WASHINGTON STATE healthy youth SURVEY



Unintentional Injury Fact Sheet 2025

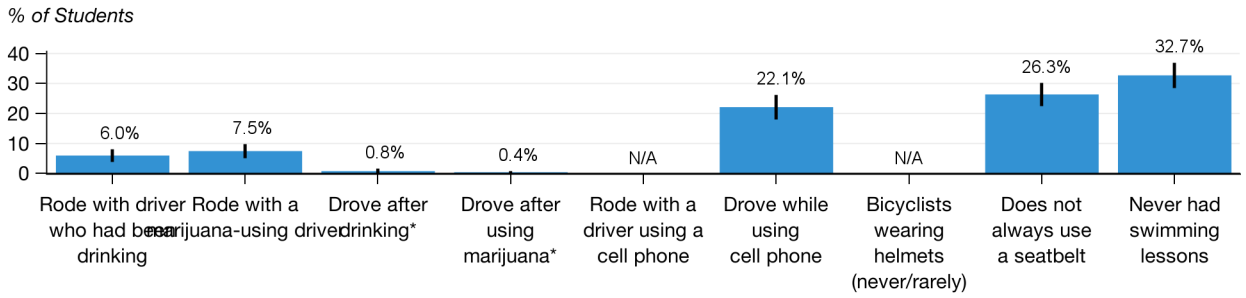
Edmonds School District, Grade 10

Students surveyed = 1,115

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 10, 2025



Highlight: In 2025, 6% of 10th graders in our school district rode with a drinking driver.

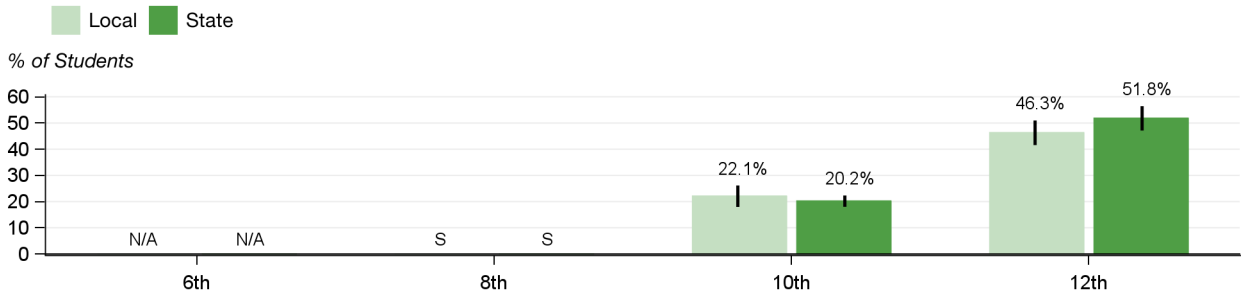
The bar chart above shows Behaviors that Increase Risk of Unintentional Injury for Grade 10, 2025. The measures and values are:

Measure	Value
Rode with driver who had been drinking	6.0% ±2.1%
Rode with a marijuana-using driver	7.5% ±2.4%
Drove after drinking*	0.8% ±0.9%
Drove after using marijuana*	0.4% ±0.4%

Measure	Value
Rode with a driver using a cell phone	*not asked of grade*
Drove while using cell phone	22.1% ±4.1%
Wearing bicycle helmets (never/rarely)	*not asked of grade*
Does not always use a seatbelt	26.3% ±3.9%
Never had swimming lessons	32.7% ±4.2%

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

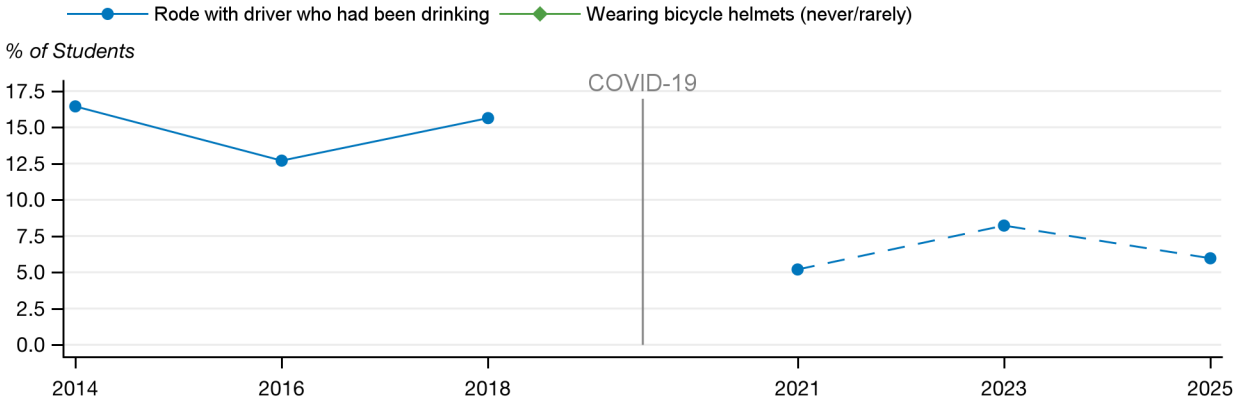
Drove While Using Cell Phone, among Those Who Drove, All Grades, 2025



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%

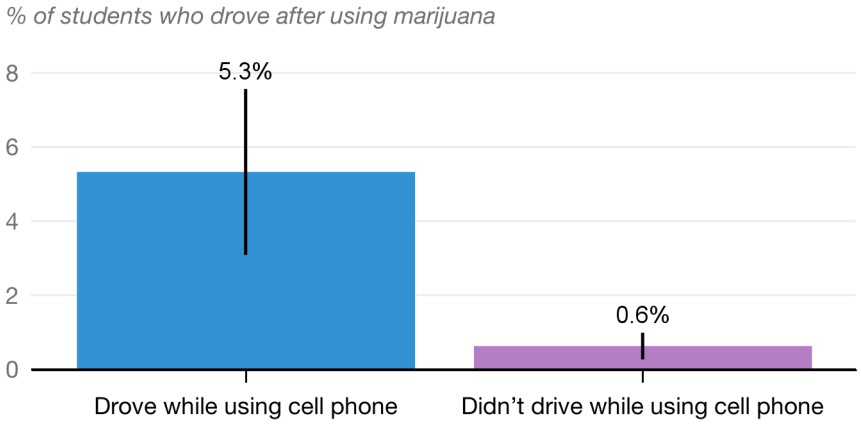
Unintentional Injury - 2014-2025, Grade 10



The trend plot above shows measures of Unintentional Injury between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Rode with driver who had been drinking	16.4% ±3.2%	12.7% ±2.8%	15.6% ±3.9%	5.2% ±1.9% ↓	8.2% ±2.5%	6% ±2.1%
Wearing bicycle helmets (never/rarely)	*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 Driving While Using Cell Phone and Driving After Using Marijuana, Grade 10

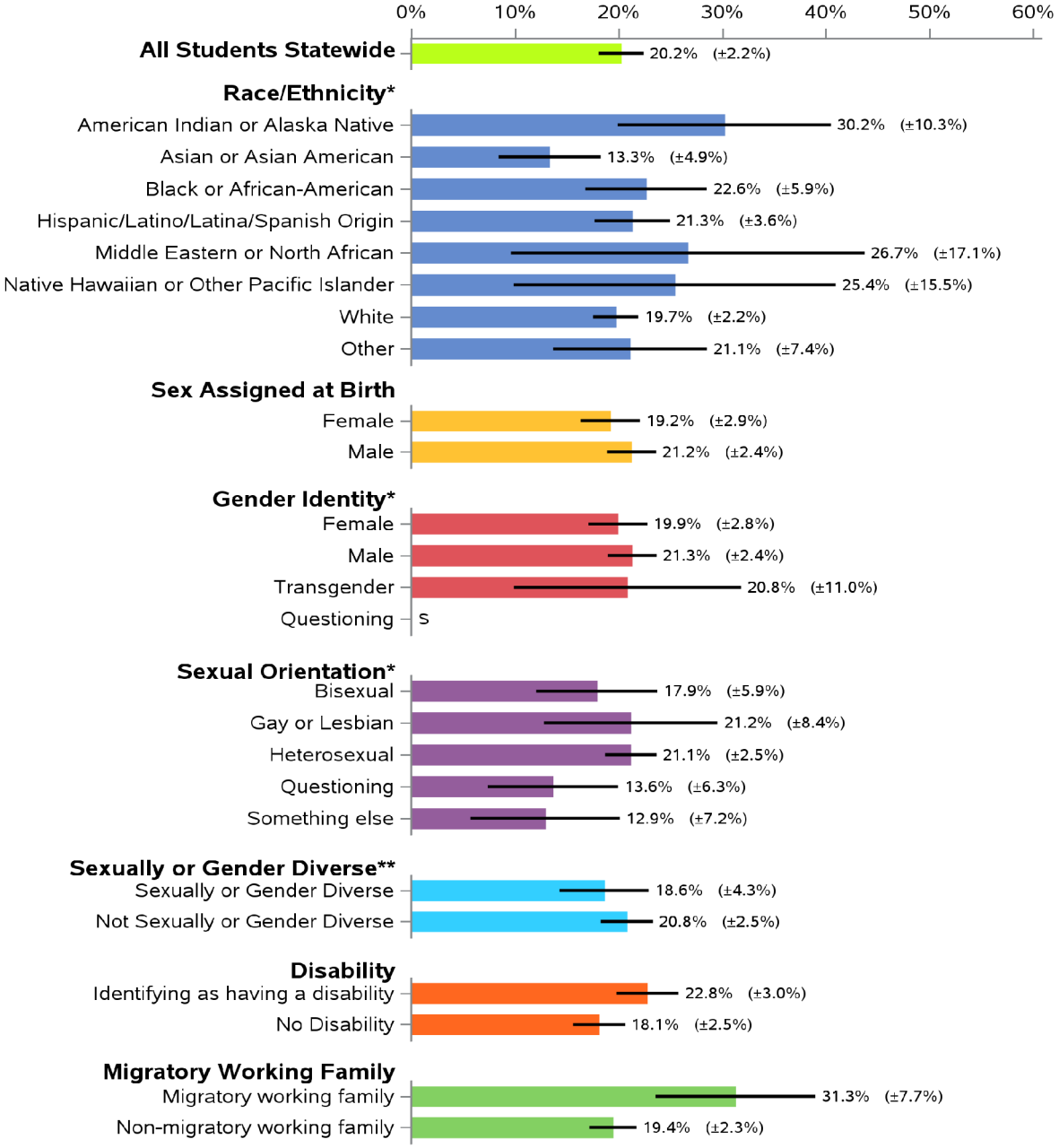


The bar chart above shows the statewide relationship between driving while using cell phone and driving after using marijuana for Grade 10 in 2025

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

Student group	Results
for those who drove while using cell phone	5.3% drove after using marijuana (±2.2%)
for those who didn't drive while using cell phone	0.6% drove after using marijuana (±0.4%)

Statewide Relationship between Driving While Using Cell Phone (among those who drove) and Demographics, Grade 10, 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.

**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.

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

The bar chart above shows the statewide relationship between Texting While Driving (among those who drove) and Demographics for Grade 10, 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	20.2% ±2.2%
By Race/Ethnicity	
American Indian or Alaska Native	30.2% ±10.3%
Asian or Asian American	13.3% ±4.9%
Black or African-American	22.6% ±5.9%
Hispanic/Latino/Latina/Spanish Origin	21.3% ±3.6%
Middle Eastern or North African	26.7% ±17.1%
Native Hawaiian or Other Pacific Islander	25.4% ±15.5%
White	19.7% ±2.2%
Other	21.1% ±7.4%
By Sex Assigned at Birth	
Female	19.2% ±2.9%
Male	21.2% ±2.4%
By Gender Identity	
Female	19.9% ±2.8%
Male	21.3% ±2.4%
Transgender	20.8% ±11.0%
Questioning	Suppressed
By Sexual Orientation	
Bisexual	17.9% ±5.9%

By Sexual Orientation	
Gay or Lesbian	21.2% ±8.4%
Heterosexual	21.1% ±2.5%
Questioning	13.6% ±6.3%
Something else	12.9% ±7.2%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	18.6% ±4.3%
Not Sexually or Gender Diverse	20.8% ±2.5%
By Disability	
Identifying as having a disability	22.8% ±3.0%
No Disability	18.1% ±2.5%
By Migratory Working Family	
Migratory working family	31.3% ±7.7%
Non-migratory working family	19.5% ±2.2%
Non-migratory working family	19.5% ±2.2%

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**

WASHINGTON STATE healthy youth SURVEY



Violent Behaviors and School Safety Fact Sheet 2025

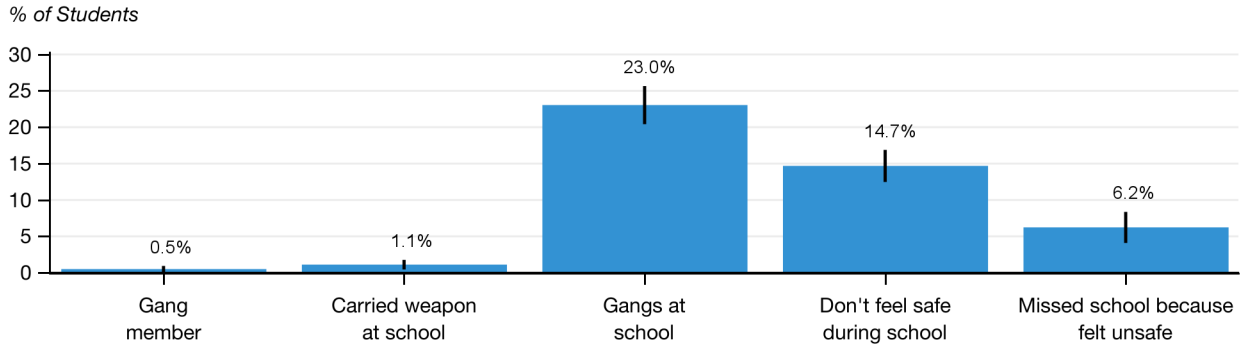
Edmonds School District, Grade 10

Students surveyed = 1,115

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.

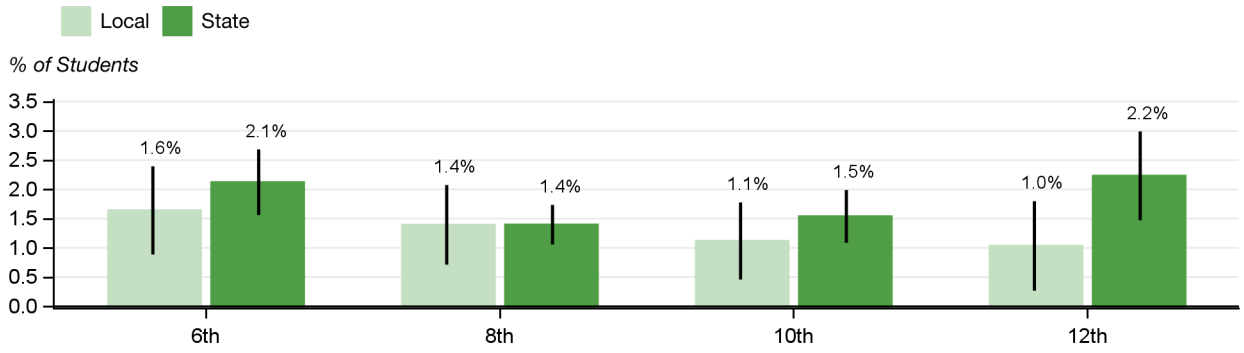
Violent Behavior and School Safety measures - Grade 10, 2025



The bar chart above shows Violent Behavior and School Safety measures for Grade 10, 2025. The measures and values are:

Measure	Value
Gang member	0.5% ±0.4%
Carried weapon at school	1.1% ±0.7%
Gangs at school	23.0% ±2.6%
Don't feel safe during school	14.7% ±2.2%
Missed school because felt unsafe	6.2% ±2.1%

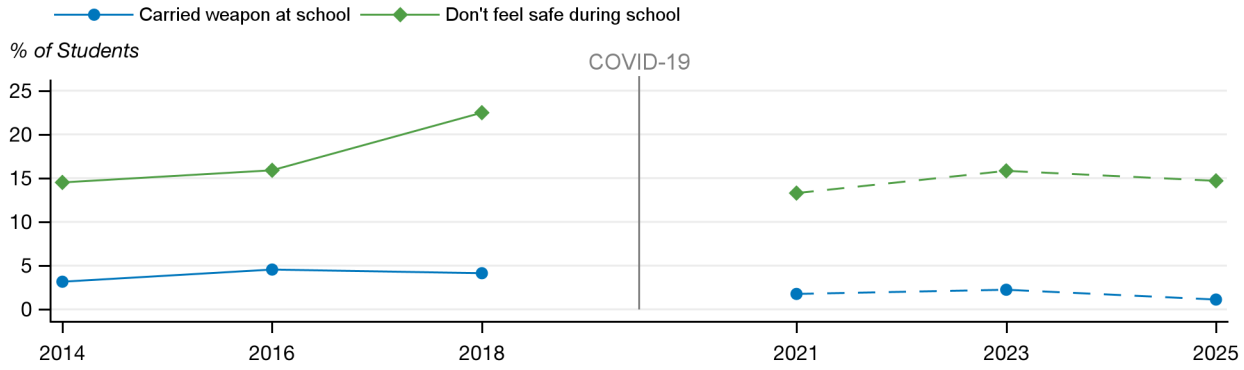
Carried a Weapon at School, All Grades, 2025



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%

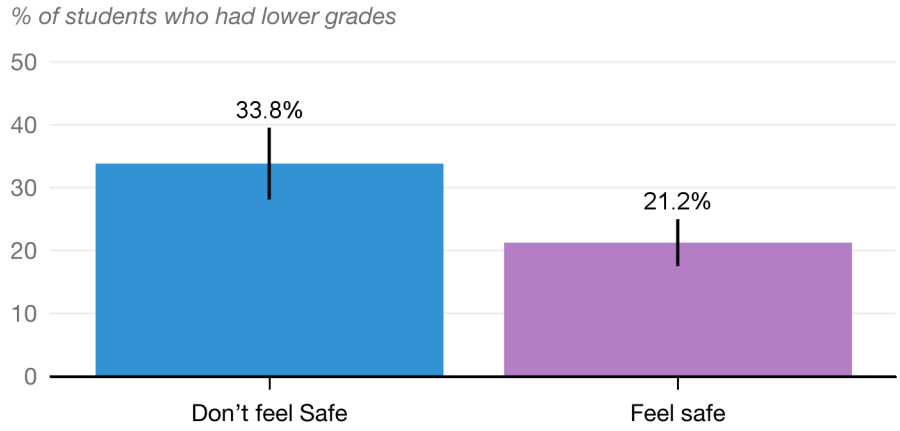
Violent Behavior and School Safety - 2014-2025, Grade 10



The trend plot above shows measures of Violent Behavior and School Safety between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Carried weapon at school	3.2% ±1% ↓	4.5% ±1.2%	4.1% ±1.5%	1.8% ±0.8% ↓	2.2% ±1%	1.1% ±0.7%
Don't feel safe during school	14.5% ±2.1%	15.9% ±2%	22.5% ±3% ↑	13.3% ±2% ↓	15.8% ±2.4%	14.7% ±2.2%

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

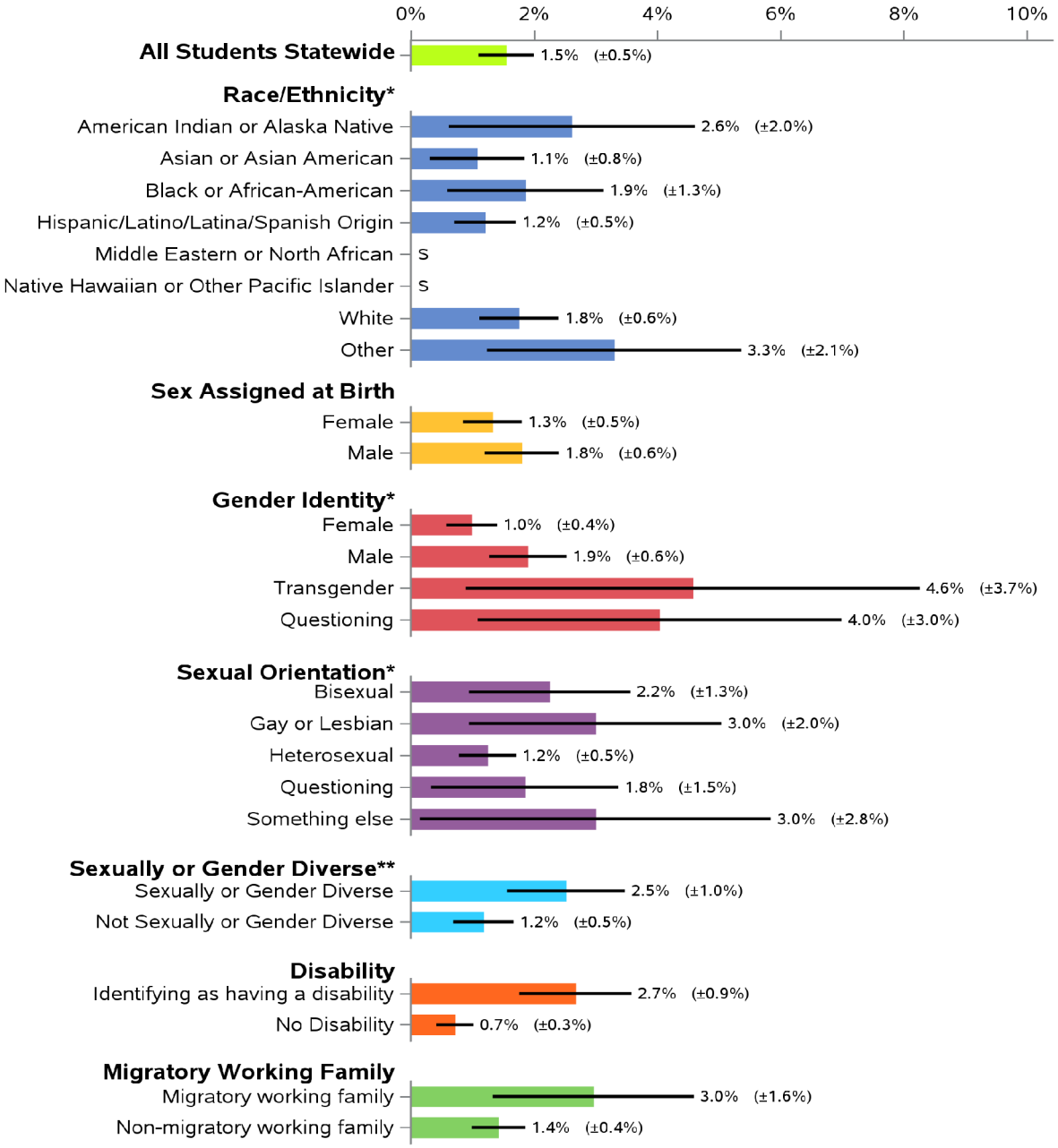


The bar chart above shows the statewide relationship between lower grades and not feeling safe at school for Grade 10 in 2025

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

Student group	Results
for those who don't feel safe	33.8% who had lower grades (±5.7%)
for those who feel safe	21.2% who had lower grades (±3.7%)

Statewide Relationship between Carrying a Weapon at School and Demographics, Grade 10, 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.

**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.

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

The bar chart above shows the statewide relationship between Carrying a Weapon at School and Demographics for Grade 10, 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	1.5% ±0.5%
By Race/Ethnicity	
American Indian or Alaska Native	2.6% ±2.0%
Asian or Asian American	1.1% ±0.8%
Black or African-American	1.9% ±1.3%
Hispanic/Latino/Latina/Spanish Origin	1.2% ±0.5%
Middle Eastern or North African	Suppressed
Native Hawaiian or Other Pacific Islander	Suppressed
White	1.8% ±0.6%
Other	3.3% ±2.1%
By Sex Assigned at Birth	
Female	1.3% ±0.5%
Male	1.8% ±0.6%
By Gender Identity	
Female	1.0% ±0.4%
Male	1.9% ±0.6%
Transgender	4.6% ±3.7%
Questioning	4.0% ±3.0%
By Sexual Orientation	
Bisexual	2.2% ±1.3%

By Sexual Orientation	
Gay or Lesbian	3.0% ±2.0%
Heterosexual	1.2% ±0.5%
Questioning	1.8% ±1.5%
Something else	3.0% ±2.8%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	2.5% ±1.0%
Not Sexually or Gender Diverse	1.2% ±0.5%
By Disability	
Identifying as having a disability	2.7% ±0.9%
No Disability	0.7% ±0.3%
By Migratory Working Family	
Migratory working family	3.0% ±1.6%
Non-migratory working family	1.5% ±0.4%
Non-migratory working family	1.5% ±0.4%

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
- 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



Bullying and Harassment Fact Sheet 2025

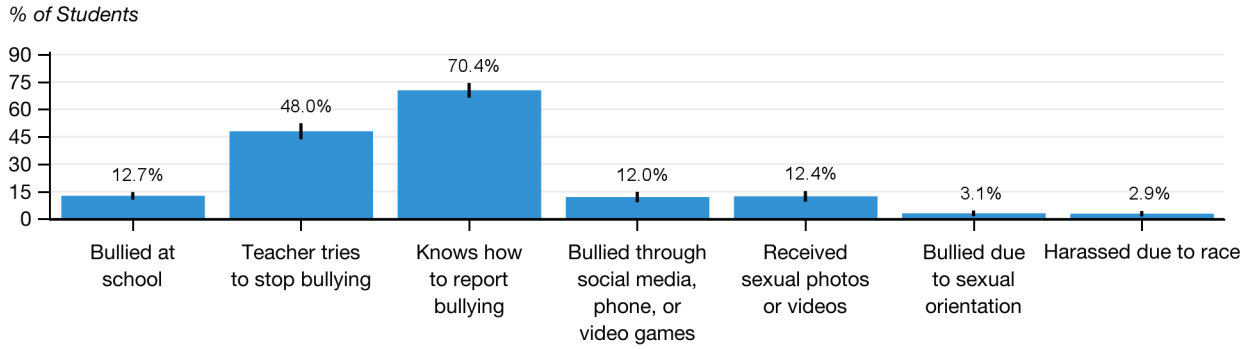
Edmonds School District, Grade 10

Students surveyed = 1,115

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.

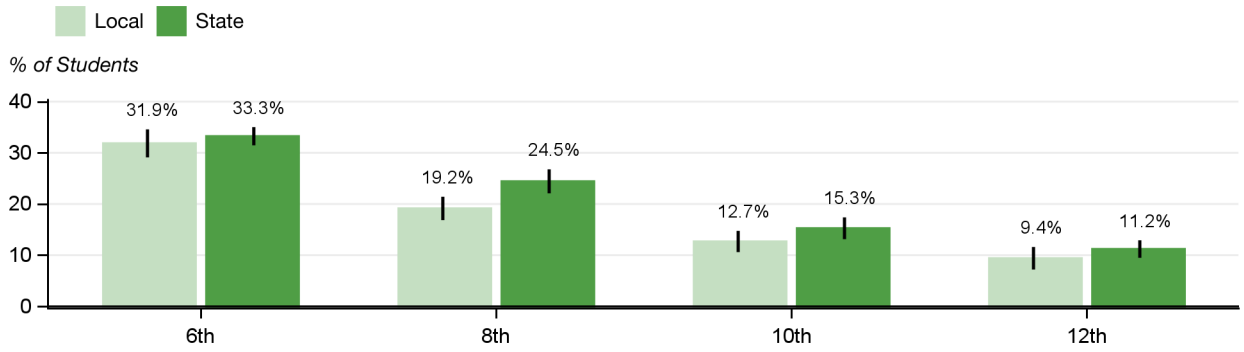
Bullying and Harassment - Grade 10, 2025



The bar chart above shows Bullying and Harassment for Grade 10, 2025. The measures and values are:

Measure	Value
Bullied at school	12.7% ±2.1%
Teacher tries to stop bullying	48.0% ±4.4%
Knows how to report bullying	70.4% ±4.0%
Bullied through social media, phone, or video games	12.0% ±2.9%
Received sexual photos or videos	12.4% ±2.9%
Bullied due to sexual orientation	3.1% ±1.6%
Harassed due to race	2.9% ±1.5%

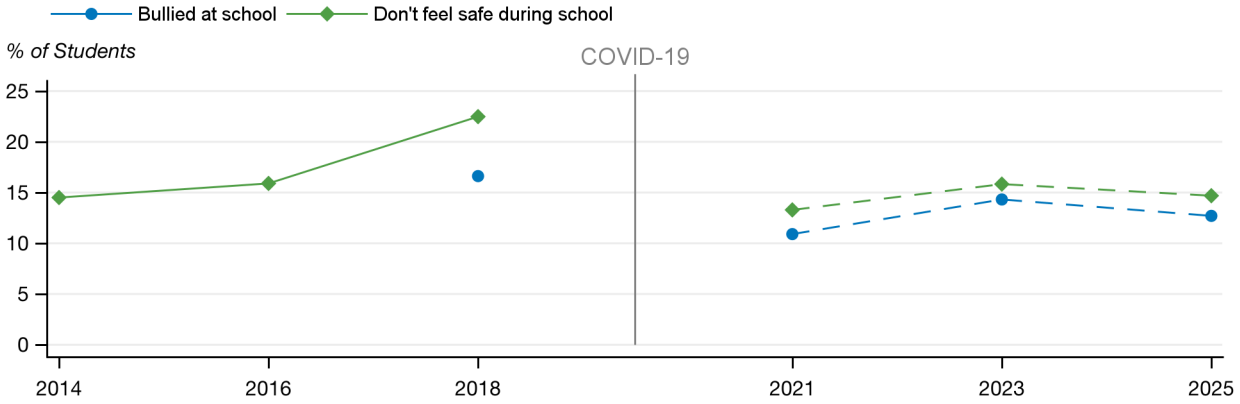
Bullied in Past Month, All Grades, 2025



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%

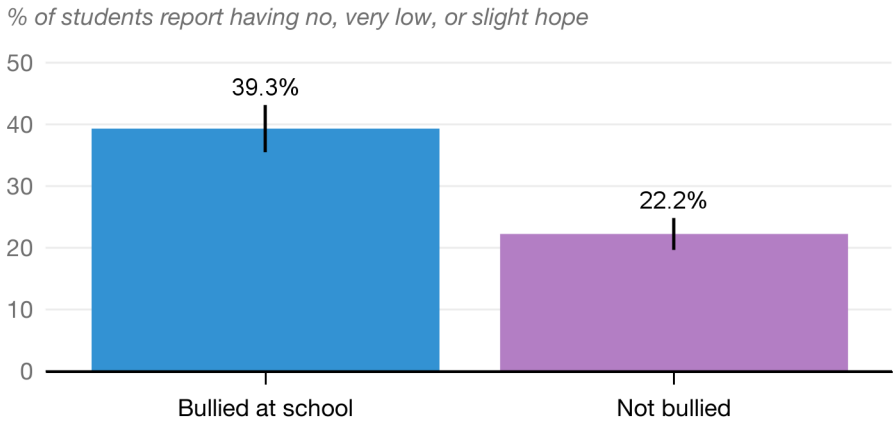
Bullying and Harassment - 2014-2025, Grade 10



The trend plot above shows measures of Bullying and Harassment between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Bullied at school	*not asked this year*	*not asked this year*	16.6% ±2.7%	10.9% ±1.9% ↓	14.3% ±2.3% ↑	12.7% ±2.1%
Don't feel safe during school	14.5% ±2.1%	15.9% ±2%	22.5% ±3% ↑	13.3% ±2% ↓	15.8% ±2.4%	14.7% ±2.2%

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

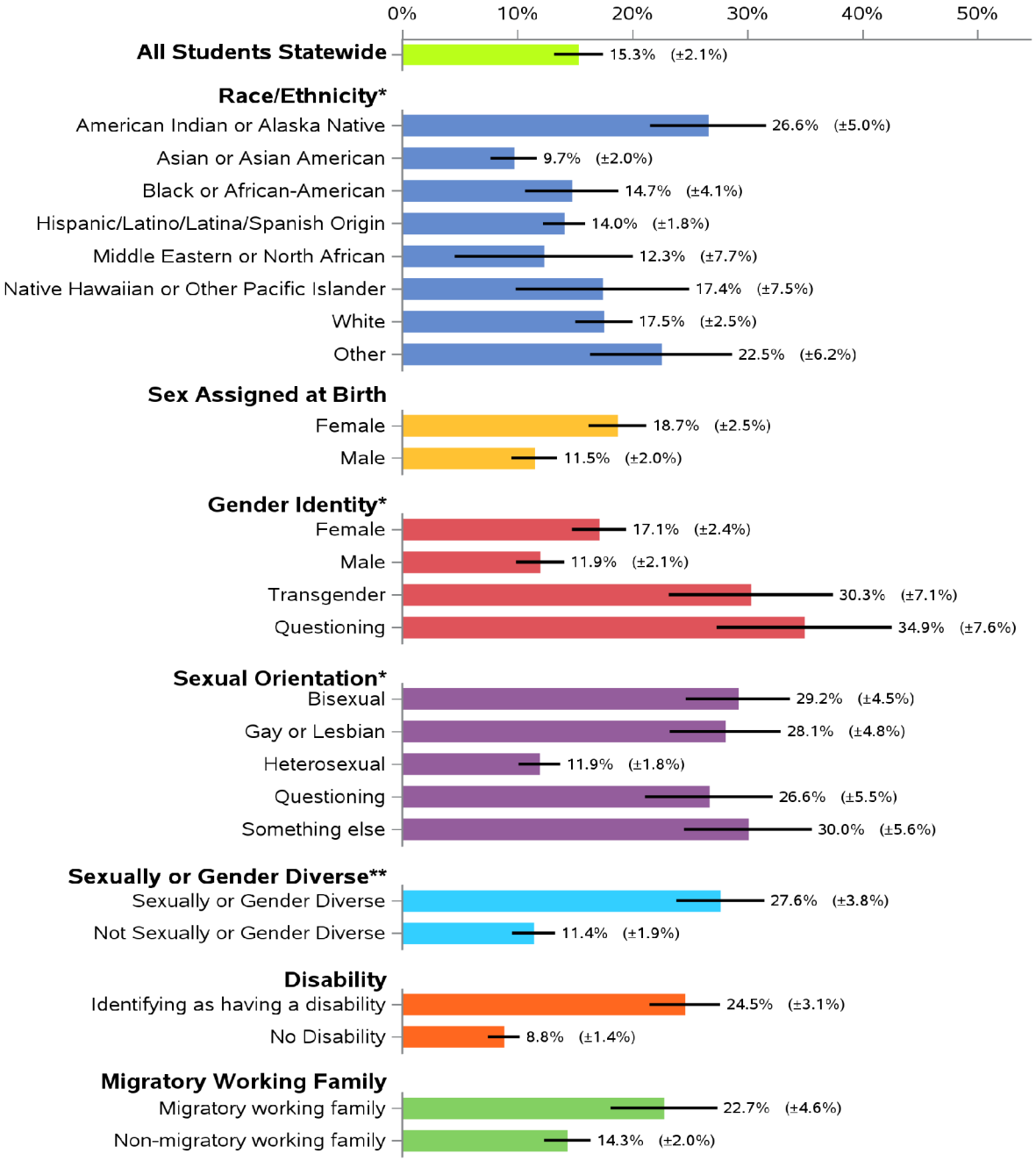


The bar chart above shows the statewide relationship between no, very low, or slight hope and bullying for Grade 10 in 2025

Statewide, more 10th 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	39.3% report having no, very low, or slight hope (±3.8%)
for those who were not bullied	22.2% report having no, very low, or slight hope (±2.6%)

Statewide Relationship between Bullied in Past Month and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Bullied in Past Month and Demographics for Grade 10, 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	15.3% ±2.1%
By Race/Ethnicity	
American Indian or Alaska Native	26.6% ±5.0%
Asian or Asian American	9.7% ±2.0%
Black or African-American	14.7% ±4.1%
Hispanic/Latino/Latina/Spanish Origin	14.0% ±1.8%
Middle Eastern or North African	12.3% ±7.7%
Native Hawaiian or Other Pacific Islander	17.4% ±7.5%
White	17.5% ±2.5%
Other	22.5% ±6.2%
By Sex Assigned at Birth	
Female	18.7% ±2.5%
Male	11.5% ±2.0%
By Gender Identity	
Female	17.1% ±2.4%
Male	11.9% ±2.1%
Transgender	30.3% ±7.1%
Questioning	34.9% ±7.6%
By Sexual Orientation	
Bisexual	29.2% ±4.5%

By Sexual Orientation	
Gay or Lesbian	28.1% ±4.8%
Heterosexual	11.9% ±1.8%
Questioning	26.6% ±5.5%
Something else	30.0% ±5.6%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	27.6% ±3.8%
Not Sexually or Gender Diverse	11.4% ±1.9%
By Disability	
Identifying as having a disability	24.5% ±3.1%
No Disability	8.8% ±1.4%
By Migratory Working Family	
Migratory working family	22.7% ±4.6%
Non-migratory working family	14.8% ±2.1%
Non-migratory working family	14.8% ±2.1%

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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- ns = no significant difference between groups in the Statewide relationship charts

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WASHINGTON STATE healthy youth SURVEY



Community Risk Factors Fact Sheet 2025

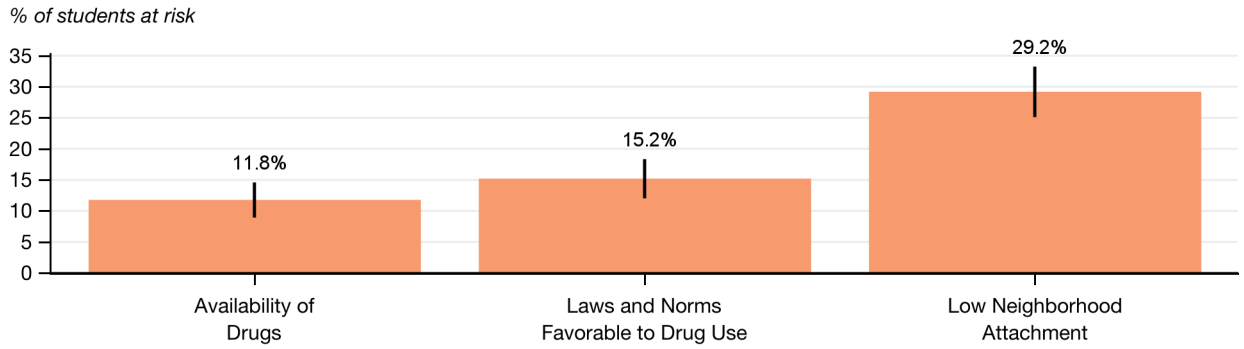
Edmonds School District, Grade 10

Students surveyed = 1,115

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**

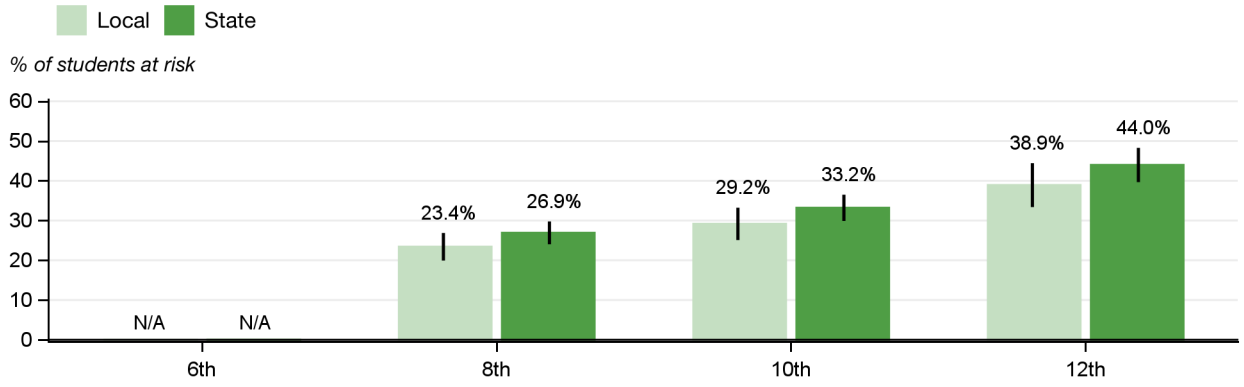
Risk Factors: Availability of Drugs, and Laws and Norms Favorable to Drug Use, and Low Neighborhood Attachment - Grade 10, 2025



The bar chart above shows Risk Factors: Availability of Drugs, and Laws and Norms Favorable to Drug Use, and Low Neighborhood Attachment for Grade 10, 2025. The measures and values are:

Measure	Value
Availability of Drugs	11.8% ±2.8%
Laws and Norms Favorable to Drug Use	15.2% ±3.2%
Low Neighborhood Attachment	29.2% ±4.1%

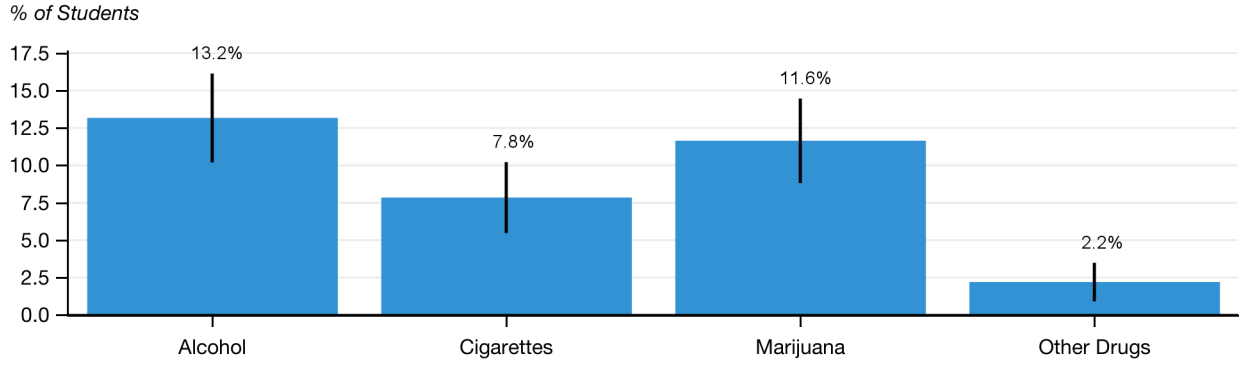
Risk Factor: Low Neighborhood Attachment, All Grades, 2025



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%

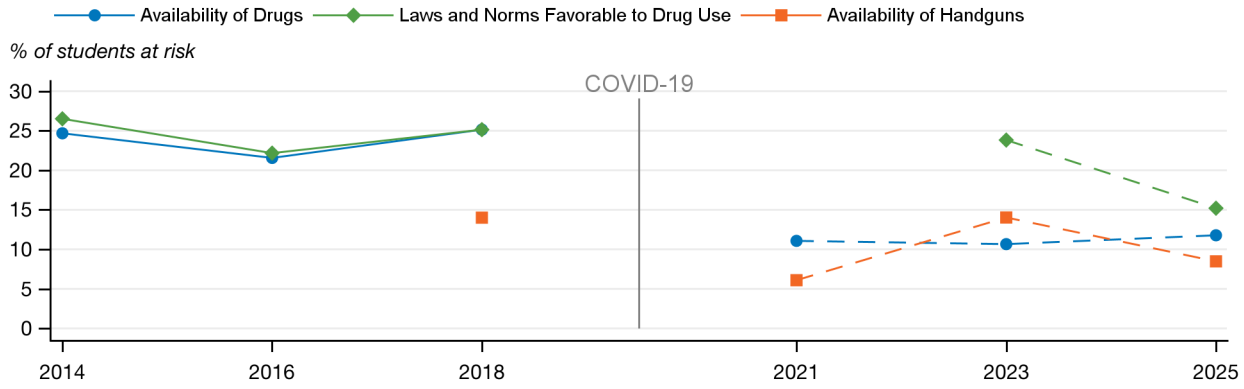
Substances Perceived as "Very Easy" to Get - Grade 10, 2025



The bar chart above shows Substances Perceived as "Very Easy" to Get for Grade 10, 2025. The measures and values are:

Measure	Value
Alcohol	13.2% ±3.0%
Cigarettes	7.8% ±2.4%
Marijuana	11.6% ±2.8%
Other Drugs	2.2% ±1.3%

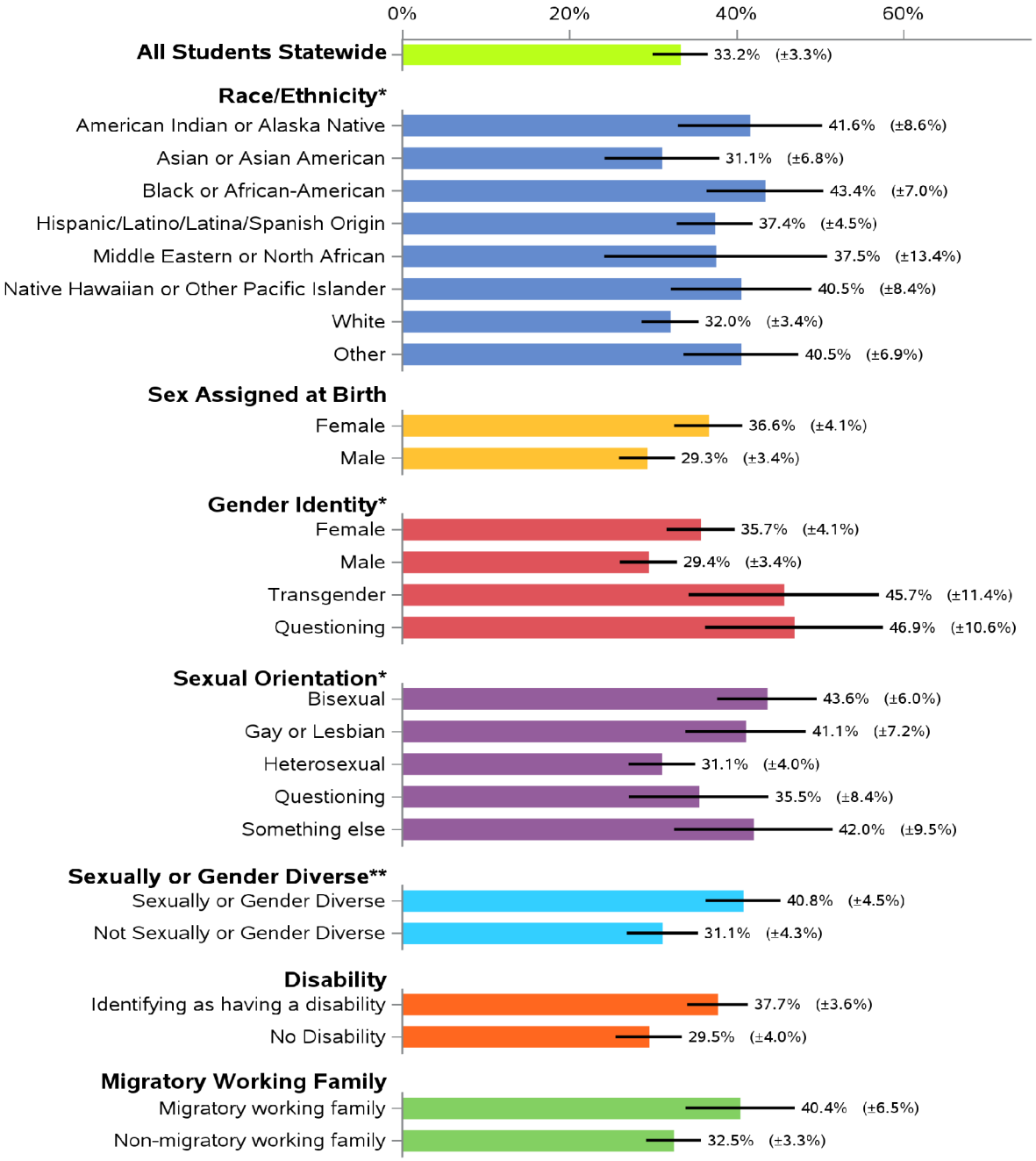
Community Risk Factors - 2014-2025, Grade 10



