

School Risk Factors Fact Sheet 2025

Issaquah School District, Grade 6

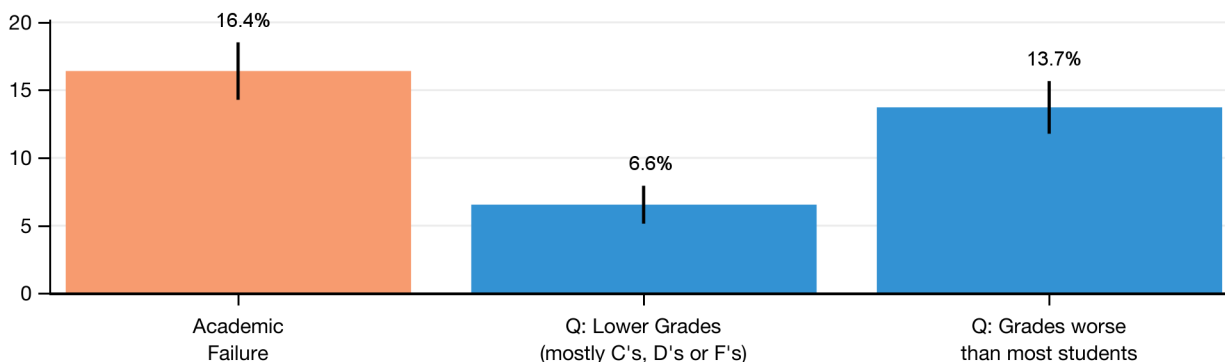
Students surveyed = 1,336

Introduction

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

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

% of students at risk

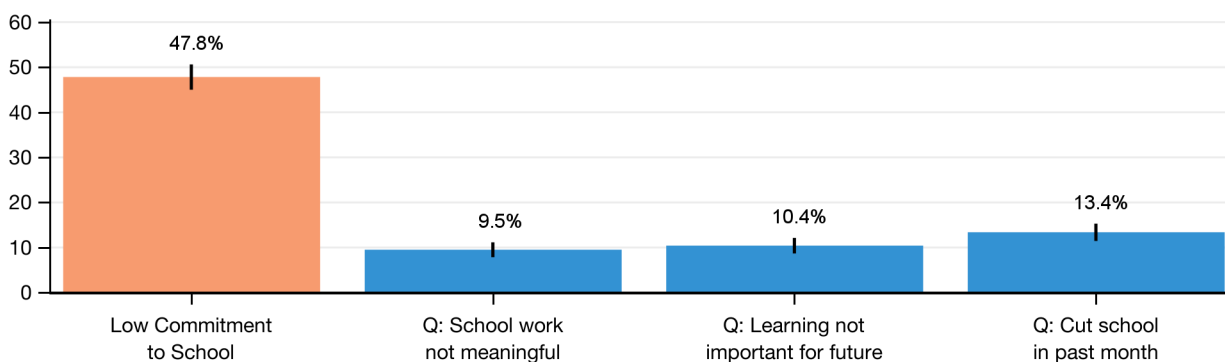


The bar chart above shows Risk Factor: Academic Failure with Component Questions for Grade 6, 2025. The measures and values are:

Measure	Value
Academic Failure	16.4% $\pm$ 2.1%
Question - lower grades (mostly c's, d's or f's)	6.6% $\pm$ 1.4%
Question - grades worse than most students	13.7% $\pm$ 1.9%

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

% of students at risk

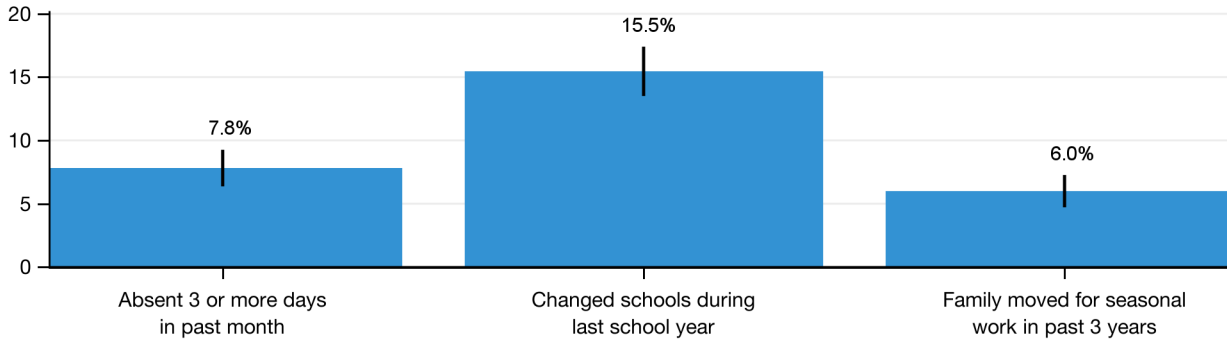


The bar chart above shows Risk Factor: Low Commitment to School with Component Questions for Grade 6, 2025. The measures and values are:

Measure	Value
Low Commitment to School	47.8% $\pm$ 2.8%
Question - school work not meaningful	9.5% $\pm$ 1.6%
Question - learning not important for future	10.4% $\pm$ 1.7%
Question - cut school in past month	13.4% $\pm$ 1.9%

