Fact Sheet

Unintentional Injury for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

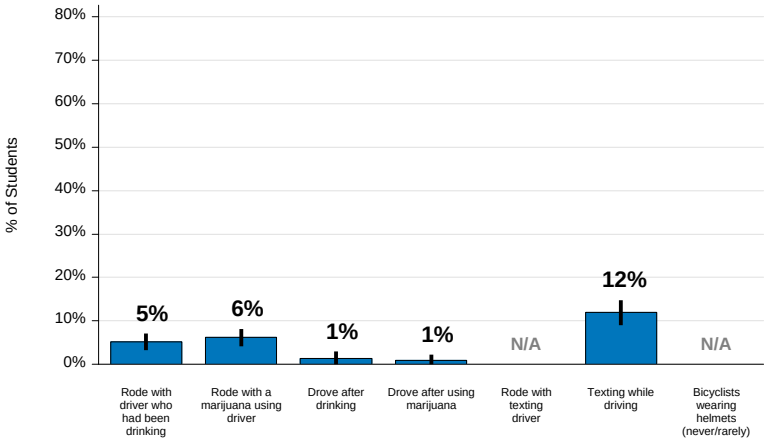
Background:

- Unintentional injury is the leading cause of death among youth. Motor vehicle crashes are the most common cause.
- Unintentional injuries are caused by behaviors such as drinking and driving, riding with a drinking driver, riding a bike or motorcycle without a helmet, or not wearing a life jacket.
- Most unintentional injuries can be prevented. Alcohol and other substances impair one's judgment and may contribute to injuries and even death.

For More Information:

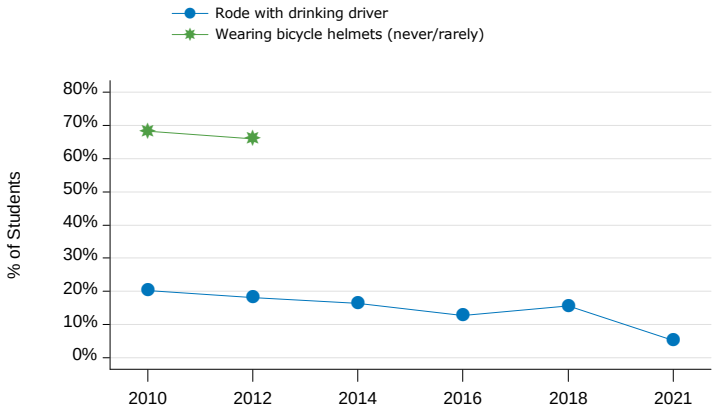
- Visit the Washington State Injury and Violence Prevention Website at: www.doh.wa.gov/DataandStatisticalReports/InjuryViolenceandPoisoning.

Unintentional Injury
Grade 10, 2021



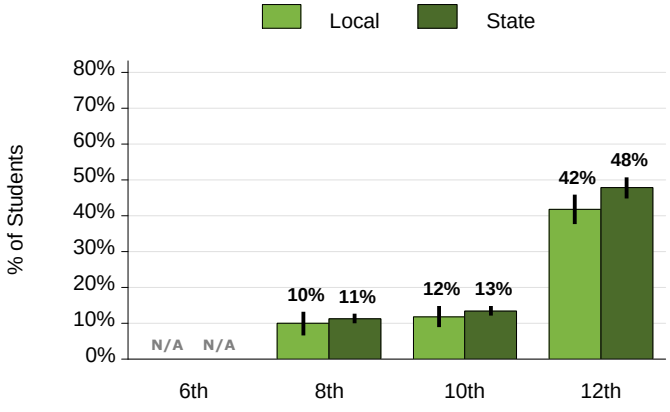
In 2021, 5% of 10th graders in our school district rode with a drinking driver.

Unintentional Injury 2010-2021
Grade 10



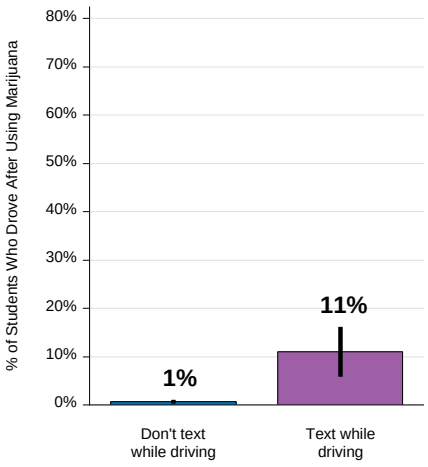
Prevelance	2010	2012	2014	2016	2018	2021
Rode with driver who had been drinking	20% ±2*	18% ±2	16% ±3	13% ±3	16% ±4	5% ±2*
Wearing bicycle helmets (never/rarely)	68% ±5	66% ±5	N/S	N/S	N/A	N/A

Texting While Driving, among Those Who Drove Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
local	N/A	10% ±3	12% ±3	42% ±4
state	N/A	11% ±1	13% ±1	48% ±3

Statewide Relationship between Texting While Driving and Driving After Using Marijuana
Grade 10, 2021



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.

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

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Violent Behaviors and School Safety for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

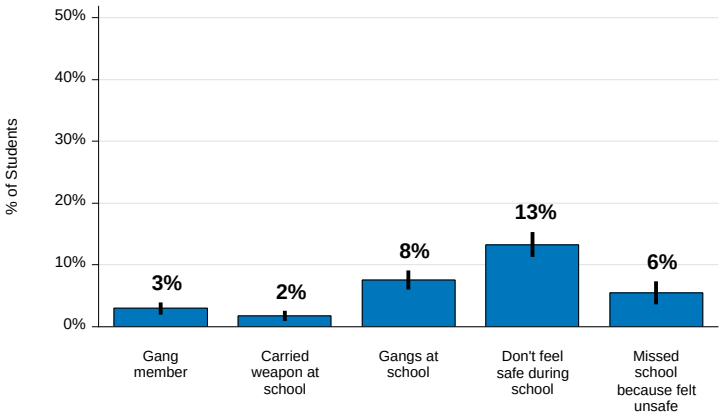
Background:

- 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.

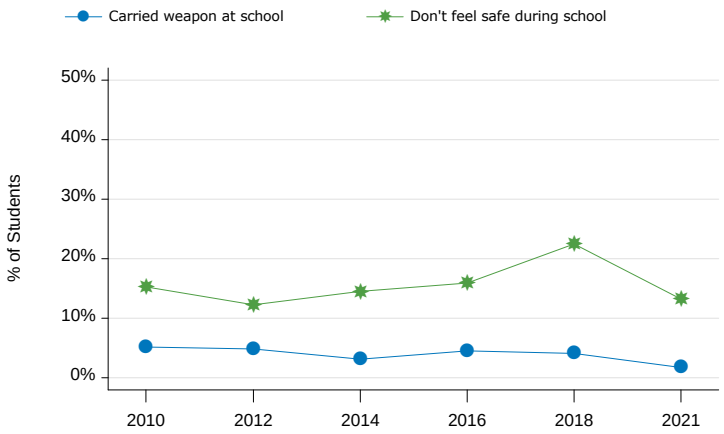
For More Information:

- 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

Violent Behavior and School Safety Grade 10, 2021

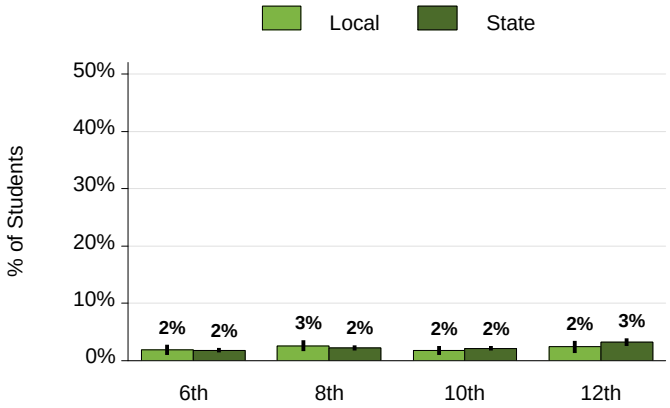


Violent Behavior and School Safety 2010-2021, Grade 10



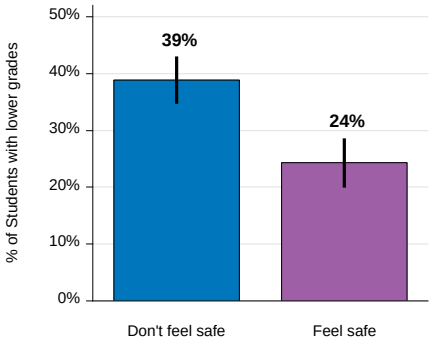
Prevelance	2010	2012	2014	2016	2018	2021
Carried weapon at school	5% ±1*	5% ±1	3% ±1*	5% ±1	4% ±1	2% ±1*
Don't feel safe during school	15% ±2	12% ±2*	15% ±2	16% ±2	22% ±3*	13% ±2*

Carried a Weapon at School Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
local	2% ±1	3% ±1	2% ±1	2% ±1
state	2% ±0	2% ±0	2% ±0	3% ±1

Statewide Relationship between Lower Grades and Not Feeling Safe at School Grade 10, 2021



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.

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

Washington HYS results generated at AskHYS.net on 03-17-2022

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Fact Sheet

Bullying and Harassment for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

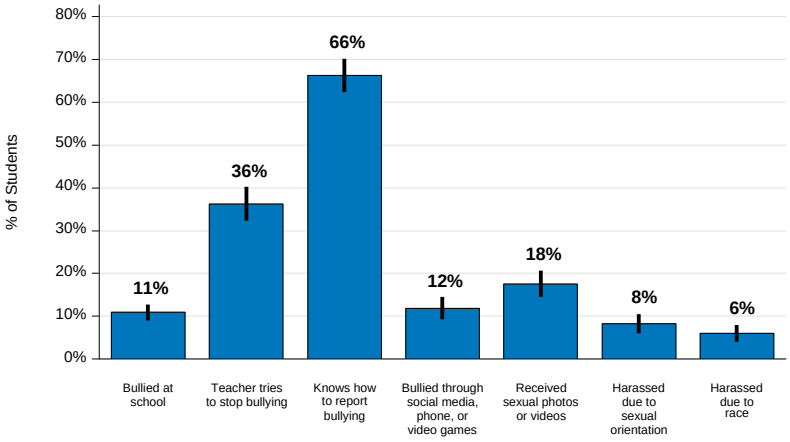
Background:

- 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.

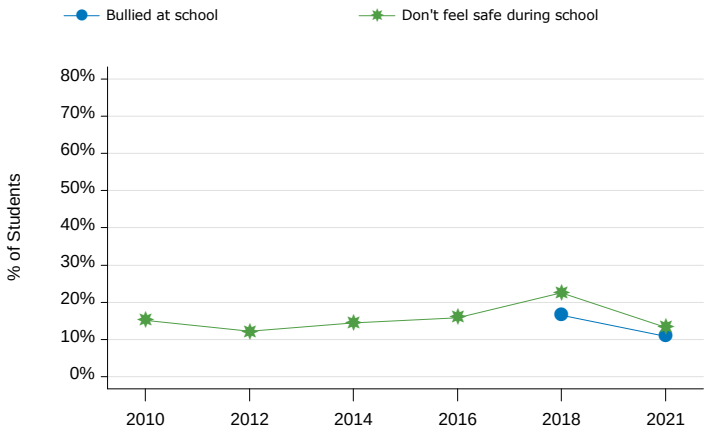
For More Information:

- 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

Bullying and Harassment Grade 10, 2021

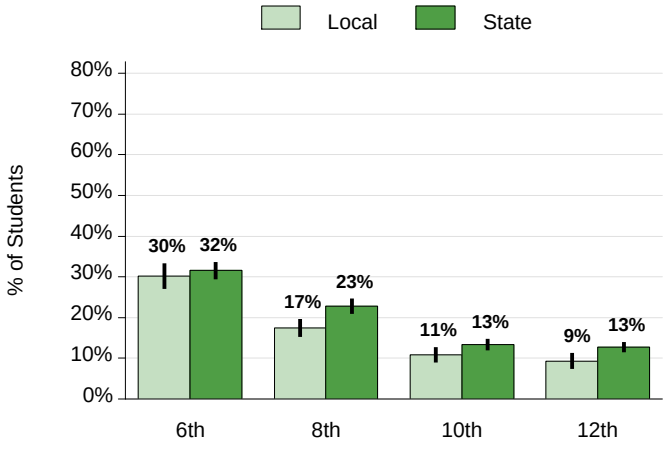


Bullying and Harassment 2010-2021, Grade 10



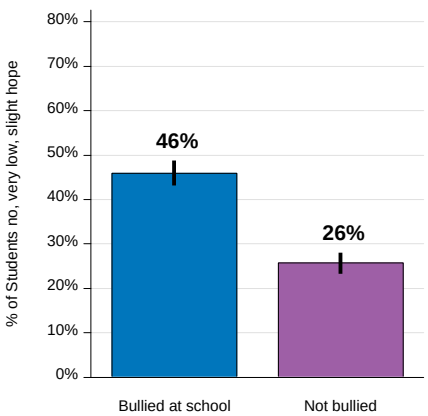
Prevelance	2010	2012	2014	2016	2018	2021
Bullied at school	N/S	N/S	N/S	N/S	17% ±3	11% ±2*
Don't feel safe during school	15% ±2	12% ±2*	15% ±2	16% ±2	22% ±3*	13% ±2*

Bullied in Past Month Compared to the State/All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	30% ±3	17% ±2	11% ±2	9% ±2
State	32% ±2	23% ±2	13% ±1	13% ±1

Statewide Relationship between No, Very Low, or Slight Hope and Bullying Grade 10, 2021



Statewide, more 10th graders who are bullied at school report having no, very low, or slight hope compared to those who aren't bullied.

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

Washington HYS results generated at AskHYS.net on 03-17-2022

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Fact Sheet

Community Risk Factors for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

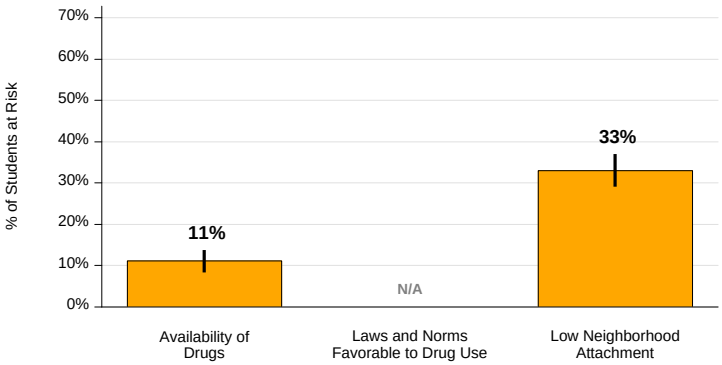
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse. They identified risk factors that predict youth substance use, and protective factors that can protect youth from the effects of those risks. Prevention strategies are designed to lower risk and increase protection.
- Each "factor" in the HYS is measured with two or more questions to include multiple dimensions of the risk or protective factor. The charts and tables below refer to the "percent of students at risk," which is defined as the percent of students whose scores were above a risk cutpoint determined by UW researchers. We also report some of the individual questions.
- *Risk factors in the **community environment** point to youth perceptions of local attitudes, beliefs, and standards: if youth perceive that people in the community look the other way when youth are using substances, the youth have a higher likelihood of using these substances. If youth perceive access to substances is easy, there is a higher likelihood they will engage in the problem behavior - that is, they are "at risk."*

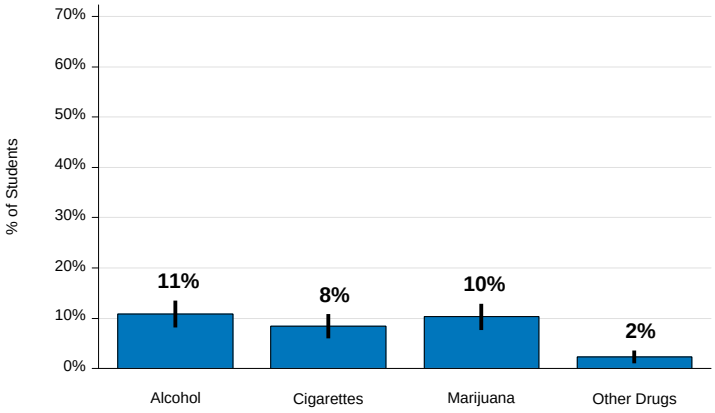
For More Information:

- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For prevention tips and other online resources visit www.StartTalkingNow.org and www.drugfree.org.
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

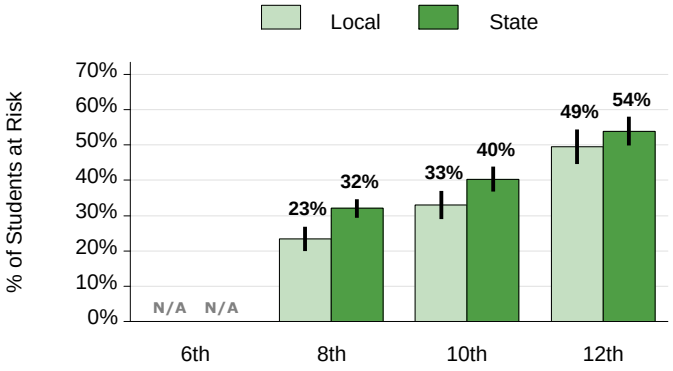
Risk Factors: Availability of Drugs and Laws and Norms Favorable to Drug Use and Low Neighborhood Attachment Grade 10, 2021



Substances Perceived as "Very Easy" to Get Grade 10, 2021

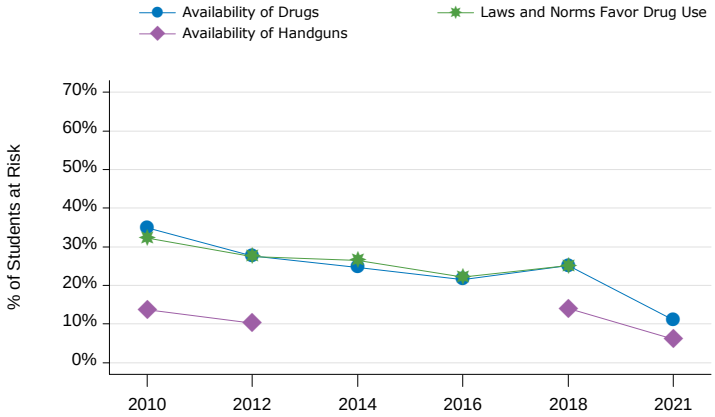


Risk Factor: Low Neighborhood Attachment All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	N/A	23% ±3	33% ±4	49% ±5
State	N/A	32% ±3	40% ±4	54% ±4

Community Risk Factors 2010-2021, Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Availability of Drugs	35% ±4	28% ±4*	25% ±4	22% ±3	25% ±5	11% ±3*
Laws and Norms Favorable to Drug Use	32% ±4	27% ±4	27% ±4	22% ±3	25% ±4	N/A
Availability of Handguns	14% ±3	10% ±3	N/S	N/S	14% ±4	6% ±2*

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Fact Sheet

Community Protective Factors for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

