisonburg & Rockingham County

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The Power of Assets

Today across the nation hundreds of communities are asking what they can do to strengthen young people's foundations and develop a stronger infrastructure for them. Too few young people grow up experiencing key ingredients for their healthy development. They do not experience support from adults, build relationships across generations, or hear consistent messages about boundaries and values. The result is that communities and the nation are overwhelmed with the problems and needs in the lives of youth. Today the real challenge is to shift our thinking to a new approach--one that addresses deeper causes and needs.

If we only look at the problems of the at-risk behaviors of the youth in our community, it is all too easy to become paralyzed by the overwhelming magnitude of the problems. On the other hand, if we look at the assets within our community and build on those strengths, research tells us the at-risk behaviors will decrease. This becomes more evident when we examine the research from the Search Institute's model of asset development. The Search Institute has spent the last 25 years examining what helps create resilient youth. They asked the question, why do some children who come from the same neighborhood seem to thrive while others end up having serious problems? The answers are not simple. Today we are constantly bombarded with messages about problems facing our children and youth: failure in school, violence, alcohol abuse, teen pregnancy and suicide, among others. And we have invested a lot of time and considerable expense in trying to fix these problems. We have taken a "problem solving approach" to reduce or control risky behavior through intervention programs, and when the problem becomes too severe, incarceration or other punishments are implemented. Some of these strategies have been effective, but at the same time they often treat only one aspect of the problem and neglect the cause.

By focusing on problems only, we make some repairs but it does not allow us to reinvent how we treat children and youth. Our history suggests that these measures, while certainly well intentioned have not been able to keep up with the tremendous challenges we are facing today. We see little progress and are discouraged and often disillusioned.

The Search Institute's model of asset building holds a great deal of promise. It is an approach that taps into the caring, creative energies of families, neighborhoods, schools, congregations, work places and youth organizations. With this approach you don't begin with the problems. It starts by asking the larger question, what do you people need to navigate successfully through infancy, childhood, and adolescence? The answer, from the Search Institute's research, is a set of essential building blocks that all young people need called developmental assets.

The Search Institute has identified 40 such developmental assets, ranging from having caring neighborhoods and schools to knowing how to resolve conflicts in nonviolent ways. The assets model gives us a common language to understand and talk about what children and youth need. The more assets children and youth have the stronger they become, and the more likely they are to live productive, happy adult lives. When drawn together, these assets are powerful shapers of young peoples behavior. The Asset model empowers us to become proactive and provides us with a framework where problems are more manageable and an attitude of vision, hope and celebration pervades community life.

40 Developmental Assets

Asset Name and Definition	Type	
1. Family support Family life provides high levels of love and support.	Supportive	
2. Positive family communication Young persons and her or his parent(s) communicate positively, and young person is willing to seek advice and counseling from parent(s).		
3. Other adult relationships Young person receives support from three or more nonparent adults		
4. Caring neighborhood Young person experiences caring neighbors.		
5. Caring school climate School provides a caring, encouraging environment.		
6. Parent involvement in schooling Parent(s) are actively involved in helping young person succeed in school.		
7. Community values youth Young person perceives that adults in the community value youth.		Empowerment
8. Youth as resources Young people are given useful roles in the community.		
9. Service to others Young person serves in the community one hour or more per week.		
10. Safety Young person feels safe at home, at school, and in the neighborhood.		
11. Family boundaries Family has clear rules and consequences, and monitors the young person's whereabouts.		
12. School boundaries School provides clear rules and consequences.		
13. Neighborhood boundaries Neighbors take responsibility for monitoring young people's behavior.		
14. Adult role models Parent(s) and other adults model positive, responsible behavior.		
15. Positive peer influence Young person's best friends model responsible behavior.		
16. High expectations Both parent(s) and teachers encourage the young person to do well.		
17. Creative activities Young person spends three or more hours per week in lessons are practice in music, theater or other arts.	Constructive	
18. Youth programs Young person spends one hour or more per week in activities in a religious institution.		
19. Religious community Young person spends one hour or more per week in activities in a religious institution.		
20. Time at home Young person is out with friends "with nothing special to do" two or fewer nights per week.		
21. Achievement motivation Young person is motivated to do well in school.		
22. School engagement Young person is actively engaged in learning.		
23. Homework Young person reports doing at least one hour of homework every school day.		
24. Bonding to school Young person cares about her or his school.		
25. Reading for pleasure Young person reads for pleasure three or more hours per week.		
26. Caring Young person places high value on helping other people.		Positive Values
27. Equality and social justice Young person places high value on promoting equality and reducing hunger and poverty.		
28. Integrity Young person acts on convictions and stands up for her or his beliefs.		
29. Honesty Young person "tells the truth even when it is not easy."		
30. Responsibility Young person accepts and takes personal responsibility.		
31. Restraint Young person believes it is important not to be sexually active or use alcohol or other drugs.		
32. Planning and decision-making Young person knows how to plan ahead and make choices.		
33. Interpersonal competence Young person has empathy, sensitivity, and friendship skills.		
34. Cultural competence Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.		
35. Resistance skills Young person can resist negative peer pressure and dangerous situations.		
36. Peaceful conflict resolution Young person seeks to resolve conflict nonviolently.	Social Competence	
37. Personal power Young person feels he or she has control over "things that happen to me."		
38. Self-esteem Young person reports having a high self-esteem.		
39. Sense of purpose Young person reports that "my life has a purpose."		
40. Positive view of personal future Young person is optimistic about her or his personal future.		
	Internal Assets	

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Make a Difference! Ideas for Asset Building

Adults

- * Build at least one sustained caring relationship with a child or adolescent.
- * Pay attention to youth when you see them.
- * Model responsible behavior with young people.
- * Volunteer to work in a youth program as a coach, group leader, or tutor.

Parents

- * Regularly re-negotiate family rules with teenagers so they are developmentally appropriate, and consistently and fairly enforced.
- * Talk with you your kids about matching personal interests with extracurricular opportunities.
- * Stay in contact with teachers about your child's progress.
- * Talk with your teenager about life goals, priorities, and dreams

Young People

- * Learn the names of your neighbors (both adults and children). Go out of your way to greet them.
- * Write a note (or call) one of the main asset builders in your life, thanking her or him for making a difference in your life.
- * Talk about the 40 developmental assets with members of your family. Which assets do family members think are the strongest in your family?
- * Even if your family provides a warm, caring, supportive place to grow, also seek support through adults in schools, community organizations, and congregations.

Congregations

- * Intentionally foster the intergenerational relationship by providing activities for all ages within the church, synagogue, or other faith community.
- * Listen to what youth say they want.
- * Regularly offer parent education as part of the congregation's educational programs.
- * Make community service a central component of youth programming.
- * Network with other congregations and other institutions for mutual learning, support, and programming.

Local Government

- * Through policy development, staff training, and resource allocation, make asset development a top priority in the city.
- * Initiate community-wide efforts to name shared values and boundaries.
- * Partner with other organizations in creating child-friendly public places and safe places for teenagers to gather.
- * Help to coordinate and publicize after-school, weekend, and summer opportunities for youth in the city.

Juvenile Justice

- * Use the framework of assets as a tool for case management for juvenile offenders.
- * Build connections to positive youth organizations and to schools.
- * Educate parents and other support networks about the developmental needs of young people at risk.
- * Explore how the asset framework may support innovative practices and programs in juvenile detention centers.

Community Organizations

- * Involve youth as volunteers and leaders in the agency.
- * Provide information on asset building to families and others who participate in programs and services.
- * Train agency staff and leaders in their role as asset builders.
- * Build into your planning ways of connecting people across generations.

Make a Difference! Ideas for Asset Building

- ★ Establish a representative "vision team" (up to 30 people) and exclusive committee (fewer than 10 people) to build commitment, gather information, set priorities, and plan.
- ★ Identify a local coordinator who manages the process and unleashes multiple volunteer-initiated efforts.
- ★ Gather data about youth, adult perceptions, and community resources for asset building. Use surveys (such as Search Institute's Profiles of Student Life: Attitudes and Behaviors), focus groups, interviews, town meeting and other techniques.
- ★ Raise community awareness of the asset-building model, using newsletters, fact sheets, newspaper articles, speeches, cable television, computer networks and other mechanisms.

Schools

- ★ Make it a priority to provide caring environments for all students.
- ★ Train support staff, teachers, paraprofessionals, administrators, and other school staff in their role in asset building.
- ★ Provide additional opportunities to nurture values deemed crucial by the community.
- ★ Integrate service-learning, values development, relationship-building, the development of social competencies, and other asset-building strategies into the curriculum.

Youth-Serving Organization

- ★ Involve youth in leadership and program planning.
- ★ Provide a range of structure activities for youth with diverse interests and needs.
- ★ Develop expectations, boundaries, and consequences with youth who participate in programs; enforce appropriate consequences when boundaries are not respected.
- ★ Train volunteers, leaders, and coaches in asset building in young people's developmental needs.

Neighborhoods

- ★ Create neighborhood service projects linking adults and children.
- ★ Coordinate residents to provide safe places where young people can go after school if they would be home alone or if they feel unsafe.
- ★ Organize informal activities (such as pick-up basketball) for young people in the neighborhood.
- ★ Use neighborhood meetings and other settings to educate people about their responsibility and potential for asset building.

Business and Industry

- ★ Develop family-friendly policies that allow parents to be active in their children's lives.
- ★ Provide opportunities for employees to build relationships with youth through mentoring and other volunteer programs, flexible scheduling, and internships for youth.
- ★ Be intentional about nurturing assets (such as support, boundaries, values, and social competencies) in the lives of teenagers employed by the business.
- ★ Become partners in and advocates for initiative designed to create healthy communities for children and youth.

Health Care System

- ★ Serve as visionary leaders in reshaping public consciousness about the health and well-being of children and adolescents.
- ★ Offer information on asset building to parents and teenagers when they seek care.
- ★ Emphasizing integrating asset building into health care services. For example, are the clinics, hospitals and other facilities providing supportive, caring environment for children and youth?
- ★ Provide financial and in-kind support to initiatives within the community that seek to strengthen developmental assets.

Quick Facts on Our Youth, 2000-2001

Who Did We Survey?

1434 Students
 49.2% Female
 50.8% Male
 Between the ages of 13 and 19

Assets

90% - Do not drink and drive
 92% - Never participate in gangs
 73% - Are active in school activities
 53% - Are active in community activities
 72% - Exercise 3 or more times a week
 75% - Never use illicit drugs
 84% - Never think about committing suicide
 70% - Are not trying to lose weight
 72% - Participate in faith-based activities
 70% - Are sexually abstinent
 57% - Talk to their parents about problems
 41% - Talk to their parents about drugs/alcohol
 52% - Think they are about the right weight
 54% - Never use tobacco
 42% - Never use alcohol
 43% - Always wear a seatbelt

Risk Factors

Of sexually active students (30% of total):
 58% - Use condoms
 23% - Use no method or withdrawal
 19% - Use birth control pills
 0% - Use birth control shots

Alcohol Use

2% - Daily
 12% - Weekly
 24% - Monthly
 53% - Annually

Gang Activity

2% - Participate a lot
 1% - Often
 2% - Sometimes
 4% - Seldom

Tobacco Use

13% - Daily
 22% - Weekly
 30% - Monthly
 59% - Annually

Illicit Drug Use

5% - Daily
 10% - Weekly
 14% - Monthly
 24% - Annually

Dangerous Weight Loss

1% - Vomit
 2% - Use pills
 1% - Use both vomiting and pills

Make a Difference! Ideas for Asset Building

Communities

- * Establish a representative "vision team" (up to 30 people) and exclusive committee (fewer than 10 people) to build commitment, gather information, set priorities, and plan.
- * Identify a local coordinator who manages the process and unleashes multiple volunteer-initiated efforts.
- * Gather data about youth, adult perceptions, and community resources for asset building. Use surveys (such as Search Institute's Profiles of Student Life: Attitudes and Behaviors), focus groups, interviews, town meeting and other techniques.
- * Raise community awareness of the asset-building model, using newsletters, fact sheets, newspaper articles, speeches, cable television, computer networks and other mechanisms.

Schools

- * Make it a priority to provide caring environments for all students.
- * Train support staff, teachers, paraprofessionals, administrators, and other school staff in their role in asset building.
- * Provide additional opportunities to nurture values deemed crucial by the community.
- * Integrate service-learning, values development, relationship-building, the development of social competencies, and other asset-building strategies into the curriculum.

Youth-Serving Organization

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- * Use neighborhood meetings and other settings to educate people about their responsibility and potential for asset building.

Business and Industry

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- * Provide opportunities for employees to build relationships with youth through mentoring and other volunteer programs, flexible scheduling, and internships for youth.
- * Be intentional about nurturing assets (such as support, boundaries, values, and social competencies) in the lives of teenagers employed by the business.
- * Become partners in and advocates for initiative designed to create healthy communities for children and youth.

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Quick Facts on Our Eighth Graders, 2000-2001

Who Did We Survey?

541 8th graders
 38% of the sample
 48% Female
 52% Male
 96% Ages 13 and 14

Assets

89% - Never participate in gangs
 73% - Are active in school activities
 57% - Are active in community activities
 83% - Exercise 3 or more times a week
 84% - Never use illicit drugs
 85% - Never think about committing suicide
 70% - Are not trying to lose weight
 76% - Participate in faith-based activities
 88% - Are sexually abstinent
 56% - Talk to their parents about problems
 58% - Talk to their parents about drugs/alcohol
 58% - Think they are about the right weight
 72% - Never use tobacco
 55% - Never use alcohol
 38% - Always wear a seatbelt

Risk Factors

Of sexually active 8th graders (12% of total):
 54% - Use condoms
 40% - Use no method or withdrawal
 6% - Use birth control pills
 0% - Use birth control shots

Alcohol Use

2% - Daily
 11% - Weekly
 16% - Monthly
 45% - Annually

Gang Activity

2% - Participate a lot
 1% - Often
 3% - Sometimes
 5% - Seldom

Tobacco Use

6% - Daily
 9% - Weekly
 12% - Monthly
 23% - Annually

Illicit Drug Use

4% - Daily
 6% - Weekly
 9% - Monthly
 15% - Annually
 Highest users of inhalants

Dangerous Weight Loss

1% - Vomit
 1% - Use pills
 1% - Use both vomiting and pills

Quick Facts on Our Tenth Graders, 2000-2001

Who Did We Survey?

477 10th graders
 33% of the sample
 50% Female
 50% Male
 95% Ages 15 and 16

Assets

92% - Do not drink and drive
 90% - Never participate in gangs
 73% - Are active in school activities
 52% - Are active in community activities
 74% - Exercise 3 or more times a week
 71% - Never use illicit drugs
 83% - Never think about committing suicide
 70% - Are not trying to lose weight
 67% - Participate in faith-based activities
 68% - Are sexually abstinent
 55% - Talk to their parents about problems
 43% - Talk to their parents about drugs/alcohol
 54% - Think they are about the right weight
 56% - Never use tobacco
 41% - Never use alcohol
 44% - Always wear a seatbelt

Risk Factors

Sexual Activity
 Of sexually active 10th graders (31% of total):
 64% - Use condoms
 27% - Use no method or withdrawal
 10% - Use birth control pills
 0% - Use birth control shots

Alcohol Use

3% - Daily
 21% - Weekly
 30% - Monthly
 59% - Annually

Gang Activity

2% - Participate a lot
 1% - Often
 3% - Sometimes
 4% - Seldom

Tobacco Use

13% - Daily
 13% - Weekly
 22% - Monthly
 37% - Annually

Illicit Drug Use

6% - Daily
 10% - Weekly
 29% - Monthly
 18% - Annually
 Highest levels of experimentation

Dangerous Weight Loss

1% - Vomit
 1% - Use pills
 .5% - Use both vomiting and pills

Quick Facts on Our Twelfth Graders, 2000-2001

Who Did We Survey?

363 12th graders
27% of the sample
50% Female
50% Male
95% Ages 17 and 18

Assets

78% - Do not drink and drive
96% - Never participate in gangs
75% - Are active in school activities
50% - Are active in community activities
54% - Exercise 3 or more times a week
66% - Never use illicit drugs
84% - Never think about committing suicide
72% - Are not trying to lose weight
67% - Participate in faith-based activities
46% - Are sexually abstinent
59% - Talk to their parents about problems
50% - Talk to their parents about drugs/alcohol
47% - Think they are about the right weight
47% - Never use tobacco
31% - Never use alcohol
47% - Always wear a seatbelt

Risk Factors

Sexual Activity
Of sexually active 12th graders (54% of total):
52% - Use condoms
17% - Use no method or withdrawal
31% - Use birth control pills
0% - Use birth control shots

Alcohol Use

1% - Daily
34% - Weekly
42% - Monthly
69% - Annually

Gang Activity

1% - Participate a lot
3% - Often
1% - Sometimes
2% - Seldom

Tobacco Use

18% - Daily
13% - Weekly
33% - Monthly
44% - Annually

Illicit Drug Use

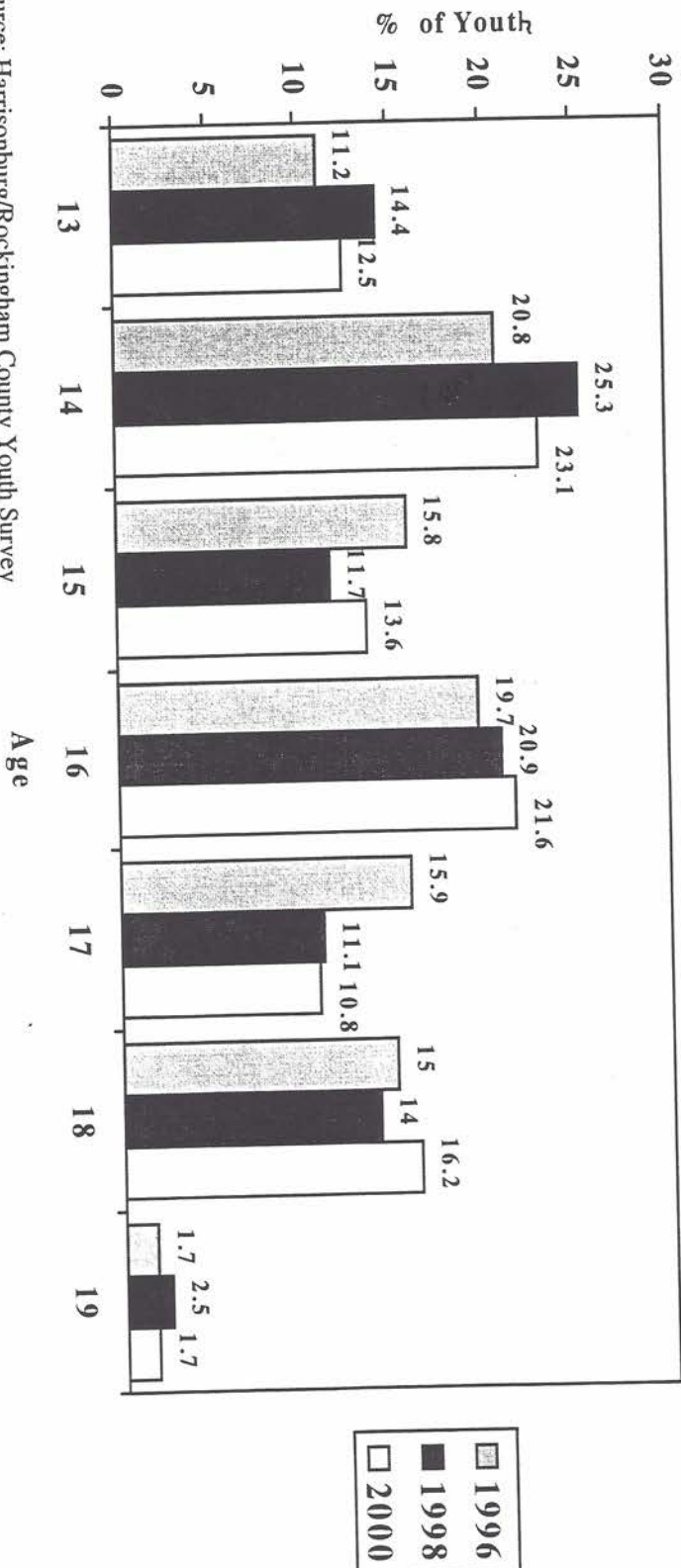
4% - Daily
11% - Weekly
17% - Monthly
33% - Annually

