



# Healthy Youth Survey Fact Sheets

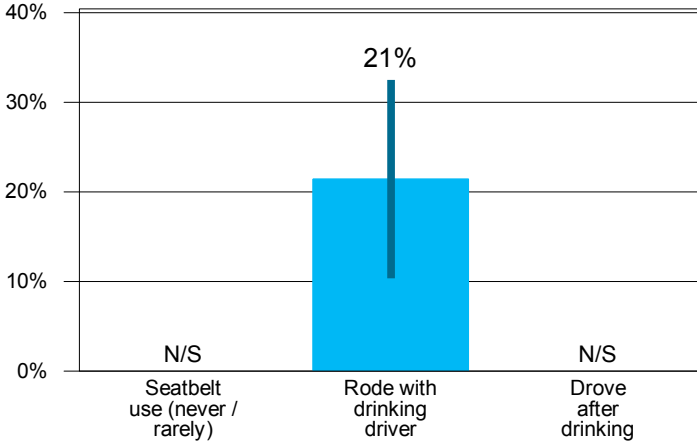
Unintentional Injury for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

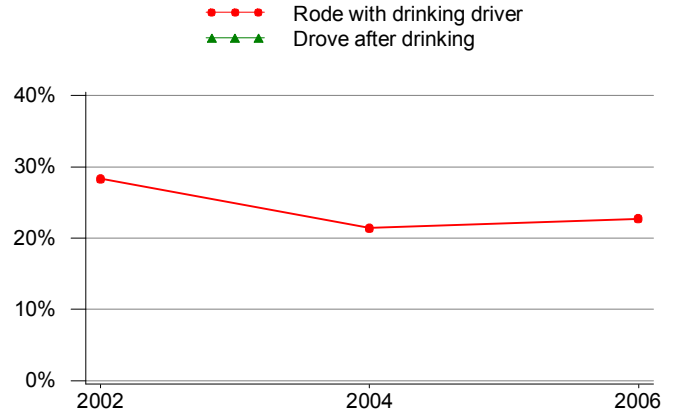
## Highlights

- Unintentional injury is the leading cause of death among youth.
- Unintentional injuries are caused by behaviors such as not wearing a seatbelt, riding a bike or motorcycle without a helmet, drinking and driving, riding with a drunk driver and not wearing a life jacket.
- Motor vehicle crashes are the most common type of injury death among youth.

2004 Motor Vehicle Safety  
Grade 6



Drinking and Driving Trends  
Grade 6

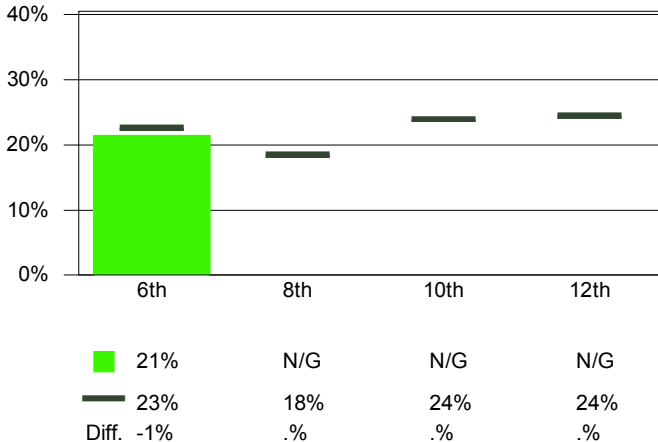


In 2004, 21% of 6th grade students in our school rode with a drinking driver in the past month.



Prevalence **	2002	2004	2006	2008	2010
Rode with drinking driver	28% ± 11% (67)	21% ± 11% (56)	23% ± 10% (66)	27% ± 13% (51)	N/P
Drove after drinking	N/S	N/S	N/S	N/S	N/P

Rode with Drinking Driver  
Compared to the State, All Grades, 2004



From 2002 to 2004, there has been no change in riding with a drinking driver among 6th grade students in our school



## For More Information

Most unintentional injuries are not accidents because they can be prevented. Alcohol and other substances impair one's judgment and may contribute to the likelihood of many injuries and even death. For more information and resources, visit the Washington State Injury and Violence Prevention Website at:

<http://www.doh.wa.gov/hsqa/emstrauma/injury/>

\* indicates a significant change (Wald  $X^2$ ,  $p < .05$ )

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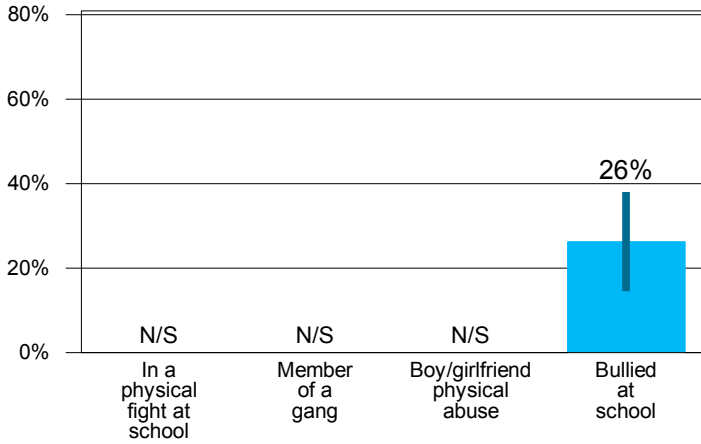
## Violent Behaviors for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

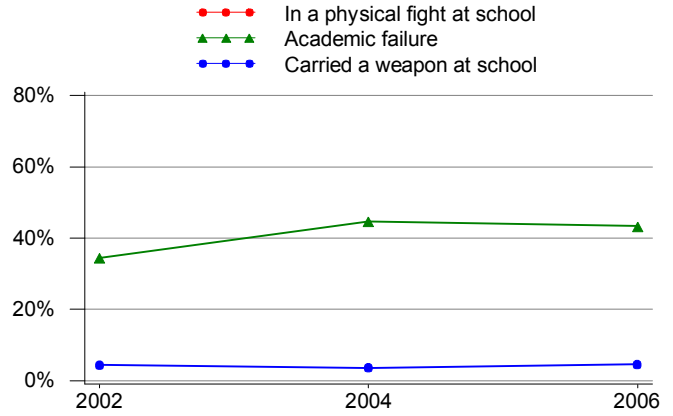
### Highlights

- The federal Gun Free Schools Act requires the expulsion of students who bring firearms to school (SED. 4141) and Washington Law requires a one year expulsion for possession of firearms or dangerous weapons on school campuses. (RCW 28A.600.420 / RCW 9.41.280)
- Schools in Washington are required to have a comprehensive school safety plan that includes prevention, intervention, all-hazards/crisis response and post crisis recovery. (RCW 28A.320.125)

2004 Violent Behavior  
Grade 6



Violence and Academic Failure Trends  
Grade 6



School safety requires the commitment of staff, students, parents and the community. Researchers have identified best practice programs that can address negative student behaviors and build positive school culture.

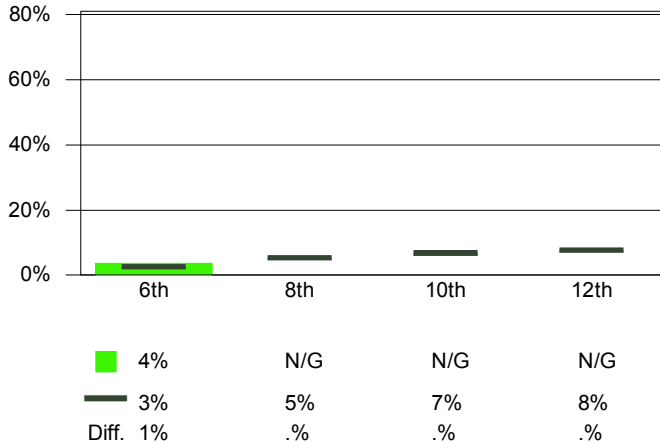


Prevalence **	2002	2004	2006	2008	2010
In a physical fight at school	N/S	N/S	N/S	N/S	N/P
Academic failure	34% ± 12% (61)	45% ± 13% (56)	43% ± 13% (60)	50% ± 15% (46)	N/P
Carried a weapon at school	4% ± 5% (68)	4% ± 4% (56)	5% ± 5% (66)	6% ± 6% (53)	N/P

Schools must have in place effective referral systems that encourage students to report threats if they hope to prevent violent incidents.