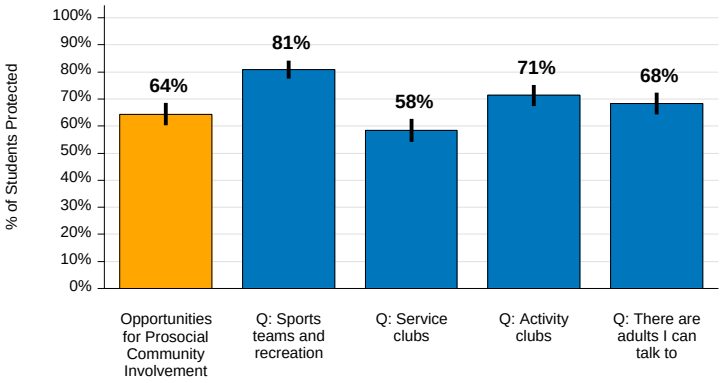
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse. They identified risk factors that predict youth substance use, and protective factors that can protect youth from the effects of those risks. Prevention strategies are designed to lower risk and increase protection.
- Each "factor" in the HYS is measured with two or more questions to include multiple dimensions of the risk or protective factor. The charts and tables below refer to the "percent of students protected," which is defined as the percent of students whose scores were above a protection cutpoint determined by UW researchers. We also report some of the individual questions.
- *Protective factors in the **community environment** are those that offer the youth opportunities and rewards for participating in positive and healthy activities.*

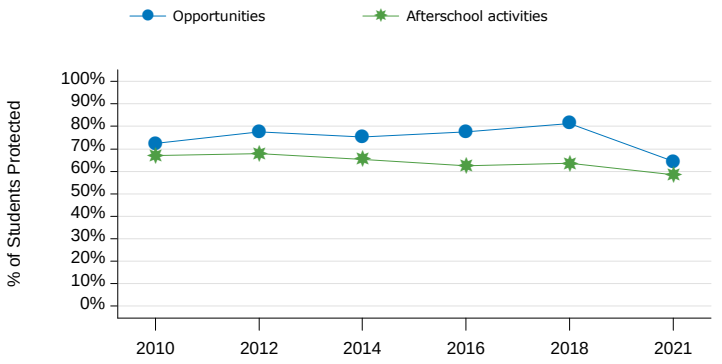
For More Information:

- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse www.ADAIClearingHouse.org or call (206) 221-8325.
- For prevention tips and other online resources visit www.StartTalkingNow.org and www.DrugFree.org.
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Protective Factor: Opportunities for Prosocial Community Involvement with Component Questions (Q)
Grade 10, 2021

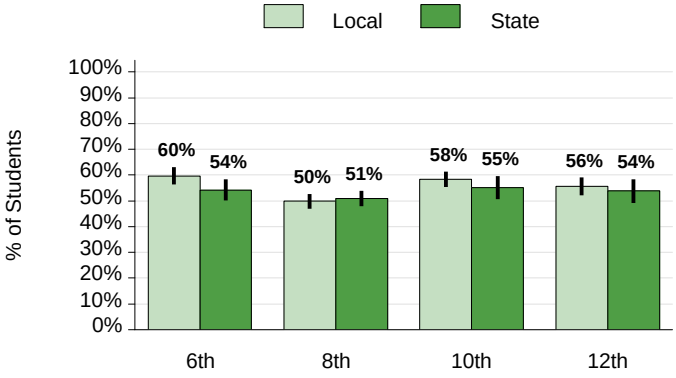


Community Protective Factor and Afterschool Activity 2010-2021
Grade 10, 2021



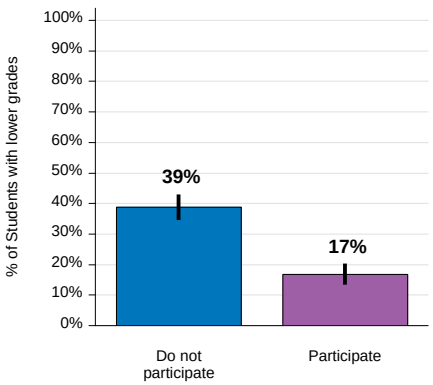
Prevelance	2010	2012	2014	2016	2018	2021
Opportunities	72% ±4	77% ±4	75% ±4	78% ±3	81% ±4	64% ±4*
Participation in afterschool activities	67% ±3*	68% ±3	65% ±3	62% ±3	64% ±4	58% ±3*

Participate in Afterschool Activities
All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	60% ±3*	50% ±3	58% ±3	56% ±3
State	54% ±4	51% ±3	55% ±4	54% ±5

Statewide Relationship between Lower Grades and Participation in Afterschool Activities
Grade 10, 2021



Statewide, more 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.

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Fact Sheet

School Risk Factors for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

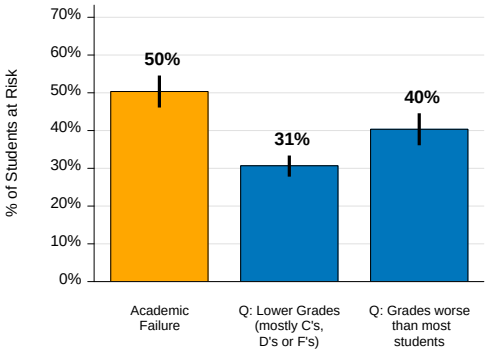
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse and other behaviors, by identifying risk and protective factors. (J. David Hawkins, 1992)
  - Risk Factor- something that may attribute to a problem.
  - Protective Factor- something that helps to prevent a problem.
- Taking a close look at youth risk and protective factors can help providers select appropriate programming and interventions.

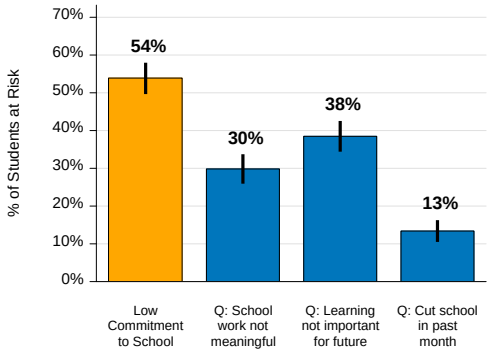
For More Information:

- Resources for parents on how to connect with their youth; https://starttalkingnow.org/
- Resources for schools; https://www.k12.wa.us/student-success/health-safety/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 www.dshs.wa.gov/rda/research/Risk.shtm.

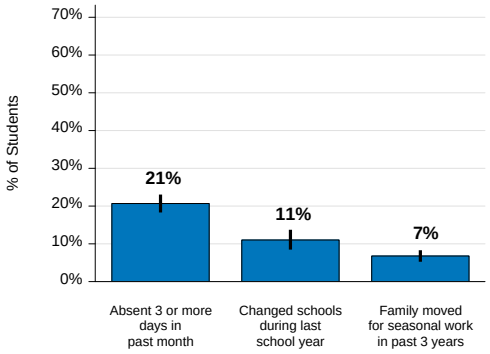
Risk Factor: Academic Failure with Component Questions (Q:) Grade 10, 2021



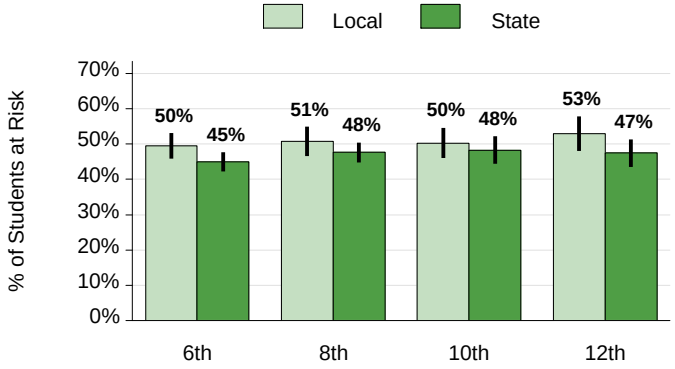
Risk Factor: Low Commitment to School with Component Questions (Q:) Grade 10, 2021



School Attendance and Transition Grade 10, 2021

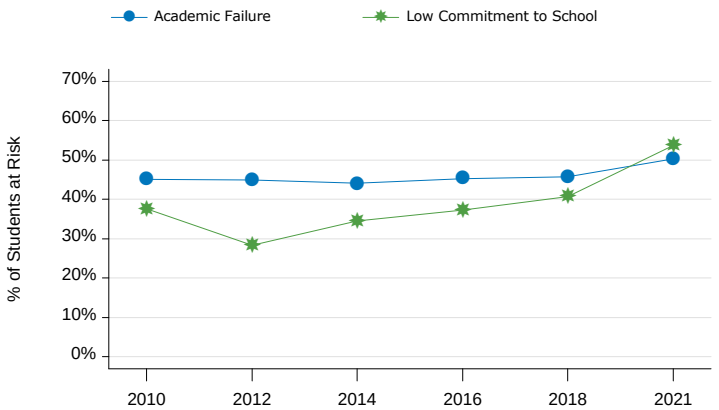


Academic Failure (RF) All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	50% ±4	51% ±4	50% ±4	53% ±5
State	45% ±3	48% ±3	48% ±4	47% ±4

School Risk Factor 2010-2021, Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Academic Failure	45% ±4	45% ±4	44% ±4	45% ±4	46% ±5	50% ±4
Low Commitment to School	38% ±4	28% ±4*	35% ±4*	37% ±4	41% ±5	54% ±4*

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School Protective Factors for Edmonds School District

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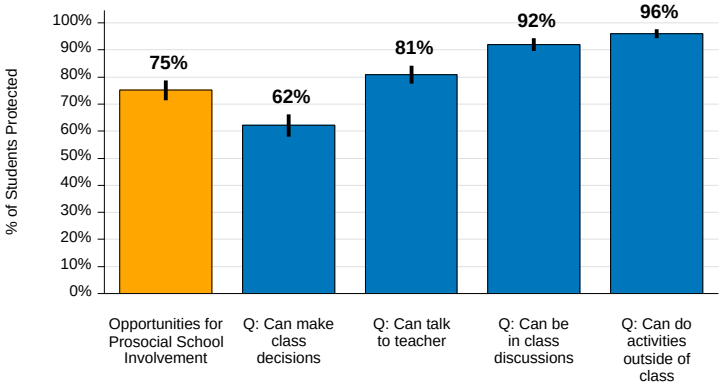
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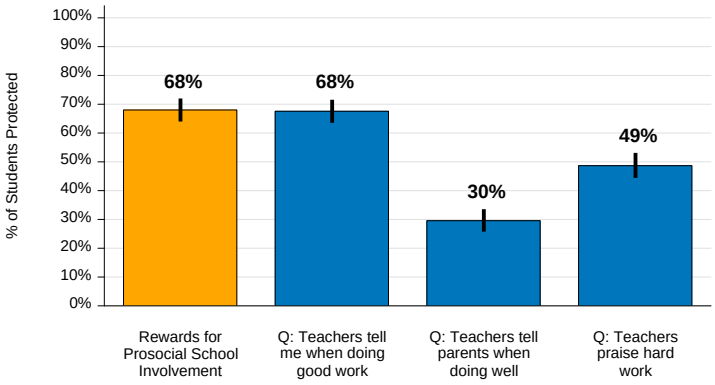
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- For local Risk Factor profiles go to www.dshs.wa.gov/rda/research/Risk.shtm.

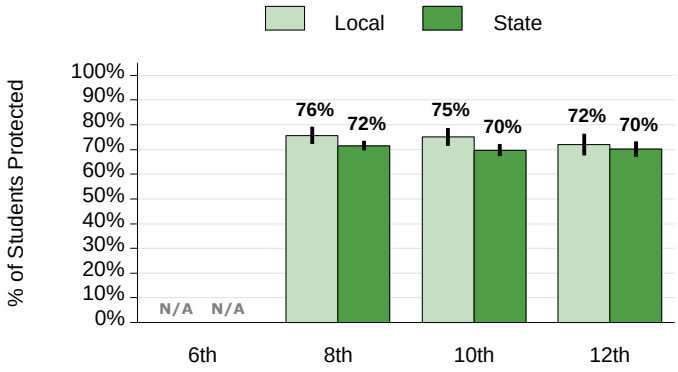
Protective Factor: Opportunities for Prosocial School Involvement with Component Questions (Q:) Grade 10, 2021



Protective Factor: Rewards for Prosocial School Involvement with Component Questions (Q:) Grade 10, 2021

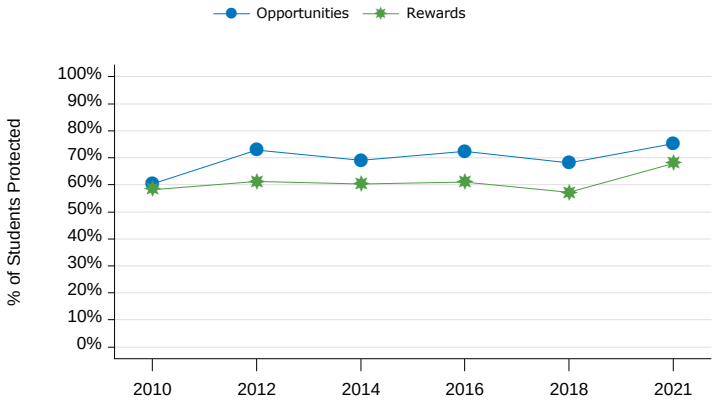


Protective Factor: Opportunities for Proscial Involvement Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	N/A	76% ±3	75% ±4	72% ±4
State	N/A	72% ±2	70% ±2	70% ±3

School Protective Factor 2010-2021, Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Opportunities	60% ±4	73% ±4*	69% ±4	72% ±4	68% ±5	75% ±4*
Rewards	58% ±4*	61% ±4	60% ±4	61% ±4	57% ±5	68% ±4*

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

Washington HYS results generated at AskHYS.net on 03-20-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Peer-Individual Risk Factors for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

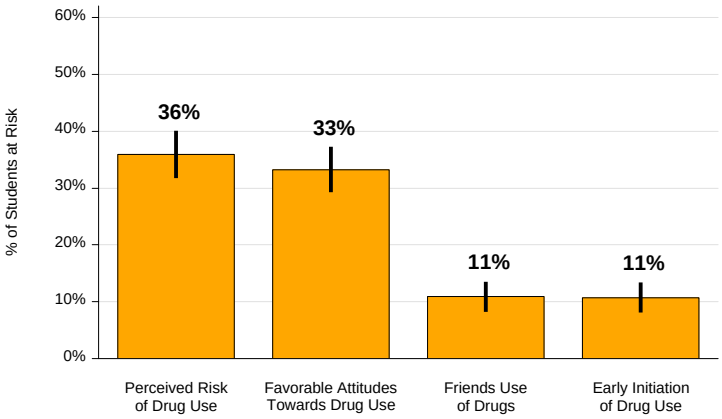
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse. They identified risk factors that predict youth substance use, and protective factors that can protect youth from the effects of those risks. Prevention strategies are designed to lower risk and increase protection.
- Each "factor" in the HYS is measured with two or more questions to include multiple dimensions of the risk or protective factor. The charts and tables below refer to the "percent of students at risk," which is defined as the percent of students whose scores were above a risk cutpoint determined by UW researchers. We also report some of the individual questions.
- *Risk factors in the **peer and individual domain** include attitudes youth have about substance use as well as the behaviors of their friends.*

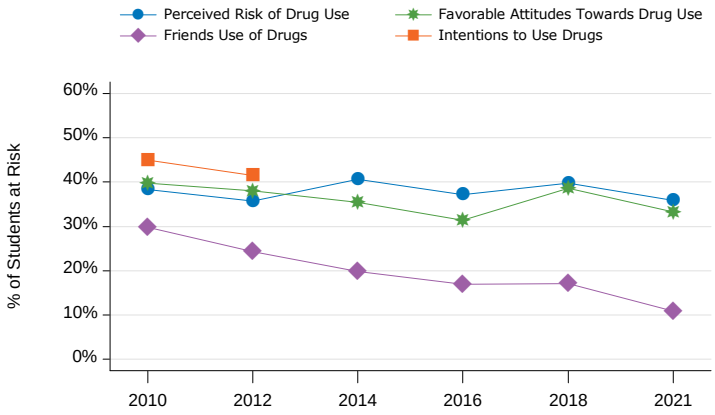
For More Information:

- To learn more go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For prevention tips and other online resources, visit www.StartTalkingNow.org and www.drugfree.org.
- For 24 hour help for mental health, substance use and misuse, and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Peer-Individual Risk Factors
Grade 10, 2021

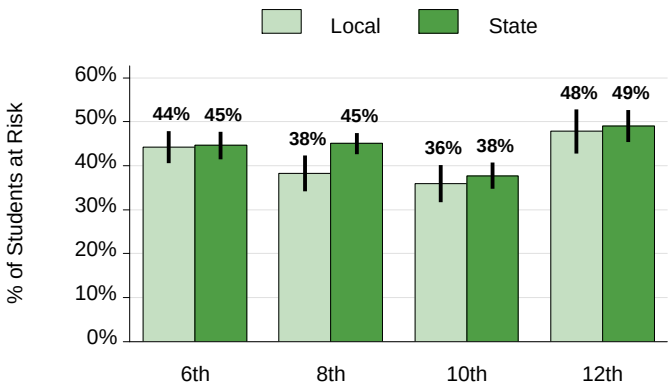


Peer-Individual Risk Factor 2010-2021
Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Perceived Risk of Drug Use	38% ±4	36% ±4	41% ±4	37% ±4	40% ±5	36% ±4
Favorable Attitudes Towards Drug Use	40% ±4	38% ±4	35% ±4	31% ±4	39% ±5*	33% ±4
Friends Use of Drugs	30% ±4	24% ±4*	20% ±3	17% ±3	17% ±4	11% ±3*
Intentions to Use Drugs	45% ±4	41% ±4	N/S	N/S	N/S	N/S

Risk Factor: Perceived Risk of Drug Use
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	44% ±4	38% ±4*	36% ±4	48% ±5
State	45% ±3	45% ±2	38% ±3	49% ±4

In 2021, 33% of 10th graders in our school district were at risk for favorable attitudes towards drugs.

From 2018 to 2021, there has been no change in the perceived risk of drug use among 10th graders in our school district.

