WASHINGTON STATE healthy youth SURVEY



Unintentional Injury Fact Sheet 2025

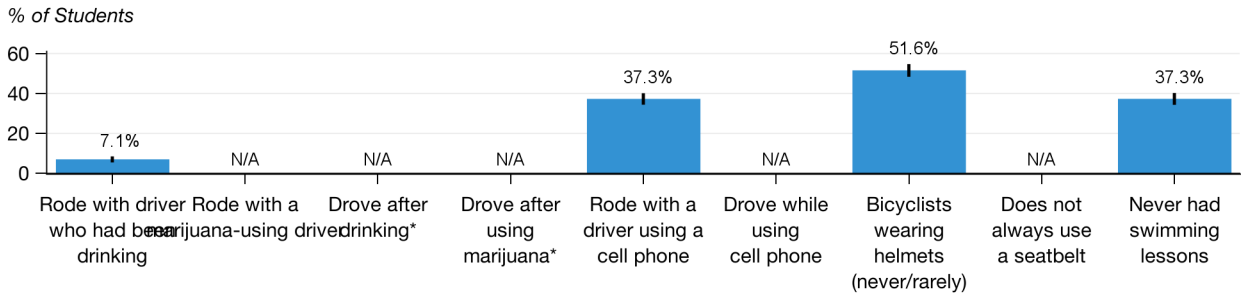
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

- Unintentional injury is the leading cause of death and disability among youth and adolescents in the US and in Washington State.[1]
- Motor vehicle crashes account for nearly half of the unintentional injuries occurring among adolescents. [1]
- Other unintentional injuries among adolescents are poisoning, which include drug overdoses, drowning, and crashes from other forms of transport (e.g., bikes, boats).
- Behaviors that increase the risk of unintentional injury include driving or riding with a driver who is distracted or under the influence of alcohol or marijuana, riding a bike without a helmet, not wearing a seat belt in the car, or not wearing a life jacket in or near water.

Behaviors that Increase Risk of Unintentional Injury - Grade 6, 2025



Highlight: In 2025, 7% of 6th graders in our school district rode with a drinking driver.

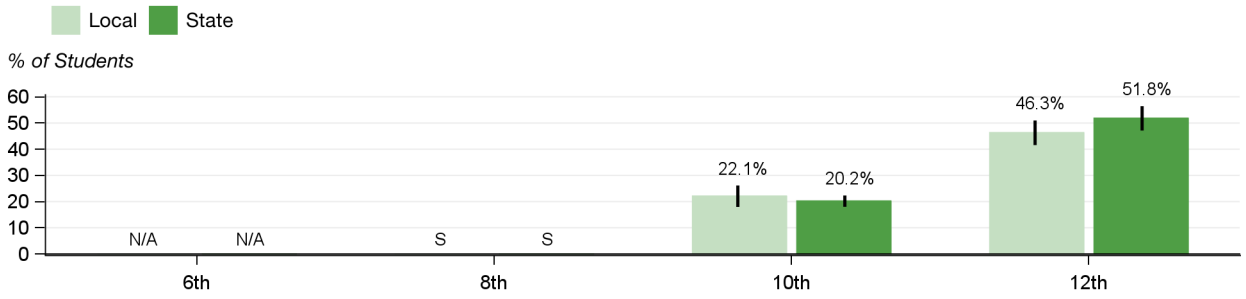
The bar chart above shows Behaviors that Increase Risk of Unintentional Injury for Grade 6, 2025. The measures and values are:

Measure	Value
Rode with driver who had been drinking	7.1% ±1.5%
Rode with a marijuana-using driver	*not asked of grade*
Drove after drinking*	*not asked of grade*
Drove after using marijuana*	*not asked of grade*

Measure	Value
Rode with a driver using a cell phone	37.3% ±2.9%
Drove while using cell phone	*not asked of grade*
Wearing bicycle helmets (never/rarely)	51.6% ±3.2%
Does not always use a seatbelt	*not asked of grade*
Never had swimming lessons	37.3% ±3.0%

*Among those who drove a car or other vehicle during the past 30 days

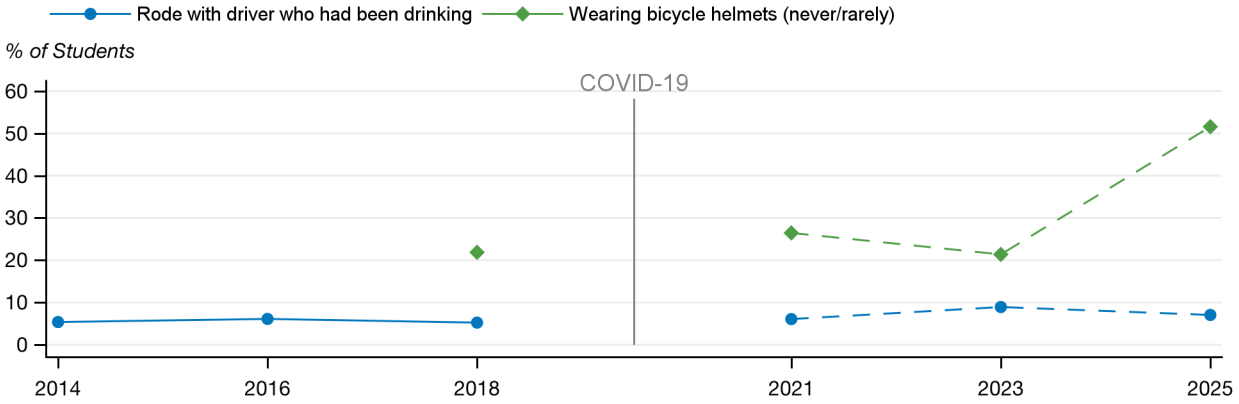
Drove While Using Cell Phone, among Those Who Drove, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Drove While Using Cell Phone, among Those Who Drove for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	*not asked of grade*	*not asked of grade*
8th grade	*suppressed*	*suppressed*
10th grade	22.1% ±4.1%	20.2% ±2.2%
12th grade	46.3% ±4.7%	51.8% ±4.6%

Unintentional Injury - 2014-2025, Grade 6

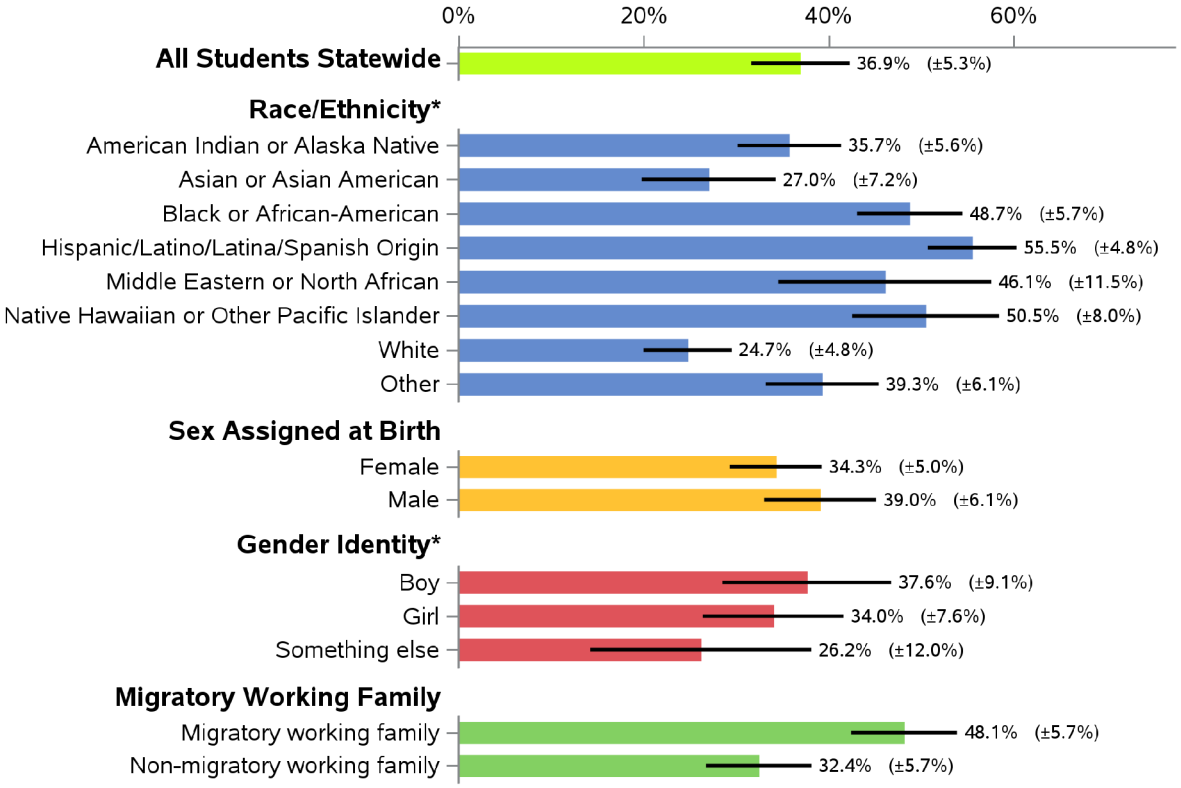


The trend plot above shows measures of Unintentional Injury between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Rode with driver who had been drinking	5.4% ±1.4% ↓	6.1% ±1.4%	5.2% ±1.3%	6.1% ±1.6%	8.9% ±1.7% ↑	7.1% ±1.5%
Wearing bicycle helmets (never/rarely)	*not asked this year*	*not asked this year*	21.9% ±2.6%	26.4% ±3.1% ↑	21.4% ±2.6% ↓	51.6% ±3.2%

Reports for other grades show a chart and table of the statewide relationship between driving while using cell phone and driving after using marijuana - the results are not signigicant for grade 6

Statewide Relationship between Bicyclists Never/Rarely Wearing Helmets and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Bicyclists Never/Rarely Wearing Helmets and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	68.3% ±4.9%
By Race/Ethnicity	
American Indian or Alaska Native	70.9% ±4.9%
Asian or Asian American	64.6% ±7.8%
Black or African-American	82.9% ±3.6%
Hispanic/Latino/Latina/Spanish Origin	83.5% ±2.6%
Middle Eastern or North African	80.3% ±11.6%
Native Hawaiian or Other Pacific Islander	78.2% ±5.7%
White	57.8% ±5.7%
Other	70.0% ±5.0%
By Sex Assigned at Birth	
Female	67.5% ±5.2%
Male	69.0% ±5.0%
By Gender Identity	
Boy	66.8% ±7.6%
Girl	66.1% ±8.5%
Something else	58.9% ±13.9%
By Migratory Working Family	
Migratory working family	78.7% ±4.2%
Non-migratory working family	67.1% ±5.1%

For More Information

- Visit the Washington State Injury and Violence Prevention Website at: **www.doh.wa.gov/DataandStatisticalReports/InjuryViolenceandPoisoning**
- Visit the CDC Injury Center at: **https://www.cdc.gov/injury/index.html**

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

References

1. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS). Available from URL: **www.wisqars.cdc.gov**

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Violent Behaviors and School Safety Fact Sheet 2025

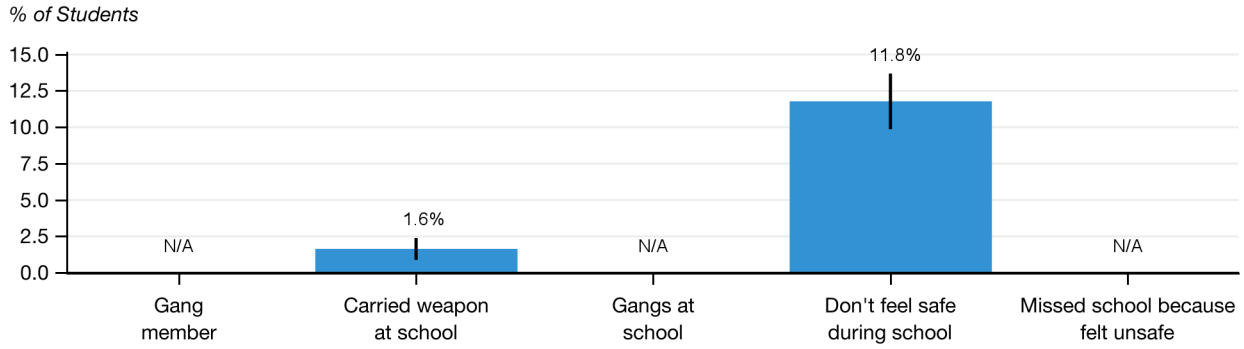
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

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

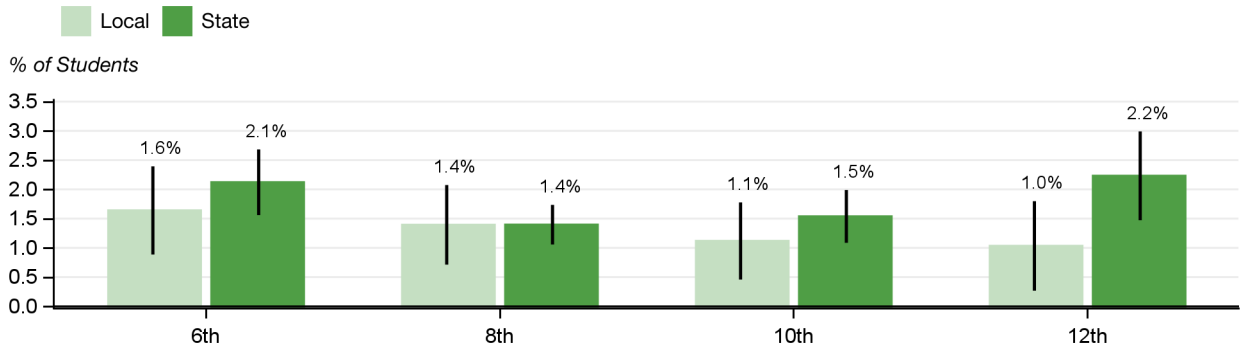
Violent Behavior and School Safety measures - Grade 6, 2025



The bar chart above shows Violent Behavior and School Safety measures for Grade 6, 2025. The measures and values are:

Measure	Value
Gang member	*not asked of grade*
Carried weapon at school	1.6% ±0.8%
Gangs at school	*not asked of grade*
Don't feel safe during school	11.8% ±1.9%
Missed school because felt unsafe	*not asked of grade*

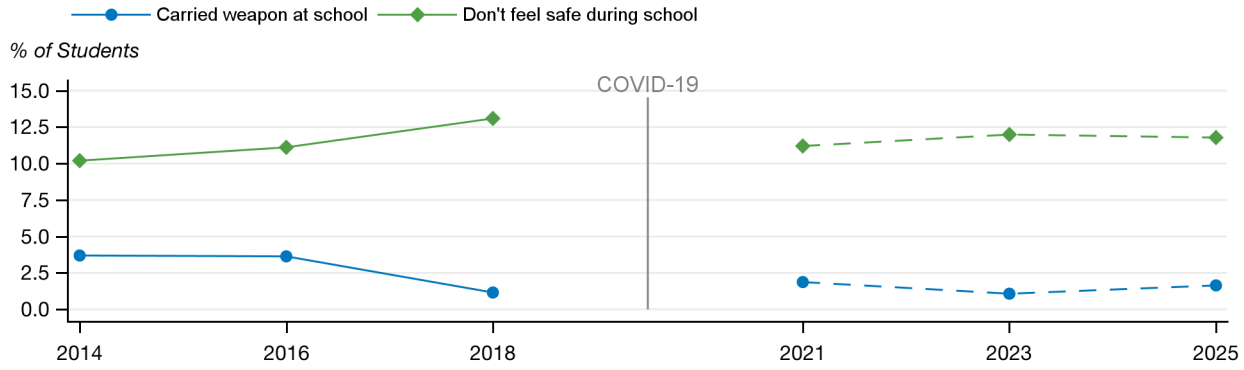
Carried a Weapon at School, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Carried a Weapon at School for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	1.6% ±0.8%	2.1% ±0.6%
8th grade	1.4% ±0.7%	1.4% ±0.3%
10th grade	1.1% ±0.7%	1.5% ±0.5%
12th grade	1.0% ±0.8%	2.2% ±0.8%

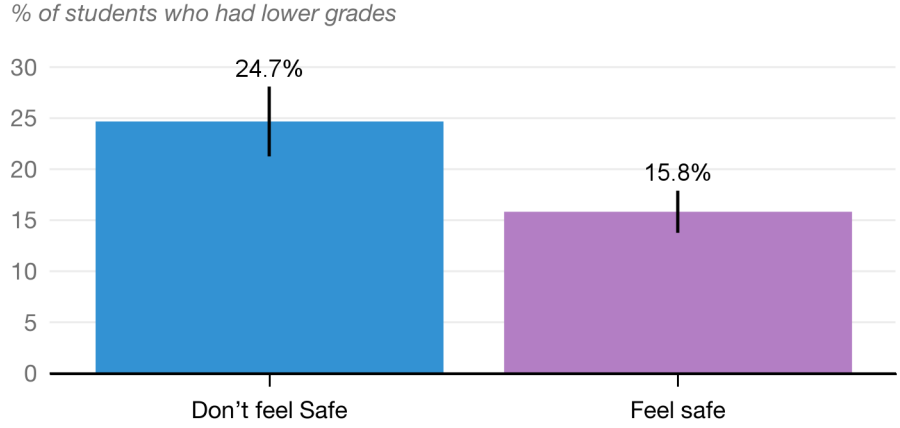
Violent Behavior and School Safety - 2014-2025, Grade 6



The trend plot above shows measures of Violent Behavior and School Safety between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Carried weapon at school	3.7% ±1.1%	3.6% ±1.1%	1.2% ±0.6% ↓	1.9% ±0.9%	1.1% ±0.6%	1.6% ±0.8%
Don't feel safe during school	10.2% ±1.8%	11.1% ±1.8%	13.1% ±1.9%	11.2% ±2.1%	12% ±1.9%	11.8% ±1.9%

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

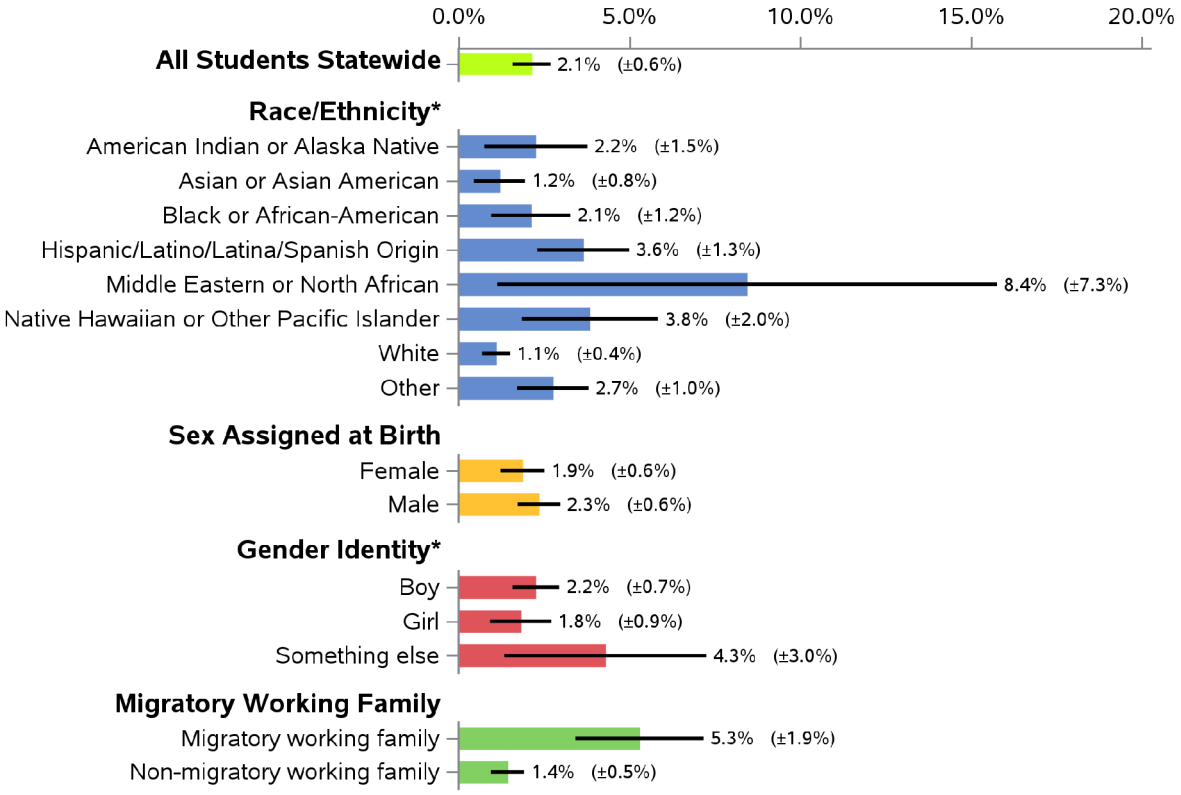


The bar chart above shows the statewide relationship between lower grades and not feeling safe at school for Grade 6 in 2025

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

Student group	Results
for those who don't feel safe	24.7% who had lower grades (±3.4%)
for those who feel safe	15.8% who had lower grades (±2.1%)

Statewide Relationship between Carrying a Weapon at School and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Carrying a Weapon at School and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	2.1% ±0.6%
By Race/Ethnicity	
American Indian or Alaska Native	2.2% ±1.5%
Asian or Asian American	1.2% ±0.8%
Black or African-American	2.1% ±1.2%
Hispanic/Latino/Latina/Spanish Origin	3.6% ±1.3%
Middle Eastern or North African	8.4% ±7.3%
Native Hawaiian or Other Pacific Islander	3.8% ±2.0%
White	1.1% ±0.4%
Other	2.7% ±1.0%
By Sex Assigned at Birth	
Female	1.9% ±0.6%
Male	2.3% ±0.6%
By Gender Identity	
Boy	2.2% ±0.7%
Girl	1.8% ±0.9%
Something else	4.3% ±3.0%
By Migratory Working Family	
Migratory working family	5.3% ±1.9%
Non-migratory working family	1.8% ±0.5%

For More Information

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

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
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- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

WASHINGTON STATE
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Bullying and Harassment Fact Sheet 2025

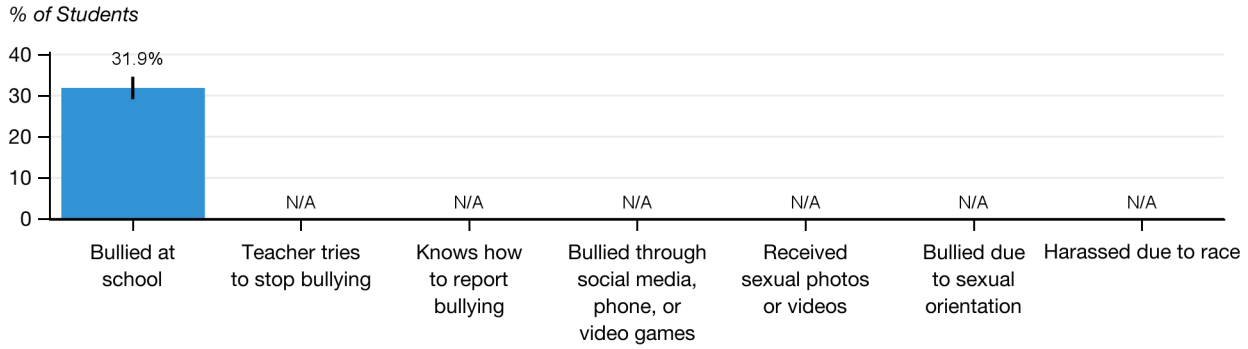
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

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

Bullying and Harassment - Grade 6, 2025

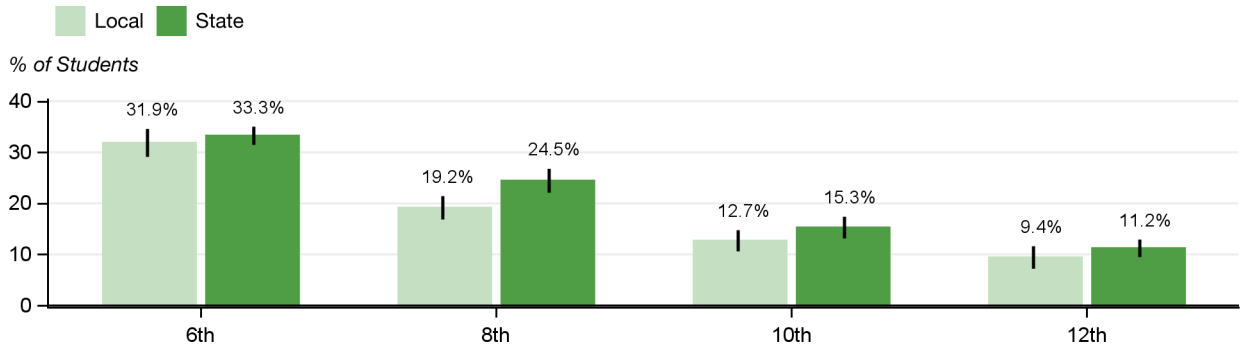


The bar chart above shows Bullying and Harassment for Grade 6, 2025. The measures and values are:

Measure	Value
Bullied at school	31.9% ±2.7%
Teacher tries to stop bullying	*not asked of grade*
Knows how to report bullying	*not asked of grade*
Bullied through social media, phone, or video games	*not asked of grade*

Measure	Value
Received sexual photos or videos	*not asked of grade*
Bullied due to sexual orientation	*not asked of grade*
Harassed due to race	*not asked of grade*

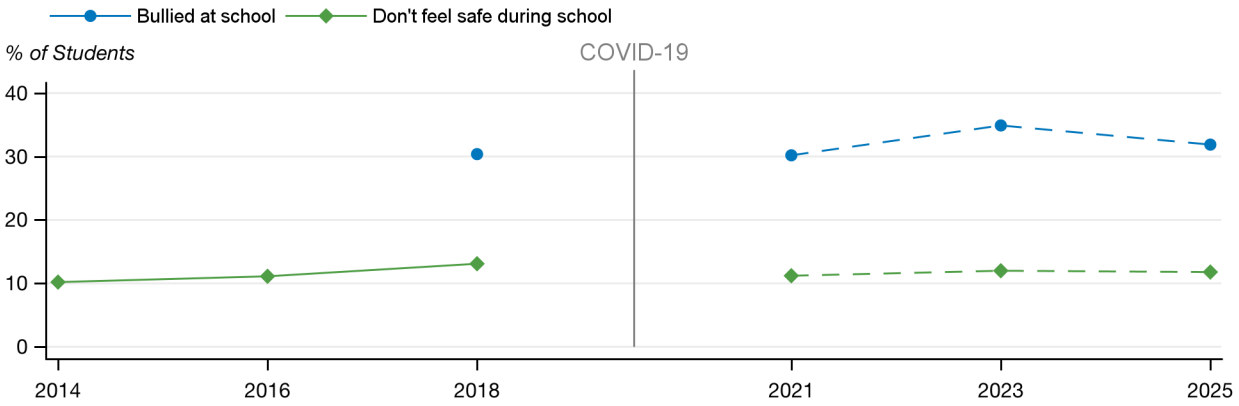
Bullied in Past Month, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Bullied in Past Month for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	31.9% ±2.7%	33.3% ±1.8%
8th grade	19.2% ±2.3%	24.5% ±2.3%
10th grade	12.7% ±2.1%	15.3% ±2.1%
12th grade	9.4% ±2.2%	11.2% ±1.7%

