ALEXANDRIA

Children and Youth Well-Being Data Profile 2016

Alexandria City Public Schools

THE CHILDREN, YOUTH AND FAMILIES COLLABORATIVE COMMISSION advocates for Alexandria's children and youth, aged prenatal to 21 years, and their families by:

- Advising City Council, the School Board, and City and School staff on policies that affect children, youth and their families;
- Promoting the coordination, alignment and effectiveness of services provided to children, youth and their families by the City, Alexandria Schools and private organizations; and
- Studying and promoting research and best practices.

Children, Youth and Families Collaborative Commission

Members: Natnael Adere; Honorable Willie Bailey, Jr., *Councilman*; Robin Blair; Gisselle Brown; Honorable Ronnie Campbell, *School Board Member*; Honorable John Chapman, *Councilman*; William Chesley; Julie Crawford; Rose Dawson; Kate Garvey, *Immediate Past CYFCC Chair Elect*; Honorable Ramee Gentry, *School Board Member*; J. Glenn Hopkins; Gwendolyn Lewis; Melissa Ann Little; Mike Mackey; Gerald Mann, Jr.; Tammy Mann, *Chair*; Gwen Mullen; Brian Orrenmaa; Sonia Price; Joyce Rawlings; Carlos Suber; Michael Suppa; Kendallee Walker; Eric Williams, *Chair Elect*. **Staff:** Jacqueline Coachman; Carol Farrell; Barbara Farrington; Ron Frazier; Jonathan Leonberger; Shanna Samson; Deborah Warren, *Executive Director*

Staff would like to express their warm appreciation to Jonathan Leonberger for his exceptional work on this Profile.

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One City, One Plan: Alexandria's Opportunity

All of Alexandria's Children and Youth Succeed Today and Tomorrow.

The City of Alexandria is committed to ensuring that all of its children thrive. The Children and Youth Master Plan, which was adopted by the City Council and School Board in 2014, articulates a vision for the well-being of children and youth in the community and serves as the basis for the coordination, alignment and delivery of effective services for children, youth and their families. The Plan's collective vision, *All of Alexandria's Children Succeed Today and Tomorrow*, underscores not only the future desired outcome that all children and youth grow up to lead productive, successful lives, but its emphasis on *succeeding today* is recognition that children and youth need present opportunities to grow and develop and be successful at their varying stages of development. Emphasis is also placed on all children succeeding. Alexandria is a culturally rich community. We take pride in and celebrate our diversity, and believe that the community has the responsibility to ensure opportunities for success are available to every child, regardless of race, ethnicity, economic background, or mental or physical ability.

Data matters in making important decisions regarding services and programs. Every community has a unique story about its children and youth. The *2016 Alexandria Children and Youth Well-Being Profile*, a comprehensive statistical snapshot that undergirds the Plan, tells the unique story about Alexandria's children and youth.

The regular collection and analysis of data is important for tracking progress towards the desired outcome of healthy youth development. An analysis of the data helps the community identify trends important to the development of action steps that address community needs. Data was instrumental in the development of the Plan, and it continues to be essential at every stage of its implementation. The Children, Youth and Families Collaborative Commission, through its Research and Data Committee and the City and Schools Staff Group, is committed to the collection, analysis and publication of data on a regular basis. The *Profile* contains invaluable data that citizens, decision-makers and service providers can use to make informed decisions regarding the provision of services and programs.

About the Data & the Analysis

The majority of the data comes from Federal and State sources, such as the U.S. Census Bureau and Virginia's Departments of Education and Health. Additional data was extracted from two surveys given to Alexandria City Public School (ACPS) students, the Y*outh Risk Behavior Survey (YRBS)* and the *Profiles of Student Life: Attitudes and Behaviors* survey.

The *YRBS* is a nationwide school-based survey that focuses on health-risk behaviors and is coordinated through the U.S. Centers for Disease Control and Prevention. The most recent survey was administered to 495 tenth grade students, and 397 twelfth grade students in 2014 and 638 eighth grade students in 2013.

The *Profiles of Student Life: Attitudes and Behaviors* survey is coordinated through Search Institute, a national nonprofit renowned for its expertise in youth development. The survey assesses young people's external supports and internal strengths, key non-cognitive skills, high-risk behaviors, indicators that they are thriving and deficits that need attention. The Developmental Assets survey was distributed to 630 eighth graders, 474 tenth graders and 363 twelfth graders in 2016.

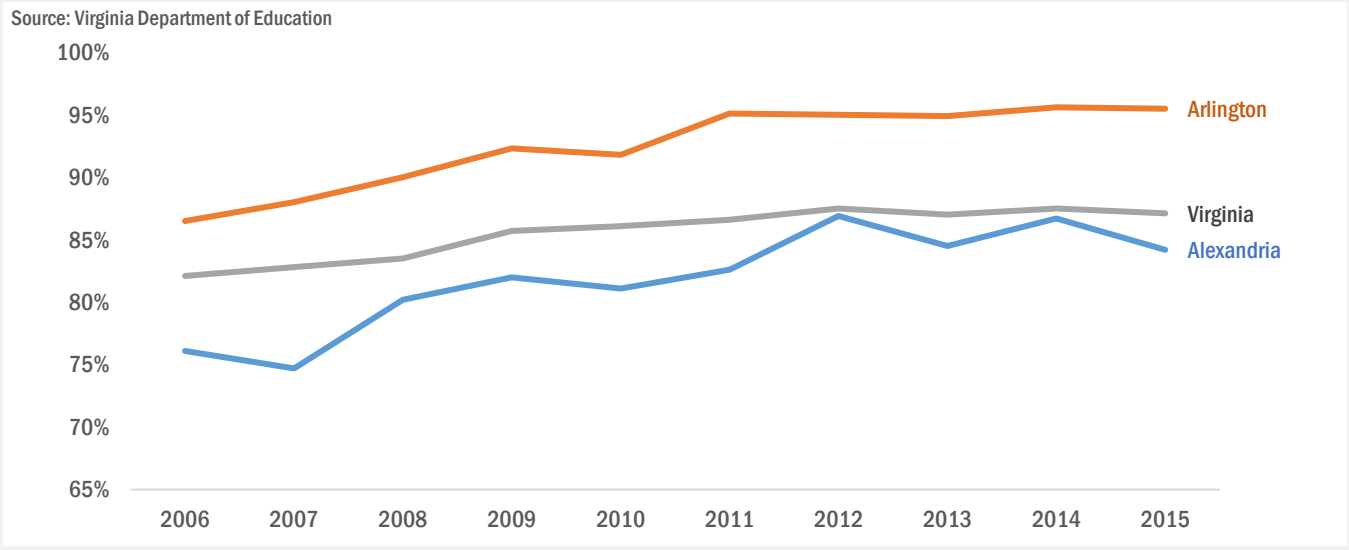
Where applicable, the data is shown over a span of time and compares Alexandria to the state, the nation and neighboring jurisdictions[1]. Examining data over time allows for a fuller understanding of the youth in Alexandria and puts the data in context with the surrounding region.[2]

In focusing on the implementation of the Children and Youth Master Plan, the community continues to identify collaborative opportunities to produce better outcomes for Alexandria's children and youth.

Reading Charts

The data source(s) are listed below each title, and a full reference list of chart citations is in the appendix. Generally, different colors represent different variables, whereas shades of one color will represent differences within one variable. Any comments and annotations surrounding the data are identified with an asterisk.

Figure 21: Kindergarten Whose PALS-K Scores were at or Above Kindergarten Readiness Levels



Desired Movement: Increase.
*2015 is 11% higher than 2006. Favorable
*Decrease of 2.5pp from 2014 to 2015. Unfavorable

Trend data appears below each chart where applicable, describing the desired and actual direction of data. The top arrow, which is always green, indicates the desired direction over time. The bottom right arrow(s) indicate the actual direction, which will be green if the direction is favorable and red if the direction is unfavorable. The bottom arrow(s) will only be shown if a trend is evident. In these instances, a brief summary is provided (see chart above).

Note that "percentage points" differs from "percent." Percentage points (abbreviated "pp") reflect the total percentage changes shown on the graph. For example, 30% in 2013 to 40% in 2014 could be listed as a "10 percentage point increase", as opposed to "a 33% increase."[3] Both methods are used throughout this Profile. In most instances, numbers have been rounded.

[1] There are many demographic differences between Alexandria and nearby jurisdictions – for example, Alexandria's child poverty rate is higher than Arlington's. These regions are used as reference points, not for strict one-to-one comparisons.
[2] Also note that some charts have data across jurisdictions with data from different years; in these situations, refrain from making one-to-one comparisons.
[3] For percentage points, the difference is 40%-30%=10pp difference. For percent increases, it is (40%/30%)-1=33%. The method chosen depends largely on whether or not the data is already in percent form when retrieved.

Reading Dashboards

At the beginning of each goal section, there will be a Dashboard which gives a snapshot of the two most recent data available for each given indicator. An example from *Goal 1: Every Child will be Physically Safe and Healthy* is displayed here:

Indicator	Early Childhood	School Age (K-12)	Young Adult
Total Live Births with Low/Very Low Birth Weight	7.3% (2013) ↓ 7.1% (2014)		
Infant Deaths (per 1,000 Births)	1.8 (2012) ↑ 4.8 (2013)		
Kindergarten Immunization Rate	96% (2014) → 96% (2015)		
Grade 8 Ever tried smoking		24% (2011) ↓ 16% (2013)	

The table above illustrates how each indicator is separated by age bands and displays the two most recent available years' data. For example, the third line, *Kindergarten Immunization Rate* is stretched across two age bands, as this affects youth going into Kindergarten and Kindergarteners. Likewise, *Infant Deaths* is shown for the Early Childhood category only.

The colors represent favorable or unfavorable changes in data.

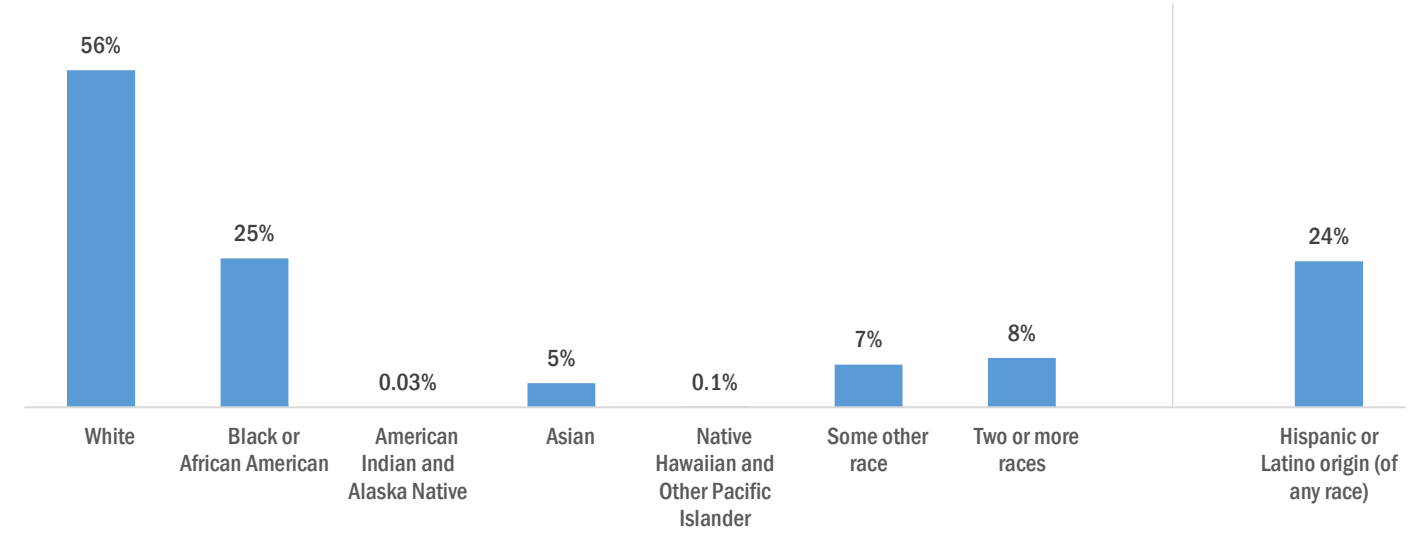
- Green box: Favorable change in data points.
- Red box: Unfavorable change in data points.
- Yellow box: Little or no change in data points.
- Grey box: Data does not apply to this age band.
- Green arrow facing upwards: Favorable change in data, where numbers are increasing.
- Green arrow facing downwards: Favorable change in data, where numbers are decreasing.
- Red arrow facing upwards: Unfavorable change in data, where numbers are increasing.
- Red arrow facing downwards: Unfavorable change in data, where numbers are decreasing.

An Overview of Background Demographics

Before examining the indicators tracked to measure success of the Children and Youth Master Plan, background information data on families and youth in Alexandria is provided to give context to the City's overall population data on diversity, education and income.

Figure 1: Youth Population (Ages 0-24) Race/Ethnicity Breakdown

Source: 2010-2014 American Community Survey 5-Year Estimates

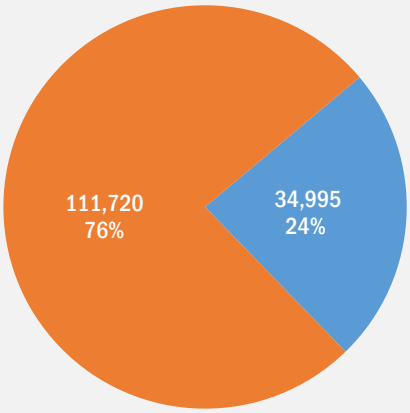


Over half of people aged 24 and under are white, and a quarter are African American. About a quarter of this age group is of Hispanic descent. Note that in the chart above, people of Hispanic origin may also be included in any other race; likewise, the "Hispanic or Latino origin" column on the right reflects only those of Hispanic descent.

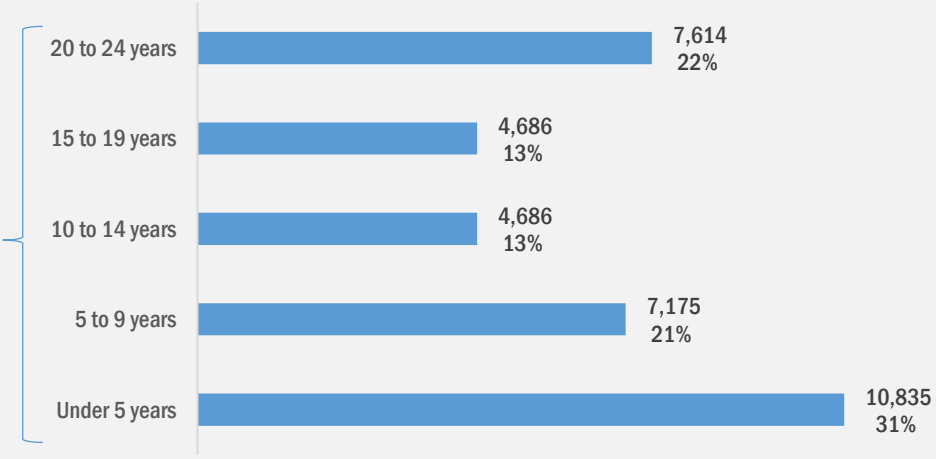
Figure 2: Residents by Age Group

Entire Population

Source: 2010-2014 American Community Survey 5-Year Estimates



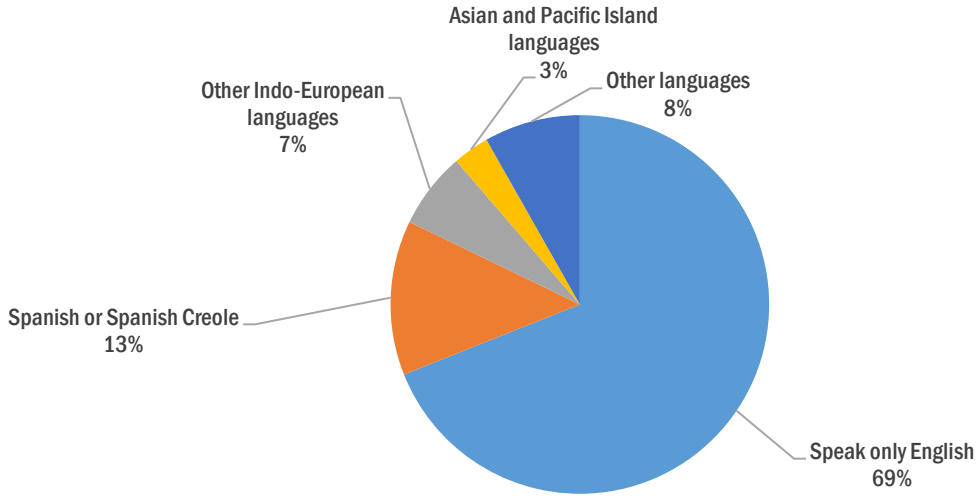
Age Group 0-24



A quarter of all Alexandrians in 2014 were under age 25, as reflected in the pie chart above. Of those under age 25, half of youths are younger than 10, and about a third are under 5 years old.

Figure 3: Language Spoken at Home in Alexandria

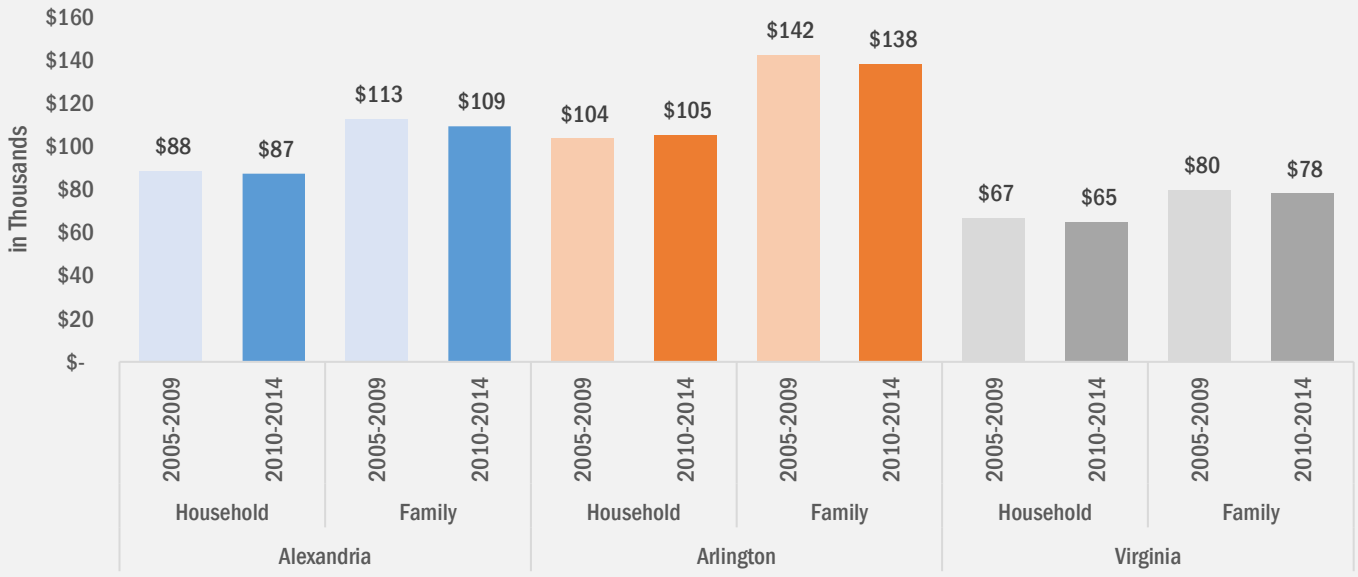
Source: 2010-2014 American Community Survey 5-Year Estimates



Almost one-third of Alexandrians were estimated to speak a language other than English at home in 2014. On average, from 2010-2014, 5.7% of Alexandrians spoke African languages at home (considered a part of "other languages" in the chart above), compared to the national estimated rate of 0.3%, and 69% of Alexandrians speak only English at home, compared to the national estimate of 79%. The schools reported 115 native languages in 2015 (a 17% drop from 2011)[4].