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

Washington HYS results generated at AskHYS.net on 03-20-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Family Protective Influences for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

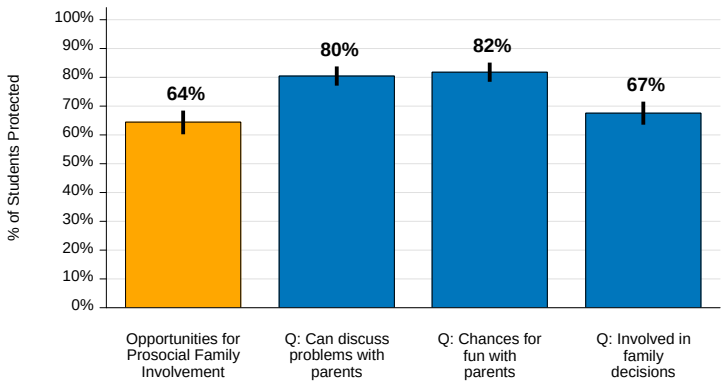
Background:

- Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and misuse. They identified risk factors that predict youth substance use, and protective factors that can protect youth from the effects of those risks. Prevention strategies are designed to lower risk and increase protection.
- Each "factor" in the HYS is measured with two or more questions to include multiple dimensions of the risk or protective factor. The charts and tables below refer to the "percent of students protected," which is defined as the percent of students whose scores were above a protection cutpoint determined by UW researchers. We also report some of the individual questions.
- *Protective factors in the **family environment** are those that encourage positive participation in the family setting, and reward youth for that involvement.*

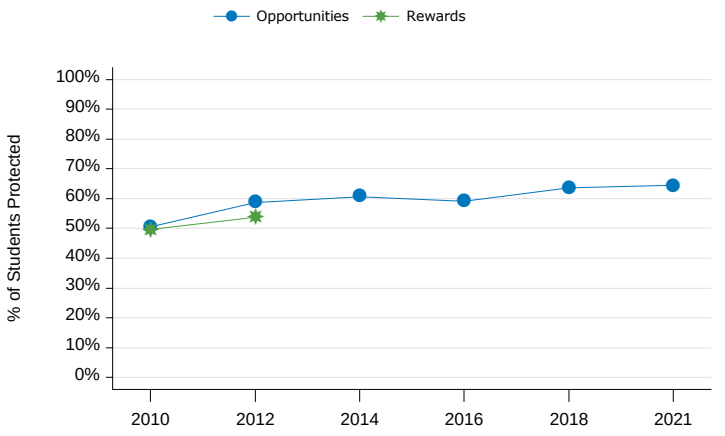
For More Information:

- To learn more go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse at http://adaiclearinghouse.net or call (206) 221-8325.
- For prevention tips and other online resources visit www.StartTalkingNow.org and www.drugfree.org.
- For 24 hour help for mental health, substance use and misuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions (Q:) Grade 10, 2021

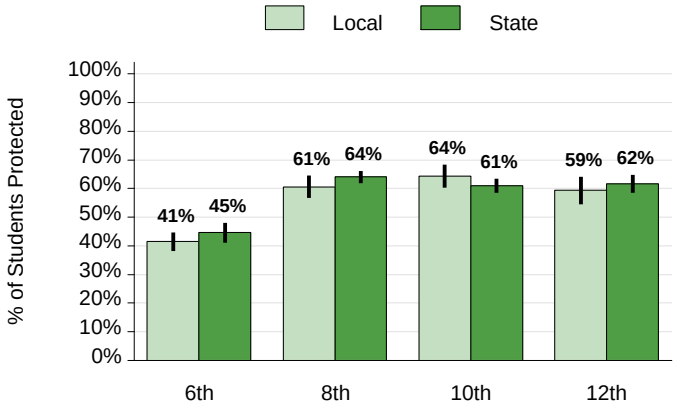


Family Protective Factor 2010-2021, Grade 10



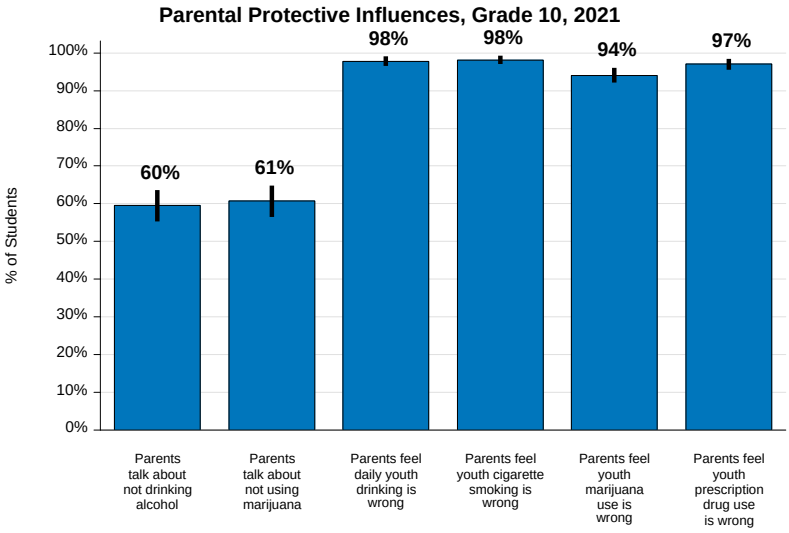
Prevelance	2010	2012	2014	2016	2018	2021
Opportunities	51% ±5	59% ±4*	61% ±4	59% ±4	64% ±5	64% ±4
Rewards	50% ±5	54% ±5	N/A	N/A	N/A	N/A

Protective Factor: Opportunities for Prosocial Family Involvement All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	41% ±3	61% ±4	64% ±4	59% ±5
State	45% ±3	64% ±2	61% ±2	62% ±3

Parental Protective Influences, Grade 10, 2021



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

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Weight and Obesity for Edmonds School District

Year: 2021 | Grade: 10 | Sex: All | Number of Students Surveyed: 1,115

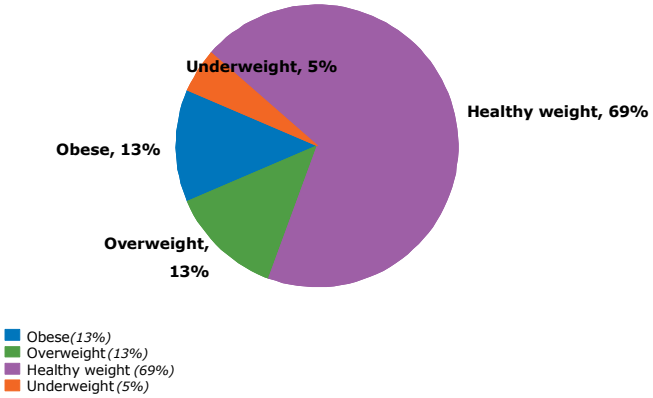
Background:

- Poor diet and physical inactivity are risk factors for obesity and overweight among youth.
- Youth who have fewer opportunities for physical activity and increased time spent in sedentary activities such as watching television and using computers are more likely to be overweight.
- Factors that contribute to poor diet among youth include eating fewer meals at home, increased availability and affordability of unhealthy food, and increased food portion sizes.
- To be successful in increasing healthy weight among youth; governments, communities and people need to work together to create environments that support healthy diets and opportunities for physical activity.

For More Information:

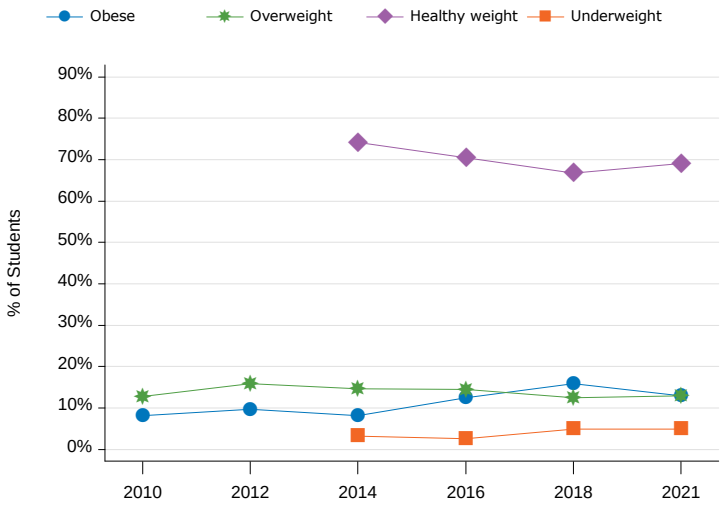
- Visit the Washington State Healthy Eating Active Living Program website: www.doh.wa.gov.

Weight Distribution
Grade 10, 2021



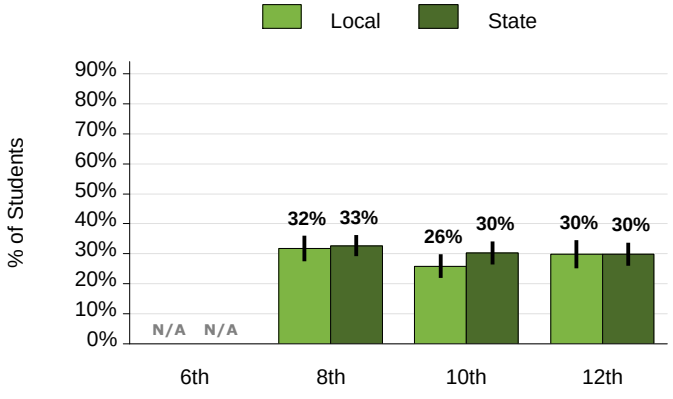
In 2021, 13% of 10th graders in our school district were obese.

Weight Distribution 2010-2021, Grade 10



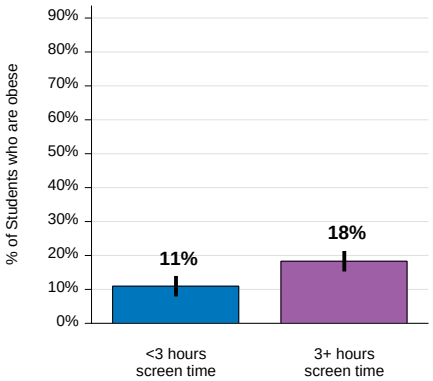
Prevelance	2010	2012	2014	2016	2018	2021
Obese	8% ±2	10% ±3	8% ±2	12% ±3*	16% ±4	13% ±3
Overweight	13% ±3	16% ±3	15% ±3	14% ±3	12% ±3	13% ±3
Healthy weight	N/S	N/S	74% ±4	71% ±4	67% ±5	69% ±4
Underweight	N/S	N/S	3% ±2	3% ±1	5% ±2	5% ±2

Obese or Overweight
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
local	N/A	32% ±4	26% ±4	30% ±5
state	N/A	33% ±3	30% ±4	30% ±4

Statewide Relationship between
3 or More Hours Screen Time and Obesity
Grade 10, 2021



Statewide, more 10th graders who report spending 3 or more hours screen time (TV, electronic devices, and video games) are obese compared to those who do not.

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

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Dietary Behaviors for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

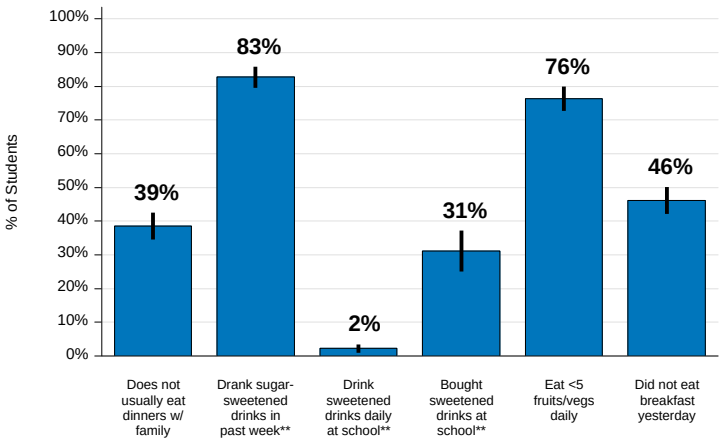
Background:

- A nutritious diet can reduce major risk factors for chronic disease such as obesity, high blood pressure, diabetes, and high blood cholesterol.
- Poor nutrition has the potential to affect the growth, development, health status and academic achievement of children and adolescents.
- Individual food choices are made within the context of the family and the community.
- In order to be able to choose a nutritious diet, an affordable supply of healthy foods must be available.

For More Information:

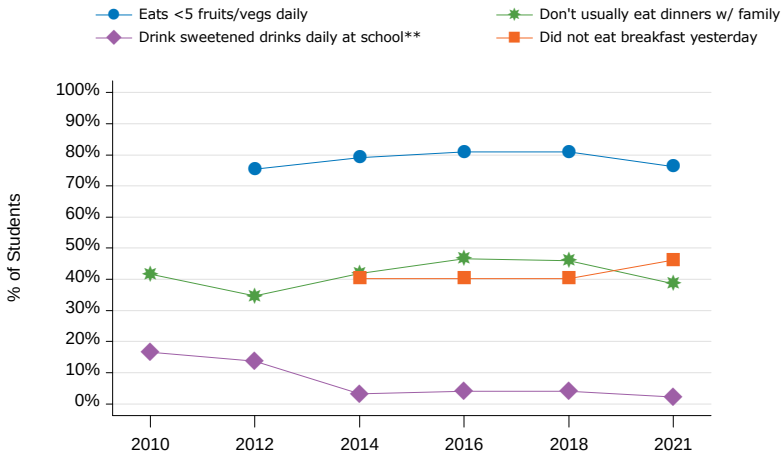
- Visit the Washington State Healthy Eating Active Living Program website: www.doh.wa.gov.

Dietary Behaviors Grade 10, 2021



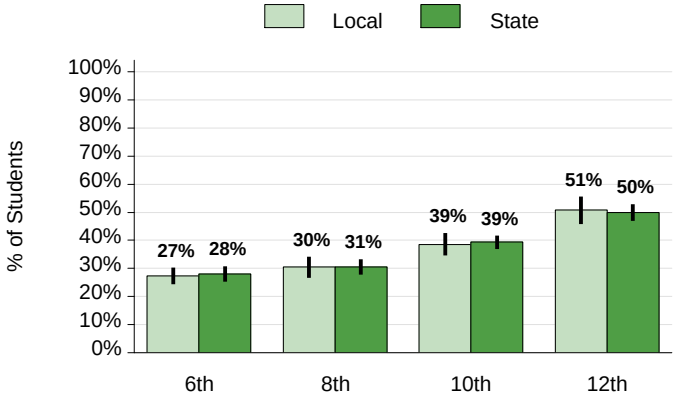
In 2021, 39% of 10th graders in our school district don't usually eat dinner with their family.

Dietary Behavior 2010-2021, Grade 10



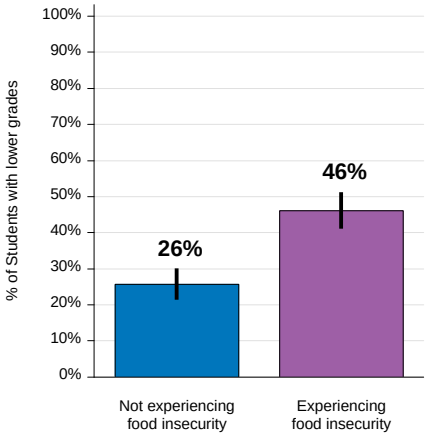
Prevelance	2010	2012	2014	2016	2018	2021
Eats <5 fruits/vegs daily	N/S	75% ±4	79% ±3	81% ±3	81% ±4	76% ±4
Does not usually eat dinners w/ family	42% ±4	35% ±4*	42% ±4*	47% ±4	46% ±5	39% ±4*
Drink sweetened drinks daily at school**	17% ±3	14% ±3	3% ±1*	4% ±2	4% ±2	2% ±1
Did not eat breakfast yesterday	N/S	N/S	40% ±4	40% ±4	40% ±5	46% ±4

Does Not Usually Eat Dinners with Family Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	27% ±3	30% ±4	39% ±4	51% ±5
State	28% ±3	31% ±3	39% ±2	50% ±3

Statewide Relationship between Lower Grades and Food Insecurity Grade 10, 2021



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.

** In 2021, the definition of sugar-sweetened and sugar-free drinks expanded to include additional examples compared to those provided in previous surveys.

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

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Oral Health for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

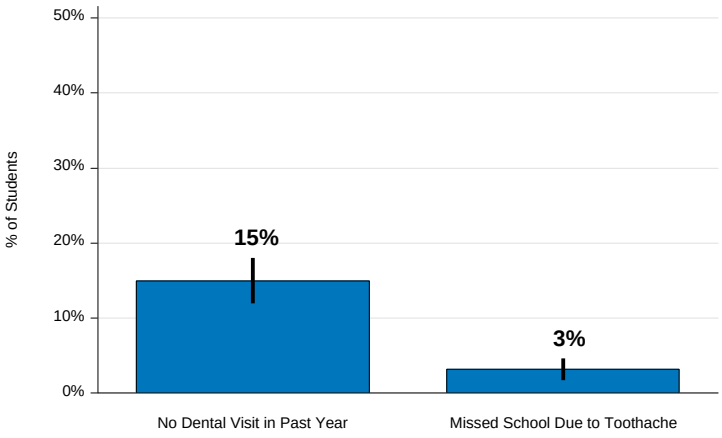
Background:

- Dental decay affects 53% of Third Graders in Washington.
- The bacteria that causes tooth decay is a chronic condition that typically lasts into adulthood with greater costs and consequences for health and well-being.
- Dental disease is linked to broader health problems, including cardiovascular disease, stroke and diabetes mellitus.
- In the U.S., over 51 million school hours are missed each year by children due to dental related illness.

For More Information:

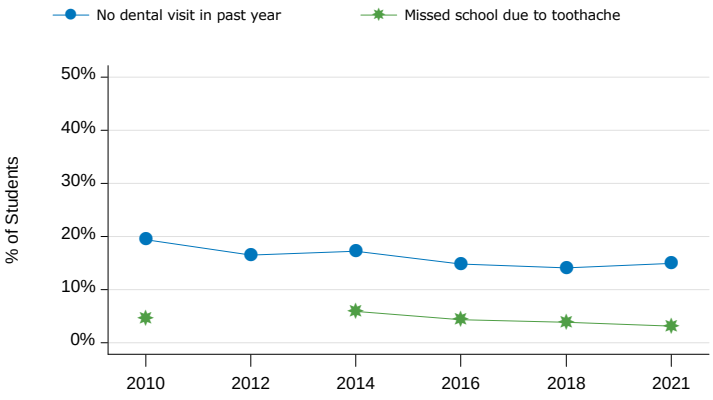
- Visit the Washington State Oral Health Program Website at: www.doh.wa.gov.

Oral Health
Grade 10, 2021



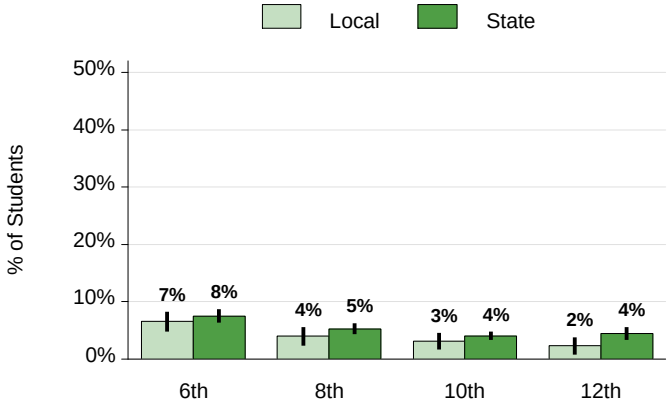
In 2021, 1% of 10th graders in our school district reported that they had never been to a dentist.

Oral Health 2010-2021
Grade 10



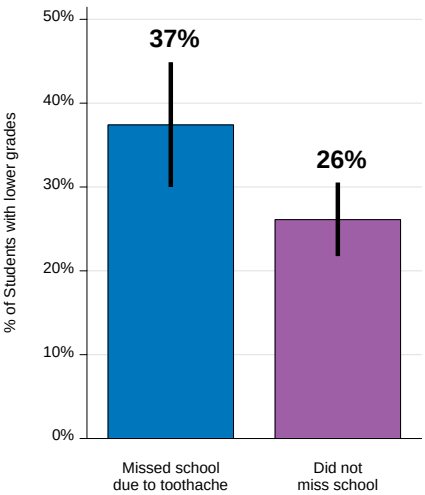
Prevelance	2010	2012	2014	2016	2018	2021
No dental visit in past year	19% ±3	17% ±3	17% ±3	15% ±3	14% ±4	15% ±3
Missed school due to toothache	5% ±2	N/A	6% ±2	4% ±2	4% ±2	3% ±1

Missed School due to Toothache
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	7% ±2	4% ±2	3% ±1	2% ±2
State	8% ±1	5% ±1	4% ±1	4% ±1

Statewide Relationship between
Lower Grades and Missed School due to Toothache
Grade 10, 2021



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.

