



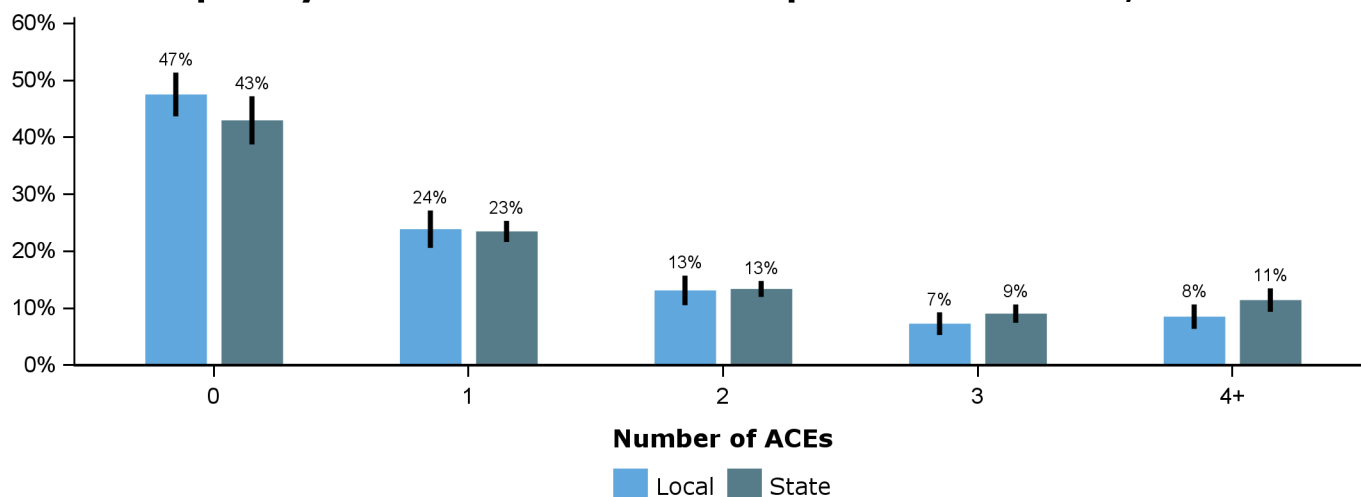
Washington HYS Adverse Childhood Experiences (WAH-ACEs)

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,227

BACKGROUND

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

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



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

Missing Codes

S = result suppressed due to insufficient reporting

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

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



WAH-ACEs on Healthy Youth Survey

HYS questions included in the WAH-ACEs score	District %	State %
1. I feel safe during school (NO!/no).	11.9 (±1.9)	17.0 (±2.1)
2. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school?* (Any days)	4.9 (±1.7)	8.3 (±1.5)
3. Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?* (Any days)	9.6 (±1.7)	13.3 (±1.4)
4. During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?** (Yes)	2.7 (±1.3)	5.7 (±0.9)
5. In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)** (Yes)	0.3 (±0.5)	2.8 (±0.6)
6. Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? (Yes)	8.7 (±2.3)	13.7 (±2.2)
7. Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? (Yes)	20.3 (±3.2)	21.8 (±2.1)
8. Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? (Yes)	16.1 (±3.0)	18.0 (±1.5)
9. How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (Sometimes, Often, Very often)	29.8 (±3.7)	30.7 (±2.0)
10. Are your current living arrangements the result of losing your home because your family cannot afford housing? (Yes)	1.2 (±0.6)	2.5 (±0.4)
11. How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? (Any times)	3.0 (±1.0)	5.9 (±1.0)

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

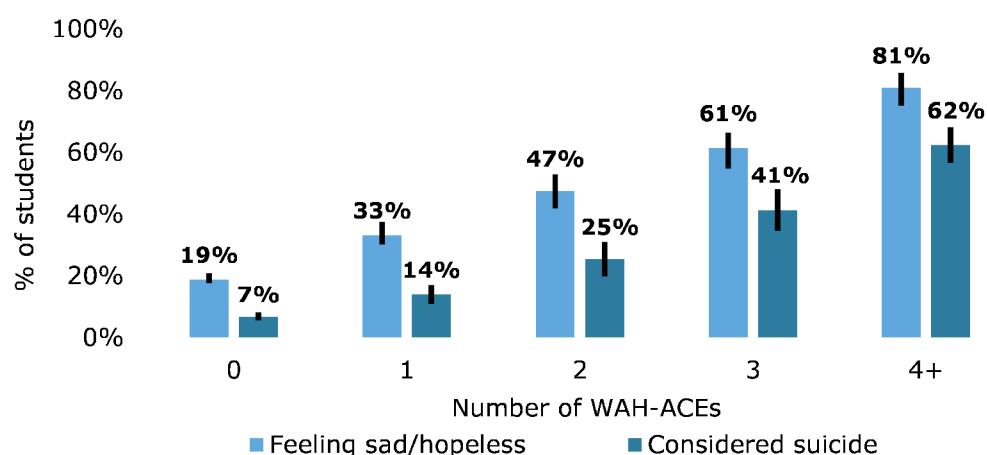
NOTE: Some students did not answer all 11 WAH-ACEs questions on the survey. To calculate their individual scores and account for those missing answers, a method called multiple imputation was used. This method also used predictors such as mother's education, sex, and race/ethnicity to estimate students'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