Figure 4: Median Income in the Past 12 Months

Source: American Community Survey, 5 Year Estimates (2005-2009, 2010-2014)
*in 2014 Inflation-Adjusted Dollars, in Thousands

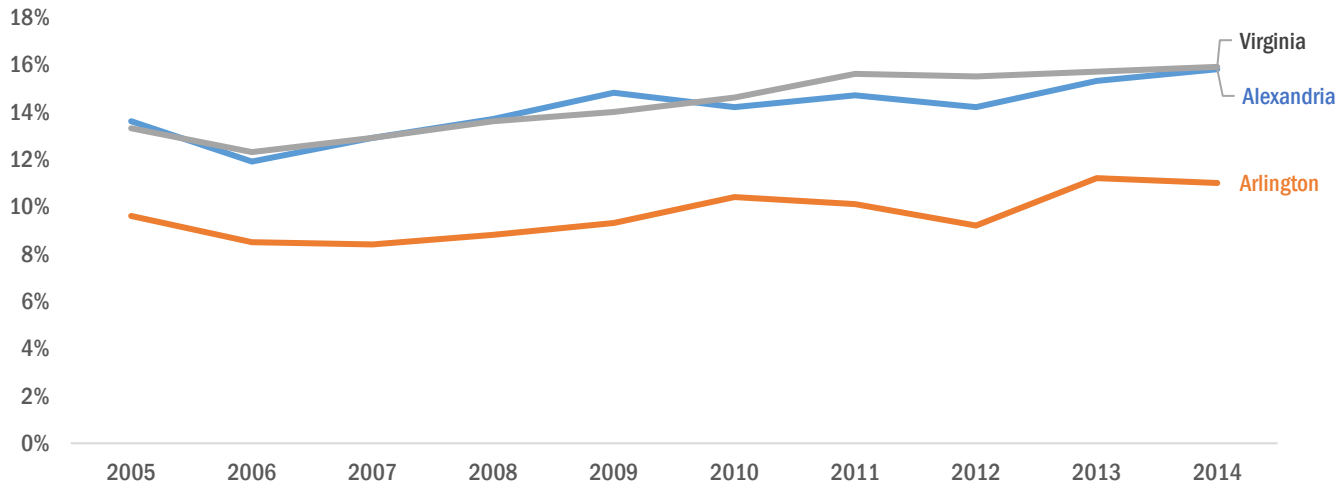


The Alexandria inflation-adjusted household median income estimate for 2010-2014 was $87,319, a 1.31% decrease from 2005-2009 (both in 2014 inflation adjusted dollars; Figure 4). Family median income also dropped by 2.99%, going from $112,602 from 2005-2009 to $109,228 in 2010-2014.

[4] ACPS Office of Partnerships, Family and Community Engagement

Figure 5: Children Ages 0-17 Living at or Below 100% of the Federal Poverty Level

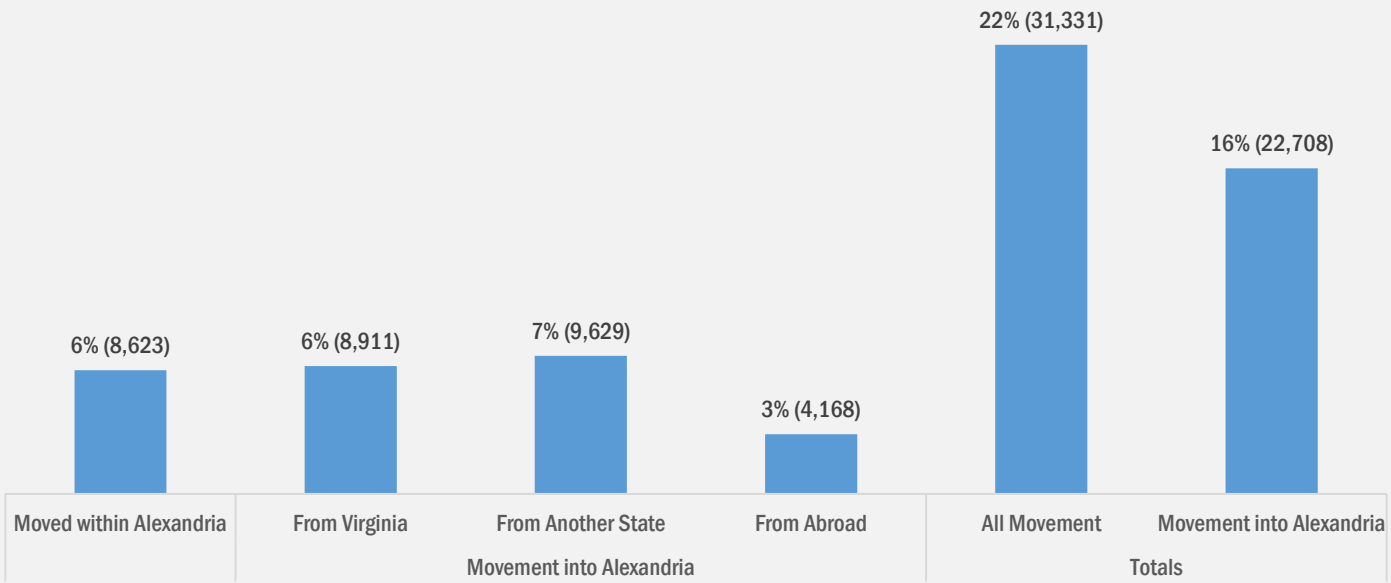
Source: U.S. Censu Bureau, Small Area Estimates Branch



Alexandria's population of youth under 18 living in poverty is on par with the state, yet fares unfavorably compared to Arlington.

Figure 6: Mobility Rates

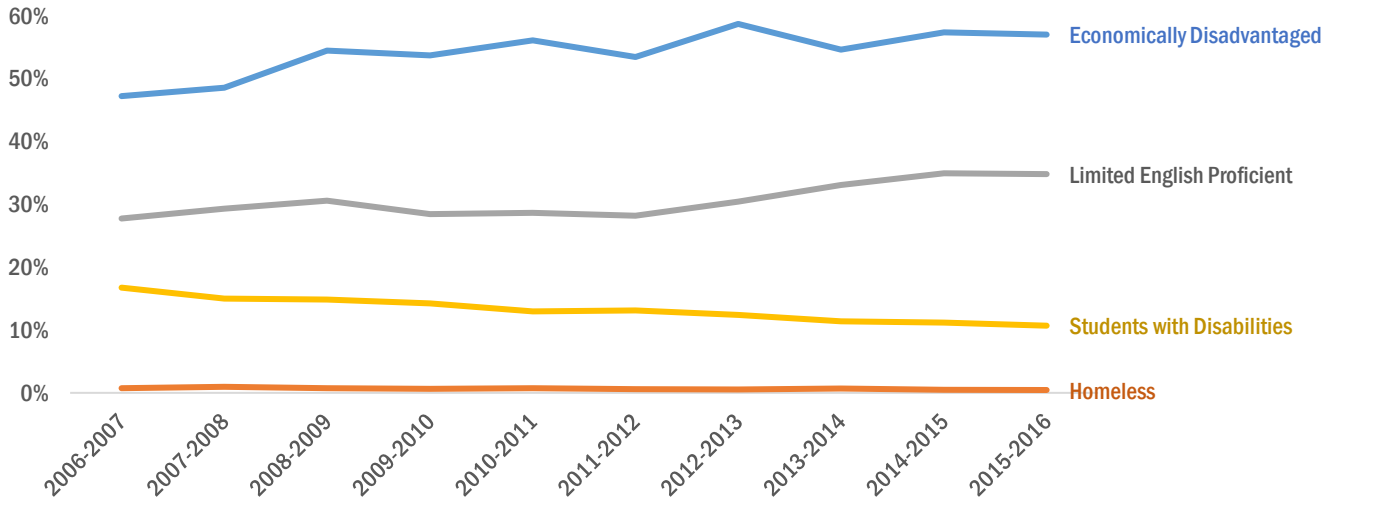
Source: 2010-2014 American Community Survey 5-Year Estimates



The mobility rates are higher than the state average, with 22% (compared to 15% for the State) of residents moving into Alexandria or moving from one Alexandria address to another from 2010 to 2014. An increase in the amount of families moving into the City places an increased demand on City resources, in a time of tightening budgets and slow economic growth.

Figure 7: Selected Demographics of Student Population

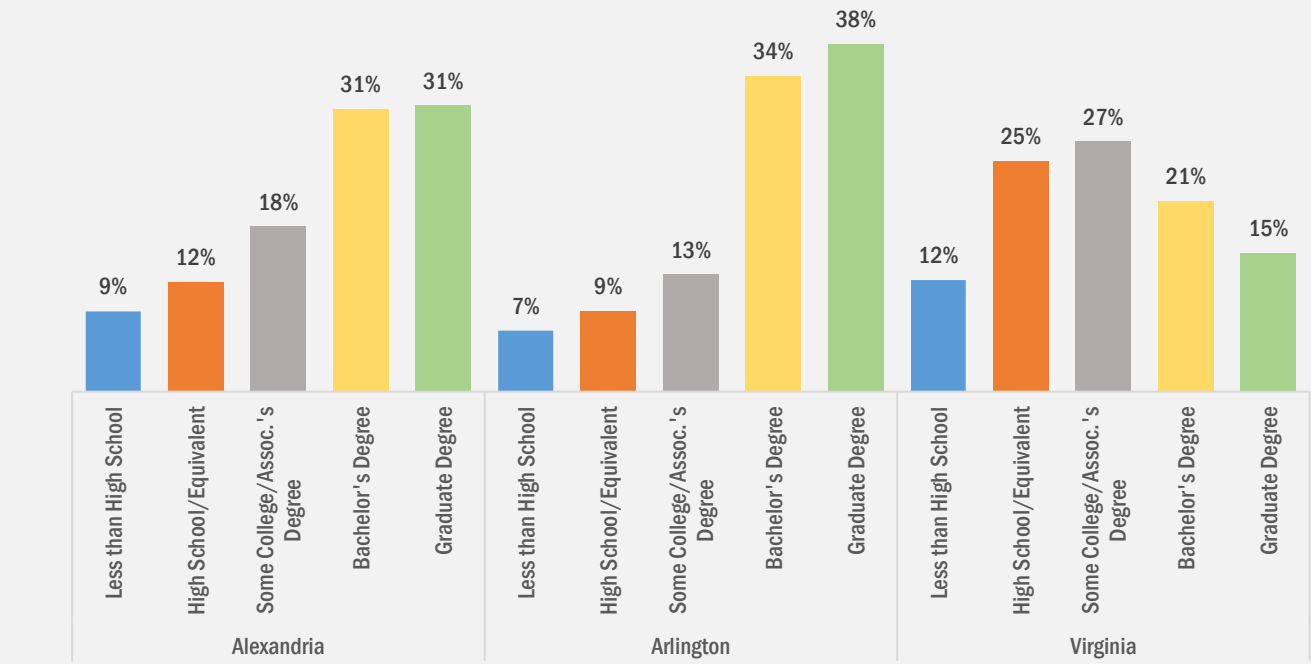
Source: Virginia Department of Education



Between the 2013-14 and 2014-15 school years, there was a two percentage-point increase in ACPS students who were economically disadvantaged. In the 2015-2016 school year, 59% of ACPS students were eligible for free and reduced lunch[5].

Figure 8: Educational Attainment for the Population 25 and Over

Source: American Community Survey 2010-2014 5-Year Estimates



Given the present data, Alexandria compares very favorable in terms of educational achievement of its population. Alexandrians 25 and over holding a Graduate degree is more than double the state rate from 2010-2014.

[5] Virginia Department of Education. *Program Statistics and Reports.* Retrieved from http://doe.virginia.gov/support/nutrition/statistics/index.shtml

Desired Youth Outcomes

Overview

The remainder of this document examines specific indicators relating to the Children and Youth Master Plan. The document is split into the 4 goal areas of the Master Plan, each tracking indicators as displayed below:

Goal 1: Safety	Goal 2: Academics	Goal 3: Connections	Goal 4: Families
Healthy Start	School Readiness	Cultural Competence	Caring Adults
Tobacco Use	School Achievement	Juvenile Justice	Mental Health
Physical Fitness	College & Career	Youth Engagement	Bullying
Safe Environment		School Safety	Resilience
Teen Pregnancy			Substance Abuse

Data Sources

To gain a visualization of the City's youth, data from the following sources have been used to create the graphics and analyses that follow:

- Alexandria City Public Schools
- Alexandria Department of Human and Community Services
- Alexandria Health Department
- Arlington County Public Schools
- Arlington Partnership for Children, Youth and Families
- Centers for Disease Control and Prevention
- Child Trends
- College Board
- Department of State Police, Uniform Crime Reporting Section
- KidsCount Data Center
- National Student Clearinghouse
- Search Institute
- U.S. Census Bureau, American Community Survey
- U.S. Census Bureau, Small Area Estimates Branch
- Virginia Department of Education
- Virginia Department of Health
- Virginia Department of Social Services

Goal 1: Every Child will be Physically Safe and Healthy

Safety and health are at the heart of a successful life for any child. A healthy life starts in the womb, and conditions surrounding the mother can have a lasting impact on the life of her newborn. Safety and health must be nurtured in early childhood so that children can flourish as young adults. The following indicators are used to see how well Alexandria is doing in this area:

- Healthy Start
- Tobacco Use
- Physical Fitness
- Safe Environment
- Teen Pregnancy

Key Findings

- Tobacco use has decreased for both high school and middle school cohorts; there was a 14 percentage point drop in 10th and 12th graders who reported having ever tried smoking in 2014 compared to 2011.

- 30% of 10th and 12th graders and 26% of 8th graders self-report feeling slightly or very overweight in the last YRBS (2013 for 8th grade, 2014 for the rest). This statistic rose for both cohorts since the previous YRBS.

- Infant deaths have been inconsistent year after year since 2007. The Infant death rate (per 1,000 residents) rose by 167% in 2013 from 2012; there is also a disproportionate amount of infant deaths from African American mothers.

- Teen pregnancy has been dropping by an average rate of 5.63 (per 1,000 girls ages 10-19) per year since 2009.The rate was 24.8 per 1,000 in 2013.

Data Considerations

There is a need to discover data sources that are not self-reported, especially in the areas of youth weight, physical activity and exercise. Self-reported data sources are susceptible to biases from the respondent, and sampling errors arising from certain youth not participating in the survey.

Goal 1 Dashboard

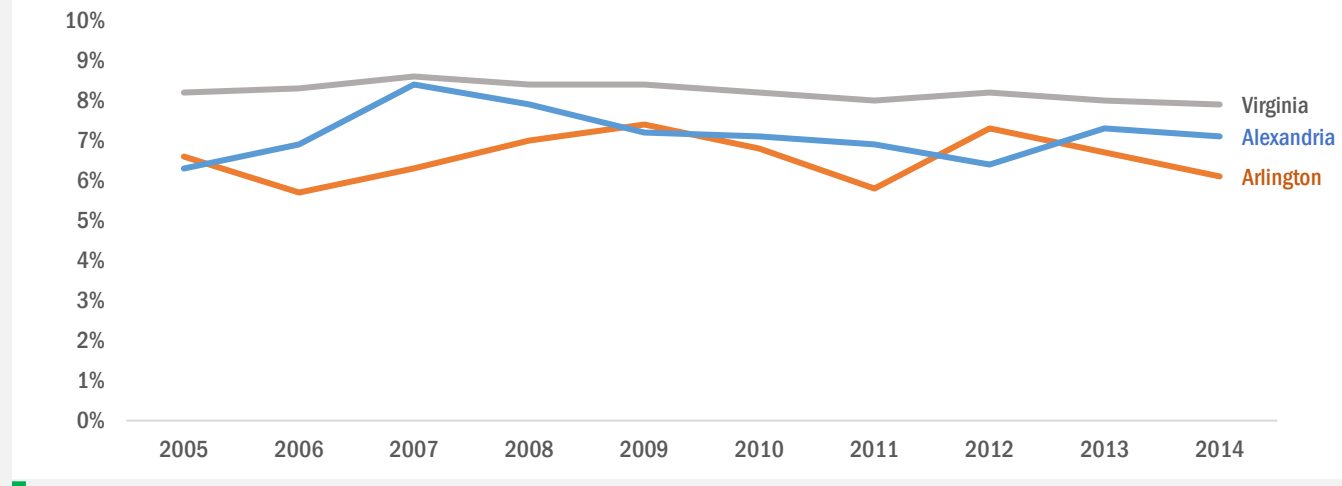
Indicator	Early Childhood	School Age (K-12)	Young Adult
Total Live Births with Low/Very Low Birth Weight	7.3% (2013) ↓ 7.1% (2014)		
Infant Deaths (per 1,000 Births)	1.8 (2012) ↑ 4.8 (2013)		
Kindergarten Immunization Rate	96% (2014) → 96% (2015)		
Grade 8 Ever tried smoking		24% (2011) ↓ 16% (2013)	
Grade 8 Current cigarette use		6% (2011) → 6% (2013)	
Grades 10 & 12 Ever tried smoking		41% (2011) ↓ 27% (2014)	
Grades 10 & 12 Current Cigarette Use		16% (2011) ↓ 9% (2014)	
Grades 10 & 12 Current Smokeless Tobacco Use		4% (2011) ↓ 3% (2014)	
Grades 10 & 12 Current Cigar Use		13% (2011) ↓ 7% (2014)	
Grade 8 Describe Self as Slightly or Very Overweight		24% (2011) ↑ 26% (2013)	
Grades 10 & 12 Describe Self as Slightly or Very Overweight		24% (2011) ↑ 30% (2014)	
Grade 8 Engaged in 5+ Days Exercise		53% (2011) ↓ 38% (2013)	
Grades 10 & 12 Played on 1+Sports Team		55% (2011) ↓ 52% (2014)	
Grades 10 & 12 Engaged in 5+ Days Exercise		28% (2011) ↑ 31% (2014)	
Grades 10 & 12 Drank 1+ Soda		26% (2011) ↓ 18% (2014)	
Grades 10 & 12 Did not Eat Green Salad		31% (2011) ↑ 36% (2014)	
Grades 10 & 12 Did not Eat Fruit		11% (2011) ↓ 9% (2014)	
Grade 8 Watched TV 3+ Hours/day		40% (2011) ↓ 38% (2013)	
Grade 8 Used Computer 3+ Hours/Day		39% (2011) ↑ 52% (2013)	
Grades 10 & 12: Watched TV 3+ Hours/day		33% (2011) ↓ 27% (2014)	
Grades 10 & 12: Used Computer 3+ Hours/Day		34% (2011) ↑ 46% (2014)	

Indicator	Early Childhood	School Age (K-12)	Young Adult
Founded Abuse and Neglect Allegations by Category	125 (2014) ↓ 111 (2015)		
Teen Pregnancies (per 1,000 Girls Ages 10-19)		30.9 (2012) ↓ 24.8 (2013)	

Healthy Start

Figure 9: Total Live Births with Low/Very Low Birth Weight

Source: Virginia Department of Health



Desired Movement: Decrease.

*Entire period change: +0.8pp. Unfavorable

*2pp decrease from 2007 to 2012. Favorable

*0.7pp uptick from 2012-2014. Unfavorable

What does this graph show us?

This chart tracks the percentage of babies who were born either at a low or very low birth weight across Virginia, Arlington and Alexandria from 2005-2014. Low birth weight is defined as a weight under 2,500 grams, and very low birth weight is defined as a weight under 1,500 grams. By definition, all very low birth weight babies are also considered low-birth weight babies.

Why is this important?

Birth weight is used as an indicator for potential future health issues in people. Low birth weight babies are at higher risk of dying early, and long-term health and development issues.[6] A low birth weight (or premature birth) can also be indicative of other factors, such as health issues in the mother, genetic factors, problems with the placenta and substance abuse by the mother[7].

