



Healthy Youth Survey Fact Sheet

Unintentional Injury for Cedar Valley Community School

(Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

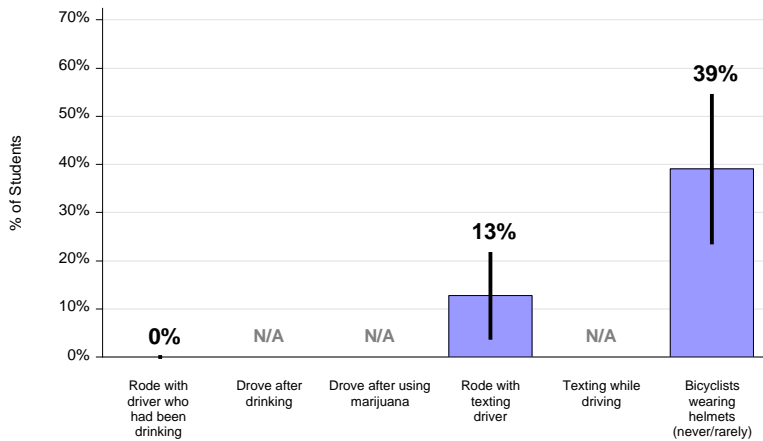
Background:

- 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:

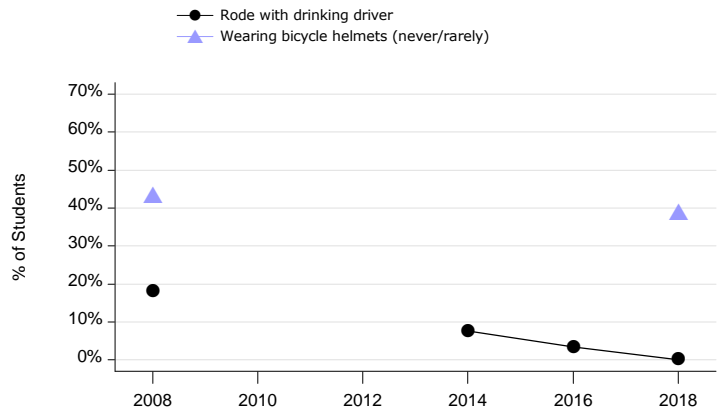
- Visit the Washington State Injury and Violence Prevention Website at: www.doh.wa.gov/DataandStatisticalReports/InjuryViolenceandPoisoning.

Unintentional Injury
Grade 6, 2018



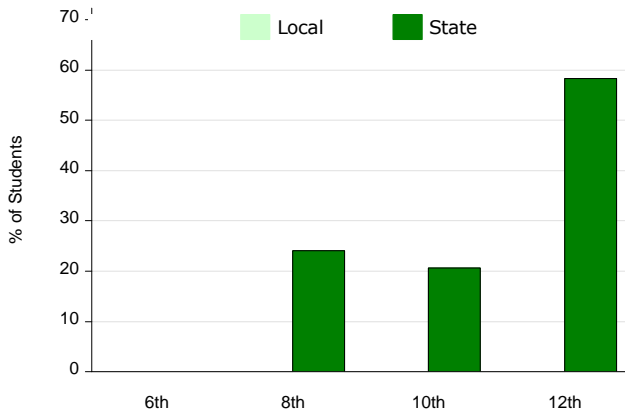
In 2018, 0% of 6th graders in our school rode with a drinking driver.

Unintentional Injury Trends
Grade 6



Prevalence	2008	2010	2012	2014	2016	2018
Rode with driver who had been drinking	18% ±11	N/G	N/G	8% ±9	3% ±5	0% ±0
Wearing bicycle helmets (never/rarely)	43% ±15	N/G	N/G	N/S	N/S	39% ±16

Texting While Driving, among Those Who Drove
Compared to the State, All Grades, 2018



Prevalence	6th	8th	10th	12th
Local	N/A	.	.	.
State	N/A	24% ±3	21% ±2	58% ±3

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



Healthy Youth Survey Fact Sheet

Violent Behaviors and School Safety for Cedar Valley Community School (Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

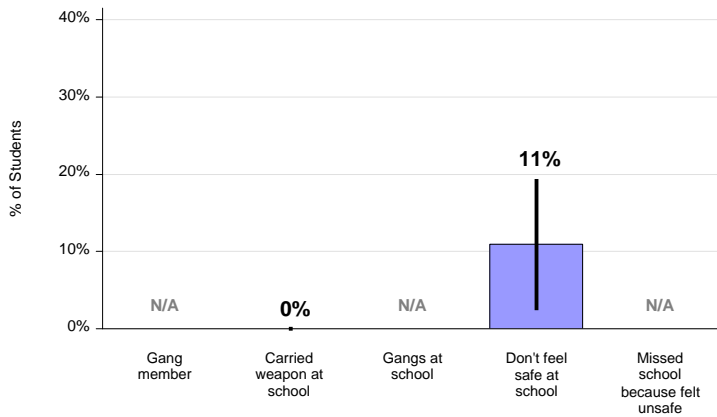
Background:

- Creating a supportive learning environment is critical for student academic achievement.
- Researchers have identified best practice programs that can address negative student behaviors and build positive school culture.
- School safety requires the commitment of staff, students, parents and the community. Washington schools are required to have a comprehensive school safety plan that includes: prevention, intervention, all-hazards/crisis response, and post crisis recovery (RCW 28A.320.125).
- Schools referral systems that encourage students to report threats will help prevent violent incidents.

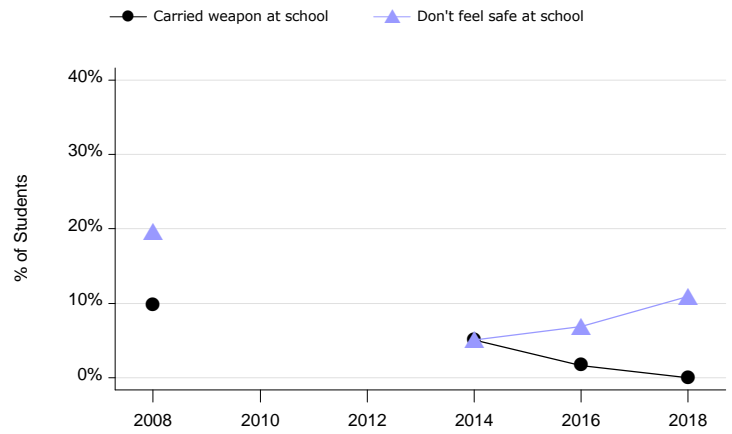
For More Information:

- School Safety Center, the Office of Superintendent of Public Instruction: www.k12.wa.us/safetycenter.
- Washington State Department of Health - Injury and Violence Prevention Program website: www.doh.wa.gov.

Violent Behavior and School Safety
Grade 6, 2018

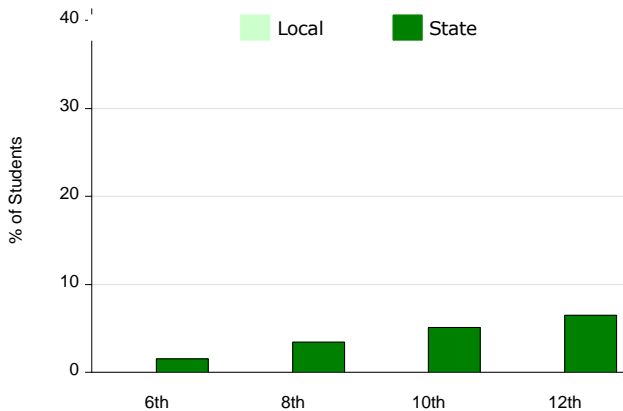


Violent Behavior and School Safety Trends, Grade 6



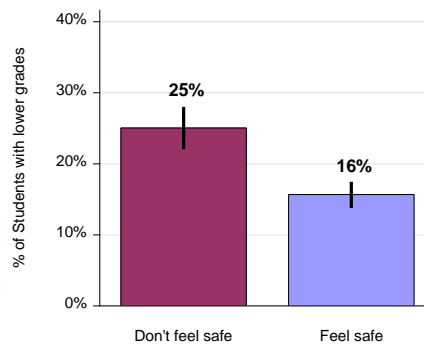
Prevalence	2008	2018
Carried weapon at school	10% ± 8	N/G
Don't feel safe at school	20% ± 11	N/G

Carried a Weapon at School
Compared to the State, All Grades, 2018



Prevalence	6th
Local	0% ± 0
State	2% ± 0

Statewide Relationship between
Lower Grades and
Not Feeling Safe at School
Grade 6, 2018



Statewide, more 6th graders who don't feel safe at 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 03-28-2019

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.



Healthy Youth Survey Fact Sheet

Bullying and Harassment for Cedar Valley Community School (Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

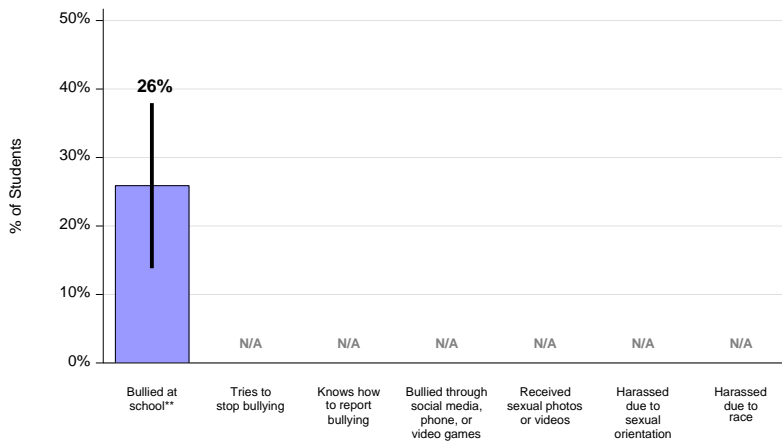
Background:

- All Washington schools are required, at a minimum, to implement state model policy and procedures which prohibit harassment, intimidation and bullying.
- Bullying is intentional, repeated, negative behavior on the part of an aggressor or aggressors toward a target or targets. It also involves a perceived power imbalance of some kind.
- Students who report being bullied or harassed also report getting lower grades in school.
- Researchers have identified evidence-based programs which reduce bullying and harassment and help build positive school climates.

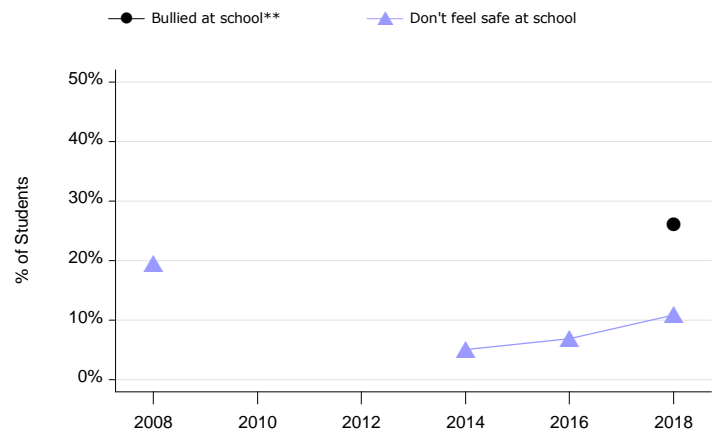
For More Information:

- School Safety Center, sponsored by the Office of Superintendent of Public Instruction at: www.k12.wa.us/safetycenter.