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

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Physical Activity for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

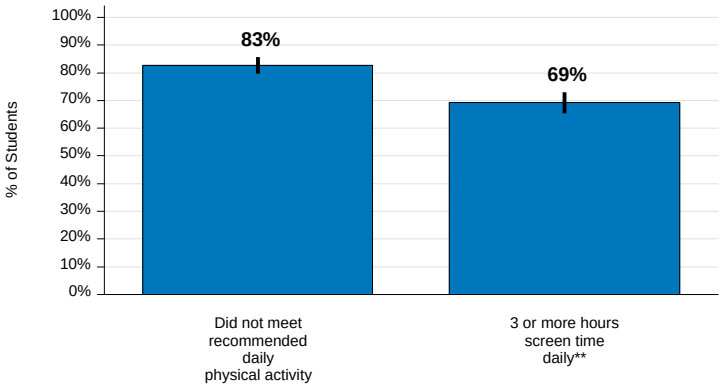
Background:

- Regular physical activity reduces rates of obesity and serious diseases, helps people maintain a healthy body weight and improves quality of life.
- The Centers for Disease Control and Prevention recommends that children and adolescents participate in at least 60 minutes of physical activity daily, and muscle strengthening exercises 3 days a week.
- Increased time spent in recreational screen time, such as watching TV, playing video games, using a computer for fun, or cell phone usage, means less time for students to be physically active.
- Many social and environmental factors influence the decision to be active. Successful strategies to promote physical activity include educating individuals and developing policies in schools and communities to create environments that support being physically active.

For More Information:

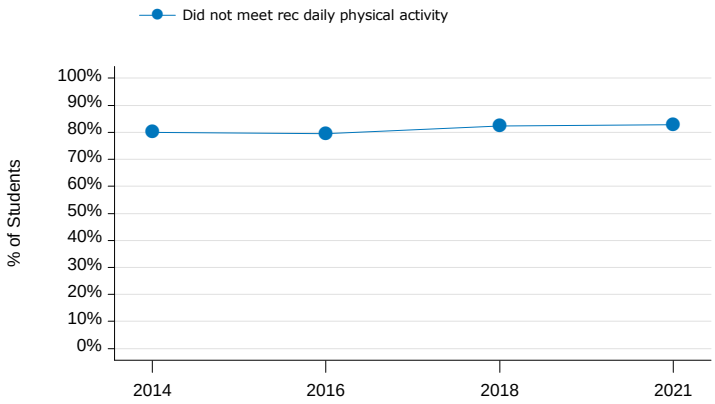
- Visit the Washington State Healthy Eating Active Living Program website: www.doh.wa.gov.
- Visit the National Physical Activity Plan: www.physicalactivityplan.org.
- Visit CDC Physical activity guidelines: www.cdc.gov/physicalactivity/everyone/guidelines/children.html.
- Note: DOH advocates using the CDC recommendations of 'at least 60 minutes of physical activity daily.'

Physical Activity
Grade 10, 2021



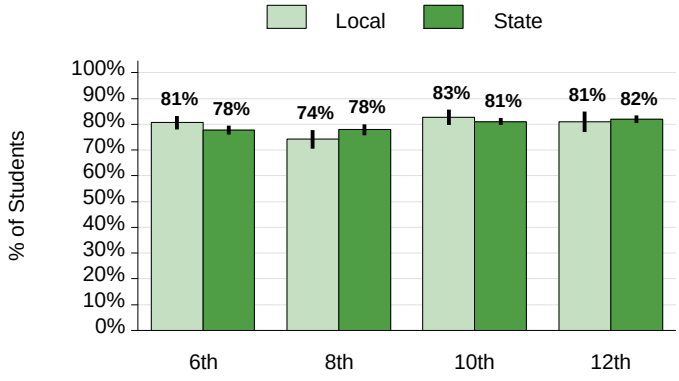
In 2021, 83% of 10th graders in our school district did not meet the recommendations for 60 minutes of physical activity 7 days a week.

Physical Activity 2014-2021, Grade 10



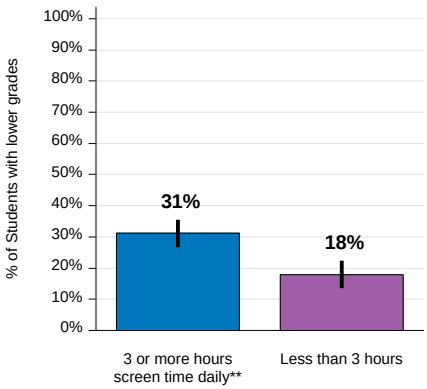
Prevelance	2014	2016	2018	2021
Did not meet rec daily physical activity	80% ±3	79% ±3	82% ±4	83% ±3

Did Not Meet Recommendations for Physical Activity Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	81% ±3	74% ±4	83% ±3	81% ±4
State	78% ±2	78% ±2	81% ±1	82% ±1

Statewide Relationship between Lower Grades and 3 or More Hours of Screen Time Daily Grade 10, 2021**



Statewide, more 10th graders who spend 3 or more hours of screen time daily report lower grades in school (C's, D's or F's) compared to youth who spend less than 3 hours.

**In 2018, the definition of screen time was expanded to include more examples than in previous years. However, school work-related screen time is not included.

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

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Edmonds School District

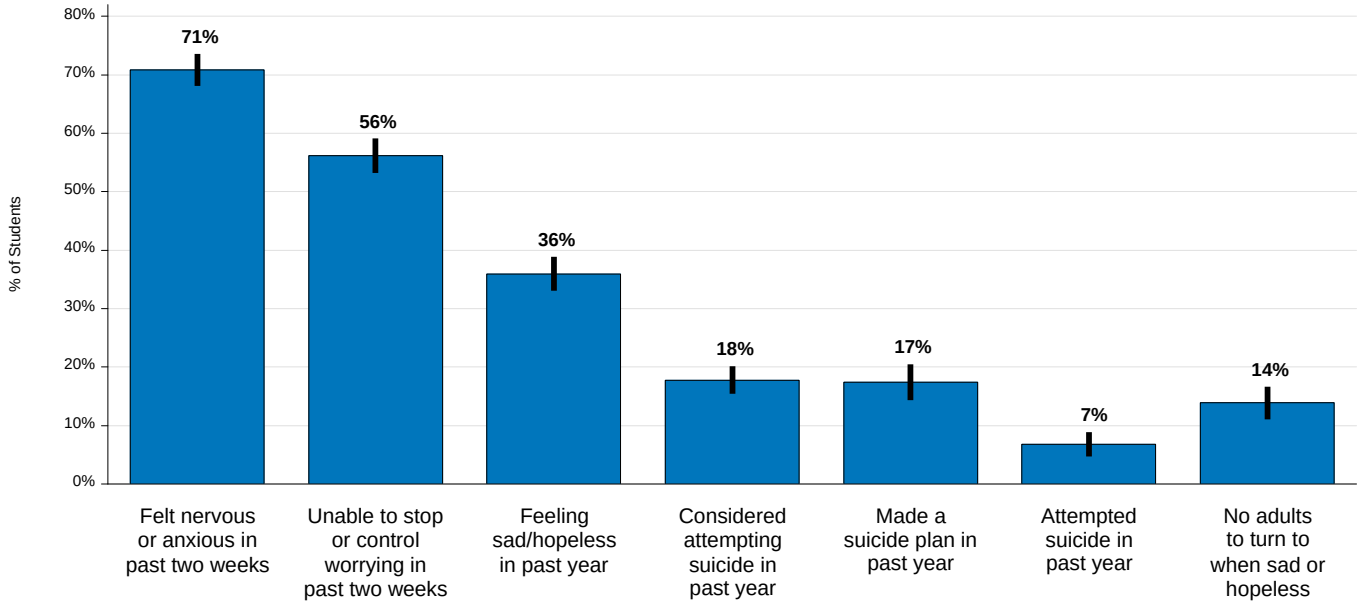
Mental Health and Well-being

Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 1,116**

Background

- Suicide is the second leading cause of death for Washington teens 15-19 years old.
- Most youth suicides occur at home.
- Depression is a common yet treatable condition and many people with depression need treatment to get better. Depression can include feelings of sadness, helplessness, and hopelessness that linger over time. Depression can occur along with substance use and thoughts of suicide. (Teen Depression, National Institute of Mental Health **www.nimh.nih.gov**)

Mental Health Indicators, Grade 10, 2021



In 2021, 36% of 10th graders in our school district felt so sad or hopeless for two weeks or more that they stopped doing their usual activities

missing codes
S = result suppressed due to insufficient reporting from students of schools;
N/G = grade not available; **N/S** = question was not surveyed this year;
N/A = question was not asked of this grade;

Prevalence is displayed with 95% confidence intervals (as± or black bar |)
*indicates a significant change from the previous year, <0.05

results generated at **www.askhys.net** on 04/17/2024

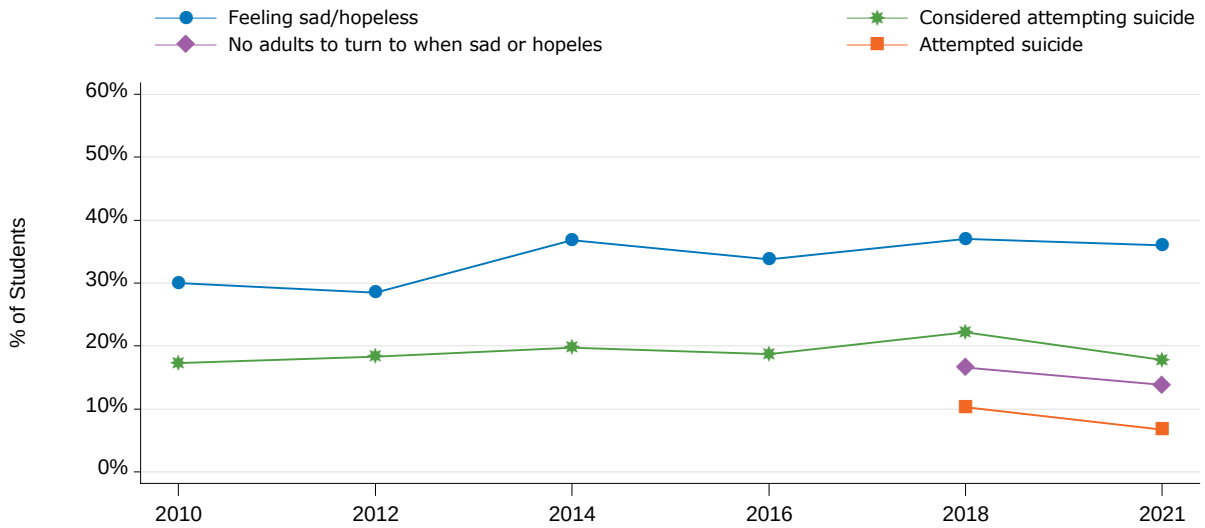
WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Mental Health and Well-being

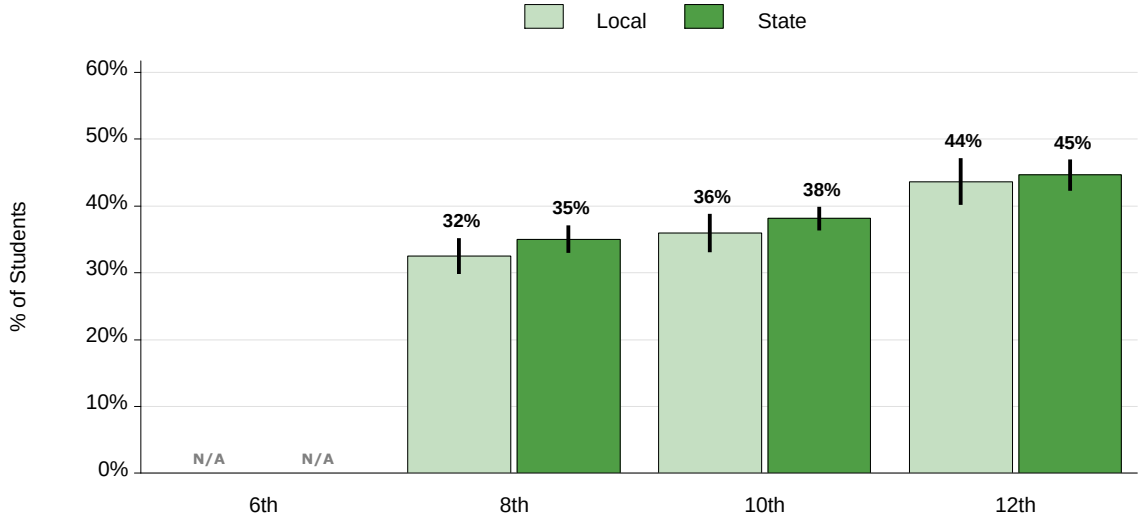


Feeling sad/hopeless and suicide 2010-2021, Grade 10



Prevalence	2010	2012	2014	2016	2018	2021
Feeling sad/hopeless	30% ±3	29% ±3	37% ±3~ {unicode	34% ±3	37% ±4	36% ±3
Considered attempting suicide	17% ±2	18% ±2	20% ±2	19% ±2	22% ±3	18% ±2~ {unicode
No adults to turn to when sad or hopeless	N/S	N/S	N/S	N/S	17% ±4	14% ±3
Attempted suicide	N/S	N/S	N/S	N/S	10% ±3	7% ±2

Feeling sad/hopeless (statewide vs. local) by grade, 2021



Prevalence	6th	8th	10th	12th
Local	N/A	32% ±3	36% ±3	44% ±3
State	N/A	35% ±2	38% ±2	45% ±2

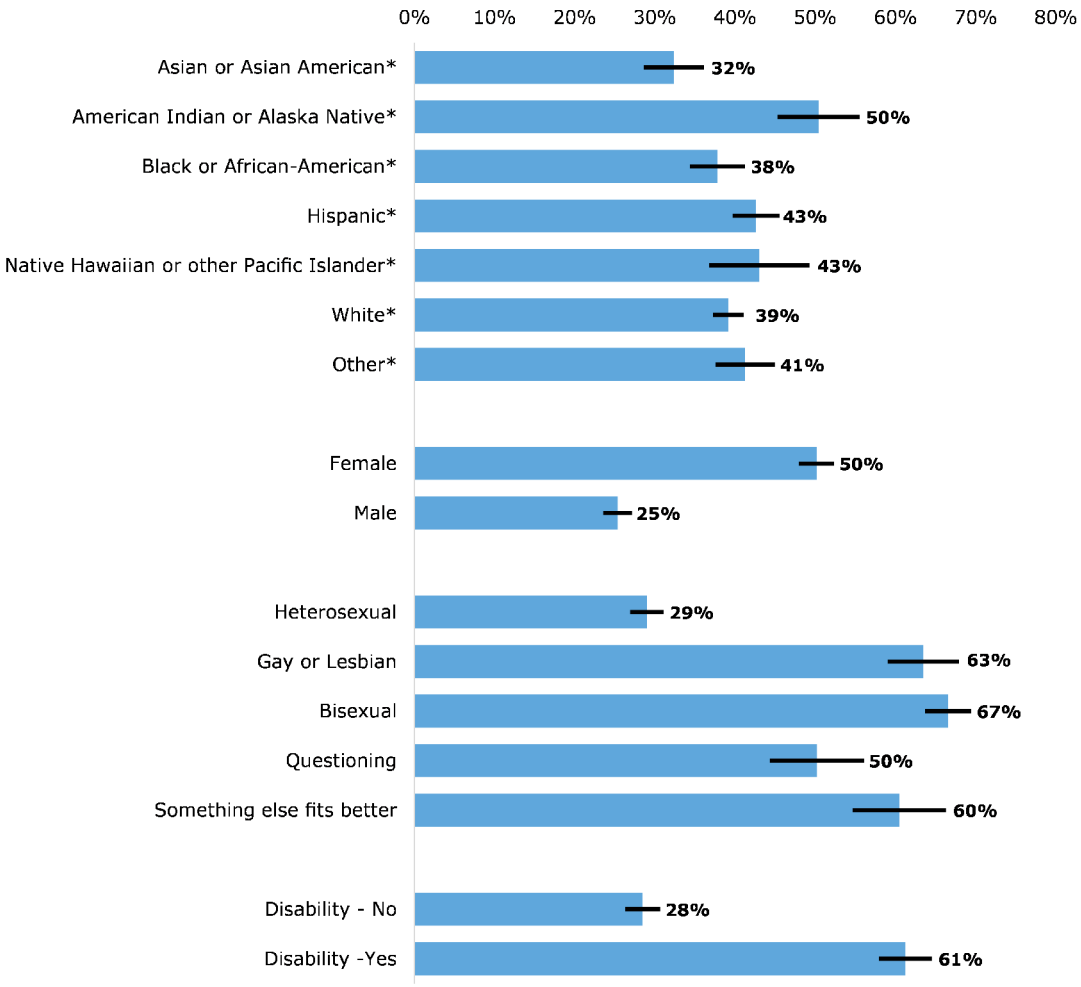
WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Mental Health and Well-being



Statewide relationship between feeling sad/hopeless and demographics, Grade 10



**Alone or in combination with other race/ethnicities.*

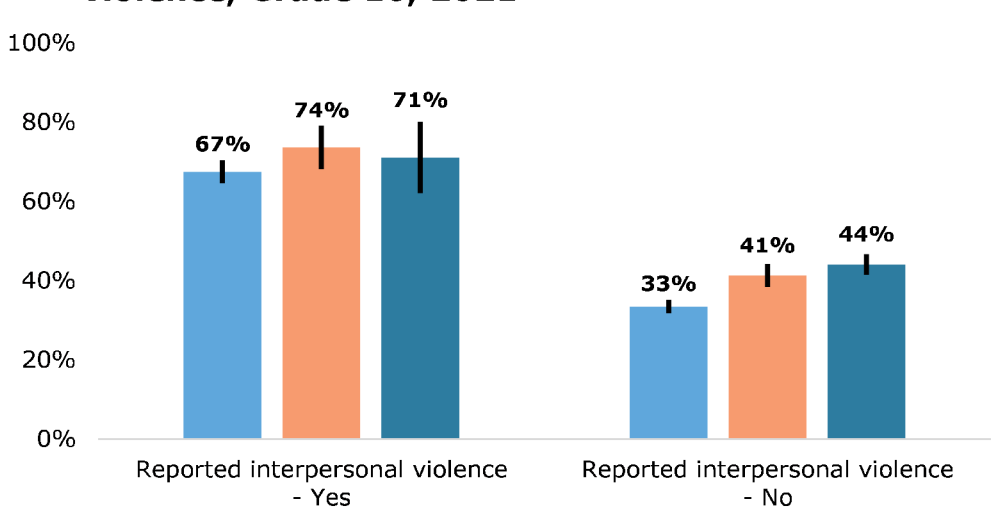
WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Mental Health and Well-being

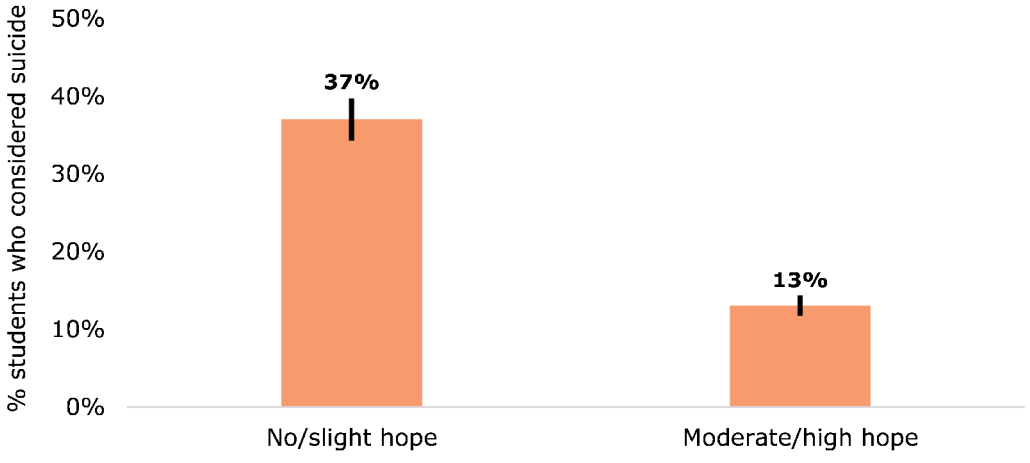


Statewide relationship between feeling sad/hopeless and interpersonal violence, Grade 10, 2021



Statewide, youth who felt more sad or hopeless were more likely to report interpersonal violence than youth who did not feel sad or hopeless.