Carried a Weapon at School  
Compared to the State, All Grades, 2004



### For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful.

For More Information about school safety, visit the OSPI-sponsored Safety Center Website at: <http://www.k12.wa.us/safetycenter/>

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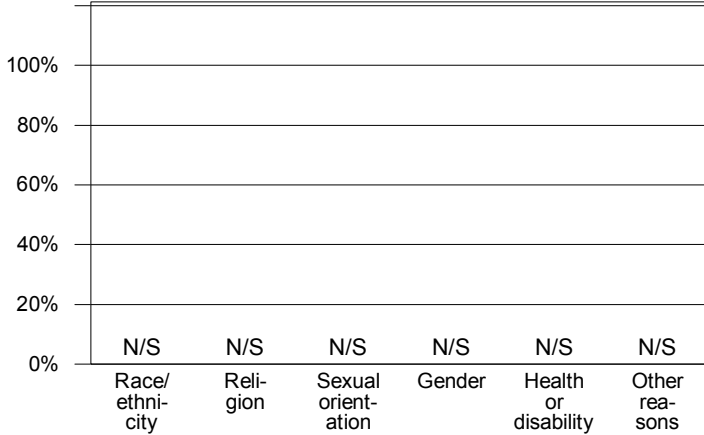
Harassment, Intimidation, and Bullying for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

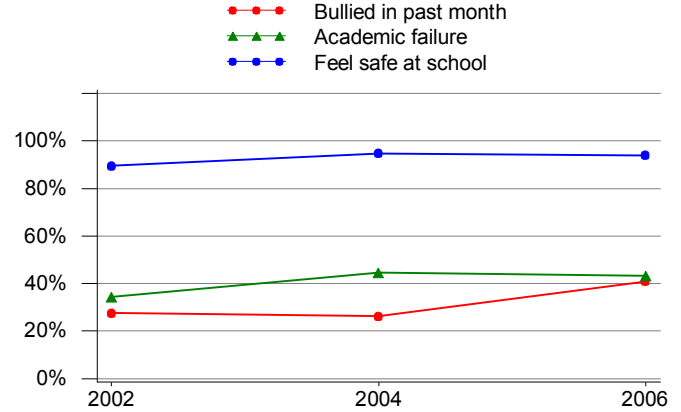
## Highlights

- Washington State Law (RCW 28A.300.285) requires all school districts to adopt a policy that prohibits harassment, intimidation, and bullying (HIB).
- The legislation also requires the Office of Superintendent of Public Instruction (OSPI) to publish a model policy at the following website: [http://www.k12.wa.us/Safetycenter/LawEnforcement/Student\\_Discipline.aspx](http://www.k12.wa.us/Safetycenter/LawEnforcement/Student_Discipline.aspx)

2004 Basis for Harassment at School  
Grade 6



Bullying and Academic Failure Trends  
Grade 6

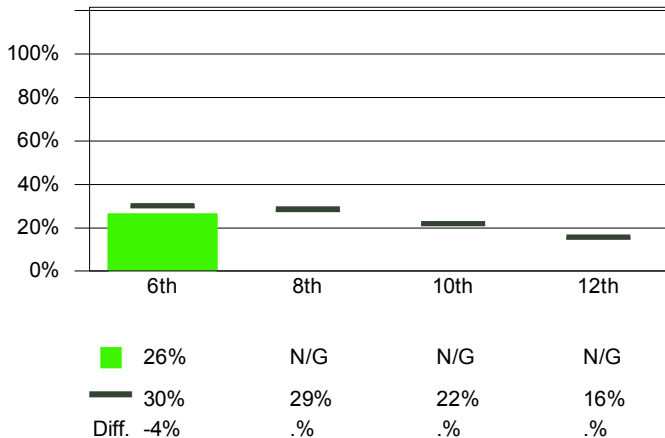


Bullying is defined as a student, or group of students, saying or doing nasty or unpleasant things to another student. It is also bullying when a student is teased repeatedly in a way he or she doesn't like.



Prevalence **	2002	2004	2006	2008	2010
Bullied in past month	28% ± 11% (69)	26% ± 12% (57)	41% ± 12% (66)	32% ± 13% (50)	N/A
Academic failure	34% ± 12% (61)	45% ± 13% (56)	43% ± 13% (60)	50% ± 15% (46)	N/A
Feel safe at school	90% ± 8% (67)	95% ± 6% (58)	94% ± 6% (67)	89% ± 9% (53)	N/A

Bullied in Past Month  
Compared to the State, All Grades, 2004



Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can address school harassment & bullying and build positive school cultures.



## For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful.

For More Information visit the OSPI-sponsored Safety Center Website at: <http://www.K12.wa.us/safetycenter/>

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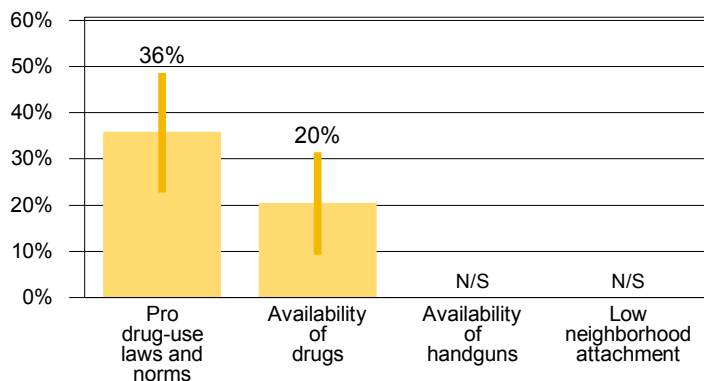
Community Risk Factors for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

## Noteworthy

- Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors.
- The more risk factors a youth is exposed to, the more likely it is that she or he will engage in problem behaviors.

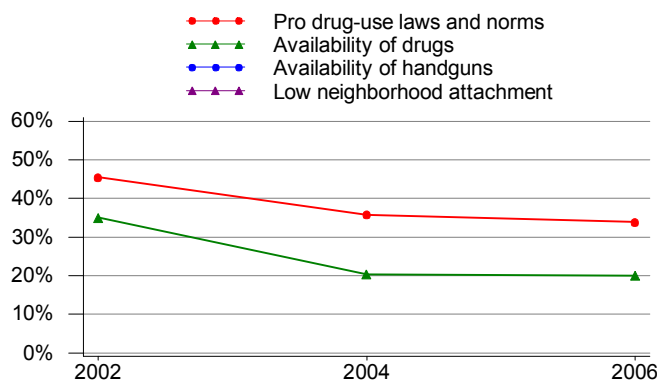
2004 Community Risk Factor Scales, % at Risk  
Grade 6



In 2004, 36% of 6th grade students in our school thought laws and norms favor drug use.



Community Risk Factor Trends, % at Risk  
Grade 6

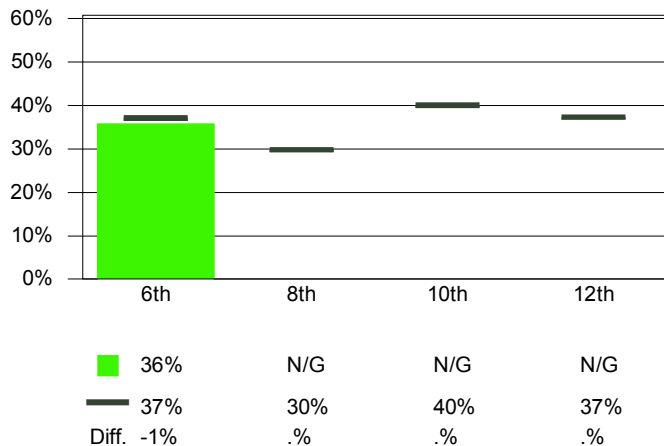


Prevalence **	2002	2004	2006	2008	2010
Pro drug-use laws and norms	45% ± 12% (66)	36% ± 13% (56)	34% ± 12% (65)	43% ± 14% (49)	N/A
Availability of drugs	35% ± 12% (60)	20% ± 11% (54)	20% ± 10% (65)	17% ± 11% (46)	N/A
Availability of handguns	N/S	N/S	N/S	N/S	N/A
Low neighborhood attachment	N/S	N/S	N/S	N/S	N/A

From 2002 to 2004, there has been no change in the perceived availability of drugs among 6th grade students in our school



Pro Drug-Use Laws and Norms  
Compared to the State, All Grades, 2004



## For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

For non-State resources, parents can go to [www.drugfree.org](http://www.drugfree.org). Prevention professionals should see <http://captus.samhsa.gov/western>.

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# Healthy Youth Survey Fact Sheets

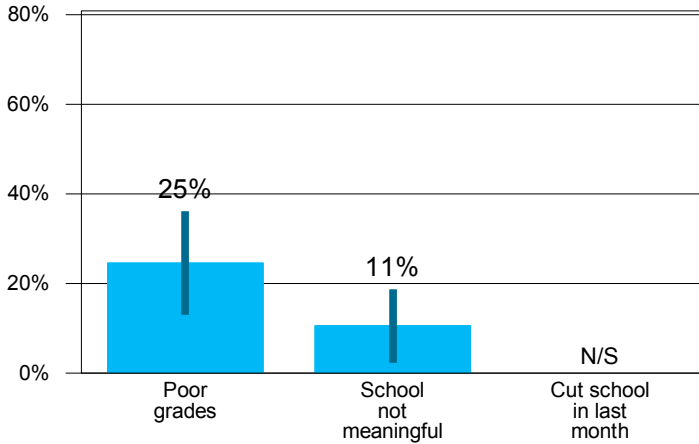
## School Risk Factors for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

### Highlights

- Research has identified a unique set of risk factors that put youth at risk for problems, such as substance use and school drop out.
- Youth who get poor grades, have friends who smoke, experience family conflict, and live in neighborhoods that are disorganized are at greater risk for negative youth behaviors.