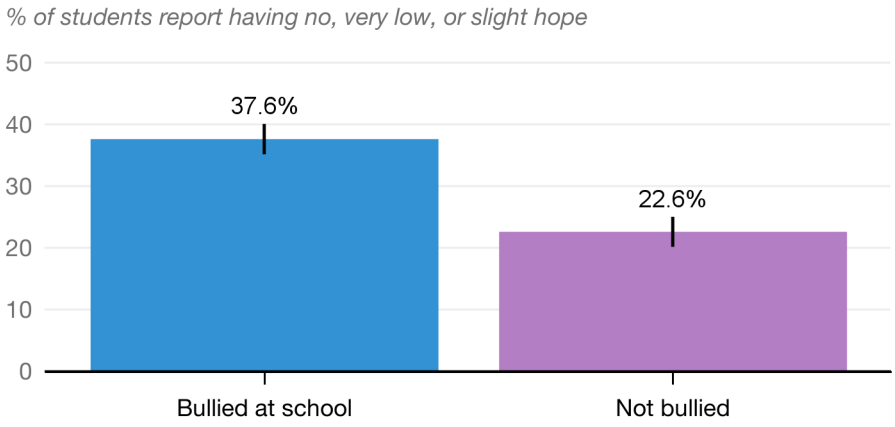
Bullying and Harassment - 2014-2025, Grade 6



The trend plot above shows measures of Bullying and Harassment between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Bullied at school	*not asked this year*	*not asked this year*	30.4% ±2.7%	30.2% ±3.1%	34.9% ±2.8% ▲	31.9% ±2.7%
Don't feel safe during school	10.2% ±1.8%	11.1% ±1.8%	13.1% ±1.9%	11.2% ±2.1%	12% ±1.9%	11.8% ±1.9%

Statewide Relationship between No, Very Low, or Slight Hope and Bullying, Grade 6

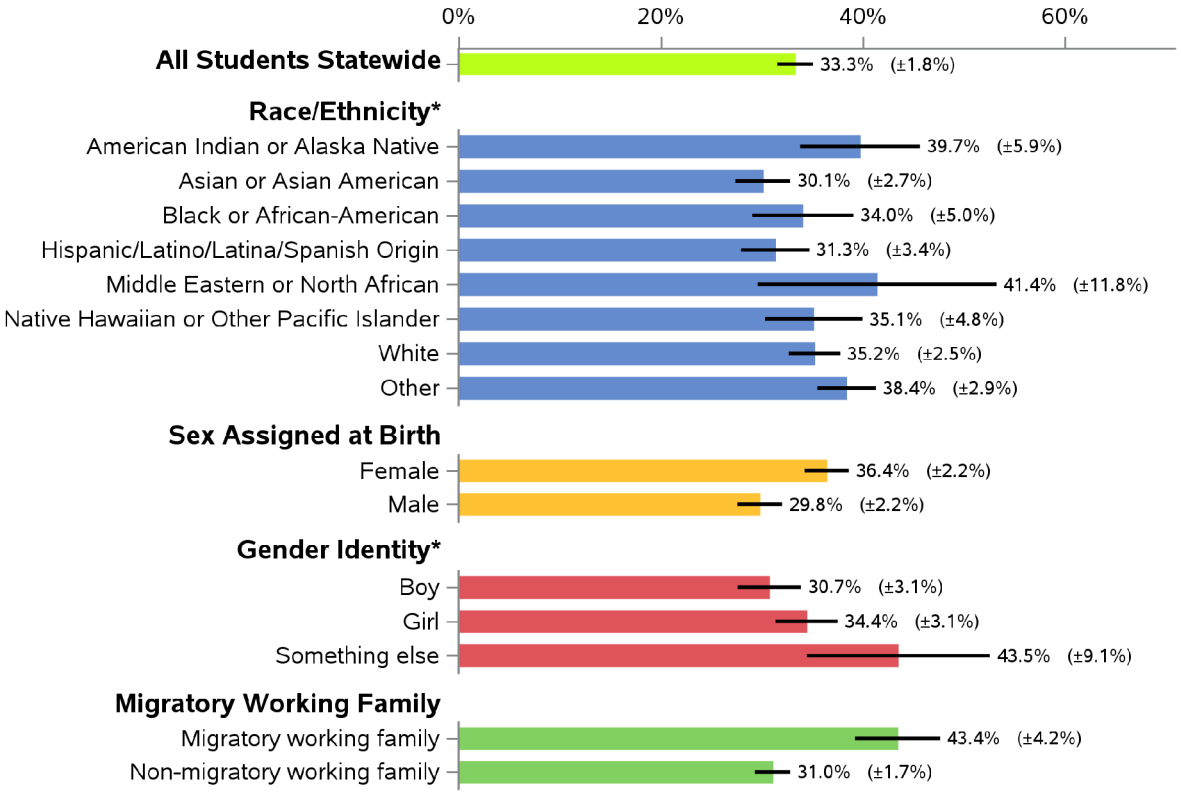


The bar chart above shows the statewide relationship between no, very low, or slight hope and bullying for Grade 6 in 2025

Statewide, more 6th graders who are bullied at school report having no, very low, or slight hope compared to those who aren't bullied.

Student group	Results
for those who were bullied at school	37.6% report having no, very low, or slight hope (±2.5%)
for those who were not bullied	22.6% report having no, very low, or slight hope (±2.4%)

Statewide Relationship between Bullied in Past Month and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Bullied in Past Month and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	33.3% ±1.8%
By Race/Ethnicity	
American Indian or Alaska Native	39.7% ±5.9%
Asian or Asian American	30.1% ±2.7%
Black or African-American	34.0% ±5.0%
Hispanic/Latino/Latina/Spanish Origin	31.3% ±3.4%
Middle Eastern or North African	41.4% ±11.8%
Native Hawaiian or Other Pacific Islander	35.1% ±4.8%
White	35.2% ±2.5%
Other	38.4% ±2.9%
By Sex Assigned at Birth	
Female	36.4% ±2.2%
Male	29.8% ±2.2%
By Gender Identity	
Boy	30.7% ±3.1%
Girl	34.4% ±3.1%
Something else	43.5% ±9.1%
By Migratory Working Family	
Migratory working family	43.4% ±4.2%
Non-migratory working family	32.3% ±1.7%

For More Information

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

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
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The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

WASHINGTON STATE healthy youth SURVEY



Community Risk Factors Fact Sheet 2025

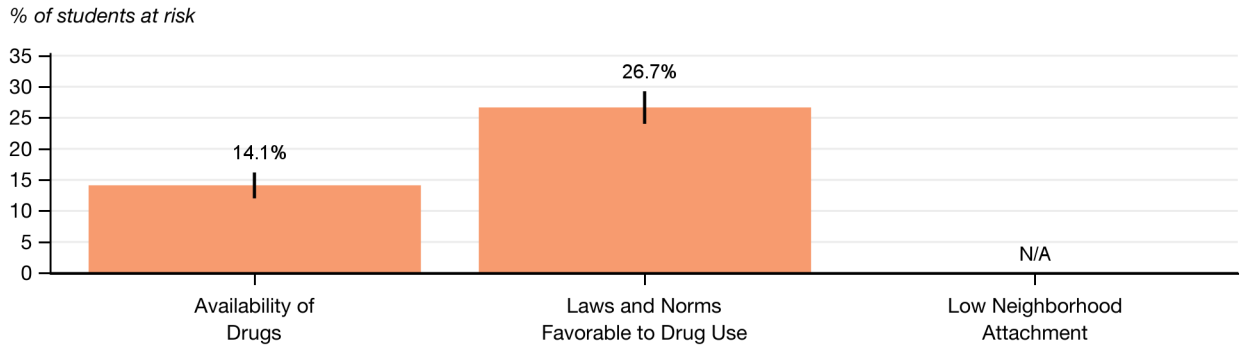
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

- Researchers at the University of Washington Social Development Research Group (UW SDRG) developed a public health model for the prevention of youth substance use and other behaviors. Risk factors predict substance use or other behaviors, while protective factors can prevent substance use or protect against the effects of those risks. Effective prevention focuses on reducing risk and increasing protection. Additional details are available here: **Risk and Protective Factors on HYS**
- Each risk and protective factor in the HYS is measured with two or more questions to include multiple dimensions of the 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 SDRG researchers.
- Addressing community risk and protective factors can look like building community cohesion, creating and enforcing local policies, and more. More information on effective community based prevention is available here: **The Power of Prevention Across Domains**

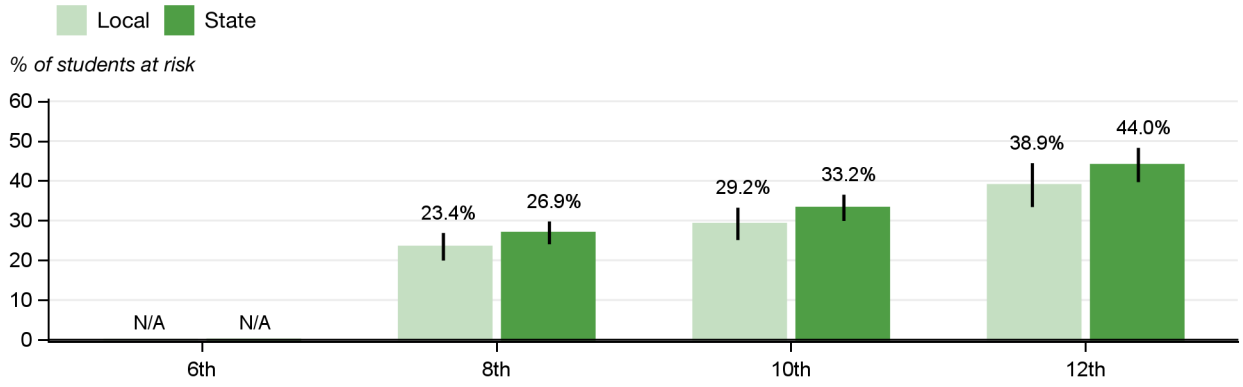
Risk Factors: Availability of Drugs, and Laws and Norms Favorable to Drug Use, and Low Neighborhood Attachment - Grade 6, 2025



The bar chart above shows Risk Factors: Availability of Drugs, and Laws and Norms Favorable to Drug Use, and Low Neighborhood Attachment for Grade 6, 2025. The measures and values are:

Measure	Value
Availability of Drugs	14.1% ±2.1%
Laws and Norms Favorable to Drug Use	26.7% ±2.6%
Low Neighborhood Attachment	*not asked of grade*

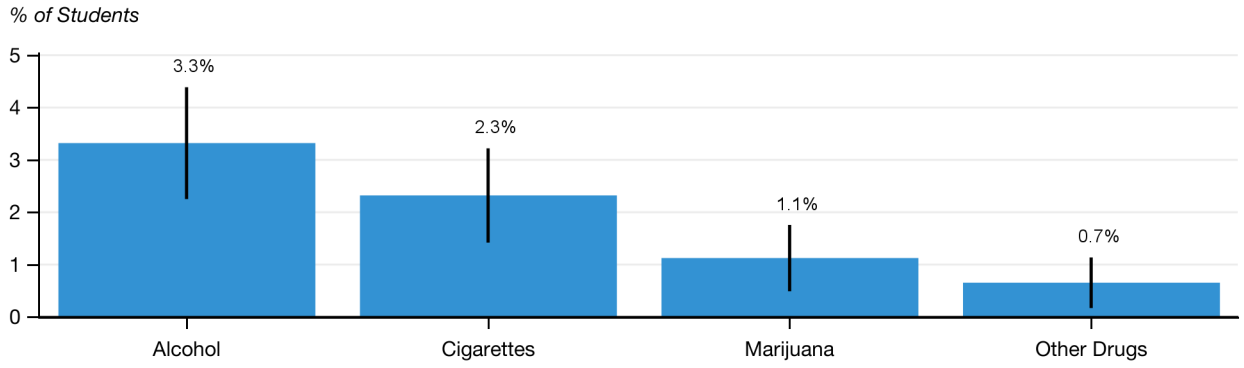
Risk Factor: Low Neighborhood Attachment, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Risk Factor: Low Neighborhood Attachment for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	*not asked of grade*	*not asked of grade*
8th grade	23.4% ±3.5%	26.9% ±2.9%
10th grade	29.2% ±4.1%	33.2% ±3.3%
12th grade	38.9% ±5.5%	44.0% ±4.3%

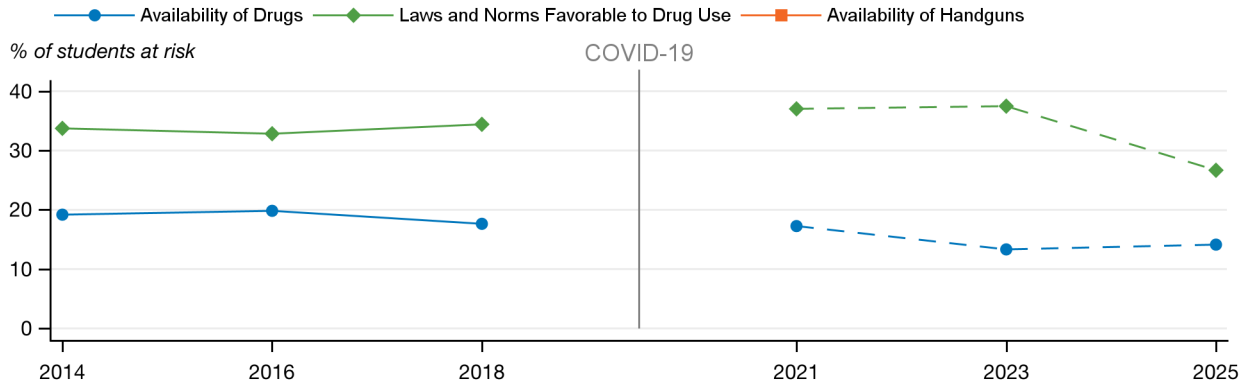
Substances Perceived as "Very Easy" to Get - Grade 6, 2025



The bar chart above shows Substances Perceived as "Very Easy" to Get for Grade 6, 2025. The measures and values are:

Measure	Value
Alcohol	3.3% ±1.1%
Cigarettes	2.3% ±0.9%
Marijuana	1.1% ±0.6%
Other Drugs	0.7% ±0.5%

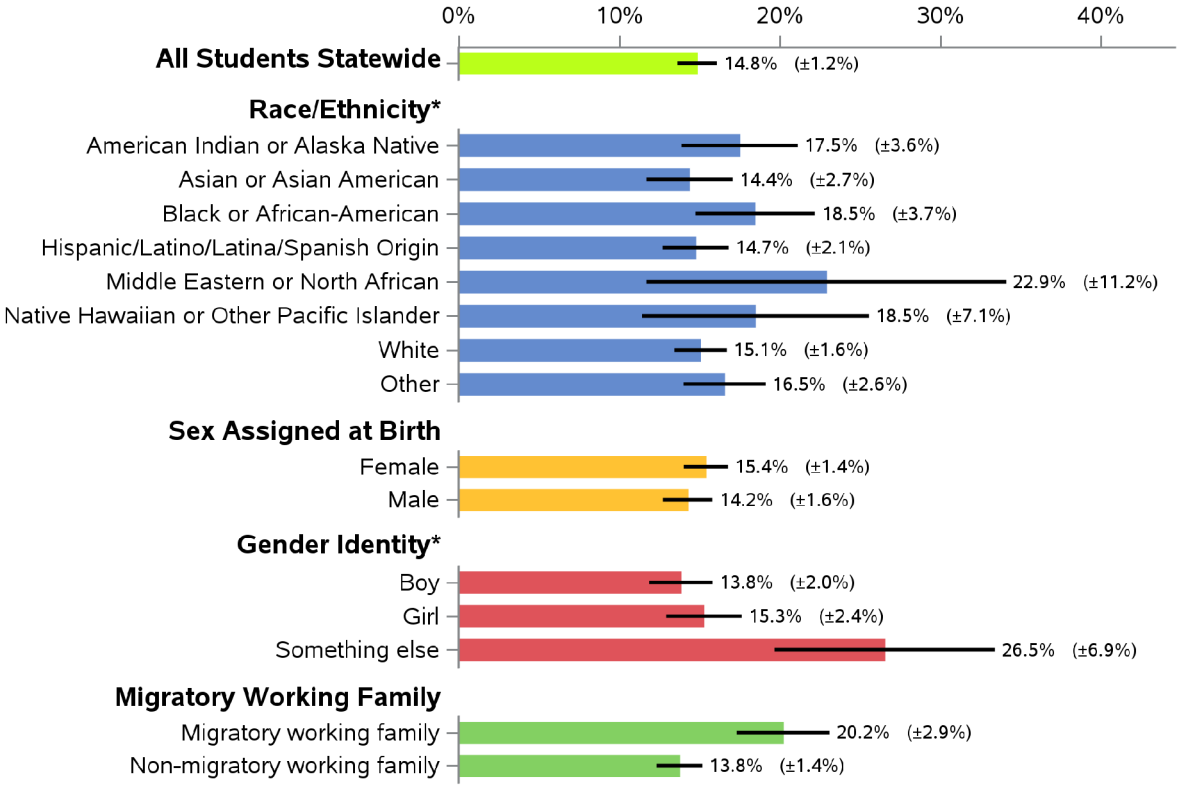
Community Risk Factors - 2014-2025, Grade 6



The trend plot above shows measures of Community Risk Factors between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Availability of Drugs	19.2% ±2.4%	19.8% ±2.3%	17.6% ±2.3%	17.3% ±2.6%	13.3% ±2.1% ↓	14.1% ±2.1%
Laws and Norms Favorable to Drug Use	33.7% ±2.8%	32.8% ±2.7%	34.4% ±2.8%	37% ±3.2%	37.5% ±2.9%	26.7% ±2.6% ↓
Availability of Handguns	*not asked this year*	*not asked this year*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*

Statewide Relationship between Perceived Availability of Drugs and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Perceived Availability of Drugs and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
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- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	14.8% ±1.2%
By Race/Ethnicity	
American Indian or Alaska Native	17.5% ±3.6%
Asian or Asian American	14.4% ±2.7%
Black or African-American	18.5% ±3.7%
Hispanic/Latino/Latina/Spanish Origin	14.7% ±2.1%
Middle Eastern or North African	22.9% ±11.2%
Native Hawaiian or Other Pacific Islander	18.5% ±7.1%
White	15.1% ±1.6%
Other	16.5% ±2.6%
By Sex Assigned at Birth	
Female	15.4% ±1.4%
Male	14.2% ±1.6%
By Gender Identity	
Boy	13.8% ±2.0%
Girl	15.3% ±2.4%
Something else	26.5% ±6.9%
By Migratory Working Family	
Migratory working family	20.2% ±2.9%
Non-migratory working family	14.3% ±1.3%

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** .
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Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

For HYS 2025, some questions and response options were modernized in consultation with the University of Washington Social Development Research Group. Trends over time that include these questions should be interpreted with caution.

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
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Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

WASHINGTON STATE healthy youth SURVEY



School Risk Factors Fact Sheet 2025

Edmonds School District, Grade 6

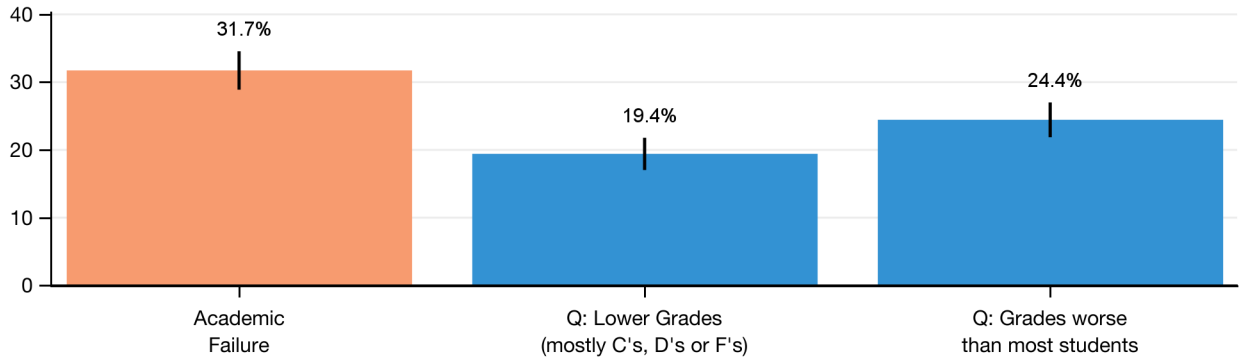
Students surveyed = 1,180

Introduction

- Researchers at the University of Washington Social Development Research Group (UW SDRG) developed a public health model for the prevention of youth substance use and other behaviors. Risk factors predict substance use or other behaviors, while protective factors can prevent substance use or protect against the effects of those risks. Effective prevention focuses on reducing risk and increasing protection. Additional details are available here: **Risk and Protective Factors on HYS**
- Each risk and protective factor in the HYS is measured with two or more questions to include multiple dimensions of the 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 SDRG researchers.
- Addressing community risk and protective factors can look like building community cohesion, creating and enforcing local policies, and more. More information on effective community based prevention is available here: **The Power of Prevention Across Domains**

Risk Factor: Academic Failure with Component Questions - Grade 6, 2025

% of students at risk

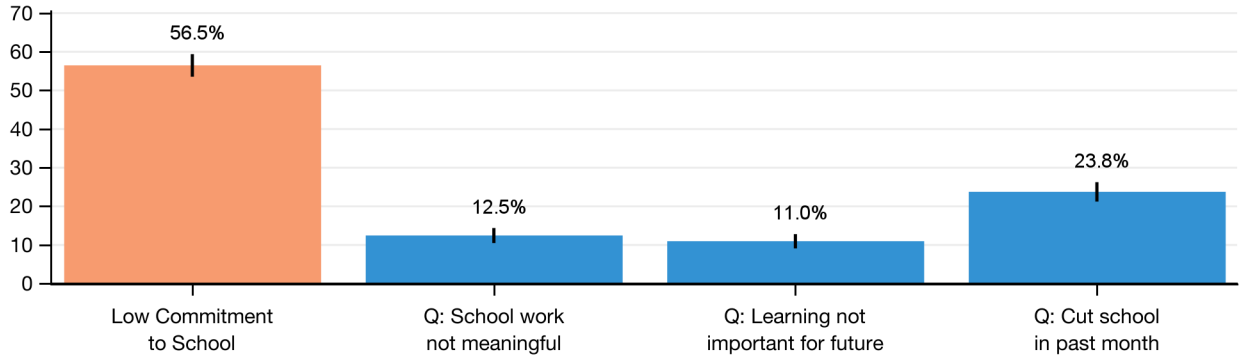


The bar chart above shows Risk Factor: Academic Failure with Component Questions for Grade 6, 2025. The measures and values are:

Measure	Value
Academic Failure	31.7% ±2.8%
Question - lower grades (mostly c's, d's or f's)	19.4% ±2.4%
Question - grades worse than most students	24.4% ±2.6%

Risk Factor: Low Commitment to School with Component Questions - Grade 6, 2025

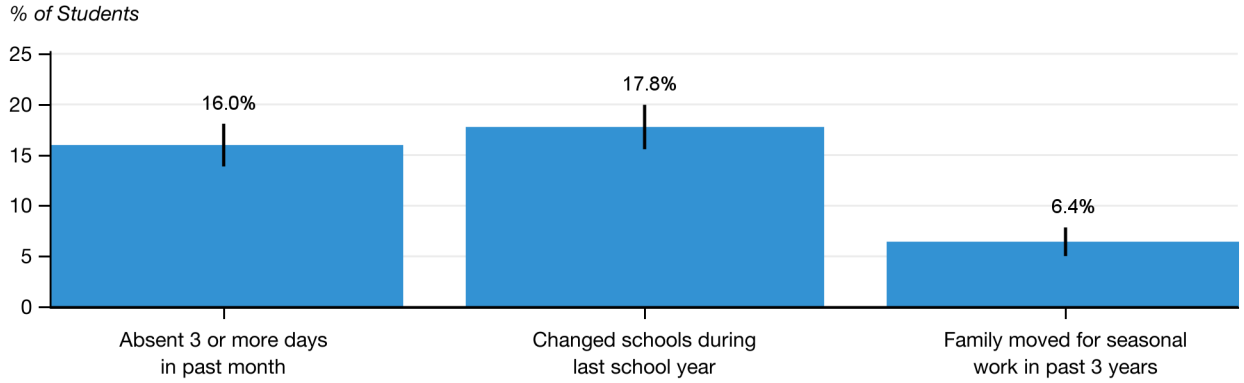
% of students at risk



The bar chart above shows Risk Factor: Low Commitment to School with Component Questions for Grade 6, 2025. The measures and values are:

Measure	Value
Low Commitment to School	56.5% ±2.9%
Question - school work not meaningful	12.5% ±1.9%
Question - learning not important for future	11.0% ±1.8%
Question - cut school in past month	23.8% ±2.5%

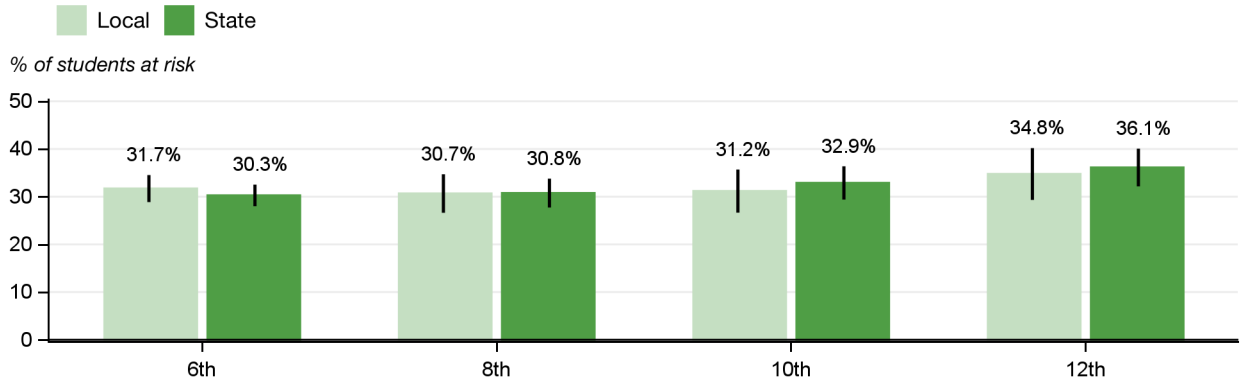
School Attendance and Transition - Grade 6, 2025



The bar chart above shows School Attendance and Transition for Grade 6, 2025. The measures and values are:

Measure	Value
Absent 3 or more days in past month	16.0% ±2.1%
Changed schools during last school year	17.8% ±2.2%
Family moved for seasonal work in past 3 years	6.4% ±1.4%

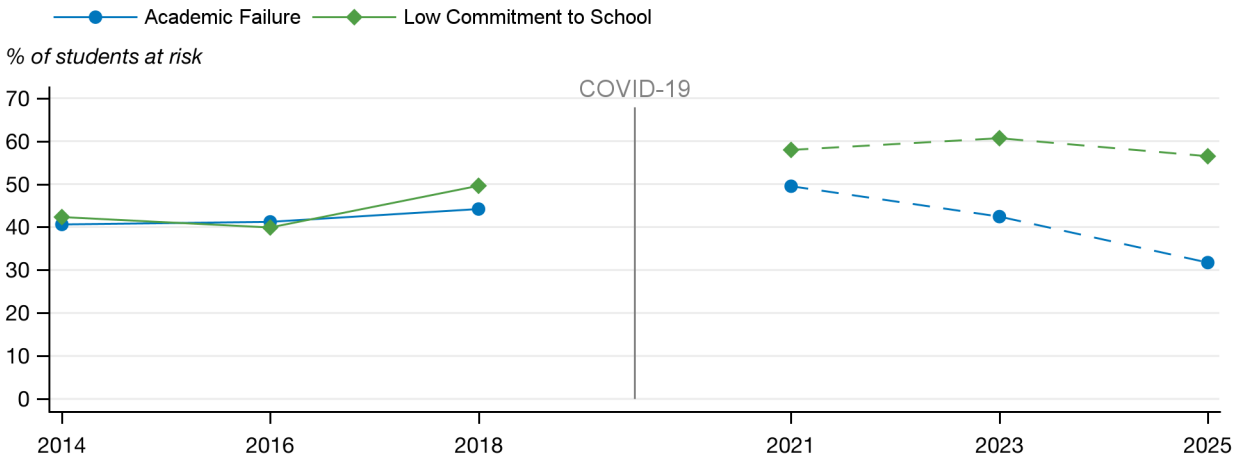
Academic Failure (RF) All Grades, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Academic Failure (RF) All Grades for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	31.7% ±2.8%	30.3% ±2.3%
8th grade	30.7% ±4.0%	30.8% ±3.0%
10th grade	31.2% ±4.5%	32.9% ±3.5%
12th grade	34.8% ±5.4%	36.1% ±4.0%

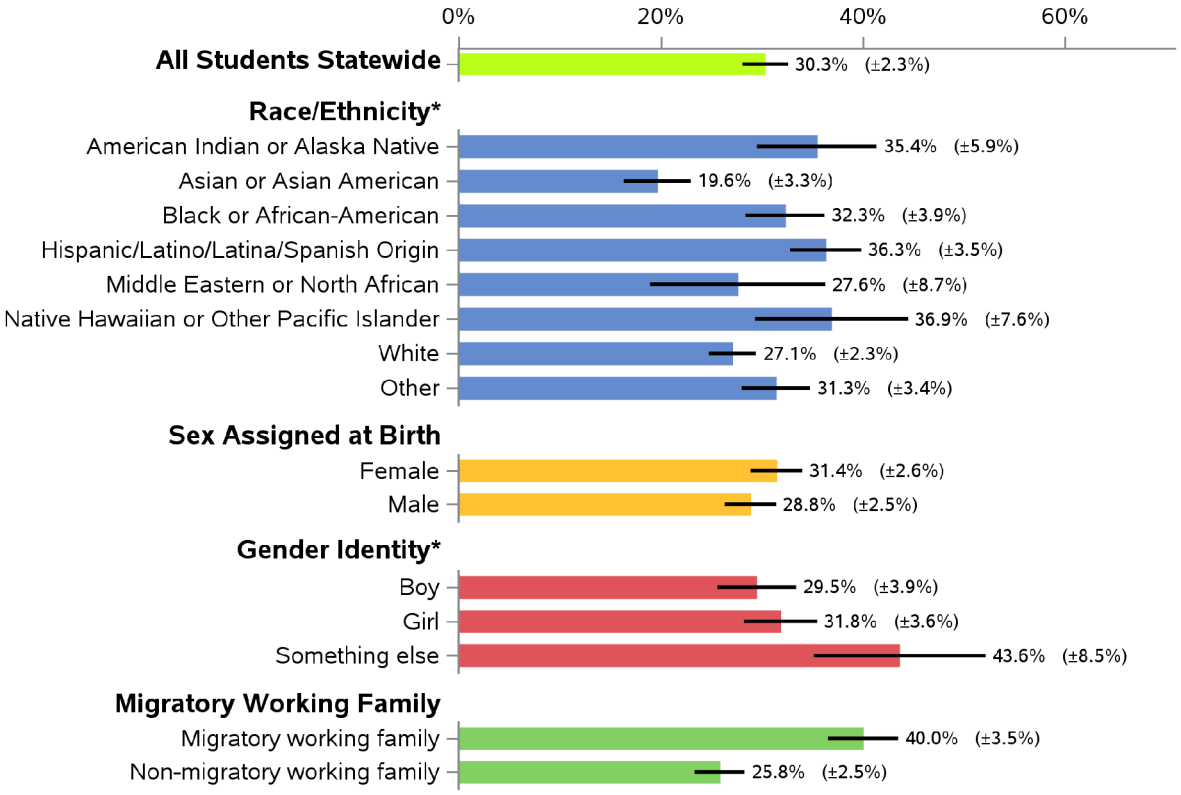
School Risk Factor - 2014-2025, Grade 6



The trend plot above shows measures of School Risk Factor between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Academic Failure	40.6% ±3%	41.2% ±2.9%	44.2% ±3%	49.5% ±3.7% ↑	42.4% ±3.1% ↓	31.7% ±2.8% ↓
Low Commitment to School	42.3% ±2.9%	39.9% ±2.8%	49.6% ±2.9% ↑	58% ±3.2% ↑	60.7% ±2.9%	56.5% ±2.9% ↓

Statewide Relationship between Risk of Academic Failure and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Risk of Academic Failure and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	30.3% ±2.3%
By Race/Ethnicity	
American Indian or Alaska Native	35.4% ±5.9%
Asian or Asian American	19.6% ±3.3%
Black or African-American	32.3% ±3.9%
Hispanic/Latino/Latina/Spanish Origin	36.3% ±3.5%
Middle Eastern or North African	27.6% ±8.7%
Native Hawaiian or Other Pacific Islander	36.9% ±7.6%
White	27.1% ±2.3%
Other	31.3% ±3.4%
By Sex Assigned at Birth	
Female	31.4% ±2.6%
Male	28.8% ±2.5%
By Gender Identity	
Boy	29.5% ±3.9%
Girl	31.8% ±3.6%
Something else	43.6% ±8.5%
By Migratory Working Family	
Migratory working family	40.0% ±3.5%
Non-migratory working family	29.3% ±2.4%

For More Information

- Several research briefs on substance use and mental health promotion topics have been developed by the Prevention Research Collaborative. Find them here: **https://theathenaforum.org/prevention-101/research-briefs-substance-use-prevention-and-mental-health-promotion**
- 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**
- For more resources for schools: **Mental, Social, & Behavioral Health**
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- For local Risk Factor profiles go to **Community Risk Profiles | DSHS**
- To find out about prevention coalitions in your area and how to get involved, go to **https://theathenaforum.org/cpwi**
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse: **http://adaiclearinghouse.net**
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Data Notes

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For HYS 2025, some questions and response options were modernized in consultation with the University of Washington Social Development Research Group. Trends over time that include these questions should be interpreted with caution.

Missing Codes:

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- N/S = question was not surveyed this year
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WASHINGTON STATE healthy youth SURVEY



School Protective Factors Fact Sheet 2025

Edmonds School District, Grade 6

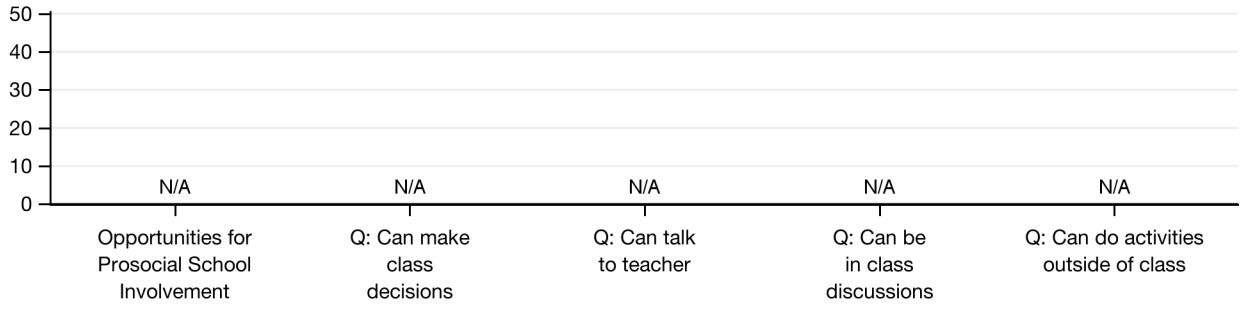
Students surveyed = 1,180

Introduction

- Researchers at the University of Washington Social Development Research Group (UW SDRG) developed a public health model for the prevention of youth substance use and other behaviors. Risk factors predict substance use or other behaviors, while protective factors can prevent substance use or protect against the effects of those risks. Effective prevention focuses on reducing risk and increasing protection. Additional details are available here: **Risk and Protective Factors on HYS**
- Each risk and protective factor in the HYS is measured with two or more questions to include multiple dimensions of the 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 SDRG researchers.
- Addressing community risk and protective factors can look like building community cohesion, creating and enforcing local policies, and more. More information on effective community based prevention is available here: **The Power of Prevention Across Domains**

Protective Factor: Opportunities for Prosocial School Involvement with Component Questions - Grade 6, 2025

% of students protected

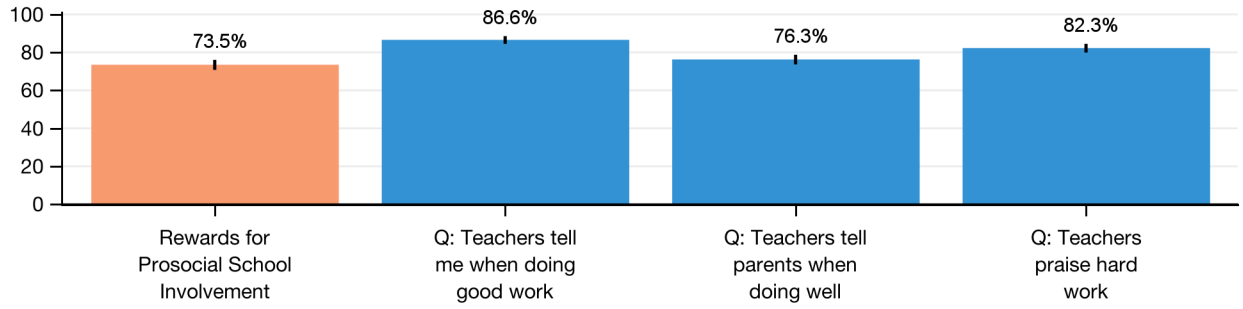


The bar chart above shows Protective Factor: Opportunities for Prosocial School Involvement with Component Questions for Grade 6, 2025. The measures and values are:

Measure	Value
Opportunities for Prosocial School Involvement	*not asked of grade*
Question - can make class decisions	*not asked of grade*
Question - can talk to teacher	*not asked of grade*
Question - can be in class discussions	*not asked of grade*
Question - can do activities outside of class	*not asked of grade*

Protective Factor: Rewards for Prosocial School Involvement with Component Questions - Grade 6, 2025

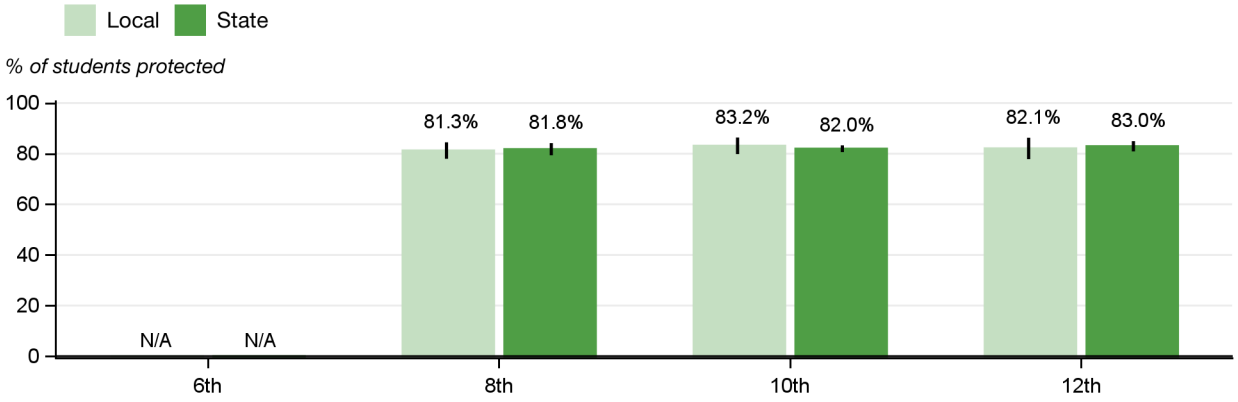
% of students protected



The bar chart above shows Protective Factor: Rewards for Prosocial School Involvement with Component Questions for Grade 6, 2025. The measures and values are:

Measure	Value
Rewards for Prosocial School Involvement	73.5% ±2.6%
Question - teachers tell me when doing good work	86.6% ±2.0%
Question - teachers tell parents when doing well	76.3% ±2.5%
Question - teachers praise hard work	82.3% ±2.3%

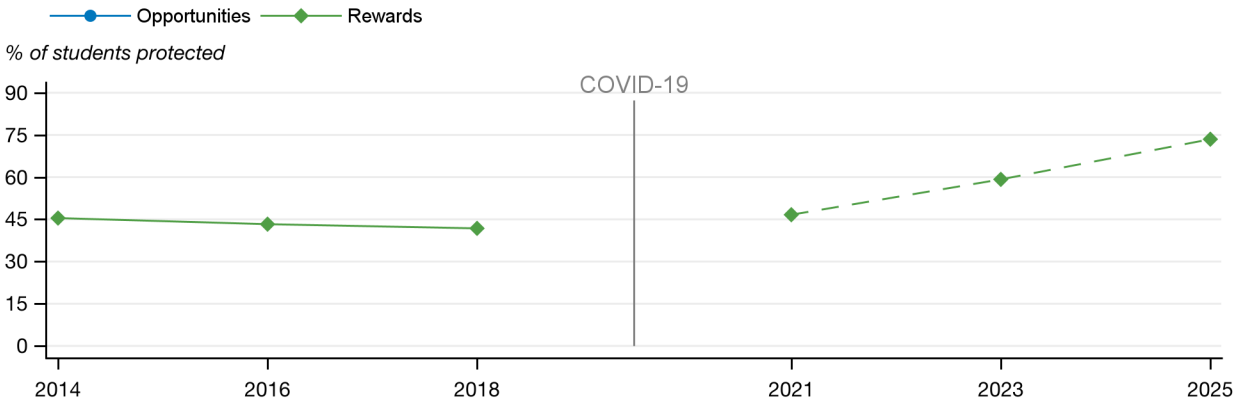
Prosocial Involvement, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Prosocial Involvement for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	*not asked of grade*	*not asked of grade*
8th grade	81.3% ±3.3%	81.8% ±2.4%
10th grade	83.2% ±3.3%	82.0% ±1.3%
12th grade	82.1% ±4.2%	83.0% ±2.0%

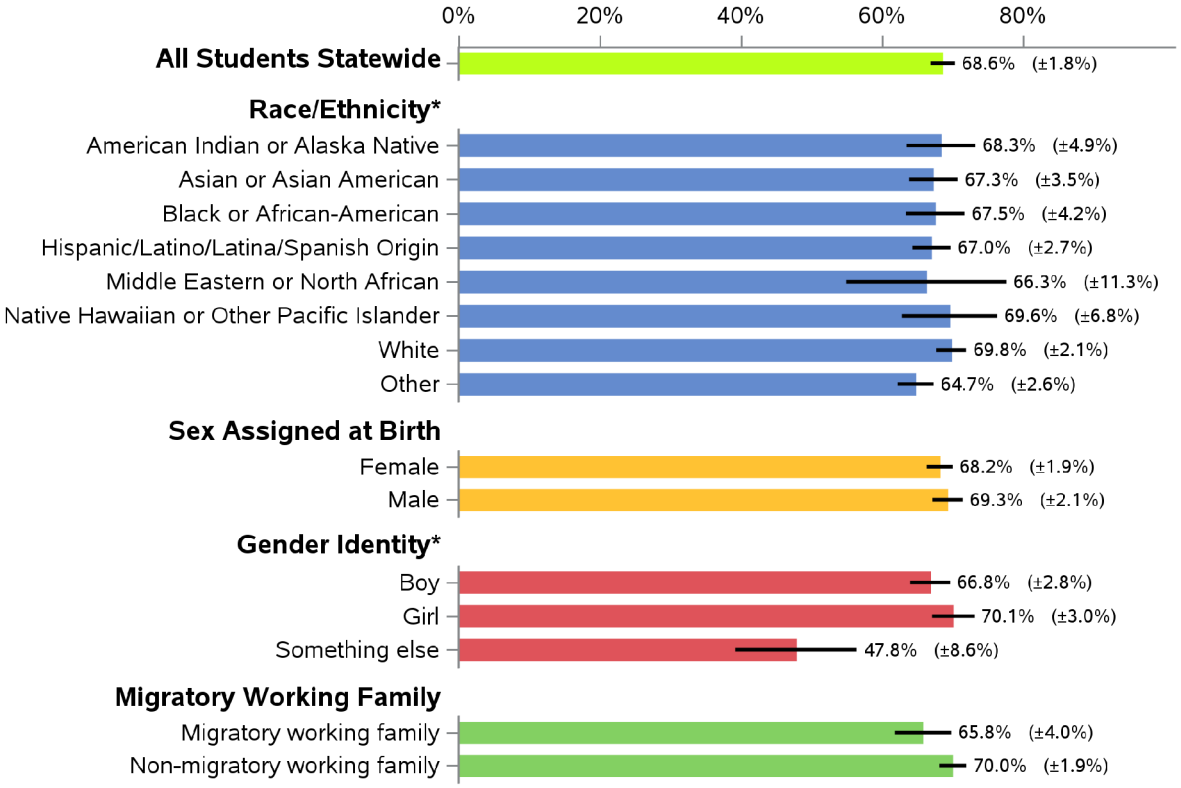
School Protective Factors - 2014-2025, Grade 6



The trend plot above shows measures of School Protective Factors between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Opportunities	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*
Rewards	45.4% ±2.9% ↓	43.3% ±2.8%	41.8% ±2.9%	46.6% ±3.4% ↑	59.2% ±2.9% ↑	73.5% ±2.6% ↑

Statewide Relationship between Rewards for Prosocial School Involvement and Demographics, Grade 6, 2025



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The bar chart above shows the statewide relationship between Rewards for Prosocial School Involvement and Demographics for Grade 6, 2025

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- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	68.6% ±1.8%
By Race/Ethnicity	
American Indian or Alaska Native	68.3% ±4.9%
Asian or Asian American	67.3% ±3.5%
Black or African-American	67.5% ±4.2%
Hispanic/Latino/Latina/Spanish Origin	67.0% ±2.7%
Middle Eastern or North African	66.3% ±11.3%
Native Hawaiian or Other Pacific Islander	69.6% ±6.8%
White	69.8% ±2.1%
Other	64.7% ±2.6%
By Sex Assigned at Birth	
Female	68.2% ±1.9%
Male	69.3% ±2.1%
By Gender Identity	
Boy	66.8% ±2.8%
Girl	70.1% ±3.0%
Something else	47.8% ±8.6%
By Migratory Working Family	
Migratory working family	65.8% ±4.0%
Non-migratory working family	68.9% ±1.9%

For More Information

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WASHINGTON STATE healthy youth SURVEY



Peer-Individual Risk Factors Fact Sheet 2025

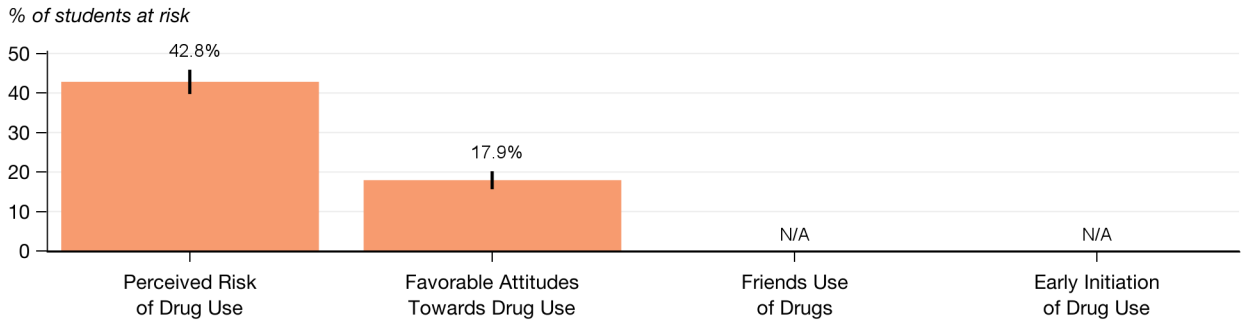
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

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Peer-Individual Risk Factors - Grade 6, 2025

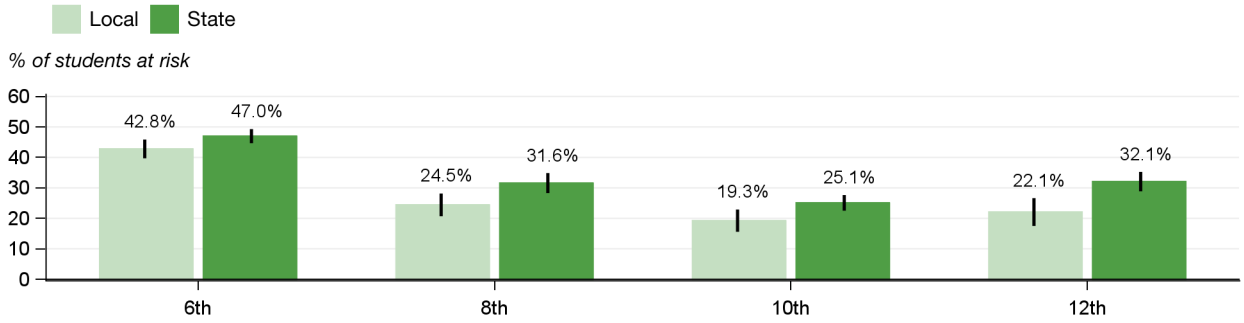


Highlight: In 2025, 18% of 6th graders in our school district were at risk for favorable attitudes towards drugs.

The bar chart above shows Peer-Individual Risk Factors for Grade 6, 2025. The measures and values are:

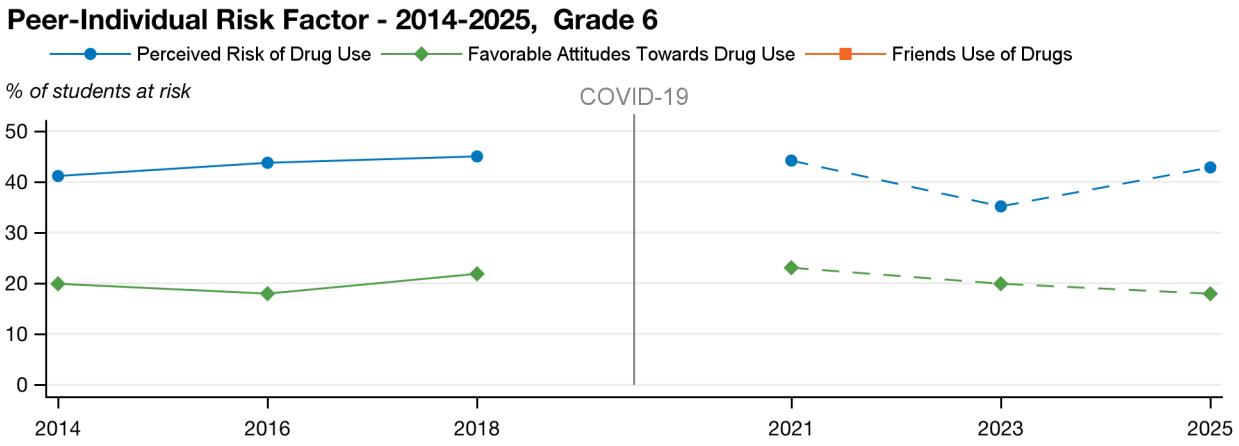
Measure	Value
Perceived Risk of Drug Use	42.8% ±3.1%
Favorable Attitudes Towards Drug Use	17.9% ±2.3%
Friends Use of Drugs	*not asked of grade*
Early Initiation of Drug Use	*not asked of grade*

Risk Factor: Perceived Risk of Drug Use, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Risk Factor: Perceived Risk of Drug Use for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	42.8% ±3.1%	47.0% ±2.3%
8th grade	24.5% ±3.7%	31.6% ±3.3%
10th grade	19.3% ±3.7%	25.1% ±2.6%
12th grade	22.1% ±4.6%	32.1% ±3.2%

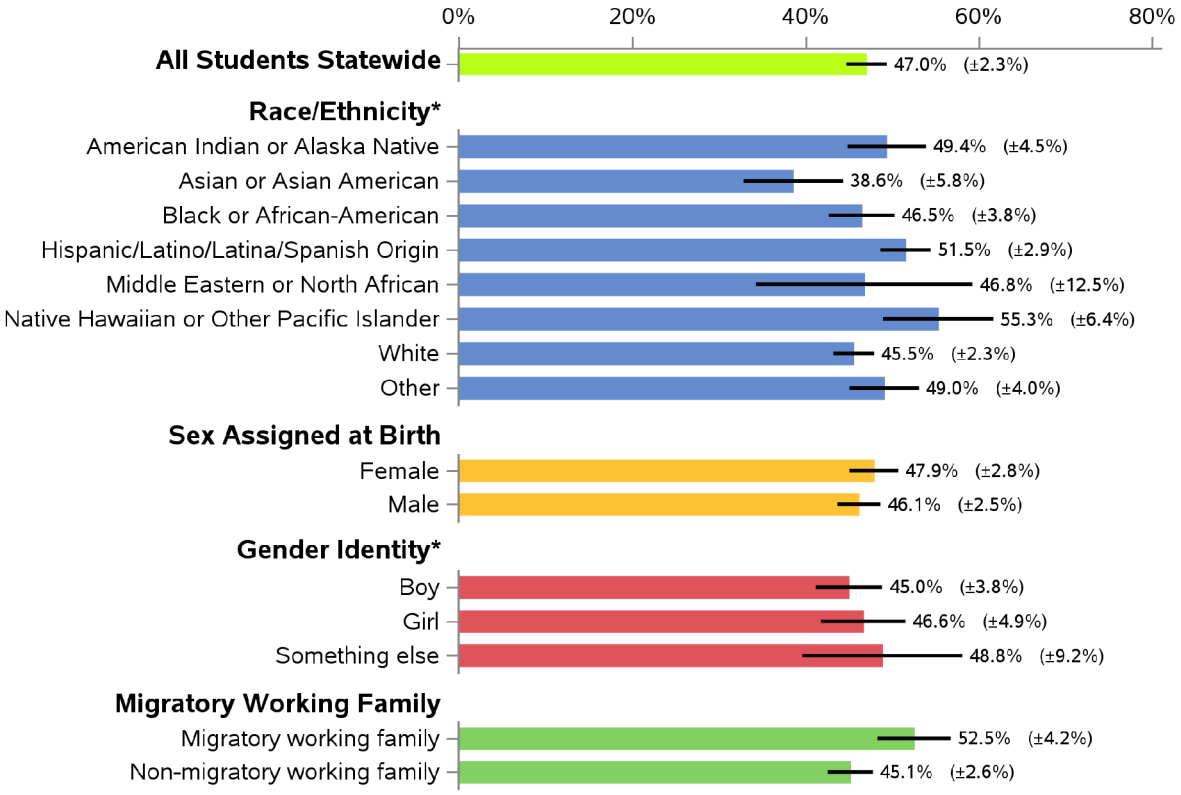


The trend plot above shows measures of Peer-Individual Risk Factor between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Perceived Risk of Drug Use	41.1% ±3.2%	43.8% ±3%	45% ±3.2%	44.2% ±3.6%	35.2% ±3.1% ↓	42.8% ±3.1% ↑
Favorable Attitudes Towards Drug Use	19.9% ±2.4%	18% ±2.2%	21.9% ±2.5% ↑	23.1% ±2.9%	19.9% ±2.4%	17.9% ±2.3%
Friends Use of Drugs	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*

From 2023 to 2025, there has been a decrease in the perceived risk of drug use among 6th graders in our school district.

