

Community Protective Factors Fact Sheet 2025

Issaquah School District, Grade 8

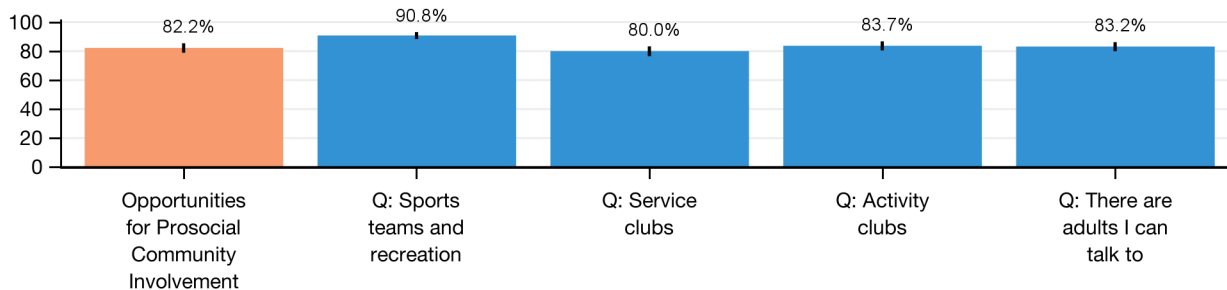
Students surveyed = 1,293

Introduction

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

Protective Factor: Opportunities for Prosocial Community Involvement with Component Questions - Grade 8, 2025

% of students protected



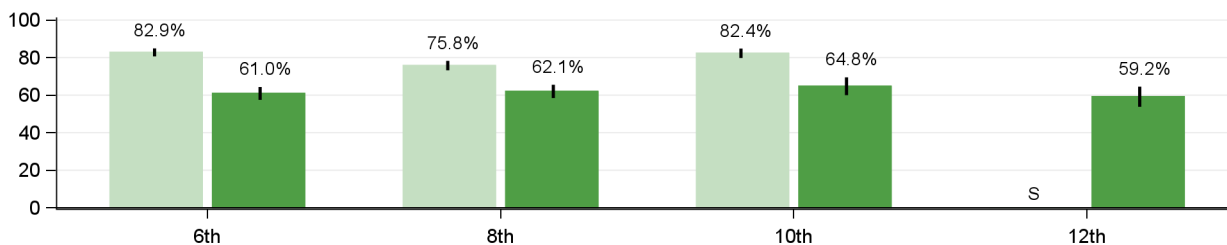
The bar chart above shows Protective Factor: Opportunities for Prosocial Community Involvement with Component Questions for Grade 8, 2025. The measures and values are:

Measure	Value
Opportunities for Prosocial Community Involvement	82.2% $\pm$ 3.3%
Question - involved in sports teams and recreation	90.8% $\pm$ 2.4%
Question - involved in service clubs	80.0% $\pm$ 3.4%
Question - involved in activity clubs	83.7% $\pm$ 3.1%
Question - there are adults I can turn to	83.2% $\pm$ 3.1%

Participation in Afterschool Activities, All Grades, 2025

Local State

% of Students

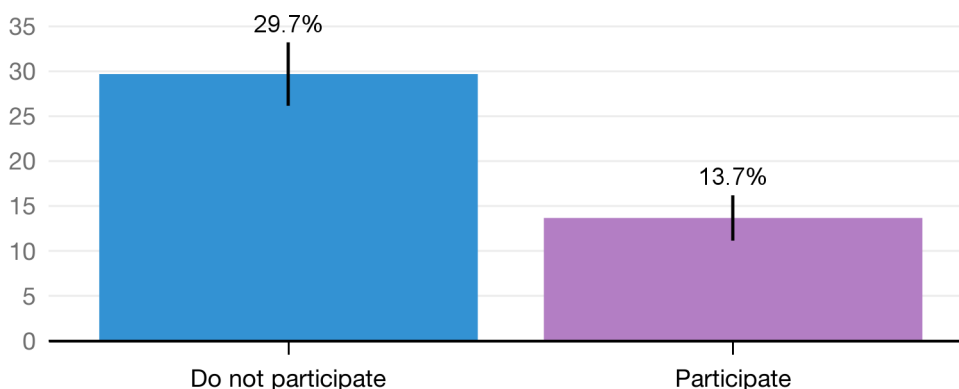


The bar chart above compares Issaquah School District (local results) to the state sample results for Participation in Afterschool Activities for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	82.9% $\pm$ 2.1%	61.0% $\pm$ 3.4%
8th grade	75.8% $\pm$ 2.5%	62.1% $\pm$ 3.5%
10th grade	82.4% $\pm$ 2.5%	64.8% $\pm$ 4.7%
12th grade	suppressed	59.2% $\pm$ 5.4%