Statewide relationship between considering suicide and Hope Scale, Grade 10, 2021



Statewide, students 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.

FOR MORE INFORMATION

- Visit the Washington State Youth Suicide Prevention Program Website: www.doh.wa.gov/YouandYourFamily/InjuryandViolencePrevention/SuicidePrevention.
- For support, call the National Suicide Prevention Lifeline 1-800-273-TALK (8255). Services are free, confidential and available 24 hours a day. www.suicidepreventionlifeline.org.
- The OSPI suicide prevention page: www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx
- For support, text "HOME" to 741741 to connect with a crisis counselor. Services are free, confidential and available 24 hours a day.
- For resources for parents and caregivers in WA, visit www.wsccsupport.org/resources

WASHINGTON STATE healthy youth SURVEY

FACT SHEET



Measuring Hope in Edmonds School District

Year: 2021 **Grade: 10** **Sex: All** **Number of 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.

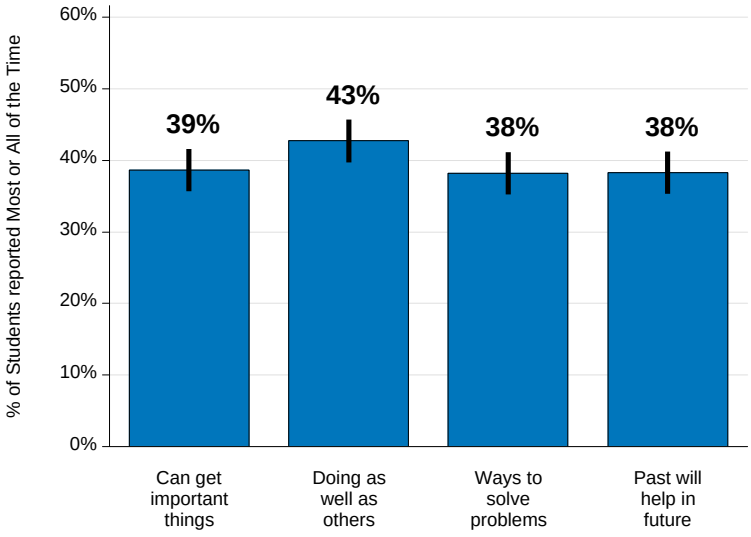
Four questions from the **Children's Hope Scale** were asked on the survey.

- Two questions about **pathways**; figuring out how to get from point A to point B to reach a goal.
- Two questions about **agency/willpower**; self-efficacy & motivation to use multiple ways to reach a goal.

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 Grade 10, 2021



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.

Pathways thinking is a child's belief in their capacity to find multiple ways to reach their goals.

Agency Questions:

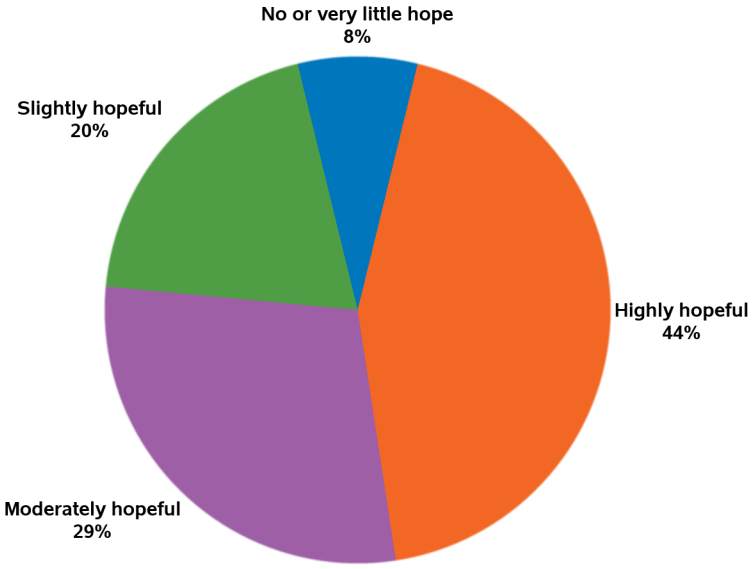
- I am doing just as well as other kids my age.
- I think the things I have done in the past will help me in the future.

Agency thinking is a child's self-efficacy and motivation to use multiple ways to reach their goal.

FACT SHEET

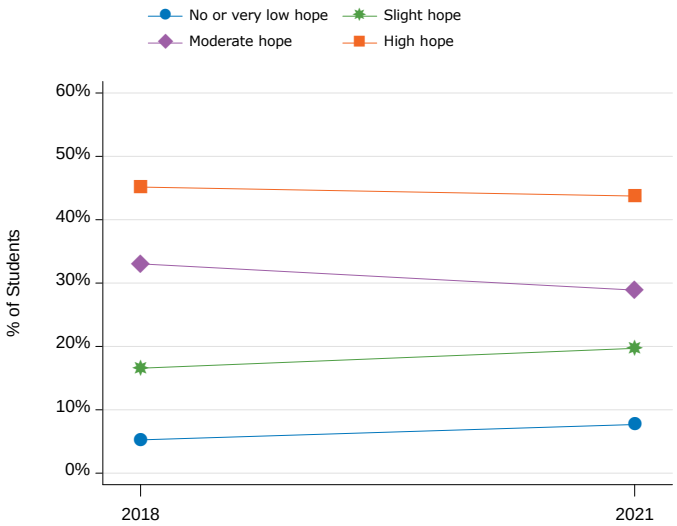
Measuring Hope

Levels of Hope Grade 10, 2021



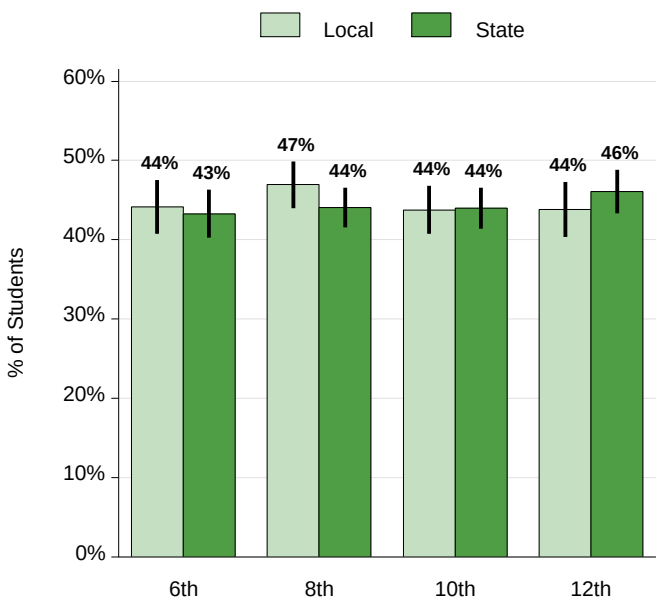
Research has shown that hope can be taught and is connected to academic achievements, well-being and positive life outcomes.

Levels of Hope 2018-2021, Grade 10



Prevelance	2018	2021
No or very low hope	5% ±2	8% ±2
Slight hope	17% ±4	20% ±2
Moderate hope	33% ±5	29% ±3
High hope	45% ±5	44% ±3

High Hope, All Grades, 2021



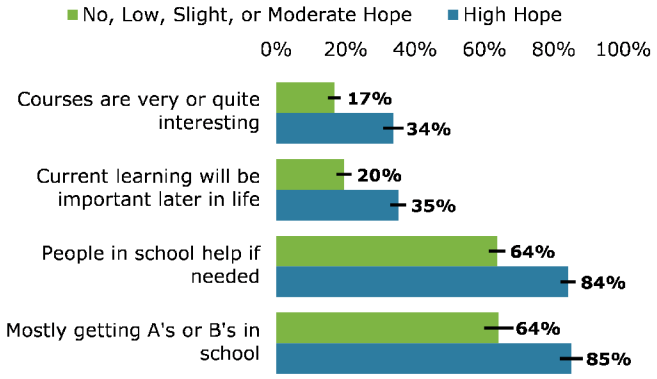
Prevelance	6th	8th	10th	12th
Local	44% ±3	47% ±3	44% ±3	44% ±3
State	43% ±3	44% ±2	44% ±3	46% ±3

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Measuring Hope

Statewide Relationships between High Hope, Grade 10



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

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

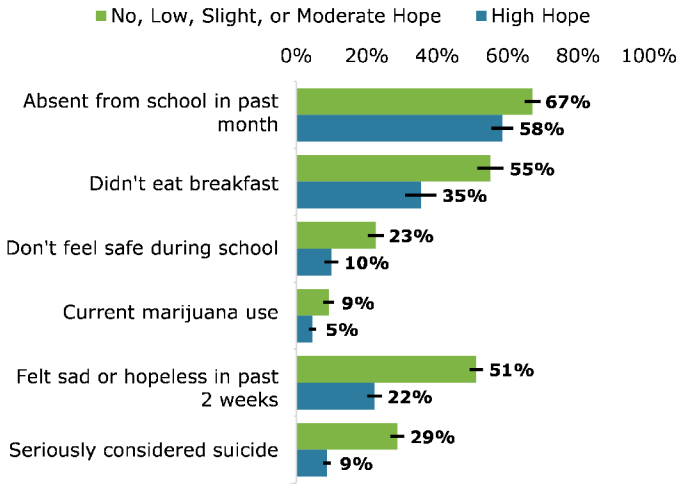
Compared to those with **lower levels of hope**.

For 10th graders statewide, 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*

Compared to those with **lower levels of hope.**

Statewide Relationships between High Hope, Grade 10



For More Information

- **Hope Research Center-https://www.ou.edu/tulsa/hope**

missing codes
S = result suppressed due to insufficient reporting from students of schools;
N/G = grade not available; **N/S** = question was not surveyed this year;
N/A = question was not asked of this grade;

prevalence is displayed with 95% confidence intervals (as± or black bar |)
*indicates a significant change from the previous year, <0.05

results generated at **www.askhys.net** on 03/20/2022

Edmonds School District

FACT SHEET

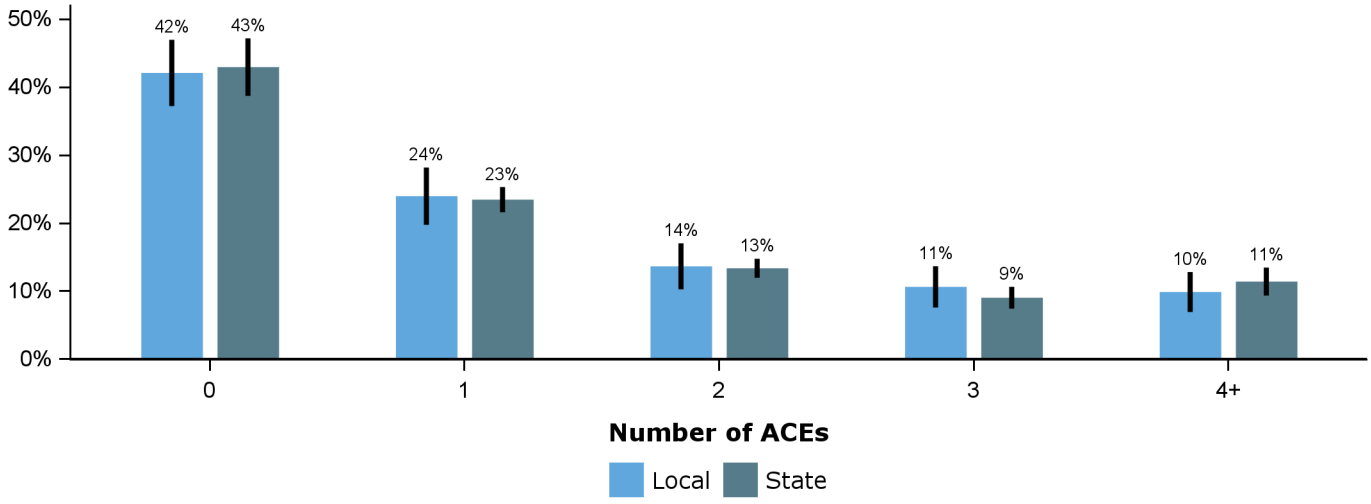
Washington HYS Adverse Childhood Experiences (WAH-ACEs)

Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 1,115**

BACKGROUND

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

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



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

Missing Codes
S = result suppressed due to insufficient reporting

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

Results generated at askhys.net on 03/17/2022

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Washington HYS Adverse Childhood Experiences (WAH-ACEs)



WAH-ACEs on Healthy Youth Survey

	HYS questions included in the WAH-ACEs score	District %	State %
1.	I feel safe during school (NO!/no).	13.3 (±2.0)	17.0 (±2.1)
2.	During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school?* (Any days)	5.5 (±1.9)	8.3 (±1.5)
3.	Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?* (Any days)	10.9 (±1.9)	13.3 (±1.4)
4.	During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?** (Yes)	4.5 (±1.7)	5.7 (±0.9)
5.	In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)** (Yes)	2.6 (±1.3)	2.8 (±0.6)
6.	Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? (Yes)	15.6 (±3.4)	13.7 (±2.2)
7.	Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? (Yes)	22.0 (±3.4)	21.8 (±2.1)
8.	Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? (Yes)	19.9 (±3.3)	18.0 (±1.5)
9.	How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (Sometimes, Often, Very often)	31.2 (±3.8)	30.7 (±2.0)
10.	Are your current living arrangements the result of losing your home because your family cannot afford housing? (Yes)	2.9 (±1.0)	2.5 (±0.4)
11.	How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? (Any times)	5.3 (±1.3)	5.9 (±1.0)

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

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

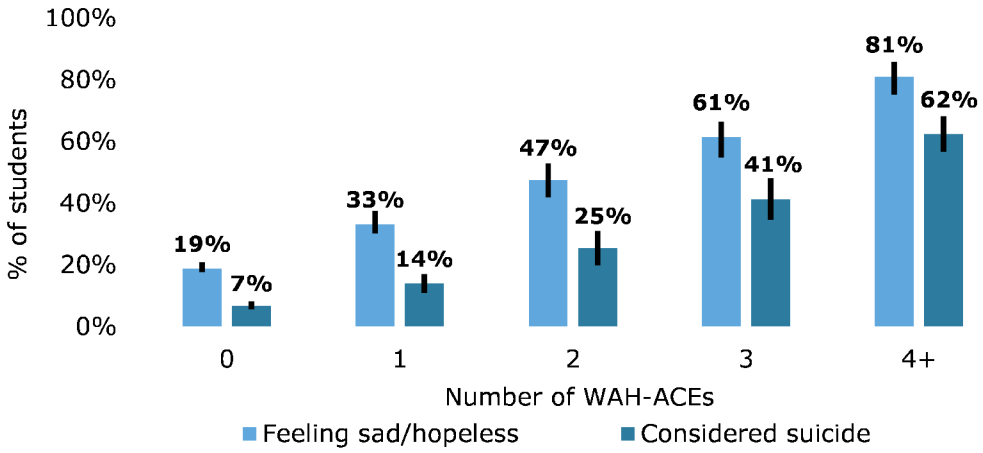
FACT SHEET

Washington HYS Adverse Childhood Experiences (WAH-ACEs)

State Level WAH-ACEs and Key Takeaways

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

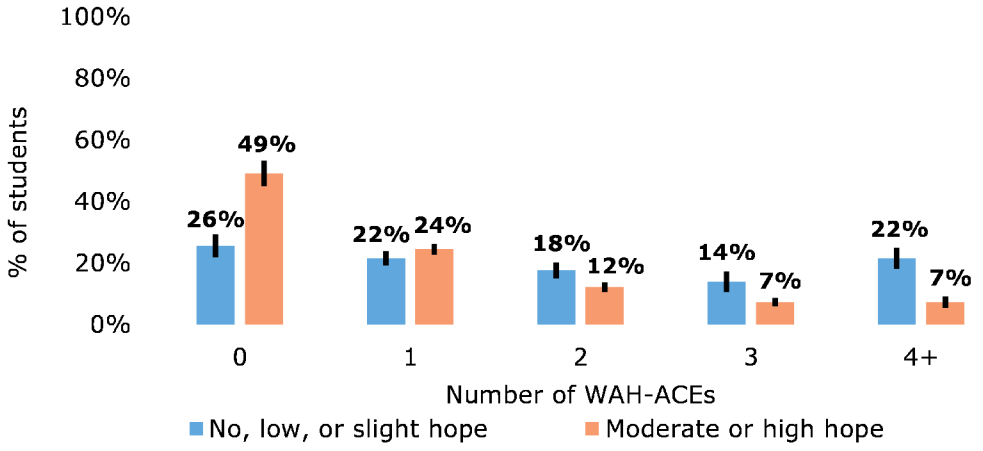
Statewide Relationship between WAH-ACEs score and mental health indicators, Grade 10



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

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

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



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

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

To learn more about ACES, please visit:

CDC Adverse Childhood Experiences (ACEs) background

WAH-ACEs Interpretive Guide

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

Fact Sheet

Sexual Behavior for Edmonds School District

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

Background:

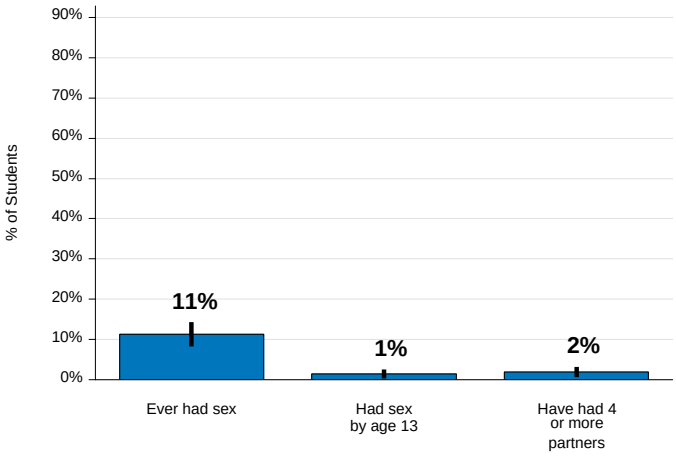
- Comprehensive Sexual Health Education is required for all students in grades 4-12, by the 2022-23 school year. Districts must ensure sexual health education follows requirements of RCW 28A.300.475 and other relevant state laws: https://www.k12.wa.us/student-success/resources-subject-area/sexual-health-education
- Washington Health Education K-12 Learning Standards provide guidance to districts, schools and teachers with grade-level outcomes related to sexual health education: www.k12.wa.us/HealthFitness/Standards.aspx.
- Evidence-based programs can significantly delay first intercourse, decrease sexual risk taking, and increase condom and contraceptive use: https://www.cdc.gov/healthyyouth/whatworks/what-works-sexual-health-education.htm.

For More Information:

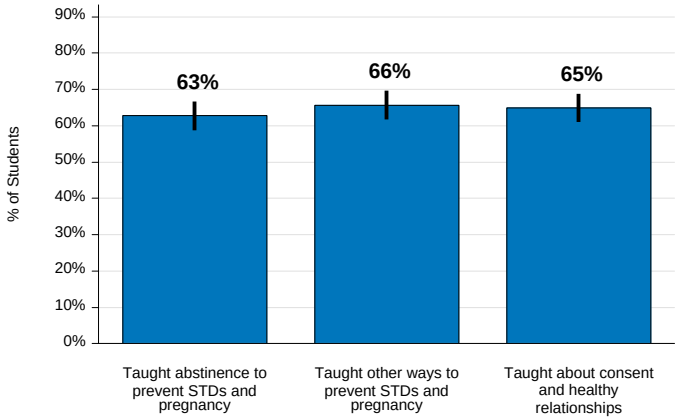
- Contact Sexual Health Education, Office of Superintendent of Public Instruction: https://www.k12.wa.us/student-success/resources-subject-area/sexual-health-education

Questions about sexual behavior, orientation and gender 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.