The trend plot above shows measures of Community Risk Factors between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Availability of Drugs	24.7% ±3.7%	21.6% ±3.3%	25.1% ±4.5%	11.1% ±2.7% ↓	10.7% ±2.9%	11.8% ±2.8%
Laws and Norms Favorable to Drug Use	26.5% ±3.7%	22.2% ±3.3%	25.1% ±4.5%	*not asked of grade*	23.8% ±4.1%	15.2% ±3.2% ↓
Availability of Handguns	*not asked this year*	*not asked this year*	14% ±3.6%	6.1% ±2.1% ↓	14% ±3.1% ↑	8.5% ±2.7% ↓

Statewide Relationship between Low Neighborhood Attachment and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Low Neighborhood Attachment and Demographics for Grade 10, 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	33.2% ±3.3%
By Race/Ethnicity	
American Indian or Alaska Native	41.6% ±8.6%
Asian or Asian American	31.1% ±6.8%
Black or African-American	43.4% ±7.0%
Hispanic/Latino/Latina/Spanish Origin	37.4% ±4.5%
Middle Eastern or North African	37.5% ±13.4%
Native Hawaiian or Other Pacific Islander	40.5% ±8.4%
White	32.0% ±3.4%
Other	40.5% ±6.9%
By Sex Assigned at Birth	
Female	36.6% ±4.1%
Male	29.3% ±3.4%
By Gender Identity	
Female	35.7% ±4.1%
Male	29.4% ±3.4%
Transgender	45.7% ±11.4%
Questioning	46.9% ±10.6%
By Sexual Orientation	
Bisexual	43.6% ±6.0%
By Sexual Orientation	
Gay or Lesbian	41.1% ±7.2%
Heterosexual	31.1% ±4.0%
Questioning	35.5% ±8.4%
Something else	42.0% ±9.5%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	40.8% ±4.5%
Not Sexually or Gender Diverse	31.1% ±4.3%
By Disability	
Identifying as having a disability	37.7% ±3.6%
No Disability	29.5% ±4.0%
By Migratory Working Family	
Migratory working family	40.4% ±6.5%
Non-migratory working family	32.8% ±3.2%
Non-migratory working family	32.8% ±3.2%

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
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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



Community Protective Factors Fact Sheet 2025

Edmonds School District, Grade 10

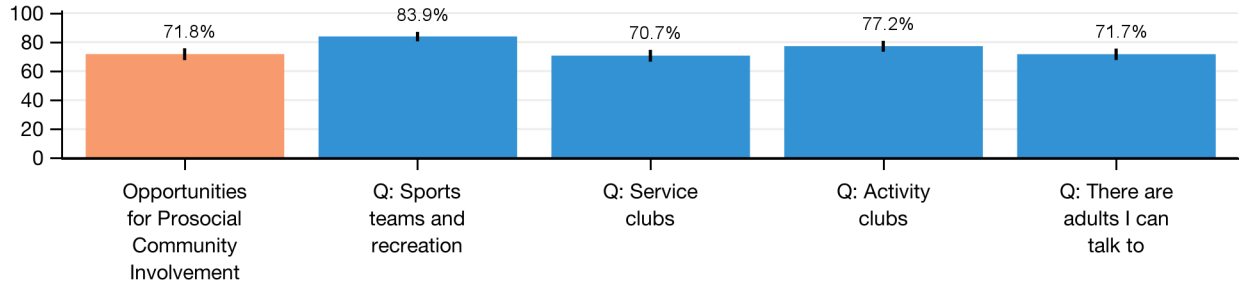
Students surveyed = 1,115

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 Community Involvement with Component Questions - Grade 10, 2025

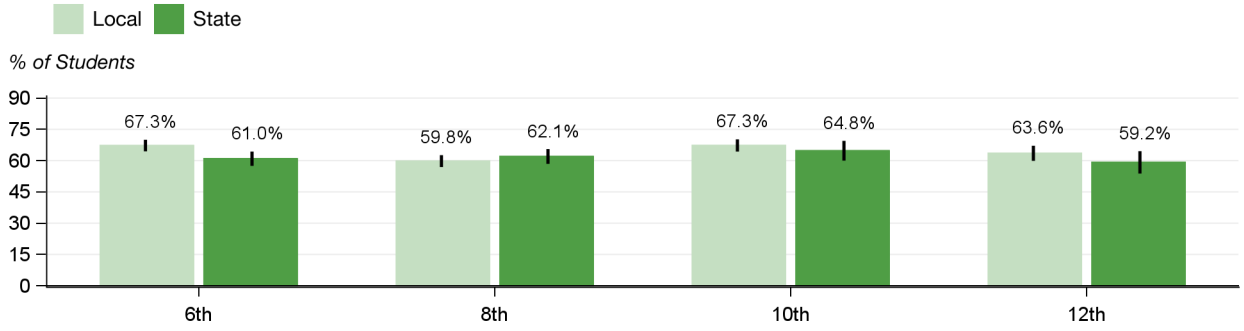
% of students protected



The bar chart above shows Protective Factor: Opportunities for Prosocial Community Involvement with Component Questions for Grade 10, 2025. The measures and values are:

Measure	Value
Opportunities for Prosocial Community Involvement	71.8% ±4.1%
Question - involved in sports teams and recreation	83.9% ±3.3%
Question - involved in service clubs	70.7% ±4.1%
Question - involved in activity clubs	77.2% ±3.8%
Question - there are adults I can turn to	71.7% ±3.9%

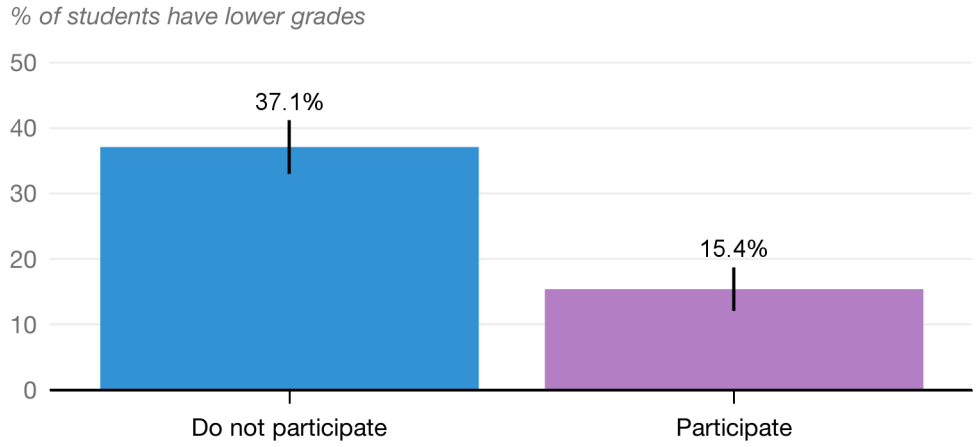
Participation in Afterschool Activities, All Grades, 2025



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

Grade	Local Results	State Results
6th grade	67.3% ±2.8%	61.0% ±3.4%
8th grade	59.8% ±2.9%	62.1% ±3.5%
10th grade	67.3% ±2.9%	64.8% ±4.7%
12th grade	63.6% ±3.6%	59.2% ±5.4%

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

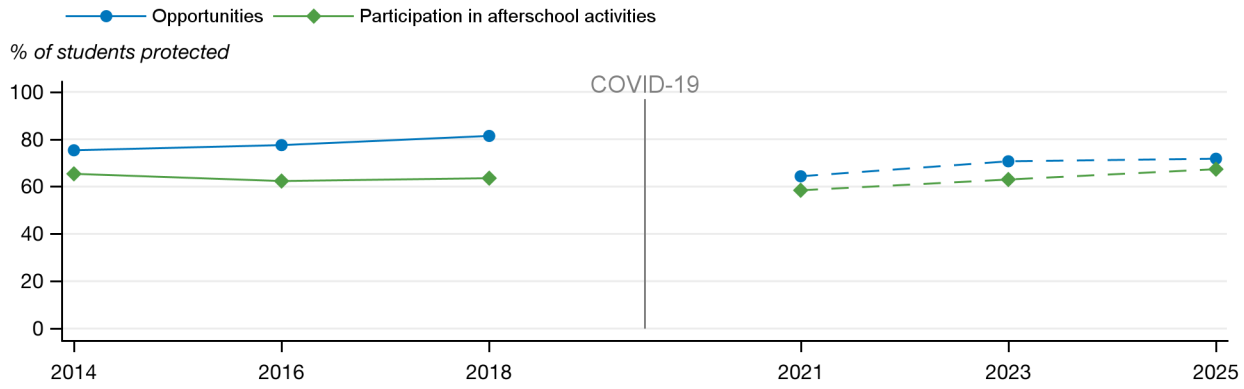


The bar chart above shows the statewide relationship between lower grades and participation in afterschool activities for Grade 10 in 2025

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

Student group	Results
for those who do not participate	37.1% have lower grades (±4.1%)
for those who participate	15.4% have lower grades (±3.3%)

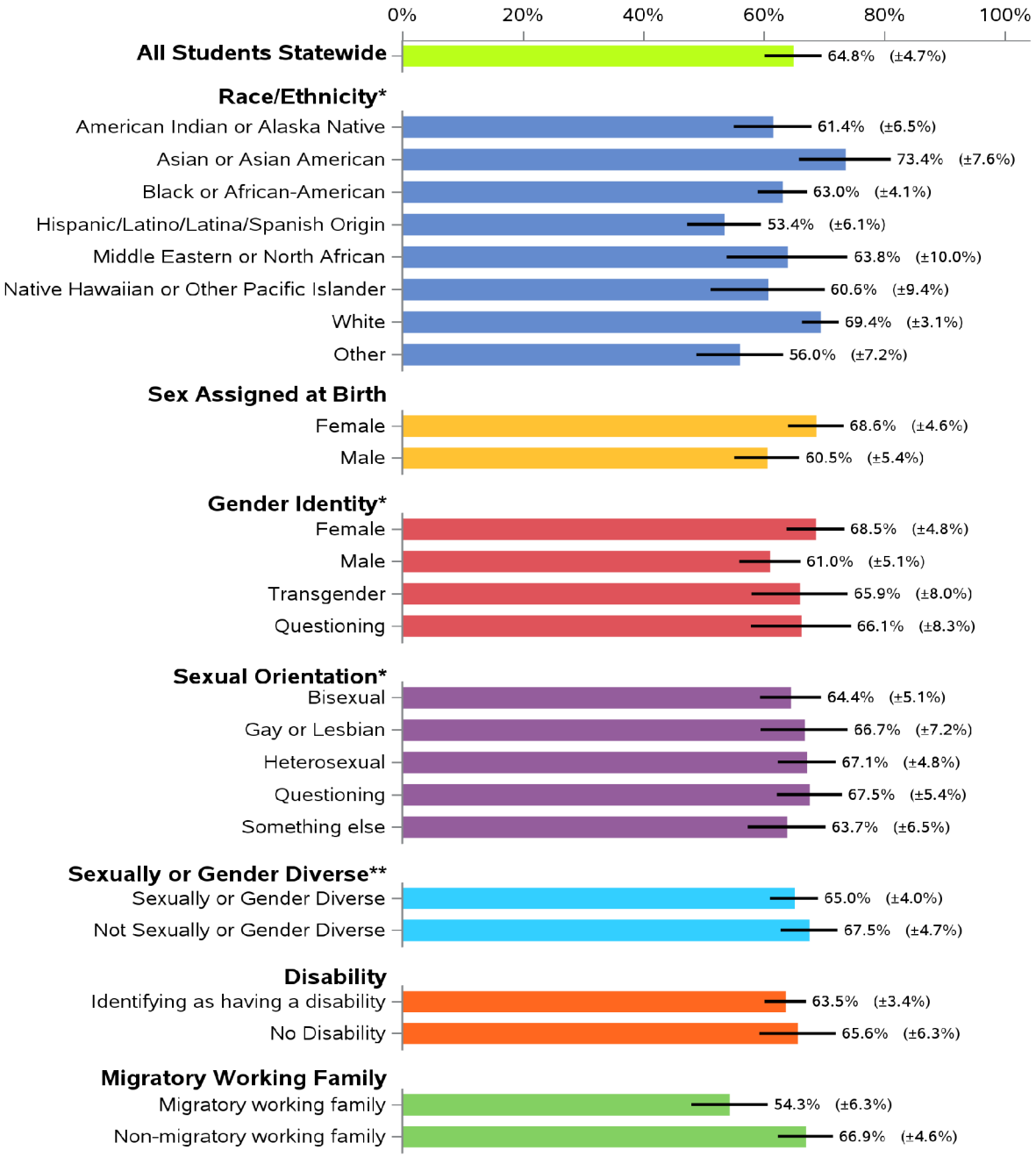
Community Protective Factor and Afterschool Activity - 2014-2025, Grade 10



The trend plot above shows measures of Community Protective Factor and Afterschool Activity between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Opportunities	75.3% ±3.7%	77.5% ±3.4%	81.4% ±4.1%	64.3% ±4.1% ↓	70.7% ±4.3% ↑	71.8% ±4.1%
Participation in afterschool activities	65.4% ±2.8%	62.3% ±2.7%	63.5% ±3.5%	58.4% ±3% ↓	63% ±3.2% ↑	67.3% ±2.9% ↑

Statewide Relationship between Participation in Afterschool Activities and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Participation in Afterschool Activities and Demographics for Grade 10, 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	64.8% ±4.7%
By Race/Ethnicity	
American Indian or Alaska Native	61.4% ±6.5%
Asian or Asian American	73.4% ±7.6%
Black or African-American	63.0% ±4.1%
Hispanic/Latino/Latina/Spanish Origin	53.4% ±6.1%
Middle Eastern or North African	63.8% ±10.0%
Native Hawaiian or Other Pacific Islander	60.6% ±9.4%
White	69.4% ±3.1%
Other	56.0% ±7.2%
By Sex Assigned at Birth	
Female	68.6% ±4.6%
Male	60.5% ±5.4%
By Gender Identity	
Female	68.5% ±4.8%
Male	61.0% ±5.1%
Transgender	65.9% ±8.0%
Questioning	66.1% ±8.3%
By Sexual Orientation	
Bisexual	64.4% ±5.1%

By Sexual Orientation	
Gay or Lesbian	66.7% ±7.2%
Heterosexual	67.1% ±4.8%
Questioning	67.5% ±5.4%
Something else	63.7% ±6.5%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	65.0% ±4.0%
Not Sexually or Gender Diverse	67.5% ±4.7%
By Disability	
Identifying as having a disability	63.5% ±3.4%
No Disability	65.6% ±6.3%
By Migratory Working Family	
Migratory working family	54.3% ±6.3%
Non-migratory working family	65.4% ±4.8%
Non-migratory working family	65.4% ±4.8%

For More Information

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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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WASHINGTON STATE healthy youth SURVEY



School Risk Factors Fact Sheet 2025

Edmonds School District, Grade 10

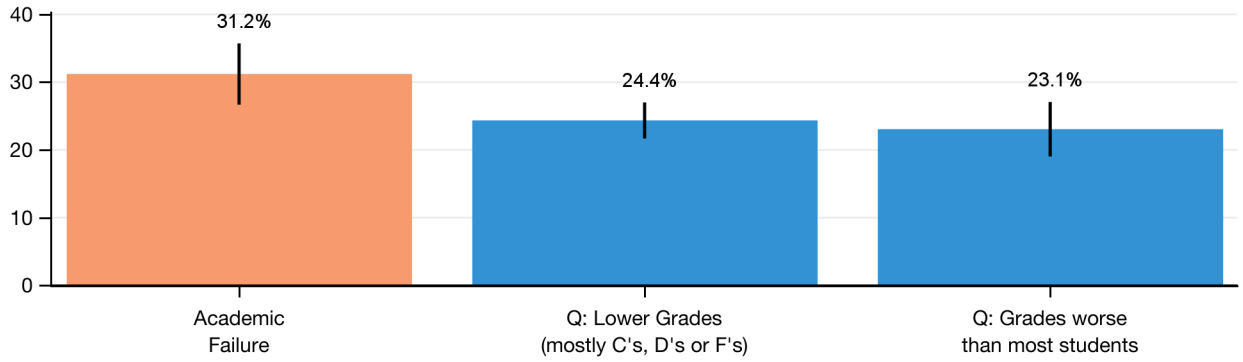
Students surveyed = 1,115

Introduction

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- 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.
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Risk Factor: Academic Failure with Component Questions - Grade 10, 2025

% of students at risk

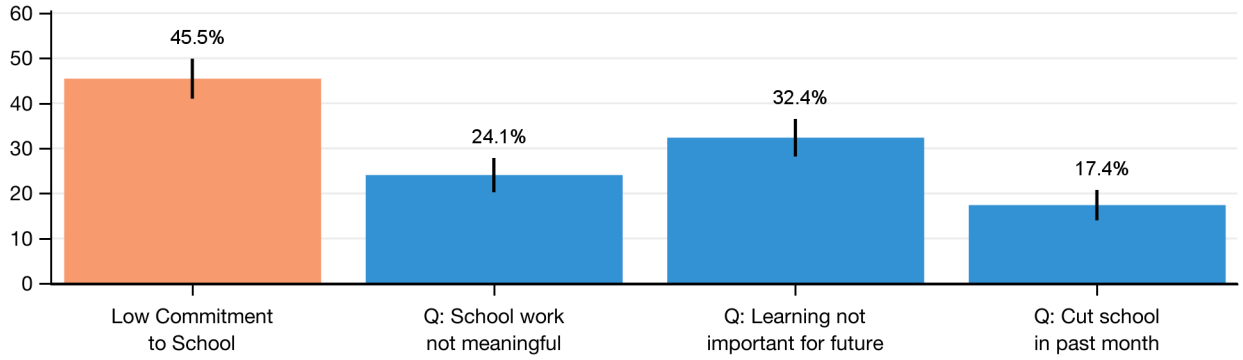


The bar chart above shows Risk Factor: Academic Failure with Component Questions for Grade 10, 2025. The measures and values are:

Measure	Value
Academic Failure	31.2% ±4.5%
Question - lower grades (mostly c's, d's or f's)	24.4% ±2.7%
Question - grades worse than most students	23.1% ±4.0%

Risk Factor: Low Commitment to School with Component Questions - Grade 10, 2025

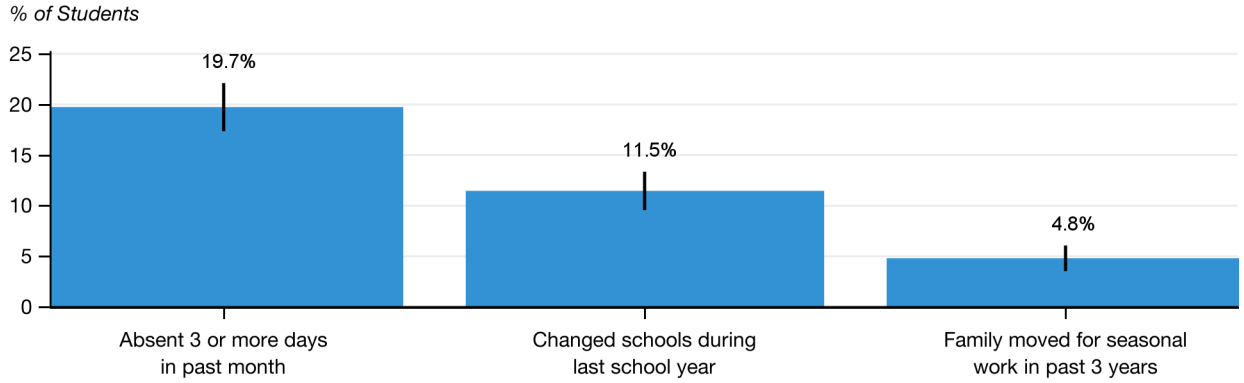
% of students at risk



The bar chart above shows Risk Factor: Low Commitment to School with Component Questions for Grade 10, 2025. The measures and values are:

Measure	Value
Low Commitment to School	45.5% ±4.4%
Question - school work not meaningful	24.1% ±3.8%
Question - learning not important for future	32.4% ±4.2%
Question - cut school in past month	17.4% ±3.4%

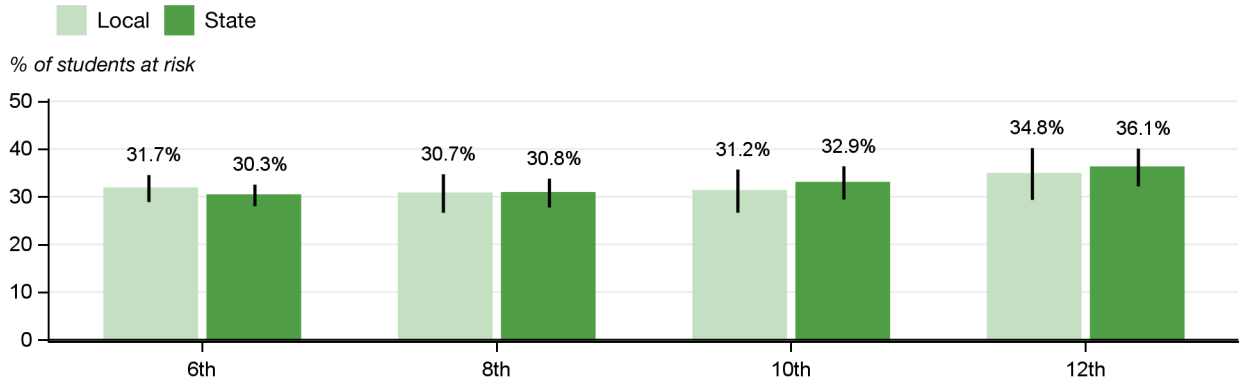
School Attendance and Transition - Grade 10, 2025



The bar chart above shows School Attendance and Transition for Grade 10, 2025. The measures and values are:

Measure	Value
Absent 3 or more days in past month	19.7% ±2.4%
Changed schools during last school year	11.5% ±1.9%
Family moved for seasonal work in past 3 years	4.8% ±1.3%

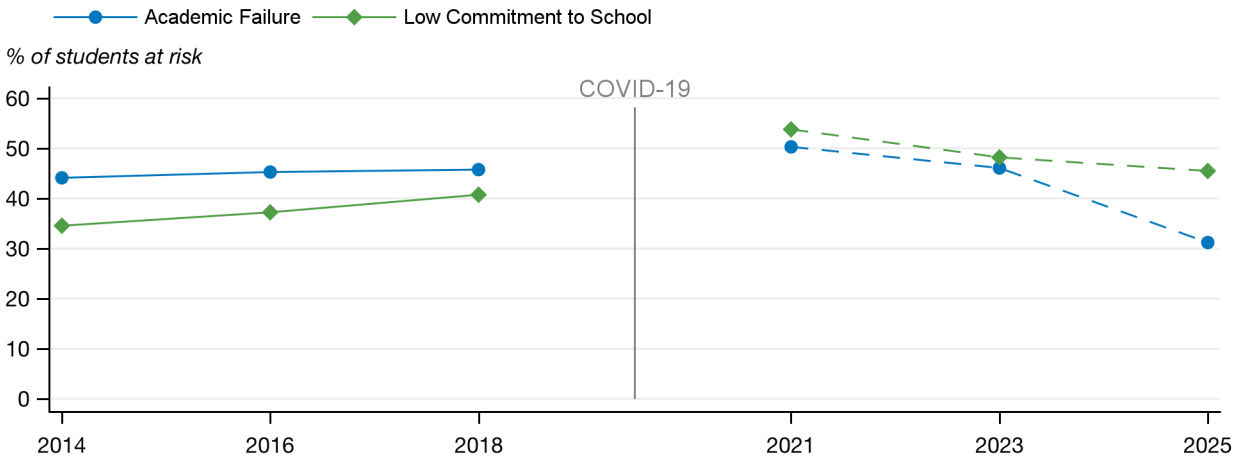
Academic Failure (RF) All Grades, All Grades, 2025



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%

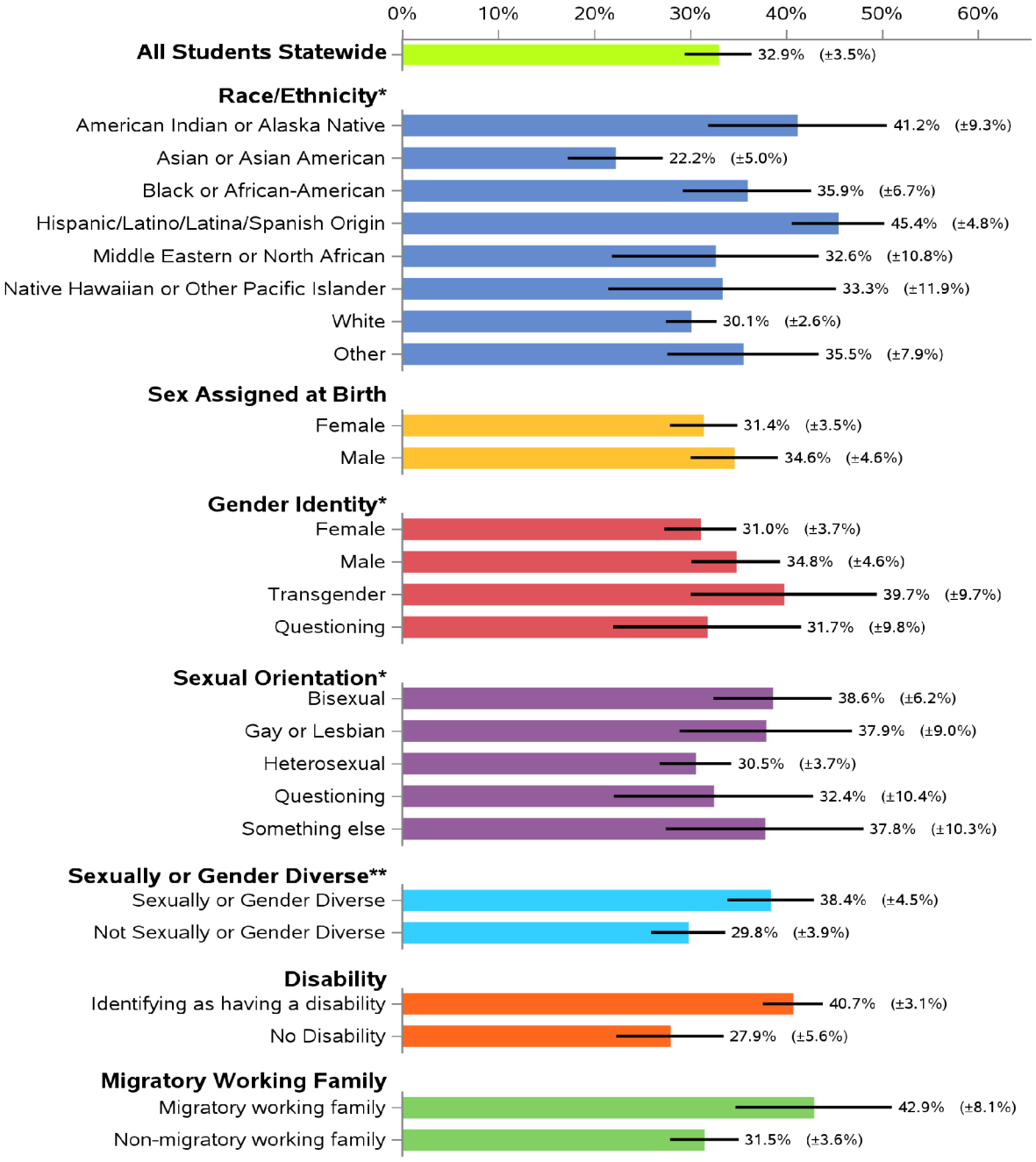
School Risk Factor - 2014-2025, Grade 10



The trend plot above shows measures of School Risk Factor between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Academic Failure	44.1% ±4.2%	45.3% ±4.1%	45.7% ±5.3%	50.3% ±4.3%	46.1% ±4.5%	31.2% ±4.5% ↓
Low Commitment to School	34.6% ±4% ↑	37.2% ±3.9%	40.7% ±5.2%	53.8% ±4.2% ↑	48.2% ±4.5%	45.5% ±4.4%

Statewide Relationship between Risk of Academic Failure and Demographics, Grade 10, 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.

The bar chart above shows the statewide relationship between Risk of Academic Failure and Demographics for Grade 10, 2025

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The demographic categories and values are:

All Students Statewide	32.9% ±3.5%
By Race/Ethnicity	
American Indian or Alaska Native	41.2% ±9.3%
Asian or Asian American	22.2% ±5.0%
Black or African-American	35.9% ±6.7%
Hispanic/Latino/Latina/Spanish Origin	45.4% ±4.8%
Middle Eastern or North African	32.6% ±10.8%
Native Hawaiian or Other Pacific Islander	33.3% ±11.9%
White	30.1% ±2.6%
Other	35.5% ±7.9%
By Sex Assigned at Birth	
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By Gender Identity	
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Male	34.8% ±4.6%
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Questioning	31.7% ±9.8%
By Sexual Orientation	
Bisexual	38.6% ±6.2%

By Sexual Orientation	
Gay or Lesbian	37.9% ±9.0%
Heterosexual	30.5% ±3.7%
Questioning	32.4% ±10.4%
Something else	37.8% ±10.3%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	38.4% ±4.5%
Not Sexually or Gender Diverse	29.8% ±3.9%
By Disability	
Identifying as having a disability	40.7% ±3.1%
No Disability	27.9% ±5.6%
By Migratory Working Family	
Migratory working family	42.9% ±8.1%
Non-migratory working family	32.4% ±3.5%
Non-migratory working family	32.4% ±3.5%

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**
- Resources about mental health; National Alliance on Mental Health: **https://www.nami.org/Home**
- For local Risk Factor profiles go to **Community Risk Profiles | DSHS**
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WASHINGTON STATE healthy youth SURVEY



School Protective Factors Fact Sheet 2025

Edmonds School District, Grade 10

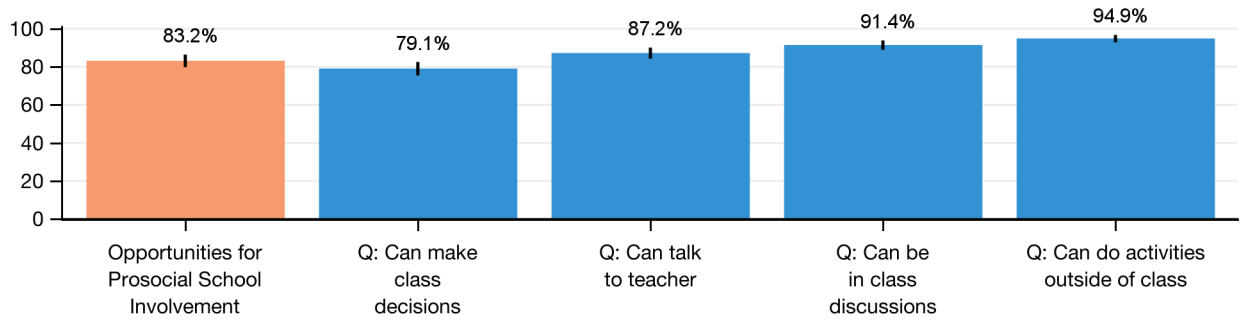
Students surveyed = 1,115

Introduction

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- 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 10, 2025

% of students protected

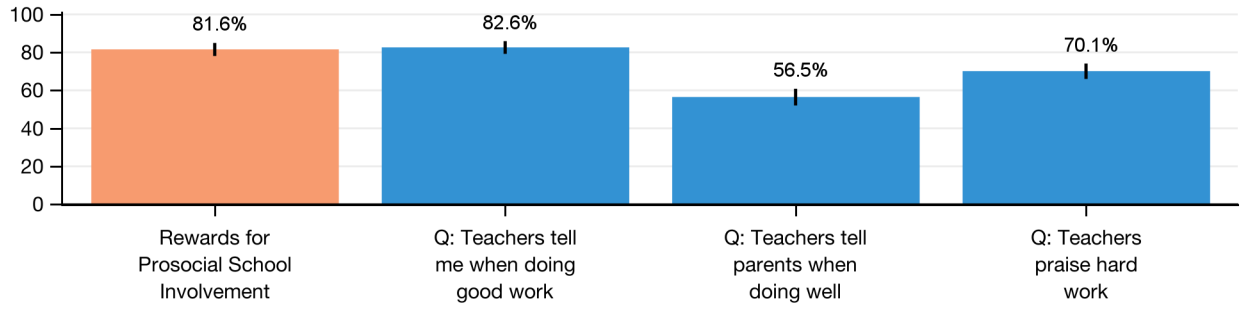


The bar chart above shows Protective Factor: Opportunities for Prosocial School Involvement with Component Questions for Grade 10, 2025. The measures and values are:

Measure	Value
Opportunities for Prosocial School Involvement	83.2% ±3.3%
Question - can make class decisions	79.1% ±3.5%
Question - can talk to teacher	87.2% ±2.9%
Question - can be in class discussions	91.4% ±2.5%
Question - can do activities outside of class	94.9% ±1.9%

Protective Factor: Rewards for Prosocial School Involvement with Component Questions - Grade 10, 2025

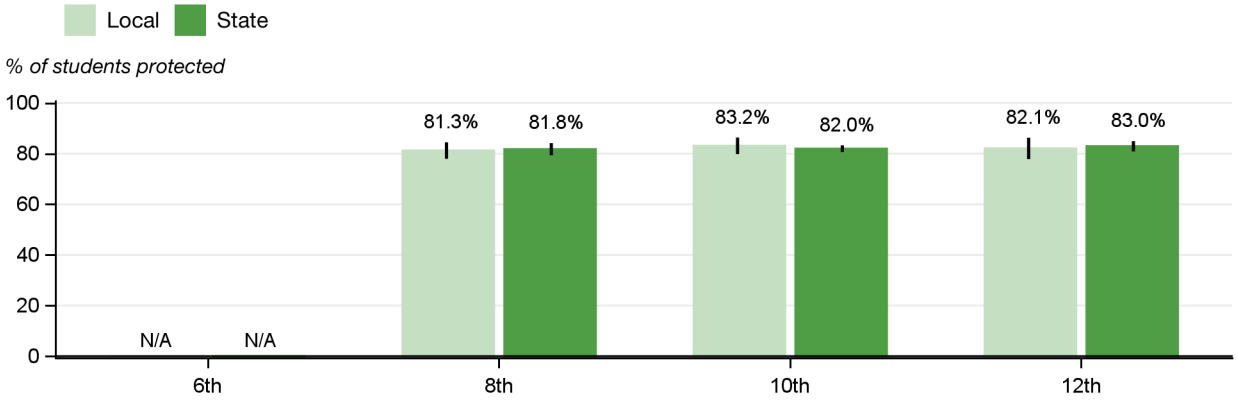
% of students protected



The bar chart above shows Protective Factor: Rewards for Prosocial School Involvement with Component Questions for Grade 10, 2025. The measures and values are:

Measure	Value
Rewards for Prosocial School Involvement	81.6% ±3.4%
Question - teachers tell me when doing good work	82.6% ±3.3%
Question - teachers tell parents when doing well	56.5% ±4.4%
Question - teachers praise hard work	70.1% ±4.1%

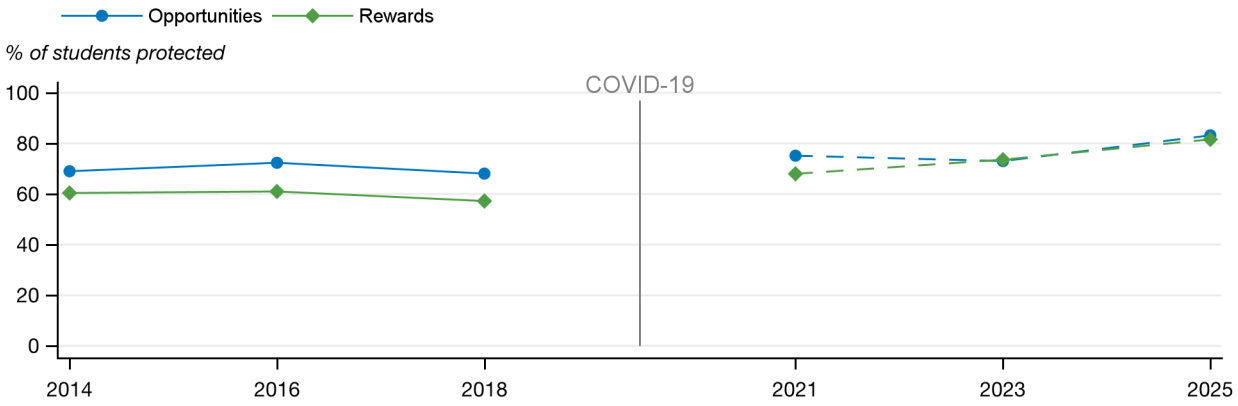
Prosocial Involvement, All Grades, 2025



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%

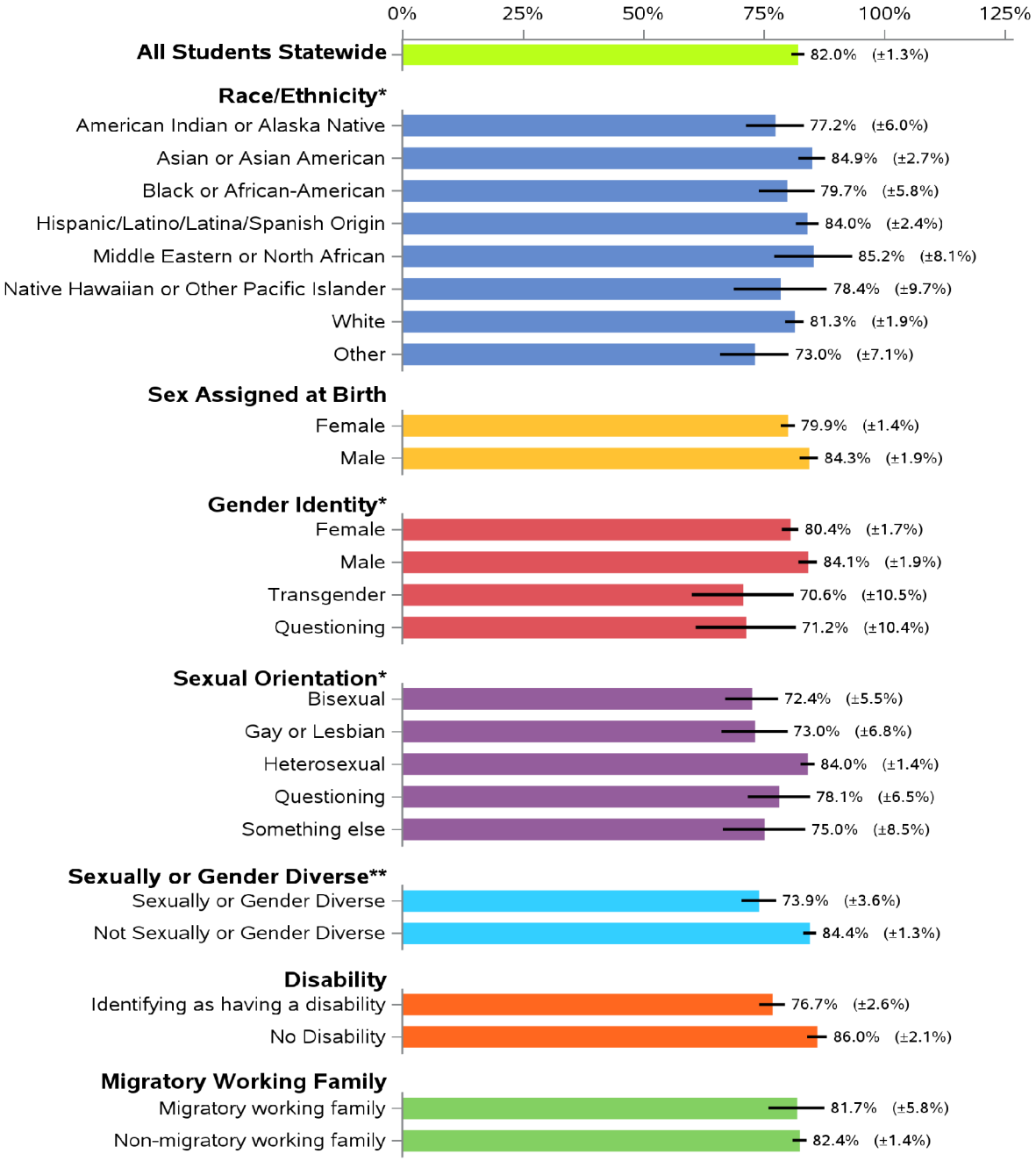
School Protective Factors - 2014-2025, Grade 10



The trend plot above shows measures of School Protective Factors between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Opportunities	69% ±3.9%	72.3% ±3.6%	68.1% ±4.9%	75.1% ±3.7% ↑	73% ±4.2%	83.2% ±3.3% ↑
Rewards	60.4% ±4.1%	61% ±3.9%	57.2% ±5.2%	68% ±4% ↑	73.6% ±4.1%	81.6% ±3.4% ↑

Statewide Relationship between Opportunities for Prosocial School Involvement and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Opportunities for Prosocial School Involvement and Demographics for Grade 10, 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	82.0% ±1.3%
By Race/Ethnicity	
American Indian or Alaska Native	77.2% ±6.0%
Asian or Asian American	84.9% ±2.7%
Black or African-American	79.7% ±5.8%
Hispanic/Latino/Latina/Spanish Origin	84.0% ±2.4%
Middle Eastern or North African	85.2% ±8.1%
Native Hawaiian or Other Pacific Islander	78.4% ±9.7%
White	81.3% ±1.9%
Other	73.0% ±7.1%
By Sex Assigned at Birth	
Female	79.9% ±1.4%
Male	84.3% ±1.9%
By Gender Identity	
Female	80.4% ±1.7%
Male	84.1% ±1.9%
Transgender	70.6% ±10.5%
Questioning	71.2% ±10.4%
By Sexual Orientation	
Bisexual	72.4% ±5.5%

By Sexual Orientation	
Gay or Lesbian	73.0% ±6.8%
Heterosexual	84.0% ±1.4%
Questioning	78.1% ±6.5%
Something else	75.0% ±8.5%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	73.9% ±3.6%
Not Sexually or Gender Diverse	84.4% ±1.3%
By Disability	
Identifying as having a disability	76.7% ±2.6%
No Disability	86.0% ±2.1%
By Migratory Working Family	
Migratory working family	81.7% ±5.8%
Non-migratory working family	82.0% ±1.3%
Non-migratory working family	82.0% ±1.3%

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**
- For more resources for schools: **Mental, Social, & Behavioral Health**
- Resources about mental health; National Alliance on Mental Health: **https://www.nami.org/Home**
- For local Risk Factor profiles go to **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

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
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WASHINGTON STATE healthy youth SURVEY



Peer-Individual Risk Factors Fact Sheet 2025

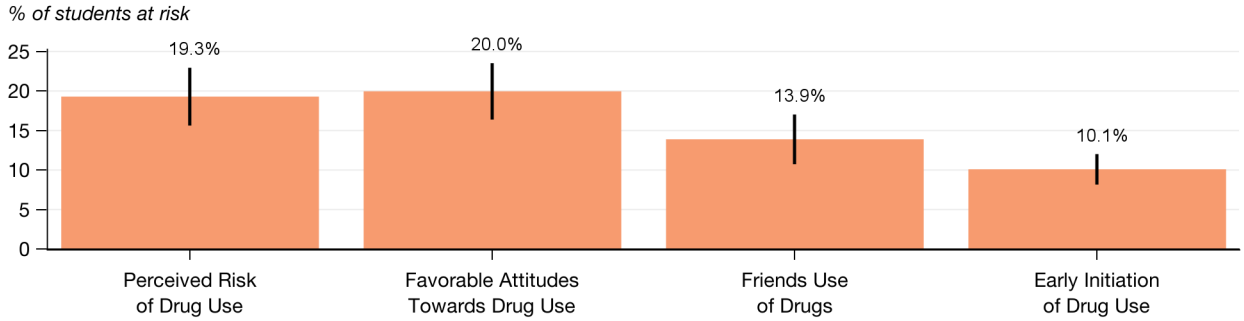
Edmonds School District, Grade 10

Students surveyed = 1,115

Introduction

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- 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.
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Peer-Individual Risk Factors - Grade 10, 2025

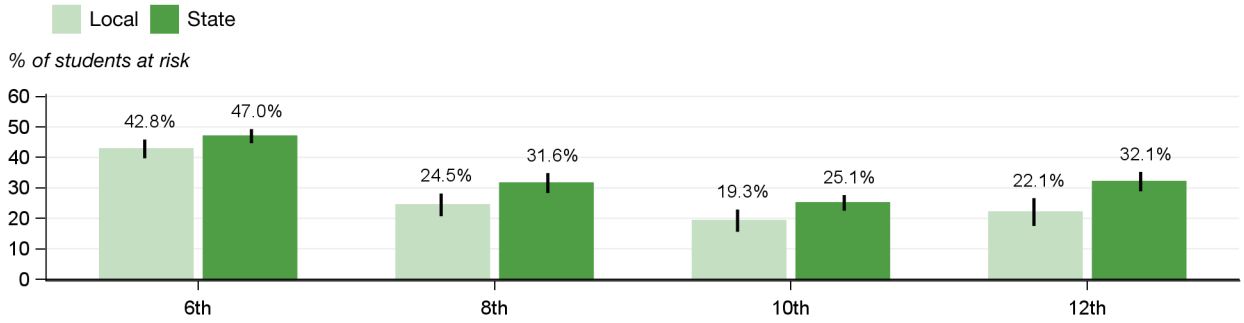


Highlight: In 2025, 20% of 10th graders in our school district were at risk for favorable attitudes towards drugs.

