Fact Sheet

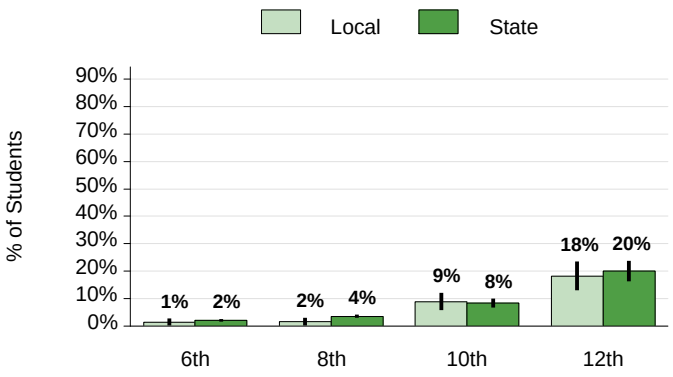
Alcohol Use for Longview School District, page 1 of 2

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

Background:

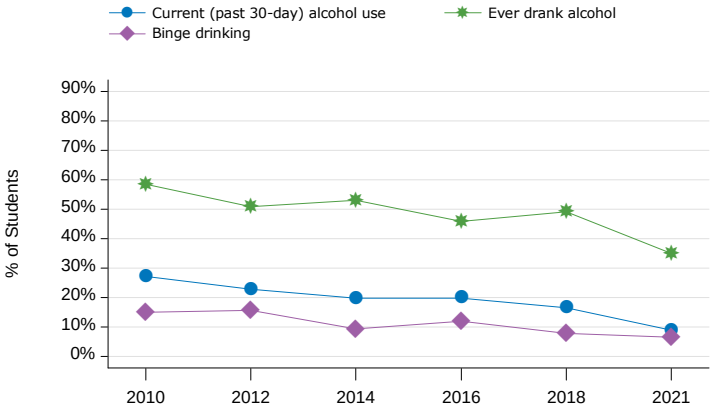
- Youth alcohol use is associated with violence, poor school performance, suicide, and risky sexual behavior.
- Research shows that heavy alcohol use during teen years can permanently damage the still-developing brain.

Current (past 30 days) Alcohol Use Compared to the State, All Grades, 2021



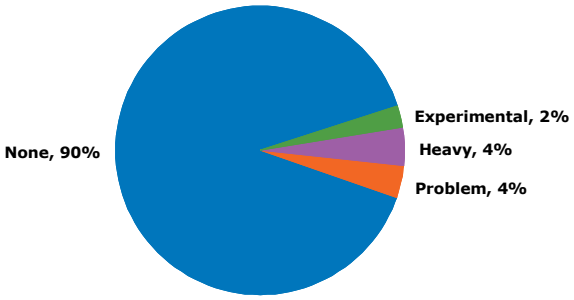
Prevelance	6th	8th	10th	12th
Local	1% ±1	2% ±1*	9% ±3	18% ±5
State	2% ±0	4% ±1	8% ±2	20% ±4

Alcohol Use 2010-2021, Grade 10



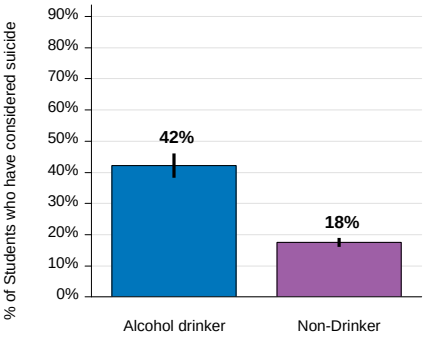
Prevelance	2010	2012	2014	2016	2018	2021
Current (past 30-day) alcohol use	27% ±4	23% ±5	20% ±4	20% ±4	17% ±4	9% ±3*
Ever drank alcohol	58% ±5	51% ±6*	53% ±5	46% ±5	49% ±5	35% ±5*
Binge drinking	15% ±3	16% ±4	9% ±3*	12% ±4	8% ±3	7% ±3

Level of Alcohol Use Grade 10, 2021



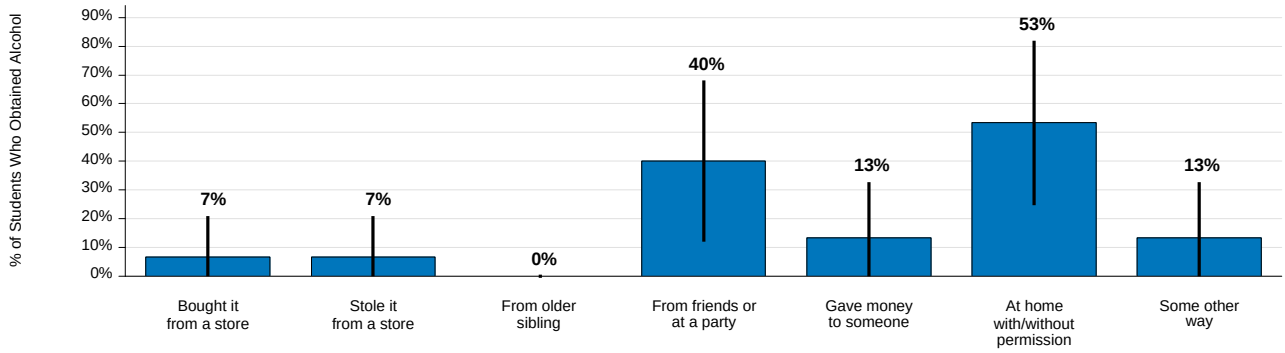
None: no drinking in the past 30 days *(90%)*
Experimental: 1-2 days drinking, and no binge drinking *(2%)*
Heavy: 3-5 days drinking, and/or one binge *(4%)*
Problem: 6+ days drinking, and/or 2+ binges *(4%)*

Statewide Relationship between Considering Suicide and Current (past 30-day) Alcohol Use Grade 10, 2021



Statewide, more 10th graders who drink alcohol report seriously considering suicide compared to those who don't drink.

Where Do Youth Get Alcohol? Grade 10, 2021

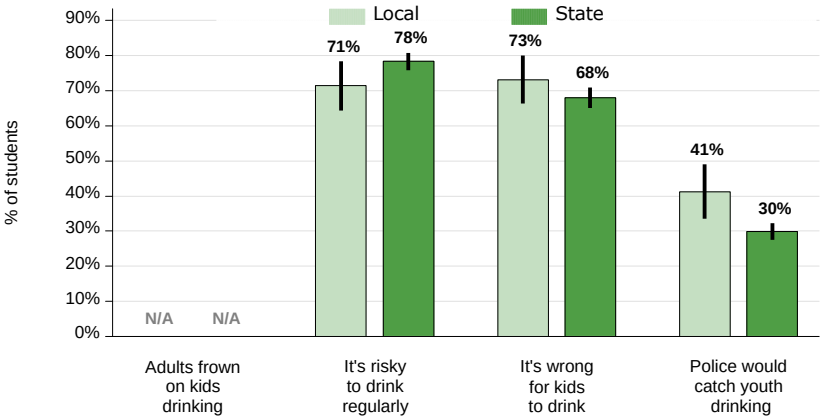


The percentages in this chart are based on all students who reported getting alcohol in the past 30 days, regardless of whether they reported drinking in the past 30 days. Students could select multiple sources.

Fact Sheet

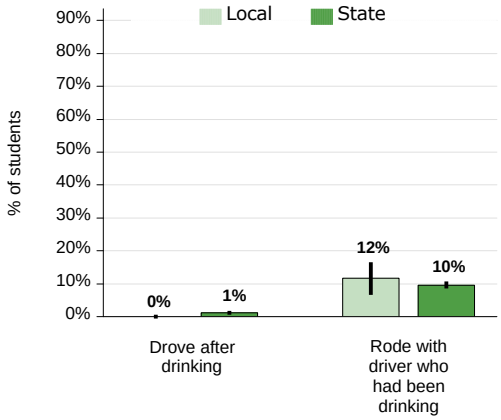
Alcohol Use for Longview School District, page 2 of 2

Youth Perceptions about Alcohol Compared to the State, Grade 10, 2021



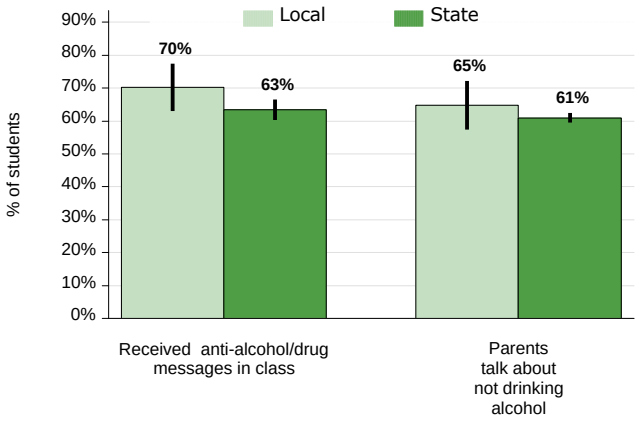
Prevalence	Adults frown on drinking	Regular drinking is risky	Drinking is wrong for kids	Police would catch youth drinking
Local	N/A	71% ±7	73% ±7	41% ±8
State	N/A	78% ±2	68% ±3	30% ±2

Drinking and Driving/Riding Compared to the State, Grade 10, 2021



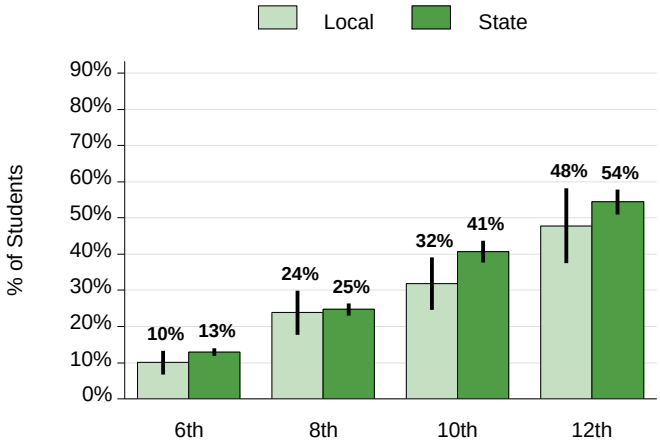
Prevalence	Drove after drinking	Rode with driver who had been drinking
Local	0% ±0	12% ±5
State	1% ±1	10% ±1

Received Anti-Alcohol Messages Compared to the State, Grade 10, 2021



Prevalence	Received anti-alcohol/drug messages in class	Parents talked about drinking
Local	70% ±7	65% ±7
State	63% ±3	61% ±1

Youth Perception that Alcohol is Easy to Get Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	10% ±3	24% ±6	32% ±7*	48% ±10
State	13% ±1	25% ±2	41% ±3	54% ±3

For More Information:

- Parents, schools, and communities can work together to keep youth healthy and safe. For prevention tips and to connect with a prevention coalition in your area, visit www.StartTalkingNow.org.
- For free printed guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Community Protective Factors for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

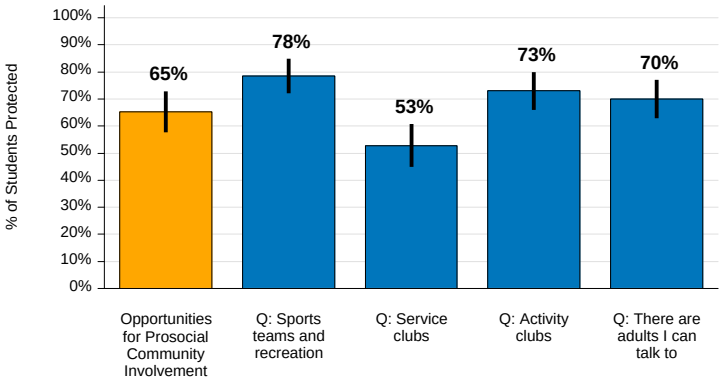
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse. They identified risk factors that predict youth substance use, and protective factors that can protect youth from the effects of those risks. Prevention strategies are designed to lower risk and increase protection.
- Each "factor" in the HYS is measured with two or more questions to include multiple dimensions of the risk or protective factor. The charts and tables below refer to the "percent of students protected," which is defined as the percent of students whose scores were above a protection cutpoint determined by UW researchers. We also report some of the individual questions.
- *Protective factors in the **community environment** are those that offer the youth opportunities and rewards for participating in positive and healthy activities.*

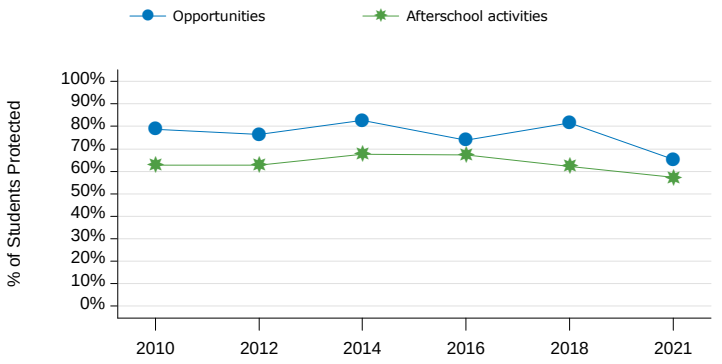
For More Information:

- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse www.ADAIClearingHouse.org or call (206) 221-8325.
- For prevention tips and other online resources visit www.StartTalkingNow.org and www.DrugFree.org.
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Protective Factor: Opportunities for Prosocial Community Involvement with Component Questions (Q)
Grade 10, 2021

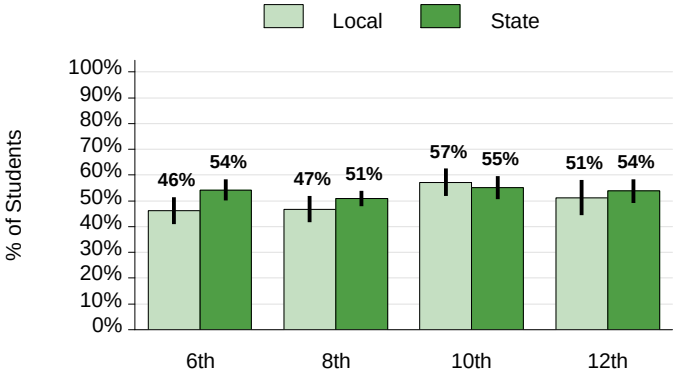


Community Protective Factor and Afterschool Activity 2010-2021
Grade 10, 2021



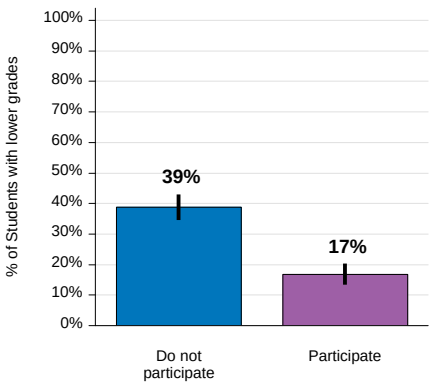
Prevelance	2010	2012	2014	2016	2018	2021
Opportunities	79% ±6	76% ±6	83% ±6	74% ±7	82% ±6	65% ±8*
Participation in afterschool activities	63% ±5	63% ±5	68% ±5	67% ±5	62% ±5	57% ±5

Participate in Afterschool Activities
All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	46% ±5*	47% ±5	57% ±5	51% ±7
State	54% ±4	51% ±3	55% ±4	54% ±5

Statewide Relationship between Lower Grades and Participation in Afterschool Activities
Grade 10, 2021



Statewide, more 10th graders who do not participate in afterschool activities report lower grades in school (C's, D's or F's) compared to those who do participate.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Community Risk Factors for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

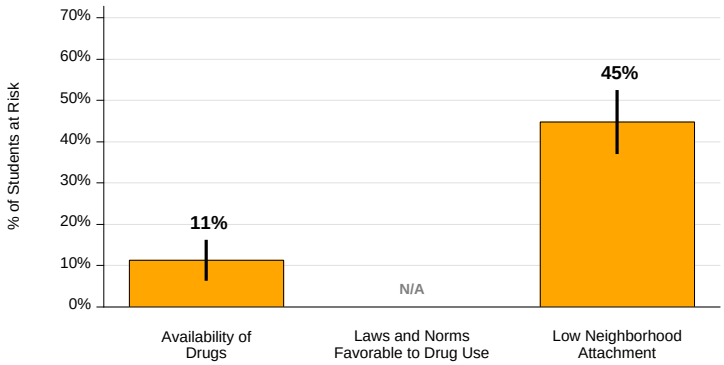
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse. They identified risk factors that predict youth substance use, and protective factors that can protect youth from the effects of those risks. Prevention strategies are designed to lower risk and increase protection.
- Each "factor" in the HYS is measured with two or more questions to include multiple dimensions of the risk or protective factor. The charts and tables below refer to the "percent of students at risk," which is defined as the percent of students whose scores were above a risk cutpoint determined by UW researchers. We also report some of the individual questions.
- *Risk factors in the **community environment** point to youth perceptions of local attitudes, beliefs, and standards: if youth perceive that people in the community look the other way when youth are using substances, the youth have a higher likelihood of using these substances. If youth perceive access to substances is easy, there is a higher likelihood they will engage in the problem behavior - that is, they are "at risk."*

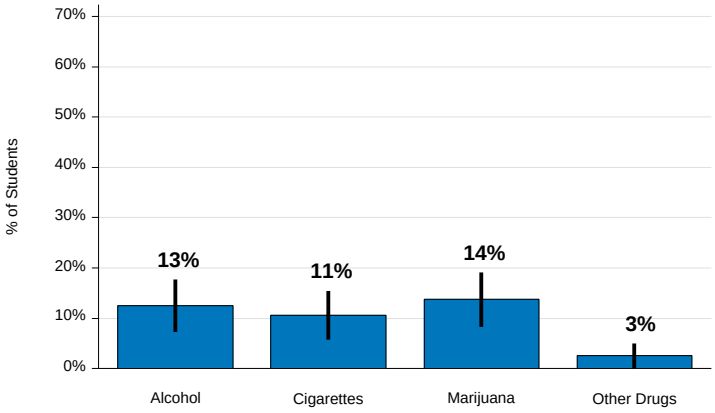
For More Information:

- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For prevention tips and other online resources visit www.StartTalkingNow.org and www.drugfree.org.
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

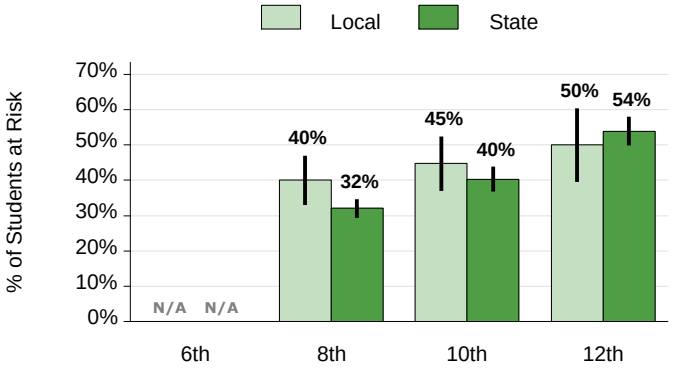
Risk Factors: Availability of Drugs and Laws and Norms Favorable to Drug Use and Low Neighborhood Attachment Grade 10, 2021



Substances Perceived as "Very Easy" to Get Grade 10, 2021

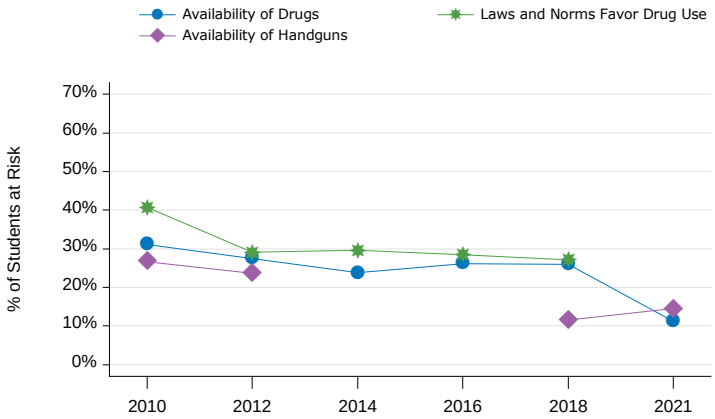


Risk Factor: Low Neighborhood Attachment All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	N/A	40% ±7	45% ±8	50% ±10
State	N/A	32% ±3	40% ±4	54% ±4

Community Risk Factors 2010-2021, Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Availability of Drugs	31% ±6	27% ±7	24% ±6	26% ±7	26% ±7	11% ±5*
Laws and Norms Favorable to Drug Use	41% ±7	29% ±7*	30% ±7	28% ±7	27% ±7	N/A
Availability of Handguns	27% ±6	24% ±6	N/S	N/S	11% ±5	14% ±6

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Substance Use for Longview School District

Year: 2021 | Grade: 10 | Sex: All | Number of Students Surveyed: 352

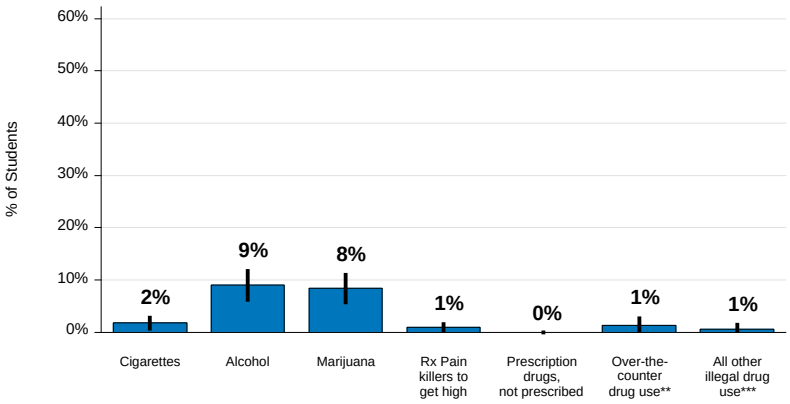
Background:

- Parents are one of the primary influences on their children's decision to use alcohol, tobacco, and other drugs.
- Brain development in young adulthood continues into the mid-20s. Developing brains are more susceptible to the effects of alcohol and other drugs.

For More Information:

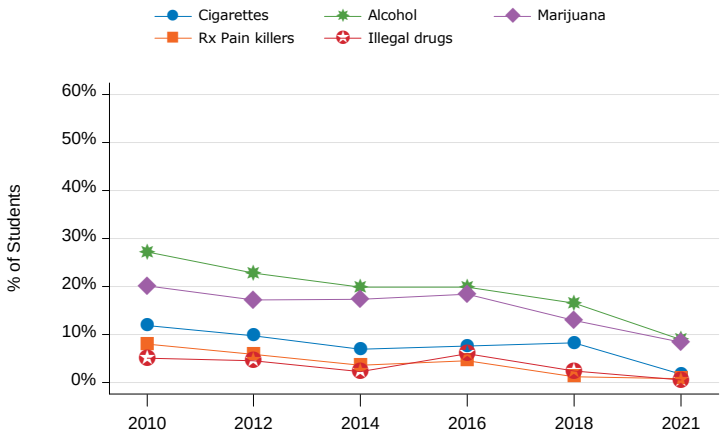
- Parents, schools, and communities can work together to keep youth healthy and safe. For prevention tips and to connect with a prevention coalition in your area, visit www.StartTalkingNow.org.
- For free printed guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For 24 hour help for mental health, substance use and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Current (past 30-day) Substance Use
Grade 10, 2021



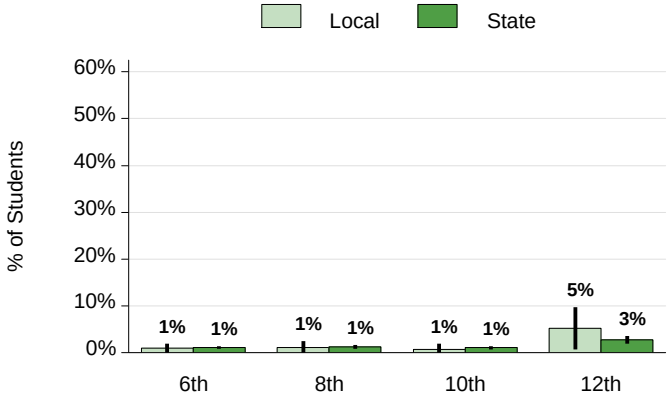
Most youth don't use alcohol or other substances.

Current (past 30-day) Substance Use 2010-2021, Grade 10



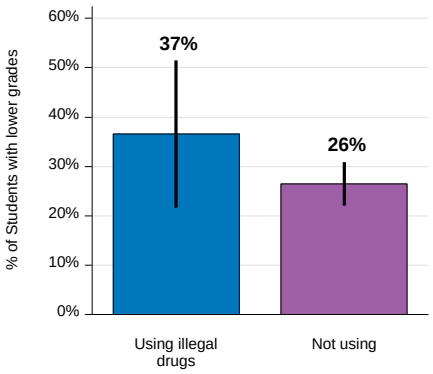
Prevelance	2010	2012	2014	2016	2018	2021
Cigarettes	12% ±3	10% ±3	7% ±3	8% ±3	8% ±3	2% ±1*
Alcohol	27% ±4	23% ±5	20% ±4	20% ±4	17% ±4	9% ±3*
Marijuana	20% ±4	17% ±4	17% ±4	18% ±4	13% ±4	8% ±3
Rx Pain killers to get high	8% ±3	6% ±3	4% ±2	5% ±2	1% ±1*	1% ±1
All other illegal drug use***	5% ±2	5% ±2	2% ±2	6% ±4	2% ±2	1% ±1

Current (past 30-day) All Other Illegal Drug Use*
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	1% ±1	1% ±1	1% ±1	5% ±5
State	1% ±0	1% ±0	1% ±0	3% ±1

Statewide Relationship between
Lower Grades and Current (past 30-day)
All Other Illegal Drug Use*
Grade 10, 2021



Statewide, more 10th graders who use illegal drugs (not including alcohol, tobacco or marijuana) report lower grades in school (C's, D's or F's) compared to those who don't use.