Statewide Relationship between Lower Grades and Participation in Afterschool Activities, Grade 8

% of students have lower grades

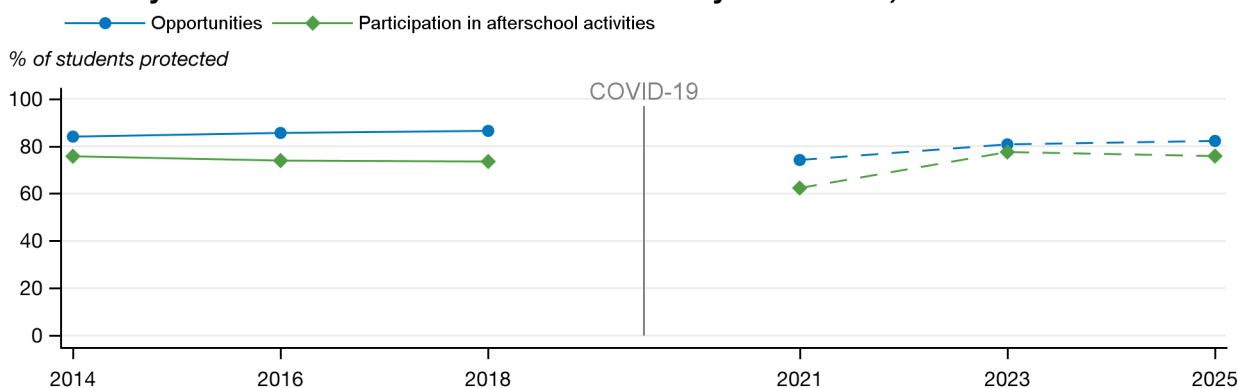


The bar chart above shows the statewide relationship between lower grades and participation in afterschool activities for Grade 8 in 2025

Statewide, 8th graders who do not participate in afterschool activities report lower grades in school (C's, D's or F's) compared to those who do participate.

Student group	Results
for those who do not participate	29.7% have lower grades ($\pm 3.5\%$)
for those who participate	13.7% have lower grades ($\pm 2.5\%$)