School Attendance and Transition - Grade 6, 2025

% of Students



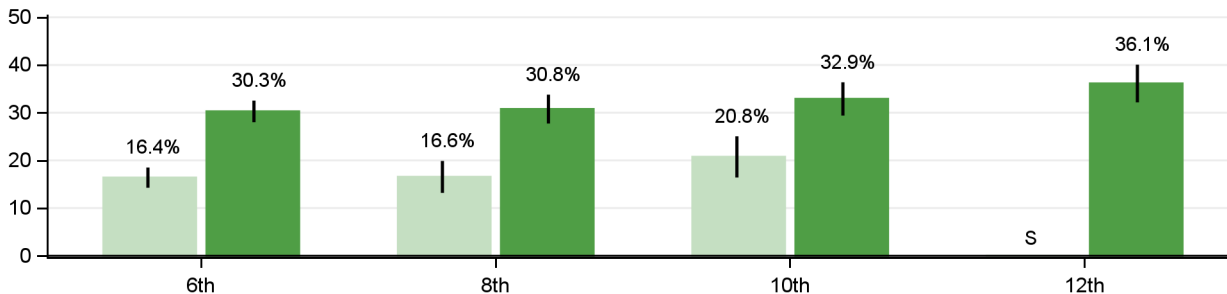
The bar chart above shows School Attendance and Transition for Grade 6, 2025. The measures and values are:

Measure	Value
Absent 3 or more days in past month	7.8% $\pm$ 1.4%
Changed schools during last school year	15.5% $\pm$ 1.9%
Family moved for seasonal work in past 3 years	6.0% $\pm$ 1.3%

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

Local State

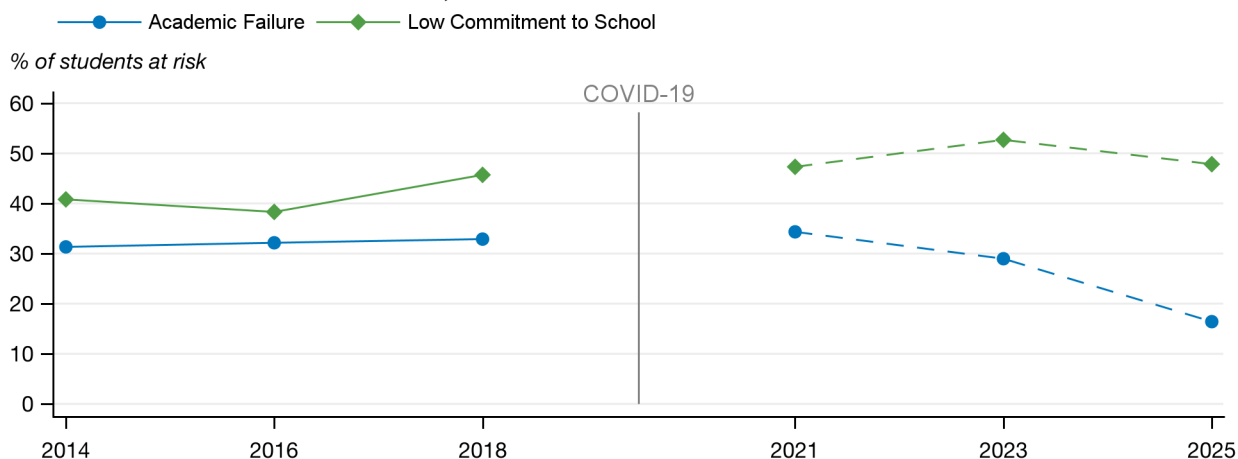
% of students at risk



The bar chart above compares Issaquah 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	16.4% $\pm$ 2.1%	30.3% $\pm$ 2.3%
8th grade	16.6% $\pm$ 3.3%	30.8% $\pm$ 3.0%
10th grade	20.8% $\pm$ 4.3%	32.9% $\pm$ 3.5%
12th grade	suppressed	36.1% $\pm$ 4.0%

