

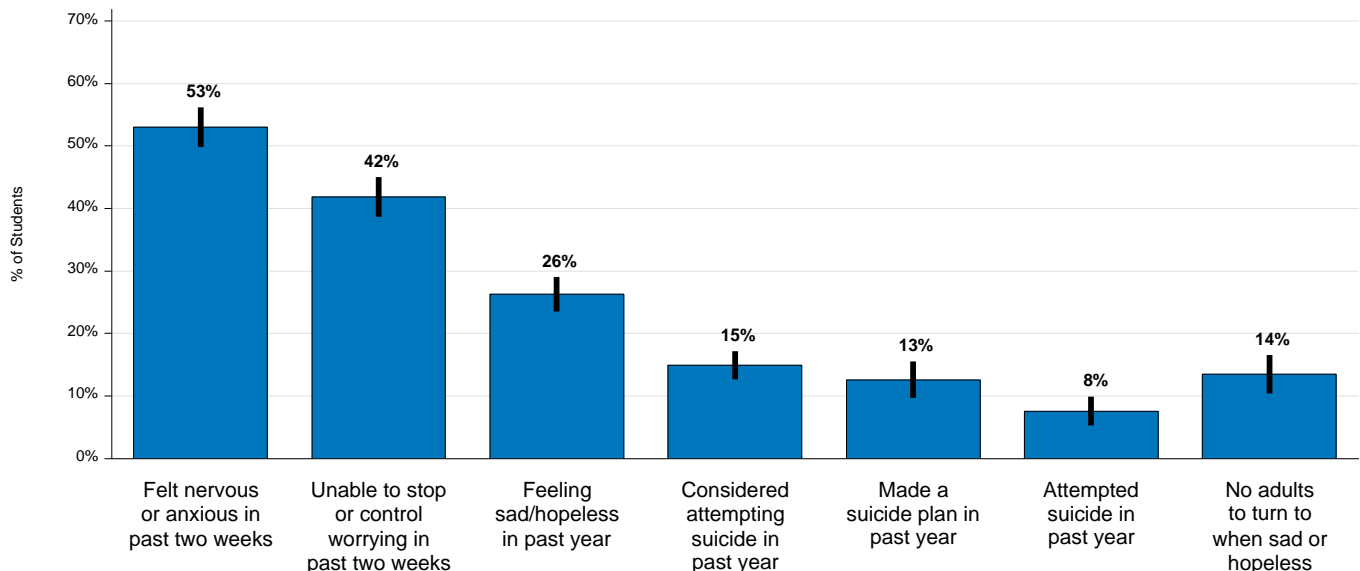
Skagit County Mental Health and Well-being

Year: 2023 Grade: 8 Sex: All Number of Students Surveyed: 1,126

Background

- Depression is a common condition; it can include persistent feelings of sadness and hopelessness.
- Anxiety is a common condition; it can include uncontrollable feelings of fear and worry.
- Anxiety and depression are treatable.
- Suicide is the second leading cause of death for Washington teens 15-19 years old.
- Positive social connections with family, friends, and at school promote good mental health.
- Mental health problems can impact academic performance.
- [Teen Depression: More Than Just Moodiness](#)

Mental Health Indicators, Grade 8, 2023



In 2023, 26% of 8th graders in our county felt so sad or hopeless for two weeks or more that they stopped doing their usual activities

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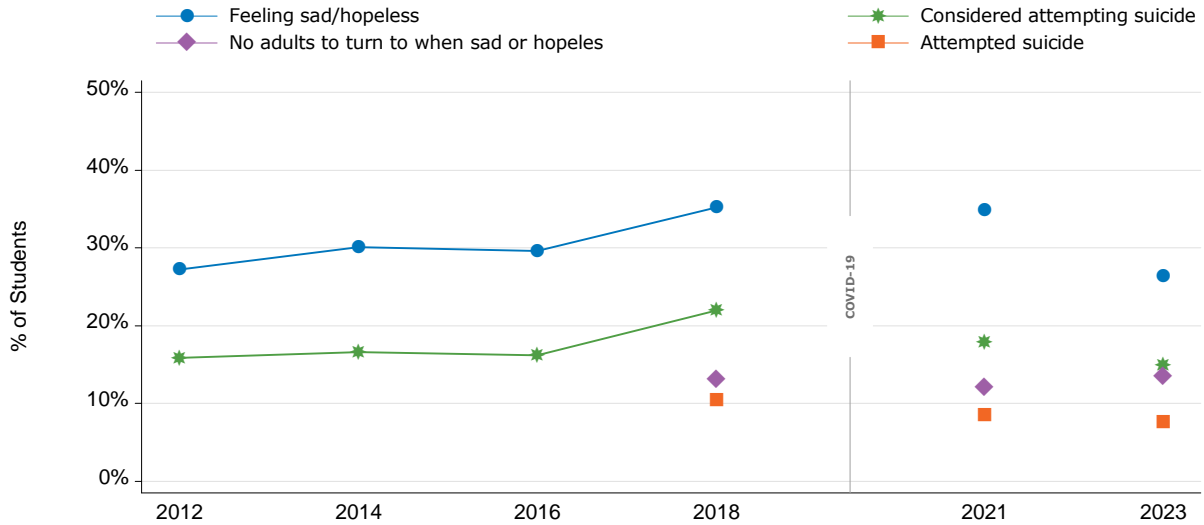
S = result suppressed due to insufficient reporting from students of schools;
 N/G = grade not available; N/S = question was not surveyed this year;
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Prevalence is displayed with 95% confidence intervals (a± or black bar |)
 *indicates a significant change from the previous year, <0.05

results generated at www.askhys.net on 02/24/2024

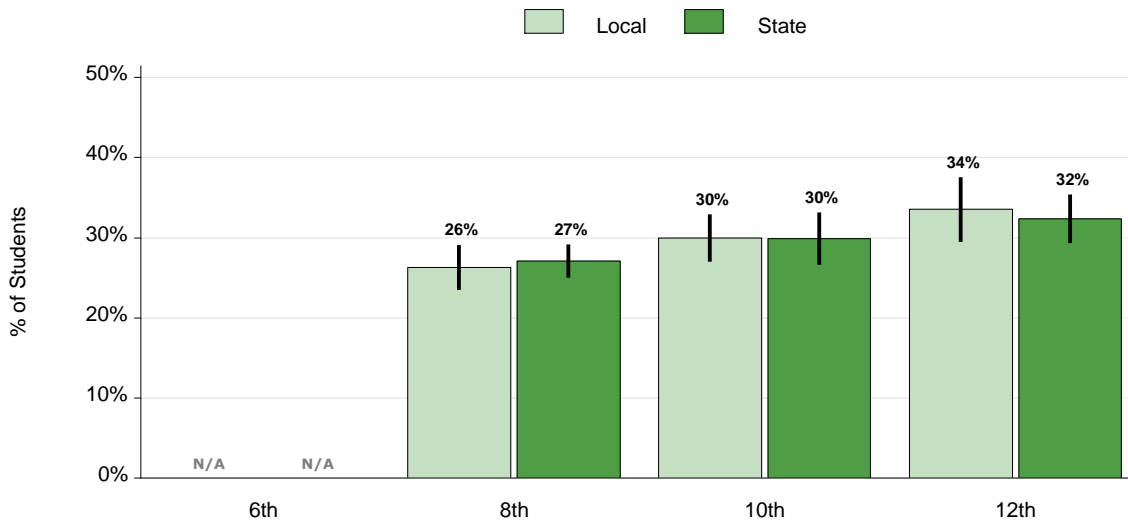


Feeling sad/hopeless and suicide 2012-2023, Grade 8



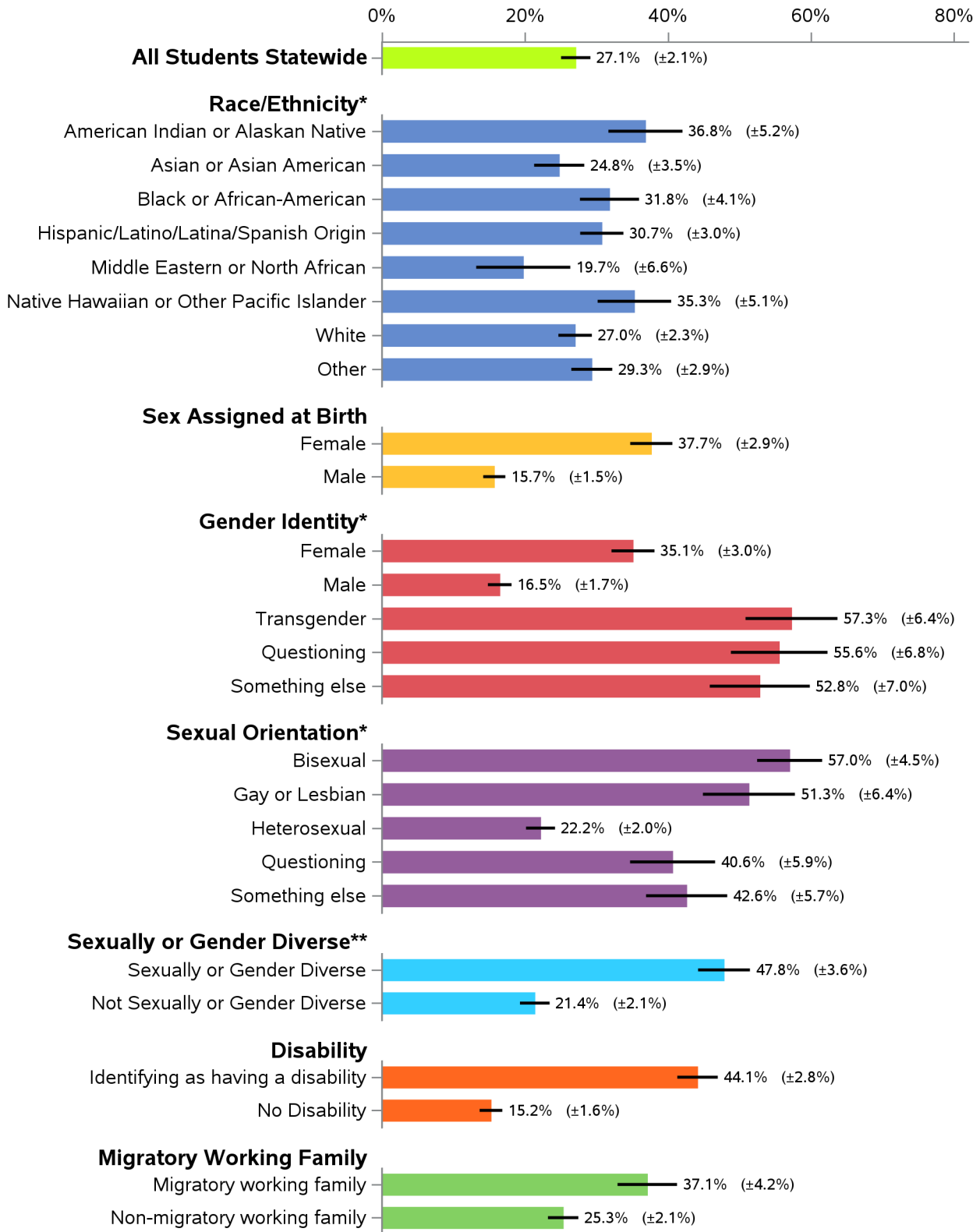
Prevalence	2012	2014	2016	2018	2021	2023
Feeling sad/hopeless	27% ±3	30% ±3	30% ±3	35% ±3▲	35% ±3	26% ±3▼
Considered attempting suicide	16% ±2	17% ±2	16% ±2	22% ±2▲	18% ±2▼	15% ±2
No adults to turn to when sad or hopeless	N/A	N/A	N/A	13% ±3	12% ±3	14% ±3
Attempted suicide	N/A	N/A	N/A	10% ±2	8% ±2	8% ±2

Feeling sad/hopeless (statewide vs. local) by grade, 2023



Prevalence	6th	8th	10th	12th
Local	N/A	26% ±3	30% ±3	34% ±4
State	N/A	27% ±2	30% ±3	32% ±3

Statewide Relationship between Feeling Sad/Hopeless and Demographics, Grade 8, 2023

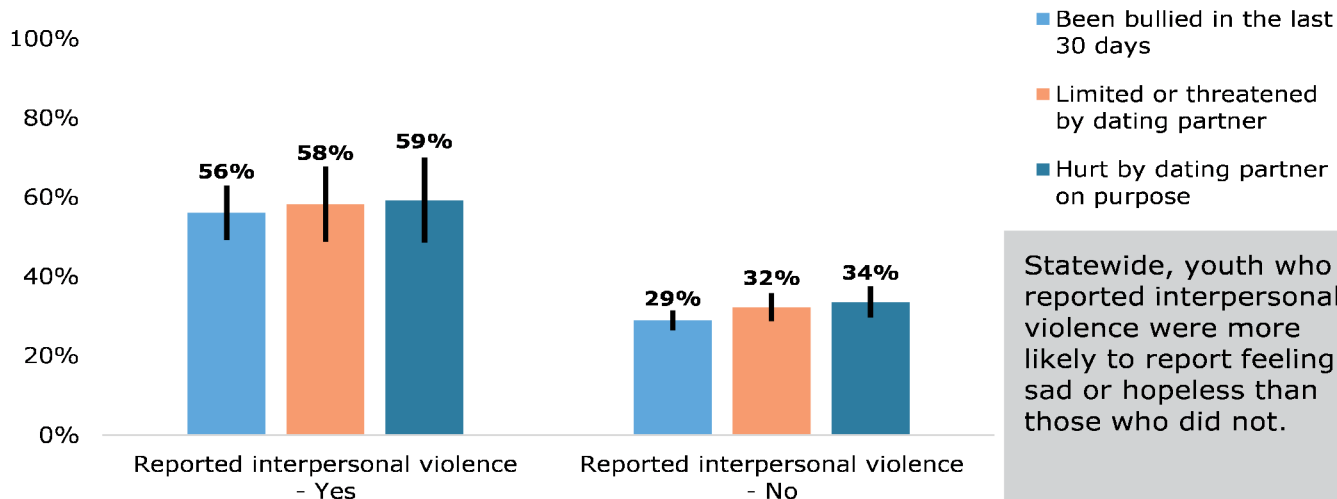


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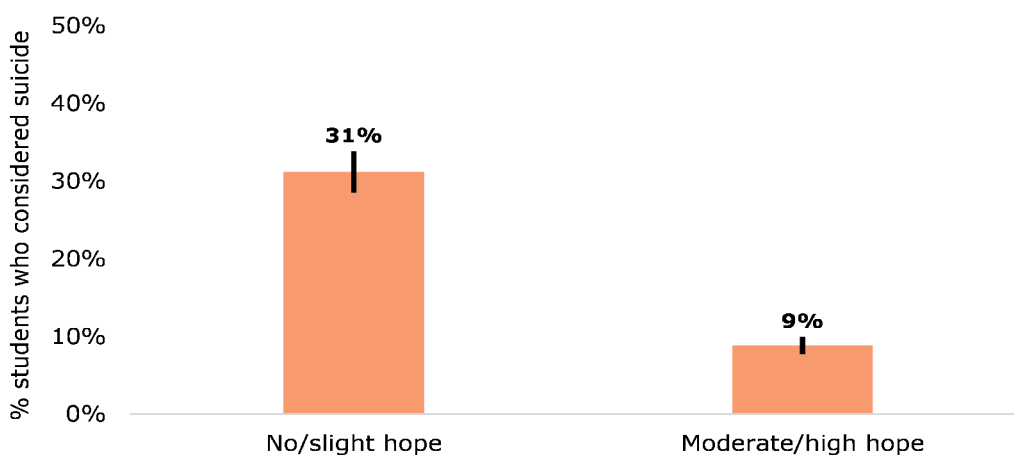


Statewide relationship between feeling sad/hopeless and interpersonal violence, Grade 8, 2021



Statewide, youth who reported interpersonal violence were more likely to report feeling sad or hopeless than those who did not.