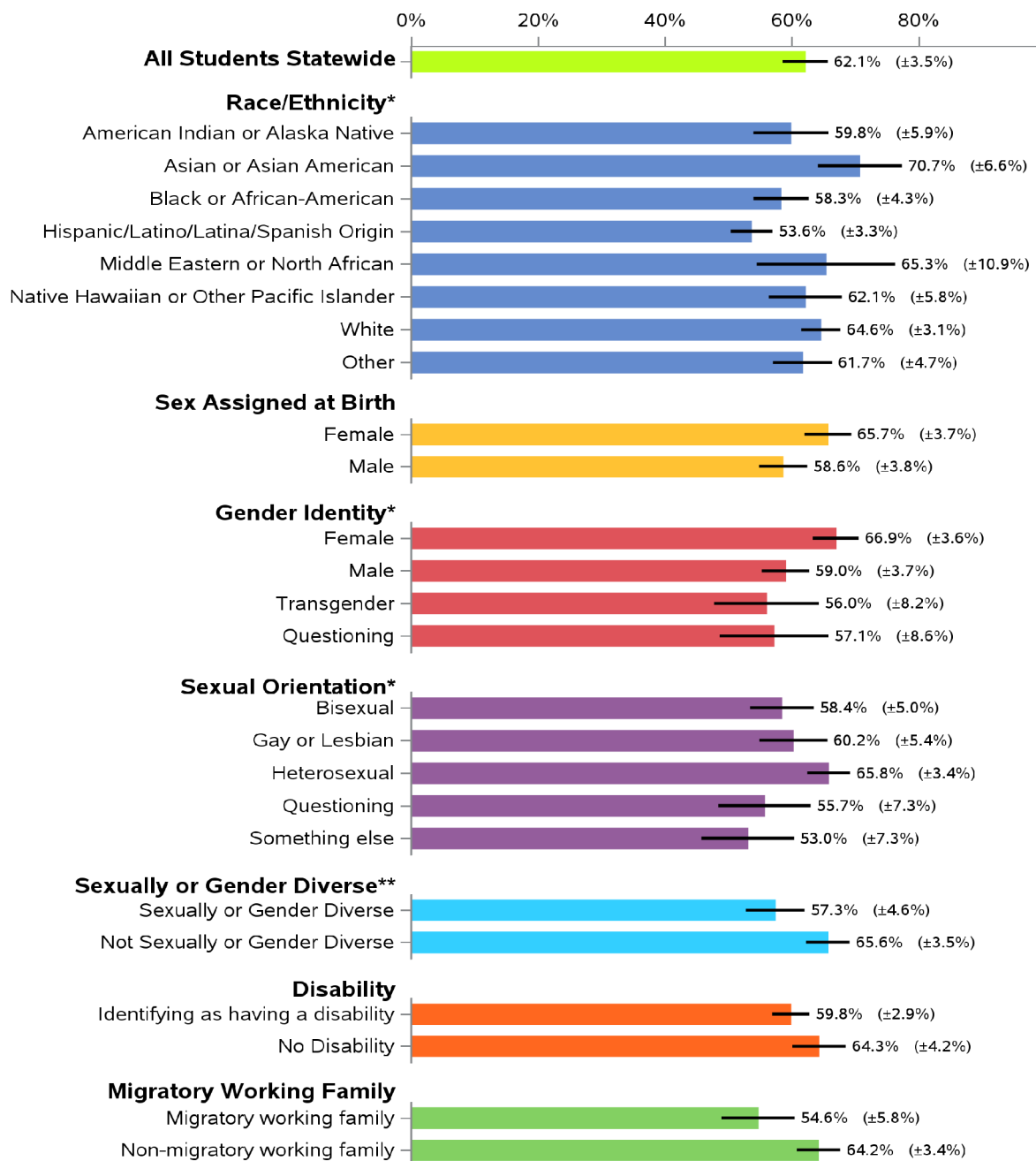
Community Protective Factor and Afterschool Activity - 2014-2025, Grade 8



The trend plot above shows measures of Community Protective Factor and Afterschool Activity between 2014 and 2025 for Grade 8. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Opportunities	84.1% $\pm 2.9\%$	85.6% $\pm 2.6\%$	86.5% $\pm 2.6\%$	74.2% $\pm 3.7\%$	80.8% $\pm 3.1\%$	82.2% $\pm 3.3\%$
Participation in afterschool activities	75.7% $\pm 2.5\%$	73.9% $\pm 2.4\%$	73.5% $\pm 2.4\%$	62.3% $\pm 2.8\%$	77.5% $\pm 2.4\%$	75.8% $\pm 2.5\%$

Statewide Relationship between Participation in Afterschool Activities and Demographics, Grade 8, 2025



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

**Sexually or gender diverse youth are defined as any student selecting “transgender”, “questioning/not sure”, “something else fits better”, or multiple options for gender identity, or any student selecting “gay or lesbian”, “bisexual”, “questioning/not sure”, “something else fits better”, or multiple response options for sexual orientation.

The bar chart above shows the statewide relationship between Participation in Afterschool Activities and Demographics for Grade 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.
- 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 62.1% $\pm$ 3.5%

By Race/Ethnicity

American Indian or Alaska Native	59.8% $\pm$ 5.9%
Asian or Asian American	70.7% $\pm$ 6.6%
Black or African-American	58.3% $\pm$ 4.3%
Hispanic/Latino/Latina/Spanish Origin	53.6% $\pm$ 3.3%
Middle Eastern or North African	65.3% $\pm$ 10.9%
Native Hawaiian or Other Pacific Islander	62.1% $\pm$ 5.8%
White	64.6% $\pm$ 3.1%
Other	61.7% $\pm$ 4.7%