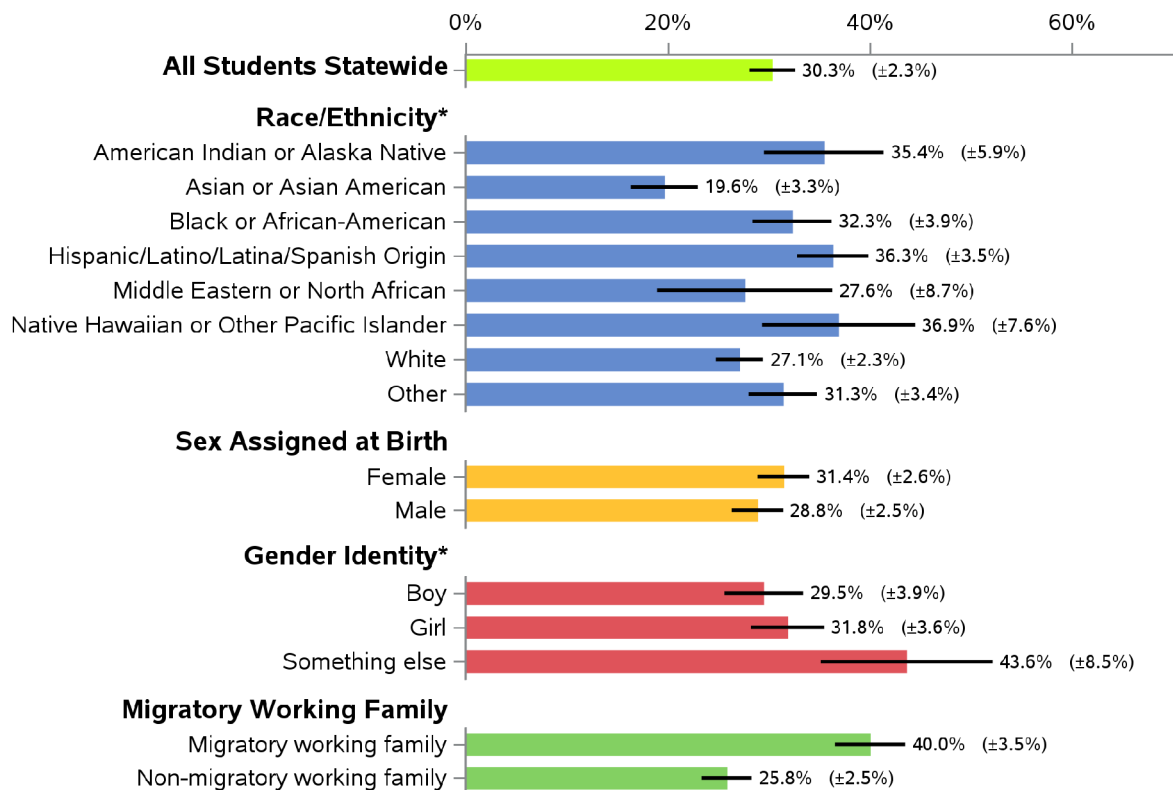
School Risk Factor - 2014-2025, Grade 6



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

Measure	2014	2016	2018	2021	2023	2025
Academic Failure	31.3% ±2.6% ▲	32.1% ±2.5%	32.9% ±2.5%	34.3% ±2.7%	29% ±2.5% ▼	16.4% ±2.1% ▼
Low Commitment to School	40.8% ±2.6% ▲	38.3% ±2.5%	45.7% ±2.5% ▲	47.3% ±2.7%	52.7% ±2.7% ▲	47.8% ±2.8% ▼

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



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

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

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

The demographic categories and values are:

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

For More Information

- Several research briefs on substance use and mental health promotion topics have been developed by the Prevention Research Collaborative. Find them here:
<https://theathenaforum.org/prevention-101/research-briefs-substance-use-prevention-and-mental-health-promotion>
- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more go to the Start Talking Now website: www.StartTalkingNow.org
- For more resources for schools: **Mental, Social, & Behavioral Health**
- 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
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- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse:
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- 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 $\pm$ or black bar)

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

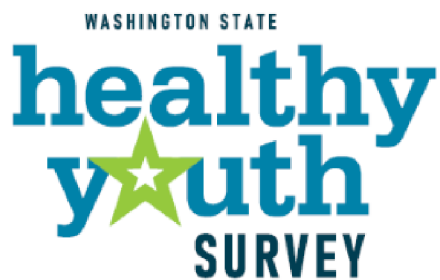
For HYS 2025, some questions and response options were modernized in consultation with the University of Washington Social Development Research Group. Trends over time that include these questions should be interpreted with caution.

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.



School Risk Factors Fact Sheet 2025

Issaquah School District, Grade 8

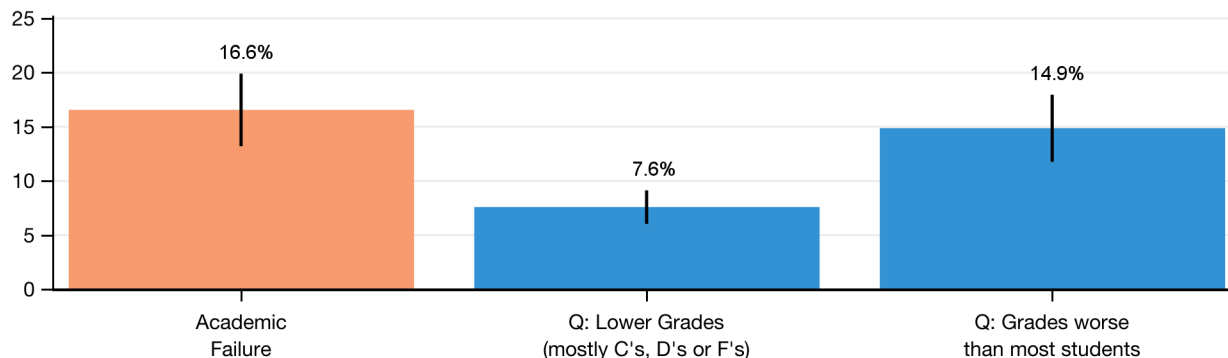
Students surveyed = 1,293

Introduction

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Risk Factor: Academic Failure with Component Questions - Grade 8, 2025

% of students at risk

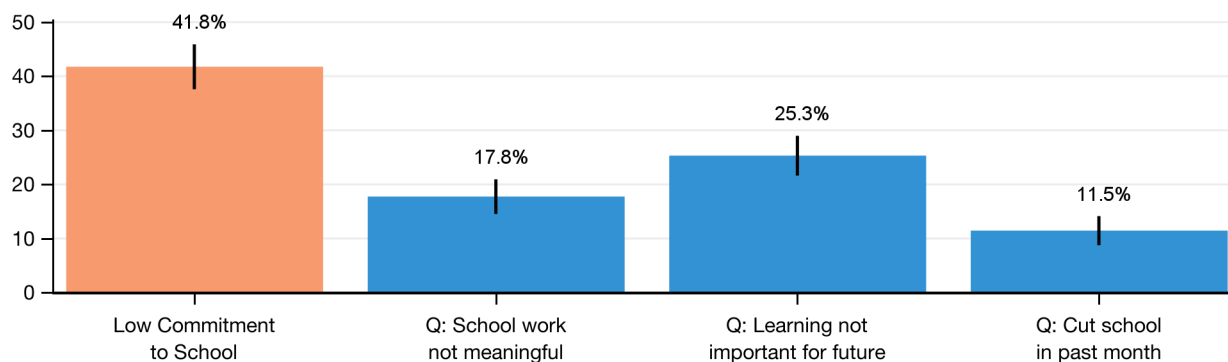


The bar chart above shows Risk Factor: Academic Failure with Component Questions for Grade 8, 2025. The measures and values are:

Measure	Value
Academic Failure	16.6% $\pm$ 3.3%
Question - lower grades (mostly c's, d's or f's)	7.6% $\pm$ 1.5%
Question - grades worse than most students	14.9% $\pm$ 3.1%

Risk Factor: Low Commitment to School with Component Questions - Grade 8, 2025

% of students at risk

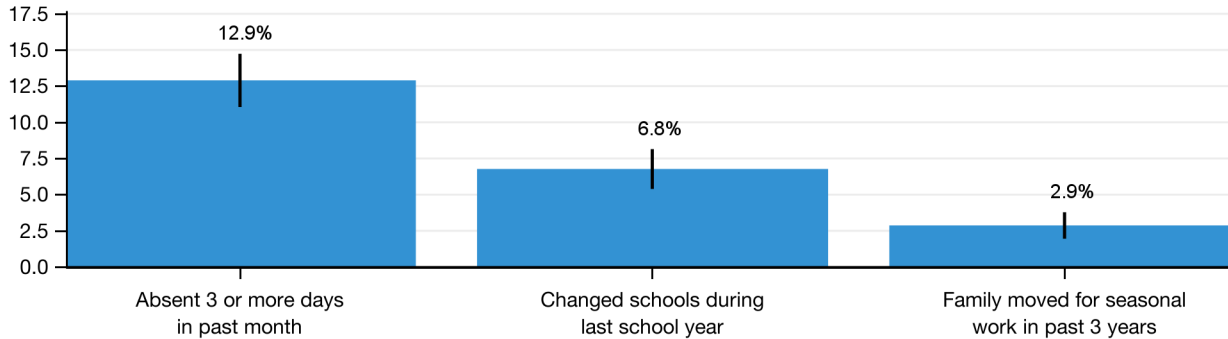


The bar chart above shows Risk Factor: Low Commitment to School with Component Questions for Grade 8, 2025. The measures and values are:

Measure	Value
Low Commitment to School	41.8% $\pm$ 4.1%
Question - school work not meaningful	17.8% $\pm$ 3.2%
Question - learning not important for future	25.3% $\pm$ 3.7%
Question - cut school in past month	11.5% $\pm$ 2.7%

School Attendance and Transition - Grade 8, 2025

% of Students



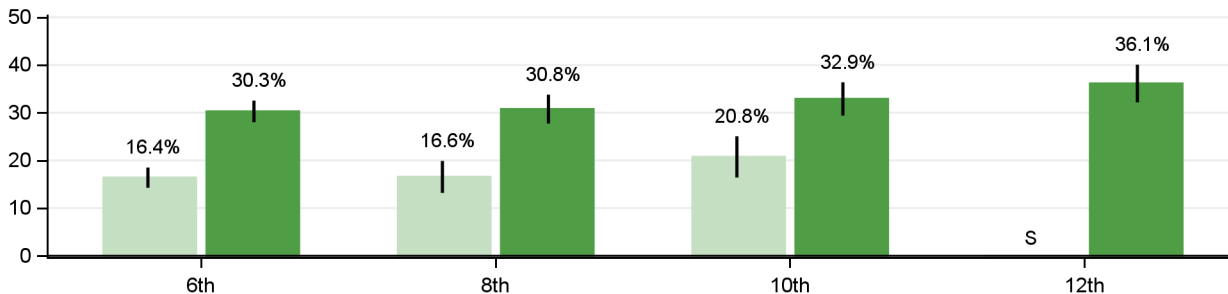
The bar chart above shows School Attendance and Transition for Grade 8, 2025. The measures and values are:

Measure	Value
Absent 3 or more days in past month	12.9% $\pm$ 1.8%
Changed schools during last school year	6.8% $\pm$ 1.4%
Family moved for seasonal work in past 3 years	2.9% $\pm$ 0.9%

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

Local State

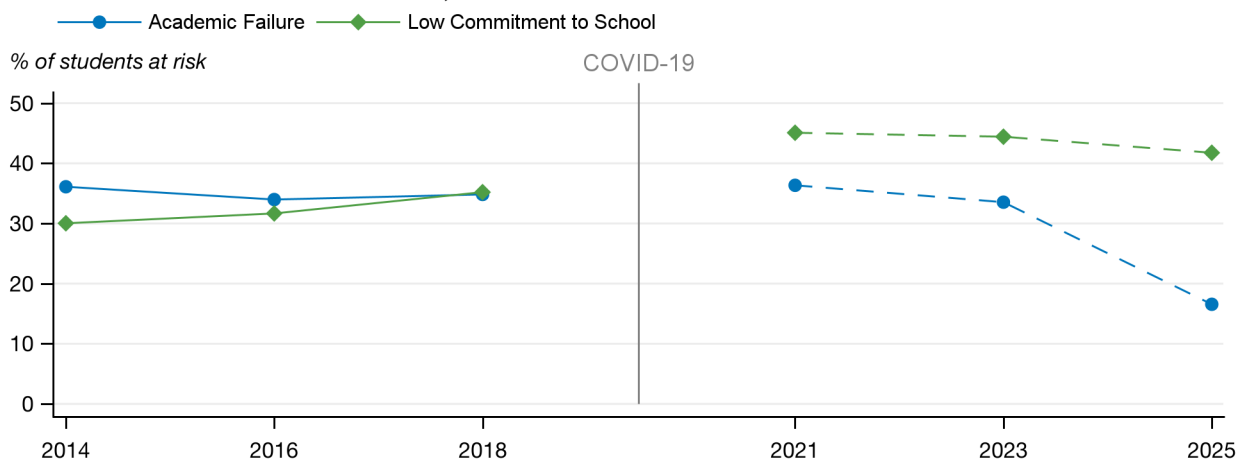
% of students at risk



The bar chart above compares Issaquah 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	16.4% $\pm$ 2.1%	30.3% $\pm$ 2.3%
8th grade	16.6% $\pm$ 3.3%	30.8% $\pm$ 3.0%
10th grade	20.8% $\pm$ 4.3%	32.9% $\pm$ 3.5%
12th grade	suppressed	36.1% $\pm$ 4.0%