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



Statewide, youth with moderate or high hope are less likely to report considering suicide in the past year compared to students with no or low hope.

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

FOR MORE INFORMATION

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<https://www.askhys.net/HYS/GetDocument?path=Administration%5C2023&fileName=Student%20Resources.pdf>
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- For support, text ""HOME"" to 741741 to connect with a crisis counselor at the Crisis Text Line. Mental health support is free and available 24 hours a day.
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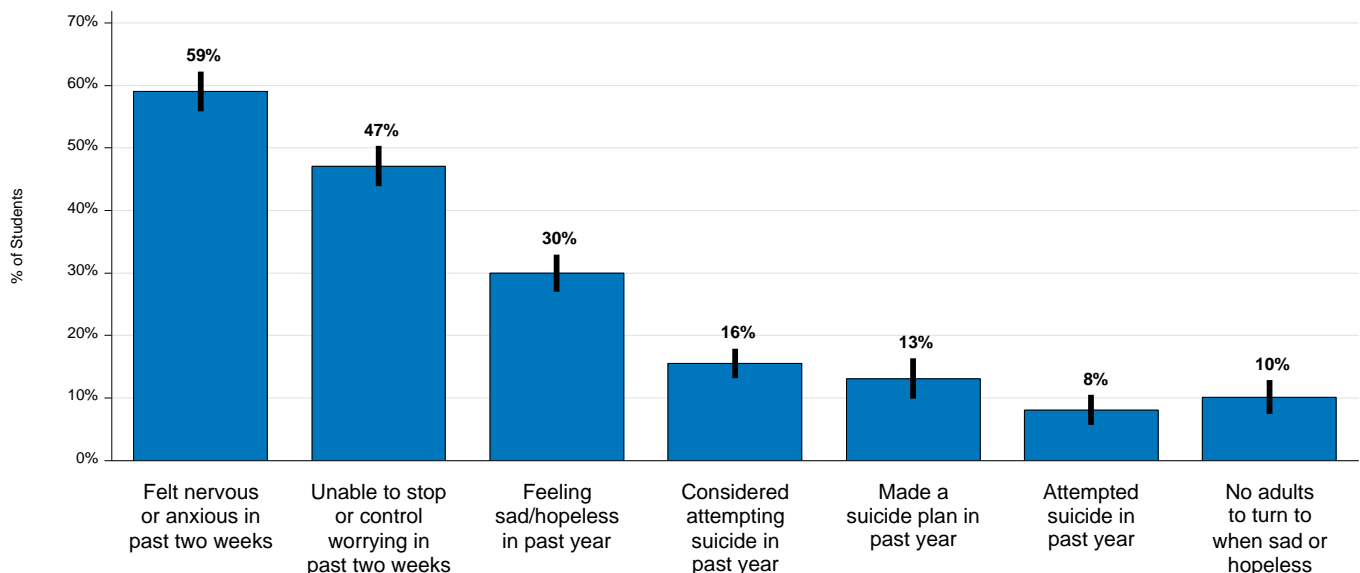
Skagit County Mental Health and Well-being

Year: 2023 Grade: 10 Sex: All Number of Students Surveyed: 1,056

Background

- Depression is a common condition; it can include persistent feelings of sadness and hopelessness.
- Anxiety is a common condition; it can include uncontrollable feelings of fear and worry.
- Anxiety and depression are treatable.
- Suicide is the second leading cause of death for Washington teens 15-19 years old.
- Positive social connections with family, friends, and at school promote good mental health.
- Mental health problems can impact academic performance.
- [Teen Depression: More Than Just Moodiness](#)

Mental Health Indicators, Grade 10, 2023



In 2023, 30% of 10th graders in our county felt so sad or hopeless for two weeks or more that they stopped doing their usual activities

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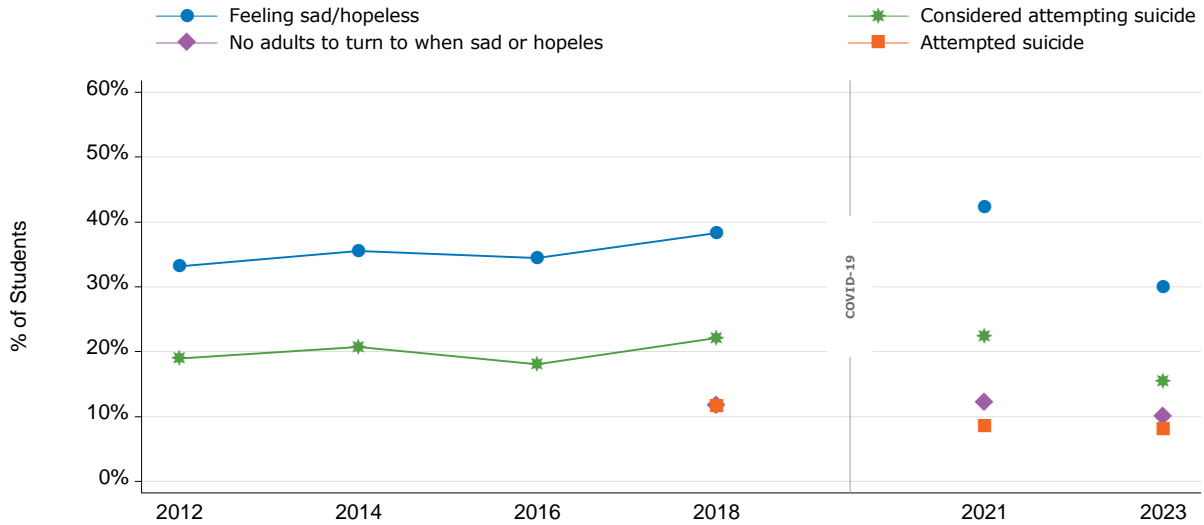
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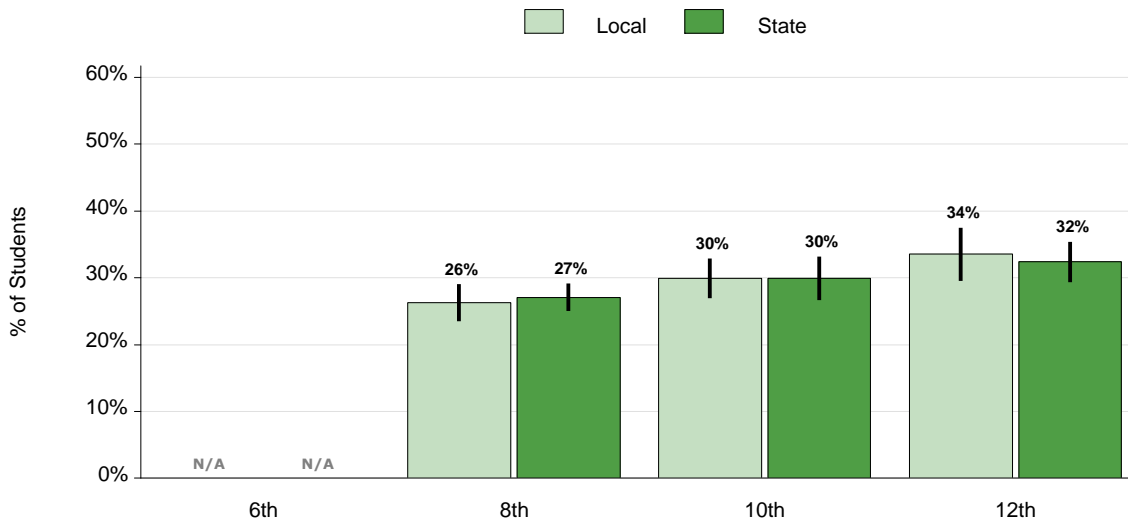


Feeling sad/hopeless and suicide 2012-2023, Grade 10



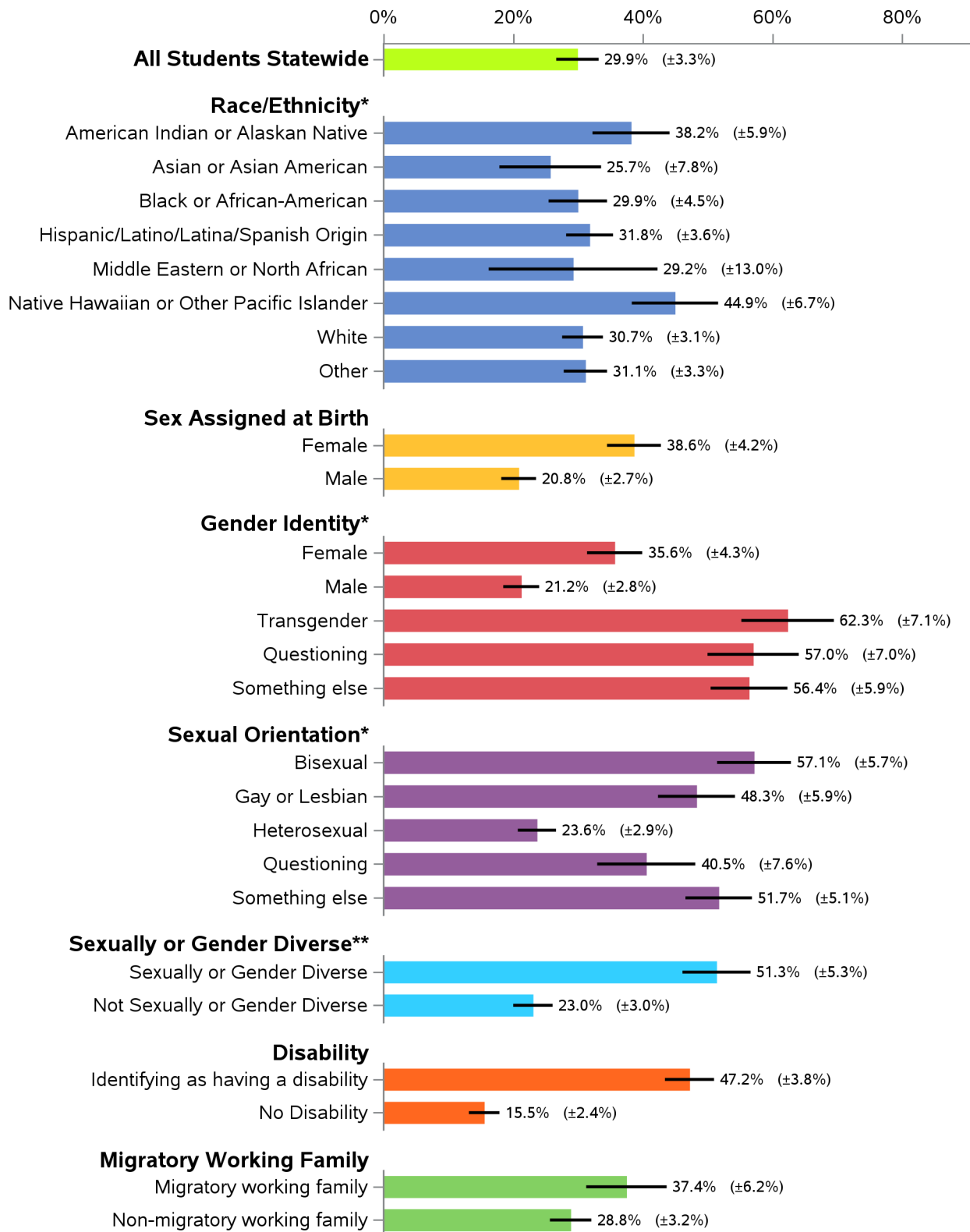
Prevalence	2012	2014	2016	2018	2021	2023
Feeling sad/hopeless	33% ±3	36% ±3	34% ±3	38% ±3	42% ±3	30% ±3 ▼
Considered attempting suicide	19% ±2	21% ±3	18% ±2	22% ±3 ▲	22% ±3	16% ±2 ▼
No adults to turn to when sad or hopeless	N/A	N/A	N/A	12% ±3	12% ±3	10% ±3
Attempted suicide	N/A	N/A	N/A	12% ±3	9% ±3	8% ±2

Feeling sad/hopeless (statewide vs. local) by grade, 2023



Prevalence	6th	8th	10th	12th
Local	N/A	26% ±3	30% ±3	34% ±4
State	N/A	27% ±2	30% ±3	32% ±3

Statewide Relationship between Feeling Sad/Hopeless and Demographics, Grade 10, 2023