Dangerous Weight Loss

3% - Vomit
1% - Use pills
1% - Use both vomiting and pills

Demographics

Youth by Age

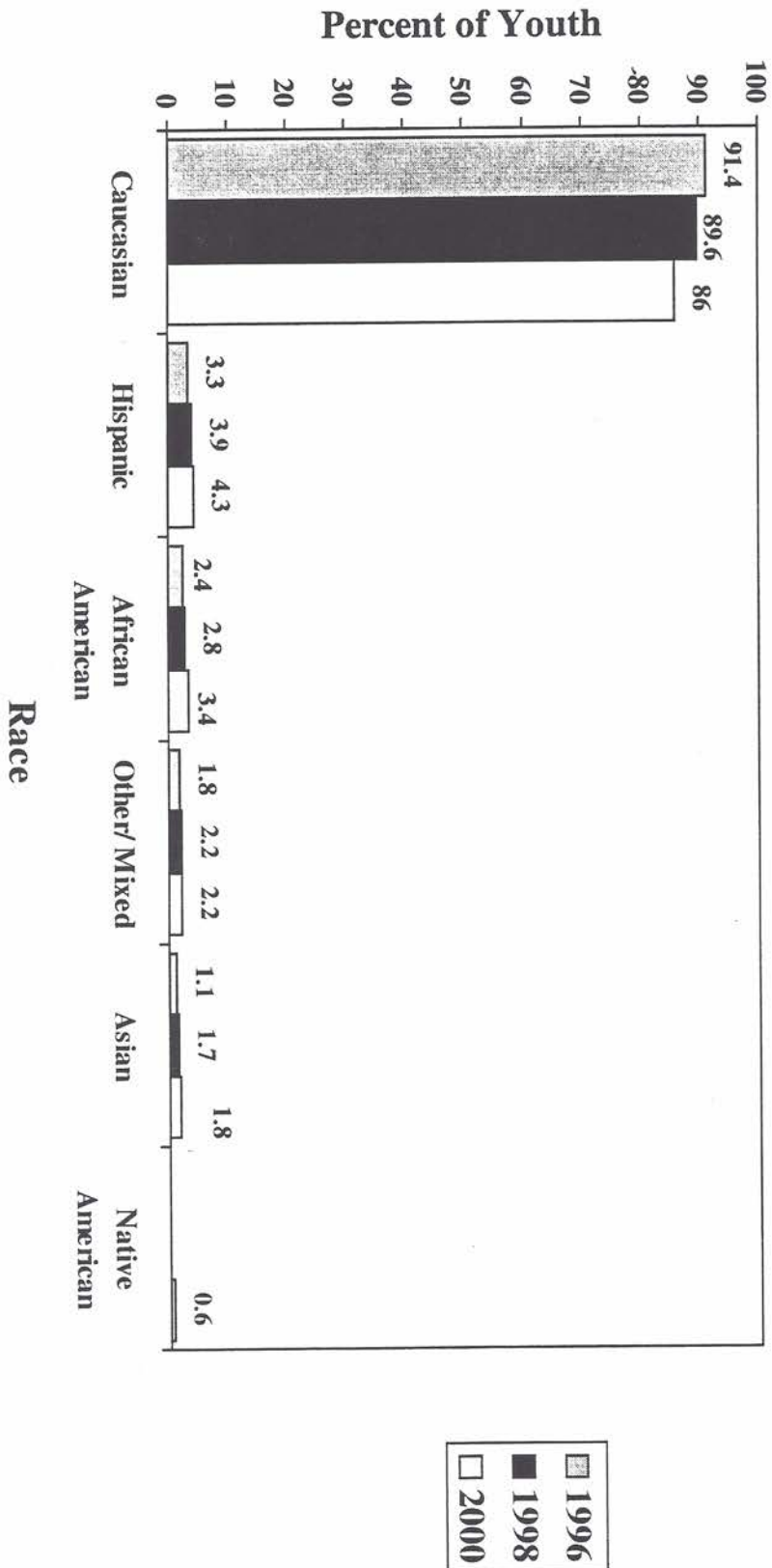


What the numbers and other information told us:

- Surveys were completed by a random sample of 519 8th graders, 482 10th graders, and 361 12th graders in Harrisonburg city and Rockingham County schools in 2000.
- 1400 youth were surveyed in 2000, a decrease from 1435 youth in 1998.
- 70.8% of youth surveyed were age 16 and under.

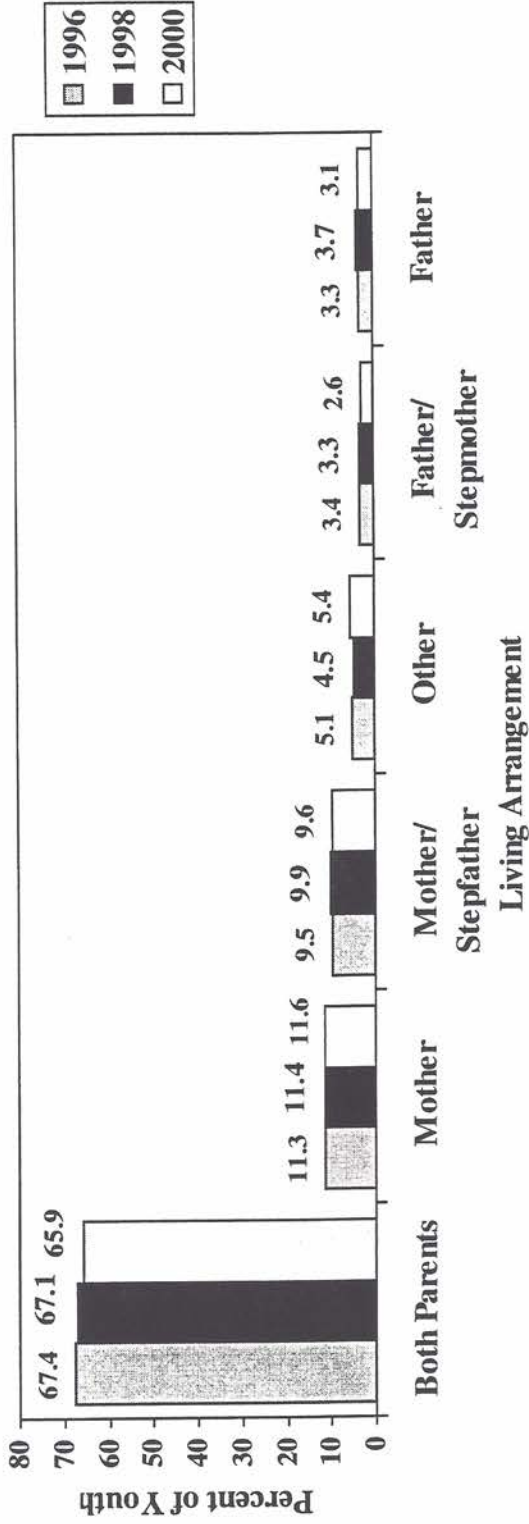
Demographics

Youth by Race



Source: Harrisonburg/Rockingham County Youth Survey

Demographics Living Arrangements



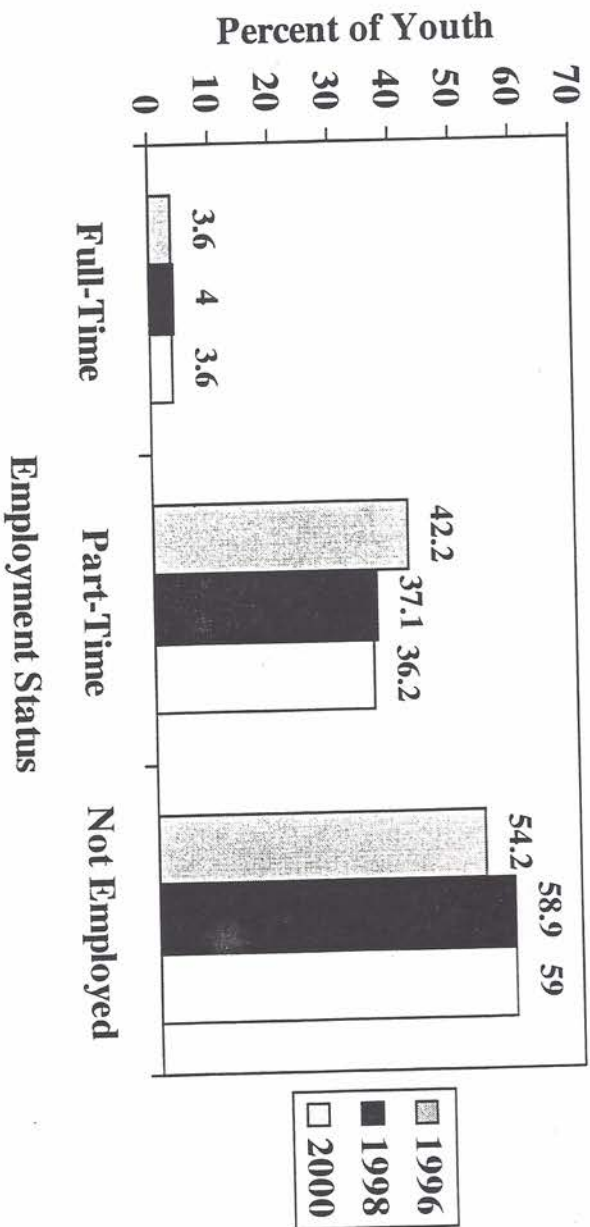
Source: Harrisonburg/Rockingham County Youth Survey

What the numbers and other information told us:

- The number of youth living with both parents has remained constant at nearly 7 out of 10 for all three years.
- Nearly 7 out of 10 youth report living with both parents. This number has remained constant over the years surveyed. (1996-67.4%, 1998-67.1%, 2000-65.9%)
- Youth who report living with one parent are more likely to live with their mother.

Demographics

Youth Employment Status



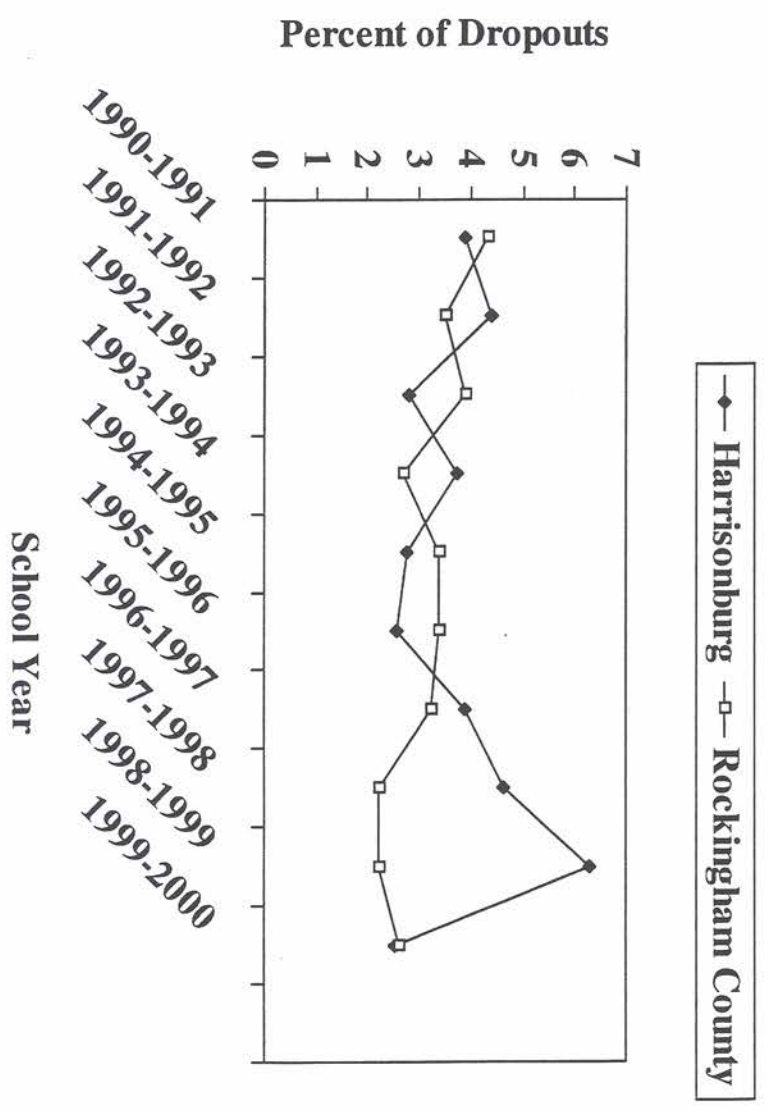
Source: PRIDE Survey

What the numbers and other information told us:

•39.8% of youth are employed, a decrease from 41.1% in 1998.