State Level WAH-ACEs and Key Takeaways

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

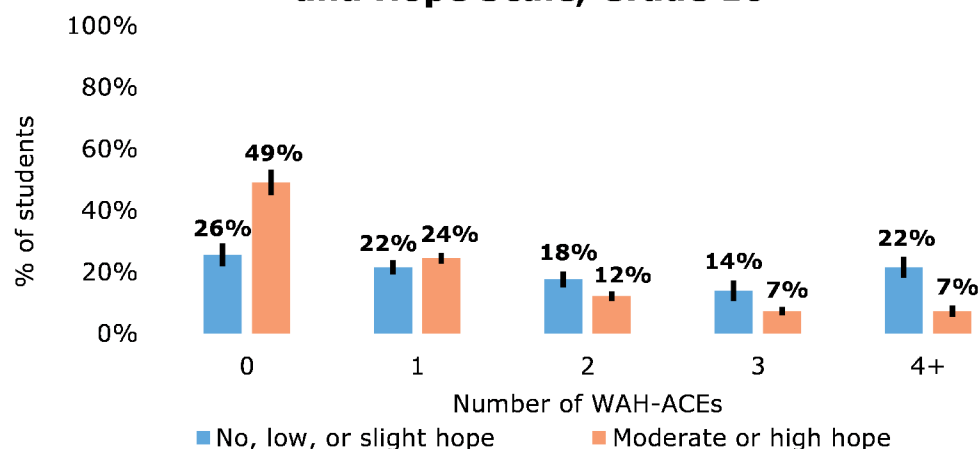
Statewide Relationship between WAH-ACEs score and mental health indicators, Grade 10



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

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

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



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

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

To learn more about ACES, please visit:

[CDC Adverse Childhood Experiences \(ACES\) background](#)

[WAH-ACEs Interpretive Guide](#)

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



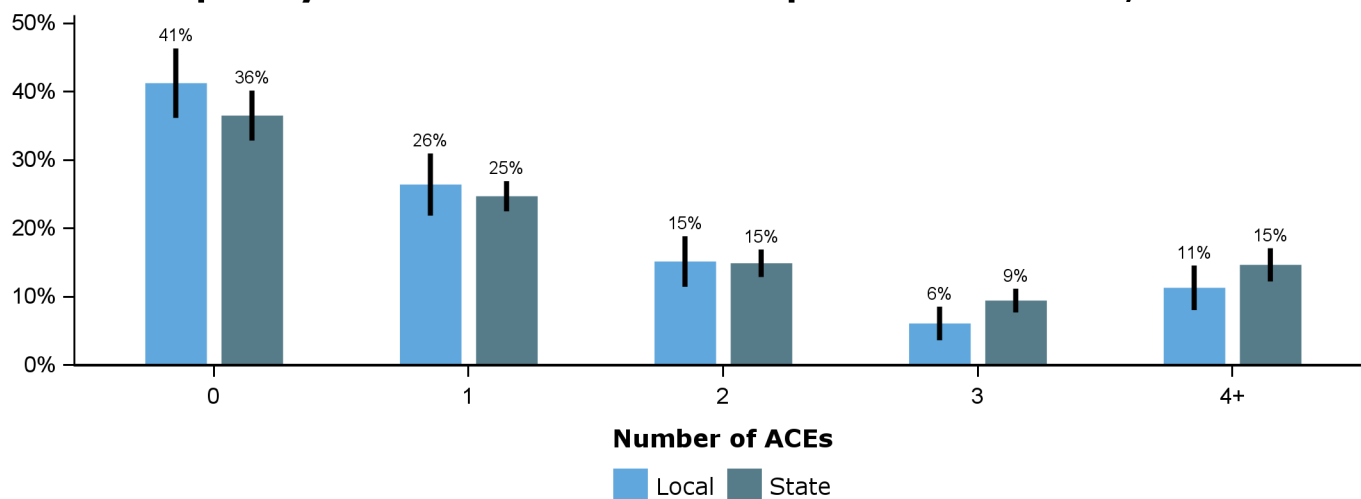
Washington HYS Adverse Childhood Experiences (WAH-ACEs)