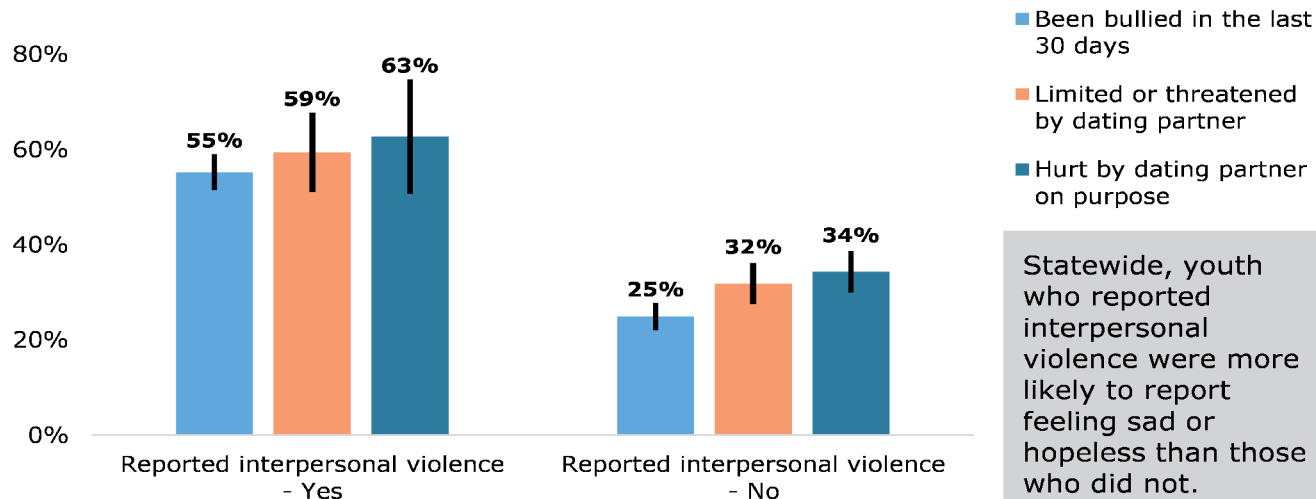


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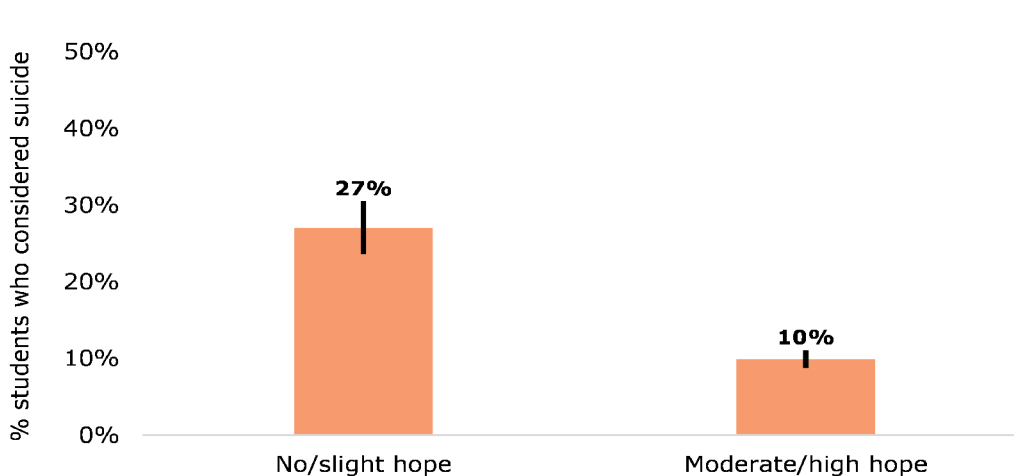


Statewide relationship between feeling sad/hopeless and interpersonal violence, Grade 10, 2021



Statewide, youth who reported interpersonal violence were more likely to report feeling sad or hopeless than those who did not.

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



Statewide, youth with moderate or high hope are less likely to report considering suicide in the past year compared to students with no or low hope.

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

FOR MORE INFORMATION

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Skagit County Mental Health and Well-being

Year: 2023

Grade: 12

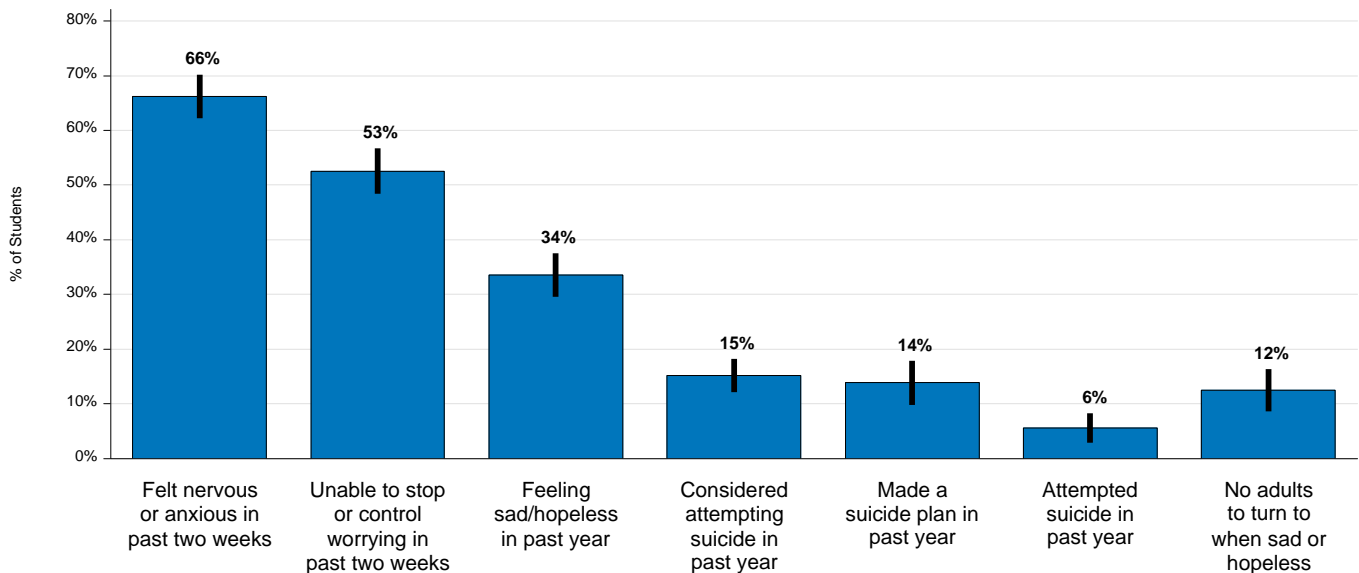
Sex: All

Number of Students Surveyed: 643

Background

- Depression is a common condition; it can include persistent feelings of sadness and hopelessness.
- Anxiety is a common condition; it can include uncontrollable feelings of fear and worry.
- Anxiety and depression are treatable.
- Suicide is the second leading cause of death for Washington teens 15-19 years old.
- Positive social connections with family, friends, and at school promote good mental health.
- Mental health problems can impact academic performance.
- [Teen Depression: More Than Just Moodiness](#)

Mental Health Indicators, Grade 12, 2023



In 2023, 34% of 12th graders in our county felt so sad or hopeless for two weeks or more that they stopped doing their usual activities

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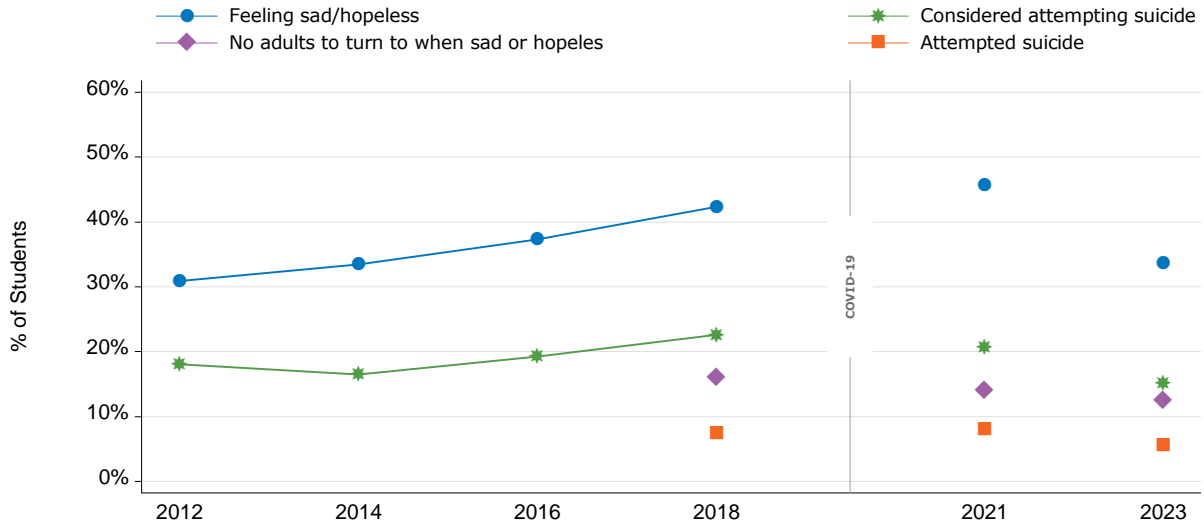
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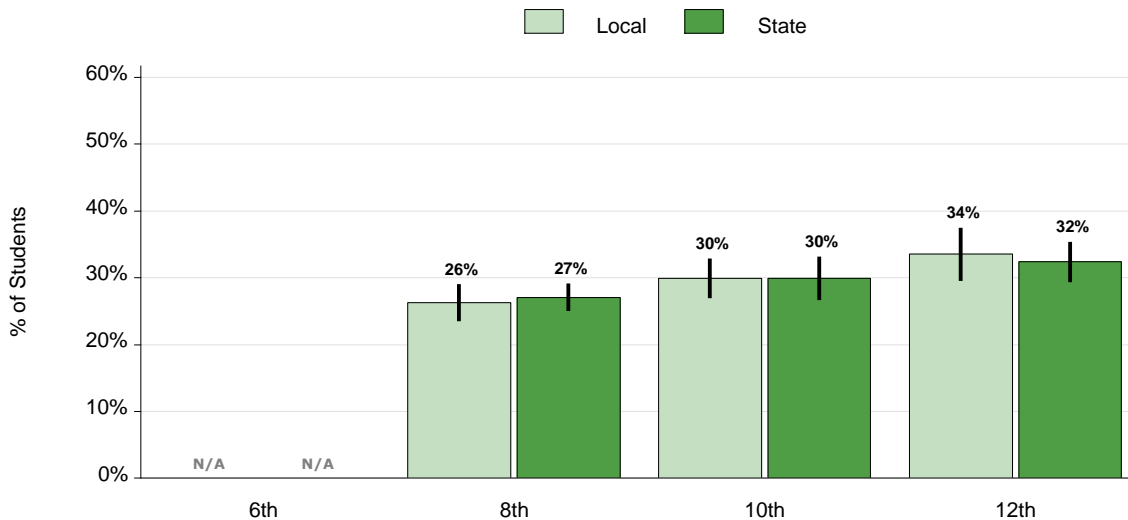


Feeling sad/hopeless and suicide 2012-2023, Grade 12



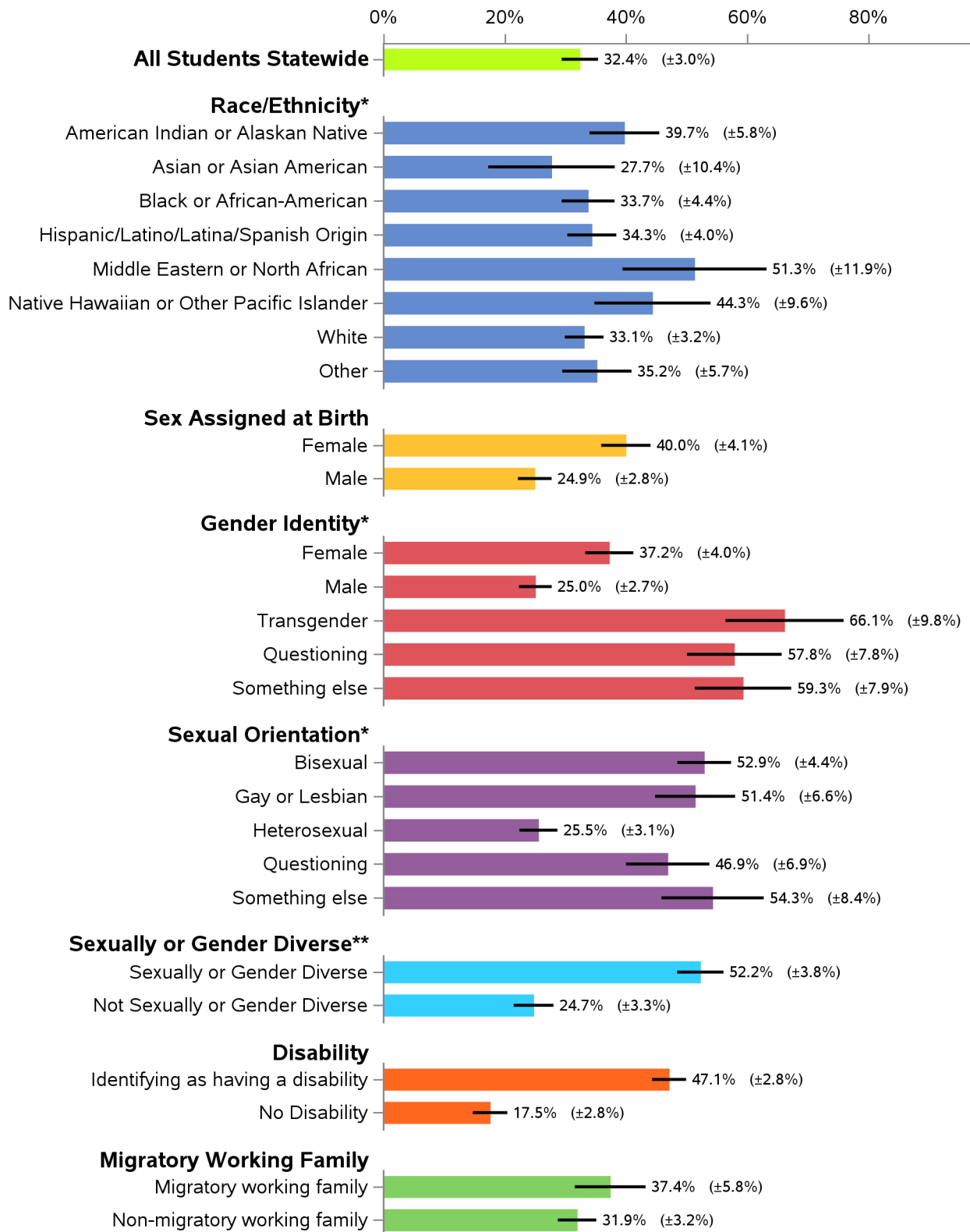
Prevalence	2012	2014	2016	2018	2021	2023
Feeling sad/hopeless	31% ±3	33% ±3	37% ±4	42% ±3▲	46% ±4	34% ±4▼
Considered attempting suicide	18% ±3	16% ±3	19% ±3	23% ±3	21% ±3	15% ±3▼
No adults to turn to when sad or hopeless	N/S	N/S	N/S	16% ±4	14% ±4	12% ±4
Attempted suicide	N/S	N/S	N/S	7% ±3	8% ±3	6% ±3

Feeling sad/hopeless (statewide vs. local) by grade, 2023



Prevalence	6th	8th	10th	12th
Local	N/A	26% ±3	30% ±3	34% ±4
State	N/A	27% ±2	30% ±3	32% ±3

Statewide Relationship between Feeling Sad/Hopeless and Demographics, Grade 12, 2023