**Bullying and Harassment
Grade 6, 2018**

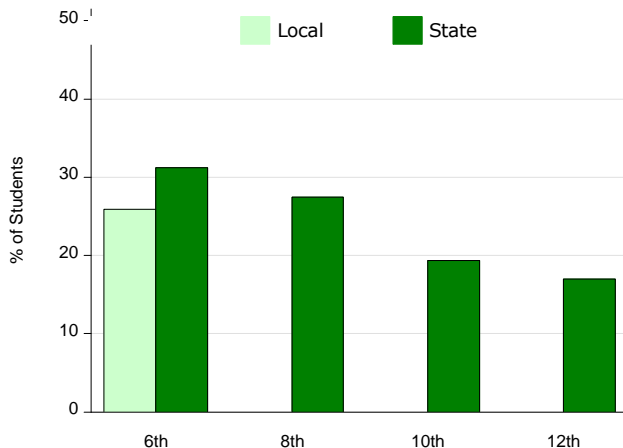


Bullying and Harassment Trends, Grade 6



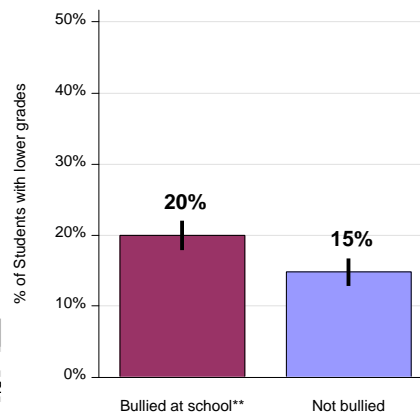
Prevalence	2008	2018
Bullied at school**	N/S	26%
Don't feel safe at school	20% ±11	10% ±11

**Bullied in Past Month
Compared to the State/All Grades, 2018**



Prevalence	6th
Local	26% ±12
State	31% ±2

**Statewide Relationship between
Lower Grades and Bullying
Grade 6, 2018**



Statewide, more 6th graders who are bullied at school report lower grades in school (C's, D's or F's) compared to those who aren't bullied.

**In 2018, 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 \pm 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 03-28-2019

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Healthy Youth Survey Fact Sheet

Community Risk Factors for Cedar Valley Community School (Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

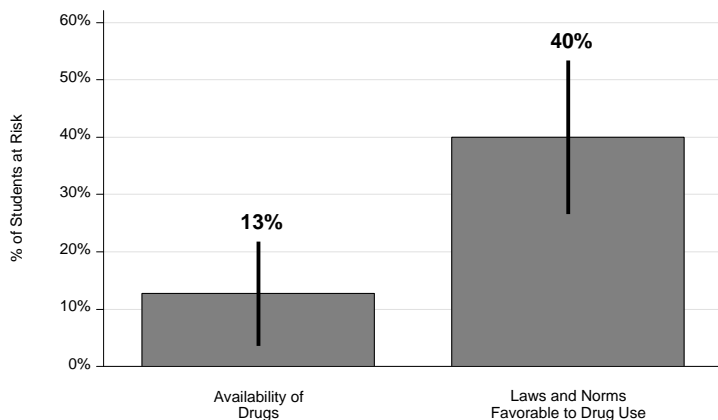
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance abuse. 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 people in the community look the other way when kids are using substances, the youth have a higher likelihood of being substance users – that is, they are "at risk."

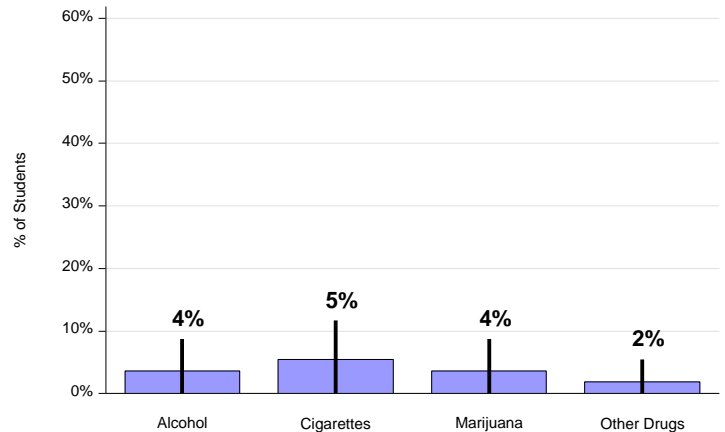
For More Information:

- 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 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.

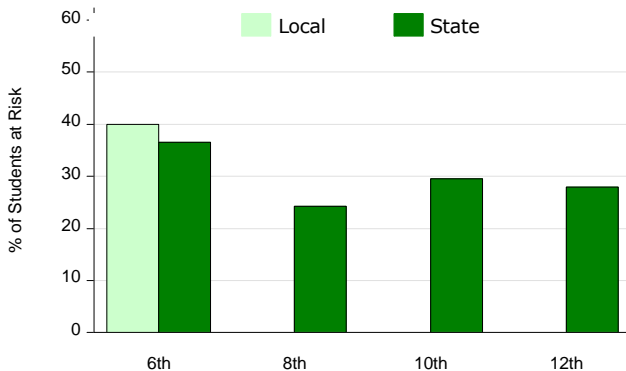
Risk Factors: Availability of Drugs and Laws and Norms Favorable to Drug Use
Grade 6, 2018



Substances Perceived as "Very Easy" to Get
Grade 6, 2018

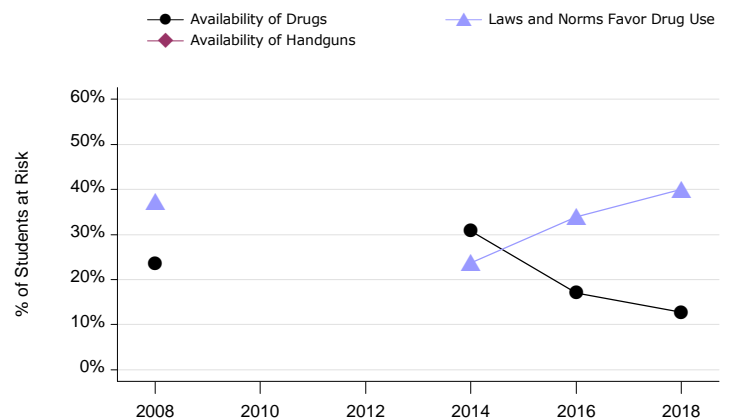


Risk Factor: Laws and Norms Favorable to Drug Use
All Grades, 2018



Prevalence	6th	8th	10th	12th
Local	40% ±13	24% ±2	30% ±2	28% ±2
State	37% ±2	24% ±2	30% ±2	28% ±2

Community Risk Factor Trends, Grade 6



Prevalence	2008	2018
Availability of Drugs	24% ±12	N/G
Laws and Norms Favor Drug Use	37% ±14	N/G
Availability of Handguns	N/A	N/G

Prevalence is displayed with 95% confidence intervals (as ± or black bar)
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Healthy Youth Survey Fact Sheet

School Risk Factors for Cedar Valley Community School

(Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

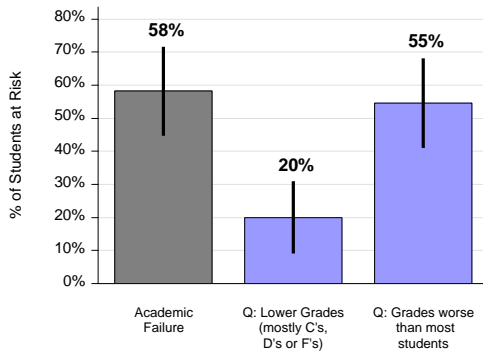
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance abuse. 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 **school environment** are those perceptions related to connection and commitment to school. Kids who are not doing well academically, or who don't believe that school is important, are likely to feel less connected and less committed to school and likely to be those same kids who are experimenting with drugs, or having trouble with depression.*
- Researchers have identified best practice programs that can decrease risk factors and build supportive school culture.

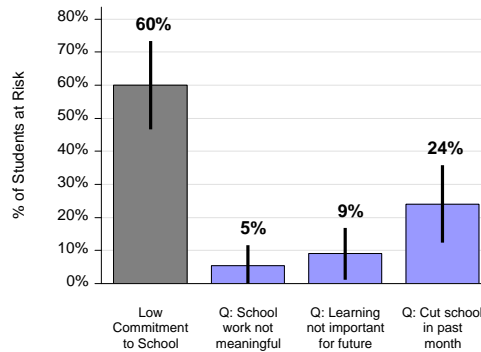
For More Information:

- Information about supportive learning environments, sponsored by the Office of Superintendent of Public Instruction visit www.k12.wa.us/compassionateschools.
- For information about the associations between Risk and Protective Factors and problem behaviors visit www.oasas.ny.gov/prevention/documents/RiskProtFactors2011.pdf.
- Parents can find definitions for Risk and Protective Factors at www.oasas.ny.gov/prevention/documents/RPFactorDictionary07.pdf.
- For local Risk Factor profiles go to www.dshs.wa.gov/rda/research/Risk.shtm.

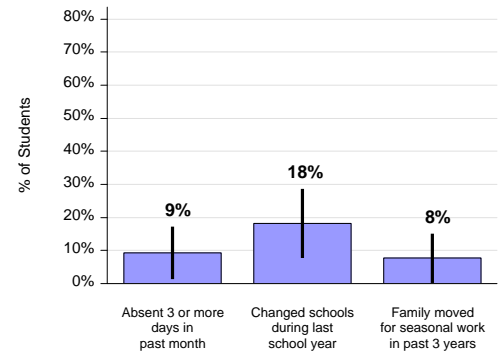
Risk Factor: Academic Failure with Component Questions (Q:) Grade 6, 2018



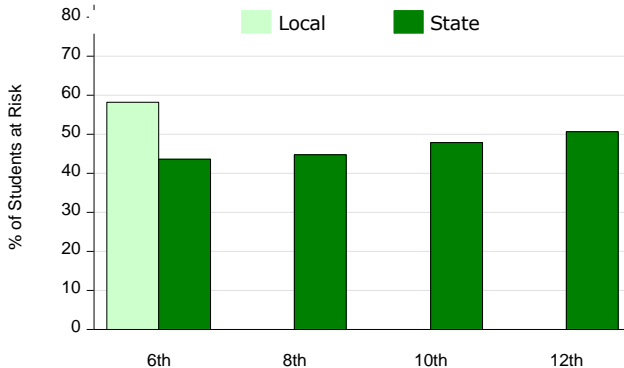
Risk Factor: Low Commitment to School with Component Questions (Q:) Grade 6, 2018



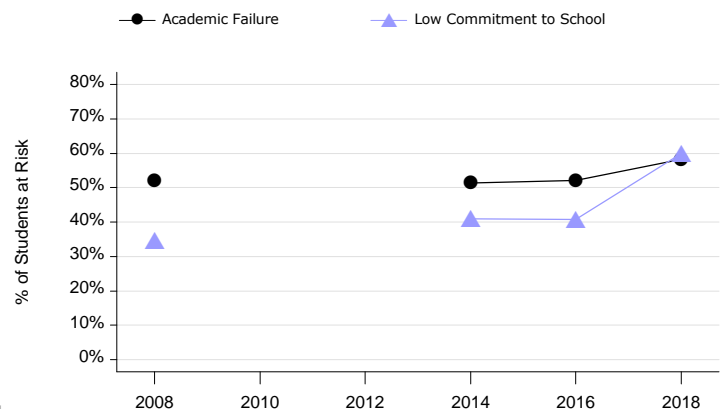
School Attendance and Transition Grade 6, 2018