Year: 2021 Grade: 12 Sex: All Number of Students Surveyed: 752

BACKGROUND

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

Frequency of WAH-ACEs score compared to the state, Grade 12



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

Missing Codes

S = result suppressed due to insufficient reporting

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

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



WAH-ACEs on Healthy Youth Survey

HYS questions included in the WAH-ACEs score	District %	State %
1. I feel safe during school (NO!/no).	12.9 (± 2.5)	17.6 (± 2.2)
2. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school?* (Any days)	7.2 (± 2.8)	9.5 (± 2.0)
3. Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?* (Any days)	11.2 (± 2.4)	12.7 (± 1.3)
4. During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?** (Yes)	8.6 (± 3.0)	8.8 (± 1.4)
5. In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)** (Yes)	2.1 (± 1.6)	3.7 (± 0.9)
6. Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? (Yes)	16.7 (± 4.0)	22.3 (± 3.5)
7. Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? (Yes)	20.1 (± 4.4)	23.8 (± 2.3)
8. Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? (Yes)	18.1 (± 4.2)	20.2 (± 2.1)
9. How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (Sometimes, Often, Very often)	30.4 (± 5.0)	33.8 (± 2.3)
10. Are your current living arrangements the result of losing your home because your family cannot afford housing? (Yes)	1.5 (± 0.9)	3.0 (± 0.6)
11. How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? (Any times)	2.7 (± 1.2)	7.6 (± 1.4)

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

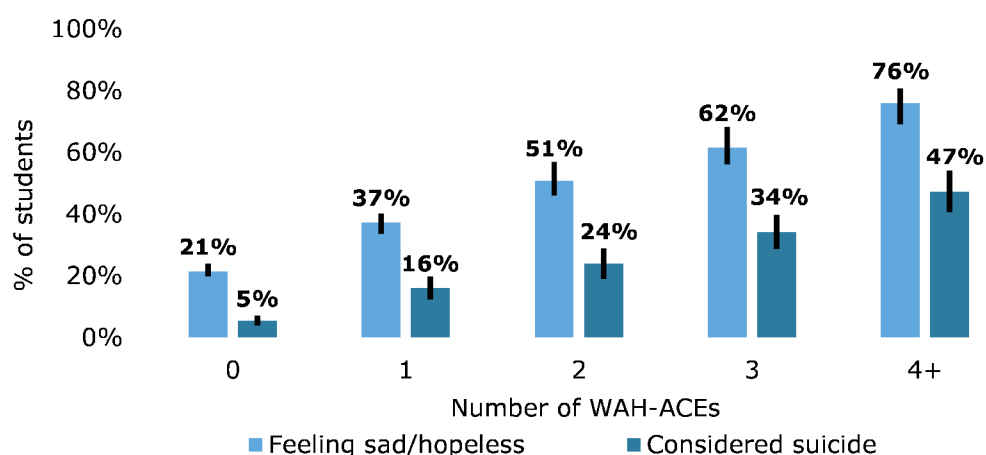
NOTE: Some students did not answer all 11 WAH-ACEs questions on the survey. To calculate their individual scores and account for those missing answers, a method called multiple imputation was used. This method also used predictors such as mother's education, sex, and race/ethnicity to estimate students'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