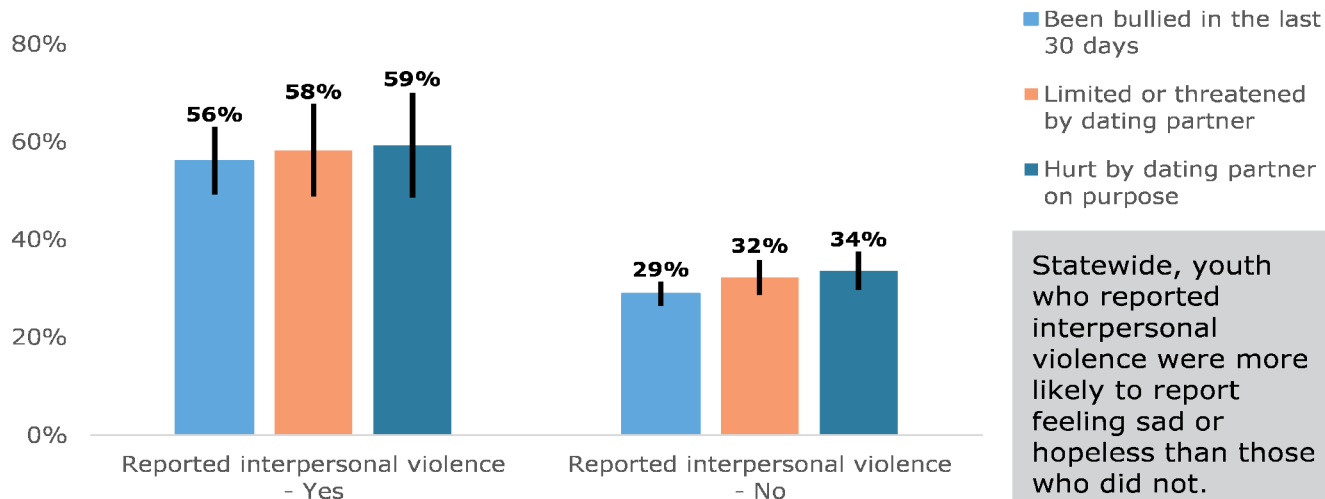


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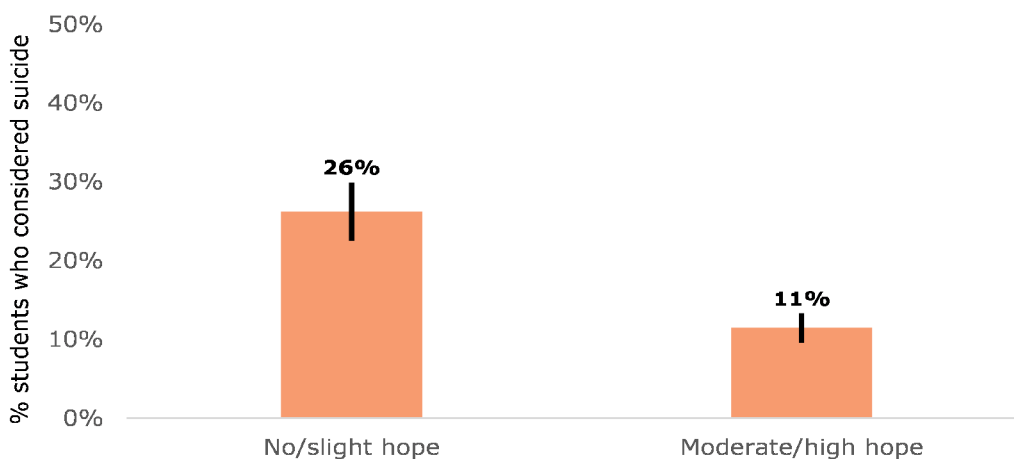


Statewide relationship between feeling sad/hopeless and interpersonal violence, Grade 12, 2021



Statewide, youth who reported interpersonal violence were more likely to report feeling sad or hopeless than those who did not.

Statewide relationship between considering suicide and Hope Scale, Grade 12, 2021



Statewide, youth with moderate or high hope are less likely to report considering suicide in the past year compared to students with no or low hope.

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

FOR MORE INFORMATION

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Measuring Hope in Skagit County

Year: 2023

Grade: 8

Sex: All

Number of Students Surveyed: 1,126

Background

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

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

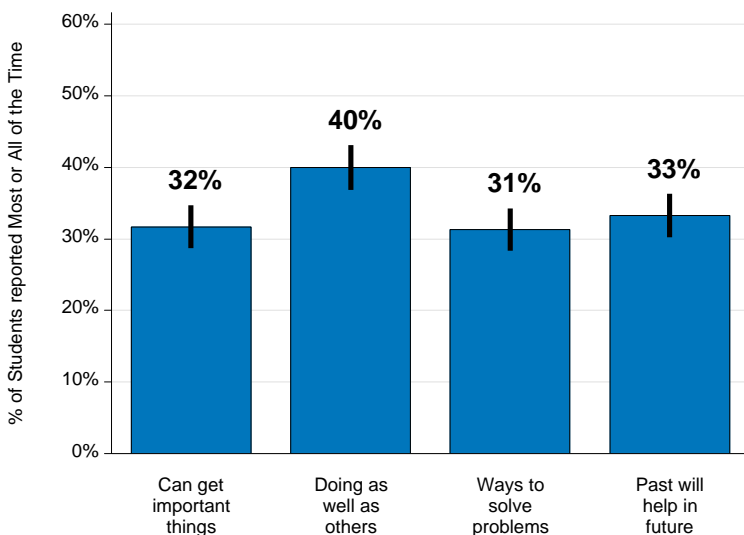
Four questions from the **Children's Hope Scale** were asked on the survey.

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

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

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

**Hope Scale Component
Questions Grade 8, 2023**



Pathway Questions:

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

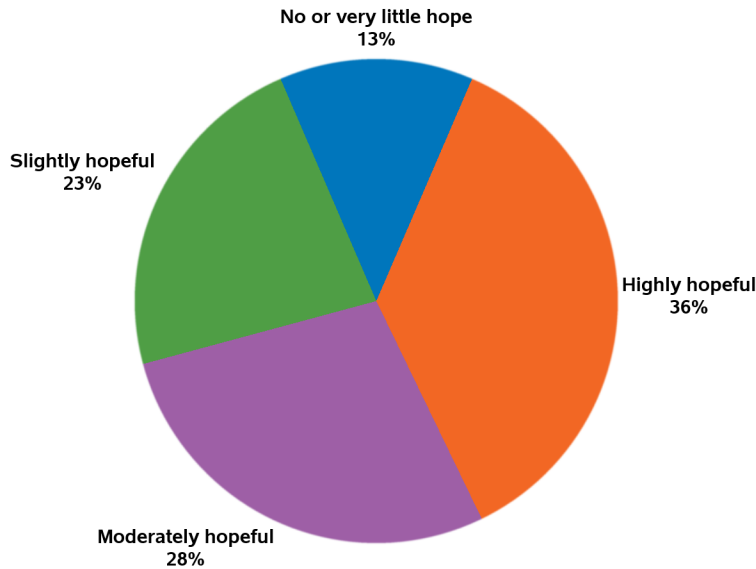
Pathways thinking is a child's belief in their capacity to find multiple ways to reach their goals.

Agency Questions:

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

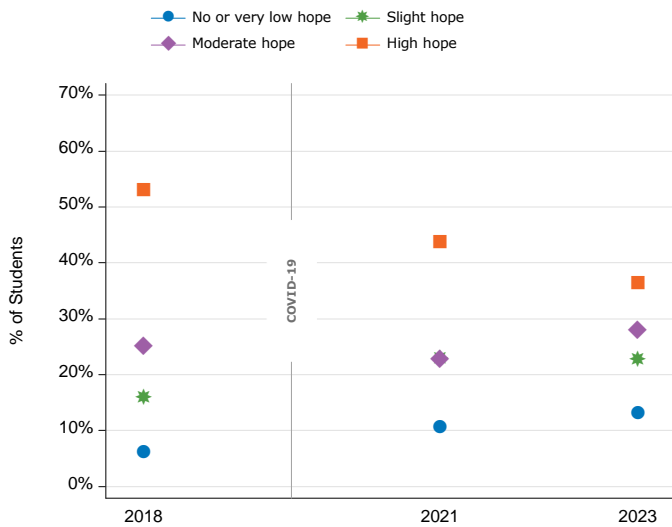
Agency thinking is a child's self-efficacy and motivation to use multiple ways to reach their goal.

Levels of Hope Grade 8, 2023



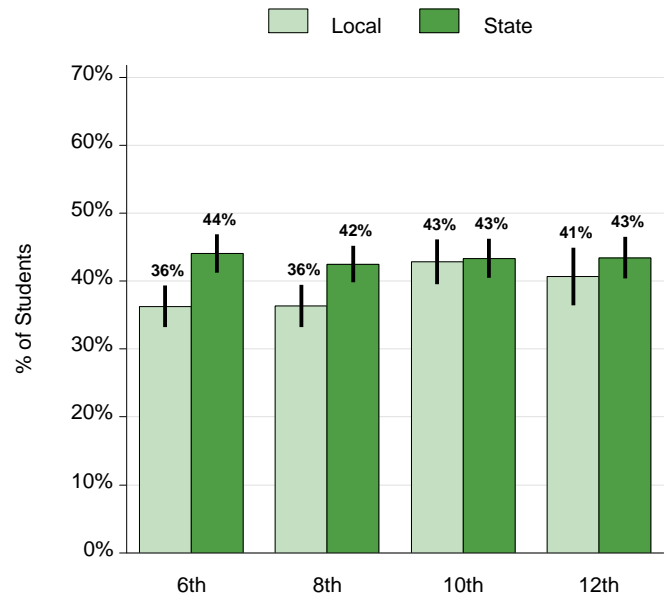
Research has shown that hope can be taught and is connected to academic achievements, well-being and positive life outcomes.

Levels of Hope 2018-2023, Grade 8



Prevalence	2018	2021	2023
No or very low hope	6% ±2	11% ±2 ▲	13% ±2
Slight hope	16% ±3	23% ±3 ▲	23% ±3
Moderate hope	25% ±4	23% ±3	28% ±3 ▲
High hope	53% ±4	44% ±3 ▼	36% ±3 ▼

High Hope, All Grades, 2023

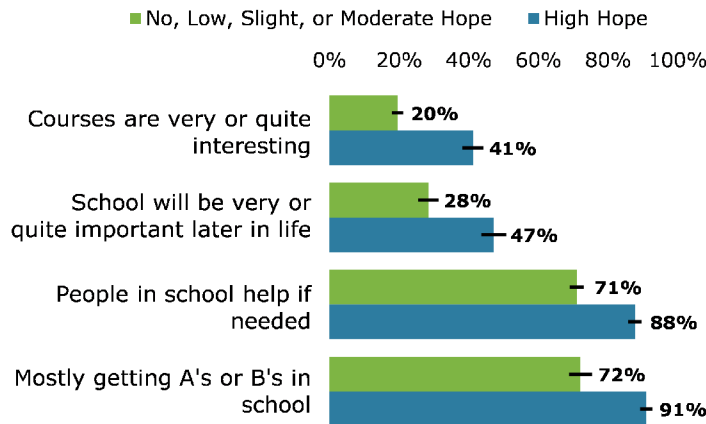


Prevalence	6th	8th	10th	12th
Local	36% ±3	36% ±3	43% ±3	41% ±4
State	44% ±3	42% ±3	43% ±3	43% ±3

FACT SHEET

Measuring Hope

Statewide Relationships between High Hope, Grade 8



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

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

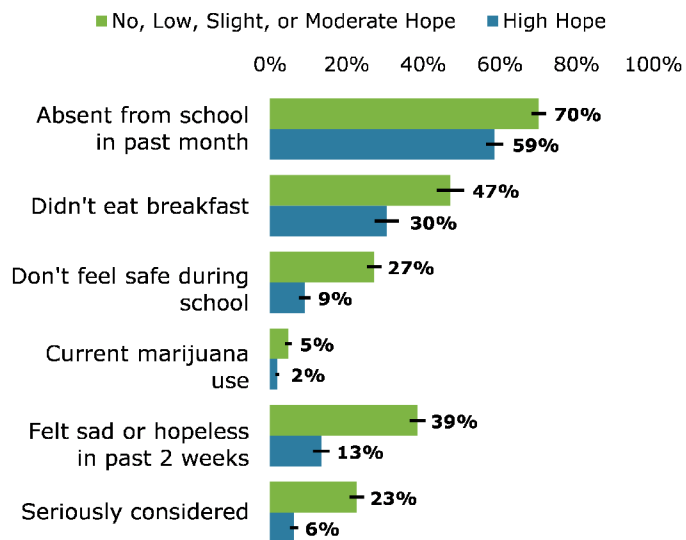
Compared to those with **lower levels of hope**.

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

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

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

Statewide Relationships between High Hope, Grade 8



For More Information

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

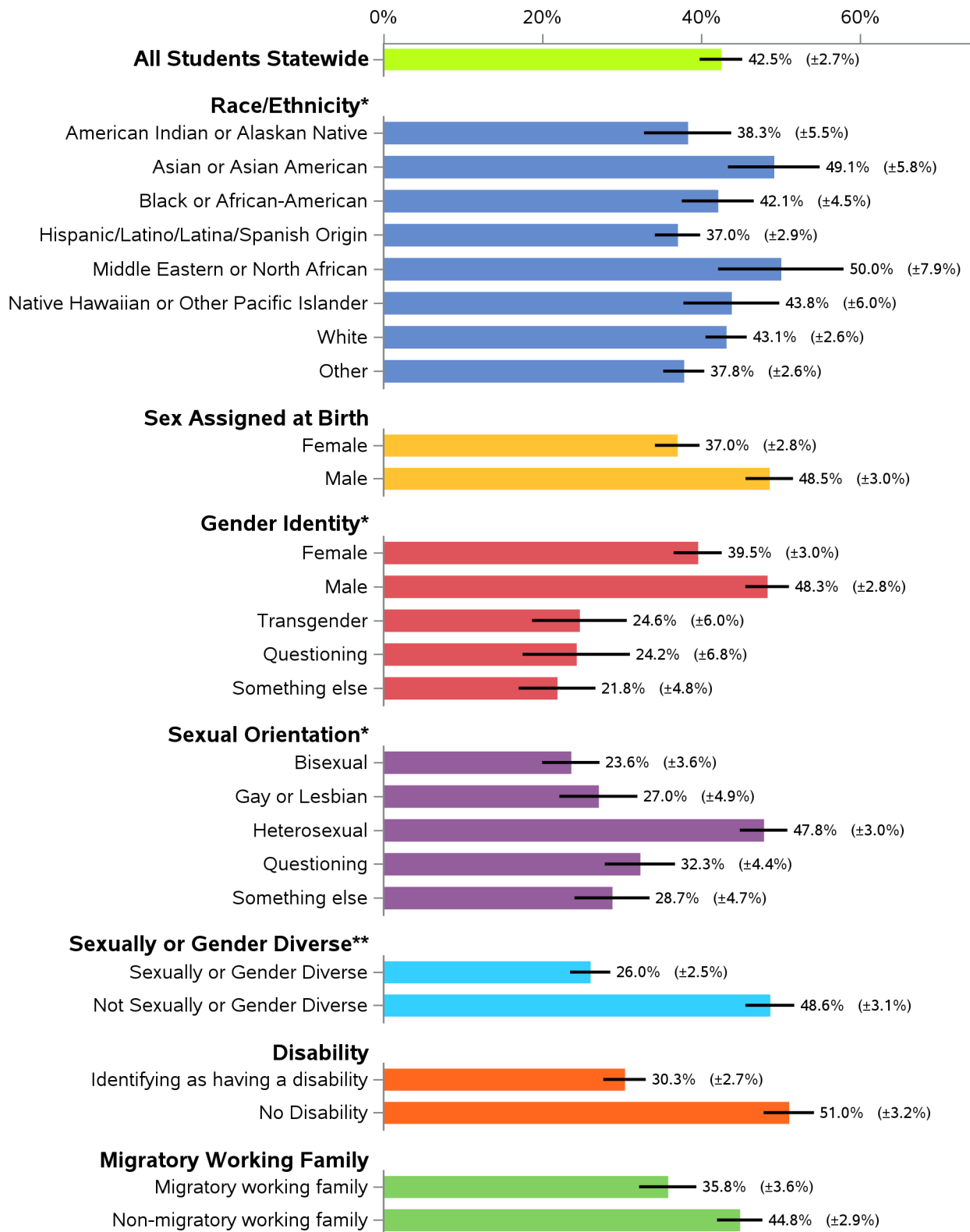
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Statewide Relationship between High Hope and Demographics, Grade 8, 2023



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Measuring Hope in Skagit County

Year: 2023 Grade: 10 Sex: All Number of Students Surveyed: 1,056

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.