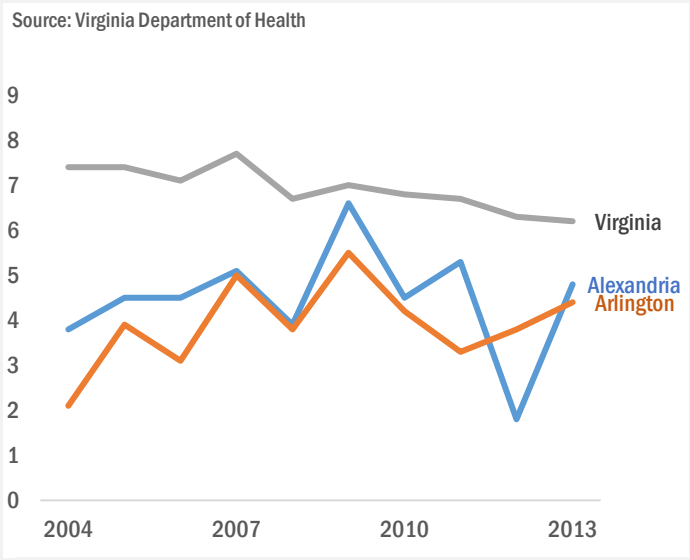
Alexandria is doing neutrally.

Compared to the state as a whole, Alexandria fares favorably, and has throughout this entire time period. Historically, Alexandria has had a higher rate of births with low weights than Arlington, though at times that has not held true; see 2009 and 2012. As of 2014, Alexandria had 1 percentage point more low birth weights than Arlington, and 0.8 percentage points less than the state. Since 2012, the rate has increased.

[6] ChildStats.gov. *America's Children: Key National Indicators of Well-Being, 2015.* Preterm Birth and Low Birthweight. Retrieved http://www.childstats.gov/americaschildren/health1.asp

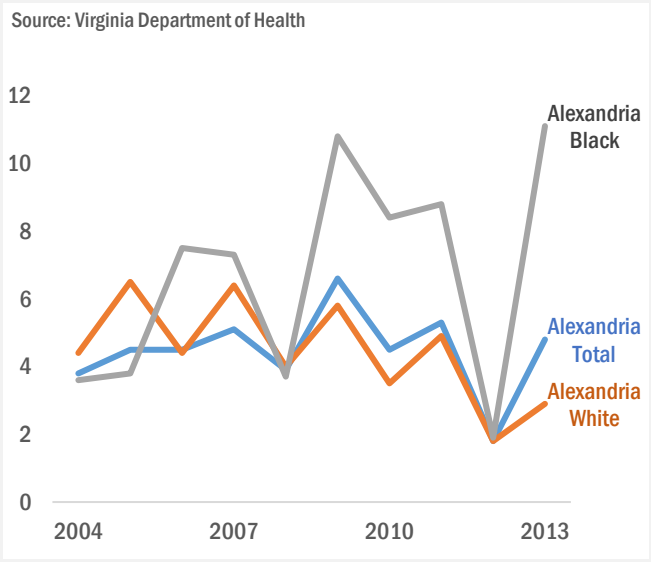
[7] U.S. National Library of Medicine. *Birth Weight*. MedLine Plus. Retrieved March 21 2016 from https://www.nlm.nih.gov/medlineplus/birthweight.html

Figure 10: Infant Deaths (per 1,000 Births) by Region



Desired Movement: Decrease.
*Drop of 3.5 in from 2011 to 2012. Favorable
*2013 had 3 more infant deaths (per 1,000) than 2012. Unfavorable

Figure 11: Alexandria Infant Deaths (per 1,000 Births) by Race



What do these graphs show us?

The left graph details the number of infant deaths per 1,000 births from 2004 to 2013 for Virginia, Arlington and Alexandria. The right graph shows Alexandria split out by white and black infant deaths, compared against the City total rate. Note that the timeline for both charts runs from 2004 to 2013; only every third year is labeled, but the data reflect intermittent years.

Why is this important?

Losing a child can have serious emotional consequences for the family. According to the Centers for Disease Control and Prevention, the death of a baby before his or her first birthday is called infant mortality, caused commonly by birth defects, preterm birth, and maternal complications during pregnancy, sudden infant death syndrome and injuries[8]. An infant death rate may also be indicative of a multitude of external factors, such as socioeconomic conditions of the mother and family, access to health care and nutrition and diet of the mother.

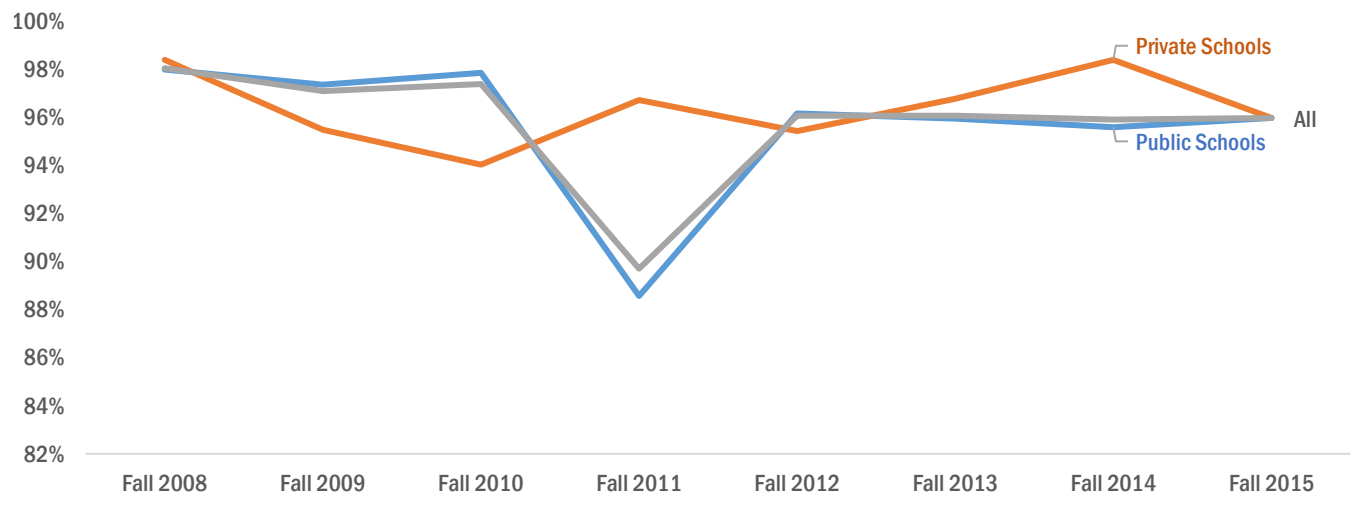
Alexandria is doing neutrally.

Alexandria has seen heavy fluctuation in this area, with a critical racial disparity: the 2013 rate for African-American babies, 11.1, is more than triple the rate for white babies, 2.9. From the graph on the right, it is evident that the rate of infant deaths from black mothers is disproportionately high compared to Alexandria's rate for all mothers. It is important to note that the number of infant deaths is low; for example, in 2013, the total number of infant deaths across all races from Alexandrian mothers was 13.

[8] Centers for Disease Control and Prevention. *Infant Mortality.* Reproductive Health. Retrieved March 21 2016 from http://www.cdc.gov/reproductivehealth/maternalinfanthealth/infantmortality.htm

Figure 12: Kindergarten Immunization Rate (by School Type)

Source: Virginia Department of Health



Desired Movement: Increase.
*8pp decrease in 2011. Unfavorable
*6 pp increase in 2012. Favorable
*0.1pp increase from 2012 to 2015. Favorable

*Data only reflects private schools that report information and/or have more than 10 students to report on

What does this graph show us?

This graph shows the immunization rates for public and private school kindergarteners in Alexandria from 2008-2015, along with the total immunization rate between both school types of schools. Note the chart only shows data on schools that report and/or have more than 10 students to report on.

Why is this important?

Immunization can save a child's life by removing the risk of certain life-threatening illnesses. According to the Centers for Disease Control, one example of the great impact vaccines can have is the eradication of polio in the United States, and today there are no reports of polio in the United States[9]. Vaccines serve to help in the eradication of certain diseases throughout the world, and in protecting the child from preventable diseases at home.

Alexandria is doing neutrally.

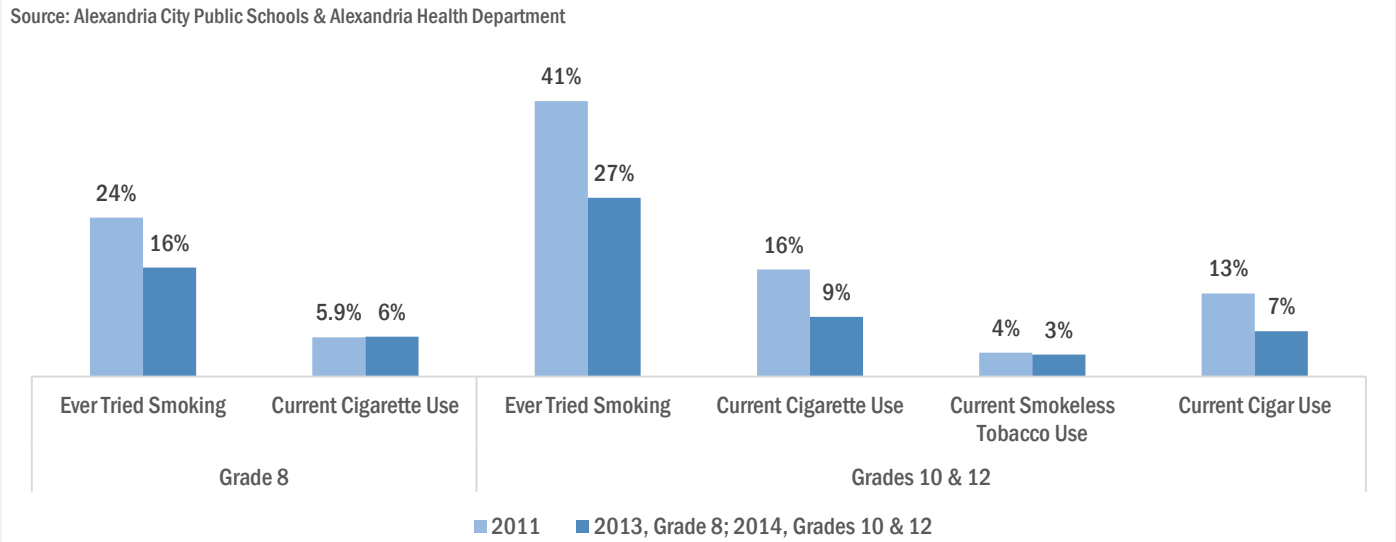
Alexandria achieved a 96% immunization rate in 2015. For public schools, this is higher than the State's 94% and on par with Arlington's 96%[10]. Alexandria's total rate, however, has dropped since 2008, and has stayed relatively stagnant since 2012. In regards to available data, privately schooled students generally receive higher immunization rates than their public counterparts. It may be useful to examine whether certain subpopulations have notably lower immunization rates than others.

[9] Centers for Disease Control and Prevention. *Five Important Reasons to Immunize Your Child.* Retrieved March 21 2016 from http://www.cdc.gov/media/subtopic/matte/pdf/CDCFiveReasonstoVaccinateYourChild.pdf
[10] Virginia Department of Health. *School Report*. Retrieved March 21 2016 from http://www.vdh.virginia.gov/sisreports/GeneralReport.aspx

Tobacco Use

Figure 13: Tobacco Use Estimate

Source: Alexandria City Public Schools & Alexandria Health Department



Desired Movement: Downward.
2014/13 reports are favorable to 2011 reports.

What does this graph show us?

This chart shows the 2011 and 2013/2014 percentages of Alexandria 8th graders and 10th and 12th graders current and past tobacco use.

Why is this important?

Tobacco use has been linked with increase rates of heart disease, lung cancer and other diseases causing premature deaths. According to The Tobacco Atlas, smoking rates in the US halved from 1997-2011, yet one in 13 American children under 18 will die prematurely from smoking-related illnesses[11]. Further, according to Kids Health, 90% of adult smokers start when they are kids[12]—leading to the inference that suppressing smoking in youth can result in greater cessation rates throughout the world in years to come and the suppression of the health issues that result from tobacco consumption.

Alexandria is doing favorably.

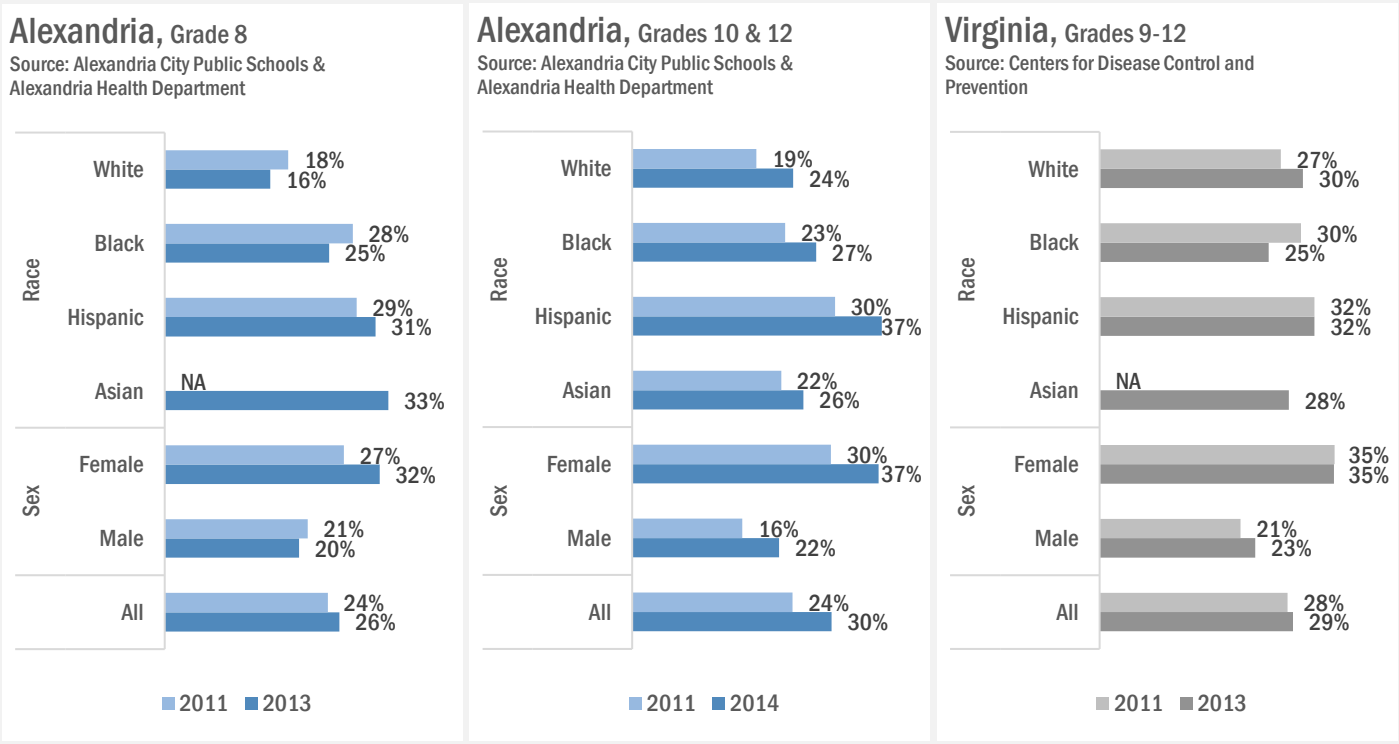
Tobacco use rates were lower in 2013 and 2014 compared to 2011 among Alexandria 8th, 10th and 12th graders. Less than one in three 10th and 12th graders report having tried smoking, 16% of middle schoolers report having tried smoking and most categories of tobacco use have decreased since 2011—2013 grade 8 cigarette use rose negligibly from 2011.

[11] The Tobacco Atlas. *Tobacco Use among Youth.* Retrieved March 21 2016 from http://www.tobaccoatlas.org/topic/smoking-among-youth/ Copyright © 2015 Tobacco Atlas, TobaccoAtlas.org . All rights reserved / U.S. Department of Health and Human Services. The Health Consequences of Smoking—50 Years of Progress: A Report of the Surgeon General, 2014 Atlanta, USA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health 2014.

[12] Kids Health from Nemours. *Kids and Smoking.* Retrieved March 21 2016 from http://kidshealth.org/en/parents/smoking.html. This information was provided by KidsHealth®, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this, visit KidsHealth.org or TeensHealth.org. © 1995- 2016 . The Nemours Foundation/KidsHealth®. All rights reserved.

Physical Fitness

Figure 14: Describe Self as Slightly or Very Overweight



Desired Movement: Decrease.
2013 reports are up 2pp from 2011 reports.
Unfavorable

Desired Movement: Decrease.
2014 reports are up 6 pp from 2011 reports.
Unfavorable

What does this graph show us?

This is self-reported data from the Youth Risk Behavior Survey. The question asked if the students would describe themselves as slightly or very overweight. This data does not determine how many students are actually overweight or measure healthy BMI; the survey measures self-perception.

Why is this important?

Obesity is a nation-wide problem. Approximately 17% of children aged 2-19 years old are considered obese (although there was a significant drop of 8.4% from 2011-2012)[13]. Additionally, throughout 2005-2012, 30.2% of children and adolescents misperceived their weight status, with a prevalence among boys (32.3%) than girls (28%). Further, children are more likely to misperceive their weight than adolescents[14].

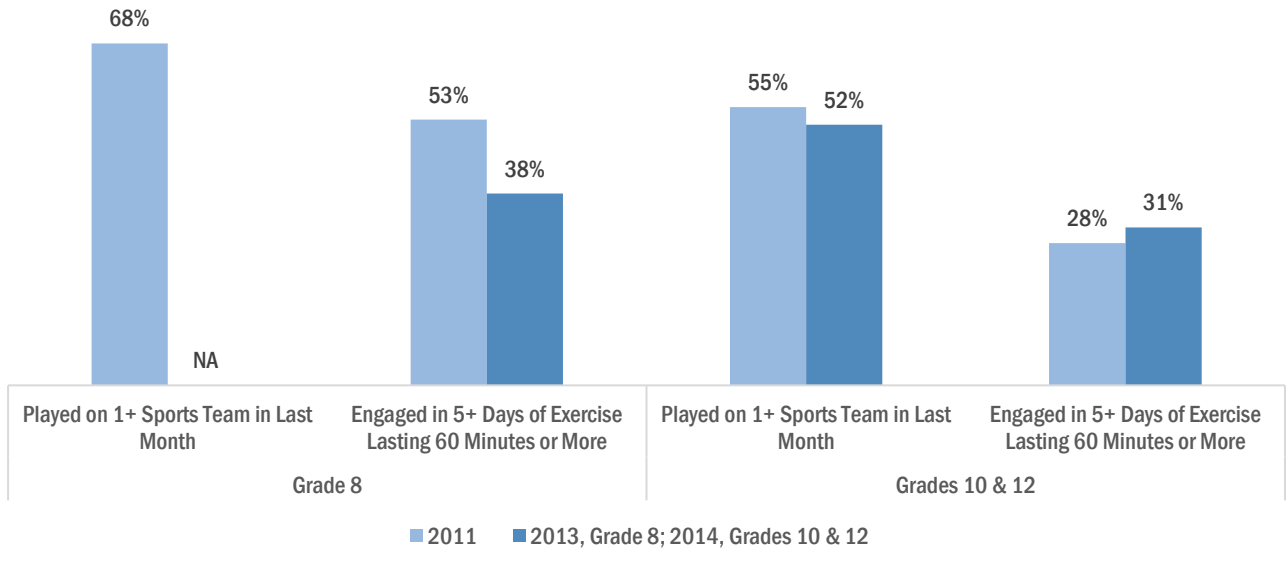
Alexandria is doing unfavorably.