Statewide Relationship between Perceived Risk of Drug Use and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Perceived Risk of Drug Use and Demographics for Grade 6, 2025

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- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	47.0% ±2.3%
By Race/Ethnicity	
American Indian or Alaska Native	49.4% ±4.5%
Asian or Asian American	38.6% ±5.8%
Black or African-American	46.5% ±3.8%
Hispanic/Latino/Latina/Spanish Origin	51.5% ±2.9%
Middle Eastern or North African	46.8% ±12.5%
Native Hawaiian or Other Pacific Islander	55.3% ±6.4%
White	45.5% ±2.3%
Other	49.0% ±4.0%
By Sex Assigned at Birth	
Female	47.9% ±2.8%
Male	46.1% ±2.5%
By Gender Identity	
Boy	45.0% ±3.8%
Girl	46.6% ±4.9%
Something else	48.8% ±9.2%
By Migratory Working Family	
Migratory working family	52.5% ±4.2%
Non-migratory working family	46.5% ±2.3%

For More Information

- Several research briefs on substance use and mental health promotion topics have been developed by the Prevention Research Collaborative. Find them here: **https://theathenaforum.org/prevention-101/research-briefs-substance-use-prevention-and-mental-health-promotion**
- 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://theathenaforum.org/cpwi**
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse **http://adaiclearinghouse.net**
- For prevention tips and other online resources visit **https://focusonyouwa.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**

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

For HYS 2025, some questions and response options were modernized in consultation with the University of Washington Social Development Research Group. Trends over time that include these questions should be interpreted with caution.

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

WASHINGTON STATE healthy youth SURVEY



Family Protective Influences Fact Sheet 2025

Edmonds School District, Grade 6

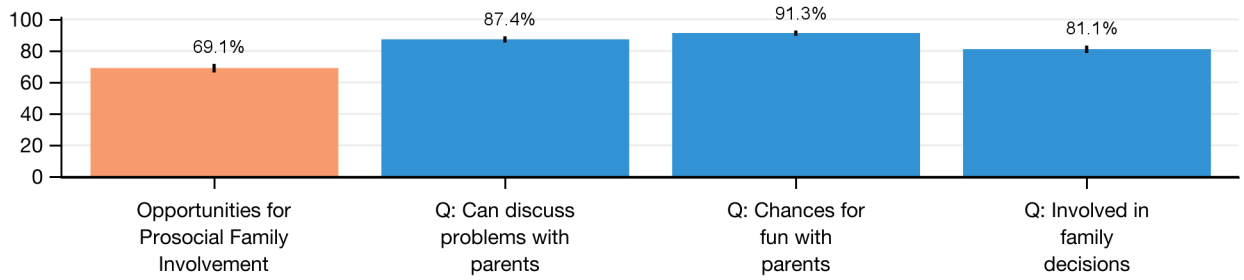
Students surveyed = 1,180

Introduction

- Researchers at the University of Washington Social Development Research Group (UW SDRG) developed a public health model for the prevention of youth substance use and other behaviors. Risk factors predict substance use or other behaviors, while protective factors can prevent substance use or protect against the effects of those risks. Effective prevention focuses on reducing risk and increasing protection. Additional details are available here: **Risk and Protective Factors on HYS**
- Each risk and protective factor in the HYS is measured with two or more questions to include multiple dimensions of the 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 SDRG researchers.
- Addressing community risk and protective factors can look like building community cohesion, creating and enforcing local policies, and more. More information on effective community based prevention is available here: **The Power of Prevention Across Domains**

Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions - Grade 6, 2025

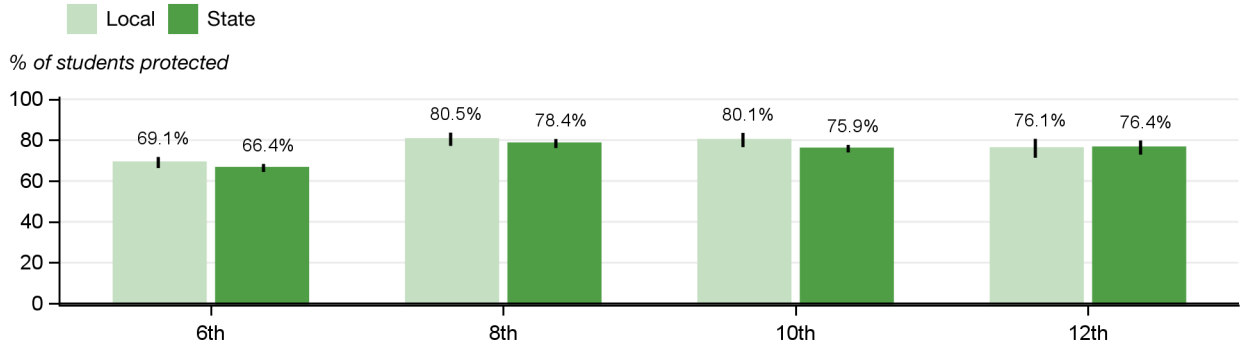
% of students protected



The bar chart above shows Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions for Grade 6, 2025. The measures and values are:

Measure	Value
Opportunities for Prosocial Family Involvement	69.1% ±2.7%
Question - can discuss problems with parents	87.4% ±2.0%
Question - chances for fun with parents	91.3% ±1.7%
Question - involved in family decisions	81.1% ±2.3%

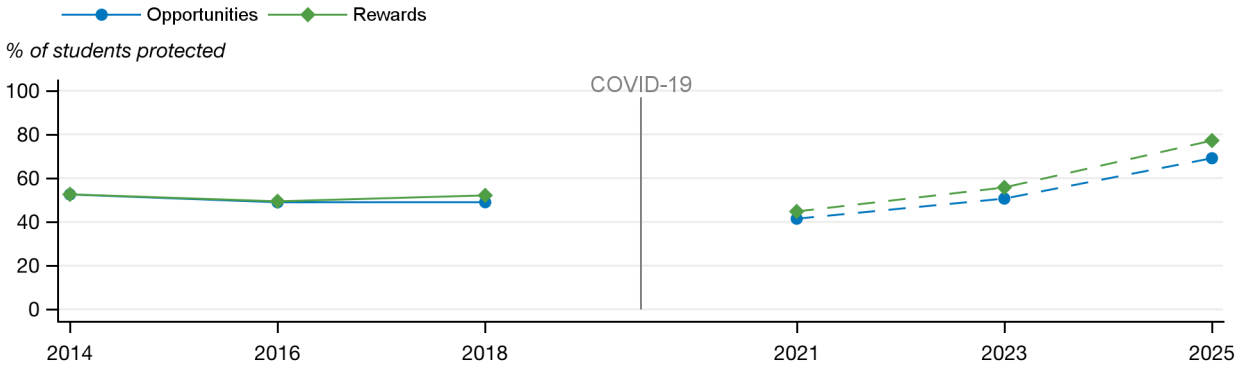
Protective Factor: Opportunities for Prosocial Family Involvement, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Protective Factor: Opportunities for Prosocial Family Involvement for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	69.1% ±2.7%	66.4% ±2.0%
8th grade	80.5% ±3.3%	78.4% ±2.2%
10th grade	80.1% ±3.5%	75.9% ±1.8%
12th grade	76.1% ±4.6%	76.4% ±3.5%

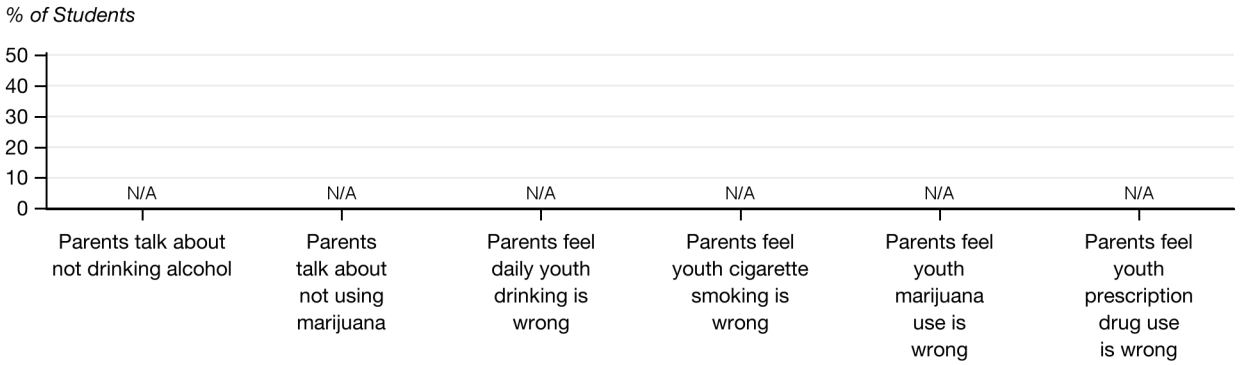
Family Protective Factor - 2014-2025, Grade 6



The trend plot above shows measures of Family Protective Factor between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Opportunities	52.5% ±3%	49% ±2.9%	49% ±3%	41.4% ±3.3% ↓	50.6% ±3% ↑	69.1% ±2.7% ↑
Rewards	52.6% ±3%	49.4% ±2.9%	52.1% ±3%	44.8% ±3.4% ↓	55.7% ±3% ↑	77.2% ±2.5% ↑

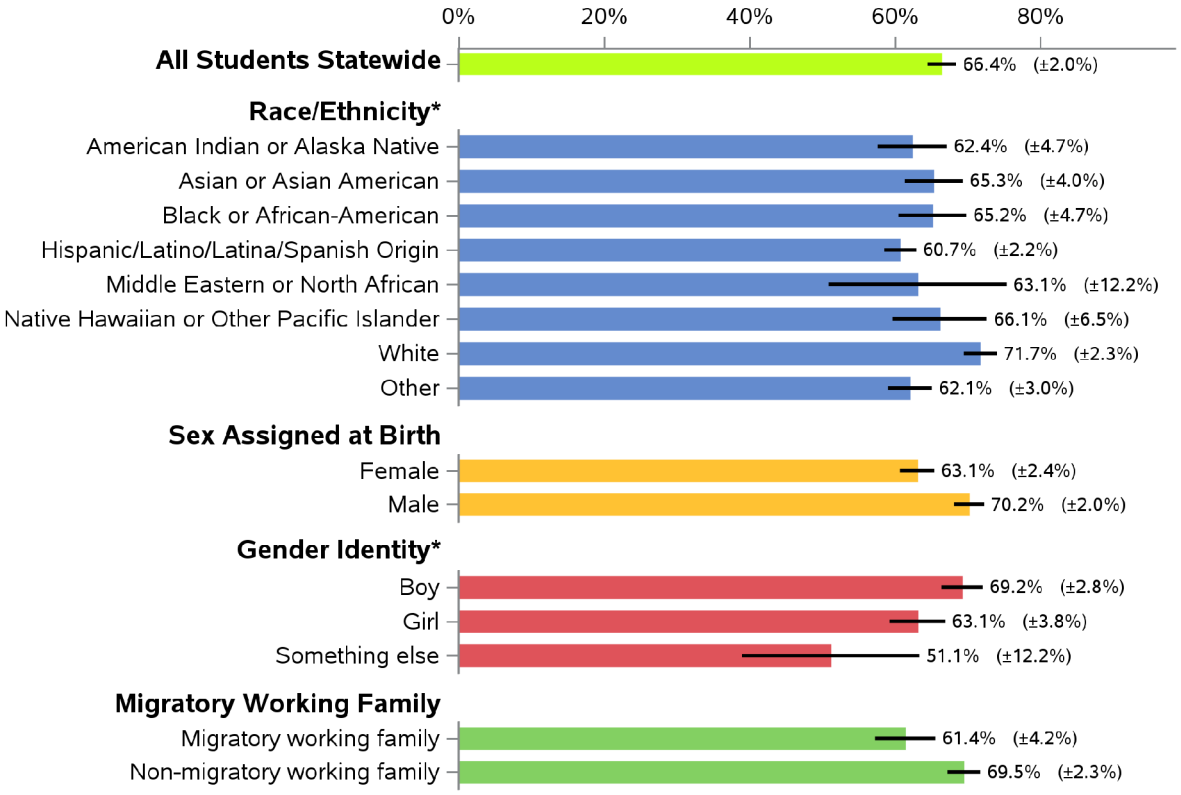
Parental Protective Influences - Grade 6, 2025



The bar chart above shows Parental Protective Influences for Grade 6, 2025. The measures and values are:

Measure	Value
Parents talk about not drinking alcohol	*not asked of grade*
Parents talk about not using marijuana	*not asked of grade*
Parents feel daily youth drinking is wrong	*not asked of grade*
Parents feel youth cigarette smoking is wrong	*not asked of grade*
Parents feel youth marijuana use is wrong	*not asked of grade*
Parents feel youth prescription drug use is wrong	*not asked of grade*

Statewide Relationship between Opportunities for Prosocial Family Involvement and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Opportunities for Prosocial Family Involvement and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	66.4% ±2.0%
By Race/Ethnicity	
American Indian or Alaska Native	62.4% ±4.7%
Asian or Asian American	65.3% ±4.0%
Black or African-American	65.2% ±4.7%
Hispanic/Latino/Latina/Spanish Origin	60.7% ±2.2%
Middle Eastern or North African	63.1% ±12.2%
Native Hawaiian or Other Pacific Islander	66.1% ±6.5%
White	71.7% ±2.3%
Other	62.1% ±3.0%
By Sex Assigned at Birth	
Female	63.1% ±2.4%
Male	70.2% ±2.0%
By Gender Identity	
Boy	69.2% ±2.8%
Girl	63.1% ±3.8%
Something else	51.1% ±12.2%
By Migratory Working Family	
Migratory working family	61.4% ±4.2%
Non-migratory working family	66.9% ±2.0%

For More Information

- Several research briefs on substance use and mental health promotion topics have been developed by the Prevention Research Collaborative. Find them here: **https://theathenaforum.org/prevention-101/research-briefs-substance-use-prevention-and-mental-health-promotion**
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- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit **www.waRecoveryHelpLine.org**

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

For HYS 2025, some questions and response options were modernized in consultation with the University of Washington Social Development Research Group. Trends over time that include these questions should be interpreted with caution.

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

WASHINGTON STATE healthy youth SURVEY



Dietary Behaviors Fact Sheet 2025

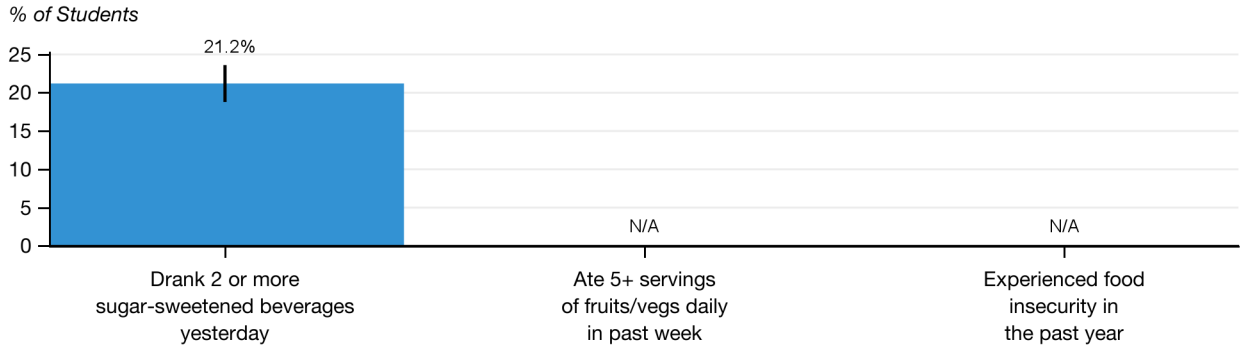
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

- Developing healthy nutrition habits in adolescence provides a strong foundation for maintaining positive dietary behaviors and a nutrient-dense diet as adults.
- US dietary guidelines recommend children and adolescents consume about 3 servings of vegetables and 2 servings of fruit daily.[1]
- Drinking sugar-sweetened beverages is a large contributor to sugar intake increases in adolescence. [1] These drinks have little nutritional value and efforts to reduce consumption in adolescents would have a positive dietary health impact.
- Individual food choices are influenced by family, culture, social, and environmental factors.
- Access and availability to an affordable supply of healthy foods is necessary to maintain a nutritious diet.

Dietary Behaviors - Grade 6, 2025

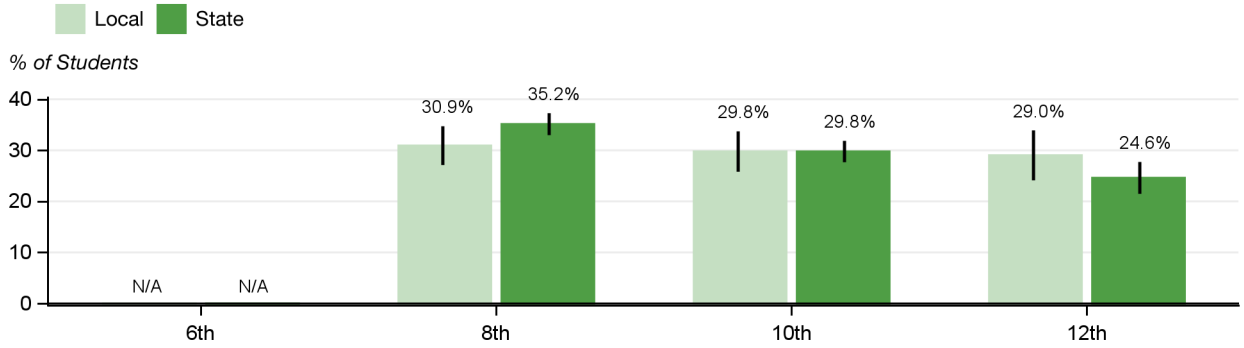


Highlight: In 2025, .% of 6th graders in our school district ate 5+ servings of fruits/vegs daily in past week

The bar chart above shows Dietary Behaviors for Grade 6, 2025. The measures and values are:

Measure	Value
Drank 2 or more sugar-sweetened beverages yesterday	21.2% ±2.4%
Ate 5+ servings of fruits/vegs daily in past week	*not asked of grade*
Experienced food insecurity in the past year	*not asked of grade*

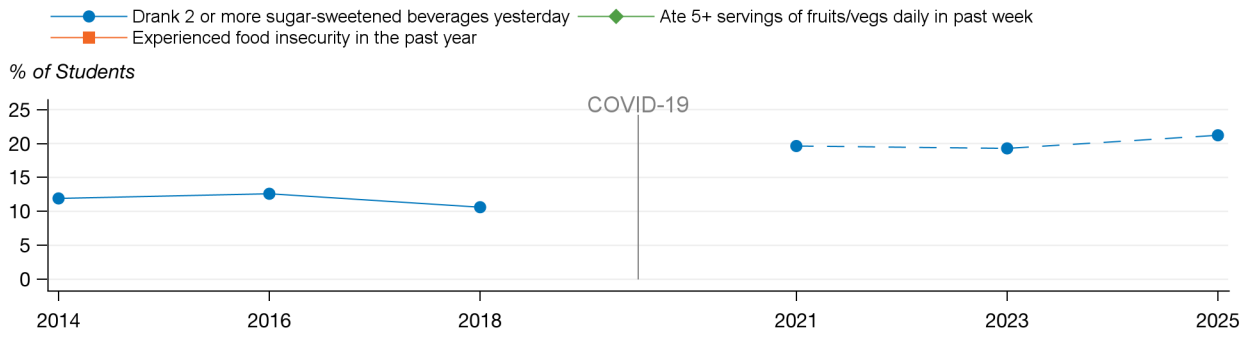
Ate 5+ Servings of Fruits/Vegetables Daily in the Past Week, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Ate 5+ Servings of Fruits/Vegetables Daily in the Past Week for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	*not asked of grade*	*not asked of grade*
8th grade	30.9% ±3.8%	35.2% ±2.1%
10th grade	29.8% ±4.0%	29.8% ±2.1%
12th grade	29.0% ±4.9%	24.6% ±3.1%

Dietary Behavior - 2014-2025, Grade 6

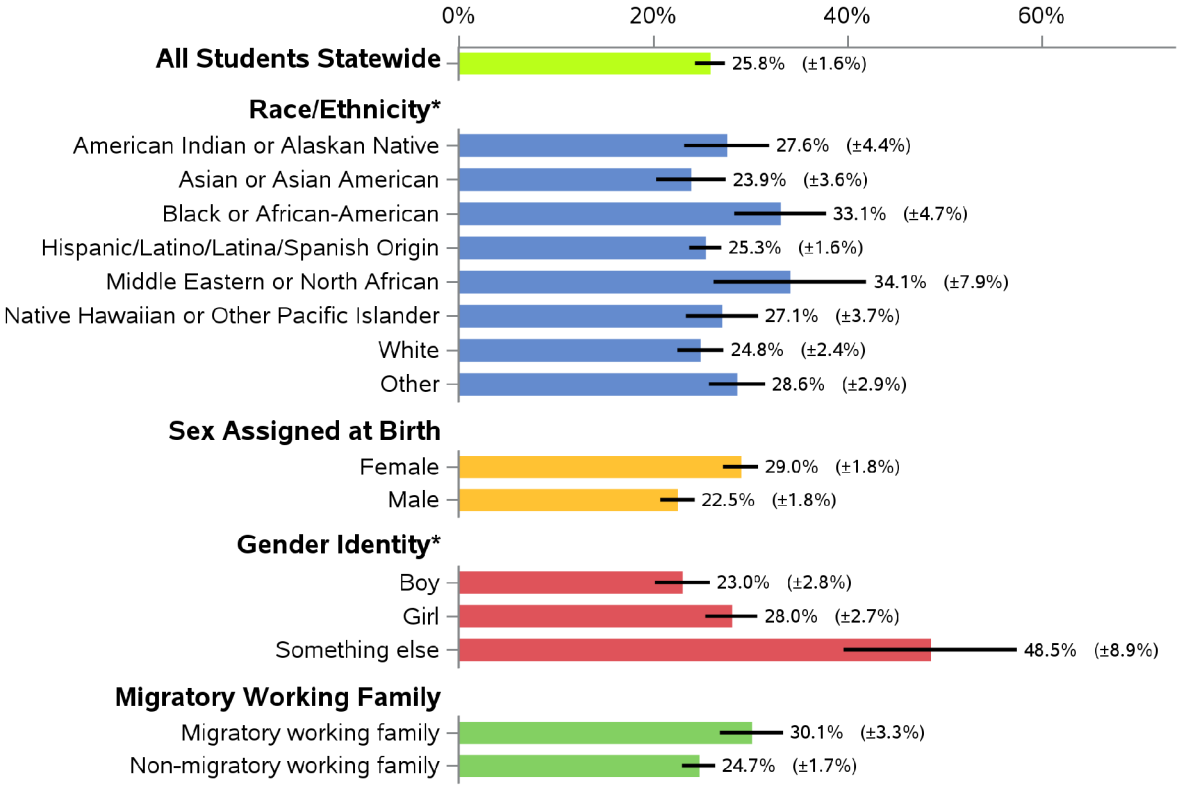


The trend plot above shows measures of Dietary Behavior between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Drank 2 or more sugar-sweetened beverages yesterday	11.9% ±2%	12.6% ±1.9%	10.6% ±1.8%	19.6% ±2.7%	19.3% ±2.3%	21.2% ±2.4%
Ate 5+ servings of fruits/vegs daily in past week	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*
Experienced food insecurity in the past year	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*

Reports for other grades show a chart and table of the statewide relationship between lower grades and food insecurity - the results are not signigicant for grade 6

Statewide Relationship between Does Not Usually Eat Dinners with Family and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

For More Information

- Visit the Washington State Healthy Eating Active Living Program website: **https://doh.wa.gov/community-and-environment/healthy-eating-active-living.** .