The bar chart above shows Peer-Individual Risk Factors for Grade 10, 2025. The measures and values are:

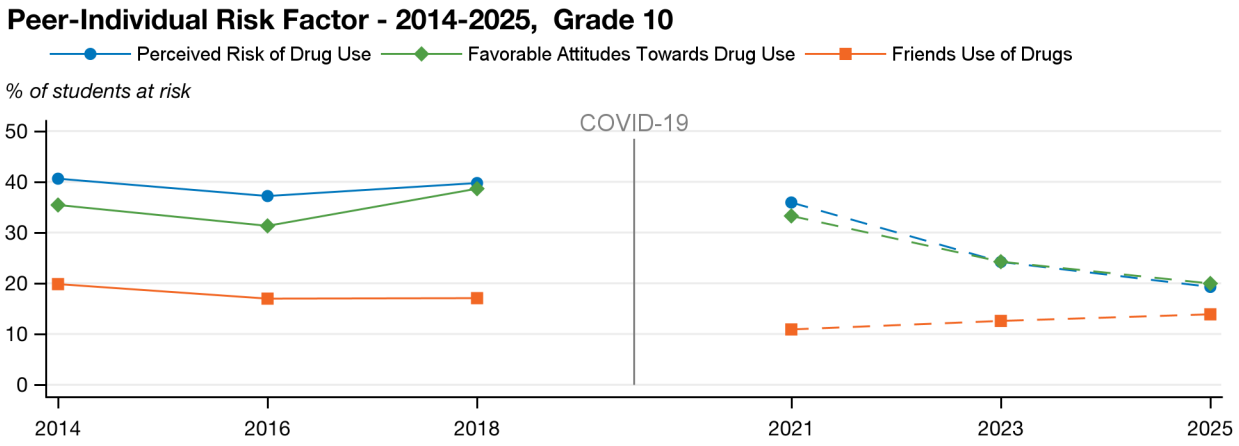
Measure	Value
Perceived Risk of Drug Use	19.3% ±3.7%
Favorable Attitudes Towards Drug Use	20.0% ±3.6%
Friends Use of Drugs	13.9% ±3.1%
Early Initiation of Drug Use	10.1% ±1.9%

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%

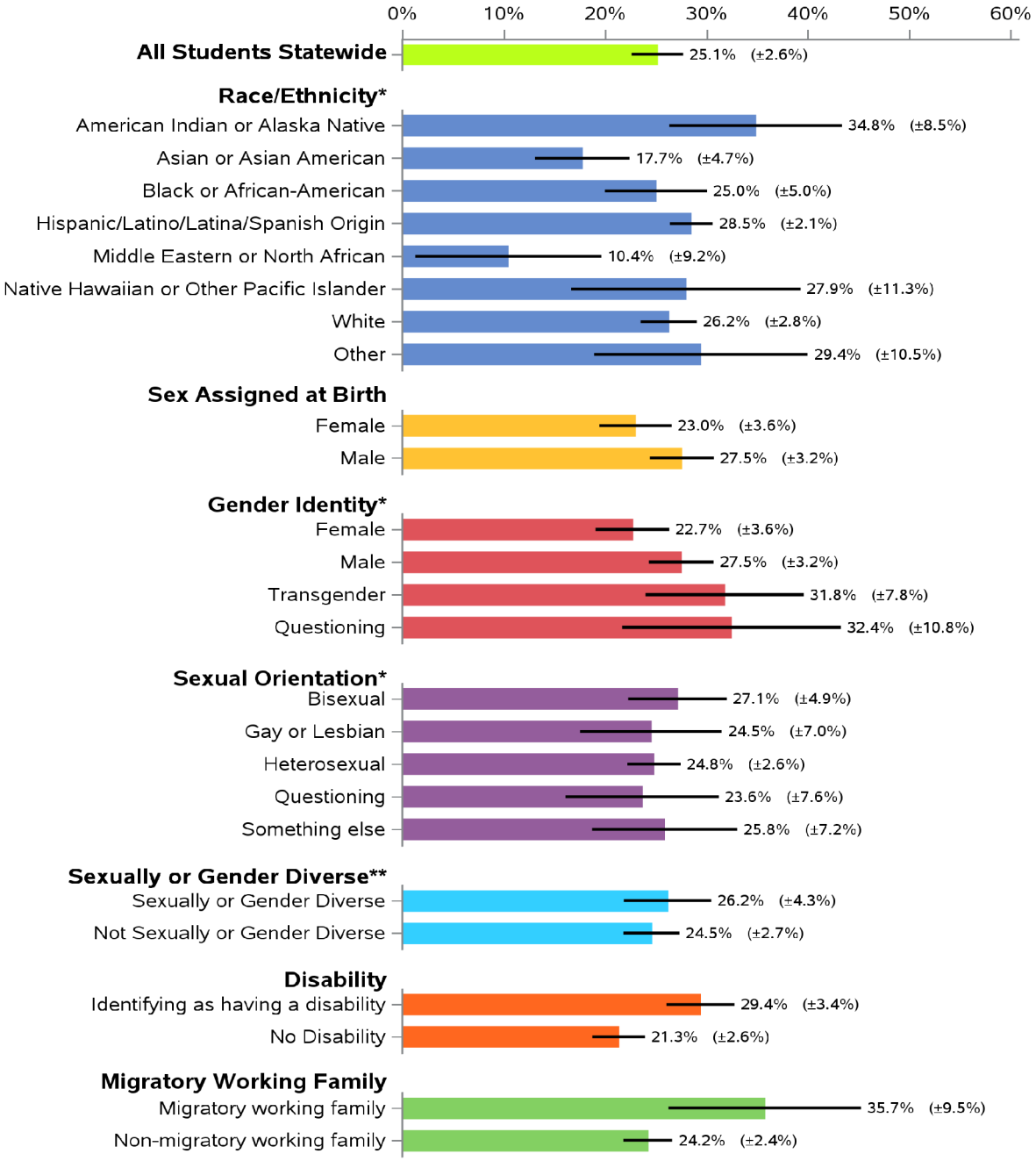


The trend plot above shows measures of Peer-Individual Risk Factor between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Perceived Risk of Drug Use	40.6% ±4.2%	37.2% ±4%	39.8% ±5.3%	35.9% ±4.2%	24.2% ±4% ↓	19.3% ±3.7%
Favorable Attitudes Towards Drug Use	35.4% ±4.1%	31.3% ±3.8%	38.6% ±5.2% ↑	33.3% ±4%	24.3% ±4% ↓	20% ±3.6%
Friends Use of Drugs	19.8% ±3.5%	17% ±3.2%	17.1% ±4.1%	10.9% ±2.6% ↓	12.6% ±3.1%	13.9% ±3.1%

From 2023 to 2025, there has been a decrease in the perceived risk of drug use among 10th graders in our school district.

Statewide Relationship between Perceived Risk of Drug Use and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Perceived Risk of Drug Use and Demographics for Grade 10, 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	25.1% ±2.6%
By Race/Ethnicity	
American Indian or Alaska Native	34.8% ±8.5%
Asian or Asian American	17.7% ±4.7%
Black or African-American	25.0% ±5.0%
Hispanic/Latino/Latina/Spanish Origin	28.5% ±2.1%
Middle Eastern or North African	10.4% ±9.2%
Native Hawaiian or Other Pacific Islander	27.9% ±11.3%
White	26.2% ±2.8%
Other	29.4% ±10.5%
By Sex Assigned at Birth	
Female	23.0% ±3.6%
Male	27.5% ±3.2%
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Female	22.7% ±3.6%
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Bisexual	27.1% ±4.9%

By Sexual Orientation	
Gay or Lesbian	24.5% ±7.0%
Heterosexual	24.8% ±2.6%
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By Sexually or Gender Diverse	
Sexually or Gender Diverse	26.2% ±4.3%
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By Disability	
Identifying as having a disability	29.4% ±3.4%
No Disability	21.3% ±2.6%
By Migratory Working Family	
Migratory working family	35.7% ±9.5%
Non-migratory working family	24.5% ±2.4%
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WASHINGTON STATE healthy youth SURVEY



Family Protective Influences Fact Sheet 2025

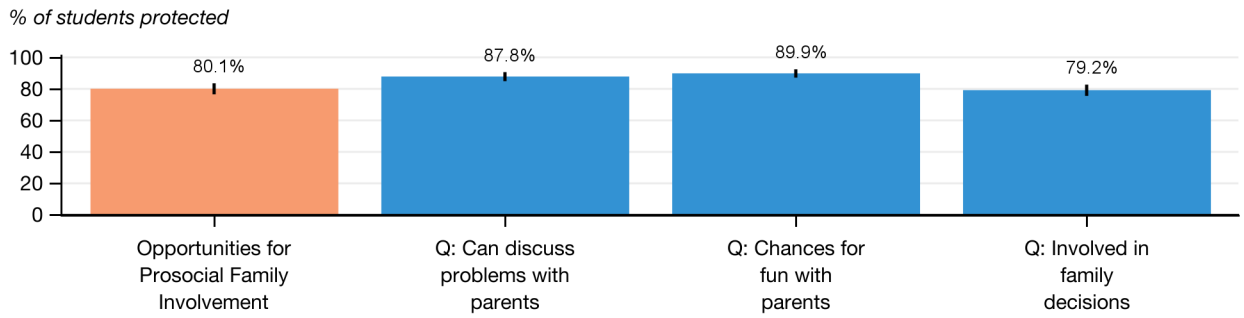
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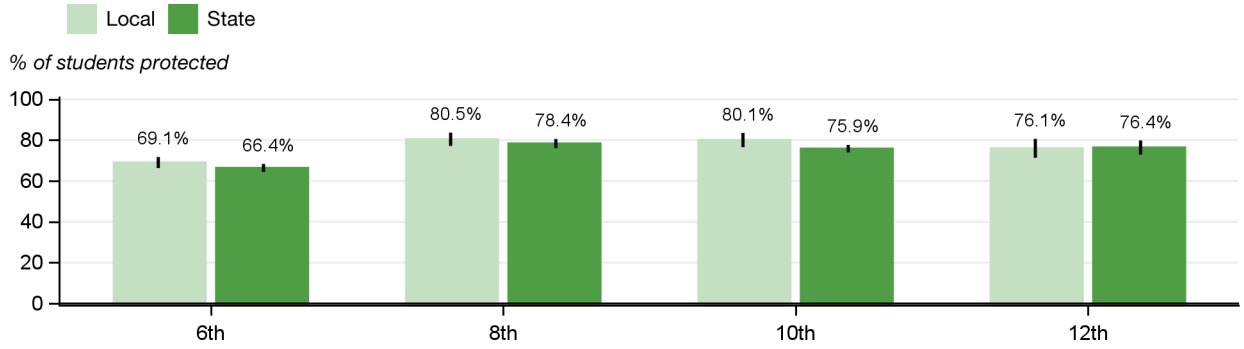
Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions - Grade 10, 2025



The bar chart above shows Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions for Grade 10, 2025. The measures and values are:

Measure	Value
Opportunities for Prosocial Family Involvement	80.1% ±3.5%
Question - can discuss problems with parents	87.8% ±2.9%
Question - chances for fun with parents	89.9% ±2.6%
Question - involved in family decisions	79.2% ±3.6%

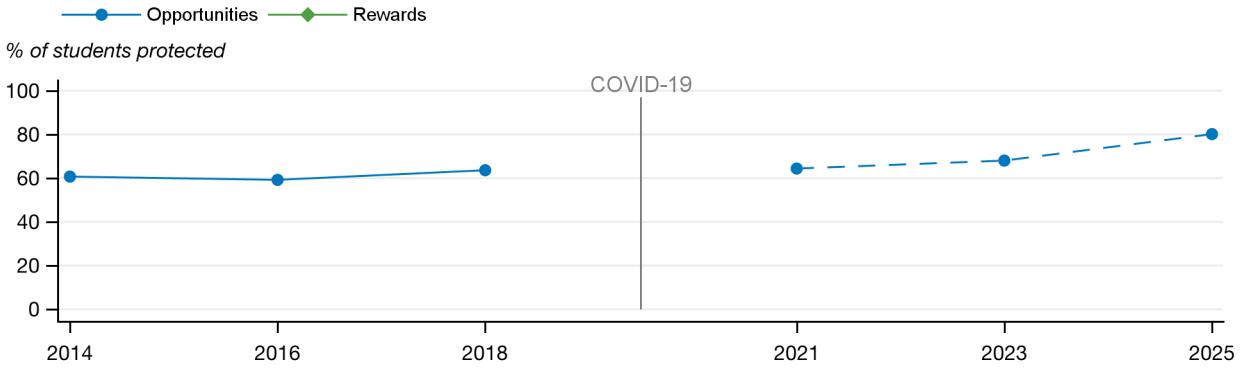
Protective Factor: Opportunities for Prosocial Family Involvement, All Grades, 2025



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%

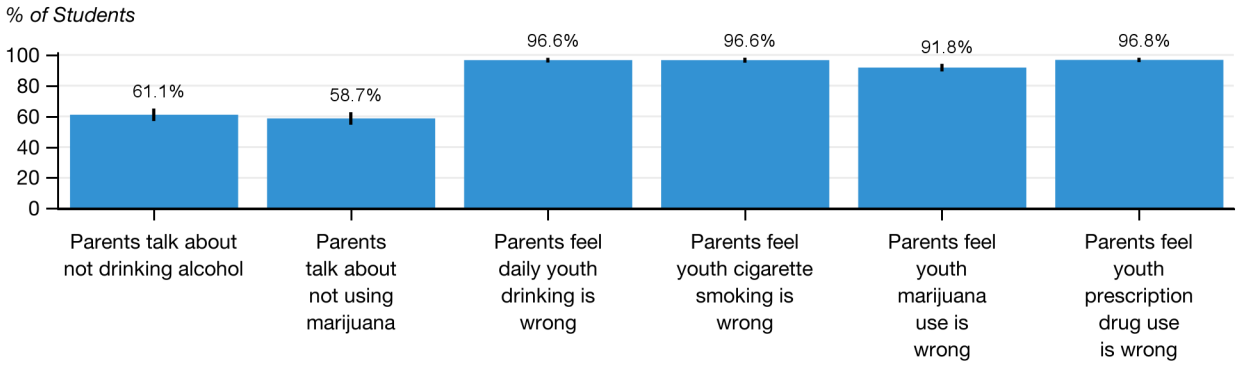
Family Protective Factor - 2014-2025, Grade 10



The trend plot above shows measures of Family Protective Factor between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Opportunities	60.7% ±4.2%	59.2% ±4.1%	63.6% ±5.2%	64.4% ±4.1%	68% ±4.5%	80.1% ±3.5% ▲
Rewards	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*

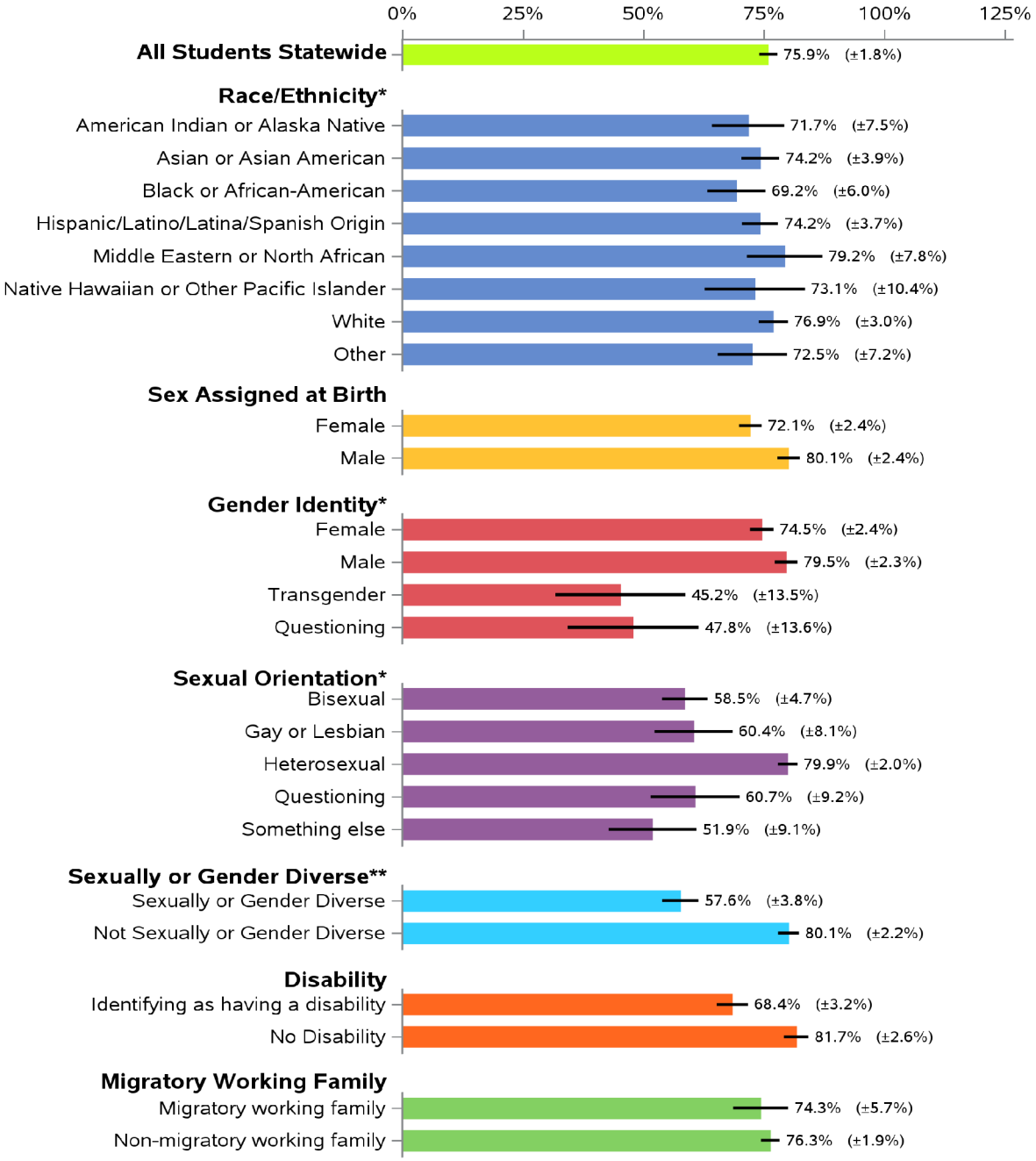
Parental Protective Influences - Grade 10, 2025



The bar chart above shows Parental Protective Influences for Grade 10, 2025. The measures and values are:

Measure	Value
Parents talk about not drinking alcohol	61.1% ±4.1%
Parents talk about not using marijuana	58.7% ±4.1%
Parents feel daily youth drinking is wrong	96.6% ±1.5%
Parents feel youth cigarette smoking is wrong	96.6% ±1.6%
Parents feel youth marijuana use is wrong	91.8% ±2.5%
Parents feel youth prescription drug use is wrong	96.8% ±1.4%

Statewide Relationship between Opportunities for Prosocial Family Involvement and Demographics, Grade 10, 2025



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The bar chart above shows the statewide relationship between Opportunities for Prosocial Family Involvement and Demographics for Grade 10, 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	75.9% ±1.8%
By Race/Ethnicity	
American Indian or Alaska Native	71.7% ±7.5%
Asian or Asian American	74.2% ±3.9%
Black or African-American	69.2% ±6.0%
Hispanic/Latino/Latina/Spanish Origin	74.2% ±3.7%
Middle Eastern or North African	79.2% ±7.8%
Native Hawaiian or Other Pacific Islander	73.1% ±10.4%
White	76.9% ±3.0%
Other	72.5% ±7.2%
By Sex Assigned at Birth	
Female	72.1% ±2.4%
Male	80.1% ±2.4%
By Gender Identity	
Female	74.5% ±2.4%
Male	79.5% ±2.3%
Transgender	45.2% ±13.5%
Questioning	47.8% ±13.6%
By Sexual Orientation	
Bisexual	58.5% ±4.7%

By Sexual Orientation	
Gay or Lesbian	60.4% ±8.1%
Heterosexual	79.9% ±2.0%
Questioning	60.7% ±9.2%
Something else	51.9% ±9.1%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	57.6% ±3.8%
Not Sexually or Gender Diverse	80.1% ±2.2%
By Disability	
Identifying as having a disability	68.4% ±3.2%
No Disability	81.7% ±2.6%
By Migratory Working Family	
Migratory working family	74.3% ±5.7%
Non-migratory working family	76.0% ±1.9%
Non-migratory working family	76.0% ±1.9%

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- 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



Dietary Behaviors Fact Sheet 2025

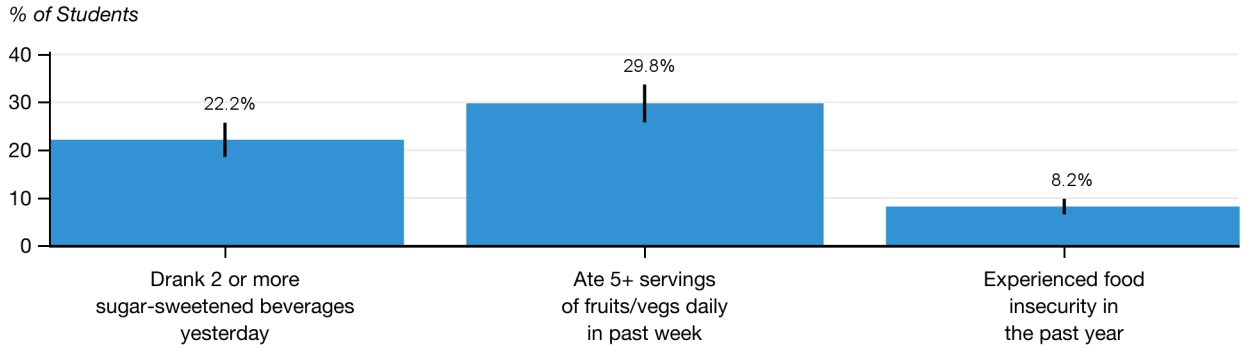
Edmonds School District, Grade 10

Students surveyed = 1,115

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 10, 2025

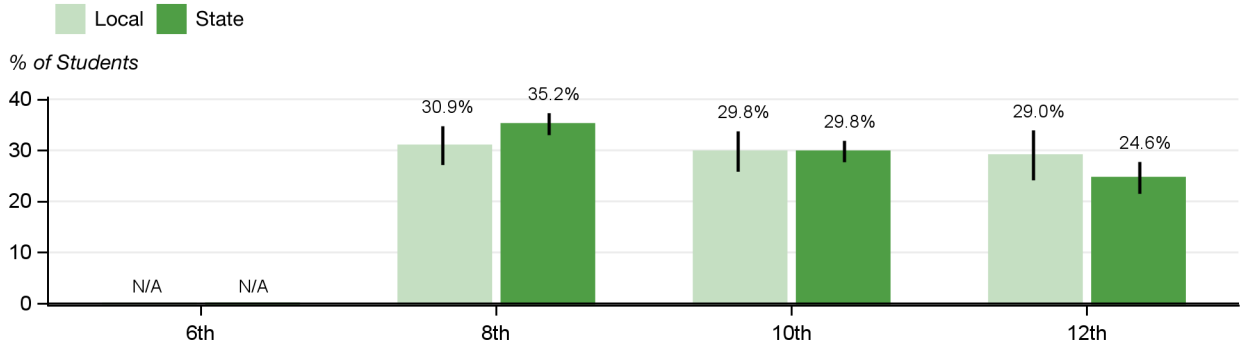


Highlight: In 2025, 30% of 10th graders in our school district ate 5+ servings of fruits/vegs daily in past week

The bar chart above shows Dietary Behaviors for Grade 10, 2025. The measures and values are:

Measure	Value
Drank 2 or more sugar-sweetened beverages yesterday	22.2% ±3.6%
Ate 5+ servings of fruits/vegs daily in past week	29.8% ±4.0%
Experienced food insecurity in the past year	8.2% ±1.6%

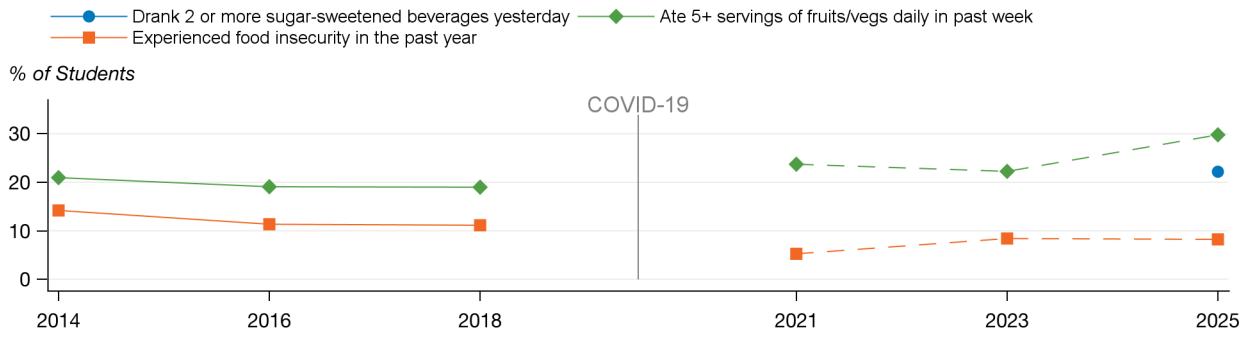
Ate 5+ Servings of Fruits/Vegetables Daily in the Past Week, All Grades, 2025



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%

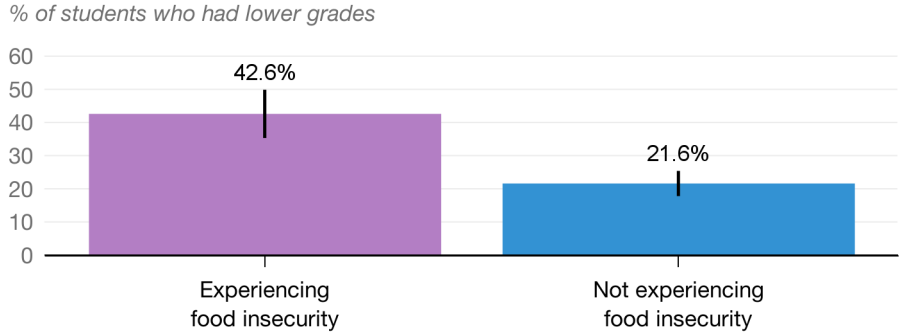
Dietary Behavior - 2014-2025, Grade 10



The trend plot above shows measures of Dietary Behavior between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Drank 2 or more sugar-sweetened beverages yesterday	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	*not asked of grade*	22.2% ±3.6%
Ate 5+ servings of fruits/vegs daily in past week	21% ±3.4%	19.1% ±3.1%	19% ±4%	23.7% ±3.6%	22.2% ±3.9%	29.8% ±4% ↑
Experienced food insecurity in the past year	14.2% ±2.1%	11.4% ±1.8%	11.1% ±2.3%	5.3% ±1.3%	8.4% ±1.7%	8.2% ±1.6%

Statewide Relationship Between Lower Grades and Food Insecurity, Grade 10

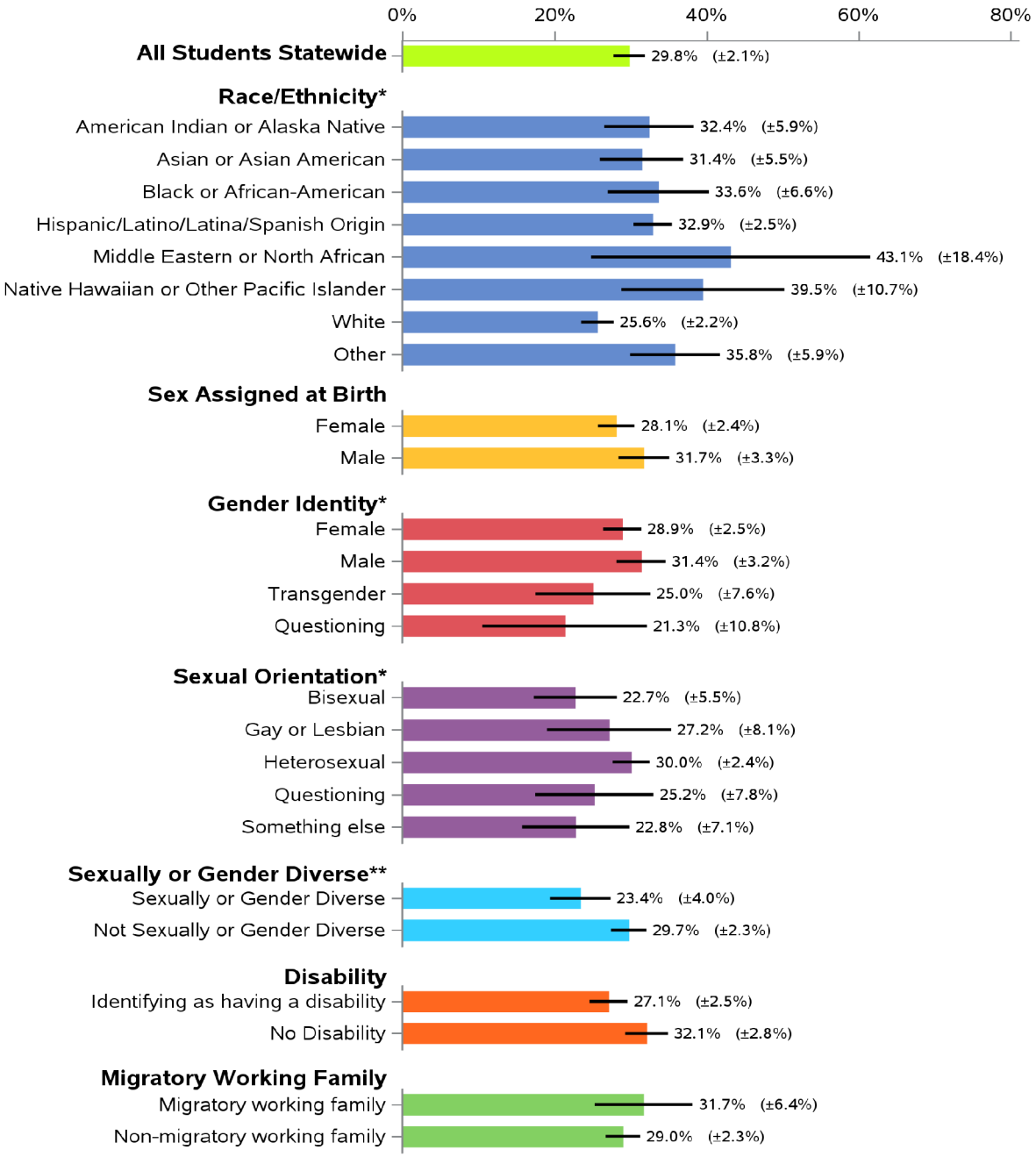


The bar chart above shows the statewide relationship between lower grades and food insecurity for Grade 10 in 2025

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

Student group	Results
for those experiencing food insecurity	42.6% had lower grades (±7.3%)
for those not experiencing food insecurity	21.6% had lower grades (±3.8%)

Statewide Relationship between Ate 5+ Servings of Fruits/Vegs Daily and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Ate 5+ Servings of Fruits/Vegetables Daily in the Past Week and Demographics for Grade 10, 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	29.8% ±2.1%
By Race/Ethnicity	
American Indian or Alaska Native	32.4% ±5.9%
Asian or Asian American	31.4% ±5.5%
Black or African-American	33.6% ±6.6%
Hispanic/Latino/Latina/Spanish Origin	32.9% ±2.5%
Middle Eastern or North African	43.1% ±18.4%
Native Hawaiian or Other Pacific Islander	39.5% ±10.7%
White	25.6% ±2.2%
Other	35.8% ±5.9%
By Sex Assigned at Birth	
Female	28.1% ±2.4%
Male	31.7% ±3.3%
By Gender Identity	
Female	28.9% ±2.5%
Male	31.4% ±3.2%
Transgender	25.0% ±7.6%
Questioning	21.3% ±10.8%
By Sexual Orientation	
Bisexual	22.7% ±5.5%

By Sexual Orientation	
Gay or Lesbian	27.2% ±8.1%
Heterosexual	30.0% ±2.4%
Questioning	25.2% ±7.8%
Something else	22.8% ±7.1%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	23.4% ±4.0%
Not Sexually or Gender Diverse	29.7% ±2.3%
By Disability	
Identifying as having a disability	27.1% ±2.5%
No Disability	32.1% ±2.8%
By Migratory Working Family	
Migratory working family	31.7% ±6.4%
Non-migratory working family	29.6% ±2.2%
Non-migratory working family	29.6% ±2.2%

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



Disordered Eating Fact Sheet 2025

Edmonds School District, Grade 10

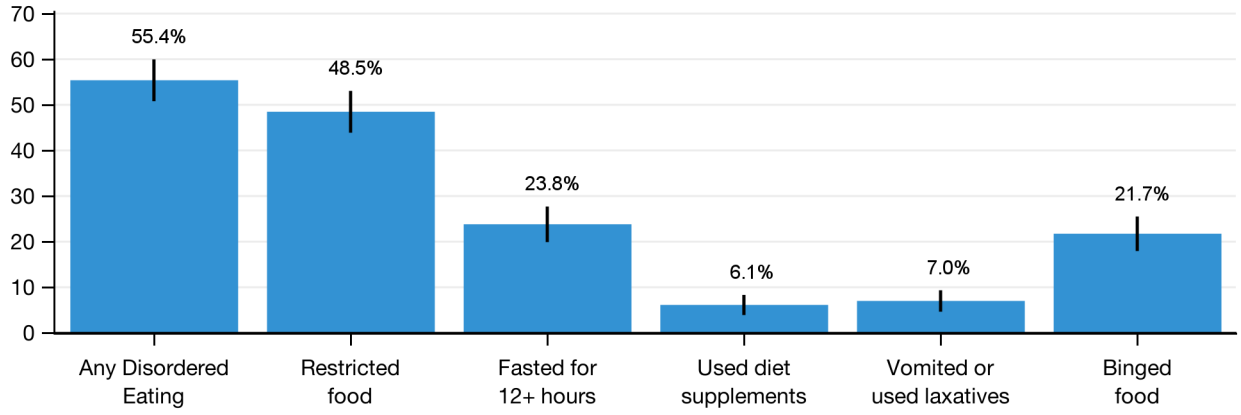
Students surveyed = 1,115

Introduction

- Disordered eating includes a range of thoughts, feelings, and behaviors related to eating, weight, body image, and appearance.
- You cannot tell if someone is experiencing disordered eating based on how they look.
- Adolescents have an increased risk of disordered eating due to growth, puberty, and body image concerns.
- Disordered eating and related conditions are treatable.
- Left untreated, disordered eating can present serious, potentially life-threatening physical and mental health consequences including fatigue, dehydration, heart failure, depression, anxiety, and suicidal thoughts.
- Talking to a parent, doctor, friend, or other trusted adult is an important first step in getting help with disordered eating.

Disordered Eating Behaviors Reported in the Past Year - Grade 10, 2025

% of Students



The bar chart above shows Disordered Eating Behaviors Reported in the Past Year for Grade 10, 2025. The measures and values are:

Measure	Value	Measure	Value
Any Disordered Eating	55.4% ±4.6%	**Used diet supplements**	6.1% ±2.2%
Restricted food	48.5% ±4.6%	**Vomited or used laxatives**	7.0% ±2.3%
Fasted for 12+ hours	23.8% ±3.9%	**Binged food**	21.7% ±3.8%

These categories are not mutually exclusive and may not be equal to 100%. 'Any Disordered Eating' includes respondents who reported at least one of the disordered eating behaviors shown:

Restricted food: Eating less food, fewer calories or foods low in fat or carbohydrates to lose weight or to keep from gaining weight

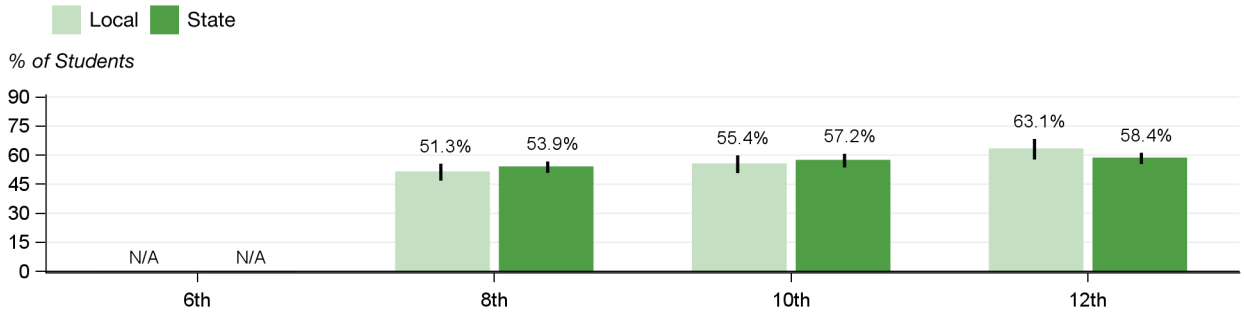
Fasted for 12+ hours: Intentionally going without eating for 12 hours or more to lose weight or to keep from gaining weight

Used diet supplements: Taking diet pills, powders, teas, juice cleanses or other liquids without a doctor's advice to lose weight or keep from gaining weight

Vomited or used laxatives: Vomiting, using laxatives, or eating certain foods or liquids intentionally (such as foods that cause stomach pain or nausea) to lose weight or to keep from gaining weight

Binged food: Eating so much food in a short period of time that you would be embarrassed if others saw you

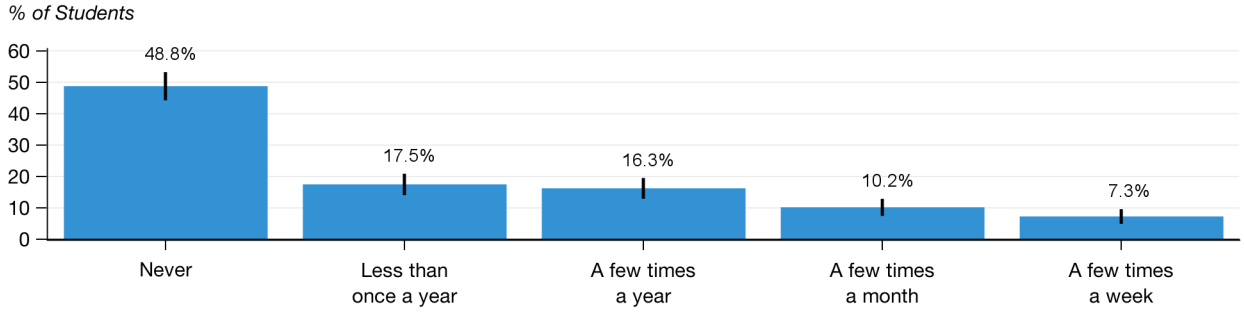
Any Disordered Eating Behavior in the Past Year, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Any Disordered Eating Behavior in the Past Year for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	*not asked of grade*	*not asked of grade*
8th grade	51.3% ±4.4%	53.9% ±2.9%
10th grade	55.4% ±4.6%	57.2% ±3.5%
12th grade	63.1% ±5.3%	58.4% ±2.9%

Frequency of Body/Food Shaming - Grade 10, 2025

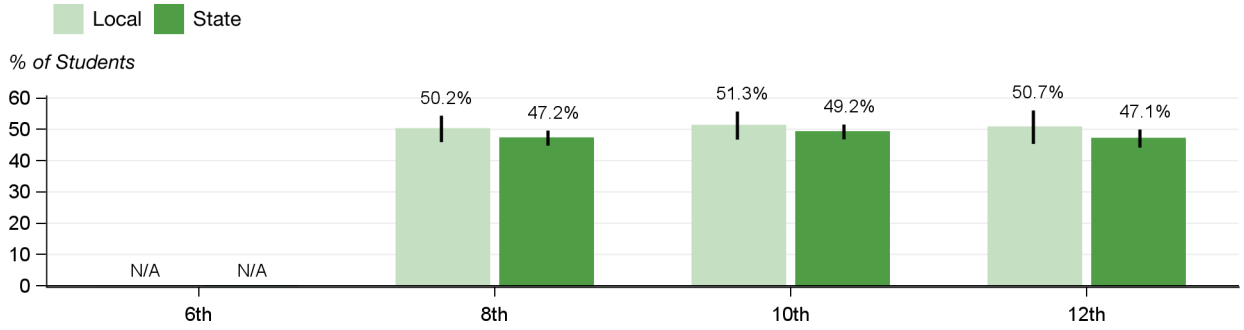


The bar chart above shows Frequency of Body/Food Shaming for Grade 10, 2025. The measures and values are:

Measure	Value
Never	48.8% ±4.5%
Less than once a year	17.5% ±3.4%
A few times a year	16.3% ±3.3%
A few times a month	10.2% ±2.7%
A few times a week	7.3% ±2.3%

Body/food shaming is when family, friends, peers or others do or say things about your body or the food you eat that make you feel bad.

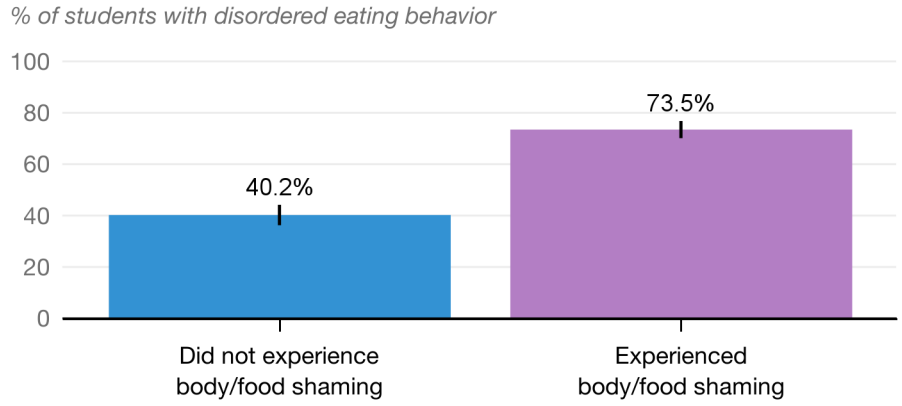
Any Body/Food Shaming, All Grades, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Any Body/Food Shaming for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	*not asked of grade*	*not asked of grade*
8th grade	50.2% ±4.2%	47.2% ±2.4%
10th grade	51.3% ±4.5%	49.2% ±2.4%
12th grade	50.7% ±5.3%	47.1% ±2.9%

Statewide Relationship between Body/Food Shaming and Any Disordered Eating Behavior, Grade 10



The bar chart above shows the statewide relationship between body/food shaming and any disordered eating behavior for Grade 10 in 2025

Statewide, 10th graders who reported experiencing any body/food shaming were more likely to report at least 1 disordered eating behavior.

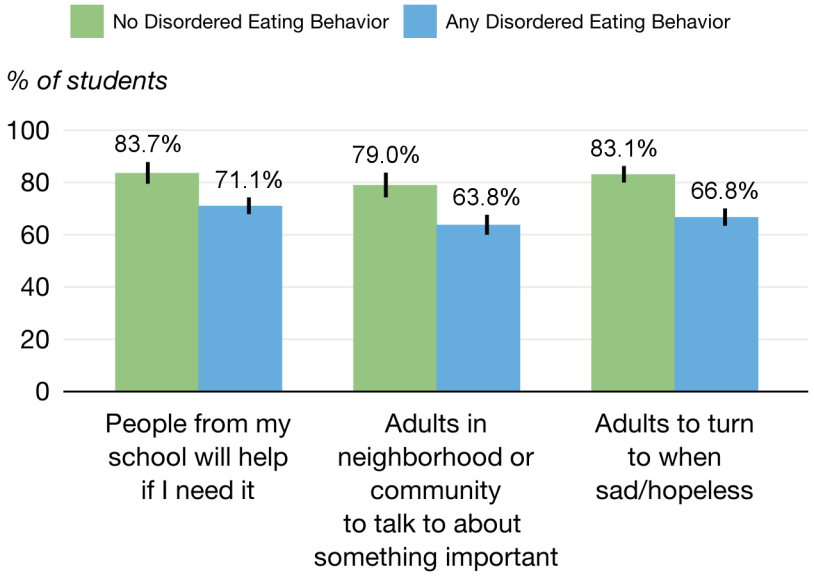
Student group	Results
did not experience body/food shaming	40.2% with disordered eating behavior (±4.0%)
experienced body/food shaming	73.5% with disordered eating behavior (±3.3%)

Statewide Relationship between Availability of Social & Emotional Support and Any Disordered Eating Behavior Grade 10

10th graders statewide who did not report disordered eating behavior were:

- More likely to report having people from their school to help if they need it
- More likely to report having adults in their neighborhood or community to talk to
- More likely to report having adults to turn to when feeling sad or hopeless

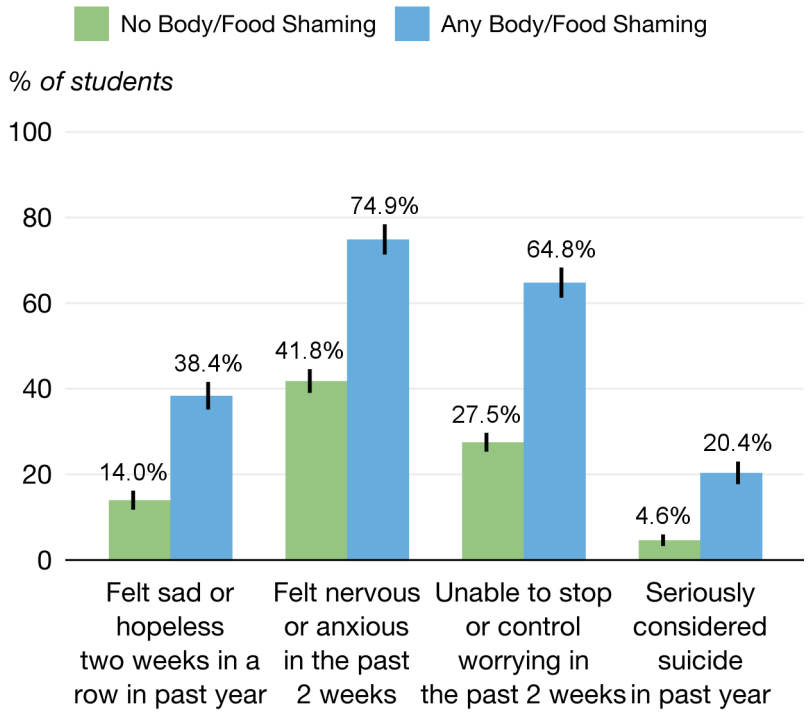
Than those who reported disordered eating behavior.