Academic Failure (RF) All Grades, 2018



School Risk Factor Trends, Grade 6



Prevalence 6th				
Local	58% ±13	.	.	.
State	44% ±2	45% ±3	48% ±2	51% ±3

Prevalence			2008	2018
Academic Failure		52% ±15	N/G	N/G
Low Commitment to School		35% ±13	N/G	N/G

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Healthy Youth Survey Fact Sheet

School Protective Factors for Cedar Valley Community School

(Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

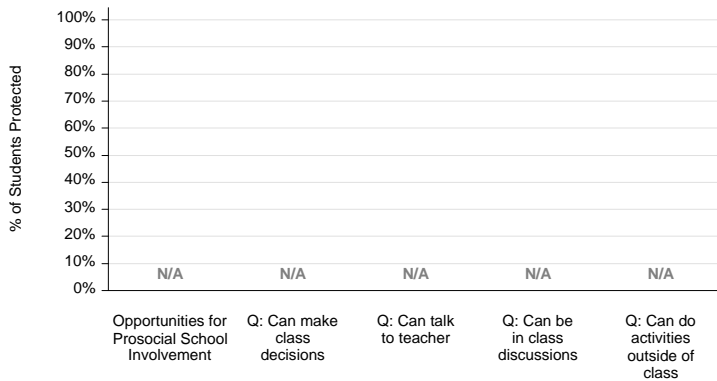
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance abuse. 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 **school environment** are those that provide youth the opportunities to participate in meaningful ways, and to experience the rewards of doing so.*

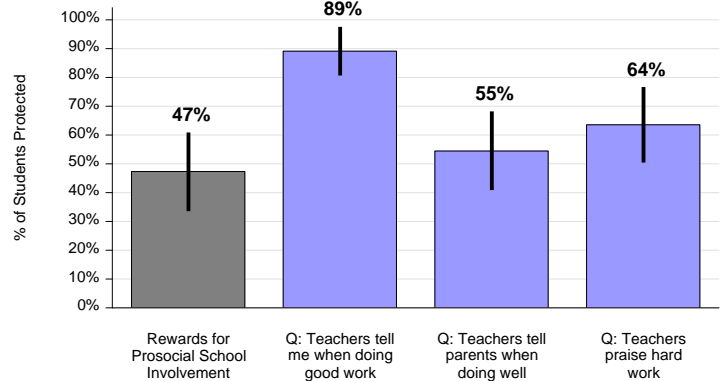
For More Information:

- Information about supportive learning environments, sponsored by the Office of Superintendent of Public Instruction visit www.k12.wa.us/compassionateschools.
- For information about the associations between Risk and Protective Factors and problem behaviors visit www.oasas.ny.gov/prevention/documents/RiskProtFactors2011.pdf.
- Parents can find definitions for Risk and Protective Factors at www.oasas.ny.gov/prevention/documents/RPFactorDictionary07.pdf.
- For local Risk Factor profiles go to www.dshs.wa.gov/rda/research/Risk.shtm.

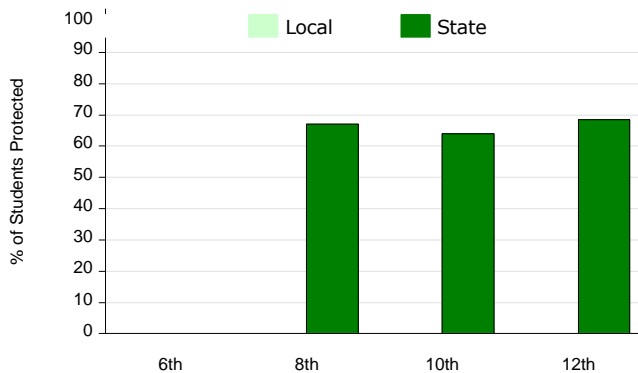
Protective Factor: Opportunities for Prosocial School Involvement with Component Questions (Q:) Grade 6, 2018



Protective Factor: Rewards for Prosocial School Involvement with Component Questions (Q:) Grade 6, 2018

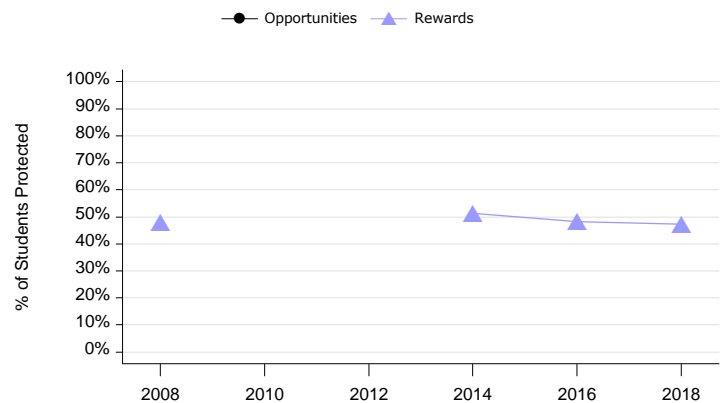


Protective Factor: Opportunities for Prosocial Involvement Compared to the State, All Grades, 2018



Prevalence	6th	8th	10th	12th
Local	N/A	.	.	.
State	N/A	67% ± 3	64% ± 3	68% ± 3

School Protective Factor Trends, Grade 6



Prevalence	2008	2010
Opportunities	N/A	N/A
Rewards	48% ± 14	N/A

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

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Healthy Youth Survey Fact Sheet

Peer-Individual Risk Factors

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

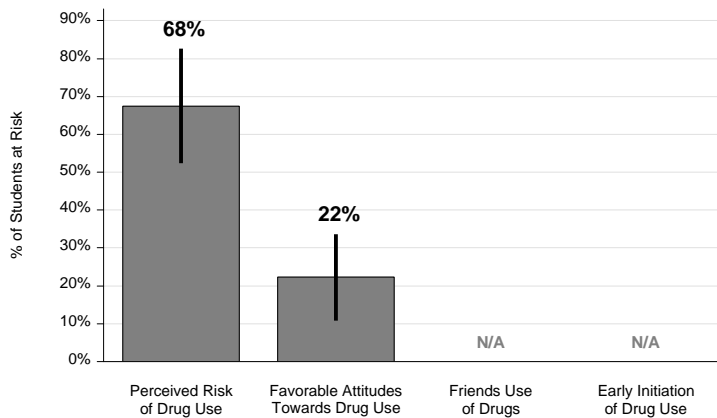
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance abuse. 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.

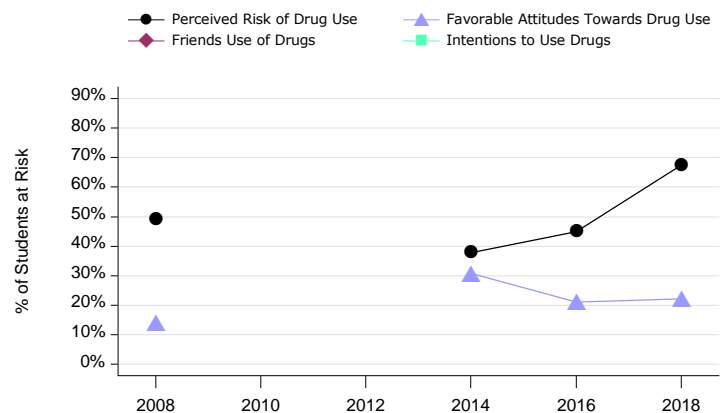
For More Information:

- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more about prevention coalitions in your area and how to get involved, go to the Start Talking Now website: www.StartTalkingNow.org.
- 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.
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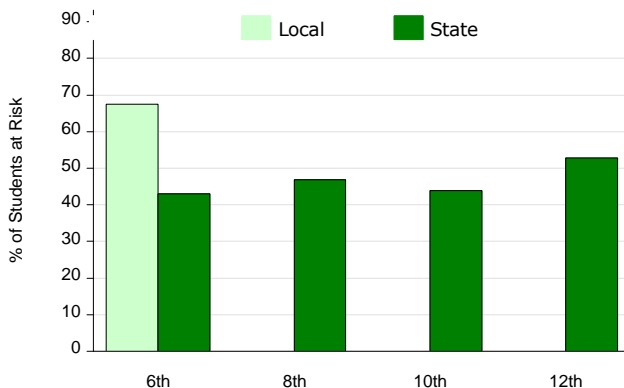
**Peer-Individual Risk Factors
Grade 6, 2018**



**Peer-Individual Risk Factor Trends
Grade 6**



**Risk Factor: Perceived Risk of Drug Use
Compared to the State, All Grades, 2018**



Prevalence	6th	8th	10th	12th
Local	68% ±15*	-	-	-
State	43% ±2	47% ±3	44% ±3	53% ±3

Prevalence	2008	2010	2012	2014	2016	2018
Perceived Risk of Drug Use	49% ±15	N/G	N/G	38% ±16	45% ±14	68% ±15*
Favorable Attitudes Towards Drug Use	14% ±10	N/G	N/G	31% ±15	21% ±11	22% ±11
Friends Use of Drugs	N/A	N/G	N/G	N/A	N/A	N/A
Intentions to Use Drugs	N/A	N/G	N/G	N/S	N/S	N/S

In 2018, 22% of 6th graders in our school were at risk for favorable attitudes towards drugs.

From 2016 to 2018, there has been an increase in the perceived risk of drug use among 6th graders in our school.



Healthy Youth Survey Fact Sheet

Family Protective Influences for Cedar Valley Community School (Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

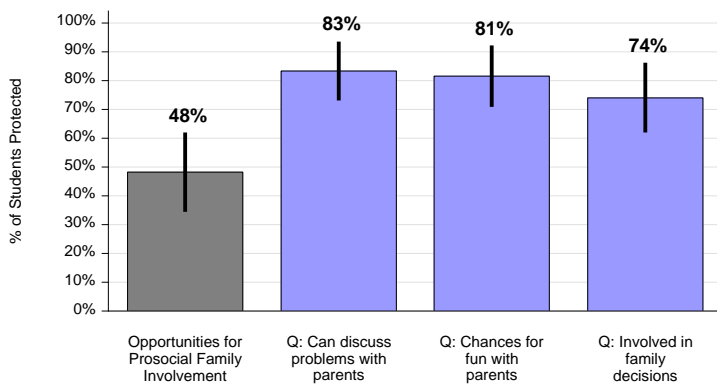
Background:

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- 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.*

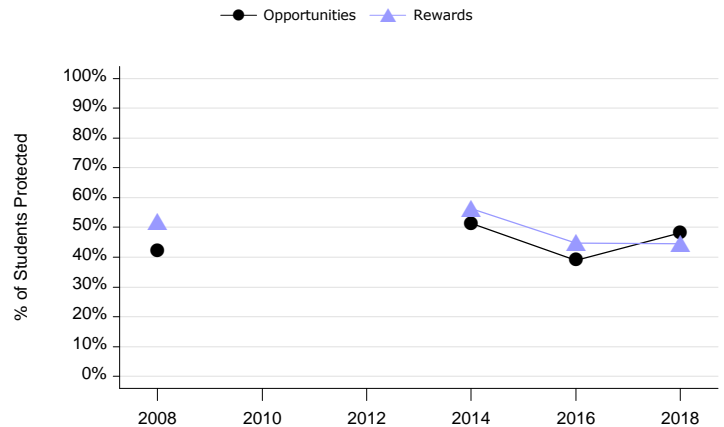
For More Information:

- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more about prevention coalitions in your area and how to get involved, go to the Start Talking Now website: www.StartTalkingNow.org.
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse at 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.

