



Healthy Youth Survey Fact Sheet

Community Risk Factors for Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

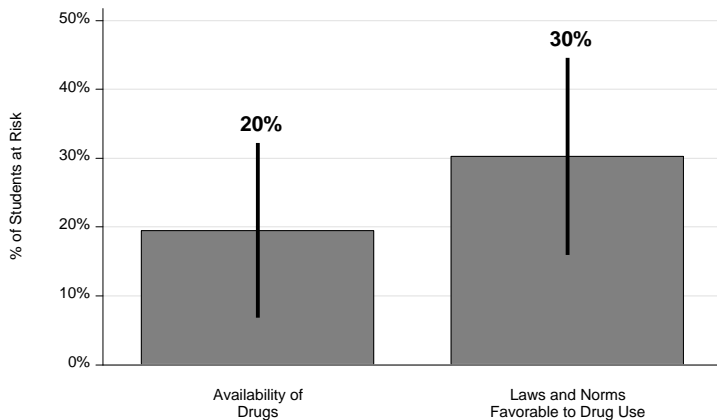
Background:

- 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."

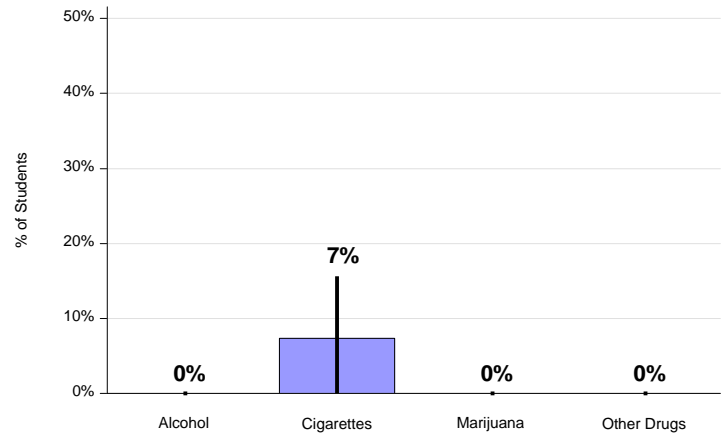
For More Information:

- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more 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.
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

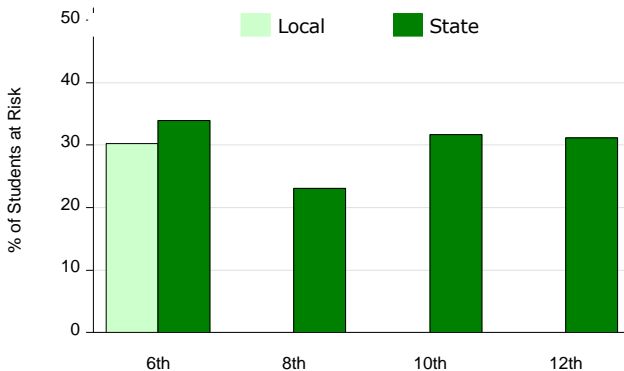
Risk Factors: Availability of Drugs and Laws and Norms Favorable to Drug Use
Grade 6, 2014



Substances Perceived as "Very Easy" to Get
Grade 6, 2014

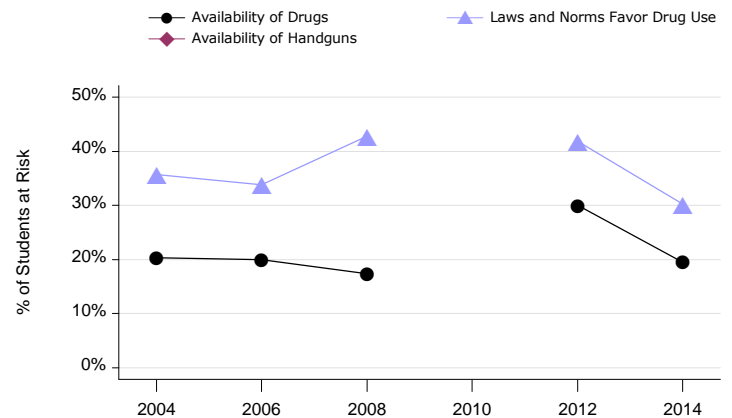


Risk Factor: Laws and Norms Favorable to Drug Use
All Grades, 2014



Prevalence	6th	8th	10th	12th
Local	30% ±14	.	.	.
State	34% ±2	23% ±2	32% ±3	31% ±2

Community Risk Factor Trends, Grade 6



Prevalence	2004	2006	2008	2010	2012	2014
Availability of Drugs	20% ±11	20% ±10	17% ±11	N/G	30% ±15	20% ±13
Laws and Norms Favor Drug Use	36% ±13	34% ±12	43% ±14	N/G	42% ±15	30% ±14
Availability of Handguns	N/A	N/A	N/A	N/G	N/A	N/S

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 04-27-2017

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 Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

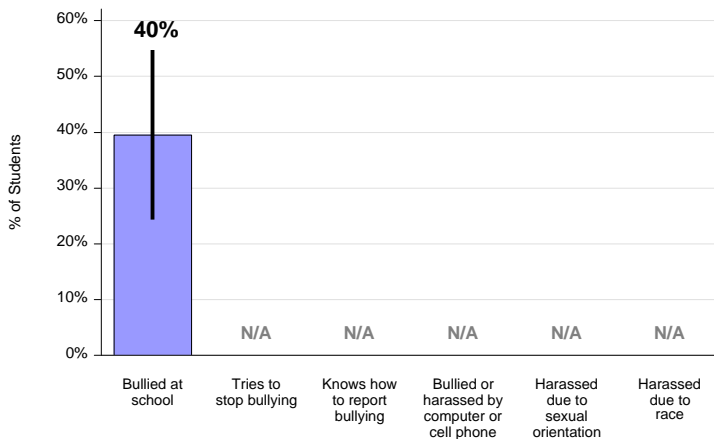
Background:

- 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.

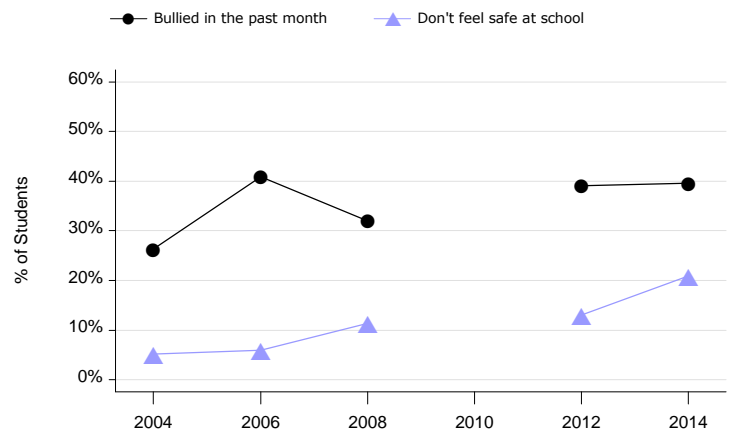
For More Information:

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

**Bullying and Harassment
Grade 6, 2014**

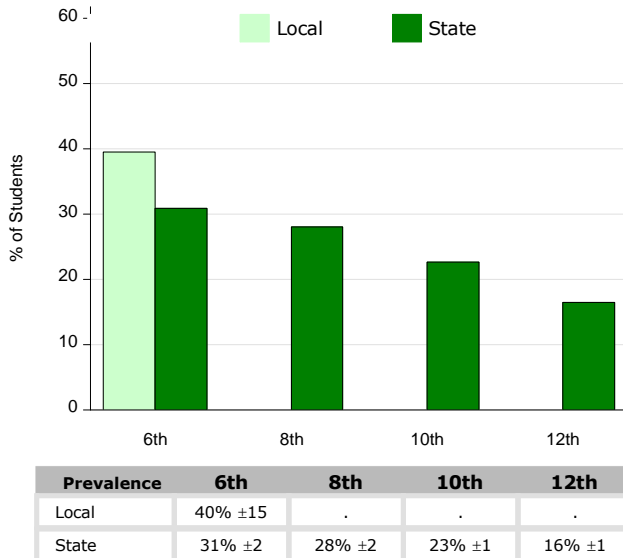


Bullying and Harassment Trends, Grade 6

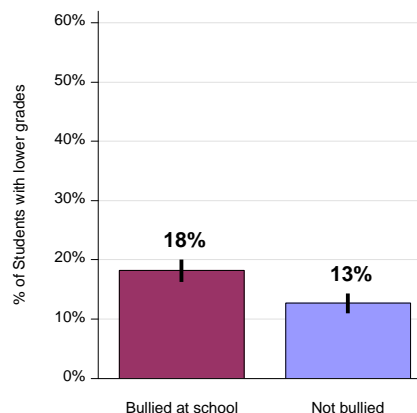


Prevalence	2004	2006	2008	2010	2012	2014
Bullied at school	26% ±12	41% ±12	32% ±13	N/G	39% ±16	40% ±15
Don't feel safe at school	5% ±6	6% ±6	11% ±9	N/G	13% ±10	21% ±13

**Bullied in Past Month
Compared to the State/All Grades, 2014**



**Statewide Relationship between
Lower Grades and Bullying
Grade 6, 2014**



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.



Healthy Youth Survey Fact Sheet

School Protective Factors for Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

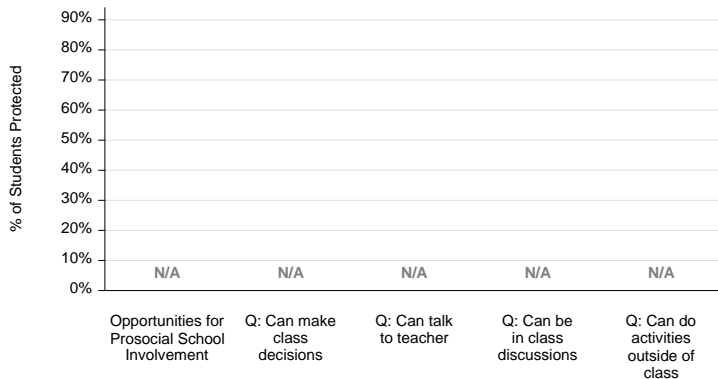
Background:

- 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.*

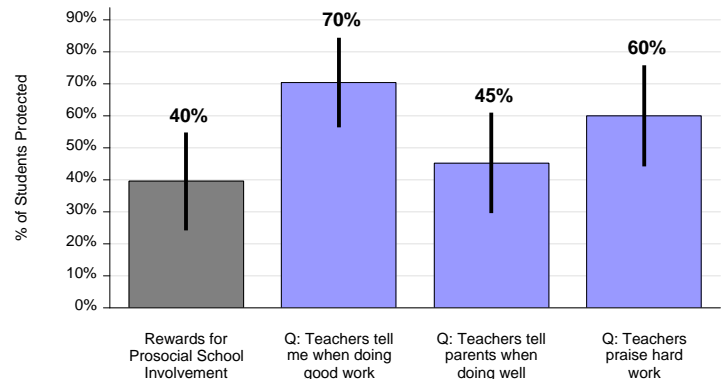
For More Information:

- Information about supportive learning environments, sponsored by the Office of Superintendent of Public Instruction visit www.k12.wa.us/LearningTeachingSupport.
- 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.