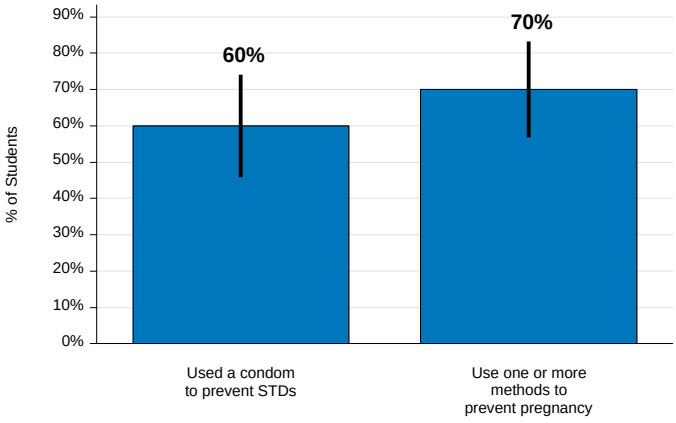
Sexual Behaviors
Grade 10, 2021



STDs and Pregnancy Prevention Taught in School
Grade 10, 2021



STDs and Pregnancy Prevention Methods among Sexually Active Youth
Grade 10, 2021



In 2021, students who reported more depression and alcohol use were more likely to also report having had sex compared to those who did not report depression and alcohol use.

**Sex includes oral, vaginal and/or anal sex.

Prevalence is displayed with 95% confidence intervals (as ± or black bar |)
*indicates a significant difference between state and local results, p<0.05

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

Substance Use for Edmonds School District

Year: 2021 | Grade: 10 | Sex: All | Number of Students Surveyed: 1,115

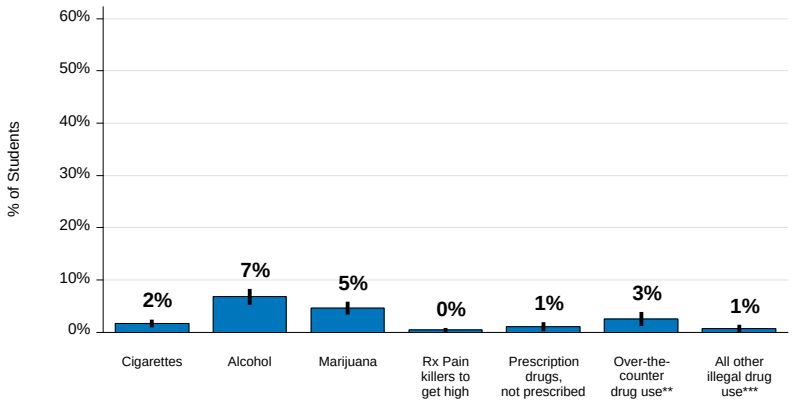
Background:

- Parents are one of the primary influences on their children's decision to use alcohol, tobacco, and other drugs.
- Brain development in young adulthood continues into the mid-20s. Developing brains are more susceptible to the effects of alcohol and other drugs.

For More Information:

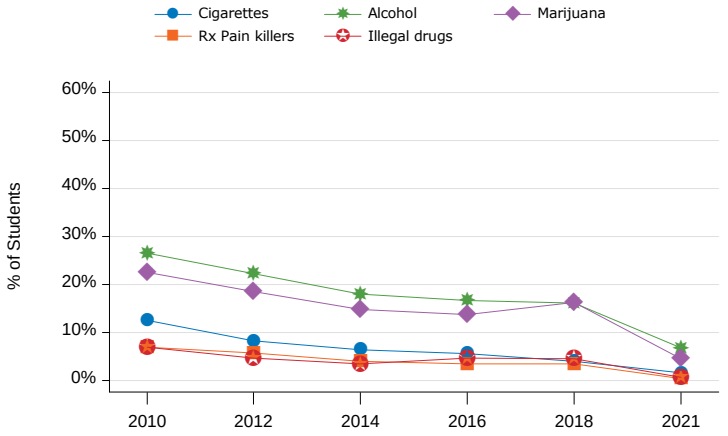
- Parents, schools, and communities can work together to keep youth healthy and safe. For prevention tips and to connect with a prevention coalition in your area, visit www.StartTalkingNow.org.
- For free printed guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For 24 hour help for mental health, substance use and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Current (past 30-day) Substance Use
Grade 10, 2021



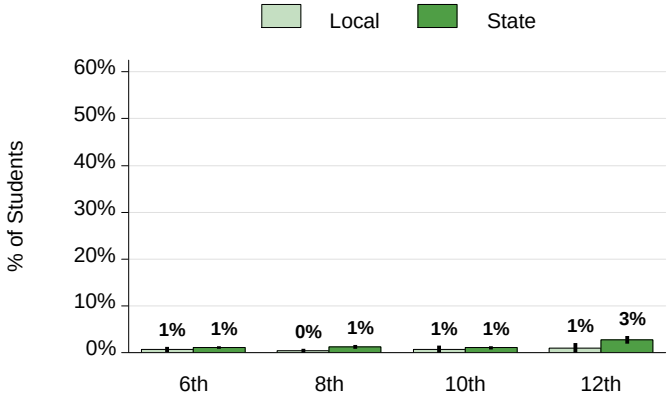
Most youth don't use alcohol or other substances.

Current (past 30-day) Substance Use 2010-2021, Grade 10



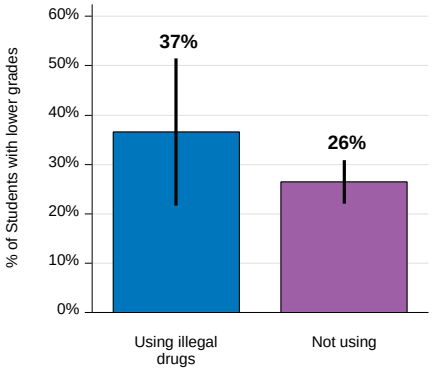
Prevelance	2010	2012	2014	2016	2018	2021
Cigarettes	13% ±2	8% ±2*	6% ±1	6% ±1	4% ±1	2% ±1*
Alcohol	27% ±3*	22% ±2*	18% ±2*	17% ±2	16% ±3	7% ±2*
Marijuana	22% ±2*	19% ±2*	15% ±2*	14% ±2	16% ±3	5% ±1*
Rx Pain killers to get high	7% ±1*	6% ±1	4% ±1	3% ±1	4% ±1	0% ±0.4*
All other illegal drug use***	7% ±1	5% ±1*	4% ±1	5% ±2	5% ±2	1% ±1*

Current (past 30-day) All Other Illegal Drug Use*
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	1% ±1	0% ±0.5*	1% ±1	1% ±1*
State	1% ±0	1% ±0	1% ±0	3% ±1

Statewide Relationship between
Lower Grades and Current (past 30-day)
All Other Illegal Drug Use*
Grade 10, 2021



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.

**Over-the-counter drug use is the use of drugs like cough syrup or cold medicine for non-medical purposes.
***All other illegal drug use includes prescription drugs not prescribed, Rx pain killers to get high, and all other illegal drugs; but does not include alcohol, tobacco or marijuana.

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

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Fact Sheet

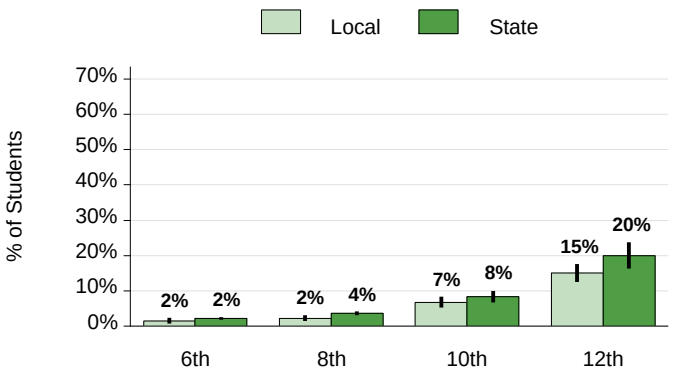
Alcohol Use for Edmonds School District, page 1 of 2

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

Background:

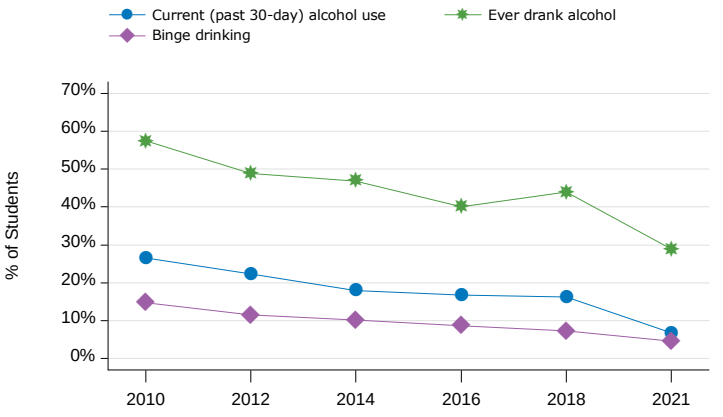
- Youth alcohol use is associated with violence, poor school performance, suicide, and risky sexual behavior.
- Research shows that heavy alcohol use during teen years can permanently damage the still-developing brain.

Current (past 30 days) Alcohol Use Compared to the State, All Grades, 2021



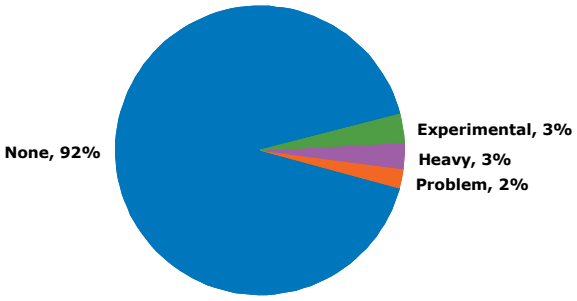
Prevelance	6th	8th	10th	12th
Local	2% ±1	2% ±1*	7% ±2	15% ±3*
State	2% ±0	4% ±1	8% ±2	20% ±4

Alcohol Use 2010-2021, Grade 10



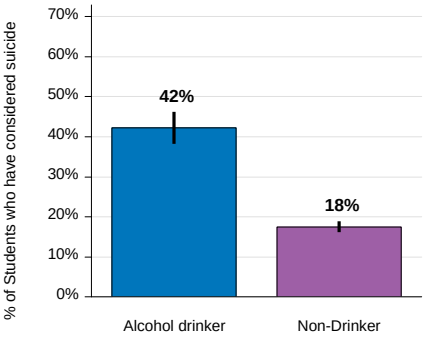
Prevelance	2010	2012	2014	2016	2018	2021
Current (past 30-day) alcohol use	27% ±3*	22% ±2*	18% ±2*	17% ±2	16% ±3	7% ±2*
Ever drank alcohol	57% ±3	49% ±3*	47% ±3	40% ±3*	44% ±4	29% ±3*
Binge drinking	15% ±2	11% ±2*	10% ±2	9% ±2	7% ±2	5% ±1*

Level of Alcohol Use Grade 10, 2021



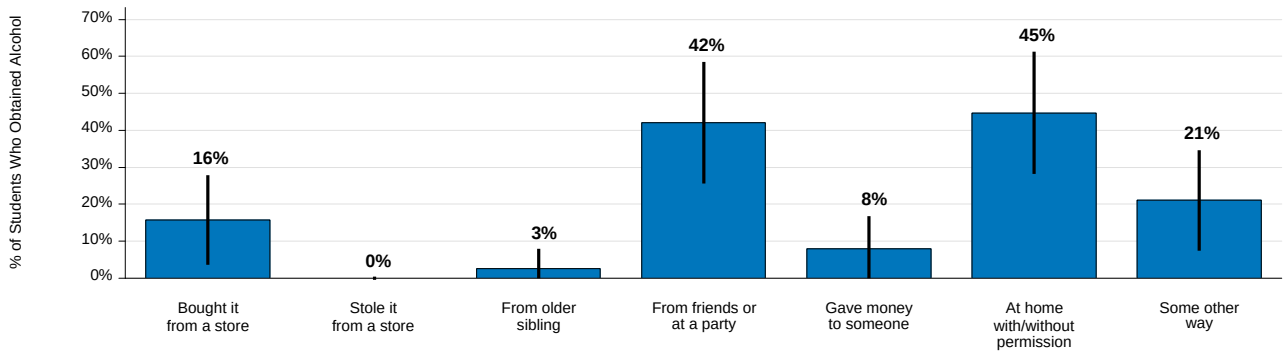
None: no drinking in the past 30 days *(92%)*
Experimental: 1-2 days drinking, and no binge drinking *(3%)*
Heavy: 3-5 days drinking, and/or one binge *(3%)*
Problem: 6+ days drinking, and/or 2+ binges *(2%)*

Statewide Relationship between Considering Suicide and Current (past 30-day) Alcohol Use Grade 10, 2021



Statewide, more 10th graders who drink alcohol report seriously considering suicide compared to those who don't drink.

Where Do Youth Get Alcohol? Grade 10, 2021

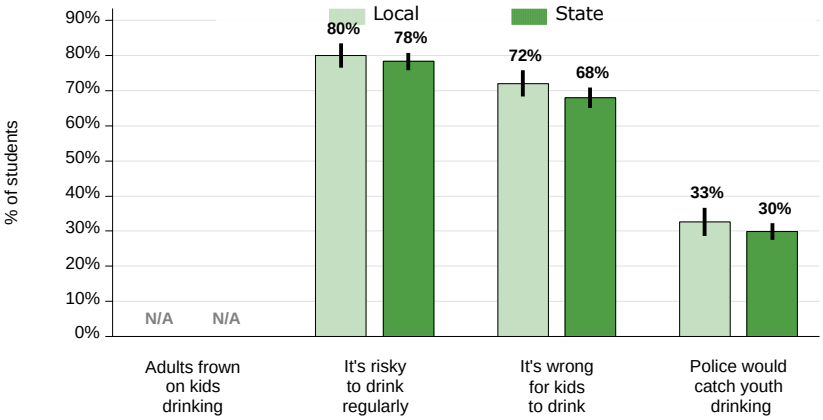


The percentages in this chart are based on all students who reported getting alcohol in the past 30 days, regardless of whether they reported drinking in the past 30 days. Students could select multiple sources.

Fact Sheet

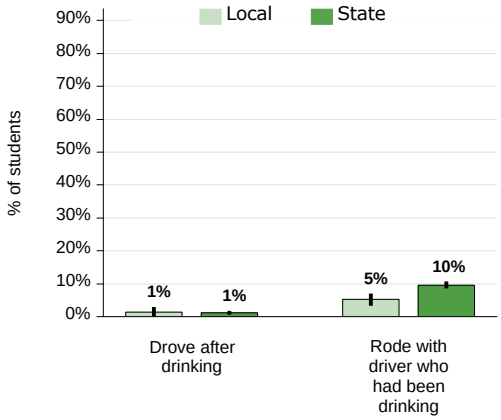
Alcohol Use for Edmonds School District, page 2 of 2

Youth Perceptions about Alcohol Compared to the State, Grade 10, 2021



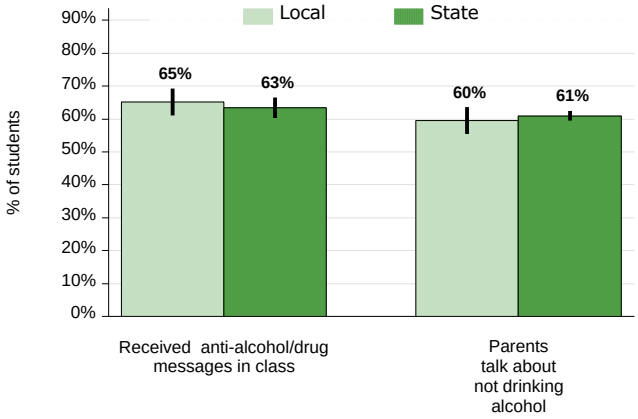
Prevalence	Adults frown on drinking	Regular drinking is risky	Drinking is wrong for kids	Police would catch youth drinking
Local	N/A	80% ±3	72% ±4	33% ±4
State	N/A	78% ±2	68% ±3	30% ±2

Drinking and Driving/Riding Compared to the State, Grade 10, 2021



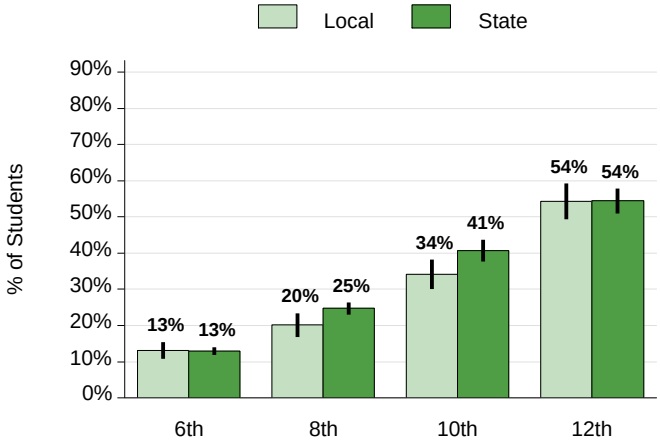
Prevalence	Drove after drinking	Rode with driver who had been drinking
Local	1% ±2	5% ±2
State	1% ±1	10% ±1

Received Anti-Alcohol Messages Compared to the State, Grade 10, 2021



Prevalence	Received anti-alcohol/drug messages in class	Parents talked about drinking
Local	65% ±4	60% ±4
State	63% ±3	61% ±1

Youth Perception that Alcohol is Easy to Get Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	13% ±2	20% ±3*	34% ±4*	54% ±5
State	13% ±1	25% ±2	41% ±3	54% ±3

For More Information:

- Parents, schools, and communities can work together to keep youth healthy and safe. For prevention tips and to connect with a prevention coalition in your area, visit www.StartTalkingNow.org.
- For free printed guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

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

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

Edmonds School District

Healthy Youth Survey

COMMERCIAL TOBACCO PRODUCT USE

Fact Sheet

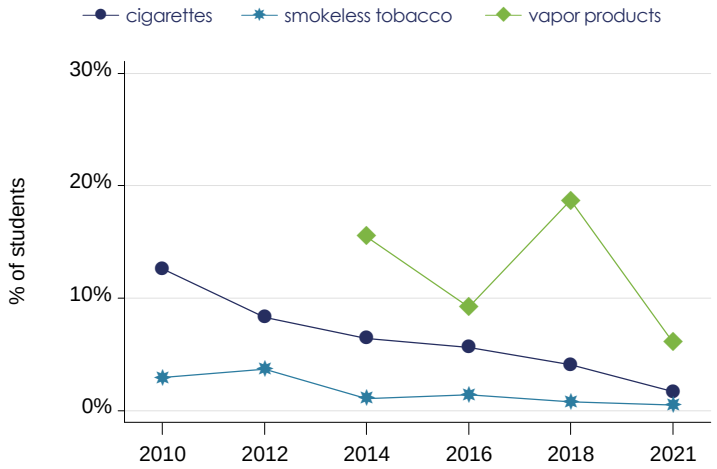


Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 1,115**

BACKGROUND

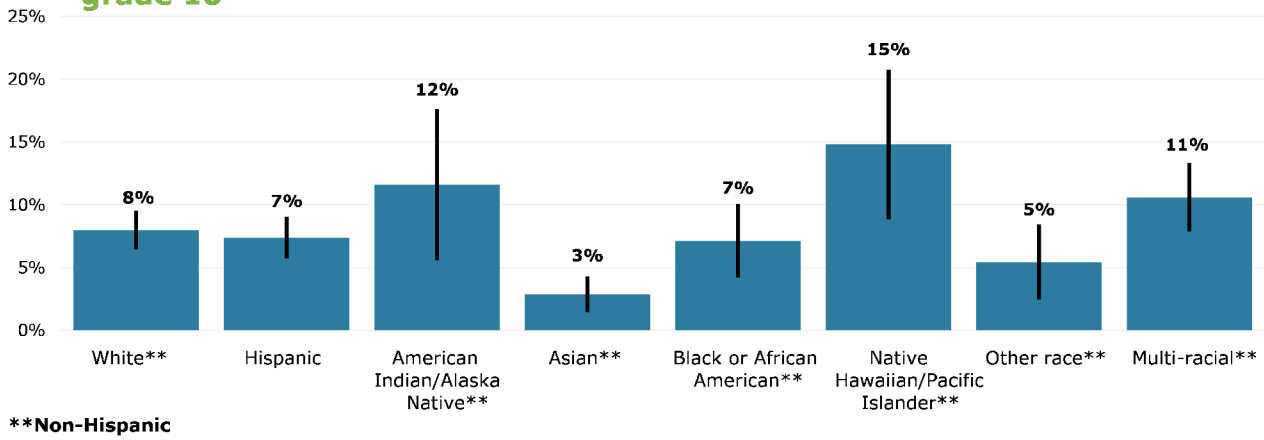
- Tobacco use remains the leading cause of preventable death and disease in Washington.
- Preventing youth initiation of tobacco and other nicotine use is critical to stem the tide of tobacco-related mortality, morbidity, and economic costs.
- Youth and young adults under age 18 are far more likely to start using tobacco than adults; nearly 9 out of 10 adults who smoke started by age 18.
- 104,000 Washington youth alive today will ultimately die prematurely from smoking.
- The emergence of vapor products (also called electronic cigarettes) has raised serious concern. Nicotine use can adversely affect brain development.
- The effects of nicotine exposure during youth and young adulthood can be long-lasting and can include lower impulse control and mood disorders. The nicotine in vapor products can prime young brains for tobacco use and addiction to other drugs.