**Over-the-counter drug use is the use of drugs like cough syrup or cold medicine for non-medical purposes.
***All other illegal drug use includes prescription drugs not prescribed, Rx pain killers to get high, and all other illegal drugs; but does not include alcohol, tobacco or marijuana.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

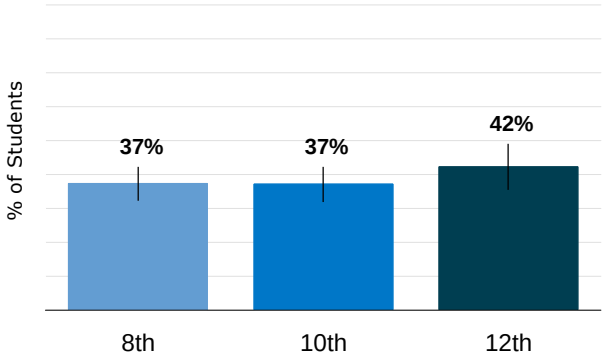
Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Depressive Feelings, Anxiety and Suicide for Longview School District in 2021

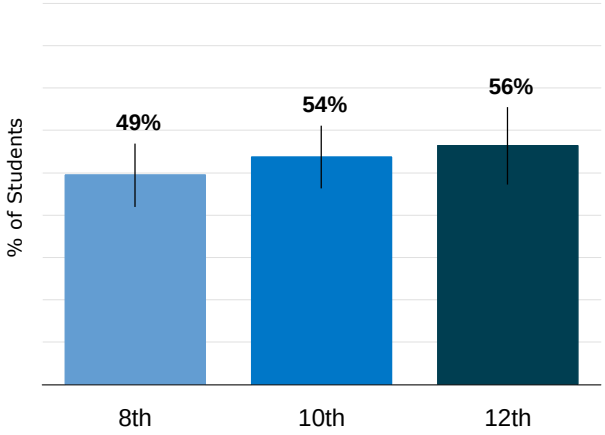
Depressive Feelings...

Students who report feeling sad or hopeless for at least two weeks in the past year



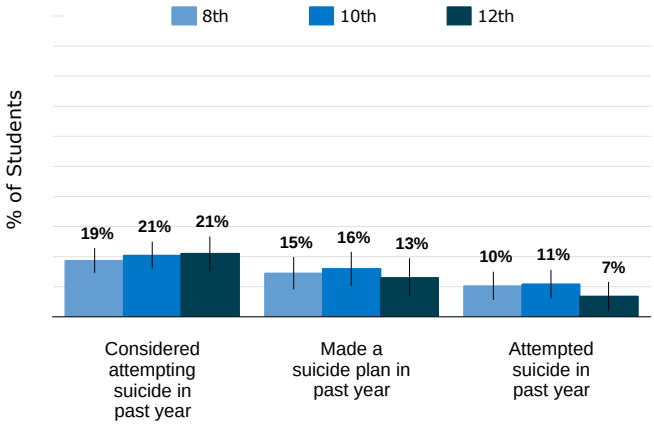
Support...

Students who report they have an adult to turn to when they feel sad or hopeless



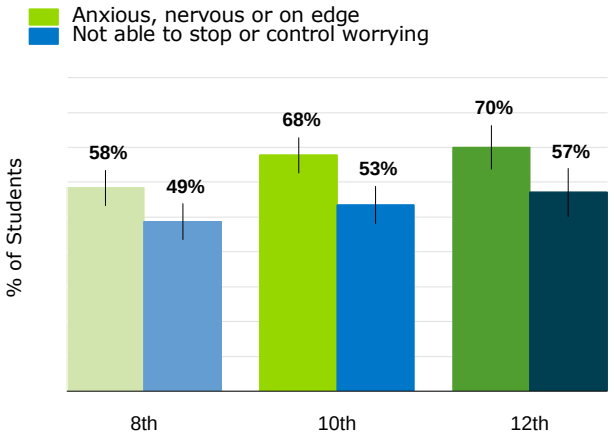
Suicidal Feelings and Actions...

Students who report considering suicide, making a suicide plan, and attempting suicide in the past year



Feeling Anxious and not able to Stop Worrying...

Students who report feeling nervous, anxious or over the edge or not being able to stop or control worrying in the past 2 weeks



For help and information about what you can do, contact:

- National Suicide Prevention Lifeline: 1-800-273-TALK (8225) or www.suicidepreventionlifeline.org
- For help, text "HOME" to 741741 for a 24/7, free, confidential crisis counselor or call 1-800-TEENLINK (833-6546) to speak with a caring teen.

YOU can save a life:

- Take it Seriously
- Understand the risk factors and watch for the warning signs (https://afsp.org/about-suicide/risk-factors-and-warning-signs).
- Emphasize, don't rationalize. Show you care. *"I'm worried about you"* or *"I want to help you"*.
- Ask if they are thinking about killing themselves.
- Get help. Don't keep it a secret!

The data in these charts are based on the State of Washington's Healthy Youth Survey conducted in fall 2021. In Longview School District, 368 6th graders, 403 8th graders, 352 10th graders and 220 12th graders completed the anonymous survey.



For more results from the 2021 Healthy Youth Survey, please visit www.AskHYS.net

Prevalence is displayed with 95% confidence intervals (as black bars |). "U" indicates data is unavailable, because of too few surveys completed, questions not asked, or other reasons.

Fact Sheet

Dietary Behaviors for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

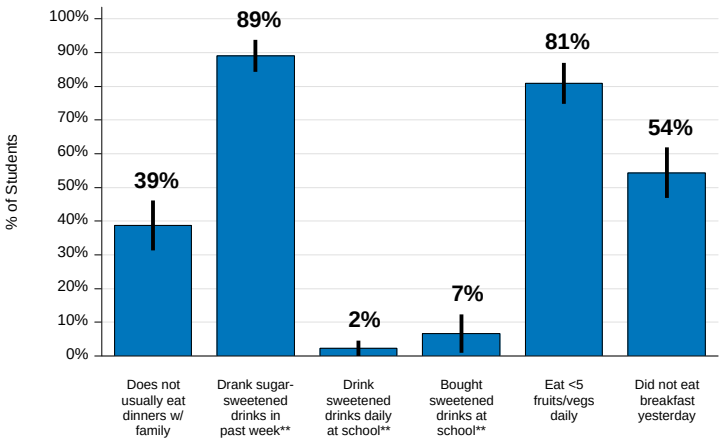
Background:

- A nutritious diet can reduce major risk factors for chronic disease such as obesity, high blood pressure, diabetes, and high blood cholesterol.
- Poor nutrition has the potential to affect the growth, development, health status and academic achievement of children and adolescents.
- Individual food choices are made within the context of the family and the community.
- In order to be able to choose a nutritious diet, an affordable supply of healthy foods must be available.

For More Information:

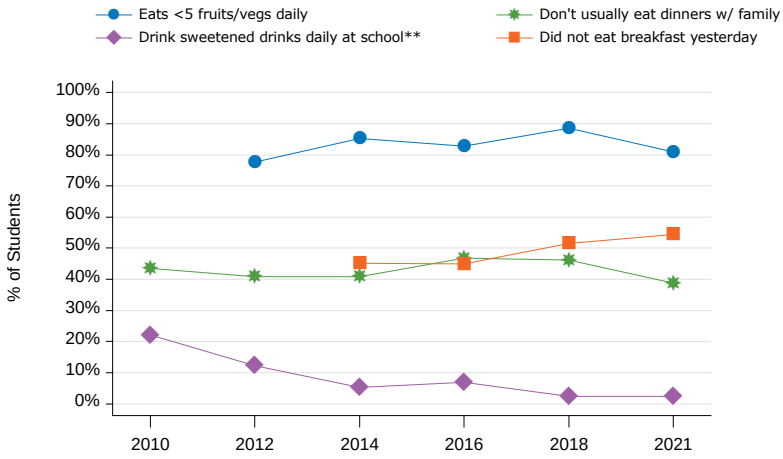
- Visit the Washington State Healthy Eating Active Living Program website: www.doh.wa.gov.

Dietary Behaviors Grade 10, 2021



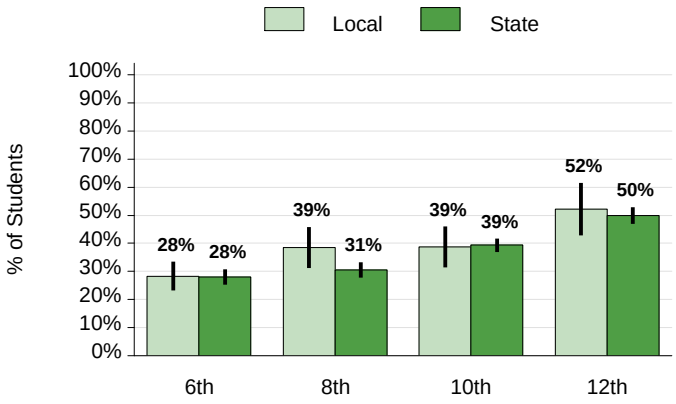
In 2021, 39% of 10th graders in our school district don't usually eat dinner with their family.

Dietary Behavior 2010-2021, Grade 10



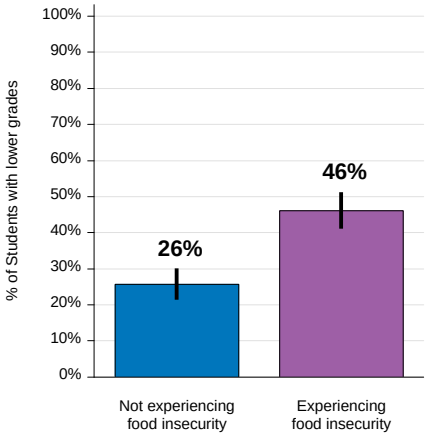
Prevelance	2010	2012	2014	2016	2018	2021
Eats <5 fruits/vegs daily	N/S	78% ±7	85% ±5	83% ±6	89% ±5	81% ±6
Does not usually eat dinners w/ family	44% ±7	41% ±8	41% ±7	47% ±8	46% ±8	39% ±7
Drink sweetened drinks daily at school**	22% ±6	12% ±5*	5% ±3*	7% ±4	2% ±2	2% ±2
Did not eat breakfast yesterday	N/S	N/S	45% ±8	45% ±8	52% ±8	54% ±7

Does Not Usually Eat Dinners with Family Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	28% ±5	39% ±7*	39% ±7	52% ±9
State	28% ±3	31% ±3	39% ±2	50% ±3

Statewide Relationship between Lower Grades and Food Insecurity Grade 10, 2021



Statewide, more 10th graders who report experiencing food insecurity also report lower grades in school (C's, D's or F's) compared to other youth.

** In 2021, the definition of sugar-sweetened and sugar-free drinks expanded to include additional examples compared to those provided in previous surveys.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Family Protective Influences for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

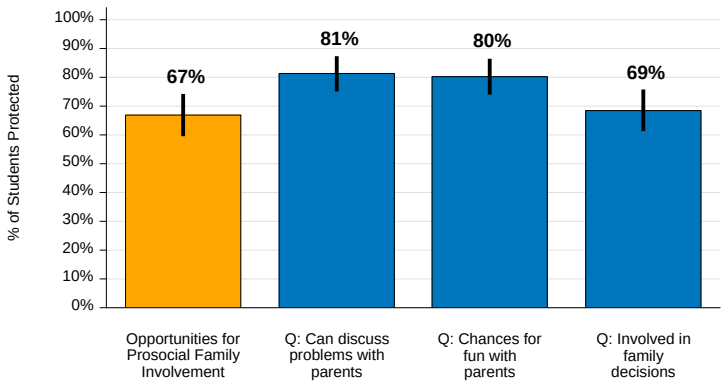
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse. They identified risk factors that predict youth substance use, and protective factors that can protect youth from the effects of those risks. Prevention strategies are designed to lower risk and increase protection.
- Each "factor" in the HYS is measured with two or more questions to include multiple dimensions of the risk or protective factor. The charts and tables below refer to the "percent of students protected," which is defined as the percent of students whose scores were above a protection cutpoint determined by UW researchers. We also report some of the individual questions.
- *Protective factors in the **family environment** are those that encourage positive participation in the family setting, and reward youth for that involvement.*

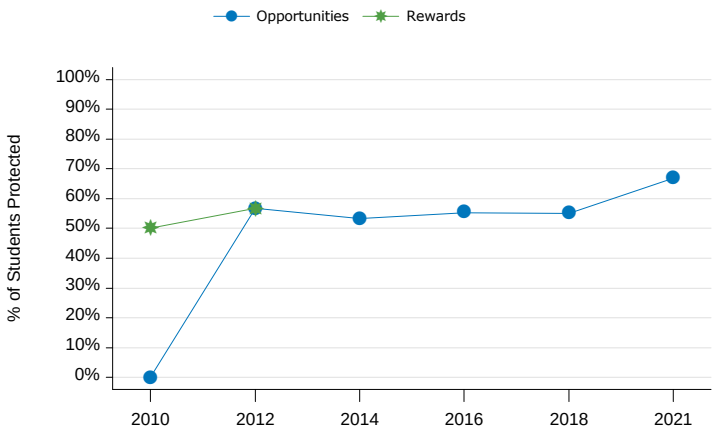
For More Information:

- To learn more go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse at http://adaiclearinghouse.net or call (206) 221-8325.
- For prevention tips and other online resources visit www.StartTalkingNow.org and www.drugfree.org.
- For 24 hour help for mental health, substance use and misuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions (Q:) Grade 10, 2021

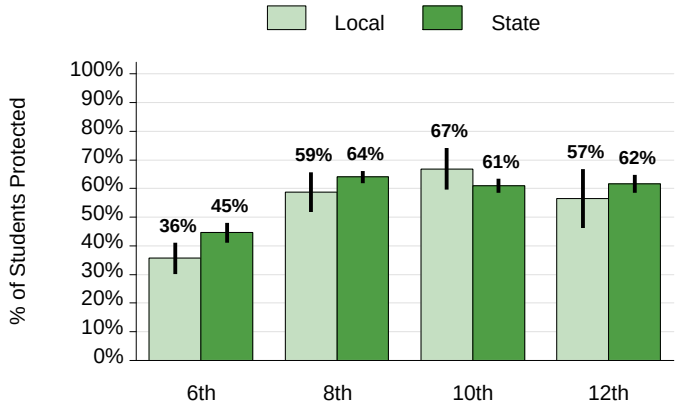


Family Protective Factor 2010-2021, Grade 10



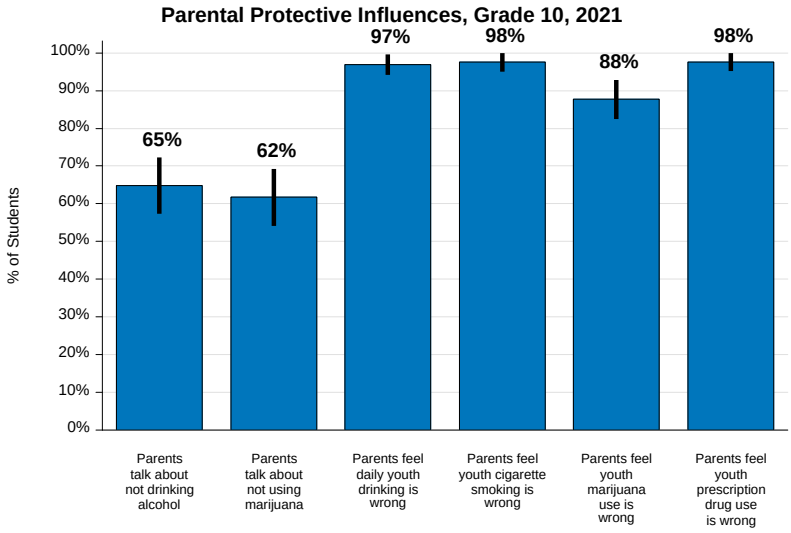
Prevelance	2010	2012	2014	2016	2018	2021
Opportunities	0% ±0	57% ±9	53% ±8	55% ±8	55% ±8	67% ±7*
Rewards	50% ±50	57% ±9	N/A	N/A	N/A	N/A

Protective Factor: Opportunities for Prosocial Family Involvement All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	36% ±5	59% ±7	67% ±7	57% ±10
State	45% ±3	64% ±2	61% ±2	62% ±3

Parental Protective Influences, Grade 10, 2021



Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Bullying and Harassment for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

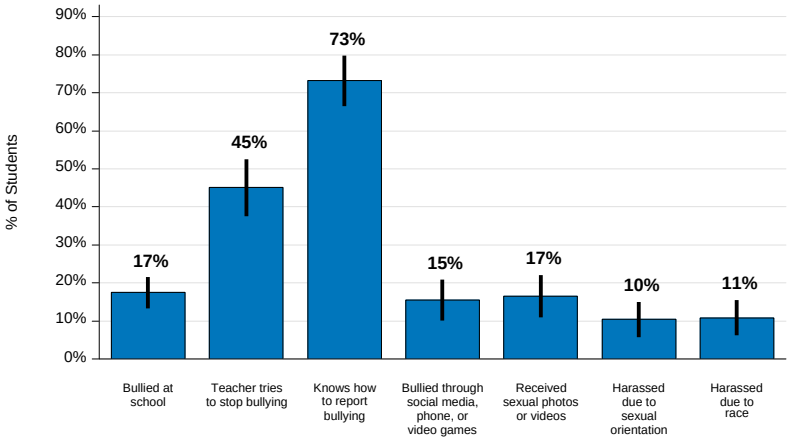
Background:

- Bullying in this survey is defined as; when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

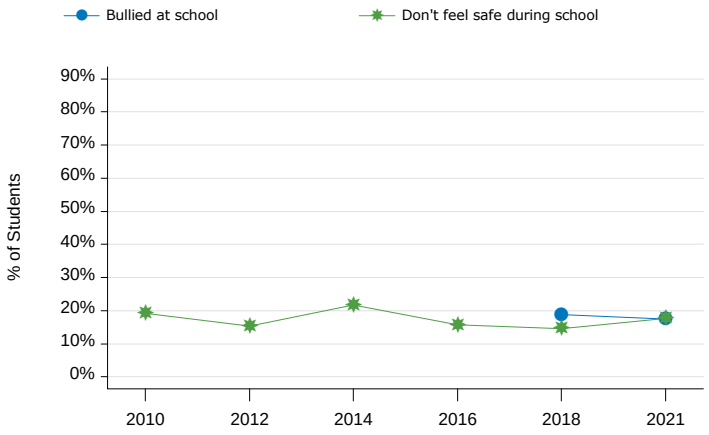
For More Information:

- Visit the Office of Superintendent of Public Instruction (OSPI) School Safety Center website at: https://www.k12.wa.us/student-success/health-safety/school-safety-center

Bullying and Harassment
Grade 10, 2021

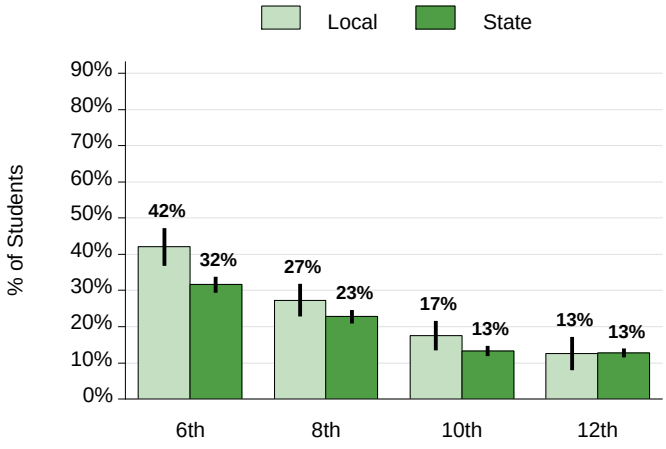


Bullying and Harassment 2010-2021, Grade 10



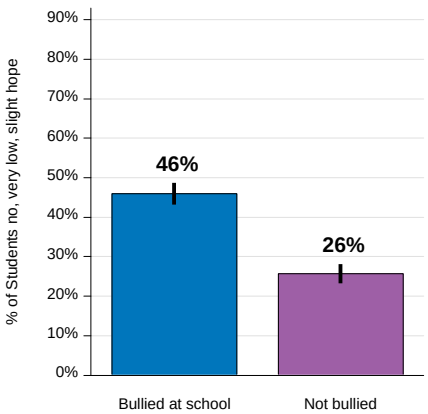
Prevelance	2010	2012	2014	2016	2018	2021
Bullied at school	N/S	N/S	N/S	N/S	19% ±4	17% ±4
Don't feel safe during school	19% ±4	15% ±4	22% ±4*	16% ±4*	15% ±4	18% ±4

Bullied in Past Month
Compared to the State/All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	42% ±5	27% ±5	17% ±4	13% ±5
State	32% ±2	23% ±2	13% ±1	13% ±1

Statewide Relationship between
No, Very Low, or Slight Hope and Bullying
Grade 10, 2021



Statewide, more 10th graders who are bullied at school report having no, very low, or slight hope compared to those who aren't bullied.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet
Marijuana Use for Longview School District in 2021

The data in these charts are based on the Healthy Youth Survey conducted in fall 2021. In Longview School District, 368 6th graders, 403 8th graders, 352 10th graders and 220 12th graders completed the survey.

For more results from the 2021 Healthy Youth Survey, please visit www.AskHYS.net

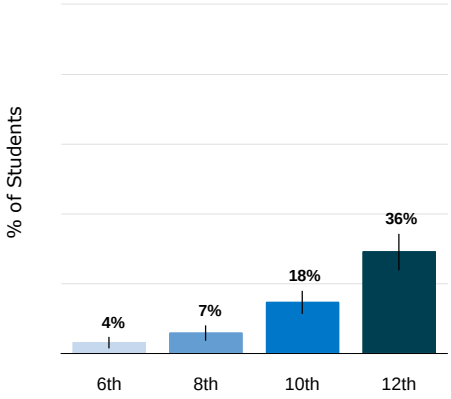
Background:

- Marijuana can be addictive. Most teens who enter drug treatment programs report marijuana is the main drug they use.
- If teens use marijuana, anxiety and depression can get worse. Marijuana use is associated with risk of anxiety and depression.
- Teens who use marijuana can have problems with learning and memory and are more likely to do poorly in school.

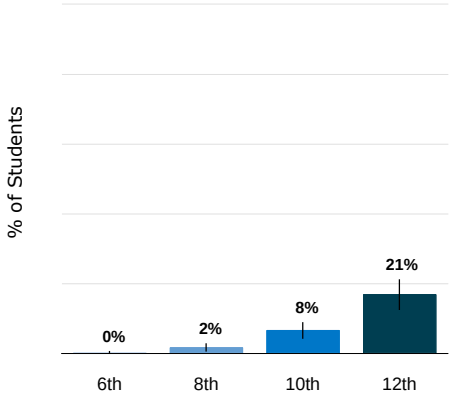
For More Information:

- To learn more, go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free printed guides on preventing marijuana, alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For 24 hour help for mental health, substance use or misuse, and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.
- For more information and references visit www.LearnAboutMarijuanaWA.org.

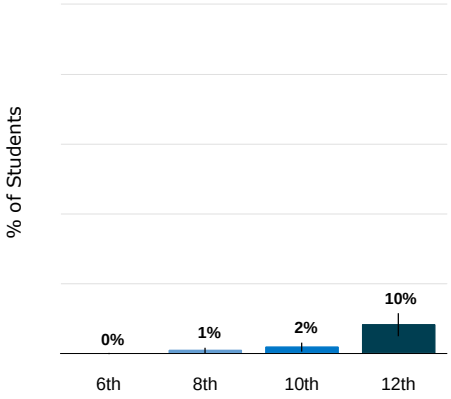
Lifetime Marijuana Use
"I have used marijuana at least once."



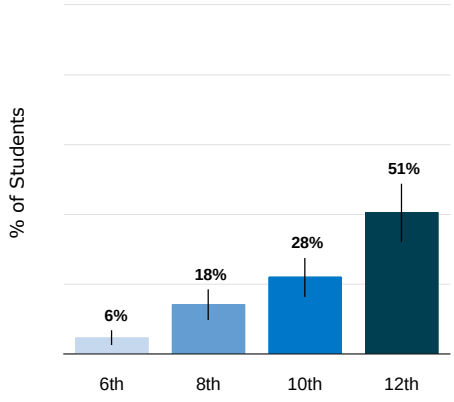
Current (past 30-day) Marijuana Use
"I have used marijuana at least once in the past month."



