

Measuring Hope Fact Sheet 2025

Issaquah School District, Grade 6

Students surveyed = 1,336

Background

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

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

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

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

Pathway Questions:

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

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

Agency Questions:

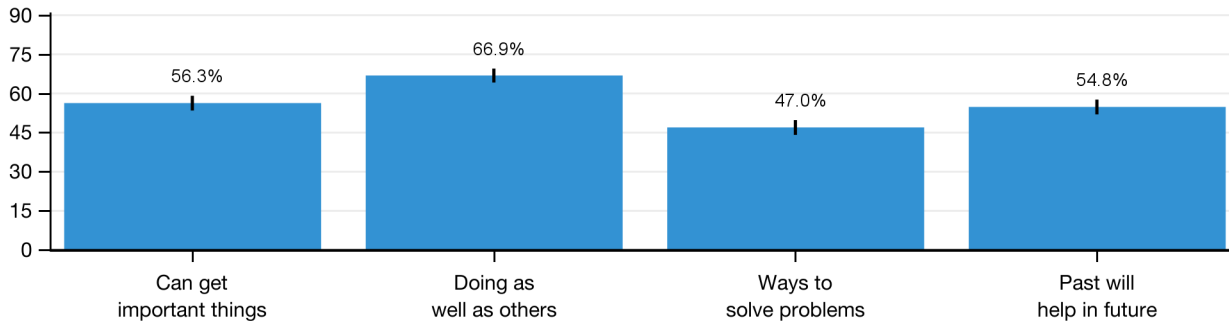
- I am doing just as well as other kids my age.
- I think the things I have done in the past will help me in the future.

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

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

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

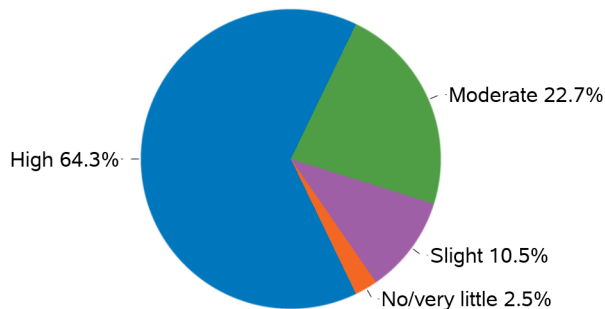
% of students answering "All of the time" or "Most of the time"



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

Measure	Value	Measure	Value
Can get important things	56.3% $\pm$ 2.8%	Ways to solve problems	47.0% $\pm$ 2.8%
Doing as well as others	66.9% $\pm$ 2.7%	Past will help in future	54.8% $\pm$ 2.8%

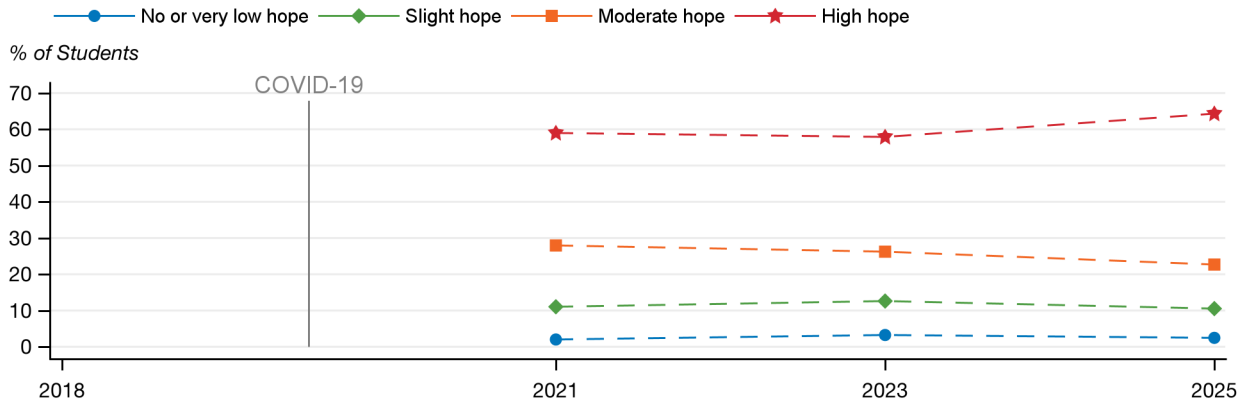
Levels of Hope, Grade 6, 2025



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

Levels of Hope	Value
No or very little hope	2.5% $\pm$ 0.9%
Slightly hopeful	10.5% $\pm$ 1.8%
Moderately hopeful	22.7% $\pm$ 2.4%
Highly hopeful	64.3% $\pm$ 2.7%

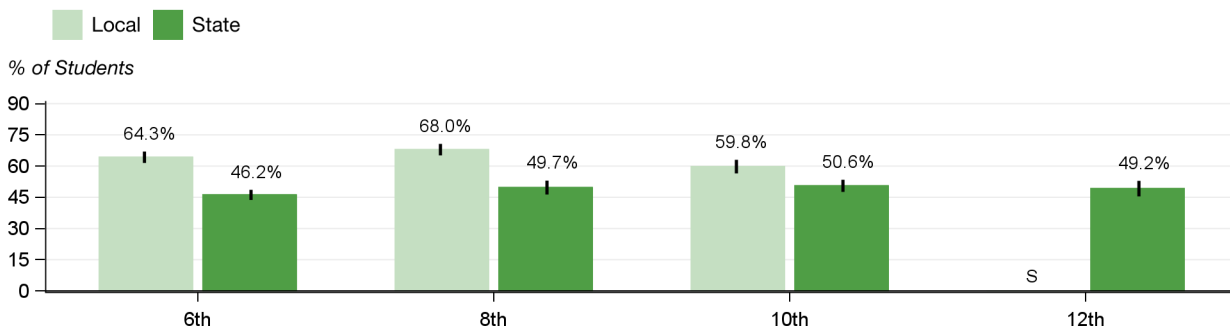
Levels of Hope - 2014-2025, Grade 6



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

Measure	2018	2021	2023	2025
No or very low hope	<i>not asked of grade</i>	2% $\pm 0.8\%$	3.3% $\pm 1\%$	2.5% $\pm 0.9\%$
Slight hope	<i>not asked of grade</i>	11% $\pm 1.7\%$	12.6% $\pm 1.8\%$	10.5% $\pm 1.8\%$
Moderate hope	<i>not asked of grade</i>	28% $\pm 2.5\%$	26.2% $\pm 2.4\%$	22.7% $\pm 2.4\%$ ↓
High hope	<i>not asked of grade</i>	59% $\pm 2.7\%$	57.9% $\pm 2.7\%$	64.3% $\pm 2.7\%$ ↑