By Sex Assigned at Birth

Female	65.7% $\pm$ 3.7%
Male	58.6% $\pm$ 3.8%

By Gender Identity

Female	66.9% $\pm$ 3.6%
Male	59.0% $\pm$ 3.7%
Transgender	56.0% $\pm$ 8.2%
Questioning	57.1% $\pm$ 8.6%

By Sexual Orientation

Bisexual	58.4% $\pm$ 5.0%
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By Sexual Orientation

Gay or Lesbian	60.2% $\pm$ 5.4%
Heterosexual	65.8% $\pm$ 3.4%
Questioning	55.7% $\pm$ 7.3%
Something else	53.0% $\pm$ 7.3%

By Sexually or Gender Diverse

Sexually or Gender Diverse	57.3% $\pm$ 4.6%
Not Sexually or Gender Diverse	65.6% $\pm$ 3.5%

By Disability

Identifying as having a disability	59.8% $\pm$ 2.9%
No Disability	64.3% $\pm$ 4.2%

By Migratory Working Family

Migratory working family	54.6% $\pm$ 5.8%
Non-migratory working family	62.7% $\pm$ 3.6%
Non-migratory working family	62.7% $\pm$ 3.6%

For More Information

- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more go to the Start Talking Now website: www.StartTalkingNow.org. To find out about prevention coalitions in your area and how to get involved, go to https://www.theathenaforum.org/cpwi_coalitions.
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Data Notes

Prevalence on charts is displayed with 95% confidence intervals (as $\pm$ or black bar)

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

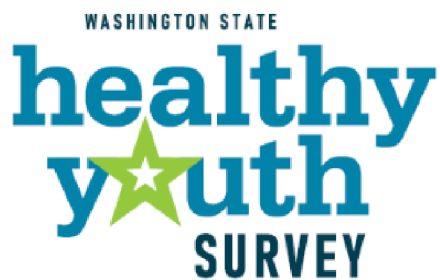
For HYS 2025, some questions and response options were modernized in consultation with the University of Washington Social Development Research Group. Trends over time that include these questions should be interpreted with caution.

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.



Community Protective Factors Fact Sheet 2025

Issaquah School District, Grade 10

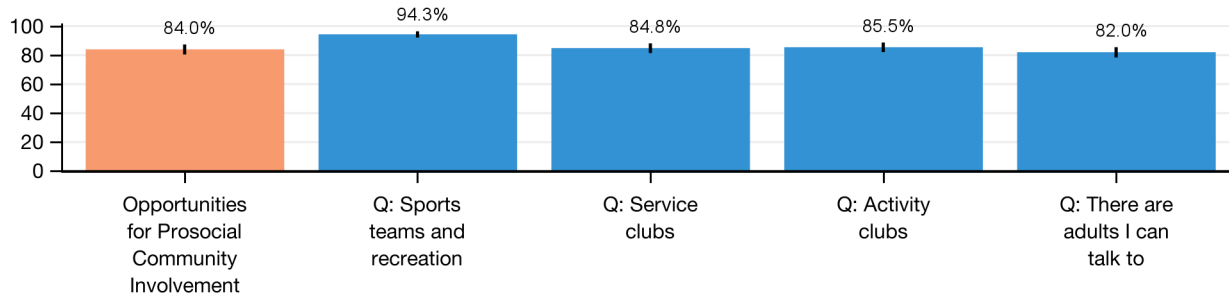
Students surveyed = 1,042

Introduction

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

% of students protected



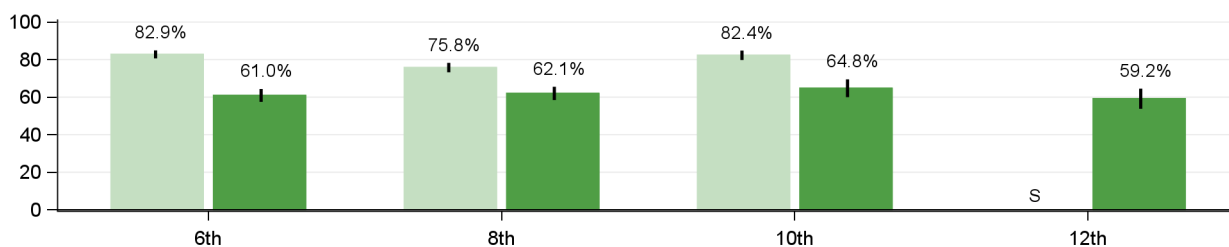
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Question - involved in sports teams and recreation	94.3% $\pm$ 2.2%
Question - involved in service clubs	84.8% $\pm$ 3.4%
Question - involved in activity clubs	85.5% $\pm$ 3.3%
Question - there are adults I can turn to	82.0% $\pm$ 3.6%