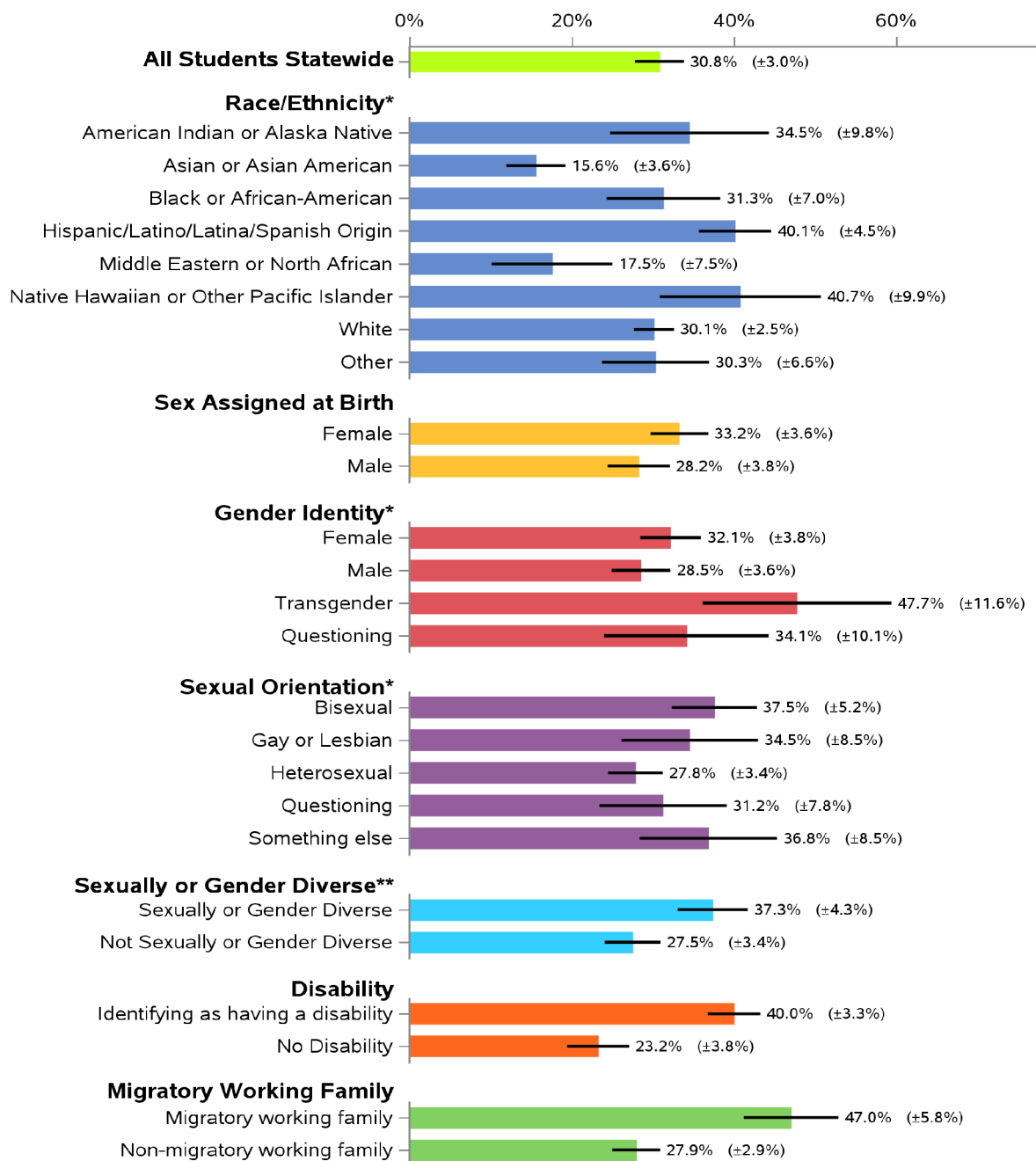
School Risk Factor - 2014-2025, Grade 8



The trend plot above shows measures of School Risk Factor between 2014 and 2025 for Grade 8. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Academic Failure	36.1% ±3.9%	34% ±3.6%	34.8% ±3.7%	36.3% ±4%	33.5% ±3.7%	16.6% ±3.3% ↓
Low Commitment to School	30% ±3.6%	31.7% ±3.5%	35.2% ±3.7%	45.1% ±4% ↑	44.4% ±4%	41.8% ±4.1%

Statewide Relationship between Risk of Academic Failure and Demographics, Grade 8, 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 8, 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 30.8% $\pm$ 3.0%

By Race/Ethnicity

American Indian or Alaska Native	34.5% $\pm$ 9.8%
Asian or Asian American	15.6% $\pm$ 3.6%
Black or African-American	31.3% $\pm$ 7.0%
Hispanic/Latino/Latina/Spanish Origin	40.1% $\pm$ 4.5%
Middle Eastern or North African	17.5% $\pm$ 7.5%
Native Hawaiian or Other Pacific Islander	40.7% $\pm$ 9.9%
White	30.1% $\pm$ 2.5%
Other	30.3% $\pm$ 6.6%