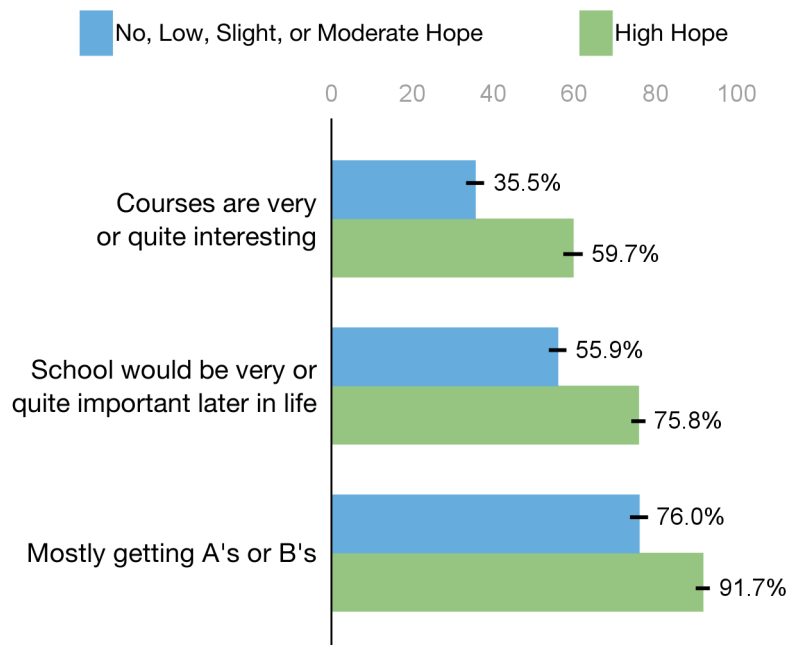
High Hope, All Grades, 2025



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

Grade	Local Results	State Results
6th grade	64.3% $\pm 2.7\%$	46.2% $\pm 2.4\%$
8th grade	68.0% $\pm 2.8\%$	49.7% $\pm 3.3\%$
10th grade	59.8% $\pm 3.3\%$	50.6% $\pm 2.9\%$
12th grade	<i>suppressed</i>	49.2% $\pm 3.7\%$

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



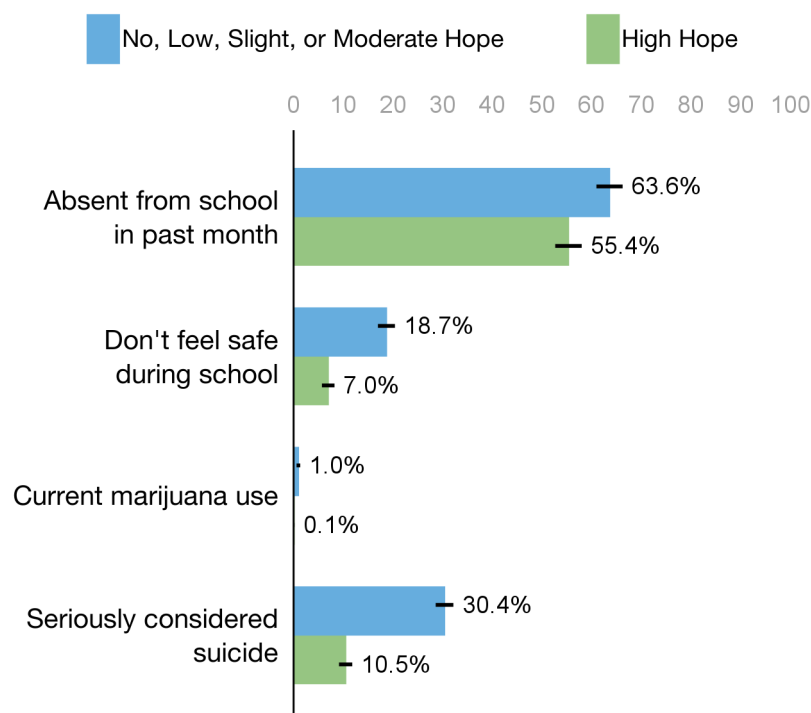
For 6th graders, those with high levels of hope are:

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

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

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

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



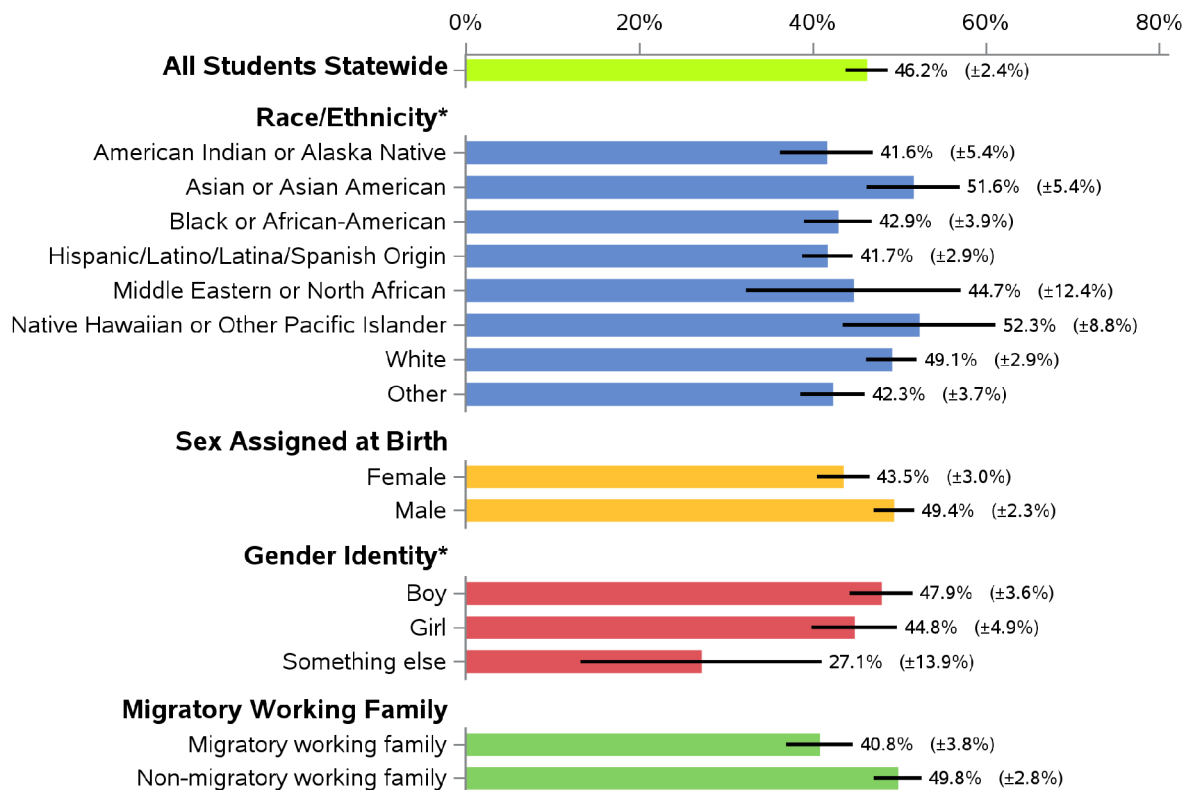
For 6th graders, those with high levels of hope are:

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

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

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

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



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

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

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

The demographic categories and values are:

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

For More Information

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

Data Notes

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

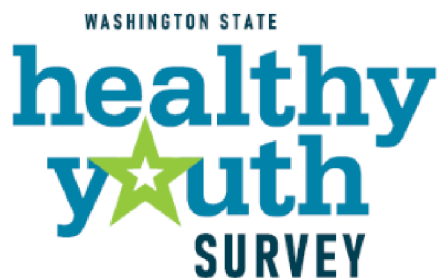
▲ ▼ indicates a significant change from the previous year, $p < 0.05$. Color indicates a **positive** or **negative** difference

Missing Codes:

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

Acknowledgements

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



Measuring Hope Fact Sheet 2025

Issaquah School District, Grade 8

Students surveyed = 1,293

Background

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

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

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

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

Pathway Questions:

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

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

Agency Questions:

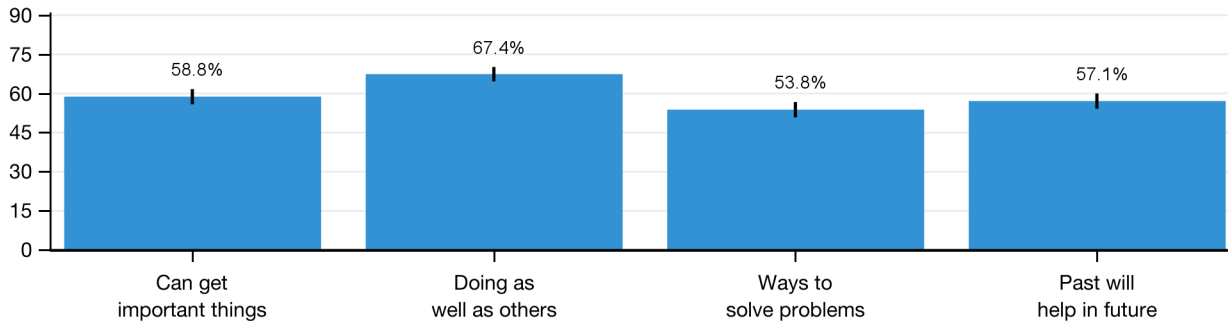
- I am doing just as well as other kids my age.
- I think the things I have done in the past will help me in the future.

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

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

Hope Scale Component Questions, All of the time/Most of the time - Grade 8, 2025

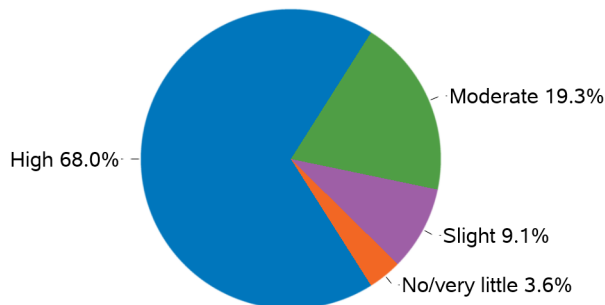
% of students answering "All of the time" or "Most of the time"



The bar chart above shows Hope Scale Component Questions, All of the time/Most of the time for Grade 8, 2025. The measures and values are:

Measure	Value	Measure	Value
Can get important things	58.8% $\pm$ 2.9%	Ways to solve problems	53.8% $\pm$ 2.9%
Doing as well as others	67.4% $\pm$ 2.8%	Past will help in future	57.1% $\pm$ 2.9%

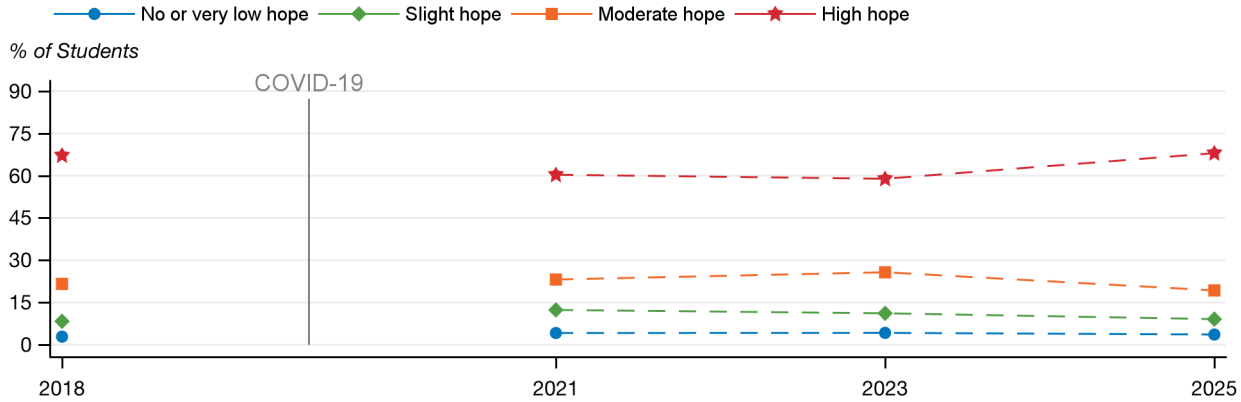
Levels of Hope, Grade 8, 2025



The pie chart above shows Levels of Hope for Grade 8, 2025. The values are:

Levels of Hope	Value
No or very little hope	3.6% $\pm$ 1.1%
Slightly hopeful	9.1% $\pm$ 1.7%
Moderately hopeful	19.3% $\pm$ 2.3%
Highly hopeful	68.0% $\pm$ 2.8%

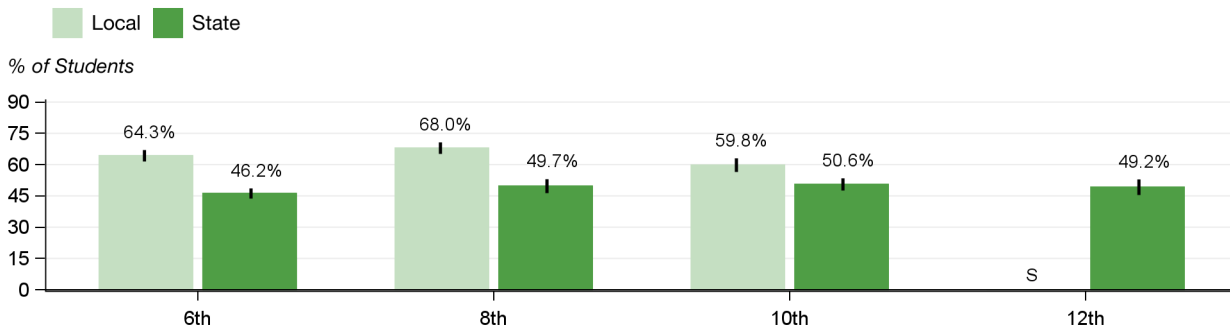
Levels of Hope - 2014-2025, Grade 8



The trend plot above shows measures of Levels of Hope between 2018 and 2025 for Grade 8. The measures and values are:

Measure	2018	2021	2023	2025
No or very low hope	2.9% $\pm$ 1.4%	4.2% $\pm$ 1.2%	4.2% $\pm$ 1.1%	3.6% $\pm$ 1.1%
Slight hope	8.3% $\pm$ 2.2%	12.4% $\pm$ 1.9% ▲	11.2% $\pm$ 1.8%	9.1% $\pm$ 1.7%
Moderate hope	21.6% $\pm$ 3.3%	23.2% $\pm$ 2.4%	25.7% $\pm$ 2.5%	19.3% $\pm$ 2.3% ▼
High hope	67.2% $\pm$ 3.8%	60.3% $\pm$ 2.8% ▼	58.9% $\pm$ 2.8%	68% $\pm$ 2.8% ▲

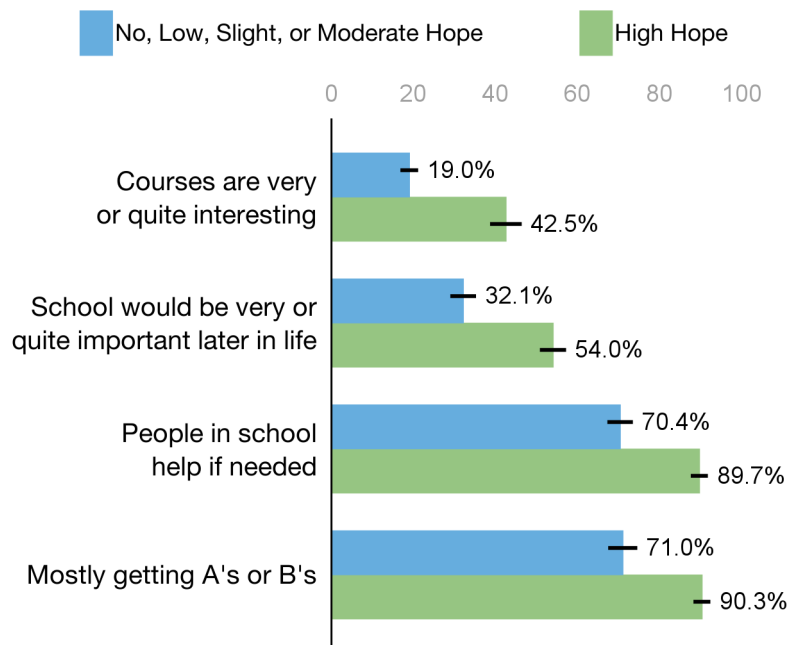
High Hope, All Grades, 2025



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

Grade	Local Results	State Results
6th grade	64.3% $\pm$ 2.7%	46.2% $\pm$ 2.4%
8th grade	68.0% $\pm$ 2.8%	49.7% $\pm$ 3.3%
10th grade	59.8% $\pm$ 3.3%	50.6% $\pm$ 2.9%
12th grade	suppressed	49.2% $\pm$ 3.7%

Statewide Relationship between High Hope and School-related Measures, Grade 8



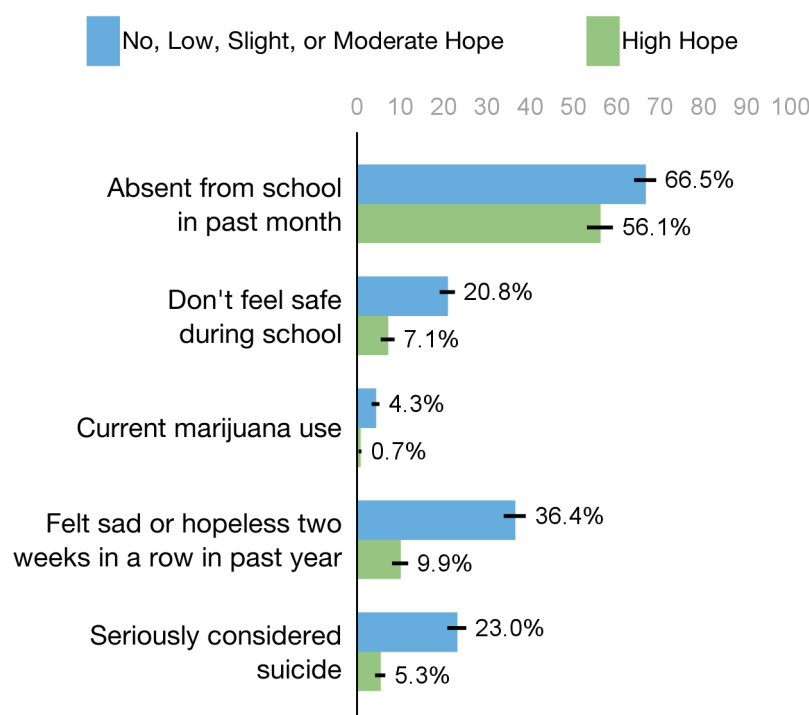
For 8th graders, those with high levels of hope are:

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

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

Measure	No, Low, Slight, or Moderate Hope	High Hope
Courses are very or quite interesting	19.0% $\pm 2.2\%$	42.5% $\pm 3.9\%$
School would be very or quite important later in life	32.1% $\pm 3.1\%$	54.0% $\pm 3.2\%$
People in school help if needed	70.4% $\pm 3.1\%$	89.7% $\pm 2.1\%$
Mostly getting A's or B's	71.0% $\pm 3.5\%$	90.3% $\pm 2.1\%$

Statewide Relationship between High Hope and Life-related Measures, Grade 8



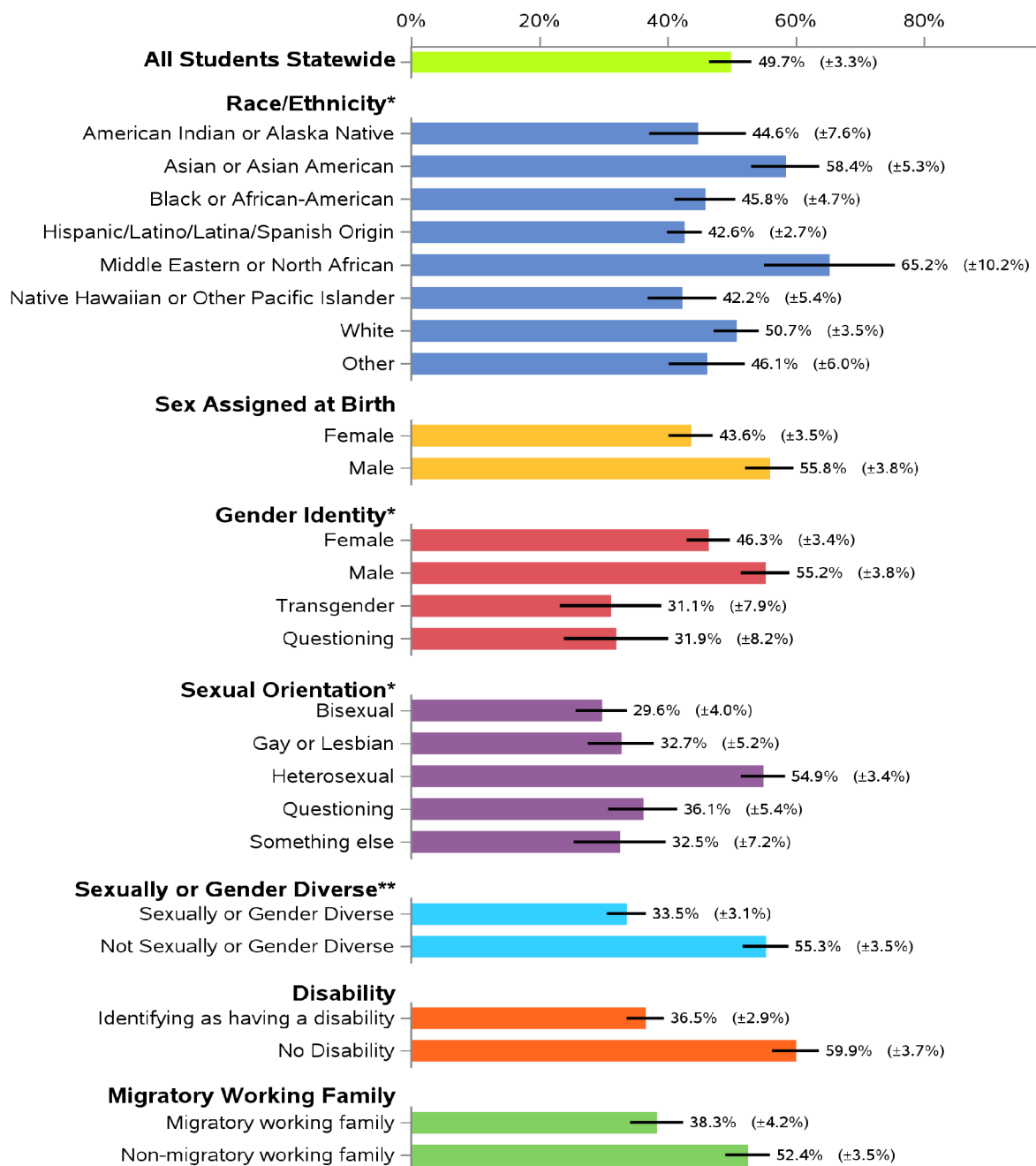
For 8th graders, those with high levels of hope are:

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

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

Measure	No, Low, Slight, or Moderate Hope	High Hope
Absent from school in past month	66.5% $\pm$ 2.6%	56.1% $\pm$ 3.0%
Don't feel safe during school	20.8% $\pm$ 1.8%	7.1% $\pm$ 1.6%
Current marijuana use	4.3% $\pm$ 0.9%	0.7% $\pm$ 0.3%
Felt sad or hopeless two weeks in a row in past year	36.4% $\pm$ 2.5%	9.9% $\pm$ 1.9%
Seriously considered suicide	23.0% $\pm$ 2.2%	5.3% $\pm$ 1.2%

Statewide Relationship between High Hope 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 High Hope 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 49.7% $\pm$ 3.3%

By Race/Ethnicity

American Indian or Alaska Native	44.6% $\pm$ 7.6%
Asian or Asian American	58.4% $\pm$ 5.3%
Black or African-American	45.8% $\pm$ 4.7%
Hispanic/Latino/Latina/Spanish Origin	42.6% $\pm$ 2.7%
Middle Eastern or North African	65.2% $\pm$ 10.2%
Native Hawaiian or Other Pacific Islander	42.2% $\pm$ 5.4%
White	50.7% $\pm$ 3.5%
Other	46.1% $\pm$ 6.0%