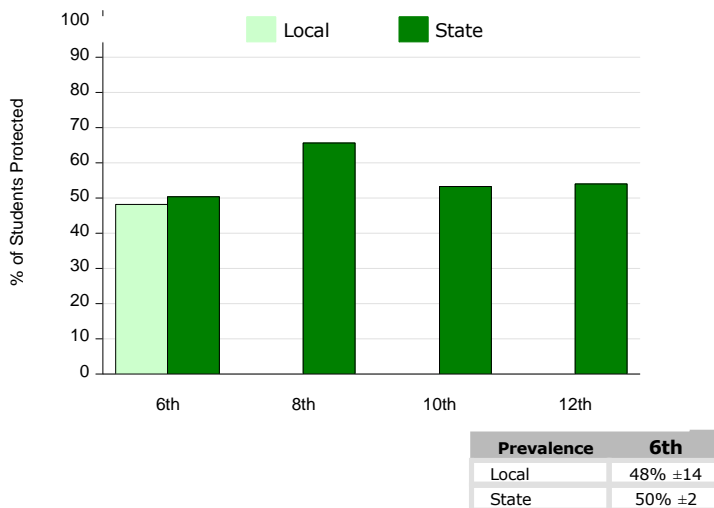
Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions (Q:) Grade 6, 2018



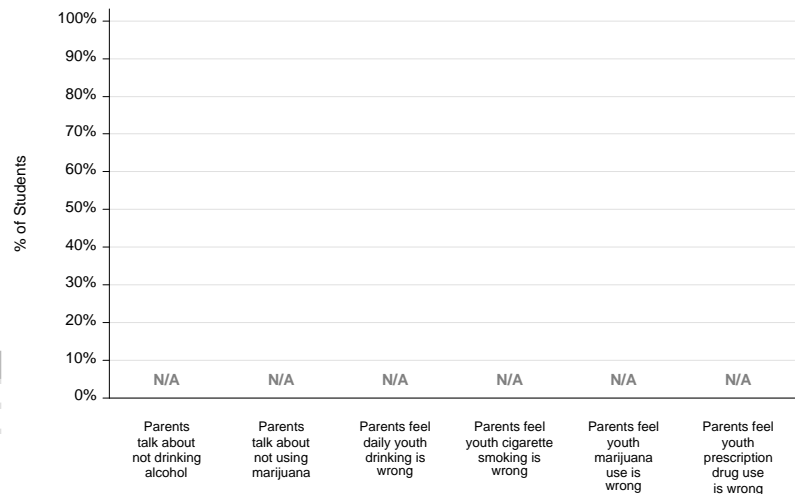
Family Protective Factor Trends, Grade 6



Protective Factor: Opportunities for Prosocial Family Involvement All Grades, 2018



Parental Protective Influences, Grade 6, 2018



Prevalence is displayed with 95% confidence intervals (as \pm or black bar)

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Healthy Youth Survey Fact Sheet

Dietary Behaviors for Cedar Valley Community School

(Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

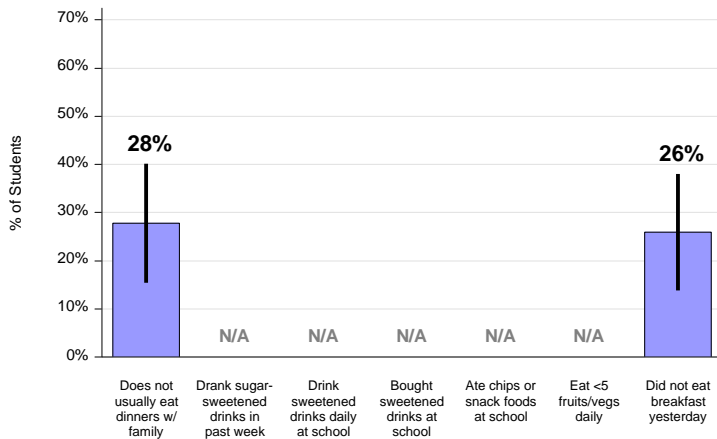
Background:

- 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 health-promoting foods must be available.

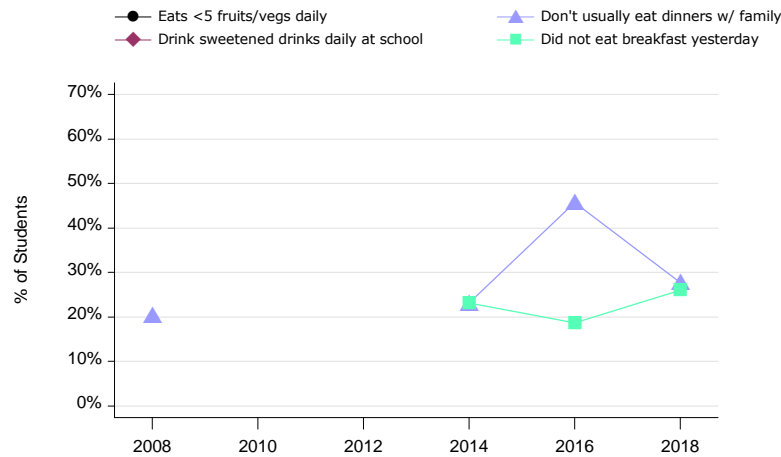
For More Information:

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

**Dietary Behaviors
Grade 6, 2018**

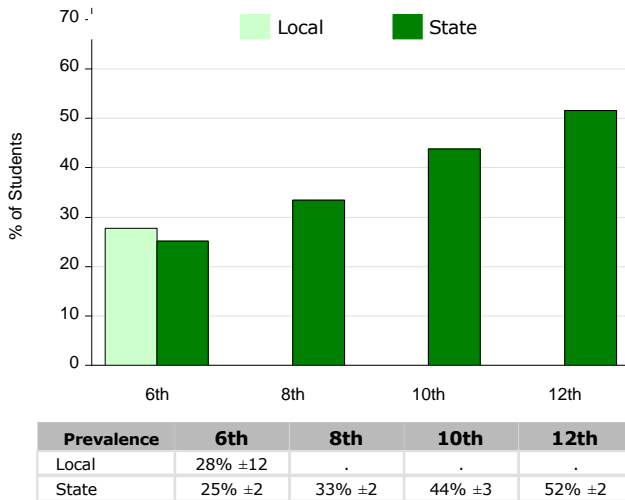


Dietary Behavior Trends, Grade 6

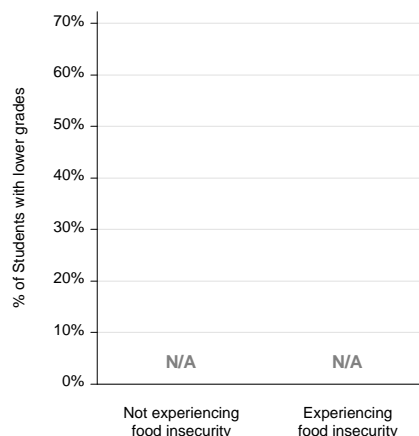


In 2018, 28% of 6th graders in our school don't usually eat dinner with their family.

**Does Not Usually Eat Dinners with Family
Compared to the State, All Grades, 2018**



**Statewide Relationship between
Lower Grades and Food Insecurity
Grade 6, 2018**



Statewide, more 6th graders who report experiencing food insecurity also report lower grades in school (C's, D's or F's) compared to other youth.

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



Healthy Youth Survey Fact Sheet

Oral Health for Cedar Valley Community School (Edmonds SD)

Year: 2018 Grade: 6 Gender: All Number of Students Surveyed: 55

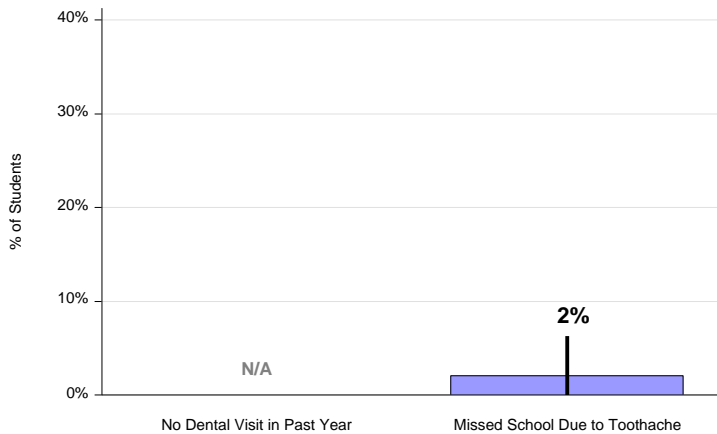
Background:

- 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.

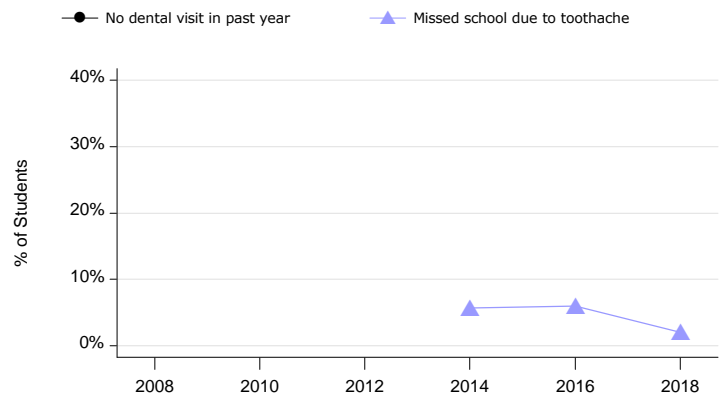
For More Information:

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

**Oral Health
Grade 6, 2018**

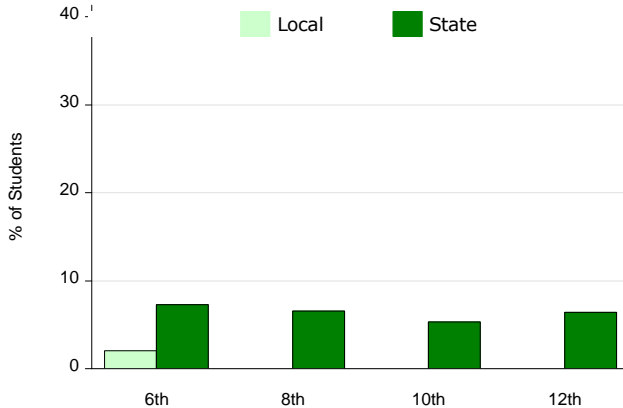


**Oral Health Trends
Grade 6**



Prevalence	2008	2010	2012	2014	2016	2018
No dental visit in past year	N/G	N/G	N/G	N/A	N/A	N/A
Missed school due to toothache	N/G	N/G	N/G	6% ± 8	6% ± 7	2% ± 4

**Missed School due to Toothache
Compared to the State, All Grades, 2018**



Prevalence	6th	8th	10th	12th
Local	2% ± 4	.	.	.
State	7% ± 1	7% ± 1	5% ± 1	6% ± 1



Healthy Youth Survey Fact Sheet

Physical Activity for Cedar Valley Community School

(Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

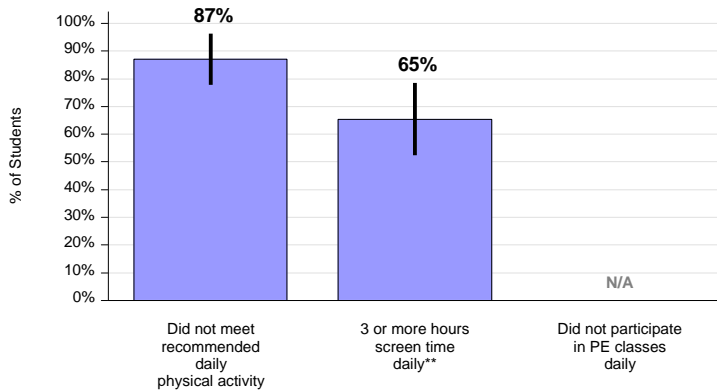
Background:

- 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 3 days a week.
- One challenge to being more physically active is the amount of recreational screen time spent on sedentary activities such as watching TV, playing video games, using a computer for fun, or cell phone usage.
- 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.