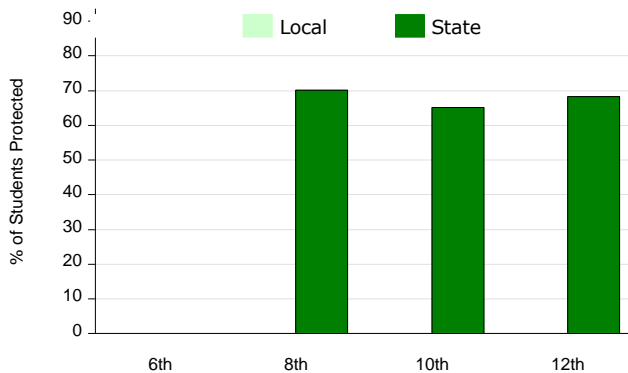
Protective Factor: Opportunities for Prosocial School Involvement with Component Questions (Q:) Grade 6, 2014



Protective Factor: Rewards for Prosocial School Involvement with Component Questions (Q:) Grade 6, 2014

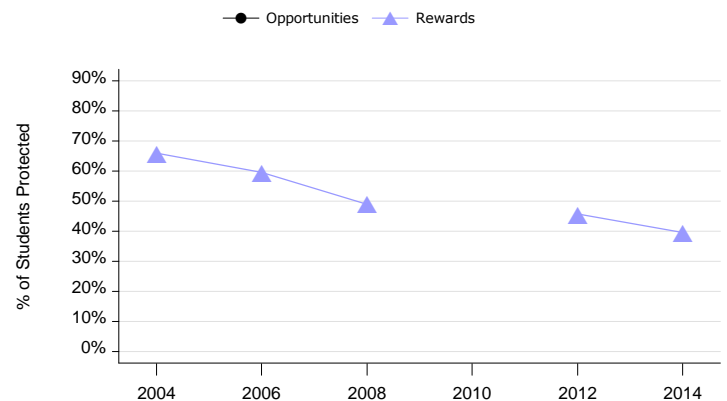


Protective Factor: Opportunities for Prosocial Involvement Compared to the State, All Grades, 2014



Prevalence	6th	8th	10th	12th
Local	N/A	.	.	.
State	N/A	70% ± 2	65% ± 3	68% ± 3

School Protective Factor Trends, Grade 6



Prevalence	2004	2006	2008	2010	2012	2014
Opportunities	N/A	N/A	N/A	N/G	N/A	N/A
Rewards	66% ± 13	60% ± 12	49% ± 14	N/G	46% ± 15	40% ± 15

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 04-27-2017

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

School Risk Factors for Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

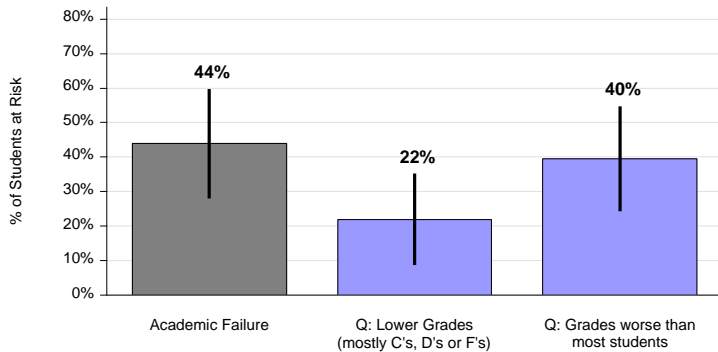
Background:

- 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.

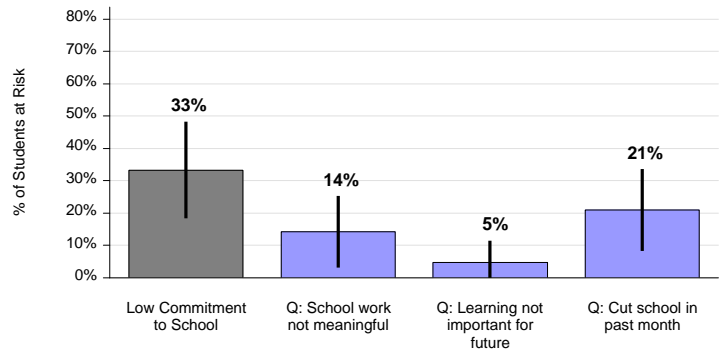
For More Information:

- Information about supportive learning environments, sponsored by the Office of Superintendent of Public Instruction visit www.k12.wa.us/LearningTeachingSupport.
- 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.

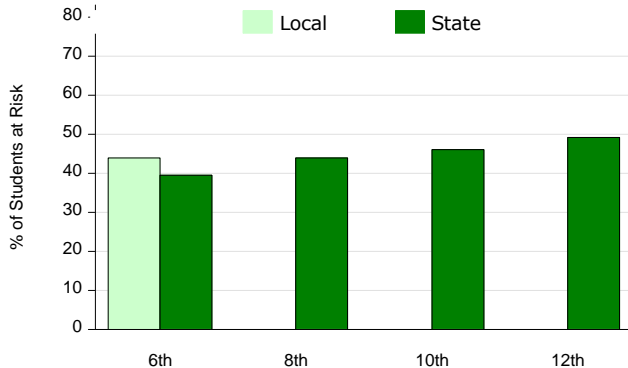
**Risk Factor: Academic Failure
with Component Questions (Q:)
Grade 6, 2014**



**Risk Factor: Low Commitment to School
with Component Questions (Q:)
Grade 6, 2014**

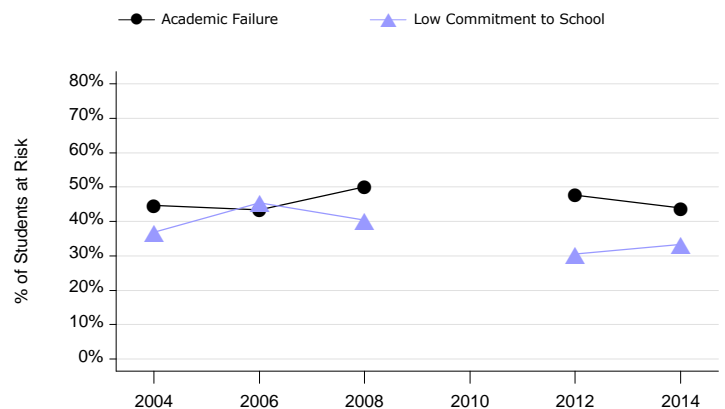


**Academic Failure (RF)
All Grades, 2014**



Prevalence	6th	8th	10th	12th
Local	44% ±16	.	.	.
State	40% ±2	44% ±2	46% ±3	49% ±3

School Risk Factor Trends, Grade 6



Prevalence	2004	2006	2008	2010	2012	2014
Academic Failure	45% ±13	43% ±13	50% ±15	N/G	48% ±15	44% ±16
Low Commitment to School	37% ±13	45% ±12	40% ±14	N/G	30% ±14	33% ±15

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 04-27-2017

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Healthy Youth Survey Fact Sheet

Unintentional Injury for Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

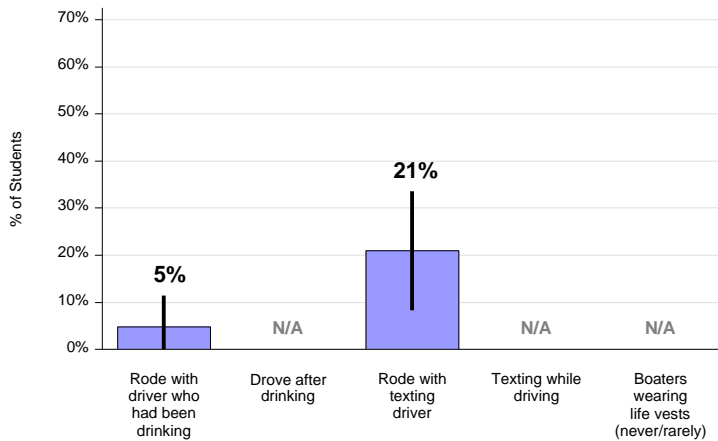
Background:

- 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:

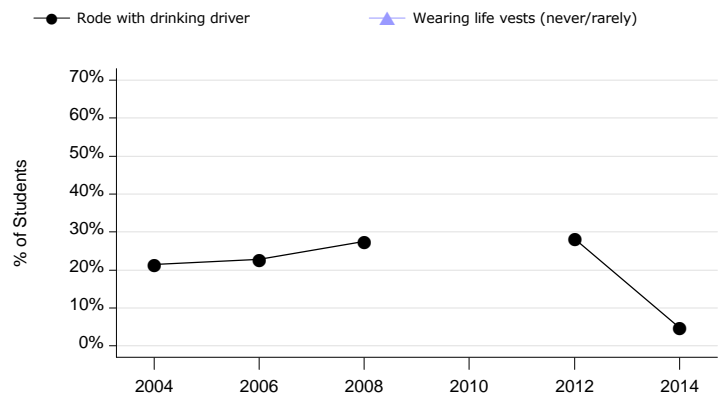
- Visit the Washington State Injury and Violence Prevention Website at: www.doh.wa.gov/DataandStatisticalReports/InjuryViolenceandPoisoning.

**Unintentional Injury
Grade 6, 2014**



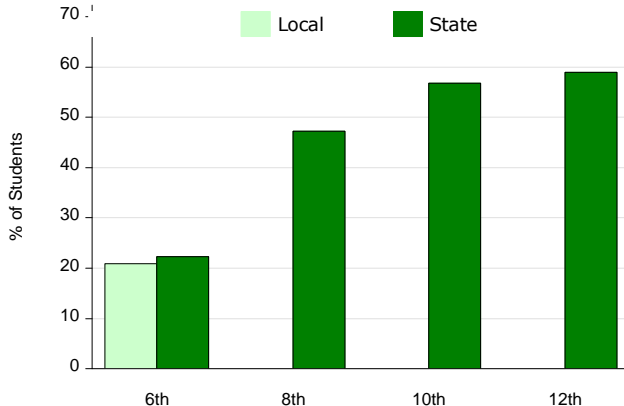
In 2014, 21% of 6th graders in our school rode with a driver who was either texting or emailing while driving.

**Unintentional Injury Trends
Grade 6**



Prevalence	2004	2006	2008	2010	2012	2014
Rode with driver who had been drinking	21% ±11	23% ±10	27% ±13	N/G	28% ±15	5% ±7*
Wearing life vests (never/rarely)	N/A	N/A	N/A	N/G	N/A	N/A

**Rode with Texting Driver
Compared to the State, All Grades, 2014**



Prevalence	6th	8th	10th	12th
Local	21% ±13	.	.	.
State	22% ±1	47% ±2	57% ±2	59% ±3

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

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Washington HYS results generated at AskHYS.net on 04-27-2017

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Healthy Youth Survey Fact Sheet

Violent Behaviors and School Safety for Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

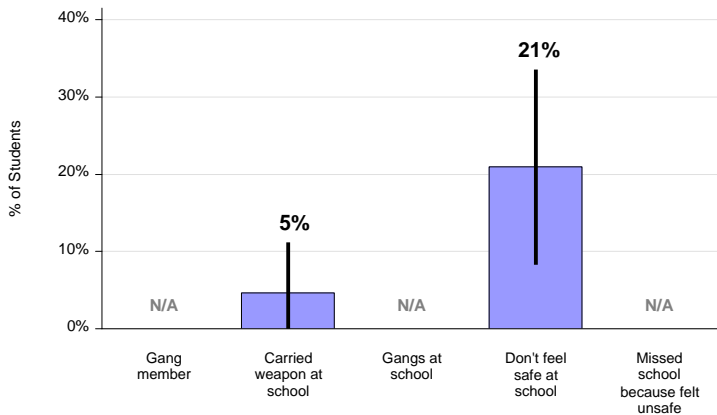
Background:

- 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.