Data Notes

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

▲ ▼ indicates a significant change from the previous year, p<0.05. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

References

1. U.S. Department of Agriculture and U.S. Department of Health and Human Services. Dietary Guidelines for Americans, 2020-2025. 9th Edition. December 2020. Accessed October 2025. Available at **DietaryGuidelines.gov.**

WASHINGTON STATE healthy youth SURVEY



Oral Health Fact Sheet 2025

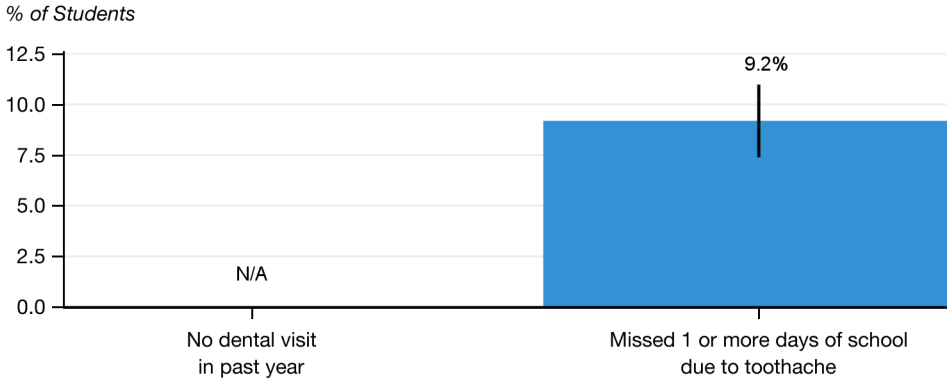
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

- The prevalence of untreated tooth decay among US adolescents aged 12-15 years is 8.6%.1 For adolescents aged 16-19 years, the prevalence is higher at 12.1%. [1]
- Over a given year, 82% of 12 to 15 year olds and 75% of 16 to 19 year olds have had a dental visit. [2]
- Establishing good oral hygiene in adolescence increases the likelihood that those behaviors will continue in adulthood.
- Alcohol, marijuana, and tobacco use as well as high intake of sugary beverages are risk factors for poor oral health outcomes in adolescents. [2]
- Children with poor oral health have more school absences and lower academic performance than children without poor oral health. [2]

Oral Health - Grade 6, 2025

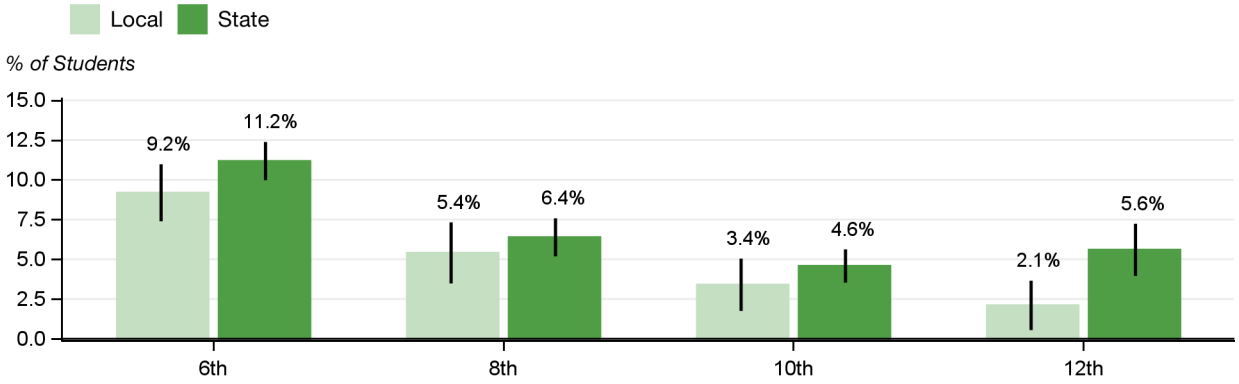


Highlight: In 2025, .% of 6th graders in our school district did not visit a dentist in the past year.

The bar chart above shows Oral Health for Grade 6, 2025. The measures and values are:

Measure	Value
No dental visit in past year	*not asked of grade*
Missed 1 or more days of school due to toothache	9.2% ±1.8%

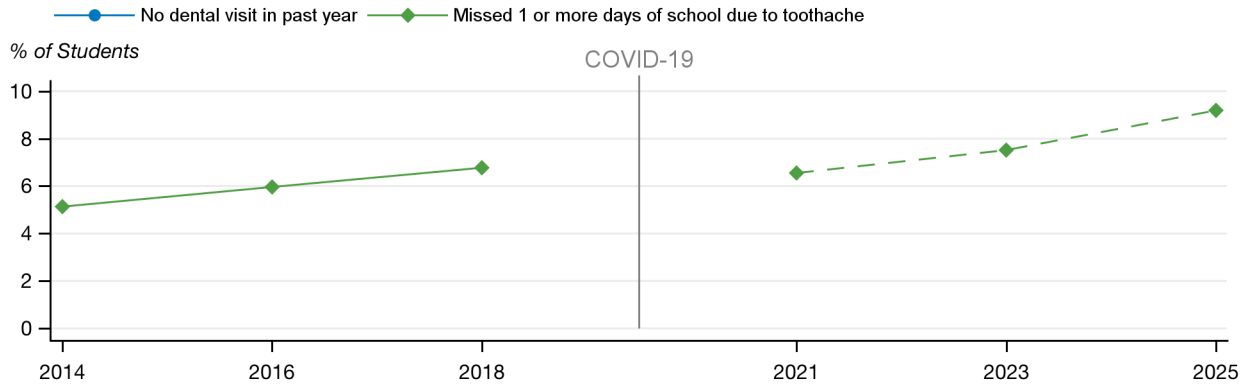
Missed at least 1 day of school due to toothache, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Missed at least 1 day of school due to toothache for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	9.2% ±1.8%	11.2% ±1.2%
8th grade	5.4% ±1.9%	6.4% ±1.2%
10th grade	3.4% ±1.6%	4.6% ±1.0%
12th grade	2.1% ±1.6%	5.6% ±1.6%

Oral Health - 2014-2025, Grade 6

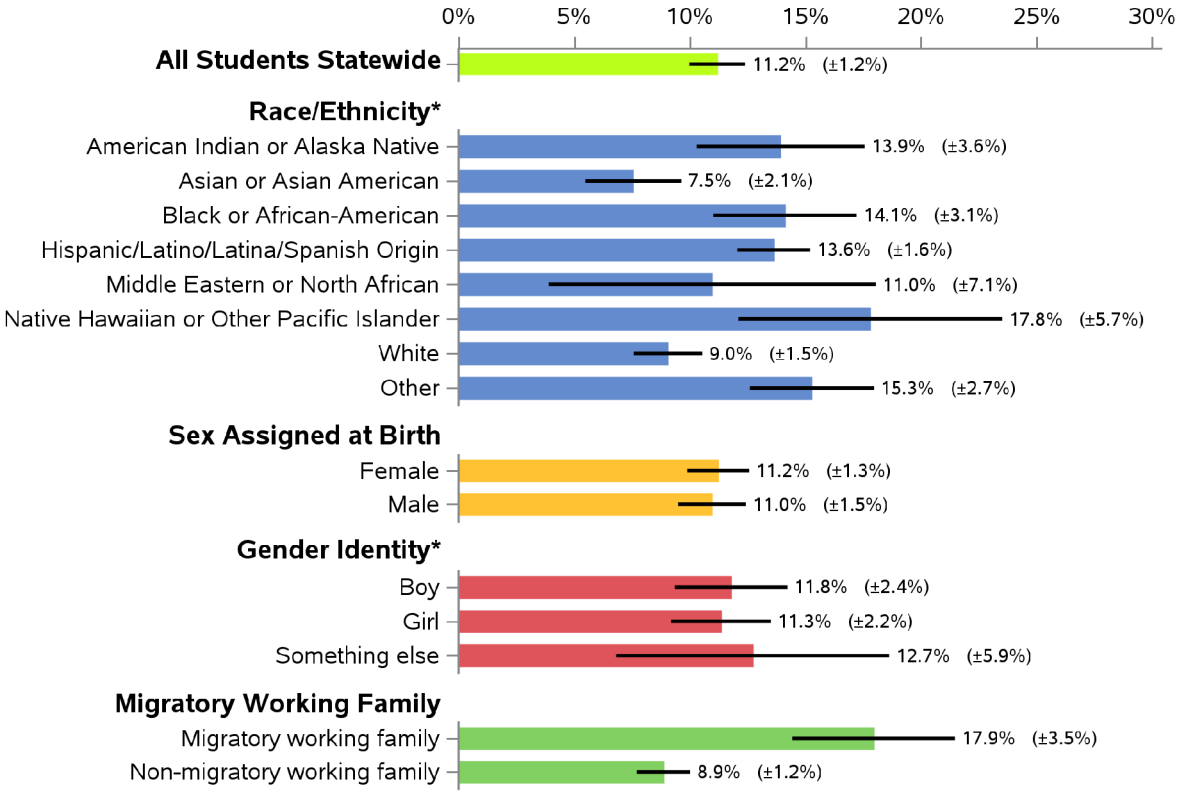


The trend plot above shows measures of Oral Health between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
No dental visit in past year	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*
Missed 1 or more days of school due to toothache	5.1% ±1.4% ▼	6% ±1.4%	6.8% ±1.5%	6.6% ±1.7%	7.5% ±1.6%	9.2% ±1.8%

Reports for other grades show a chart and table of the tatewide selatidn hip between mi ing at lea t 1 day d chddl due td a tddthache and sepdsted seceiving gsade that ase md tly c - the results are not signigicant for grade 6

Statewide Relationship between Missing at Least 1 Day of School Due to a Toothache and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Missing School Due to Toothache and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	11.2% ±1.2%
By Race/Ethnicity	
American Indian or Alaska Native	13.9% ±3.6%
Asian or Asian American	7.5% ±2.1%
Black or African-American	14.1% ±3.1%
Hispanic/Latino/Latina/Spanish Origin	13.6% ±1.6%
Middle Eastern or North African	11.0% ±7.1%
Native Hawaiian or Other Pacific Islander	17.8% ±5.7%
White	9.0% ±1.5%
Other	15.3% ±2.7%
By Sex Assigned at Birth	
Female	11.2% ±1.3%
Male	11.0% ±1.5%
By Gender Identity	
Boy	11.8% ±2.4%
Girl	11.3% ±2.2%
Something else	12.7% ±5.9%
By Migratory Working Family	
Migratory working family	17.9% ±3.5%
Non-migratory working family	10.5% ±1.2%

For More Information

- Visit the Washington State Oral Health Program Website at: **https://doh.wa.gov/data-and-statistical-reports/diseases-and-chronic-conditions/oral-health** .

Data Notes

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Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
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- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

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References

1. Centers for Disease Control and Prevention. Oral Health Surveillance Report: Dental Caries, Tooth Retention, and Edentulism, United States, 2017–March 2020. U.S. Dept of Health and Human Services; 2024. Accessed October 2025.
https://www.cdc.gov/oral-health/php/2024-oral-health-surveillance-report/index.html
2. National Institutes of Health. Oral Health in America: Advances and Challenges. Bethesda, MD: US Department of Health and Human Services, National Institutes of Health, National Institute of Dental and Craniofacial Research, 2021.

WASHINGTON STATE healthy youth SURVEY



Physical Activity Fact Sheet 2025

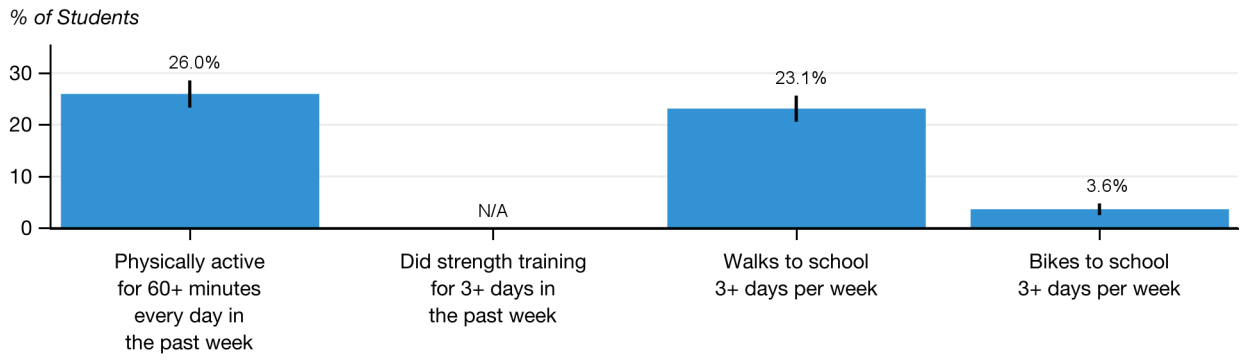
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

- Physical activity has numerous health benefits for adolescents, such as stronger bones and muscles, improved cognitive functioning, and lower risk of depression. [1]
- US national guidelines recommend children and adolescents aged 6 to 17 years spend at least 60 minutes every day being physically active. [1]
- Adolescents are encouraged to do a variety of moderate and vigorous intensity activities that include both aerobic fitness (e.g., playing sports, running, biking, dancing) and muscle-strengthening (e.g., lifting weights, climbing, yoga).
- Balancing recreational screen time, such as watching TV, playing video games, and cell phone usage with physical activity time for students is important.
- Social and environmental factors influence the decision and ability to be active.
- Successful strategies to promote physical activity involve implementing policies in schools and communities to create environments that enable youth to be physically active.

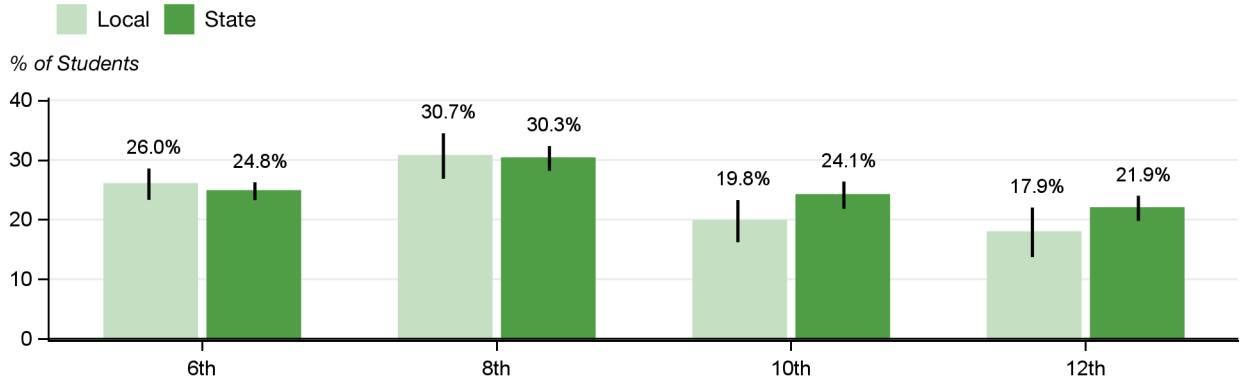
Physical Activity - Grade 6, 2025



The bar chart above shows Physical Activity for Grade 6, 2025. The measures and values are:

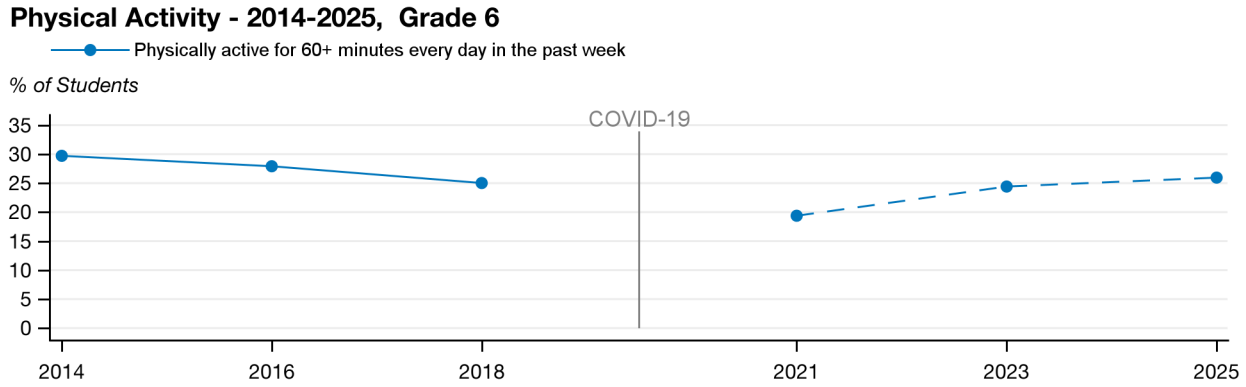
Measure	Value
Physically active for 60+ minutes every day in the past week	26.0% ±2.6%
Did strength training for 3+ days in the past week	*not asked of grade*
Walks to school 3+ days per week	23.1% ±2.5%
Bikes to school 3+ days per week	3.6% ±1.1%

Physically active for 60 or more minutes every day in the past week, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Physically active for 60 or more minutes every day in the past week for All Grades, 2025. The values *are:*

Grade	Local Results	State Results
6th grade	26.0% ±2.6%	24.8% ±1.5%
8th grade	30.7% ±3.8%	30.3% ±2.1%
10th grade	19.8% ±3.5%	24.1% ±2.3%
12th grade	17.9% ±4.2%	21.9% ±2.1%

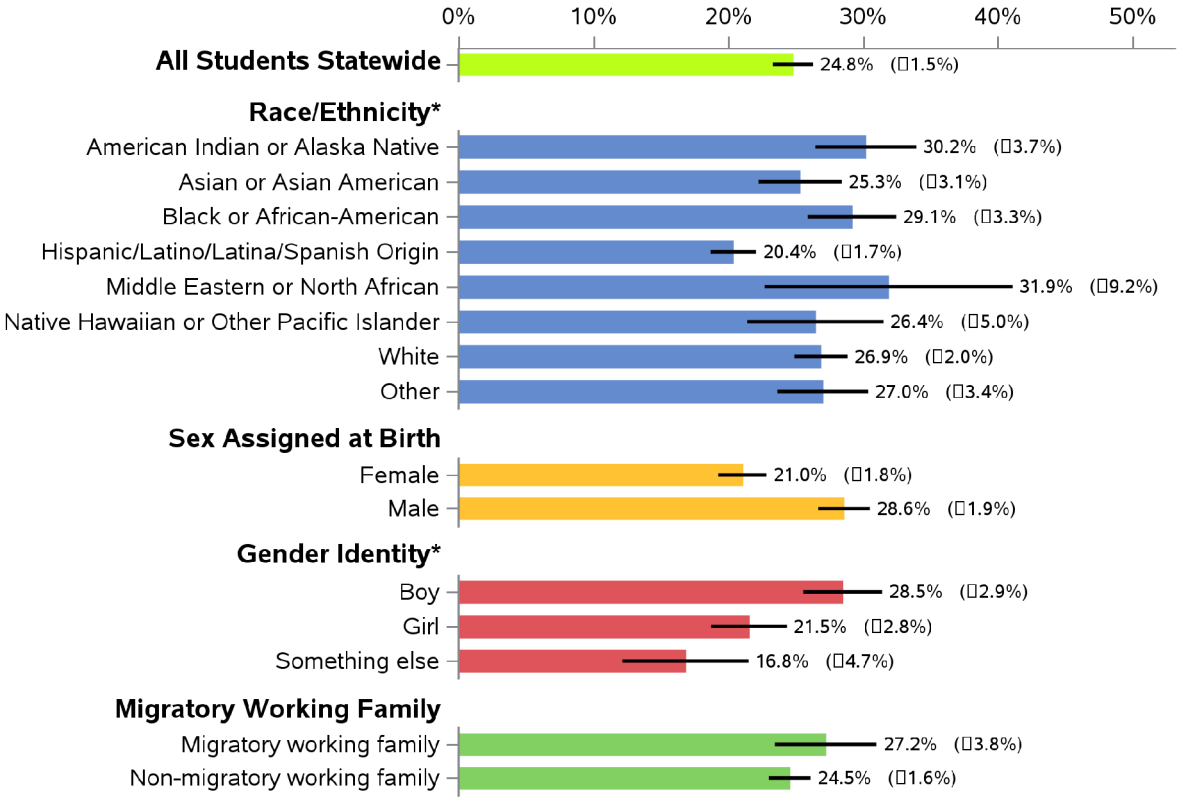


The trend plot above shows measure of Physical Activity between 2014 and 2025 for Grade 6. The measure and values are:

Measure	2014	2016	2018	2021	2023	2025
Physically active for 60+ minutes every day in the past week	29.7% ±2.7%	27.9% ±2.5%	25% ±2.5%	19.4% ±2.6%	24.4% ±2.6%	26% ±2.6%

Reports for other grades show a chart and table of the statewide relationship between physically active for 60+ minutes every day in the past week and depressive feelings - the results are not signigicant for grade 6

Statewide Relationship between Physically Active for 60+ Minutes Every Day in the Past Week and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Physically Active for 60+ Minutes Every Day in the Past Week and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

By By All Students Statewide	75.2% ±1.5%
By By All Students Statewide	
American Indian or Alaska Native	69.8% ±3.7%
Asian or Asian American	74.7% ±3.1%
Black or African-American	70.9% ±3.3%
Hispanic/Latino/Latina/Spanish Origin	79.6% ±1.7%
Middle Eastern or North African	68.1% ±9.2%
Native Hawaiian or Other Pacific Islander	73.6% ±5.0%
White	73.1% ±2.0%
Other	73.0% ±3.4%
By By By All Students Statewide	
Female	79.0% ±1.8%
Male	71.4% ±1.9%
By By All Students Statewide	
Boy	71.5% ±2.9%
Girl	78.5% ±2.8%
Something else	83.2% ±4.7%
By By By All Students Statewide	
Migratory working family	72.8% ±3.8%
Non-migratory working family	74.1% ±1.7%

For More Information

- Visit the Washington State Healthy Eating Active Living Program website: **Healthy Eating Active Living (HEAL) Program | Washington State Department of Health** .
- Visit the US Department of Health and Human Services physical activity guidelines: **Physical Activity Guidelines for Americans | odphp.health.gov**
- Note: WA DOH advocates using the US nationally recommended guidelines for adolescents of at least 60 minutes of physical activity daily.[1]

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

References

1. U.S. Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition. Washington, DC: U.S. Department of Health and Human Services; 2018.

WASHINGTON STATE healthy youth SURVEY



Measuring Hope Fact Sheet 2025

Edmonds School District, Grade 6

Students surveyed = 1,180

Background

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

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

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

- Two questions about **pathways** - figuring out how to get from point A to point B to reach a goal. Pathways thinking is a child's belief in their capacity to find multiple ways to reach their goals.

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

- Two questions about **agency/willpower** - self-efficacy & motivation to use multiple ways to reach a goal. Agency thinking is a child's self-efficacy and motivation to use multiple ways to reach their goal.

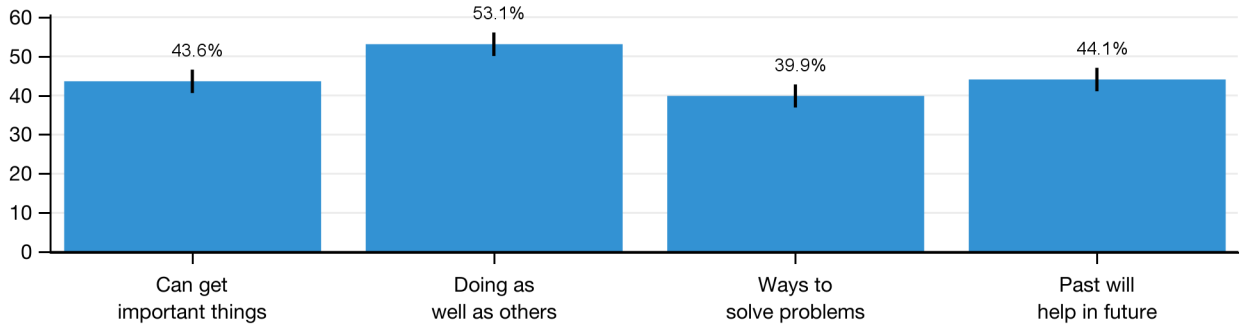
  Agency Questions:
  - I am doing just as well as other kids my age.
  - I think the things I have done in the past will help me in the future.