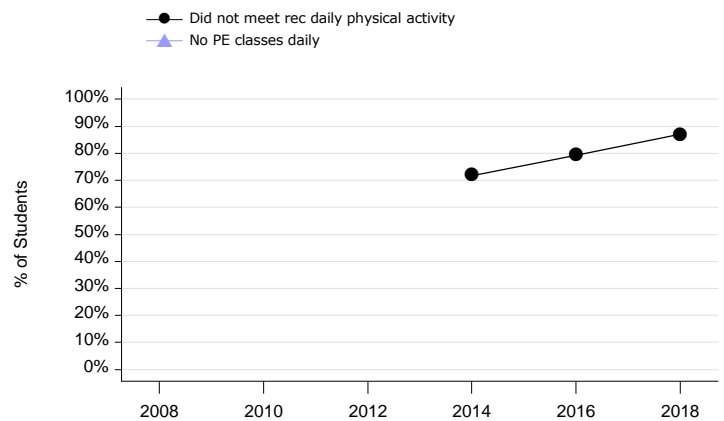
For More Information:

- 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 6, 2018**



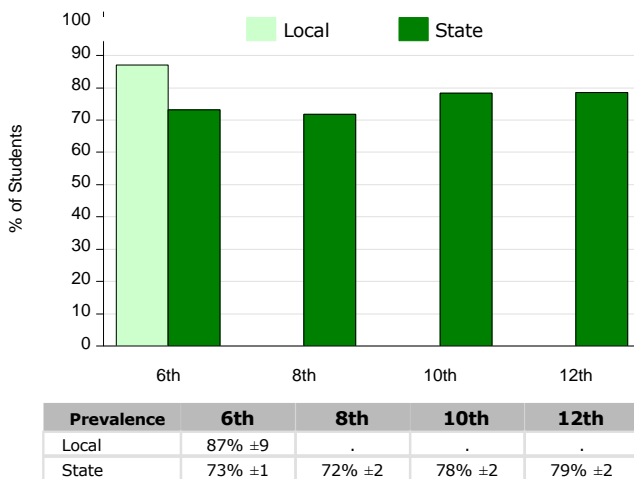
Physical Activity Trends, Grade 6



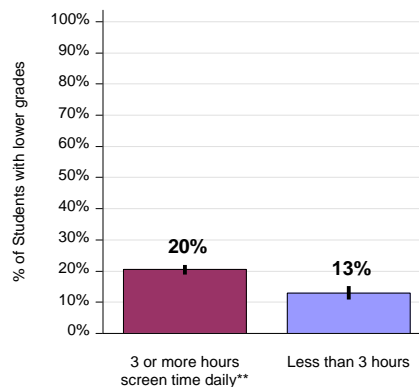
In 2018, 87% of 6th graders in our school did not meet the recommendations for 60 minutes of physical activity 7 days a week.

Prevalence	2008	2018
Did not meet rec daily physical activity	N/S	N/C
Did not participate in PE classes daily	N/A	N/C

**Did Not Meet Recommendations for Physical Activity
Compared to the State, All Grades, 2018**



**Statewide Relationship between
Lower Grades and
3 or More Hours of Screen Time Daily
Grade 6, 2018**



Statewide, more 6th 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, screen time includes watching TV shows or movies or steam videos (such as YouTube, Netflix, Hulu) on any electronic advice (computer, TV, tablet or smartphone) and playing video or computer games or using a computer for something that is not school work (count time spent on things such as Xbox, PlayStation, tablet, smartphone, social media).

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 03-28-2019

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.



Healthy Youth Survey Fact Sheet

Substance Use for Cedar Valley Community School (Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

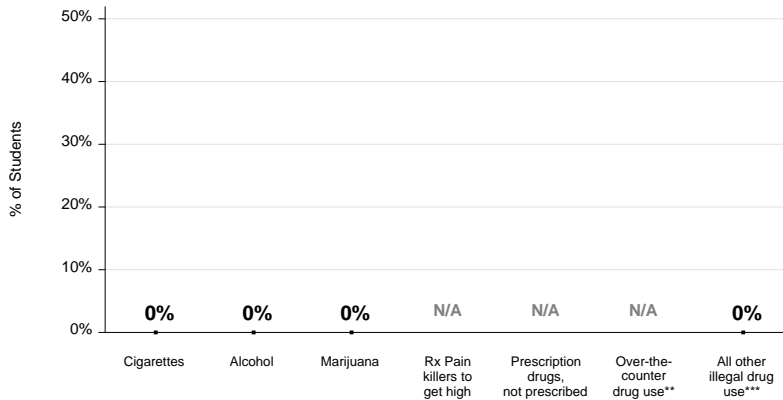
Background:

- Parents are the primary influence on their children's decision to use alcohol, tobacco, and other drugs.
- The developing brain is more vulnerable to the effects of alcohol and other drugs. Brain development continues into the mid-20s.

For More Information:

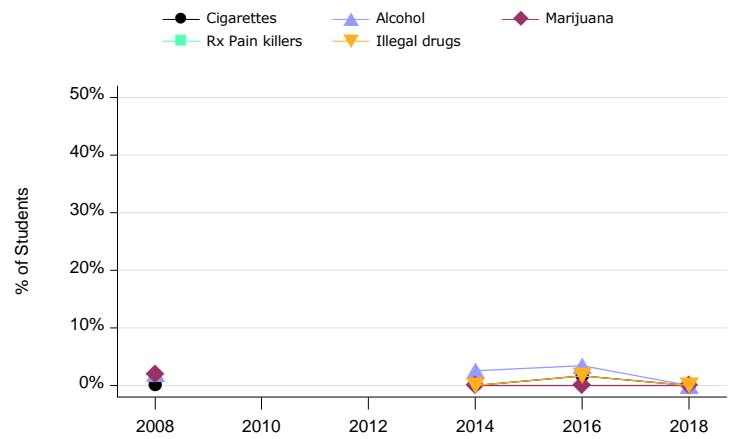
- Parents, schools, and communities can work together to keep youth healthy and safe. For prevention tips and to connect with a prevention coalition in your area, visit www.StartTalkingNow.org.
- For free printed guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse www.adaiclearinghouse.org 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 6, 2018



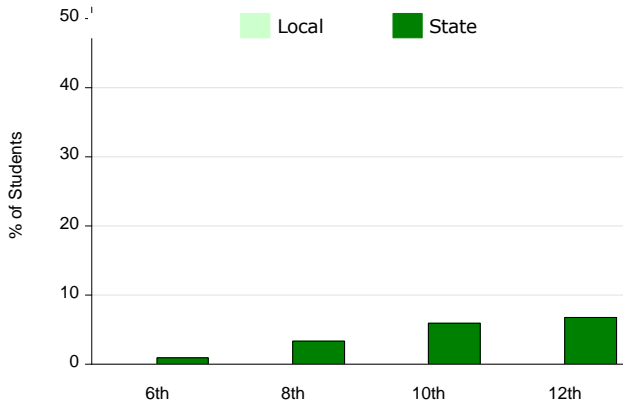
Most youth don't use alcohol or other substances.

Current (past 30-day) Substance Use Trends, Grade 6



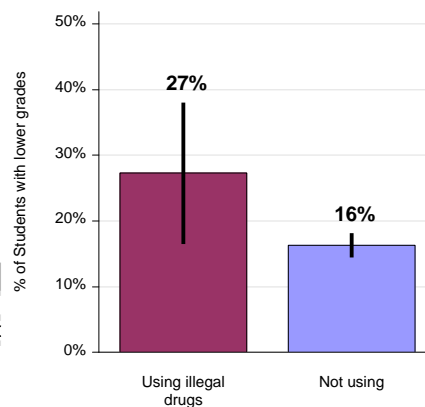
Prevalence	2008	2010	2012	2014	2016	2018
Cigarettes	0% ± 0	N/G	N/G	0% ± 0	2% ± 3	0% ± 0
Alcohol	2% ± 4	N/G	N/G	3% ± 5	3% ± 5	0% ± 0
Marijuana	2% ± 4	N/G	N/G	0% ± 0	0% ± 0	0% ± 0
Rx Pain killers to get high	N/A	N/G	N/G	N/A	N/A	N/A
All other illegal drug use***	N/A	N/G	N/G	0% ± 0	2% ± 4	0% ± 0

Current (past 30-day) All Other Illegal Drug Use** Compared to the State, All Grades, 2018



Prevalence	6th
Local	0% ± 0
State	1% ± 0

Statewide Relationship between Lower Grades and Current (past 30-day) All Other Illegal Drug Use*** Grade 6, 2018



Statewide, more 6th 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 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 03-28-2019

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.



Healthy Youth Survey Fact Sheet

Alcohol Use for Cedar Valley Community School (Edmonds SD), page 1 of 2

Year: 2018

Grade: 6

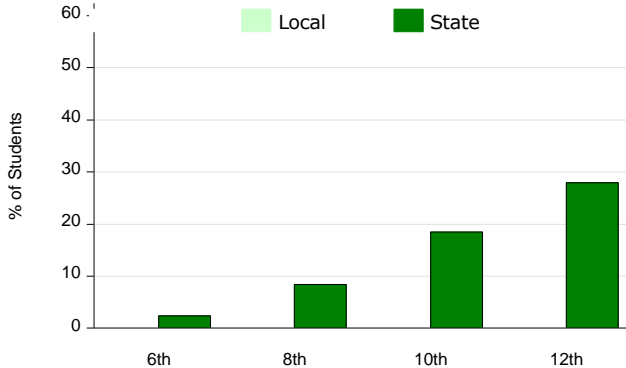
Gender: All

Number of Students Surveyed: 55

Background:

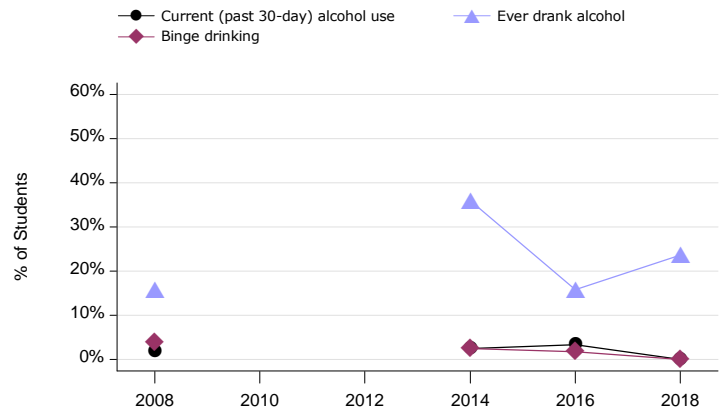
- 5,000 people under the age of 21 die each year from alcohol-related car crashes, homicides, suicides, poisoning, falls, drownings and other injuries.
- Youth alcohol use is associated with violence, school failure, and sexual activity.
- Research shows that heavy alcohol use during teen years can permanently damage the still-developing brain.