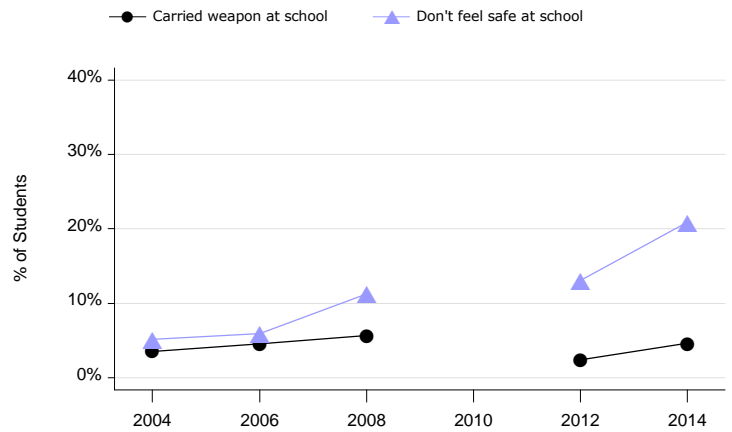
For More Information:

- 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.

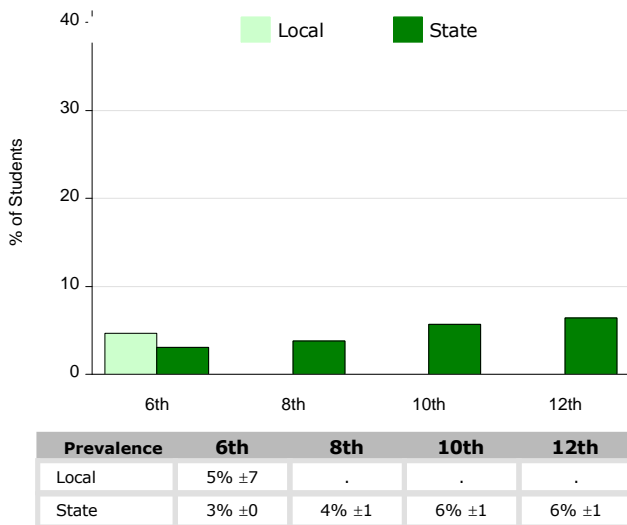
**Violent Behavior and School Safety
Grade 6, 2014**



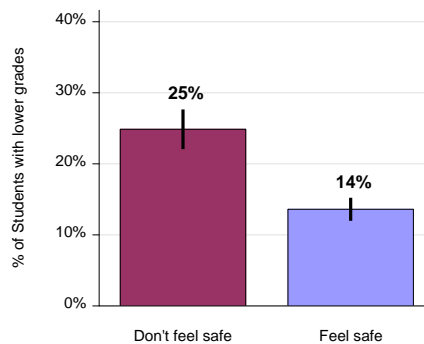
Violent Behavior and School Safety Trends, Grade 6



**Carried a Weapon at School
Compared to the State, All Grades, 2014**



**Statewide Relationship between
Lower Grades and
Not Feeling Safe at School
Grade 6, 2014**



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 |)

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Washington HYS results generated at AskHYS.net on 04-27-2017

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Healthy Youth Survey Fact Sheet

Dietary Behaviors for Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

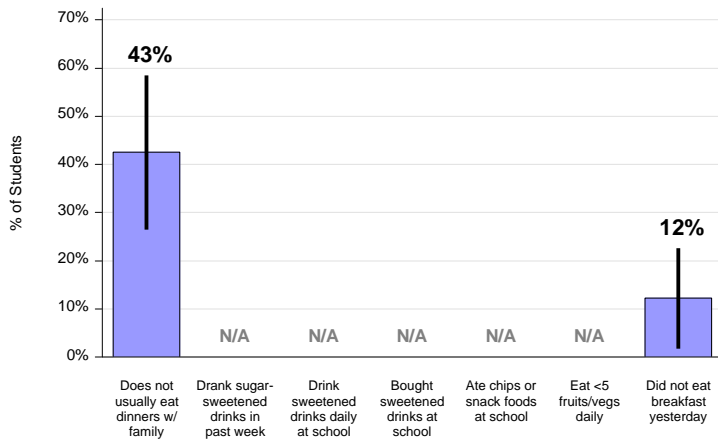
Background:

- 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:

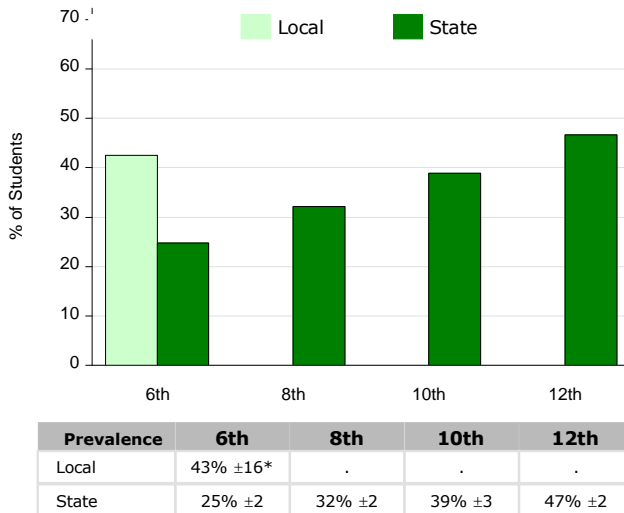
- Visit the Washington State Healthy Eating Active Living Program website: www.doh.wa.gov.

**Dietary Behaviors
Grade 6, 2014**

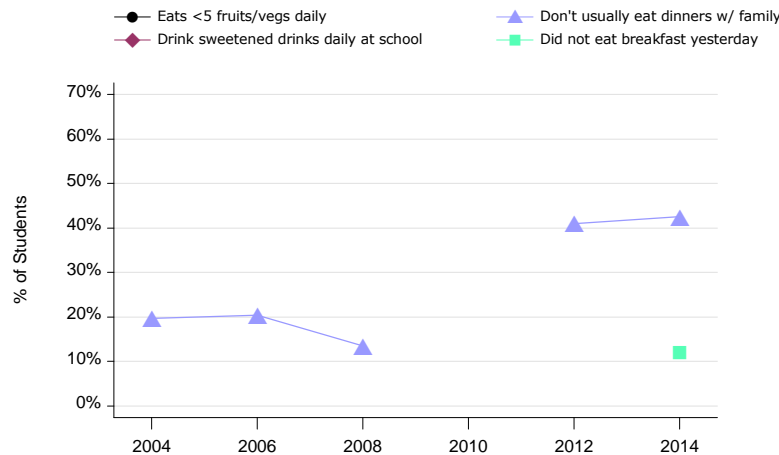


In 2014, 43% of 6th graders in our school don't usually eat dinner with their family.

**Does Not Usually Eat Dinners with Family
Compared to the State, All Grades, 2014**

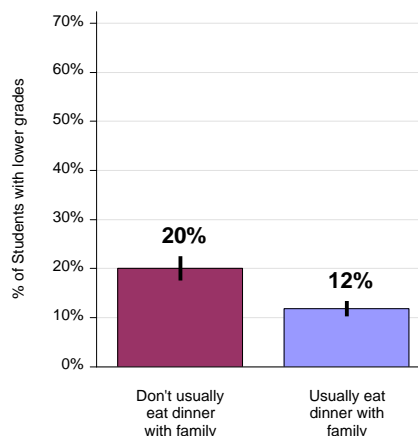


Dietary Behavior Trends, Grade 6



Prevalence	2004	2006	2008	2010	2012	2014
Eats <5 fruits/vegs daily	N/A	N/A	N/A	N/G	N/A	N/A
Does not usually eat dinners w/ family	20% ±11	20% ±10	13% ±10	N/G	41% ±16	43% ±16
Drink sweetened drinks daily at school	N/S	N/A	N/A	N/G	N/A	N/A
Did not eat breakfast yesterday	N/S	N/S	N/S	N/S	N/S	12% ±10

**Statewide Relationship between
Lower Grades and Usually Eating Dinner with Family
Grade 6, 2014**



Statewide, more 6th graders who do not usually eat dinner with their families report lower grades in school (C's, D's or F's) compared to youth who do.

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

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Healthy Youth Survey Fact Sheet

Family Protective Influences for Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

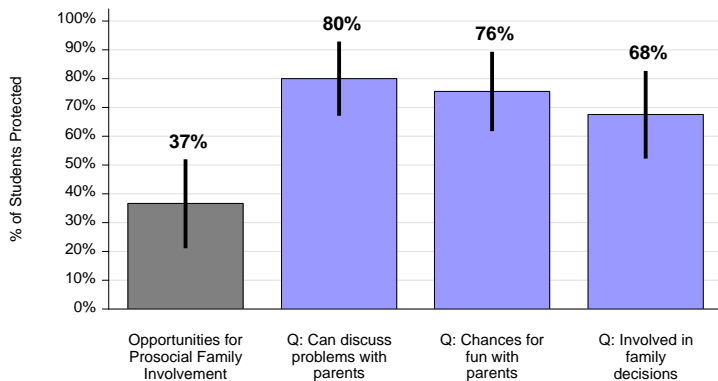
Background:

- 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 family environment are those that encourage positive participation in the family setting, and reward youth for that involvement.*

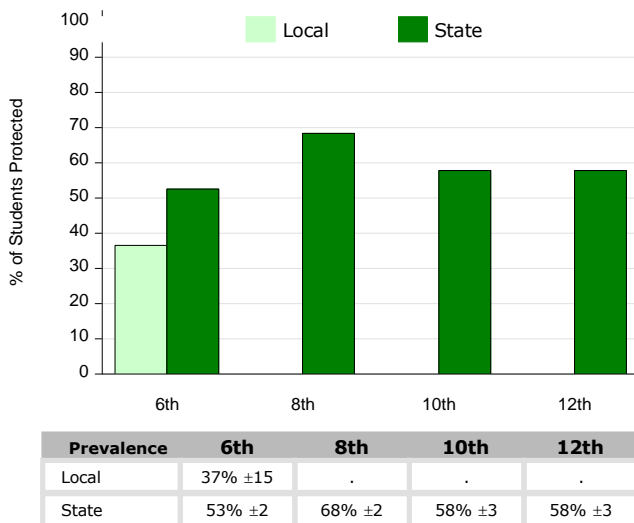
For More Information:

- 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 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.

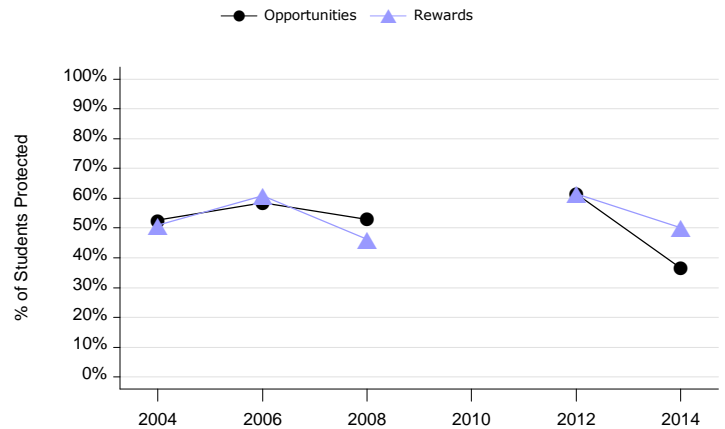
Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions (Q:) Grade 6, 2014



Protective Factor: Opportunities for Prosocial Family Involvement All Grades, 2014