8th graders experience lower rates of reported weights than 10th and 12th graders in the City. A high percentage of Hispanic high school students and female high school students consider themselves overweight, and Alexandria high schoolers overall consider themselves more overweight than high schoolers across Virginia.

[13] Centers for Disease Control. *Prevalence of Childhood Obesity in the United States, 2011-2012*. Division of Nutrition, Physical Activity, and Obesity. Retrieved March 21 2016 from http://www.cdc.gov/obesity/data/childhood.html.
[14] Sarafrazi N, Hughes JP, Borrud L, et al. Perception of weight status in U.S. children and adolescents aged 8–15 years, 2005–2012. NCHS data brief, no 158. Hyattsville, MD: National Center for Health Statistics. 2014.

Figure 15: Involvement in Sports can Encourage Healthy Behavior

Source: Alexandria City Public Schools & Alexandria Health Department



Desired Movement: Increase. 2013 reports are down 15 pp from 2011 reports. Unfavorable

Desired Movement: Increase. 2014 reports are down 3 pp from 2011 reports. Unfavorable

Desired Movement: Increase. 2014 reports are up 3 pp from 2011 reports. Favorable

What does this graph show us?

This is self-reported data from the Youth Risk Behavior Survey. It measures self-reports for exercise levels and sports participation. Regular exercise is defined as "five or more days of 60+ minutes of exercise in the last week." Sports participation is defined as "played on 1+ sports team in the past 12 months."

Why is this important?

Studies have suggested that involvement in sports activity correlate positively with a healthy body image, improved mental health (less feelings of depression, lower perceived levels of stress), and an increased connectedness with school[15].

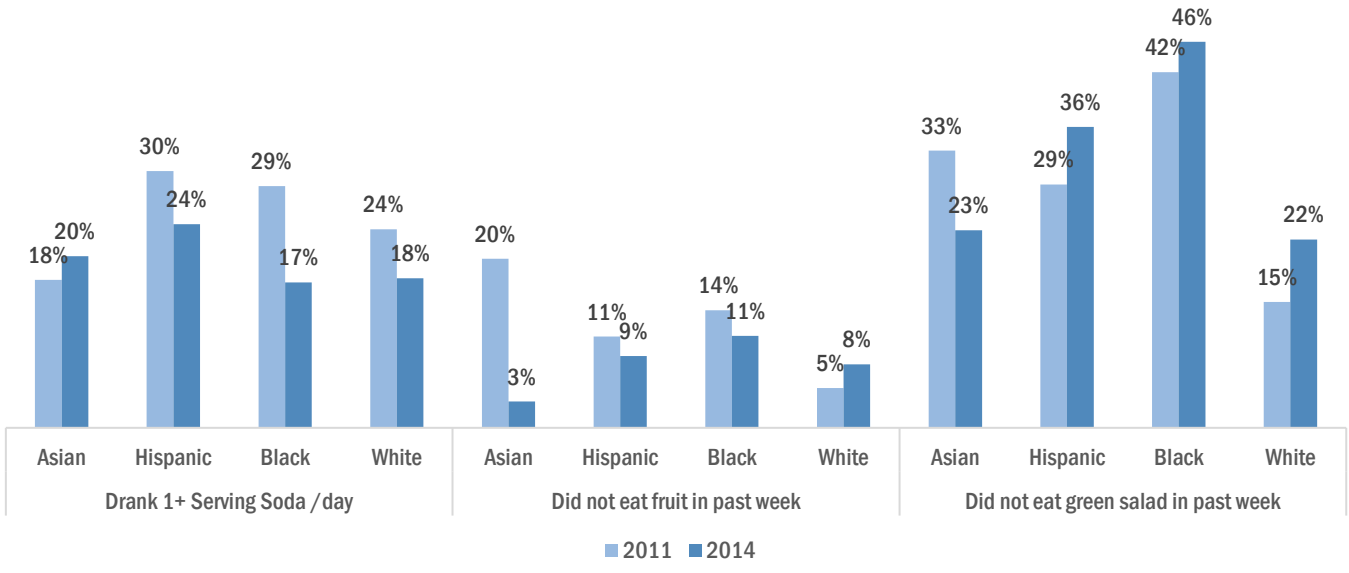
Alexandria is doing unfavorably.

Alexandria has seen a decrease in the number of 10th and 12th graders who played on a sports team since 2011. Conversely, 3 percentage points more 10th and 12th graders are exercising in 2014 compared to 2011. The trend for 8th graders was the opposite, as the number of 8th grade students reporting that they had engaged in 5 or more days of exercise lasting an hour or longer was 15 percentage points less in 2013, compared to 2011. 2013 data on 8th grade sports participation is unavailable.

[15] Fauntleroy, Glenda. Health Behavior News Service, part of the Center for Advancing Health. *Journal of Adolescent Health.* Retrieved March 21 2016 from http://www.cfah.org/hbns/2014/mental-health-wins-when-teens-play-school-sports

Figure 16: Dietary Choices by Ethnicity (Grades 10 & 12)

Source: Alexandria City Public Schools & Alexandria Health Department



Desired Movement: Decrease. 2014 reports are favorable to 2011 reports.

Desired Movement: Decrease. 2014 reports are favorable to 2011 reports.

Desired Movement: Decrease. 2014 reports are unfavorable to 2011 reports.

What does this graph show us?

This graph shows the percentages of Alexandria 10th and 12th graders who did not eat fruit or eat green vegetables, or who consumed soda within the past week, according to the Youth Risk Behavior Survey. Data are broken down by race/ethnicity and compare 2011 to 2014.

Why is this important?

Eating the right amount of fruit and vegetables may reduce risk for heart disease, including heart attack and stroke, some types of cancers, and may lower blood pressure.[16] The health benefits of a balanced diet are well publicized, and poor health is seen in those that consume high amounts of empty calorie junk foods. To promote health throughout the City for all youth, it is important to promote the health benefits from consuming more fruits and vegetables over fatty and sugary caloric alternatives such as sodas.

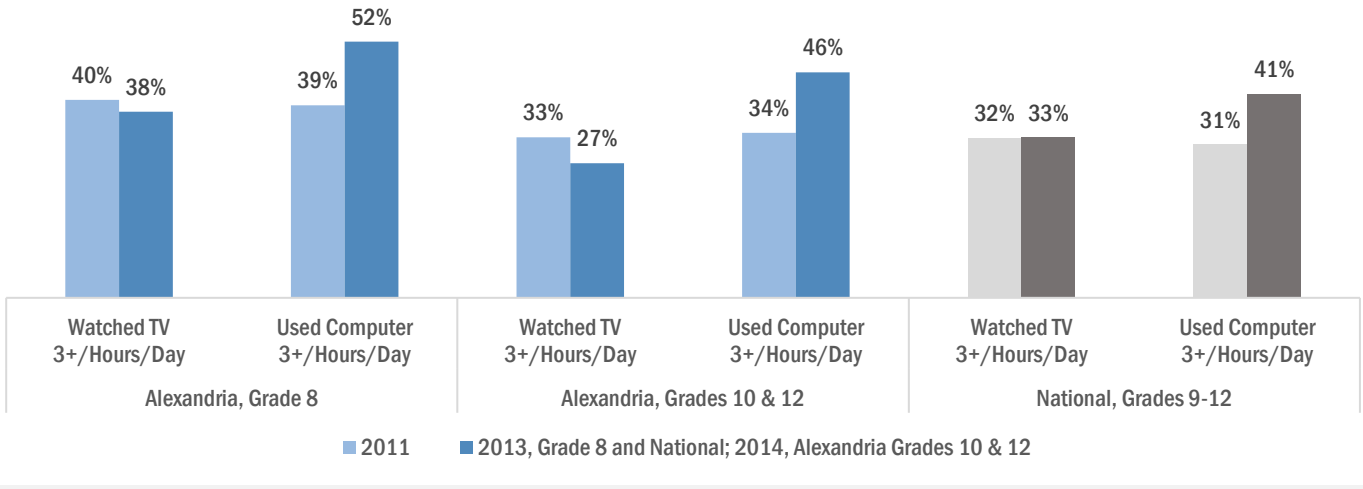
Alexandria is doing favorably.

Overall, soda consumption is down and fruit consumption is up, a good indicator of public health improvements—note, however, the racial disparity in food consumption, as more Hispanic and black youth tend to eat lower quantities of fruits and vegetables, compared to Asian and white youth. In 2014, black youth display the lowest levels of fruit and vegetable, and Hispanic youth have the highest rate of soda consumption.

[16] ChooseMyPlate.gov. *United States Department of Agriculture.* Why is it important to eat vegetables? Retrieved http://www.choosemyplate.gov/vegetables-nutrients-health#

Figure 17: Screen Time (Non-School Work)

Source: Alexandria City Public Schools & Alexandria Health Department; Centers for Disease Control and Prevention



Desired Movement: Decrease.
2013 reports are mixed compared to 2011 reports.

Desired Movement: Decrease.
2014 reports are mixed compared to 2011 reports.

What does this graph show us?

Displayed above is the amount of 8th, 10th and 12th graders who spend 3 or more hours in front of a television or computer (which includes phone screens) for non-academic purposes. The data are compared to the National sample to give context to the habits of Alexandrian youth.

Why is this important?

A study found screen time is associated with a higher risk of depression when exceeding two hours a day; 3 hours is associated with a 19% risk of depression, relative to no screen time, and 5 or more hours a day is associated with an 80% risk of depression relative to no screen time[17]. In a Canadian study, video game playing and computer use were significantly associated with depressive symptoms, yet only video gaming was significantly associated with anxiety[18].

Alexandria is doing neutrally.

The percentage of Alexandria 10th and 12th grade youth who spend three or more hours watching television is lower than the national percentage. Alexandria middle schoolers spend three or more hours engaged with screens (TV or computers) at a higher rate than do high schoolers; this does not parse out differences attributed to tablets and smartphones. It is worth noting that while time spent watching TV has decreased minimally for Alexandria 8th, 10th and 12th graders, time spent using a computer is rising at a faster rate for all groups.

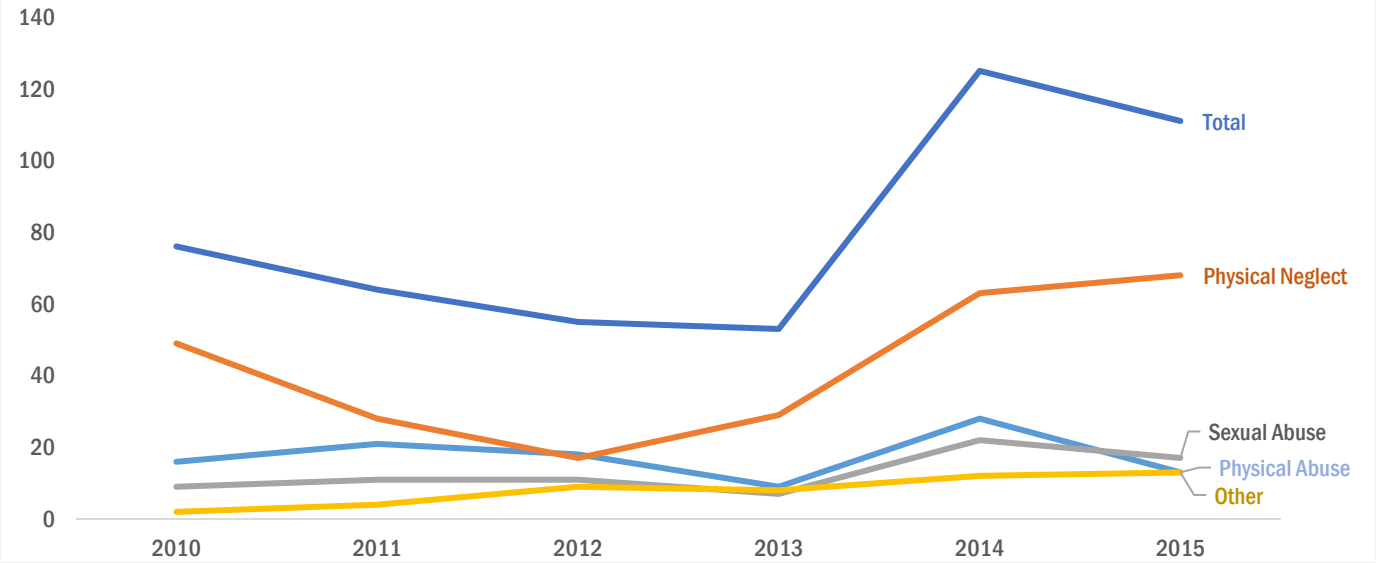
[17] British Journal of Sports Medicine, online November 9, 2015. *Dose–response association of screen time-based sedentary behaviour in children and adolescents and depression: a meta-analysis of observational studies*. Retrieved http://bjsm.bmj.com/content/early/2015/11/08/bjsports-2015-095084.full

[18] Screen time is associated with depression and anxiety in Canadian youth. Preventive Medicine, Volume 73, Issue null, Pages 133-138
Danijela Maras, Martine F. Flament, Marisa Murray, Annick Buchholz, Katherine A. Henderson, Nicole Obeid, Gary S. Goldfield.

Safe Environment

Figure 18: Founded Abuse and Neglect Allegations by Category

Source: Virginia Department of Social Services



Desired Movement: Decrease.
*2013 was 30% less than 2010. Favorable
*In 2014, allegations rose by 136%. Unfavorable
*In 2015, allegations dropped by 11%. Favorable

What does this graph show us?

This graph shows trends over time in the types of abuse and neglect founded (by a preponderance of evidence) in the City of Alexandria. "Other" contains the combined totals for substance exposed infants, medical neglect and mental abuse/neglect. Note that one person may have multiple allegations; the data is not per-person.

Why is this important?

According to Child Welfare Information Gateway, physical abuse and neglect can lead to damage to the growing brain, leading to psychological implications, such as cognitive delays or emotional difficulties—which can in turn manifest as high-risk behaviors, such as an increased likelihood of smoking, substance abuse or overeating[19]. Abuse and neglect can also lead to a cycle of more abuse and neglect—research suggests about one-third of all individuals who were abused or neglected as children will subject their children to maltreatment[20].

Alexandria is doing unfavorably.

Total founded cases of child abuse declined from 2010 to 2013, rose sharply in 2014 and decreased again in 2015. The increase in physical abuse and neglect in 2014 is notable. There was a slight increase in mental (e.g., humiliation, chaotic lifestyle) and medical (e.g., neglect to seek medical care) abuse.

[19] Child Welfare Information Gateway. (2013). *Long-term consequences of child abuse and neglect.* Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.
[20] Child Welfare Information Gateway. *Cycles of Abuse.* Retrieved https://www.childwelfare.gov/topics/can/impact/long-term-consequences-of-child-abuse-and-neglect/abuse/

Teen Pregnancy

Figure 19: Teen Pregnancies per 1,000 Girls Ages 10-19, by Region

Source: Virginia Department of Health

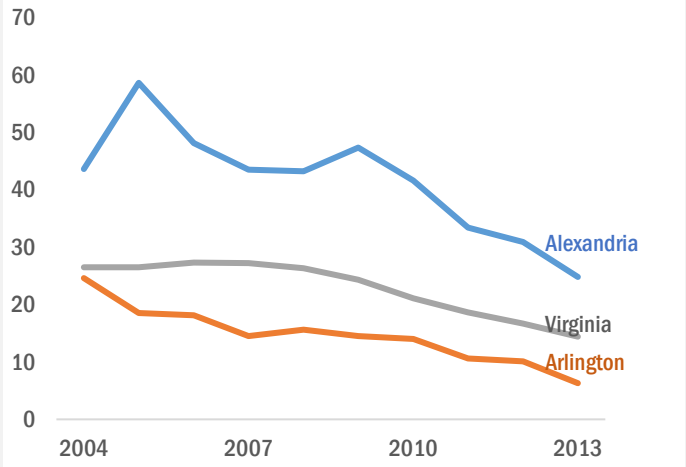
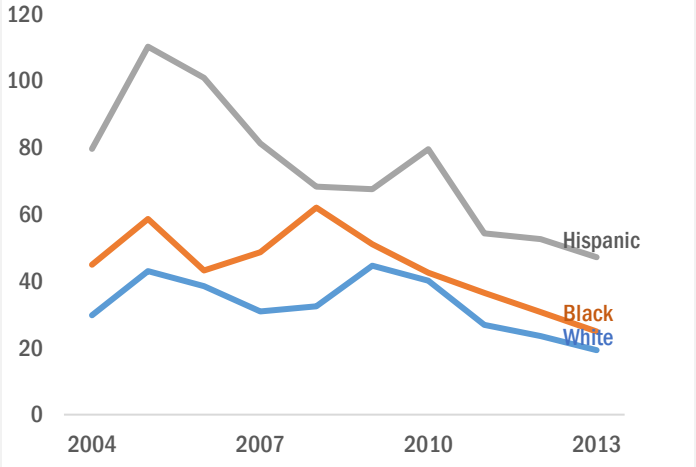


Figure 20: Teen Pregnancy Rate per 1,000 Girls Ages 10-19 Years, by Race/Ethnicity

Source: Virginia Department of Health



Desired Movement: Decrease

*Decrease of an average of 5.63/year since 2009. Favorable

What do these graphs show us?

These measure the rate per 1,000 girls of births by teens (ages 10 to 19) from 2004 through 2013. The second chart shows the Alexandria data broken down by race.

Why is this important?

According to Child Trends, only about 50% of teen mothers receive a high school diploma by 22 years of age, versus approximately 90% of women who had not given birth during adolescence[21]. Additionally, according to the Urban Institute Press, children of teenage mothers are more likely to have lower school achievement and drop out of high school, have more health problems, be incarcerated at some time during adolescence, give birth as a teenager, and face unemployment as a young adult[22]. Teenage pregnancy often results in prenatal care not received soon enough, which can lead to problems later on. According to MedLine Plus, they also have a higher risk for pregnancy-related high blood pressure and its complications, and risks for the baby include premature birth and a low birth weight[23].

Alexandria is doing favorably.

Alexandria has seen a notable and fairly consistent decrease in the rate of teenage pregnancies over time since 2004, although the rate is still higher than for the state and nearby Arlington County. A notable concern is how Hispanic teenage mothers account for births at a rate over double that for white teenage mothers in 2013.

[21] Perper K, Peterson K, Manlove J. Diploma Attainment Among Teen Mothers. *Child Trends, Fact Sheet Publication #2010-01: Washington, DC:Child Trends; 2010.* Retrieved http://www.cdc.gov/teenpregnancy/about/index.htm

[22] Hoffman SD. Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy. *Washington, DC: The Urban Institute Press; 2008.* Retrieved http://www.cdc.gov/teenpregnancy/about/index.htm

[23] MedlinePlus. *Teenage Pregnancy*. Retrieved March 21 2016 from https://www.nlm.nih.gov/medlineplus/teenagepregnancy.html

Goal 2: Every Child will be Academically Successful and Career Ready

Alexandria has a commitment to ensuring that all students succeed in school, and a commitment towards promoting career and workforce development for all youth. Academic preparation from pre-K onward is important, and improving grades across the City is a priority. Academic and future career success is defined through success in the following indicators:

- School Readiness
- School Achievement
- College & Career Readiness & Attainment

Key Findings

- PALS-K rates are down and slightly lower than state percentages. Since standards changes were implemented, SOL achievement rates for 3rd grade reading are up overall, but algebra 1 scores have fluctuated.

- The four-year on-time graduation rate (defined as those students who finish high school 4 years after they enter) has decreased from 84.3% in 2014 to 79.8% in 2015, with only Asian students exhibiting an increase in on-time graduations. The overall graduation rate remains below those for the state and for Arlington.

Data Considerations

Success in school is in part determined by how frequently a child attends it. ACPS reports that attendance was 95% for all students across all school days during the course of the 2014-2015 academic year.[24] While this is a good percentage, the City should continue to place a priority on promoting academics and schooling as important among young people, encouraging ongoing attendance and enrollment at institutions of higher education.