Participation in Afterschool Activities, All Grades, 2025

Local State

% of Students

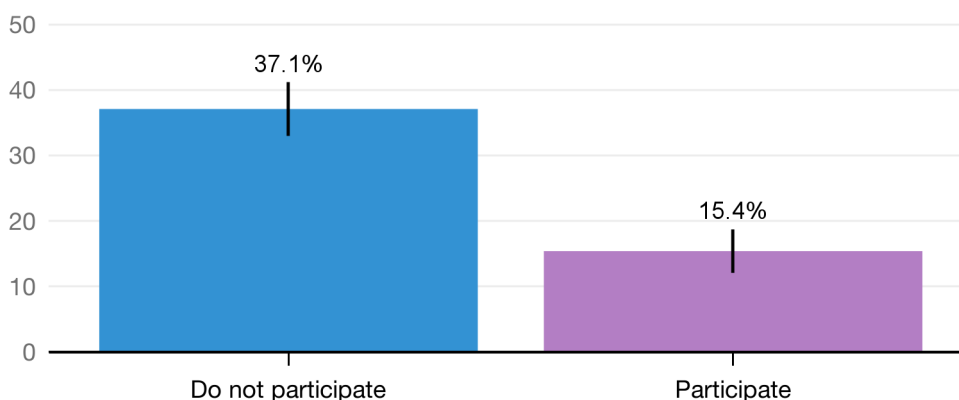


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12th grade	suppressed	59.2% $\pm$ 5.4%

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

% of students have lower grades



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

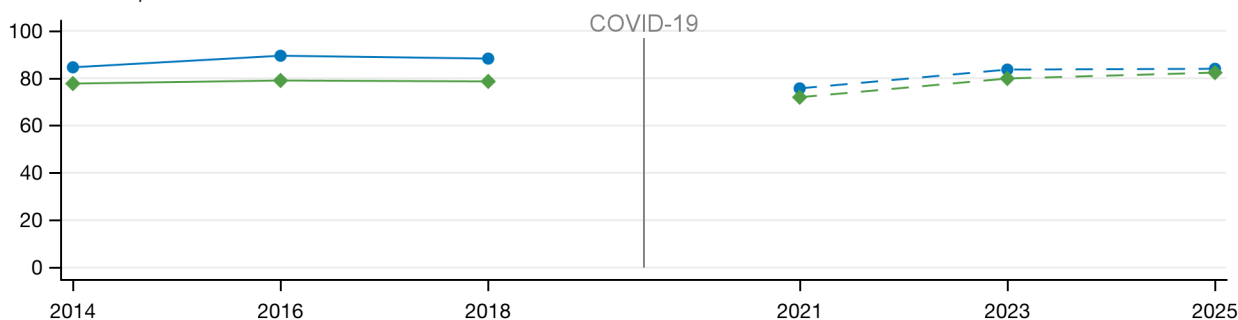
Statewide, 10th graders who do not participate in afterschool activities report lower grades in school (C's, D's or F's) compared to those who do participate.