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

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

Hope Scale Component Questions, All of the time/Most of the time - Grade 6, 2025

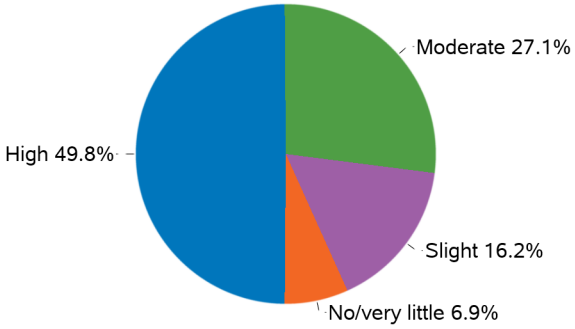
% of students answering "All of the time" or "Most of the time"



The bar chart above shows Hope Scale Component Questions, All of the time/Most of the time for Grade 6, 2025. The measures and values are:

Measure	Value
Can get important things	43.6% ±3.0%
Doing as well as others	53.1% ±3.0%
Ways to solve problems	39.9% ±2.9%
Past will help in future	44.1% ±3.0%

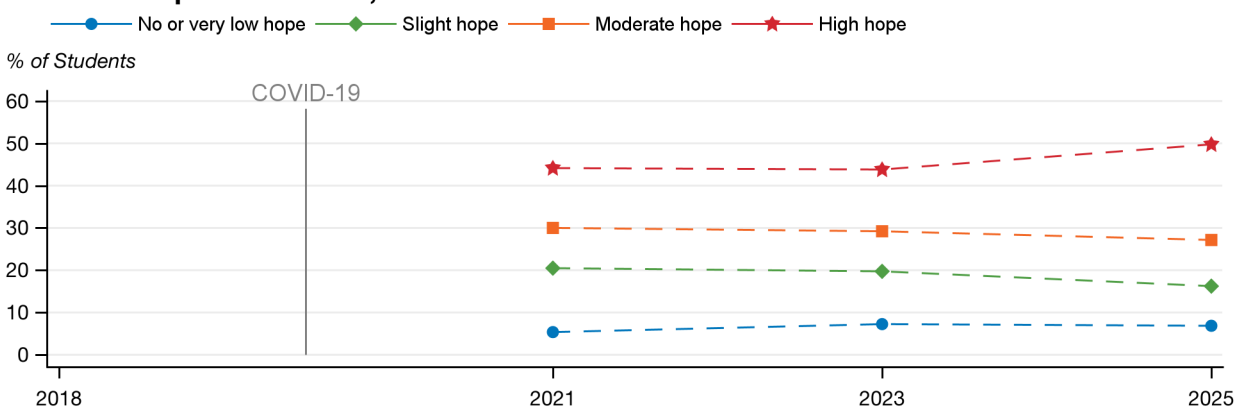
Levels of Hope, Grade 6, 2025



The pie chart above shows Levels of Hope for Grade 6, 2025. The values are:

Levels of Hope	Value
No or very little hope	6.9% ±1.5%
Slightly hopeful	16.2% ±2.3%
Moderately hopeful	27.1% ±2.7%
Highly hopeful	49.8% ±3.1%

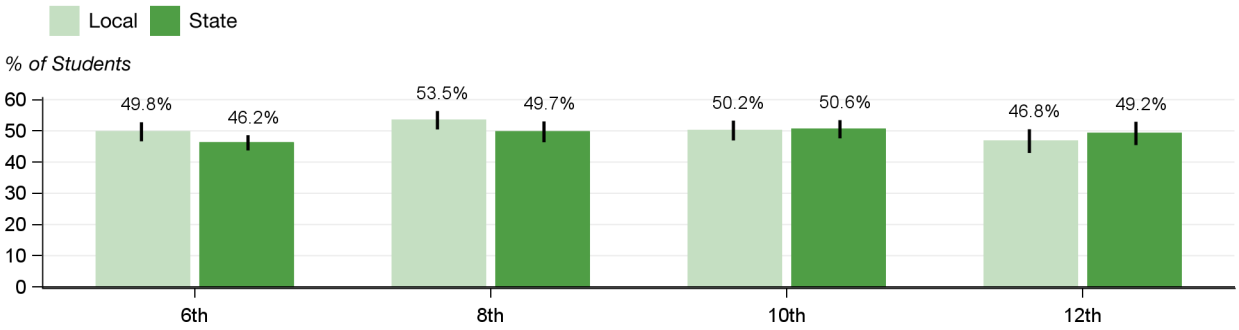
Levels of Hope - 2014-2025, Grade 6



The trend plot above shows measures of Levels of Hope between 2018 and 2025 for Grade 6. The measures and values are:

Measure	2018	2021	2023	2025
No or very low hope	*not asked of grade*	5.4% ±1.5%	7.3% ±1.6%	6.9% ±1.5%
Slight hope	*not asked of grade*	20.5% ±2.8%	19.7% ±2.4%	16.2% ±2.3% ↓
Moderate hope	*not asked of grade*	30% ±3.1%	29.2% ±2.8%	27.1% ±2.7%
High hope	*not asked of grade*	44.1% ±3.4%	43.8% ±3%	49.8% ±3.1% ↑

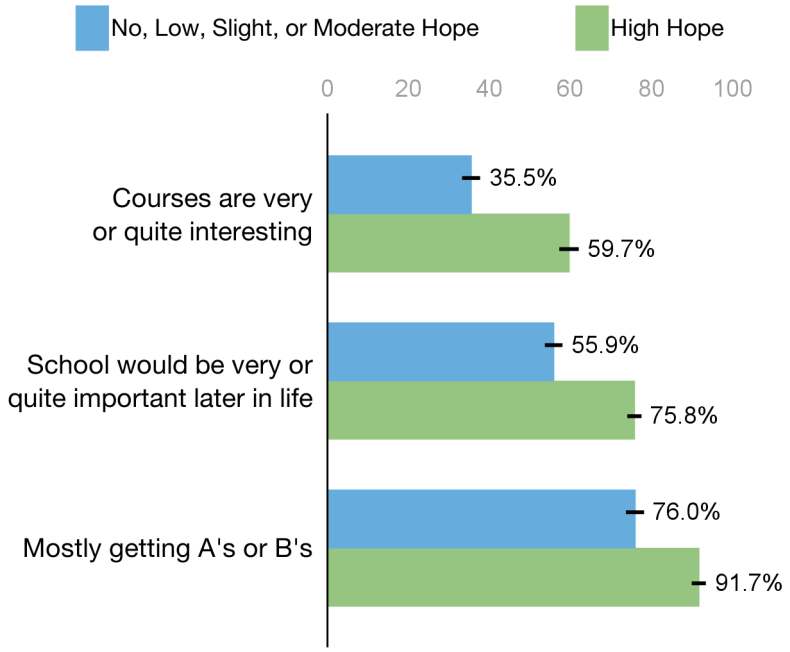
High Hope, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for High Hope for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	49.8% ±3.1%	46.2% ±2.4%
8th grade	53.5% ±3.0%	49.7% ±3.3%
10th grade	50.2% ±3.2%	50.6% ±2.9%
12th grade	46.8% ±3.8%	49.2% ±3.7%

Statewide Relationship between High Hope and School-related Measures, Grade 6



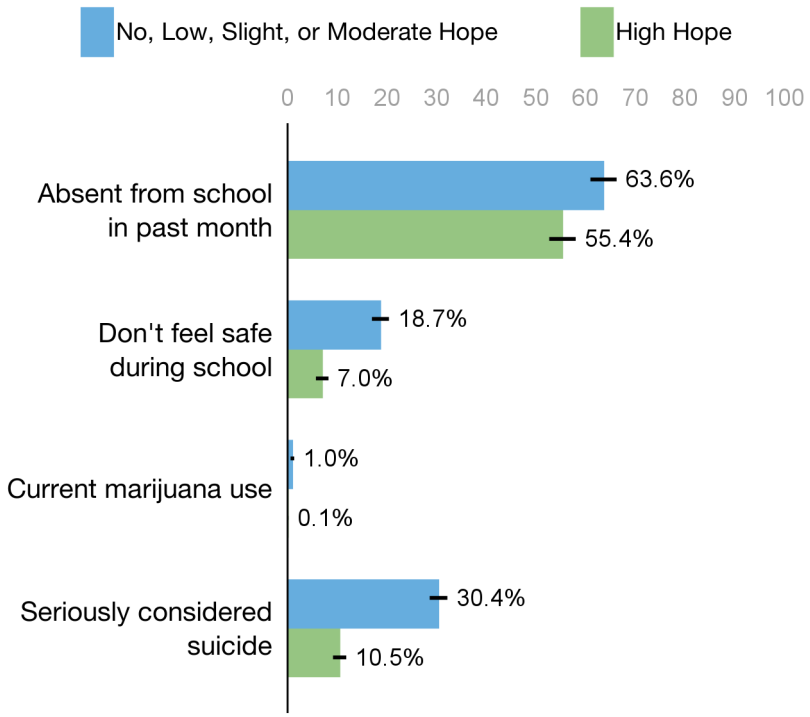
For 6th graders, those with high levels of hope are:

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

The chart above shows the Statewide Relationship between High Hope and School-related Measures

Measure	No, Low, Slight, or Moderate Hope	High Hope
Courses are very or quite interesting	35.5% ±2.2%	59.7% ±2.4%
School would be very or quite important later in life	55.9% ±2.2%	75.8% ±1.8%
Mostly getting A's or B's	76.0% ±2.2%	91.7% ±1.8%

Statewide Relationship between High Hope and Life-related Measures, Grade 6



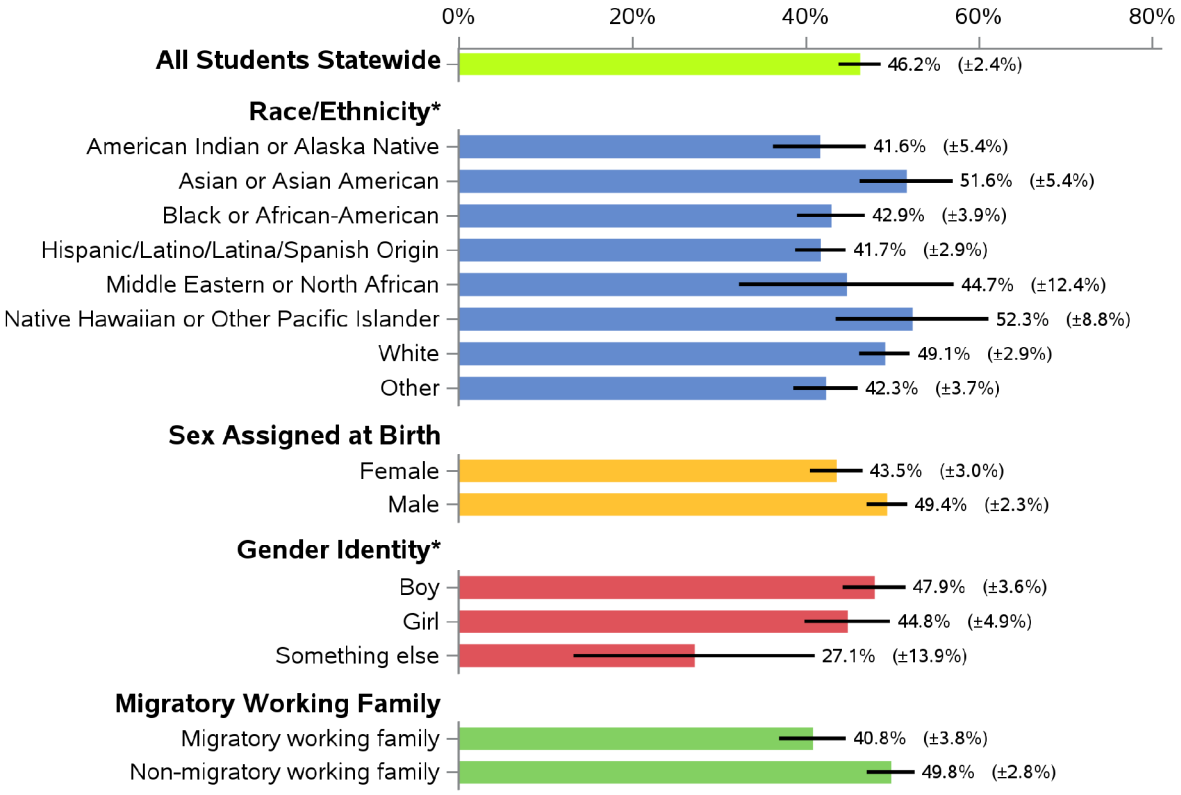
For 6th graders, those with high levels of hope are:

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

The chart above shows the Statewide Relationship between High Hope and Life-related Measures

Measure	No, Low, Slight, or Moderate Hope	High Hope
Absent from school in past month	63.6% ±2.6%	55.4% ±2.7%
Don't feel safe during school	18.7% ±1.7%	7.0% ±1.3%
Current marijuana use	1.0% ±0.4%	0.1% ±0.1%
Seriously considered suicide	30.4% ±1.8%	10.5% ±1.3%

Statewide Relationship between High Hope and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between High Hope and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	46.2% ±2.4%
By Race/Ethnicity	
American Indian or Alaska Native	41.6% ±5.4%
Asian or Asian American	51.6% ±5.4%
Black or African-American	42.9% ±3.9%
Hispanic/Latino/Latina/Spanish Origin	41.7% ±2.9%
Middle Eastern or North African	44.7% ±12.4%
Native Hawaiian or Other Pacific Islander	52.3% ±8.8%
White	49.1% ±2.9%
Other	42.3% ±3.7%
By Sex Assigned at Birth	
Female	43.5% ±3.0%
Male	49.4% ±2.3%
By Gender Identity	
Boy	47.9% ±3.6%
Girl	44.8% ±4.9%
Something else	27.1% ±13.9%
By Migratory Working Family	
Migratory working family	40.8% ±3.8%
Non-migratory working family	46.8% ±2.6%

For More Information

- **Research** has shown that hope can be taught and is connected to academic achievements, well-being and positive life outcomes.
- Hope Research Center - **https://www.ou.edu/tulsa/hope**

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
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- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

WASHINGTON STATE healthy youth SURVEY



Substance Use Fact Sheet 2025

Edmonds School District, Grade 6

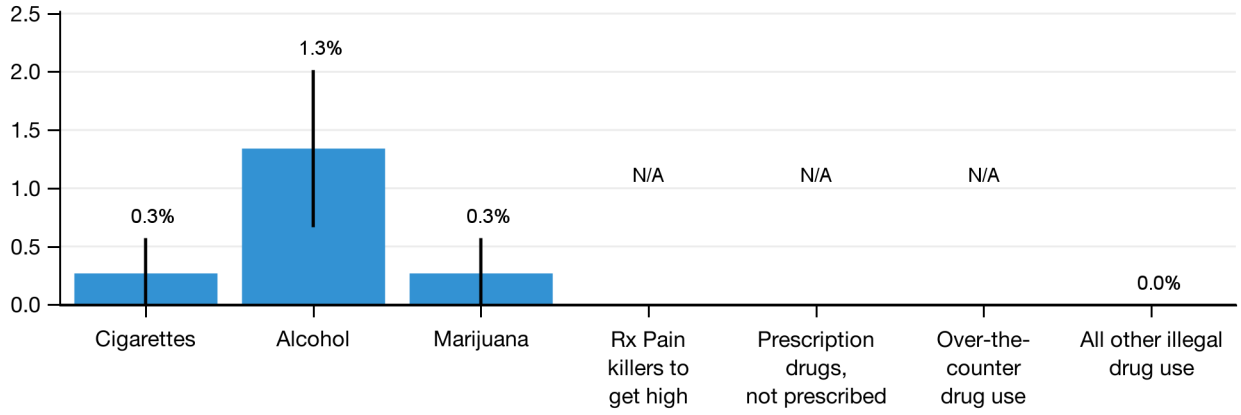
Students surveyed = 1,180

Introduction

- While youth substance use has declined nationwide over the last few decades, it is still important to monitor statewide and local trends for effective prevention of substance use disorders, mental health conditions, and other behaviors that impact youth well-being.
- Parents, caregivers, peers, family, and community members all influence youths' decision to use alcohol, tobacco, and other drugs.
- Important milestones in brain development start in adolescence and continue into the mid-to-late 20s. Developing brains are more susceptible to the effects of alcohol and other drugs.
- Researchers at the University of Washington Social Development Research Group (UW SDRG) developed a public health model for the prevention of youth substance use and other behaviors. Risk factors predict substance use or other behaviors, while protective factors can prevent substance use or protect against the effects of those risks. Effective prevention focuses on reducing risk and increasing protection. Additional details are available here: **Risk and Protective Factors on HYS**

Current (past 30-day) Substance Use - Grade 6, 2025

% of Students



The bar chart above shows Current (past 30-day) Substance Use for Grade 6, 2025. The measures and values are:

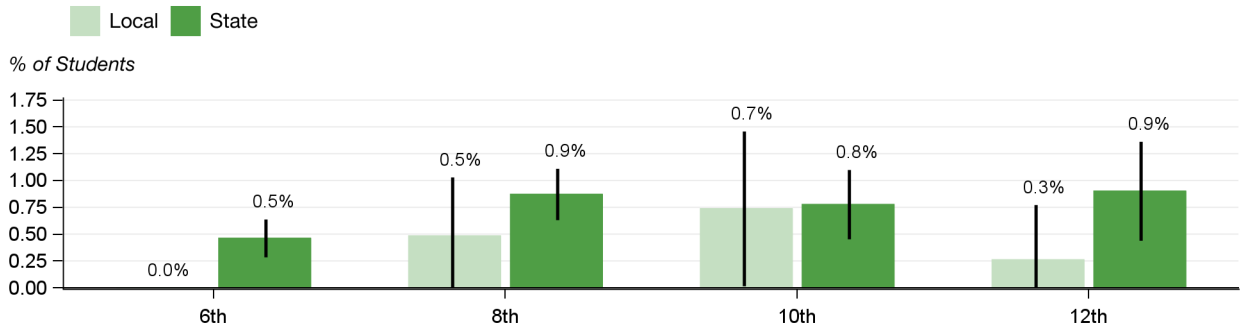
Measure	Value
Cigarettes	0.3% ±0.3%
Current (past 30-day) alcohol	1.3% ±0.7%
Marijuana	0.3% ±0.3%
Rx Pain killers to get high	*not asked of grade*

Measure	Value
Prescription drugs, not prescribed	*not asked of grade*
Over-the-counter drug use	*not asked of grade*
All other illegal drug use	0.0% ±0.0%

Highlight: Most youth don't use alcohol or other substances.

Note: In this report, over-the-counter drug use refers to the use of drugs like cough syrup or cold medicine for non-medical purposes. Also, references to 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.

Current (past 30-day) All Other Illegal Drug Use, All Grades, 2025



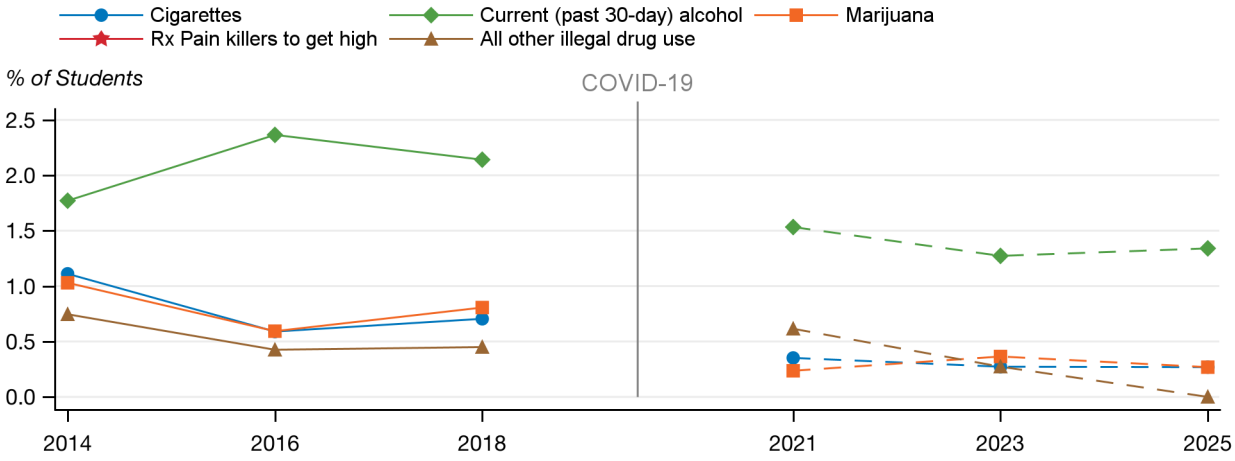
The bar chart above compares Edmonds School District (local results) to the state sample results for Current (past 30-day) All Other Illegal Drug Use for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	0.0% ±0.0%	0.5% ±0.2%
8th grade	0.5% ±0.5%	0.9% ±0.2%
10th grade	0.7% ±0.7%	0.8% ±0.3%
12th grade	0.3% ±0.5%	0.9% ±0.5%

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

a chart and table showing the above relationship are not displayed as the results are not significant for this grade

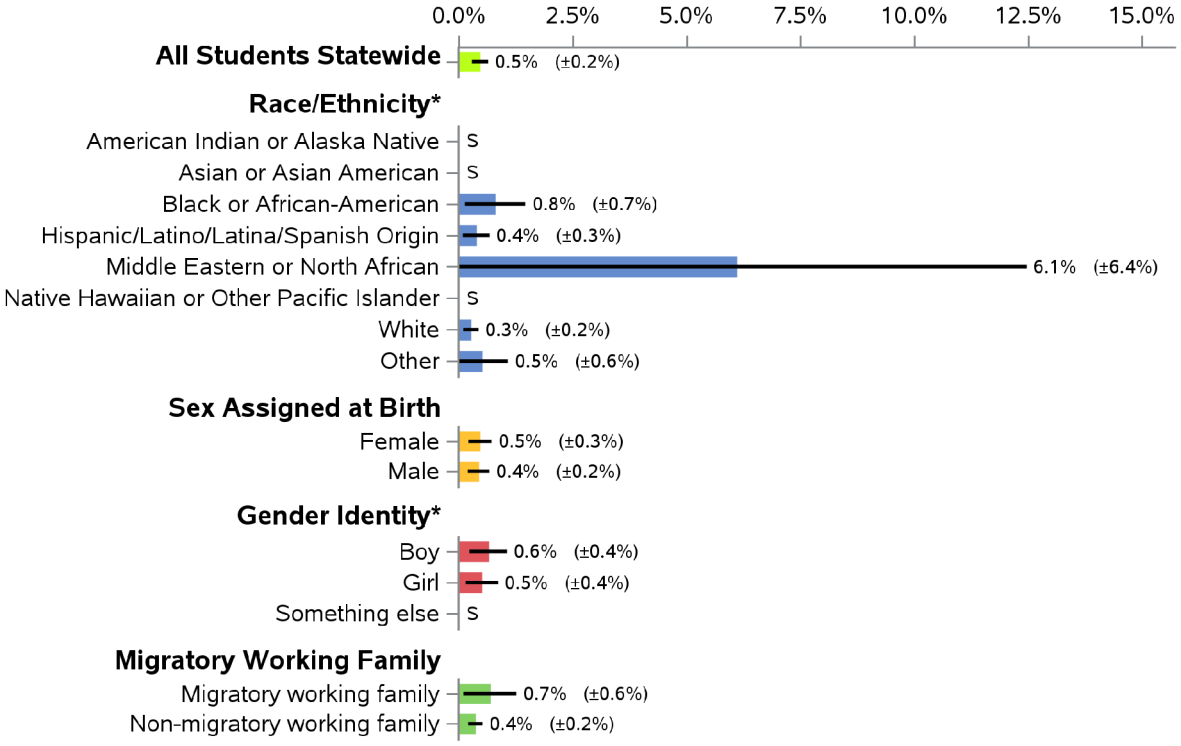
Current (past 30-day) Substance Use - 2014-2025, Grade 6



The trend plot above shows measures of Current (past 30-day) Substance Use between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Cigarettes	1.1% ±0.6%	0.6% ±0.4%	0.7% ±0.5%	0.4% ±0.4%	0.3% ±0.3%	0.3% ±0.3%
Current (past 30-day) alcohol	1.8% ±0.8%	2.4% ±0.9%	2.1% ±0.8%	1.5% ±0.8%	1.3% ±0.7%	1.3% ±0.7%
Marijuana	1% ±0.6%	0.6% ±0.4%	0.8% ±0.5%	0.2% ±0.3%	0.4% ±0.4%	0.3% ±0.3%
Rx Pain killers to get high	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*
All other illegal drug use	0.7% ±0.5%	0.4% ±0.4%	0.4% ±0.4%	0.6% ±0.5%	0.3% ±0.3%	0% ±0%

Statewide Relationship between Current (past 30-days) Illegal Drug Use and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

S - results are suppressed because less than 5 students answered this way

The bar chart above shows the statewide relationship between Current (past 30-days) Illegal Drug Use and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	0.5% ±0.2%
By Race/Ethnicity	
American Indian or Alaska Native	Suppressed
Asian or Asian American	Suppressed
Black or African-American	0.8% ±0.7%
Hispanic/Latino/Latina/Spanish Origin	0.4% ±0.3%
Middle Eastern or North African	6.1% ±6.4%
Native Hawaiian or Other Pacific Islander	Suppressed
White	0.3% ±0.2%
Other	0.5% ±0.6%
By Sex Assigned at Birth	
Female	0.5% ±0.3%
Male	0.4% ±0.2%
By Gender Identity	
Boy	0.6% ±0.4%
Girl	0.5% ±0.4%
Something else	Suppressed
By Migratory Working Family	
Migratory working family	0.7% ±0.6%
Non-migratory working family	0.4% ±0.2%

For More Information

- Several research briefs on substance use and mental health promotion topics have been developed by the Prevention Research Collaborative. Find them here: **https://theathenaforum.org/prevention-101/research-briefs-substance-use-prevention-and-mental-health-promotion**
- 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://theathenaforum.org/cpwi**
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse **http://adaiclearinghouse.net**
- For prevention tips and other online resources visit **https://focusonyouwa.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**

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

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The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

WASHINGTON STATE healthy youth SURVEY



Alcohol Use Fact Sheet 2025

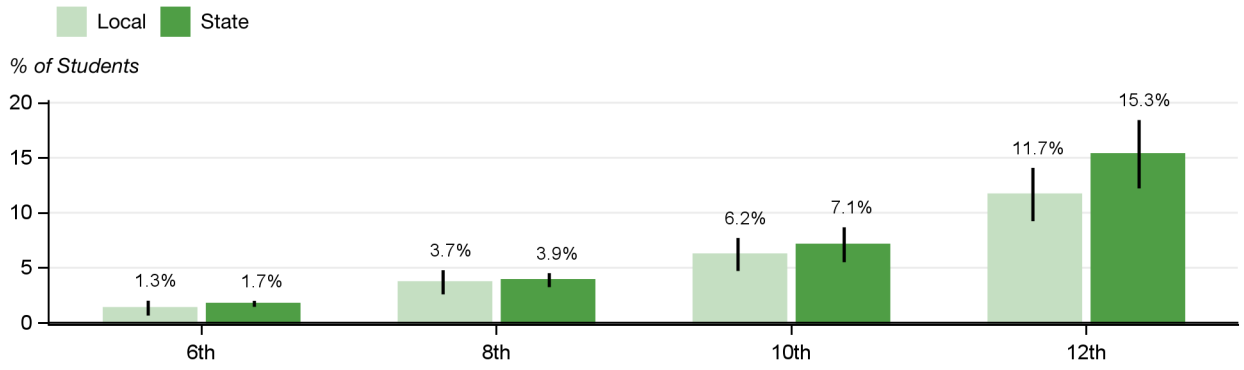
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

- Alcohol is the most common substance used by youth younger than 21 in the United States. [1]
- Youth alcohol use is associated with violence, poor school performance, suicide, and risky sexual behavior.
- Important milestones in brain development start in adolescence and continue into the mid-to-late 20s. Research shows heavy alcohol use during teen years can permanently damage the still-developing brain.
- Researchers at the University of Washington Social Development Research Group (UW SDRG) developed a public health model for the prevention of youth substance use and other behaviors. Risk factors predict substance use or other behaviors, while protective factors can prevent substance use or protect against the effects of those risks. Effective prevention focuses on reducing risk and increasing protection. Additional details are available here: **Risk and Protective Factors on HYS**
- While youth substance use has declined nationwide over the last few decades, it is still important to monitor statewide and local trends for effective prevention.