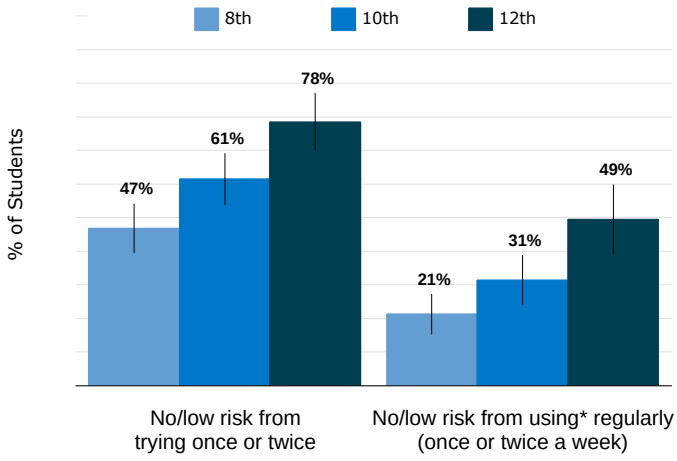
Heavy Marijuana Use
"I have used marijuana on 10 or more days in the past month."



Marijuana is Perceived as Easy or Very Easy to Get



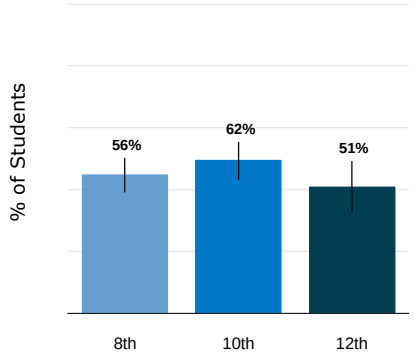
Marijuana is Perceived as Not Harmful



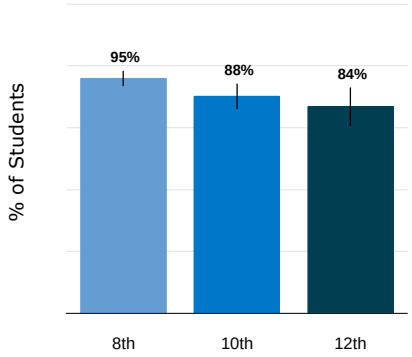
*"Smoked" regularly changed to "Used" regularly in 2014

Fact Sheet
Marijuana Use for Longview School District in 2021

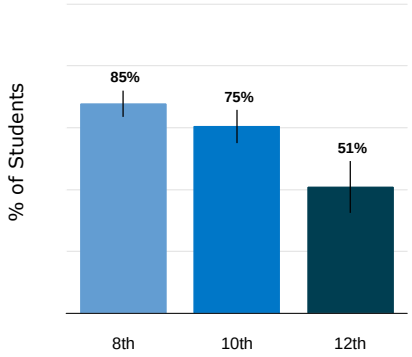
Parental discussion about not using marijuana



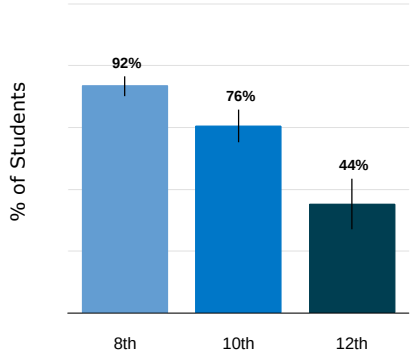
Parents think youth marijuana use is wrong



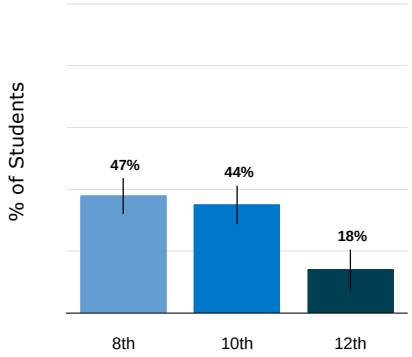
Peers think youth marijuana use is wrong



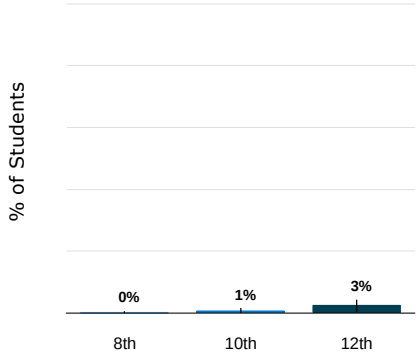
Youth think marijuana use is wrong for youth their age



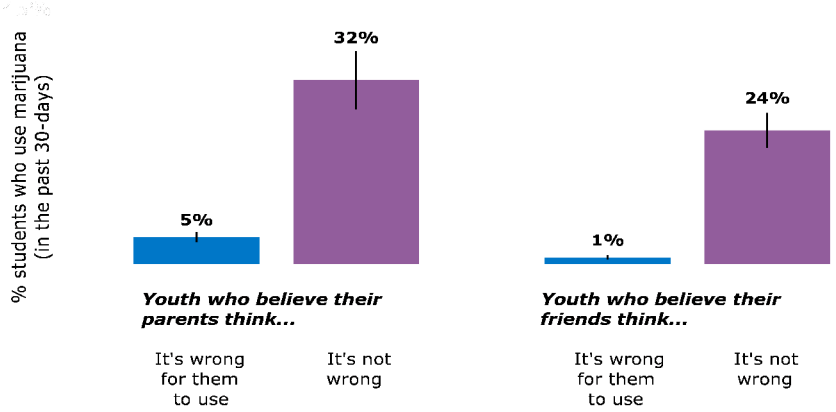
Police would catch me if I used marijuana



Marijuana use on school property in past month



Relationship between marijuana use and perceived parental and peer norms, Grade 10, 2021



What does this chart say?

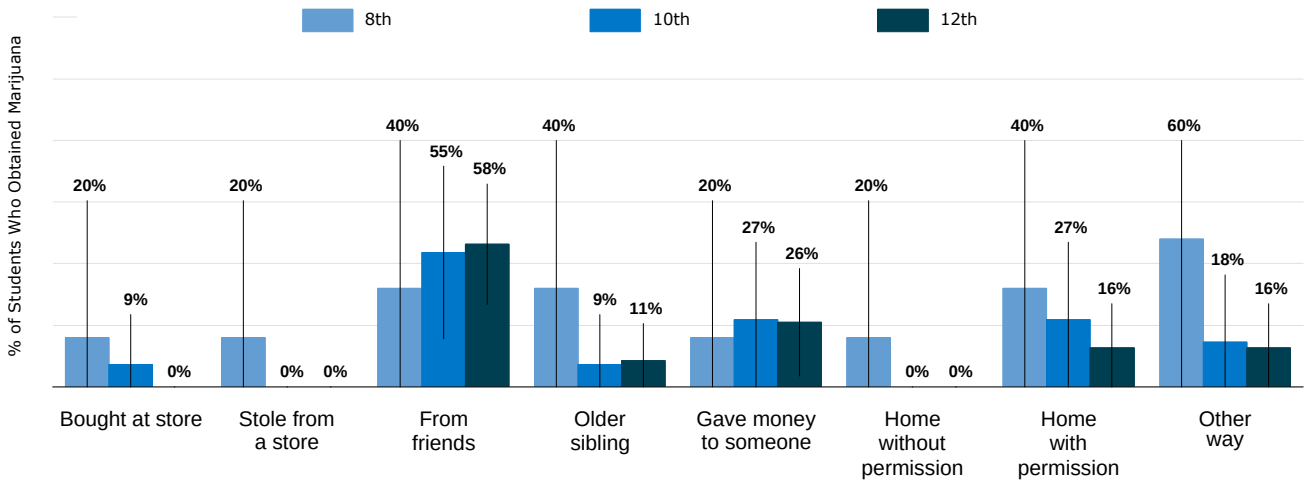
- Statewide, 10th graders are less likely to use marijuana if they believe their parents think it's wrong for them to use.
- Statewide 10th graders are less likely to use marijuana if they believe their friends think it's wrong for them to use.

Tips for parents and guardians to help teens avoid alcohol, marijuana and other drugs

- Talk early and often about the risks. Get tips for how to talk with your child and stay better connected at www.StartTalkingNow.org.
- Set clear rules against alcohol and drug use, and enforce reasonable consequences.
- Stay involved in your child's life: eat dinner together, know who their friends are, keep track of what they are doing.
- Be aware of the signs and take action if you think your teen is using. Talk to your school's counselor, or get information about other resources in your area by calling the Washington Recovery Help Line at 1-866-789-1511.
- For 24 hour help for mental health, substance use or misuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

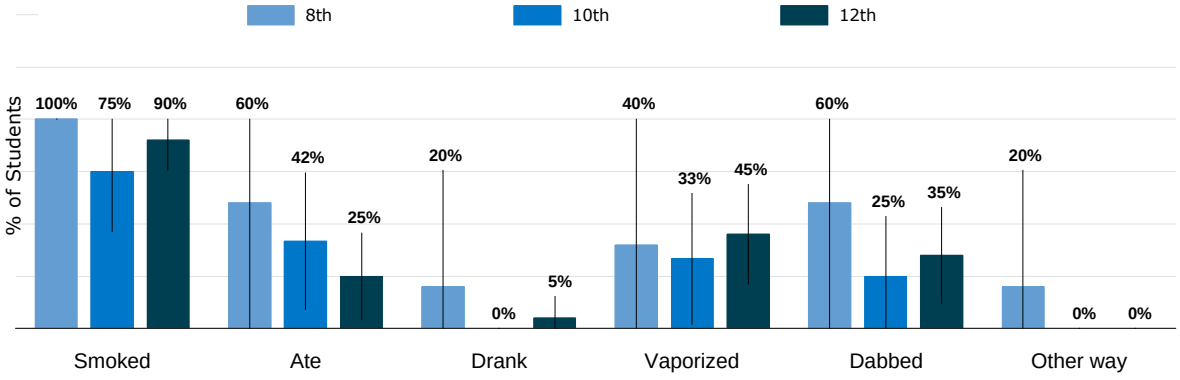
Fact Sheet
Marijuana Use for Longview School District in 2021

Where Do Youth Get Marijuana?

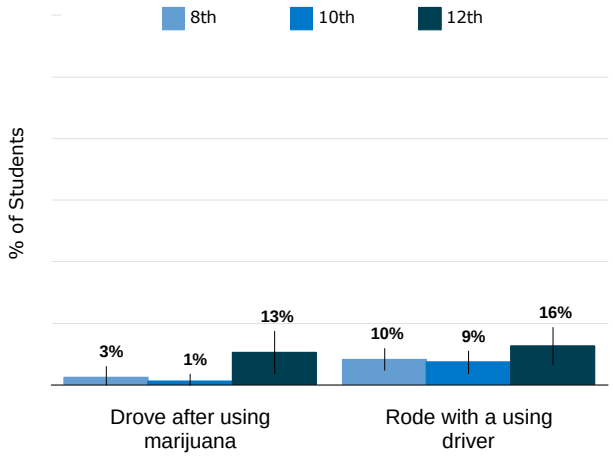


The percentages in this chart are based on all students who reported getting marijuana in the past 30 days, regardless whether they reported using in the past 30 days. Students could select multiple sources.

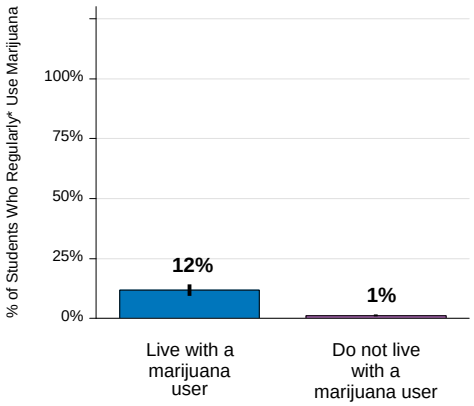
Type of Marijuana Use, among Current Marijuana Users



Marijuana Use and Riding/Driving



Statewide Relationship between Regular Marijuana Use and Living with a Marijuana User, Grade 10, 2021*



Statewide, more 10th graders who live with a marijuana user report regular marijuana use compared to those who don't live with someone who uses marijuana.*

**Regular marijuana use is defined as use on 6 or more days in the past 30 days.*

Prevalence is displayed with 95% confidence intervals (as black bars |). "U" indicates data is unavailable, because of too few surveys completed, questions not asked, or other reasons.

Fact Sheet

Marijuana Use for Longview School District, page 1 of 2

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

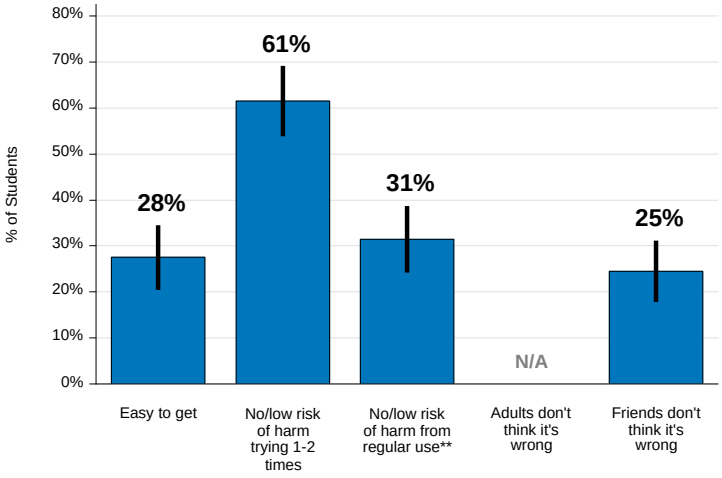
Background:

- Marijuana can be addictive. Most teens who enter drug treatment programs report marijuana is the primary drug they use.
- If teens use marijuana, anxiety and depression can get worse. Marijuana use is associated with risk of anxiety and depression.
- Teens who use marijuana can have problems with learning and memory and are more likely to fail in school.

For More Information:

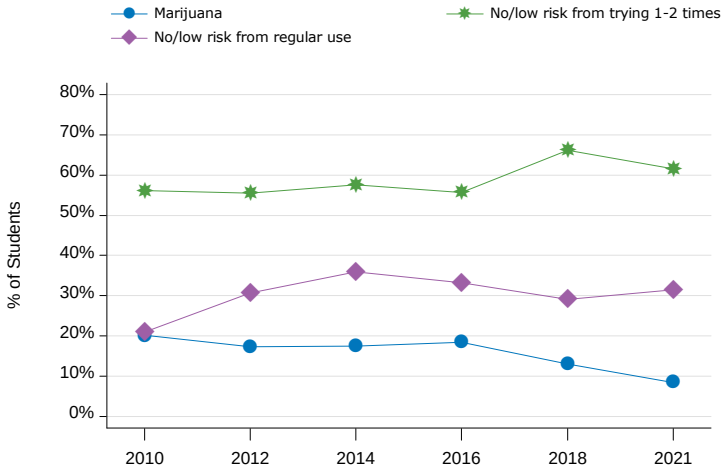
- To learn more, go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free printed guides on preventing marijuana, alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For 24 hour help for mental health, substance use or misuse, and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Attitudes about Marijuana Use
Grade 10, 2021



In 2021, 31% of 10th graders in our school district thought there was little or no risk of using marijuana regularly.

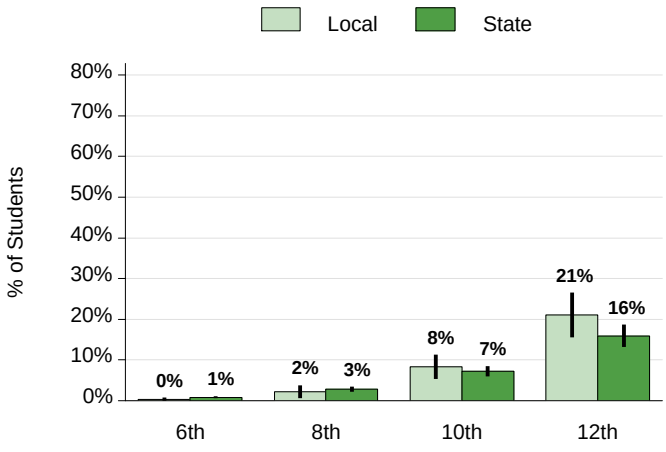
Marijuana Use and Perception of Harm 2010-2021
Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Marijuana	20% ±4	17% ±4	17% ±4	18% ±4	13% ±4	8% ±3
No/low risk from trying 1-2 times	56% ±7*	55% ±8	58% ±7	56% ±8	66% ±7*	61% ±8
No/low risk from regular use**	21% ±5	31% ±7*	36% ±7	33% ±7	29% ±7	31% ±7

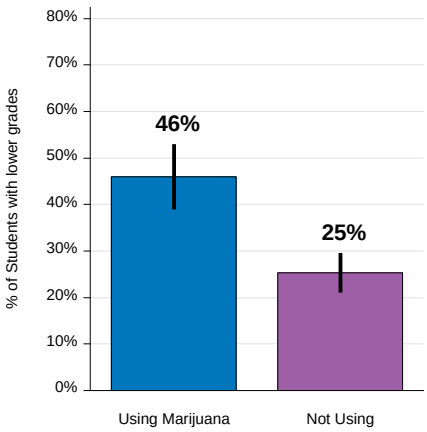
***"Smoke" marijuana regularly was changed to "Use" regularly in 2014. This may mark a break in the trend.*

Current (past 30-day) Marijuana Use
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	0% ±0.6	2% ±2	8% ±3	21% ±6
State	1% ±0	3% ±1	7% ±1	16% ±3

Statewide Relationship between
Lower Grades and Current (past 30-day) Marijuana Use
Grade 10, 2021

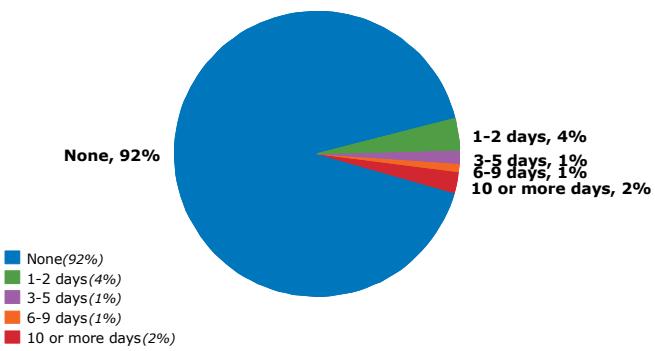


Statewide, more 10th graders who use marijuana report lower grades in school (C's, D's or F's) compared to those who don't use.

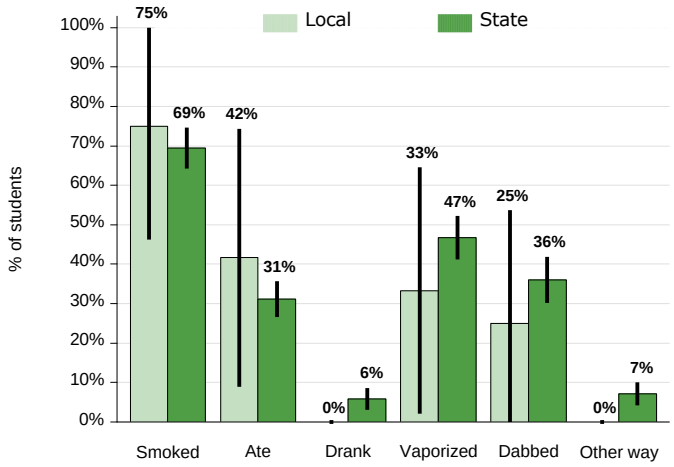
Fact Sheet

Marijuana Use for Longview School District, page 2 of 2

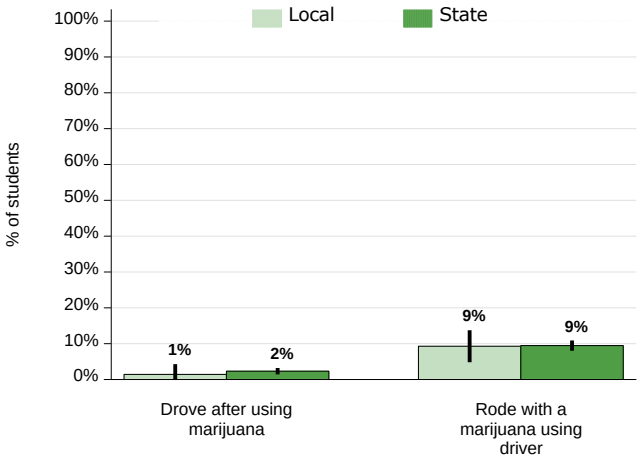
Level of Current (past 30-day) Marijuana Use Grade 10, 2021



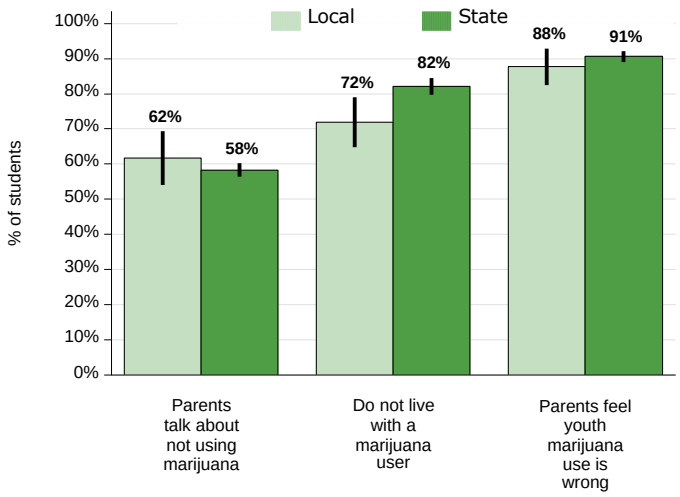
Type of Marijuana Use among Those Who Used It Grade 10, 2021



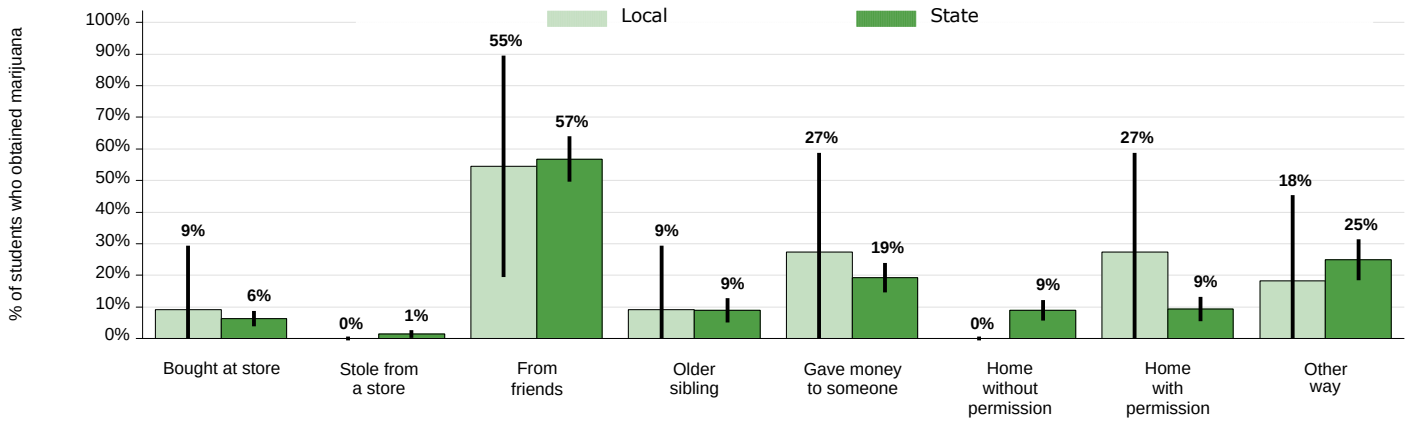
Marijuana Use and Driving/Riding Grade 10, 2021



Family Environment, Grade 10, 2021



Where Do Youth Get Marijuana? Grade 10, 2021



The percentages in this chart are based on all students who reported getting marijuana in the past 30 days, regardless whether they reported using in the past 30 days. Students could select multiple sources.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Longview School District

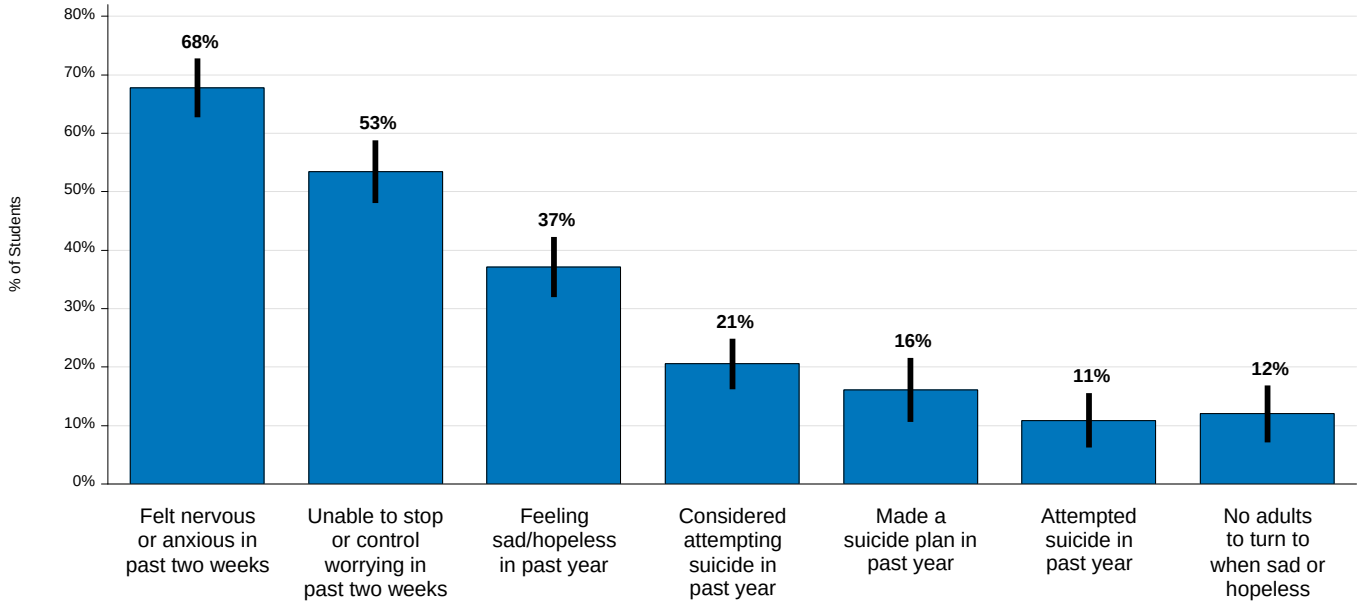
Mental Health and Well-being

Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 352**

Background

- Suicide is the second leading cause of death for Washington teens 15-19 years old.
- Most youth suicides occur at home.
- Depression is a common yet treatable condition and many people with depression need treatment to get better. Depression can include feelings of sadness, helplessness, and hopelessness that linger over time. Depression can occur along with substance use and thoughts of suicide. (Teen Depression, National Institute of Mental Health **www.nimh.nih.gov**)