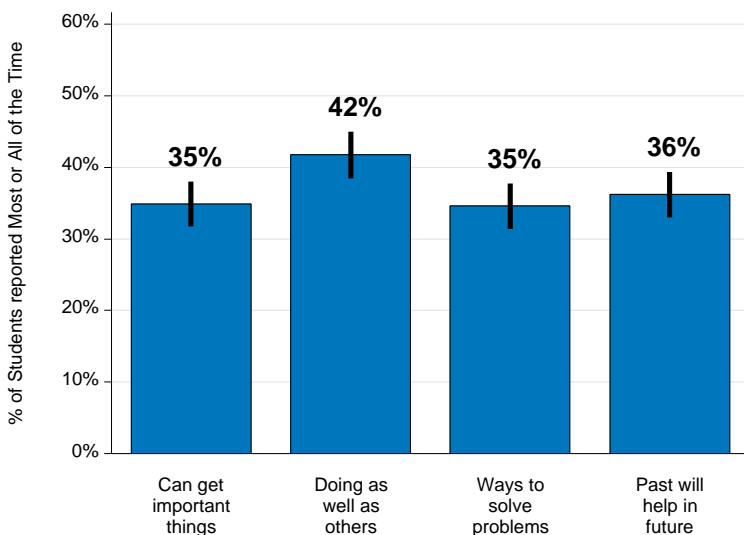
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- Moderately hopeful
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Hope Scale Component Questions Grade 10, 2023



Pathway Questions:

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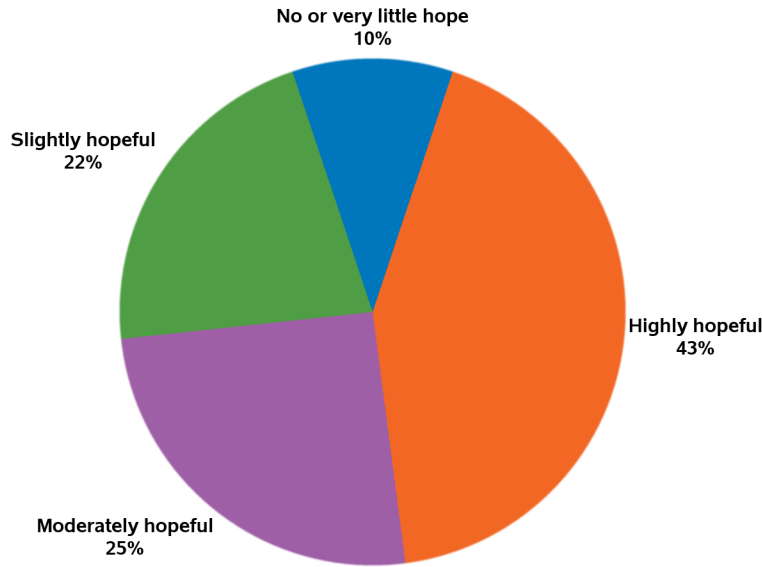
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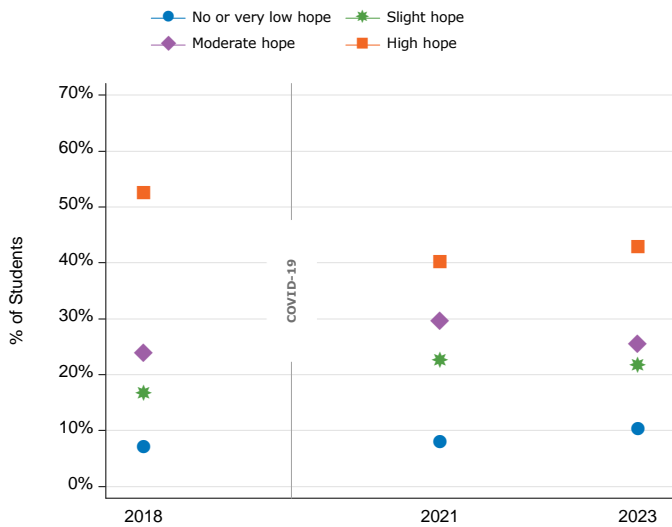
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Levels of Hope Grade 10, 2023



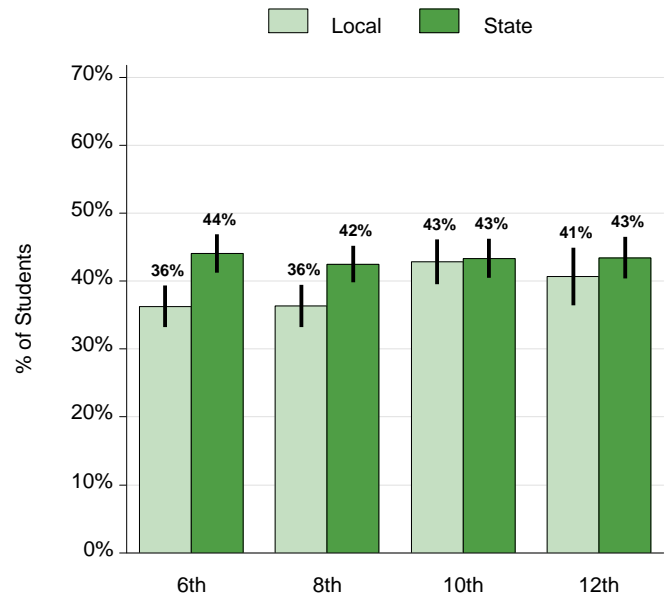
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Levels of Hope 2018-2023, Grade 10



Prevalence	2018	2021	2023
No or very low hope	7% ±3	8% ±2	10% ±2
Slight hope	17% ±4	22% ±3 ▲	22% ±3
Moderate hope	24% ±4	30% ±3 ▲	25% ±3
High hope	52% ±5	40% ±3 ▼	43% ±3

High Hope, All Grades, 2023

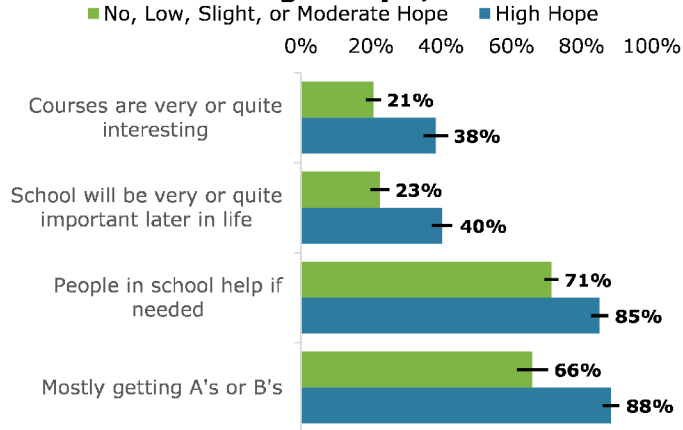


Prevalence	6th	8th	10th	12th
Local	36% ±3	36% ±3	43% ±3	41% ±4
State	44% ±3	42% ±3	43% ±3	43% ±3

FACT SHEET

Measuring Hope

Statewide Relationships between High Hope, Grade 10



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- *More likely to think the things they are learning in school will be important later in life*
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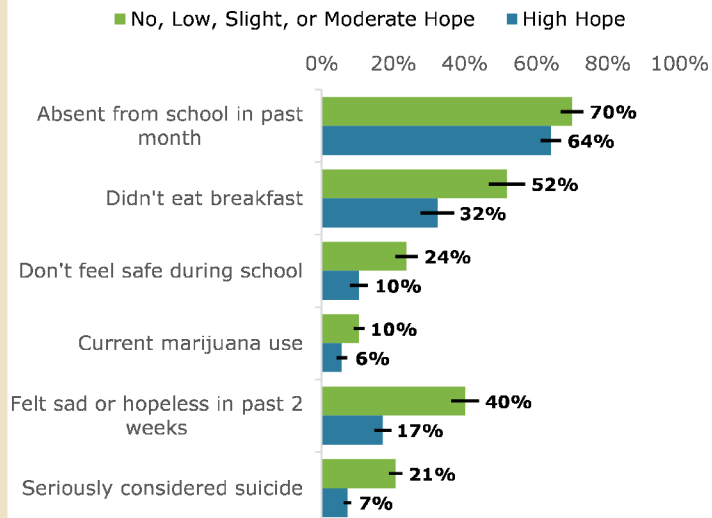
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Statewide Relationships between High Hope, Grade 10



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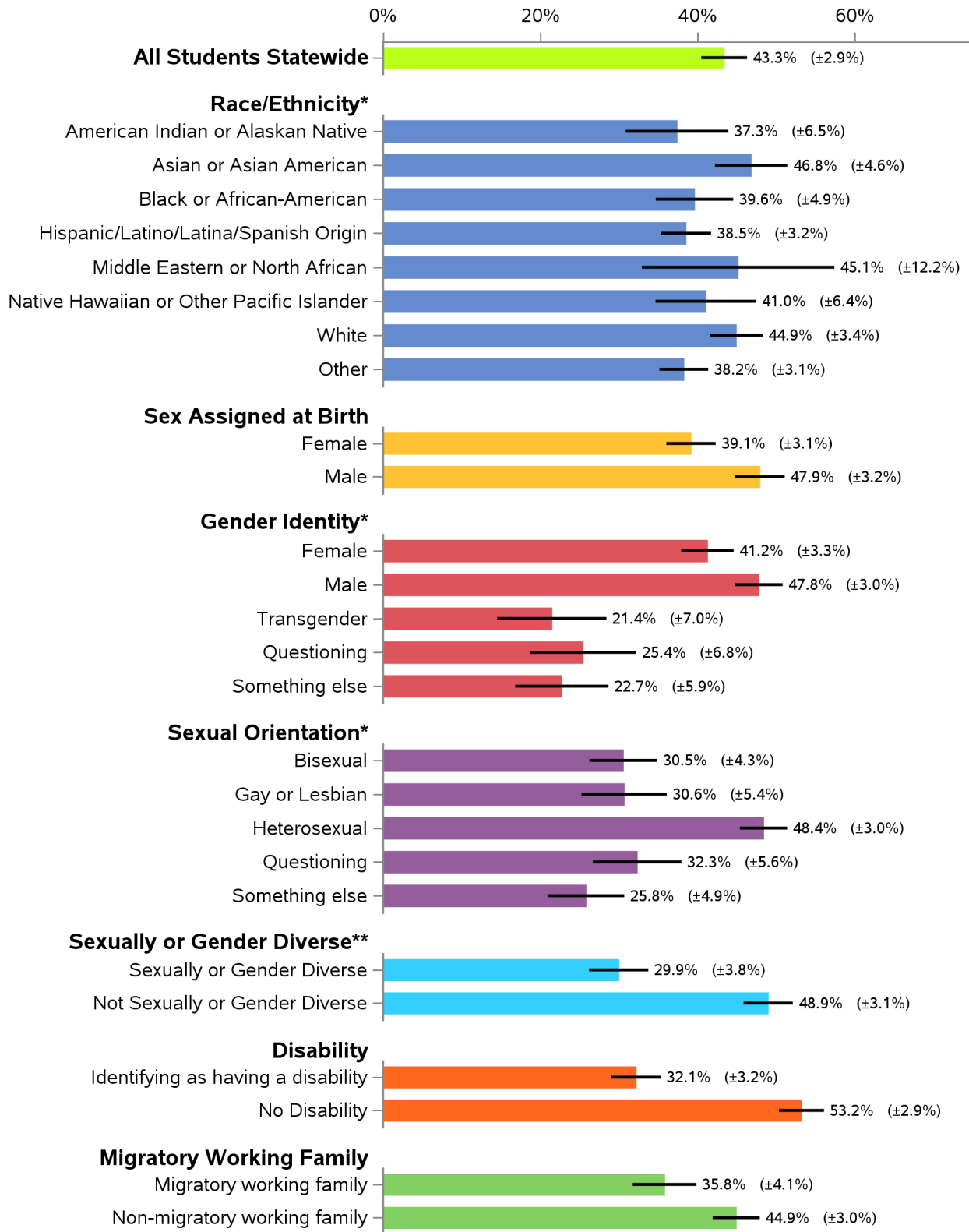
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Measuring Hope in Skagit County

Year: 2023

Grade: 12

Sex: All

Number of Students Surveyed: 643

Background

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

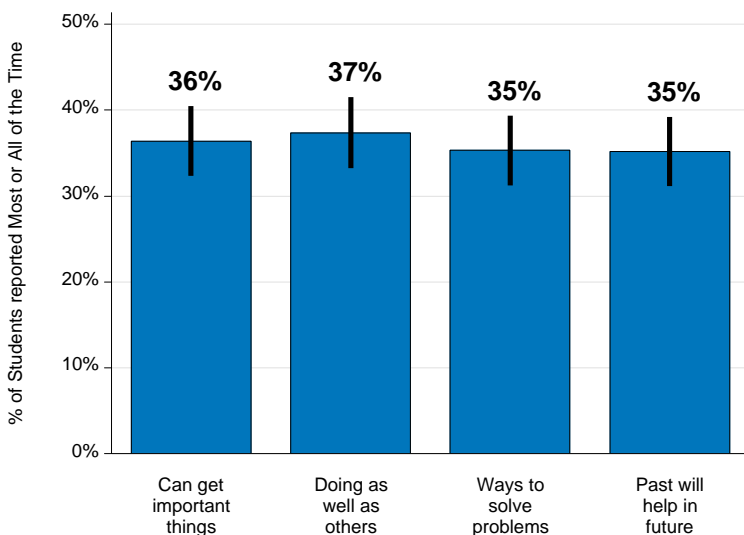
Four questions from the **Children's Hope Scale** were asked on the survey.