A shared data management system will allow easier monitoring of success in school. If ACPS and out-of-school providers share attendance records, areas of student achievement and areas in need of improvement, a greater level of efficiency would be achieved in figuring out what programs and activities students will thrive in, and on what programs and activities are falling short of promoting positive student outcomes. This is a clearly articulated strategy in the CYMP; the ACPS 2020 Strategic Plan is also closely aligned with the CYMP, and has the vision of “All Students Succeed.”

[24] Virginia Department of Education. *Alexandria City Public Schools Report Card.* Retrieved from https*://p1pe.doe.virginia.gov/reportcard/report.do?division=101&schoolName=All*

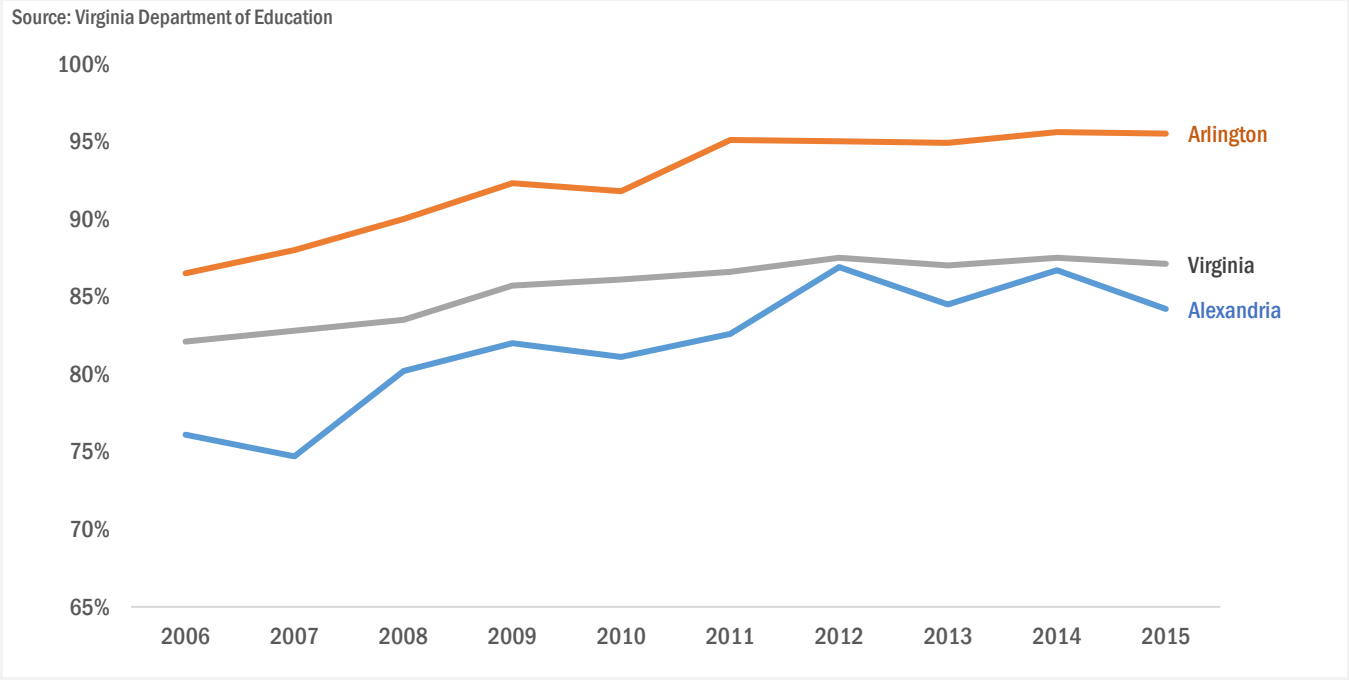
Goal 2 Dashboard

Indicator	Early Childhood	School Age (K-12)	Young Adult
Kindergarten Whose PALS-K Scores were at or Above Kindergarten Readiness Levels	87% (2014) ↓ 84% (2015)		
Passage Rates for Third-Grade Standards of Learning (Reading)		72% (2015) → 72% (2016)	
Passage Rate for Algebra 1 Standards of Learning (All Grades)		67% (2015) ↓ 63% (2016)	
Academic Success: Students with Disabilities (3rd grade reading SOL)		37% (2015) ↑ 48% (2016)	
Academic Success: Students with Disabilities (3rd grade reading, all assessments)		56% (2015) ↑ 64% (2016)	
Academic Success: Students with Disabilities (algebra 1 SOL)		32% (2015) ↓ 27% (2016)	
Dropout Rate		9% (2014) ↑ 11% (2015)	
On-Time Graduation Rate		84% (2014) ↓ 80% (2015)	

School Readiness

Figure 21: Kindergarteners Who's PALS-K Scores Were at or Above Kindergarten Readiness Levels

Source: Virginia Department of Education



Desired Movement: Increase.
*2015 is 11% higher than 2006. Favorable
*Decrease of 2.5pp from 2014 to 2015. Unfavorable

What does this graph show us?

From the PALS website, the PALS are defined as a measure of children's knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. This chart shows the trend in scores from the school year ending in 2006 through 2015.

Why is this important?

The PALS scores serve as a proxy for identifying and measuring areas where a child may be struggling in literacy, operating as an indicator for a successful outcome for the SOLs[25]. While the PALS score is a good indication of future success, the City is continuing to look for more indicators that provide more information.

Alexandria is doing favorably.

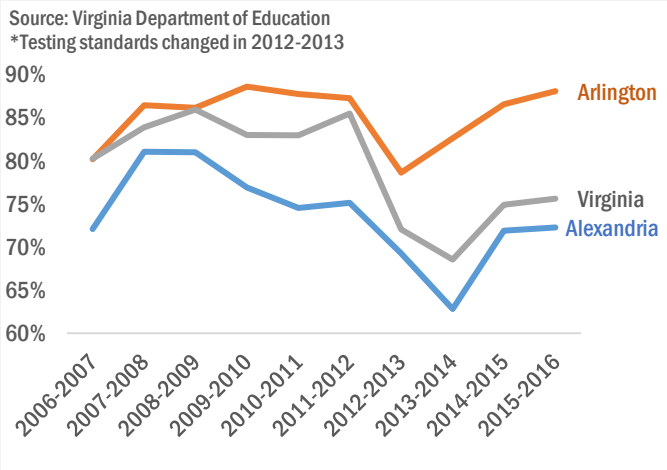
Alexandria is generally improving, but has fluctuated since 2012. The rate of improvement has been greater than in Virginia, and only slightly higher than Arlington[26]. Alexandria's overall scores remain below state scores, but the gap has been converging in recent years.

[25] *PALS and Reading First. https://pals.virginia.edu/pdfs/PALS_and_Reading_First.pdf, Table 1, p.9; p.3.*
[26] Assuming a linear regression from 2006-2015. Note Alexandria's higher slope 2007-2012, and oscillation 2012-2015.

School Achievement

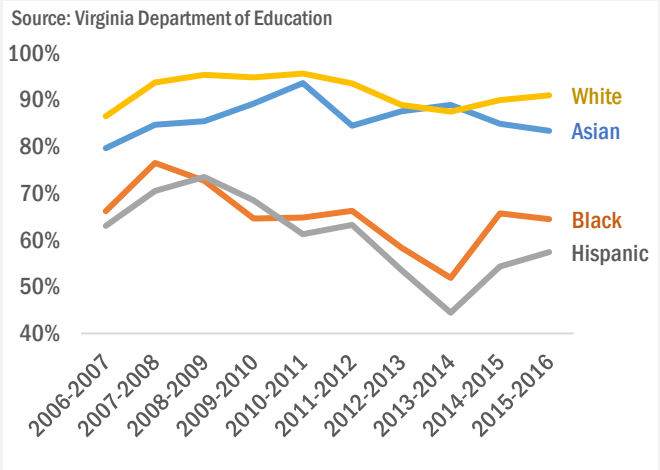
Reading

Figure 22: Passage Rates for Standards of Learning (Reading, 3rd Grade Test Level) by Region



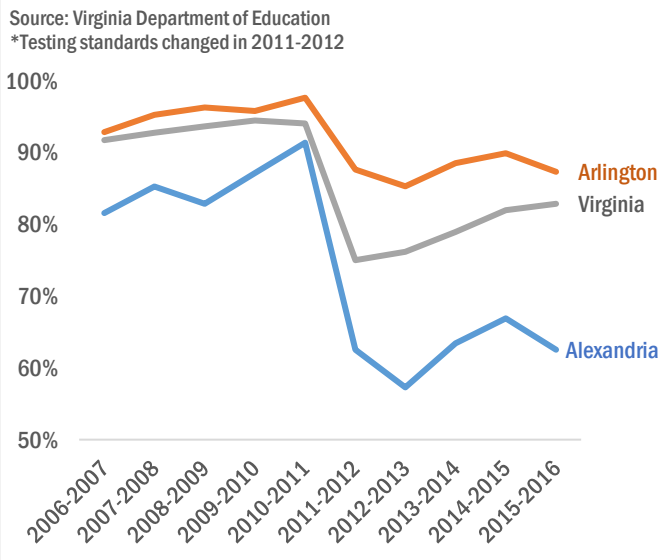
Desired Movement: Increase.
*6pp decrease from 2008-2009 to 2011-2012. Unfavorable
*Drop of 6pp from 2012-2013 to 2013-2014. Unfavorable
*increase of 9 pp from 2013-2014 to 2015-2016. Favorable

Figure 23: Passage Rates for Standards of Learning (Reading, 3rd Grade Test Level) by Race



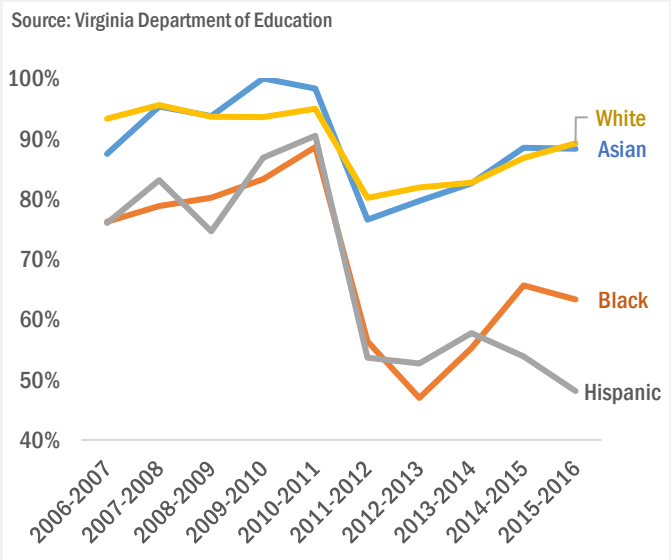
Algebra 1

Figure 24: Passage Rate for Algebra 1 Standards of Learning (All Test Grade Levels) by Region



Desired Movement: Increase.
*5pp decrease from 2011-2012 to 2012-2013. Unfavorable
*10pp increase from 2012-2013 to 2014-2015. Favorable
*4pp decrease from 2014-2015 to 2015-2016. Unfavorable.

Figure 25: Passage Rate for Algebra 1 Standards of Learning (All Test Grade Levels) by Race



What do these graphs show?

These charts show how well Alexandria is doing on SOL testing compared to Arlington and Virginia, in addition to parsing out scores by race and ethnicity. SOLs focused on include the 3rd grade reading test and Algebra 1. Note that testing standard changes were implemented in 2011-2012 for algebra and 2012-2013 for reading.

Why is this important?

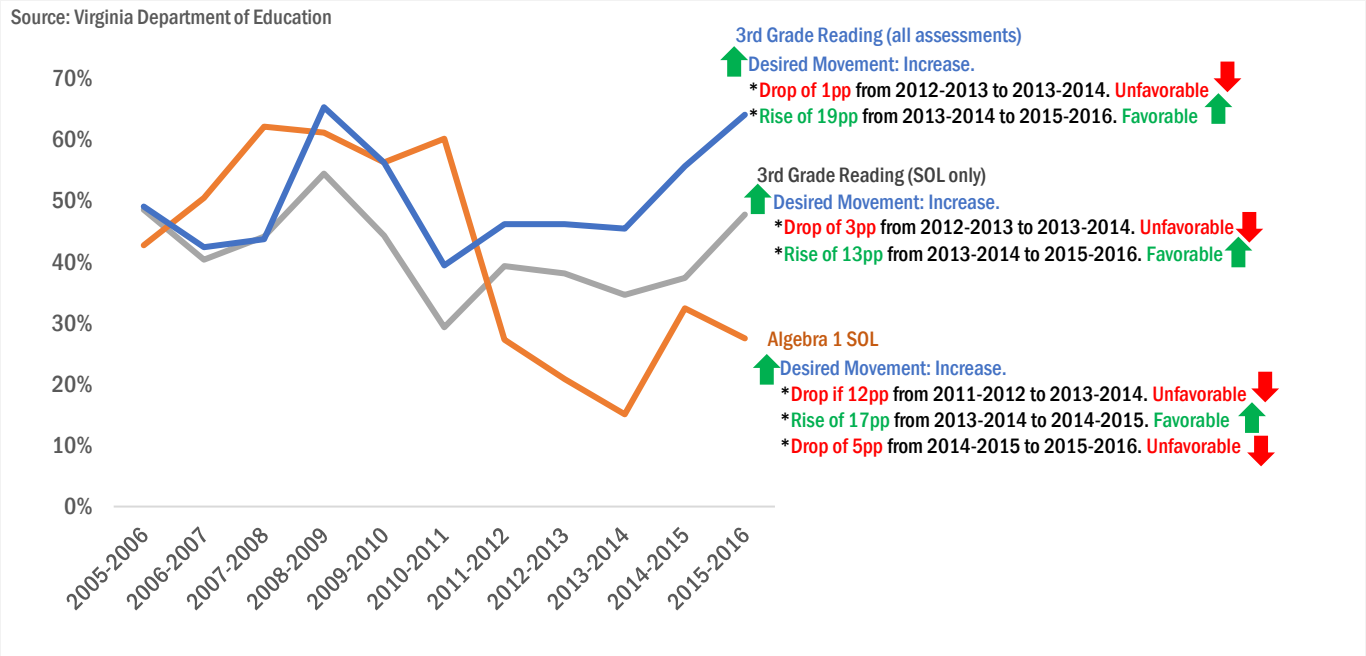
From the Virginia Department of Education, the Standards of Learning (SOL) for Virginia Public Schools establish minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science and other subjects[27]. Meeting the minimum required state standards is important to keep Alexandria competitive with the rest of the state, in terms of academic achievement, college readiness and workforce readiness. The SOLs also serve as a minimum requirement for ACPS to continue to maintain its state accreditation.

Alexandria is doing unfavorably.

The passage rates for third-grade reading are lower in Alexandria than in both Arlington and Virginia, but the data patterns are similar. All three area's scores nosedived between 2011 and 2013, and all three regions are recovering from previous score decreases, with Alexandria the furthest behind; however, Alexandria algebra scores from the 2015-2016 school year went back down to 2013-2014 levels. In both Algebra 1 and 3rd grade reading, White and Asian students have consistently outperformed Hispanic and Black students. Black and Hispanic passage rates have been steadily declining for 3rd grade reading, but rebounded sharply in 2015.

[27] Virginia Department of Education. *Standards of Learning (SOL) and Testing.* Retrieved from http://www.doe.virginia.gov/testing/

Figure 26: Academic Success: Students with Disabilities



What does this graph show us?

This graph shows the academic success of students with disabilities, for 2005 to 2016 in Algebra 1 and 3rd Grade Reading, as reported by the Virginia Department of Education. Note that testing standard changes were implemented in 2011-2012 for the algebra 1 and 2012-2013 for the 3rd grade reading SOLs; prior data is shown as a reference.

Why is this important?

Promoting equity and equality for all students is important. Ensuring success for students with disabilities complies with this priority, and these tests track student success with state minimum requirements. Under IDEA—the Individuals with Disabilities Education Act—schools must provide an equitable learning environment for students with special needs. According to the Virginia Department of Education, students with disabilities are considered for participation in SOL assessments; this includes SOLs with or without accommodations, the Virginia Grade Level Assessment (VGLA), Virginia Substitute Evaluation Program (VSEP), or the Virginia Alternative Assessment Program (VAAP)[28].

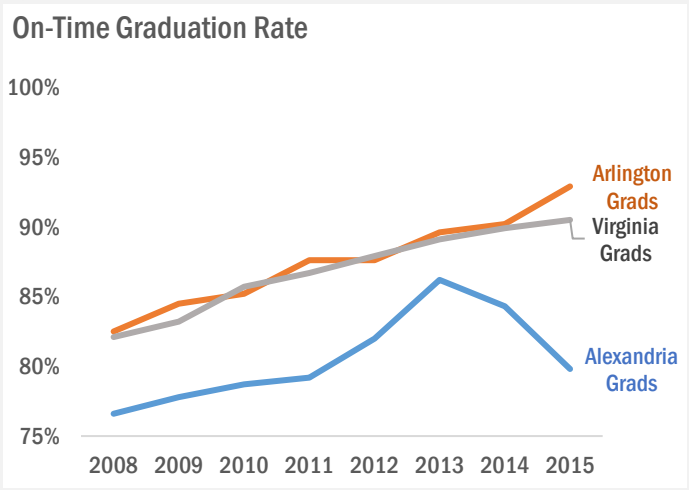
Alexandria is doing neutrally.

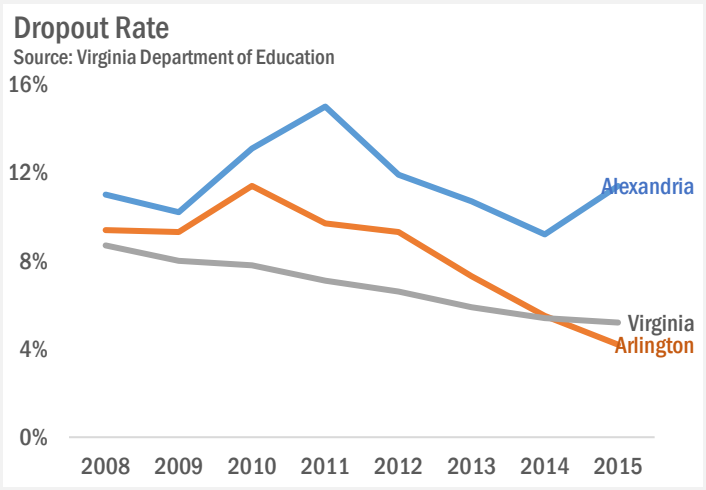
Like the scores for the general student population, scores for students with disabilities also dropped in 2012 for Algebra 1, but saw an uptick in 2014, and went down again in the most recent school year. 3rd grade reading, on the other hand, has been steadier, and has seen improvement in the 2014-2015 and 2015-2016 school years. More work is required to get algebra 1 passage levels above 50%.

[28]Only 3rd grade reading is shown with separate assessments on the chart. The Algebra 1 score data was the same with or without alternative assessments, with the exception of the 2013-2014 school year, where the pass rate was 15% for the SOL only and 17% with all alternative tests included.