Mental Health Indicators, Grade 10, 2021



In 2021, 37% of 10th graders in our school district felt so sad or hopeless for two weeks or more that they stopped doing their usual activities

missing codes
S = result suppressed due to insufficient reporting from students of schools;
N/G = grade not available; **N/S** = question was not surveyed this year;
N/A = question was not asked of this grade;

prevalence is displayed with 95% confidence intervals (as± or black bar |)
*indicates a significant change from the previous year, <0.05

results generated at **www.askhys.net** on 03/15/2022

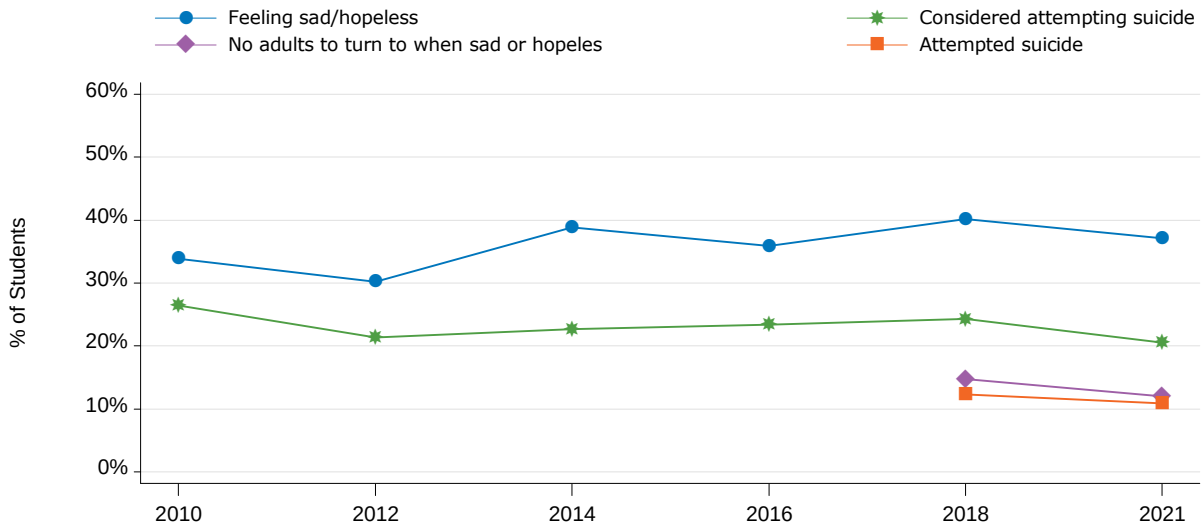
WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Mental Health and Well-being

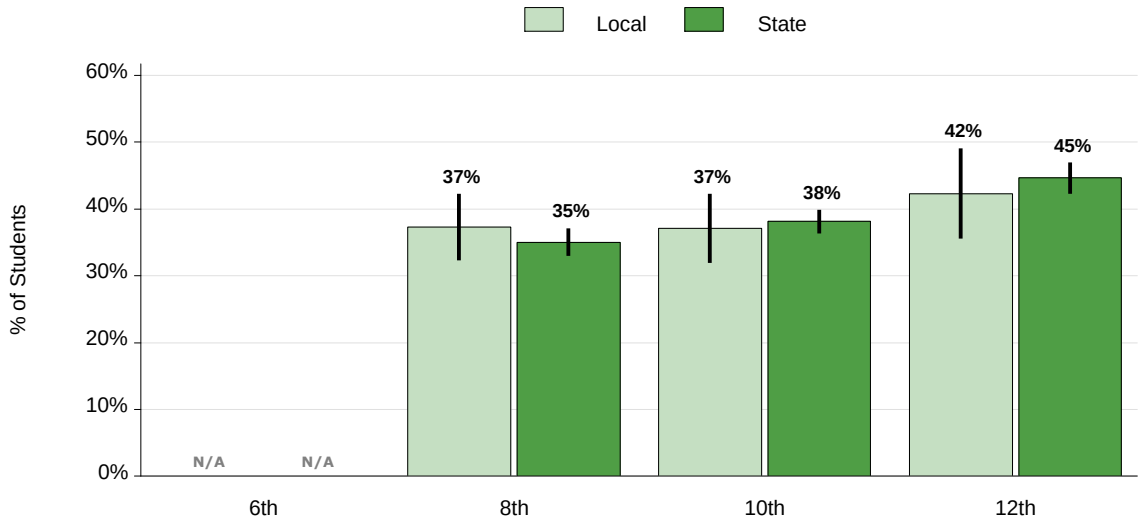


Feeling sad/hopeless and suicide 2010-2021, Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Feeling sad/hopeless	34% ±5	30% ±5	39% ±5*	36% ±5	40% ±5	37% ±5
Considered attempting suicide	26% ±4*	21% ±4	23% ±4	23% ±5	24% ±5	21% ±4
No adults to turn to when sad or hopeless	N/S	N/S	N/S	N/S	15% ±5	12% ±5
Attempted suicide	N/S	N/S	N/S	N/S	12% ±5	11% ±5

Feeling sad/hopeless (statewide vs. local) by grade, 2021



Prevelance	6th	8th	10th	12th
Local	N/A	37% ±5	37% ±5	42% ±7
State	N/A	35% ±2	38% ±2	45% ±2

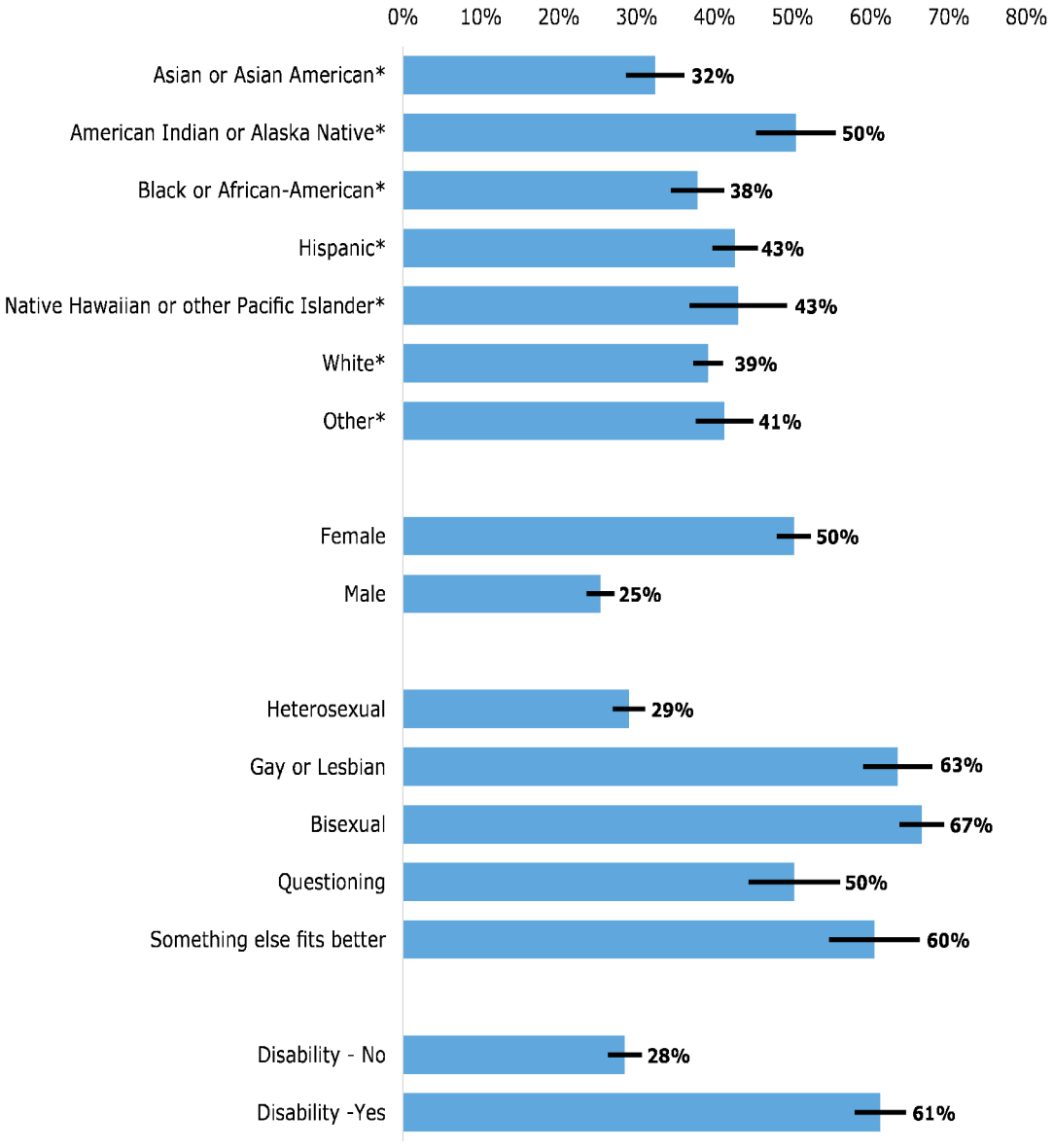
WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Mental Health and Well-being



Statewide relationship between feeling sad/hopeless and demographics, Grade 10



**Alone or in combination with other race/ethnicities.*

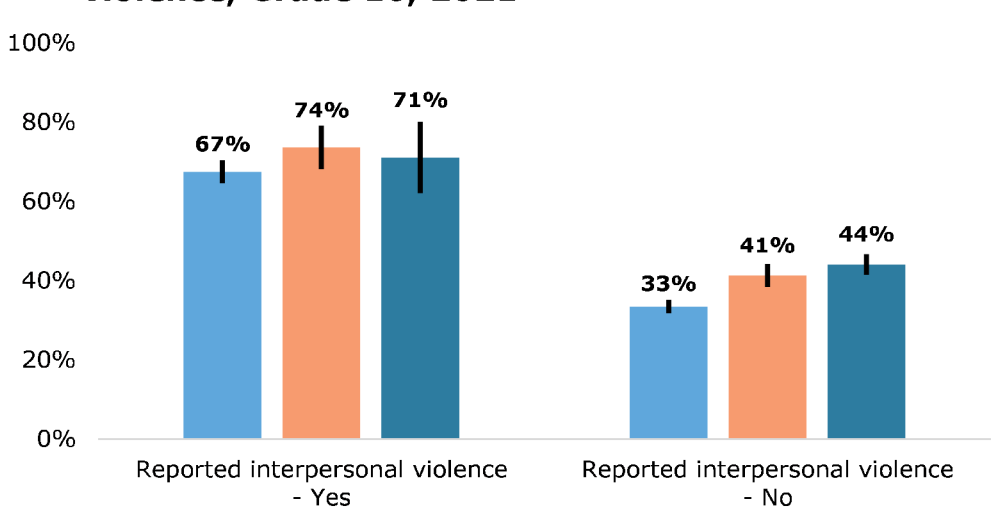
WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Mental Health and Well-being

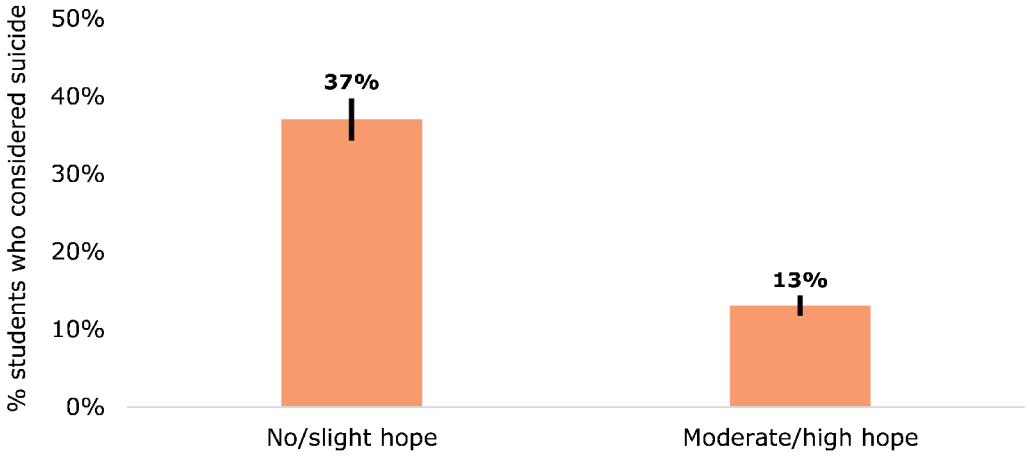


Statewide relationship between feeling sad/hopeless and interpersonal violence, Grade 10, 2021



Statewide, youth who felt more sad or hopeless were more likely to report interpersonal violence than youth who did not feel sad or hopeless.

Statewide relationship between considering suicide and Hope Scale, Grade 10, 2021



Statewide, students with moderate or high hope are less likely to report considering suicide in the past year compared to students with no or low hope.

NOTE: Hope is the belief that the future can be better than the past and you play a role in making it so. Hope can also be taught.

FOR MORE INFORMATION

- Visit the Washington State Youth Suicide Prevention Program Website: www.doh.wa.gov/YouandYourFamily/InjuryandViolencePrevention/SuicidePrevention.
- For support, call the National Suicide Prevention Lifeline 1-800-273-TALK (8255). Services are free, confidential and available 24 hours a day. www.suicidepreventionlifeline.org.
- The OSPI suicide prevention page: www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx
- For support, text "HOME" to 741741 to connect with a crisis counselor. Services are free, confidential and available 24 hours a day.
- For resources for parents and caregivers in WA, visit www.wsccsupport.org/resources

Fact Sheet

Oral Health for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

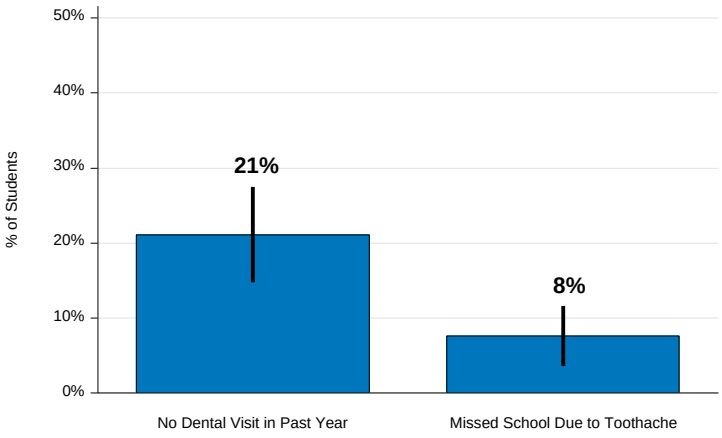
Background:

- Dental decay affects 53% of Third Graders in Washington.
- The bacteria that causes tooth decay is a chronic condition that typically lasts into adulthood with greater costs and consequences for health and well-being.
- Dental disease is linked to broader health problems, including cardiovascular disease, stroke and diabetes mellitus.
- In the U.S., over 51 million school hours are missed each year by children due to dental related illness.

For More Information:

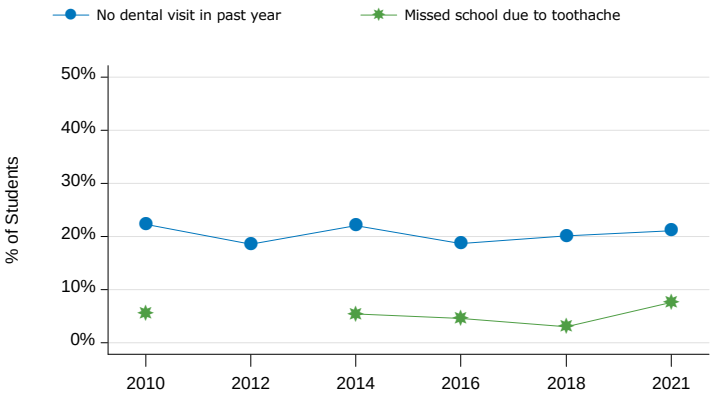
- Visit the Washington State Oral Health Program Website at: www.doh.wa.gov.

Oral Health
Grade 10, 2021



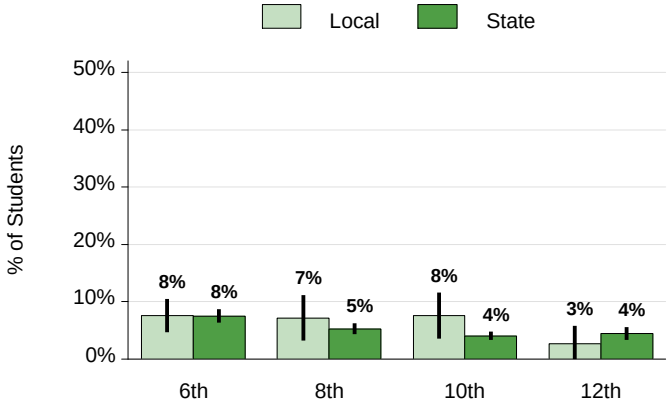
In 2021, 3% of 10th graders in our school district reported that they had never been to a dentist.

Oral Health 2010-2021
Grade 10



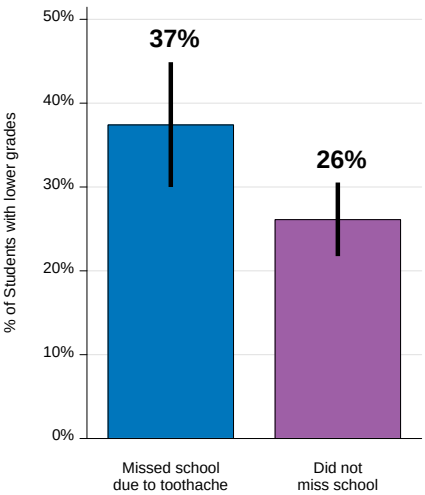
Prevelance	2010	2012	2014	2016	2018	2021
No dental visit in past year	22% ±6	19% ±7	22% ±7	19% ±7	20% ±7	21% ±6
Missed school due to toothache	6% ±3	N/A	5% ±4	5% ±3	3% ±3	8% ±4

Missed School due to Toothache
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	8% ±3	7% ±4	8% ±4	3% ±3
State	8% ±1	5% ±1	4% ±1	4% ±1

Statewide Relationship between
Lower Grades and Missed School due to Toothache
Grade 10, 2021



Statewide, more 10th graders who miss school due to toothache in the past year report lower grades in school (C's, D's or F's) compared to those who didn't miss school.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Physical Activity for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

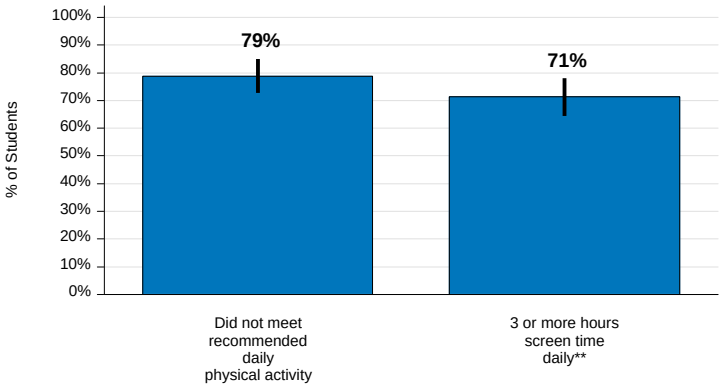
Background:

- Regular physical activity reduces rates of obesity and serious diseases, helps people maintain a healthy body weight and improves quality of life.
- The Centers for Disease Control and Prevention recommends that children and adolescents participate in at least 60 minutes of physical activity daily, and muscle strengthening exercises 3 days a week.
- Increased time spent in recreational screen time, such as watching TV, playing video games, using a computer for fun, or cell phone usage, means less time for students to be physically active.
- Many social and environmental factors influence the decision to be active. Successful strategies to promote physical activity include educating individuals and developing policies in schools and communities to create environments that support being physically active.

For More Information:

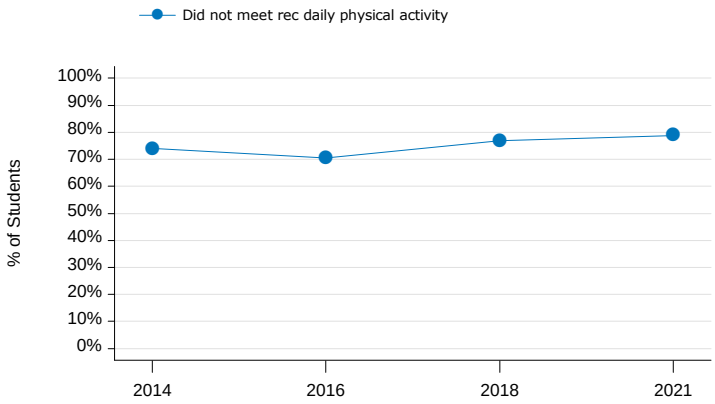
- Visit the Washington State Healthy Eating Active Living Program website: www.doh.wa.gov.
- Visit the National Physical Activity Plan: www.physicalactivityplan.org.
- Visit CDC Physical activity guidelines: www.cdc.gov/physicalactivity/everyone/guidelines/children.html.
- Note: DOH advocates using the CDC recommendations of 'at least 60 minutes of physical activity daily.'

Physical Activity
Grade 10, 2021



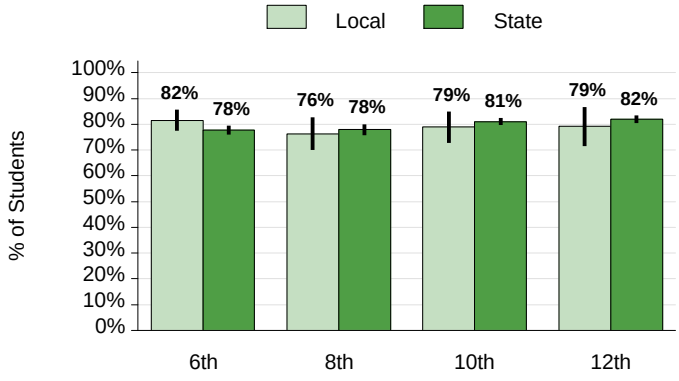
In 2021, 79% of 10th graders in our school district did not meet the recommendations for 60 minutes of physical activity 7 days a week.

Physical Activity 2014-2021, Grade 10



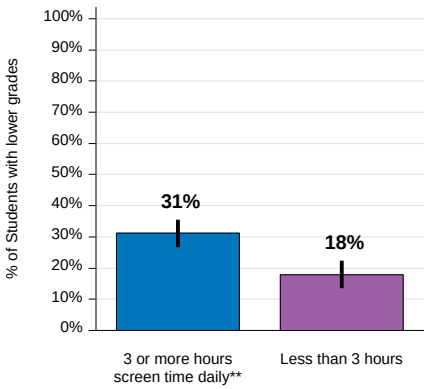
Prevelance	2014	2016	2018	2021
Did not meet rec daily physical activity	74% ±7	70% ±7	77% ±6	79% ±6

Did Not Meet Recommendations for Physical Activity Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	82% ±4	76% ±6	79% ±6	79% ±8
State	78% ±2	78% ±2	81% ±1	82% ±1

Statewide Relationship between Lower Grades and 3 or More Hours of Screen Time Daily Grade 10, 2021**



Statewide, more 10th graders who spend 3 or more hours of screen time daily report lower grades in school (C's, D's or F's) compared to youth who spend less than 3 hours.

**In 2018, the definition of screen time was expanded to include more examples than in previous years. However, school work-related screen time is not included.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet
Teen Prescription Misuse for Longview School District in 2021

Background:

- Prescription drug misuse is when someone takes a medication that was prescribed for someone else or takes their own prescription in a way not intended by a doctor---like to stay awake, or "to get high".
- Prescription drugs that affect the brain, including opioid pain killers, stimulants, and depressants, may cause physical dependence that can turn into addiction.
- Most teens get prescription drugs they misuse and use from friends and relatives, sometimes without the person knowing.
- Prescription drug misuse has become an important health issue, particularly the danger of misusing prescription pain medications. Each year, there continues to be more overdose deaths than deaths from motor vehicle crashes (CDC National Center for Health Statistics).

What can parents or caregivers do to prevent teen prescription misuse?