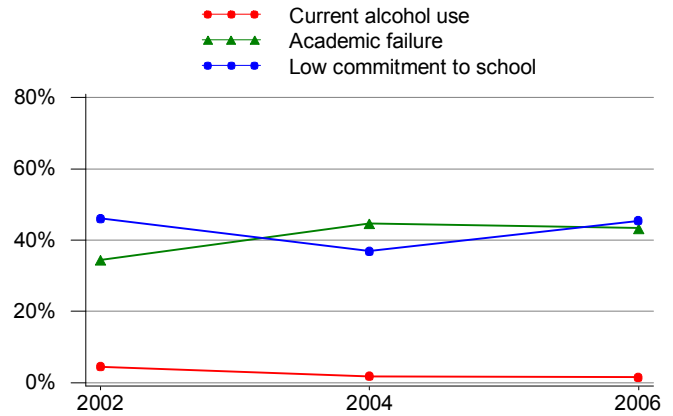
2004 Elements of School Risk  
Grade 6



Students in schools with high levels of risk and even moderate substance use are less likely to meet the standards for the mathematics, reading and writing sections of standardized tests.



Risk Factors and Alcohol Use Trends  
Grade 6

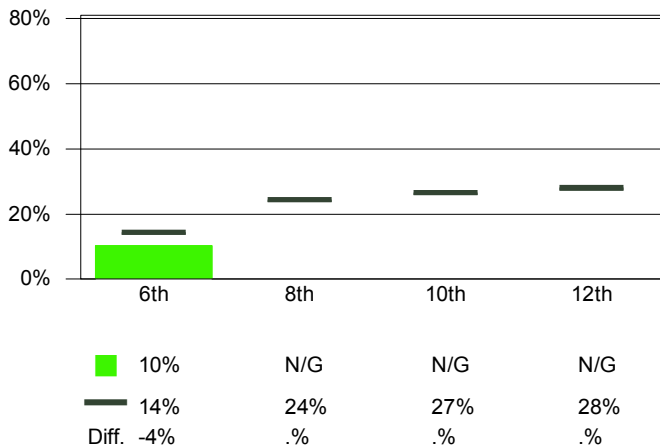


Prevalence **	2002	2004	2006	2008	2010
Current alcohol use	4% ± 5% (67)	2% ± 3% (57)	2% ± 2% (65)	4% ± 5% (53)	N/A
Academic failure	34% ± 12% (61)	45% ± 13% (56)	43% ± 13% (60)	50% ± 15% (46)	N/A
Low commitment to school	46% ± 13% (63)	37% ± 13% (57)	45% ± 12% (66)	40% ± 14% (52)	N/A

Students experiencing academic failure and lack of commitment to school are at higher risk for substance abuse, delinquency, violence, pregnancy and school drop out.



Does Not Enjoy Being at School  
Compared to the State, All Grades, 2004



### For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful. Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can decrease risk factors and build positive school cultures.

For More Information about school risk factors, visit the website <http://captus.samhsa.gov/western>

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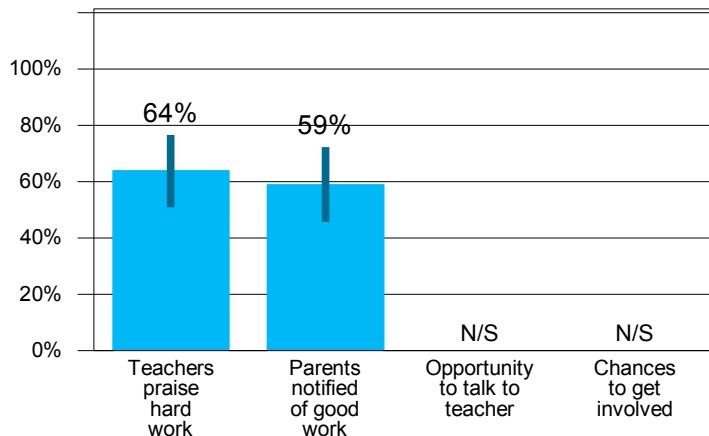
School Protective Factors for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

## Highlights

- Research has identified a unique set of protective factors that buffer youth from problems such as substance use and school drop out.
- Youth who are involved in positive school activities, have well developed social skills, are attached to their families, and live in neighborhoods that invite positive participation are at less risk for negative youth behaviors.

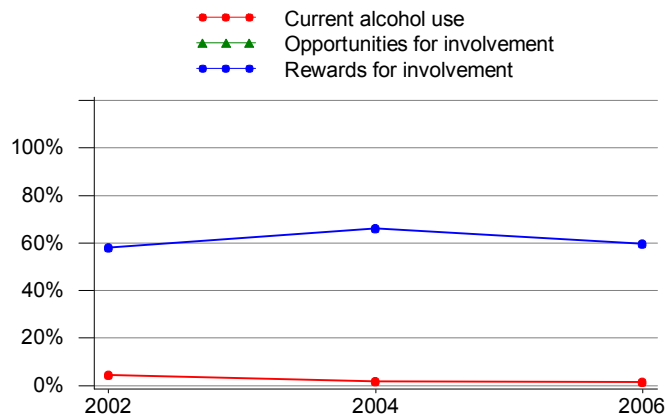
2004 Elements of School Protection  
Grade 6



Offering young people opportunities for meaningful involvement in school and recognizing them for their efforts and accomplishments will help buffer them from problem behavior.



Protection Factors and Alcohol Use Trends  
Grade 6



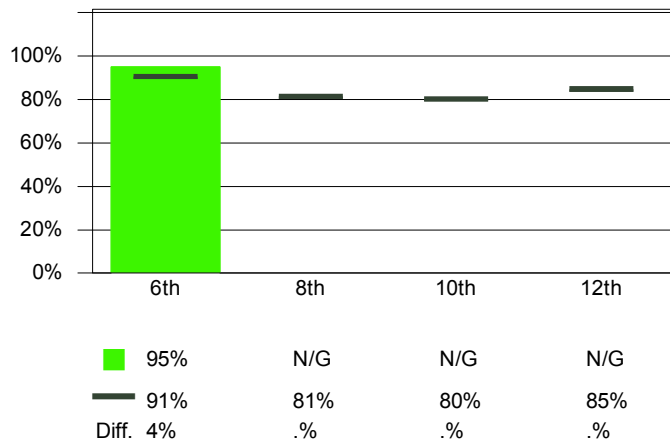
Prevalence **	2002	2004	2006	2008	2010
Current alcohol use	4% ± 5% (67)	2% ± 3% (57)	2% ± 2% (65)	4% ± 5% (53)	N/A
Opportunities for school involvement	N/S	N/S	N/S	N/S	N/A
Rewards for school involvement	58% ± 12% (69)	66% ± 13% (56)	60% ± 12% (67)	49% ± 14% (53)	N/A

Students in schools with low levels of protection and even moderate substance use are less likely to meet the standards for the mathematics, reading and writing sections of standardized tests.



Element of Protection - Feeling Safe at School  
Compared to the State, All Grades, 2004

Local State



## For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful. Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can increase protective factors and build supportive school cultures.

For More Information about school protective factors, visit the website <http://captus.samhsa.gov/western>

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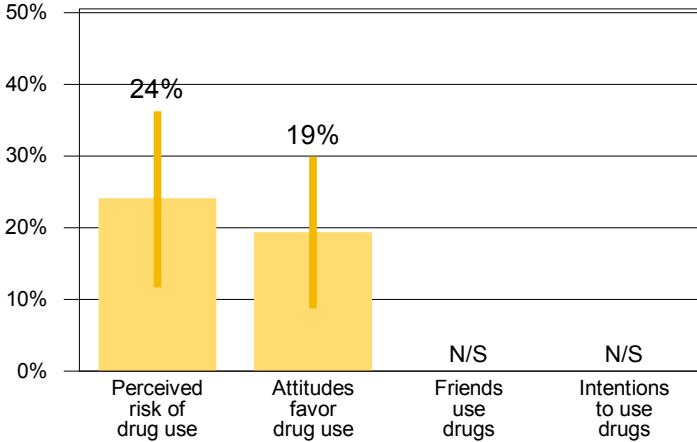
Peer-Individual Risk Factors for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

## Highlights

- Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors.
- The attitudes kids have about drug use strongly influence the likelihood they will use drugs. Families and communities should model healthy attitudes and choices.

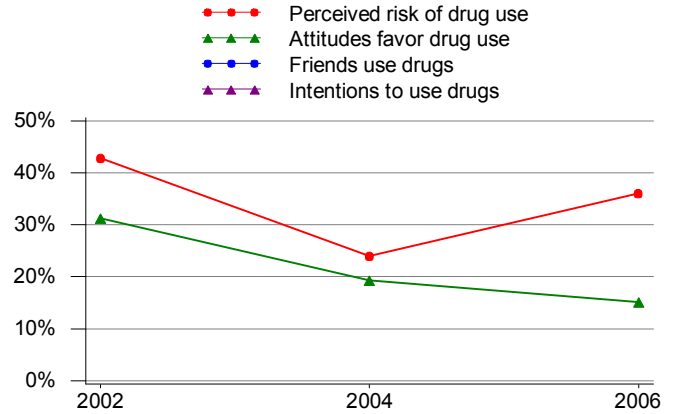
2004 Peer-Individual Risk Factor Scales, % at Risk Grade 6



In 2004, 19% of 6th grade students in our school were at risk for favorable attitudes towards drugs.