College & Career Readiness & Attainment

Figure 27: Graduation and Dropout Rate





Desired Movement: Increase.
*13% increase from 2008 to 2013. Favorable
*7% decrease from 2013 to 2015. Unfavorable

Desired Movement: Decrease.
*36% increase from 2008 to 2011. Unfavorable
*24% decrease from 2011 to 2015. Favorable

Figure 28: 2015 Dropout Rate

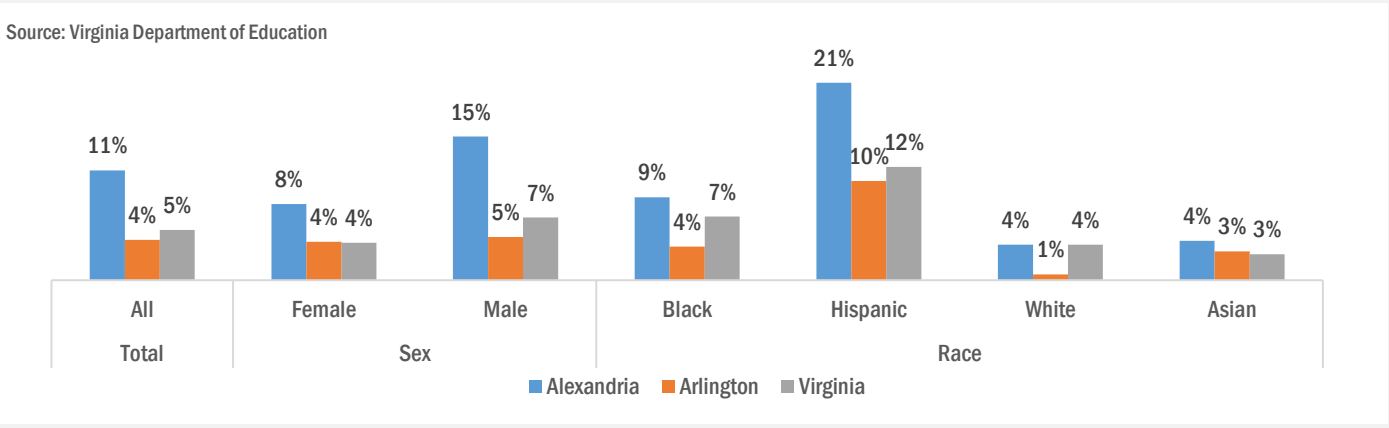
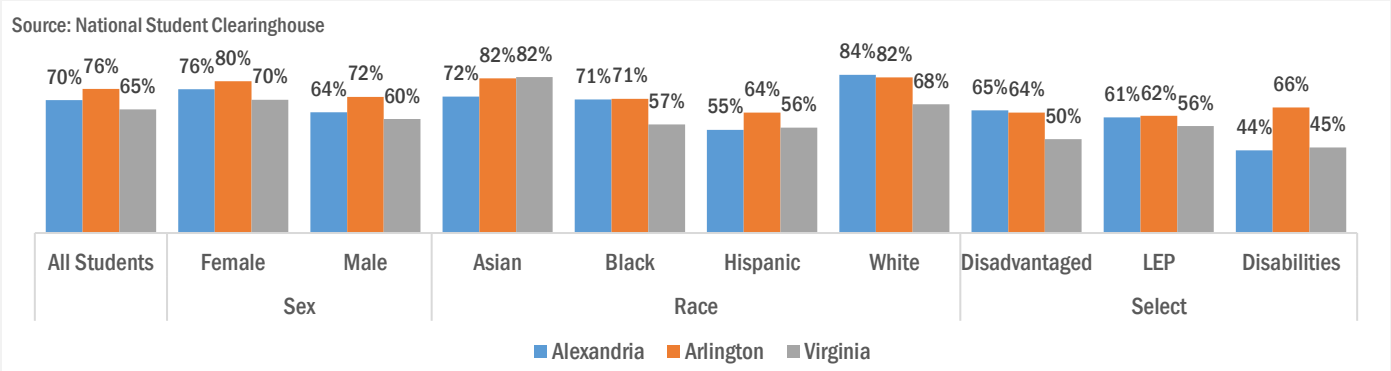


Figure 29: Class of 2015 Students who Enrolled in any Institution of Higher Education within 16 Months of Earning High School Diploma



What do these graphs show us?

These charts show school dropout rates from 2008-2015, four year on-time graduation rates from 2008-2015 (defined as the population of students who graduated four years from starting high school as opposed to those students who did not), and the composition of Alexandria students in 2015 who dropped out of school. Also shown is the percentage of students who enrolled in a higher education institution (such as college, university or community college) within 16 months after graduating from high school in 2015 (counting only those that entered high school in 2011); this chart also shows the percentages by sex and race/ethnicity.

Why is this important?

Many jobs in today's workforce require collegiate education or vocational training; it is more difficult to gain and maintain a good and secure job without higher education. Dropping out of high school makes gaining employment even more difficult. However, students continue to drop out for a number of reasons, including teenage pregnancy, supporting their parents economically, or for simply failing out of school altogether. Dropping out of high school stunts career opportunities and is an area of concern for the economic well-being of the City.

Alexandria is doing unfavorably.

Although it has been generally decreasing, Alexandria's dropout rate needs attention in recent years; all subgroups compare unfavorably to the State and Arlington in 2015, and the City's dropout rate has been fluctuating year over year. A spike is notable in 2011, and again in 2015. Specific concerns for the 2015 student body include male students, black students and Hispanic students. Hispanic students enroll in higher education at the lowest rate (55%) for Alexandria, and enroll at lower rates than both Arlington and Virginia. White and black students of the City enroll at higher rates compared to the State.

Figure 30: 2015 SAT Scores for Students in $30,000 or Less Income Bracket

What does this graph show us?

This graph shows average SAT scores for Reading, Math and Writing for Alexandria City Public School students. For context, 2400 was considered a perfect score on the 2015 SAT.

Why is important?

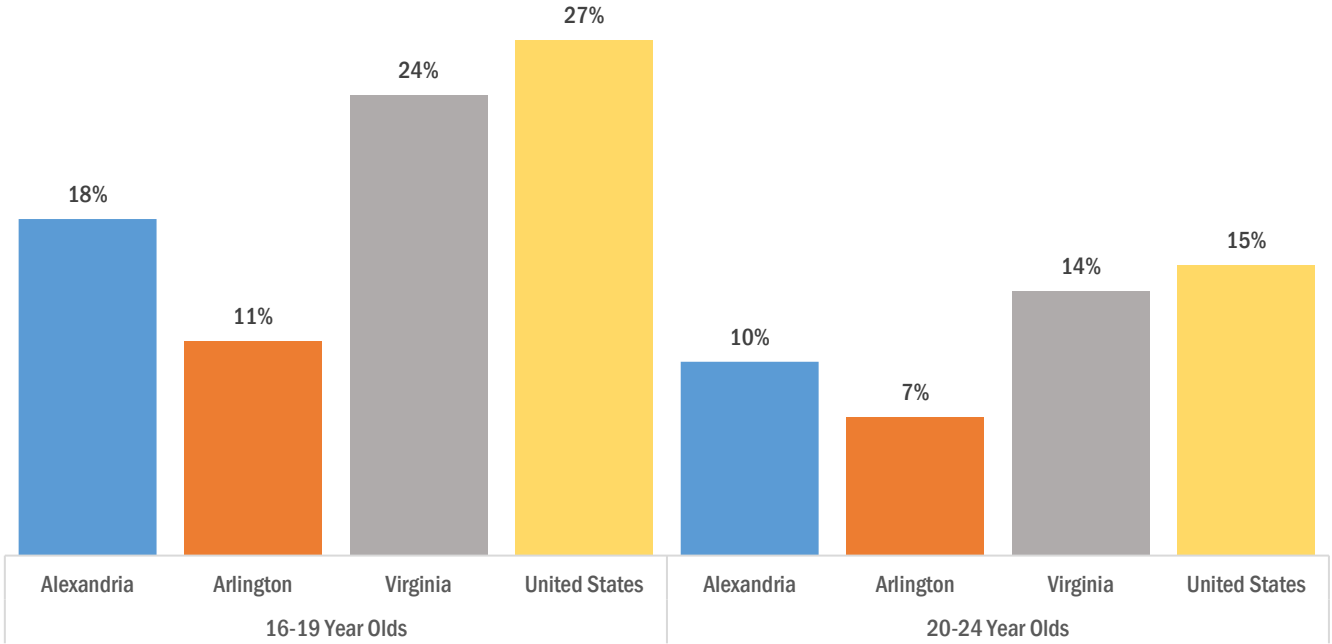
The SATs serve as a sort of entry examination for higher education. Most institutions require SAT or ACT (depending on location) scores as part of a college application. Lower scores translate to lower competitiveness in college admissions, which leaves those students at a disadvantage for collegiate education and, transitively, workforce mobility.

Alexandria is doing unfavorably.

In 2015, students in this income bucket achieved an average of 54% of a perfect score (2400). Across all subject areas these students score lower on the SATs than do their cohorts in Virginia and the nation. This points to an opportunity for Alexandria to improve the test scores for students in lower income brackets to be more competitive with the rest of the State and Nation.

Figure 31: Youth Unemployment Rates

Source: 2010-2014 American Community Survey 5-Year Estimates



What does this graph show us?

The labor force is defined as those who are employed combined with those who are unemployed—unemployment is defined as those who are out of work and actively looking for work opportunities. Those who are not working and are not actively looking to work are excluded from the unemployment rate. The chart above compares estimates of 16-19 year olds and 20-24 year olds who are unemployed in Alexandria, Arlington, Virginia and the nation. Alexandria has lower unemployment, when compared to the State and Nation, but not when compared to Arlington. Note that these rates are estimates, and both Alexandria and Arlington have large confidence intervals[29].

Why is this important?

Unemployment is linked to a mismatch between employer needs and workforce skill, in addition to time availability of the workers. Most 16-19 year olds are expected to be in school; likewise, 20-24 year olds are expected to either be in higher education, working towards a vocational skill or employed. A higher unemployment rate is indicative of a lack of opportunity or skill for a workforce.

[29] These rates use 90% confidence intervals. The margins of error for Alexandria and Arlington were much larger than for the State and Nation.

Goal 3: Every child will be Socially Connected, Emotionally Secure & Culturally Competent

Social connectedness is an integral part of an individual's growth and development. Feeling welcome, understood and accepted by family and peers is invaluable to mental well-being and social awareness. Emotional security and social connectedness can bring about greater cultural awareness, generating tolerance and compassion towards those of a different cultural or ethnic background. Security in the environment is also critical in reducing crime and violence. To track youth development in the areas of social connectedness, the following indicators are measured:

- Cultural Competence
- Juvenile Justice
- Youth Engagement
- School Safety

Key Findings

- Over half of ACPS 8th, 10th and 12th grade youth feel culturally competent with others' backgrounds.

- The most serious youth arrests (e.g., theft, assault) and arrests for lesser offenses (e.g., running away, trespassing) have both risen by around 20% from 2013 to 2014.

- The number of in-school offenses for the 2014-2015 school year (75 offenses per 1,000 students) is up from the 2013-2014 school year (62 offenses per 1,000 students), but lower than the 2012-2013 school year (96 offenses). According to YRBS results, 15% of 10th and 12th grade students in 2014 and 30% of 8th grade students in 2013 reported involvement in a physical fight up to 12 months before the survey[30].

Data Considerations

As it stands, distributing surveys is the best way to get a feel for how the City is doing when it comes to community involvement and volunteer statistics; in this case, the Developmental Assets Survey administered by the Search Institute collects the data. However, the Developmental Assets survey is not necessarily representative of the student population as a whole and may leave out important populations of youth, such as those who are chronically absent from school or those who have dropped out. Investigating the demographics of those who choose to volunteer, why they do so and for whom they do so will be important in devising policy towards encouraging increased participating in community behavior.

[30] The fights did not necessarily take place at school.

Goal 3 Dashboard

Indicator	Early Childhood	School Age (K-12)	Young Adult
Knowledge and Comfort with People of Different Cultural, Racial & Ethnic Background		55% (2013) ↑ 60% (2016)	
Group A/B Juvenile Arrests by Year		495 (2013) ↑ 603 (2014)	
Service to Others: Young Person Serves in the Community One Hour or More per Week		46% 2013) ↓ 40% (2016)	
Total School Offenses (per 1,000 students)		62 (2014) ↑ 75 (2015)	
Three or More Nonparent Adults Provide Support[31]		42% (2010) ↑ 46% (2013)	
CSA (Children's Services Act) Placed[32]	18 (2014) ↓ 14 (2015)		
Foster Care: Placed (point-in-time)[33]	88 (2014) ↑ 98 (2015)		

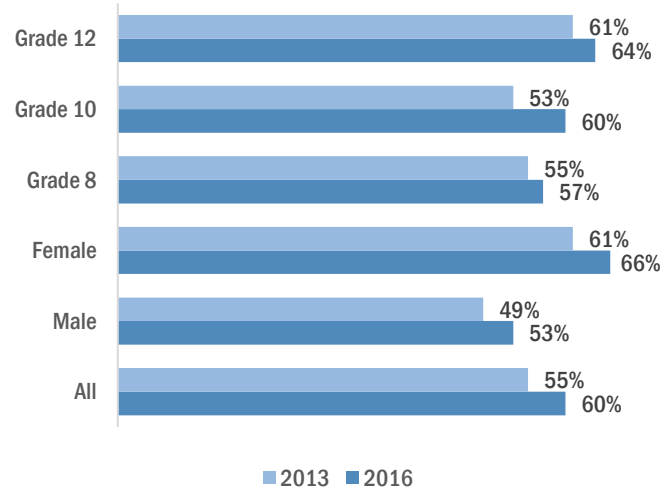
[31] A full description of this indicator's data can be found on page 44
[32] A full description of this indicator's data can be found on page 45
[33] A full description of this indicator's data can be found on page 45

Cultural Competence

Figure 32: Knowledge and Comfort with People of Different Cultural, Racial & Ethnic Background

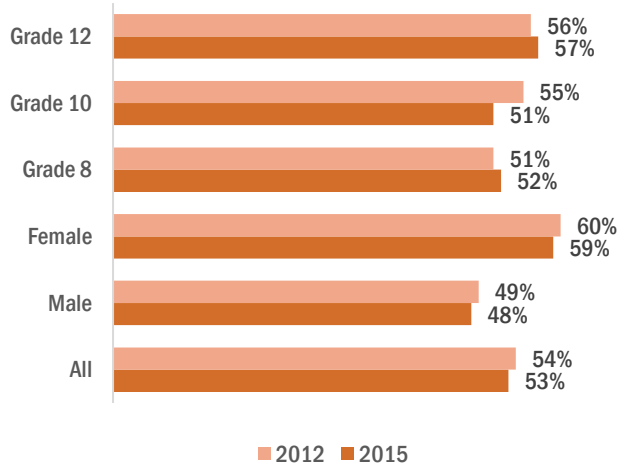
Alexandria

Source: Assets: Alexandria City Public Schools, *Profiles of Student Life: Attitudes and Behaviors Survey* (Search Institute): 2013, 2016



Arlington

Source: Assets: Arlington Partnership for Children, Youth, and Families, *Profiles of Student Life: Attitudes and Behaviors Survey* (Search Institute): 2012, 2015



Desired Movement: Increase.
2013 and 2016 change: +5.0pp. Favorable

Why is this important?

According to the Office of Adolescent Health, "culturally competent programs maintain a set of attitudes, perspectives, behaviors, and policies – both individually and organizationally – that promote positive and effective interactions with diverse cultures."[34] With a City with as diverse a population as Alexandria, it is paramount to cultivate an understanding of differences in culture at a young age, to promote equality within the City and worldliness in the youth.

What does this graph show us?

These are results from one question in Search Institute's Developmental Assets Survey, administered in Arlington in 2012 and 2015, and Alexandria in 2013 and 2016. Note the differences in the years the surveys were administered; Arlington is provided here strictly to gain an understanding of where the region has been within the past 6 years.

Alexandria is doing favorably.

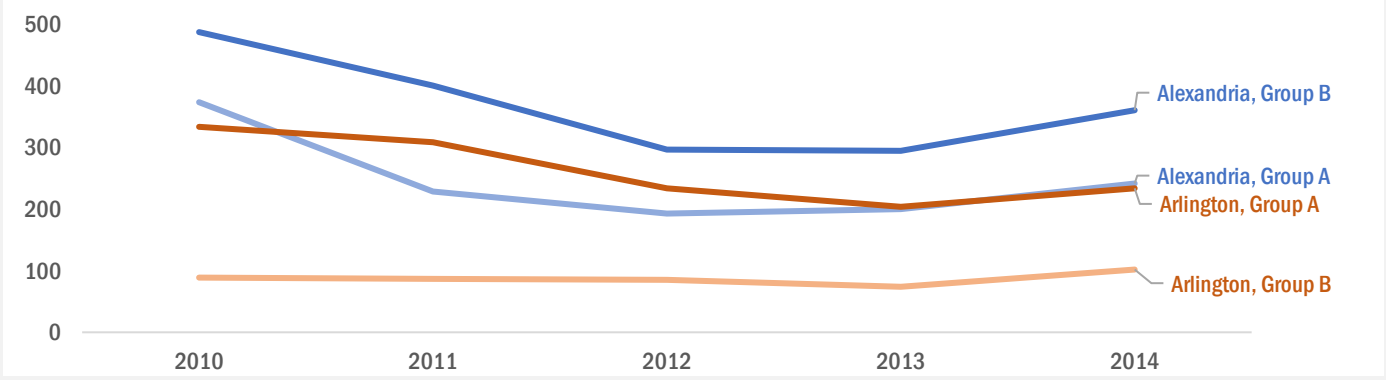
Alexandria's overall level of cultural competence has increased across all categories (grade and sex). This is good news, as it shows a favorable increase in cultural awareness; the inference being that if each subsequent grade is more cultural competent than the last, the cycle will continue in this direction.

[34] Office of Adolescent Health. *TPP Resource Center.* Retrieved from http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/cultural-competence.html

Juvenile Justice

Figure 33: Group A/B Juvenile Arrests by Offense

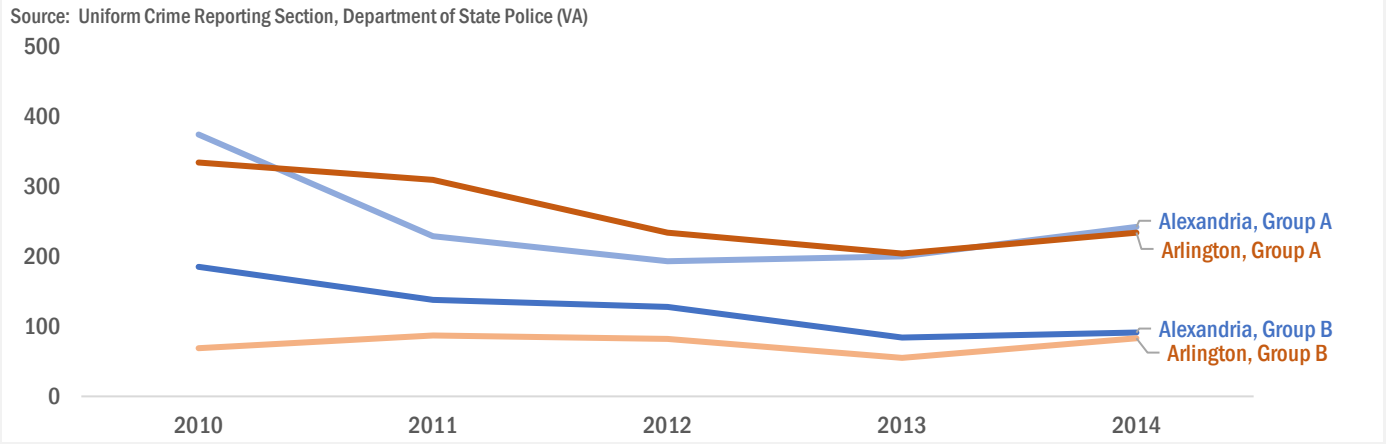
Source: Uniform Crime Reporting Section, Department of State Police (VA)



Desired Movement: Decrease.
*43% decrease from 2010 to 2012. Favorable
*23% increase from 2012 to 2014. Unfavorable

Figure 34: Group A/B Juvenile Arrests by Offense (Excluding Runaways)

Source: Uniform Crime Reporting Section, Department of State Police (VA)



Desired Movement: Decrease.
*43% decrease from 2010 to 2012. Favorable
*4% increase from 2012 to 2014. Unfavorable

Why is this important?

Juvenile justice deals with youth offenses—one of many possible byproducts of feeling disconnected from society, family, peers and the world around an individual. Problems common in youthful years, such as peer pressure or substance experimentation, can lead to arrests and jail time. Having strong family and friend support, along with an understanding and empathetic group of school and government officials, can help to eliminate these societal pressures and alleviate the offense rate.