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

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

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

**Hope Scale Component
Questions Grade 12, 2023**



Pathway Questions:

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

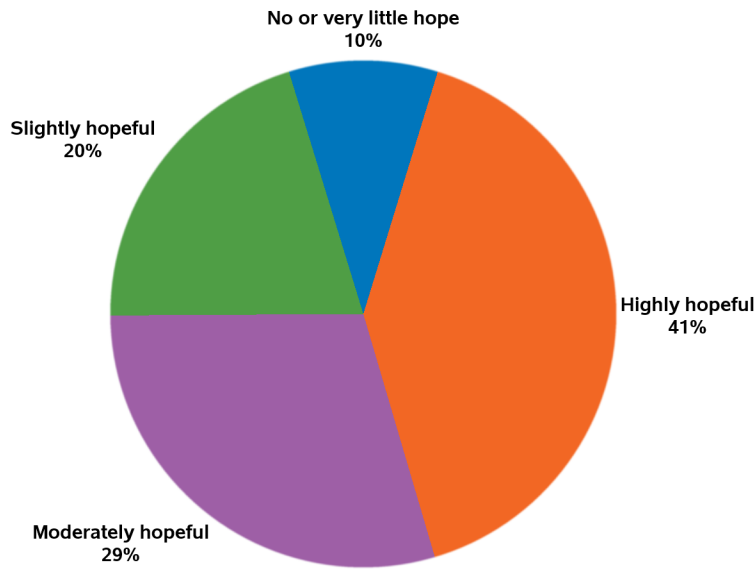
Pathways thinking is a child's belief in their capacity to find multiple ways to reach their goals.

Agency Questions:

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

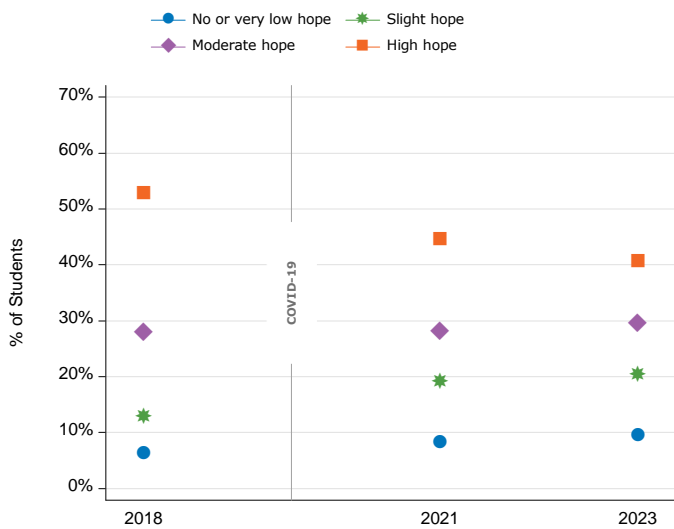
Agency thinking is a child's self-efficacy and motivation to use multiple ways to reach their goal.

Levels of Hope Grade 12, 2023



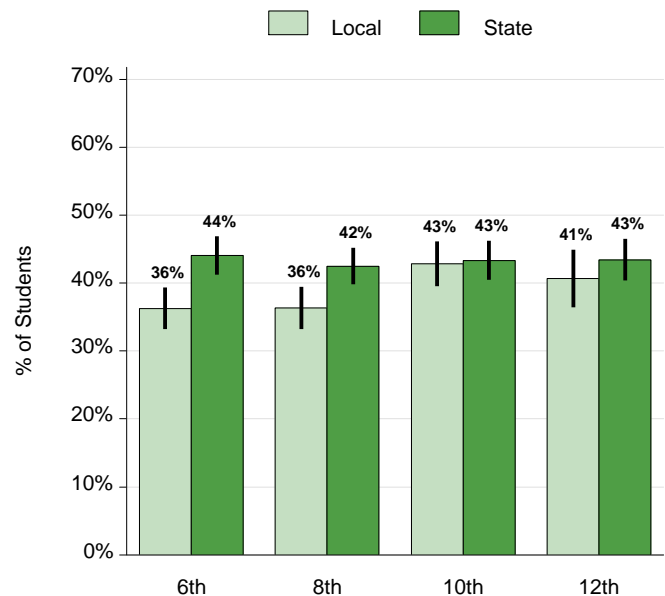
Research has shown that hope can be taught and is connected to academic achievements, well-being and positive life outcomes.

Levels of Hope 2018-2023, Grade 12



Prevalence	2018	2021	2023
No or very low hope	6% ±3	8% ±2	10% ±3
Slight hope	13% ±4	19% ±3 ▲	20% ±3
Moderate hope	28% ±5	28% ±3	29% ±4
High hope	53% ±5	45% ±4 ▼	41% ±4

High Hope, All Grades, 2023

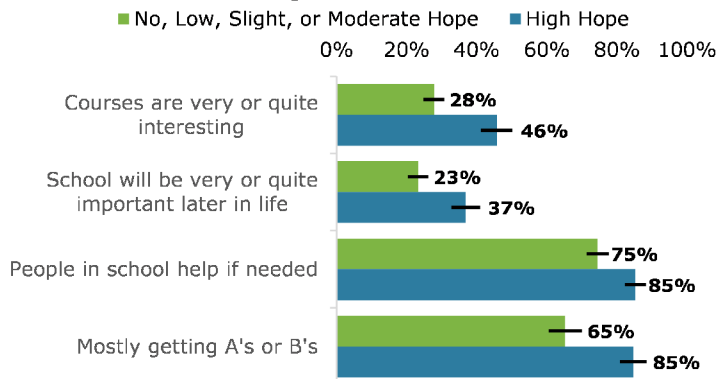


Prevalence	6th	8th	10th	12th
Local	36% ±3	36% ±3	43% ±3	41% ±4
State	44% ±3	42% ±3	43% ±3	43% ±3

FACT SHEET

Measuring Hope

Statewide Relationships between High Hope, Grade 12



For 12th graders statewide, those with **high levels of hope** are:

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

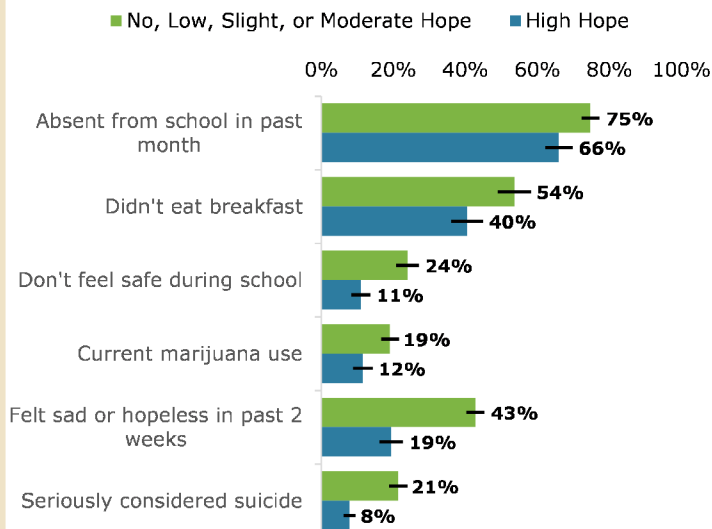
Compared to those with **lower levels of hope**.

For 12th graders statewide, those with **high levels of hope** are:

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

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

Statewide Relationships between High Hope, Grade 12



For More Information

- [Hope Research Center-https://www.ou.edu/tulsa/hope](https://www.ou.edu/tulsa/hope)

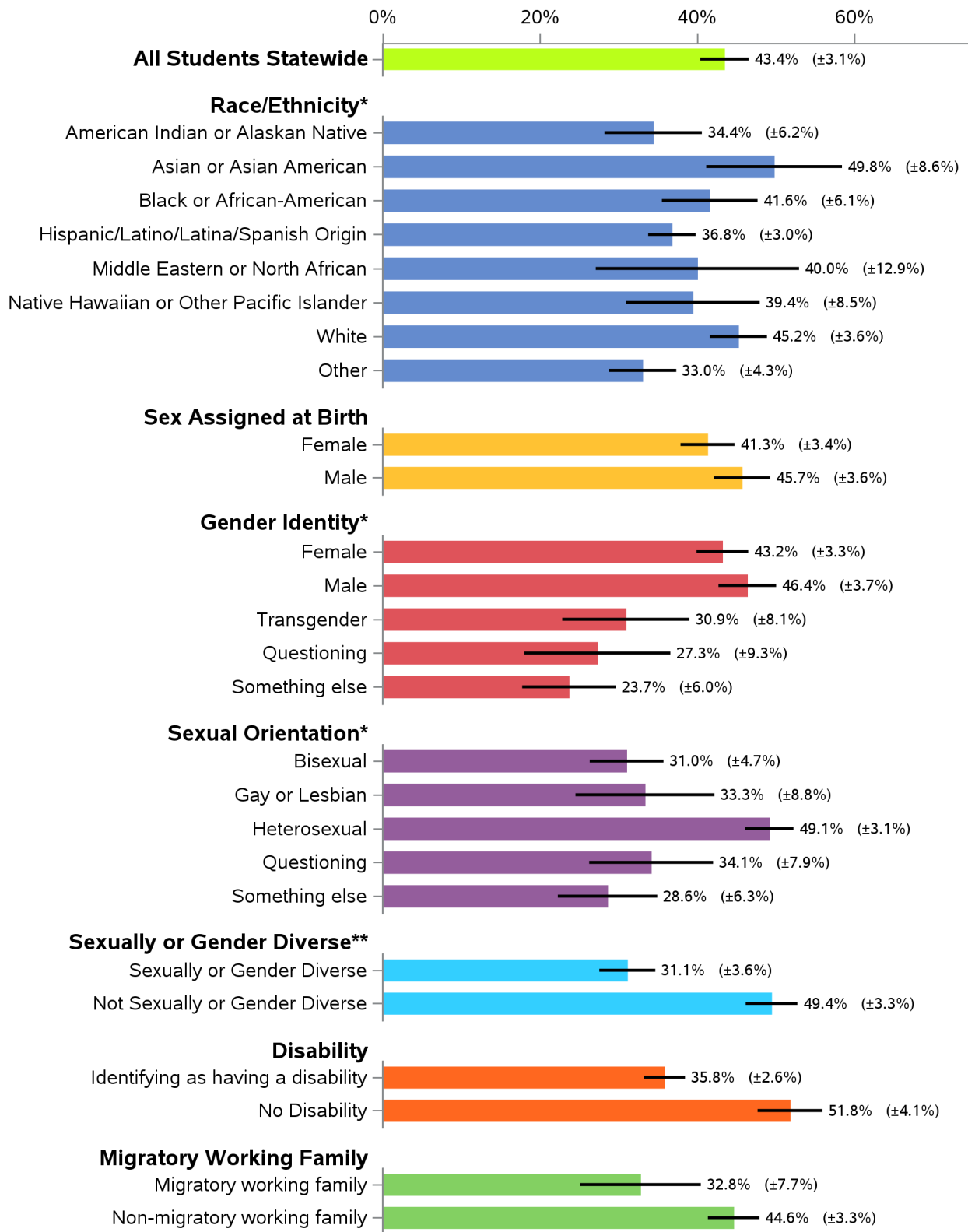
missing codes

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

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

results generated at www.askhys.net on 03/01/2024

Statewide Relationship between High Hope and Demographics, Grade 12, 2023



*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.



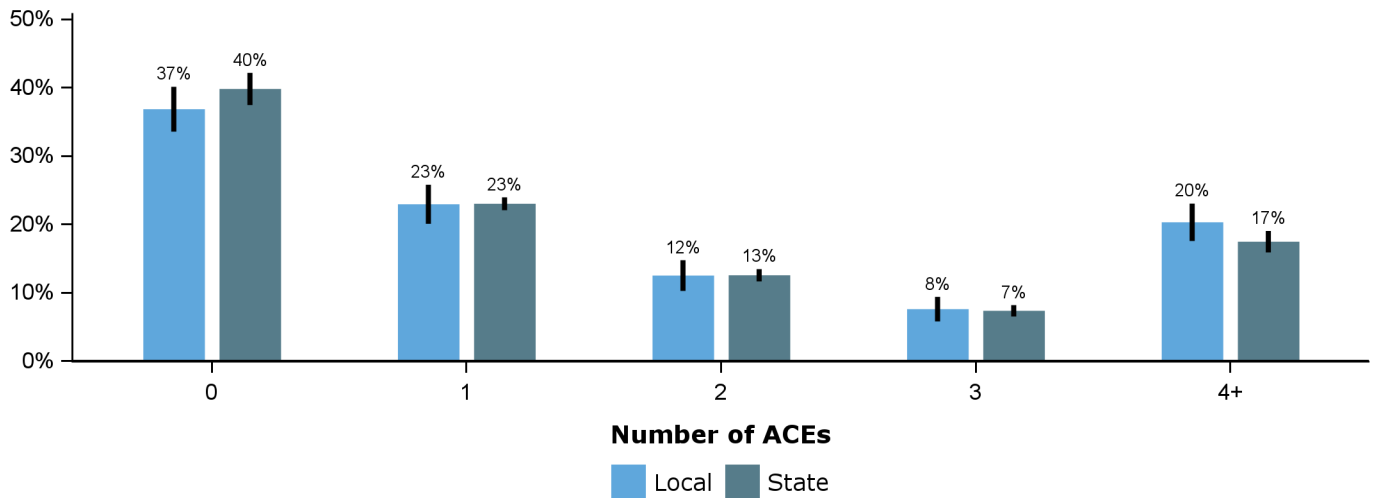
Washington HYS Adverse Childhood Experiences (WAH-ACEs)