By Sex Assigned at Birth

Female	33.2% $\pm$ 3.6%
Male	28.2% $\pm$ 3.8%

By Gender Identity

Female	32.1% $\pm$ 3.8%
Male	28.5% $\pm$ 3.6%
Transgender	47.7% $\pm$ 11.6%
Questioning	34.1% $\pm$ 10.1%

By Sexual Orientation

Bisexual	37.5% $\pm$ 5.2%
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By Sexual Orientation

Gay or Lesbian	34.5% $\pm$ 8.5%
Heterosexual	27.8% $\pm$ 3.4%
Questioning	31.2% $\pm$ 7.8%
Something else	36.8% $\pm$ 8.5%

By Sexually or Gender Diverse

Sexually or Gender Diverse	37.3% $\pm$ 4.3%
Not Sexually or Gender Diverse	27.5% $\pm$ 3.4%

By Disability

Identifying as having a disability	40.0% $\pm$ 3.3%
No Disability	23.2% $\pm$ 3.8%

By Migratory Working Family

Migratory working family	47.0% $\pm$ 5.8%
Non-migratory working family	29.4% $\pm$ 3.1%
Non-migratory working family	29.4% $\pm$ 3.1%

For More Information

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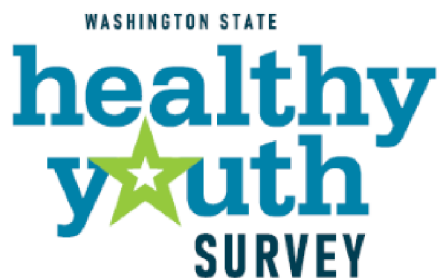
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School Risk Factors Fact Sheet 2025

Issaquah School District, Grade 10

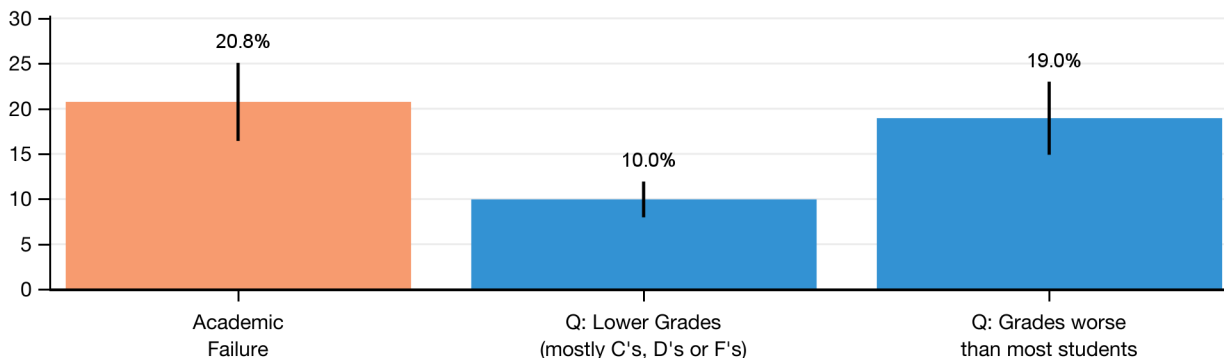
Students surveyed = 1,042

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

% of students at risk

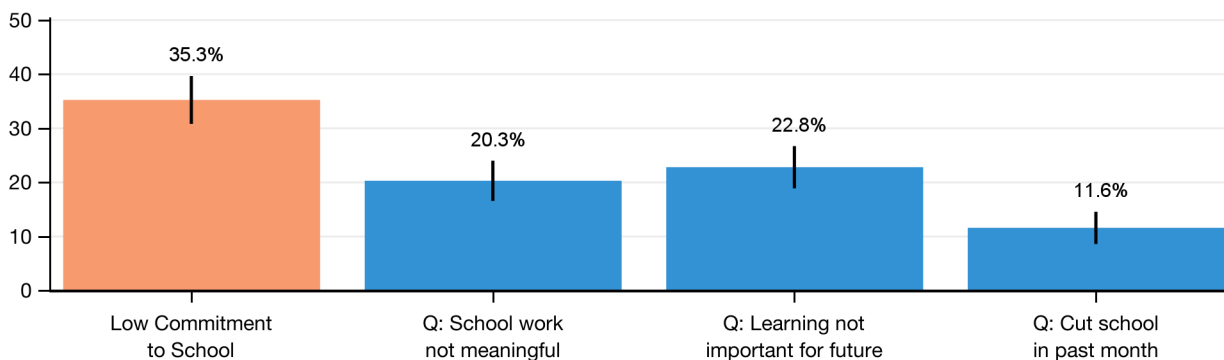


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Measure	Value
Academic Failure	20.8% $\pm$ 4.3%
Question - lower grades (mostly c's, d's or f's)	10.0% $\pm$ 2.0%
Question - grades worse than most students	19.0% $\pm$ 4.0%

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

% of students at risk

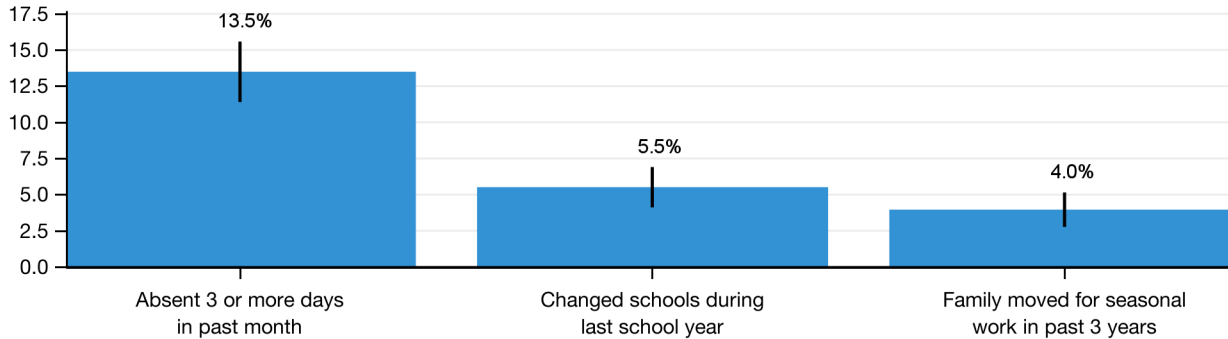


The bar chart above shows Risk Factor: Low Commitment to School with Component Questions for Grade 10, 2025. The measures and values are:

Measure	Value
Low Commitment to School	35.3% $\pm$ 4.4%
Question - school work not meaningful	20.3% $\pm$ 3.7%
Question - learning not important for future	22.8% $\pm$ 3.9%
Question - cut school in past month	11.6% $\pm$ 3.0%

School Attendance and Transition - Grade 10, 2025

% of Students



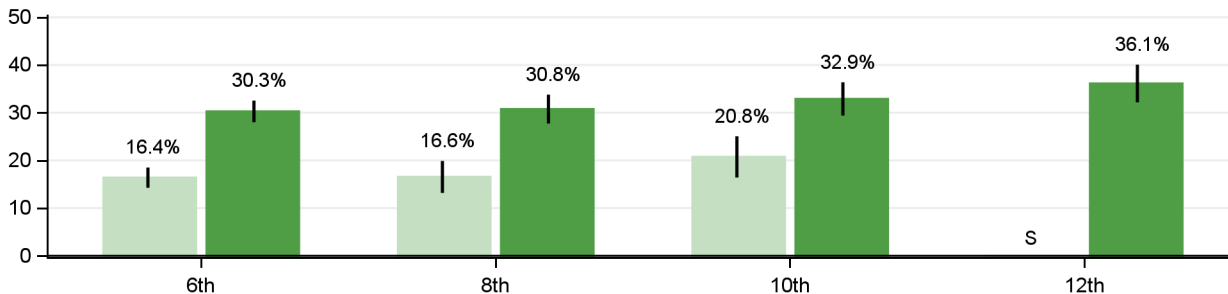
The bar chart above shows School Attendance and Transition for Grade 10, 2025. The measures and values are:

Measure	Value
Absent 3 or more days in past month	13.5% $\pm$ 2.1%
Changed schools during last school year	5.5% $\pm$ 1.4%
Family moved for seasonal work in past 3 years	4.0% $\pm$ 1.2%