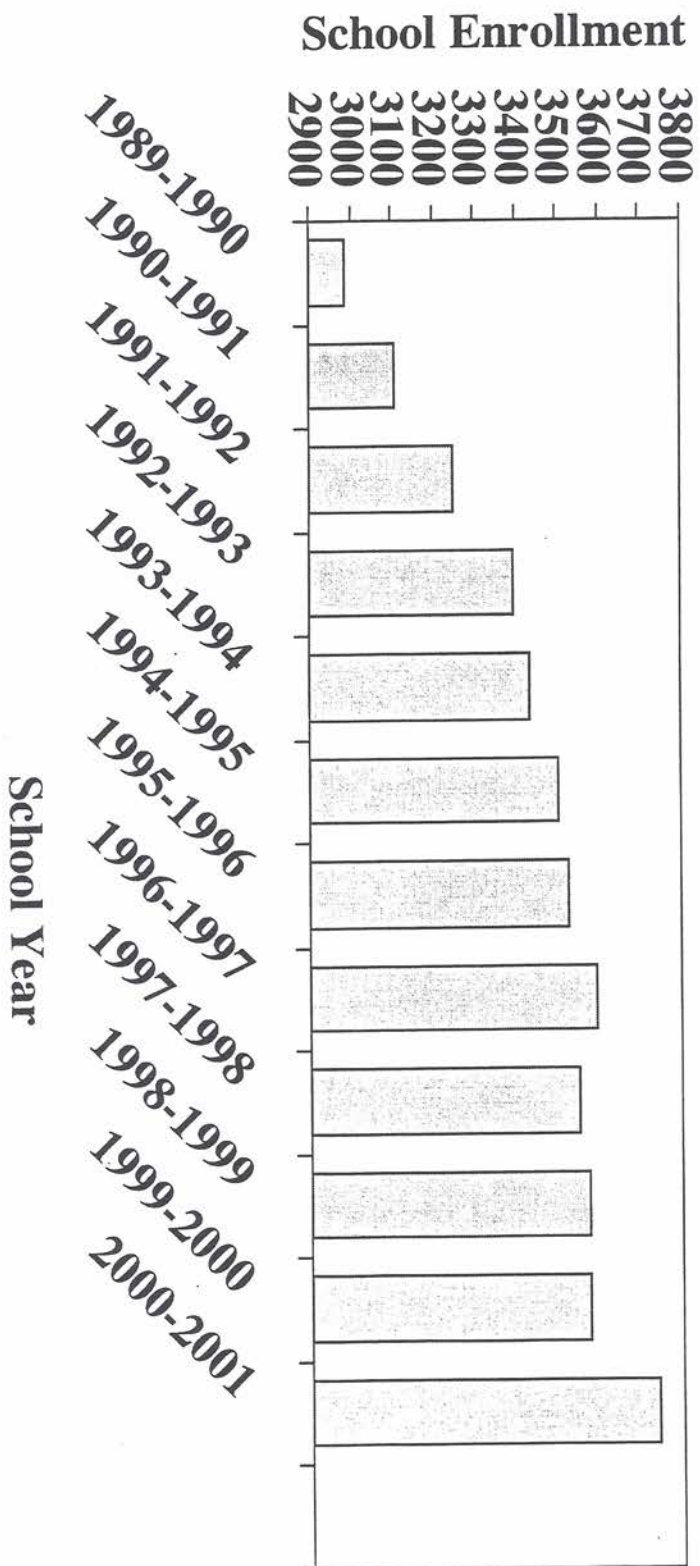
Education

School Dropouts for Harrisonburg & Rockingham County



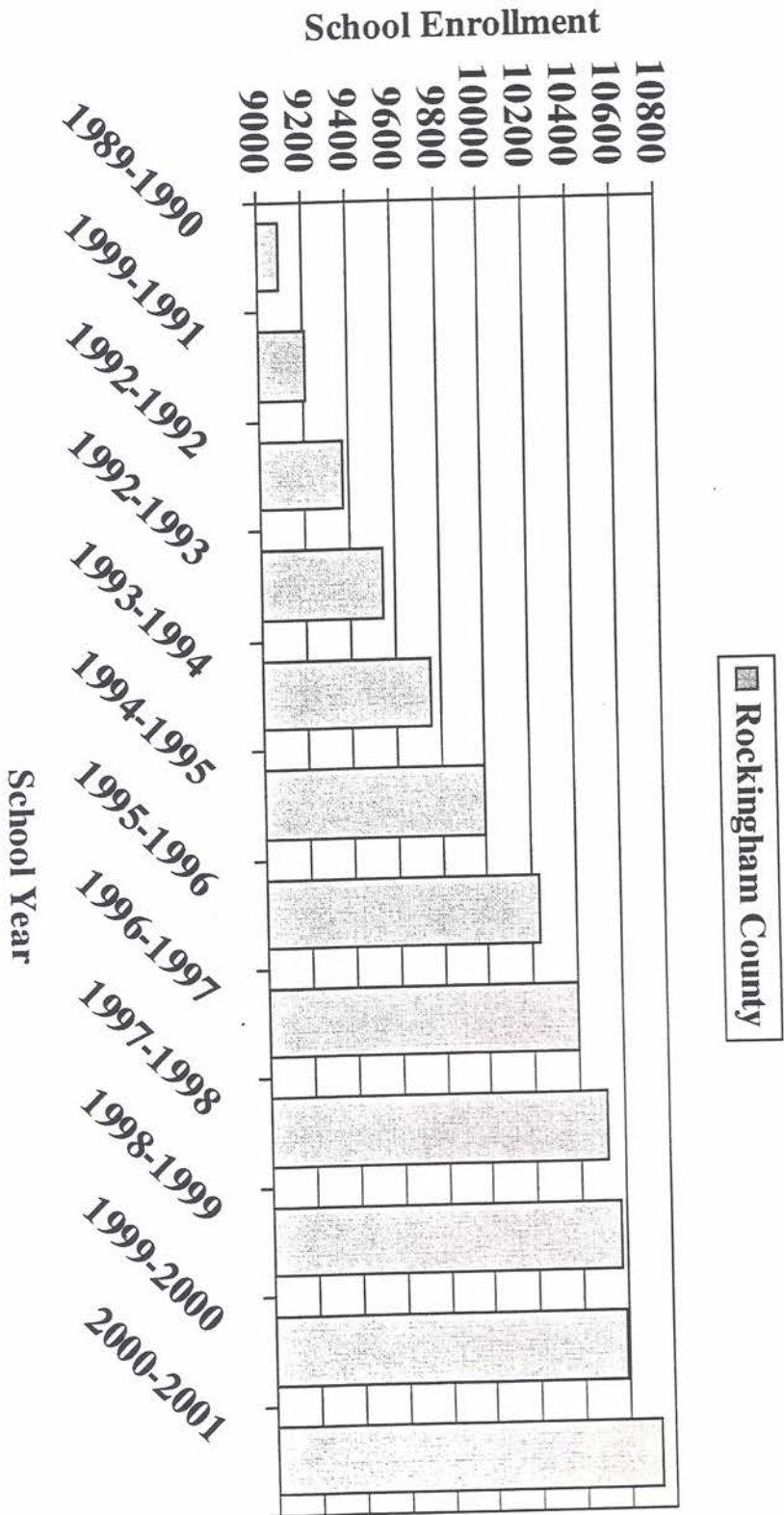
Education

Enrollment Totals for Harrisonburg Public Schools



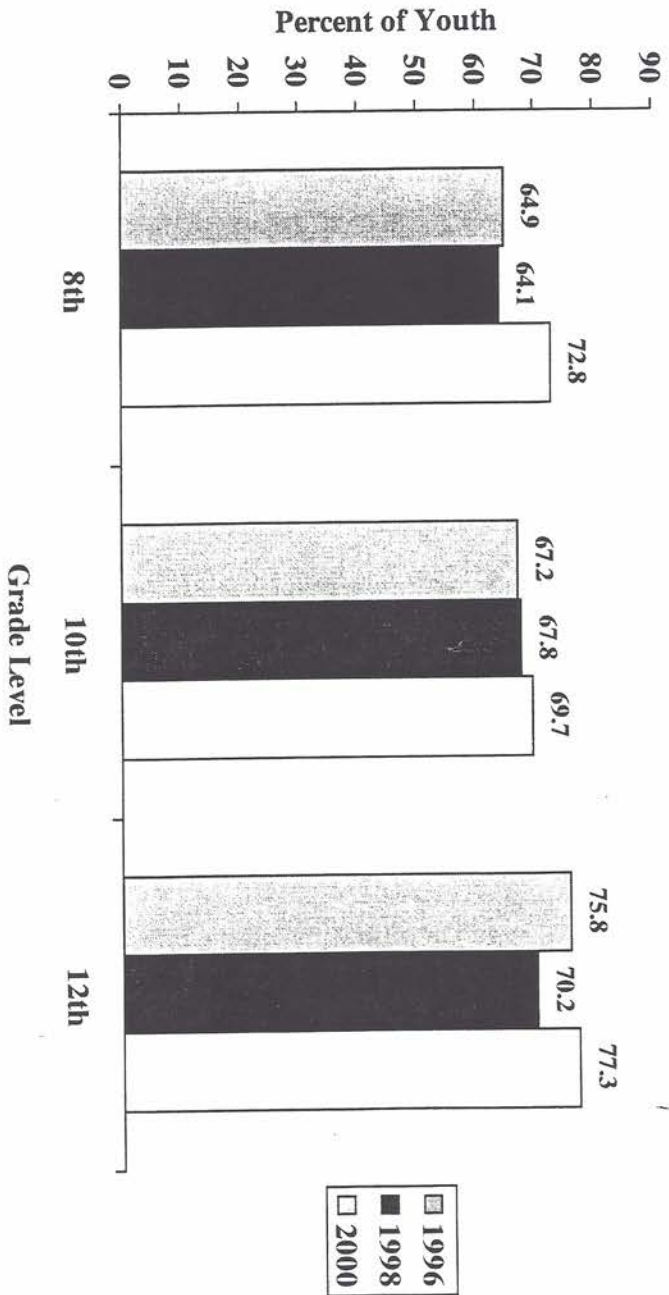
Education

Enrollment Totals for Rockingham County Public Schools



Education

Youth Who Report They Make Good Grades Often or a Lot



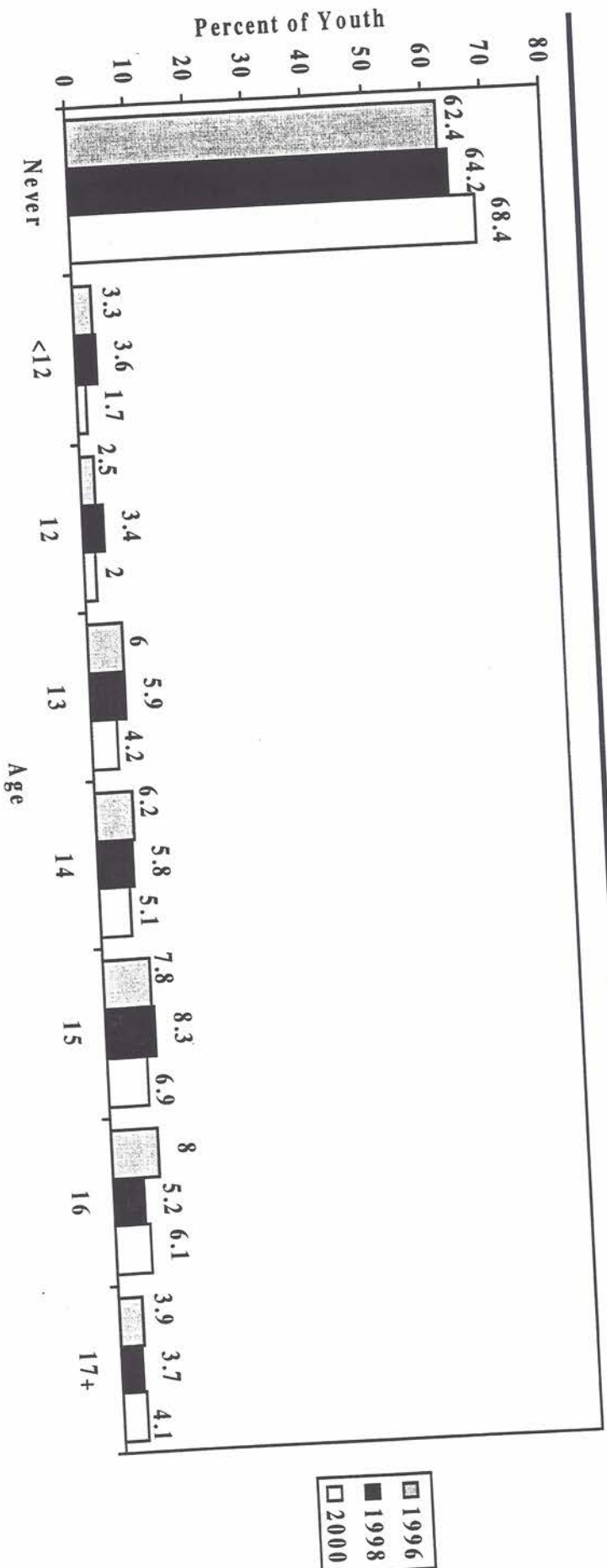
Source: PRIDE Survey

What the numbers and other information told us:

- 72.9% of youth report making good grades often or a lot.

Sexuality

Age at First Time of Sexual Intercourse



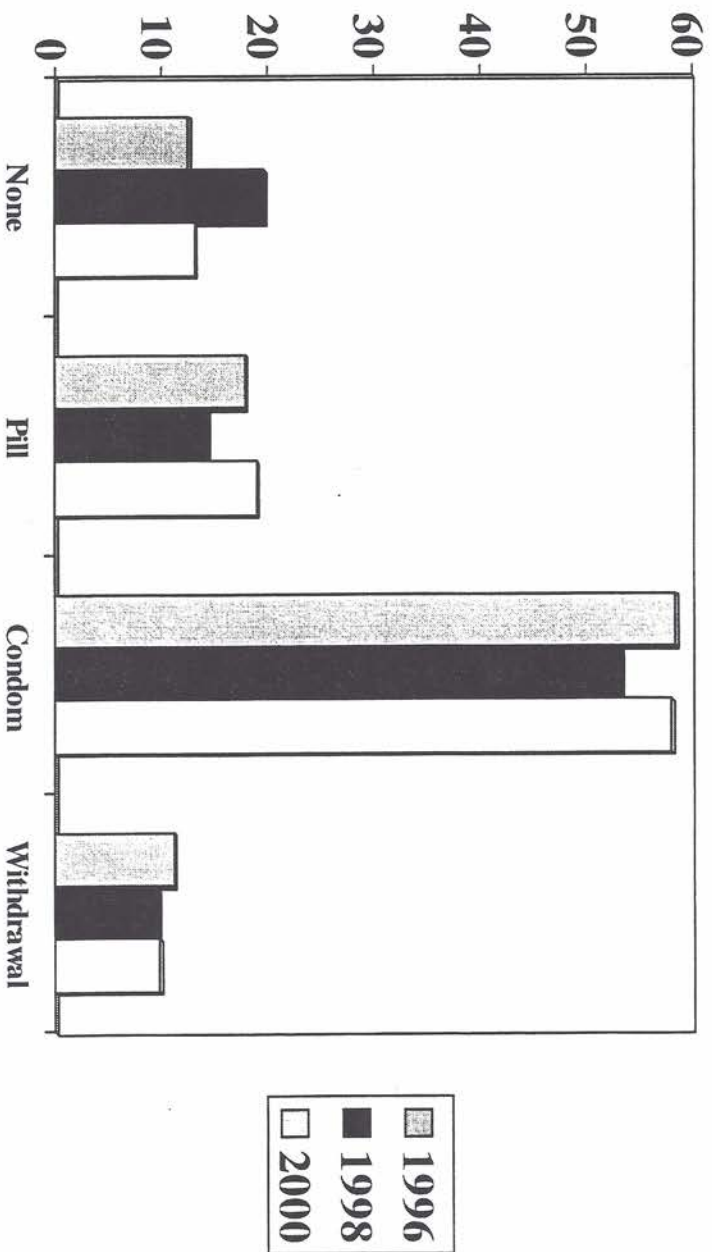
Source: Harrisonburg/Rockingham County Youth Survey

What the numbers and other information told us:

- Nearly 70% of youth age 12-18 report never having sexual intercourse.
- 1 out of 5 youth (19.9%) are sexually active by age 15, by age 17, 30.1% are sexually active. These numbers are a decrease from the previous years.

Sexuality

Choice of Contraceptive Method



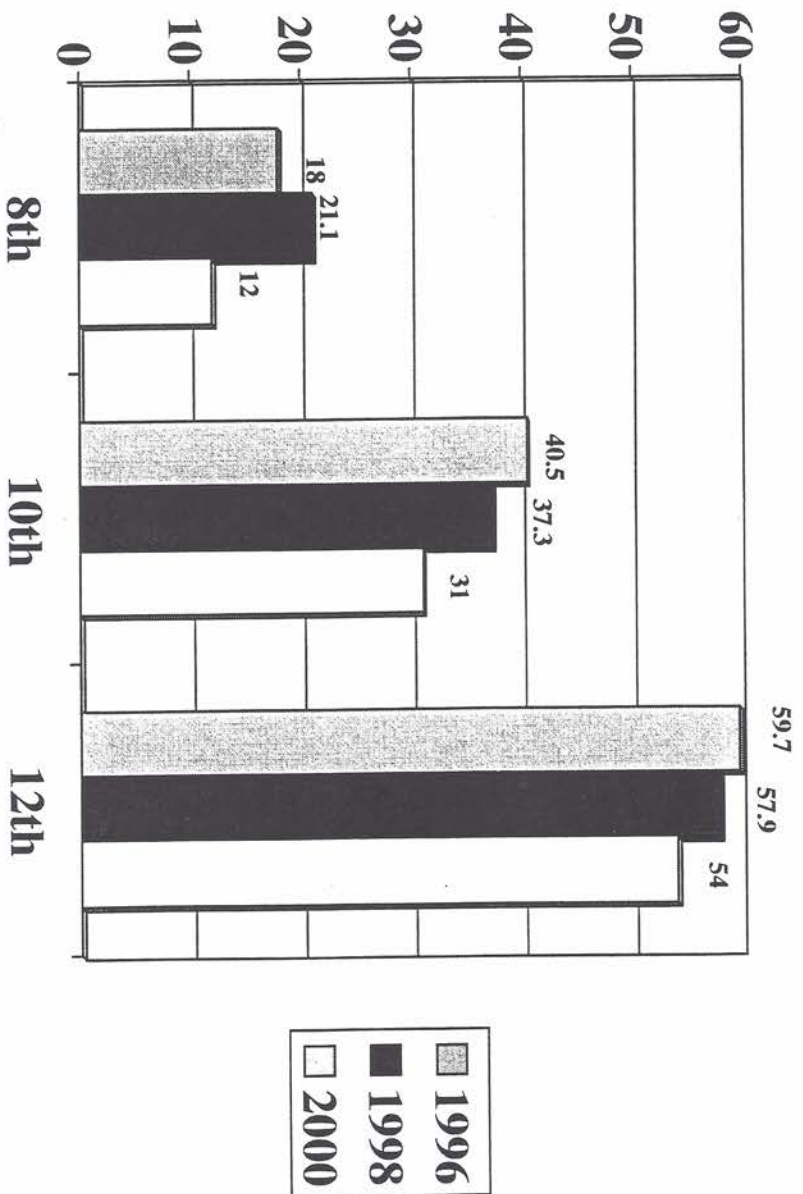
Source: Harrisonburg/Rockingham Youth Survey

What the numbers told us:

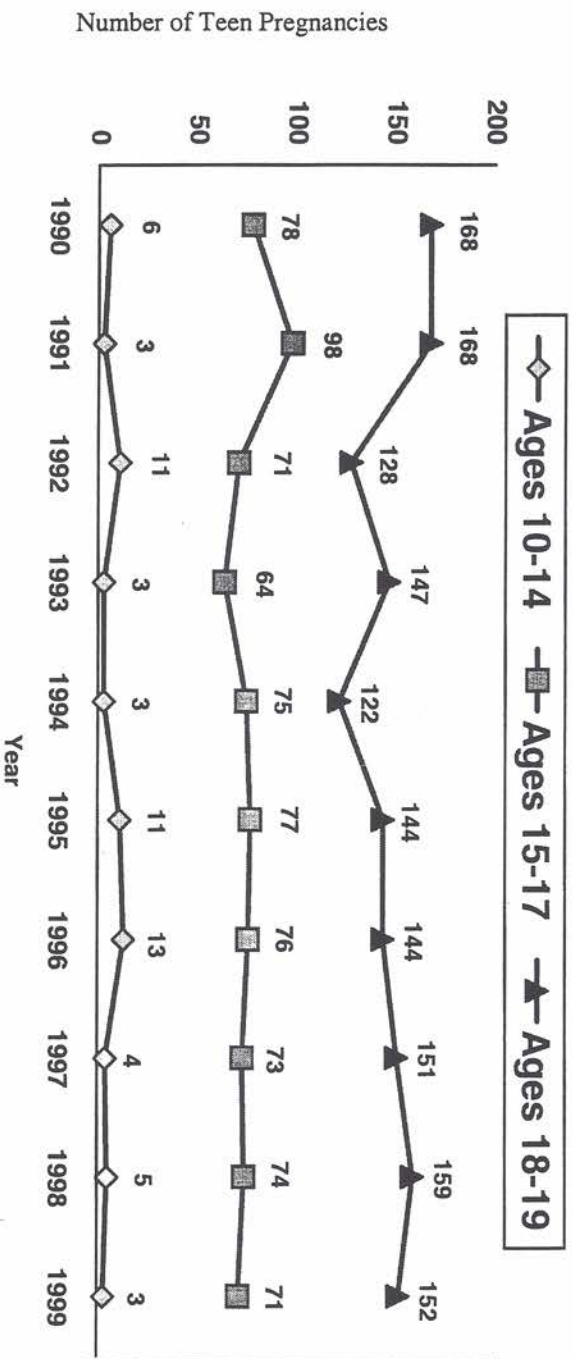
70.7% (959) of our youth are NOT sexually active.

Sexuality

Sexual intercourse by grade level



Birth Facts Harrisonburg and Rockingham County

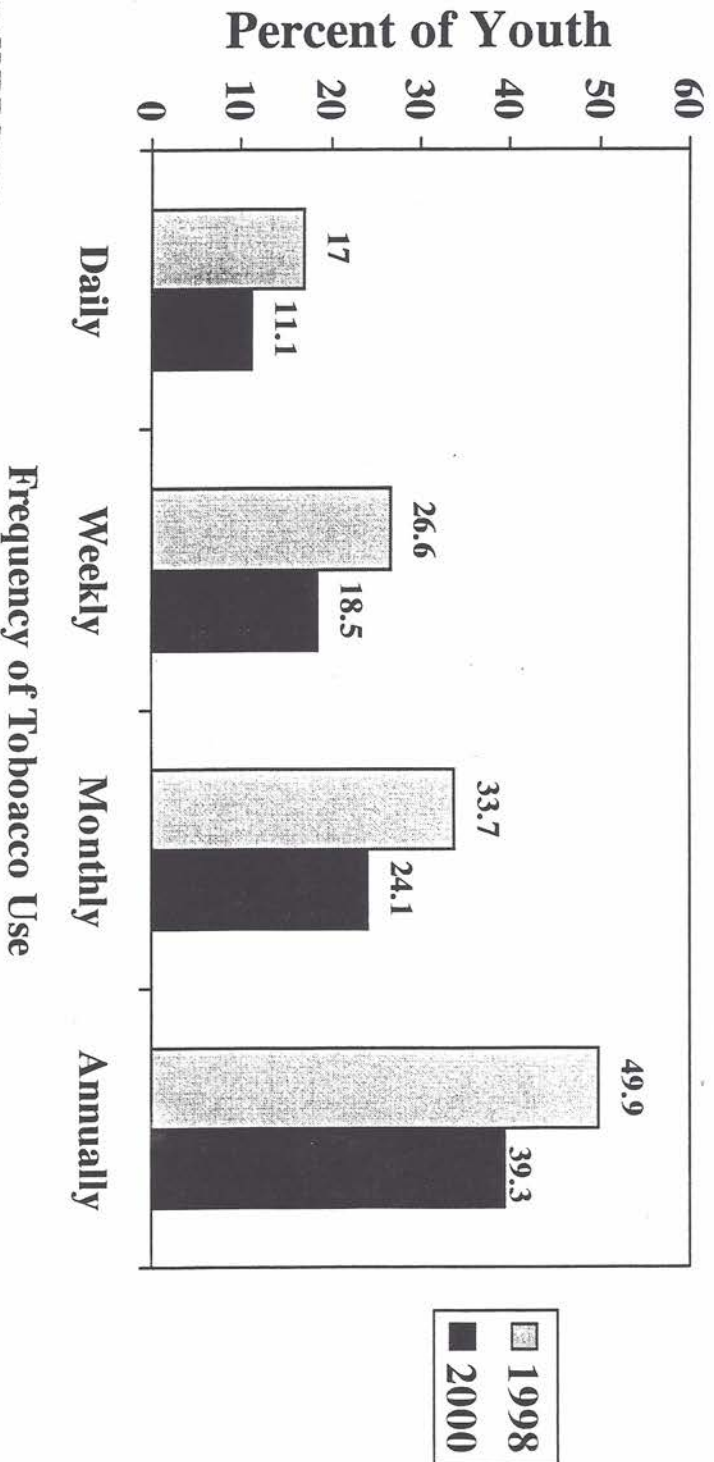


Source: Virginia Center for Health Statistics

What the numbers and other information told us:

- ◆ The number of older teen pregnancies (ages 18-19) declined overall from 1990 to 1999, reaching its lowest in 1994.
- ◆ The number of younger teen pregnancies (ages 15-17 and 10-14) has remained fairly stable from 1990 to 1999.
- ◆ For teens aged 15-19, Rockingham County has a higher teen birth rate (37.9) than the State of Virginia (32.7) and Harrisonburg City (18.6), and all are below the United States' teen birth rate of 49.6. 1999
- ◆ In 1999, 8.5% of Youth aged 15-17, and 20% of Youth aged 18-19 induced termination of their pregnancies. No induced terminations were reported for Youth under age 15.
- ◆ Harrisonburg (3.8) and Rockingham County (5.5) have lower teenage induced termination rates (per 1,000 females) than the State of Virginia (10.4). 1999