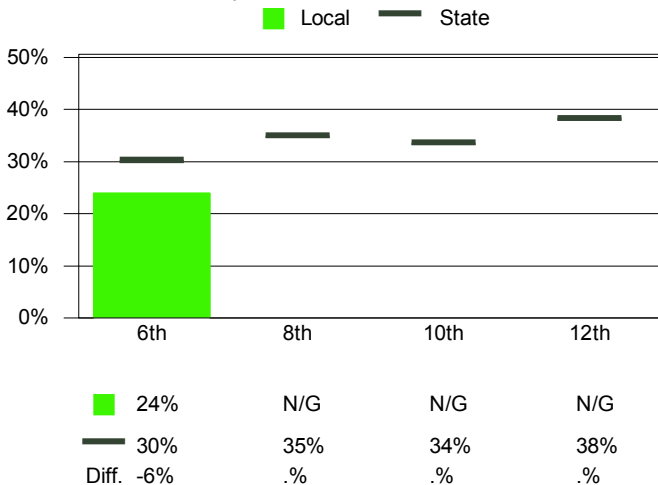


Peer-Individual Risk Factor Trends, % at Risk Grade 6



Prevalence **	2002	2004	2006	2008	2010
Perceived risk of drug use	43% ± 13% (56)	24% ± 12% (50) *	36% ± 12% (61)	32% ± 14% (47)	N/P
Attitudes favor drug use	31% ± 11% (67)	19% ± 11% (57)	15% ± 9% (66)	13% ± 10% (52)	N/P
Friends use drugs	N/S	N/S	N/S	N/S	N/P
Intentions to use drugs	N/S	N/S	N/S	N/S	N/P

Perceived Risk of Drug Use, % at Risk Compared to the State, All Grades, 2004



From 2002 to 2004, there has been a decrease in the perceived risk of drug use among 6th grade students in our school



## For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

For non-State resources, parents can go to [www.drugfree.org](http://www.drugfree.org). Prevention professionals should see <http://captus.samhsa.gov/western>.

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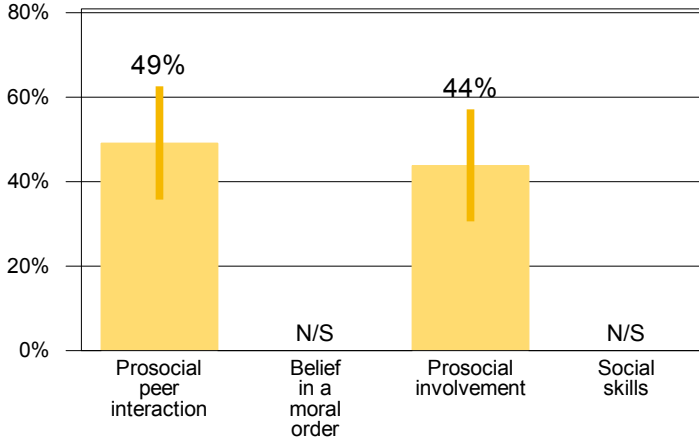
Peer-Individual Protective Factors for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

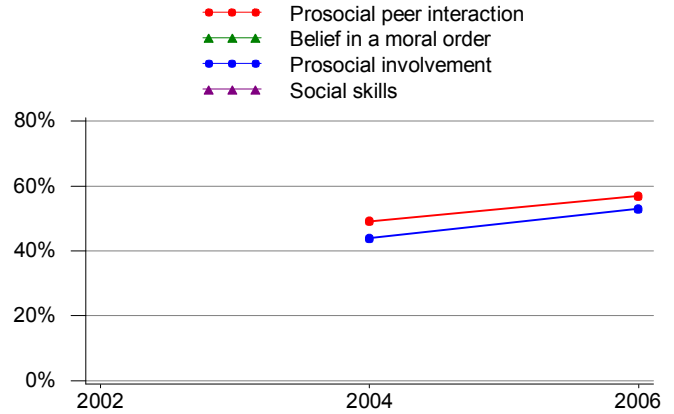
## Highlights

- Kids are strongly influenced by their peers. Parents need to know who their children's friends are, where they are and what they are doing.
- Kids who have the skills and opportunities to be involved in pro-social activities are less likely to engage in risky behavior.

2004 Peer-Individual Protective Factor Scales, % Protected Grade 6



Peer-Individual Protective Factor Trends, % Protected Grade 6

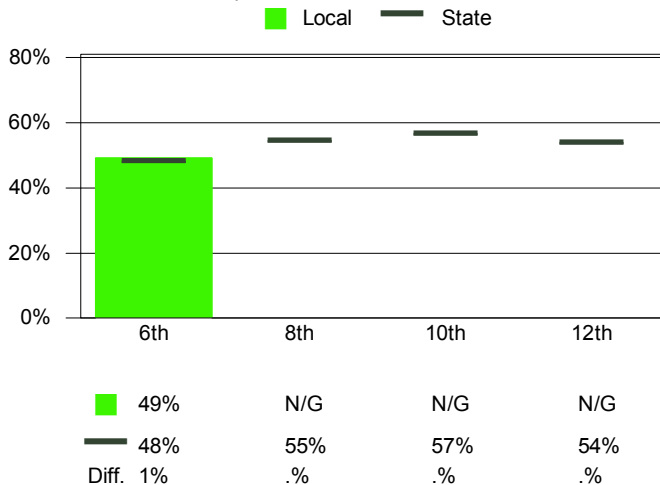


In 2004, 49% of 6th grade students in our school were protected by interactions with prosocial peers.



Prevalence **	2002	2004	2006	2008	2010
Prosocial peer interaction	N/S	49% ± 13% (57)	57% ± 12% (65)	36% ± 14% (50) *	N/P
Belief in a moral order	N/S	N/S	N/S	N/S	N/P
Prosocial involvement	N/S	44% ± 13% (57)	53% ± 12% (66)	44% ± 14% (52)	N/P
Social skills	N/S	N/S	N/S	N/S	N/P

Interaction with Prosocial Peers, % Protected Compared to the State, All Grades, 2004



From 2002 to 2004, change in social skills could not be assessed.



## For More Information

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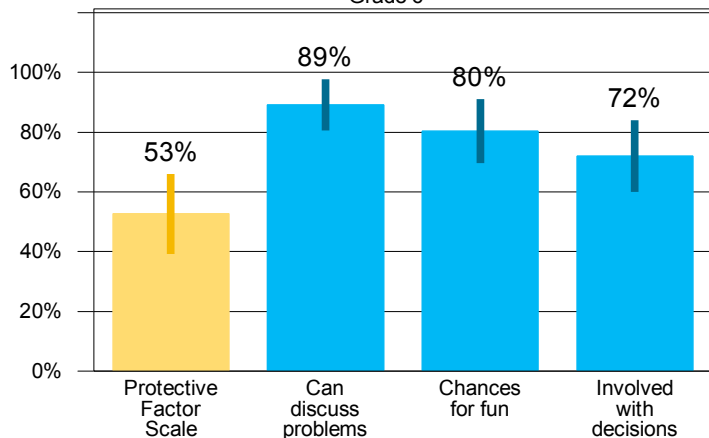
Family Protective Factors for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

## Highlights

- Children who are attached to positive families are less likely to develop problems in adolescence.
- When parents set clear standards for children's behavior, when they are widely and consistently supported, and when the consequences for not following the standards are consistent, young people are more likely to follow the standards.

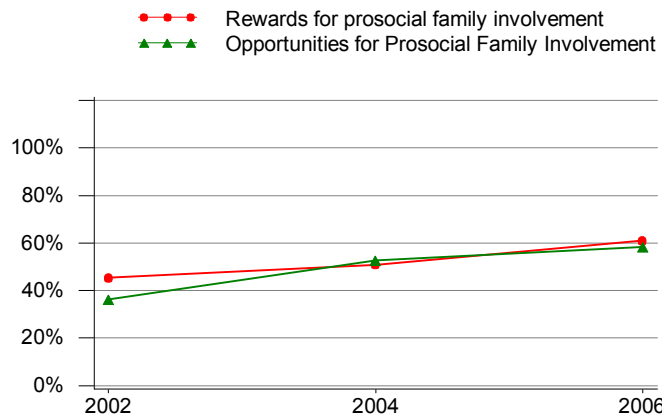
2004 Opportunities for Prosocial Family Involvement, % Protected Scale and Selected Items Grade 6



In 2004, 53% of 6th grade students in our school were protected with opportunities for prosocial family involvement.