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

Local State

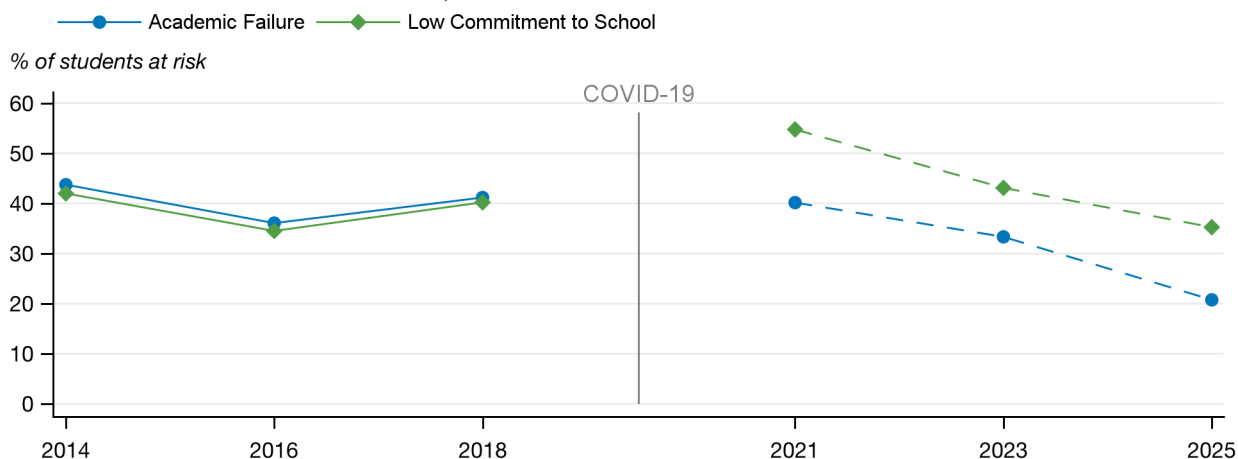
% of students at risk



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

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8th grade	16.6% $\pm$ 3.3%	30.8% $\pm$ 3.0%
10th grade	20.8% $\pm$ 4.3%	32.9% $\pm$ 3.5%
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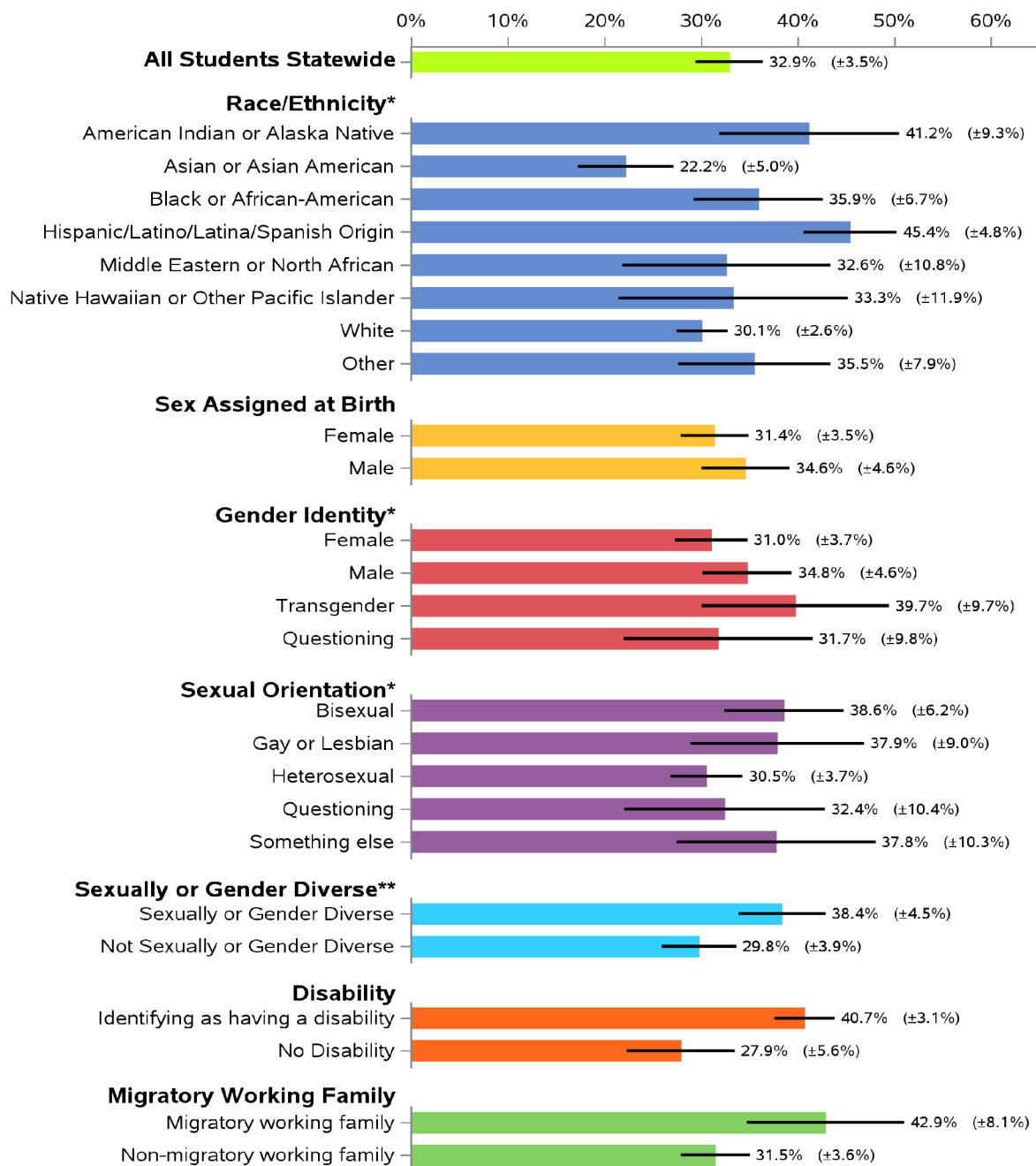
School Risk Factor - 2014-2025, Grade 10



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	43.7% ±4.3%	36.1% ±4.2% ↓	41.2% ±3.9%	40.2% ±4.3%	33.3% ±4.2% ↓	20.8% ±4.3% ↓
Low Commitment to School	42% ±4.3% ↑	34.5% ±4.2% ↓	40.2% ±3.8% ↑	54.8% ±4.3% ↑	43.1% ±4.5% ↓	35.3% ±4.4% ↓

Statewide Relationship between Risk of Academic Failure and Demographics, Grade 10, 2025



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The bar chart above shows the statewide relationship between Risk of Academic Failure 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 32.9% $\pm$ 3.5%

By Race/Ethnicity

American Indian or Alaska Native	41.2% $\pm$ 9.3%
Asian or Asian American	22.2% $\pm$ 5.0%
Black or African-American	35.9% $\pm$ 6.7%
Hispanic/Latino/Latina/Spanish Origin	45.4% $\pm$ 4.8%
Middle Eastern or North African	32.6% $\pm$ 10.8%
Native Hawaiian or Other Pacific Islander	33.3% $\pm$ 11.9%
White	30.1% $\pm$ 2.6%
Other	35.5% $\pm$ 7.9%

By Sex Assigned at Birth

Female	31.4% $\pm$ 3.5%
Male	34.6% $\pm$ 4.6%

By Gender Identity

Female	31.0% $\pm$ 3.7%
Male	34.8% $\pm$ 4.6%
Transgender	39.7% $\pm$ 9.7%
Questioning	31.7% $\pm$ 9.8%

By Sexual Orientation

Bisexual	38.6% $\pm$ 6.2%
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By Sexual Orientation

Gay or Lesbian	37.9% $\pm$ 9.0%
Heterosexual	30.5% $\pm$ 3.7%
Questioning	32.4% $\pm$ 10.4%
Something else	37.8% $\pm$ 10.3%

By Sexually or Gender Diverse

Sexually or Gender Diverse	38.4% $\pm$ 4.5%
Not Sexually or Gender Diverse	29.8% $\pm$ 3.9%

By Disability

Identifying as having a disability	40.7% $\pm$ 3.1%
No Disability	27.9% $\pm$ 5.6%

By Migratory Working Family

Migratory working family	42.9% $\pm$ 8.1%
Non-migratory working family	32.4% $\pm$ 3.5%
Non-migratory working family	32.4% $\pm$ 3.5%

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<https://theathenaforum.org/cpwi>
- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse:
<http://adaiclearinghouse.net>
- For prevention tips and other online resources visit <https://focusonyouwa.org> and www.DrugFree.org
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit www.waRecoveryHelpLine.org

Data Notes

Prevalence on charts is displayed with 95% confidence intervals (as $\pm$ 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

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