State Level WAH-ACEs and Key Takeaways

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

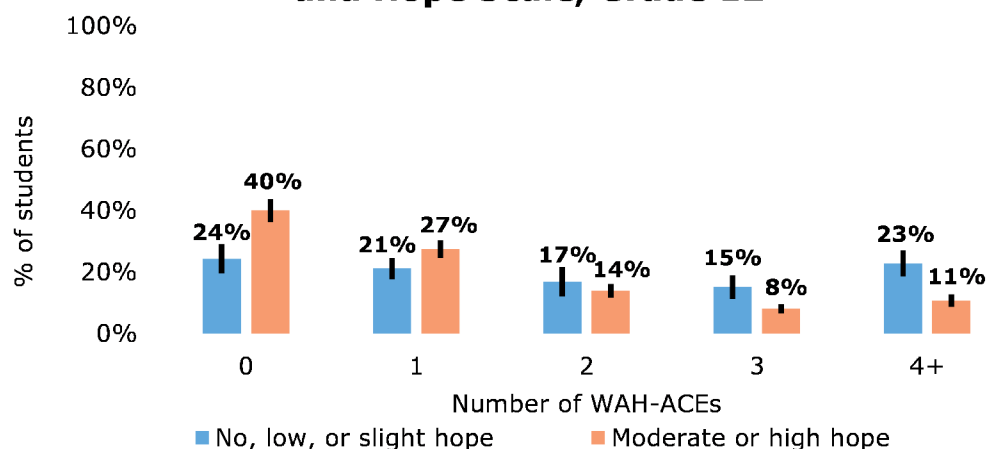
Statewide Relationship between WAH-ACEs score and mental health indicators, Grade 12



Statewide, more 12th grade students who felt sad or hopeless for at least two weeks in the past year reported higher WAH-ACEs scores.

Similarly, more 12th grade students who reported contemplating suicide reported higher WAH-ACEs scores than those who did not consider suicide.

Statewide Relationship between WAH-ACEs score and Hope Scale, Grade 12



Statewide, 12th grade students who reported more hope tended to also have a lower WAH-ACEs scores.

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

To learn more about ACES, please visit:

[CDC Adverse Childhood Experiences \(ACEs\) background](#)

[WAH-ACEs Interpretive Guide](#)

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



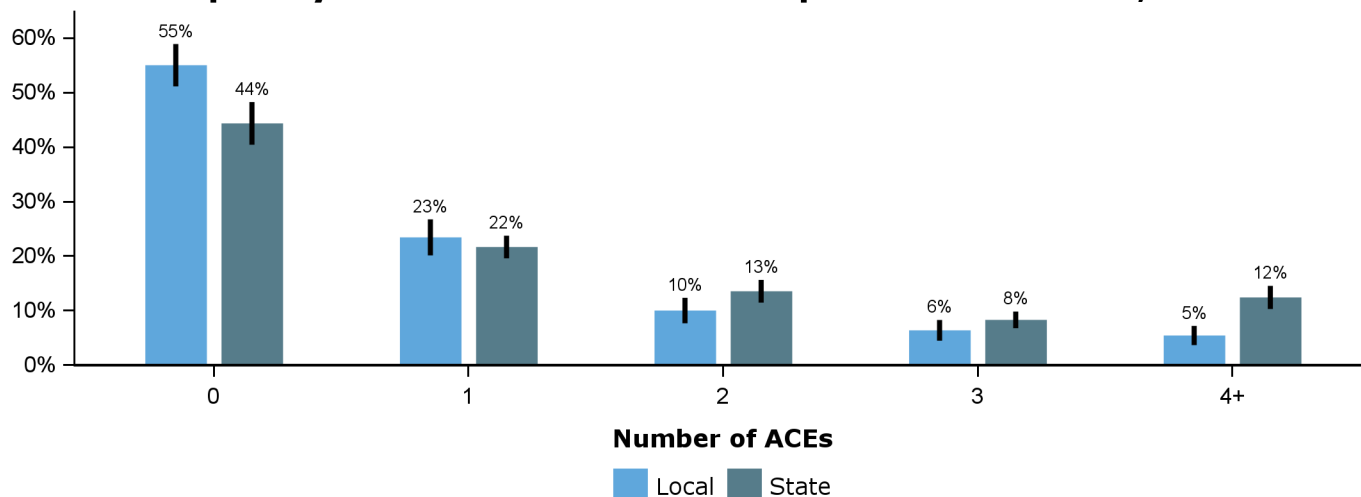
Washington HYS Adverse Childhood Experiences (WAH-ACEs)

Year: 2021 Grade: 8 Sex: All Number of Students Surveyed: 1,295

BACKGROUND

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

Frequency of WAH-ACEs score compared to the state, Grade 8



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

Missing Codes

S = result suppressed due to insufficient reporting

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

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



WAH-ACEs on Healthy Youth Survey

HYS questions included in the WAH-ACEs score	District %	State %
1. I feel safe during school (NO!/no).	8.0 (± 1.6)	16.3 (± 1.7)
2. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school?* (Any days)	4.6 (± 1.7)	9.1 (± 1.4)
3. Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?* (Any days)	10.5 (± 1.8)	22.8 (± 1.9)
4. During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?** (Yes)	1.0 (± 0.8)	4.3 (± 0.9)
5. In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)** (Yes)	0.7 (± 0.7)	2.3 (± 0.6)
6. Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? (Yes)	4.0 (± 1.6)	9.7 (± 1.7)
7. Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? (Yes)	15.9 (± 3.0)	19.6 (± 2.1)
8. Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? (Yes)	13.7 (± 2.8)	17.3 (± 2.1)
9. How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (Sometimes, Often, Very often)	23.5 (± 3.4)	30.9 (± 2.8)
10. Are your current living arrangements the result of losing your home because your family cannot afford housing? (Yes)	0.9 (± 0.5)	2.4 (± 0.4)
11. How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? (Any times)	1.8 (± 0.8)	5.2 (± 0.8)