Current (past 30 days) Alcohol Use Compared to the State, All Grades, 2018



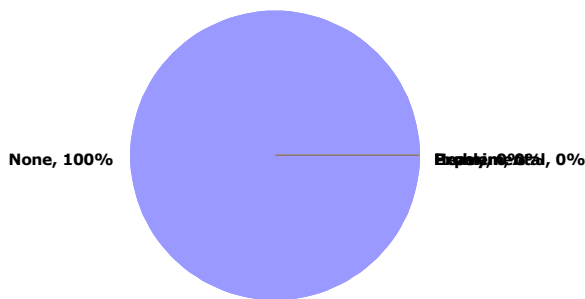
Prevalence	6th	8th	10th	12th
Local	0% ±0	.	.	.
State	2% ±0	8% ±1	18% ±2	28% ±2

Alcohol Use Trends, Grade 6



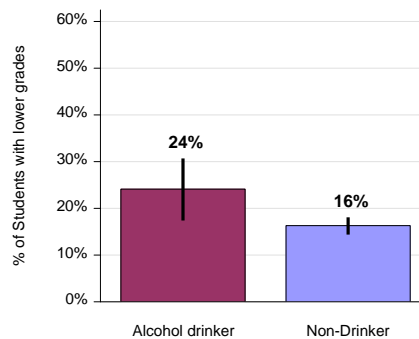
Prevalence	2008	2016	2018
Current (past 30-day) alcohol use	2% ±4		
Ever drank alcohol	16% ±10		
Binge drinking	4% ±6		

Level of Alcohol Use Grade 6, 2018



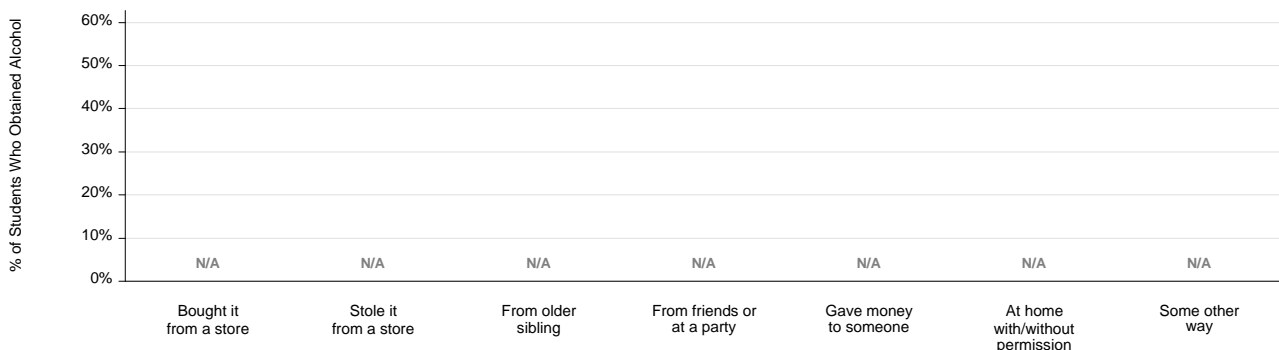
- None: no drinking in the past 30 days (100%)
- Experimental: 1-2 days drinking, and no binge drinking (0%)
- Heavy: 3-5 days drinking, and/or one binge (0%)
- Problem: 6+ days drinking, and/or 2+ binges (0%)

Statewide Relationship between Lower Grades and Current (past 30-day) Alcohol Use Grade 6, 2018



Statewide, more 6th graders who drink alcohol report lower grades in school (C's, D's or F's) compared to those who don't drink.

Where Do Youth Get Alcohol? Grade 6, 2018



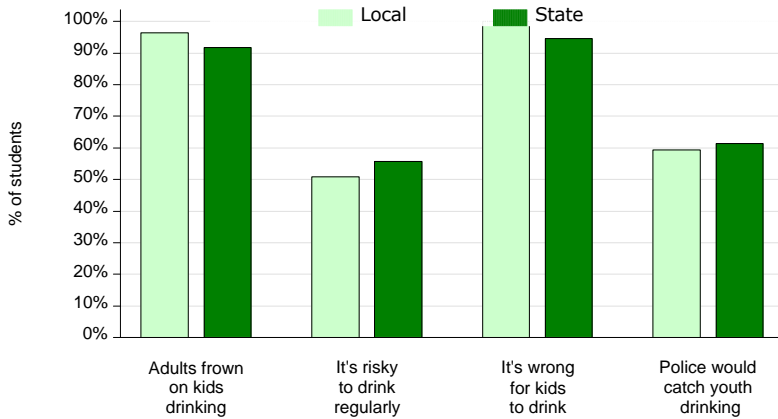
The percentages in this chart are based on all students who reported getting alcohol in the past 30 days, regardless whether they reported drinking in the past 30 days. Students could select multiple sources.



Healthy Youth Survey Fact Sheet

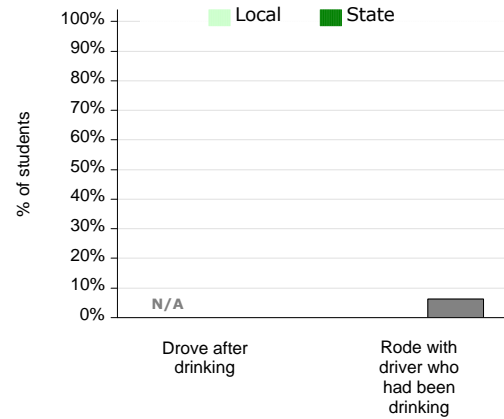
Alcohol Use for Cedar Valley Community School (Edmonds SD), page 2 of 2

Youth Perceptions about Alcohol Compared to the State, Grade 6, 2018



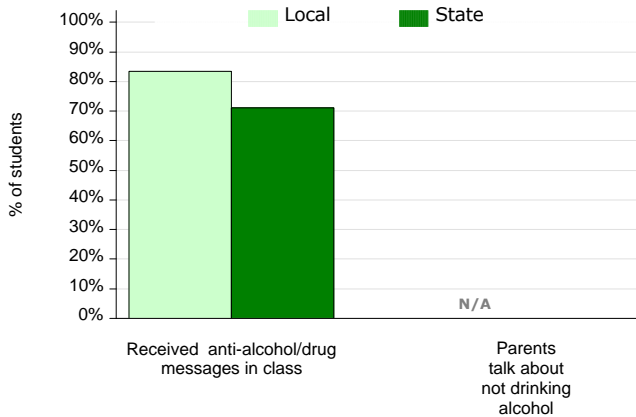
Prevalence	Adults frown on drinking	Regular drinking is risky	Drinking is wrong for kids	Police would catch youth drinking
Local	96% ±5	51% ±14	100% ±0	59% ±14
State	92% ±1	56% ±2	95% ±1	61% ±2

Drinking and Driving/Riding Compared to the State, Grade 6, 2018



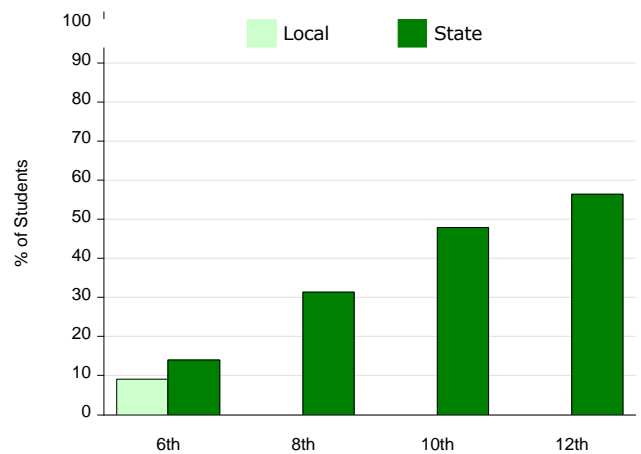
Prevalence	Drove after drinking	Rode with driver who had been drinking
Local	N/A	0% ±0
State	N/A	6% ±1

Received Anti-Alcohol Messages Compared to the State, Grade 6, 2018



Prevalence	Received anti-alcohol/drug messages in class	Parents talked about drinking
Local	83% ±10	N/A
State	71% ±3	N/A

Youth Perception that Alcohol is Easy to Get Compared to the State, All Grades, 2018



Prevalence	6th	8th	10th	12th
Local	9% ±8	.	.	.
State	14% ±1	31% ±2	48% ±2	56% ±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 www.adaiclearinghouse.org 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.



Healthy Youth Survey Fact Sheet

Tobacco Use for Cedar Valley Community School (Edmonds SD)

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

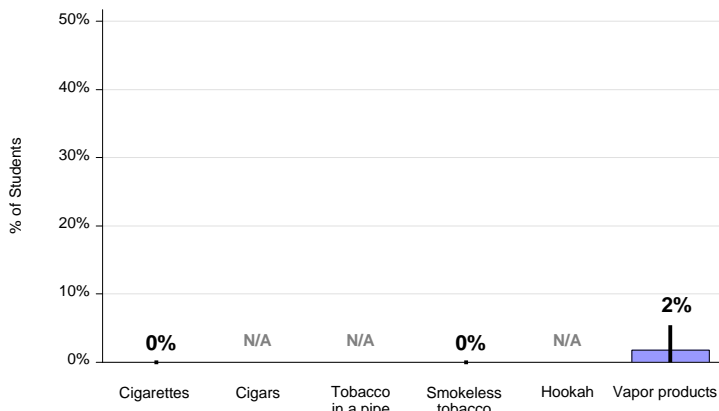
Background:

- In Washington State, about 40 youth start smoking cigarettes each day.
- About 104,000 youth alive in Washington now will ultimately die prematurely from smoking.
- Smoking is associated with drug use and low academic performance.

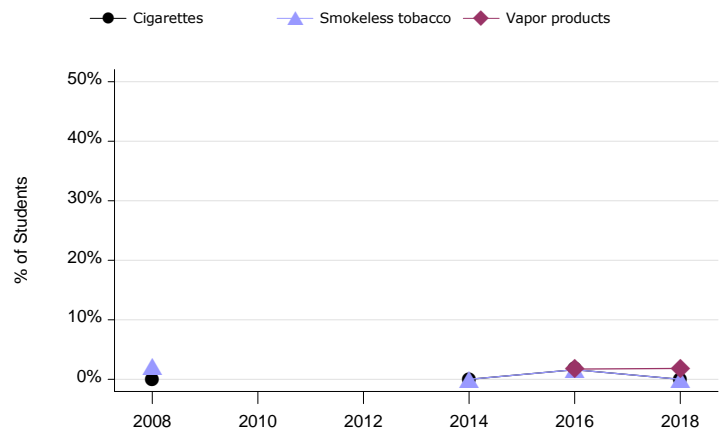
For More Information:

- The Washington State Department of Health funds a tobacco prevention and control program to keep youth from beginning to use tobacco, to help people quit using tobacco, and to reduce exposure to secondhand smoke. Visit www.doh.wa.gov/YouandYourFamily/Tobacco.
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