Year: 2023 Grade: 8 Sex: All Number of Students Surveyed: 1,126

BACKGROUND

- o In the late 1990s, the Adverse Childhood Experiences (ACE) study demonstrated a powerful relationship between serious, negative events in childhood and physical and mental health in adulthood. When children experience multiple negative events, their bodies can be flooded with stress hormones, increasing their risk for later health problems like heart disease, diabetes, or depression. Research also shows that positive experiences (e.g., supportive relationships with adults) act as a buffer providing support for children to withstand or recover from adverse experiences.
- o The Washington HYS ACEs Score (WAH-ACEs) assesses 11 adverse experiences that youth may report on the HYS to better assess the burden of these experiences among our state's youth.
- o WAH-ACEs can be used to understand the local levels of exposure to childhood adversity, and the relationships between these experiences and other questions on the survey.
- o WAH-ACEs is not comprehensive of all adverse experiences a child may be exposed to. For example, racism, poverty, and discrimination are examples of childhood adversity and are not included in the WAH-ACEs score.
- o You can learn more about how the scores were developed and how they can be interpreted in the [WAH-ACEs Interpretive Guide](#)
- o To Learn more about Positive Childhood Experiences, please visit: <https://www.cdc.gov/injury/features/prevent-child-abuse/index.html>

Frequency of WAH-ACEs score compared to the state, Grade 8



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

Missing Codes

S = result suppressed due to insufficient reporting

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

Results generated at askhys.net on 02/24/2024



WAH-ACEs on Healthy Youth Survey

HYS questions included in the WAH-ACEs score	County %	State %
1. I feel safe during school (NO!/no).	19.6 (±2.5)	19.7 (±1.8)
2. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school?* (Any days)	9.3 (±2.6)	8.9 (±1.8)
3. Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?* (Any days)	31.3 (±2.9)	27.6 (±1.9)
4. During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?** (Yes)	7.2 (±2.3)	4.7 (±0.8)
5. In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)** (Yes)	4.2 (±1.8)	3.3 (±0.7)
6. Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? (Yes)	13.6 (±3.4)	10.8 (±1.5)
7. Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? (Yes)	21.7 (±3.7)	22.1 (±1.7)
8. Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? (Yes)	19.5 (±3.6)	17.9 (±1.8)
9. How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (Sometimes, Often, Very often)	33.1 (±4.3)	31.6 (±2.5)
10. Are your current living arrangements the result of losing your home because your family cannot afford housing? (Yes)	3.0 (±1.0)	2.5 (±0.4)
11. How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? (Any times)	10.0 (±1.8)	7.4 (±1.0)

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

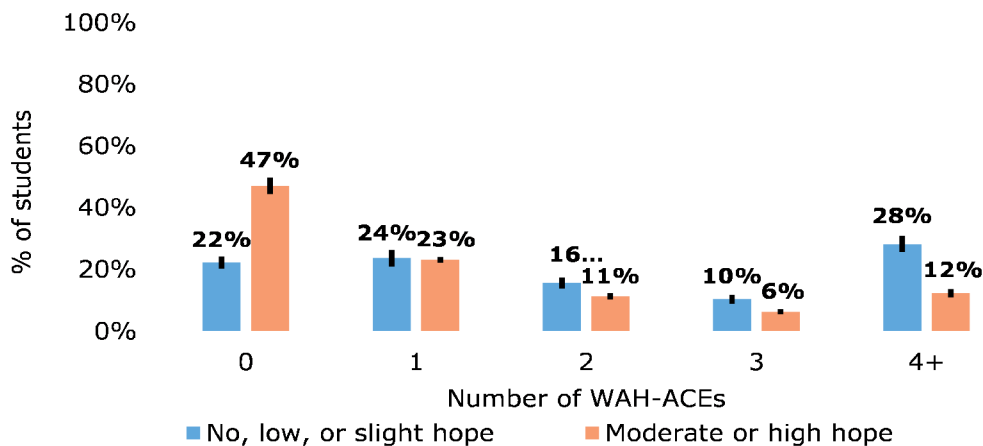
NOTE: Some students did not answer all 11 WAH-ACEs questions on the survey. To calculate their individual scores and account for those missing answers, a method called multiple imputation was used. This method also used predictors such as mother's education, sex, and race/ethnicity to estimate students'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



State Level WAH-ACEs and Key Takeaways

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

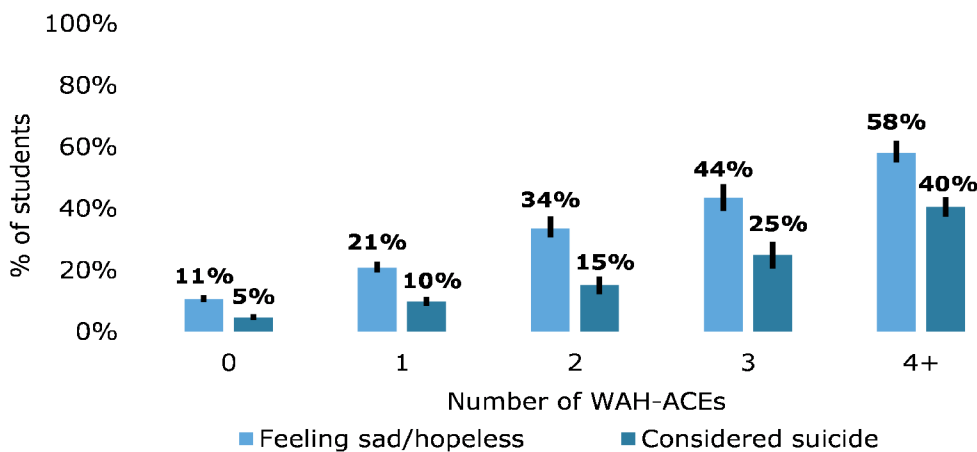
Statewide Relationship between WAH-ACEs score and Hope Scale, Grade 8



Statewide, 8th grade students who reported more hope tended to also have a lower WAH-ACEs scores.

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

Statewide Relationship between WAH-ACEs score and Hope Scale, Grade 8



Statewide, more 8th grade students who felt sad or hopeless for at least two weeks in the past year reported higher WAH-ACEs scores.

Similarly, more 8th grade students who reported contemplating suicide reported higher WAH-ACEs scores than those who did not

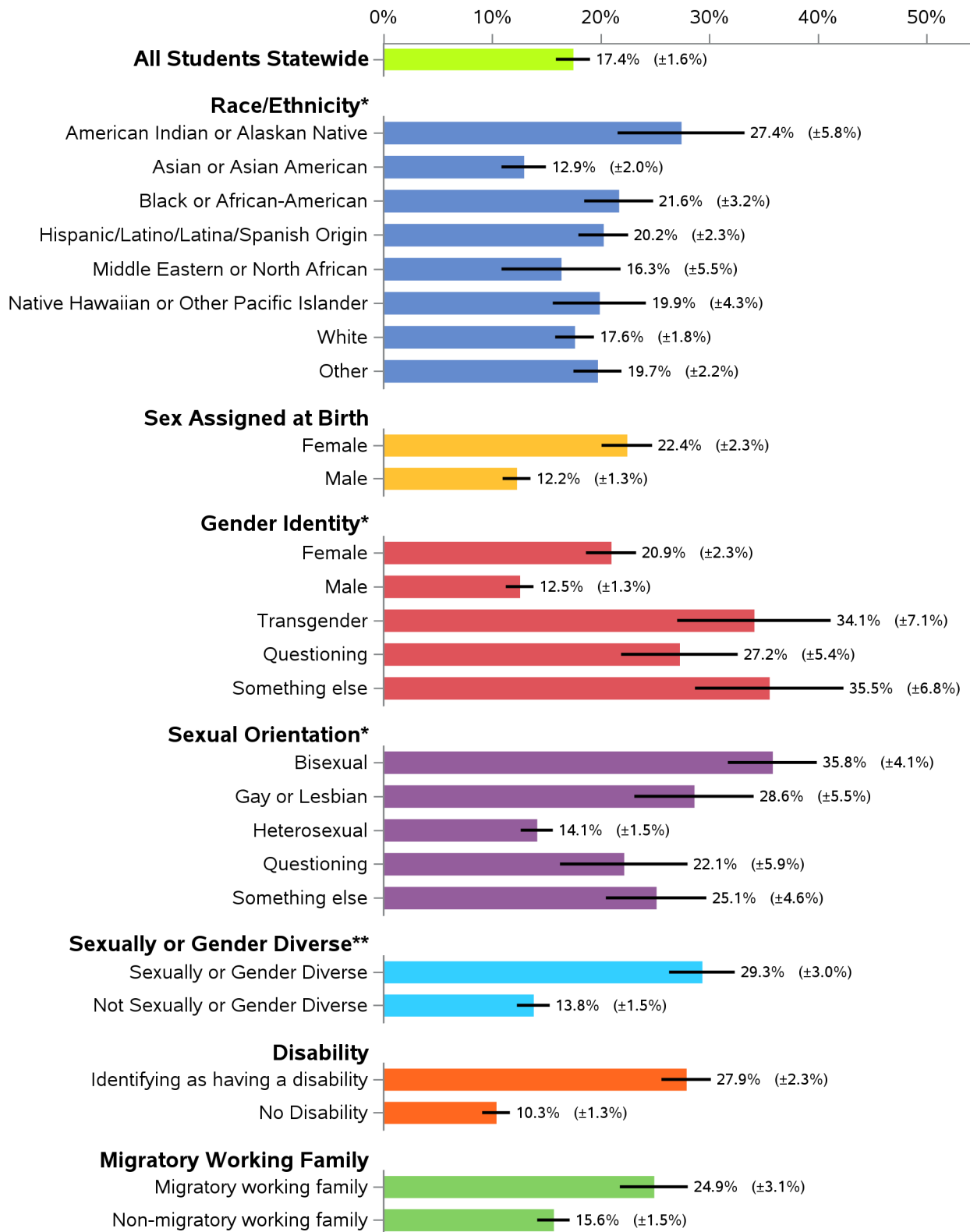
To learn more about ACEs, please visit:

[CDC Adverse Childhood Experiences \(ACEs\) background](#)

[WAH-ACEs Interpretive Guide](#)

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Statewide Relationship between 4 or More WAH-ACEs and Demographics, Grade 8, 2023



*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.



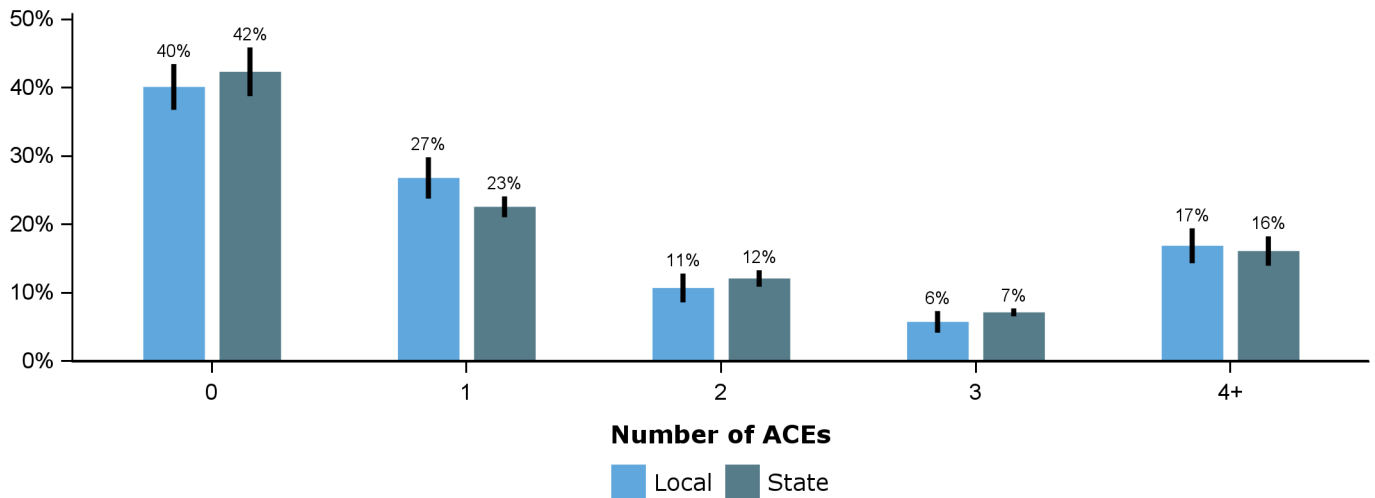
Washington HYS Adverse Childhood Experiences (WAH-ACEs)

Year: 2023 Grade: 10 Sex: All Number of Students Surveyed: 1,056

BACKGROUND

- o In the late 1990s, the Adverse Childhood Experiences (ACE) study demonstrated a powerful relationship between serious, negative events in childhood and physical and mental health in adulthood. When children experience multiple negative events, their bodies can be flooded with stress hormones, increasing their risk for later health problems like heart disease, diabetes, or depression. Research also shows that positive experiences (e.g., supportive relationships with adults) act as a buffer providing support for children to withstand or recover from adverse experiences.
- o The Washington HYS ACEs Score (WAH-ACEs) assesses 11 adverse experiences that youth may report on the HYS to better assess the burden of these experiences among our state's youth.
- o WAH-ACEs can be used to understand the local levels of exposure to childhood adversity, and the relationships between these experiences and other questions on the survey.
- o WAH-ACEs is not comprehensive of all adverse experiences a child may be exposed to. For example, racism, poverty, and discrimination are examples of childhood adversity and are not included in the WAH-ACEs score.
- o You can learn more about how the scores were developed and how they can be interpreted in the [WAH-ACEs Interpretive Guide](#)
- o To Learn more about Positive Childhood Experiences, please visit: <https://www.cdc.gov/injury/features/prevent-child-abuse/index.html>

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



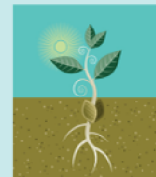
NOTE: While each student can have a WAH-ACEs of 0-11, the number of students who report more than 4 adverse experiences is quite small and decreases as the score increases. To protect student privacy and reduce the amount of data that must be suppressed, we have grouped those students into a 4+ WAH-ACEs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

Missing Codes

S = result suppressed due to insufficient reporting

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

Results generated at askhys.net on 02/24/2024



WAH-ACEs on Healthy Youth Survey

HYS questions included in the WAH-ACEs score	County %	State %
1. I feel safe during school (NO!/no).	18.4 (±2.5)	18.0 (±3.1)
2. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school?* (Any days)	4.8 (±2.0)	5.8 (±1.3)
3. Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?* (Any days)	16.2 (±2.4)	16.6 (±2.2)
4. During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?** (Yes)	6.5 (±2.2)	7.1 (±1.2)
5. In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)** (Yes)	5.3 (±2.0)	4.0 (±0.8)
6. Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? (Yes)	14.6 (±3.4)	15.0 (±2.3)
7. Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? (Yes)	20.5 (±3.7)	24.5 (±2.7)
8. Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? (Yes)	15.4 (±3.3)	20.3 (±2.5)
9. How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (Sometimes, Often, Very often)	27.8 (±4.0)	31.7 (±3.0)
10. Are your current living arrangements the result of losing your home because your family cannot afford housing? (Yes)	3.6 (±1.1)	2.7 (±0.5)
11. How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? (Any times)	9.9 (±1.8)	8.9 (±1.2)