Family Protective Factor Trends Grade 6

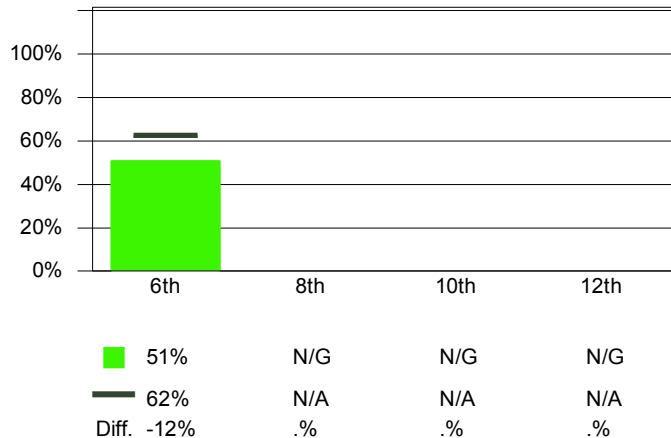


Prevalence **	2002	2004	2006	2008	2009
Rewards for prosocial family involvement	45% ± 12% (66)	51% ± 14% (55)	61% ± 12% (64)	46% ± 14% (52)	N
Opportunities for Prosocial Family Involvement	36% ± 12% (66)	53% ± 13% (57)	58% ± 12% (65)	53% ± 14% (51)	N

From 2002 to 2004, there has been no change in family opportunities for prosocial involvement among 6th grade students in our school



Rewards for Prosocial Family Involvement Compared to the State, All Grades, 2004



## For More Information

Parents and caregivers are the #1 influence on a child's decisions about alcohol and other drugs. You have the power to help your child make healthy choices.

Talking with your child about his or her activities opens up an opportunity for you to share your interests and values. Young people are much less likely to have mental health and substance abuse problems when they have positive activities to do and when caring adults are involved in their lives.

For More Information, visit the Start Talking Now website at [www.StartTalkingNow.org](http://www.StartTalkingNow.org).

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Report generated at [www.AskHYS.net](http://www.AskHYS.net)



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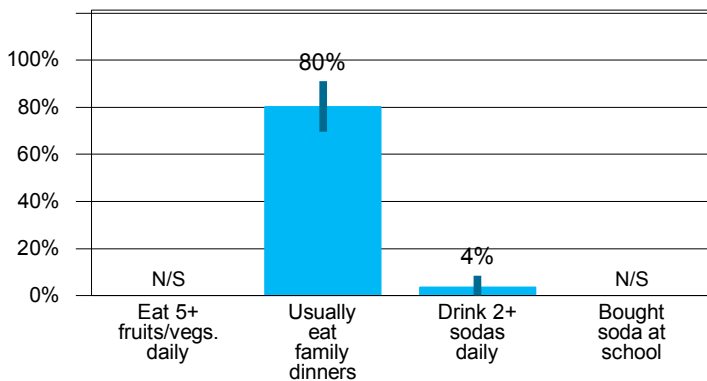
## Dietary Behaviors for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

### Highlights

- A nutritious diet can reduce major risk factors for chronic disease such as obesity, high blood pressure, and high blood cholesterol.
- Poor nutrition has the potential to affect the growth, development, and health status of children and adolescents.

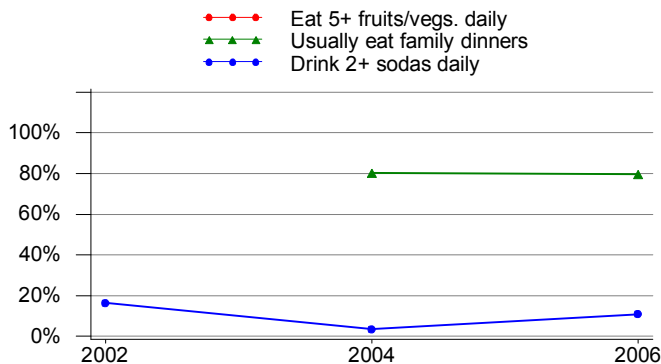
2004 Dietary Behaviors  
Grade 6



In 2004, .% of 6th grade students in our school ate fruits and vegetables 5 or more times a day.



Youth Dietary Behavior Trends  
Grade 6

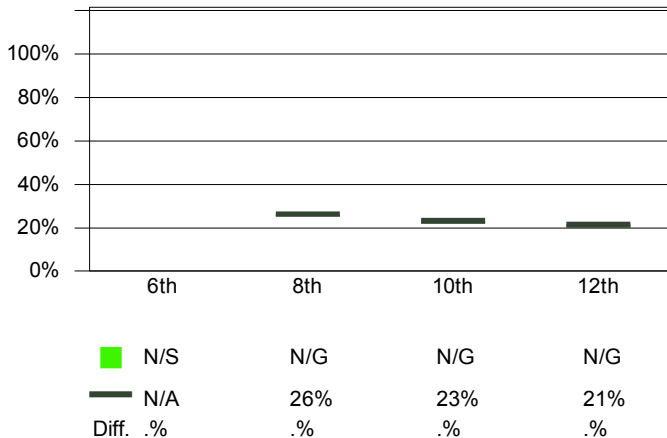


Prevalence **	2002	2004	2006	2008	2010
Eat 5+ fruits/vegs. daily	N/S	N/S	N/S	N/S	N/P
Usually eat family dinners	N/S	80% ± 11% (56)	80% ± 10% (64)	87% ± 10% (52)	N/P
Drink 2+ sodas daily	16% ± 9% (67)	4% ± 4% (57) *	11% ± 8% (64)	4% ± 5% (52)	N/P

From 2002 to 2004, change in usually eating dinner with families could not be assessed.



Eating 5+ Fruits/Vegetables Each Day  
Compared to the State, All Grades, 2004



### For More Information

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 health-promoting foods must be available.

For More Information and resources visit the Washington State Nutrition and Physical Activity Website at:  
[www.doh.wa.gov/cfh/nutritionpa](http://www.doh.wa.gov/cfh/nutritionpa)

\* indicates a significant change (Wald  $X^2$ ,  $p < .05$ )

\*\* Prevalence is displayed as the estimated percentage ± 95% confidence interval, with the number of respondents to this question in parentheses.

Missing Codes: S = result suppressed due to insufficient reporting from students or schools; N/P = location did not participate in the survey this year; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade; NB/G = this gender was not at this location



# Healthy Youth Survey Fact Sheets

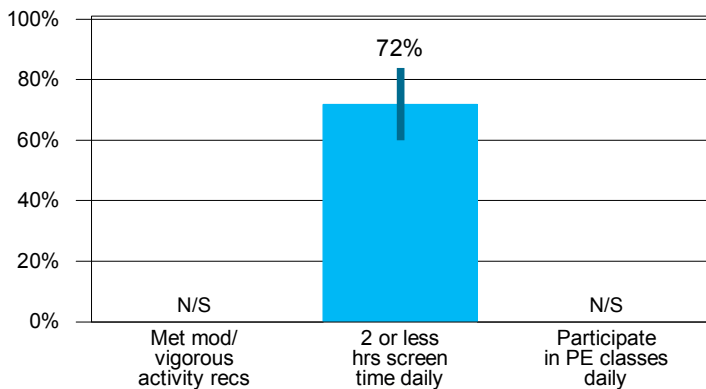
## Physical Activity for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

### Highlights

- 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 (CDC) recommends 60 minutes of physical activity on five or more days a week.
- One challenge to being more physically active is the amount of recreational screen time spent on sedentary activities such as watching TV, playing video games or using a computer for fun.

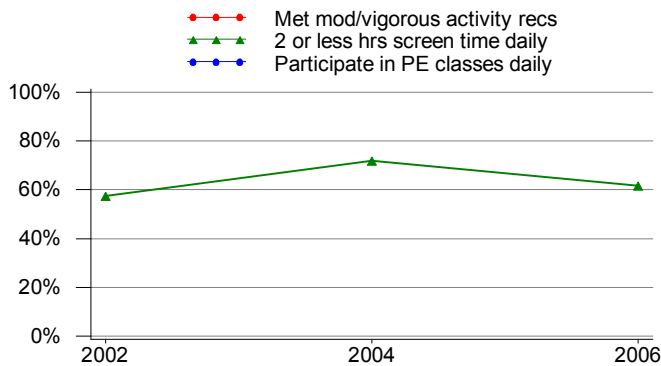
2004 Physical Activity  
Grade 6



In 2004, 72% of 6th grade students in our school met the recommendations for moderate or vigorous physical activity.



Physical Activity Trends  
Grade 6



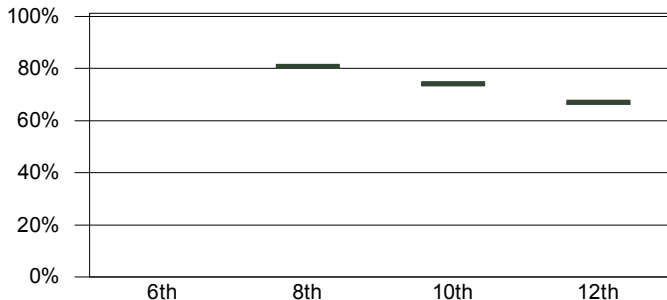
Prevalence **	2002	2004	2006	2008	2010
Met mod/vigorous activity recs	N/S	N/S	N/S	N/S	N/S
2 or less hrs screen time daily	57% ± 12% (68)	72% ± 12% (57)	62% ± 12% (65)	83% ± 11% (52) *	N/S
Participate in PE classes daily	N/S	N/S	N/S	N/S	N/S

From 2002 to 2004, there has been no change in 2 hours or less of daily screen time among 6th grade students in our school



Meeting Recommendations for Moderate or Vigorous Activity  
Compared to the State, All Grades, 2004

Local State



Local	N/S	N/G	N/G	N/G
State	N/A	81%	74%	67%
Diff. %	.%	.%	.%	.%

### For More Information

Many social and environmental factors influence the decision to be active. Successful strategies to promote physical activity include educating individuals and developing policies to create environments that support being physically active.