Tobacco Use Frequency of Tobacco Use

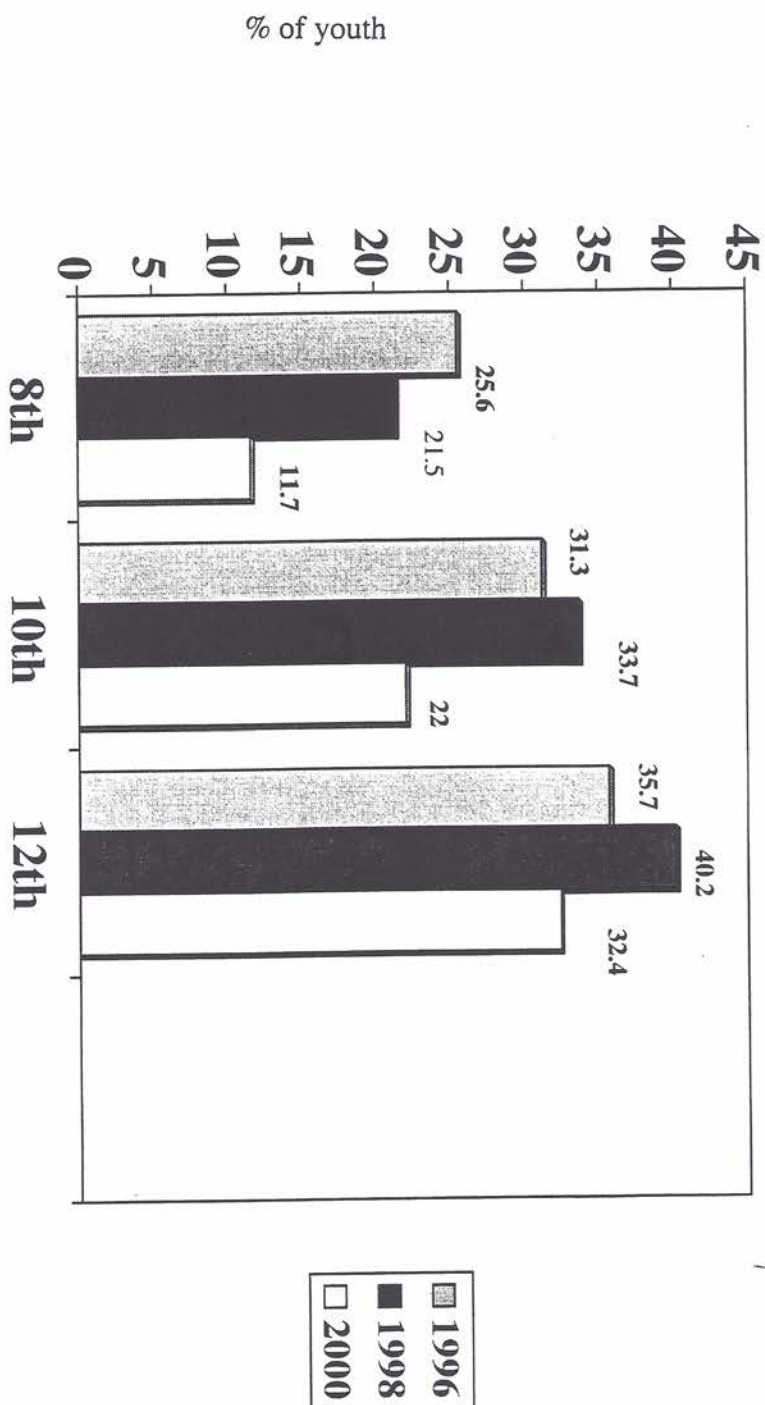


Source: PRIDE Survey

What the numbers and other information told us:

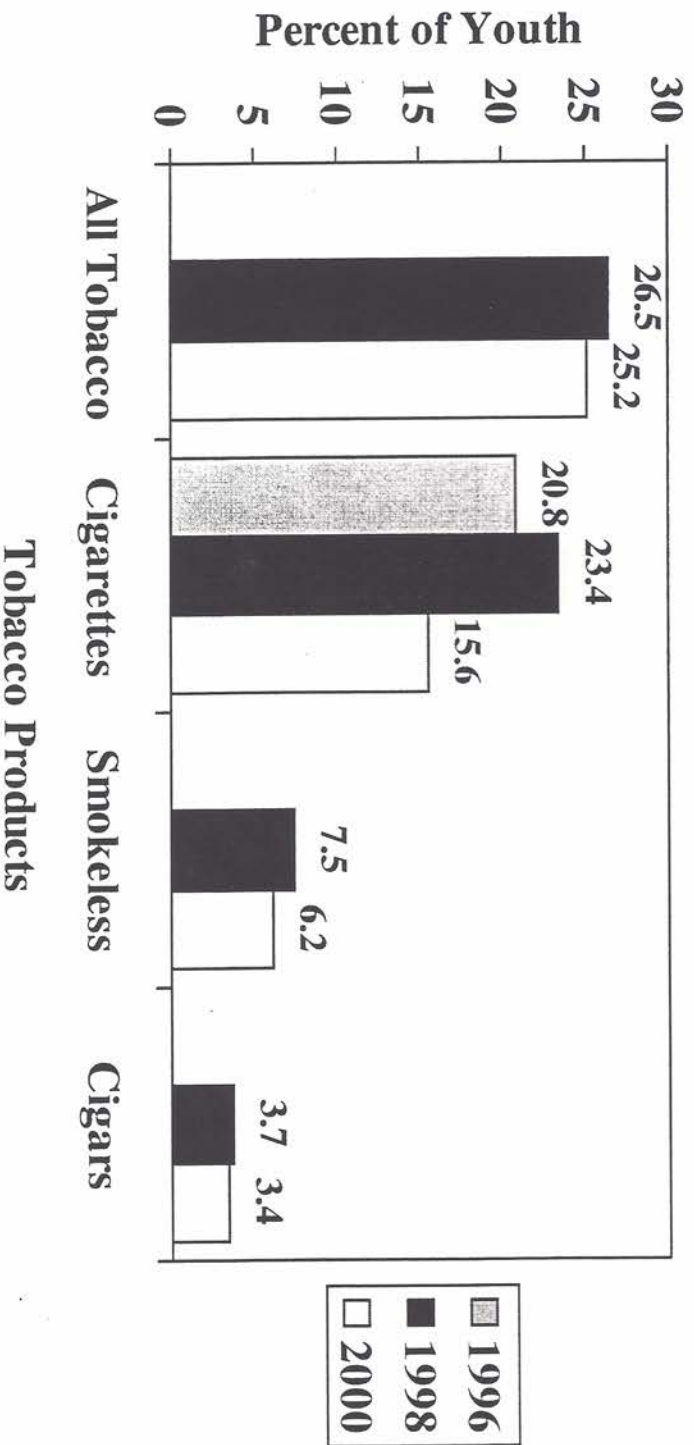
- Nearly two thirds (66.1%) have used tobacco products in the past year.
- There is no 1996 or national data to use as a comparison since some of the questions used on the PRIDE survey were new in 1998.
- Over half of our youth (59.4%) have reported never smoking cigarettes. Between the ages of 10-13 almost a fourth (24.4%) of youth had smoked their first cigarette.

Tobacco Use Use by Grade



Source: PRIDE Survey

Tobacco Use Youth Who Use Tobacco Weekly



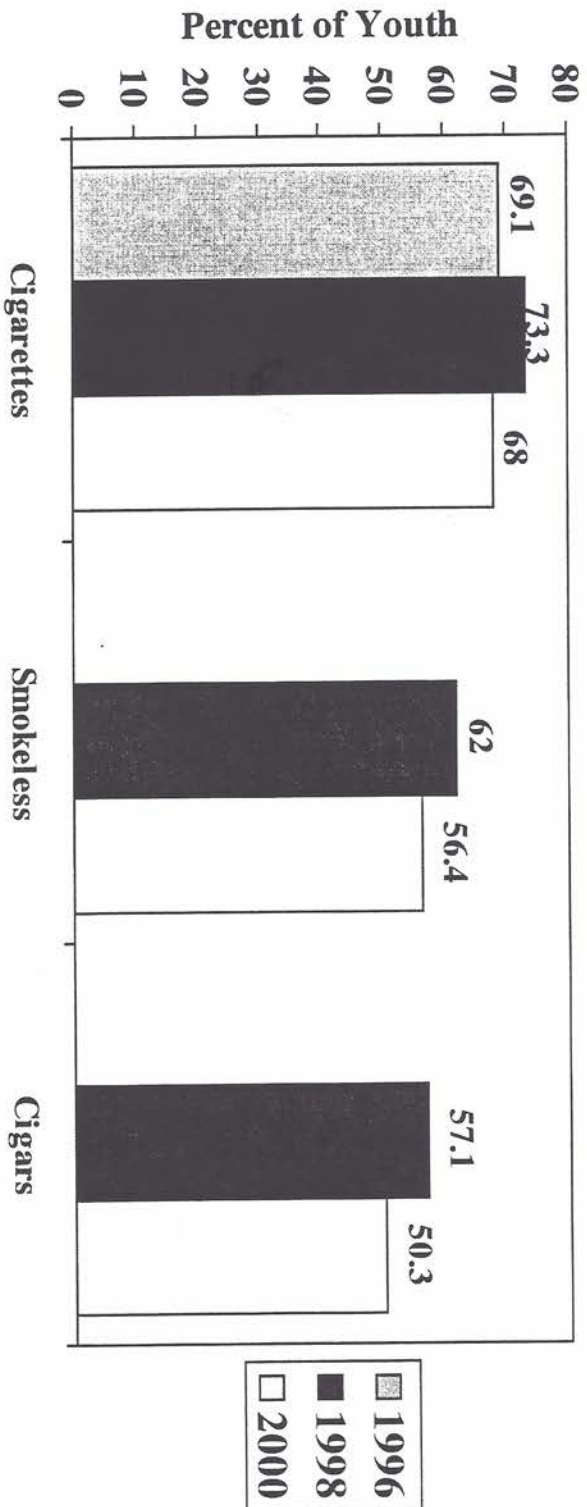
Source: PRIDE Survey

What the numbers and other information told us:

- More than one fourth (25.2%) use tobacco on a weekly basis, with cigarettes being the most popular.
- There is no 1996 or national data to compare to smokeless tobacco or cigar use, since these were new in 1998.
- Most youth use tobacco products on the weekends, except those who smoke cigarettes which are more likely to be used at a variety of times.
- Less than 2.2% of youth report using tobacco during school.

Tobacco Use

Youth Who Report it Fairly or Very Easy to Get Tobacco Products



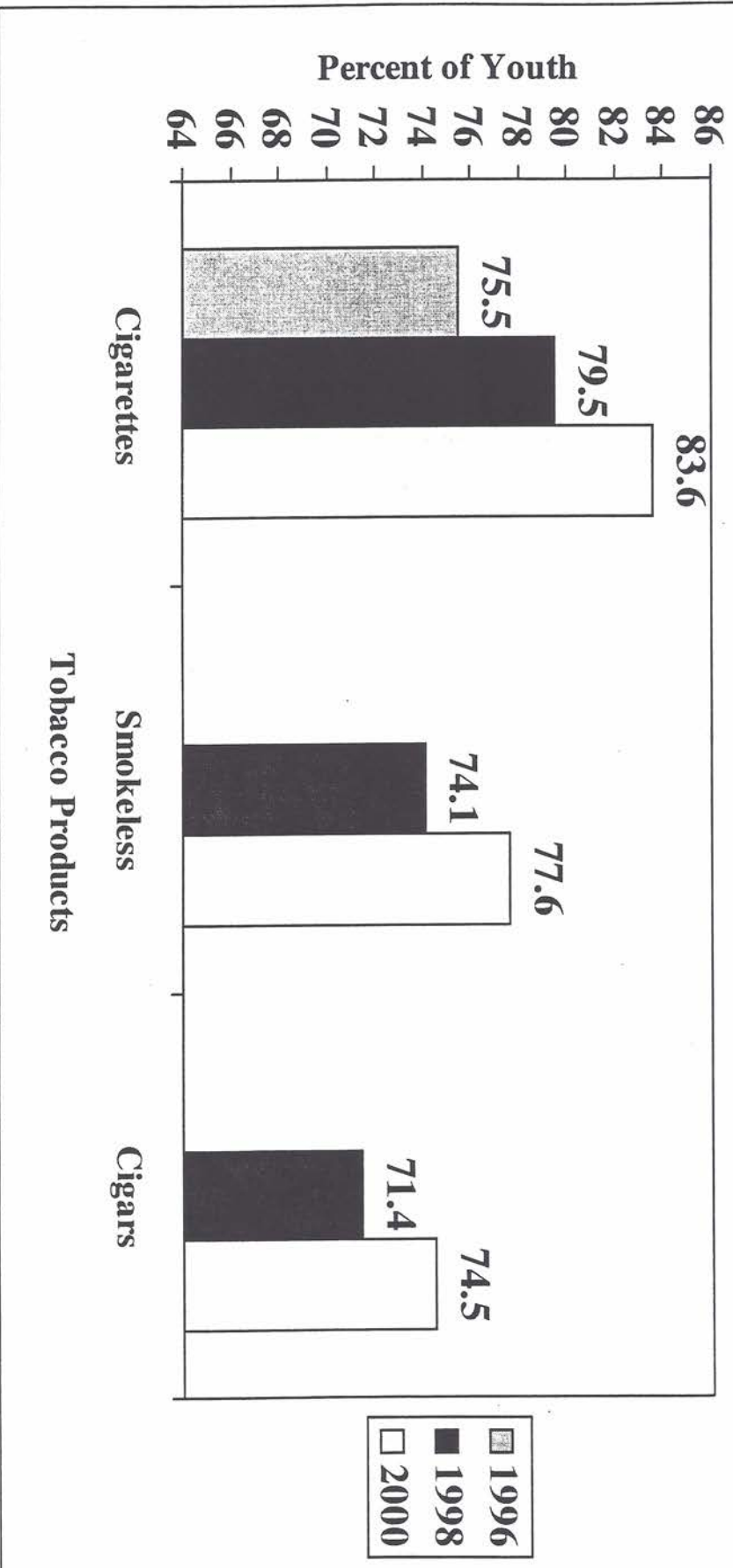
Source: PRIDE Survey

What the numbers and other information told us:

- All tobacco products are fairly or very easy for our youth to get, with cigarettes being the easiest to obtain (68%).
- There is no 1996 data for smokeless tobacco or cigars, since these were new questions on the PRIDE survey in 1998.

Tobacco Use

Youth Who Report it is Very Harmful or Harmful to Use Tobacco

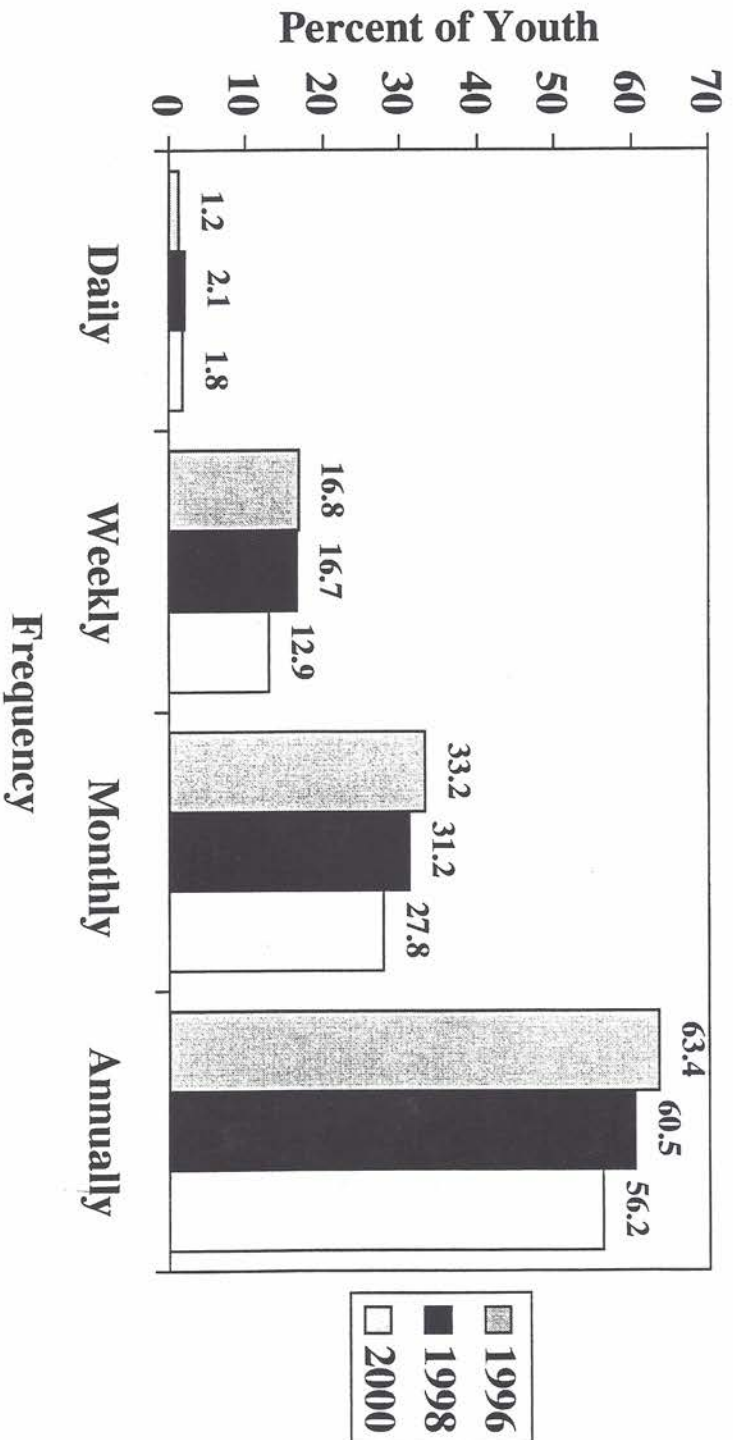


Source: PRIDE Survey

What the numbers and other information told us:

- Most youth report that tobacco products are harmful or very harmful to your health.
- 2.8% of youth in 2000 report that there is no harm in smoking cigarettes, which is down from 1996 and 1998 (3.7% and 3.5% respectively).
- There is no 1996 data for smokeless tobacco or cigars, since these were new questions on the PRIDE survey in 1998.

Alcohol Use Frequency of Alcohol Use

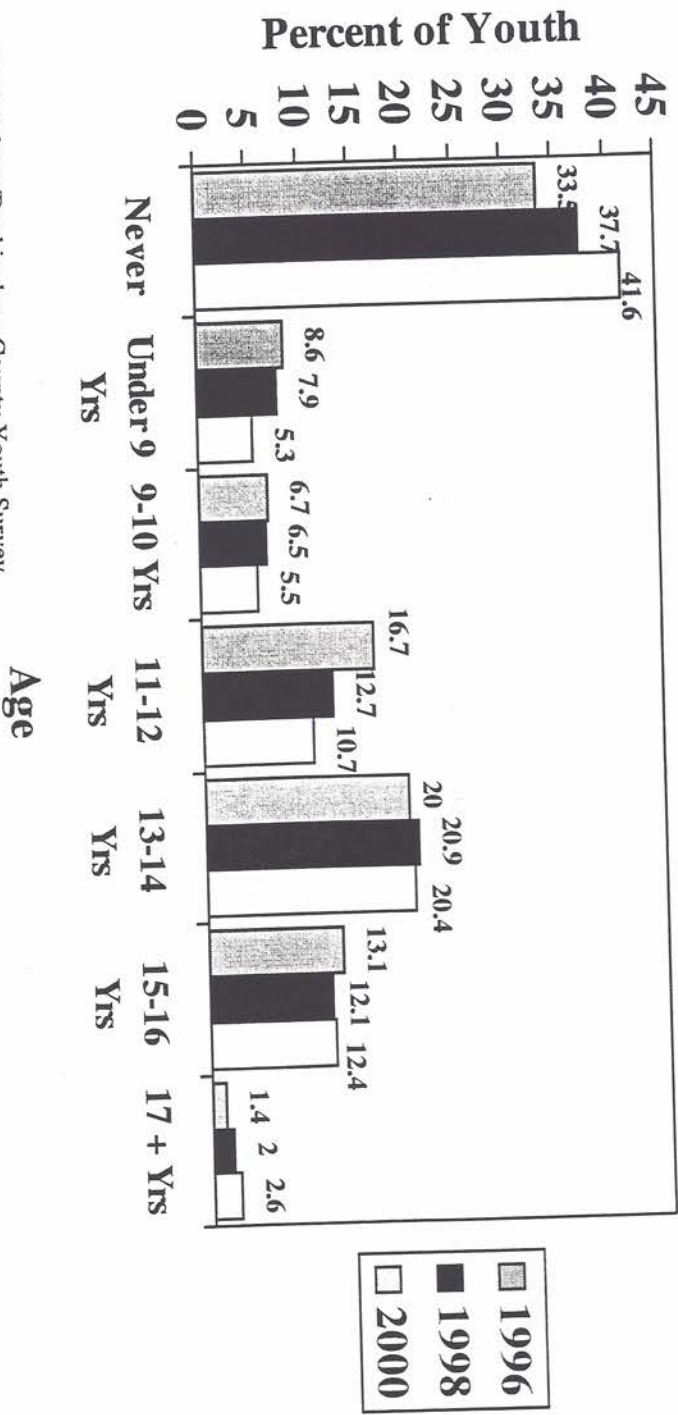


Source: PRIDE Survey

What the numbers and other information told us:

- More students drank beer (45.6%) than wine coolers(41.8%) and liquor (37.2%).
- The majority of Youth never drink alcohol in their homes (68.7%).
- The majority of youth drink on weekends(36.1%).