**Current (past 30-day) Tobacco Use
Grade 6, 2018**

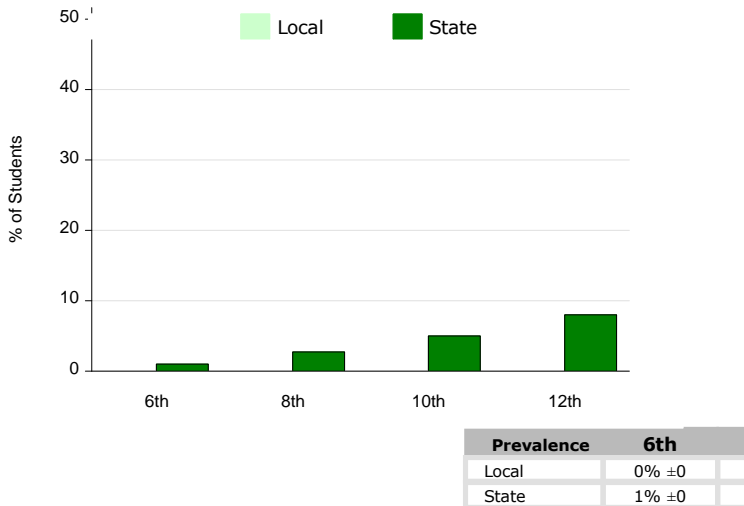


Current (past 30-day) Tobacco Use Trends, Grade 6



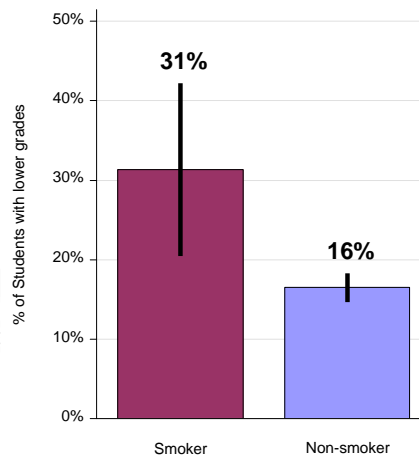
Prevalence	2008	2018
Cigarettes	0% ±0	N/G
Smokeless tobacco	2% ±4	N/G
Vapor products	N/S	N/G

**Current (past 30-day) Cigarette Smoking
Compared to the State, All Grades, 2018**



Prevalence	6th
Local	0% ±0
State	1% ±0

**Statewide Relationship between
Lower Grades and
Current (past 30-day) Cigarette Smoking
Grade 6, 2018**



Statewide, more 6th graders who smoke cigarettes report lower grades in school (C's, D's or F's) compared to non-smokers.

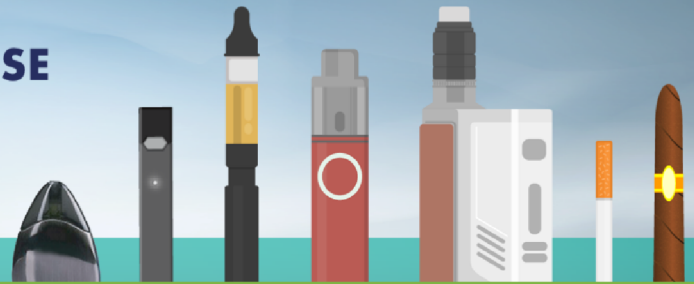
Cedar Valley Community School

Healthy Youth Survey

TOBACCO & VAPOR PRODUCT USE

Fact Sheet

(Edmonds SD)



Year: 2018

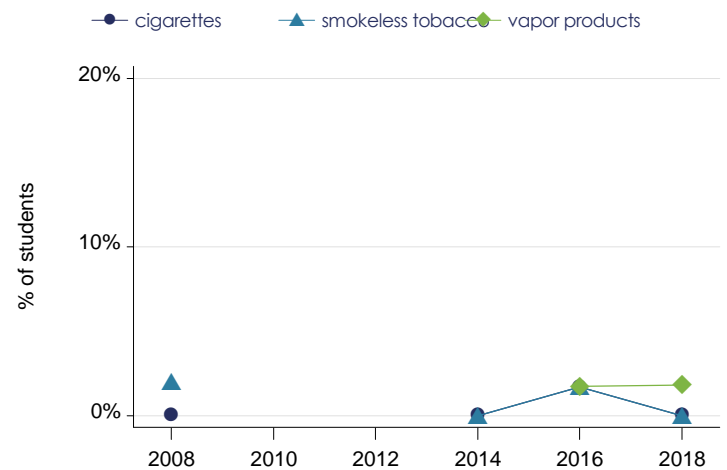
Grade: 6

Gender: All

Number of Students Surveyed: 55

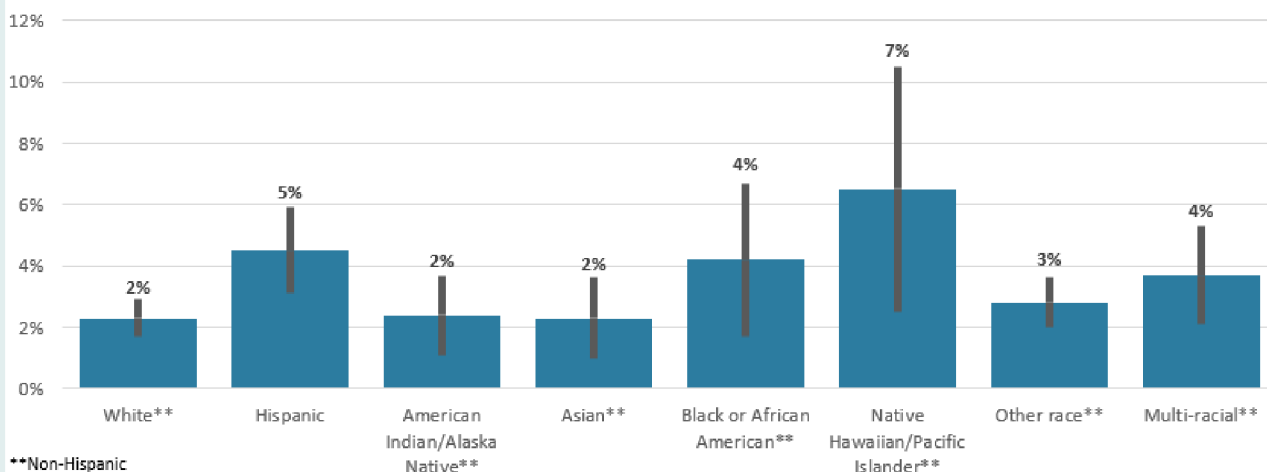
BACKGROUND

- 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.



Prevalence	2008	2010	2012	2014	2016	2018
cigarettes	0% ± 0	N/G	N/G	0% ± 0	2% ± 3	0% ± 0
smokeless tobacco	2% ± 4	N/G	N/G	0% ± 0	2% ± 3	0% ± 0
vapor products	N/S	N/G	N/G	N/A	2% ± 3	2% ± 4

Statewide current [past 30-day] vapor product use and race/ethnicity, grade 6



Among 6th grade students, vaping varies by race and ethnicity. The highest rates of vaping are reported among Non-Hispanic Native Hawaiian and other Pacific Islanders and Hispanics 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;

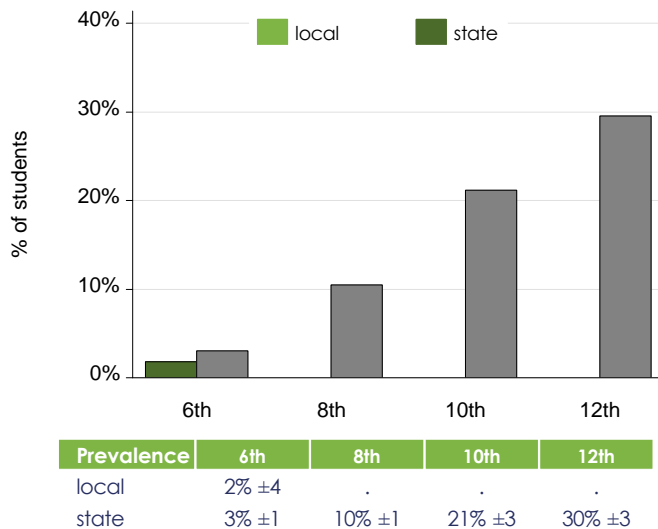
prevalence is displayed with 95% confidence intervals (ast or black bar |)

*indicates a significant change from the previous year, <0.05

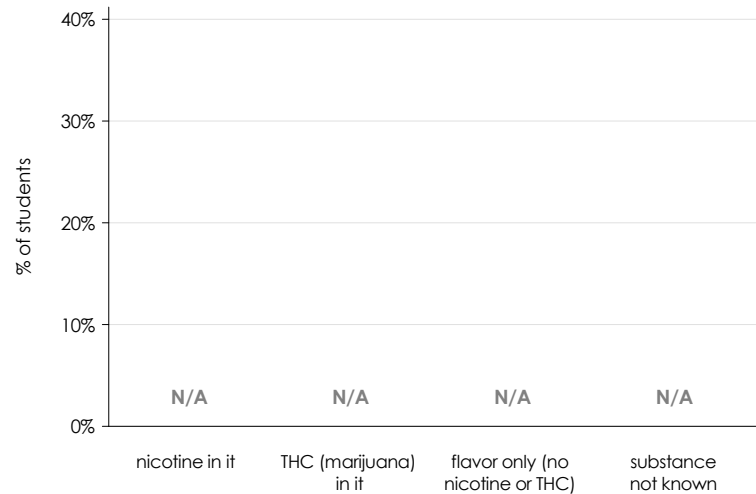
results generated at askhys.net on 03/28/2019

- 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 18, 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

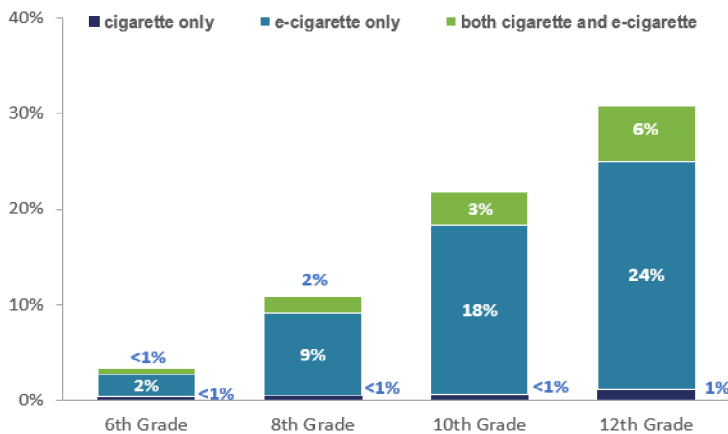


Reported substance "vaped" among

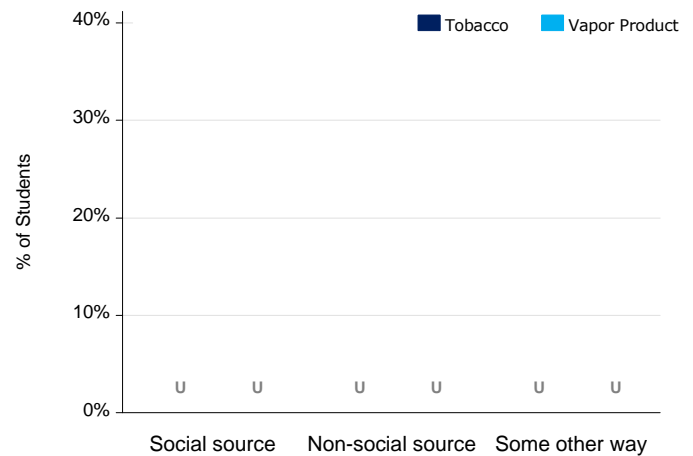


*Students can select more than one type of substance

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



Source of tobacco and vapor products among



**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 Tobacco and Vapor Product Prevention and Control 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: www.doh.wa.gov/YouandYourFamily/Tobacco
- For help quitting tobacco and other nicotine use, teens can call 1-800-QUIT-NOW to anonymously enroll in a free youth support program. They can also text "QUIT" to 202-804-9884 to enroll in a text message program for vaping cessation.
- For 24-hour help with mental health, substance abuse, and problem gambling, call 1-866-789-1511 or visit www.warecoveryhelpline.org.
- E-cigarette Use Among Youth and Young Adults: A Report of the Surgeon General. (2016, December). Retrieved from https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf



Healthy Youth Survey Fact Sheet

Marijuana Use for Cedar Valley Community School (Edmonds SD), page 1 of 2

Year: 2018

Grade: 6

Gender: All

Number of Students Surveyed: 55

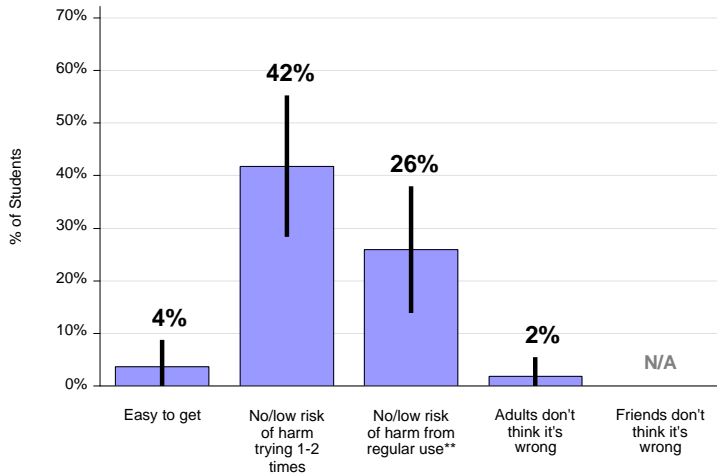
Background:

- Marijuana is 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:

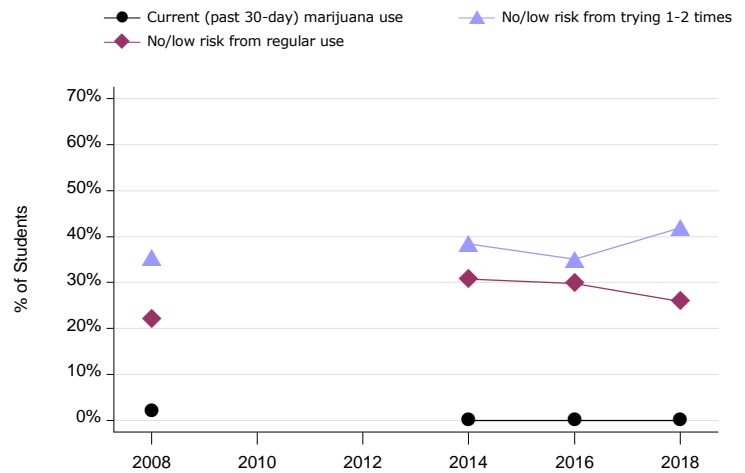
- Parents, schools, and communities can work together to keep youth healthy and safe. For prevention tips and to connect with a prevention coalition in your area, visit www.StartTalkingNow.org.
- For free printed guides on preventing marijuana, alcohol and other drug use, visit the ADAI Clearinghouse www.adaiclearinghouse.org 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.

**Attitudes about Marijuana Use
Grade 6, 2018**



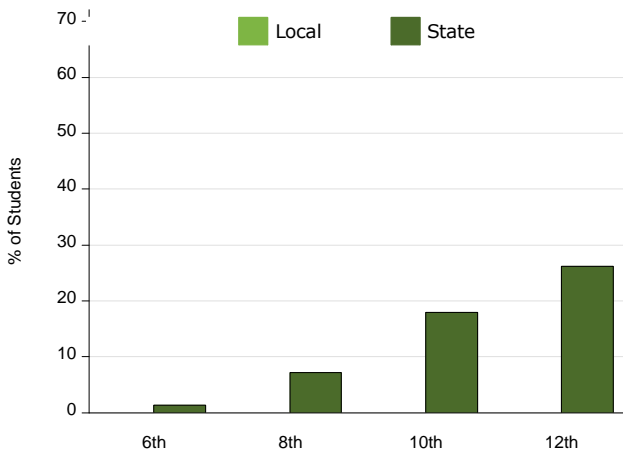
In 2018, 26% of 6th graders in our school thought there was little or no risk of using marijuana regularly.

**Marijuana Use and Perception of Harm Trends
Grade 6**



Prevalence	2008	2018
Current (past 30-day) marijuana use	2% ±4	N/G
No/low risk from trying 1-2 times	35% ±14	N/G
No/low risk from regular use**	22% ±12	N/G

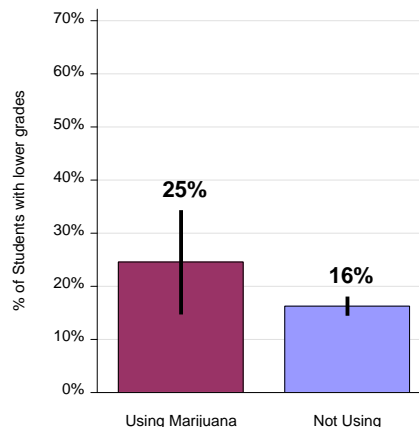
**Current (past 30-day) Marijuana Use
Compared to the State, All Grades, 2018**



Prevalence	6th	8th	10th	12th
local	0% ±0	0% ±0	0% ±0	0% ±0
state	1% ±0	7% ±1	18% ±2	26% ±2

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

**Statewide Relationship between
Lower Grades and Current (past 30-day) Marijuana Use
Grade 6, 2018**



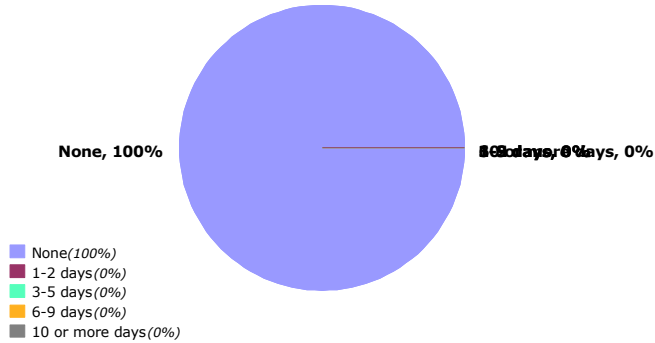
Statewide, more 6th graders who use marijuana report lower grades in school (C's, D's or F's) compared to those who don't use.



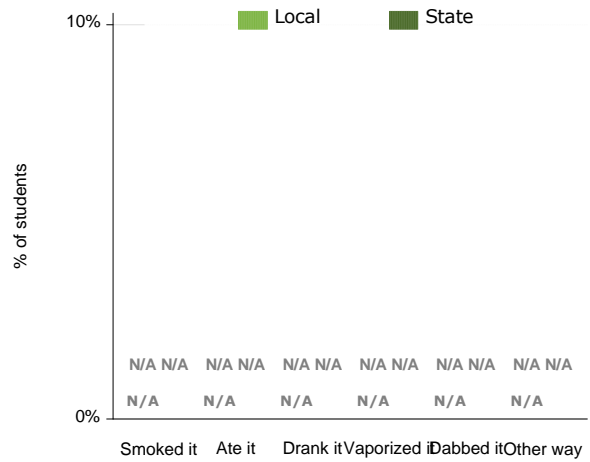
Healthy Youth Survey Fact Sheet

Marijuana Use for Cedar Valley Community School (Edmonds SD), page 2 of 2

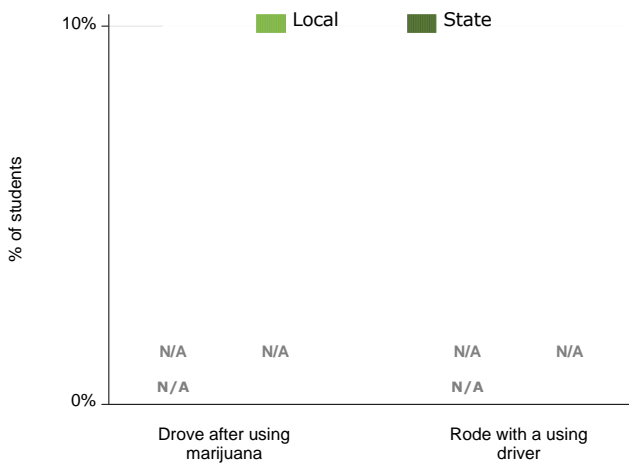
Level of Current (past 30-day) Marijuana Use
Grade 6, 2018



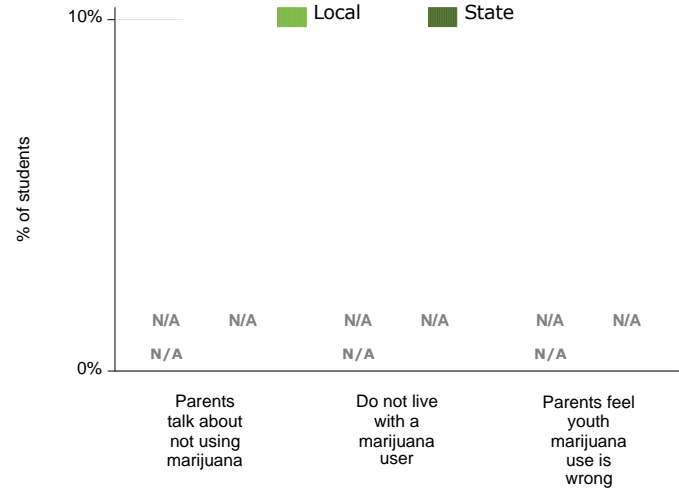
Type of Marijuana Use among Those Who Used It
Grade 6, 2018



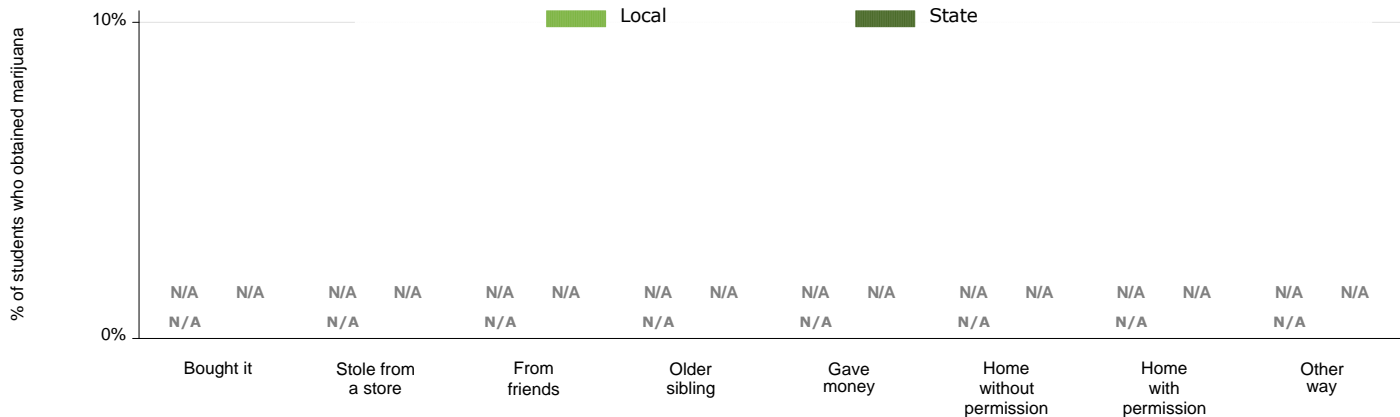
Marijuana Use and Driving/Riding
Grade 6, 2018



Family Environment, Grade 6, 2018



Where Do Youth Get Marijuana? Grade 6, 2018



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.