The chart above shows the Statewide Relationship between Availability of Social & Emotional Support and Any Disordered Eating Behavior for Grade 10 in 2025

Measure	No Disordered Eating Behavior	Any Disordered Eating Behavior
People from my school will help if I need it	83.7% ±4.1%	71.1% ±3.2%
Adults in neighborhood or community to talk to about something important	79.0% ±4.7%	63.8% ±3.8%
Adults to turn to when sad/hopeless	83.1% ±3.2%	66.8% ±3.3%

Statewide Relationship between Mental Health Outcomes and Any Body/Food Shaming Grade 10



10th graders statewide who did not reported experiencing body/food shaming were:

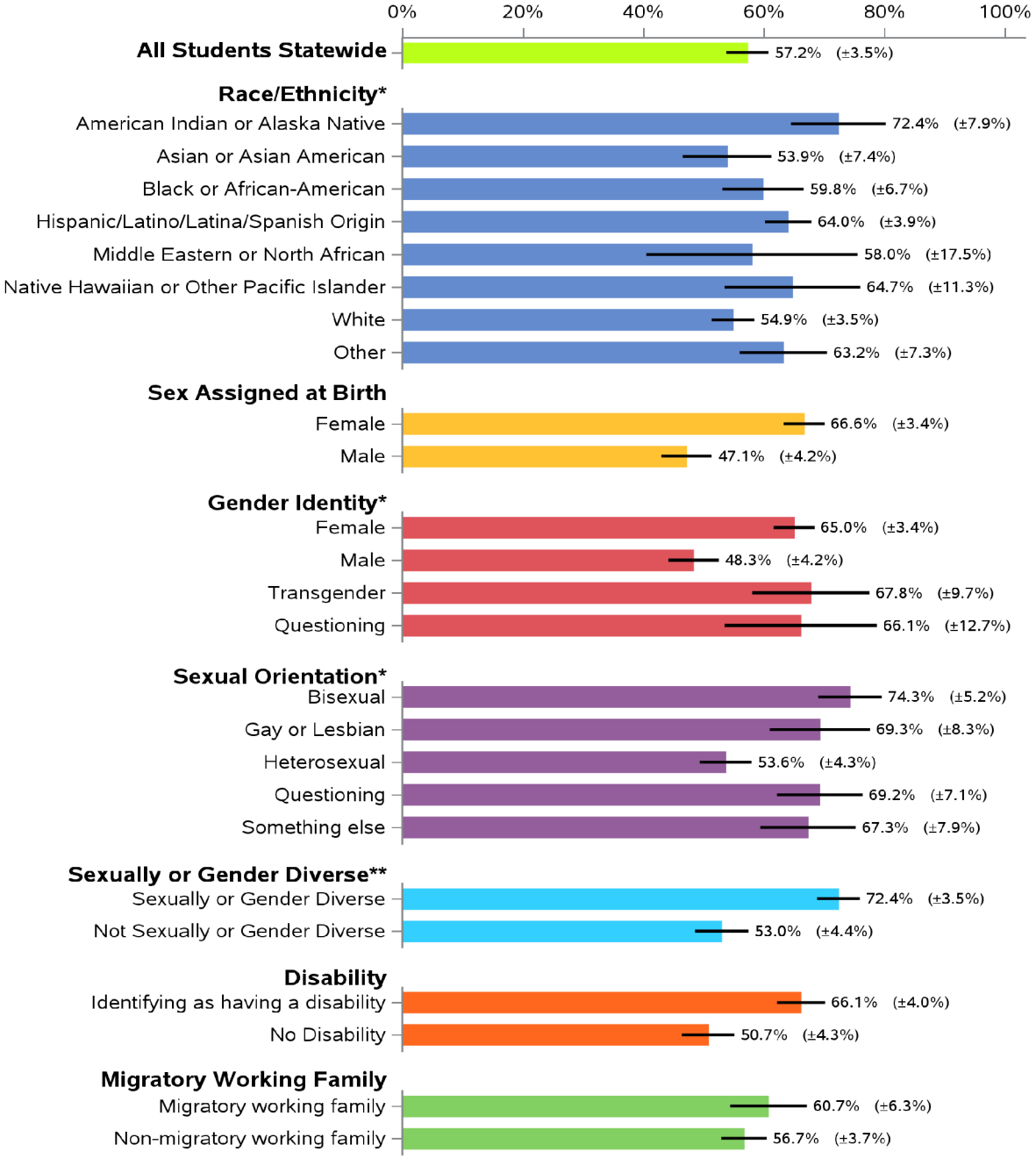
- More likely to report feeling sad or hopeless for 2 weeks or more in the past yer
- More likely to report feeling nervous/anxious in the past 2 weeks
- More likely to report being unable to control worrying in the past 2 weeks
- More likely to report considering attempting suicide in the past year

Than those who did not report experiencing body/food shaming.

The chart above shows the Statewide Relationship between Mental Health Outcomes and Any Body/Food Shaming for Grade 10 in 2025

Measure	No Body/Food Shaming	Any Body/Food Shaming
Felt sad or hopeless two weeks in a row in past year	14.0% ±2.2%	38.4% ±3.2%
Felt nervous or anxious in the past 2 weeks	41.8% ±2.8%	74.9% ±3.5%
Unable to stop or control worrying in the past 2 weeks	27.5% ±2.2%	64.8% ±3.5%
Seriously considered suicide in past year	4.6% ±1.4%	20.4% ±2.6%

Statewide Relationship between Any Disordered Eating and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Any Disordered Eating and Demographics for Grade 10, 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	57.2% ±3.5%
By Race/Ethnicity	
American Indian or Alaska Native	72.4% ±7.9%
Asian or Asian American	53.9% ±7.4%
Black or African-American	59.8% ±6.7%
Hispanic/Latino/Latina/Spanish Origin	64.0% ±3.9%
Middle Eastern or North African	58.0% ±17.5%
Native Hawaiian or Other Pacific Islander	64.7% ±11.3%
White	54.9% ±3.5%
Other	63.2% ±7.3%
By Sex Assigned at Birth	
Female	66.6% ±3.4%
Male	47.1% ±4.2%
By Gender Identity	
Female	65.0% ±3.4%
Male	48.3% ±4.2%
Transgender	67.8% ±9.7%
Questioning	66.1% ±12.7%
By Sexual Orientation	
Bisexual	74.3% ±5.2%

By Sexual Orientation	
Gay or Lesbian	69.3% ±8.3%
Heterosexual	53.6% ±4.3%
Questioning	69.2% ±7.1%
Something else	67.3% ±7.9%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	72.4% ±3.5%
Not Sexually or Gender Diverse	53.0% ±4.4%
By Disability	
Identifying as having a disability	66.1% ±4.0%
No Disability	50.7% ±4.3%
By Migratory Working Family	
Migratory working family	60.7% ±6.3%
Non-migratory working family	57.0% ±3.7%
Non-migratory working family	57.0% ±3.7%

For More Information

- To learn more about disordered eating, please visit: **Grace Holland Cozine Resource Center- NEDA (nationaleatingdisorders.org)**
- To view a list of resources for students, you can visit the following link: **https://www.askhys.net/HYS/GetDocument?path=Administration%5C2023&fileName=Student%20Resources.pdf**
- Information for healthcare providers, visit: **Understanding Eating Disorders in Adolescents (wa.gov)**
- To view the full text of the questions presented in this report, you can view the survey in its entirety here: **https://www.askhys.net/Resources/SurveyQuestionnaires**

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

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WASHINGTON STATE healthy youth SURVEY



Oral Health Fact Sheet 2025

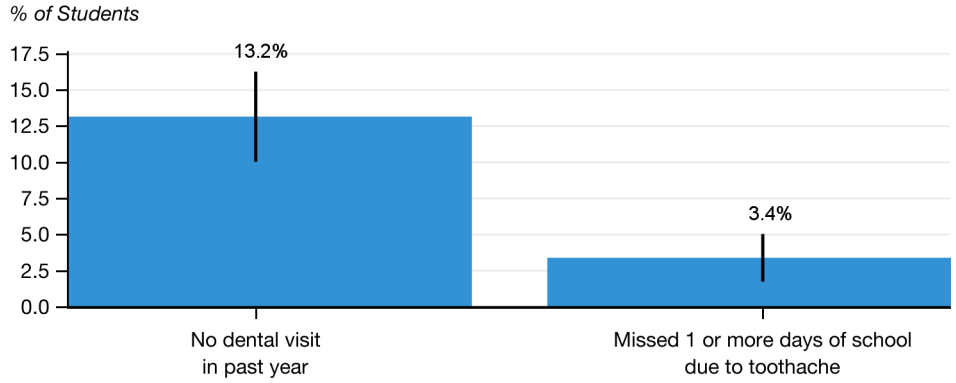
Edmonds School District, Grade 10

Students surveyed = 1,115

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 10, 2025

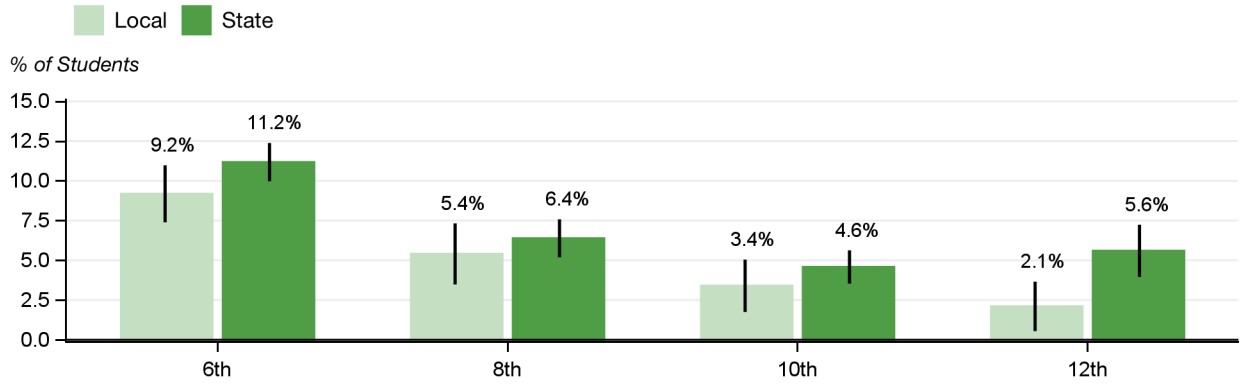


Highlight: In 2025, 13% of 10th graders in our school district did not visit a dentist in the past year.

The bar chart above shows Oral Health for Grade 10, 2025. The measures and values are:

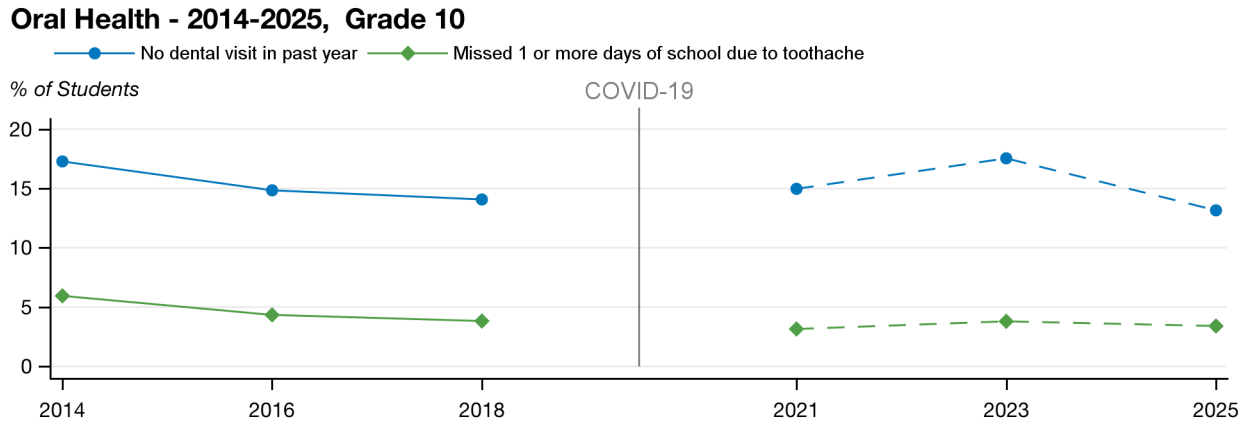
Measure	Value
No dental visit in past year	13.2% ±3.1%
Missed 1 or more days of school due to toothache	3.4% ±1.6%

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:

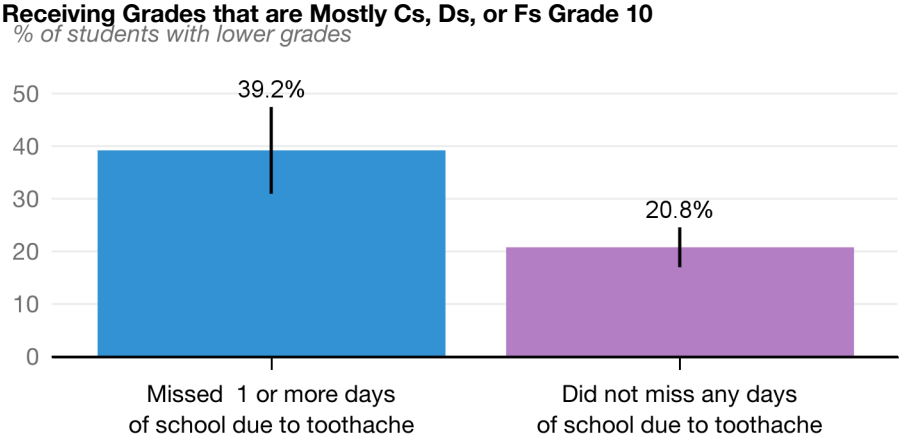
Grade	Local Results	State Results
6th grade	9.2% ±1.8%	11.2% ±1.2%
8th grade	5.4% ±1.9%	6.4% ±1.2%
10th grade	3.4% ±1.6%	4.6% ±1.0%
12th grade	2.1% ±1.6%	5.6% ±1.6%



The trend plot above shows measures of Oral Health between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
No dental visit in past year	17.3% ±3.3%	14.8% ±2.9%	14.1% ±3.7%	15% ±3%	17.5% ±3.7%	13.2% ±3.1%
Missed 1 or more days of school due to toothache	5.9% ±2%	4.3% ±1.6%	3.8% ±2%	3.2% ±1.4%	3.8% ±1.8%	3.4% ±1.6%

Statewide Relationship between Missing at Least 1 Day of School Due to a Toothache and Reported Receiving Grades that are Mostly Cs, Ds, or Fs Grade 10

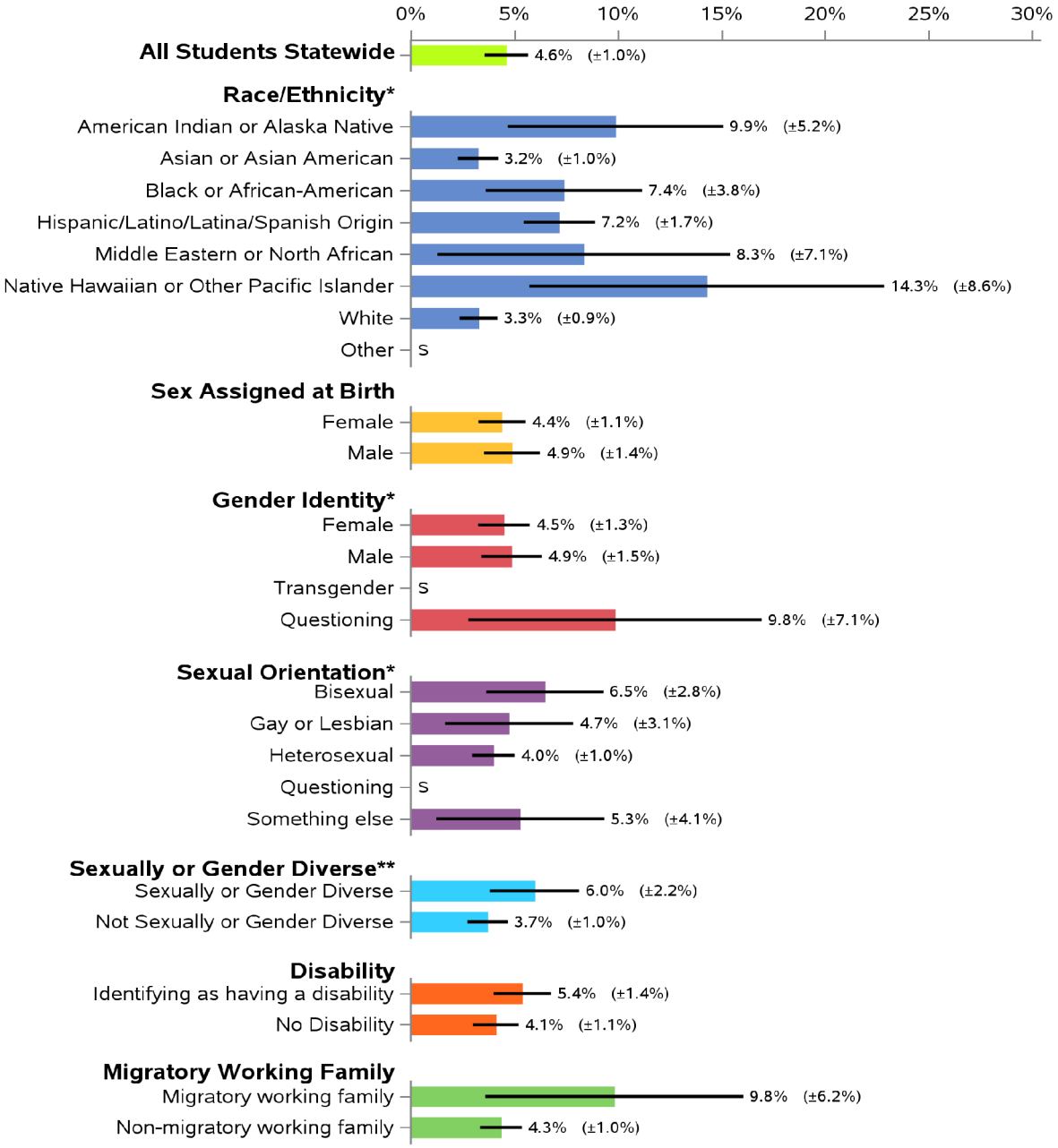


The bar chart above shows the statewide relationship between missing at least 1 day of school due to a toothache and reported receiving grades that are mostly cs, ds, or fs for Grade 10 in 2025

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

Student group	Results
for those who missed 1 or more days of school due to toothache	39.2% with lower grades (±8.2%)
for those who did not miss any days of school due to toothache	20.8% with lower grades (±3.8%)

Statewide Relationship between Missing at Least 1 Day of School Due to a Toothache and Demographics, Grade 10, 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.

**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.

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

The bar chart above shows the statewide relationship between Missing School Due to Toothache and Demographics for Grade 10, 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	4.6% ±1.0%
By Race/Ethnicity	
American Indian or Alaska Native	9.9% ±5.2%
Asian or Asian American	3.2% ±1.0%
Black or African-American	7.4% ±3.8%
Hispanic/Latino/Latina/Spanish Origin	7.2% ±1.7%
Middle Eastern or North African	8.3% ±7.1%
Native Hawaiian or Other Pacific Islander	14.3% ±8.6%
White	3.3% ±0.9%
Other	Suppressed
By Sex Assigned at Birth	
Female	4.4% ±1.1%
Male	4.9% ±1.4%
By Gender Identity	
Female	4.5% ±1.3%
Male	4.9% ±1.5%
Transgender	Suppressed
Questioning	9.8% ±7.1%
By Sexual Orientation	
Bisexual	6.5% ±2.8%

By Sexual Orientation	
Gay or Lesbian	4.7% ±3.1%
Heterosexual	4.0% ±1.0%
Questioning	Suppressed
Something else	5.3% ±4.1%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	6.0% ±2.2%
Not Sexually or Gender Diverse	3.7% ±1.0%
By Disability	
Identifying as having a disability	5.4% ±1.4%
No Disability	4.1% ±1.1%
By Migratory Working Family	
Migratory working family	9.8% ±6.2%
Non-migratory working family	4.3% ±1.0%
Non-migratory working family	4.3% ±1.0%

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

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. 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



Internet and Social Media Fact Sheet 2025

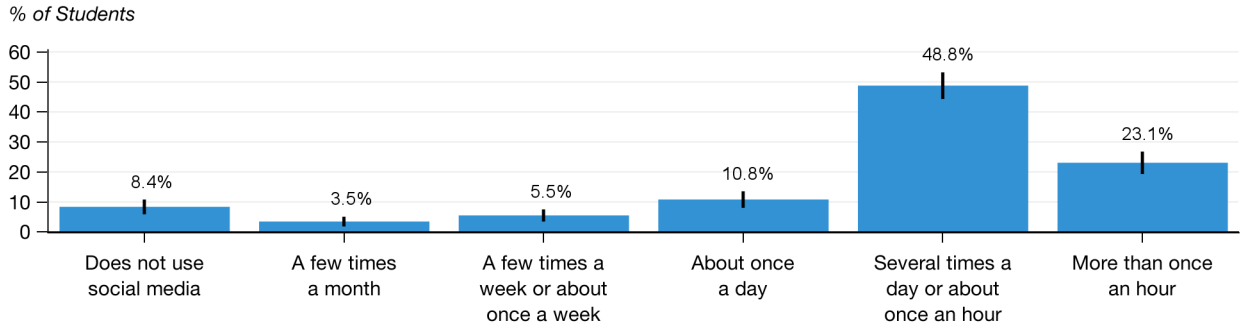
Edmonds School District, Grade 10

Students surveyed = 1,115

Introduction

- Internet use and social media use have been on the rise among youth over the past several years.
- Social media and internet use could have benefits for youth mental health - social media enables youth to connect with friends and family, learn about faraway places, learn about hobbies, etc. [1]
- Problematic internet use (PIU) is use that is risky, excessive, or impulsive that can lead to adverse consequences in an individual's life, including physical, emotional, social, or functional impairment. [2]
- PIU has been linked to stress, fewer positive health behaviors, and poor academic performance.
- PIU is assessed using a 3-item Problematic and Risky Internet Use Screening Scale (PRIUSS) on the HYS. Students who reported a score of 3 or more were categorized as "at risk" for PIU.

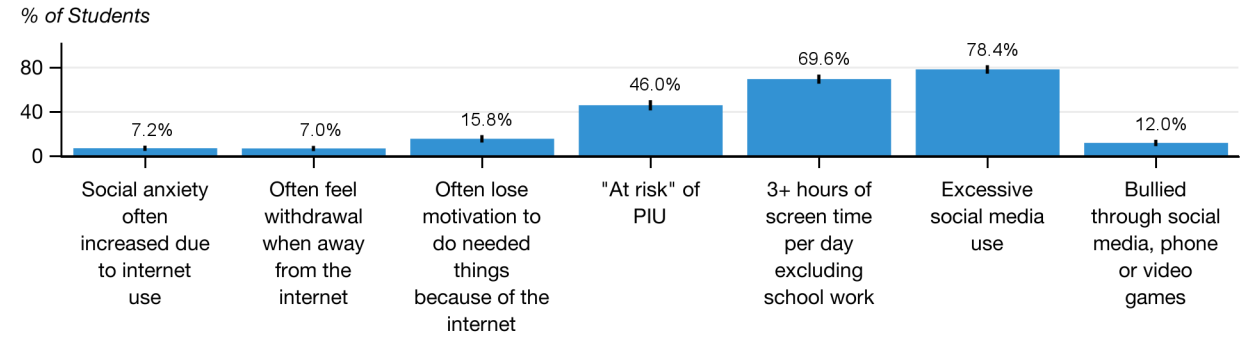
Time Spent on Social Media - Grade 10, 2025



The bar chart above shows Time Spent on Social Media for Grade 10, 2025. The measures and values are:

Measure	Value
Does not use social media	8.4% ±2.5%
A few times a month	3.5% ±1.6%
A few times a week or about once a week	5.5% ±2.0%
About once a day	10.8% ±2.8%
Several times a day or about once an hour	48.8% ±4.4%
More than once an hour	23.1% ±3.7%

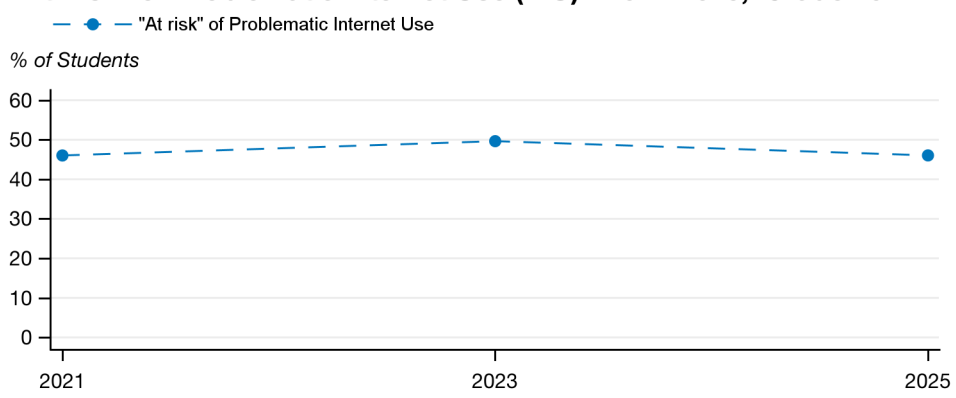
Social Media and Internet Use Indicators - Grade 10, 2025



The bar chart above shows Social Media and Internet Use Indicators for Grade 10, 2025. The measures and values are:

Measure	Value
Social anxiety often increased due to internet use	7.2% ±2.4%
Often feel withdrawal when away from the internet	7.0% ±2.4%
Often lose motivation to do needed things because of the internet	15.8% ±3.4%
"At risk" of PIU	46.0% ±4.6%
3+ hours of screen time per day excluding school work	69.6% ±4.1%
Excessive social media use	78.4% ±3.8%
Bullied through social media, phone or video games	12.0% ±2.9%

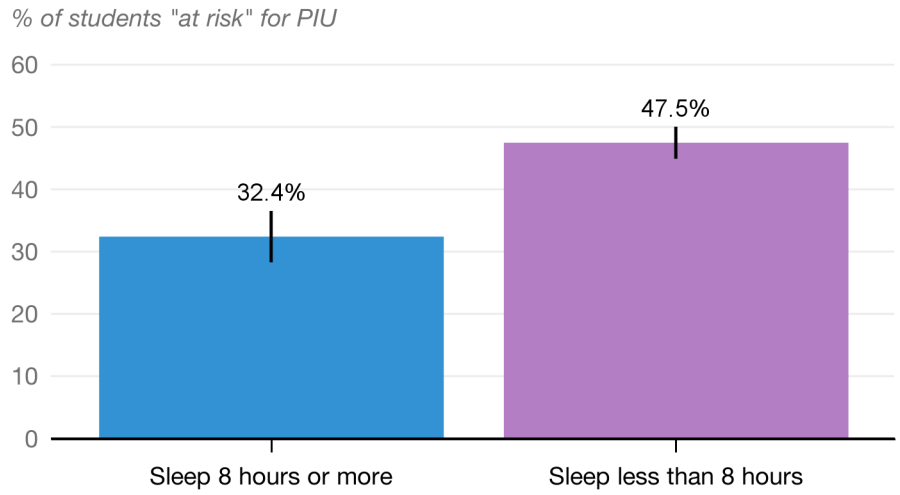
"At Risk" of Problematic Internet Use (PIU) - 2021-2025, Grade 10



The trend plot above shows measure of "At Risk" of Problematic Internet Use (PIU) between 2021 and 2025 for Grade 10. The measure and values are:

Measure	2021	2023	2025
"At risk" of Problematic Internet Use	46% ±4.1%	49.6% ±4.8%	46% ±4.6%

Statewide Relationship between "At Risk" of PIU and Sleep, Grade 10

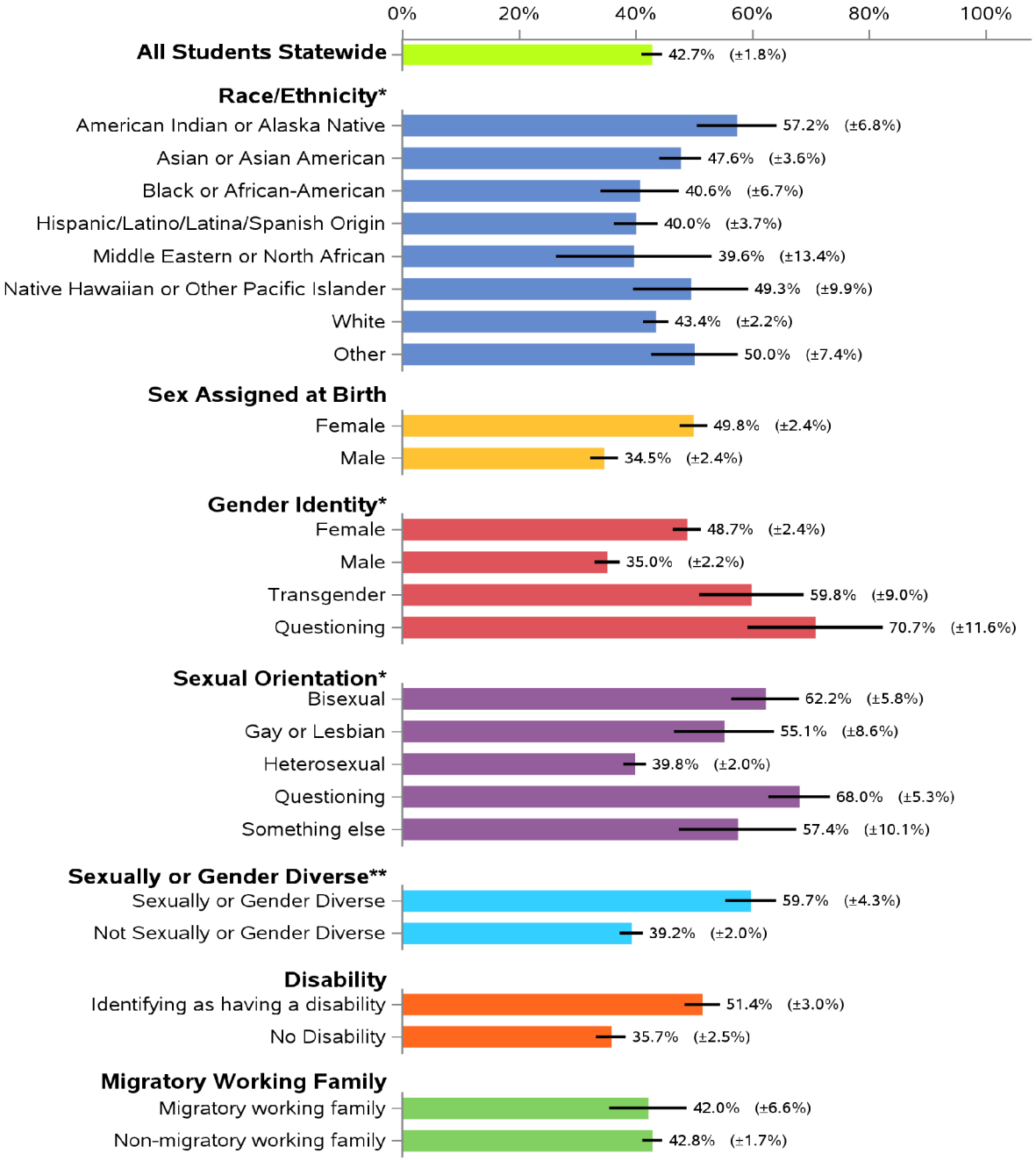


The bar chart above shows the statewide relationship between "at risk" of PIU and sleep for Grade 10 in 2025

Statewide, more 10th graders who get less than 8 hours of sleep report being "at risk" for PIU compared to those who get 8 hours of sleep or more.

Student group	Results
for those who sleep 8 hours or more	32.4% "at risk" for PIU (±4.1%)
for those who sleep less than 8 hours	47.5% "at risk" for PIU (±2.6%)

Statewide Relationship between "At-risk" of PIU and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between "At-risk" of PIU and Demographics for Grade 10, 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	42.7% ±1.8%
By Race/Ethnicity	
American Indian or Alaska Native	57.2% ±6.8%
Asian or Asian American	47.6% ±3.6%
Black or African-American	40.6% ±6.7%
Hispanic/Latino/Latina/Spanish Origin	40.0% ±3.7%
Middle Eastern or North African	39.6% ±13.4%
Native Hawaiian or Other Pacific Islander	49.3% ±9.9%
White	43.4% ±2.2%
Other	50.0% ±7.4%
By Sex Assigned at Birth	
Female	49.8% ±2.4%
Male	34.5% ±2.4%
By Gender Identity	
Female	48.7% ±2.4%
Male	35.0% ±2.2%
Transgender	59.8% ±9.0%
Questioning	70.7% ±11.6%
By Sexual Orientation	
Bisexual	62.2% ±5.8%

By Sexual Orientation	
Gay or Lesbian	55.1% ±8.6%
Heterosexual	39.8% ±2.0%
Questioning	68.0% ±5.3%
Something else	57.4% ±10.1%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	59.7% ±4.3%
Not Sexually or Gender Diverse	39.2% ±2.0%
By Disability	
Identifying as having a disability	51.4% ±3.0%
No Disability	35.7% ±2.5%
By Migratory Working Family	
Migratory working family	42.0% ±6.6%
Non-migratory working family	42.7% ±1.8%
Non-migratory working family	42.7% ±1.8%

For More Information

- Resources for teens, educators, clinicians and parents on social media and youth mental health from the American Academy of Pediatrics - **Center of Excellence on Social Media and Youth Mental Health (aap.org)**
- The 5 Cs of Social Media Use: guide for clinicians and parents - **The 5 Cs of Media Use (aap.org)**
- A comprehensive K-12 digital citizenship curriculum which includes lesson plans, class activities, and paired materials to send home with families - **Common Sense Education's Digital Citizenship Curriculum**
- To view the full text of the questions presented in this fact sheet, you can view the survey in its entirety here: **https://www.askhys.net/Resources/SurveyQuestionnaires**

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. American Academy of Pediatrics Center of Excellence on Social Media and Youth Mental Health, 2023, https://www.aap.org/en/patient-care/media-and-children/center-of-excellence-on-social-media-and-youth-mental-health/
2. Moreno, Megan A. et al. (2012) Problematic Internet Use Among Older Adolescents: A Conceptual Framework. Journal of Adolescent Health, 52(2); S86.

WASHINGTON STATE healthy youth SURVEY



Physical Activity Fact Sheet 2025

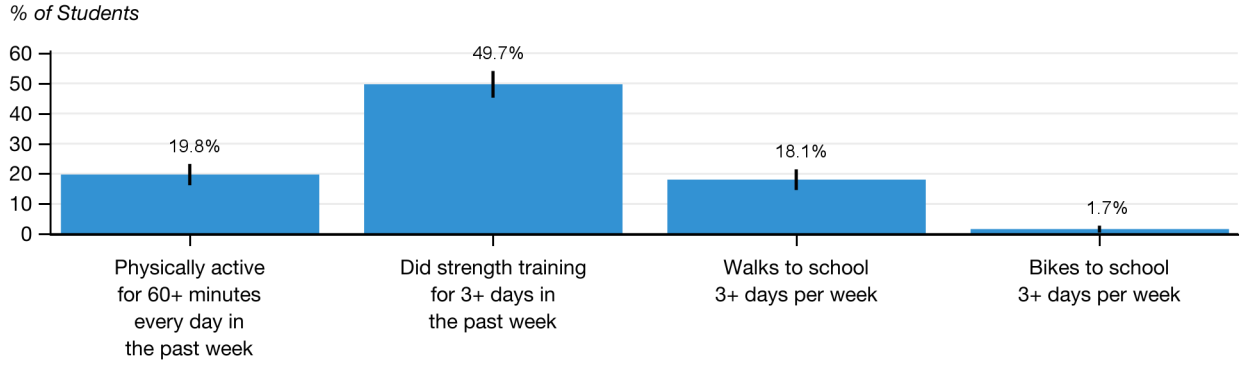
Edmonds School District, Grade 10

Students surveyed = 1,115

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.

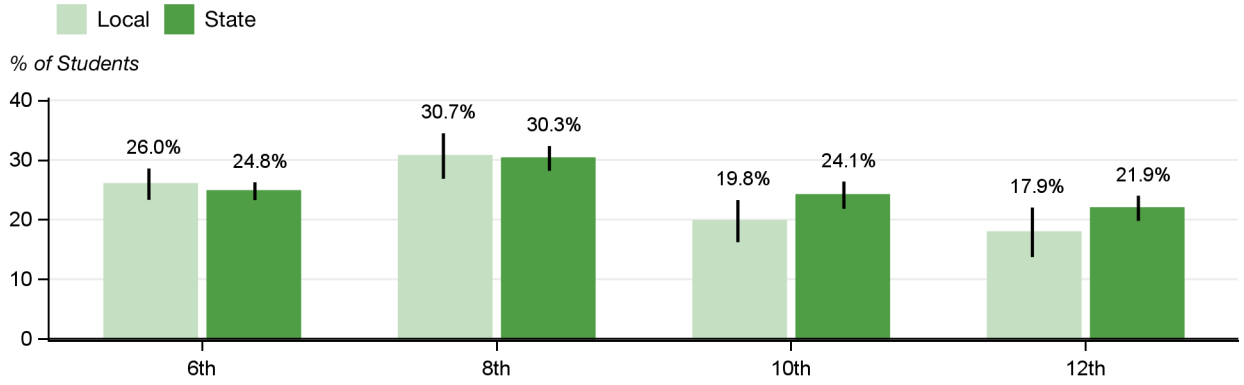
Physical Activity - Grade 10, 2025



The bar chart above shows Physical Activity for Grade 10, 2025. The measures and values are:

Measure	Value
Physically active for 60+ minutes every day in the past week	19.8% ±3.5%
Did strength training for 3+ days in the past week	49.7% ±4.4%
Walks to school 3+ days per week	18.1% ±3.4%
Bikes to school 3+ days per week	1.7% ±1.1%

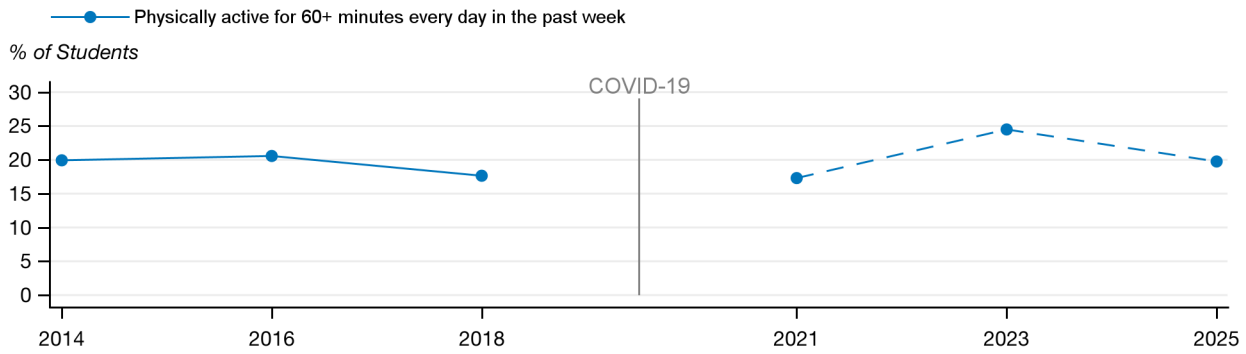
Physically active for 60 or more minutes every day in the past week, All Grades, 2025



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%

Physical Activity - 2014-2025, Grade 10



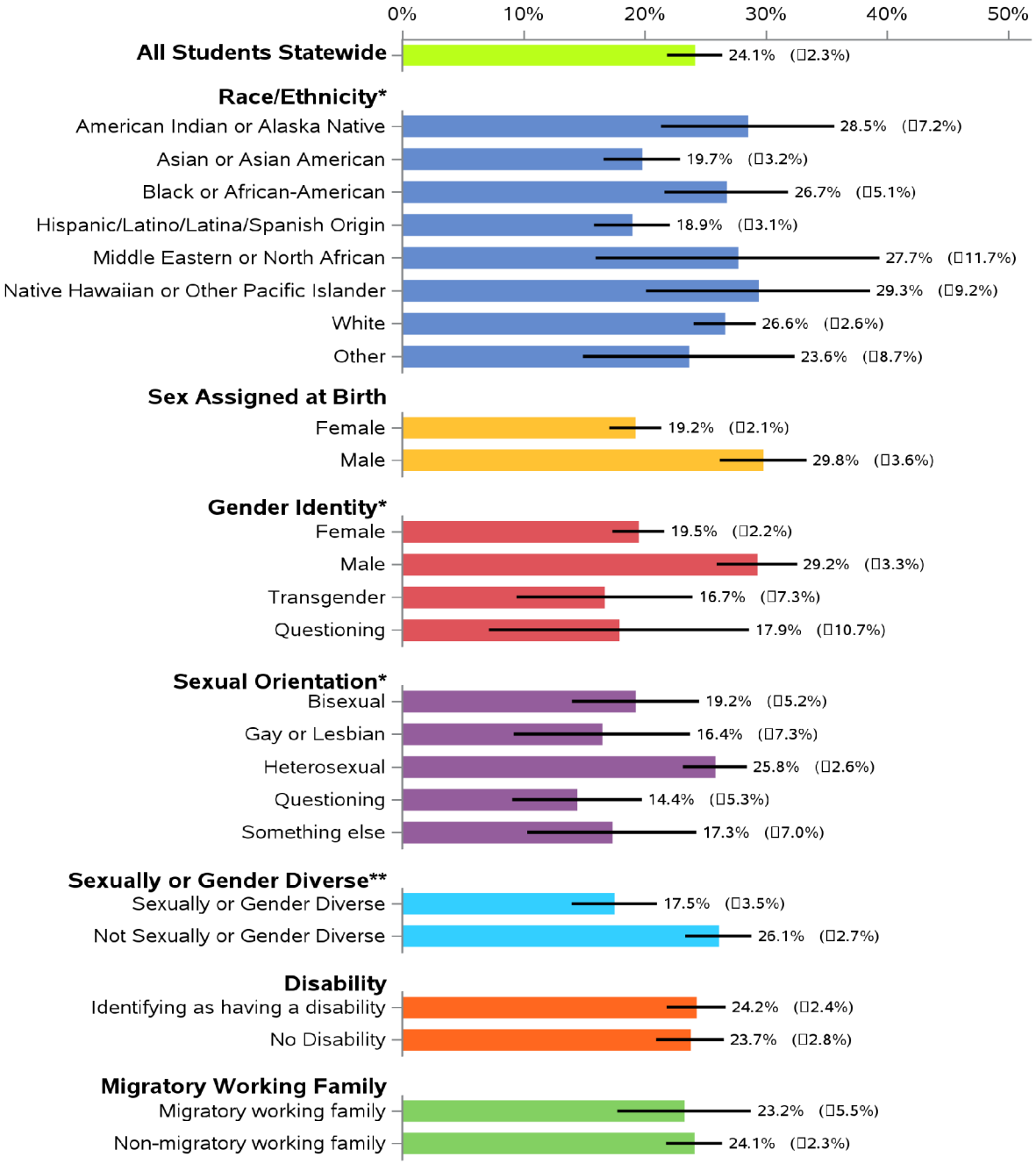
The trend plot above shows measure of Physical Activity between 2014 and 2025 for Grade 10. The measure and values are:

Measure	2014	2016	2018	2021	2023	2025
Physically active for 60+ minutes every day in the past week	19.9% ±3.4%	20.6% ±3.2%	17.6% ±3.9%	17.3% ±3.1%	24.5% ±4%	19.8% ±3.5%

Statewide Relationship between Physically Active for 60+ Minutes Every Day in the Past Week and Depressive Feelings, Grade 10

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

Statewide Relationship between Physically Active for 60+ Minutes Every Day in the Past Week and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Physically Active for 60+ Minutes Every Day in the Past Week and Demographics for Grade 10, 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	75.9% ±2.3%
By By All Students Statewide	
American Indian or Alaska Native	71.5% ±7.2%
Asian or Asian American	80.3% ±3.2%
Black or African-American	73.3% ±5.1%
Hispanic/Latino/Latina/Spanish Origin	81.1% ±3.1%
Middle Eastern or North African	72.3% ±11.7%
Native Hawaiian or Other Pacific Islander	70.7% ±9.2%
White	73.4% ±2.6%
Other	76.4% ±8.7%
By By By All Students Statewide	
Female	80.8% ±2.1%
Male	70.2% ±3.6%
By By All Students Statewide	
Female	80.5% ±2.2%
Male	70.8% ±3.3%
Transgender	83.3% ±7.3%
Questioning	82.1% ±10.7%
By By By All Students Statewide	
Bisexual	80.8% ±5.2%

By By By All Students Statewide	
Gay or Lesbian	83.6% ±7.3%
Heterosexual	74.2% ±2.6%
Questioning	85.6% ±5.3%
Something else	82.7% ±7.0%
By By By All Students Statewide	
Sexually or Gender Diverse	82.5% ±3.5%
Not Sexually or Gender Diverse	73.9% ±2.7%
By By All Students Statewide	
Identifying as having a disability	75.8% ±2.4%
No Disability	76.3% ±2.8%
By By By All Students Statewide	
Migratory working family	76.8% ±5.5%
Non-migratory working family	75.8% ±2.3%
Non-migratory working family	75.8% ±2.3%

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
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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.