Alcohol Use Age at First Drink of Alcohol



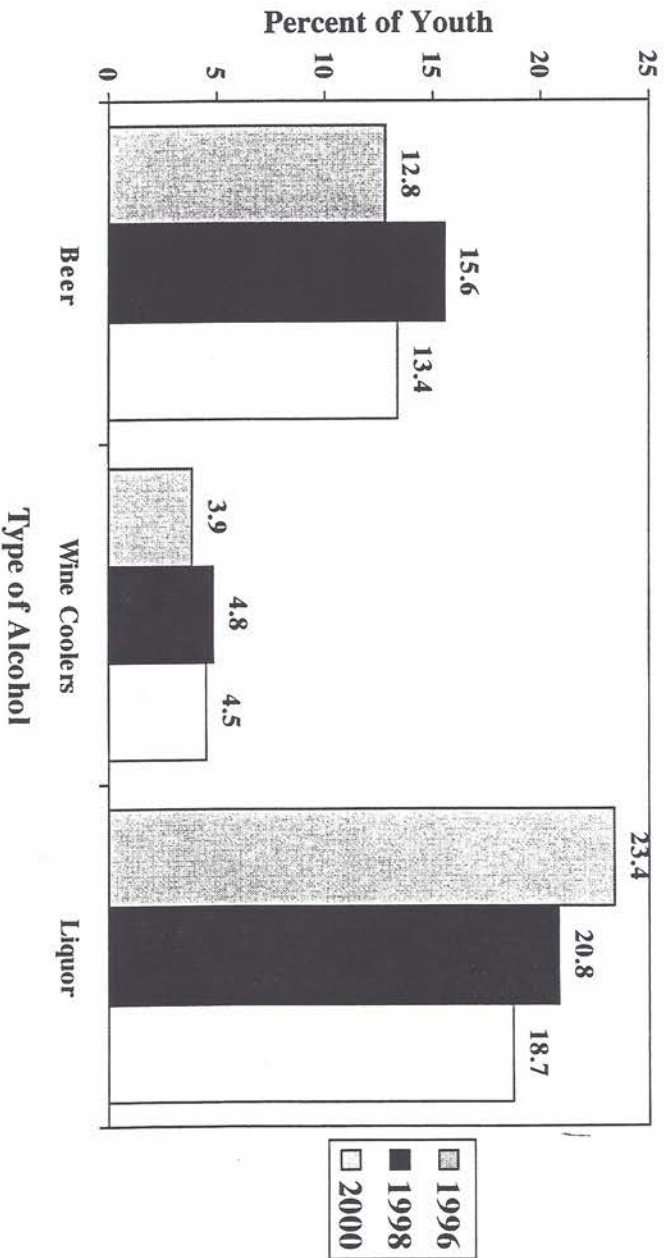
Source: Harrisonburg/Rockingham County Youth Survey

What the numbers and other information told us:

- More youth are abstaining with 41.6% never having tried alcohol, an increase from 1996 and 1998.
- Many of our youth, 43.5% tried alcohol for the first time between the ages of 11 and 16.

Alcohol Use

Youth Who Get Bombed or Very High When Using Alcohol



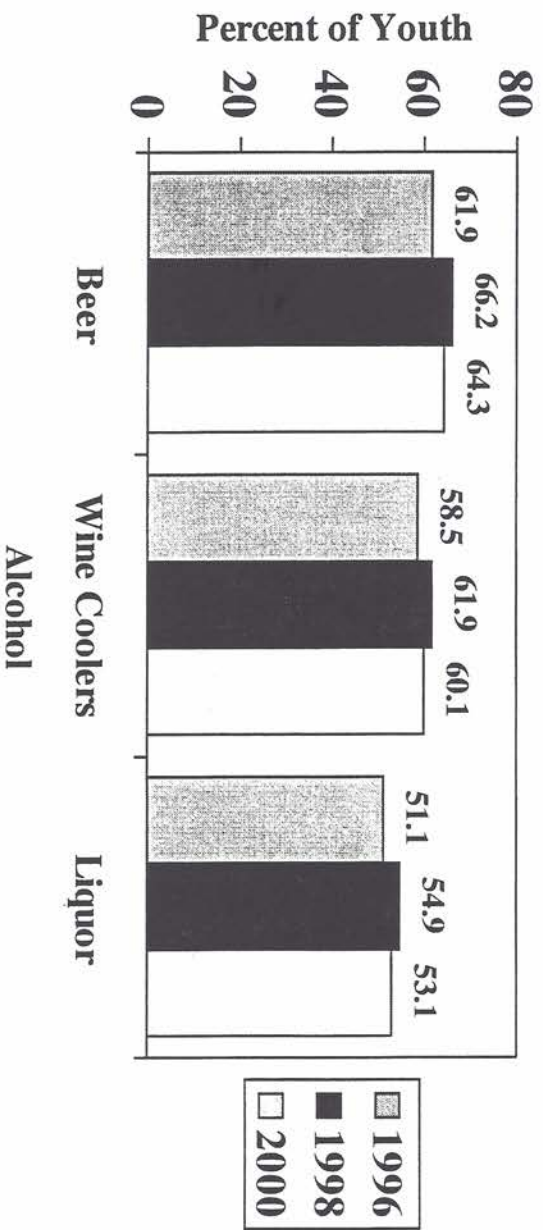
Source: PRIDE Survey

What the numbers and other information told us:

- When youth drink liquor, they are more likely to get bombed or very high (18.7%) than when drinking beer (13.4%) or wine coolers (4.5%).
- Less youth in 2000 (13.4%) got bombed or very high when drinking beer than in 1998 (15.6%).

Alcohol Use

Youth Who Report it is Fairly Easy or Very Easy to Get Alcohol



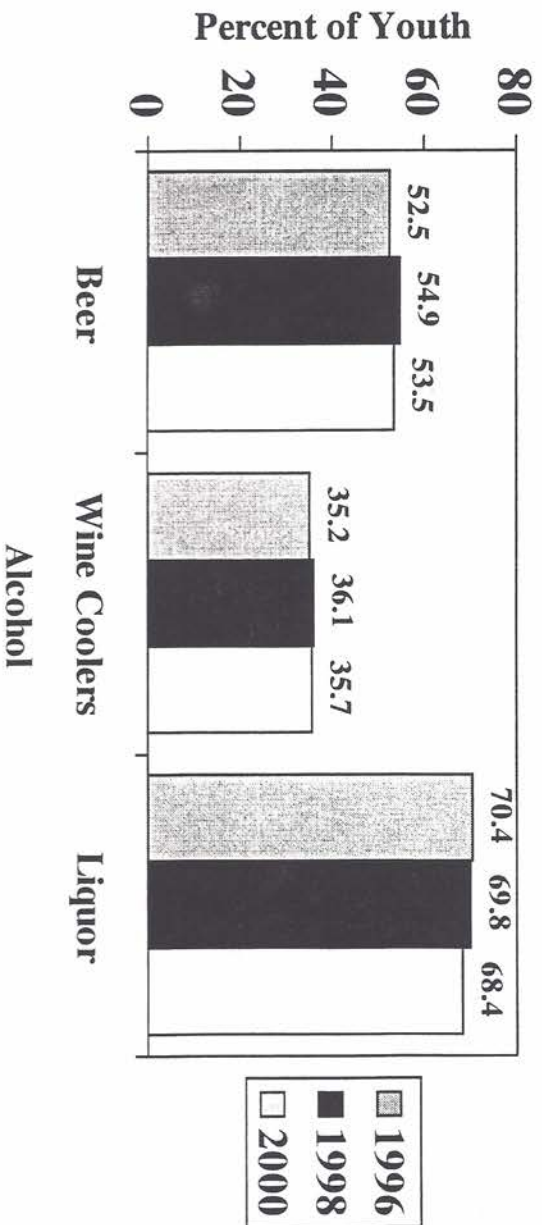
Source: PRIDE Survey

What our numbers or other information told us:

- Many youth report that alcohol is easy to get.
- Beer is the easiest alcoholic beverage for youth to get (64.3%) over wine coolers(60.1%) and liquor(53.1%).

Alcohol Use

Youth Who Report it is Harmful or Very Harmful to Use Alcohol



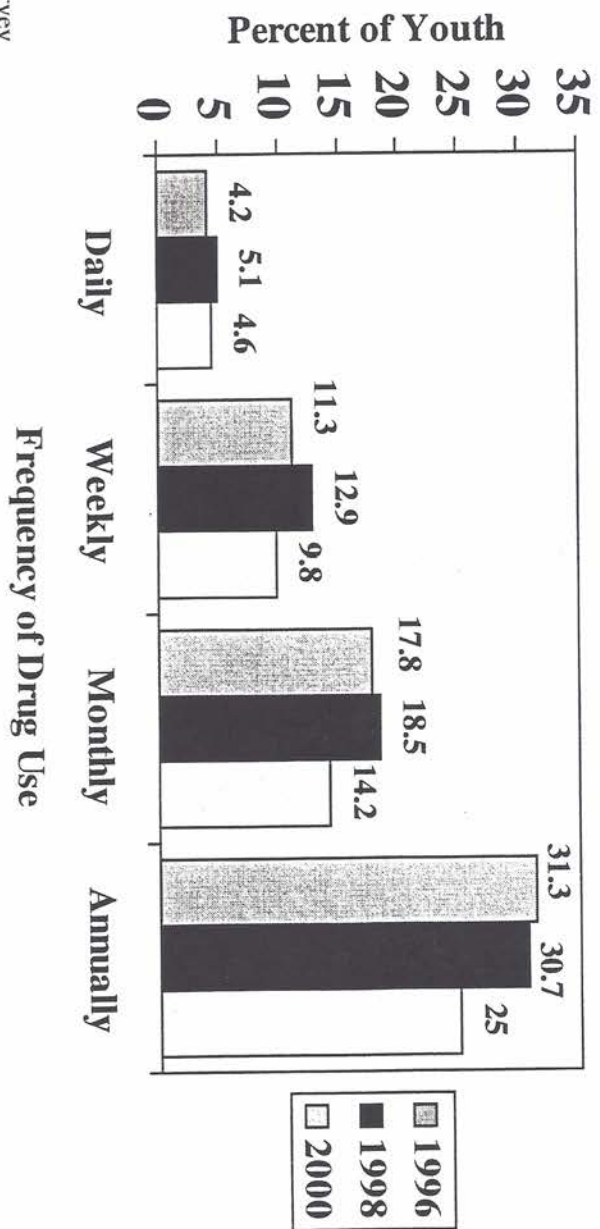
Source: PRIDE Survey

What the numbers and other information told us:

- Many youth report that beer (53.5%) and liquor (68.4%) are harmful or very harmful to your health, yet few youth report the same for wine coolers (35.7%).
- Youth reports of the harmful effects are similar from 1996 through 2000.

Drug Use

Frequency of Illicit Drug Use

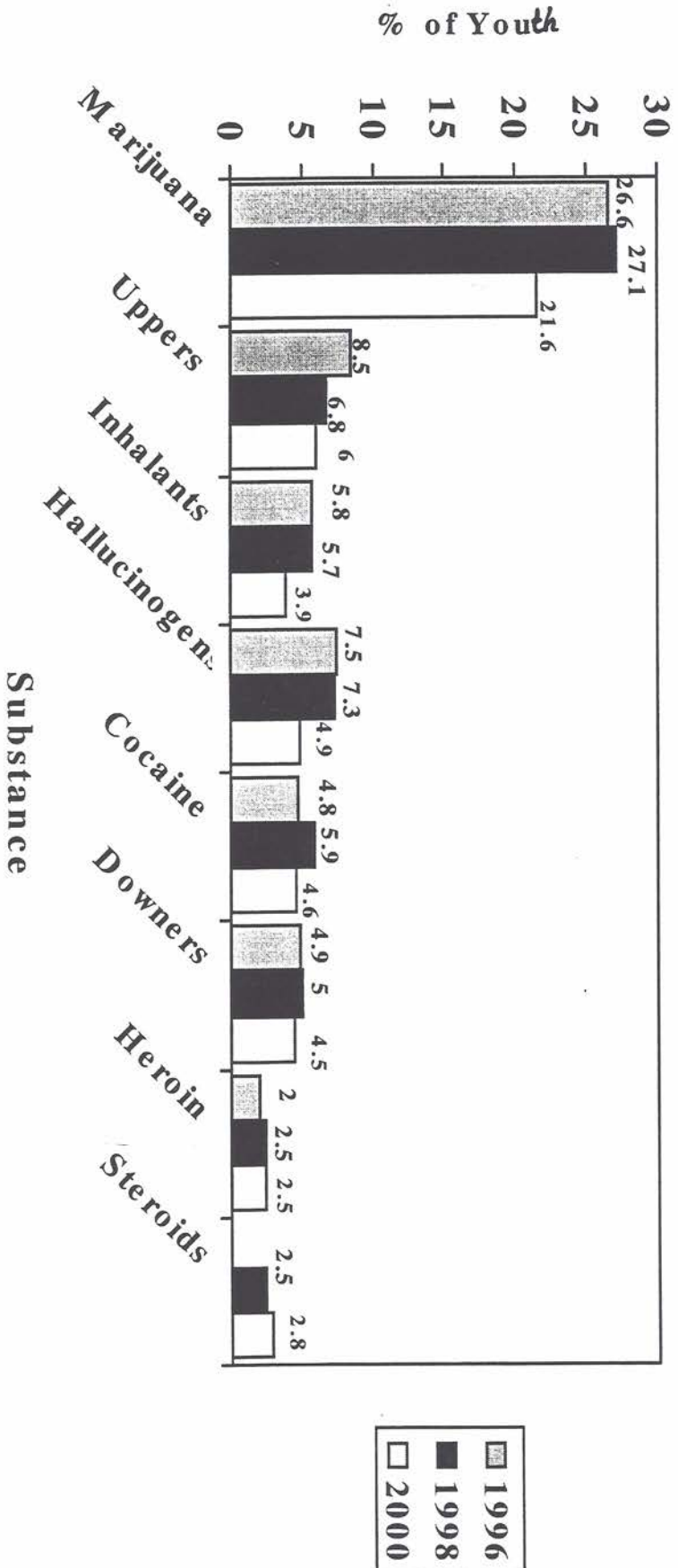


Source: PRIDE Survey

What our numbers and other information told us:

- One fourth of all youth report that several or most of their friends smoke marijuana, while 5% or less report their friends using other types of illicit drugs.
- Youth use drugs most often on the weekends, followed by week nights. Except steroids, which youth are more likely to use at all items.
- Few youth (1.7% or less) report using drugs during school hours.

Drug Use Youth Who Use Drugs



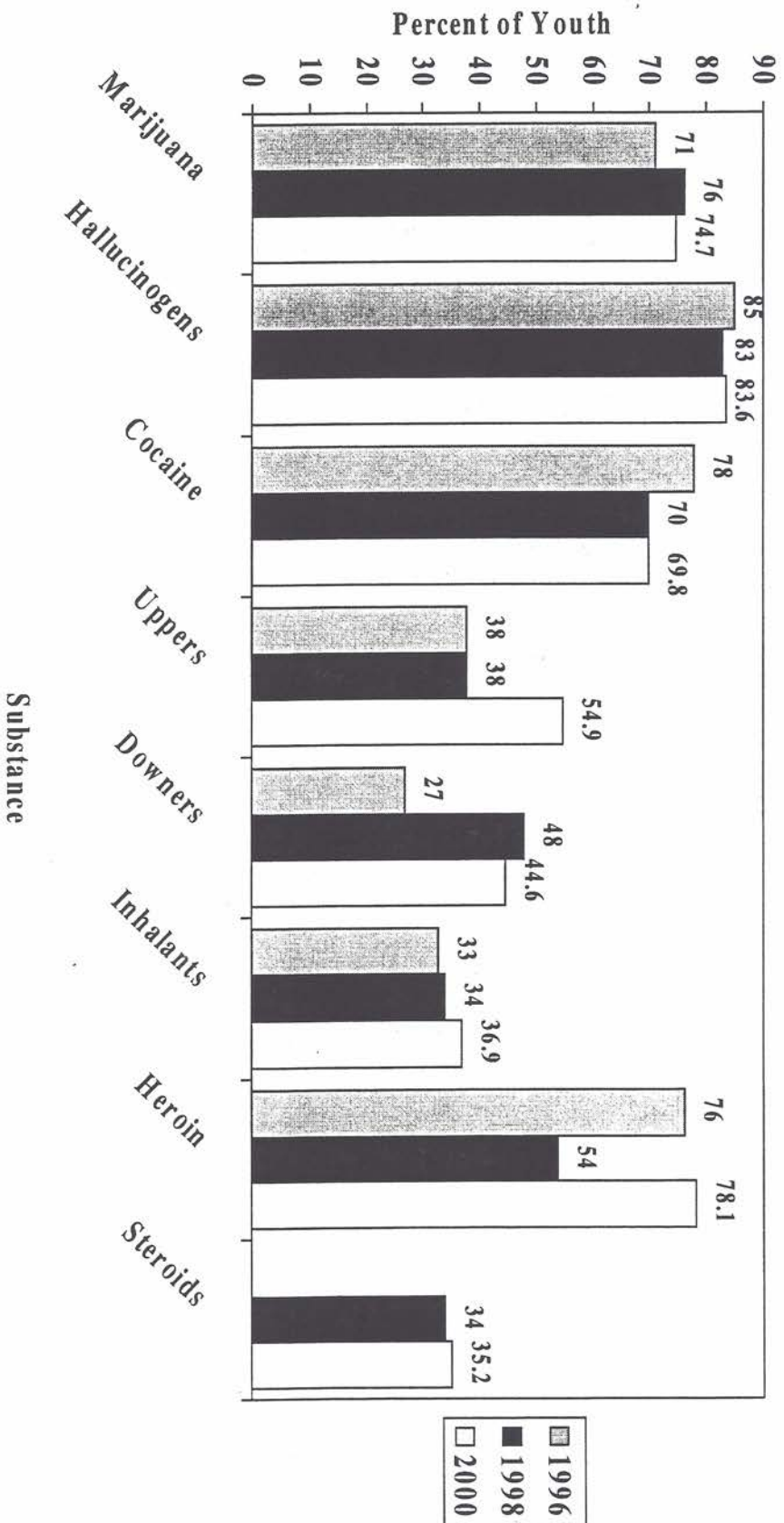
Source: PRIDE Survey

What the numbers and other information told us:

- Youth report a higher annual usage of marijuana (21.6%) and cocaine(4.6%) than youth nation wide(19.9% and 3.7% respectively; 1999-2000 National PRIDE Survey).
- Steroids represent a new question on the 1998 PRIDE Survey, therefore there is no 1996 data.

Drug Use

Youth Who Get Bombed or Very High When Using Drugs



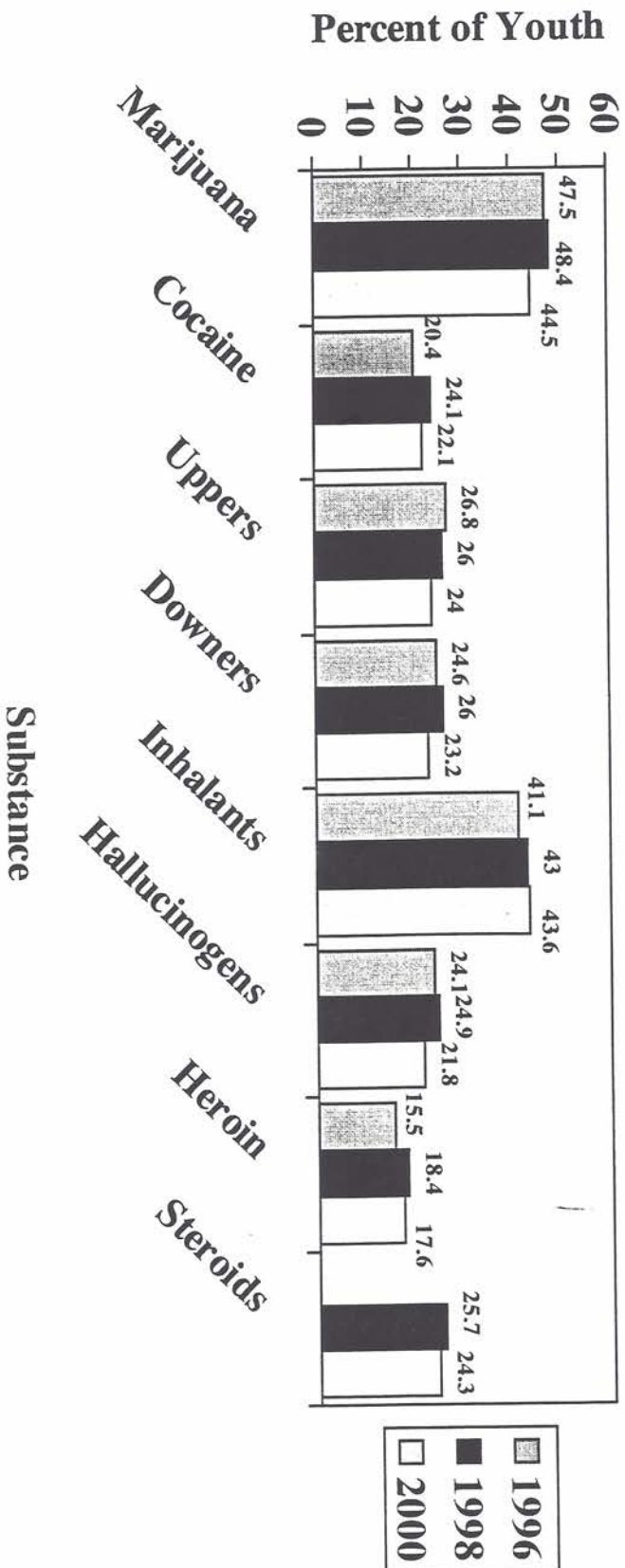
Source: PRIDE Survey

What the numbers and other information told us:

- Youth who use marijuana (74.6%), hallucinogens (83.6%) and cocaine (69.8%) and heroin (78.1%) are more likely to get bombed or very high.
- Roughly half of the youth using uppers or downers report getting bombed or very high.
- More than a third of youth using inhalants or steroids report getting bombed or very high.