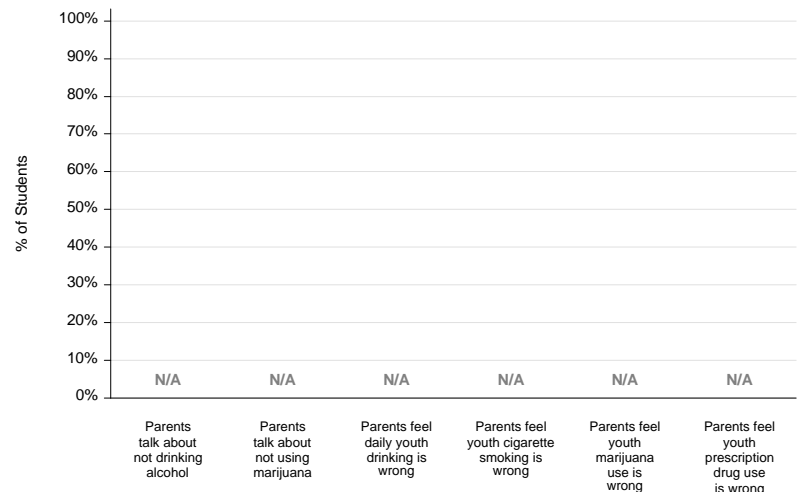


Family Protective Factor Trends, Grade 6



Prevalence	2004	2006	2008	2010	2012	2014
Opportunities	53% ±13	58% ±12	53% ±14	N/G	62% ±16	37% ±15*
Rewards	51% ±14	61% ±12	46% ±14	N/G	62% ±16	50% ±16

Parental Protective Influences, Grade 6, 2014



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

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Healthy Youth Survey Fact Sheet

Oral Health for Hazelwood Elementary (Edmonds SD)

Year: 2014 Grade: 6 Gender: Both Number of Students Surveyed: 44

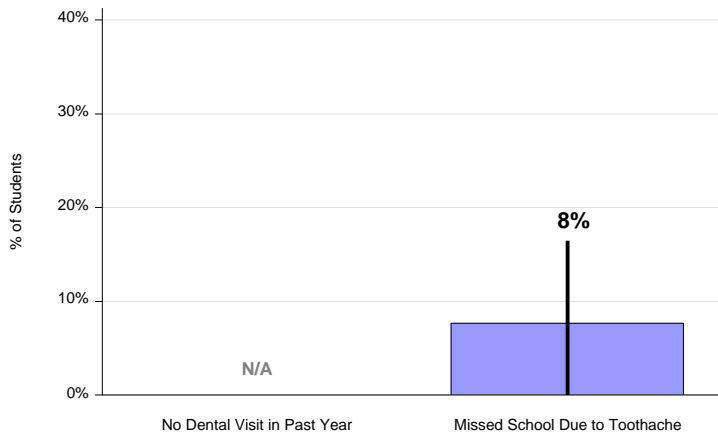
Background:

- 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.

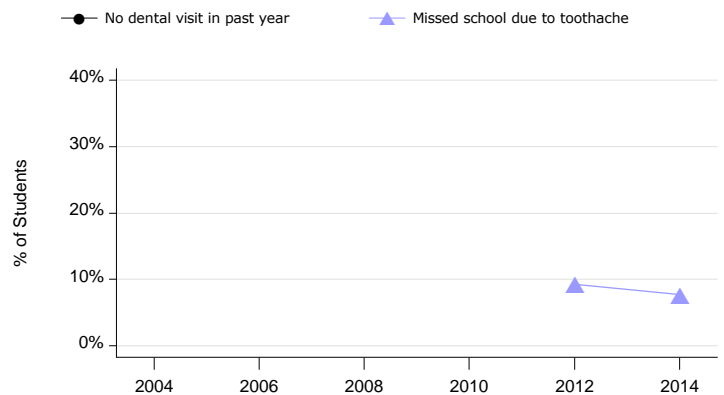
For More Information:

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

**Oral Health
Grade 6, 2014**

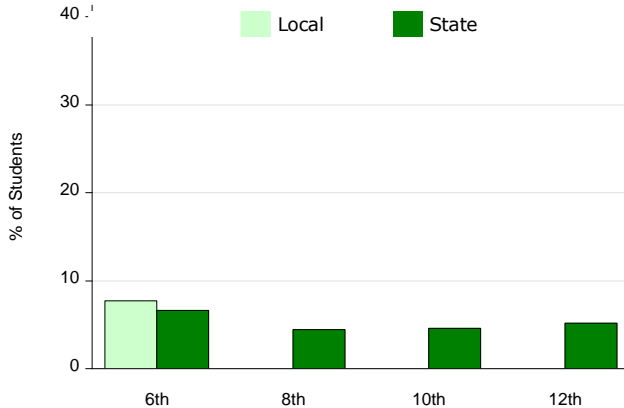


**Oral Health Trends
Grade 6**



Prevalence	2004	2006	2008	2010	2012	2014
No dental visit in past year	N/G	N/G	N/G	N/G	N/A	N/A
Missed school due to toothache	N/G	N/G	N/G	N/G	9% ±9	8% ±9

**Missed School due to Toothache
Compared to the State, All Grades, 2014**



Prevalence	6th	8th	10th	12th
Local	8% ±9	.	.	.
State	7% ±1	4% ±1	5% ±1	5% ±1



Healthy Youth Survey Fact Sheet

Peer-Individual Risk Factors

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

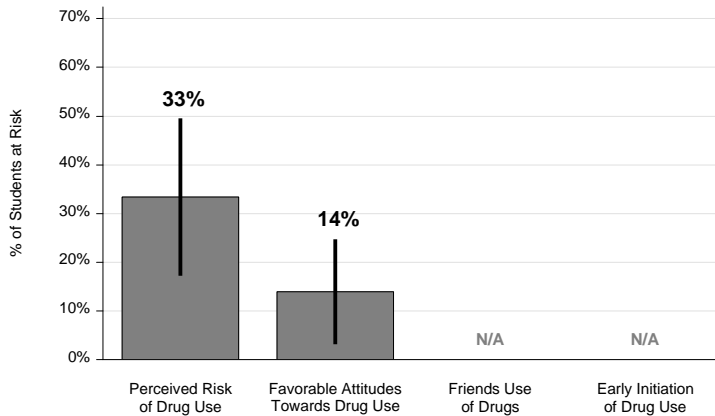
Background:

- 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.*

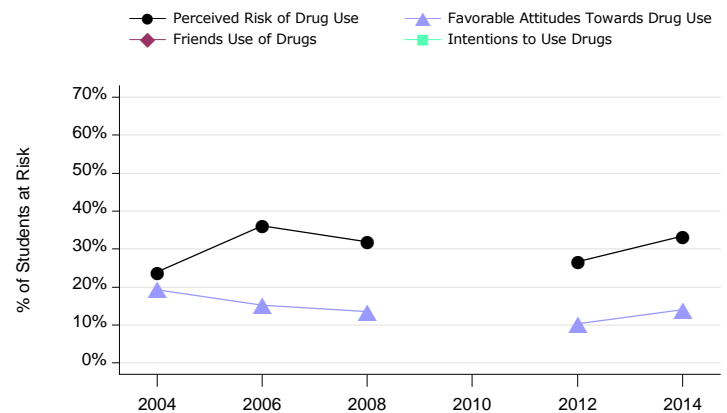
For More Information:

- 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.
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

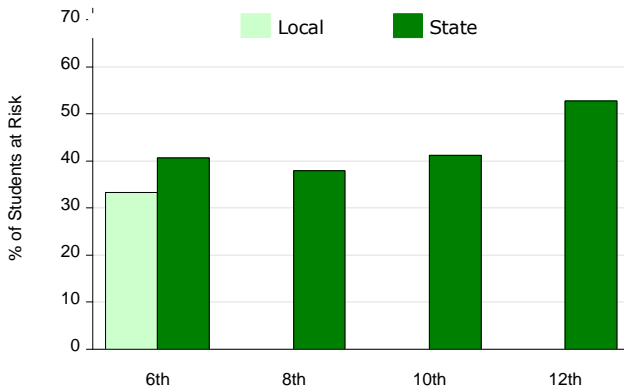
**Peer-Individual Risk Factors
Grade 6, 2014**



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



**Risk Factor: Perceived Risk of Drug Use
Compared to the State, All Grades, 2014**



Prevalence	6th	8th	10th	12th
Local	33% ±16	.	.	.
State	41% ±2	38% ±4	41% ±3	53% ±2

Prevalence	2004	2006	2008	2010	2012	2014
Perceived Risk of Drug Use	24% ±12	36% ±12	32% ±14	N/G	27% ±17	33% ±16
Favorable Attitudes Towards Drug Use	19% ±11	15% ±9	13% ±10	N/G	10% ±10	14% ±11
Friends Use of Drugs	N/A	N/A	N/A	N/G	N/A	N/A
Intentions to Use Drugs	N/A	N/A	N/A	N/G	N/A	N/S

In 2014, 14% of 6th graders in our school were at risk for favorable attitudes towards drugs.

From 2012 to 2014, there has been no change in the perceived risk of drug use among 6th graders in our 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 04-27-2017

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

Peer-Individual Protective Factors for Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

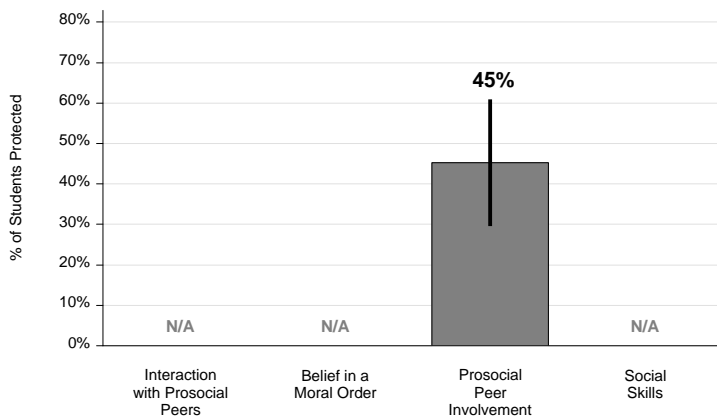
Background:

- 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 **peer and individual domain** point to the choices youth make about their friends and the skills they have at getting along in a positive social world.*

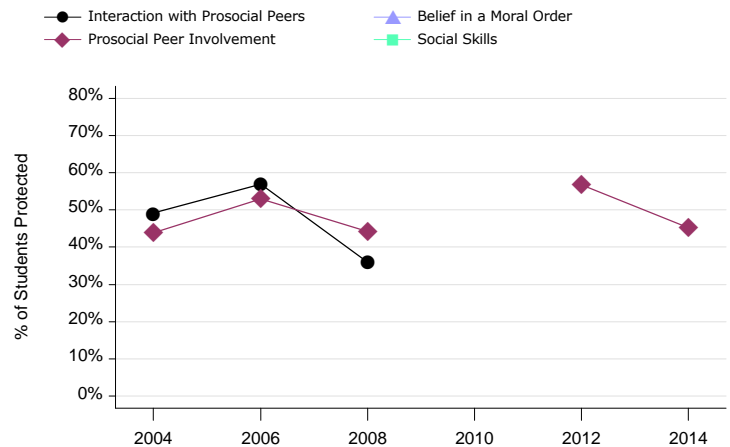
For More Information:

- 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.
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

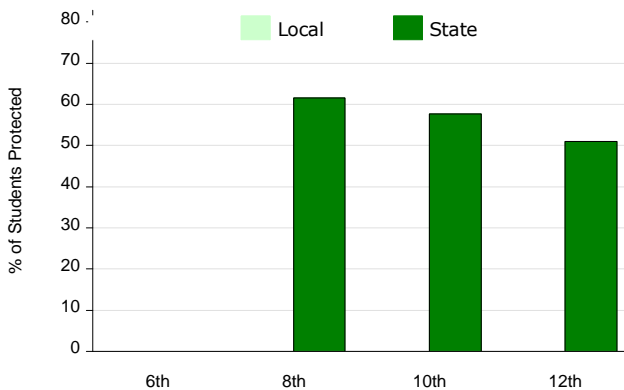
**Peer-Individual Protective Factors
Grade 6, 2014**



Peer-Individual Protective Factor Trends, Grade 6



**Protective Factor: Interaction with Prosocial Peers
All Grades, 2014**



Prevalence	6th	8th	10th	12th
Local	N/A	.	.	.
State	N/A	62% ±3	58% ±3	51% ±3

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 04-27-2017

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

Physical Activity for Hazelwood Elementary (Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

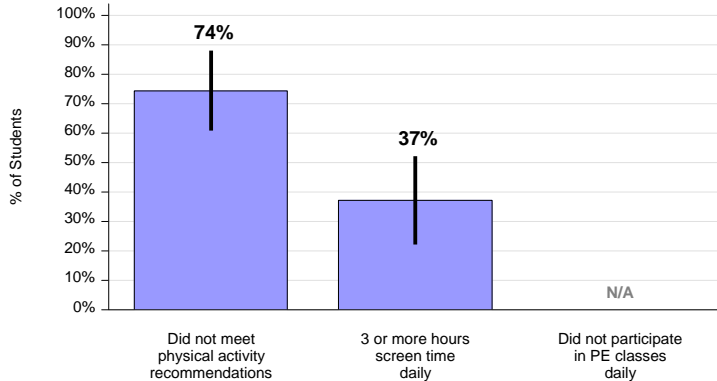
Background:

- 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.