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



Mental Health and Well Being Fact Sheet 2025

Edmonds School District, Grade 10

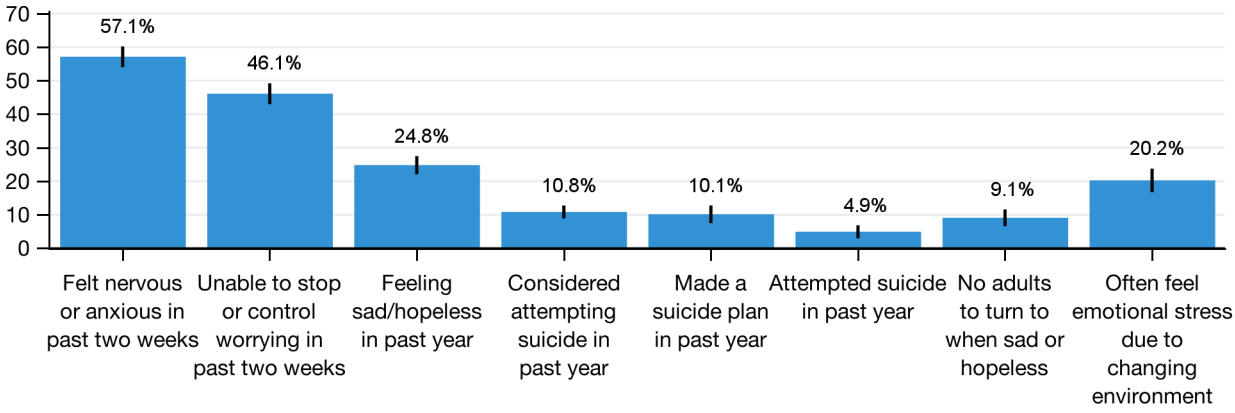
Students surveyed = 1,115

Introduction

- Feeling sad, hopeless, and fearful every so often is normal in adolescent growth and development.
- Adolescents who are feeling sadness, hopelessness, or worry persistently over long stretches of time or when these emotions affect their daily activities or physical health may be suffering from depression or anxiety, which are treatable mental health conditions.
- Trauma, abuse, and bullying can increase the likelihood of depressive feelings and anxiety in adolescents.[1]
- Severe depression in adolescents can result in self-harm, suicidal thoughts, and suicidal attempts.
- Having a trusted adult that they can turn to for help and support is important for adolescents with depressive thoughts or with anxiety and can improve the chance for receiving proper medical treatment.

Mental Health Indicators - Grade 10, 2025

% of Students



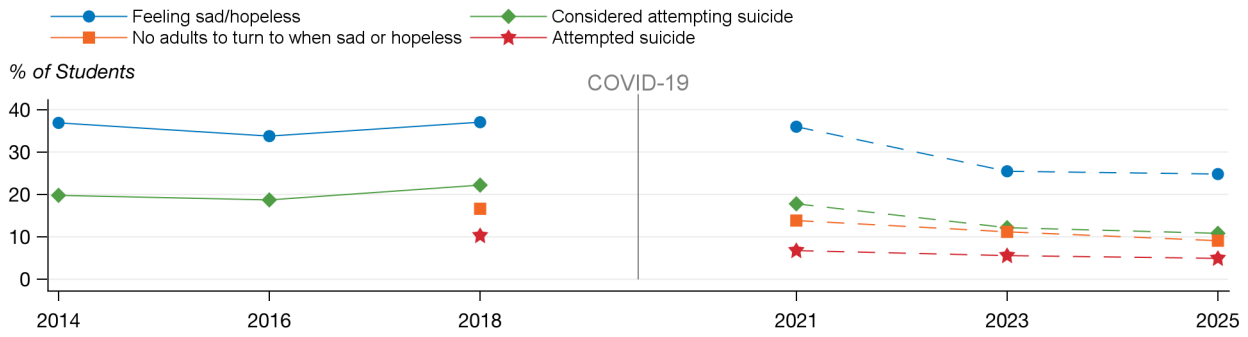
The bar chart above shows Mental Health Indicators for Grade 10, 2025. The measures and values are:

Measure	Value
Felt nervous or anxious in past two weeks	57.1% ±3.1%
Unable to stop or control worrying in past two weeks	46.1% ±3.1%
Feeling sad/hopeless in past year	24.8% ±2.7%
Considered attempting suicide in past year	10.8% ±1.9%

Measure	Value
Made a suicide plan in past year	10.1% ±2.6%
Attempted suicide in past year	4.9% ±1.9%
No adults to turn to when sad or hopeless	9.1% ±2.5%
Often feel emotional stress due to changing environment	20.2% ±3.5%

In 2025, 25% of 10th graders in our school district felt so sad or hopeless for two weeks or more that they stopped doing their usual activities

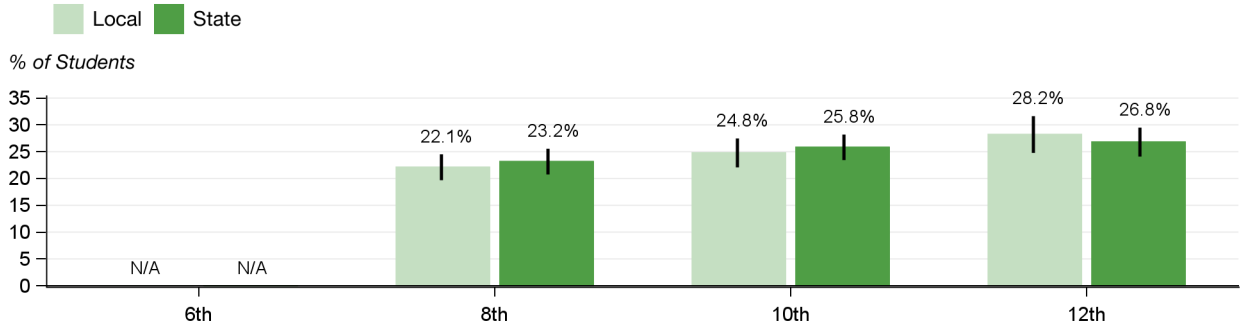
Feeling Sad/Hopeless and Suicide - 2014-2025, Grade 10



The trend plot above shows measures of Feeling Sad/Hopeless and Suicide between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Feeling sad/hopeless	36.9% ±2.9% ▲	33.7% ±2.7%	37% ±3.5%	36% ±2.9%	25.5% ±2.9% ▼	24.8% ±2.7%
Considered attempting suicide	19.8% ±2.4%	18.7% ±2.2%	22.2% ±3%	17.8% ±2.3% ▼	12.2% ±2.2% ▼	10.8% ±1.9%
No adults to turn to when sad or hopeless	*suppressed*	*suppressed*	16.6% ±3.8%	13.8% ±2.8%	11.2% ±2.9%	9.1% ±2.5%
Attempted suicide	*suppressed*	*suppressed*	10.3% ±3.1%	6.8% ±2.1%	5.6% ±2.2%	4.9% ±1.9%

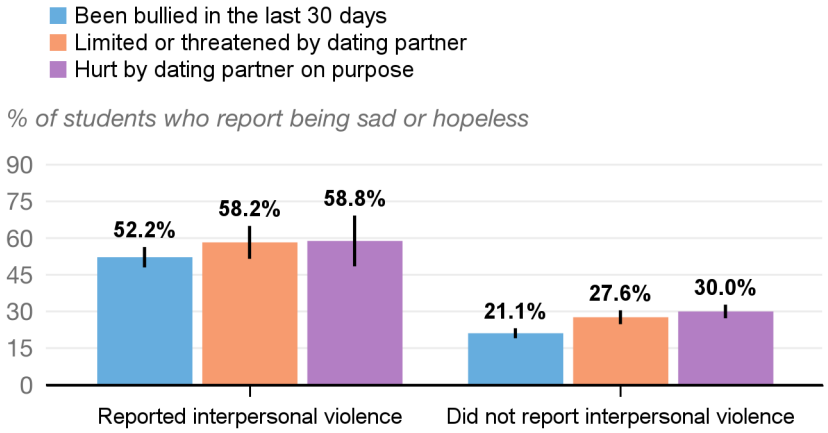
Feeling Sad/Hopeless, All Grades, 2025



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

Grade	Local Results	State Results
6th grade	*not asked of grade*	*not asked of grade*
8th grade	22.1% ±2.4%	23.2% ±2.4%
10th grade	24.8% ±2.7%	25.8% ±2.4%
12th grade	28.2% ±3.4%	26.8% ±2.7%

Statewide Relationship between Feeling Sad/Hopeless and Interpersonal Violence, Grade 10



Statewide, youth who reported interpersonal violence were more likely to report feeling sad or hopeless than those who did not.

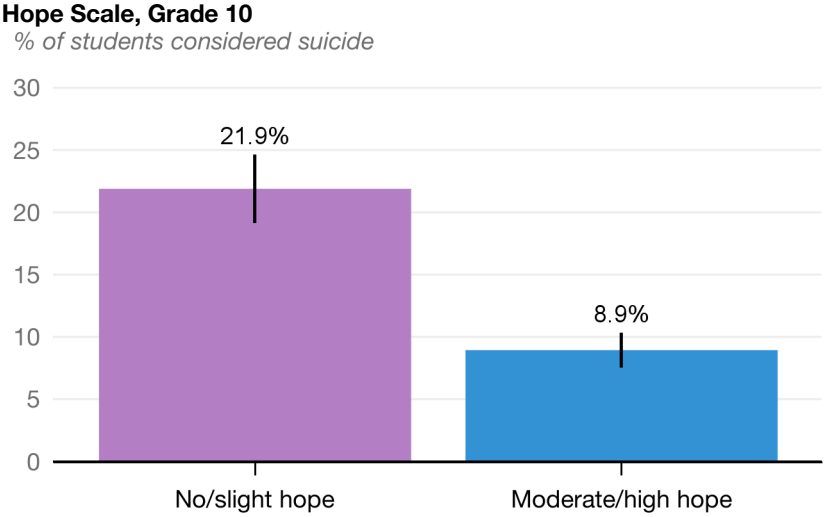
The bar chart above shows the statewide relationship between feeling sad/hopeless and interpersonal violence for grade 10 in 2025

Student group	Results
Been bullied in the last 30 days	52.2% report being sad or hopeless (±4.2%)
Have not been been bullied in the last 30 days	21.1% report being sad or hopeless (±2.0%)

Student group	Results
Limited or threatened by dating partner	58.2% report being sad or hopeless (±6.7%)
Have not been limited or threatened by dating partner	27.6% report being sad or hopeless (±2.8%)

Student group	Results
Hurt by dating partner on purpose	58.8% report being sad or hopeless (±10.4%)
Have not been hurt by dating partner on purpose	30.0% report being sad or hopeless (±2.8%)

Statewide Percent of Students who Seriously Considered Suicide in the Past Year by Feelings of Hope from the Hope Scale, Grade 10



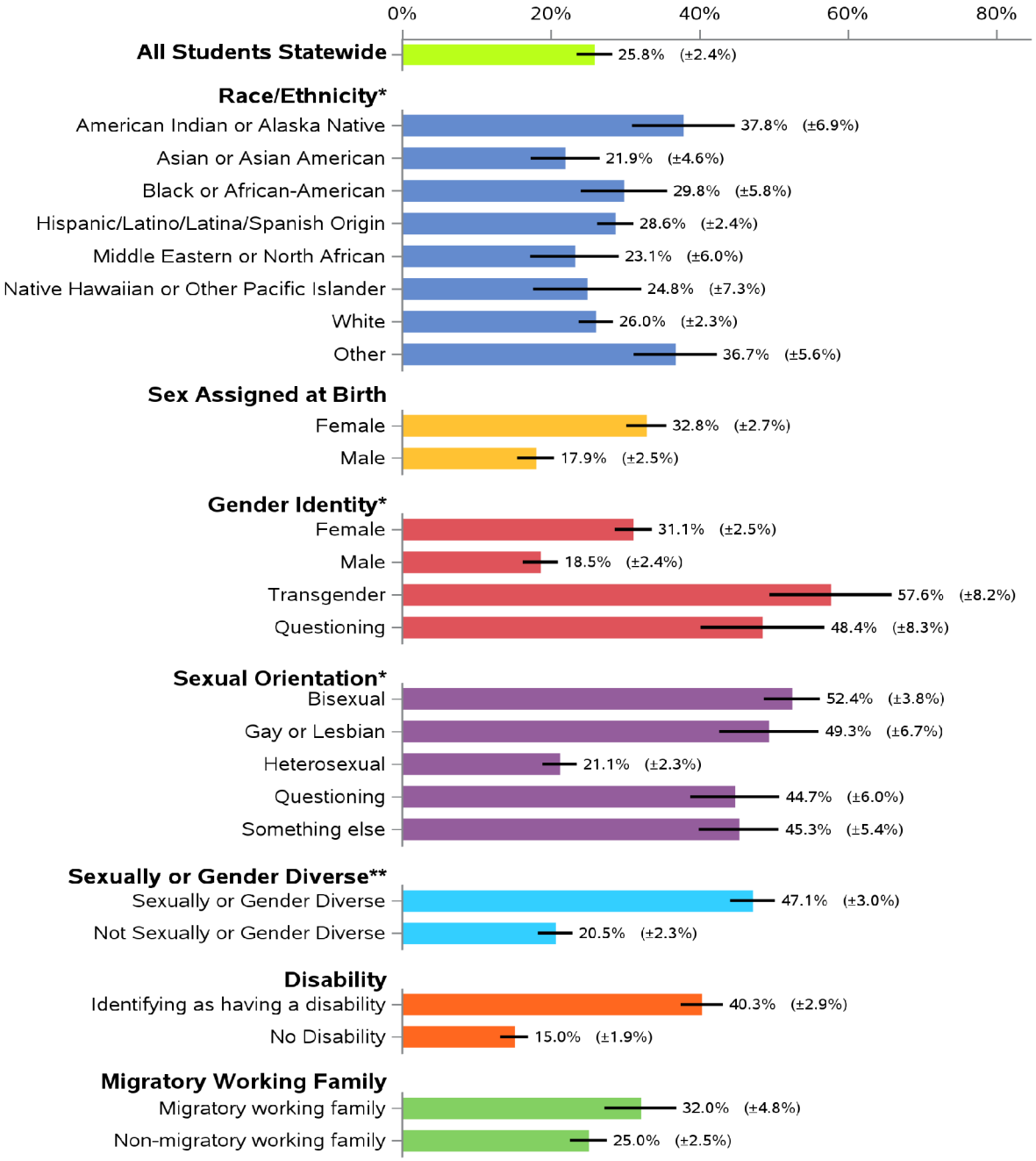
Statewide, youth with moderate or high hope are less likely to report considering suicide in the past year compared to students with no or low hope.

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

The bar chart above shows the statewide percent of students who seriously considered suicide in the past year by feelings of hope from the hope scale for Grade 10 in 2025

Student group	Results
Those with no/slight hope	21.9% considered suicide (±2.8%)
Those with moderate/high hope	8.9% considered suicide (±1.4%)

Statewide Relationship between Feeling Sad/Hopeless and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Feeling Sad/Hopeless and Demographics for Grade 10, 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	25.8% ±2.4%
By Race/Ethnicity	
American Indian or Alaska Native	37.8% ±6.9%
Asian or Asian American	21.9% ±4.6%
Black or African-American	29.8% ±5.8%
Hispanic/Latino/Latina/Spanish Origin	28.6% ±2.4%
Middle Eastern or North African	23.1% ±6.0%
Native Hawaiian or Other Pacific Islander	24.8% ±7.3%
White	26.0% ±2.3%
Other	36.7% ±5.6%
By Sex Assigned at Birth	
Female	32.8% ±2.7%
Male	17.9% ±2.5%
By Gender Identity	
Female	31.1% ±2.5%
Male	18.5% ±2.4%
Transgender	57.6% ±8.2%
Questioning	48.4% ±8.3%
By Sexual Orientation	
Bisexual	52.4% ±3.8%

By Sexual Orientation	
Gay or Lesbian	49.3% ±6.7%
Heterosexual	21.1% ±2.3%
Questioning	44.7% ±6.0%
Something else	45.3% ±5.4%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	47.1% ±3.0%
Not Sexually or Gender Diverse	20.5% ±2.3%
By Disability	
Identifying as having a disability	40.3% ±2.9%
No Disability	15.0% ±1.9%
By Migratory Working Family	
Migratory working family	32.0% ±4.8%
Non-migratory working family	25.4% ±2.4%
Non-migratory working family	25.4% ±2.4%

For immediate help and support

- Use the 988 Suicide & Crisis Lifeline: Call or text 988 or visit https://www.988lifeline.org to chat
  - Call 988. You may select Option 1 to connect with the Veterans Crisis Line, Option 2 for the Spanish language line, or stay on for the local contact center
  - Text 988 to connect with a live counselor. Text 'AYUDA' to 988 for a Spanish-speaking counselor
- Text 741-741 24/7 for a free, confidential crisis counsel
  - Type 'HOME', 'START', or 'HELLO' to reach a live counselor.
  - Type 'HOLA' or 'AYUDA' for a Spanish-speaking counselor.
  - Type 'NATIVE' for Tribal support
- Use The Trevor Project for counselors trained to help LGBTQ+
  - Call 1-866-488-7386 or Text 'START' to 678-678 or Chat at **thetrevorproject.org/get-help**

For More Information

- To view a list of resources for students, you can visit the following link: **https://www.askhys.net/HYS/GetDocument?path=Administration/2023&fileName=Student Resources.pdf**
- For resources for parents and caregivers in WA, visit **https://www.wsccsupport.org/resources**
- Visit the Washington State Youth Suicide Prevention Program Website: **https://doh.wa.gov/you-and-your-family/injury-and-violence-prevention/suicide-prevention/crisis**
- To view the full text of the questions presented in this report, you can view the survey in its entirety here: **https://www.askhys.net/Resources/SurveyQuestionnaires**

Resources

- Visit the American Academy of Child and Adolescent Psychiatry for more information about]anxiety} and **depression** in children and adolescents.
- Understand the risk factors and warning signs of suicide. Learn more at the American Foundation for Suicide Prevention: **https://afsp.org/risk-factors-protective-factors-and-warning-signs**
- Visit the WA Department of Health Youth Suicide Prevention page at: **https://doh.wa.gov/you-and-your-family/injury-and-violence-prevention/suicide-prevention/youth-suicide-prevention**
- The Supporting Adolescents and Families Experiencing Suicidality (SAFES) Program is available for 10-18 year olds living in the following Washington state counties: Adams, Chelan, Douglas, Ferry, Grant, Lincoln, Okanogan, Pend Oreille, Spokane, and Stevens. Visit for more information: **https://doh.wa.gov/you-and-your-family/adolescents-young-adults/supporting-adolescents-and-families-experiencing-suicidality-safes**
- The THRIVE Program is tailored for Tribal youth living in the Pacific Northwest: **https://www.npaihb.org/thrive/**

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. Wahid SS, Ottman K, Hudhud R, Gautam K, Fisher HL, Kieling C, Mondelli V, and Kohrt BA. Identifying risk factors and detection strategies for adolescent depression in diverse global settings: A Delphi consensus study. J Affect Disord. 2021 Jan;279:66-74. doi: 10.1016/j.jad.2020.09.098.

2. Kroenke K, Spitzer RL, Williams JBW, Monahan PO, and Lowe B. Anxiety disorders in primary care: prevalence, impairment, comorbidity, and detection. Ann Intern Med. 2007 Mar; 146(5): 317-25. doi: 10.7326/0003-4819-146-5-200703060-00004.

WASHINGTON STATE healthy youth SURVEY



Measuring Hope Fact Sheet 2025

Edmonds School District, Grade 10

Students surveyed = 1,115

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.

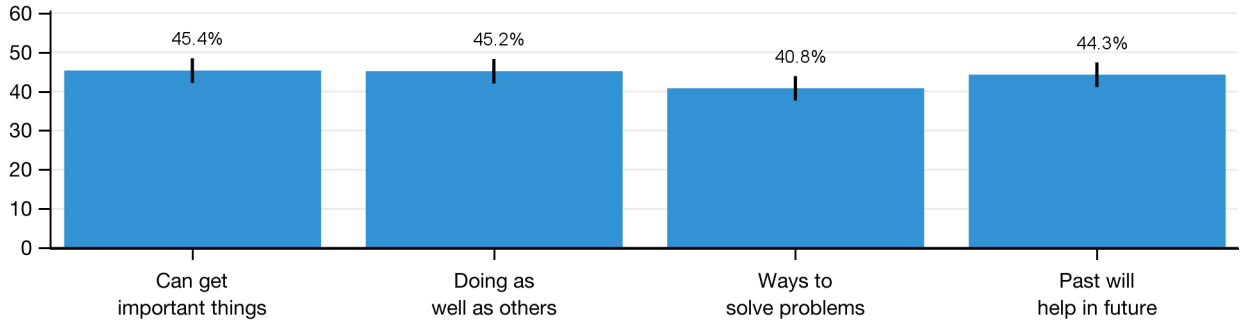
  Agency Questions:
  - I am doing just as well as other kids my age.
  - I think the things I have done in the past will help me in the future.

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 10, 2025

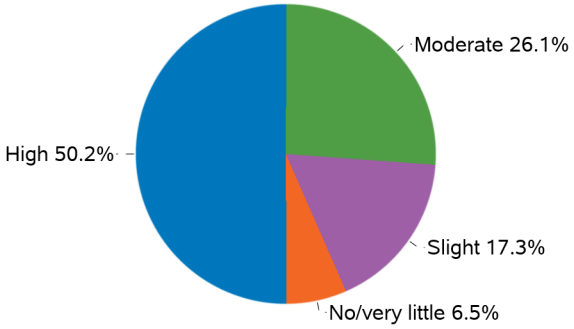
% of students answering "All of the time" or "Most of the time"



The bar chart above shows Hope Scale Component Questions, All of the time/Most of the time for Grade 10, 2025. The measures and values are:

Measure	Value
Can get important things	45.4% ±3.1%
Doing as well as others	45.2% ±3.1%
Ways to solve problems	40.8% ±3.1%
Past will help in future	44.3% ±3.1%

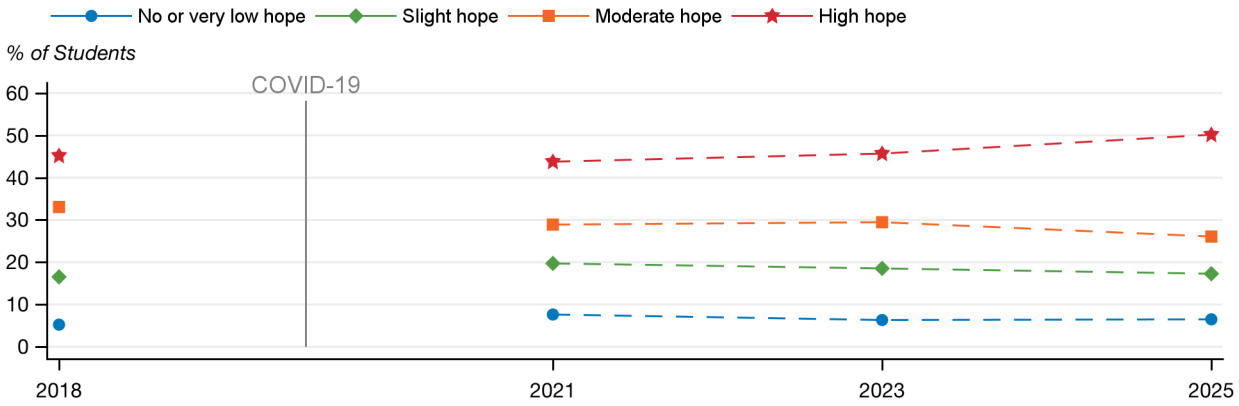
Levels of Hope, Grade 10, 2025



The pie chart above shows Levels of Hope for Grade 10, 2025. The values are:

Levels of Hope	Value
No or very little hope	6.5% ±1.6%
Slightly hopeful	17.3% ±2.4%
Moderately hopeful	26.1% ±2.8%
Highly hopeful	50.2% ±3.2%

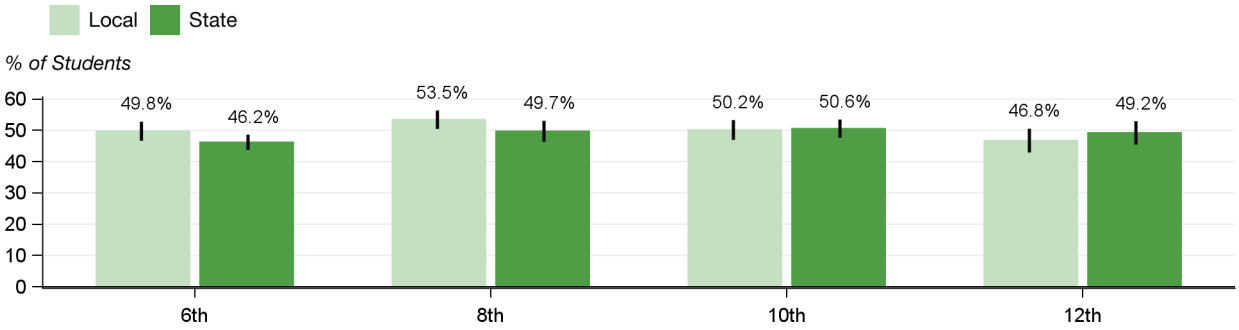
Levels of Hope - 2014-2025, Grade 10



The trend plot above shows measures of Levels of Hope between 2018 and 2025 for Grade 10. The measures and values are:

Measure	2018	2021	2023	2025
No or very low hope	5.2% ±2.3%	7.6% ±1.6%	6.3% ±1.6%	6.5% ±1.6%
Slight hope	16.5% ±3.8%	19.7% ±2.4%	18.5% ±2.6%	17.3% ±2.4%
Moderate hope	33.1% ±4.9%	28.9% ±2.8%	29.5% ±3%	26.1% ±2.8%
High hope	45.2% ±5.1%	43.8% ±3%	45.7% ±3.3%	50.2% ±3.2%

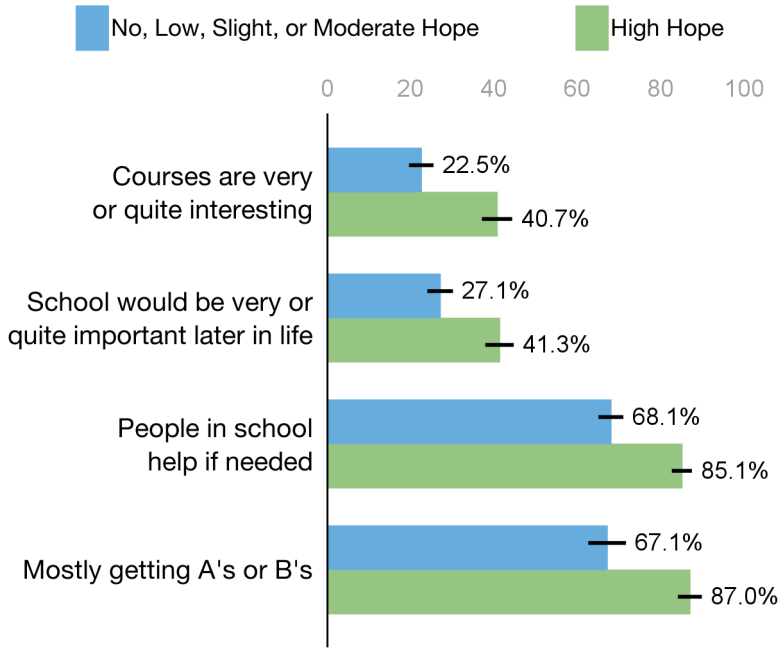
High Hope, All Grades, 2025



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 10



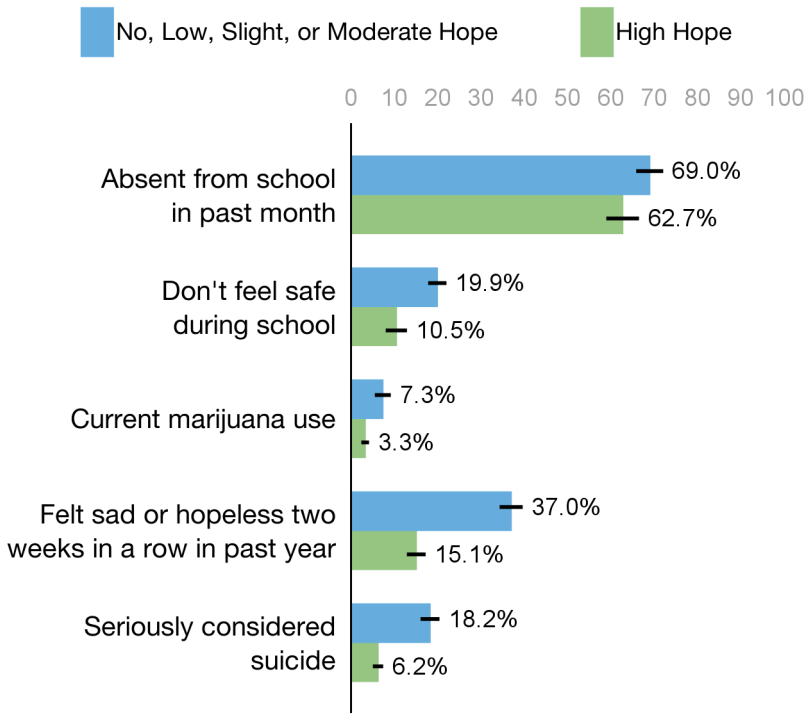
For 10th graders, those with high levels of hope are:

- 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	22.5% ±2.9%	40.7% ±3.6%
School would be very or quite important later in life	27.1% ±3.1%	41.3% ±3.4%
People in school help if needed	68.1% ±3.0%	85.1% ±2.4%
Mostly getting A's or B's	67.1% ±4.5%	87.0% ±2.9%

Statewide Relationship between High Hope and Life-related Measures, Grade 10



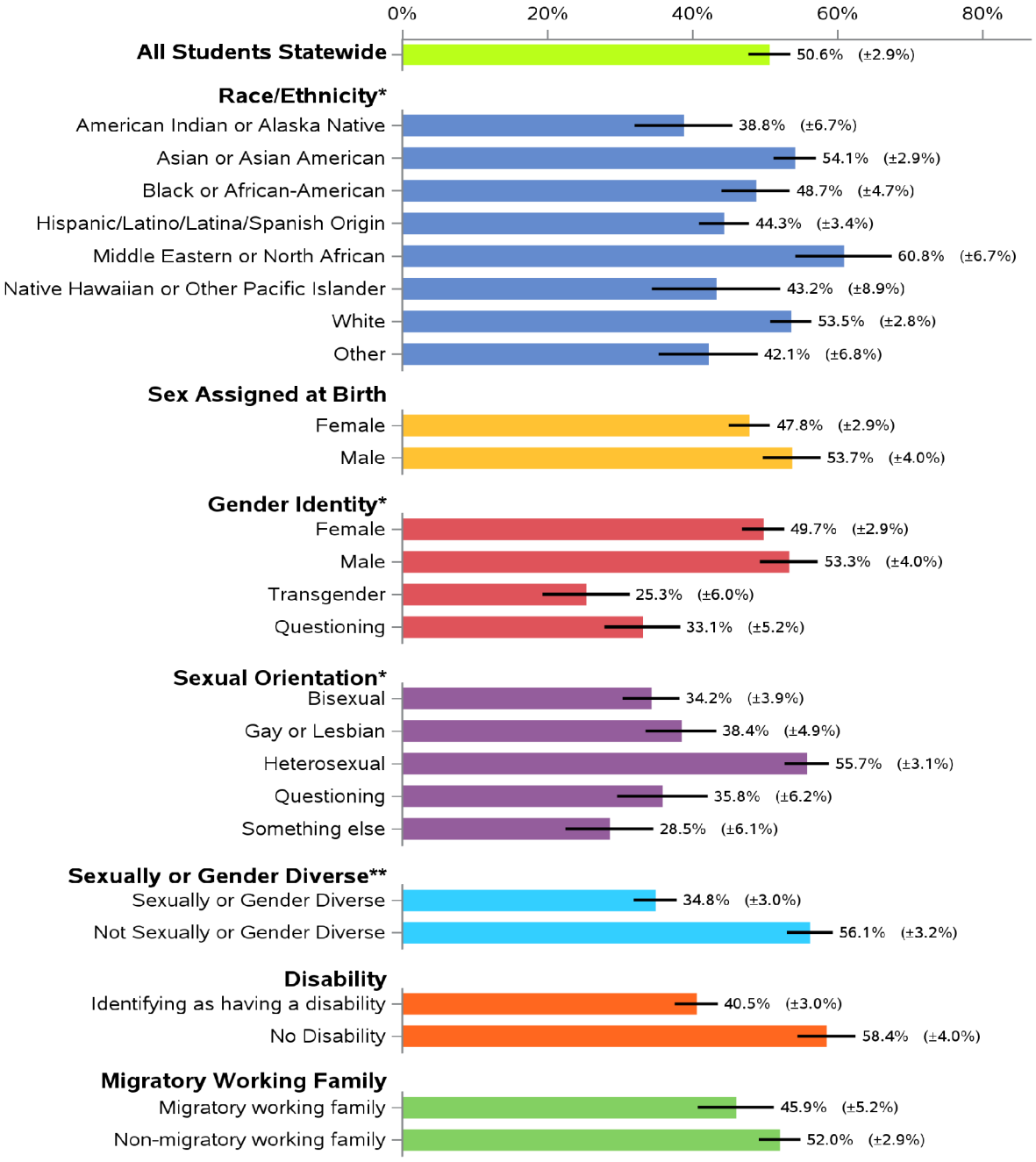
For 10th graders, those with high levels of hope are:

- 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	69.0% ±3.1%	62.7% ±3.8%
Don't feel safe during school	19.9% ±2.1%	10.5% ±2.5%
Current marijuana use	7.3% ±1.8%	3.3% ±0.9%
Felt sad or hopeless two weeks in a row in past year	37.0% ±2.7%	15.1% ±2.2%
Seriously considered suicide	18.2% ±2.2%	6.2% ±1.2%

Statewide Relationship between High Hope and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between High Hope and Demographics for Grade 10, 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	50.6% ±2.9%
By Race/Ethnicity	
American Indian or Alaska Native	38.8% ±6.7%
Asian or Asian American	54.1% ±2.9%
Black or African-American	48.7% ±4.7%
Hispanic/Latino/Latina/Spanish Origin	44.3% ±3.4%
Middle Eastern or North African	60.8% ±6.7%
Native Hawaiian or Other Pacific Islander	43.2% ±8.9%
White	53.5% ±2.8%
Other	42.1% ±6.8%
By Sex Assigned at Birth	
Female	47.8% ±2.9%
Male	53.7% ±4.0%
By Gender Identity	
Female	49.7% ±2.9%
Male	53.3% ±4.0%
Transgender	25.3% ±6.0%
Questioning	33.1% ±5.2%
By Sexual Orientation	
Bisexual	34.2% ±3.9%

By Sexual Orientation	
Gay or Lesbian	38.4% ±4.9%
Heterosexual	55.7% ±3.1%
Questioning	35.8% ±6.2%
Something else	28.5% ±6.1%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	34.8% ±3.0%
Not Sexually or Gender Diverse	56.1% ±3.2%
By Disability	
Identifying as having a disability	40.5% ±3.0%
No Disability	58.4% ±4.0%
By Migratory Working Family	
Migratory working family	45.9% ±5.2%
Non-migratory working family	50.8% ±3.1%
Non-migratory working family	50.8% ±3.1%

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
- 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



Washington HYS Adverse Childhood Experiences Fact Sheet 2025

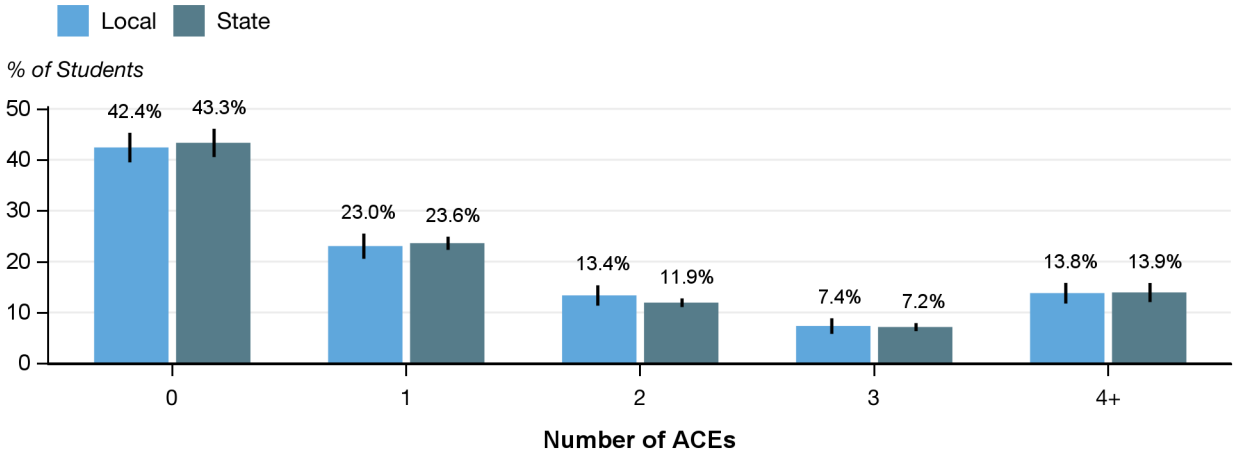
Edmonds School District, Grade 10

Students surveyed = 1,115

Introduction

- Adverse Childhood Experiences (ACEs) are negative and traumatic events that occur during childhood and/or adolescence. A variety of events can be an ACE, including being abused or neglected, witnessing violence, or having housing or financial instability.
- ACEs are associated with poorer physical and psychological health outcomes, lower levels of mental health and well-being, and higher participation in risky health behaviors in adolescence and into adulthood.[1,2]
- Promoting positive experiences and creating safer and supportive environments for children and their families can help adolescents to recover from adverse experiences and reduce the risk of ACEs occurring.[1]
- In the Healthy Youth Survey, students report on the occurrence of 11 adverse experiences that are summed up to provide a Washington state ACEs (WAH-ACEs) score. [2]
- The WAH-ACEs score helps estimate the prevalence of childhood adversity which can support schools and communities in the implementation of policies and interventions to reduce ACEs and address negative ACEs-related health outcomes.
- State-level ACEs data reveals key patterns among students that align with findings in scientific research. These studies show that students who report more adverse experiences also tend to report other negative exposures, behaviors, and outcomes. While adverse experiences do not directly cause these other issues, they often co-occur in the same young people, increasing their likelihood of poor health and education outcomes.

Frequency of WAH-ACEs score, Grade 10, 2025



The chart above shows the Frequency of WAH-ACEs score

Number of ACEs	Local Results	State Results
0	42.4% ±2.9%	43.3% ±2.8%
1	23.0% ±2.5%	23.6% ±1.3%
2	13.4% ±2.0%	11.9% ±0.9%
3	7.4% ±1.5%	7.2% ±0.8%
4+	13.8% ±2.0%	13.9% ±1.9%

NOTES:

- The number of students decreases as the number of ACEs increases and few students report more than 4 ACEs. Therefore, students with 4 or more ACEs are grouped into a single category.
- A question about sexual violence is included in the WAH-ACEs score calculation. However, some schools and districts choose to exclude this question from the survey. WAH-ACEs scores are only calculated for schools who choose not to exclude this question.

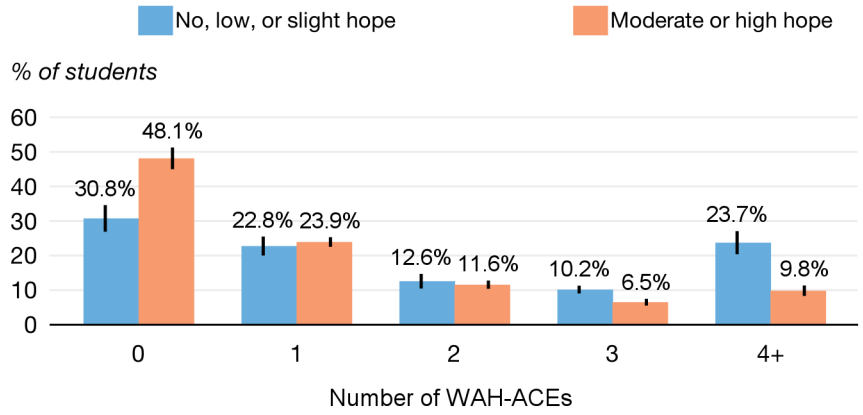
The table below lists the survey items used to calculate the WAH-ACEs score and distribution of responses for the local county and state overall. The survey questions and values* are:

Question	HYS survey question	District %	State %
1.	I feel safe during school. Percentage answering no.	85.3% ±2.2%	84.5% ±2.2%
2.	During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school? Percentage answering any days.	6.2% ±2.1%	5.2% ±1.3%
3.	Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied? Percentage answering any days.	12.7% ±2.1%	15.3% ±2.1%
4.	During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way? Percentage answering yes.	6.0% ±2.1%	5.8% ±1.1%
5.	In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.) Percentage answering yes.	3.2% ±1.6%	3.5% ±0.9%
6.	Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? Percentage answering yes.	11.2% ±3.0%	12.4% ±2.2%
7.	Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? Percentage answering yes.	24.0% ±3.8%	27.0% ±2.4%
8.	Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? Percentage answering yes.	19.3% ±3.5%	19.7% ±1.8%
9.	How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? Percentage answering sometimes, often, or very often)	23.8% ±3.8%	27.4% ±2.0%
10.	Are your current living arrangements the result of losing your home because your family cannot afford housing? Percentage answering yes.	2.6% ±0.9%	3.0% ±0.5%
10.	Are your current living arrangements the result of losing your home because your family cannot afford housing? Percentage answering yes.	14.7% ±2.2%	15.5% ±2.2%
11.	How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? Percentage answering any times.	8.2% ±1.6%	8.2% ±1.6%

* Multiple imputation was not used to estimate the percentages in the table above.

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

Statewide Relationship between WAH-ACEs Score and Hope Scale Grade 10



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

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

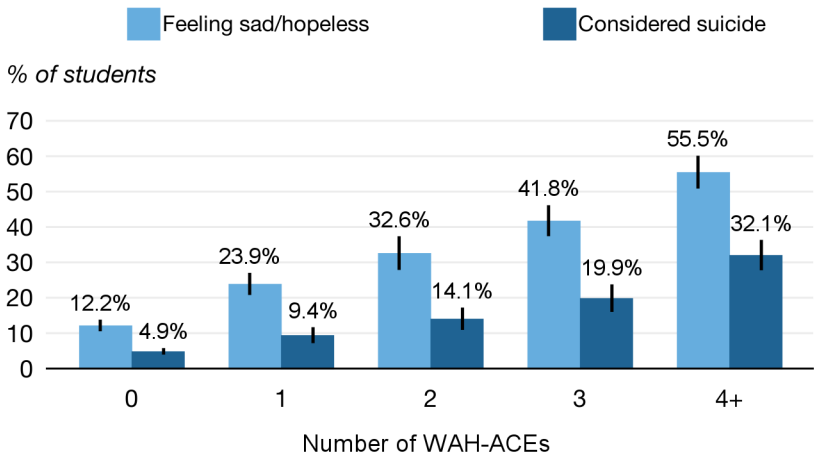
The chart above shows the Statewide Relationship between WAH-ACEs Score and Hope Scale. The distributions by WAH-ACEs score are:

WAH-ACEs Score	No, low, or slight hope	Moderate or high hope
0	30.8% ±3.8%	48.1% ±3.1%
1	22.8% ±2.7%	23.9% ±1.4%
2	12.6% ±2.1%	11.6% ±1.2%
3	10.2% ±1.1%	6.5% ±1.0%
4+	23.7% ±3.3%	9.8% ±1.5%

Statewide Relationship between WAH-ACEs Score and Mental Health Indicators Grade 10

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

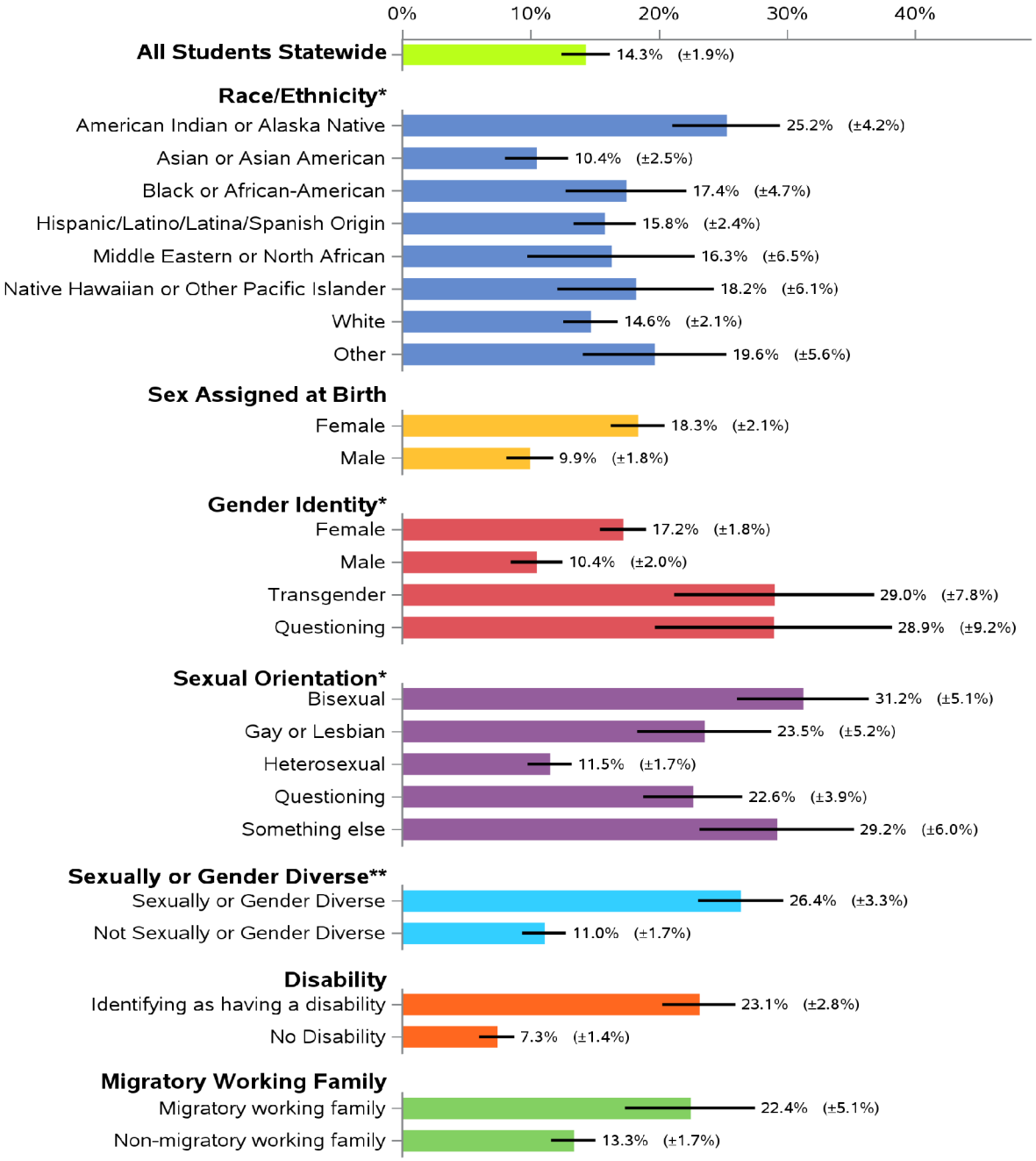
Similarly, more 10th grade students who reported contemplating suicide reported higher WAH-ACEs scores than those who did not consider suicide.