For More Information and resources visit the Washington State Nutrition and Physical Activity Website at:

[www.doh.wa.gov/cfh/nutritionpa](http://www.doh.wa.gov/cfh/nutritionpa)

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Report generated at [www.AskHYS.net](http://www.AskHYS.net)



# Healthy Youth Survey Fact Sheets

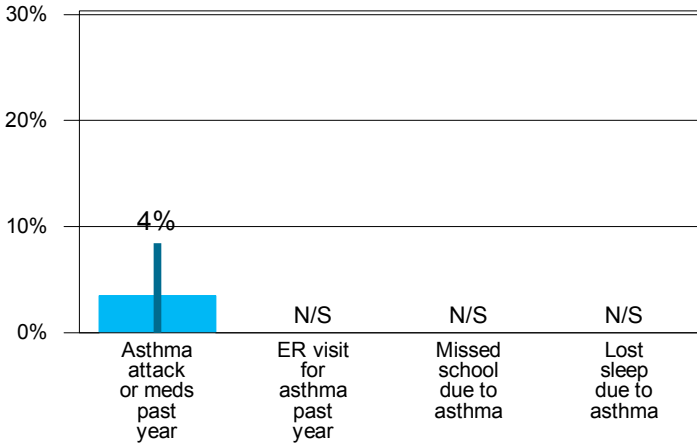
## Asthma for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

### Highlights

- In Washington State, about one in five youth have been diagnosed with asthma.
- Among youth with asthma, about one in five had at least one visit to an emergency department for asthma attack during 2006.
- Youth who smoke are more likely to have asthma.

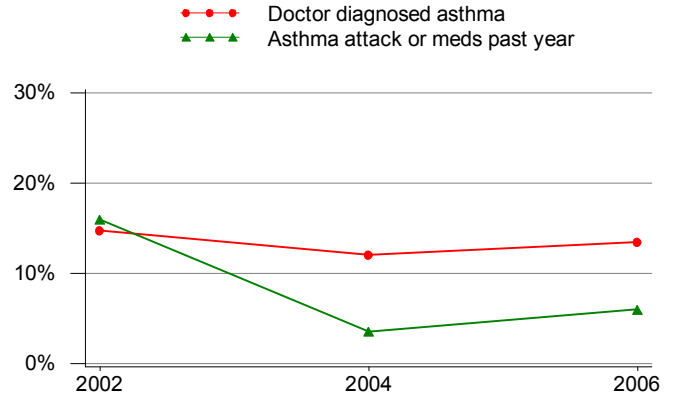
2004 Effects of Asthma  
Grade 6



In 2004, .% of 6th grade students in our school missed school because of asthma.



Youth Asthma Trends  
Grade 6

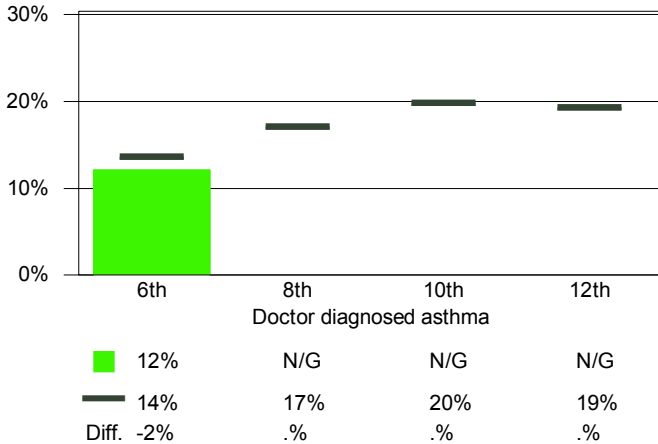


Prevalence **	2002	2004	2006	2008	2010
Doctor diagnosed asthma	15% ± 9% (68)	12% ± 9% (58)	13% ± 8% (67)	13% ± 10% (52)	N/A
Asthma attack or meds past year	16% ± 9% (69)	4% ± 4% (57) *	6% ± 6% (67)	N/S	N/A

All youth with asthma should have a written asthma action plan to follow in the event of an attack.



Lifetime Asthma Prevalence  
Compared to the State, All Grades, 2004



### For More Information

Asthma is a lung disease that causes trouble with breathing, usually in episodes called attacks. An attack can be triggered by exercise, exposure to smoke, mold, allergens like pet dander, and air pollution such as diesel exhaust. Asthma can be controlled by avoidance of asthma triggers, regular health care visits, compliance with medication schedules, and maintaining appropriate weight.

For More Information visit the Asthma Program's website at: <http://www.doh.wa.gov/cfh/asthma>

Washington Asthma Initiative's website at: [http://www.alaw.org/asthma/washington\\_asthma\\_initiative/](http://www.alaw.org/asthma/washington_asthma_initiative/)

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# Healthy Youth Survey Fact Sheets

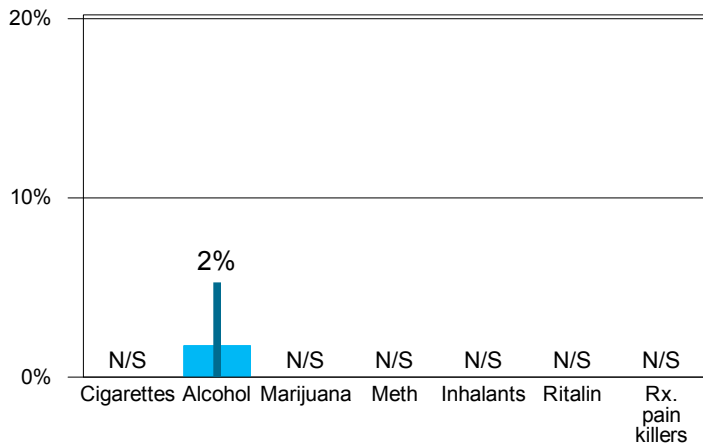
Current Substance Use for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

## Highlights

- Parents are the primary influence on their children's decision to use alcohol, tobacco, and other drugs.
- Brain development continues into the early twenties. The growing brain is more vulnerable to long-term impact from alcohol and other drugs.

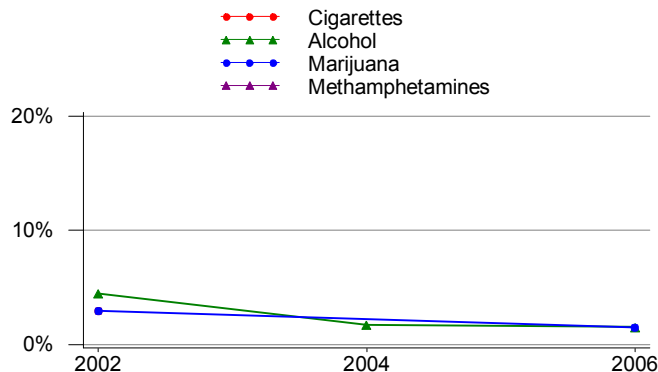
2004 Current (past 30 days) Substance Use  
Grade 6



In 2004, 2% of 6th grade students in our school reported alcohol use in the past 30 days.



Current Substance Use Trends  
Grade 6

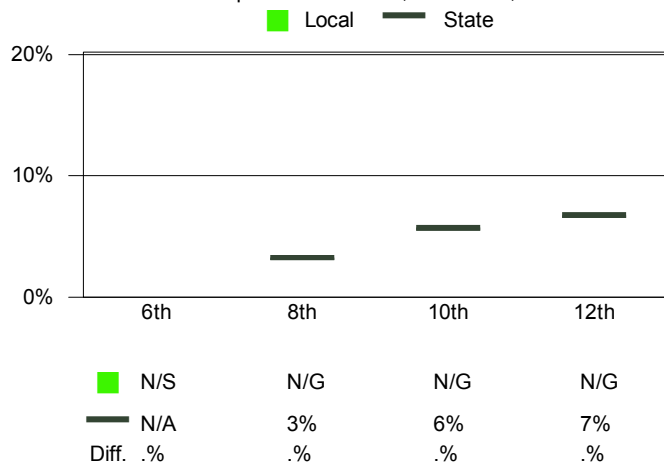


Prevalence **	2002	2004	2006	2008	2010
Cigarettes	3% ± 4% (67)	N/S	N/S	2% ± 3% (52)	N/A
Alcohol	4% ± 5% (67)	2% ± 3% (57)	2% ± 2% (65)	4% ± 5% (53)	N/A
Marijuana	3% ± 4% (67)	N/S	2% ± 2% (66)	N/S	N/A
Methamphetamines	N/S	N/S	N/S	N/S	N/A

From 2002 to 2004, change in marijuana use could not be assessed.