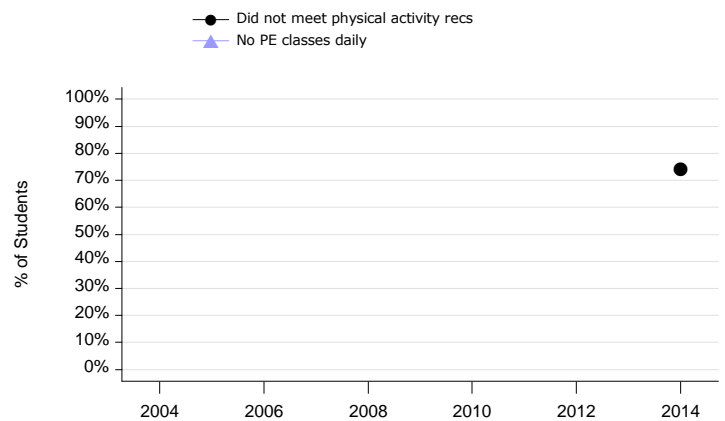
For More Information:

- 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, 2014**

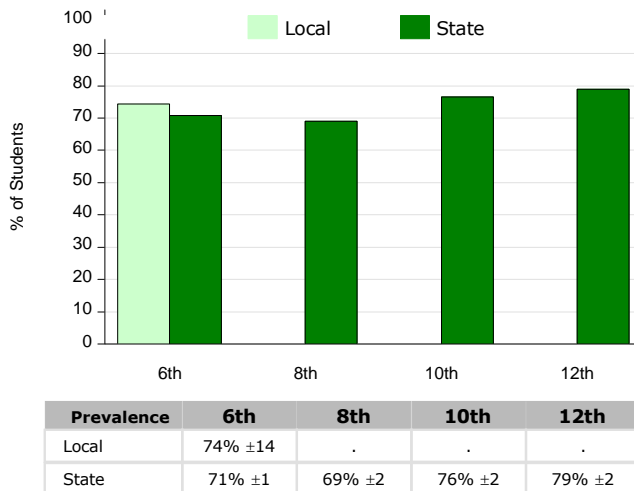


Physical Activity Trends, Grade 6

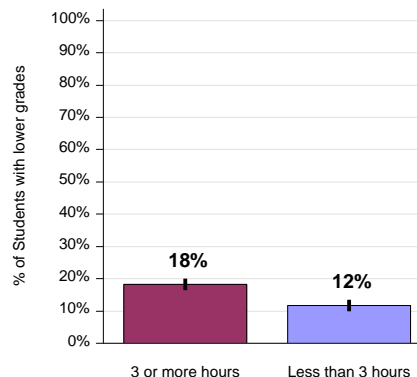


In 2014, 74% of 6th graders in our school did not meet the recommendations for 60 minutes of physical activity 7 days a week.

**Did Not Meet Recommendations for Physical Activity
Compared to the State, All Grades, 2014**



**Statewide Relationship between
Lower Grades and
3 or More Hours of Screen Time Daily
Grade 6, 2014**



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.



Healthy Youth Survey Fact Sheet

Alcohol Use for Hazelwood Elementary (Edmonds SD), page 1 of 2

Year: 2014

Grade: 6

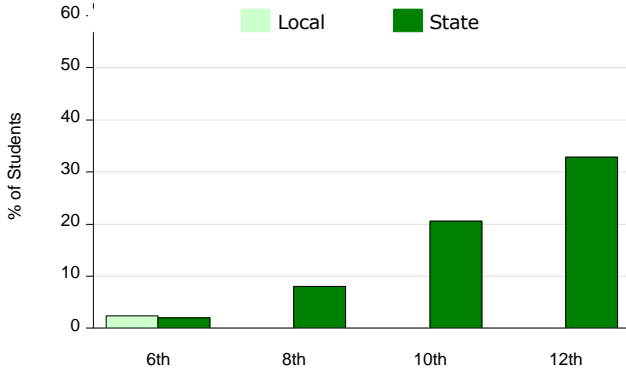
Gender: Both

Number of Students Surveyed: 44

Background:

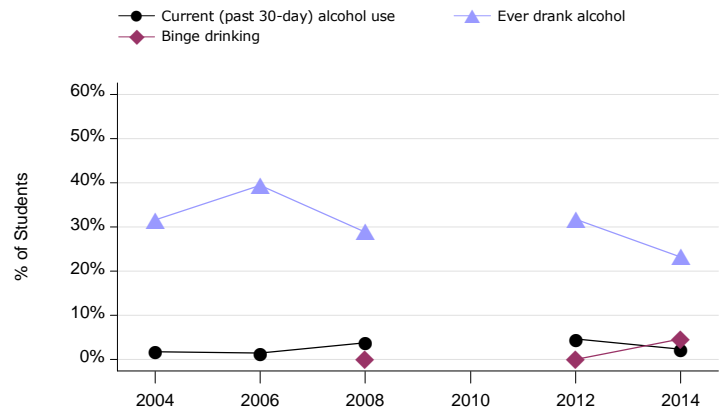
- 5,000 people under the age of 21 die each year from alcohol-related car crashes, homicides, suicides, poisoning, falls, drownings and other injuries.
- Youth alcohol use is associated with violence, school failure, and sexual activity.
- Research shows that heavy alcohol use during teen years can permanently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

Current (past 30 days) Alcohol Use Compared to the State, All Grades, 2014



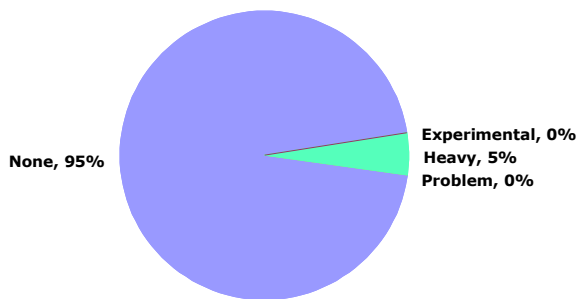
Prevalence	6th	8th	10th	12th
Local	2% ± 5	2% ± 0	2% ± 0	2% ± 0
State	2% ± 0	8% ± 1	21% ± 2	33% ± 3

Alcohol Use Trends, Grade 6



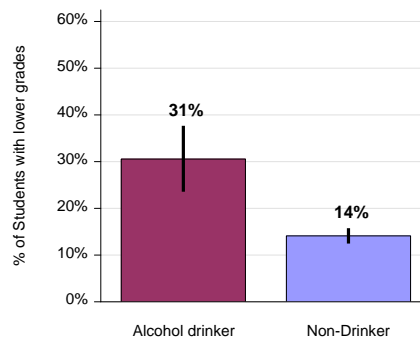
Prevalence	2004	2006	2008	2010	2012	2014
Current (past 30-day) alcohol use	2% ± 4	2% ± 3	4% ± 5	N/G	5% ± 7	2% ± 5
Ever drank alcohol	32% ± 12	39% ± 12	29% ± 13	N/G	32% ± 15	23% ± 13
Binge drinking	N/A	N/A	0% ± 0	N/G	0% ± 0	5% ± 7

Level of Alcohol Use Grade 6, 2014



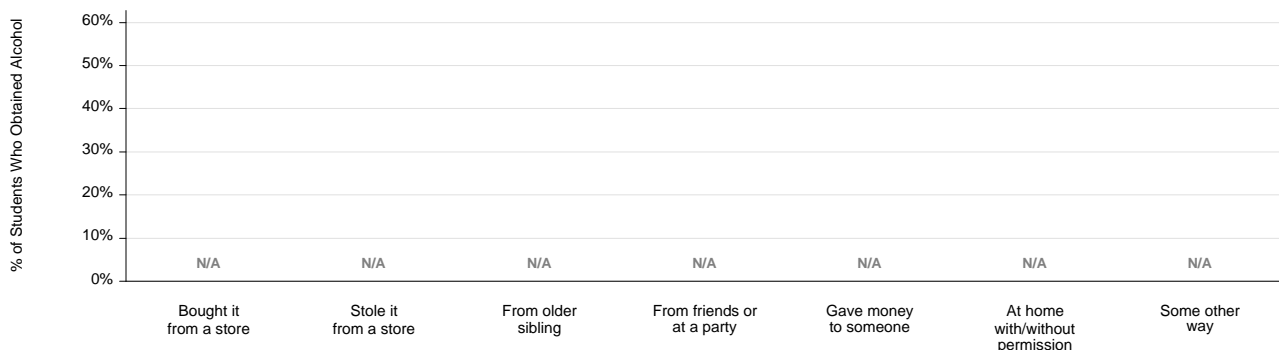
None: no drinking in the past 30 days (95%)
 Experimental: 1-2 days drinking, and no binge drinking (0%)
 Heavy: 3-5 days drinking, and/or one binge (5%)
 Problem: 6+ days drinking, and/or 2+ binges (0%)

Statewide Relationship between Lower Grades and Current (past 30-day) Alcohol Use Grade 6, 2014



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, 2014



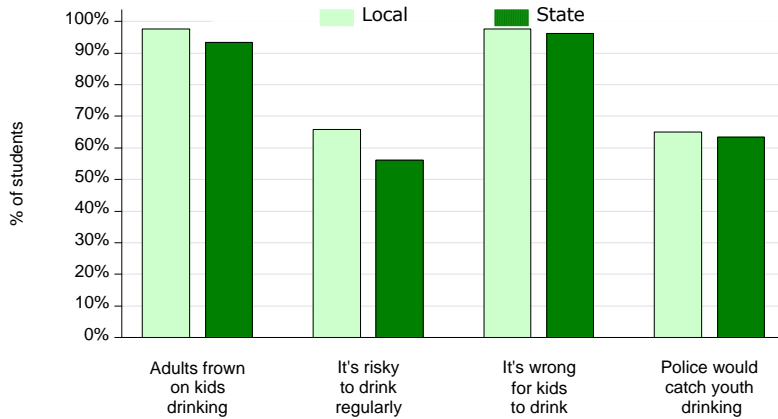
The percentages in this chart are based on all students who reported getting alcohol in the past 30 days, regardless whether they reported drinking in the past 30 days. Students could select multiple sources.