Current (past 30-day) use trends, grade 10



Prevalence	2010	2012	2014	2016	2018	2021
cigarettes	13% ±2	8% ±2*	6% ±1	6% ±1	4% ±1	2% ±1*
smokeless tobacco	3% ±1	4% ±1	1% ±1*	1% ±1	1% ±1	1% ±1
vapor products	N/S	N/S	15% ±3	9% ±2*	19% ±4*	6% ±1*

Statewide current [past 30 day] vapor product use and race/ethnicity, grade 10



**Non-Hispanic

Among 10th grade students, vaping varies by race and ethnicity. The highest rate of vaping is reported among Non-Hispanic Native Hawaiian/Pacific Islander students and the lowest is among Non-Hispanic Asian students. However, rates for some of these race/ethnicity sub-groups can vary widely.

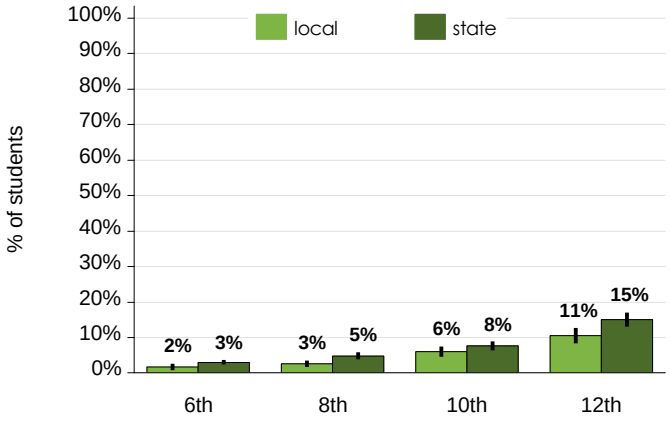
missing codes
S = result suppressed due to insufficient reporting from students of schools;
N/G = grade not available; **N/S** = question was not surveyed this year;
N/A = question was not asked of this grade;

prevalence is displayed with 95% confidence intervals (as± or black bar |)
*indicates a significant change from the previous year, <0.05

results generated at **www.askhys.net** on 03/17/2022

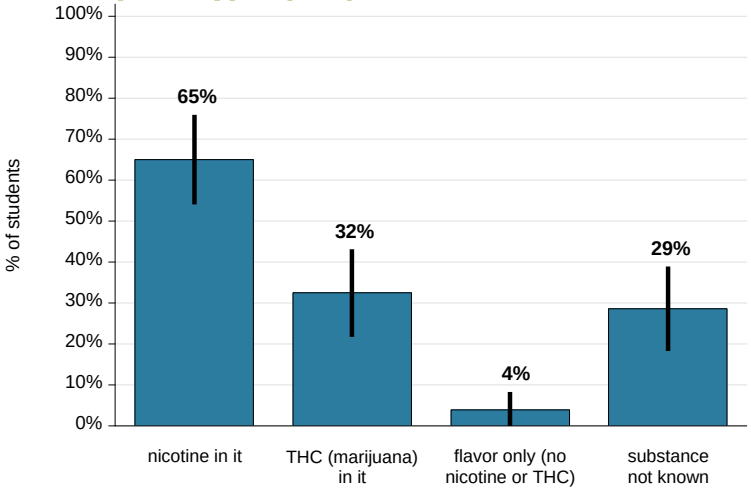
- Vapor products are the most common nicotine product used by youth.
- Youth and young adults under age 18 are far more likely to start tobacco use than adults: 4 out of 5 smokers started during adolescence. According to the U.S. Surgeon General, there is a strong association between the use of e-cigarettes, cigarettes, and the use of other burned tobacco products by young people.
- The minimum age of purchase for tobacco and vapor products is 21, but youth can get these products from their older friends and classmates.
- In 2016, Washington State passed a Vapor Products law, establishing a statewide licensing system and important protections to reduce illegal youth access to vapor products. This law applies to any vapor product, whether or not it contains nicotine.

Current (past 30-day) vapor product use compared to the state, all grades



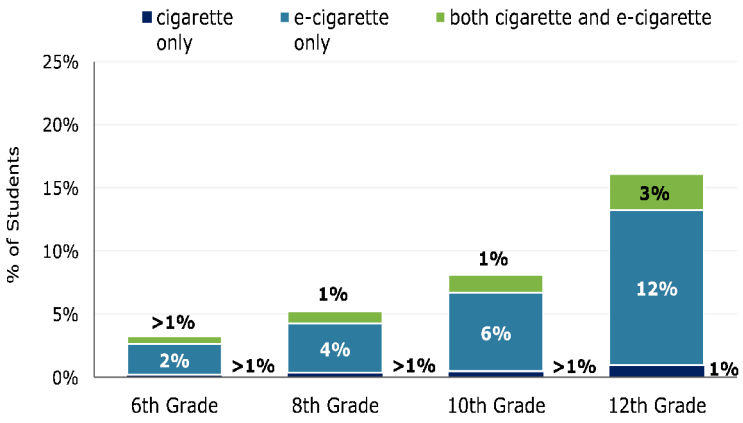
Prevalence	6th	8th	10th	12th
local	2% ±1	3% ±1	6% ±1	11% ±2
state	3% ±1	5% ±1	8% ±1	15% ±2

Reported substance "vaped" among current (30-day) vapor product users, Grade 10

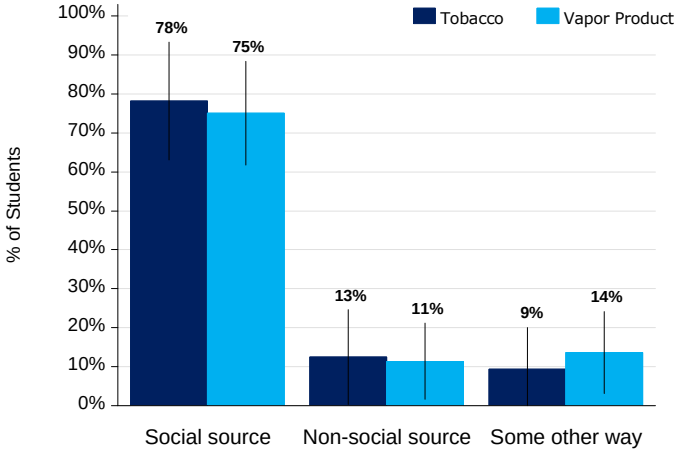


*Students can select more than one type of substance

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



Source of tobacco and vapor products among those who use them, Grade 10



**Social sources include: giving money to someone, "bumming", from a person 18 or older, and taking from a store or family. Non-social sources include buying from a store, the internet, or a vending machine.

MORE INFORMATION...

- Through key partnerships, the 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 quitting vaping, teens can text VAPEFREEWA to 88709 to sign up for This is Quitting, a program from Truth Initiative. For help quitting any commercial tobacco use, teens can download an app at https://doh.wa.gov/quit or call 1-800-QUIT-NOW to receive support from a Quit Coach. All services are free and confidential.
- For 24-hour help with mental health, substance abuse, and problem gambling, call 1-866-789-1511 or visit http://www.warecoveryhelpline.org.

Fact Sheet

Marijuana Use for Edmonds School District, page 1 of 2

Year: 2021 Grade: 10 Sex: All Number of Students Surveyed: 1,115

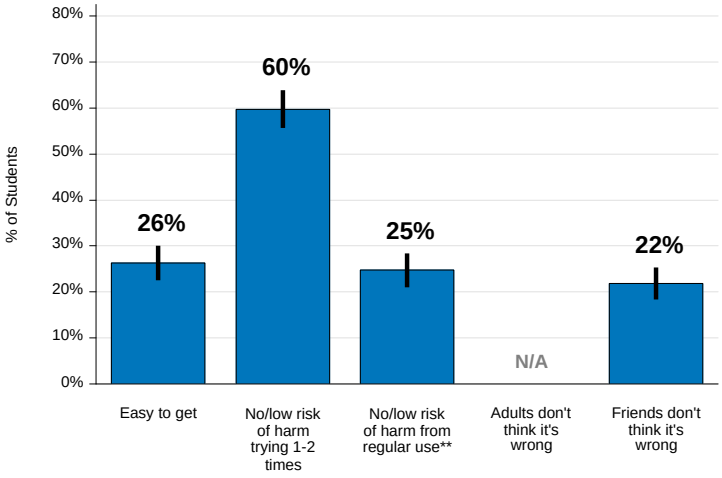
Background:

- Marijuana can be addictive. Most teens who enter drug treatment programs report marijuana is the primary drug they use.
- If teens use marijuana, anxiety and depression can get worse. Marijuana use is associated with risk of anxiety and depression.
- Teens who use marijuana can have problems with learning and memory and are more likely to fail in school.

For More Information:

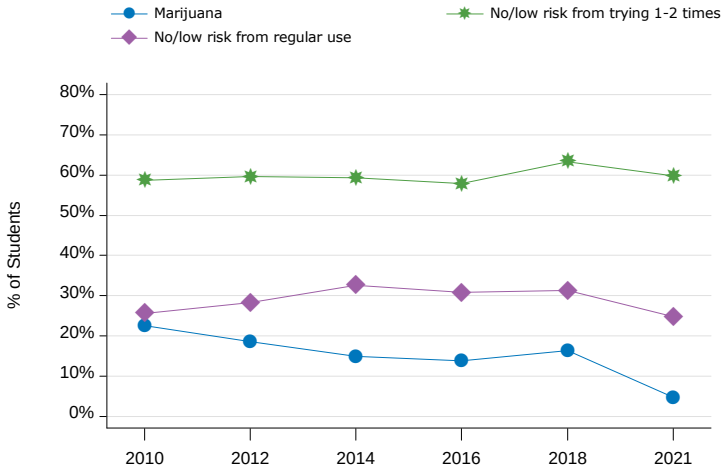
- To learn more, go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
- For free printed guides on preventing marijuana, alcohol and other drug use, visit the ADAI Clearinghouse http://adaiclearinghouse.net or call (206) 221-8325.
- For 24 hour help for mental health, substance use or misuse, and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org.

Attitudes about Marijuana Use
Grade 10, 2021



In 2021, 25% of 10th graders in our school district thought there was little or no risk of using marijuana regularly.

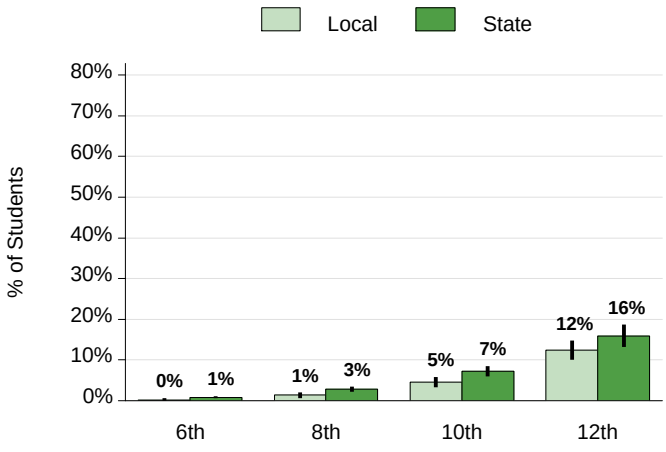
Marijuana Use and Perception of Harm 2010-2021
Grade 10



Prevelance	2010	2012	2014	2016	2018	2021
Marijuana	22% ±2*	19% ±2*	15% ±2*	14% ±2	16% ±3	5% ±1*
No/low risk from trying 1-2 times	59% ±4*	60% ±4	59% ±4	58% ±4	63% ±5	60% ±4
No/low risk from regular use**	26% ±4	28% ±4	33% ±4	31% ±4	31% ±5	25% ±4*

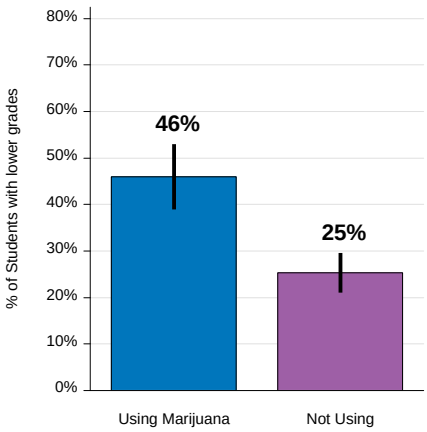
***"Smoke" marijuana regularly was changed to "Use" regularly in 2014. This may mark a break in the trend.*

Current (past 30-day) Marijuana Use
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	0% ±0.3*	1% ±1*	5% ±1*	12% ±2
State	1% ±0	3% ±1	7% ±1	16% ±3

Statewide Relationship between
Lower Grades and Current (past 30-day) Marijuana Use
Grade 10, 2021

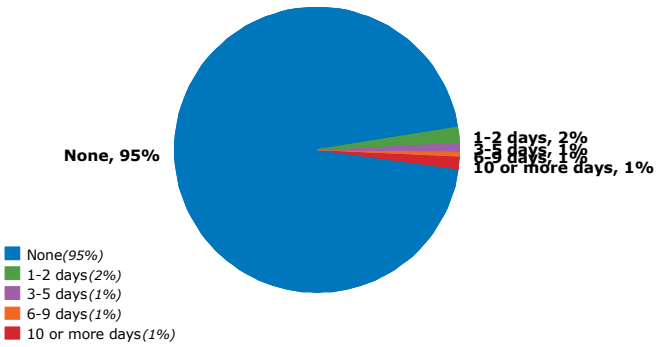


Statewide, more 10th graders who use marijuana report lower grades in school (C's, D's or F's) compared to those who don't use.

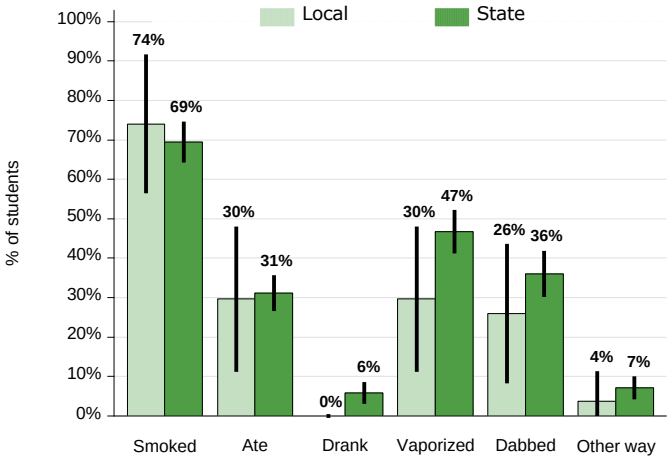
Fact Sheet

Marijuana Use for Edmonds School District, page 2 of 2

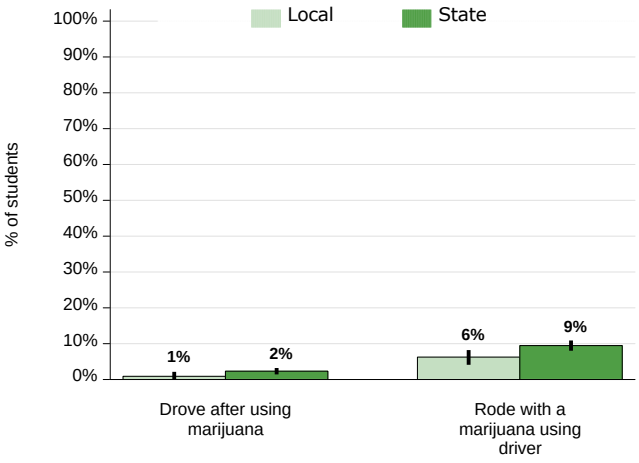
Level of Current (past 30-day) Marijuana Use Grade 10, 2021



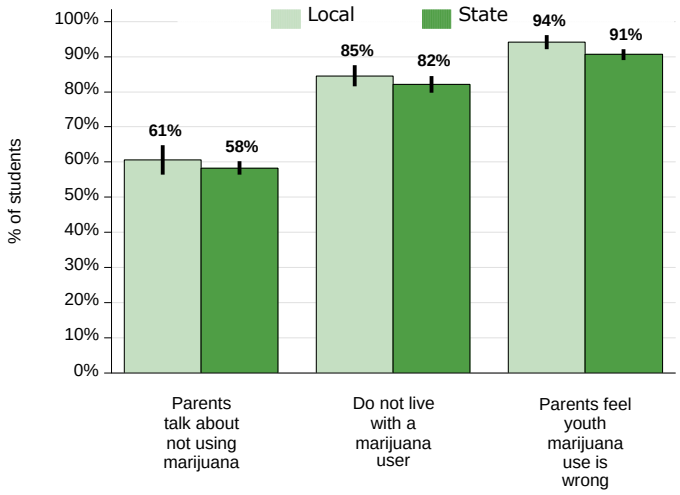
Type of Marijuana Use among Those Who Used It Grade 10, 2021



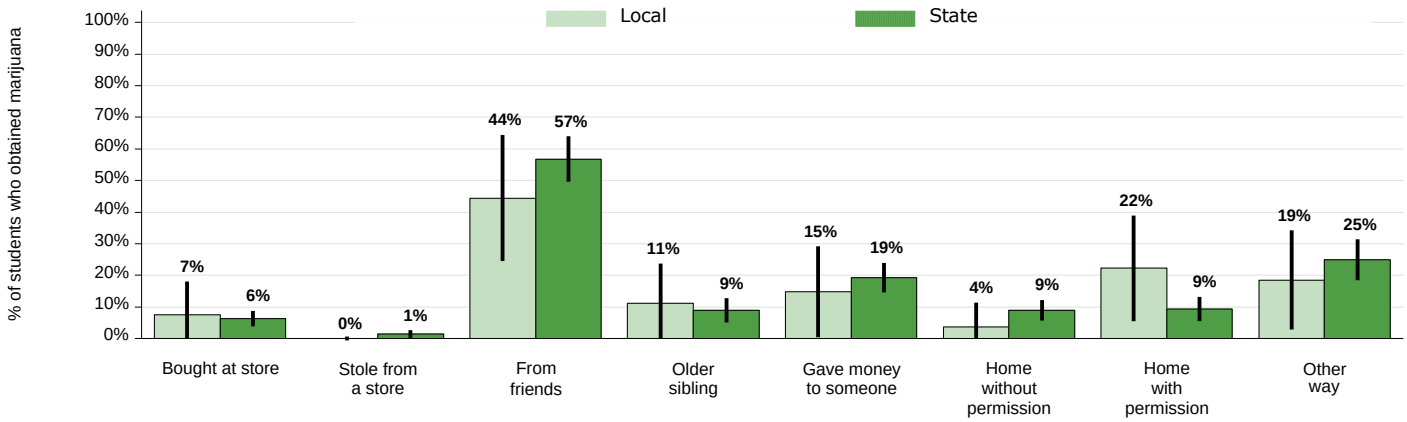
Marijuana Use and Driving/Riding Grade 10, 2021



Family Environment, Grade 10, 2021



Where Do Youth Get Marijuana? Grade 10, 2021



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

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

Washington HYS results generated at AskHYS.net on 03-17-2022

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade.