By Sex Assigned at Birth

Female	43.6% $\pm$ 3.5%
Male	55.8% $\pm$ 3.8%

By Gender Identity

Female	46.3% $\pm$ 3.4%
Male	55.2% $\pm$ 3.8%
Transgender	31.1% $\pm$ 7.9%
Questioning	31.9% $\pm$ 8.2%

By Sexual Orientation

Bisexual	29.6% $\pm$ 4.0%
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By Sexual Orientation

Gay or Lesbian	32.7% $\pm$ 5.2%
Heterosexual	54.9% $\pm$ 3.4%
Questioning	36.1% $\pm$ 5.4%
Something else	32.5% $\pm$ 7.2%

By Sexually or Gender Diverse

Sexually or Gender Diverse	33.5% $\pm$ 3.1%
Not Sexually or Gender Diverse	55.3% $\pm$ 3.5%

By Disability

Identifying as having a disability	36.5% $\pm$ 2.9%
No Disability	59.9% $\pm$ 3.7%

By Migratory Working Family

Migratory working family	38.3% $\pm$ 4.2%
Non-migratory working family	50.7% $\pm$ 3.4%
Non-migratory working family	50.7% $\pm$ 3.4%

For More Information

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

Data Notes

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

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

Missing Codes:

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

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Measuring Hope Fact Sheet 2025

Issaquah School District, Grade 10

Students surveyed = 1,042

Background

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

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

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

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

Pathway Questions:

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

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

Agency Questions:

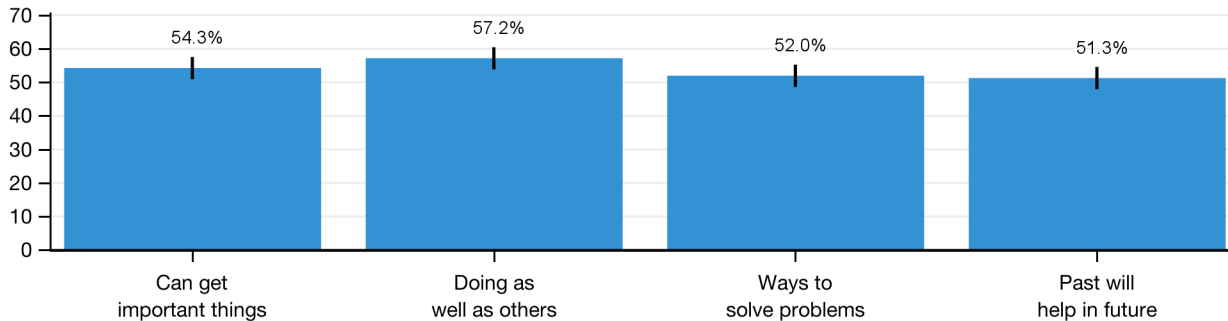
- I am doing just as well as other kids my age.
- I think the things I have done in the past will help me in the future.

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

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

Hope Scale Component Questions, All of the time/Most of the time - Grade 10, 2025

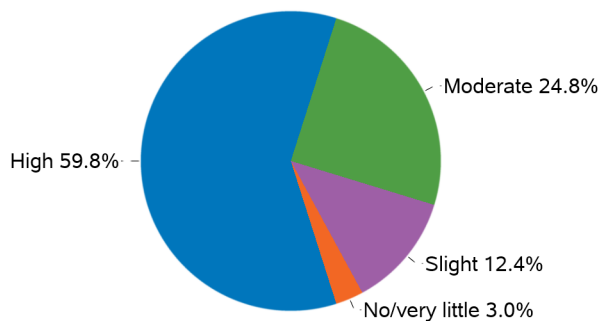
% of students answering "All of the time" or "Most of the time"



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

Measure	Value	Measure	Value
Can get important things	54.3% $\pm$ 3.3%	Ways to solve problems	52.0% $\pm$ 3.3%
Doing as well as others	57.2% $\pm$ 3.3%	Past will help in future	51.3% $\pm$ 3.3%

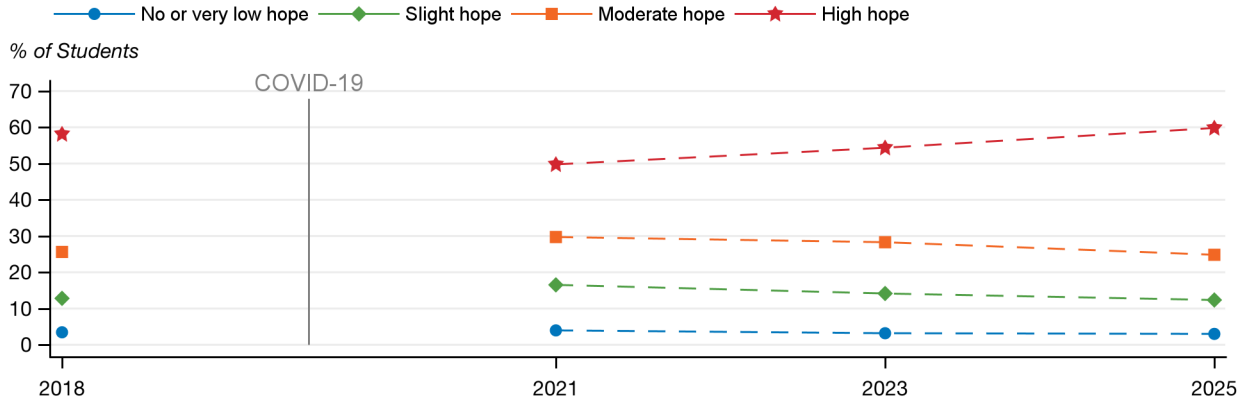
Levels of Hope, Grade 10, 2025



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

Levels of Hope	Value
No or very little hope	3.0% $\pm$ 1.1%
Slightly hopeful	12.4% $\pm$ 2.2%
Moderately hopeful	24.8% $\pm$ 2.9%
Highly hopeful	59.8% $\pm$ 3.3%