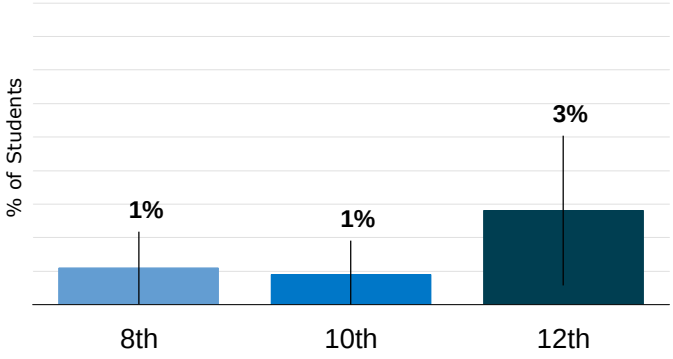
- Talk to your children about what you do to stay healthy, and, if you use medications, why they are safe for your personal use and not for them.
- Talk to your teen about the dangers of prescription drug misuse. Learn more at www.medicineabuseproject.org.
- Keep the most commonly misused prescription drugs (painkillers, sedatives and stimulants) in a lock box.
- Take steps to safeguard the most commonly misused prescription drugs (painkillers, sedatives, and stimulants) in your home: monitor their use, keep them in a lock box, and properly dispose of unused or expired medications.

For More Information:

- Learn more at www.drugfree.org.
- For 24 hour help for mental health, substance use or misuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.
- For medication disposal locations, see www.takebackyourmeds.org.

Student Misuse of Painkillers (in last 30 days)

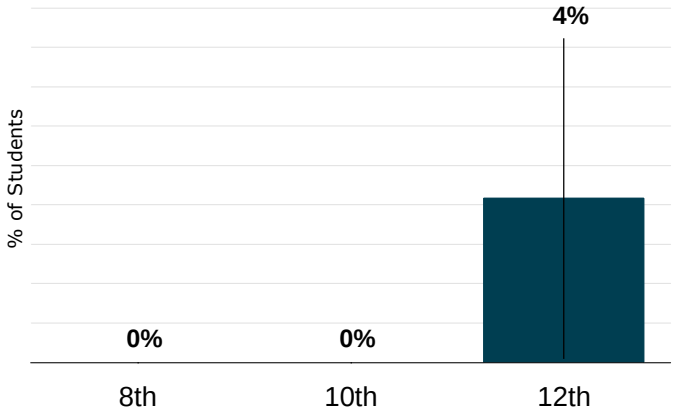
Students who report using painkillers* to get high at least once in the past month



*painkillers like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)

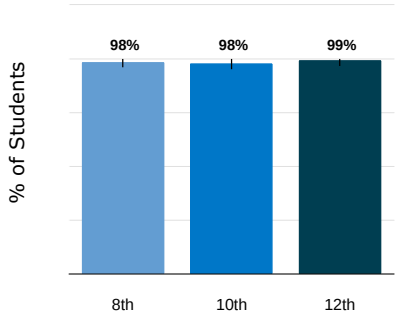
Students Misuse of Someone Else's Prescription (in last 30 days)

Students who report using prescription drugs not prescribed to them in the past month

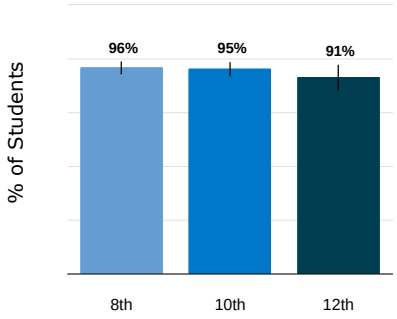


When students are asked about the use of prescription drugs that are not prescribed for them... their perceptions are:

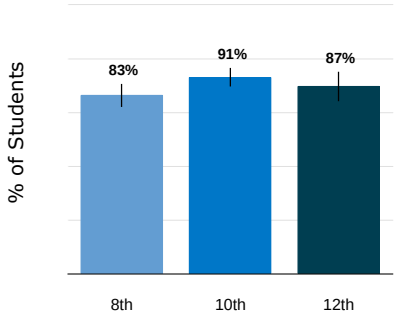
My parents would think it was wrong if I used prescription drugs not prescribed for me



My friends would think it was wrong if I used prescription drugs not prescribed for me



I risk harming myself if I use prescription drugs that are not prescribed for me



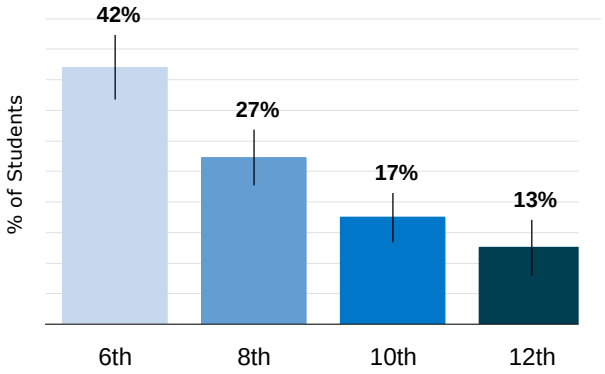
For more results from the 2021 Healthy Youth Survey, please visit www.AskHYS.net

The data in these charts are based on the Healthy Youth Survey conducted in fall 2021. In Longview School District, 368 6th graders, 403 8th graders, 352 10th graders and 220 12th graders completed the survey.

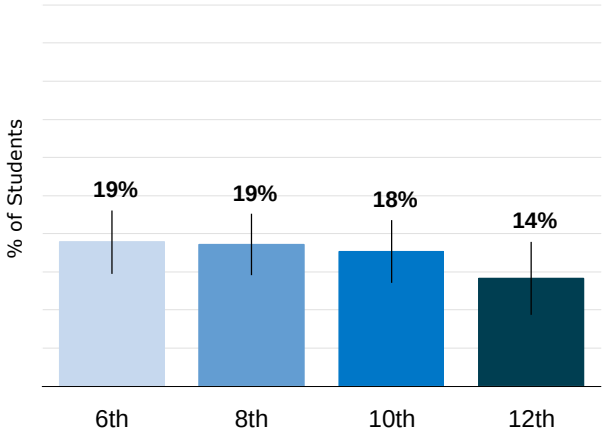
Prevalence is displayed with 95% confidence intervals (as black bars |). "U" indicates data is unavailable, because of too few surveys completed, questions not asked, or other reasons.

Fact Sheet
School Safety for Longview School District in 2021

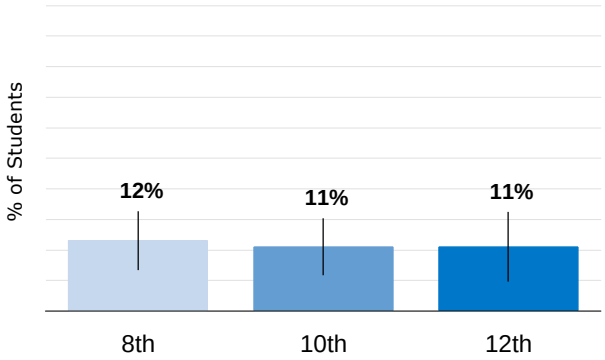
Bullied at school...*
Students who report they were bullied at school in the past month



Not feeling safe...
Students who report they did not feel safe at school

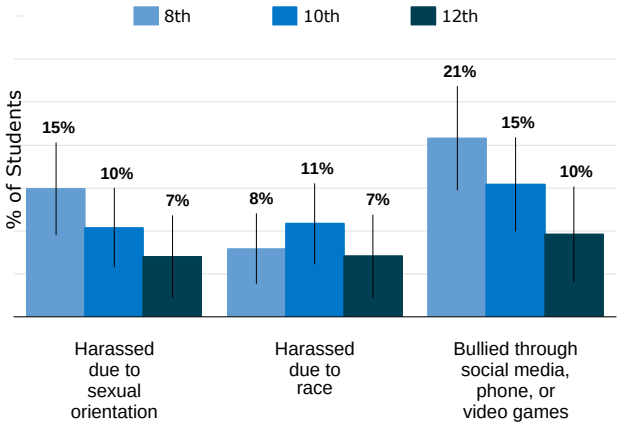


Missing school due to safety...
Students who report not going to school because they did not feel safe

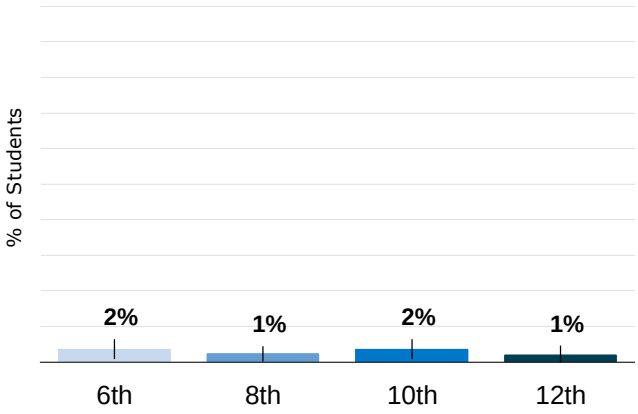


For more results from the 2021 Healthy Youth Survey, please visit www.AskHYS.net

Harassment...
Students who report being harassed or bullied at school due to their perceived sexual orientation or race or by a computer or cell phone in the past month



Weapon carrying...
Students who report they carried a weapon on school property in the past month



For more information about bullying prevention and school safety, visit:
- Office of Superintendent of Public Instruction's School Safety Center: www.k12.wa.us/safetycenter

The data in these charts are based on the Healthy Youth Survey conducted in fall 2021. In Longview School District, 368 6th graders, 403 8th graders, 352 10th graders and 220 12th graders completed the survey.

*Bullying is defined as when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

Prevalence is displayed with 95% confidence intervals (as black bars |). "U" indicates data is unavailable, because of too few surveys completed, questions not asked, or other reasons.

Fact Sheet

Sexual Behavior for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

Background:

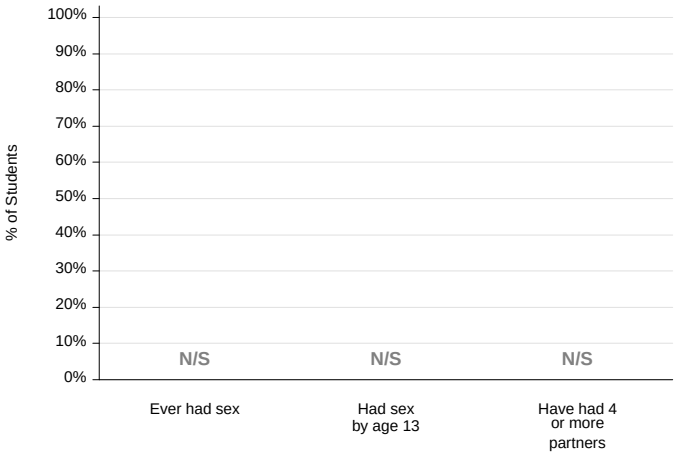
- Comprehensive Sexual Health Education is required for all students in grades 4-12, by the 2022-23 school year. Districts must ensure sexual health education follows requirements of RCW 28A.300.475 and other relevant state laws: https://www.k12.wa.us/student-success/resources-subject-area/sexual-health-education
- Washington Health Education K-12 Learning Standards provide guidance to districts, schools and teachers with grade-level outcomes related to sexual health education: www.k12.wa.us/HealthFitness/Standards.aspx.
- Evidence-based programs can significantly delay first intercourse, decrease sexual risk taking, and increase condom and contraceptive use: https://www.cdc.gov/healthyyouth/whatworks/what-works-sexual-health-education.htm.

For More Information:

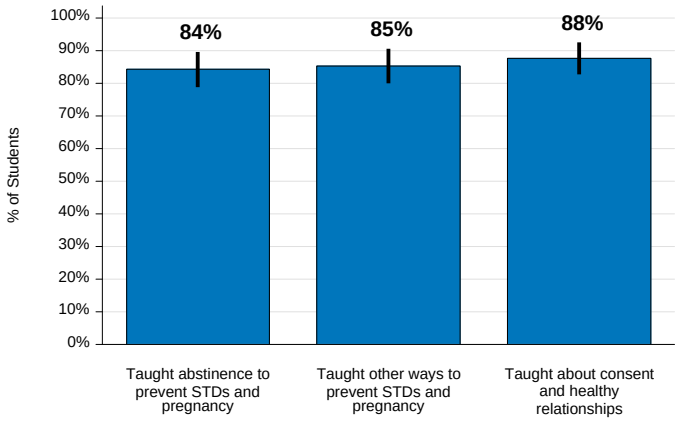
- Contact Sexual Health Education, Office of Superintendent of Public Instruction: https://www.k12.wa.us/student-success/resources-subject-area/sexual-health-education

Questions about sexual behavior, orientation and gender were included at the discretion of each school district. Therefore, local results may be missing or may not reflect a representative sample of all students in the community. In order to improve the quality and usefulness of data, it is recommended that all schools include these questions when administering the Healthy Youth Survey.

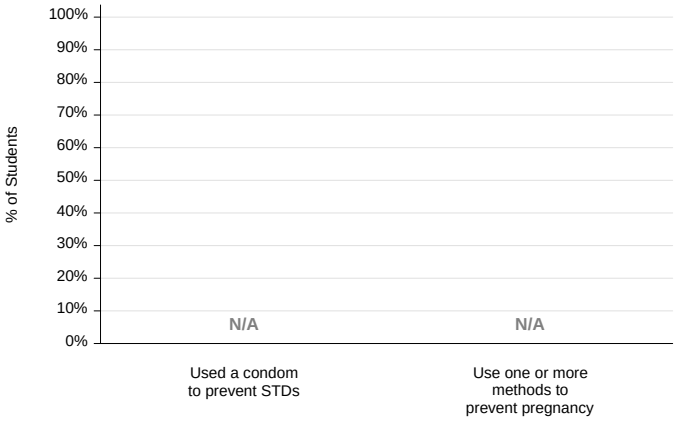
Sexual Behaviors
Grade 10, 2021



STDs and Pregnancy Prevention Taught in School
Grade 10, 2021



STDs and Pregnancy Prevention Methods among Sexually Active Youth
Grade 10, 2021



In 2021, students who reported more depression and alcohol use were more likely to also report having had sex compared to those who did not report depression and alcohol use.

**Sex includes oral, vaginal and/or anal sex.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Longview School District

Healthy Youth Survey

COMMERCIAL TOBACCO PRODUCT USE

Fact Sheet

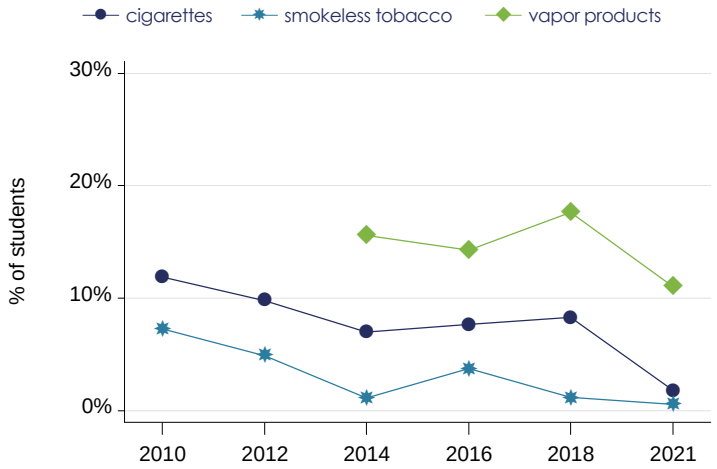


Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 352**

BACKGROUND

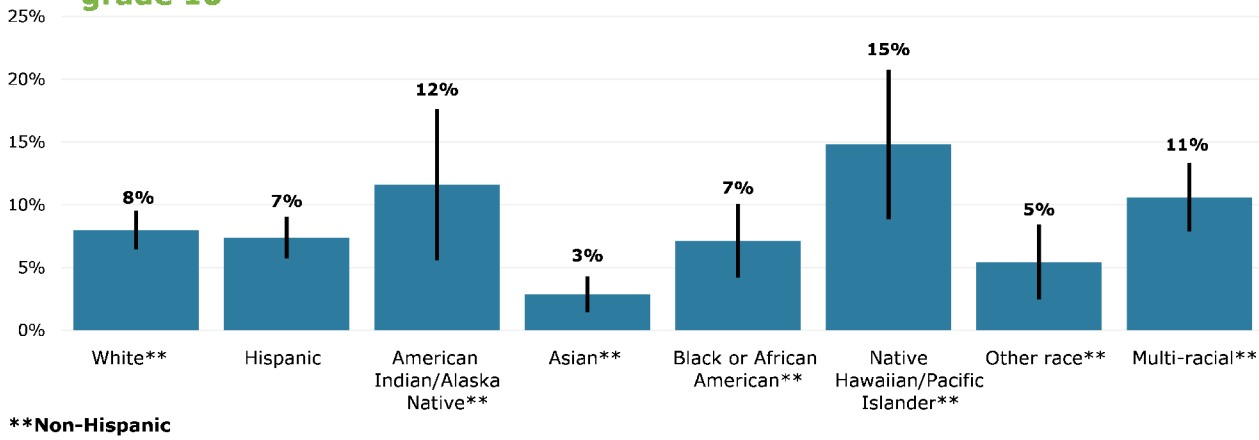
- Tobacco use remains the leading cause of preventable death and disease in Washington.
- Preventing youth initiation of tobacco and other nicotine use is critical to stem the tide of tobacco-related mortality, morbidity, and economic costs.
- Youth and young adults under age 18 are far more likely to start using tobacco than adults; nearly 9 out of 10 adults who smoke started by age 18.
- 104,000 Washington youth alive today will ultimately die prematurely from smoking.
- The emergence of vapor products (also called electronic cigarettes) has raised serious concern. Nicotine use can adversely affect brain development.
- The effects of nicotine exposure during youth and young adulthood can be long-lasting and can include lower impulse control and mood disorders. The nicotine in vapor products can prime young brains for tobacco use and addiction to other drugs.

Current (past 30-day) use trends, grade 10



Prevalence	2010	2012	2014	2016	2018	2021
cigarettes	12% ±3	10% ±3	7% ±3	8% ±3	8% ±3	2% ±1*
smokeless tobacco	7% ±3	5% ±2	1% ±2*	4% ±3	1% ±2	1% ±1
vapor products	N/S	N/S	16% ±5	14% ±5	18% ±6	11% ±3

Statewide current [past 30 day] vapor product use and race/ethnicity, grade 10



**Non-Hispanic

Among 10th grade students, vaping varies by race and ethnicity. The highest rate of vaping is reported among Non-Hispanic Native Hawaiian/Pacific Islander students and the lowest is among Non-Hispanic Asian students. However, rates for some of these race/ethnicity sub-groups can vary widely.

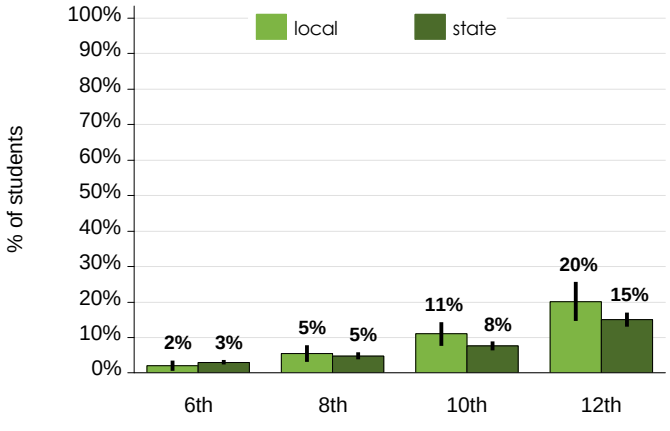
missing codes
S = result suppressed due to insufficient reporting from students of schools;
N/G = grade not available; **N/S** = question was not surveyed this year;
N/A = question was not asked of this grade;

prevalence is displayed with 95% confidence intervals (as± or black bar |)
*indicates a significant change from the previous year, <0.05

results generated at **www.askhys.net** on 03/15/2022

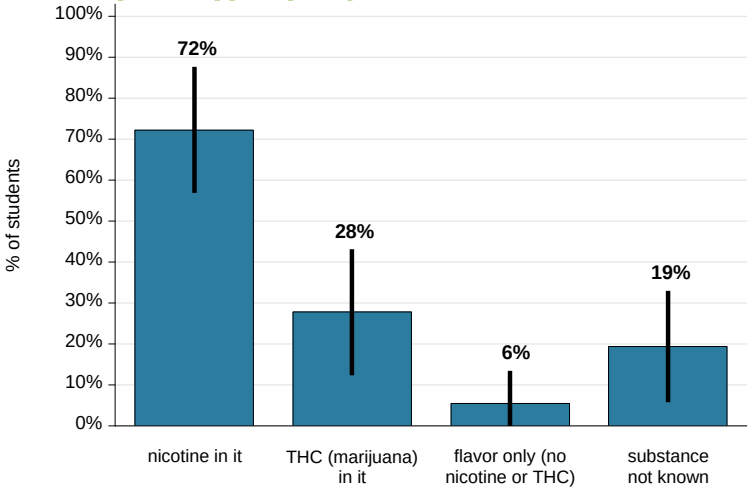
- Vapor products are the most common nicotine product used by youth.
- Youth and young adults under age 18 are far more likely to start tobacco use than adults: 4 out of 5 smokers started during adolescence. According to the U.S. Surgeon General, there is a strong association between the use of e-cigarettes, cigarettes, and the use of other burned tobacco products by young people.
- The minimum age of purchase for tobacco and vapor products is 21, but youth can get these products from their older friends and classmates.
- In 2016, Washington State passed a Vapor Products law, establishing a statewide licensing system and important protections to reduce illegal youth access to vapor products. This law applies to any vapor product, whether or not it contains nicotine.

Current (past 30-day) vapor product use compared to the state, all grades



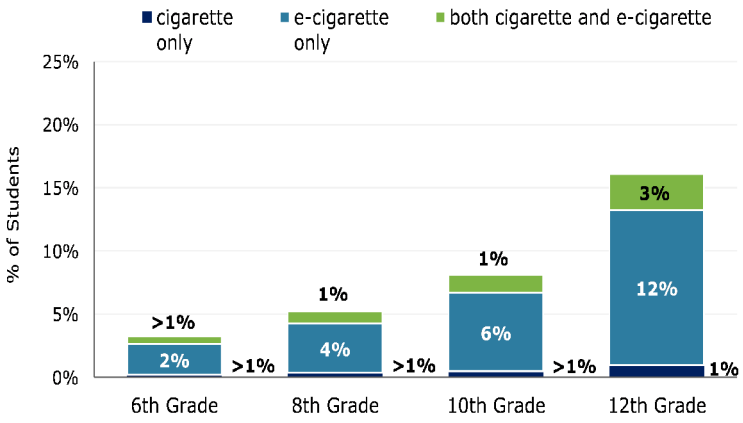
Prevalence	6th	8th	10th	12th
local	2% ±2	5% ±2	11% ±3	20% ±5
state	3% ±1	5% ±1	8% ±1	15% ±2

Reported substance "vaped" among current (30-day) vapor product users, Grade 10

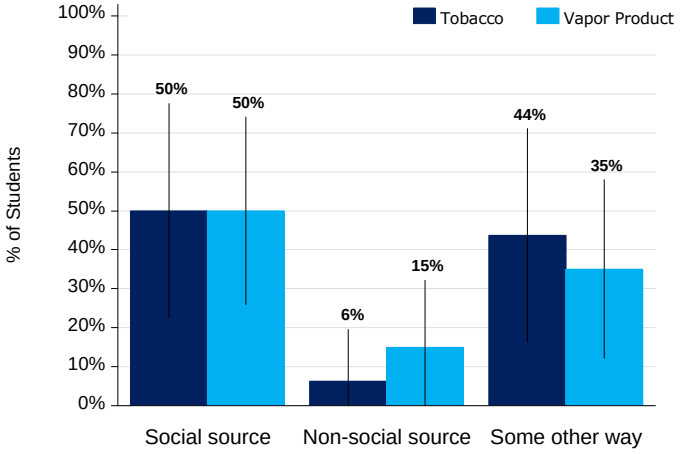


*Students can select more than one type of substance

Statewide prevalence of past 30 day e-cigarette, cigarette, and use of both among youth by grade



Source of tobacco and vapor products among those who use them, Grade 10



**Social sources include: giving money to someone, "bumming", from a person 18 or older, and taking from a store or family. Non-social sources include buying from a store, the internet, or a vending machine.

MORE INFORMATION...

- Through key partnerships, the Commercial Tobacco Prevention Program addresses youth access to tobacco and the growth in the use of electronic cigarettes and vapor products in Washington State. Find out more here: https://www.doh.wa.gov/YouandYourFamily/Tobacco
- For help quitting vaping, teens can text VAPEFREEWA to 88709 to sign up for This is Quitting, a program from Truth Initiative. For help quitting any commercial tobacco use, teens can download an app at https://doh.wa.gov/quit or call 1-800-QUIT-NOW to receive support from a Quit Coach. All services are free and confidential.
- For 24-hour help with mental health, substance abuse, and problem gambling, call 1-866-789-1511 or visit http://www.warecoveryhelpline.org.