WASHINGTON STATE healthy youth SURVEY

FACT SHEET

Migratory Students of Edmonds School District

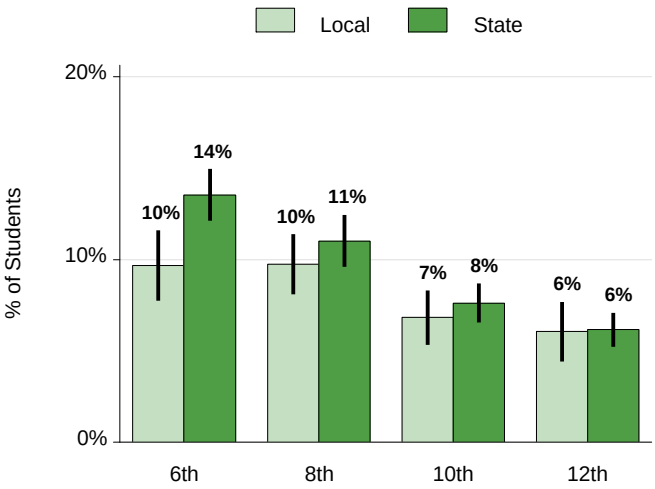
Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 1,115**

Background

The purpose of this report is to provide stakeholders a comparative overview of the health status, behaviors, and access to healthcare coverage between self-identified migratory students of Washington State, as defined by Title I. Part C Migrant Education Program (MEP), and their non-migrant student counterparts.

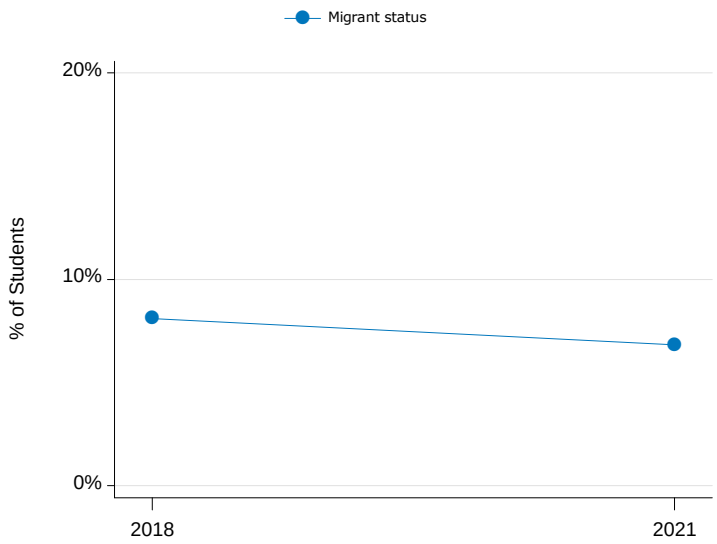
The HYS data suggests that there are significantly higher health disparities among Migratory students compared to non-Migratory Washington students. Although Migratory students have access to state and federal funded healthcare coverage, there are evident gaps in accessing healthcare services that may be contributing to greater disparities overall. Other contributing factors such as higher rates of mobility due to the pursuit of temporary or seasonal agricultural work, fear of seeking services, along with other socioeconomic barriers, also impact migrant student's full academic engagement such as attendance, academic participation, and graduation.

Migrant Status
Compared to the State, All Grades, 2021



Prevelance	6th	8th	10th	12th
Local	10% ±2	10% ±2	7% ±1	6% ±2
State	14% ±1	11% ±1	8% ±1	6% ±1

Migrant Status 2018-2021, Grade 10



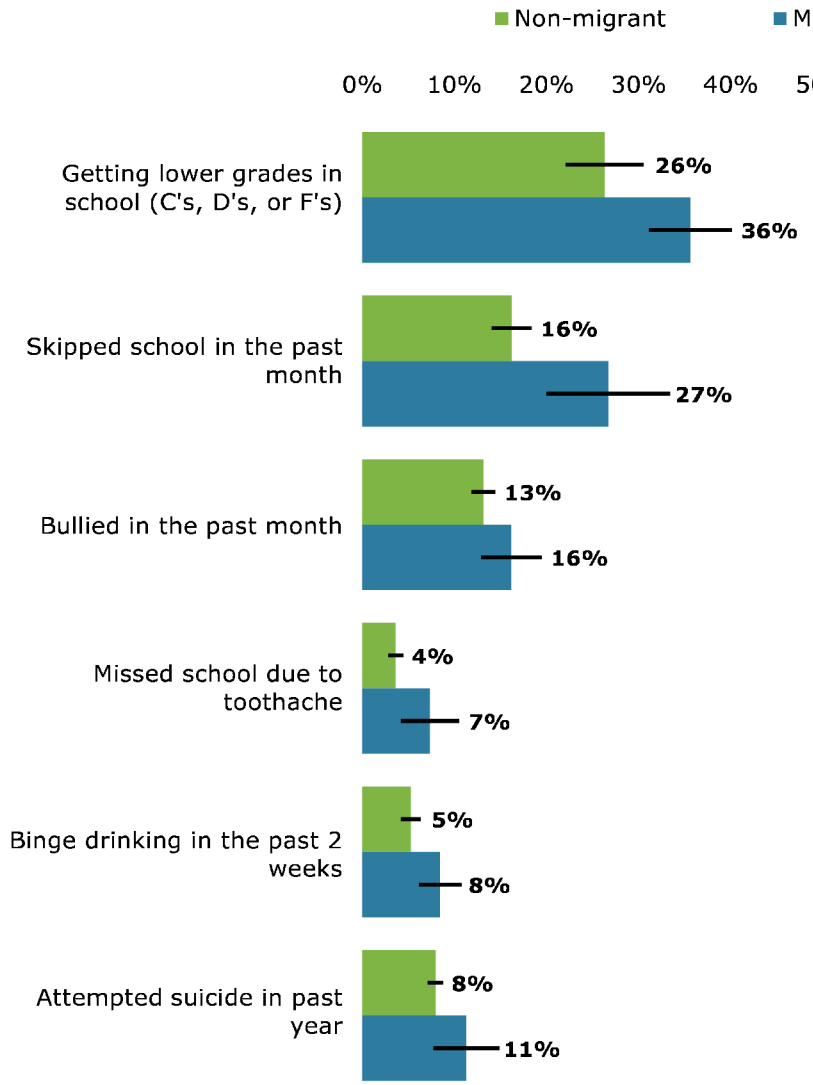
Prevelance	2018	2021
Migrant status	8% ±3	7% ±1

* Students self-identified as having moved independently or with family in the past 3 years to another school district or city for temporary or seasonal work in agriculture, dairy, or fishing.

WASHINGTON STATE healthy youth SURVEY

FACT SHEET
Migratory Students

Statewide Relationships between Migrant Status, Grade 10



For 10th grade **migrant** students statewide, are:

- More likely to report getting lower grades in school (mostly C's, D's, or F's)
- More likely to have skipped or "cut" school in the past month
- More likely to have been bullied in the past month
- More likely to have missed school due to a toothache in the past year
- More likely to report binge drinking in the past 2 weeks
- More likely to have made a suicide attempt in the past year

Compared to those with **non-migrant** students.

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: www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx.
- National Suicide Prevention Hotline 1-800-273-TALK(8255) or www.suicidepreventionlifeline.org.

missing codes
S = result suppressed due to insufficient reporting from students of schools;
N/G = grade not available; **N/S** = question was not surveyed this year;
N/A = question was not asked of this grade;

prevalence is displayed with 95% confidence intervals (as± or black bar |)
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results generated at **www.askhys.net** on 03/17/2022

WASHINGTON STATE healthy youth SURVEY

FACT SHEET



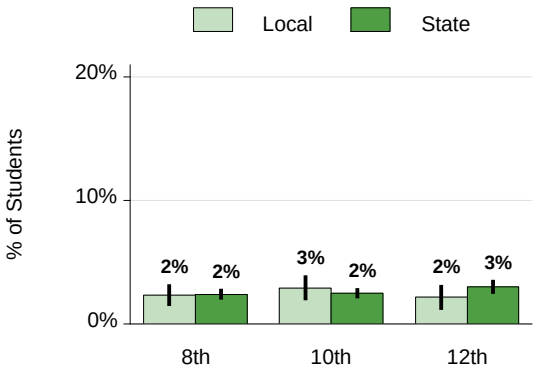
Housing Insecurity in Edmonds School District

Year: 2021 **Grade: 10** **Sex: All** **Number of Students Surveyed: 1,115**

BACKGROUND

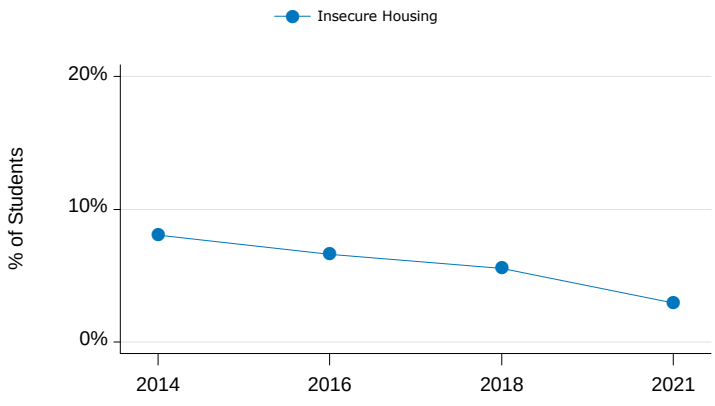
The McKinney-Vento Act provides stability for students experiencing homelessness. The Act defines students experiencing homelessness as those who lack a fixed, regular, and adequate nighttime residence. It provides educational assistance to students who are experiencing homelessness. These services include immediate enrollment in neighborhood schools, school stability, and educational assistance among others.

Insecure Housing
Compared to the State, All Grades, 2021



Prevelance	8th	10th	12th
Local	2% ±1	3% ±1	2% ±1
State	2% ±0	2% ±0	3% ±1

Insecure Housing 2014-2021, Grade 10



Prevelance	2014	2016	2018	2021
Insecure Housing	8% ±2	7% ±1	6% ±2	3% ±1*

Missing Codes
S = result suppressed due to insufficient reporting

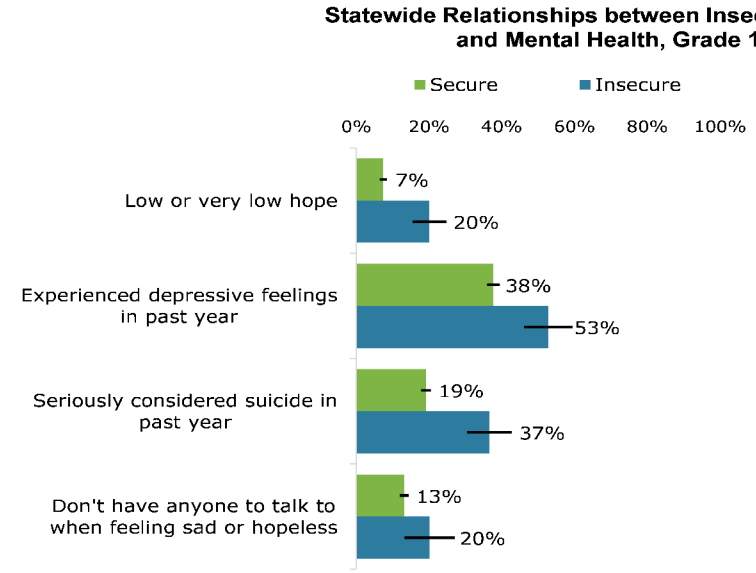
Prevalence is displayed with 95% confidence intervals (as ± or black bar |).

FACT SHEET

Housing Insecurity

Mental Health

Students living in insecure housing are more likely to experience mental health challenges…



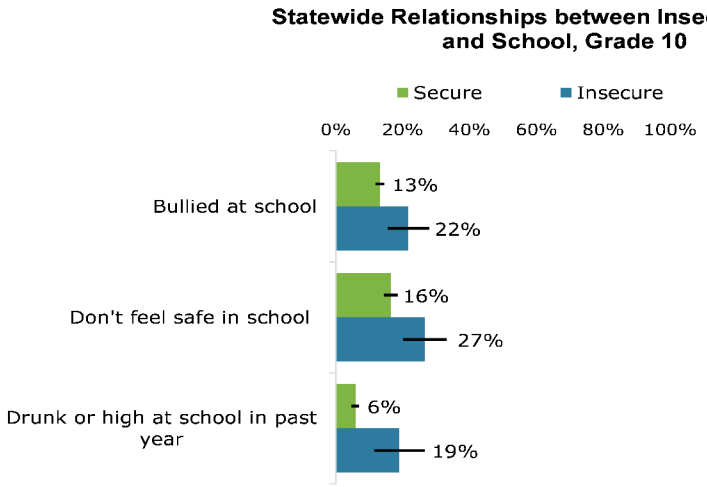
10th grade students **living in insecure housing** statewide, are:

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

Compared to those **living in secure housing**.

School Experience

Students living in insecure housing are more likely to report issues at school …



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 likely to report being drunk or high at school in the past year*

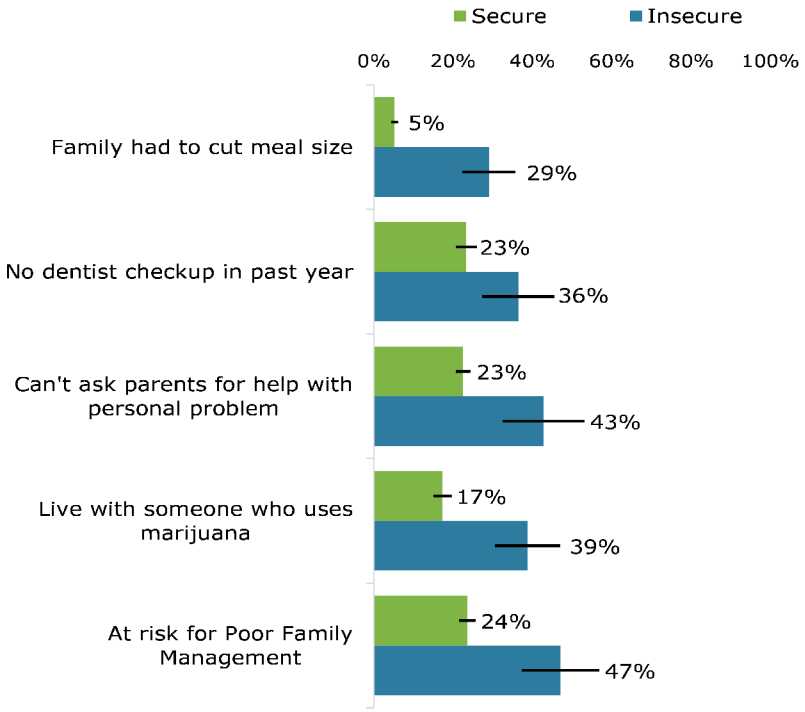
Compared to those **living in secure housing**.

FACT SHEET
Housing Insecurity

Family Difficulties

Students living in insecure housing are more likely to experience other family issues, such as poverty….

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*

Compared to those **living in secure housing**.

FOR MORE INFORMATION

- Schoolhouse Connection: https://schoolhouseconnection.org/
- National Association for the Education of Homeless Children and Youth: www.naehcy.org
- The National Center for Homeless Education: https://nche.ed.gov
- Resource Highway from OSPI: http://www.k12.wa.us/HomelessEd/Resources.aspx
- Most Frequently Asked Question About McKinney-Vento: http://www.k12.wa.us/HomelessEd/pubdocs/faq2009.pdf
- Annual Data Collection: http://www.k12.wa.us/HomelessEd/Data.aspx

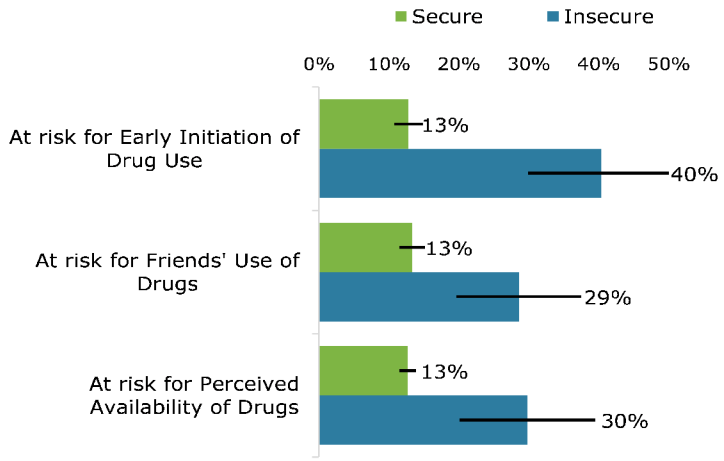
FACT SHEET

Housing Insecurity

Substance Use Risk Factors

Students living in insecure housing have higher risk factors related to substance use...

Statewide Relationships between Insecure Housing and Substance Use, Grade 10



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

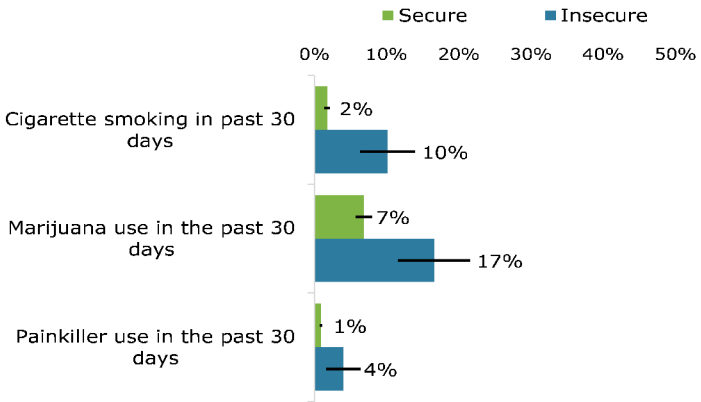
- *More likely to report being at "at risk" for early initiation of drug use*
- *More likely to report being "at risk" for having friends that use drugs*
- *More likely to report being "at risk" for perceiving that drugs are available in their community*

Compared to those **living in secure housing**.

Current Substance Use

Students living in insecure housing are more likely to have used cigarettes, marijuana, and painkillers...

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**.