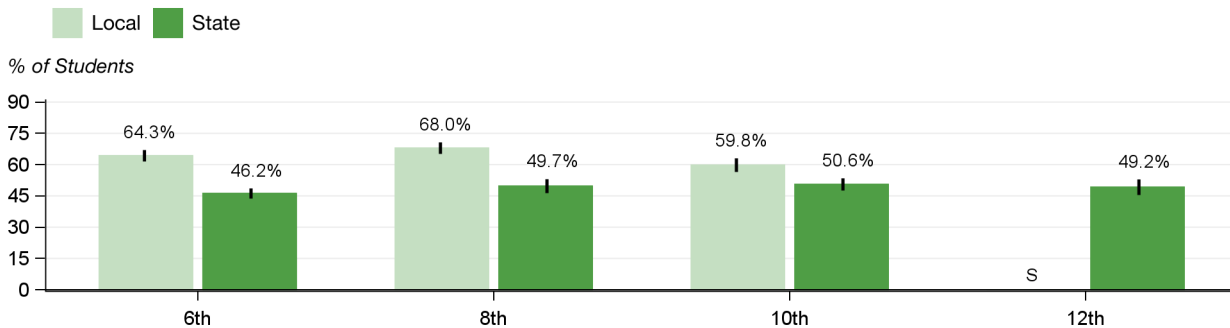
Levels of Hope - 2014-2025, Grade 10



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

Measure	2018	2021	2023	2025
No or very low hope	3.4% $\pm$ 1.5%	4% $\pm$ 1.2%	3.2% $\pm$ 1.1%	3% $\pm$ 1.1%
Slight hope	12.8% $\pm$ 2.7%	16.5% $\pm$ 2.2% ▲	14.1% $\pm$ 2.2%	12.4% $\pm$ 2.2%
Moderate hope	25.6% $\pm$ 3.5%	29.7% $\pm$ 2.7%	28.3% $\pm$ 2.9%	24.8% $\pm$ 2.9%
High hope	58.1% $\pm$ 3.9%	49.8% $\pm$ 3% ▼	54.4% $\pm$ 3.2% ▲	59.8% $\pm$ 3.3% ▲

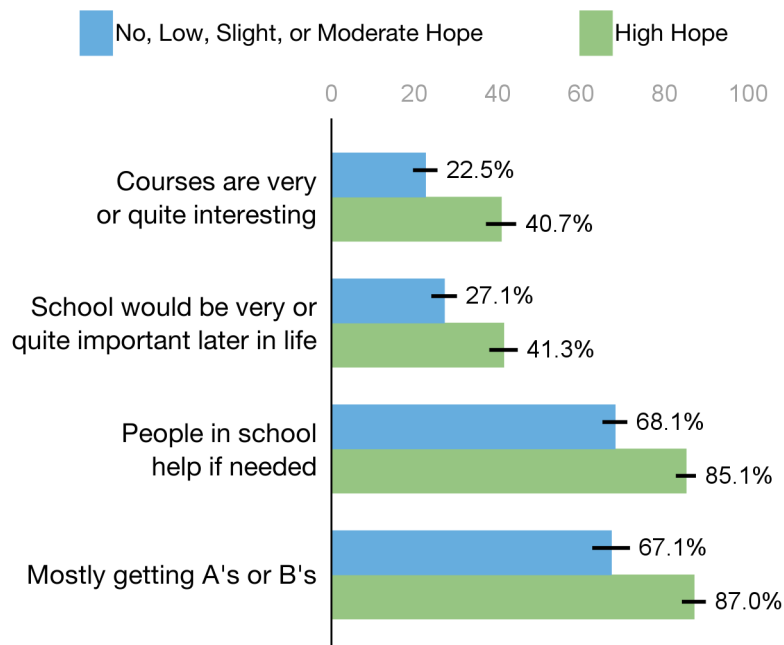
High Hope, All Grades, 2025



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

Grade	Local Results	State Results
6th grade	64.3% $\pm$ 2.7%	46.2% $\pm$ 2.4%
8th grade	68.0% $\pm$ 2.8%	49.7% $\pm$ 3.3%
10th grade	59.8% $\pm$ 3.3%	50.6% $\pm$ 2.9%
12th grade	suppressed	49.2% $\pm$ 3.7%

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



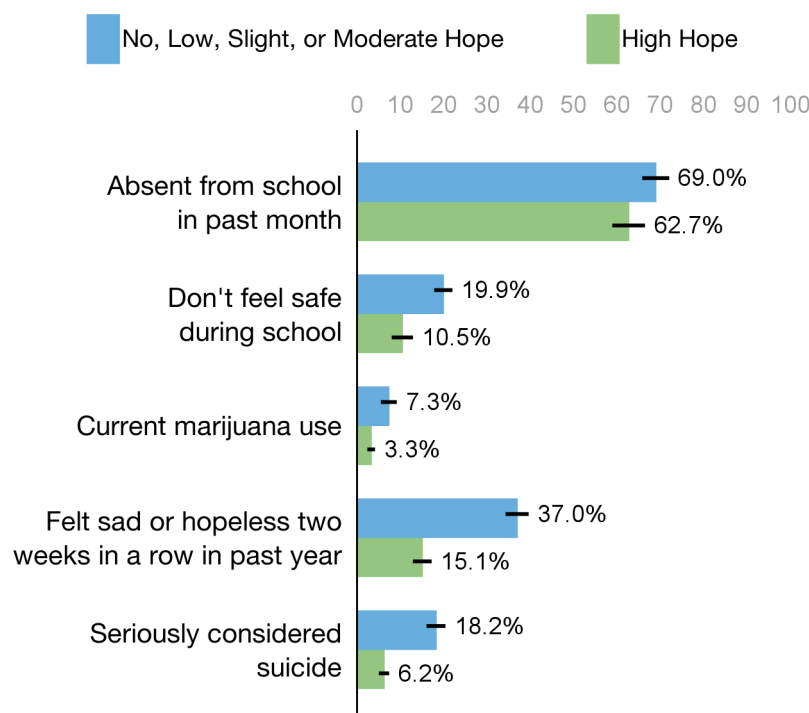
For 10th graders, those with high levels of hope are:

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

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

Measure	No, Low, Slight, or Moderate Hope	High Hope
Courses are very or quite interesting	22.5% ±2.9%	40.7% ±3.6%
School would be very or quite important later in life	27.1% ±3.1%	41.3% ±3.4%
People in school help if needed	68.1% ±3.0%	85.1% ±2.4%
Mostly getting A's or B's	67.1% ±4.5%	87.0% ±2.9%