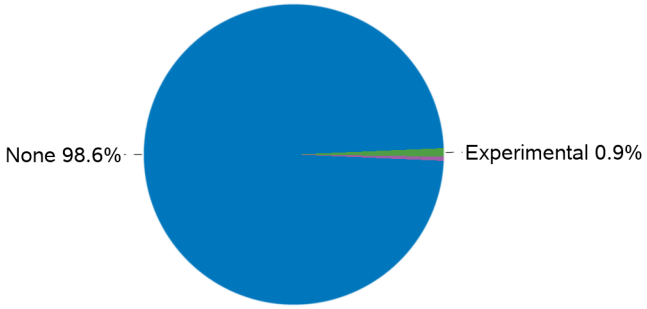
Current (past 30-day) Alcohol Use, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Current (past 30-day) Alcohol Use for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	1.3% ±0.7%	1.7% ±0.3%
8th grade	3.7% ±1.1%	3.9% ±0.6%
10th grade	6.2% ±1.5%	7.1% ±1.6%
12th grade	11.7% ±2.4%	15.3% ±3.1%

Levels of Alcohol Use, Grade 6, 2025

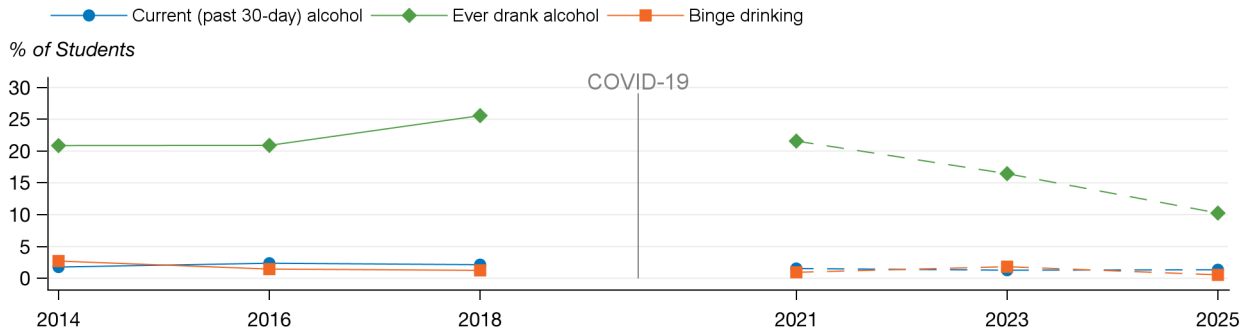


The pie chart above shows Levels of Alcohol Use for Grade 6, 2025. The values are:

Alcohol Use in Past 30 Days	Value
None: no drinking in the past 30 days	98.6% ±0.7%
Experimental: 1-2 days drinking, and no binge drinking	0.9% ±0.6%
Heavy: 3-5 days drinking, and/or one binge	0.5% ±0.4%
Problem: 6+ days drinking, and/or 2+ binges	0.0% ±0.0%

HYS 2025 Alcohol Use Fact Sheet
Edmonds School District, Grade 6

Alcohol Use - 2014-2025, Grade 6



The trend plot above shows measures of Alcohol Use between 2014 and 2025 for Grade 6. The measures and values are:

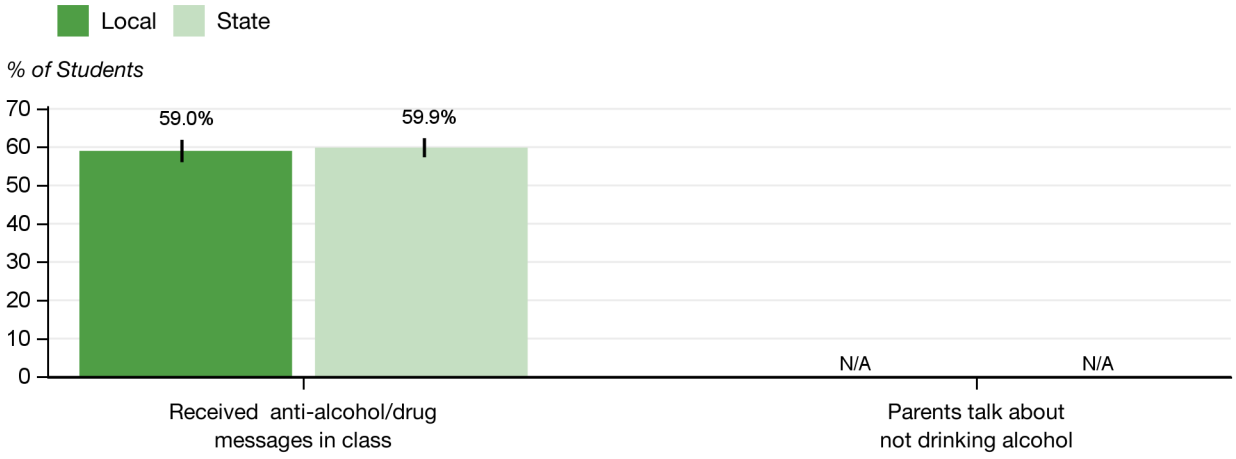
Measure	2014	2016	2018	2021	2023	2025
Current (past 30-day) alcohol	1.8% ±0.8%	2.4% ±0.9%	2.1% ±0.8%	1.5% ±0.8%	1.3% ±0.7%	1.3% ±0.7%
Ever drank alcohol	20.9% ±2.4%	20.9% ±2.3%	25.6% ±2.6% ▲	21.6% ±2.8% ▼	16.4% ±2.2% ▼	10.2% ±1.8% ▼
Binge drinking	2.7% ±1% ▲	1.4% ±0.7% ▼	1.2% ±0.6%	0.9% ±0.7%	1.8% ±0.8%	0.5% ±0.4% ▼

There would have been a chart and table titled:
Youth Access to Alcohol

The questions reported were not asked of this grade

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

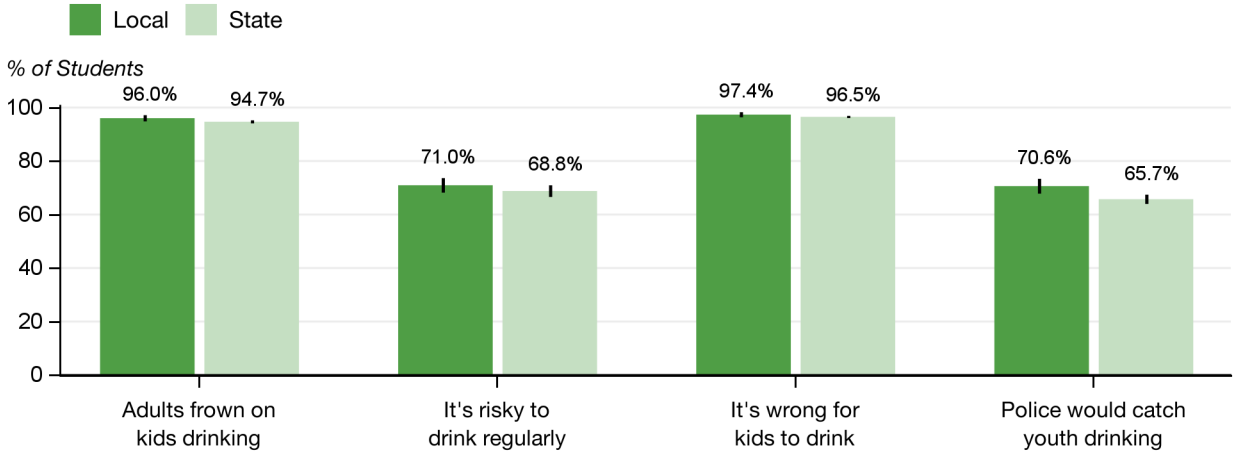
Received Anti-Alcohol Messages, Grade 6, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Received Anti-Alcohol Messages, Grade 6, 2025. The measures and values are:

Measure	Local Results	State Results
Received anti-alcohol/drug messages in class	59.0% ±2.9%	59.9% ±2.5%
Parents talk about not drinking alcohol	*not asked of grade*	*not asked of grade*

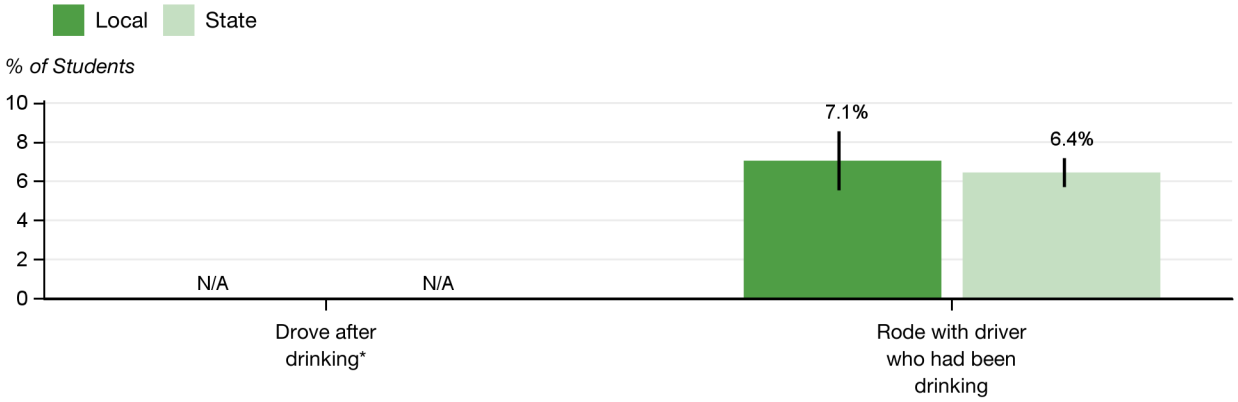
Youth Perceptions about Alcohol, Grade 6, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Youth Perceptions about Alcohol, Grade 6, 2025. The measures and values are:

Measure	Local Results	State Results
Adults frown on kids drinking	96.0% ±1.2%	94.7% ±0.6%
It's risky to drink regularly	71.0% ±2.7%	68.8% ±2.2%
It's wrong for kids to drink	97.4% ±0.9%	96.5% ±0.4%
Police would catch youth drinking	70.6% ±2.8%	65.7% ±1.7%

Drinking and Driving/Riding, Grade 6, 2025

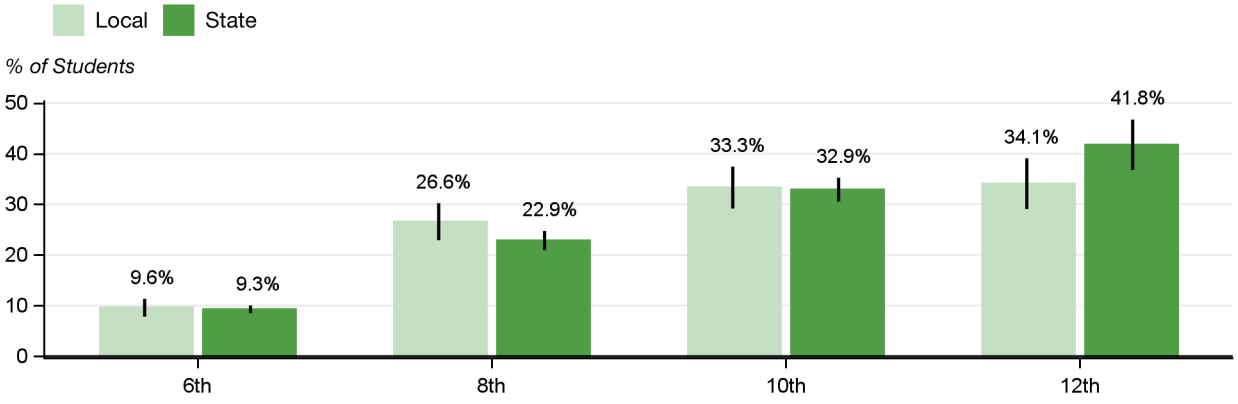


The bar chart above compares Edmonds School District (local results) to the state sample results for Drinking and Driving/Riding, Grade 6, 2025. The measures and values are:

Measure	Local Results	State Results
Drove after drinking*	*not asked of grade*	*not asked of grade*
Rode with driver who had been drinking	7.1% ±1.5%	6.4% ±0.7%

*Among those who drove a car or other vehicle during the past 30 days

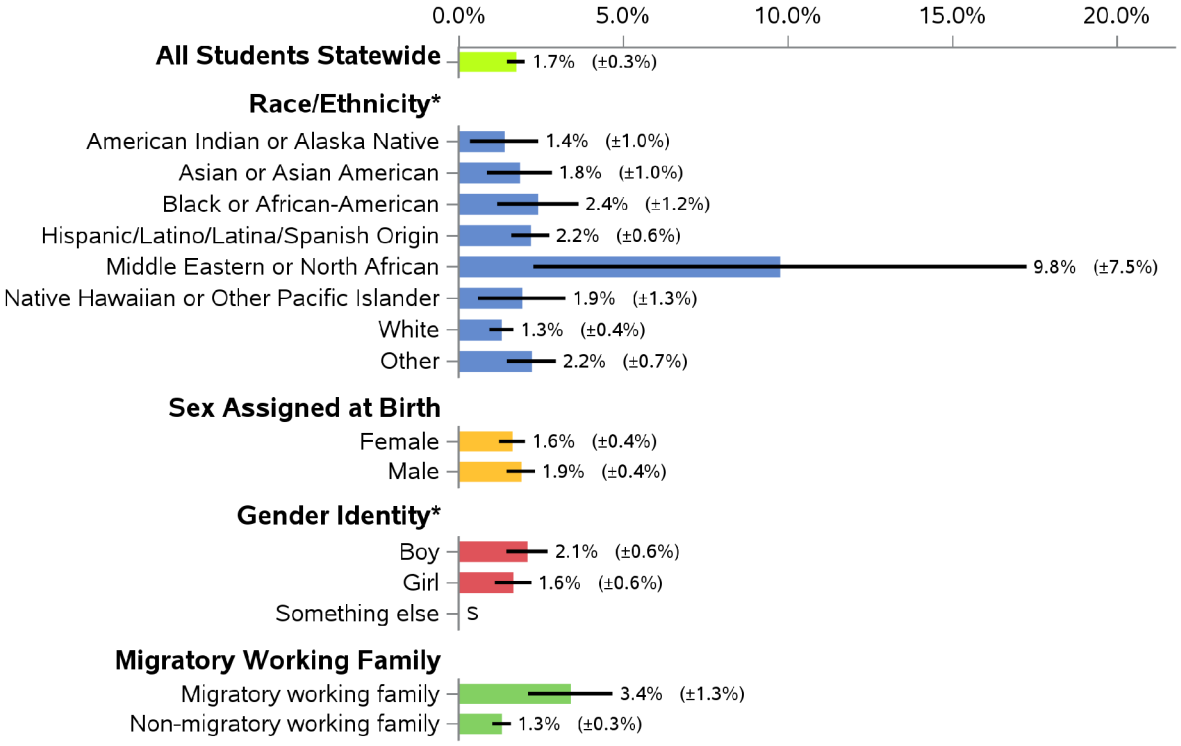
Youth Perception that Alcohol is Easy to Get, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Youth Perception that Alcohol is Easy to Get for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	9.6% ±1.8%	9.3% ±0.8%
8th grade	26.6% ±3.7%	22.9% ±1.9%
10th grade	33.3% ±4.1%	32.9% ±2.4%
12th grade	34.1% ±5.0%	41.8% ±5.0%

Statewide Relationship between Current (past 30 days) Alcohol Use and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

S - results are suppressed because less than 5 students answered this way

The bar chart above shows the statewide relationship between Current (past 30 days) Alcohol Use and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	1.7% ±0.3%
By Race/Ethnicity	
American Indian or Alaska Native	1.4% ±1.0%
Asian or Asian American	1.8% ±1.0%
Black or African-American	2.4% ±1.2%
Hispanic/Latino/Latina/Spanish Origin	2.2% ±0.6%
Middle Eastern or North African	9.8% ±7.5%
Native Hawaiian or Other Pacific Islander	1.9% ±1.3%
White	1.3% ±0.4%
Other	2.2% ±0.7%
By Sex Assigned at Birth	
Female	1.6% ±0.4%
Male	1.9% ±0.4%
By Gender Identity	
Boy	2.1% ±0.6%
Girl	1.6% ±0.6%
Something else	Suppressed
By Migratory Working Family	
Migratory working family	3.4% ±1.3%
Non-migratory working family	1.6% ±0.3%

For More Information

- Several research briefs on substance use and mental health promotion topics have been developed by the Prevention Research Collaborative. Find them here: **https://theathenaforum.org/prevention-101/research-briefs-substance-use-prevention-and-mental-health-promotion**
- 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://theathenaforum.org/cpwi**
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse: **https://adaiclearinghouse.net**
- For prevention tips and other online resources visit **https://focusonyouwa.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**

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

References

1. About underage drinking (2025, October 10). Centers for Disease Control and Prevention. **About Underage Drinking | Alcohol Use | CDC**

WASHINGTON STATE healthy youth SURVEY



Commercial Tobacco Product Use Fact Sheet 2025

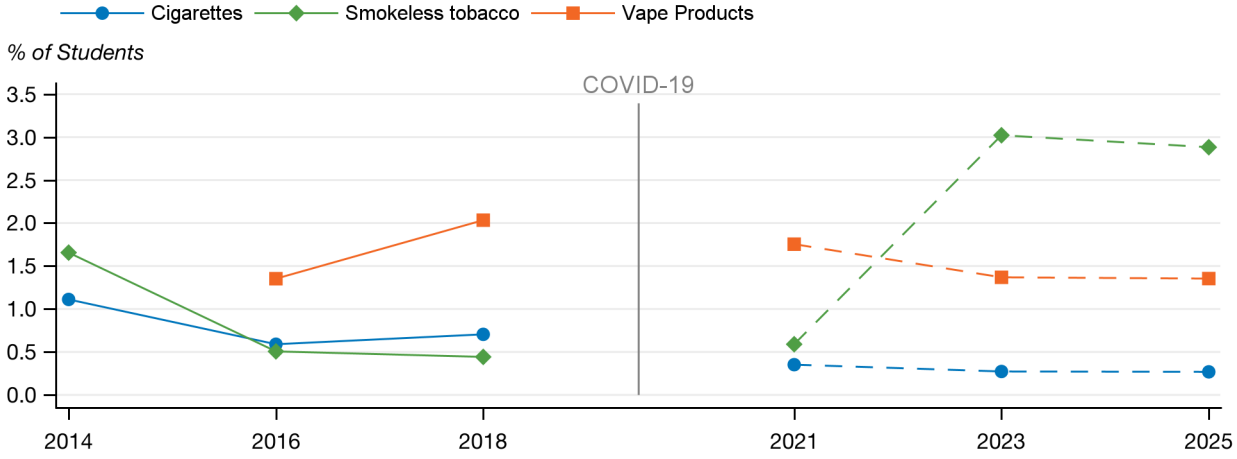
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

- Commercial tobacco and vapes (e-cigarettes) are the leading cause of preventable death and disease in the US.
- E-cigarette use and frequency of use haveincreased among youth and adolescents. [1] Among Washington youth, the rate of smoking is 2% but the rate of e-cigarette use is 8%. [2]
- Youth and young adults aged 18 years andunder are more likely to start using tobaccothan adults; about 90% of adults who currentlysmoke started by age 18 years. [1] Estimates show Washington has 650 new adolescent smokers per year. [2]
- The minimum age to buy tobacco and vape products in the US is 21 years old, but youth can get these products from older friends.
- 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 it contains nicotine.
- Preventing youth initiation of tobacco and e-cigarettes would have a meaningful impact on the rates of tobacco-related mortality and morbidity.

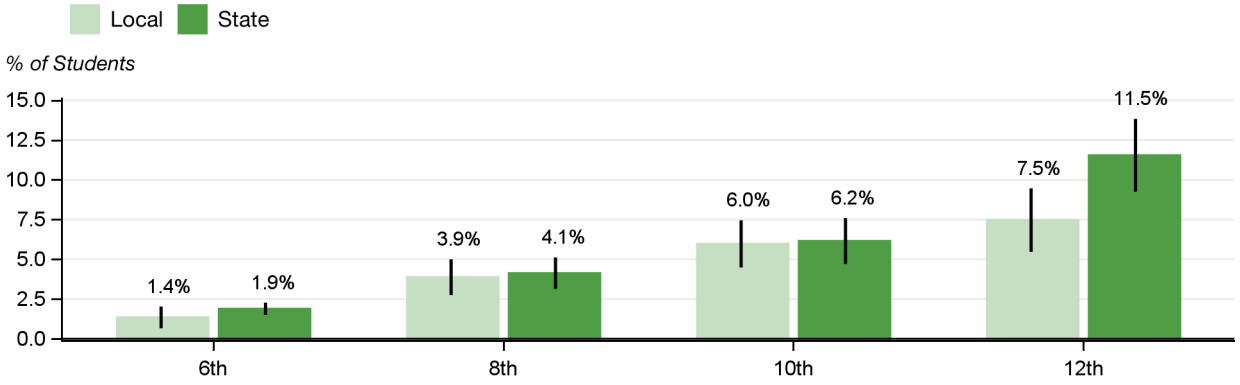
Current (past 30-day) Use Trends - 2014-2025, Grade 6



The trend plot above shows measures of Current (past 30-day) Use Trends between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Cigarettes	1.1% ±0.6%	0.6% ±0.4%	0.7% ±0.5%	0.4% ±0.4%	0.3% ±0.3%	0.3% ±0.3%
Smokeless tobacco	1.7% ±0.8% ▲	0.5% ±0.4% ▼	0.4% ±0.4%	0.6% ±0.5%	3% ±1% ▲	2.9% ±1%
Vape Products	*not asked of grade*	1.4% ±0.7%	2% ±0.8%	1.8% ±0.9%	1.4% ±0.7%	1.4% ±0.7%

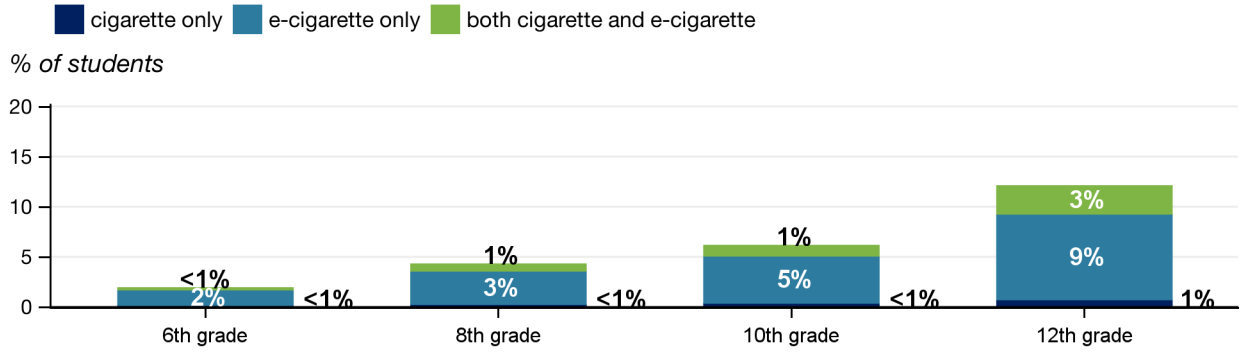
Current (past 30-day) Vapor Product Use, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Current (past 30-day) Vapor Product Use for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	1.4% ±0.7%	1.9% ±0.4%
8th grade	3.9% ±1.1%	4.1% ±1.0%
10th grade	6.0% ±1.5%	6.2% ±1.4%
12th grade	7.5% ±2.0%	11.5% ±2.3%

Statewide Prevalence of Current (past 30-day) Cigarette, E-cigarette, and Use of Both Among Youth by Grade, 2025



Type	6th Grade	8th Grade	10th Grade	12th Grade
cigarette only	0.2% ±0.1%	0.3% ±0.1%	0.4% ±0.2%	0.7% ±0.3%
e-cigarette only	1.6% ±0.3%	3.3% ±0.8%	4.7% ±1.1%	8.5% ±1.8%
both cigarette and e-cigarette	0.3% ±0.1%	0.8% ±0.3%	1.1% ±0.3%	2.9% ±0.9%

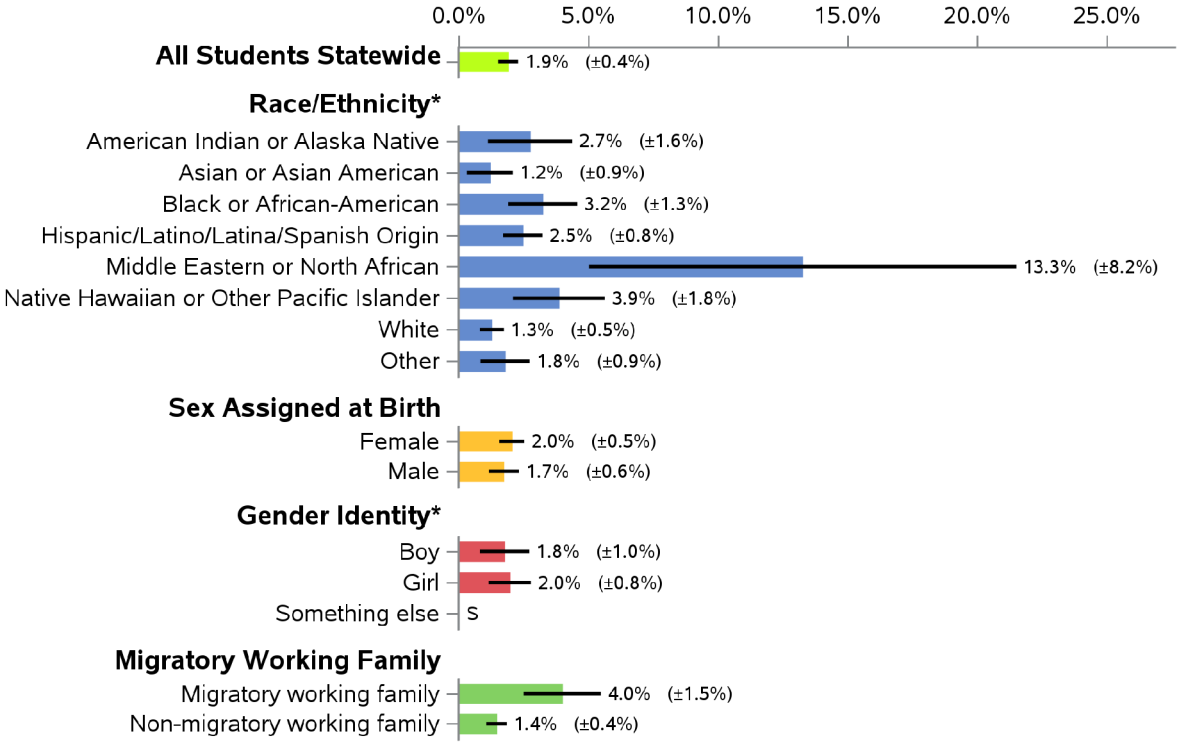
There would have been a chart and table titled:
Reported Substance "Vaped" Among Current (30-day) Vapor Product Users

The questions reported were not asked of this grade

There would have been a chart and table titled:
Source of Tobacco and Vapor Products Among Those Who Use Them

The questions reported were not asked of this grade

Statewide Relationship between Current (past 30-day) Vapor Product Use and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

S - results are suppressed because less than 5 students answered this way

The bar chart above shows the statewide relationship between Current (past 30-day) Vapor Product Use and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	1.9% ±0.4%
By Race/Ethnicity	
American Indian or Alaska Native	2.7% ±1.6%
Asian or Asian American	1.2% ±0.9%
Black or African-American	3.2% ±1.3%
Hispanic/Latino/Latina/Spanish Origin	2.5% ±0.8%
Middle Eastern or North African	13.3% ±8.2%
Native Hawaiian or Other Pacific Islander	3.9% ±1.8%
White	1.3% ±0.5%
Other	1.8% ±0.9%
By Sex Assigned at Birth	
Female	2.0% ±0.5%
Male	1.7% ±0.6%
By Gender Identity	
Boy	1.8% ±1.0%
Girl	2.0% ±0.8%
Something else	Suppressed
By Migratory Working Family	
Migratory working family	4.0% ±1.5%
Non-migratory working family	1.7% ±0.4%

For More Information

- Through key partnerships, the Commercial Tobacco Prevention Program addresses youth access to tobacco and the growth in the use of electronic cigarettes and vapor products in Washington State. Find out more here: **https://www.doh.wa.gov/YouandYourFamily/Tobacco**
- For help to quit smoking or vaping, teenagers aged 13-17 years old can text QUIT to 47848 and be connected to SmokefreeTXT, a program offered by Smokefree.gov.
- Additional support to help quit smoking or vaping can be found at **teen.smokefree.gov** or at **https://doh.wa.gov/quit**
- Call 1-800-QUIT-NOW to receive support from a Quit Coach. All services are free and confidential.

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

- Students were asked how many days, over the past 30 days, they smoked cigarettes, used smokeless tobacco products, and used electronic cigarettes or vaping products. Current users were students who responded they smoked a tobacco product between 1 and 30 days.
- Multi-select questions do not add to 100%.