Fact Sheet

Unintentional Injury for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

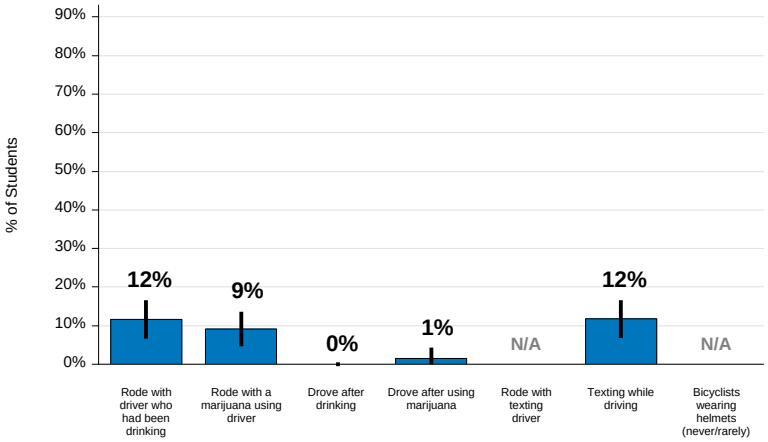
Background:

- Unintentional injury is the leading cause of death among youth. Motor vehicle crashes are the most common cause.
- Unintentional injuries are caused by behaviors such as drinking and driving, riding with a drinking driver, riding a bike or motorcycle without a helmet, or not wearing a life jacket.
- Most unintentional injuries can be prevented. Alcohol and other substances impair one's judgment and may contribute to injuries and even death.

For More Information:

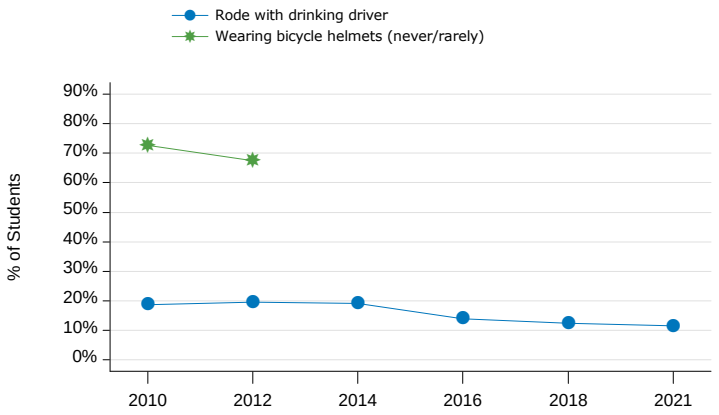
- Visit the Washington State Injury and Violence Prevention Website at: www.doh.wa.gov/DataandStatisticalReports/InjuryViolenceandPoisoning.

Unintentional Injury
Grade 10, 2021



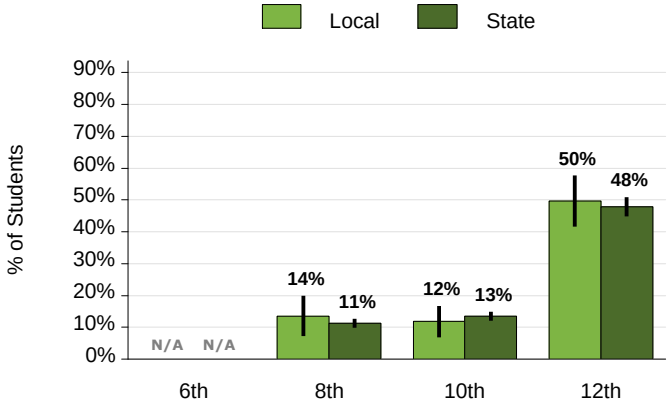
In 2021, 12% of 10th graders in our school district rode with a drinking driver.

Unintentional Injury 2010-2021
Grade 10



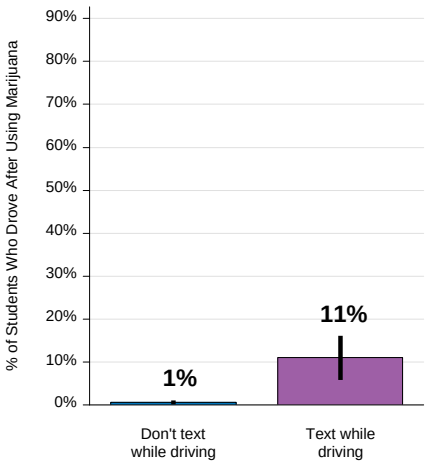
Prevelance	2010	2012	2014	2016	2018	2021
Rode with driver who had been drinking	19% ±4	20% ±4	19% ±6	14% ±5	12% ±5	12% ±5
Wearing bicycle helmets (never/rarely)	73% ±7	68% ±9	N/S	N/S	N/A	N/A

Texting While Driving, among Those Who Drove Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
local	N/A	14% ±6	12% ±5	50% ±8
state	N/A	11% ±1	13% ±1	48% ±3

Statewide Relationship between Texting While Driving and Driving After Using Marijuana
Grade 10, 2021



Statewide, more 10th graders who text while driving are more likely to report driving after using marijuana, compared to those who didn't text while driving.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Longview School District

FACT SHEET

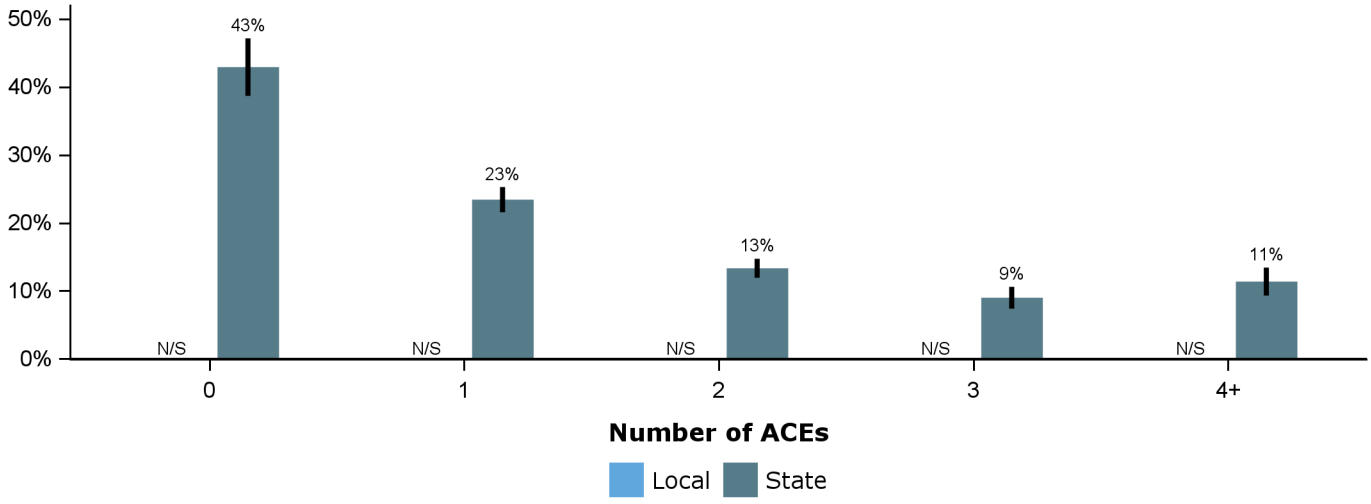
Washington HYS Adverse Childhood Experiences (WAH-ACEs)

Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 352**

BACKGROUND

- Adverse Childhood Experience (ACEs) are indicators of severe stressors that occur during a person's first 18 years of life. Research has shown that these adverse experiences can influence physical, mental, social, and behavioral health across the lifespan.
- The Washington HYS ACEs Score (WAH-ACEs) assesses 11 adverse experiences that youth may report on the HYS to better assess the burden of these experiences among our state's youth.
- WAH-ACEs can be used to understand the local levels of exposure to childhood adversity, and the relationships between these experiences and other questions on the survey.
- WAH-ACEs is not comprehensive of all adverse experiences a child may be exposed to. For example, racism, poverty, and discrimination are examples of childhood adversity and are not included in the WAH-ACEs score.
- You can learn more about how the scores were developed and how they can be interpreted in the WAH-ACEs Interpretive Guide

Frequency of WAH-ACEs score compared to the state, Grade 10



NOTE: While each student can have a WAH-ACEs of 0-11, the number of students who report more than 4 adverse experiences is quite small and decreases as the score increases. To protect student privacy and reduce the amount of data that must be suppressed, we have grouped those students into a 4+ WAH-ACEs category.

Missing Codes
S = result suppressed due to insufficient reporting

Prevalence is displayed with 95% confidence intervals (as ± or black bar |).

Results generated at askhys.net on 03/15/2022

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Washington HYS Adverse Childhood Experiences (WAH-ACEs)



WAH-ACEs on Healthy Youth Survey

	HYS questions included in the WAH-ACEs score	District %	State %
1.	I feel safe during school (NO!/no).	17.7 (±4.1)	17.0 (±2.1)
2.	During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school?* (Any days)	10.5 (±4.6)	8.3 (±1.5)
3.	Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?* (Any days)	17.5 (±4.1)	13.3 (±1.4)
4.	During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?** (Yes)	8.0 (±4.1)	5.7 (±0.9)
5.	In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)** (Yes)	4.0 (±2.9)	2.8 (±0.6)
6.	Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? (Yes)	N/S	13.7 (±2.2)
7.	Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? (Yes)	26.6 (±6.6)	21.8 (±2.1)
8.	Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? (Yes)	21.3 (±6.1)	18.0 (±1.5)
9.	How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (Sometimes, Often, Very often)	34.3 (±7.1)	30.7 (±2.0)
10.	Are your current living arrangements the result of losing your home because your family cannot afford housing? (Yes)	3.0 (±1.8)	2.5 (±0.4)
11.	How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? (Any times)	5.1 (±2.4)	5.9 (±1.0)

***in past 30 days, **in past 12 months**

NOTE: Some students did not answer all 11 WAH-ACEs questions on the survey. To calculate their individual scores and account for those missing answers, a method called multiple imputation was used. This method also used predictors such as mother's education, sex, and race/ethnicity to estimate students' WAH-ACEs score. The percentages in the table above do not represent the imputed results used to compute the WAH-ACEs score. The results in the table match the non-imputed results in frequency reports. Learn more about how WAH-ACEs scores are created in the *WAH-ACEs Interpretive Guide* .

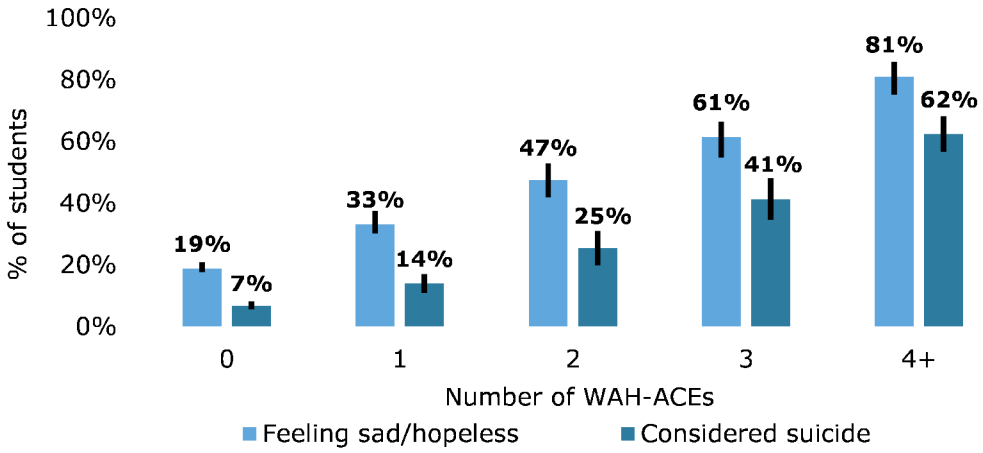
FACT SHEET

Washington HYS Adverse Childhood Experiences (WAH-ACEs)

State Level WAH-ACEs and Key Takeaways

State level WAH-ACEs data highlight some important patterns among Washington students overall that also match what is in the scientific literature. Studies also indicate that students who report more adverse experiences tend to also report other negative exposures, behaviors, and outcomes. Adverse experiences do not necessarily cause these other things to happen, but they can often appear together in the same youth, making them even more likely to experience poor health and educational outcomes.

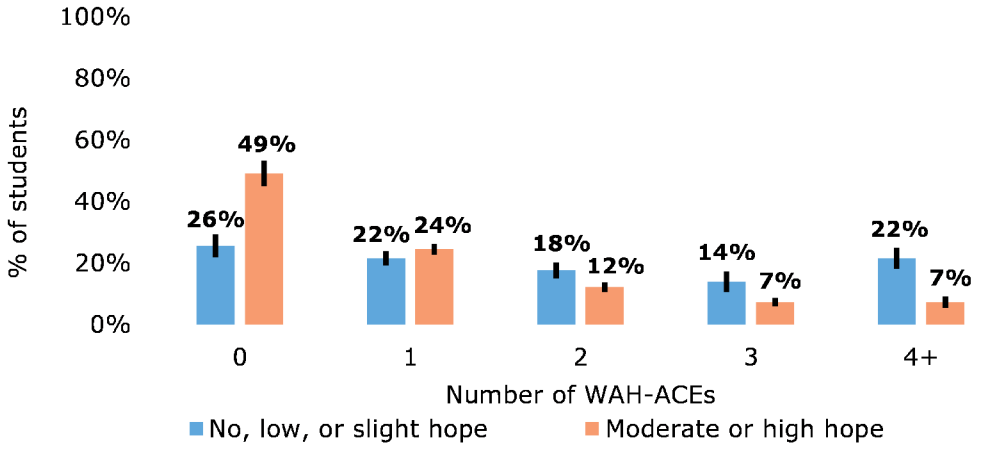
Statewide Relationship between WAH-ACEs score and mental health indicators, Grade 10



Statewide, more 10th grade students who felt sad or hopeless for at least two weeks in the past year reported higher WAH-ACEs scores.

Similarly, more 10th grade students who reported contemplating suicide reported higher WAH-ACEs scores than those who did not consider suicide.

Statewide Relationship between WAH-ACEs score and Hope Scale, Grade 10



Statewide, 10th grade students who reported more hope tended to also have a lower WAH-ACEs scores.

NOTE: Hope is the belief that the future can be better than the past and you play a role in making it so. Hope can also be taught.

To learn more about ACES, please visit:

CDC Adverse Childhood Experiences (ACEs) background

WAH-ACEs Interpretive Guide

Legal requirements: Federal and Washington state regulations prohibit discrimination against LEP individuals who are Deaf, DeafBlind, Hard of Hearing, or visually impaired. Read HCA Policy 01-27 "Language Access Services" and Policy 01-30 "Equal Access to Services for Individuals with Disabilities" for more information. If you have a question about an accommodation, please contact the Healthy Youth Survey study Principal Investigator, at Healthy.Youth@doh.wa.gov or call toll free (877-HYS-7111).

Fact Sheet

Weight and Obesity for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

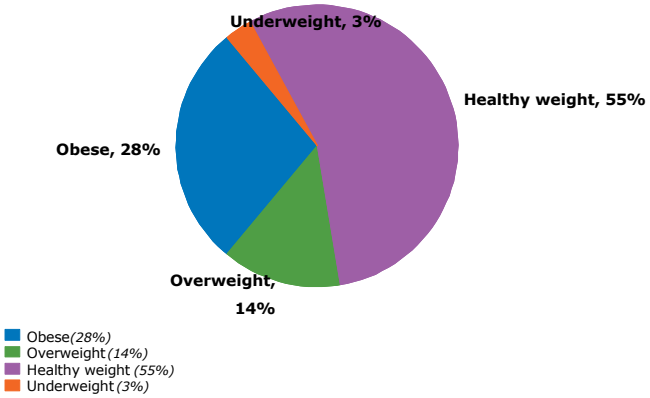
Background:

- Poor diet and physical inactivity are risk factors for obesity and overweight among youth.
- Youth who have fewer opportunities for physical activity and increased time spent in sedentary activities such as watching television and using computers are more likely to be overweight.
- Factors that contribute to poor diet among youth include eating fewer meals at home, increased availability and affordability of unhealthy food, and increased food portion sizes.
- To be successful in increasing healthy weight among youth; governments, communities and people need to work together to create environments that support healthy diets and opportunities for physical activity.

For More Information:

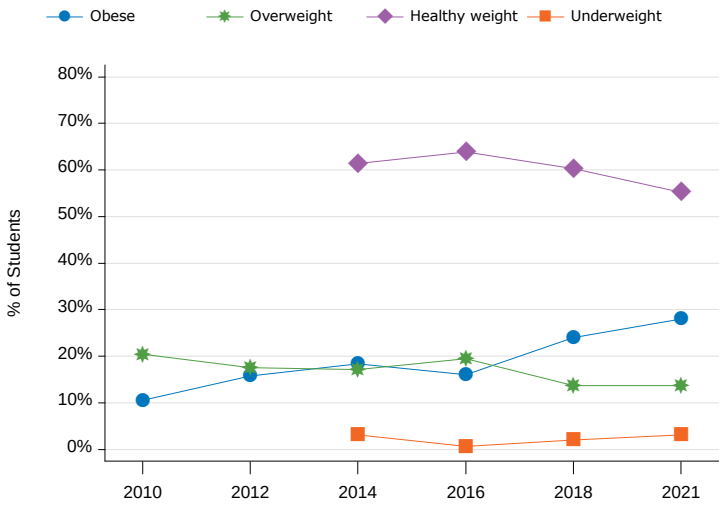
- Visit the Washington State Healthy Eating Active Living Program website: www.doh.wa.gov.

Weight Distribution Grade 10, 2021



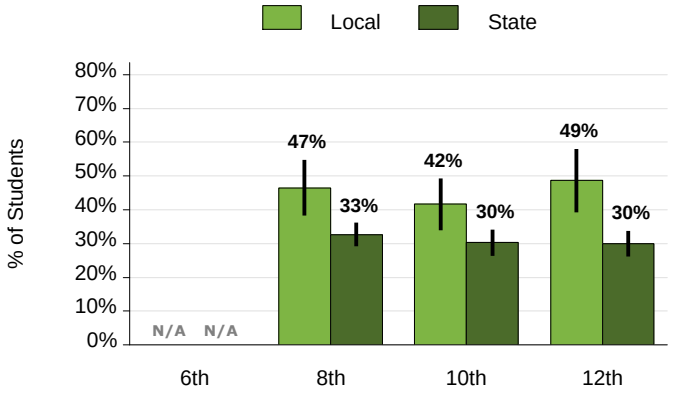
In 2021, 28% of 10th graders in our school district were obese.

Weight Distribution 2010-2021, Grade 10



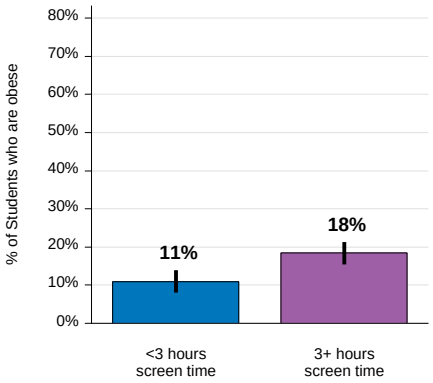
Prevelance	2010	2012	2014	2016	2018	2021
Obese	10% ±4	16% ±6	18% ±6	16% ±6	24% ±7	28% ±7
Overweight	20% ±6	18% ±6	17% ±6	19% ±7	14% ±6	14% ±5
Healthy weight	N/S	N/S	61% ±8	64% ±8	60% ±8	55% ±8
Underweight	N/S	N/S	3% ±3	1% ±1	2% ±2	3% ±3

Obese or Overweight Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
local	N/A	47% ±8*	42% ±8*	49% ±9*
state	N/A	33% ±3	30% ±4	30% ±4

Statewide Relationship between 3 or More Hours Screen Time and Obesity Grade 10, 2021



Statewide, more 10th graders who report spending 3 or more hours screen time (TV, electronic devices, and video games) are obese compared to those who do not.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Violent Behaviors and School Safety for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

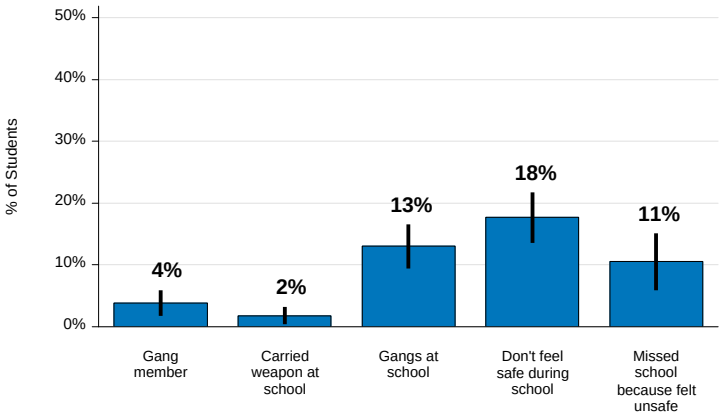
Background:

- Feeling safe is vital for a positive school climate and learning environment. RCW 28A.320.125 requires all public school districts and public schools to have current school safety plans and procedures in place.

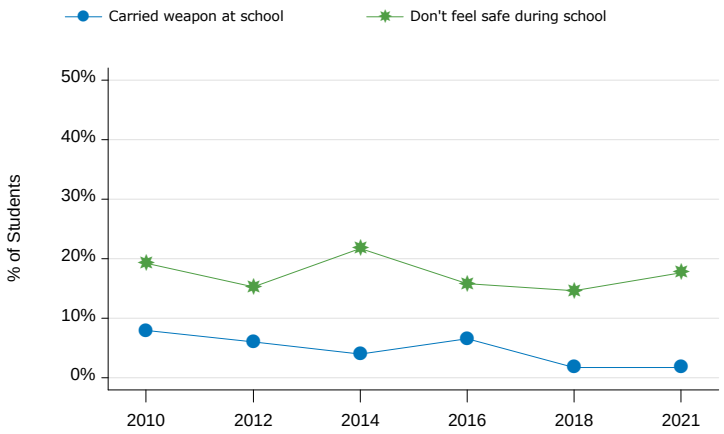
For More Information:

- Office of Superintendent of Public Instruction (OSPI) School Safety Center:https://www.k12.wa.us/student-success/health-safety/school-safety-center
- Washington State Department of Health - Injury and Violence Prevention Program https://www.doh.wa.gov/YouandYourFamily/InjuryandViolencePrevention

Violent Behavior and School Safety Grade 10, 2021

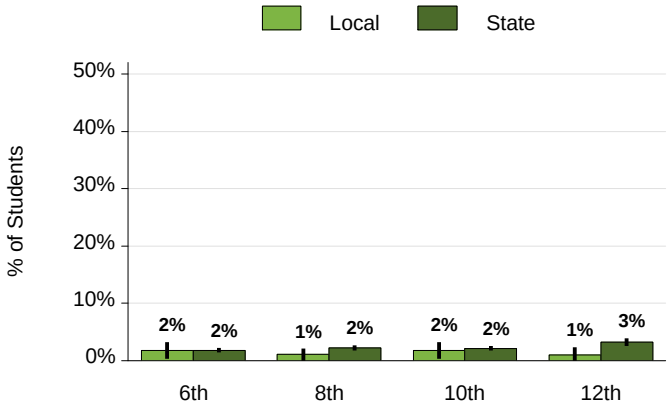


Violent Behavior and School Safety 2010-2021, Grade 10



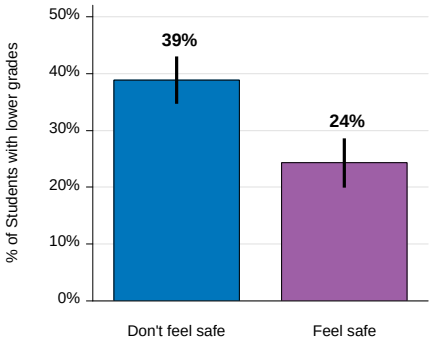
Prevelance	2010	2012	2014	2016	2018	2021
Carried weapon at school	8% ±3	6% ±3	4% ±2	7% ±3	2% ±1*	2% ±1
Don't feel safe during school	19% ±4	15% ±4	22% ±4*	16% ±4*	15% ±4	18% ±4

Carried a Weapon at School Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
local	2% ±1	1% ±1	2% ±1	1% ±1*
state	2% ±0	2% ±0	2% ±0	3% ±1

Statewide Relationship between Lower Grades and Not Feeling Safe at School Grade 10, 2021



Statewide, more 10th graders who don't feel safe during school report lower grades in school (C's, D's or F's) compared to those who feel safe.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

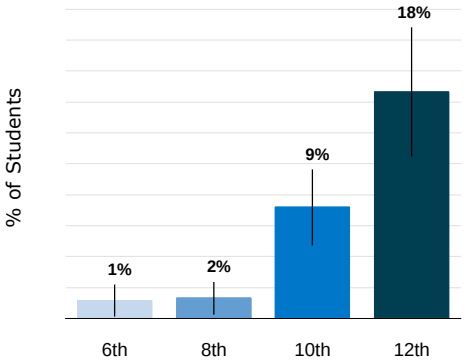
Washington HYS results generated at AskHYS.net on 03-15-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

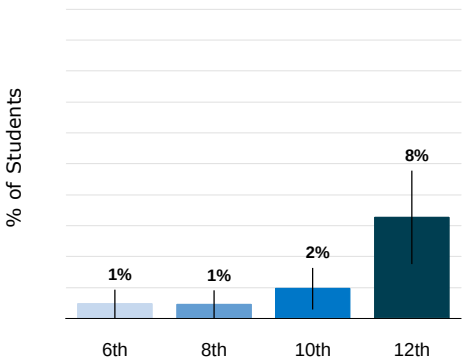
Fact Sheet
Youth Alcohol Use for Longview School District in 2021

Are OUR youth using alcohol?