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

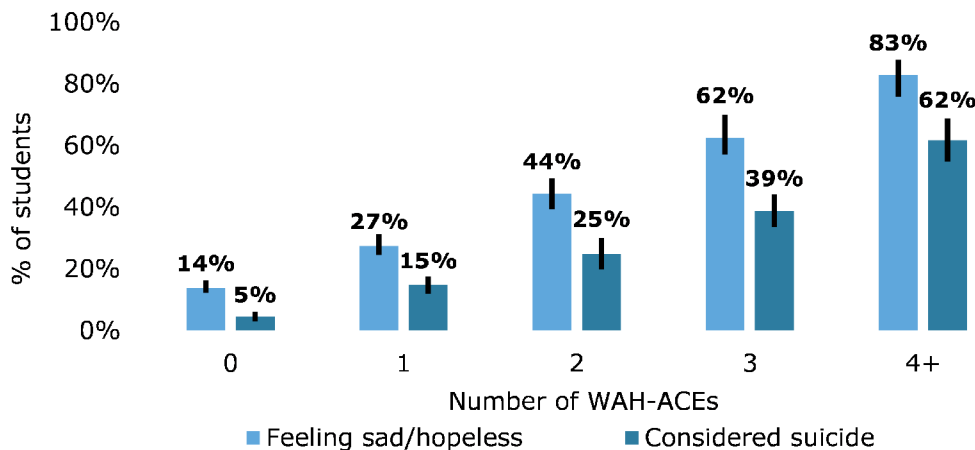
NOTE: Some students did not answer all 11 WAH-ACEs questions on the survey. To calculate their individual scores and account for those missing answers, a method called multiple imputation was used. This method also used predictors such as mother's education, sex, and race/ethnicity to estimate students'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



State Level WAH-ACEs and Key Takeaways

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

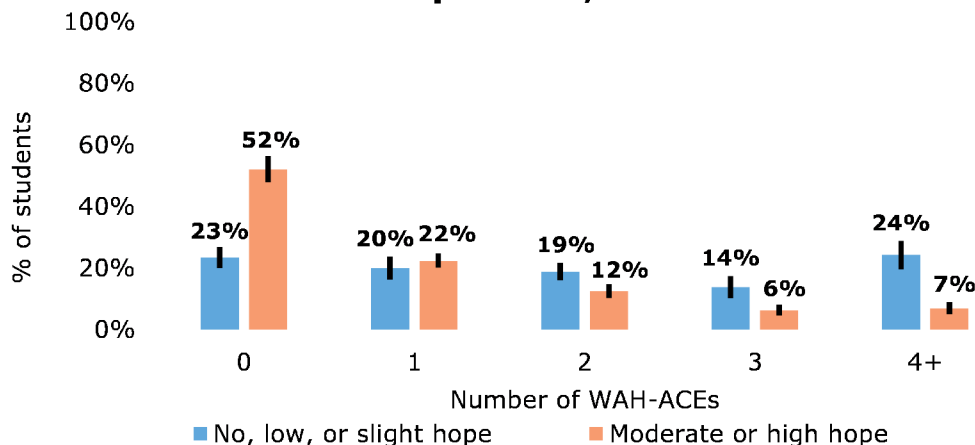
Statewide Relationship between WAH-ACEs score and mental health indicators, Grade 8



Statewide, more 8th grade students who felt sad or hopeless for at least two weeks in the past year reported higher WAH-ACEs scores.

Similarly, more 8th grade students who reported contemplating suicide reported higher WAH-ACEs scores than those who did not consider suicide.

Statewide Relationship between WAH-ACEs score and Hope Scale, Grade 8



Statewide, 8th grade students who reported more hope tended to also have a lower WAH-ACEs scores.

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

To learn more about ACES, please visit:

[CDC Adverse Childhood Experiences \(ACEs\) background](#)

[WAH-ACEs Interpretive Guide](#)

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