Use of Illegal Substances  
NOT Including Alcohol, Tobacco, or Marijuana  
Compared to the State, All Grades, 2004



## For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

If you or someone you know needs help with drug abuse, contact the Washington State Alcohol/Drug Helpline at 1-800-562-1240, or online at <http://www.adhl.org>

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# Healthy Youth Survey Alcohol Report

Alcohol Use for Hazelwood Elementary (Edmonds School District), page 1 of 2

Year: 2004 Grade: 6 Gender: Both Ethnicity:

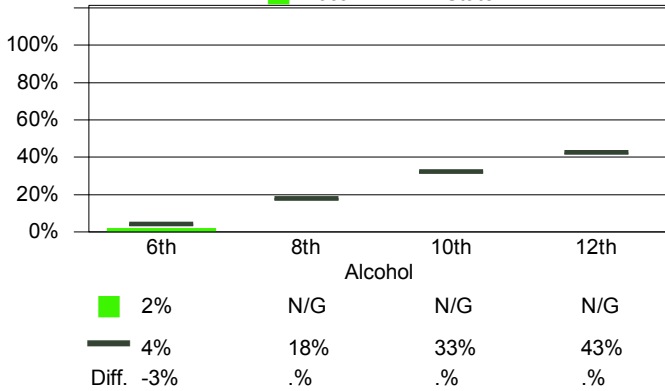
## Highlights

- Alcohol is implicated in nearly a third of youth traffic fatalities. It is also associated with violence, suicide, educational failure, and sexual activity.
- Contrary to earlier beliefs, recent research shows that alcohol can affect the developing adolescent brain.
- Most kids find it easy to get alcohol from friends, at parties, or from home.

### 30 Day Alcohol Use

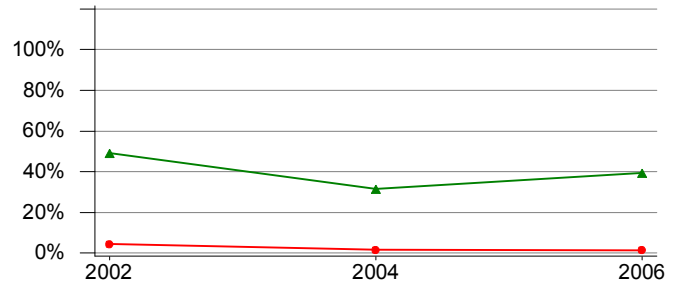
Compared to the State, All Grades

Local State



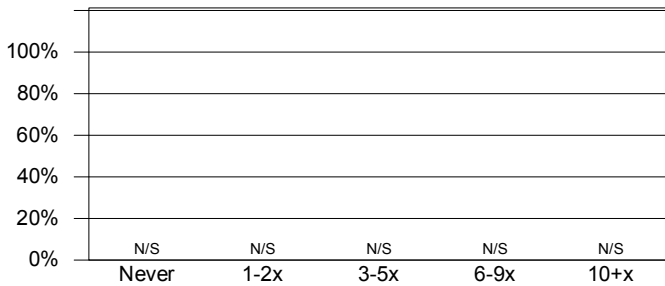
### Alcohol Use Trends

Alcohol  
Ever Drank Alcohol  
Binge Drinking

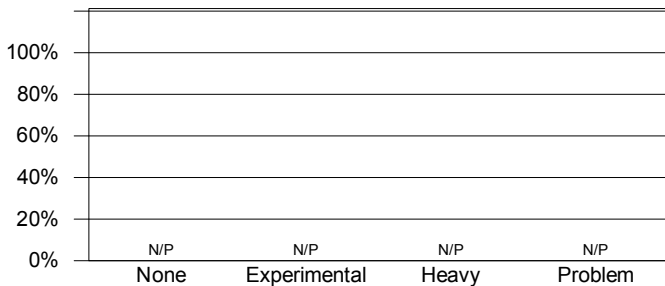


Prevalence **	2002	2004	2006	2008	2010
Alcohol	4% ± 5% (67)	2% ± 3% (57)	2% ± 2% (65)	4% ± 5% (53)	N/P
Ever Drank Alcohol	49% ± 12% (67)	32% ± 12% (57) *	39% ± 12% (66)	29% ± 13% (52)	N/P
Binge Drinking	N/S	N/S	N/S	N/S	N/P

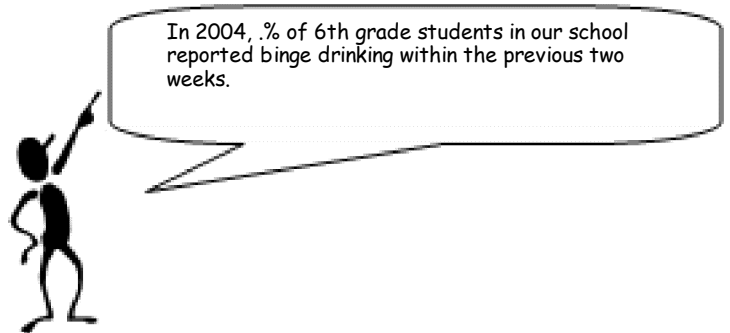
### Past Year Drunk/High at School



### Alcohol Use Level



- None: no drinking in the past 30 days.
- Experimental: 1-2 days drinking, and no binge drinking.
- Heavy: 3-5 days drinking, and/or one binge.
- Problem: 6+ days drinking, and/or 2+ binge.



In 2004, .% of 6th grade students in our school reported binge drinking within the previous two weeks.

### Methods of Getting Alcohol

Data is unavailable for the pie chart.  
(This question was not surveyed this year.)

\* indicates a significant change (Wald  $X^2$ ,  $p < .05$ )

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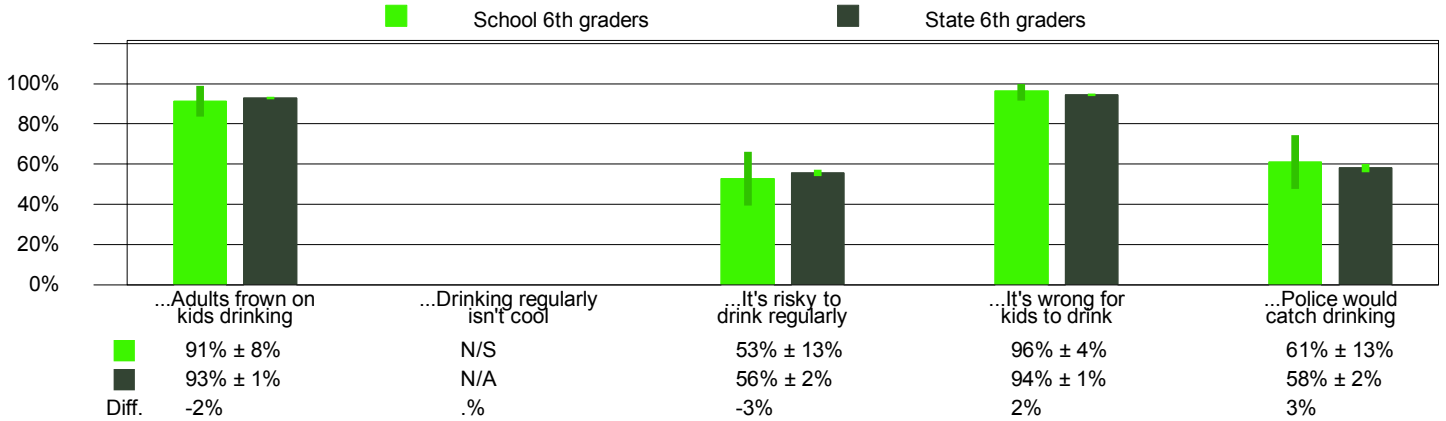


# Healthy Youth Survey Alcohol Report

Alcohol Use for Hazelwood Elementary (Edmonds School District), page 2 of 2

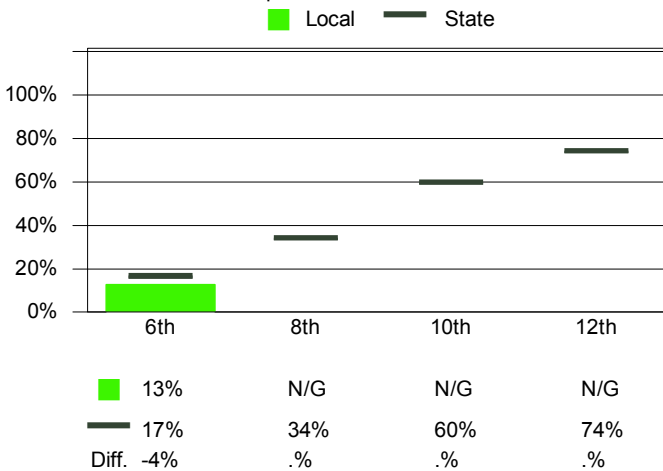
Year: 2004 Grade: 6 Gender: Both Ethnicity:

## Kids believe that...



## Kids Say Alcohol Is Easy to Get

Compared to the State, All Grades



In 2004, 91% of 6th grade students in our school think that adults disapprove of kids drinking.