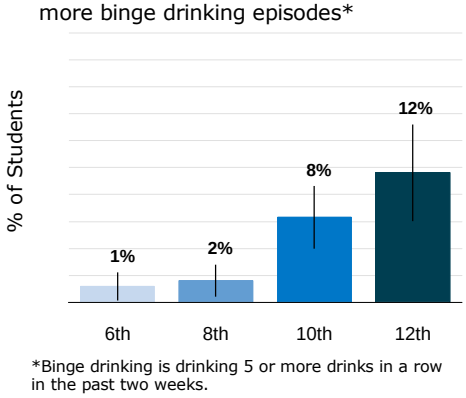
Current Drinking
Students who report drinking at least once in the past month



Experimental Drinking
Students who report drinking on 1-2 days in the past month, but no binge drinking

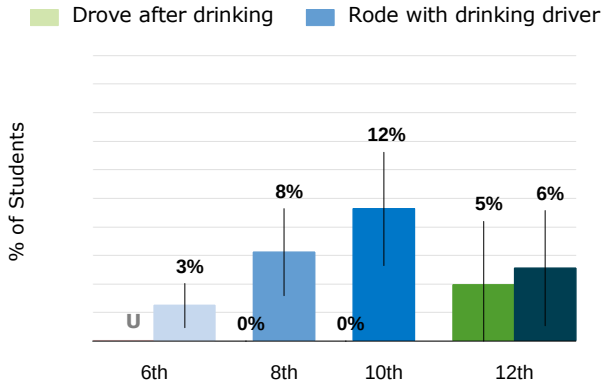


Problem or Heavy Drinking
Students who report drinking 3 or more days in the past month and/or one or more binge drinking episodes*

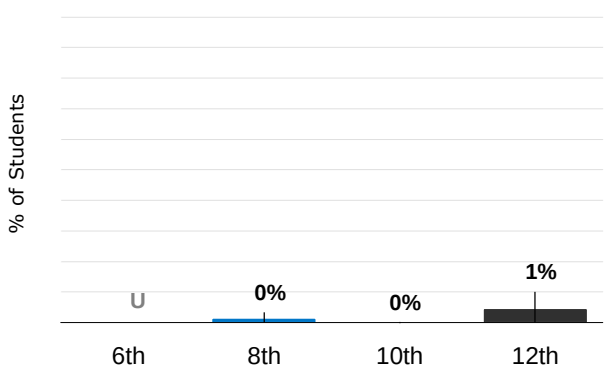


*Binge drinking is drinking 5 or more drinks in a row in the past two weeks.

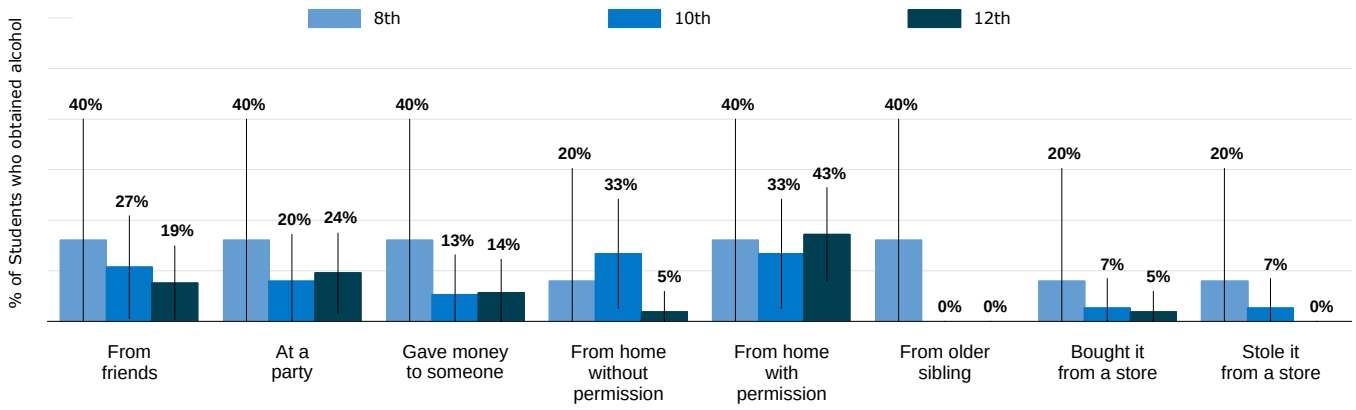
In a Vehicle
Students who report drinking and driving OR riding with a driver who had been drinking



On school property
Students who report drinking on school property in the past month



Where Do Youth Get Alcohol?



The percentages in this chart are based on all students who reported getting alcohol in the past 30 days, regardless whether they reported drinking in the past 30 days. Students could select multiple sources.

The data in these charts are based on the Healthy Youth Survey conducted in fall 2021. In Longview School District, 368 6th graders, 403 8th graders, 352 10th graders and 220 12th graders completed the survey.

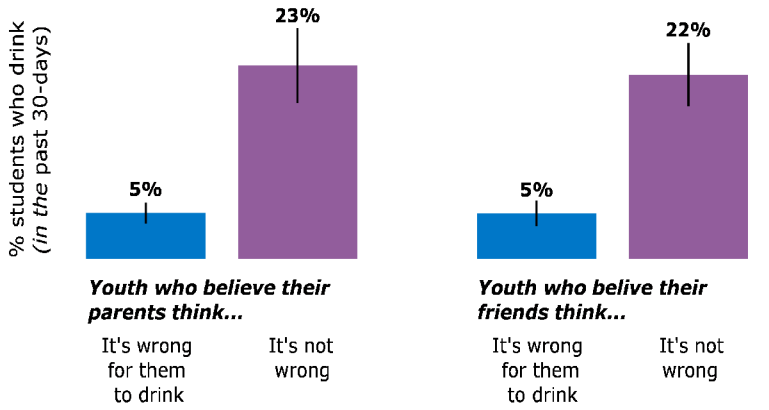
For more results from the 2021 Healthy Youth Survey, please visit www.AskHYS.net

Prevalence is displayed with 95% confidence intervals (as black bars |). "U" indicates data is unavailable, because of too few surveys completed, questions not asked, or other reasons.

Parents and friends have influence!

Youth are less likely to drink if they believe their parents or their friends disapprove of youth drinking.

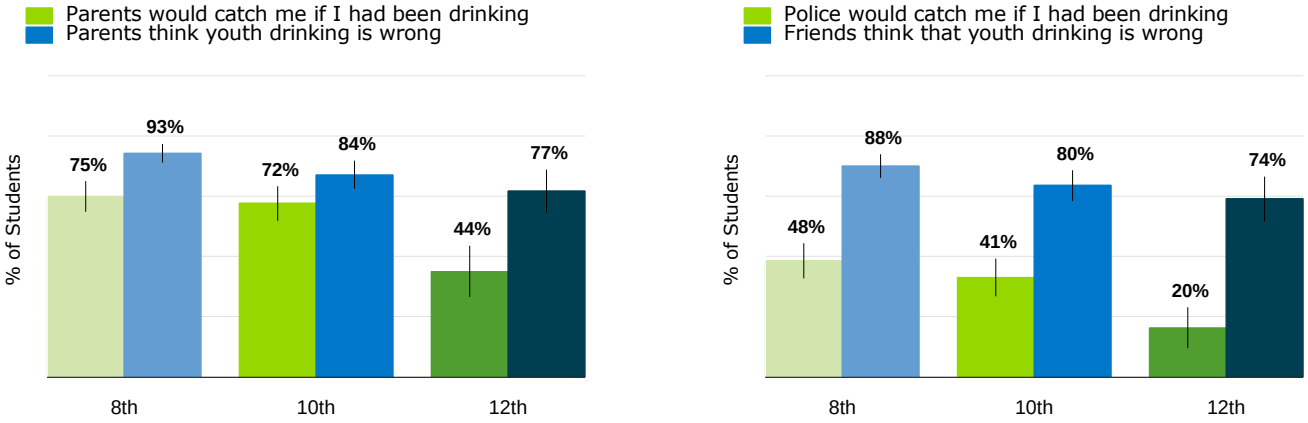
Percent of 10th Graders who Drink Alcohol (Statewide)



What does this chart say?

- Only 5% of youth drink alcohol if their parents think it's wrong, while 23% drink if their parents don't think it's wrong
- Only 5% of youth drink alcohol if their friends think it's wrong, while 22% drink if their friends don't think it's wrong.

Youth in Longview School District reported that they believe...



Take action to reduce youth alcohol use!

Community Members - help reduce youth drinking by making it difficult for them to get alcohol.
The percent of Longview School District youth who think that it would be easy to get alcohol increases as they get older, from 10% in 6th Grade to 48% in 12th Grade.

Parents - talk to your kids about the dangers of drinking alcohol.
The percent of Longview School District youth who said their parents ***didn't*** talk to them about the dangers of alcohol increases as they get older, from 25% in 8th Grade to 41% in 12th Grade.

Help youth make healthy choices

***Start** the conversation*

Continue the conversation

Visit us at: www.StartTalkingNow.org



WASHINGTON HEALTHY YOUTH COALITION
Keeping youth and young adults free from alcohol and marijuana

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Migratory Students of Longview School District

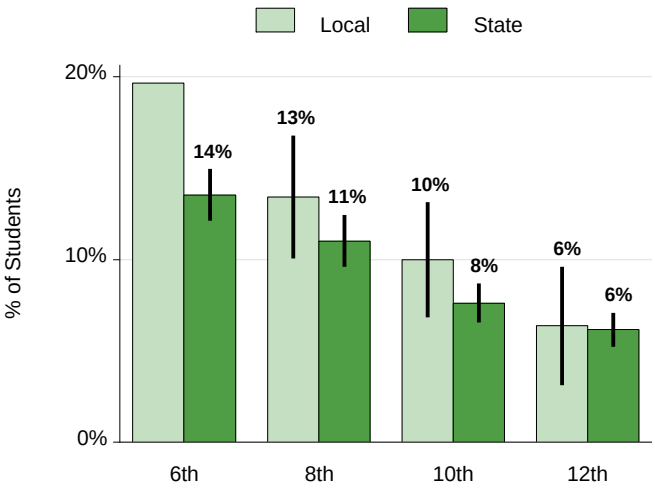
Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 352**

Background

The purpose of this report is to provide stakeholders a comparative overview of the health status, behaviors, and access to healthcare coverage between self-identified migratory students of Washington State, as defined by Title I. Part C Migrant Education Program (MEP), and their non-migrant student counterparts.

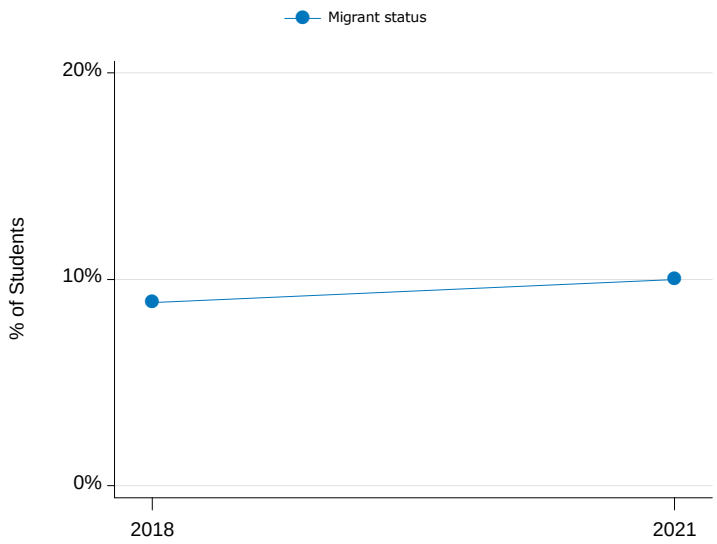
The HYS data suggests that there are significantly higher health disparities among Migratory students compared to non-Migratory Washington students. Although Migratory students have access to state and federal funded healthcare coverage, there are evident gaps in accessing healthcare services that may be contributing to greater disparities overall. Other contributing factors such as higher rates of mobility due to the pursuit of temporary or seasonal agricultural work, fear of seeking services, along with other socioeconomic barriers, also impact migrant student's full academic engagement such as attendance, academic participation, and graduation.

Migrant Status
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	20% ±4	13% ±3	10% ±3	6% ±3
State	14% ±1	11% ±1	8% ±1	6% ±1

Migrant Status 2018-2021, Grade 10

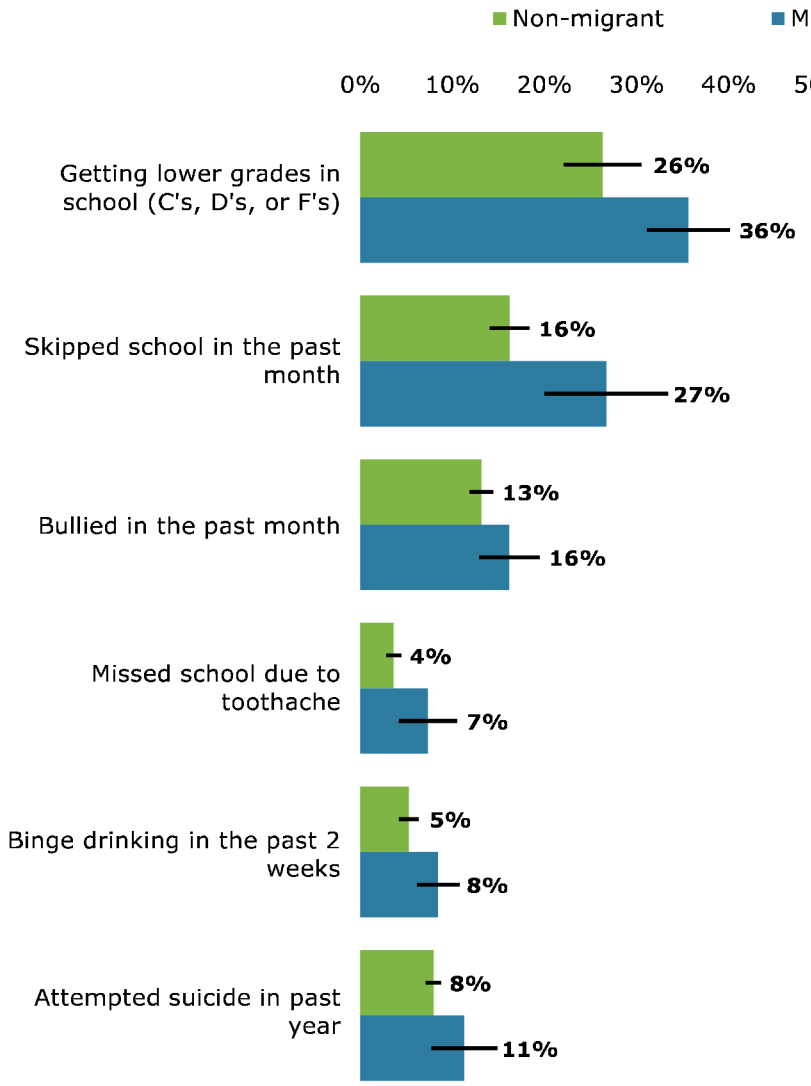


Prevelance	2018	2021
Migrant status	9% ±4	10% ±3

* Students self-identified as having moved independently or with family in the past 3 years to another school district or city for temporary or seasonal work in agriculture, dairy, or fishing.

FACT SHEET
Migratory Students

Statewide Relationships between Migrant Status, Grade 10



For 10th grade **migrant** students statewide, are:

- More likely to report getting lower grades in school (mostly C's, D's, or F's)
- More likely to have skipped or "cut" school in the past month
- More likely to have been bullied in the past month
- More likely to have missed school due to a toothache in the past year
- More likely to report binge drinking in the past 2 weeks
- More likely to have made a suicide attempt in the past year

Compared to those with **non-migrant** students.

For More Information:

- Visit the Washington State Migrant Education Program Website: https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/migrant-education-program.
- The OSPI suicide prevention page: www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx.
- National Suicide Prevention Hotline 1-800-273-TALK(8255) or www.suicidepreventionlifeline.org.

missing codes
S = result suppressed due to insufficient reporting from students of schools;
N/G = grade not available; **N/S** = question was not surveyed this year;
N/A = question was not asked of this grade;

prevalence is displayed with 95% confidence intervals (as± or black bar |)
*indicates a significant change from the previous year, <0.05

results generated at **www.askhys.net** on 03/15/2022

WASHINGTON STATE healthy youth SURVEY

FACT SHEET



Measuring Hope in Longview School District

Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 352**

Background

Hope is the belief that the future can be better than the past and you play a role in making it so.

Hope is made up of goals, pathways, and agency.

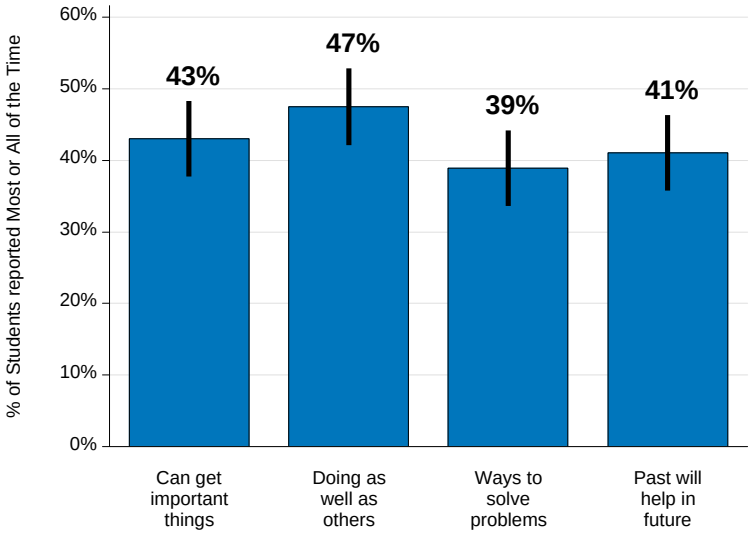
Four questions from the **Children's Hope Scale** were asked on the survey.

- Two questions about **pathways**; figuring out how to get from point A to point B to reach a goal.
- Two questions about **agency/willpower**; self-efficacy & motivation to use multiple ways to reach a goal.

Adding up the results from the four questions provides overall hope scores.

- No to very low hope
- Slightly hopeful
- Moderately hopeful
- Highly hopeful

Hope Scale Component Questions Grade 10, 2021



Pathway Questions:

- I can think of many ways to get the things in life that are most important to me.
- When I have a problem, I can come up with lots of ways to solve it.

Pathways thinking is a child's belief in their capacity to find multiple ways to reach their goals.

Agency Questions:

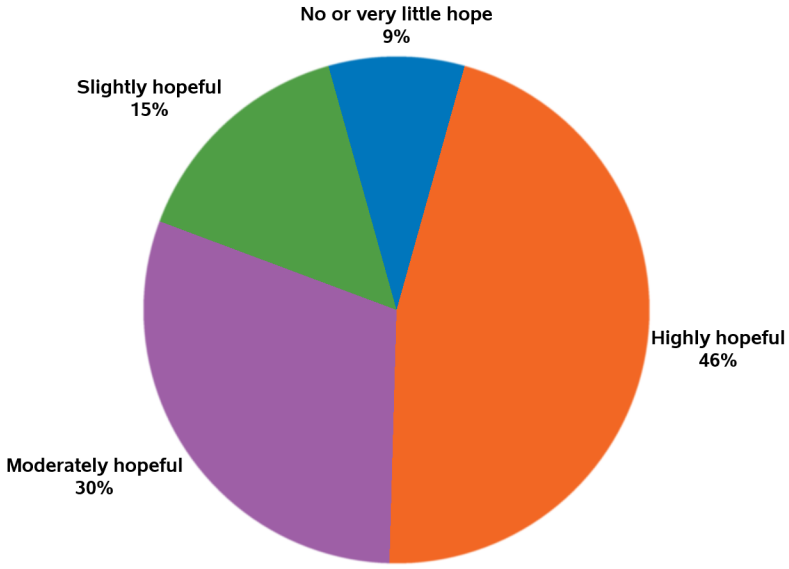
- I am doing just as well as other kids my age.
- I think the things I have done in the past will help me in the future.

Agency thinking is a child's self-efficacy and motivation to use multiple ways to reach their goal.

FACT SHEET

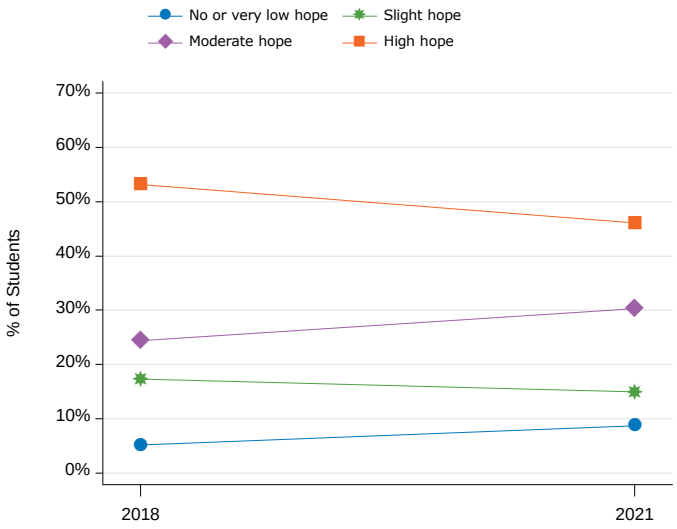
Measuring Hope

Levels of Hope Grade 10, 2021



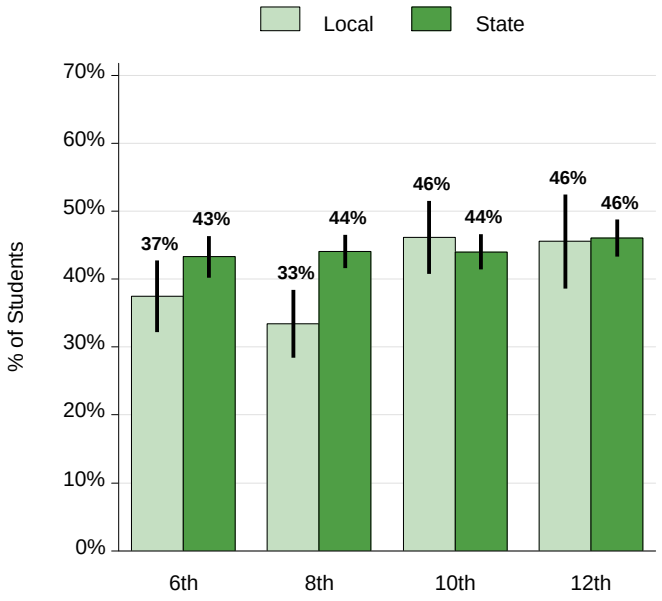
Research has shown that hope can be taught and is connected to academic achievements, well-being and positive life outcomes.

Levels of Hope 2018-2021, Grade 10



Prevelance	2018	2021
No or very low hope	5% ±3	9% ±3
Slight hope	17% ±6	15% ±4
Moderate hope	24% ±7	30% ±5
High hope	53% ±8	46% ±5

High Hope, All Grades, 2021



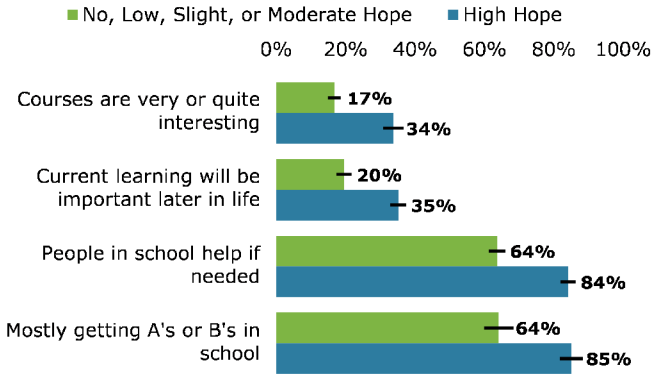
Prevelance	6th	8th	10th	12th
Local	37% ±5	33% ±5	46% ±5	46% ±7
State	43% ±3	44% ±2	44% ±3	46% ±3

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Measuring Hope

Statewide Relationships between High Hope, Grade 10



For 10th graders statewide, those with **high levels of hope** are:

- *More likely to find courses more interesting and helpful for their future*
- *More likely to think the things they are learning in school will be important later in life*
- *More likely to report having a person at schools that could help them if needed*
- *More likely to report getting high grades (A's or B's)*

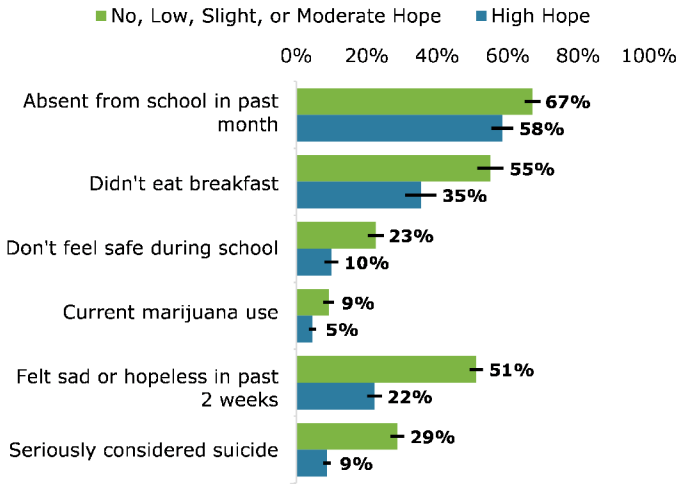
Compared to those with **lower levels of hope**.