Drug Use

Youth Who Report it is Very Easy of Fairly Easy to Get Drugs



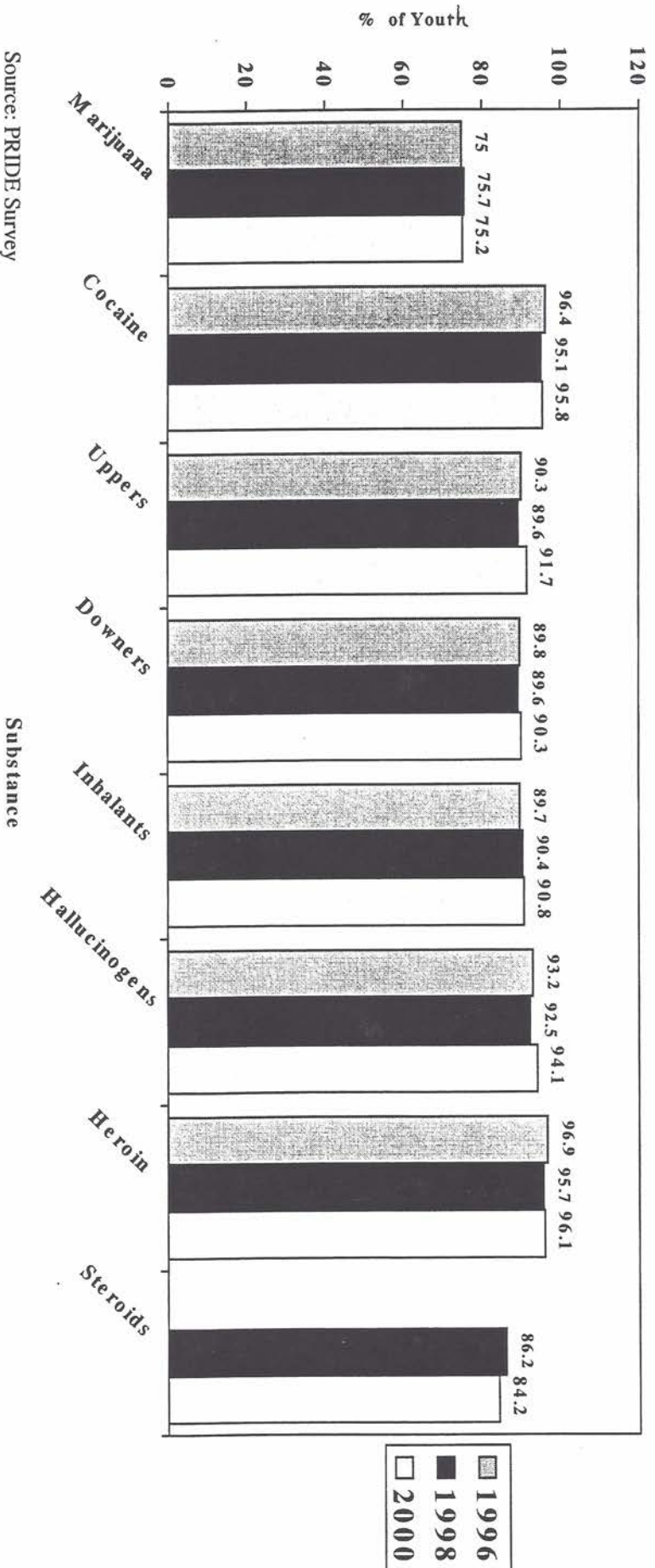
Source: PRIDE Survey

What the numbers and other information told us:

- Youth report that the easiest drugs for them to get are marijuana(44.5%) and inhalants(43.6%).
- One fourth of youth report that it is very easy or fairly easy to get cocaine, uppers, downers, hallucinogens and steroids.
- 1998 is the first year that steroids were added to the PRIDE Survey, therefore there is no 1996 data.

Drug Use

Youth Who Report it Very Harmful or Harmful to Use Drugs



What the numbers and other information told us:

- The majority of youth report that all illicit drugs are harmful or very harmful to your health.
- 75.2% of youth report that marijuana is less harmful than all other drugs.

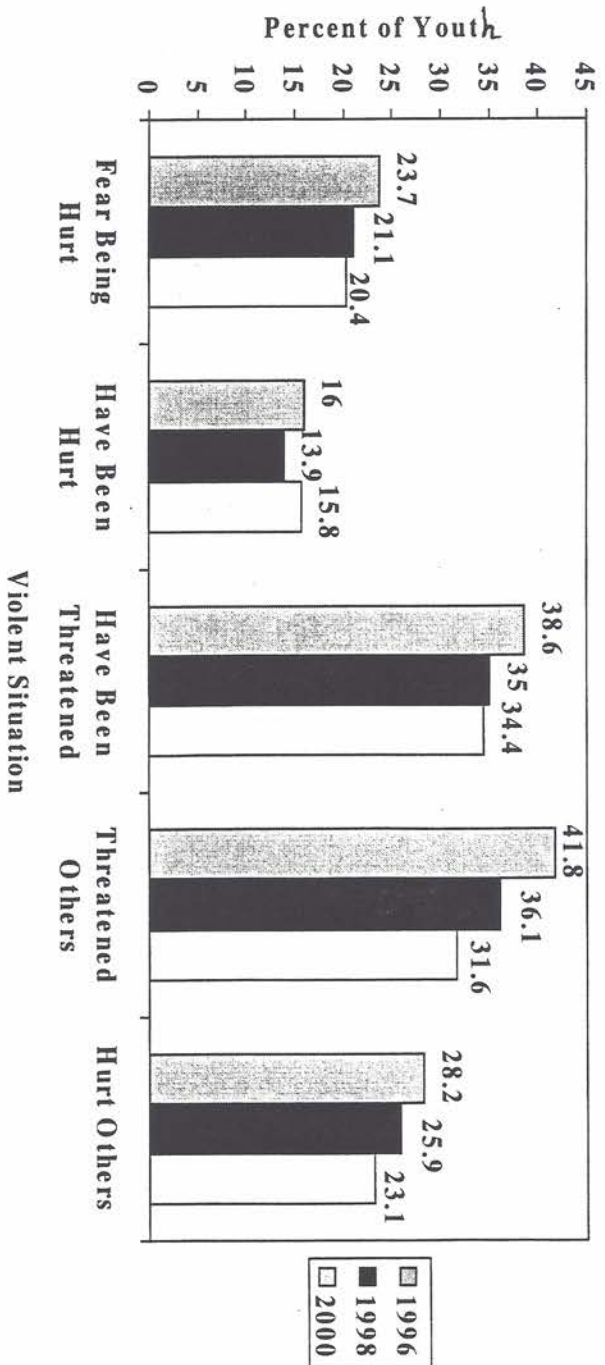
Youth nationwide who use illicit drugs:

PRIDE	Daily	Weekly	Monthly	Annually
1996	5.2%	12.5%	18.3%	29.5%
1998	5.0%	11.8%	17.1%	28.7%
2000	4.4%	9.6%	13.9%	23.6%

Source: Pride National Survey

Violence

Youth Who Report Violence at School Without a Weapon



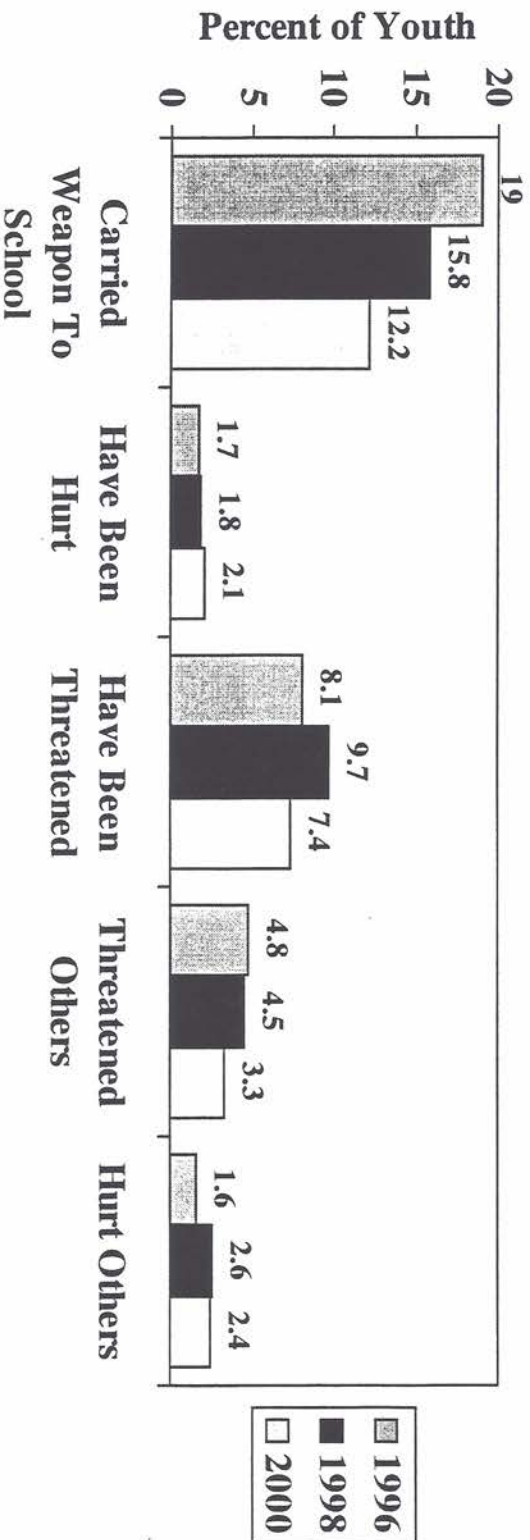
Source: PRIDE Survey

What the numbers and other information told us:

- Most violent situations without weapons in school have decreased from 1996 to 2000.
- 5.2% of youth have threatened a teacher, a decrease from 1998 at 7.4%.
- 10% of youth have threatened their parent or guardian.
- 18.1% of youth report getting in trouble with police.
- Of youth exhibiting threatening behavior, 51.8% report using liquor, 33.8% report using marijuana, 8.6% report using inhalants, and 9% report using cocaine.
- Since 1997, Rockingham County Schools have participated with the Sheriff's Office in a "Community Policing Partnership." The primary feature of this partnership is the acquisition of state and federal funds to place School Resource Officers in each of the middle and high schools.

Violence

Youth Who Report Violence At School With A Weapon



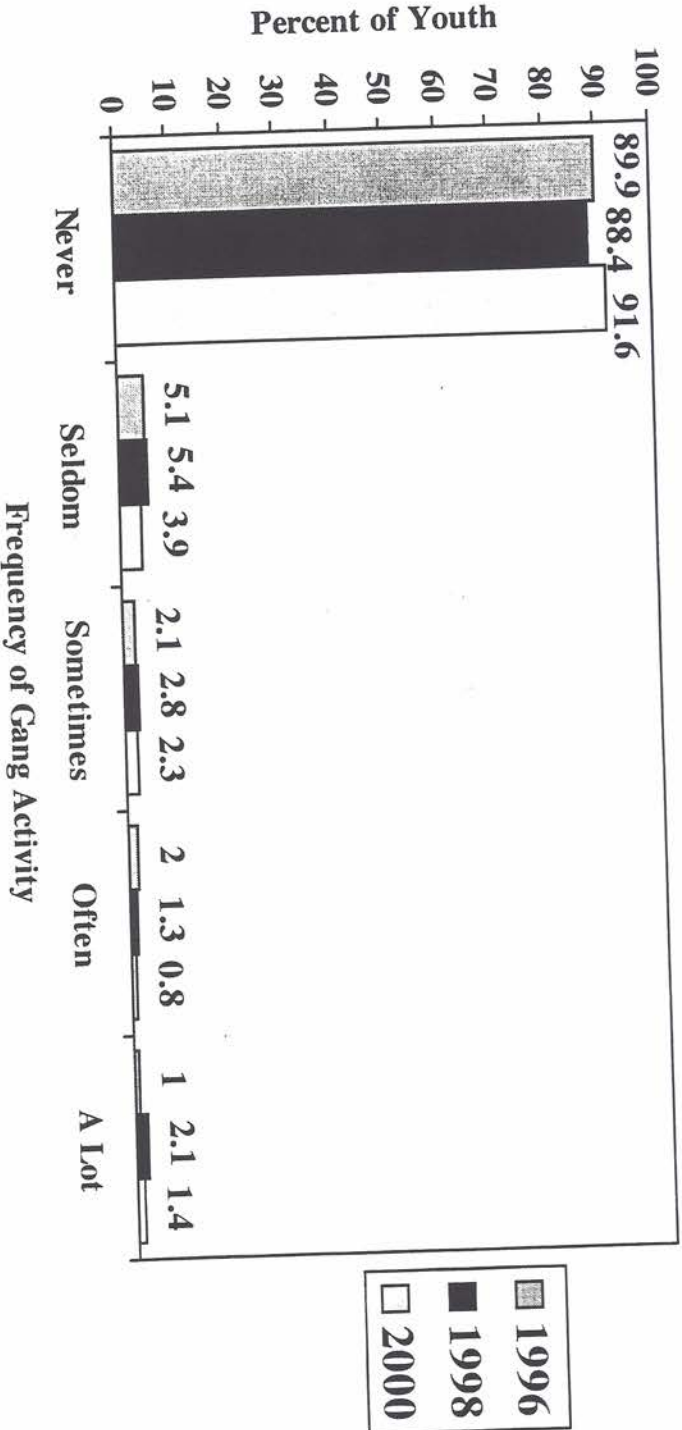
Source: PRIDE Survey

What the numbers and other information told us:

- Most violent situations with a weapon have decreased from 1996 to 2000.
- Less youth carried weapons (knife, club, other weapon) to school in 2000 (12.2%) than in 1998 (15.8%).
- 1.7% of youth carry a gun to school, a decrease from 1998 (2.4%).
- Youth who carry guns to school report using cocaine (41.7%), inhalants (37.5%), marijuana (66.7%), and inhalants (82.6%).

Violence

Youth Participation in Gang Activity



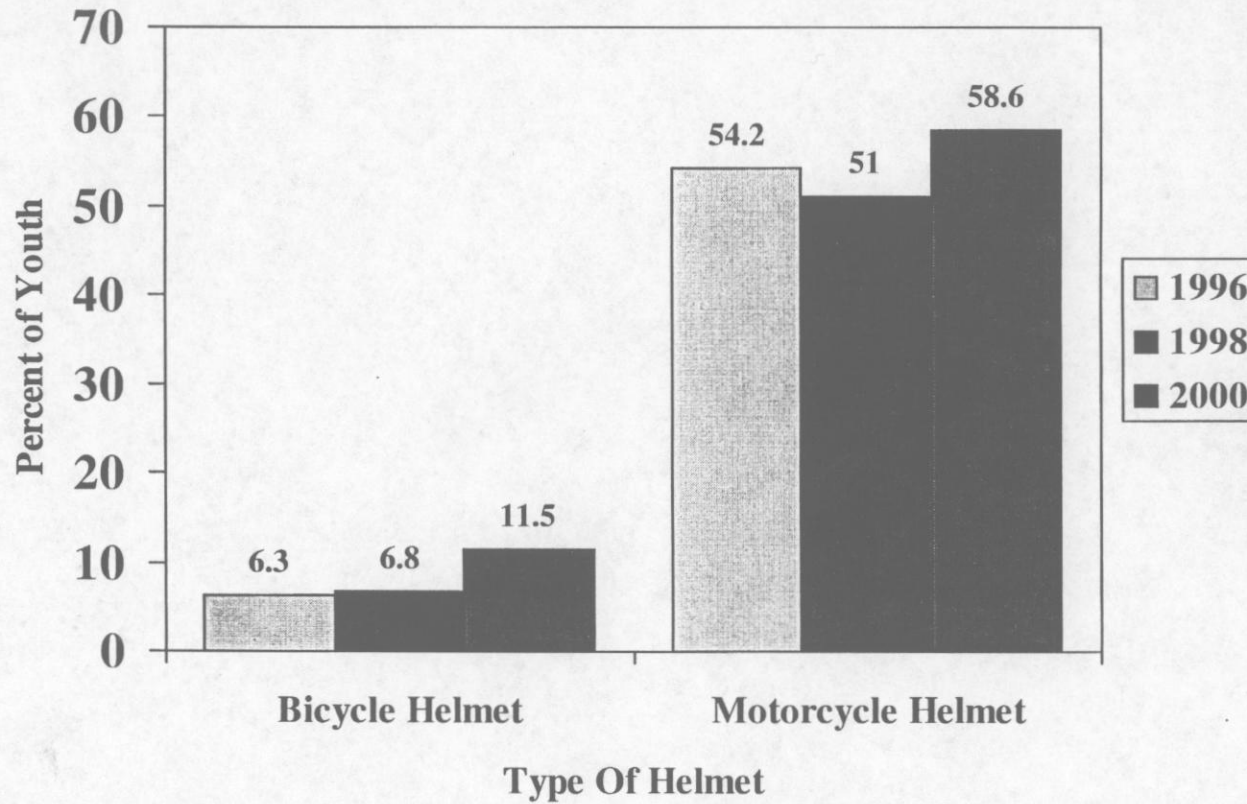
Source: PRIDE Survey

What our numbers and other information told us:

- Most youth (91.6%) have never participated in gang activities.
- Youth who are in a gang report using liquor(61.1%), marijuana(52.6%), inhalants(20.9%) and cocaine(29.3%).
- When asked how to define a gang, youth responded: 64.5% as involved in a harmful or negative behavior, 6.9% as living in the same neighborhood, 2.6% as hanging out on a corner wearing the same clothes, .5% as being on a sports team, and 22.6% thought that all of the above defined a gang.
- 60.9% of youth report that there are gangs in their school, neighborhood and community.