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

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

—●— Opportunities —◆— Participation in afterschool activities

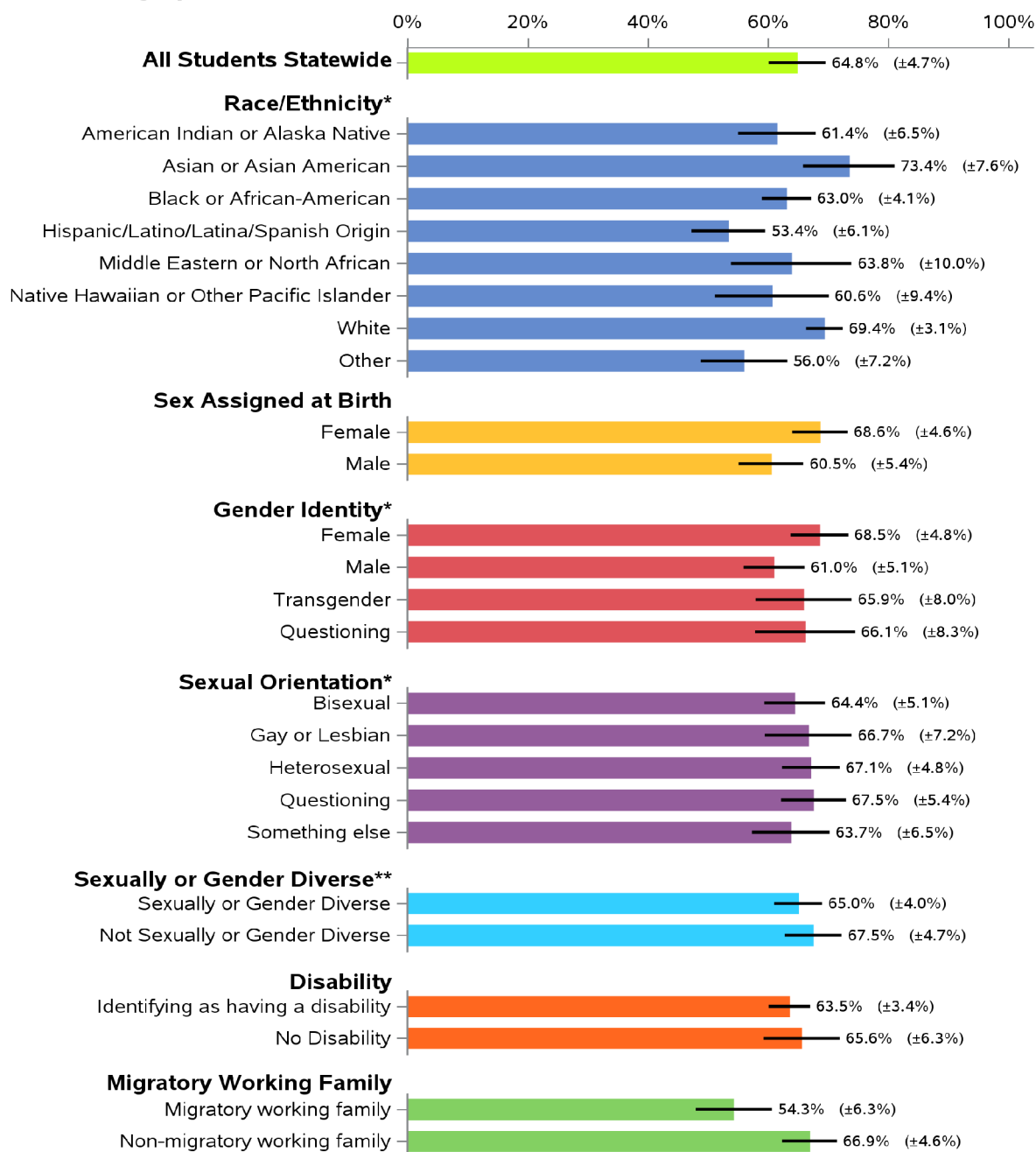
% of students protected



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

Measure	2014	2016	2018	2021	2023	2025
Opportunities	84.6% $\pm 3.2\%$	89.5% $\pm 2.7\%$	88.3% $\pm 2.5\%$	75.7% $\pm 3.8\%$	83.7% $\pm 3.4\%$	84% $\pm 3.5\%$
Participation in afterschool activities	77.7% $\pm 2.6\%$	79% $\pm 2.5\%$	78.6% $\pm 2.3\%$	72% $\pm 2.6\%$	79.9% $\pm 2.5\%$	82.4% $\pm 2.5\%$

Statewide Relationship between Participation in Afterschool Activities and Demographics, Grade 10, 2025



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The bar chart above shows the statewide relationship between Participation in Afterschool Activities and Demographics for Grade 10, 2025

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