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



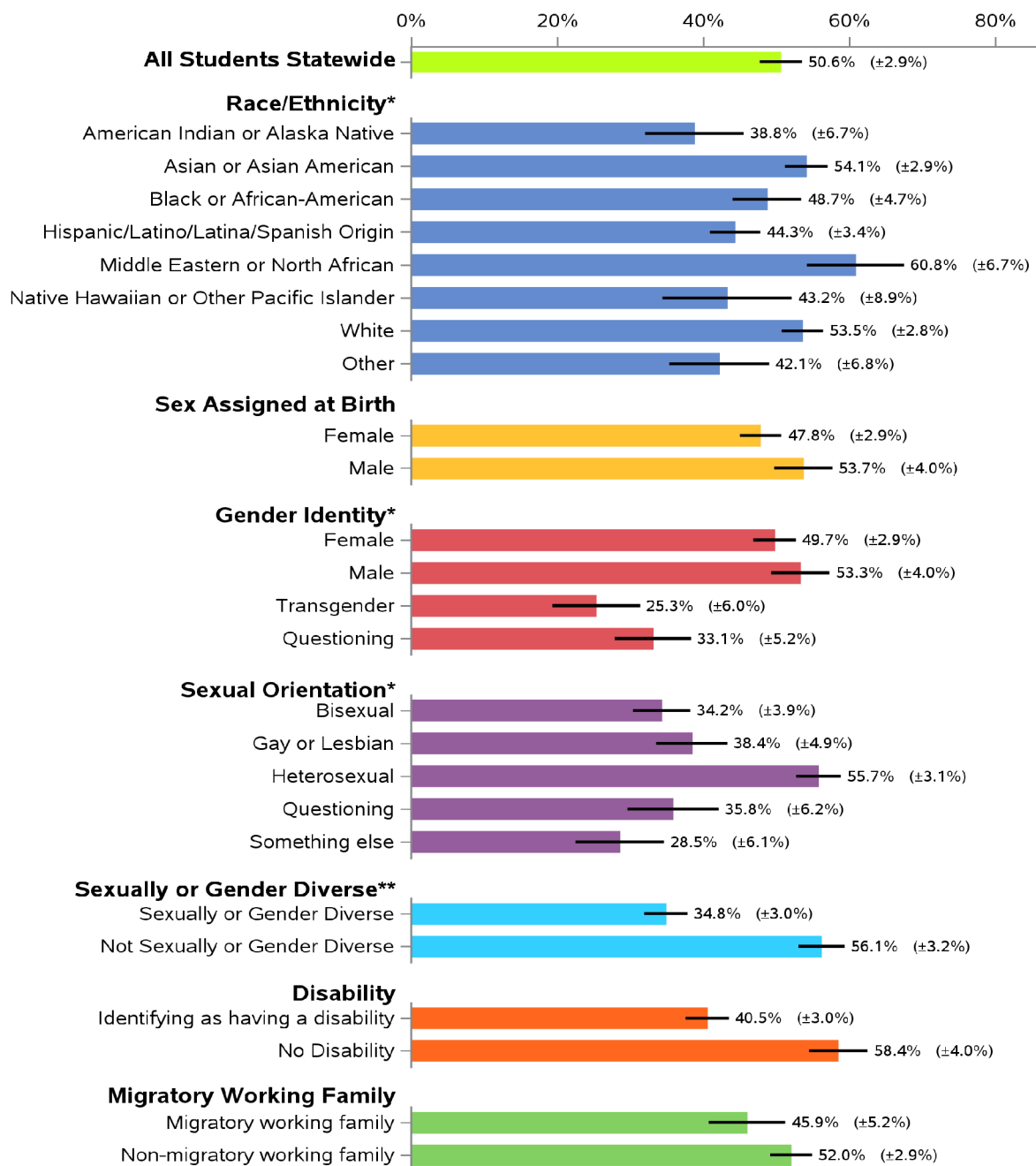
For 10th graders, those with high levels of hope are:

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

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

Measure	No, Low, Slight, or Moderate Hope	High Hope
Absent from school in past month	69.0% $\pm$ 3.1%	62.7% $\pm$ 3.8%
Don't feel safe during school	19.9% $\pm$ 2.1%	10.5% $\pm$ 2.5%
Current marijuana use	7.3% $\pm$ 1.8%	3.3% $\pm$ 0.9%
Felt sad or hopeless two weeks in a row in past year	37.0% $\pm$ 2.7%	15.1% $\pm$ 2.2%
Seriously considered suicide	18.2% $\pm$ 2.2%	6.2% $\pm$ 1.2%

Statewide Relationship between High Hope and Demographics, Grade 10, 2025



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

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

The bar chart above shows the statewide relationship between High Hope and Demographics for Grade 10, 2025

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

The demographic categories and values are:

All Students Statewide 50.6% $\pm$ 2.9%

By Race/Ethnicity

American Indian or Alaska Native	38.8% $\pm$ 6.7%
Asian or Asian American	54.1% $\pm$ 2.9%
Black or African-American	48.7% $\pm$ 4.7%
Hispanic/Latino/Latina/Spanish Origin	44.3% $\pm$ 3.4%
Middle Eastern or North African	60.8% $\pm$ 6.7%
Native Hawaiian or Other Pacific Islander	43.2% $\pm$ 8.9%
White	53.5% $\pm$ 2.8%
Other	42.1% $\pm$ 6.8%

By Sex Assigned at Birth

Female	47.8% $\pm$ 2.9%
Male	53.7% $\pm$ 4.0%

By Gender Identity

Female	49.7% $\pm$ 2.9%
Male	53.3% $\pm$ 4.0%
Transgender	25.3% $\pm$ 6.0%
Questioning	33.1% $\pm$ 5.2%

By Sexual Orientation

Bisexual	34.2% $\pm$ 3.9%
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By Sexual Orientation

Gay or Lesbian	38.4% $\pm$ 4.9%
Heterosexual	55.7% $\pm$ 3.1%
Questioning	35.8% $\pm$ 6.2%
Something else	28.5% $\pm$ 6.1%

By Sexually or Gender Diverse

Sexually or Gender Diverse	34.8% $\pm$ 3.0%
Not Sexually or Gender Diverse	56.1% $\pm$ 3.2%

By Disability

Identifying as having a disability	40.5% $\pm$ 3.0%
No Disability	58.4% $\pm$ 4.0%

By Migratory Working Family

Migratory working family	45.9% $\pm$ 5.2%
Non-migratory working family	50.8% $\pm$ 3.1%
Non-migratory working family	50.8% $\pm$ 3.1%

For More Information

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

Data Notes

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

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

Missing Codes:

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

Acknowledgements

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