Safety

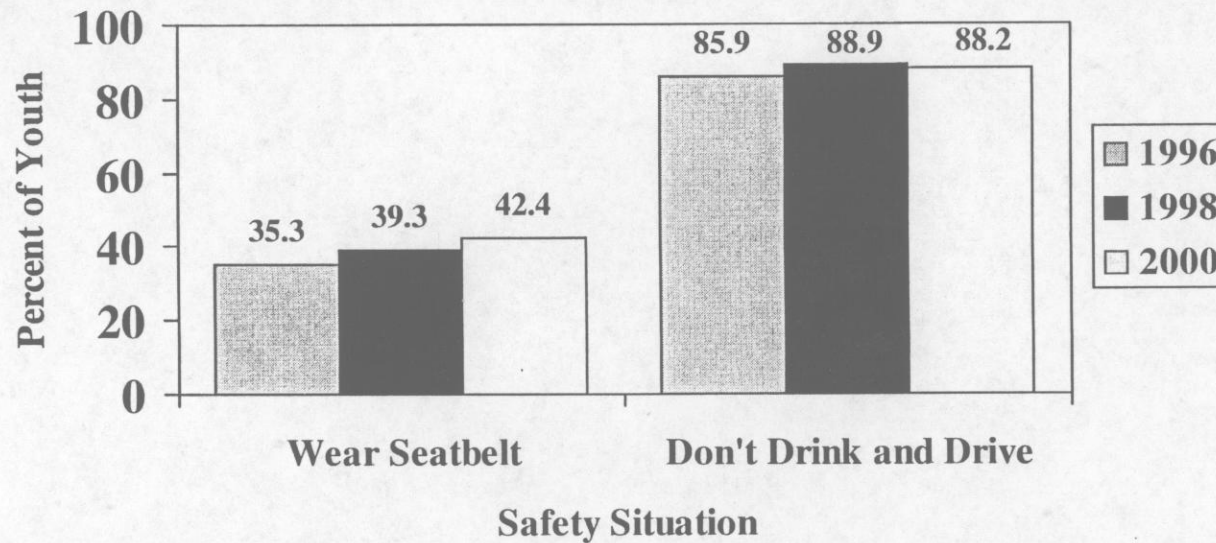
Youth Who Wear Helmets When Riding



Source: Harrisonburg/Rockingham County Youth Survey

Safety

Youth Who Always Wear Seatbelts and Never Drink and Drive



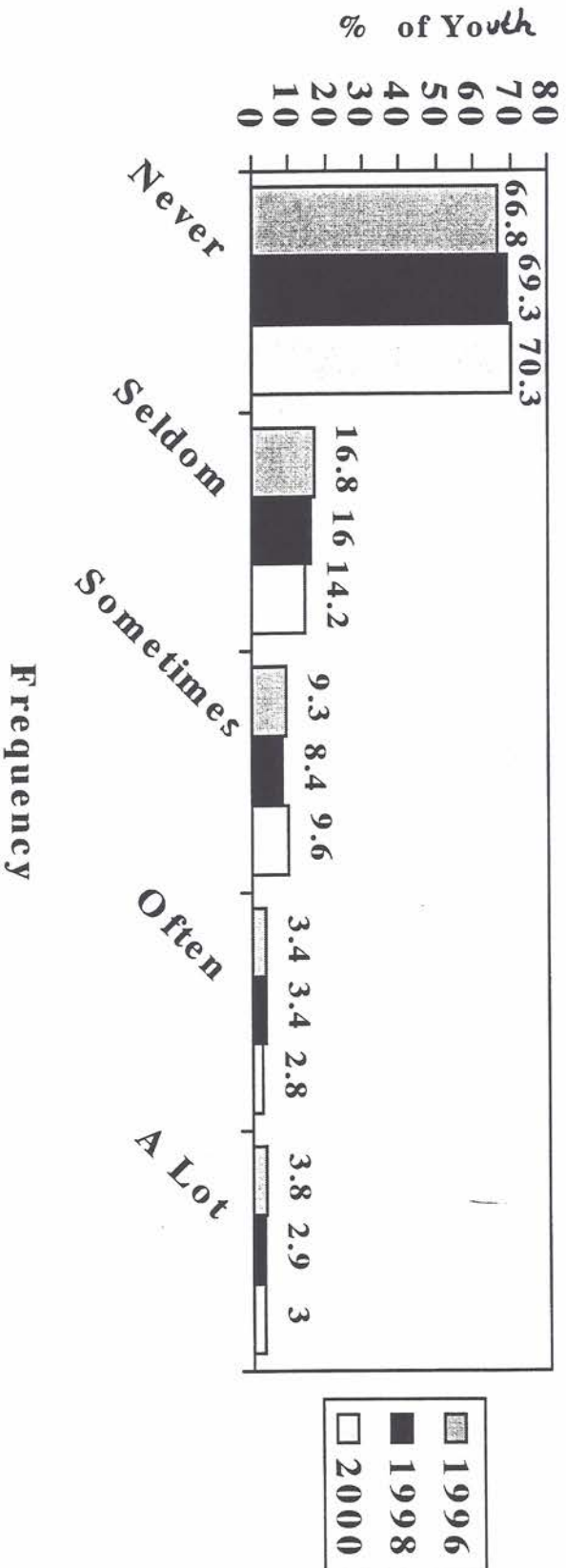
Source: Harrisonburg/Rockingham County Youth Survey

What our numbers and other information told us:

- Most youth report never drinking and driving (88.2%).
- At least once a month, 4.5% of youth report drinking and driving.
- Less than half of youth (42.4%) report wearing seatbelts.

Mental Health

Youth Who Have Thought About Suicide



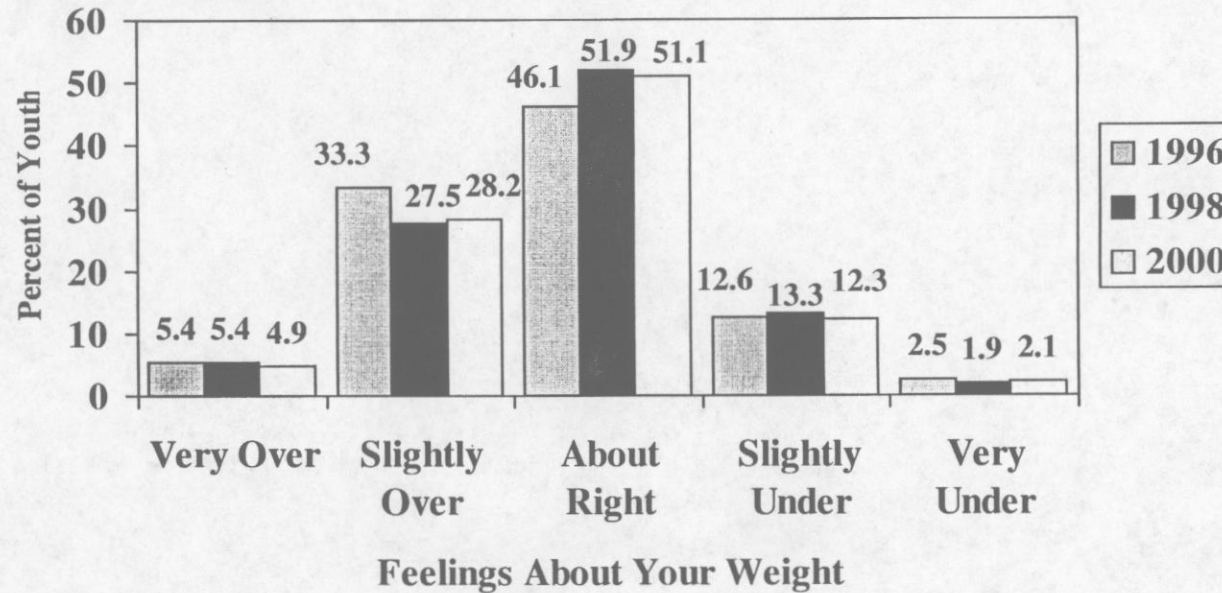
Source: PRIDE Survey

What the numbers and other information told us:

- 29.6% of youth have considered committing suicide.
- 15.5% have seriously considered suicide, more than 1998 (14.7%, Source: Harrisonburg/Rockingham County Youth Survey).
- Youth who think about suicide often or a lot have reported using liquor (59.8%), marijuana (42.2%), inhalants(14.6%), and cocaine (14.1%).

Health

Self-Report of Weight



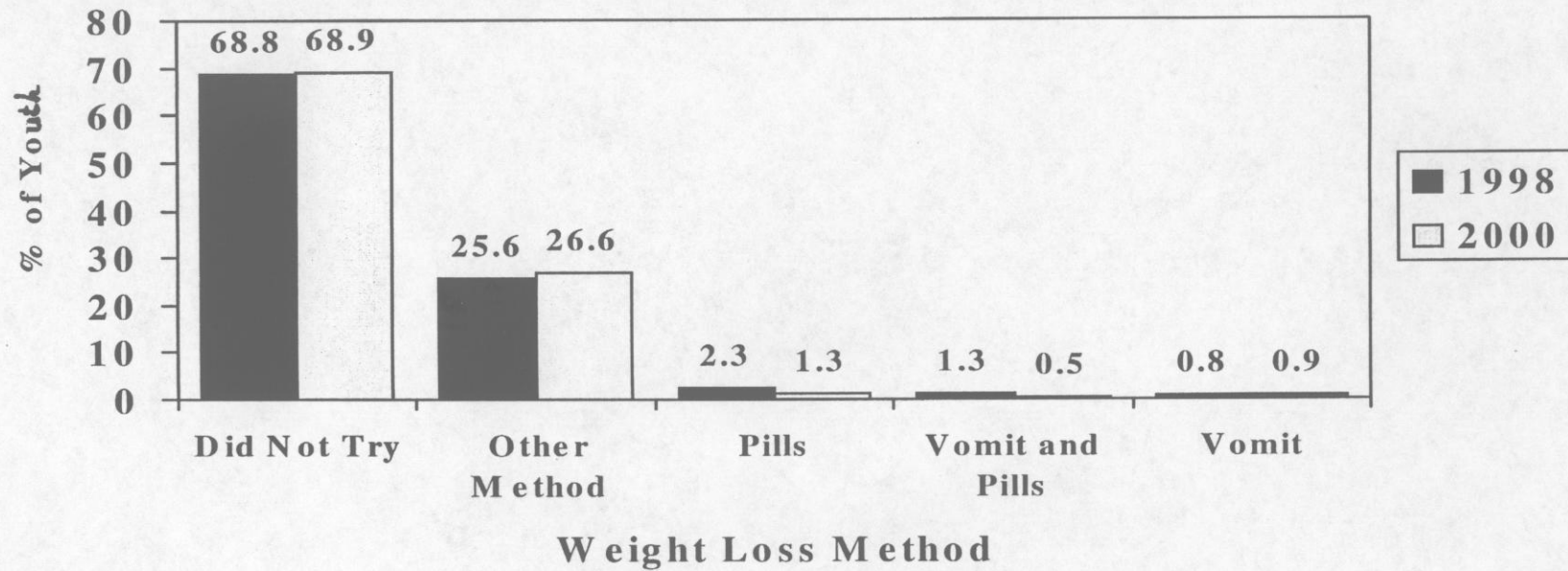
Source: Harrisonburg/Rockingham County Youth Survey

What the numbers and other information told us:

- Over half (51.1%) of youth report that their weight is about right.
- In a day, 43.9% of youth report that they did not eat cooked vegetables and 51.7% report that they did not eat green salad.
- 16.4-23.1% of youth eat two or more of the following foods a day: hamburgers, hot dogs, sausages, french fries, chips, cookies, donuts, pies or cakes.

Health

Weight Loss Methods



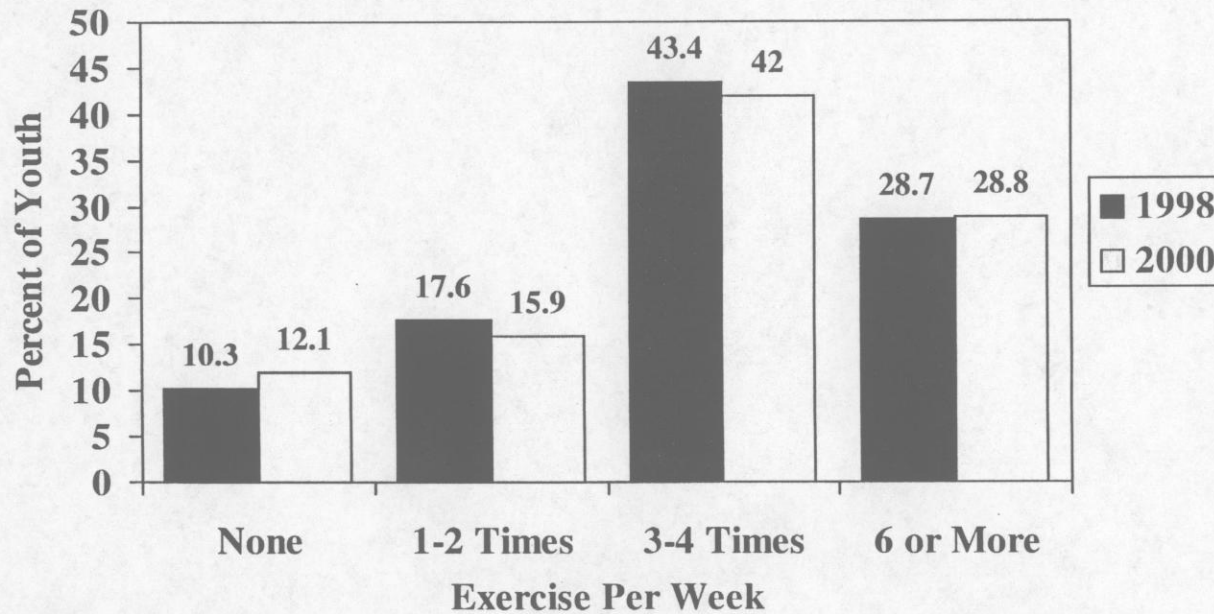
Source: Harrisonburg/Rockingham County Youth Survey

What the numbers and other information told us:

- 68.9% of youth are not actively trying to lose weight or keep from gaining weight.
- 2.7% of our youth use diet pills, vomiting or a combination of both to lose weight or to keep from gaining weight.

Health

Youth Who Exercise



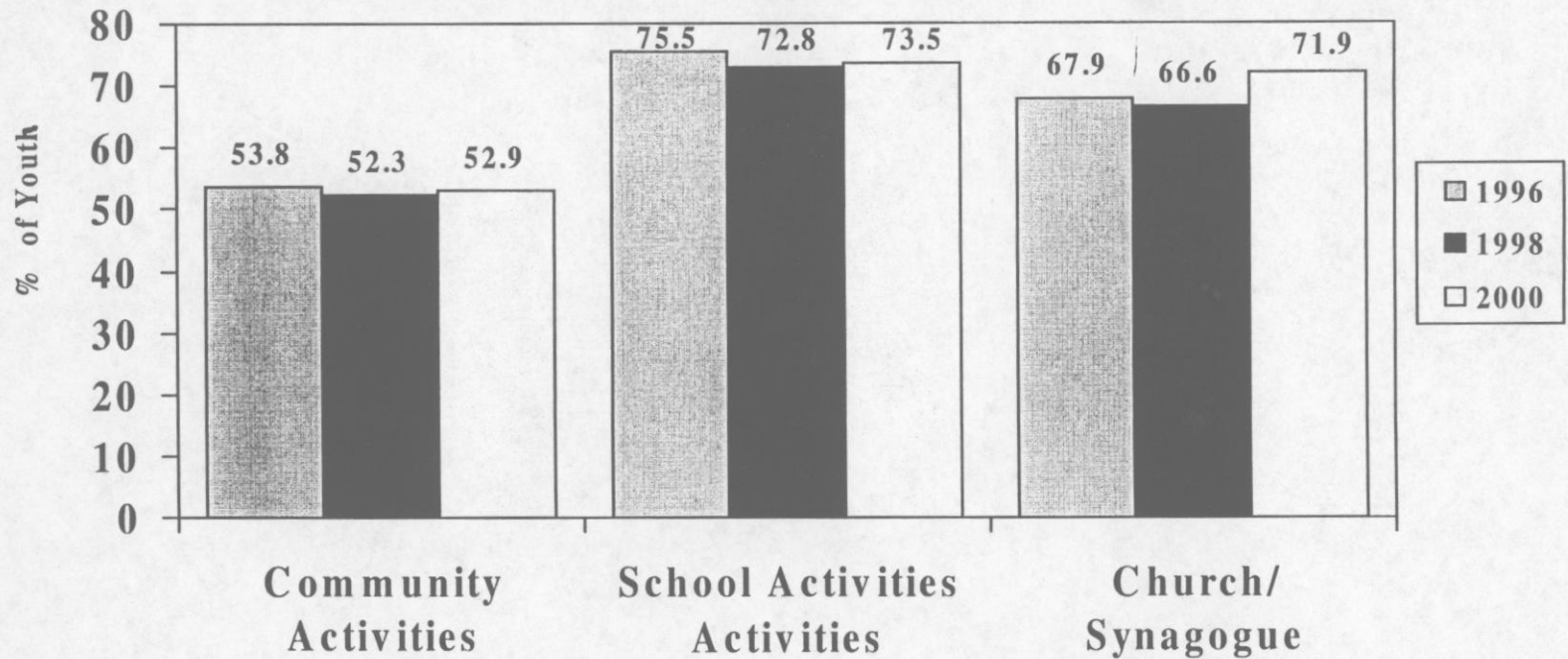
Source: Harrisonburg/Rockingham County Youth Survey

What the numbers and other information told us:

- 70.8% of our youth exercise 3 or more times a week.
- In general, less youth are exercising now than in 1998.

Health

Youth Who Participate Sometimes, Often Or A Lot in Activities



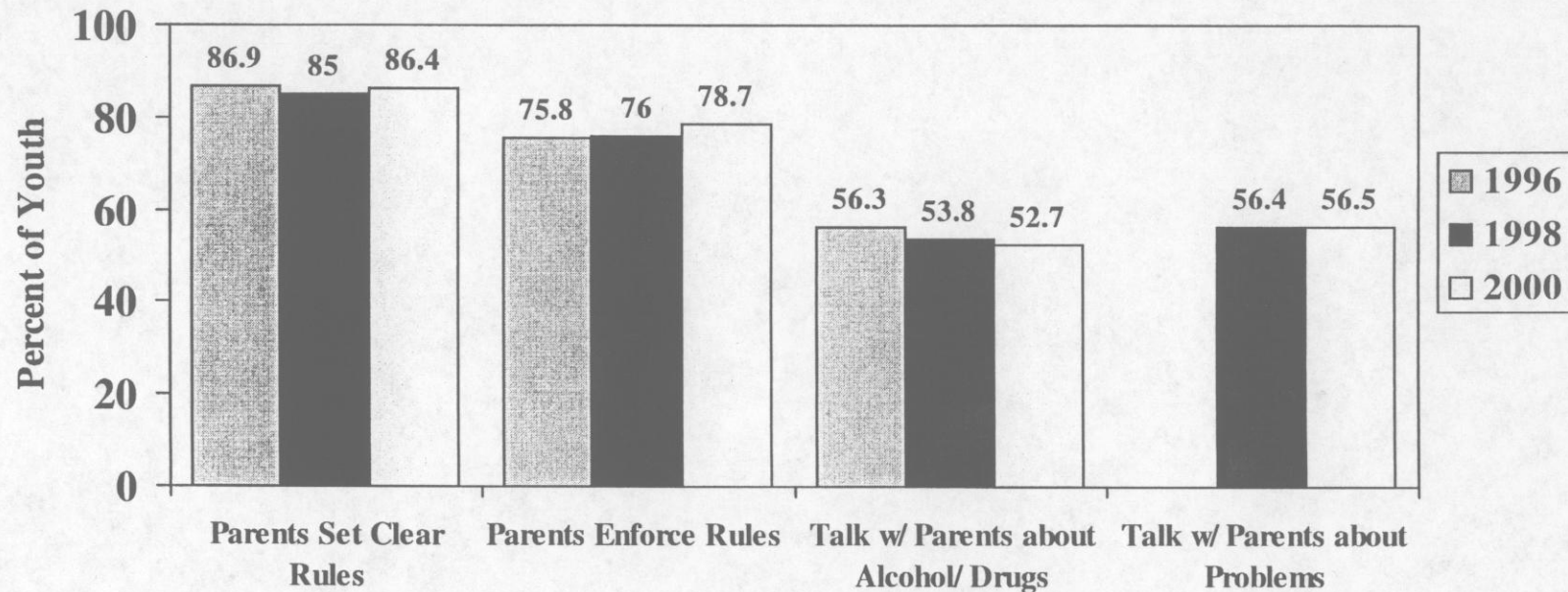
Source: PRIDE Survey

What the numbers and other information told us:

•Most youth are likely to participate in school activities (73.5%), such as team sports, band and clubs, followed by attending church/synagogue (71.9%) and community activities(52.9%) such as scouts, recreation teams, and youth clubs.

Health

Parents Who Sometimes, Often or A Lot Set and Enforce Rules And Talk With Their Children About Drugs, Alcohol, or Problems



Parental Involvement

Source: PRIDE Survey

What the numbers and other information told us:

86.4% of youth's parents set clear rules sometimes, often or a lot, yet only 78.7% enforce rules.