What do these graphs show us?

In Virginia, the most serious offenses are designated as Group A, which include (but are not limited to) arson, assault, homicide, kidnapping, forcible and non-forcible sex offenses, and weapon violations. Group B includes (but is not limited to) offenses such as writing bad checks, driving under the influence of alcohol, drunkenness, running away from home and trespassing.

The first line chart on the previous page shows arrest totals for each category across Arlington and Alexandria. The second line chart shows this same data, but removes runaways from the Group B category for both jurisdictions[35].

Alexandria is doing favorably.

Alexandria's total arrests (excluding runaway arrests) have decreased 40%, comparing 2014 to 2010; there is, however, a 17% uptick in arrests, from 2013 to 2014. Both Alexandria and Arlington have comparable arrest numbers, with both jurisdictions reporting more Group A offenses in each year. Alexandria exhibits a high number of runaway cases compared to Arlington. They are considered status offenses (meaning if committed by an adult, this would not be a crime).

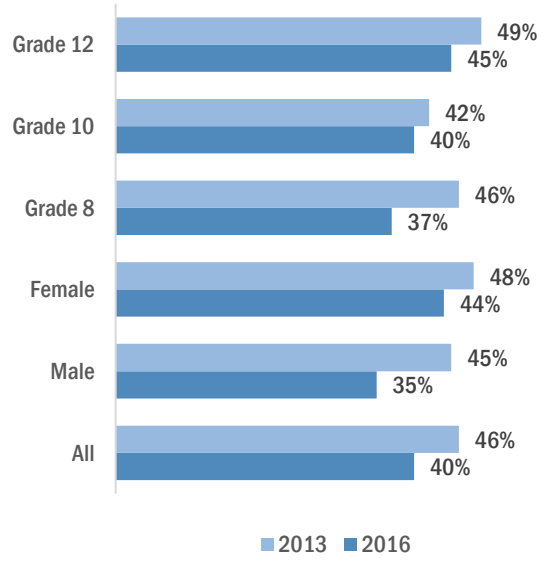
[35] Due to a difference in how Alexandria and Arlington treat runaway offenses, the arrest charts are shown with and without this information to smooth out differences in the jurisdictions.

Youth Engagement

Figure 35: Service to Others: Young Person Serves in the Community One Hour or More per Week

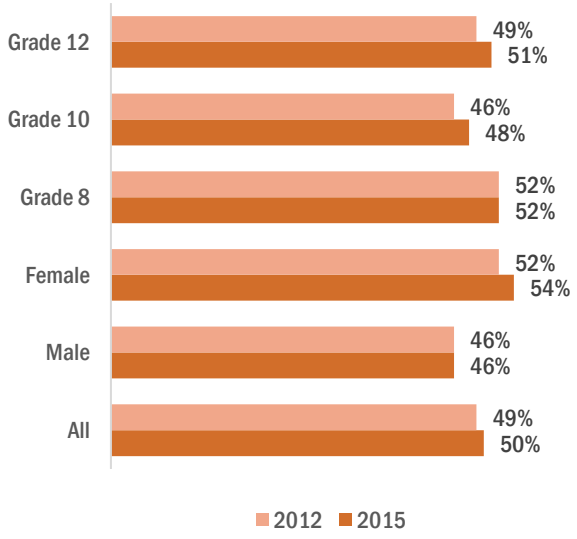
Alexandria

Source: Assets: Alexandria City Public Schools, *Profiles of Student Life: Attitudes and Behaviors Survey* (Search Institute): 2013, 2016



Arlington

Source: Assets: Arlington Partnership for Children, Youth, and Families, *Profiles of Student Life: Attitudes and Behaviors Survey* (Search Institute): 2012, 2015



Desired Movement: Increase.
2013 to 2016 change: 6.0 pp decrease. Unfavorable

Why is this important?

Youth community service and volunteer efforts are an important way for a young person to spend their time. Volunteering is a great way for youth to build their social and professional networks, develop social skills, interact with people from all walks of life, and develop a fondness of helping others and participating in the community. Note that many schools require community service, and many non-profits, such as Scouts and faith-based organizations, promote it.

What do these graphs show us?

These charts show the result of Search Institute's Developmental Assets survey administered in Alexandria and Arlington (note the difference in survey years across localities), in response to the question pertaining to serving the community for an hour or more every week.

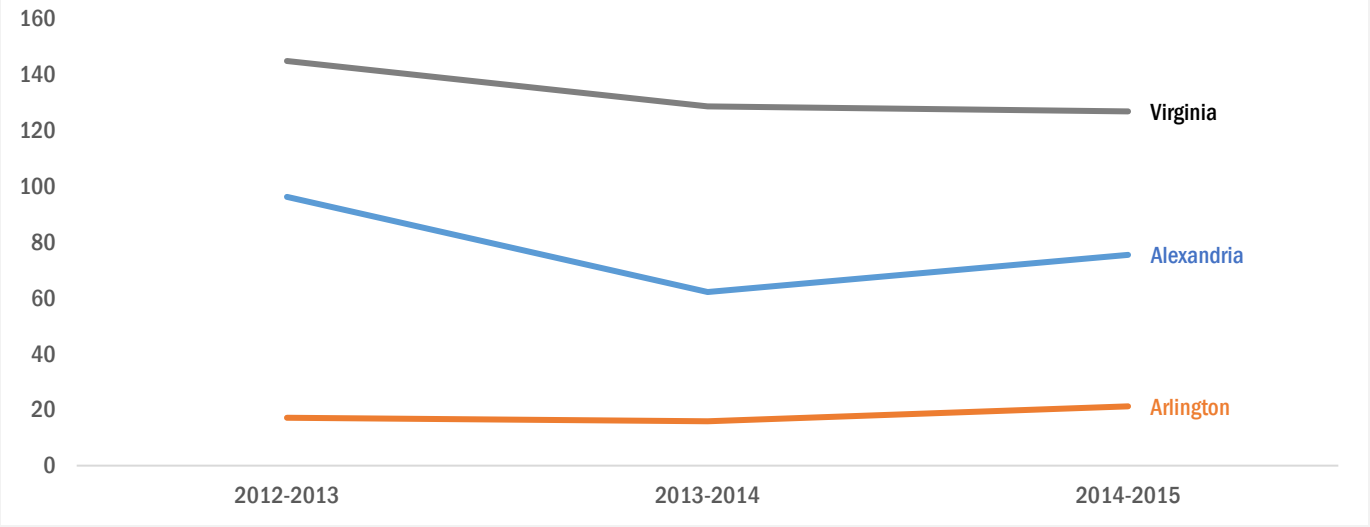
Alexandria is doing unfavorably.

Less than half of the surveyed students served the community one or more hours per week, with a slightly greater percentage of females doing so. Service percentages are higher at higher grade levels.

School Safety

Figure 36: Total School Offenses (per 1,000 Students)

Source: Virginia Department of Education



Desired Movement: Decrease.
*35% decrease in 2013/2014. Favorable
*21% increase in 2014/2015. Unfavorable

Why is this important?

Feeling safe in school is a key first step towards achieving and retaining academic success, and schools are supposed to be safe havens that foster learning and growth. According to Child Trends, a student who fears for their safety at, to or from school may miss days of class; additionally, both perpetrators and victims of violence at school are more likely to exhibit poorer academic performance[36].

What does this graph show us?

This chart compares school offenses in Alexandria with Arlington and the rest of the State. School offenses are tallied up and divided among the student population per 1,000 students. Offenses include weapons offenses, offense against others, alcohol, tobacco and substance offenses, property offenses, disorderly behavior and other assorted offenses.

Alexandria is doing neutrally.

The numbers declined from in the 2013/2014 school year, and increased slightly after that. Alexandria schools see less offenses per 1,000 than the state overall, yet lag in safety behind Arlington. Overall, offenses are down, but are still high enough to deserve attention.

Additional Indicators

This goal has additional indicators which are described in full detail in another goal section. Please reference the Goal 3 dashboard for page numbers.

[36] Child Trends Databank.(2015) Unsafe at school. Available at: http://www.childtrends.org/?indicators=unsafe-at-school - See more at: http://www.childtrends.org/?indicators=unsafe-at-school#_edn2

Goal 4: Every Family will be Equipped & Empowered to Effectively Support the Well-Being of Their Children

Equipping and empowering families is to give them the tools and knowledge necessary to foster a caring, nurturing and safe environment for their children. This is an area where equity should be of tremendous concern; moving resources to where they are most needed is a strategy that will support the well-being of the City's most impoverished youth populations. Like the three goals examined already, the following indicators are used to track the well-being of youth in Alexandria:

- Caring Adults
- Mental Health
- Bullying
- Resilience
- Substance Abuse

Key Findings

- 15% of 8th grade and 12% of 10th and 12th grade youth indicate having made a plan to attempt suicide. These statistics place an emphasis on mental health issues that should be addressed by City officials.

- Alexandria foster care placements have decreased 46% since 2008; this is congruent with the City's plan to reduce placements in out-of-home care.

- Bullying rates are below national trends, with 13% of 10th and 12th grade students reporting that they have been bullied on school property, compared to 20% in the national sample and 22% in the state sample. Inconsistent with national data, rates are higher among males[37].

- Alcohol and marijuana rates for high school students fall in line with national averages: a 26 percent use rate for alcohol in the past 30 days and a 21 percent experimentation rate for marijuana.

Data Considerations

These indicators all rely on optional self-reported survey methods. While this is good to get a general sense of youth well-being, it does not provide a complete picture of the successes and areas of opportunity for City youth. One measure—foster care placements—does not come from a survey sample, and that measure is increasing. This is indicative of greater family issues and is an area meriting further investigation.

[37] Centers for Disease Control. (2013). *Alexandria 2013 Youth risk behavior survey*. Alexandria Public Schools.

Goal 4 Dashboard

Indicator	Early Childhood	School Age (K-12)	Young Adult
Three or More Nonparent Adults Provide Support		46% (2013) ↓ 42% (2016)	
CSA (Children's Services Act) Placed	18 (2014) ↓ 14 (2015)		
Foster Care: Placed (point-in-time)	88 (2014) ↑ 98 (2015)		
Grade 8: Made a plan about how they would attempt suicide		13% (2011) ↑ 15% (2013)	
Grades 10 and 12: Made a plan about how they would attempt suicide		11% (2011) ↑ 12% (2014)	
Grade 8: Bullied on School Property		35% (2011) ↓ 25% (2013)	
Grades 10 and 12: Bullied on School Property		12% (2011) ↑ 13% (2014)	
Young Person Knows How to Plan Ahead and Make Choices		37% (2013) ↑ 38% (2016)	
Had at Least One Drink of Alcohol on at Least One Day (During 30 Days before the Survey)		35% (2011) ↓ 26% (2014)	
Used Marijuana One or More Times (During the 30 Days before the Survey)		25% (2011) ↓ 21% (2014)	
Teen Pregnancies per 1,000 Girls Ages 10-19[38]		30.9 (2012) ↓ 24.8 (2013)	

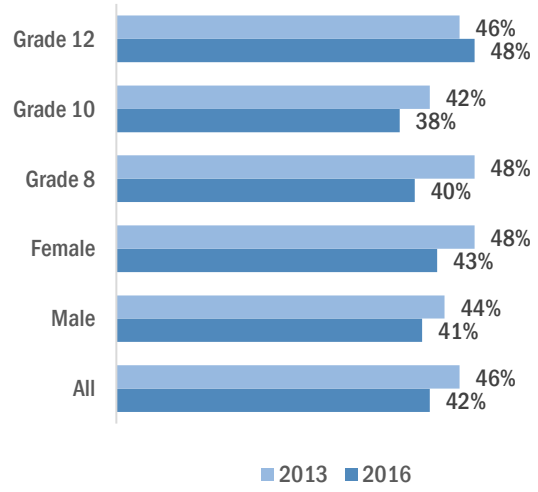
See page 24 for full details[38]

Caring Adults

Figure 37: Three or More Nonparent Adults Provide Support

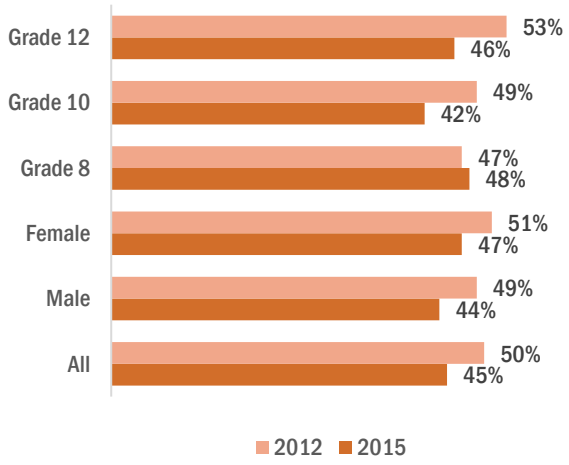
Alexandria

Source: Assets: Alexandria City Public Schools, *Profiles of Student Life: Attitudes and Behaviors Survey* (Search Institute): 2013, 2016



Arlington

Source: Assets: Arlington Partnership for Children, Youth, and Families, *Profiles of Student Life: Attitudes and Behaviors Survey* (Search Institute): 2012, 2015



Desired Movement: Increase.
2013 to 2016 change: -4pp. Unfavorable

What does this graph show us?

These charts show the result of Search Institute's Developmental Assets survey administered in Alexandria and Arlington (note the difference in survey years across localities), in response to the question pertaining to having support from non-parent adults.

Why is this important?

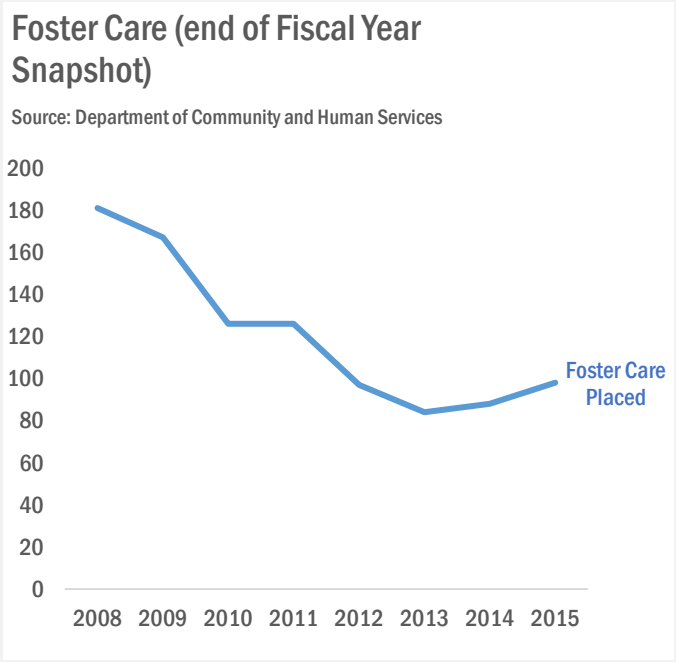
Youth tend to have a different relationship with non-parent adults than they do with their parents. Non-parent adult support also has been found to be associated with "higher self-esteem and fewer depressive symptoms among adolescents."[39] This is important for youth development—knowing, understanding and respecting adults gives a child a perspective on life through a different lens, and can create a strong support system and sense of self-respect and self-worth in the child.

Alexandria is doing unfavorably.

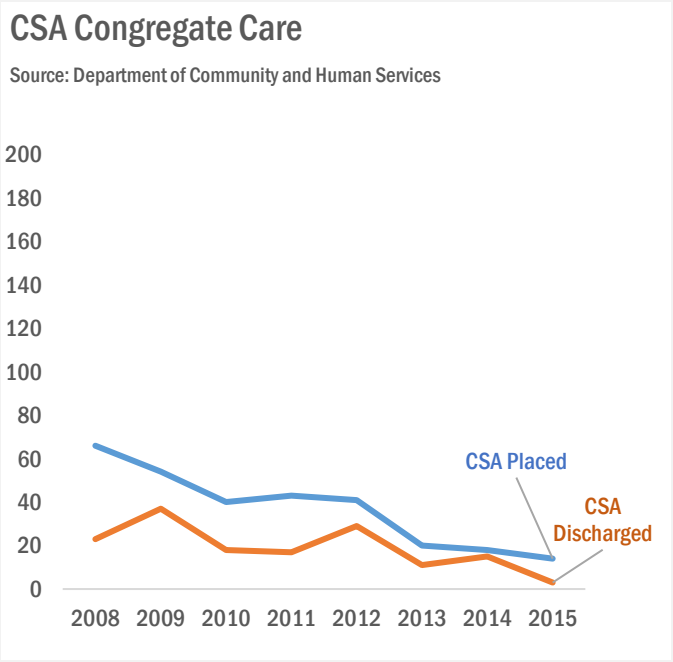
42% of Alexandria youth reported having three or more nonparent adults providing support in their lives. The number is lower for 10th graders than other grade levels. As with Arlington, Alexandria has seen a decrease in the number of adults present in a youth's life.

[39]Haddad, E.; Chuansheng, C.; Greenberger, E. (06 May 2010). The Role of Important Non-Parental Adults (VIPs) in the Lives of Older Adolescents: A Comparison of Three Ethnic Groups. Journal of Youth and Adolescence, March 2011, Volume 40, Issue 3, pp 310-319. Retrieved from http://link.springer.com/article/10.1007%2Fs10964-010-9543-4 (citing DuBois and Silverthorn 2005; Greenberger et al. 1998; Rhodes et al. 1992).

Figure 38: Alexandria Foster Care and CSA Congregate Care



Desired Movement: Decrease (note these are point in time counts).
*2008 to 2013 average change: -14%/year. Favorable
*2015 placements rose by 17% from 2013. Unfavorable



Desired Movement (placements): Decrease.
2008 to 2015 placement average change: -18%. Favorable
Desired Movement (discharges): N/A (conditional on placements)
2008 to 2015 discharge average change: -4%

What do these graphs show us?

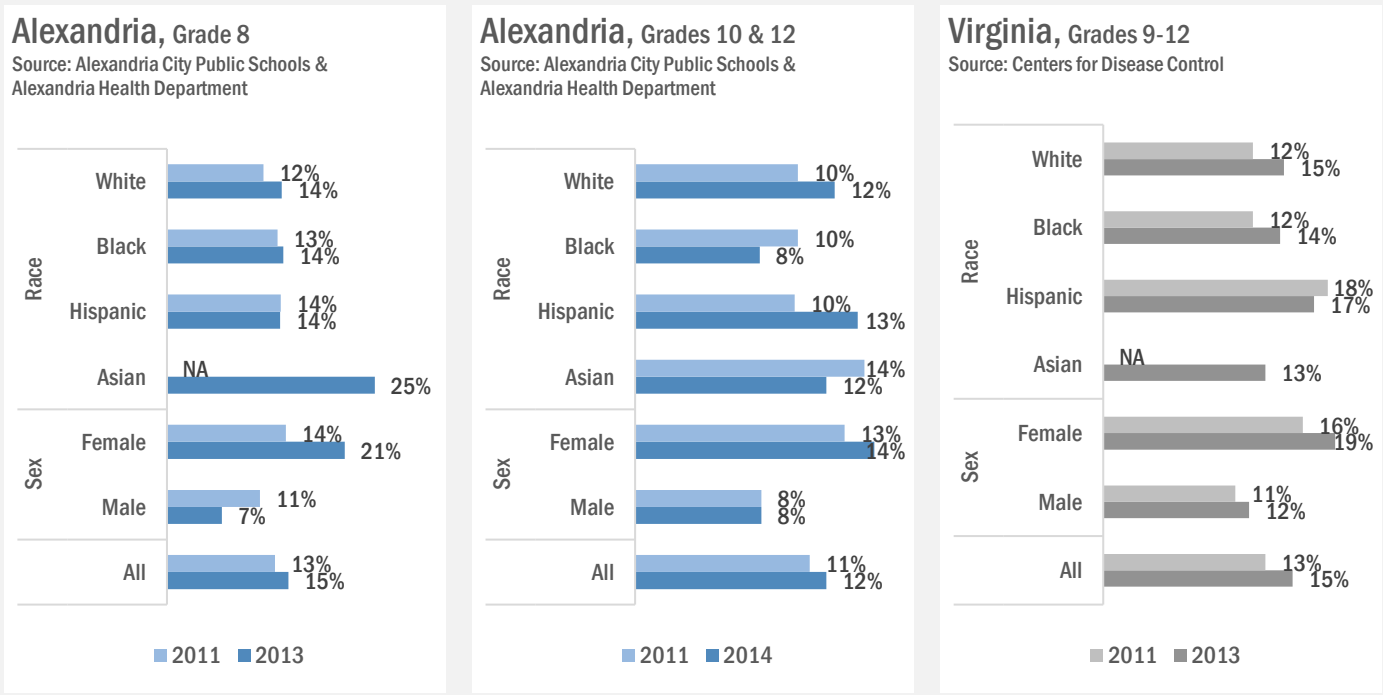
The above chart tracks the number of foster care and Children's Services Act (CSA) congregate care placements and discharges in Alexandria since 2008. Congregate care consists of residential care, group homes or diagnostic placements. This chart includes children in congregate care that receive CSA funds as well as those not receiving CSA funding.