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

References

1. The American Heart Association. Youth and Tobacco: A New Crisis Infographic. 2024. Accessed November 2025. Available at: **https://www.heart.org/en/-/media/Files/Healthy-Living/tobacco-endgame-infographic-PDF.pdf?sc_lang=en**

2. The Campaign for Tobacco-Free Kids. Key State-Specific Tobacco-Related Data and Rankings. 2025 Aug. Accessed November 2025. Available at: **https://assets.tobaccofreekids.org/factsheets/0176.pdf**

WASHINGTON STATE healthy youth SURVEY



Marijuana Use Fact Sheet 2025

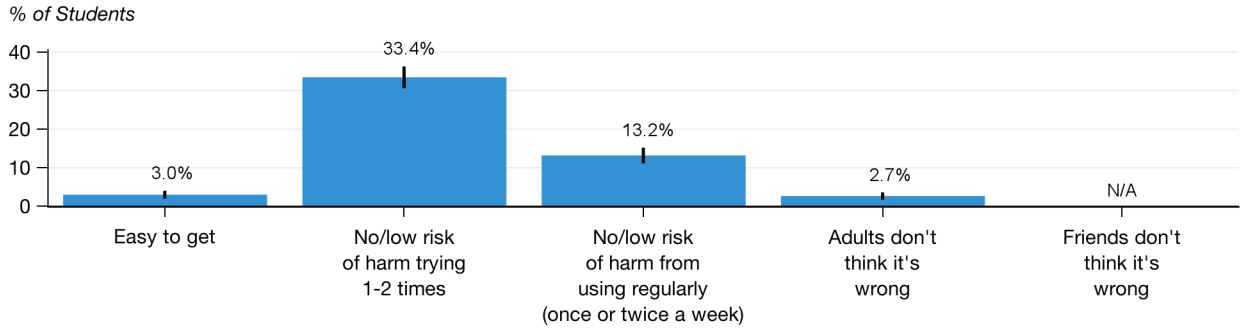
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

- While youth substance use has declined nationwide over the last few decades, it is still important to monitor statewide and local trends for effective prevention.
- Research shows between 10 and 30% of marijuana users develop some degree of addiction. Those who start using earlier may be more likely to develop an addiction. [1]
- Important milestones in brain development start in adolescence and continue into the mid-to-late 20s. Developing brains are more susceptible to the effects of alcohol and other drugs, including the likelihood of developing an addiction.
- Marijuana use can cause deficits in learning and memory. Teens who use marijuana are more likely to receive failing grades in school.

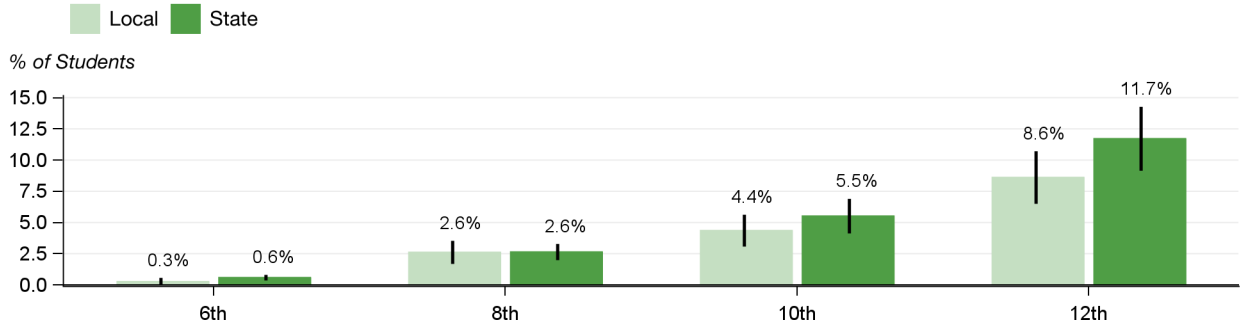
Attitudes about Marijuana Use - Grade 6, 2025



The bar chart above shows Attitudes about Marijuana Use for Grade 6, 2025. The measures and values are:

Measure	Value
Easy to get	3.0% ±1.0%
No/low risk of harm trying 1-2 times	33.4% ±2.8%
No/low risk of harm from using regularly (once or twice a week)	13.2% ±2.0%
Adults don't think it's wrong	2.7% ±1.0%
Friends don't think it's wrong	*not asked of grade*

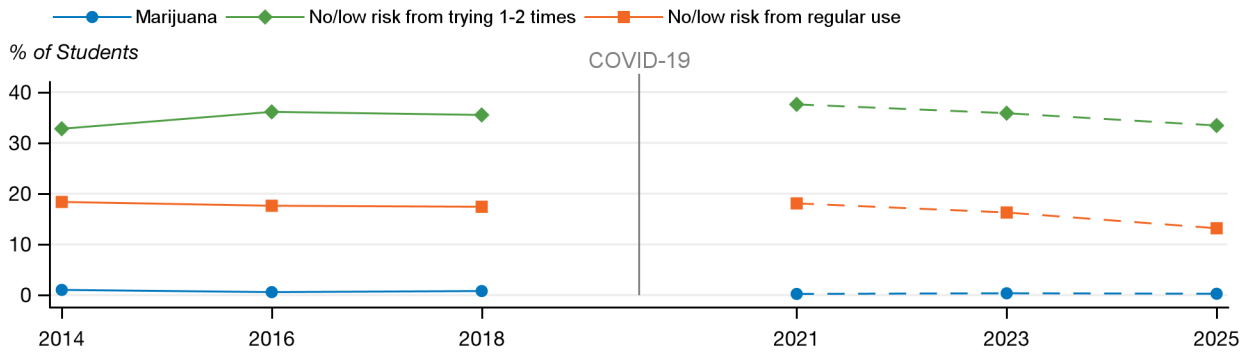
Current (past 30-day) Marijuana Use, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Current (past 30-day) Marijuana Use for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	0.3% ±0.3%	0.6% ±0.2%
8th grade	2.6% ±0.9%	2.6% ±0.6%
10th grade	4.4% ±1.3%	5.5% ±1.4%
12th grade	8.6% ±2.1%	11.7% ±2.6%

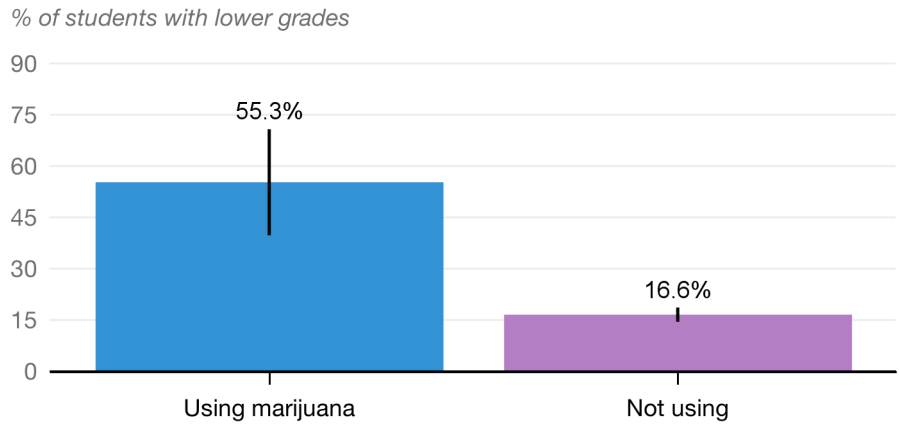
Marijuana Use and Perception of Harm - 2014-2025, Grade 6



The trend plot above shows measures of Marijuana Use and Perception of Harm between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Marijuana	1% ±0.6%	0.6% ±0.4%	0.8% ±0.5%	0.2% ±0.3%	0.4% ±0.4%	0.3% ±0.3%
No/low risk from trying 1-2 times	32.8% ±2.9%	36.1% ±2.8%	35.5% ±2.8%	37.6% ±3.3%	35.9% ±2.9%	33.4% ±2.8%
No/low risk from regular use	18.4% ±2.4%	17.6% ±2.2%	17.4% ±2.3%	18.1% ±2.7%	16.3% ±2.2%	13.2% ±2% ▼

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

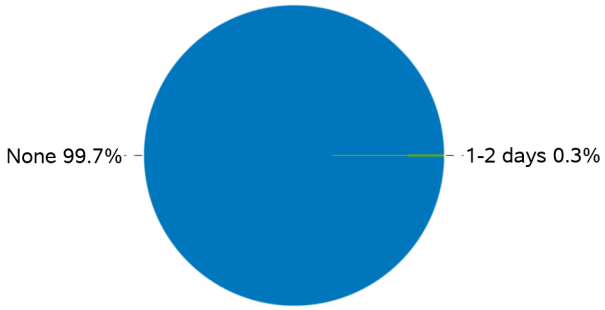


The bar chart above shows the statewide relationship between lower grades and current (past 30-day) marijuana use for Grade 6 in 2025

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.

Student group	Results
for those using marijuana	55.3% have lower grades (±15.5%)
for those not using	16.6% have lower grades (±2.1%)

Level of Current (past 30-day) Marijuana Use, Grade 6, 2025



The pie chart above shows Level of Current (past 30-day) Marijuana Use for Grade 6, 2025. The values are:

Level of Current (past 30-day) Marijuana Use	Value
None	99.7% ±0.3%
1-2 days	0.3% ±0.3%
3-5 days	0.0% ±0.0%
6-9 days	0.0% ±0.0%
10 or more days	0.0% ±0.0%

There would have been a chart and table titled:
Marijuana Use and Driving/Riding, Compared to the State

The questions reported were not asked of this grade

*Among those who drove a car or other vehicle during the past 30 days

There would have been a chart and table titled:
Type of Marijuana Use among Those Who Used It, Compared to the State

The questions reported were not asked of this grade

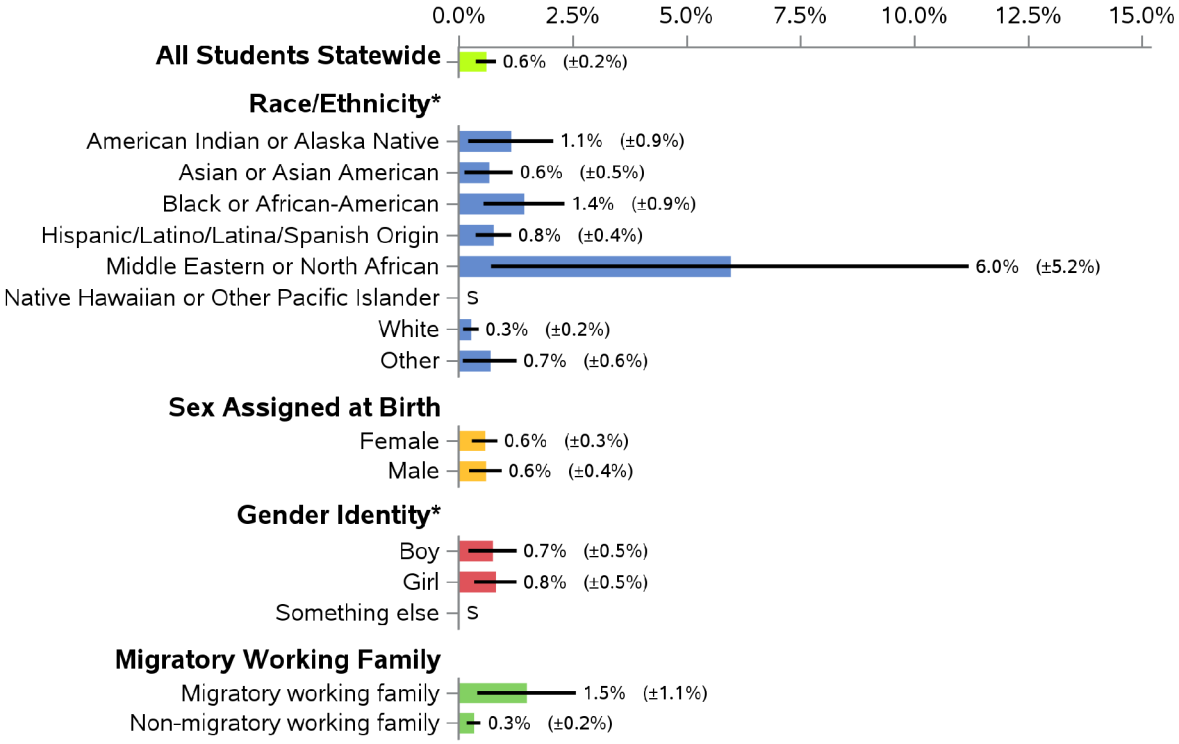
There would have been a chart and table titled:
Family Environment, Compared to the State

The questions reported were not asked of this grade

There would have been a chart and table titled:
Youth Access to Marijuana

The questions reported were not asked of this grade

Statewide Relationship between Current (past 30-days) Marijuana Use and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

S - results are suppressed because less than 5 students answered this way

The bar chart above shows the statewide relationship between Current (past 30-days) Marijuana Use and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	0.6% ±0.2%
By Race/Ethnicity	
American Indian or Alaska Native	1.1% ±0.9%
Asian or Asian American	0.6% ±0.5%
Black or African-American	1.4% ±0.9%
Hispanic/Latino/Latina/Spanish Origin	0.8% ±0.4%
Middle Eastern or North African	6.0% ±5.2%
Native Hawaiian or Other Pacific Islander	Suppressed
White	0.3% ±0.2%
Other	0.7% ±0.6%
By Sex Assigned at Birth	
Female	0.6% ±0.3%
Male	0.6% ±0.4%
By Gender Identity	
Boy	0.7% ±0.5%
Girl	0.8% ±0.5%
Something else	Suppressed
By Migratory Working Family	
Migratory working family	1.5% ±1.1%
Non-migratory working family	0.5% ±0.2%

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

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

HYS 2025 Marijuana Use Fact Sheet
Edmonds School District, Grade 6

For More Information

- Several research briefs on substance use and mental health promotion topics have been developed by the Prevention Research Collaborative. Find them here: **https://theathenaforum.org/prevention-101/research-briefs-substance-use-prevention-and-mental-health-promotion**
- To find out about prevention coalitions in your area and how to get involved, go to **https://theathenaforum.org/cpwi**
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse: **http://adaiclearinghouse.net**
- For prevention tips and other online resources visit **https://focusonyouwa.org** and

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
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The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

References

1. **National Institute on Drug Abuse**

WASHINGTON STATE healthy youth SURVEY



Migratory Students Fact Sheet 2025

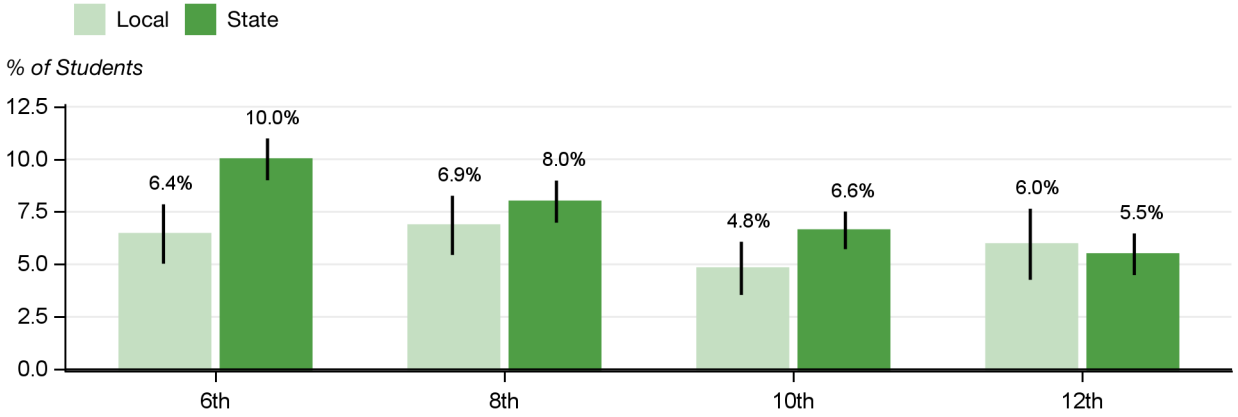
Edmonds School District, Grade 6

Students surveyed = 1,180

Introduction

- Migratory families often have trouble receiving continuous, high-quality educational services because of their high rate of mobility, cultural and language barriers, social isolation, health-related problems, disruption of their children's education, and the lack of resources in the areas in which they live and work.[1]
- Although Migratory students have access to state and federal funded healthcare coverage, there are evident gaps in accessing healthcare services that may be contributing to greater disparities overall.
- Migrant working families' impact migrant student's full academic engagement such as attendance, academic participation, and graduation.
- Self-identified migratory students of Washington State, as defined by Title I. Part C Migrant Education Program (MEP), are those who have moved independently or with family in the past three (3) years to another school district or city for temporary or seasonal work in agriculture, dairy, or fishing.
- The HYS data suggests that there is significantly higher health disparities among Migratory students compared to non-Migratory Washington students.

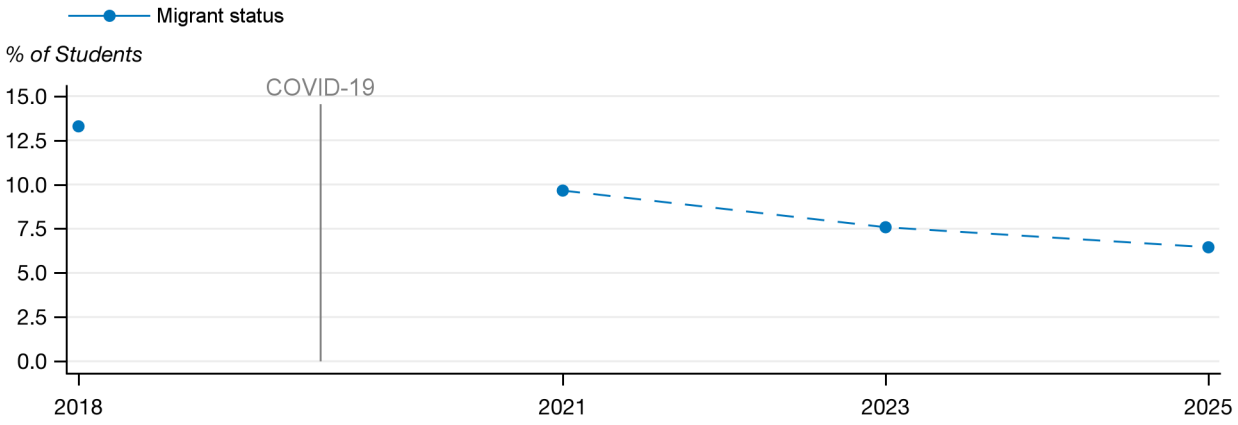
Migrant Status, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Migrant Status for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	6.4% ±1.4%	10.0% ±1.0%
8th grade	6.9% ±1.4%	8.0% ±1.0%
10th grade	4.8% ±1.3%	6.6% ±0.9%
12th grade	6.0% ±1.7%	5.5% ±1.0%

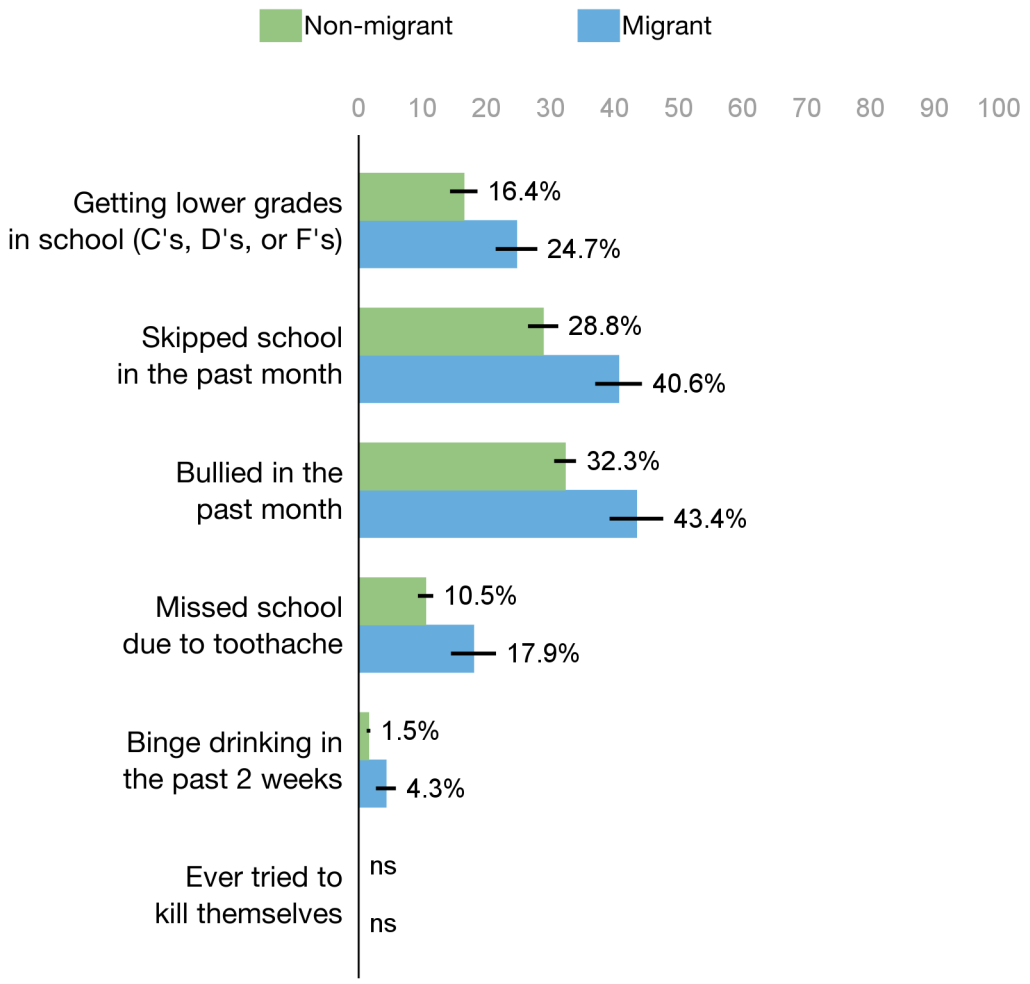
Migrant Status - 2018-2025, Grade 6



The trend plot above shows measure of Migrant Status between 2018 and 2025 for Grade 6. The measure and values are:

Measure	2018	2021	2023	2025
Migrant status	13.3% ±2%	9.7% ±1.9%	7.6% ±1.5%	6.4% ±1.4%

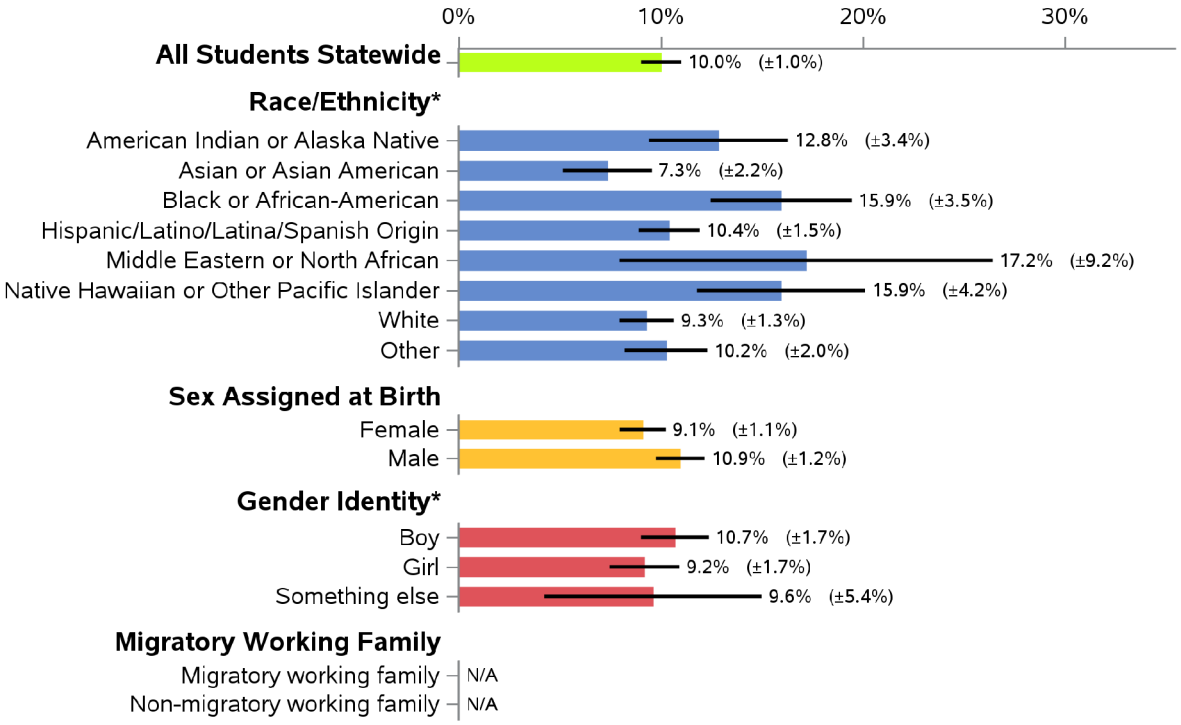
Statewide Relationship between Migrant Status and Selected Measures, Grade 6



The chart above shows the Statewide Relationship between Migrant Status and Selected Measures

Measure	Non-migrant	Migrant
Getting lower grades in school (C's, D's, or F's)	16.4% ±2.1%	24.7% ±3.3%
Skipped school in the past month	28.8% ±2.4%	40.6% ±3.7%
Bullied in the past month	32.3% ±1.7%	43.4% ±4.2%
Missed school due to toothache	10.5% ±1.2%	17.9% ±3.5%
Binge drinking in the past 2 weeks	1.5% ±0.3%	4.3% ±1.6%
Ever tried to kill themselves	*no significant difference*	

Statewide Relationship between Migrant Status and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

S - results are suppressed because less than 5 students answered this way

N/A - result not applicable for the selected report

The bar chart above shows the statewide relationship between Migrant Status and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	10.0% ±1.0%
By Race/Ethnicity	
American Indian or Alaska Native	12.8% ±3.4%
Asian or Asian American	7.3% ±2.2%
Black or African-American	15.9% ±3.5%
Hispanic/Latino/Latina/Spanish Origin	10.4% ±1.5%
Middle Eastern or North African	17.2% ±9.2%
Native Hawaiian or Other Pacific Islander	15.9% ±4.2%
White	9.3% ±1.3%
Other	10.2% ±2.0%
By Sex Assigned at Birth	
Female	9.1% ±1.1%
Male	10.9% ±1.2%
By Gender Identity	
Boy	10.7% ±1.7%
Girl	9.2% ±1.7%
Something else	9.6% ±5.4%
By Migratory Working Family	
Migratory working family	100.0% ±0.0%
Non-migratory working family	Suppressed

For More Information

- Visit the Washington State Migrant Education Program Website: **https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/migrant-education-program** .
- The OSPI suicide prevention page: **https://www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx** .
- National Suicide Prevention Hotline 1-800-273-TALK (8255) or **National Hotline for Mental Health Crises and Suicide Prevention | National Alliance on Mental Illness (NAMI)** .

Data Notes

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

▲ ▼ indicates a significant change from the previous year, $p<0.05$. Color indicates a positive or negative difference

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

References

1. Migrant Education Program, Washington Office of Superintendent of Public Instruction; November 2025. **Migrant Education Program**