Healthy Youth Survey Fact Sheet

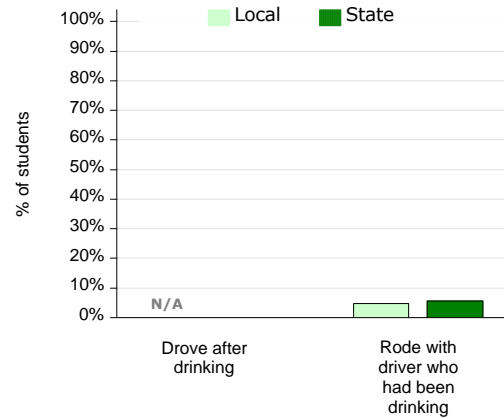
Alcohol Use for Hazelwood Elementary (Edmonds SD), page 2 of 2

**Youth Perceptions about Alcohol
Compared to the State, Grade 6, 2014**



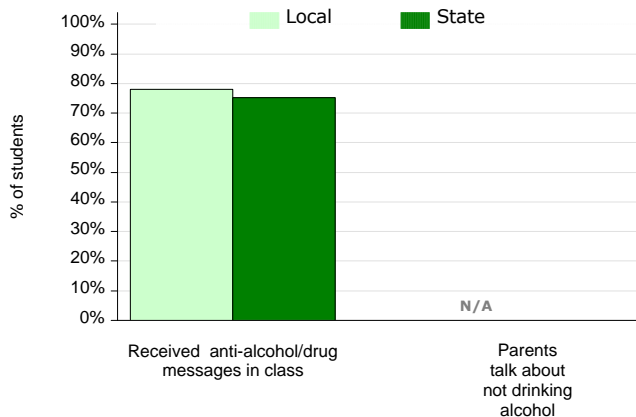
Prevalence	Adults frown on drinking	Regular drinking is risky	Drinking is wrong for kids	Police would catch youth drinking
Local	98% ±5	66% ±15	98% ±5	65% ±15
State	93% ±1	56% ±2	96% ±0	63% ±2

**Drinking and Driving/Riding
Compared to the State, Grade 6, 2014**



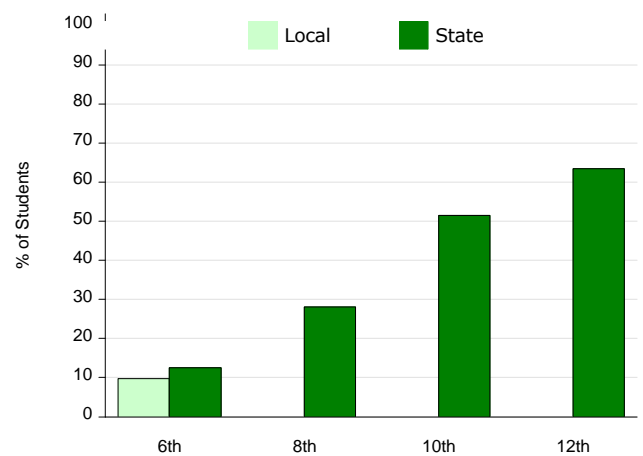
Prevalence	Drove after drinking	Rode with driver who had been drinking
Local	N/A	5% ±7
State	N/A	6% ±0

**Received Anti-Alcohol Messages
Compared to the State, Grade 6, 2014**



Prevalence	Received anti-alcohol/drug messages in class	Parents talked about drinking
Local	78% ±13	N/A
State	75% ±2	N/A

**Youth Perception that Alcohol is Easy to Get
Compared to the State, All Grades, 2014**



Prevalence	6th	8th	10th	12th
Local	10% ±9	.	.	.
State	13% ±1	28% ±2	51% ±2	63% ±2

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 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

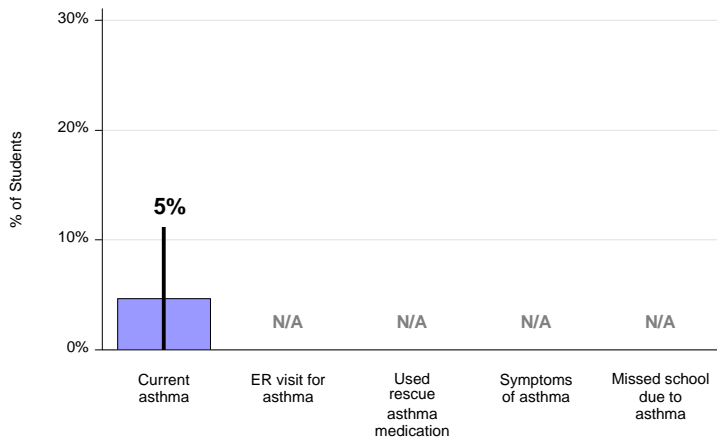
Asthma for Hazelwood Elementary (Edmonds SD)

Year: 2014 Grade: 6 Gender: Both Number of Students Surveyed: 44

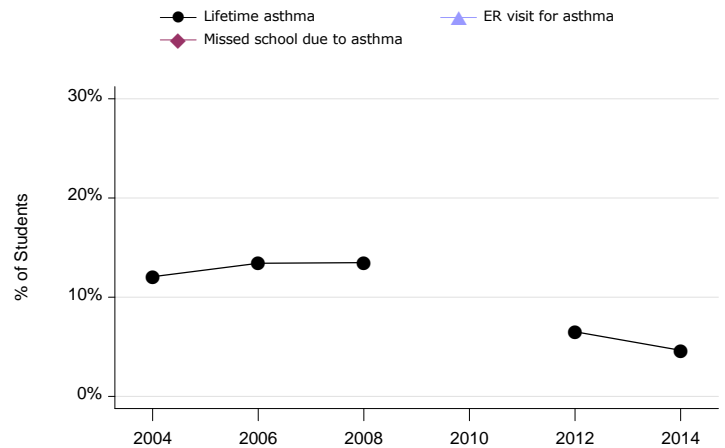
Background:

- Youth who smoke are more likely to have asthma.
- Asthma is a lung disease that causes trouble with breathing, usually in episodes called attacks. An attack can be triggered by exercise, exposure to smoke, mold, allergens like pet dander, and air pollution such as diesel exhaust.

**Effects of Asthma
Grade 6, 2014**

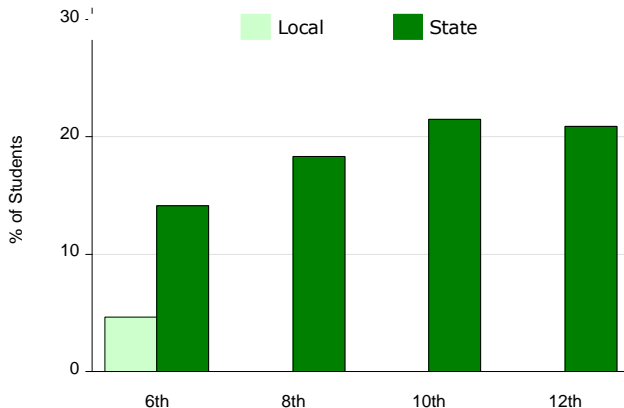


Asthma Trends, Grade 6



Prevalence	2004	2006	2008	2010	2012	2014
Lifetime asthma	12% ± 9	13% ± 8	13% ± 10	N/G	7% ± 7	5% ± 7
ER visit for asthma	N/A	N/A	N/A	N/G	N/A	N/A
Missed school due to asthma	N/A	N/A	N/A	N/G	N/S	N/A

**Lifetime Asthma
Compared to the State, All Grades, 2014**



Prevalence	6th	8th	10th	12th
Local	5% ± 7*	.	.	.
State	14% ± 1	18% ± 1	22% ± 1	21% ± 1

All youth with asthma should have a written asthma action plan to follow in the event of an attack.

Asthma can be controlled by avoidance of asthma triggers, regular health care visits, compliance with medication schedules, and maintaining appropriate weight.

For More Information:

- Visit the Asthma Program's website at: www.doh.wa.gov
- Washington Asthma Initiative's Facebook page at: www.facebook.com/pages/Washington-Asthma-Initiative/575654545783852



Healthy Youth Survey Fact Sheet

Substance Use for Hazelwood Elementary (Edmonds SD)

Year: 2014 Grade: 6 Gender: Both Number of Students Surveyed: 44

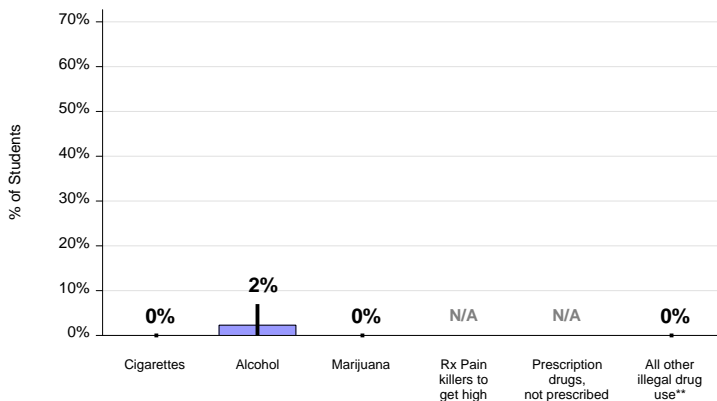
Background:

- 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:

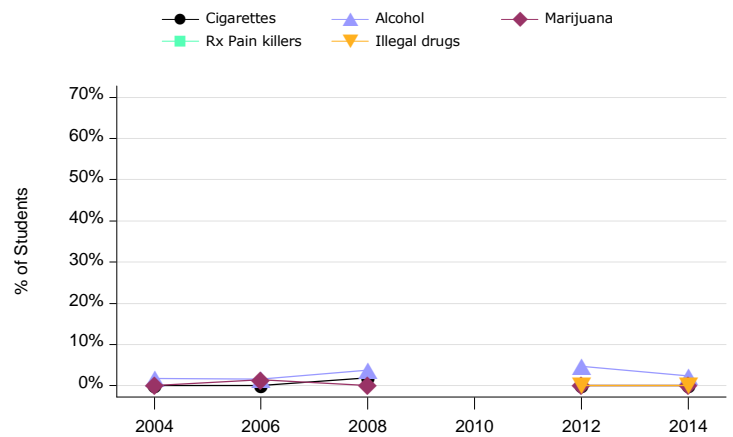
- Parents, schools, and communities can work together to keep youth healthy and safe. For prevention tips and to connect with a prevention coalition in your area, visit www.StartTalkingNow.org.
- For free printed guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse www.adaiclearinghouse.org 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, 2014**



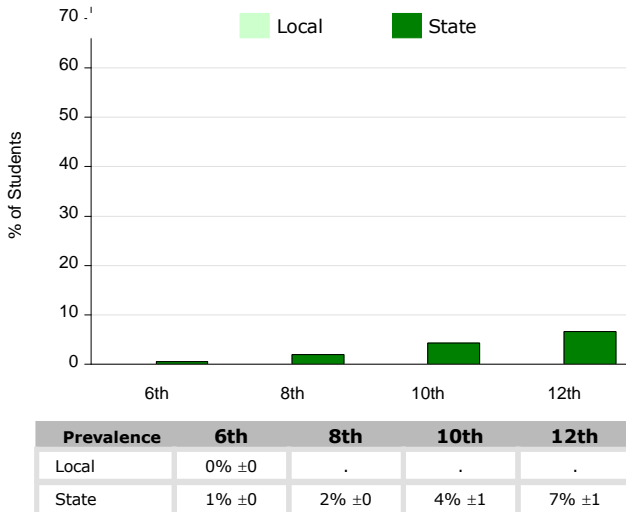
Most youth don't use alcohol or other substances.

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

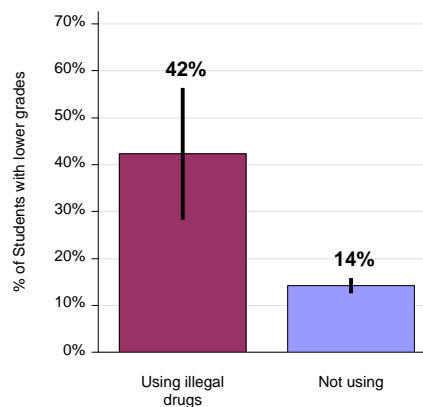


Prevalence	2004	2006	2008	2010	2012	2014
Cigarettes	0% ±0	0% ±0	2% ±4	N/G	0% ±0	0% ±0
Alcohol	2% ±4	2% ±3	4% ±5	N/G	5% ±7	2% ±5
Marijuana	0% ±0	2% ±3	0% ±0	N/G	0% ±0	0% ±0
Rx Pain killers to get high	N/S	N/A	N/A	N/G	N/A	N/A
All other illegal drug use**	N/A	N/A	N/A	N/G	0% ±0	0% ±0

Current (past 30-day) All Other Illegal Drug Use
Compared to the State, All Grades, 2014**



**Statewide Relationship between
Lower Grades and Current (past 30-day) All Other Illegal Drug Use**
Grade 6, 2014**



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.