### For More Information

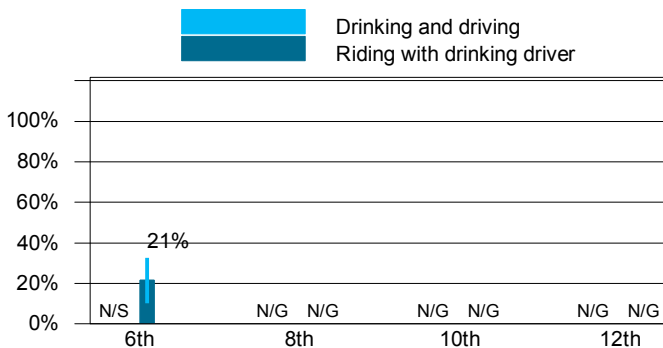
Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

Parents can get tips on how to talk to their kids about alcohol use at [www.StartTalkingNow.org](http://www.StartTalkingNow.org).

If you or someone you know needs help with drug abuse, contact the Washington State Alcohol/Drug Helpline at 1-800-562-1240, or online at [www.adhl.org](http://www.adhl.org).

## Drinking and Driving / Riding

All Grades



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Report generated at [www.AskHYS.net](http://www.AskHYS.net)



# Healthy Youth Survey Fact Sheets

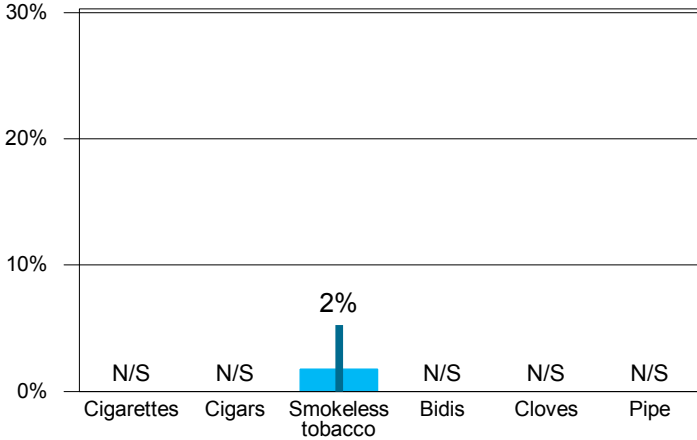
## Tobacco Use for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

### Highlights

- In Washington State, 45 youth start smoking each day
- One in three of all youth smokers will die prematurely from a smoking-caused disease
- Smoking is associated with the increased risk of drug use and low academic performance

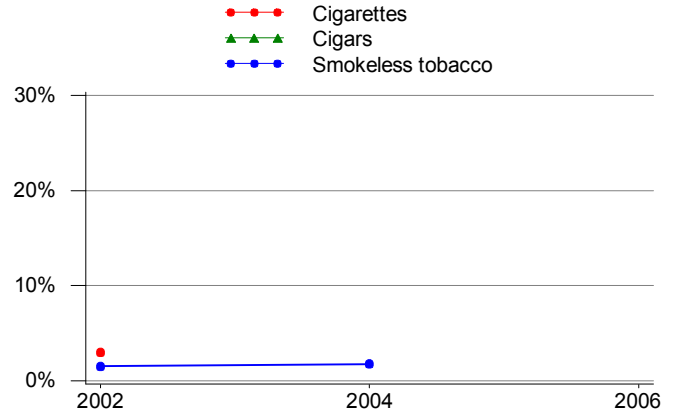
2004 Current Tobacco Product Use (any use in the past 30 days)  
Grade 6



In 2004, .% of 6th grade students in our school were smoking cigarettes.



Tobacco Product Use Trends  
Grade 6

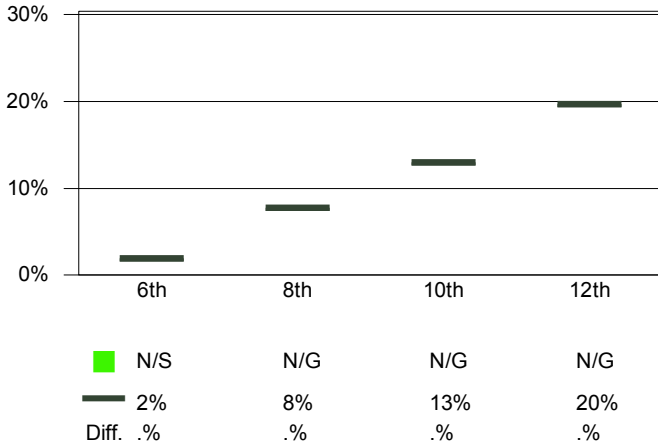


Prevalence **	2002	2004	2006	2008	2010
Cigarettes	3% ± 4% (67)	N/S	N/S	2% ± 3% (52)	N/P
Cigars	N/S	N/S	N/S	N/S	N/P
Smokeless tobacco	1% ± 2% (67)	2% ± 3% (57)	N/S	N/S	N/P

From 2002 to 2004, change in cigarette smoking could not be assessed.



Cigarette Use  
Compared to the State, All Grades, 2004



### For More Information

The Washington State Department of Health Tobacco Prevention and Control Program funds a comprehensive statewide tobacco prevention program to reduce the initiation of youth smoking and help current smokers quit.

For More Information, visit the Tobacco Program's website at: <http://www.doh.wa.gov/tobacco>.

\* indicates a significant change (Wald  $X^2$ ,  $p < .05$ )

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# Healthy Youth Survey Fact Sheets

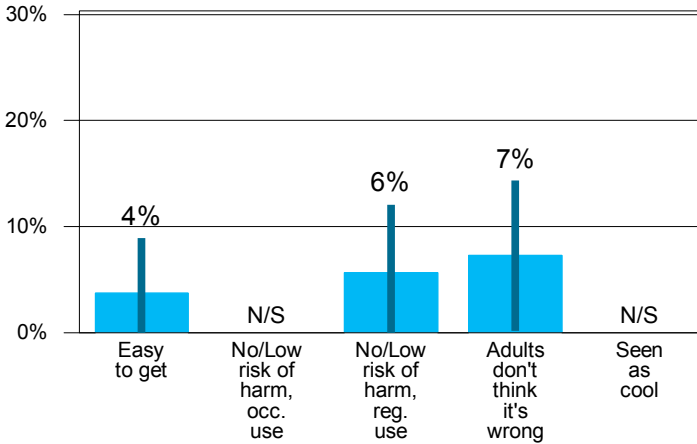
## Marijuana Use for Hazelwood Elementary (Edmonds School District)

Year: 2004 Grade: 6 Gender: Both Ethnicity:

### Highlights

- Smoking marijuana affects neuropsychological functioning, such as hand-eye coordination, reaction time, and memory.
- Marijuana is far more potent and therefore far more toxic than marijuana grown in the 1970's.
- The earlier someone starts using marijuana, the greater their vulnerability to addition disorders and psychiatric disorders.

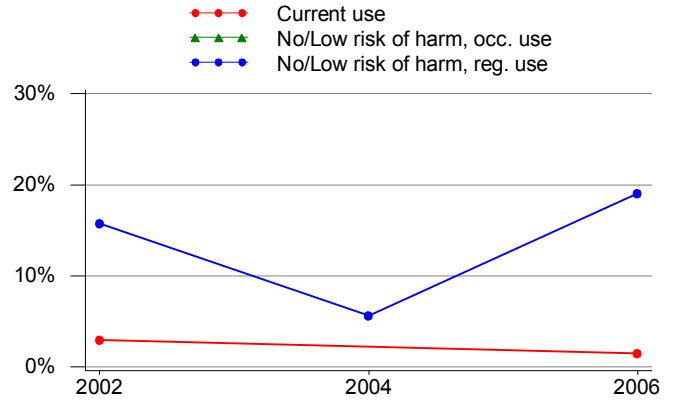
2004 Marijuana: Attitudes  
Grade 6



In 2004, 4% of 6th grade students in our school think it's sort of easy or very easy to get marijuana.



Marijuana: Trends in Use, and Perception of Risk of Harm - "No risk" [No] or "Slight risk" [Low]  
Grade 6

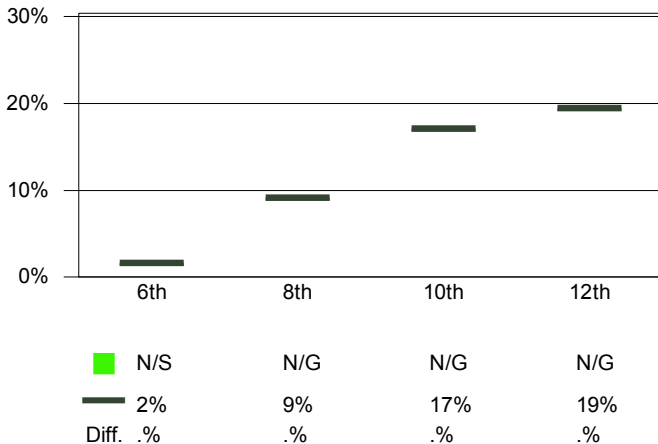


Prevalence **	2002	2004	2006	2008	2010
Current use	3% ± 4% (67)	N/S	2% ± 2% (66)	N/S	N/P
No/Low risk of harm, occ. use	N/S	N/S	N/S	N/S	N/P
No/Low risk of harm, reg. use	16% ± 10% (57)	6% ± 6% (53)	19% ± 10% (63) *	12% ± 9% (52)	N/P

In 2004, .% of 6th grade students in our school thought there was little or no risk using marijuana occasionally.



Current Marijuana Use  
Compared to the State, All Grades, 2004



### For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

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