More than half of the youths parents (52.7%) talk with their children sometimes, often or a lot about the problems of alcohol and drugs.

56.5% of youth talk with their parents sometimes, often, or a lot about their problems.

No 1996 data is available since the question was new in the 1998 survey.

Supporting Data

Parental Information

Reported by Youth

Parent's Employment Status

	Full-Time	Part-Time	Not Employed
Father	92.7%	3.4%	3.9%
Mother	67.1%	18.4%	14.5%

Educational Level of Parents

	No High School Degree	High School Graduate	College Graduate
Father	14.2%	29.6%	42.3%
Mother	10%	29.7%	45.4%

Source: Harrisonburg/Rockingham County Youth Survey

Concerns of Area Youth

What are the youth of our community concerned about? In the fall of 2001, the Office on Children and Youth conducted an informal survey with 85 area teens. The students were asked to write down one issue they were concerned about in their school or community. Here's what they had to say:

- A large number of the teens (38%) were concerned with the lack of recreational opportunities available in the community. Responses included:
 - "Lack of stuff to do"
 - "We need more places to hang out"
 - "Things to keep teens out of trouble"
 - "Lack of interesting, fun activities and places for teens to hang out"
 - "Lack of inexpensive fun things to do"
 - "We need at Teen Center"
 - "We need more teen dance clubs"
 - "We need something to do like an ice skating rink and a hockey league"
 - "We need more parks—places to go and be outdoors"
 - "We need a hang out place with a game room, pool tables, and stuff to do"
- Many teens (26%) were concerned with the use of alcohol, drugs, and tobacco products by teens in the community. Typical concerns included:
 - "Teenage drug use"
 - "Drug and cigarette addictions in our community"
 - "Increasing number of high-school students addicted to cigarettes and marijuana"
 - "Underage drinking"
- Other community-wide concerns included:
 - "The increased amount of teen pregnancies"
 - "Terrorist attacks and getting involved in a war"
 - "Crime"
 - "Safety of our neighborhoods"
 - "Too many stop lights"
 - "Starving people and children without money for food, medicine, and clothing"
 - "The way older people treat and respect youth"
 - "Lack of Culture in Harrisonburg"
 - "Dress codes in school have taken away our freedom of expression"
 - "The growth of racism in Harrisonburg focused on Hispanic individuals"
 - "Peer pressure"
 - "Environmental problems and the lack of recycling"
 - "Sexual assault"
 - "Child abuse"
 - "We need a confidential place for teens to go regarding their health"
 - "Lack of youth representation in policy or law making"
 - "Lack of morals"
 - "Not being accepted"
 - "So many conservatives"

Youth Council Survey

At the 2000 Teen Health Fair held at area high schools, the Youth Council distributed a survey. The Youth Council is a group of teens with representatives from all the area high schools, organized by the Office on Children and Youth, that represents and discusses the needs of youth in the community. The Youth Council wanted to know what was going on with youth to better represent them. Below are the results.

Returned surveys: 364
Plan to graduate: 357 (98%)

How often do you feel stressed out?

Feels stressed	Total
always	7%
often	27%
occasionally	41%
very rarely	21%
never	4%

Some reasons people felt stressed: school, homework, teachers, parents, family, friends, boyfriends/girlfriends, sports, everything, future, work, life.

How often do you feel depressed?

Feels depressed	Total
always	2%
often	8%
occasionally	30%
very rarely	48%
never	10%

Do you feel supported by parents and other adults?

Supported by	Total
parents	82%
adults	85%

Which adults do you feel supported by?

Adults	Total
teachers	49%
family	73%
friends	76%
coaches	33%
church/clergy	37%
neighbors	29%

What activities would you like more of in your school or community?

Sports: karate, lacrosse, field hockey, cricket, badminton, hockey, gymnastics, swimming, girls' football, better coverage of girls, no mandatory PE . . .

Clubs: debate, church, journalism, art, computer, bicycle, chess, sign language, cheerleading, karate, community service, places to go for dancing . . .

Arts: drama, dance, music, art programs, meringue, punk shows, teen's musical theater, hip-hop acknowledgement, Latin and swing dance . . .

What would you like to say to adults in this community?

Loosen up, kids are not as bad as they seem.

Let students go on strike.

*Listen to what teenagers have to say
(many said this).*

Don't be so hard on us.

You're the best.

We need help.

Keep up the good work and support, we need it.

Support and believe in us.

Build things with teens in mind.

We are not monsters.

Help youth get involved in community activities.

What's up?!?!?

Jesus loves you.

Thank you (many said this).

Don't drink!

You're doing a good job.

Give us a chance.

We aren't all bad.

We want respect.

Appendix

• USE NO. 2 PENCIL ONLY

May not be used without permission
PRIDE, Inc.

I. PERSONAL AND FAMILY INFORMATION

1. Ethnic origin: <input type="radio"/> White <input type="radio"/> African American <input type="radio"/> Hispanic/Latino <input type="radio"/> Asian/Pacific Islander <input type="radio"/> Native American <input type="radio"/> Mixed Origin	3. Age: <input type="radio"/> 10 years old or less <input type="radio"/> 11 years old <input type="radio"/> 12 years old <input type="radio"/> 13 years old <input type="radio"/> 14 years old <input type="radio"/> 15 years old <input type="radio"/> 16 years old <input type="radio"/> 17 years old <input type="radio"/> 18 years old <input type="radio"/> 19 years old or more	4. Grade: <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12	5. Do you live with: <input type="radio"/> both parents <input type="radio"/> mother only <input type="radio"/> father only <input type="radio"/> mother & stepfather <input type="radio"/> father & stepmother <input type="radio"/> other	7. Do your parents have a job? father? <input type="radio"/> Yes, full-time <input type="radio"/> No mother? <input type="radio"/> Yes, part-time <input type="radio"/> No
2. Sex: <input type="radio"/> Male <input type="radio"/> Female			6. Do you have a job? <input type="radio"/> Yes, full-time <input type="radio"/> Yes, part-time <input type="radio"/> No	8. What is the educational level of your father? <input type="radio"/> some high school <input type="radio"/> high school graduate <input type="radio"/> some college <input type="radio"/> college graduate mother? <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

II. STUDENT INFORMATION

	NEVER	SELDOM	SOMETIMES	OFTEN	A LOT
1. Do you make good grades?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you get into trouble at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you take part in school activities such as sports teams, band, clubs, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you take part in community activities such as scouts, rec. teams, youth clubs, etc.? ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you attend church, synagogue, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you drink alcohol at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you use drugs at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Have you threatened to harm a teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Have you threatened to harm one or both of your parents, guardian, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do your parents talk with you about the problems of alcohol/drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I talk with my parents about my problems. ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Do your friends talk with you about the problems of alcohol/drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do your parents set clear rules for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Do your parents punish you when you break the rules?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Have you been in trouble with the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Do you take part in gang activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Have you thought about committing suicide?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Do your teachers talk with you about the dangers of alcohol/drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. While <u>NOT AT SCHOOL</u> have you stolen something worth \$5.00 or more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. While <u>NOT AT SCHOOL</u> have you carried a gun for protection or as a weapon?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Are you in a PRIDE group: America's PRIDE, Club PRIDE or PRIDE Pals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. DO YOU FEEL THE FOLLOWING DRUGS ARE HARMFUL TO YOUR HEALTH?

	NO HARM	SOME HARM	HARMFUL	VERY HARMFUL
1. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Smokeless tobacco (snuff, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Cigars?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Wine coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Liquor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Cocaine (crack, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Uppers (stimulants)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Downers (depressants)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Inhalants (glue, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Hallucinogens (PCP, LSD, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Heroin (opiates)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Steroids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. WITHIN THE PAST YEAR HOW OFTEN HAVE YOU

	DID NOT USE	ONCE/YEAR	6 TIMES/YR.	ONCE/MO.	TWICE/MO.	ONCE/WK.	3 TIMES/WK.	EVERY DAY
1. Smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Used smokeless tobacco (snuff, etc.)? ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoked Cigars?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Drunk beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Drunk wine coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Drunk liquor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Smoked marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Used cocaine (crack, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Used uppers (stimulants)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Used downers (depressants)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Used inhalants to get high (glue, etc.)? ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Used hallucinogens (PCP, LSD, etc.)? ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Used heroin (opiates)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Used steroids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V. HOW MANY OF YOUR FRIENDS

NONE	A FEW	SEVERAL	MOST
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Smoke cigarettes?
- Use smokeless tobacco (snuff, etc.)?
- Smoke Cigars?
- Drink beer?
- Drink wine coolers?
- Drink liquor?
- Smoke marijuana?
- Use cocaine (crack, etc.)?
- Use uppers (stimulants)?
- Use downers (depressants)?
- Use inhalants (glue, etc.)?
- Use hallucinogens (PCP, LSD, etc.)?
- Use heroin (opiates)?
- Use steroids?

VIII. WHILE AT SCHOOL HAVE YOU

(In the past year)

NEVER	ONE TIME	2-5 TIMES	6 OR MORE TIMES
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Carried a gun?
- Carried a knife, club or other weapon?
- Threatened a student with a gun, knife or club?
- Threatened to hurt a student by hitting, slapping or kicking?
- Hurt a student by using a gun, knife or club?
- Hurt a student by hitting, slapping or kicking?
- Been threatened with a gun, knife or club by a student?
- Had a student threaten to hit, slap or kick you?
- Been afraid a student may hurt you?
- Been hurt by a student using a gun, knife or club?
- Been hurt by a student who hit, slapped or kicked you?

VI. WHAT EFFECT DO YOU MOST OFTEN GET WHEN YOU

DO NOT USE	NO HIGH	A LITTLE HIGH	VERY HIGH	BOMBED/STONED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Smoke cigarettes?
- Use smokeless tobacco (snuff, etc.)?
- Smoke cigars?
- Drink beer?
- Drink wine coolers?
- Drink liquor?
- Smoke marijuana?
- Use cocaine (crack, etc.)?
- Use uppers (stimulants)?
- Use downers (depressants)?
- Use inhalants (glue, etc.)?
- Use hallucinogens (LSD, etc.)?
- Use heroin (opiates)?
- Use steroids?

IX. WHEN DID YOU FIRST

NEVER USED	UNDER 10	10-11	12-13	14-15	16-17	18-19	OVER 20
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Smoke cigarettes?
- Use smokeless tobacco (snuff, etc.)?
- Smoke cigars?
- Drink beer?
- Drink wine coolers?
- Drink liquor?
- Smoke marijuana?
- Use cocaine (crack, etc.)?
- Use uppers (stimulants)?
- Use downers (depressants)?
- Use inhalants (glue, etc.)?
- Use hallucinogens (PCP, LSD, etc.)?
- Use heroin (opiates)?
- Use steroids?

VII. WHEN DO YOU

(You may mark more than 1 response for each question)

DO NOT USE	BEFORE SCHOOL	DURING SCHOOL	AFTER SCHOOL	WEEKENDS	WEEKNIGHTS
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Smoke cigarettes?
- Use smokeless tobacco (snuff, etc.)?
- Smoke cigars?
- Drink beer?
- Drink wine coolers?
- Drink liquor?
- Smoke marijuana?
- Use cocaine (crack, etc.)?
- Use uppers (stimulants)?
- Use downers (depressants)?
- Use inhalants (glue, etc.)?
- Use hallucinogens (PCP, LSD, etc.)?
- Use heroin (opiates)?
- Use steroids?

X. HOW EASY IS IT TO GET

CANNOT GET	VERY DIFFICULT	FAIRLY DIFFICULT	VERY EASY
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Cigarettes?
- Smokeless tobacco (snuff, etc.)?
- Cigars?
- Beer?
- Wine coolers?
- Liquor?
- Marijuana?
- Cocaine (crack, etc.)?
- Uppers (stimulants)?
- Downers (depressants)?
- Inhalants (glue, etc.)?
- Hallucinogens (PCP, LSD, etc.)?
- Heroin (opiates)?
- Steroids?

ROCKINGHAM COUNTY - HARRISONBURG YOUTH SURVEY

SCHOOL CODE									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

FORM 3532 (4/99) 0987654321

INSTRUCTIONS	 USE NO. 2 PENCIL ONLY	RIGHT 	WRONG 	<ul style="list-style-type: none"> • USE A NO. 2 PENCIL • FILL THE OVAL COMPLETELY • DO NOT MAKE ANY STRAY MARKS
---------------------	--	---	--	---

1. Ethnic origin: <input type="radio"/> White <input type="radio"/> Black <input type="radio"/> Hispanic/Latino <input type="radio"/> Asian <input type="radio"/> Native American <input type="radio"/> Other	3. Age: <input type="radio"/> 13 years old <input type="radio"/> 14 years old <input type="radio"/> 15 years old <input type="radio"/> 16 years old <input type="radio"/> 17 years old <input type="radio"/> 18 years old <input type="radio"/> 19 years old or older	5. Do you live with: <input type="radio"/> both parents <input type="radio"/> mother only <input type="radio"/> father only <input type="radio"/> mother & stepfather <input type="radio"/> father & stepmother <input type="radio"/> other	7. Do your parents have a job? <table border="0"> <tr> <td>father?</td> <td>mother?</td> </tr> <tr> <td><input type="radio"/> Yes, full-time</td> <td><input type="radio"/> Yes, full-time</td> </tr> <tr> <td><input type="radio"/> Yes, part-time</td> <td><input type="radio"/> Yes, part-time</td> </tr> <tr> <td><input type="radio"/> No</td> <td><input type="radio"/> No</td> </tr> </table>	father?	mother?	<input type="radio"/> Yes, full-time	<input type="radio"/> Yes, full-time	<input type="radio"/> Yes, part-time	<input type="radio"/> Yes, part-time	<input type="radio"/> No	<input type="radio"/> No		
father?	mother?												
<input type="radio"/> Yes, full-time	<input type="radio"/> Yes, full-time												
<input type="radio"/> Yes, part-time	<input type="radio"/> Yes, part-time												
<input type="radio"/> No	<input type="radio"/> No												
2. What is your sex <input type="radio"/> Male <input type="radio"/> Female	4. Grade: <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12	6. Do you have a job? <input type="radio"/> Yes, full-time <input type="radio"/> Yes, part-time <input type="radio"/> No	8. What is the education level of your <table border="0"> <tr> <td>father?</td> <td>mother?</td> </tr> <tr> <td><input type="radio"/> some high school</td> <td><input type="radio"/> some high school</td> </tr> <tr> <td><input type="radio"/> high school graduate</td> <td><input type="radio"/> high school graduate</td> </tr> <tr> <td><input type="radio"/> some college</td> <td><input type="radio"/> some college</td> </tr> <tr> <td><input type="radio"/> college graduate</td> <td><input type="radio"/> college graduate</td> </tr> </table>	father?	mother?	<input type="radio"/> some high school	<input type="radio"/> some high school	<input type="radio"/> high school graduate	<input type="radio"/> high school graduate	<input type="radio"/> some college	<input type="radio"/> some college	<input type="radio"/> college graduate	<input type="radio"/> college graduate
father?	mother?												
<input type="radio"/> some high school	<input type="radio"/> some high school												
<input type="radio"/> high school graduate	<input type="radio"/> high school graduate												
<input type="radio"/> some college	<input type="radio"/> some college												
<input type="radio"/> college graduate	<input type="radio"/> college graduate												

- 9. How often do you wear a seat belt when riding in a car driven by someone else?**
- Never
 - Rarely
 - Sometime
 - Most of the time
 - Always
- 10. When you rode a motorcycle during the past month, how often did you wear a helmet?**
- I did not ride a motorcycle during the past 12 months
 - Never wore a helmet
 - Rarely wore a helmet
 - Sometimes wore a helmet
 - Most of the time wore a helmet
 - Always wore a helmet
- 11. During the past 12 months, how many times did you ride a bicycle?**
- 0 times
 - 1 - 10 times
 - 11 - 20 times
 - 21 - 39 times
 - 40 or more times
- 12. When you rode a bicycle during the past 12 months, how often did you wear a helmet?**
- I did not ride a bicycle during the past 12 months
 - Never wore a helmet
 - Rarely wore a helmet
 - Sometimes wore a helmet
 - Most of the time wore a helmet
 - Always wore a helmet
- 13. During the past 30 days, how many times did YOU drive a car or other vehicle when you had been drinking alcohol?**
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or more times

- Sometimes people feel so depressed and hopeless that they may consider attempting suicide, that is taking some action to end their own life.
- 14. During the past 12 months, did you ever SERIOUSLY consider attempting suicide?**
- Yes
 - No
- 15. During the past 12 months, did you use CHEWING TOBACCO, such as Redman, Levi Garret, or Beechnut, or SNUFF, such as Skoal, Bandits, or Copenhagen?**
- No, I did not use chewing tobacco or snuff during the past 30 days
 - Yes, chewing TOBACCO only
 - Yes, SNUFF only
 - Yes, BOTH CHEWING TOBACCO AND SNUFF
- For this question, drinking alcohol does not include drinking a few sips of wine for religious purposes.**
- 16. How old were you when you had your first drink of alcohol other than a few sips?**
- I never had a drink of alcohol other than a few sips
 - Less than 9 years old
 - 9 or 10 years old
 - 11 or 12 years old
 - 13 or 14 years old
 - 15 or 16 years old
 - 17 or more years old

ROCKINGHAM COUNTY - HARRISONBURG YOUTH SURVEY

Page 2

This question asks about Marijuana, which is also called grass or pot.

17. How old were you when you tried Marijuana for the first time?

- I have never tried marijuana
- Less than 9 years old
- 9 or 10 years old
- 11 or 12 years old
- 13 or 14 years old
- 15 or 16 years old
- 17 or more years old

18. During your life, how many times have you taken STEROID pills or shots without a doctor's prescription?

- 0 times
- 1 or 2 times
- 3 to 9 times
- 10 to 19 times
- 20 to 39 times
- 40 or more times

19. During your life, have you ever injected (shot up) any illegal drug?

- Yes
- No

20. Have you ever talked about AIDS/HIV infection with your parents or other adults in your family?

- Yes
- No
- Not sure

21. How old were you when you had sexual intercourse for the first time?

- I have never had sexual intercourse
- Less than 12 years old
- 12 years old
- 13 years old
- 14 years old
- 15 years old
- 16 years old
- 17 or more years old

22. Did you drink alcohol or use drugs before you had sexual intercourse the LAST TIME?

- I have never had sexual intercourse
- Yes
- No
- Some other method
- Not sure

23. The LAST TIME you had sexual intercourse, what ONE method did you or your partner use to PREVENT PREGNANCY? (Select only ONE response).

- I have never had sexual intercourse
- No method was used to prevent pregnancy
- Birth control pills
- Condoms
- Withdrawal
- Birth control shot

The next 2 questions ask about body weight.

24. How do YOU think of yourself?

- Very underweight
- Slightly underweight
- About the right weight
- Slightly overweight
- Very overweight

25. During the past 7 days, which ONE of the following did you do to lose weight or keep from gaining weight?

- I did not try to lose weight
- I made myself vomit
- I took diet pills
- I made myself vomit and took diet pills
- I used some other method but did not vomit or take diet pills

26. On how many of the past 7 days did you exercise or participate in sports activities for at least 20 minutes THAT MADE YOU SWEAT AND BREATHE HARD, such as basketball, jogging, fast dancing, swimming laps, tennis, fast bicycling, or similar aerobic activities?

- | | |
|------------------------------|------------------------------|
| <input type="radio"/> 0 days | <input type="radio"/> 4 days |
| <input type="radio"/> 1 day | <input type="radio"/> 5 days |
| <input type="radio"/> 2 days | <input type="radio"/> 6 days |
| <input type="radio"/> 3 days | <input type="radio"/> 7 days |

The next question asks about food you ate yesterday. Think about all meals and snacks you ate yesterday, from the time you got up until the time you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

27. Yesterday did you eat or drink:

	No	Yes, once only	Yes, twice or more
Fruit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit Juice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Green Salad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooked Vegetables?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hamburger, hot dogs or sausage?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
French fries or potato chips?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cookies, doughnuts, pie or cake?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Do you consider the group you hang out with a gang?

- No
- Yes
- I don't know

29. Gangs are defined as:

- A group of youths who hang out and live in the same neighborhood
- A group of youths who hang out on a corner wearing the same clothes
- A group of youths involved in harmful and negative behavior
- A sports team
- All of the above

30. Do you think that there are gangs in your school, neighborhood or community?

- No
- Yes
- I don't know