**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 04-27-2017

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.

Hazelwood Elementary Healthy Youth Survey Fact Sheet

Electronic Cigarette & Vapor Product Use

(Edmonds SD)

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

BACKGROUND

- The emergence of electronic cigarette and vapor products has raised serious concern. Nicotine use at a young age may cause lasting harm to brain development, promote addiction, and lead to sustained tobacco use ^[i]
- Electronic cigarette and vapor product use is on the rise among youth, nationally
- About half of middle school and high school students in the U.S. who used tobacco products in 2015 were current users of two or more types of tobacco products, including e-cigarettes and vapor products ^[ii]
- Preventing youth initiation of tobacco use is a key strategy for stemming the tide of tobacco-related mortality, morbidity and economic costs
- In 2016, Washington State recently passed a Vapor Products bill establishing important youth protections to reduce illegal youth access to vapor products. This law applies to any vapor product whether or not it contains nicotine ^[iii]
- The Food and Drug Administration (FDA) recently extended its authority to cover e-cigarettes, dissolvables, pipe tobacco, hookah tobacco, and cigars as tobacco products. This rule applies to products that contain nicotine ^[iv]

i. Centers for Disease Control and Prevention. (2016, June). Vital Signs. Retrieved from Smoking & Tobacco Use: http://www.cdc.gov/tobacco/data_statistics/vital_signs/index.htm Washington State Department of Health. (2015). Tobacco Facts

ii. Washington State 2015 Update. Tumwater: Washington State Department of Health

iii. An act relating to youth vapor product substance use prevention, and vapor product regulation, without permitting a tax on the sale or production of vapor products. ESSB 6328. (2016) Retrieved from <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=6328>

iv. Food and Drug Administration. (2016, May 16). Tobacco Products. Retrieved from FDA: <http://www.fda.gov/TobaccoProducts/Labeling/ucm388395.htm>

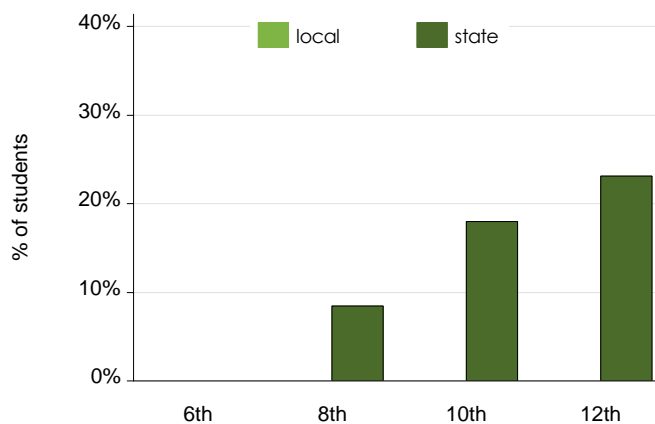
MORE INFORMATION...

- Through key partnerships, the Tobacco 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 24-hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.warecoveryhelpline.org
- For resources to quit tobacco, go to www.doh.wa.gov/YouandYourFamily/Tobacco/HowtoQuit

Substance used* in electronic cigarettes among current (30-day) electronic cigarette users, Grade 6, 2014

*Students can select more than one type of substance

Current (past 30-day) electronic cigarette use compared to the state, all grades



Prevalence	6th	8th	10th	12th
local	N/A	.	.	.
state	N/A	8% ± 1	18% ± 2	23% ± 2

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 04/27/2017

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

Tobacco Use for Hazelwood Elementary (Edmonds SD)

Year: 2014 Grade: 6 Gender: Both Number of Students Surveyed: 44

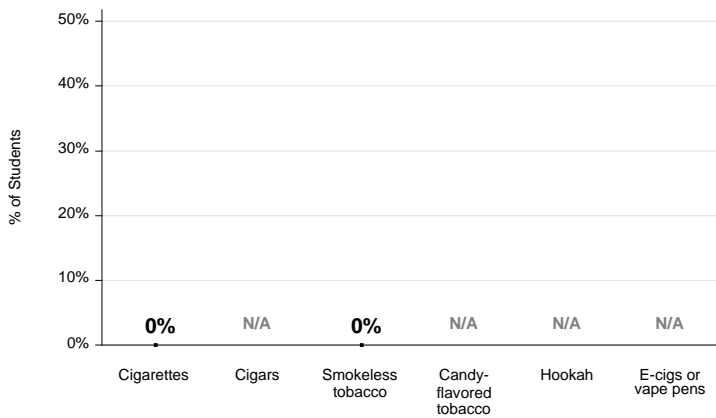
Background:

- 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.

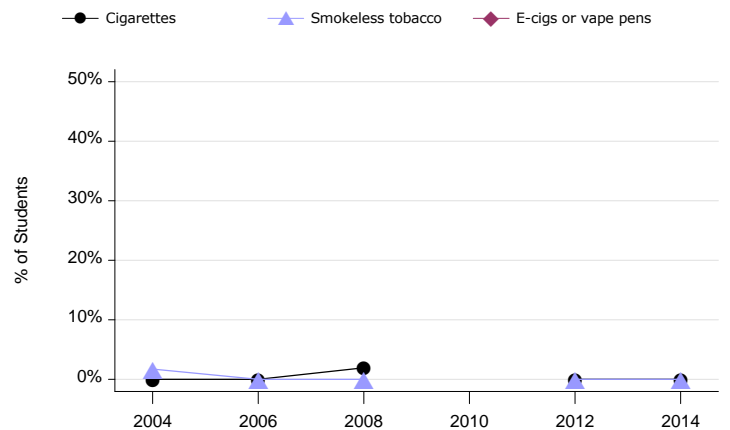
For More Information:

- 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.

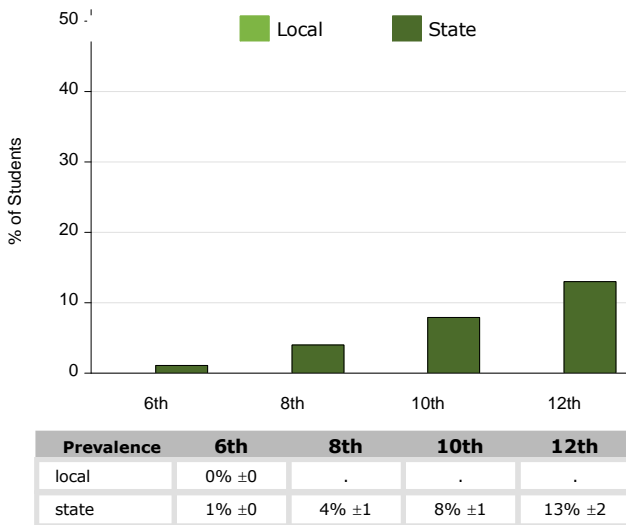
**Current (past 30-day) Tobacco Use
Grade 6, 2014**



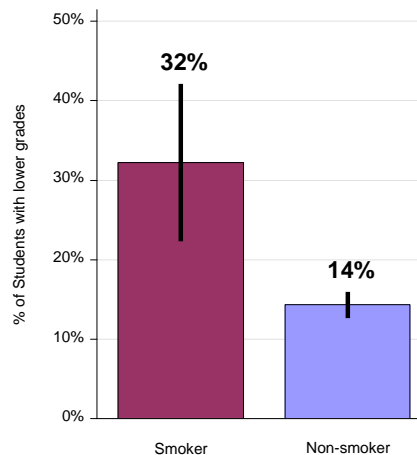
Current (past 30-day) Tobacco Use Trends, Grade 6



**Current (past 30-day) Cigarette Smoking
Compared to the State, All Grades, 2014**



**Statewide Relationship between
Lower Grades and
Current (past 30-day) Cigarette Smoking
Grade 6, 2014**



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

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 04-27-2017

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.

Hazelwood Elementary Healthy Youth Survey Fact Sheet

(Edmonds SD)

Tobacco & Vapor Product Use

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

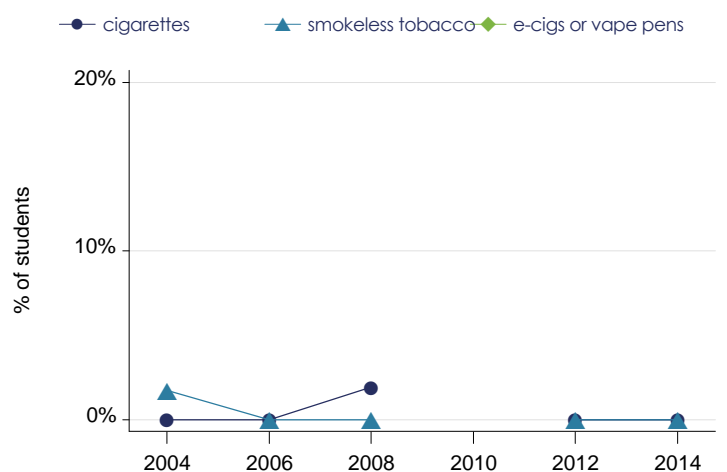
BACKGROUND

- Tobacco use remains the leading cause of preventable death in Washington
- 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
- 104,000 Washington youth alive today will ultimately die prematurely from smoking
- Electronic cigarettes and vapor products use is on the rise among youth and recent studies have indicated that youth who use electronic cigarettes/vapor products are at increased risk of cigarette smoking
- Preventing youth from starting initiation of tobacco use is the most effective way to stem the tide of population-wide tobacco addiction and population-level tobacco-related mortality, morbidity and economic costs

MORE INFORMATION...

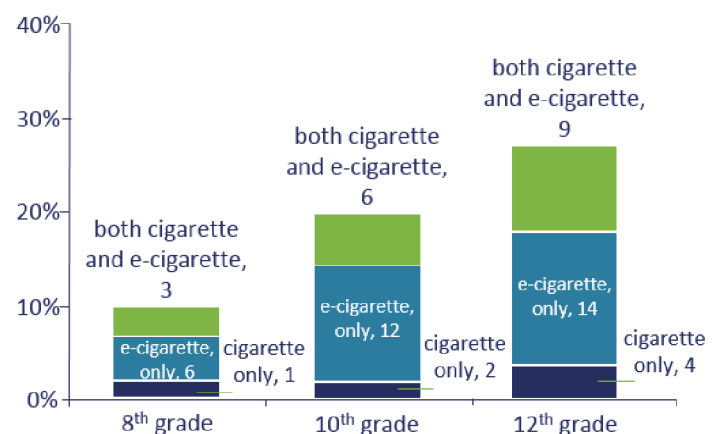
- Through key partnerships, the *Tobacco Prevention and Control Program* addresses youth access to tobacco and the growth in the use of electronic cigarettes and vapor products in Washington State. Find out more, here: www.doh.wa.gov/YouandYourFamily/Tobacco
- For 24-hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.warecoveryhelpline.org
- For resources to quit tobacco, go to www.doh.wa.gov/YouandYourFamily/Tobacco/HowtoQuit

Current (past 30-day) tobacco use trends, grade 6



Prevalence	2004	2006	2008	2010	2012	2014
cigarettes	0% ± 0	0% ± 0	2% ± 4	N/G	0% ± 0	0% ± 0
smokeless tobacco	2% ± 4	0% ± 0	0% ± 0	N/G	0% ± 0	0% ± 0
e-cigs or vape pens	N/S	N/S	N/S	N/S	N/S	N/A