Alexandria is doing favorably in the long-term, and unfavorably from 2013-2015.

After a decline from 2008-2013, foster care placements have risen in recent years. Congregate care placements and discharges have gone down overall since 2008. The uptick since 2013, however, is an area warranting further investigation—there has not been a two period upswing of that nature this entire period.

Mental Health

Figure 39: Made a Plan about How They Would Attempt Suicide



Desired Movement: Decrease.
2013 reports are unfavorable to 2011 reports.

Desired Movement: Decrease.
2014 reports are unfavorable to 2011 reports.

What does this graph show us?

This is self-reported data from 8th, 10th and 12th grade students taking the Youth Risk Behavior Survey. The question asked if the students had made plans about how they would attempt suicide in the 12 months before the survey. In addition to overall totals, the data are divided by sex and race/ethnicity, and are compared to State rates.

Why is this important?

Mental health forms the basis of an adolescent, and greatly influences their outlook on life and habits in everyday interactions. According to the Centers for Disease Control, suicidal thoughts are an indication of poor mental health, and those thoughts are greatly affected by internal and environmental factors, such as mental disorders (e.g., ADHD, depression, anxiety) and substance dependency.[40] A combination of these factors can erode mental health, with suicide is the worst possible result—accounted for as the second leading cause of death for 12-17 year olds in 2010.

Alexandria is doing unfavorably.

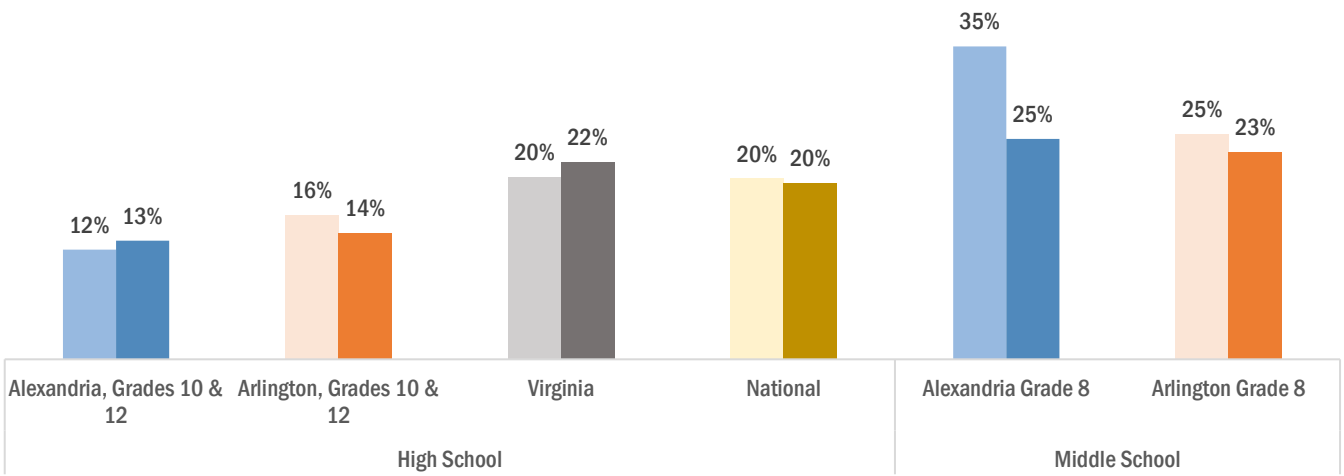
15% of all ACPS 8th grade students and 12% of all ACPS 10th and 12th students have made a plan about how they would attempt suicide. Alexandria high school students generally reported lower incidences than did students in the Virginia sample. The State sample is all of high school, so a one-to-one comparison cannot be made.

[40] Centers for Disease Control and Prevention. *Children's Mental Health; Data and Statistics.* Retrieved from http://www.cdc.gov/childrensmentalhealth/data.html

Bullying

Figure 40: Bullied on School Property

Source: Alexandria City Public Schools, Alexandria Health Department, Centers for Disease Control, Arlington Partnership for Children, Youth, and Families, *Youth Risk Behavior Survey* (Centers for Disease Control and Prevention): 2010, 2013



Desired Movement: Decrease.
2014 reports are unfavorable to 2011 reports.

Desired Movement: Decrease.
2013 reports are favorable to 2011 reports.

Why is this important?

Defined by the Centers for Disease Control, "bullying has serious and lasting negative effects on the mental health and overall well-being of youth involved in bullying in any way including: those who bully others, youth who are bullied, as well as those youth who both bully others and are bullied by others." Continuing the discussion on suicide from the previous page, those who are bullied *and* those who are the doing the bullying are at an increased risk of suicide (among other things, such as poor school attendance, lower grades, poor social interactions, according to the CDC).[41]

What does this graph show us?

The graph is showing self-reported data on those who feel like they are victims of bullying on school property (from the YRBS). This data does not report on those doing the bullying. The Alexandria high school sample is compared to Arlington, the State and the Nation—the 8th grade sample is compared to Arlington.

Alexandria is doing neutrally.

A quarter of 8th graders in Alexandria report having been bullied, an improvement over 2011. Alexandria middle school students also experience more bullying than their Arlington counterparts. Bullying rates at the high school level appear to be slightly lower for students in Alexandria, and are noticeably less than the state and national rates[42]. Differences in survey dates prevent explicit one-to-one comparisons.

[41] Centers for Disease Control. The Relationship Between Bullying and Suicide: What we Know and What it Means for Schools. *National Center for Injury Prevention and Control.* Retrieved from http://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf

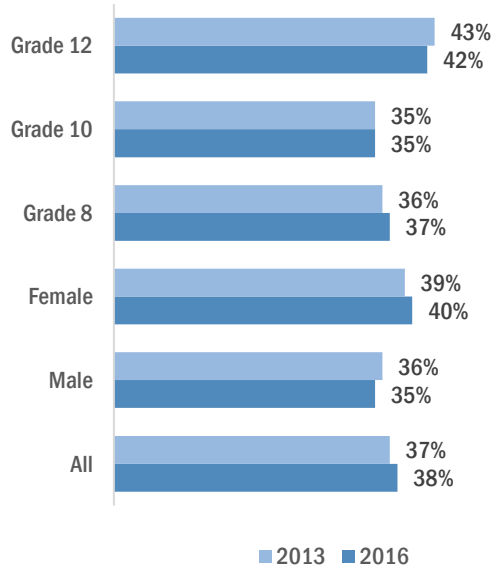
[42] CDC. (2011). *Alexandria 2011 Youth behavior risk survey.* Alexandria Public Schools.

Resilience

Figure 41: Young Person Knows How to Plan Ahead and Make Choices

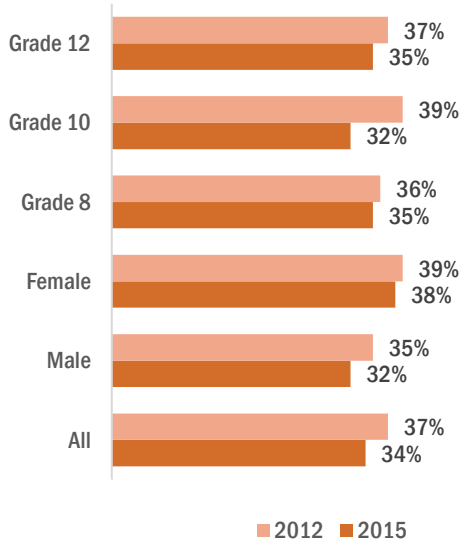
Alexandria

Source: Assets: Alexandria City Public Schools, *Profiles of Student Life: Attitudes and Behaviors Survey* (Search Institute): 2013, 2016



Arlington

Source: Assets: Arlington Partnership for Children, Youth, and Families, *Profiles of Student Life: Attitudes and Behaviors Survey* (Search Institute): 2012, 2015



Desired Movement: Decrease.
2016 are 1pp higher than 2013 reports. Favorable

Why is this important?

Having the foresight to think ahead and make important choices in young adulthood is an important ability, involving critical thinking, logic, conflict analyses and discounting consequences of future choices. Properly preparing for the future allows youth to make the correct choices today to achieve the things they wish to later in life—such as education, career ambitions and family life.

What does these graph show us?

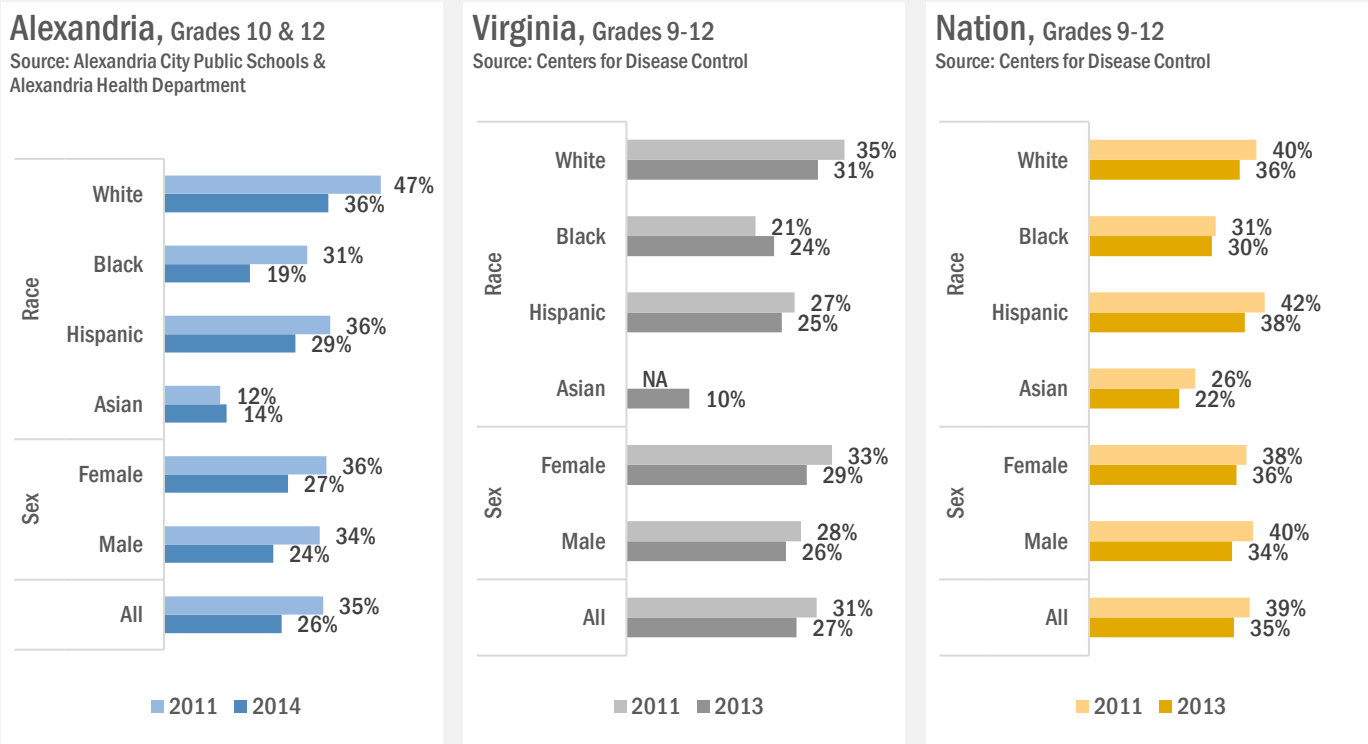
These charts show the results from Search Institute's Developmental Assets survey, distributed in Alexandria and Arlington (notice the difference in years). This asset measures a young person's self-reported ability to plan ahead and make choices.

Alexandria is doing favorably.

Alexandria youth have seen a slight uptick in the ability to plan ahead and make choices (38% in 2016 versus 37% in 2013). All groups saw an increase, with the exception of 10th graders.

Substance Abuse

Figure 42: Had at Least One Drink of Alcohol on at Least One Day (During 30 Days before the Survey)



Desired Movement: Decrease.
2014 reports are 9pp favorable to 2011 reports.

Why is this important?

According to the Centers for Disease Control, underage drinking contributes to failing grades, lack of participation in youth activity, legal problems (DUI, assault, etc.), unprotected/unwanted sexual activity, memory problems, abuse of other drugs, among other issues[43]. Among youth, alcohol is the drug of choice.[44]

What does this graph show us?

This is self-reported data from 8th, 10th and 12th grade students taking the Youth Risk Behavior Survey in 2011, 2013 and 2014 in Alexandria City Public Schools, asking if the student had at least one drink of alcohol on at least one day during the 30 days before taking the survey. In addition to overall figures, the data are divided by sex and race/ethnicity.

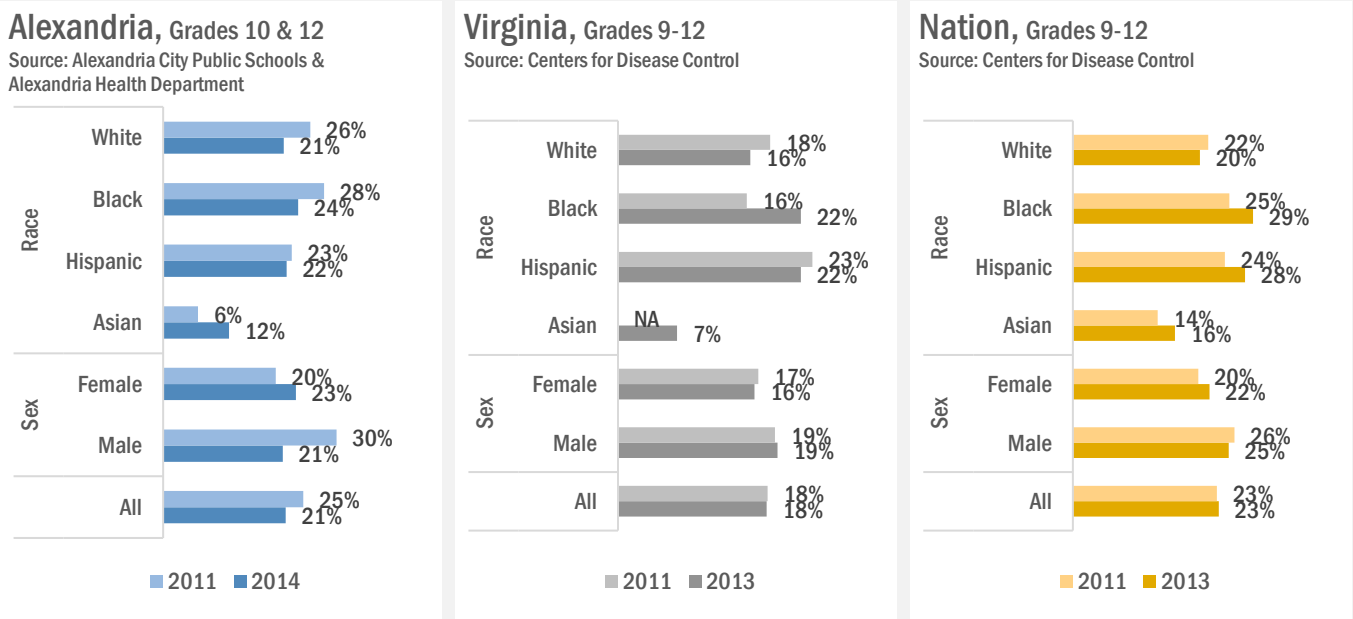
Alexandria is doing favorably.

Alexandria youth exhibit lower rates of drinking when compared to the State and Nation (notice the different in survey years). Alexandria saw a 9 percentage point decrease from 2014; this is a greater decrease than for both the State and Nation. White students consume the most alcohol in Alexandria and Virginia.

[43] Centers for Disease Control and Prevention. *Alcohol and Public Health; Fact Sheets-Underage Drinking.* Retrieved from http://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm

[44] U.S. Department of Health and Human Services. The Surgeon General's Call to Action to Prevent and Reduce Underage Drinking. Rockville, MD: U.S. Department of Health and Human Services; 2007.

Figure 43: Used Marijuana One or More Times (During the 30 Days before the Survey)



Desired Movement: Decrease.
2014 reports are 4pp favorable to 2011 reports.

Why is this important?

Marijuana is the most commonly used illicit drug in the US and is widespread among young people. Effects include changes in mood, impaired body movement and memory, and an altered sense of time; long-term effects from teenage use can include a reduction in thinking, memory and learning functions over time.[45]

What does this graph show us?

This is self-reported data from 10th and 12th grade students taking the Youth Risk Behavior Survey (2011 and 2014 in Alexandria City Public Schools, and 2011 and 2013 for the State and Nation). The question asked if the student had used marijuana one or more times during the 30 days before taking the survey. In addition to overall figures, the data are divided by sex and race.

Alexandria is doing favorably.

Alexandria exhibits higher marijuana use than the State, and lower rates compared to the Nation. The sampled grades are different, however, so a one-to-one comparison cannot be drawn. From the Alexandria sample of 10th and 12th grade students, 21% are current marijuana users (defined as using 30 days before the survey). This is 4 percentage points less than the result from 2011. Black students have the highest rate of current marijuana use for Alexandria, and this holds true for the State and Nation as well.

Additional Indicators

This goal has additional indicators which are described in full detail in another goal section. Please reference the Goal 4 dashboard for page numbers.

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Appendix

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Technical Notes

Note implicit differences in each source of data. Many data collected are estimates, and not perfectly fitted to reflect the population of the geography. Estimates will range in accuracy due to sampling and non-sampling errors, and have margins of error reflecting the confidence interval of where the "true" value lies.

The summary statistics shown in the Dashboards and on the charts are not meant to be used as tools for forecasting or as signs of statistically significant change in the indicator over time. They are only one method of looking at data over time in the City, and how each indicator has been generally moving over time, independent of all other factors. The methods used herein do not explain why the indicator is moving how it is.

The summary statistic and method of analysis will differ depending on the data. Some indicators have data with erratic patterns and no discernable trend, while others have one or more identifiable trends. The analysis method used to derive the numbers on the chart will be listed underneath it where applicable (average changes, aggregate changes, etc.) along with arrows whether or not this change is considered favorable or not.

In YRBS data, there may be some bias in the responses, given that about half of the eligible students did not complete the survey. The differences in the population of those who participated and those who did not cannot be measured.

"The success of our country tomorrow depends on the well-being of our children today. As a Nation, we have a duty to empower each child so they have the same sense of promise and possibility as any other young person -- no matter who they are, where they come from, or what their circumstances are."

~The Honorable Barack Obama, 44th President, United States of America

Contact

Children, Youth & Families Collaborative Commission
c/o: City of Alexandria
Department of Community and Human Services
Office of Youth Services
1900 N. Beauregard Street
Alexandria, VA 22311
703.746.5970
http://alexandriava.gov/CYFCC