The chart above shows the Statewide Relationship between WAH-ACEs Score and Mental Health Indicators. The distributions by WAH-ACEs score are:

WAH-ACEs Score	Feeling sad/hopeless	Considered suicide
0	12.2% ±1.6%	4.9% ±0.9%
1	23.9% ±3.1%	9.4% ±2.3%
2	32.6% ±4.8%	14.1% ±3.2%
3	41.8% ±4.4%	19.9% ±3.9%
4+	55.5% ±4.6%	32.1% ±4.3%

Statewide Relationship between 4 or More WAH-ACEs and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between 4 or More WAH-ACEs and Demographics for Grade 10, 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	13.9% ±1.9%
By Race/Ethnicity	
American Indian or Alaska Native	25.9% ±4.2%
Asian or Asian American	10.3% ±2.7%
Black or African-American	17.8% ±3.8%
Hispanic/Latino/Latina/Spanish Origin	14.8% ±2.7%
Middle Eastern or North African	15.4% ±5.5%
Native Hawaiian or Other Pacific Islander	20.3% ±6.3%
White	14.8% ±1.8%
Other	19.0% ±4.9%
By Sex Assigned at Birth	
Female	18.0% ±2.3%
Male	9.5% ±1.7%
By Gender Identity	
Female	16.8% ±2.0%
Male	10.1% ±1.8%
Transgender	25.6% ±7.2%
Questioning	32.2% ±9.8%
By Sexual Orientation	
Bisexual	29.4% ±5.1%

By Sexual Orientation	
Gay or Lesbian	22.8% ±6.1%
Heterosexual	11.2% ±1.6%
Questioning	23.8% ±5.4%
Something else	29.6% ±6.4%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	25.9% ±4.0%
Not Sexually or Gender Diverse	10.8% ±1.6%
By Disability	
Identifying as having a disability	21.9% ±2.7%
No Disability	7.9% ±1.4%
By Migratory Working Family	
Migratory working family	21.4% ±4.6%
Non-migratory working family	13.5% ±1.8%
Non-migratory working family	13.5% ±1.8%

To learn more about ACES, please visit:

- CDC Adverse Childhood Experiences (ACEs): **https://www.cdc.gov/aces/about/index.html**
- WA Department of Health (ACEs):
  https://doh.wa.gov/public-health-provider-resources/public-health-system-resources-and-services/local-health-resources-and-tools/maternal-and-child-health-block-grant/adverse-childhood-experiences
- To learn more about how the scores were developed and how to interpret them, check out the **WAH-ACEs Interpretive Guide**
- To Learn more about preventing ACEs, please visit: **https://www.cdc.gov/aces/prevention/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

- Feeling sad or hopeless was from students who responded that, over the past 12 months, they experienced these feelings almost every day for at least two consecutive weeks, to the point where they stopped engaging in their regular activities.
- Seriously considered suicide refers to youth who reported that, within the past 12 months, they had seriously thought about attempting suicide.
- Some students do not answer all 11 questions needed to estimate the WAH-ACEs score. To calculate scores when answers are missing, a method called multiple imputation was used. This method uses information from other variables such as mother's education, and student's sex and race/ethnicity to estimate missing answers.

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 (2019). Adverse Childhood Experiences (ACEs) Prevention Resource for Action: A Compilation of the Best Available Evidence. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

2. Shah A, Gorman H, Nurius P, and Simckes M. Measuring adverse childhood experiences in youth: metric development using a statewide youth survey. Children and Youth Services Review. 179, Dec 2025. 108620. **https://www.sciencedirect.com/science/article/abs/pii/S0190740925005031?via%3Dihub**

WASHINGTON STATE healthy youth SURVEY



Sexual Behavior Fact Sheet 2025

Edmonds School District, Grade 10

Students surveyed = 1,115

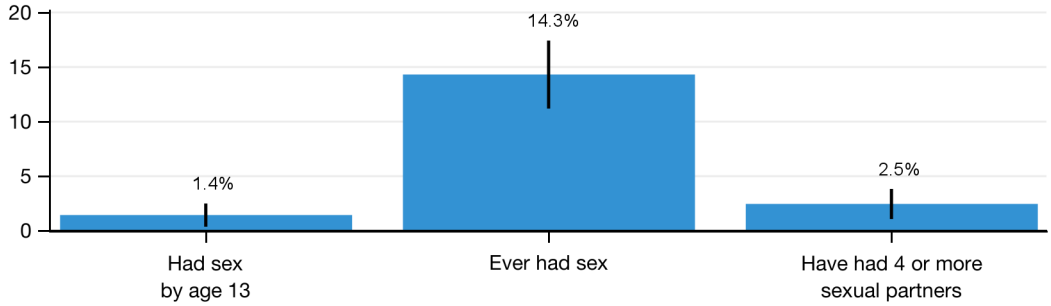
Introduction

- Since the 2022-2023 school year, comprehensive sexual health education must be offered to all students attending public schools in Washington. School districts are required to make sure that their sexual health education curriculum follows the requirements of **RCW 28A.300.475** and other relevant state laws.
- **Washington Health Education K-12 Learning Standards for Health and Physical Education** provide guidance to districts, schools, and teachers with grade-level outcomes related to sexual health education.
- Adolescents who have been provided with a comprehensive, quality health education program are more likely to have positive social relationships, delay starting intercourse, and, when sexually active, use condoms and contraception thus reducing the risk of pregnancy and sexually transmitted infections.[1]
- The findings for adolescents of all genders and sexual orientations are combined in this report.

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

Sexual Behaviors - Grade 10, 2025

% of Students

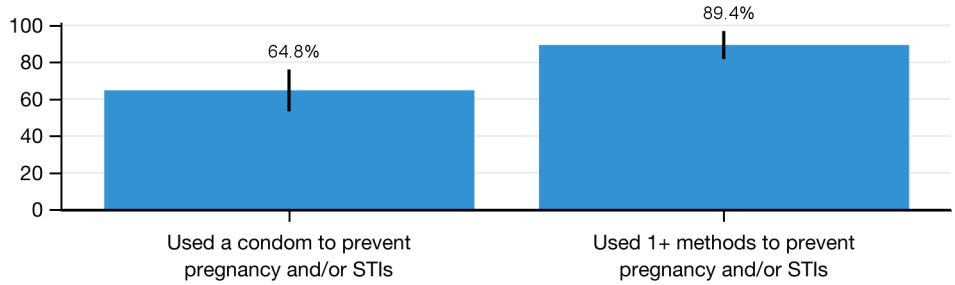


The bar chart above shows Sexual Behaviors for Grade 10, 2025. The measures and values are:

Measure	Value
Had sex by age 13	1.4% ±1.1%
Ever had sex	14.3% ±3.1%
Have had 4 or more sexual partners	2.5% ±1.4%

STI and Pregnancy Prevention Methods Used Last Time They Had Sex among Sexually Active Students - Grade 10, 2025

% of Students

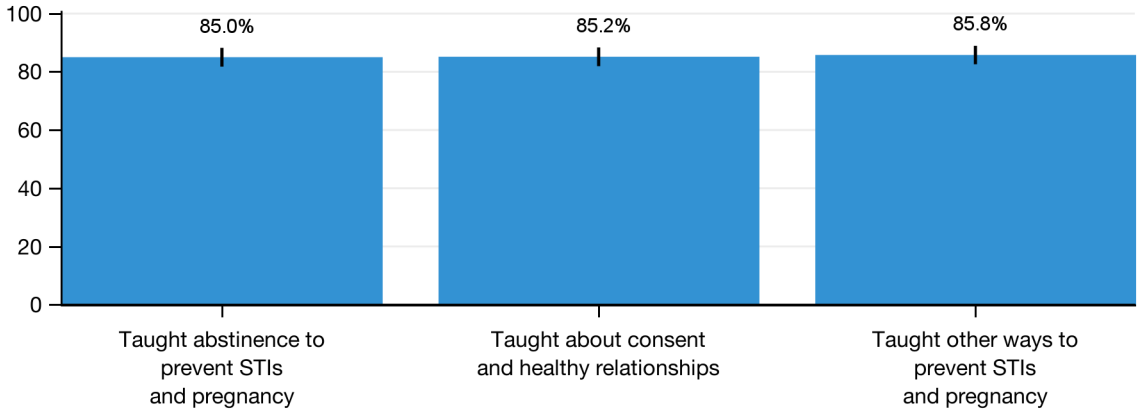


The bar chart above shows STI and Pregnancy Prevention Methods Used Last Time They Had Sex among Sexually Active Students for Grade 10, 2025. The measures and values are:

Measure	Value
Used a condom to prevent pregnancy and/or STIs	64.8% ±11.4%
Used 1+ methods to prevent pregnancy and/or STIs	89.4% ±7.6%

Sexual Health Topics Taught at School in the Last Year - Grade 10, 2025

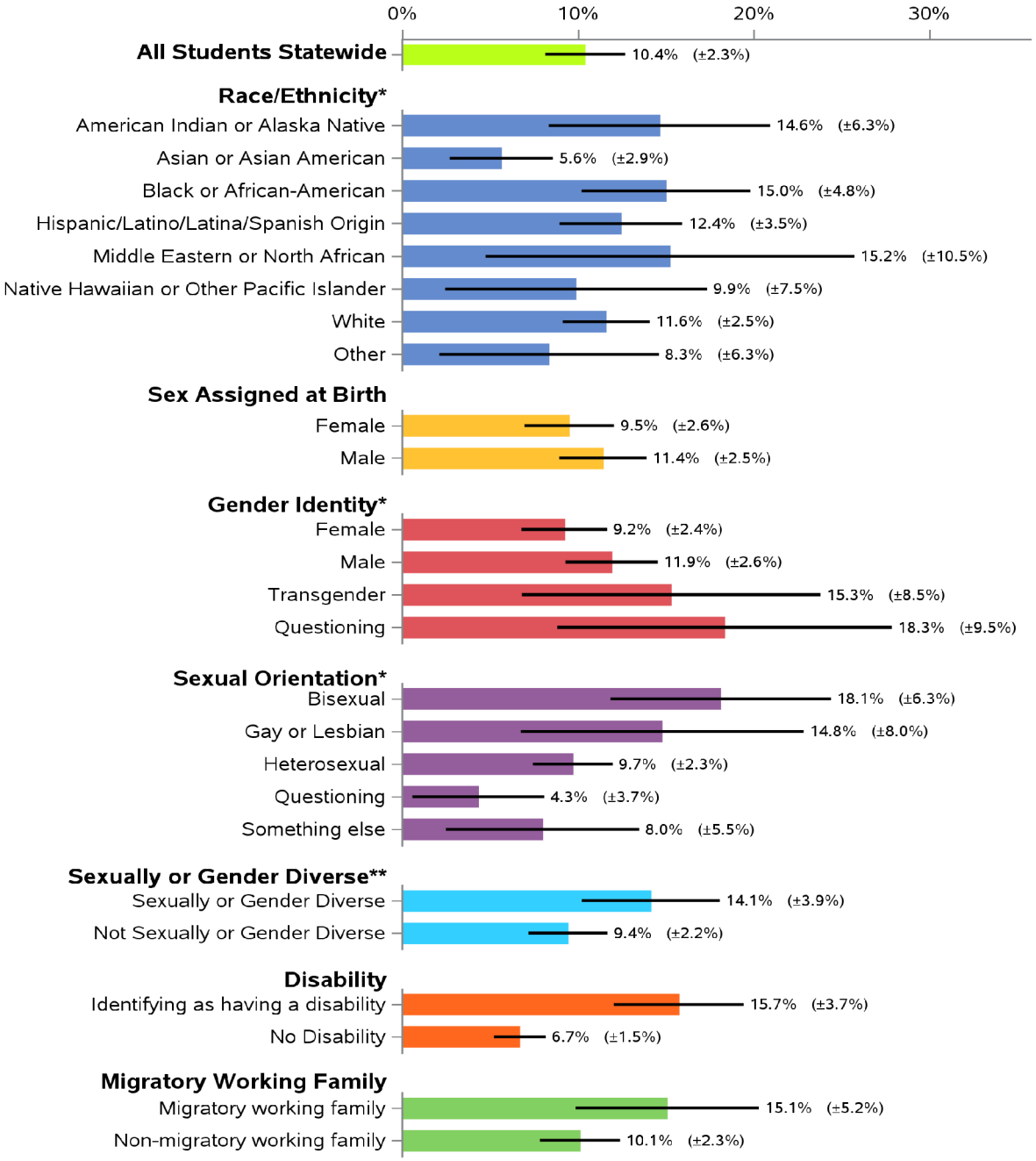
% of Students



The bar chart above shows Sexual Health Topics Taught at School in the Last Year for Grade 10, 2025. The measures and values are:

Measure	Value
Taught abstinence to prevent STIs and pregnancy	85.0% ±3.2%
Taught about consent and healthy relationships	85.2% ±3.2%
Taught other ways to prevent STIs and pregnancy	85.8% ±3.2%

Statewide Relationship between Ever Had Sex and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Ever Had Sex and Demographics for Grade 10, 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	10.4% ±2.3%
By Race/Ethnicity	
American Indian or Alaska Native	14.6% ±6.3%
Asian or Asian American	5.6% ±2.9%
Black or African-American	15.0% ±4.8%
Hispanic/Latino/Latina/Spanish Origin	12.4% ±3.5%
Middle Eastern or North African	15.2% ±10.5%
Native Hawaiian or Other Pacific Islander	9.9% ±7.5%
White	11.6% ±2.5%
Other	8.3% ±6.3%
By Sex Assigned at Birth	
Female	9.5% ±2.6%
Male	11.4% ±2.5%
By Gender Identity	
Female	9.2% ±2.4%
Male	11.9% ±2.6%
Transgender	15.3% ±8.5%
Questioning	18.3% ±9.5%
By Sexual Orientation	
Bisexual	18.1% ±6.3%

By Sexual Orientation	
Gay or Lesbian	14.8% ±8.0%
Heterosexual	9.7% ±2.3%
Questioning	4.3% ±3.7%
Something else	8.0% ±5.5%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	14.1% ±3.9%
Not Sexually or Gender Diverse	9.4% ±2.2%
By Disability	
Identifying as having a disability	15.7% ±3.7%
No Disability	6.7% ±1.5%
By Migratory Working Family	
Migratory working family	15.1% ±5.2%
Non-migratory working family	10.1% ±2.3%
Non-migratory working family	10.1% ±2.3%

For More Information

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

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. Washington Superintendent of Public Instruction. Youth at Risk – then Need for Sexual Health Education in Schools. OSPI Research Brief, April 2019. Accessed October 2025. URL: **https://ospi.k12.wa.us/sites/default/files/2023-08/she-research-brief-2019-update.pdf**

WASHINGTON STATE healthy youth SURVEY



Social Support Fact Sheet 2025

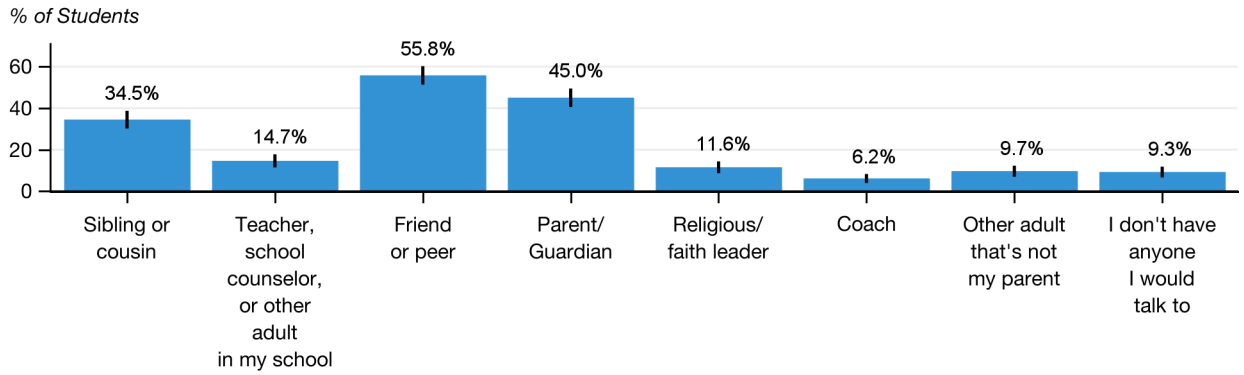
Edmonds School District, Grade 10

Students surveyed = 1,115

Introduction

- Social support from community, including support from family, peers, and teachers, can help students successfully navigate challenges and do well in school.
- When adolescents feel supported by their communities, it can also lead to better mental health as they get older.[1]
- The Healthy Youth Survey (HYS) asks students questions about their social support systems that help us understand how social support systems can be related to other factors in a student's life.

Sources of Social Support - Grade 10, 2025

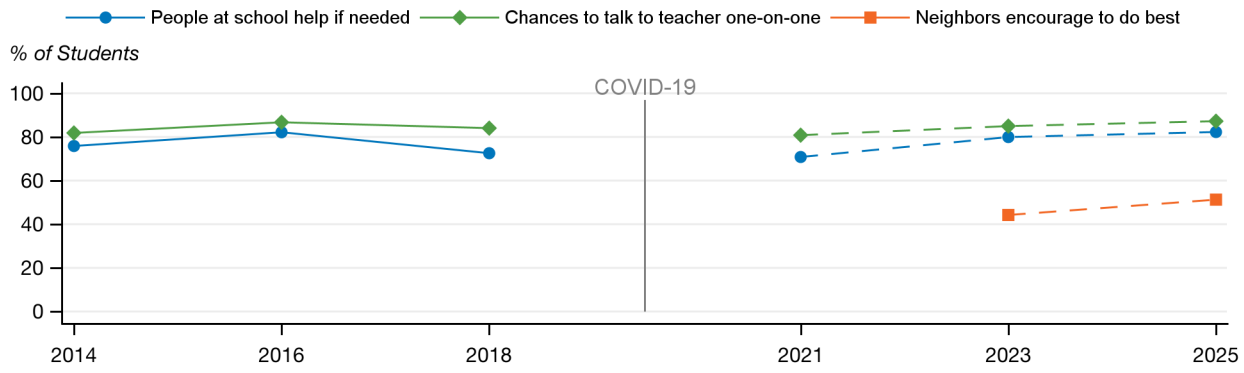


The bar chart above shows Sources of Social Support for Grade 10, 2025. The measures and values are:

Measure	Value
Sibling or cousin	34.5% ±4.3%
Teacher, school counselor, or other adult in my school	14.7% ±3.2%
Friend or peer	55.8% ±4.4%
Parent/Guardian	45.0% ±4.4%

Measure	Value
Religious/faith leader	11.6% ±2.9%
Coach	6.2% ±2.2%
Other adult that's not my parent	9.7% ±2.6%
I don't have anyone I would talk to	9.3% ±2.6%

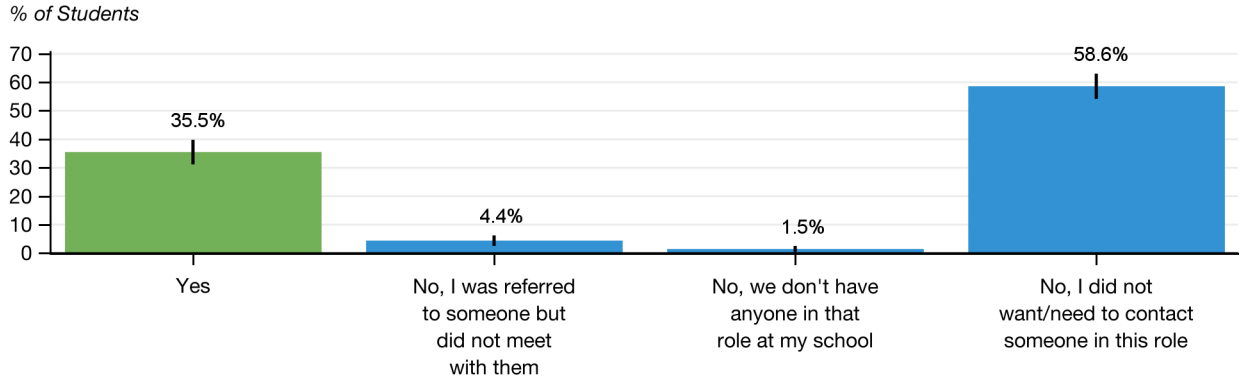
Prosocial Opportunity Trends - 2014-2025, Grade 10



The trend plot above shows measures of Prosocial Opportunity Trends between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
People at school help if needed	75.9% ±3.7%	82.2% ±3.1%	72.5% ±4.7%	70.8% ±3.7%	80% ±3.7% ▲	82.3% ±3.4%
Chances to talk to teacher one-on-one	81.8% ±3.2%	86.7% ±2.7%	84% ±3.8%	80.8% ±3.3%	85% ±3.4%	87.2% ±2.9%
Neighbors encourage to do best	*not asked this year*	*not asked this year*	*not asked this year*	*not asked this year*	44.2% ±4.7%	51.3% ±4.3% ▲

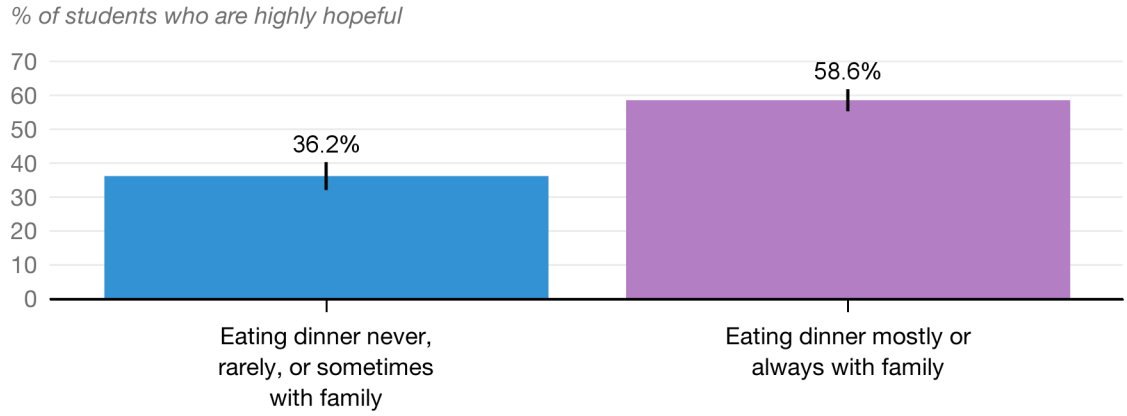
Access to School Support Personnel - Grade 10, 2025



The bar chart above shows Access to School Support Personnel for Grade 10, 2025. The measures and values are:

Measure	Value
Yes	35.5% ±4.3%
No, I was referred to someone but did not meet with them	4.4% ±1.9%
No, we don't have anyone in that role at my school	1.5% ±1.1%
No, I did not want/need to contact someone in this role	58.6% ±4.4%

Statewide Relationship between Having High Hope and Regular Dinner with Family, Grade 10

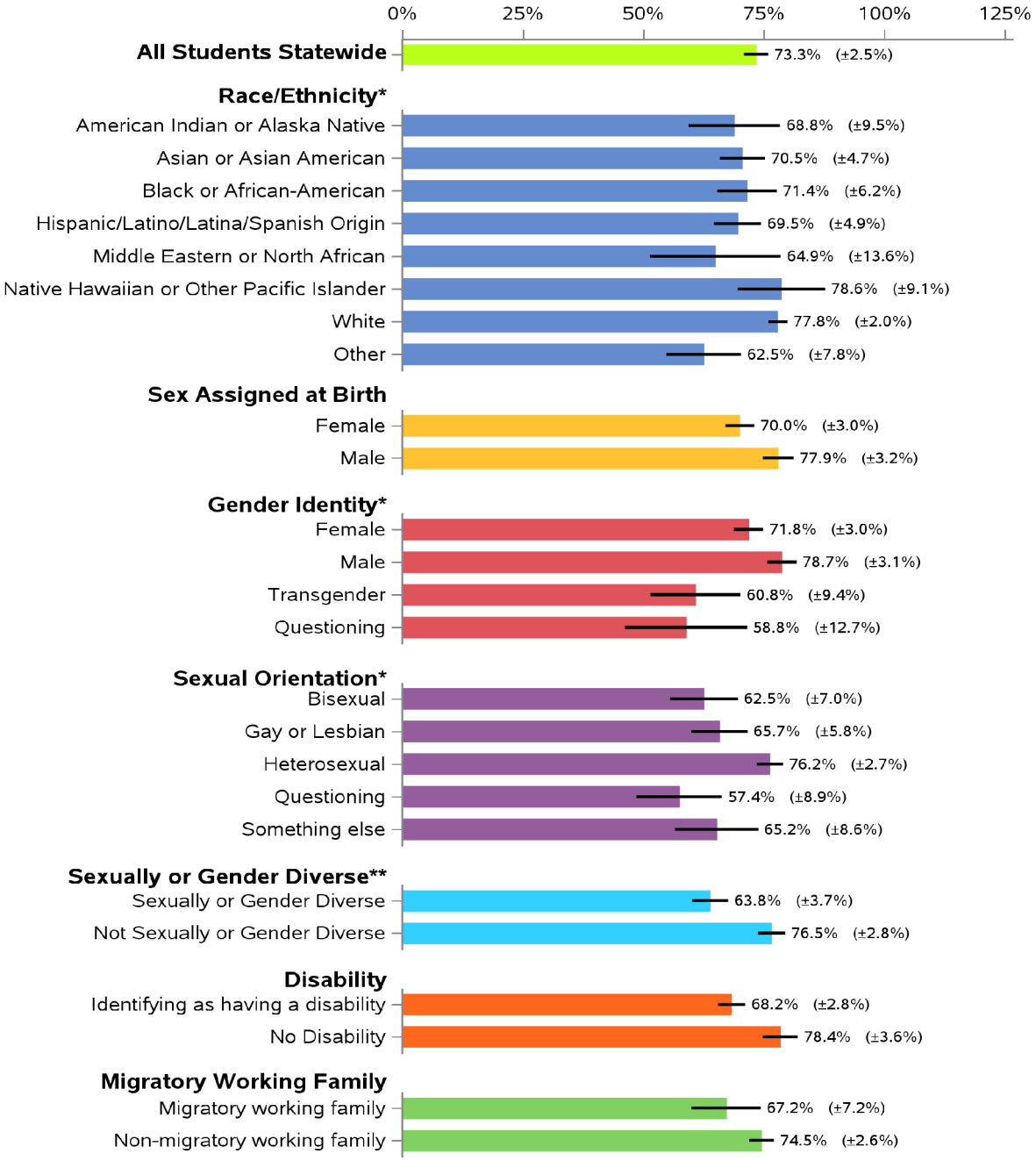


The bar chart above shows the statewide relationship between having high hope and regular dinner with family for Grade 10 in 2025

Statewide, more 10th graders who often or always eat dinner with their family report being highly hopeful than those who do not.

Student group	Results
for those eating dinner never, rarely, or sometimes with family	36.2% are highly hopeful (±4.1%)
for those eating dinner mostly or always with family	58.6% are highly hopeful (±3.3%)

Statewide Relationship between Having an Adult to Turn to When Feeling Sad or Hopeless and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Having an Adult to Turn to When Feeling Sad or Hopeless and Demographics for Grade 10, 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	73.3% ±2.5%
By Race/Ethnicity	
American Indian or Alaska Native	68.8% ±9.5%
Asian or Asian American	70.5% ±4.7%
Black or African-American	71.4% ±6.2%
Hispanic/Latino/Latina/Spanish Origin	69.5% ±4.9%
Middle Eastern or North African	64.9% ±13.6%
Native Hawaiian or Other Pacific Islander	78.6% ±9.1%
White	77.8% ±2.0%
Other	62.5% ±7.8%
By Sex Assigned at Birth	
Female	70.0% ±3.0%
Male	77.9% ±3.2%
By Gender Identity	
Female	71.8% ±3.0%
Male	78.7% ±3.1%
Transgender	60.8% ±9.4%
Questioning	58.8% ±12.7%
By Sexual Orientation	
Bisexual	62.5% ±7.0%

By Sexual Orientation	
Gay or Lesbian	65.7% ±5.8%
Heterosexual	76.2% ±2.7%
Questioning	57.4% ±8.9%
Something else	65.2% ±8.6%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	63.8% ±3.7%
Not Sexually or Gender Diverse	76.5% ±2.8%
By Disability	
Identifying as having a disability	68.2% ±2.8%
No Disability	78.4% ±3.6%
By Migratory Working Family	
Migratory working family	67.2% ±7.2%
Non-migratory working family	73.7% ±2.6%
Non-migratory working family	73.7% ±2.6%

For More Information

- For resources for parents and caregivers in WA, visit **https://www.wsccsupport.org/resources**
- To view the full text of the questions presented in this report, you can view the survey in its entirety here: **https://www.askhys.net/Resources/SurveyQuestionnaires**
- For support, call, text or chat 988 for the Suicide & Crisis Lifeline or visit **https://www.988lifeline.org**
- For support, text 'HOME' to 741741 to connect with a crisis counselor at the Crisis Text Line. Mental health support is free and available 24 hours a day.
- For resources for parents and caregivers in WA, visit **https://www.wsccsupport.org/resources**
- To view the full text of the questions presented in this report, you can view the survey in its entirety here: **https://www.askhys.net/Resources/SurveyQuestionnaires**

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. Scardera, Sara et al. (2020) Association of Social Support During Adolescence With Depression, Anxiety, and Suicidal Ideation in Young Adults. JAMA Network Open, 3(12).

WASHINGTON STATE healthy youth SURVEY



Substance Use Fact Sheet 2025

Edmonds School District, Grade 10

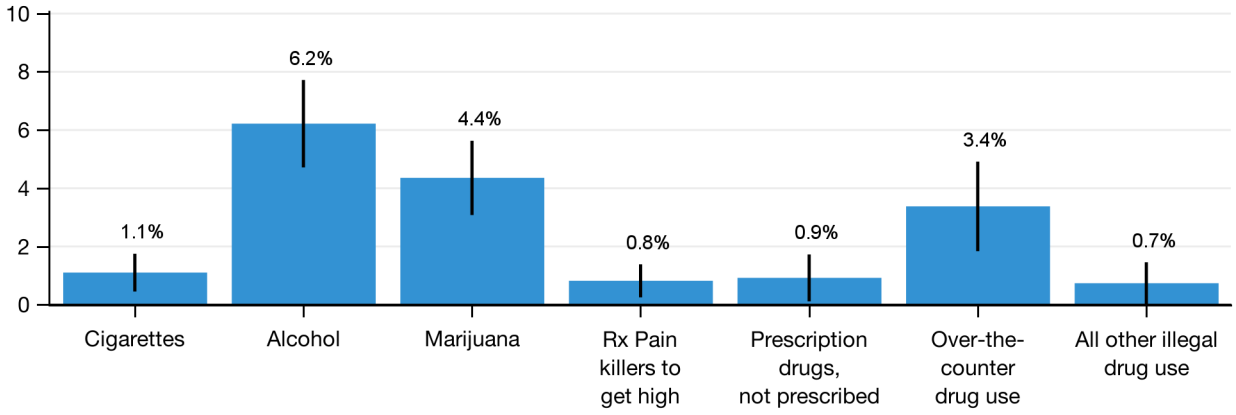
Students surveyed = 1,115

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 10, 2025

% of Students



The bar chart above shows Current (past 30-day) Substance Use for Grade 10, 2025. The measures and values are:

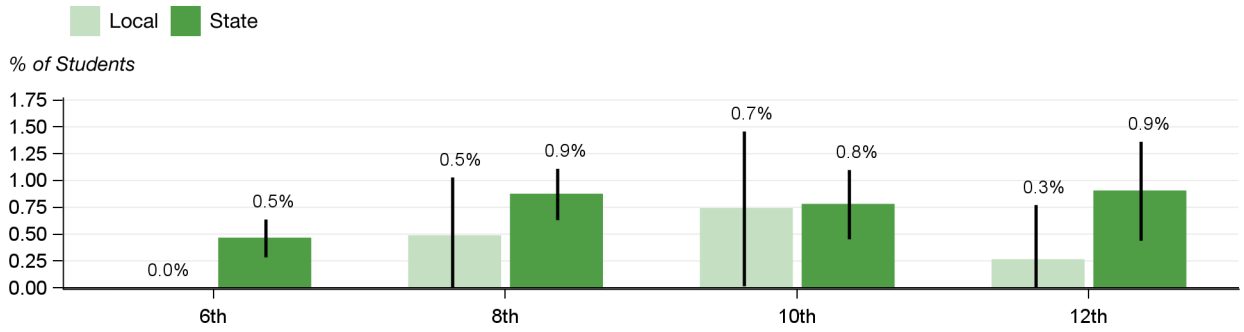
Measure	Value
Cigarettes	1.1% ±0.6%
Current (past 30-day) alcohol	6.2% ±1.5%
Marijuana	4.4% ±1.3%
Rx Pain killers to get high	0.8% ±0.6%

Measure	Value
Prescription drugs, not prescribed	0.9% ±0.8%
Over-the-counter drug use	3.4% ±1.5%
All other illegal drug use	0.7% ±0.7%

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.

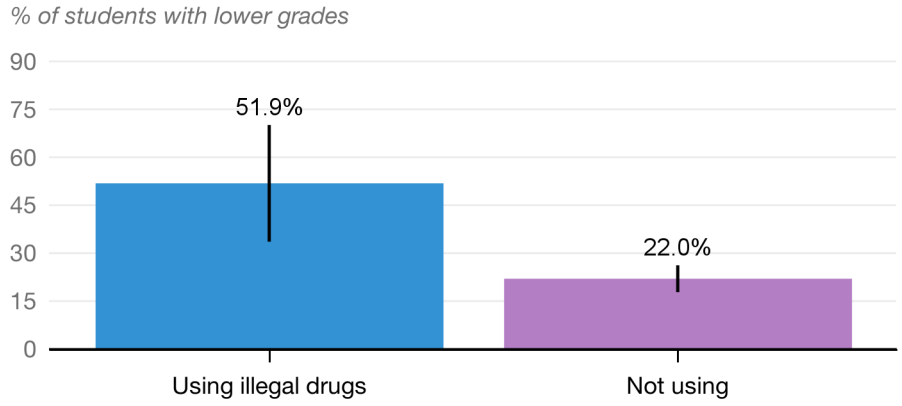
Current (past 30-day) All Other Illegal Drug Use, All Grades, 2025



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 10

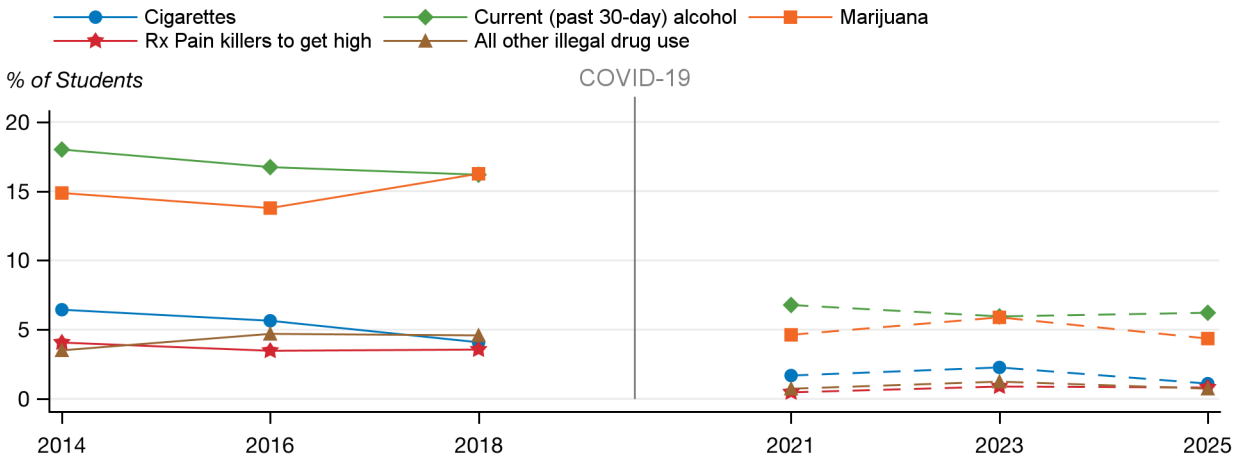


The bar chart above shows the statewide relationship between lower grades and current (past 30-day) all other illegal drug use for Grade 10 in 2025

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

Student group	Results
for those using illegal drugs	51.9% have lower grades (±18.3%)
for those not using	22.0% have lower grades (±4.2%)

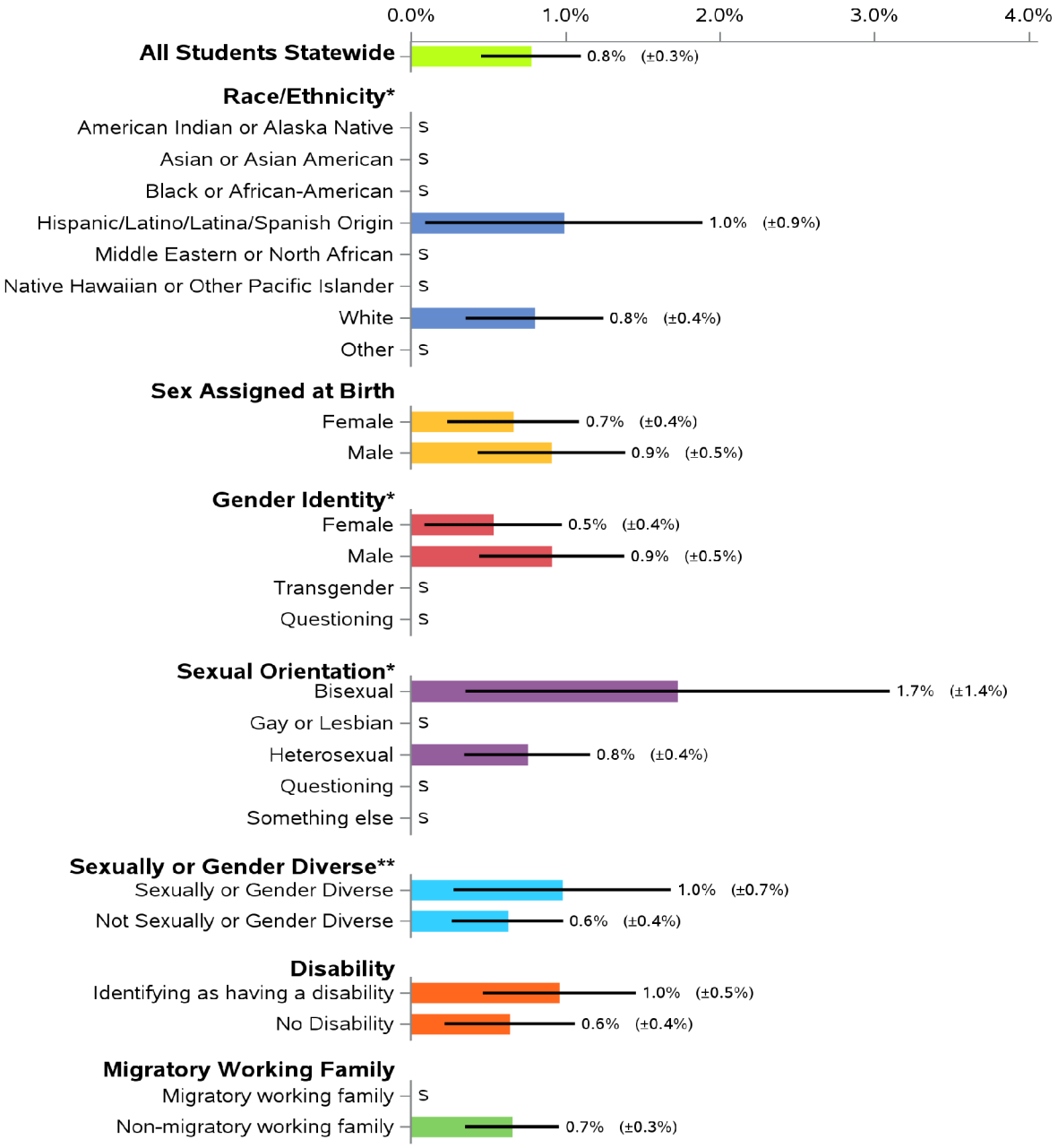
Current (past 30-day) Substance Use - 2014-2025, Grade 10



The trend plot above shows measures of Current (past 30-day) Substance Use between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Cigarettes	6.4% ±1.5%	5.6% ±1.3%	4.1% ±1.4%	1.7% ±0.8% ↓	2.3% ±1%	1.1% ±0.6%
Current (past 30-day) alcohol	18% ±2.3% ↓	16.7% ±2.1%	16.2% ±2.7%	6.8% ±1.5% ↓	6% ±1.6%	6.2% ±1.5%
Marijuana	14.9% ±2.1% ↓	13.8% ±1.9%	16.3% ±2.7%	4.6% ±1.3% ↓	5.9% ±1.6%	4.4% ±1.3%
Rx Pain killers to get high	4.1% ±1.2%	3.5% ±1%	3.6% ±1.3%	0.5% ±0.4% ↓	0.9% ±0.6%	0.8% ±0.6%
All other illegal drug use	3.5% ±1.1%	4.7% ±1.7%	4.6% ±2.2%	0.7% ±0.7% ↓	1.2% ±1%	0.7% ±0.7%

Statewide Relationship between Current (past 30-days) Illegal Drug Use and Demographics, Grade 10, 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.

**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.

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 10, 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	0.8% ±0.3%
By Race/Ethnicity	
American Indian or Alaska Native	Suppressed
Asian or Asian American	Suppressed
Black or African-American	Suppressed
Hispanic/Latino/Latina/Spanish Origin	1.0% ±0.9%
Middle Eastern or North African	Suppressed
Native Hawaiian or Other Pacific Islander	Suppressed
White	0.8% ±0.4%
Other	Suppressed
By Sex Assigned at Birth	
Female	0.7% ±0.4%
Male	0.9% ±0.5%
By Gender Identity	
Female	0.5% ±0.4%
Male	0.9% ±0.5%
Transgender	Suppressed
Questioning	Suppressed
By Sexual Orientation	
Bisexual	1.7% ±1.4%

By Sexual Orientation	
Gay or Lesbian	Suppressed
Heterosexual	0.8% ±0.4%
Questioning	Suppressed
Something else	Suppressed
By Sexually or Gender Diverse	
Sexually or Gender Diverse	1.0% ±0.7%
Not Sexually or Gender Diverse	0.6% ±0.4%
By Disability	
Identifying as having a disability	1.0% ±0.5%
No Disability	0.6% ±0.4%
By Migratory Working Family	
Migratory working family	Suppressed
Non-migratory working family	0.7% ±0.3%
Non-migratory working family	0.7% ±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 **http://adaiclearinghouse.net**
- For prevention tips and other online resources visit **https://focusonyouwa.org** and **www.DrugFree.org**
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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

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



Alcohol Use Fact Sheet 2025

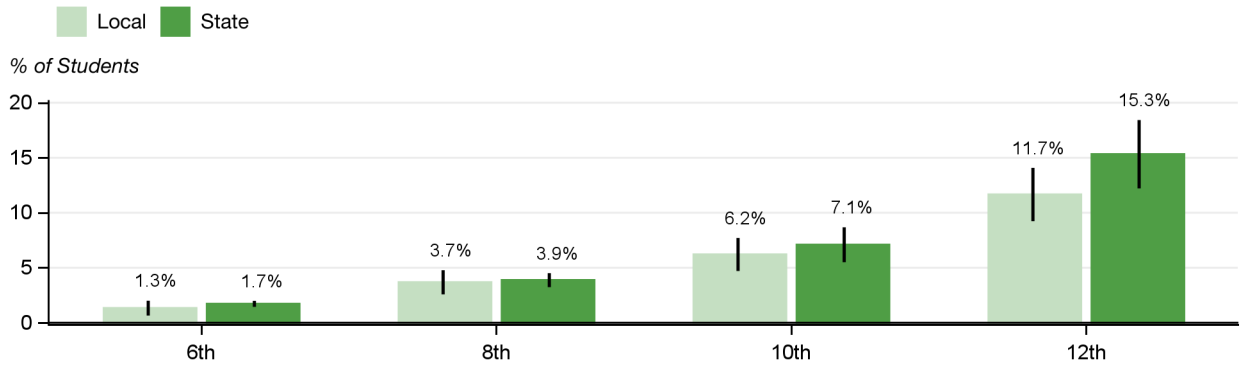
Edmonds School District, Grade 10

Students surveyed = 1,115

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.