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



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 04/27/2017



Healthy Youth Survey Fact Sheet

Marijuana Use for Hazelwood Elementary (Edmonds SD), page 1 of 2

Year: 2014

Grade: 6

Gender: Both

Number of Students Surveyed: 44

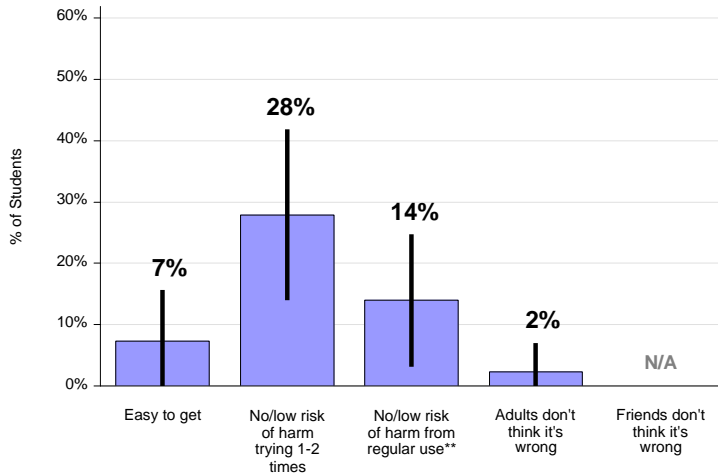
Background:

- 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:

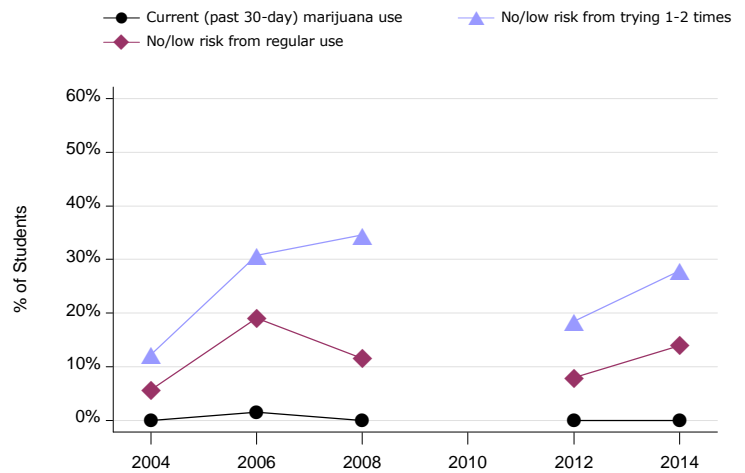
- Parents, schools, and communities can work together to keep youth healthy and safe. For prevention tips and to connect with a prevention coalition in your area, visit www.StartTalkingNow.org.
- For free printed guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse adaiclearinghouse.org 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, 2014**



In 2014, 14% of 6th graders in our school thought there was little or no risk of using marijuana regularly.

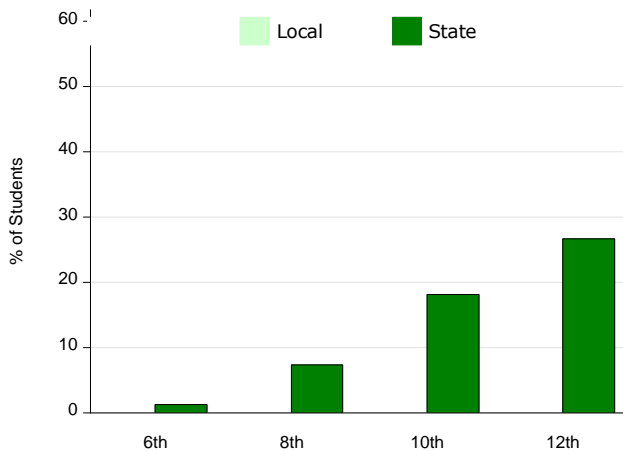
**Marijuana Use and Perception of Harm Trends
Grade 6**



Prevalence	2004	2006	2008	2010	2012	2014
Current (past 30-day) marijuana use	0% ± 0	2% ± 3	0% ± 0	N/G	0% ± 0	0% ± 0
No/low risk from trying 1-2 times	12% ± 9	31% ± 12*	35% ± 13	N/G	18% ± 13	28% ± 14
No/low risk from regular use**	6% ± 6	19% ± 10*	12% ± 9	N/G	8% ± 9	14% ± 11

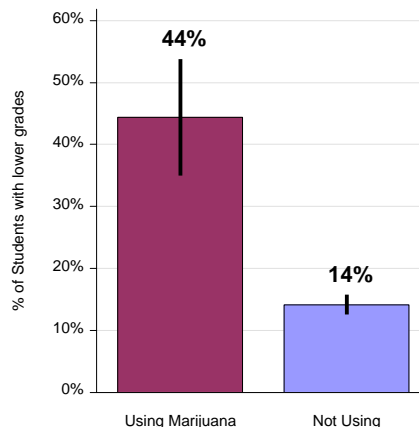
***"Smoke" marijuana regularly was changed to "Use" regularly in 2014. This may mark a break in the trend.

**Current (past 30-day) Marijuana Use
Compared to the State, All Grades, 2014**



Prevalence	6th	8th	10th	12th
Local	0% ± 0	0% ± 0	0% ± 0	0% ± 0
State	1% ± 0	7% ± 1	18% ± 2	27% ± 2

**Statewide Relationship between
Lower Grades and Current (past 30-day) Marijuana Use
Grade 6, 2014**



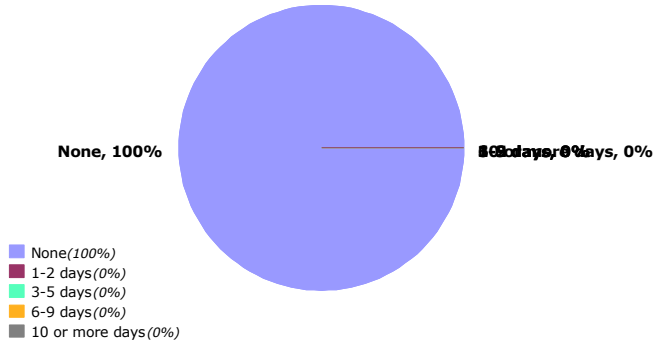
Statewide, more 6th graders who use marijuana report lower grades in school (C's, D's or F's) compared to those who don't use.



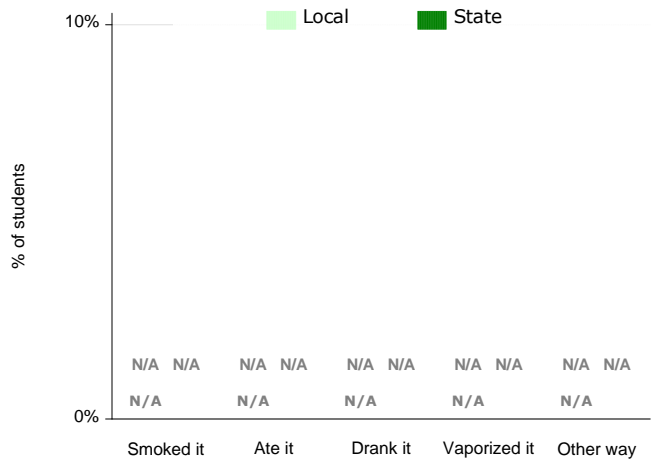
Healthy Youth Survey Fact Sheet

Marijuana Use for Hazelwood Elementary (Edmonds SD), page 2 of 2

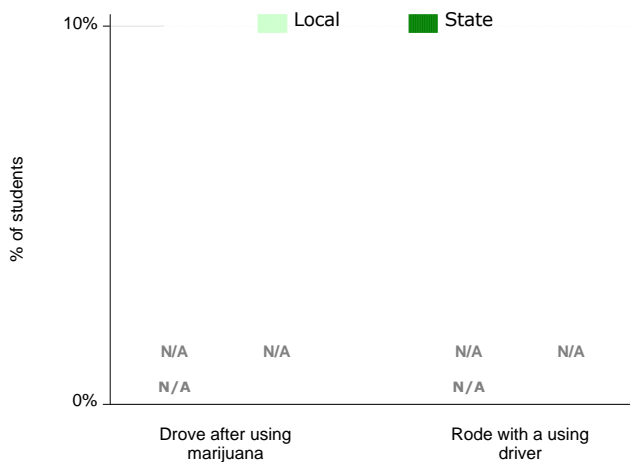
**Level of Current (past 30-day) Marijuana Use
Grade 6, 2014**



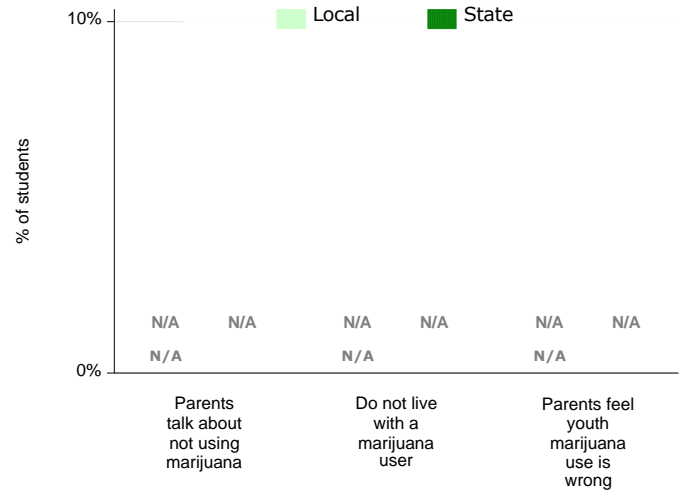
**Type of Marijuana Used among Those Who Used It
Grade 6, 2014**



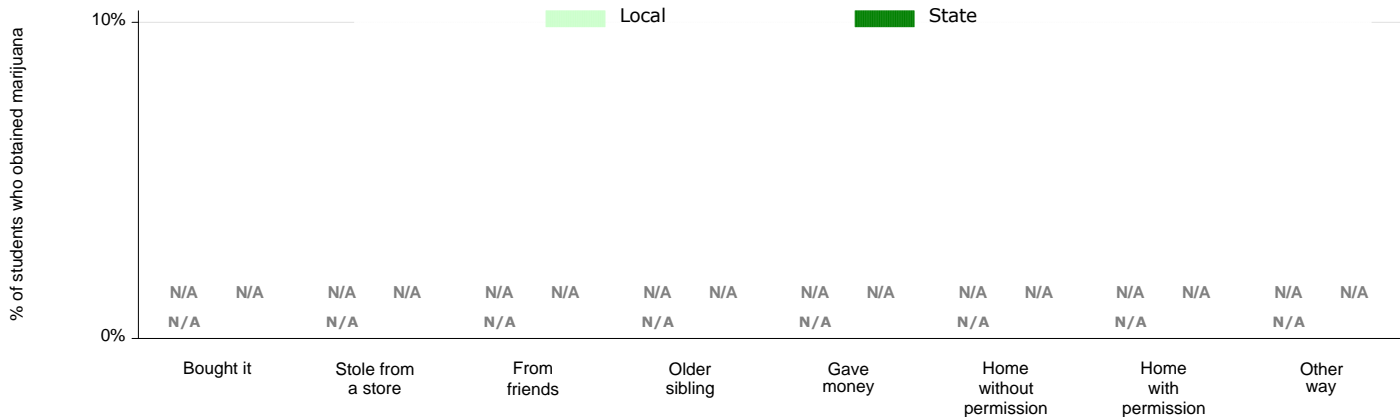
**Marijuana Use and Driving/Riding
Grade 6, 2014**



Family Environment, Grade 6, 2014



Where Do Youth Get Marijuana? Grade 6, 2014



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.