For 10th graders statewide, those **with high levels of hope** are:

- *Less likely to be absent from school in the past month*
- *Less likely to not have eaten breakfast*
- *Less likely to not feel safe during school*
- *Less likely to use marijuana in the past 30 days*
- *Less likely to feel sad or hopeless*
- *Less likely to have seriously considered suicide in the past year*

Compared to those with **lower levels of hope.**

Statewide Relationships between High Hope, Grade 10



For More Information

- **Hope Research Center-https://www.ou.edu/tulsa/hope**

missing codes
S = result suppressed due to insufficient reporting from students of schools;
N/G = grade not available; **N/S** = question was not surveyed this year;
N/A = question was not asked of this grade;

prevalence is displayed with 95% confidence intervals (as± or black bar |)
*indicates a significant change from the previous year, <0.05

results generated at **www.askhys.net** on 03/20/2022

Fact Sheet

Peer-Individual Risk Factors for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

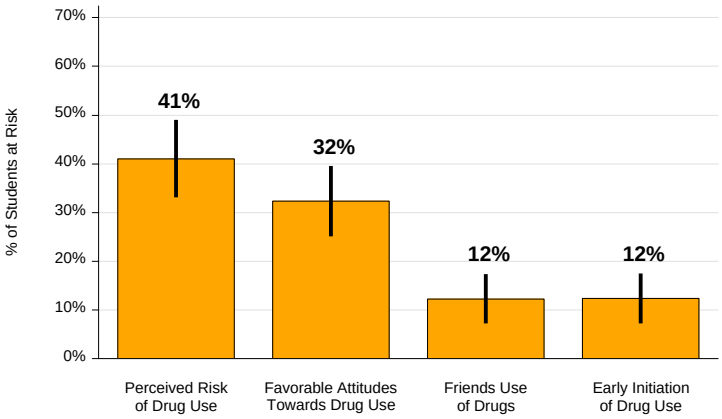
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse. They identified risk factors that predict youth substance use, and protective factors that can protect youth from the effects of those risks. Prevention strategies are designed to lower risk and increase protection.
- Each "factor" in the HYS is measured with two or more questions to include multiple dimensions of the risk or protective factor. The charts and tables below refer to the "percent of students at risk," which is defined as the percent of students whose scores were above a risk cutpoint determined by UW researchers. We also report some of the individual questions.
- *Risk factors in the **peer and individual domain** include attitudes youth have about substance use as well as the behaviors of their friends.*

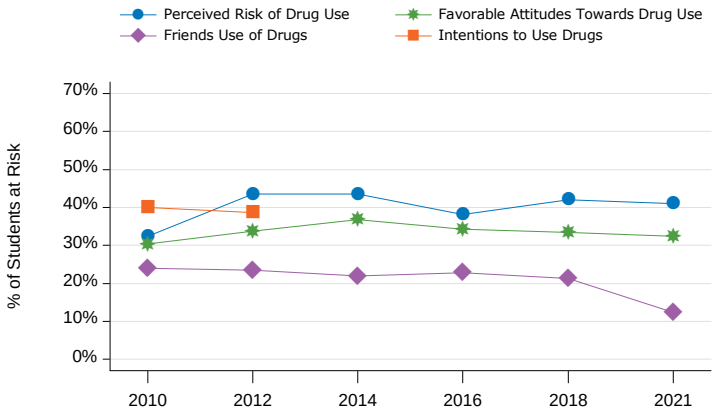
For More Information:

- To learn more go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For prevention tips and other online resources, visit www.StartTalkingNow.org and www.drugfree.org.
- For 24 hour help for mental health, substance use and misuse, and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Peer-Individual Risk Factors
Grade 10, 2021

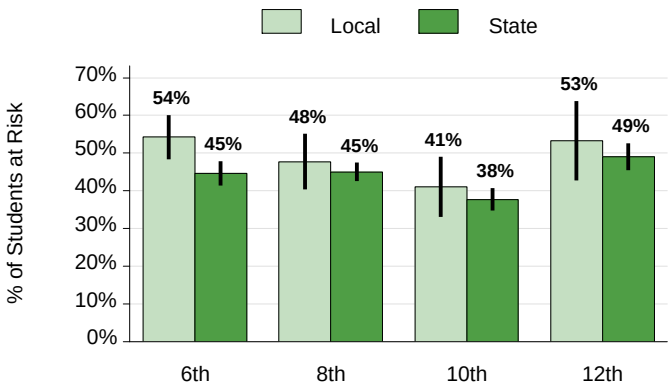


Peer-Individual Risk Factor 2010-2021
Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Perceived Risk of Drug Use	32% ±6	43% ±8*	44% ±7	38% ±8	42% ±8	41% ±8
Favorable Attitudes Towards Drug Use	30% ±6	34% ±8	37% ±7	34% ±7	33% ±7	32% ±7
Friends Use of Drugs	24% ±6	24% ±7	22% ±6	23% ±7	21% ±7	12% ±5*
Intentions to Use Drugs	40% ±7	39% ±8	N/S	N/S	N/S	N/S

Risk Factor: Perceived Risk of Drug Use
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	54% ±6*	48% ±7	41% ±8	53% ±11
State	45% ±3	45% ±2	38% ±3	49% ±4

In 2021, 32% of 10th graders in our school district were at risk for favorable attitudes towards drugs.

From 2018 to 2021, there has been no change in the perceived risk of drug use among 10th graders in our school district.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-20-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

School Protective Factors for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

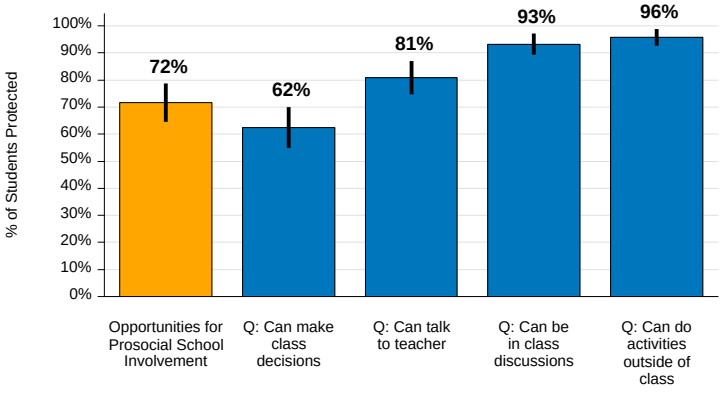
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse and other behaviors, by identifying risk and protective factors. (J. David Hawkins, 1992)
  - Risk Factor- something that may attribute to a problem.
  - Protective Factor- something that helps to prevent a problem.
- Taking a close look at youth risk and protective factors can help providers select appropriate programming and interventions.

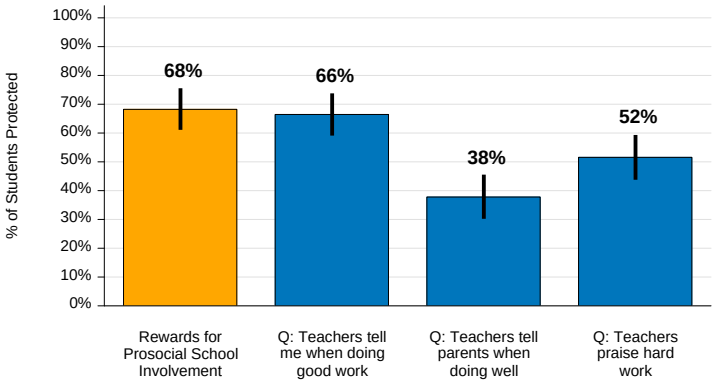
For More Information:

- Resources for parents on how to connect with their youth; https://starttalkingnow.org/
- Resources for schools; https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health
- Resources about mental health; National Alliance on Mental Health; https://www.nami.org/Home
- For local Risk Factor profiles go to www.dshs.wa.gov/rda/research/Risk.shtm.

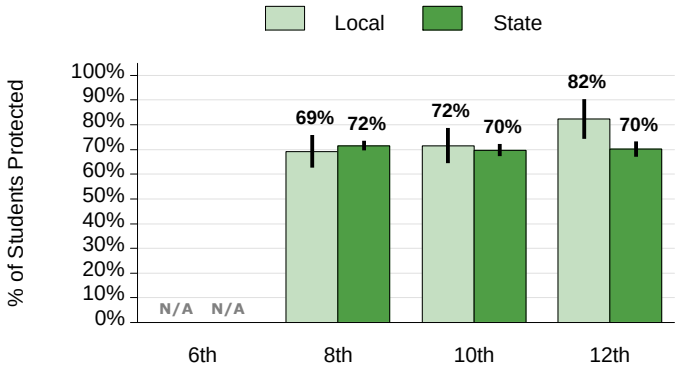
Protective Factor: Opportunities for Prosocial School Involvement with Component Questions (Q:) Grade 10, 2021



Protective Factor: Rewards for Prosocial School Involvement with Component Questions (Q:) Grade 10, 2021

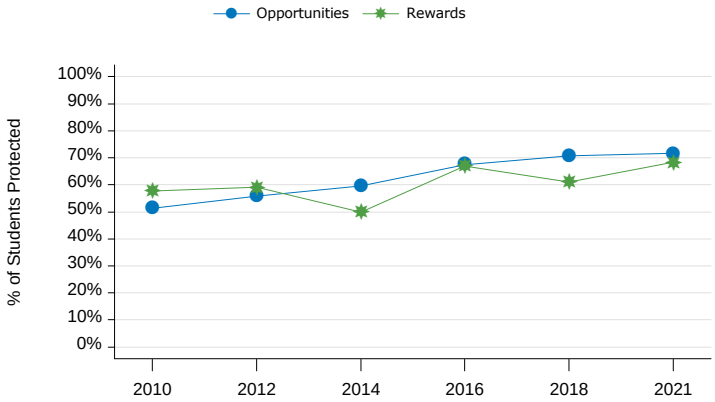


Protective Factor: Opportunities for Proscial Involvement Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	N/A	69% ±7	72% ±7	82% ±8
State	N/A	72% ±2	70% ±2	70% ±3

School Protective Factor 2010-2021, Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Opportunities	51% ±7	56% ±8	60% ±7	67% ±7	71% ±7	72% ±7
Rewards	58% ±7	59% ±8	50% ±7	67% ±7*	61% ±7	68% ±7

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-20-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

School Risk Factors for Longview School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 352

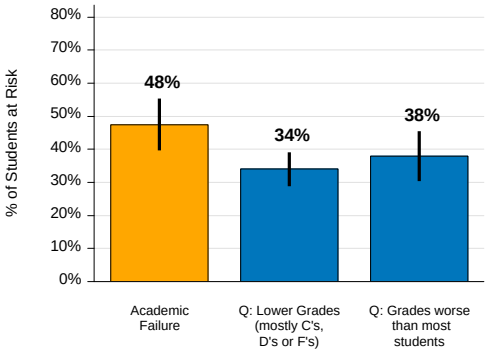
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse and other behaviors, by identifying risk and protective factors. (J. David Hawkins, 1992)
  - Risk Factor- something that may attribute to a problem.
  - Protective Factor- something that helps to prevent a problem.
- Taking a close look at youth risk and protective factors can help providers select appropriate programming and interventions.

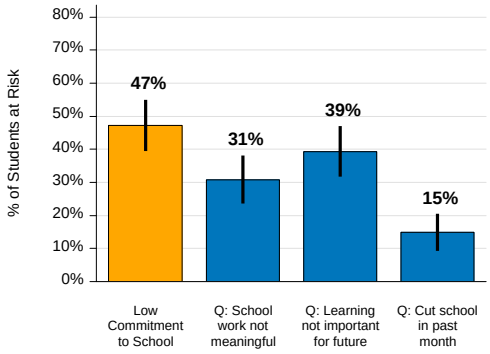
For More Information:

- Resources for parents on how to connect with their youth; https://starttalkingnow.org/
- Resources for schools; https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health
- Resources about mental health; National Alliance on Mental Health; https://www.nami.org/Home
- For local Risk Factor profiles go to www.dshs.wa.gov/rda/research/Risk.shtm.

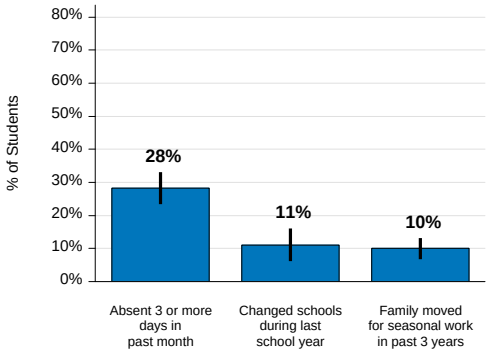
Risk Factor: Academic Failure with Component Questions (Q:) Grade 10, 2021



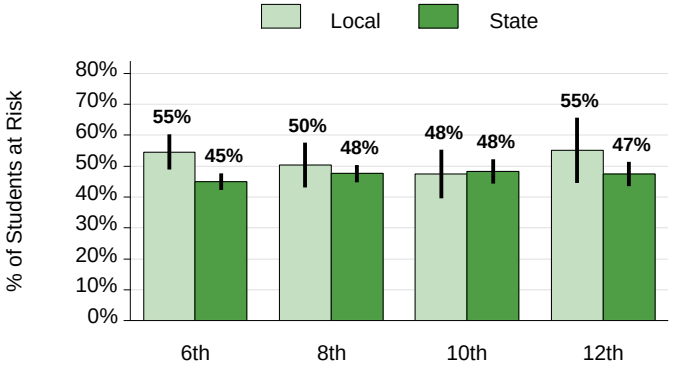
Risk Factor: Low Commitment to School with Component Questions (Q:) Grade 10, 2021



School Attendance and Transition Grade 10, 2021

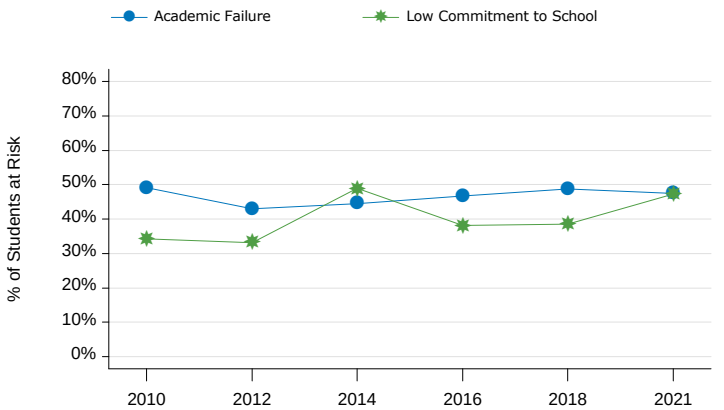


Academic Failure (RF) All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	55% ±6	50% ±7	48% ±8	55% ±11
State	45% ±3	48% ±3	48% ±4	47% ±4

School Risk Factor 2010-2021, Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Academic Failure	49% ±7	43% ±8	45% ±7	47% ±8	49% ±8	48% ±8
Low Commitment to School	34% ±6	33% ±7	49% ±7*	38% ±7*	39% ±7	47% ±8

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant change from the previous year or a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-20-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

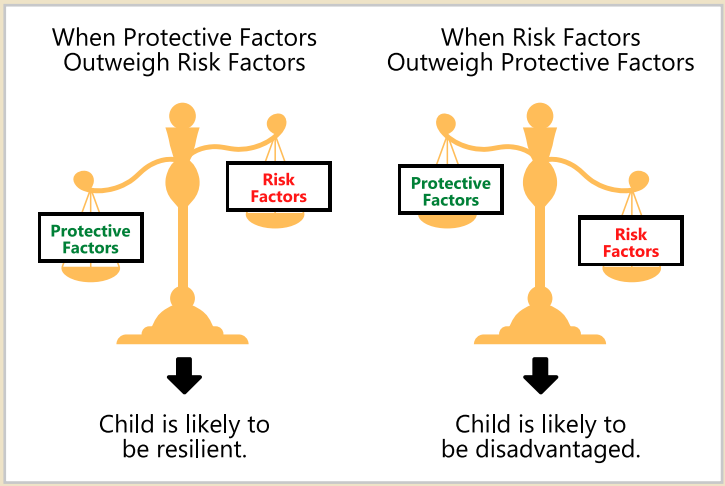
Risk and Protective Factors on the Healthy Youth Survey

Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and other behaviors, by identifying risk and protective factors.[1]

- **Risk Factor** - something that may attribute to a problem.
- **Protective Factor** - something that helps to prevent a problem.

Taking a close look at youth risk and protective factors can help providers select appropriate programming and interventions.

Effective prevention focuses on reducing risk factors and strengthening protective factors. Comprehensive prevention efforts aim to ensure that protective factors outweigh risk factors at the individual, peer, family, school and community level.



Peer-Individual Risk Factors	Substance Use	Delinquency	Teen Pregnancy	School Dropout	Violence	Depression & Anxiety
Friends Who Use Drugs	✔	✔	✔	✔	✔	
Favorable Attitudes Towards Drug Use	✔	✔	✔	✔	✔	
Early Initiation of Drug Use	✔	✔	✔	✔	✔	
Perceived Risk of Drug Use	✔	✔				
Family Risk Factors						
Poor Family Management	✔	✔	✔	✔	✔	✔
Parental Favorable Attitude Towards Drug Use	✔	✔			✔	
School Risk Factors						
Academic Failure	✔	✔	✔	✔	✔	✔
Low Commitment to School	✔	✔	✔	✔	✔	
Community Risk Factors						
Perceived Availability of Drugs	✔				✔	
Perceived Availability of Handguns		✔			✔	
Laws and Norms Favorable to Drug Use	✔	✔			✔	
Low Neighborhood Attachment	✔	✔			✔	

✔ = Risk Factor associated with increased likelihood of health risk behavior.

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Family, School, and Community Protective Factors	Substance Use	Delinquency	Risky Sexual Behavior	School Dropout	Violence	Depression & Anxiety
Opportunities for Prosocial Involvement	✔	✔				
Rewards for Prosocial Involvement	✔	✔			✔	✔

✔ = Protective Factor has a positive influence against the health risk behavior

- Each Risk and Protective factor in the Healthy Youth Survey (HYS) is measured with two or more survey questions to include multiple dimensions of the factor.
- The Fact Sheets on Risk and Protective factors for the Healthy Youth Survey (https://www.askhys.net/FactSheets), refer to the "percent of students at risk," which is defined as the percent of students whose risk scores were above a certain number as determined by UW researchers.
- Data shows that youth who are not doing well academically, or who don't believe that school is important, are likely to feel less connected and committed to school.[2]
- Data also shows that these same youth are likely to be those who are trying drugs or experiencing depression.[3]
- Researchers have identified best practice, evidence and research- based programs that can decrease risk factors and promote healthy family bonding, family management, strong social supports and positive school cultures. [4]

Providing youth with multiple opportunities to learn and grow while teaching them life skills, recognizing them for who they are, teaching and promoting positive relationships in all aspects of their life, and setting clear standards can help encourage them to achieve healthy behaviors.[5]

For More Information:

- Resources for parents on how to connect with their youth: https://starttalkingnow.org/
- Resources for schools: https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health
- Resources about mental health; National Alliance on Mental Health: https://www.nami.org/Home
- To find out about prevention coalitions in your area and how to get involved, go to: https://www.theathenaforum.org/community_prevention_and_wellness_initiative_cpwi

References:

1. J. David Hawkins, 1992
2. Coie and Jacobs, 1993; Coie et al., 1993; Hawkins et al., 1988; Rumberger, 1983, 1995; Yoshikawa, 1994
3. Conduct Problems Prevention Research Group [CPPRG], 1999; Grossman et al., 1997; Hawkins et al., 1999; Hawkins, Guo, Hill, Battin-Pearson, & Abbott, 2001
4. (https://depts.washington.edu/sdrg/research/)
5. (https://www.communitiesthatcare.net/prevention-science/)

WASHINGTON STATE healthy youth SURVEY

FACT SHEET APPENDIX

These are the risk and protective factor questions that were asked on the 2021 survey (https://www.askhys.net/Survey).

Risk Factors

Peer-Individual Risk Factors

Friends Use Drugs

A peer-individual risk factor scale composed of four HYS questions.

- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:
  - Smoked cigarettes?
  - Tried beer, wine, or hard liquor when their parent(s) didn't know about it?
  - Used marijuana?
  - Used LSD, cocaine, amphetamines, or other illegal drugs?

Favorable Attitudes Towards Drug Use

A peer-individual risk factor scale composed of four HYS questions.

- How wrong do you think it is for someone your age to:
  - Drink beer, wine, or hard liquor regularly?
  - Smoke cigarettes?
  - Smoke marijuana?
  - Use LSD, cocaine, amphetamines, or another illegal drug?

Perceived Risk of Drug Use

A peer-individual risk factor scale composed of four HYS questions.

- How much do you think people risk harming themselves if they:
  - Smoke one or more packs of cigarettes per day?
  - Try marijuana once or twice?
  - Smoke marijuana regularly (at least once or twice a week)?
  - Take one or two drinks of an alcoholic beverage nearly every day?

Early Initiation of Drug Use

A peer-individual risk factor scale composed of three HYS questions.

- How old were you the first time you:
  - Used marijuana?
  - Smoked a cigarette, even just a puff?
  - Had more than a sip or two of beer, wine, or hard liquor?

Family Risk Factors

Poor Family Management

A family protective scale composed of eight HYS questions.

- My parent(s) ask if I've gotten my homework done.
- Would your parent(s) know if you did not come home on time?
- When I am not at home, one of my parent(s) knows where I am and who I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.
- In you drank some beer, wine, or liquor without your parent(s)'s permission, would you be caught by them?
- If you carried a handgun without your parent(s)'s permission, would you be caught by them?
- If you skipped school, would you be caught by your parent(s)'s?

Parental Attitudes Favorable Towards Drug Use

A family risk factor scale composed of three HYS questions.

- How wrong do your parent(s) feel it would be for you to:
  - Drink beer, wine, or hard liquor regularly (at least once or twice a month)?
  - Smoke cigarettes?
  - Use marijuana?

School Risk Factors

Academic Failure

A school risk factor scale composed of two HYS questions.

- Putting them all together, what were your grades like last year?
- Are your school grades better than the grades of most students in your class?

Low Commitment to School

A school risk factor scale composed of seven HYS questions.

- How often do you feel the schoolwork you are assigned is meaningful and important?
- How interesting are most of your courses to you?
- How important do you think the things you are learning in school are going to be for you later in life?
- Think back over the past year in school. How often did you: Enjoy school?
- Think back over the past year in school. How often did you: Dislike school?
- Think back over the past year in school. How often did you: Try to do your best work in school?
- During the LAST 4 WEEKS, how many whole days of school have you missed because you skipped or "cut"?

FACT SHEET APPENDIX

Community Risk Factors

Perceived Availability of Drugs

A community risk factor scale composed of four HYS questions.

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

Perceived Availability of Handguns

- If you wanted to get a handgun, how easy would it be for you to get one?

Laws and Norms Favorable to Drug Use

A community risk factor scale composed of six HYS questions.

- How wrong would most adults in your neighborhood think it was for kids your age:
  - To use marijuana?
  - To drink alcohol?
  - To smoke cigarettes?
- If a kid drank some beer, wine, or hard liquor in your neighborhood or community, would they be caught by the police?
- If a kid carried a handgun in your neighborhood would they be caught by the police?
- If a kid used marijuana in your neighborhood or community, would they be caught by the police?

Low Neighborhood Attachment

A community risk factor scale composed of three HYS questions:

- I'd like to get out of my neighborhood or community.
- If I had to move, I would miss the neighborhood or community I now live in.
- I like my neighborhood / community.

Protective Factors

Family Protective Factors

Opportunities for Prosocial Family Involvement

A family protective scale composed of three HYS questions.

- If I had a personal problem, I could ask parent(s) for help.
- My parent(s) give me lots of chances to do fun things with them.
- My parent(s) ask me what I think before most family decisions affecting me are made.

Rewards for Prosocial Family Involvement

A family protective scale composed of four HYS questions only asked to 6th graders on Form C (https://www.askhys.net/Docs/HYS%202021%20Form%20C%20e-survey%20_Final.pdf).

- My parent(s) notice when I am doing a good job and let me know about it.
- How often do your parent(s) tell you they're proud of you for something you've done?
- Do you enjoy spending time with your mom(s)?
- Do you enjoy spending time with your dad(s)?

School Protective Factors

Opportunities for Prosocial School Involvement

A school protective factor scale composed of five HYS questions:

- In my school, students have lots of chances to help decide things like class activities and rules.
- There are lots of chances for students in my school to talk with a teacher one-on-one.
- Teachers ask me to work on special classroom projects.
- There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.
- I have lots of chances to be part of class discussions or activities.

Rewards for Prosocial School Involvement

A school protective factor scale composed of four HYS questions:

- My teacher(s) notices when I am doing a good job and lets me know about it.
- The school lets my parent(s) know when I have done something well.
- I feel safe at my school.
- My teachers praise me when I work hard in school.

Community- Protective Factors

Opportunities for Prosocial Community Involvement

A community protective factor scale that includes four HYS questions.

- There are adults in my neighborhood or community I could talk to about something important.
- Which of the following activities for people your age are available in your neighborhood or community?
  - Sports teams and recreation
  - Scouts, Camp Fire, 4-H Clubs, or other service clubs
  - Boys and Girls Club, YMCA, or other activity clubs

Rewards for Prosocial Community Involvement

A community protective factor scale that includes three HYS questions; only asked to 6th graders on Form C (https://www.askhys.net/Docs/HYS%202021%20Form%20C%20e-survey%20_Final.pdf).

- My neighbors notice when I am doing a good job and let me know.
- There are people in my neighborhood or community who encourage me to do my best.
- There are people in my neighborhood or community who are proud of me when I do something well.