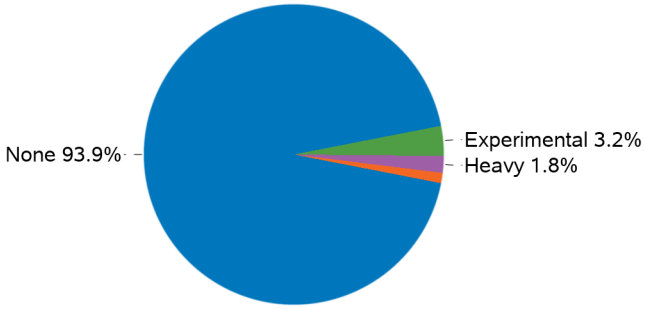
Current (past 30-day) Alcohol Use, All Grades, 2025



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 10, 2025

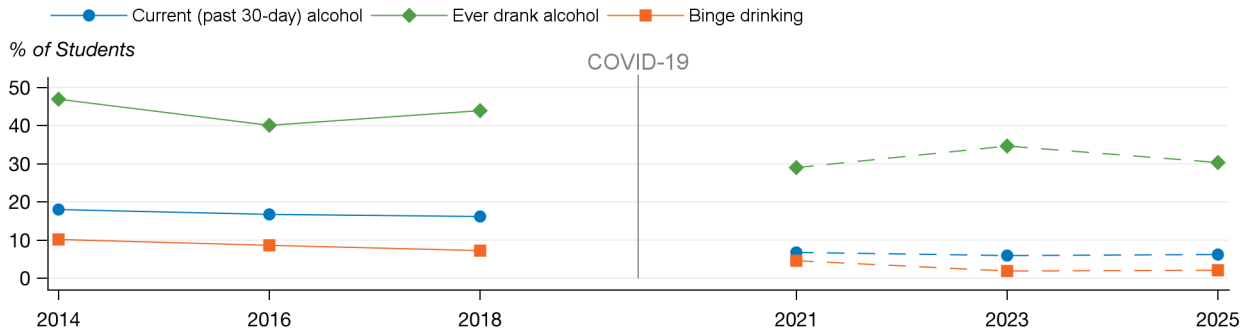


The pie chart above shows Levels of Alcohol Use for Grade 10, 2025. The values are:

Alcohol Use in Past 30 Days	Value
None: no drinking in the past 30 days	93.9% ±1.5%
Experimental: 1-2 days drinking, and no binge drinking	3.2% ±1.1%
Heavy: 3-5 days drinking, and/or one binge	1.8% ±0.8%
Problem: 6+ days drinking, and/or 2+ binges	1.1% ±0.7%

HYS 2025 Alcohol Use Fact Sheet
Edmonds School District, Grade 10

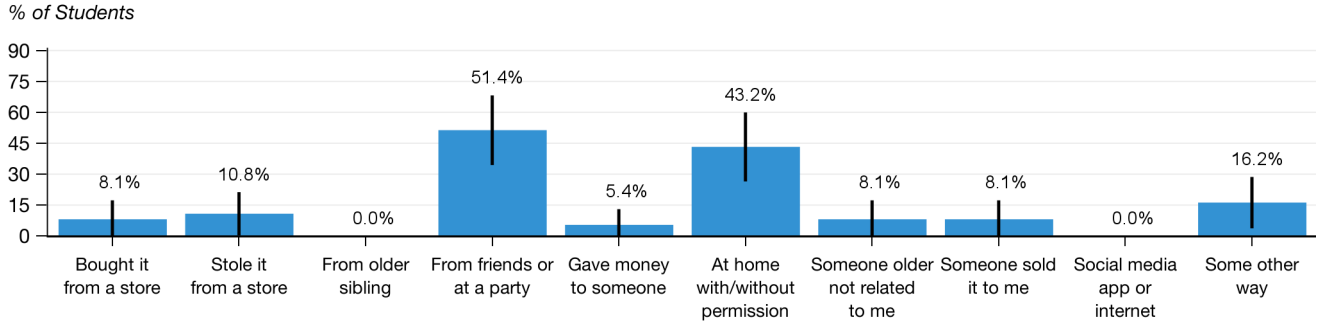
Alcohol Use - 2014-2025, Grade 10



The trend plot above shows measures of Alcohol Use between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Current (past 30-day) alcohol	18% ±2.3% ↓	16.7% ±2.1%	16.2% ±2.7%	6.8% ±1.5% ↓	6% ±1.6%	6.2% ±1.5%
Ever drank alcohol	46.9% ±3%	40.1% ±2.8% ↓	43.9% ±3.6%	29% ±2.7% ↓	34.6% ±3.1% ↑	30.3% ±2.9% ↓
Binge drinking	10.2% ±1.8%	8.6% ±1.6%	7.3% ±1.9%	4.6% ±1.3% ↓	1.9% ±0.9% ↓	2.1% ±0.9%

Youth Access to Alcohol - Grade 10, 2025

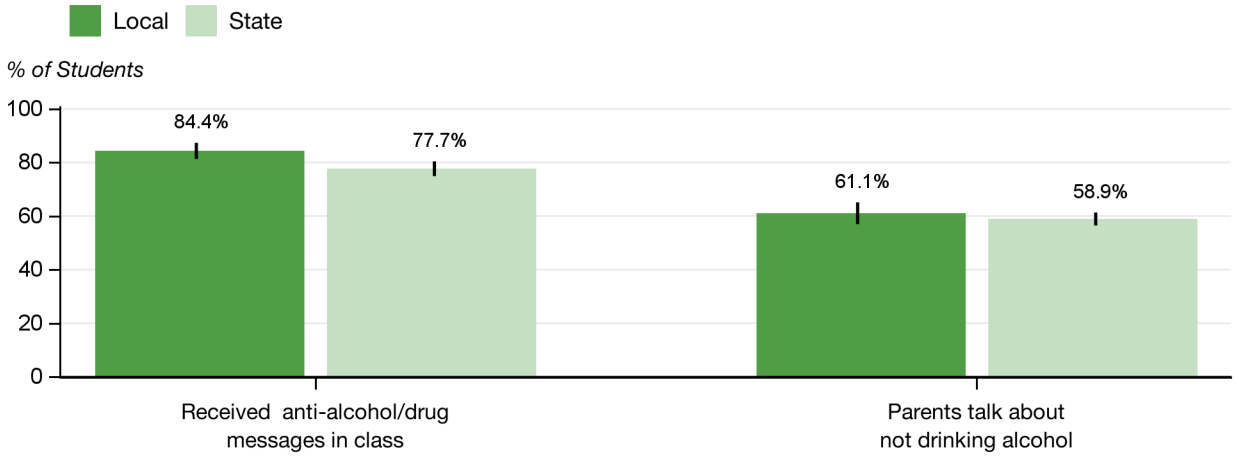


The bar chart above shows Youth Access to Alcohol for Grade 10, 2025. The measures and values are:

Measure	Value	Measure	Value
Bought it from a store	8.1% ±9.2%	**At home with/without permission**	43.2% ±16.7%
Stole it from a store	10.8% ±10.5%	**Someone older not related to me**	8.1% ±9.2%
From older sibling	0.0% ±0.0%	**Someone sold it to me**	8.1% ±9.2%
From friends or at a party	51.4% ±16.9%	**Social media app or internet**	0.0% ±0.0%
Gave money to someone	5.4% ±7.6%	**Some other way**	16.2% ±12.5%

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.

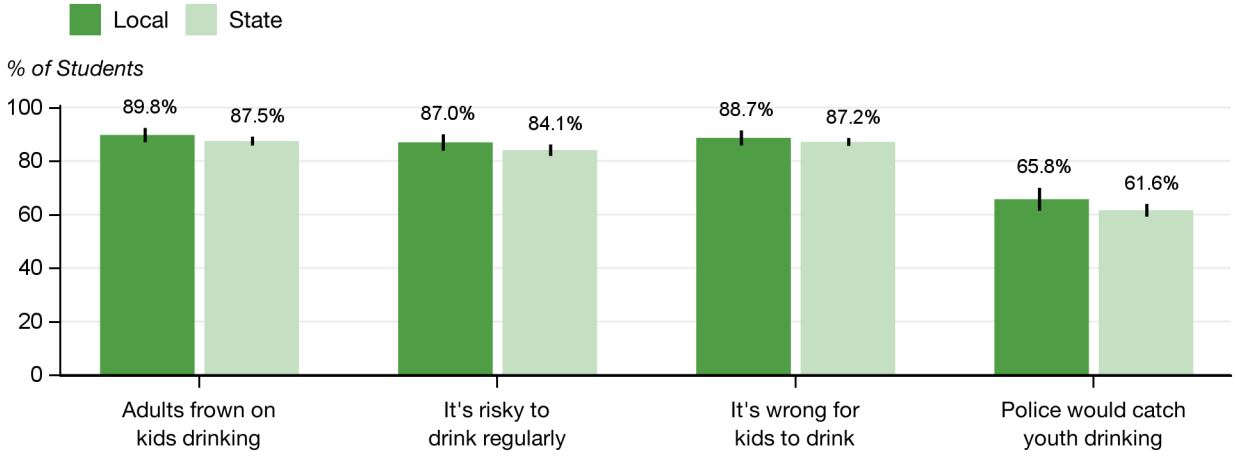
Received Anti-Alcohol Messages, Grade 10, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Received Anti-Alcohol Messages, Grade 10, 2025. The measures and values are:

Measure	Local Results	State Results
Received anti-alcohol/drug messages in class	84.4% ±3.0%	77.7% ±2.7%
Parents talk about not drinking alcohol	61.1% ±4.1%	58.9% ±2.4%

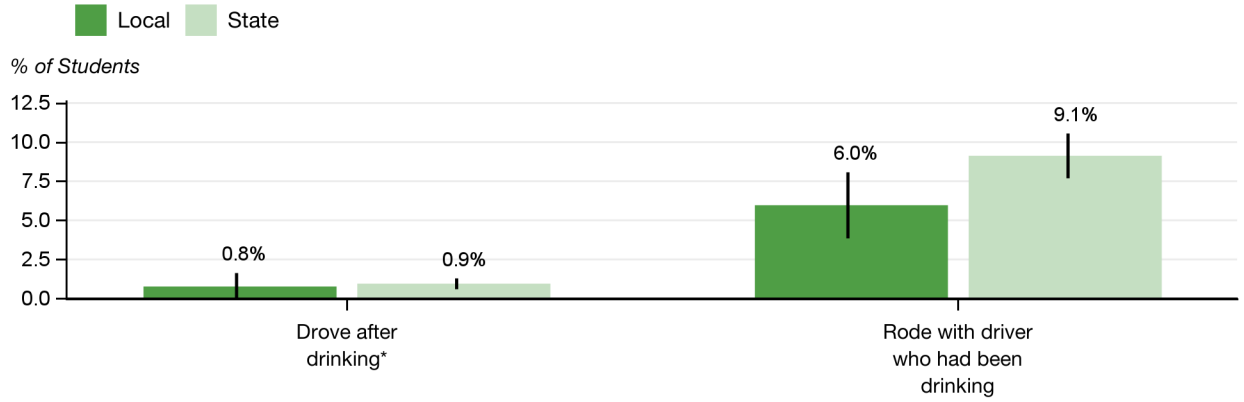
Youth Perceptions about Alcohol, Grade 10, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Youth Perceptions about Alcohol, Grade 10, 2025. The measures and values are:

Measure	Local Results	State Results
Adults frown on kids drinking	89.8% ±2.7%	87.5% ±1.7%
It's risky to drink regularly	87.0% ±3.1%	84.1% ±2.1%
It's wrong for kids to drink	88.7% ±2.8%	87.2% ±1.5%
Police would catch youth drinking	65.8% ±4.3%	61.6% ±2.4%

Drinking and Driving/Riding, Grade 10, 2025

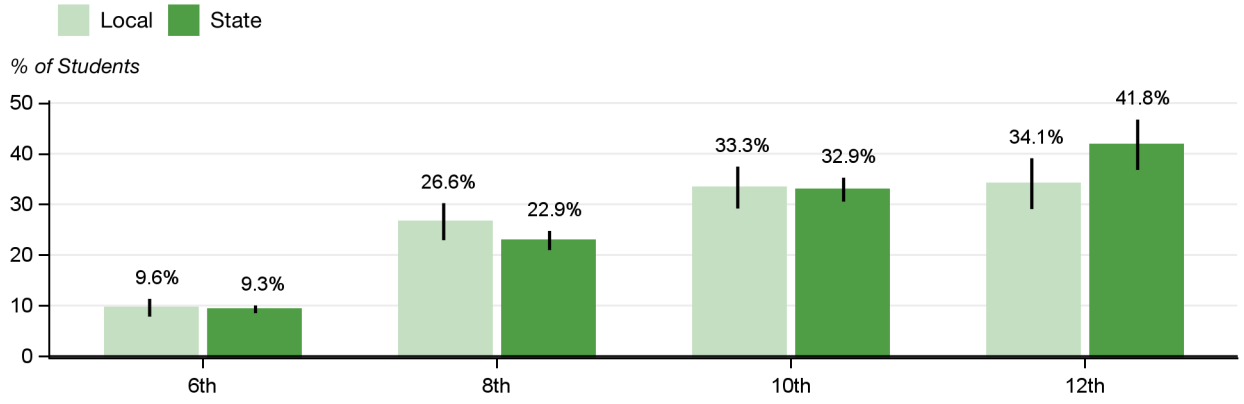


The bar chart above compares Edmonds School District (local results) to the state sample results for Drinking and Driving/Riding, Grade 10, 2025. The measures and values are:

Measure	Local Results	State Results
Drove after drinking*	0.8% ±0.9%	0.9% ±0.3%
Rode with driver who had been drinking	6.0% ±2.1%	9.1% ±1.4%

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

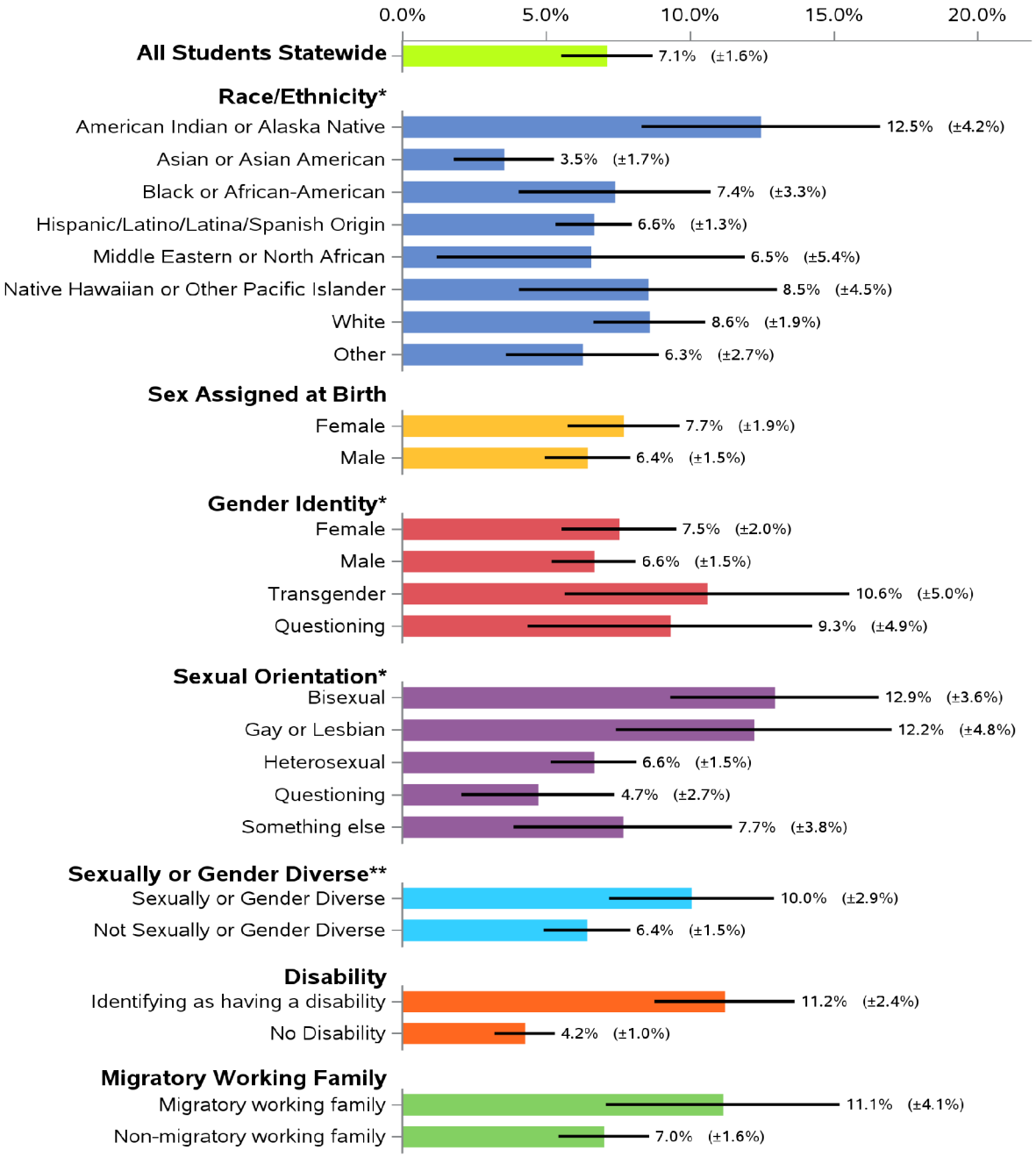
Youth Perception that Alcohol is Easy to Get, All Grades, 2025



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 10, 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.

**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.

The bar chart above shows the statewide relationship between Current (past 30 days) Alcohol Use and Demographics for Grade 10, 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	7.1% ±1.6%
By Race/Ethnicity	
American Indian or Alaska Native	12.5% ±4.2%
Asian or Asian American	3.5% ±1.7%
Black or African-American	7.4% ±3.3%
Hispanic/Latino/Latina/Spanish Origin	6.6% ±1.3%
Middle Eastern or North African	6.5% ±5.4%
Native Hawaiian or Other Pacific Islander	8.5% ±4.5%
White	8.6% ±1.9%
Other	6.3% ±2.7%
By Sex Assigned at Birth	
Female	7.7% ±1.9%
Male	6.4% ±1.5%
By Gender Identity	
Female	7.5% ±2.0%
Male	6.6% ±1.5%
Transgender	10.6% ±5.0%
Questioning	9.3% ±4.9%
By Sexual Orientation	
Bisexual	12.9% ±3.6%

By Sexual Orientation	
Gay or Lesbian	12.2% ±4.8%
Heterosexual	6.6% ±1.5%
Questioning	4.7% ±2.7%
Something else	7.7% ±3.8%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	10.0% ±2.9%
Not Sexually or Gender Diverse	6.4% ±1.5%
By Disability	
Identifying as having a disability	11.2% ±2.4%
No Disability	4.2% ±1.0%
By Migratory Working Family	
Migratory working family	11.1% ±4.1%
Non-migratory working family	6.8% ±1.5%
Non-migratory working family	6.8% ±1.5%

For More Information

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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

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

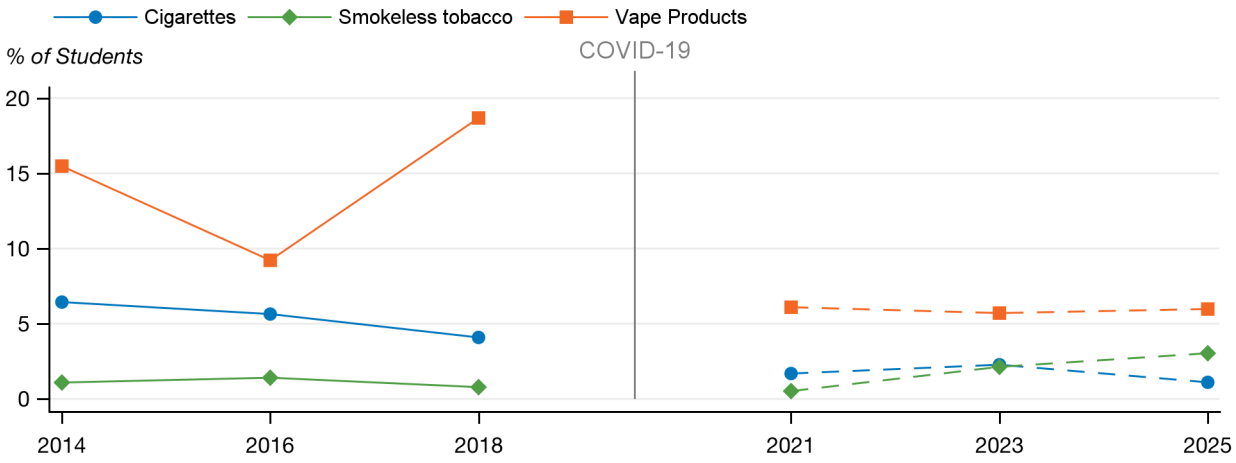
Edmonds School District, Grade 10

Students surveyed = 1,115

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.

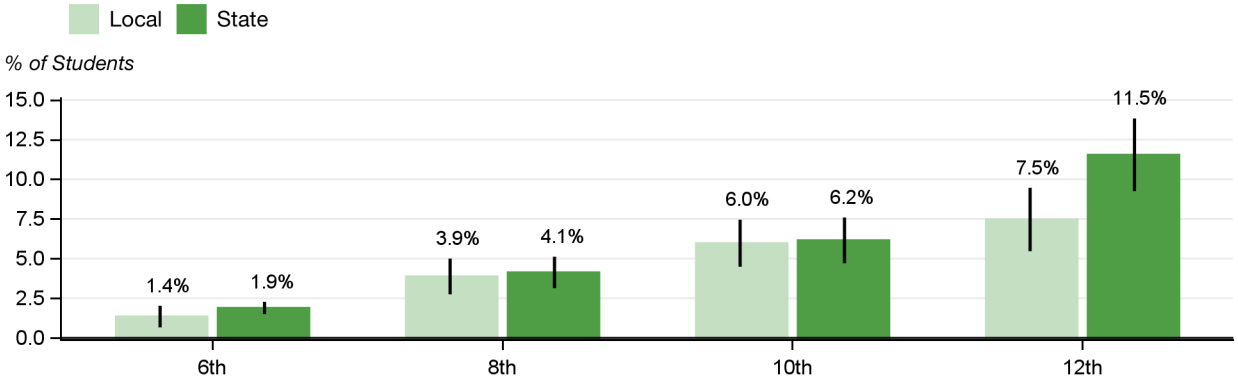
Current (past 30-day) Use Trends - 2014-2025, Grade 10



The trend plot above shows measures of Current (past 30-day) Use Trends between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Cigarettes	6.4% ±1.5%	5.6% ±1.3%	4.1% ±1.4%	1.7% ±0.8% ↓	2.3% ±1%	1.1% ±0.6%
Smokeless tobacco	1.1% ±0.9% ↓	1.4% ±0.9%	0.8% ±0.9%	0.5% ±0.6%	2.1% ±1.4% ↑	3% ±1.5%
Vape Products	15.5% ±3%	9.2% ±2.2% ↓	18.7% ±3.9% ↑	6.1% ±1.4% ↓	5.7% ±1.5%	6% ±1.5%

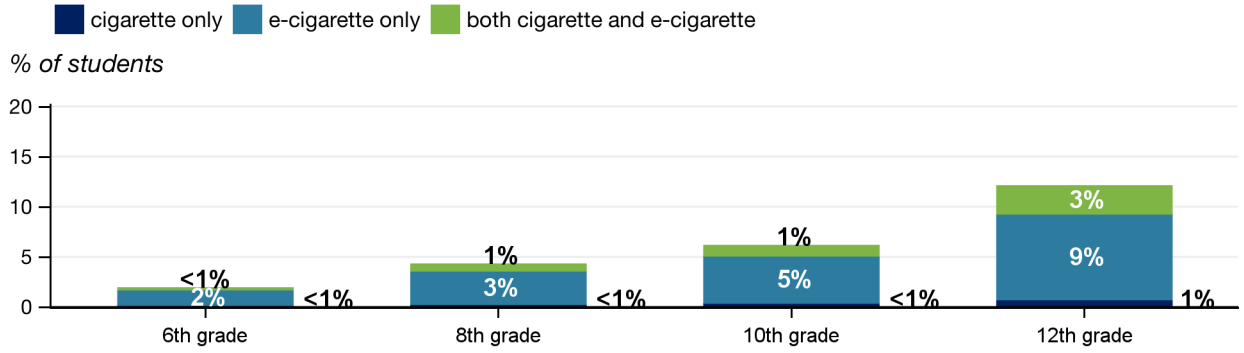
Current (past 30-day) Vapor Product Use, All Grades, 2025



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:

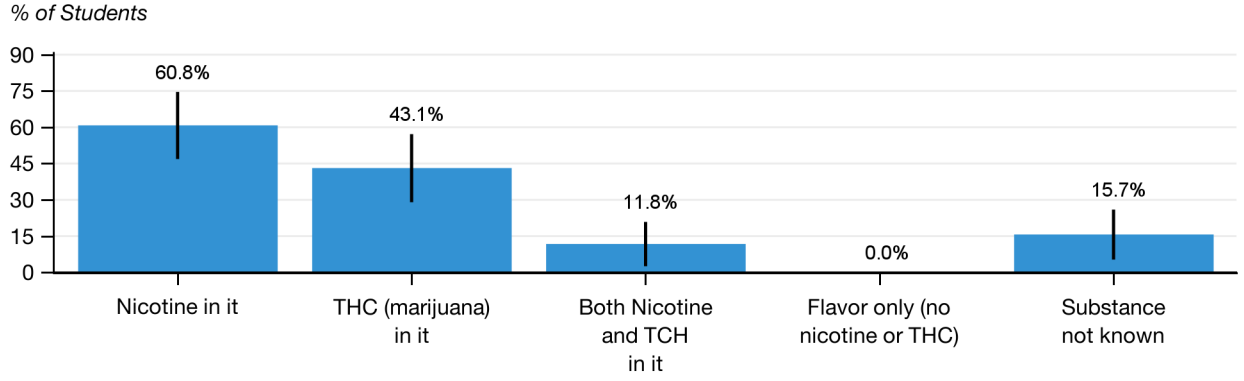
Grade	Local Results	State Results
6th grade	1.4% ±0.7%	1.9% ±0.4%
8th grade	3.9% ±1.1%	4.1% ±1.0%
10th grade	6.0% ±1.5%	6.2% ±1.4%
12th grade	7.5% ±2.0%	11.5% ±2.3%

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%

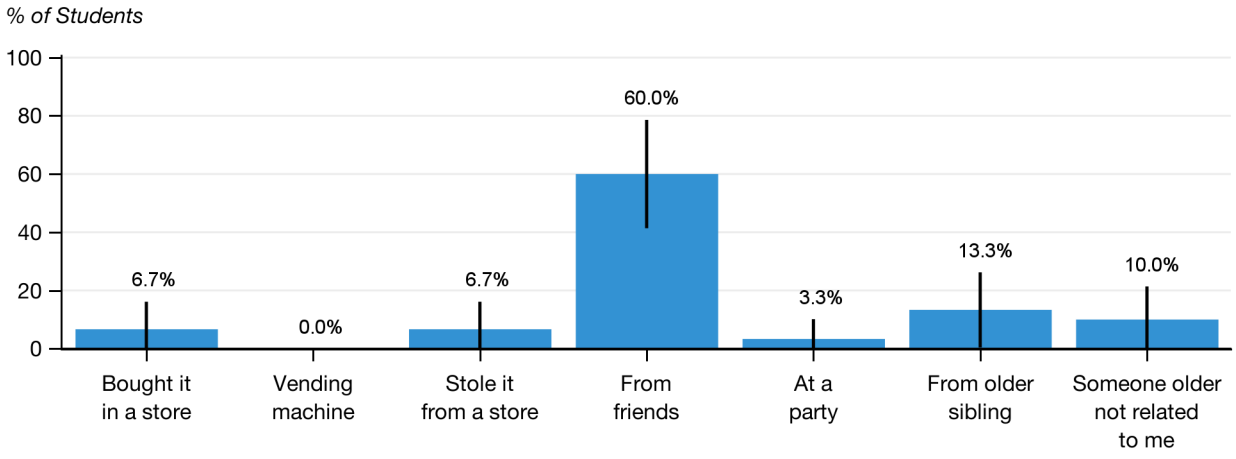
Reported Substance "Vaped" Among Current (30-day) Vapor Product Users - Grade 10, 2025

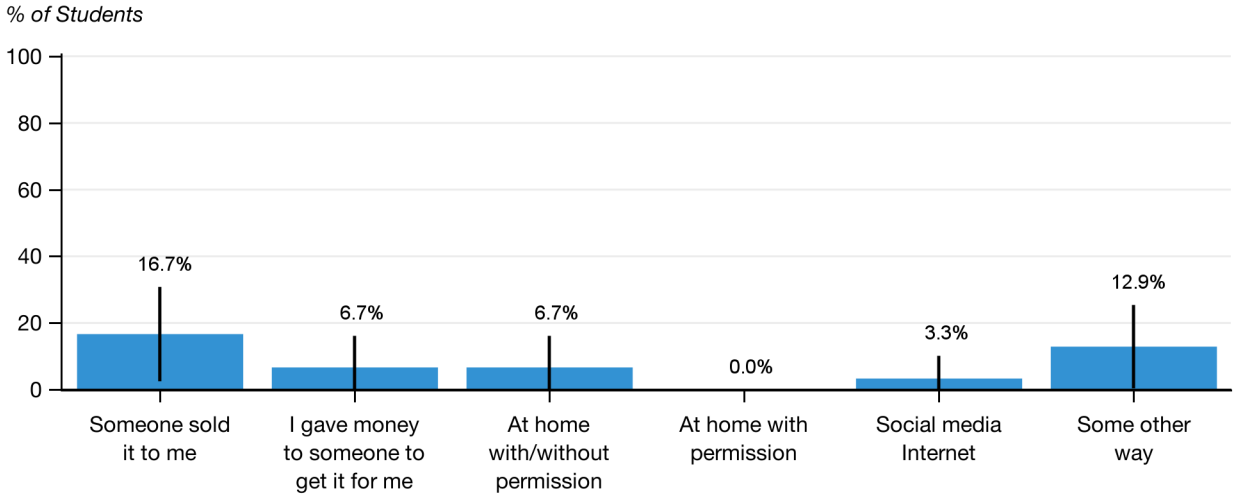


The bar chart above shows Reported Substance "Vaped" Among Current (30-day) Vapor Product Users for Grade 10, 2025. The measures and values are:

Measure	Value
Nicotine in it	60.8% ±13.9%
THC (marijuana) in it	43.1% ±14.1%
Both Nicotine and TCH in it	11.8% ±9.2%
Flavor only (no nicotine or THC)	0.0% ±0.0%
Substance not known	15.7% ±10.3%

Source of Tobacco and Vapor Products Among Those Who Use Them - Grade 10, 2025



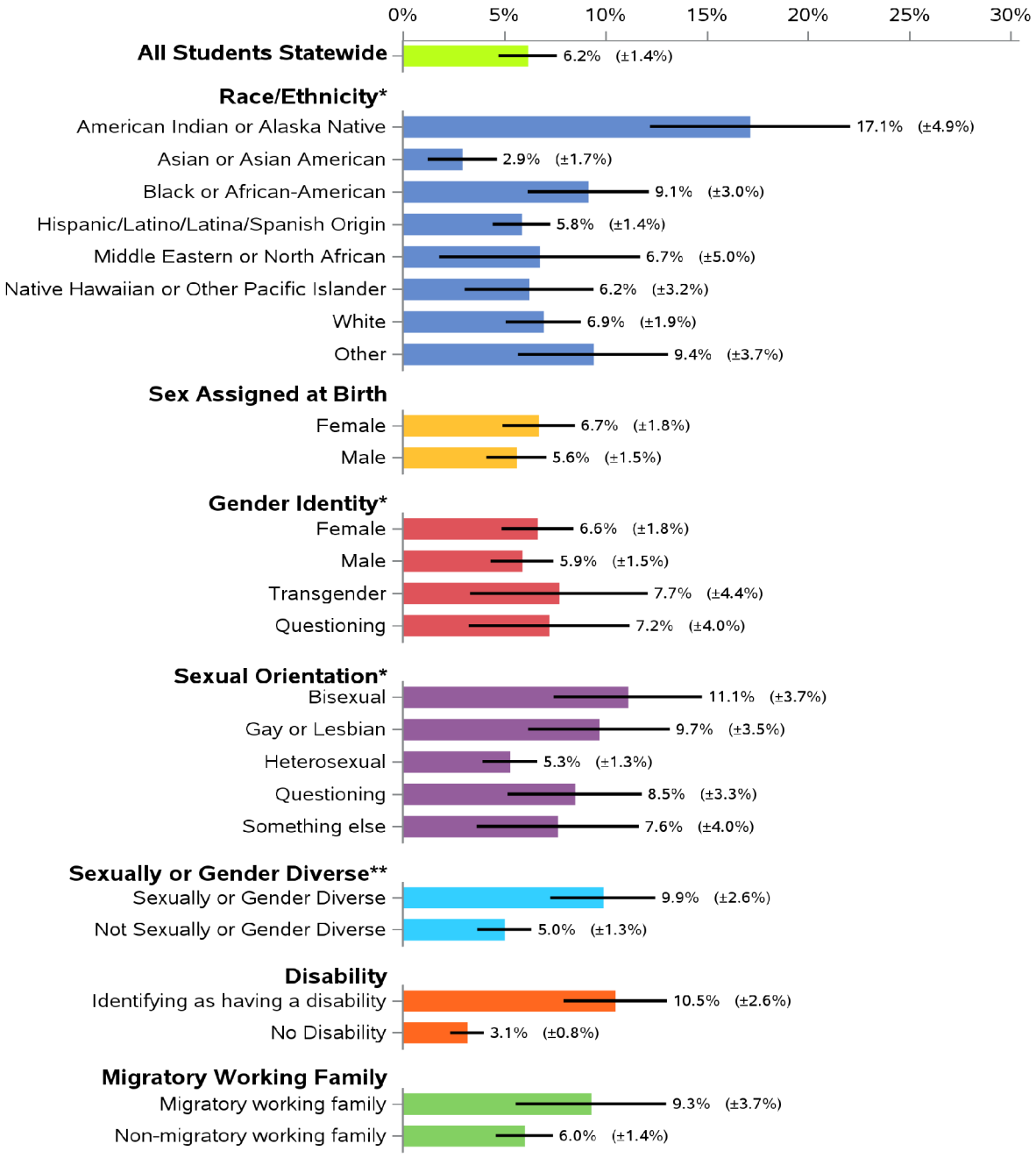


The bar chart above shows Source of Tobacco and Vapor Products Among Those Who Use Them for Grade 10, 2025. The measures and values are:

Measure	Value
Bought it in a store	6.7% ±9.5%
Vending machine	0.0% ±0.0%
Stole it from a store	6.7% ±9.5%
From friends	60.0% ±18.6%
At a party	3.3% ±6.8%
From older sibling	13.3% ±12.9%
Someone older not related to me	10.0% ±11.4%

Measure	Value
Someone sold it to me	16.7% ±14.2%
I gave money to someone to get it for me	6.7% ±9.5%
At home with/without permission	6.7% ±9.5%
At home with permission	0.0% ±0.0%
Social media Internet	3.3% ±6.8%
Some other way	12.9% ±12.5%

Statewide Relationship between Current (past 30-day) Vapor Product Use and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Current (past 30-day) Vapor Product Use and Demographics for Grade 10, 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	6.2% ±1.4%
By Race/Ethnicity	
American Indian or Alaska Native	17.1% ±4.9%
Asian or Asian American	2.9% ±1.7%
Black or African-American	9.1% ±3.0%
Hispanic/Latino/Latina/Spanish Origin	5.8% ±1.4%
Middle Eastern or North African	6.7% ±5.0%
Native Hawaiian or Other Pacific Islander	6.2% ±3.2%
White	6.9% ±1.9%
Other	9.4% ±3.7%
By Sex Assigned at Birth	
Female	6.7% ±1.8%
Male	5.6% ±1.5%
By Gender Identity	
Female	6.6% ±1.8%
Male	5.9% ±1.5%
Transgender	7.7% ±4.4%
Questioning	7.2% ±4.0%
By Sexual Orientation	
Bisexual	11.1% ±3.7%

By Sexual Orientation	
Gay or Lesbian	9.7% ±3.5%
Heterosexual	5.3% ±1.3%
Questioning	8.5% ±3.3%
Something else	7.6% ±4.0%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	9.9% ±2.6%
Not Sexually or Gender Diverse	5.0% ±1.3%
By Disability	
Identifying as having a disability	10.5% ±2.6%
No Disability	3.1% ±0.8%
By Migratory Working Family	
Migratory working family	9.3% ±3.7%
Non-migratory working family	6.0% ±1.4%
Non-migratory working family	6.0% ±1.4%

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

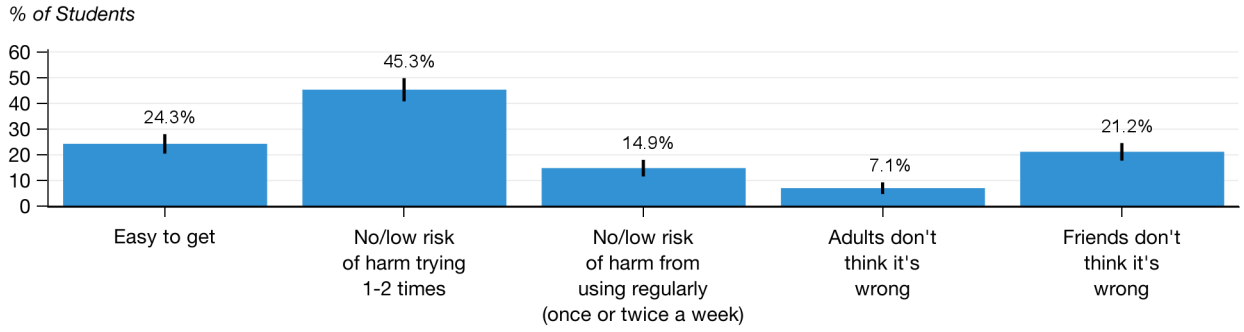
Edmonds School District, Grade 10

Students surveyed = 1,115

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.

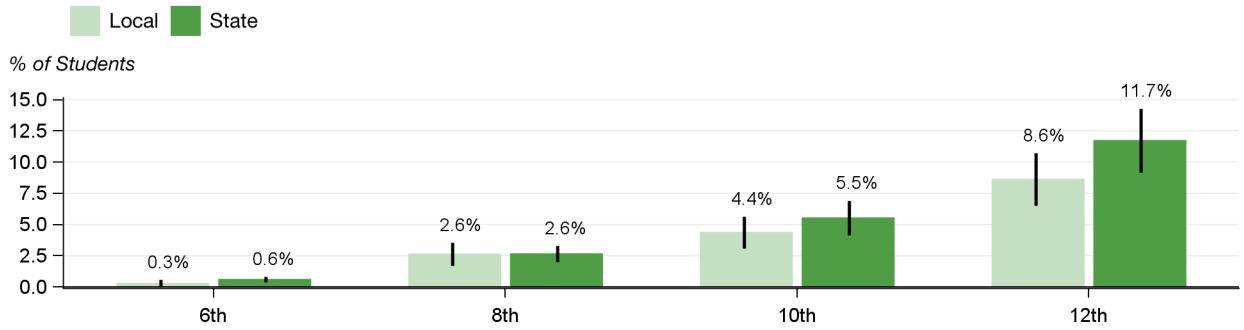
Attitudes about Marijuana Use - Grade 10, 2025



The bar chart above shows Attitudes about Marijuana Use for Grade 10, 2025. The measures and values are:

Measure	Value
Easy to get	24.3% ±3.8%
No/low risk of harm trying 1-2 times	45.3% ±4.5%
No/low risk of harm from using regularly (once or twice a week)	14.9% ±3.2%
Adults don't think it's wrong	7.1% ±2.3%
Friends don't think it's wrong	21.2% ±3.4%

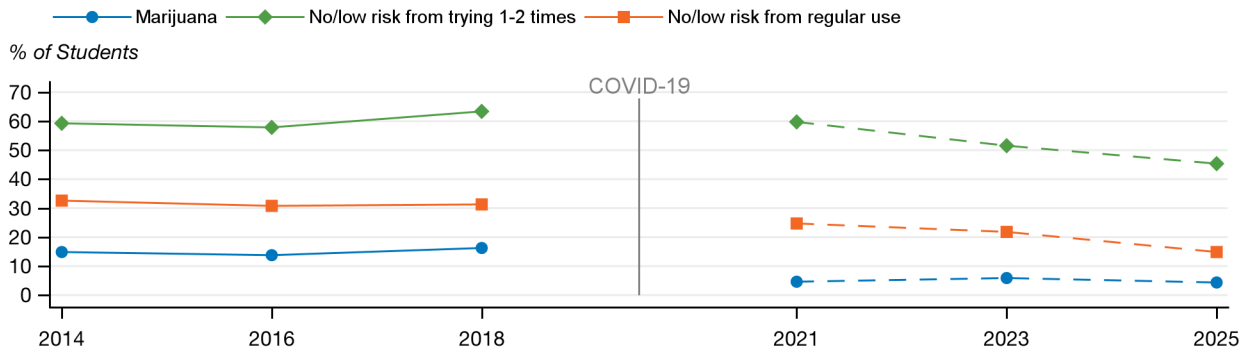
Current (past 30-day) Marijuana Use, All Grades, 2025



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%

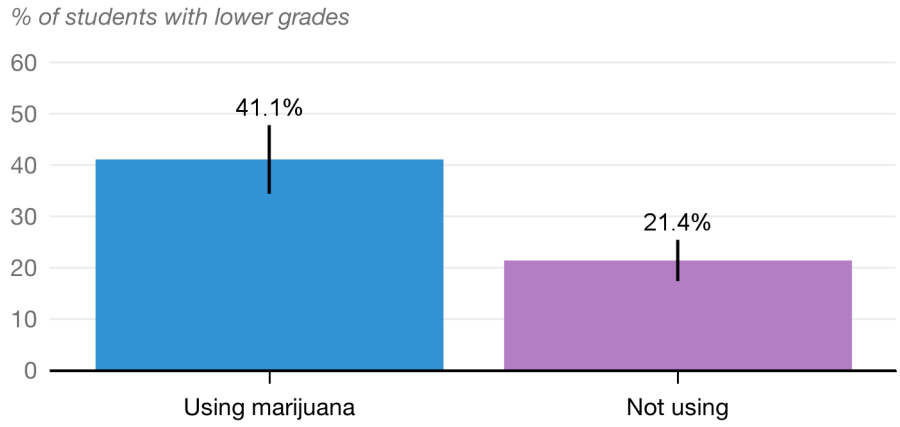
Marijuana Use and Perception of Harm - 2014-2025, Grade 10



The trend plot above shows measures of Marijuana Use and Perception of Harm between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Marijuana	14.9% ±2.1% ↓	13.8% ±1.9%	16.3% ±2.7%	4.6% ±1.3% ↓	5.9% ±1.6%	4.4% ±1.3%
No/low risk from trying 1-2 times	59.3% ±4.2%	57.8% ±4%	63.4% ±5.1%	59.7% ±4.2%	51.5% ±4.6% ↓	45.3% ±4.5%
No/low risk from regular use	32.6% ±4%	30.8% ±3.7%	31.3% ±4.9%	24.7% ±3.7% ↓	21.8% ±3.8%	14.9% ±3.2% ↓

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

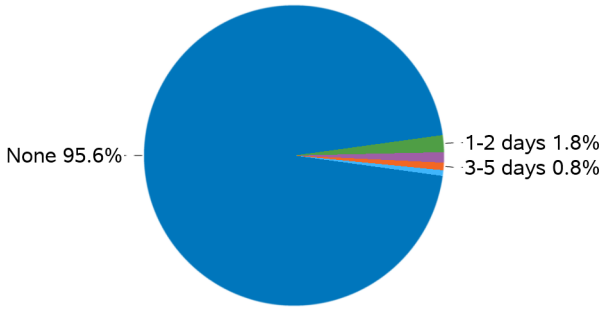


The bar chart above shows the statewide relationship between lower grades and current (past 30-day) marijuana use for Grade 10 in 2025

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

Student group	Results
for those using marijuana	41.1% have lower grades (±6.7%)
for those not using	21.4% have lower grades (±4.0%)

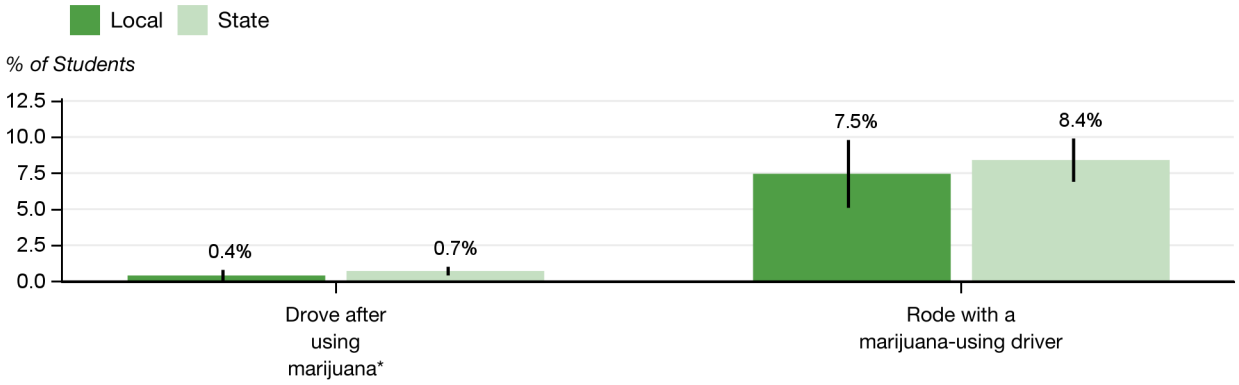
Level of Current (past 30-day) Marijuana Use, Grade 10, 2025



The pie chart above shows Level of Current (past 30-day) Marijuana Use for Grade 10, 2025. The values are:

Level of Current (past 30-day) Marijuana Use	Value
None	95.6% ±1.3%
1-2 days	1.8% ±0.8%
3-5 days	0.8% ±0.6%
6-9 days	0.6% ±0.5%
10 or more days	1.1% ±0.7%

Marijuana Use and Driving/Riding, Grade 10, 2025

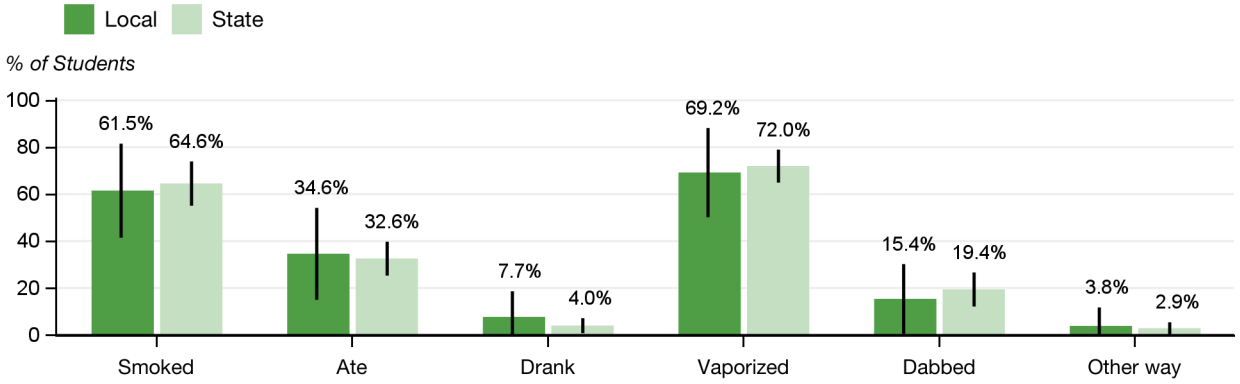


The bar chart above compares Edmonds School District (local results) to the state sample results for Marijuana Use and Driving/Riding, Grade 10, 2025. The measures and values are:

Measure	Local Results	State Results
Drove after using marijuana*	0.4% ±0.4%	0.7% ±0.3%
Rode with a marijuana-using driver	7.5% ±2.4%	8.4% ±1.5%

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

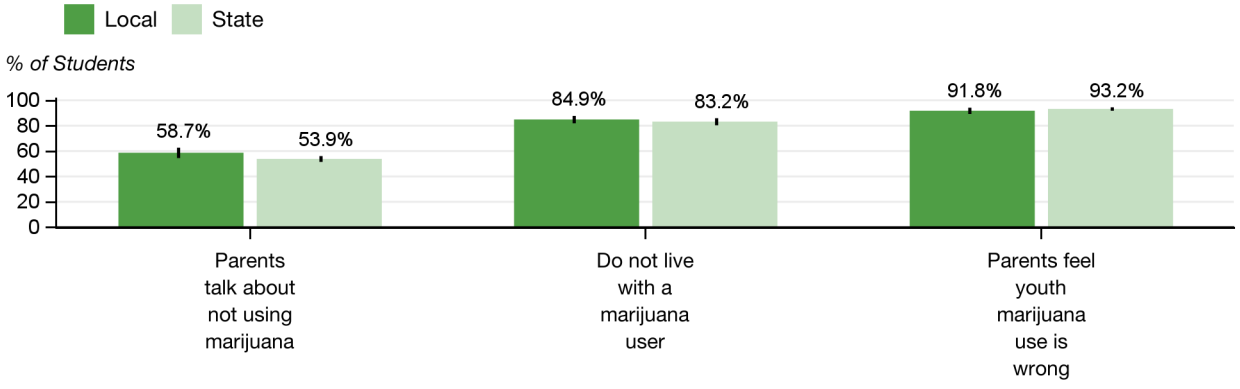
Type of Marijuana Use among Those Who Used It, Grade 10, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Type of Marijuana Use among Those Who Used It, Grade 10, 2025. The measures and values are:

Measure	Local Results	State Results
Smoked	61.5% ±20.0%	64.6% ±9.4%
Ate	34.6% ±19.6%	32.6% ±7.2%
Drank	7.7% ±11.0%	4.0% ±3.2%
Vaporized	69.2% ±19.0%	72.0% ±7.0%
Dabbed	15.4% ±14.9%	19.4% ±7.3%
Other way	3.8% ±7.9%	2.9% ±2.6%

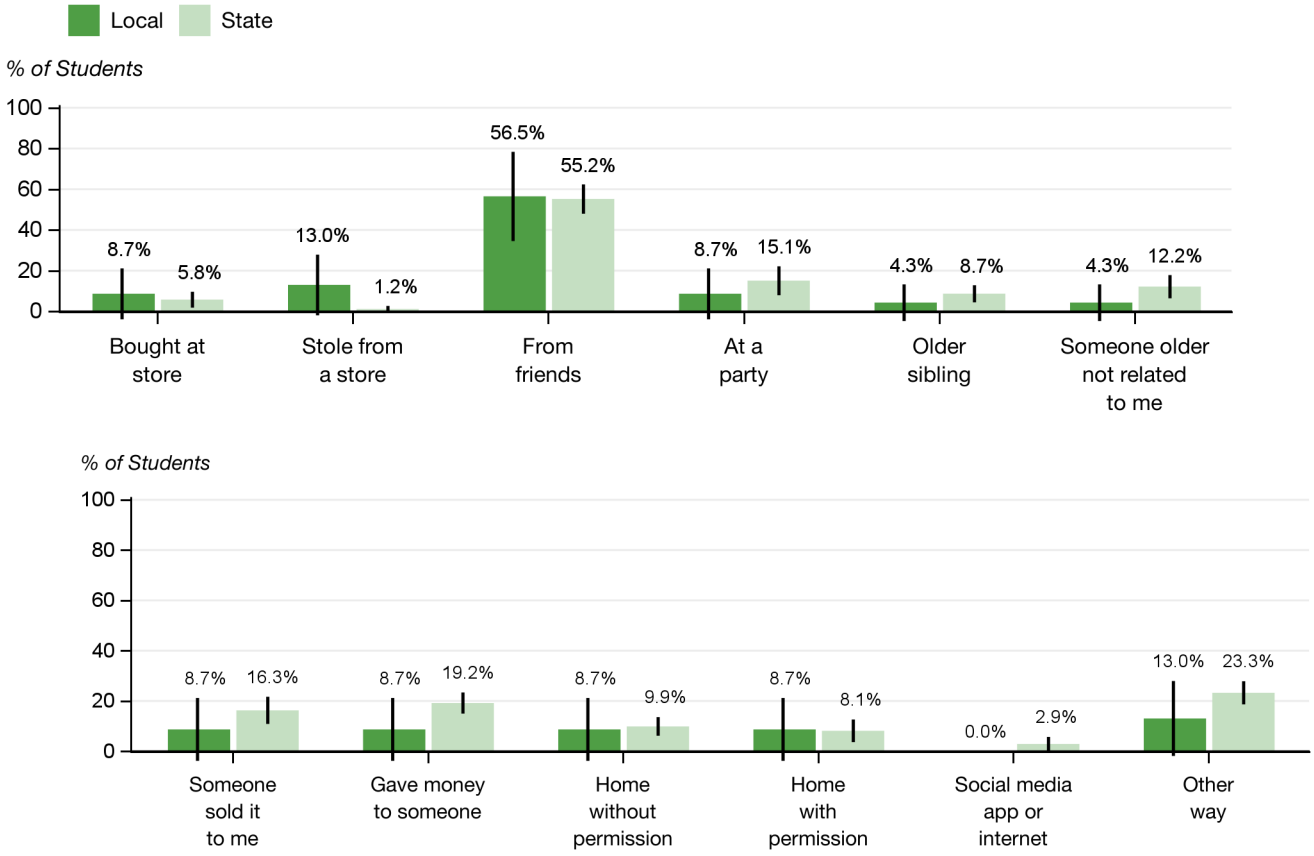
Family Environment, Grade 10, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Family Environment, Grade 10, 2025. The measures and values are:

Measure	Local Results	State Results
Parents talk about not using marijuana	58.7% ±4.1%	53.9% ±2.3%
Do not live with a marijuana user	84.9% ±2.9%	83.2% ±2.8%
Parents feel youth marijuana use is wrong	91.8% ±2.5%	93.2% ±1.3%

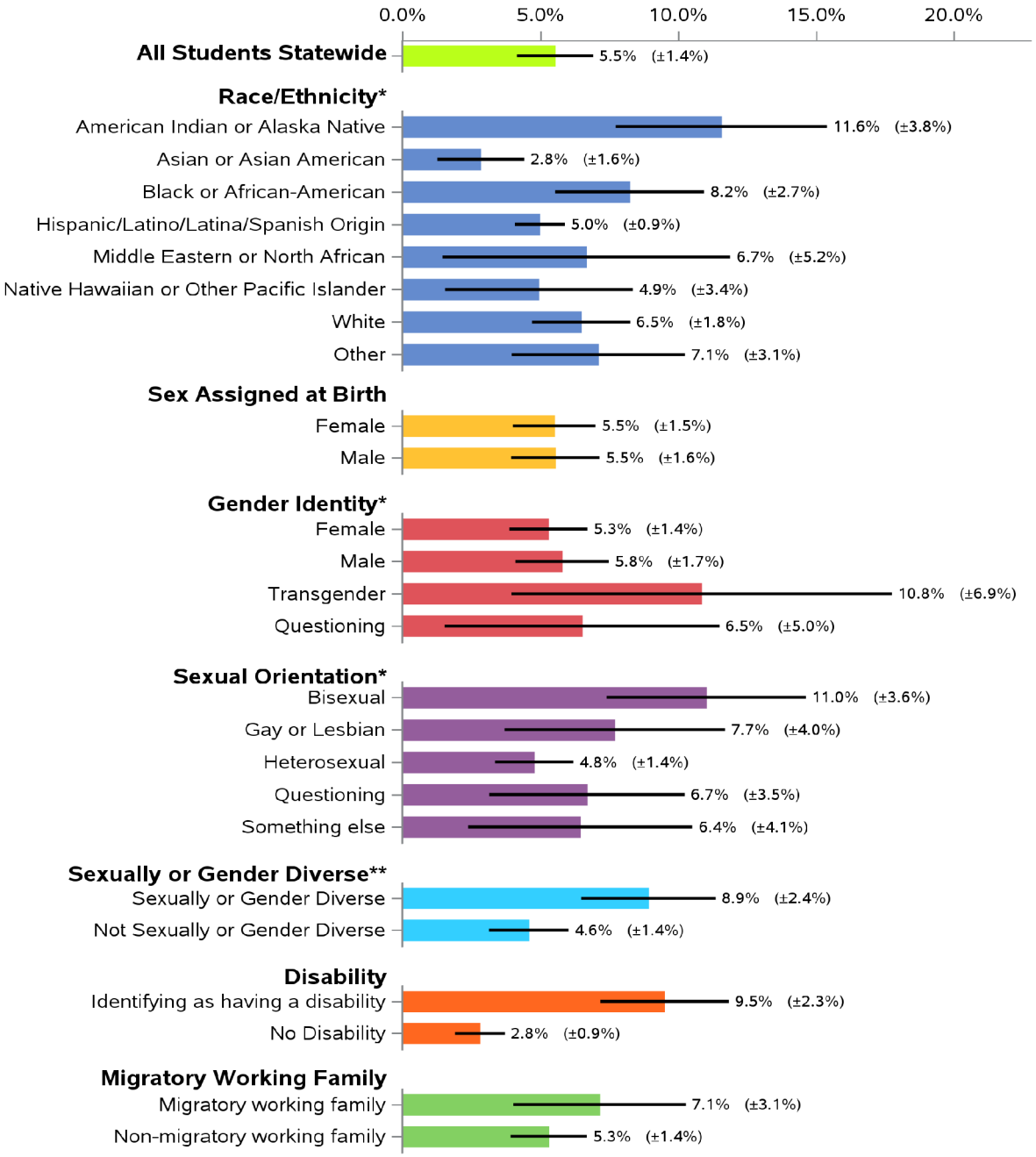
Youth Access to Marijuana, Grade 10, 2025



The bar chart above compares Edmonds School District (local results) to the state sample results for Youth Access to Marijuana, Grade 10, 2025. The measures and values are:

Measure	Local Results	State Results
Bought at store	8.7% ±12.5%	5.8% ±3.9%
Stole from a store	13.0% ±14.9%	1.2% ±1.6%
From friends	56.5% ±21.9%	55.2% ±7.2%
At a party	8.7% ±12.5%	15.1% ±7.1%
Older sibling	4.3% ±9.0%	8.7% ±4.2%
Someone older not related to me	4.3% ±9.0%	12.2% ±5.7%
Someone sold it to me	8.7% ±12.5%	16.3% ±5.4%
Gave money to someone	8.7% ±12.5%	19.2% ±4.2%
Home without permission	8.7% ±12.5%	9.9% ±3.7%
Home with permission	8.7% ±12.5%	8.1% ±4.5%
Social media app or internet	0.0% ±0.0%	2.9% ±2.8%
Other way	13.0% ±14.9%	23.3% ±4.6%

Statewide Relationship between Current (past 30-days) Marijuana Use and Demographics, Grade 10, 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.

**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.

The bar chart above shows the statewide relationship between Current (past 30-days) Marijuana Use and Demographics for Grade 10, 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	5.5% ±1.4%
By Race/Ethnicity	
American Indian or Alaska Native	11.6% ±3.8%
Asian or Asian American	2.8% ±1.6%
Black or African-American	8.2% ±2.7%
Hispanic/Latino/Latina/Spanish Origin	5.0% ±0.9%
Middle Eastern or North African	6.7% ±5.2%
Native Hawaiian or Other Pacific Islander	4.9% ±3.4%
White	6.5% ±1.8%
Other	7.1% ±3.1%
By Sex Assigned at Birth	
Female	5.5% ±1.5%
Male	5.5% ±1.6%
By Gender Identity	
Female	5.3% ±1.4%
Male	5.8% ±1.7%
Transgender	10.8% ±6.9%
Questioning	6.5% ±5.0%
By Sexual Orientation	
Bisexual	11.0% ±3.6%

By Sexual Orientation	
Gay or Lesbian	7.7% ±4.0%
Heterosexual	4.8% ±1.4%
Questioning	6.7% ±3.5%
Something else	6.4% ±4.1%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	8.9% ±2.4%
Not Sexually or Gender Diverse	4.6% ±1.4%
By Disability	
Identifying as having a disability	9.5% ±2.3%
No Disability	2.8% ±0.9%
By Migratory Working Family	
Migratory working family	7.1% ±3.1%
Non-migratory working family	5.4% ±1.4%
Non-migratory working family	5.4% ±1.4%

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** .

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
- 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. **National Institute on Drug Abuse**

WASHINGTON STATE healthy youth SURVEY



Migratory Students Fact Sheet 2025

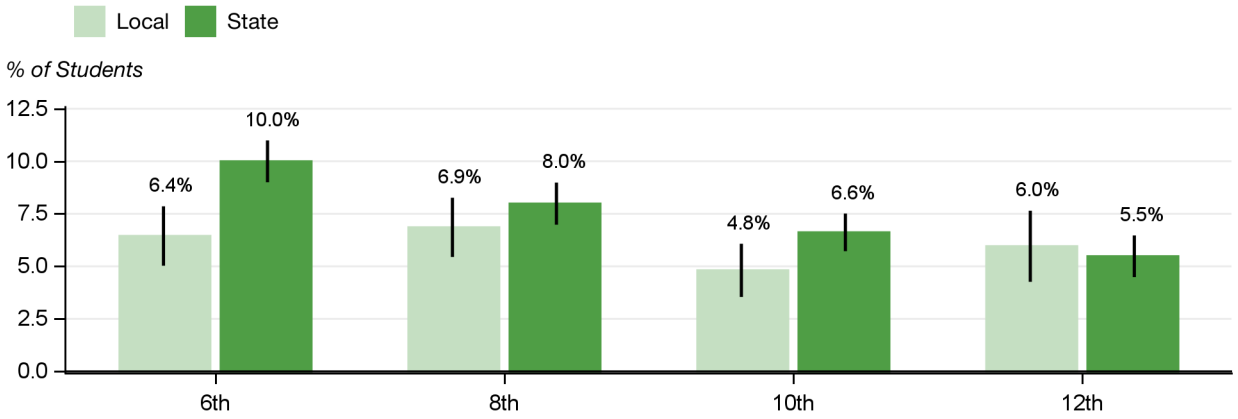
Edmonds School District, Grade 10

Students surveyed = 1,115

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.

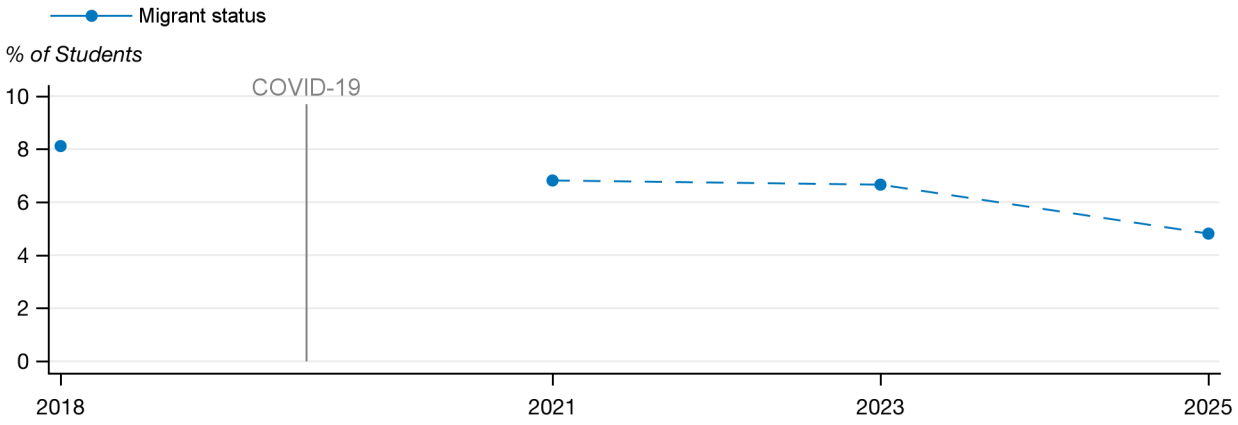
Migrant Status, All Grades, 2025



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%

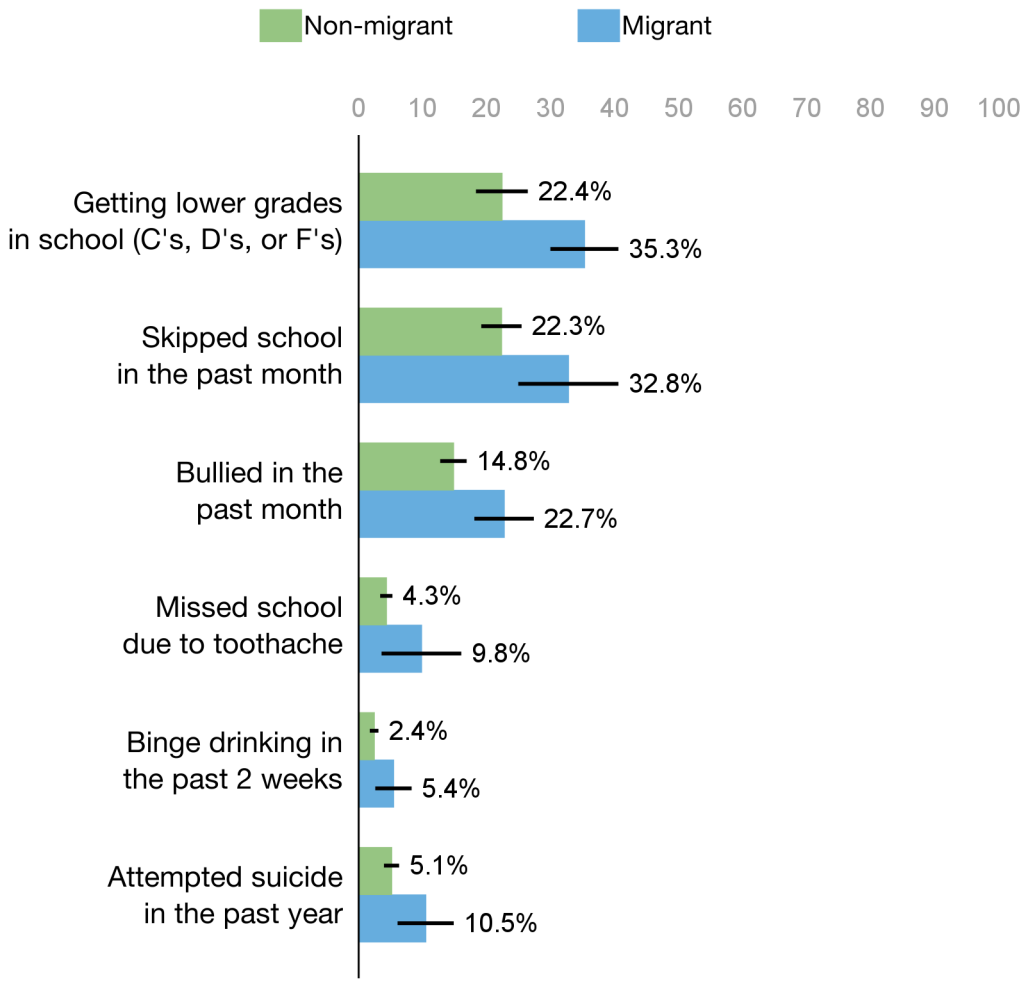
Migrant Status - 2018-2025, Grade 10



The trend plot above shows measure of Migrant Status between 2018 and 2025 for Grade 10. The measure and values are:

Measure	2018	2021	2023	2025
Migrant status	8.1% ±2.9%	6.8% ±1.5%	6.7% ±1.5%	4.8% ±1.3%

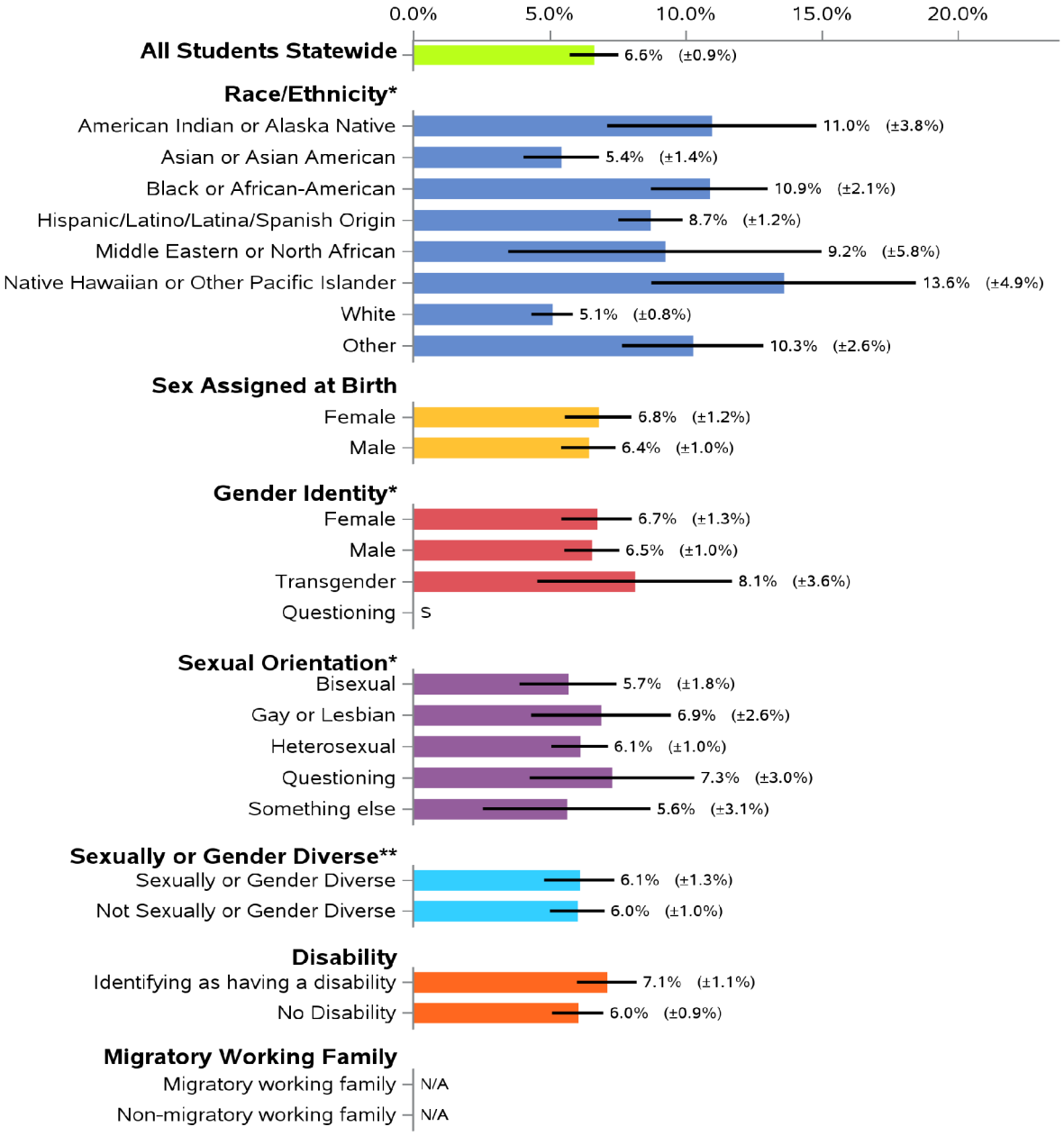
Statewide Relationship between Migrant Status and Selected Measures, Grade 10



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)	22.4% ±4.1%	35.3% ±5.3%
Skipped school in the past month	22.3% ±3.2%	32.8% ±7.8%
Bullied in the past month	14.8% ±2.1%	22.7% ±4.6%
Missed school due to toothache	4.3% ±1.0%	9.8% ±6.2%
Binge drinking in the past 2 weeks	2.4% ±0.7%	5.4% ±2.8%
Attempted suicide in the past year	5.1% ±1.2%	10.5% ±4.4%

Statewide Relationship between Migrant Status and Demographics, Grade 10, 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.

**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.

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 10, 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	6.6% ±0.9%
By Race/Ethnicity	
American Indian or Alaska Native	11.0% ±3.8%
Asian or Asian American	5.4% ±1.4%
Black or African-American	10.9% ±2.1%
Hispanic/Latino/Latina/Spanish Origin	8.7% ±1.2%
Middle Eastern or North African	9.2% ±5.8%
Native Hawaiian or Other Pacific Islander	13.6% ±4.9%
White	5.1% ±0.8%
Other	10.3% ±2.6%
By Sex Assigned at Birth	
Female	6.8% ±1.2%
Male	6.4% ±1.0%
By Gender Identity	
Female	6.7% ±1.3%
Male	6.5% ±1.0%
Transgender	8.1% ±3.6%
Questioning	Suppressed
By Sexual Orientation	
Bisexual	5.7% ±1.8%

By Sexual Orientation	
Gay or Lesbian	6.9% ±2.6%
Heterosexual	6.1% ±1.0%
Questioning	7.3% ±3.0%
Something else	5.6% ±3.1%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	6.1% ±1.3%
Not Sexually or Gender Diverse	6.0% ±1.0%
By Disability	
Identifying as having a disability	7.1% ±1.1%
No Disability	6.0% ±0.9%
By Migratory Working Family	
Migratory working family	100.0% ±0.0%
Non-migratory working family	Suppressed
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
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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.

References

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

WASHINGTON STATE healthy youth SURVEY



Housing Insecurity Fact Sheet 2025

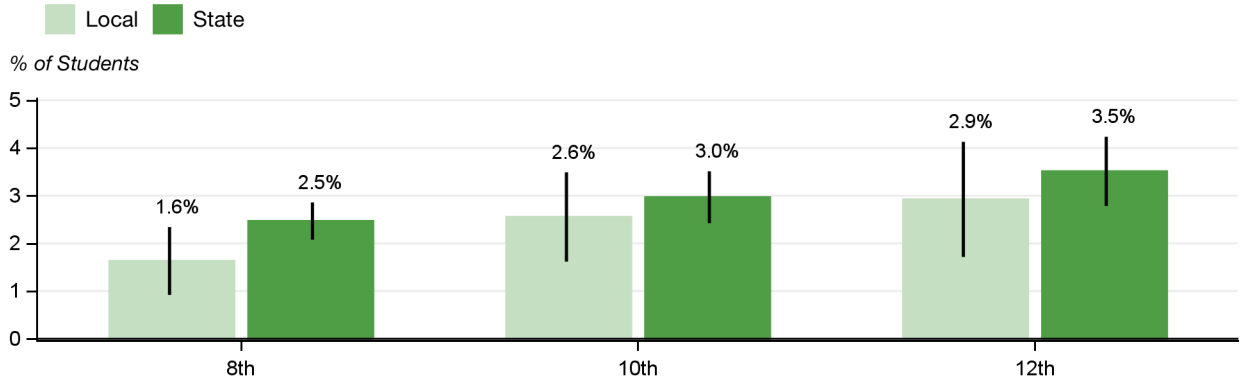
Edmonds School District, Grade 10

Students surveyed = 1,115

Introduction

- The McKinney-Vento Act provides stability for students experiencing homelessness. The Act defines students experiencing homelessness as those who lack a fixed, regular, and adequate nighttime residence. It provides educational assistance to students who are experiencing homelessness. These services include immediate enrollment in neighborhood schools, school stability, and educational assistance among others.
- Students living in insecure housing are more likely to:
  - Experience mental health challenges
  - Report issues at school
  - Experience other family issues, such as poverty
  - Have higher risk factors related to substance use
  - Have used cigarettes, marijuana, and painkillers.

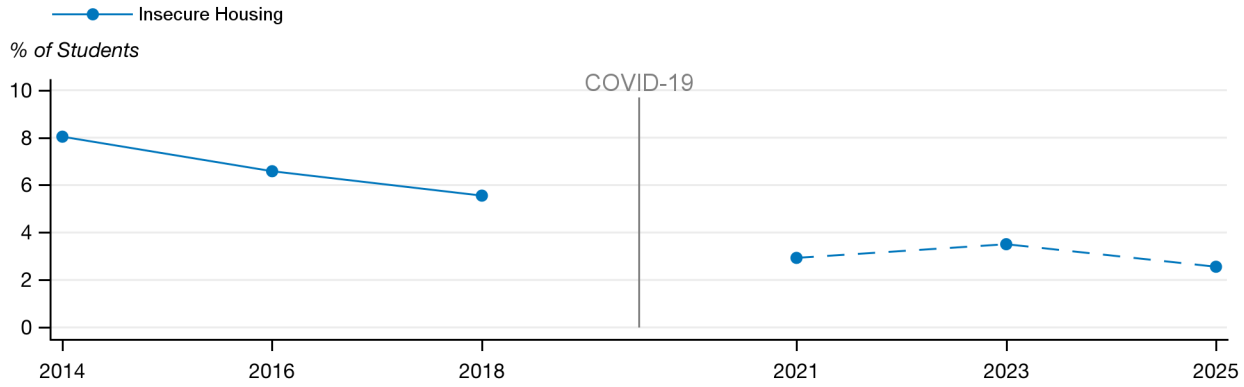
Insecure Housing, All Grades, 2025



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

Grade	Local Results	State Results
8th grade	1.6% ±0.7%	2.5% ±0.4%
10th grade	2.6% ±0.9%	3.0% ±0.5%
12th grade	2.9% ±1.2%	3.5% ±0.7%

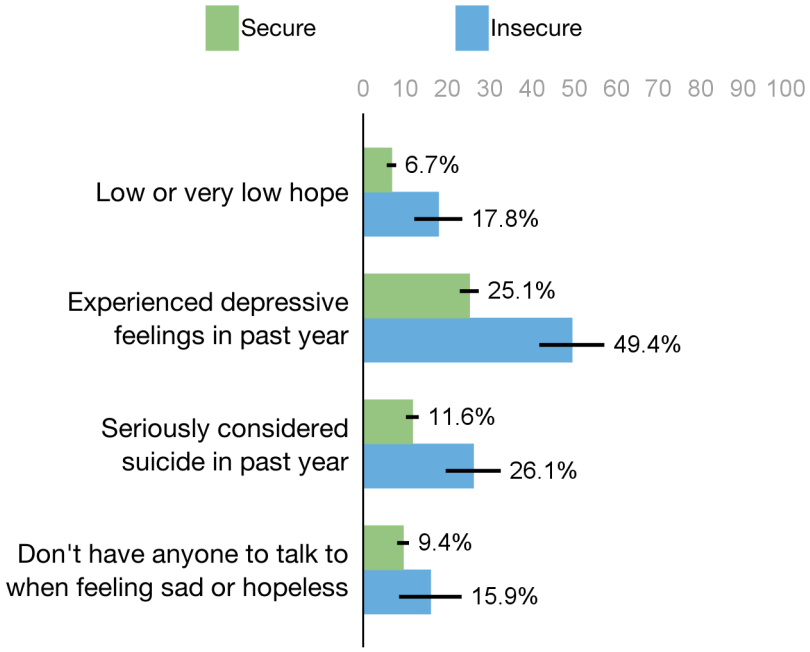
Insecure Housing - 2014-2025, Grade 10



The trend plot above shows measure of Insecure Housing between 2014 and 2025 for Grade 10. The measure and values are:

Measure	2014	2016	2018	2021	2023	2025
Insecure Housing	8% ±1.6%	6.6% ±1.4%	5.6% ±1.7%	2.9% ±1% ▼	3.5% ±1.1%	2.6% ±0.9%

Statewide Relationships between Insecure Housing and Mental Health, Grade 10



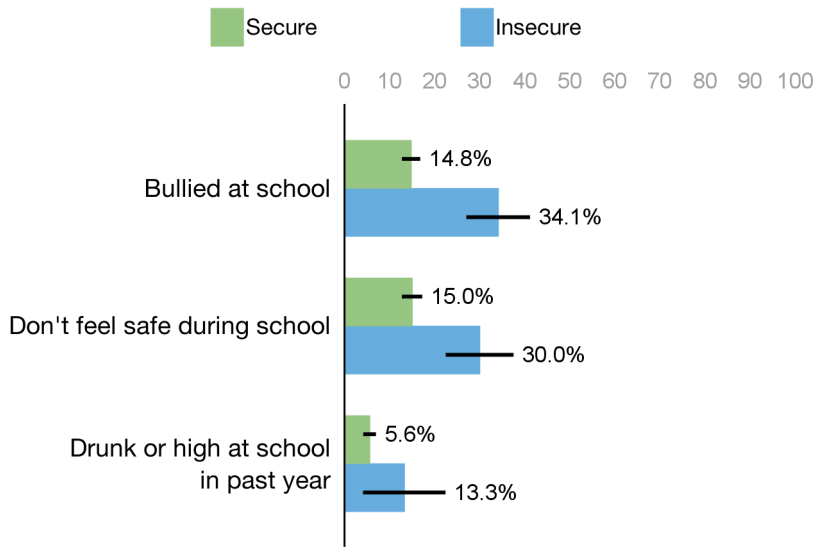
10th grade students living in insecure housing statewide, are:

- More likely to report low or very low hope
- More likely to report experiencing depressive feelings in the past year
- More like to report seriously considering suicide in the past year
- More likely to report that they don't have anyone to turn to for help when feeling sad or hopeless

The chart above shows the Statewide Relationships between Insecure Housing and Mental Health

Measure	Secure	Insecure
Low or very low hope	6.7% ±1.1%	17.8% ±5.7%
Experienced depressive feelings in past year	25.1% ±2.2%	49.4% ±7.7%
Seriously considered suicide in past year	11.6% ±1.5%	26.1% ±6.5%
Don't have anyone to talk to when feeling sad or hopeless	9.4% ±1.4%	15.9% ±7.4%

Statewide Relationships between Insecure Housing and School Experience, Grade 10



10th grade students living in insecure housing statewide, are:

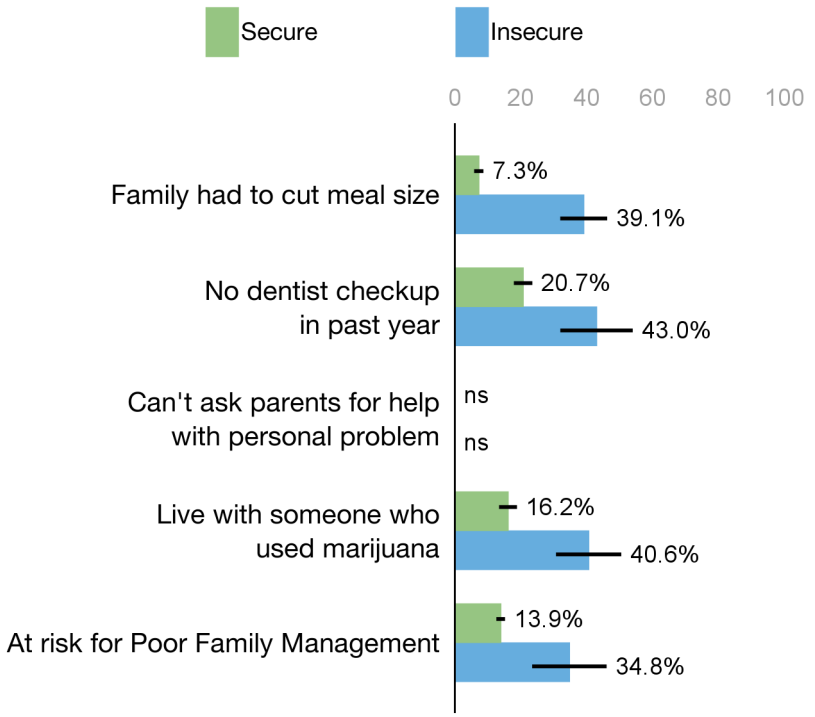
- More likely to report being bullied at school in the past 30 days
- More likely to report not feeling safe at school
- More like to report being drunk or high at school in the pas year

Compared to those living in secure housing.

The chart above shows the Statewide Relationships between Insecure Housing and School Experience

Measure	Secure	Insecure
Bullied at school	14.8% ±2.0%	34.1% ±7.1%
Don't feel safe during school	15.0% ±2.3%	30.0% ±7.5%
Drunk or high at school in past year	5.6% ±1.4%	13.3% ±9.2%

Statewide Relationships between Insecure Housing and Poverty and Other Family Issues, Grade 10



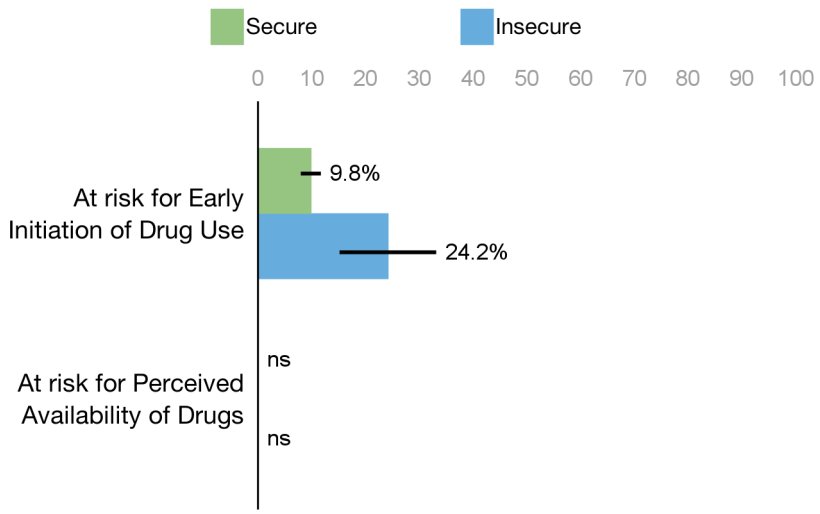
10th grade students living in insecure housing statewide, are:

- More likely to report their family having to cut meal size
- More likely to have not visited a dentist in the past year
- More likely to report that they can't ask their parents for help if they have a personal problem
- More likely to report living with a marijuana user
- More likely to report being "at risk" for poor family management

The chart above shows the Statewide Relationships between Insecure Housing and Poverty and Other Family Issues

Measure	Secure	Insecure
Family had to cut meal size	7.3% ±1.4%	39.1% ±7.1%
No dentist checkup in past year	20.7% ±2.8%	43.0% ±11.0%
Can't ask parents for help with personal problem	*no significant difference*	
Live with someone who used marijuana	16.2% ±2.7%	40.6% ±9.9%
At risk for Poor Family Management	13.9% ±1.3%	34.8% ±11.3%

Statewide Relationships between Insecure Housing and Substance Use, Grade 10



10th grade students living in insecure housing statewide, are:

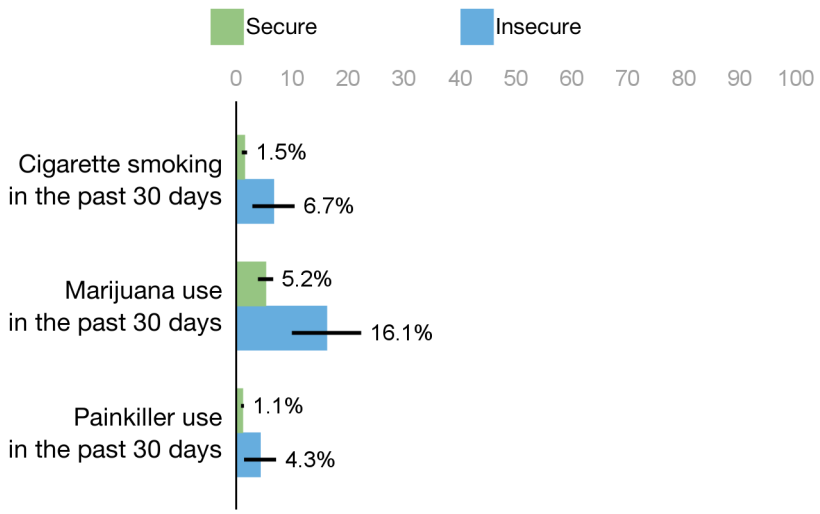
- More likely to report being "at risk" for early initiation of drug use
- More likely to report being "at risk" for perceiving that drugs are available in their community

Compared to those living in secure housing.

The chart above shows the Statewide Relationships between Insecure Housing and Substance Use

Measure	Secure	Insecure
At risk for Early Initiation of Drug Use	9.8% ±1.9%	24.2% ±9.0%
At risk for Perceived Availability of Drugs	*no significant difference*	

Statewide Relationships between Insecure Housing and Current Substance Use, Grade 10



10th grade students living in insecure housing statewide, are:

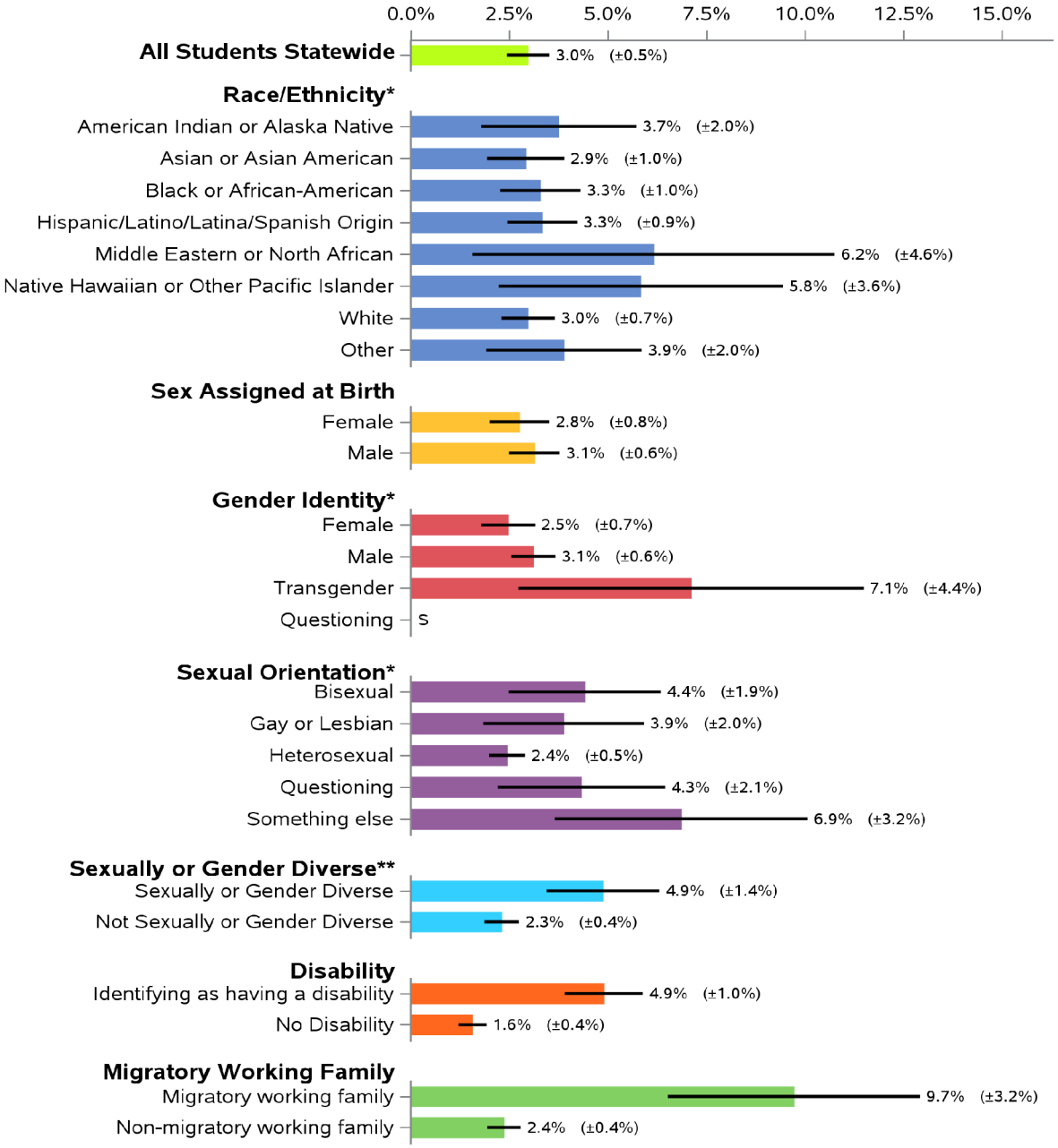
- More likely to report smoking cigarettes in the past 30 days
- More likely to report using marijuana in the past 30 days
- More likely to report using painkillers in the past 30 days

Compared to those living in secure housing.

The chart above shows the Statewide Relationships between Insecure Housing and Current Substance Use

Measure	Secure	Insecure
Cigarette smoking in the past 30 days	1.5% ±0.5%	6.7% ±3.8%
Marijuana use in the past 30 days	5.2% ±1.4%	16.1% ±6.2%
Painkiller use in the past 30 days	1.1% ±0.3%	4.3% ±2.9%

Statewide Relationship between Insecure Housing and Demographics, Grade 10, 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.

**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.

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

The bar chart above shows the statewide relationship between Insecure Housing and Demographics for Grade 10, 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	3.0% ±0.5%
By Race/Ethnicity	
American Indian or Alaska Native	3.7% ±2.0%
Asian or Asian American	2.9% ±1.0%
Black or African-American	3.3% ±1.0%
Hispanic/Latino/Latina/Spanish Origin	3.3% ±0.9%
Middle Eastern or North African	6.2% ±4.6%
Native Hawaiian or Other Pacific Islander	5.8% ±3.6%
White	3.0% ±0.7%
Other	3.9% ±2.0%
By Sex Assigned at Birth	
Female	2.8% ±0.8%
Male	3.1% ±0.6%
By Gender Identity	
Female	2.5% ±0.7%
Male	3.1% ±0.6%
Transgender	7.1% ±4.4%
Questioning	Suppressed
By Sexual Orientation	
Bisexual	4.4% ±1.9%

By Sexual Orientation	
Gay or Lesbian	3.9% ±2.0%
Heterosexual	2.4% ±0.5%
Questioning	4.3% ±2.1%
Something else	6.9% ±3.2%
By Sexually or Gender Diverse	
Sexually or Gender Diverse	4.9% ±1.4%
Not Sexually or Gender Diverse	2.3% ±0.4%
By Disability	
Identifying as having a disability	4.9% ±1.0%
No Disability	1.6% ±0.4%
By Migratory Working Family	
Migratory working family	9.7% ±3.2%
Non-migratory working family	2.5% ±0.4%
Non-migratory working family	2.5% ±0.4%

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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