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

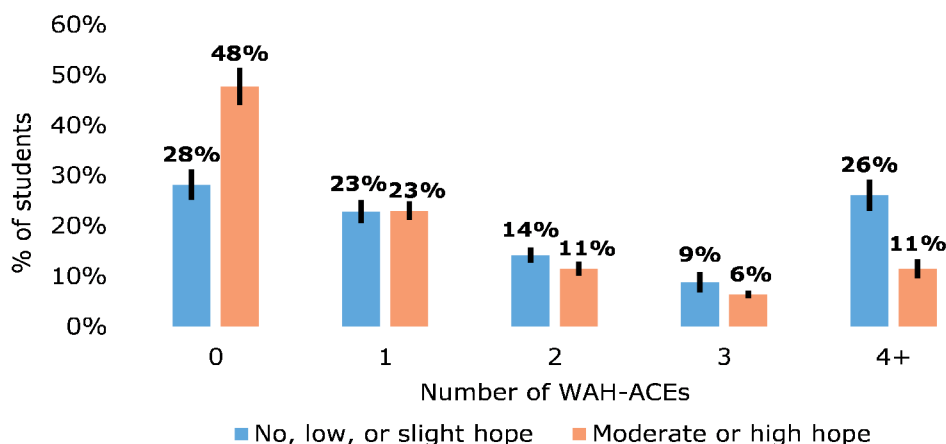
NOTE: Some students did not answer all 11 WAH-ACEs questions on the survey. To calculate their individual scores and account for those missing answers, a method called multiple imputation was used. This method also used predictors such as mother's education, sex, and race/ethnicity to estimate students'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



State Level WAH-ACEs and Key Takeaways

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

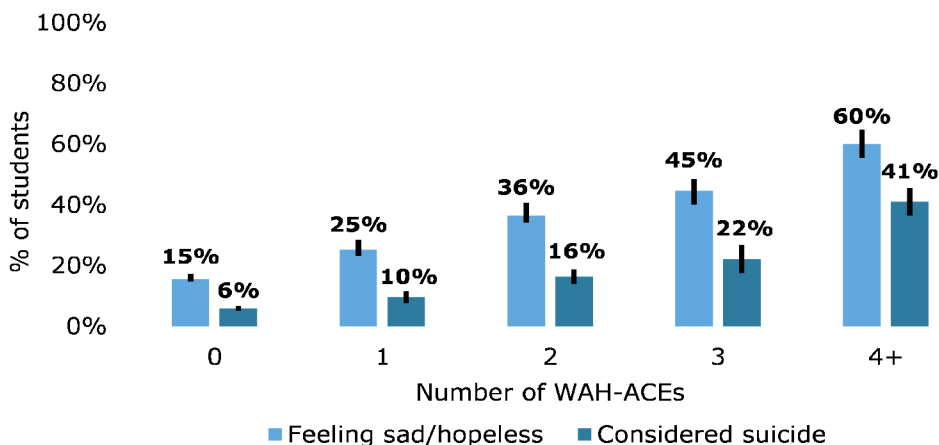
Statewide Relationship between WAH-ACEs score and Hope Scale, Grade 10



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

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

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



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

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

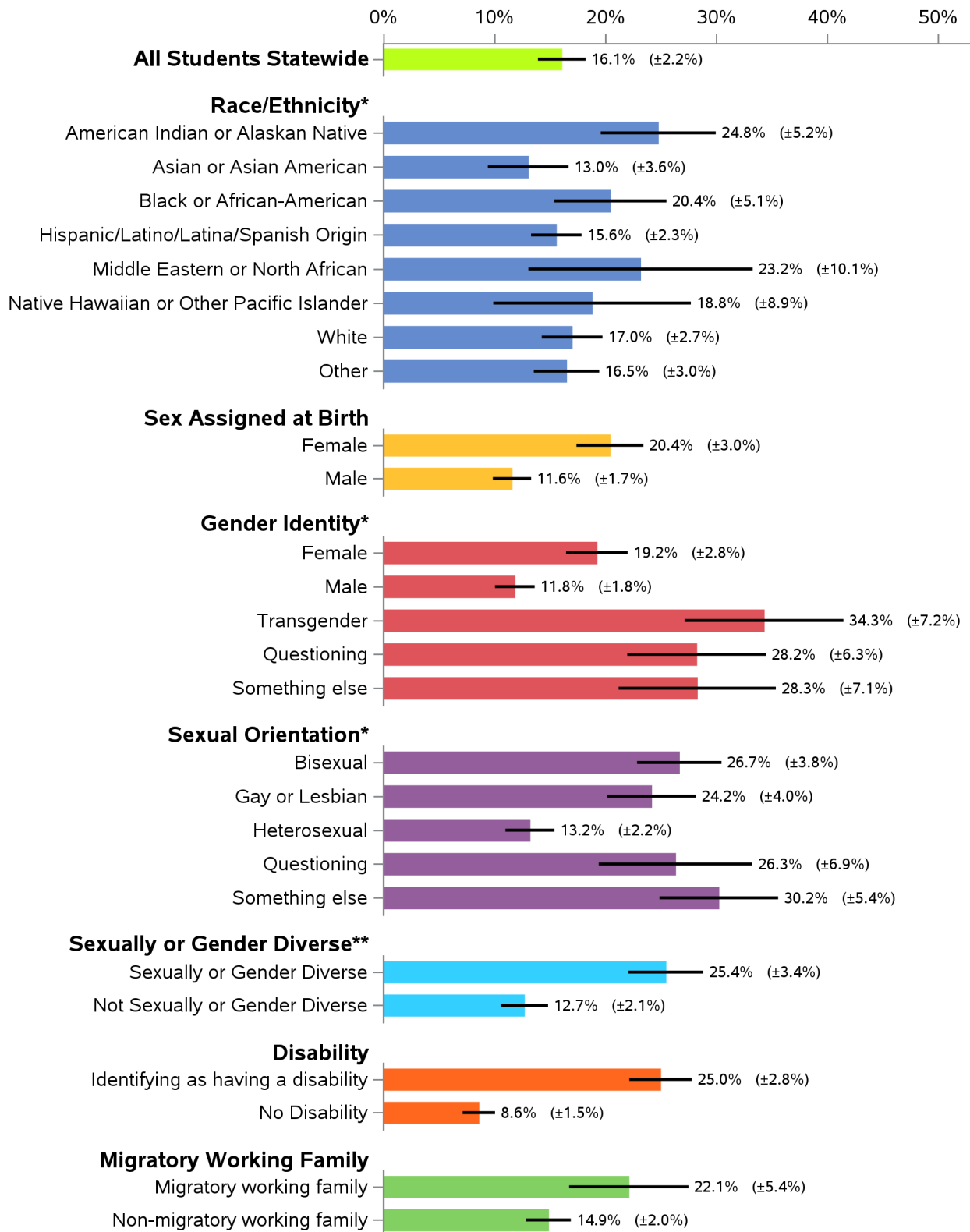
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[WAH-ACEs Interpretive Guide](#)

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Statewide Relationship between 4 or More WAH-ACEs and Demographics, Grade 10, 2023



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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.



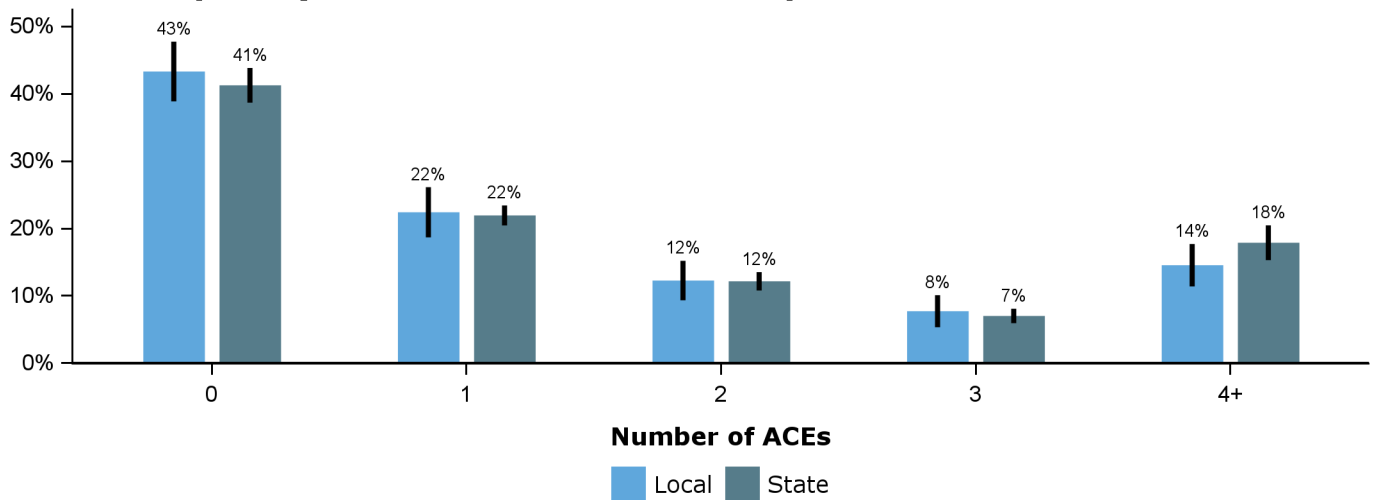
Washington HYS Adverse Childhood Experiences (WAH-ACEs)

Year: 2023 Grade: 12 Sex: All Number of Students Surveyed: 643

BACKGROUND

- o In the late 1990s, the Adverse Childhood Experiences (ACE) study demonstrated a powerful relationship between serious, negative events in childhood and physical and mental health in adulthood. When children experience multiple negative events, their bodies can be flooded with stress hormones, increasing their risk for later health problems like heart disease, diabetes, or depression. Research also shows that positive experiences (e.g., supportive relationships with adults) act as a buffer providing support for children to withstand or recover from adverse experiences.
- o The Washington HYS ACEs Score (WAH-ACEs) assesses 11 adverse experiences that youth may report on the HYS to better assess the burden of these experiences among our state's youth.
- o WAH-ACEs can be used to understand the local levels of exposure to childhood adversity, and the relationships between these experiences and other questions on the survey.
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Frequency of WAH-ACEs score compared to the state, Grade 12



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

Missing Codes

S = result suppressed due to insufficient reporting

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

Results generated at askhys.net on 02/24/2024



WAH-ACEs on Healthy Youth Survey

HYS questions included in the WAH-ACEs score	County %	State %
1. I feel safe during school (NO!/no).	16.5 (±3.1)	18.4 (±3.2)
2. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school?* (Any days)	5.5 (±2.7)	5.9 (±1.4)
3. Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?* (Any days)	14.5 (±2.9)	13.0 (±1.7)
4. During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?** (Yes)	8.8 (±3.3)	7.6 (±1.4)
5. In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)** (Yes)	5.1 (±2.5)	4.9 (±1.5)
6. Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? (Yes)	16.5 (±4.8)	18.6 (±2.5)
7. Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time? (Yes)	25.9 (±5.0)	25.5 (±3.2)
8. Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? (Yes)	19.8 (±4.6)	20.0 (±3.1)
9. How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (Sometimes, Often, Very often)	29.4 (±5.2)	28.9 (±3.3)
10. Are your current living arrangements the result of losing your home because your family cannot afford housing? (Yes)	3.7 (±1.5)	3.6 (±0.7)
11. How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? (Any times)	9.1 (±2.3)	10.8 (±1.7)

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

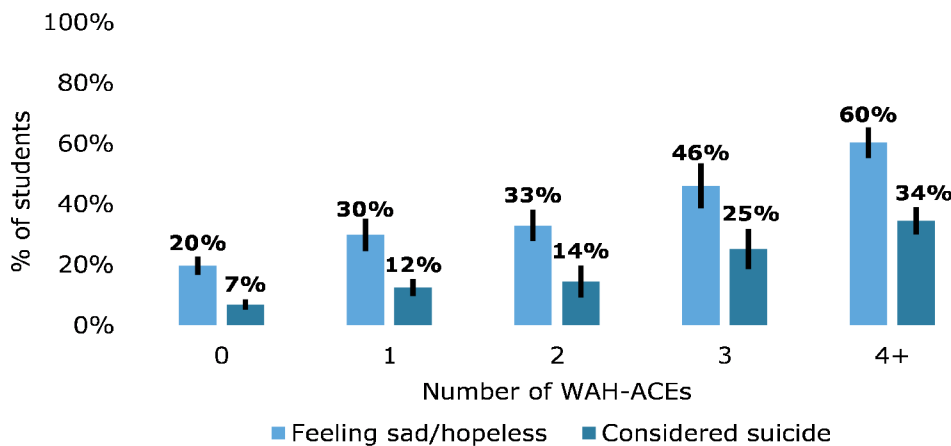
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State Level WAH-ACEs and Key Takeaways

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

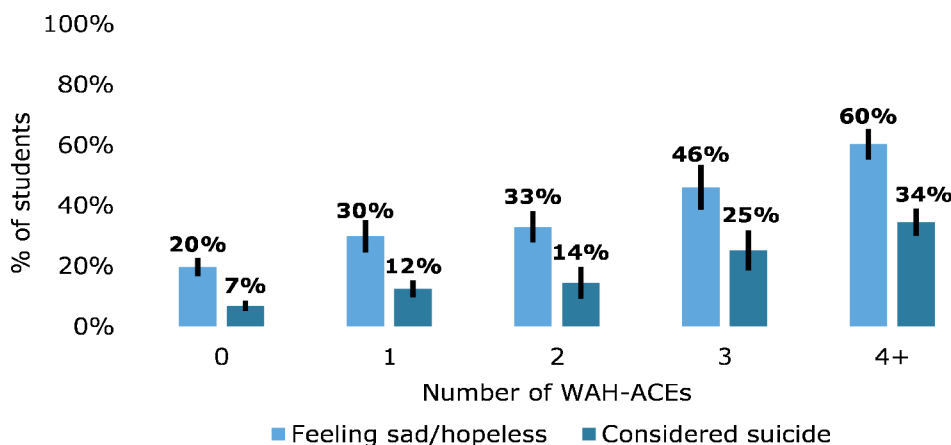
Statewide Relationship between WAH-ACEs score and mental health indicators, Grade 12



Statewide, more 12th grade students who felt sad or hopeless for at least two weeks in the past year reported higher WAH-ACEs scores.

Similarly, more 12th grade students who reported contemplating suicide reported higher WAH-ACEs scores than those who did not consider suicide.

Statewide Relationship between WAH-ACEs score and mental health indicators, Grade 12



Statewide, more 12th grade students who felt sad or hopeless for at least two weeks in the past year reported higher WAH-ACEs scores.

Similarly, more 12th grade students who reported contemplating suicide reported higher WAH-ACEs scores than those who did not consider suicide.

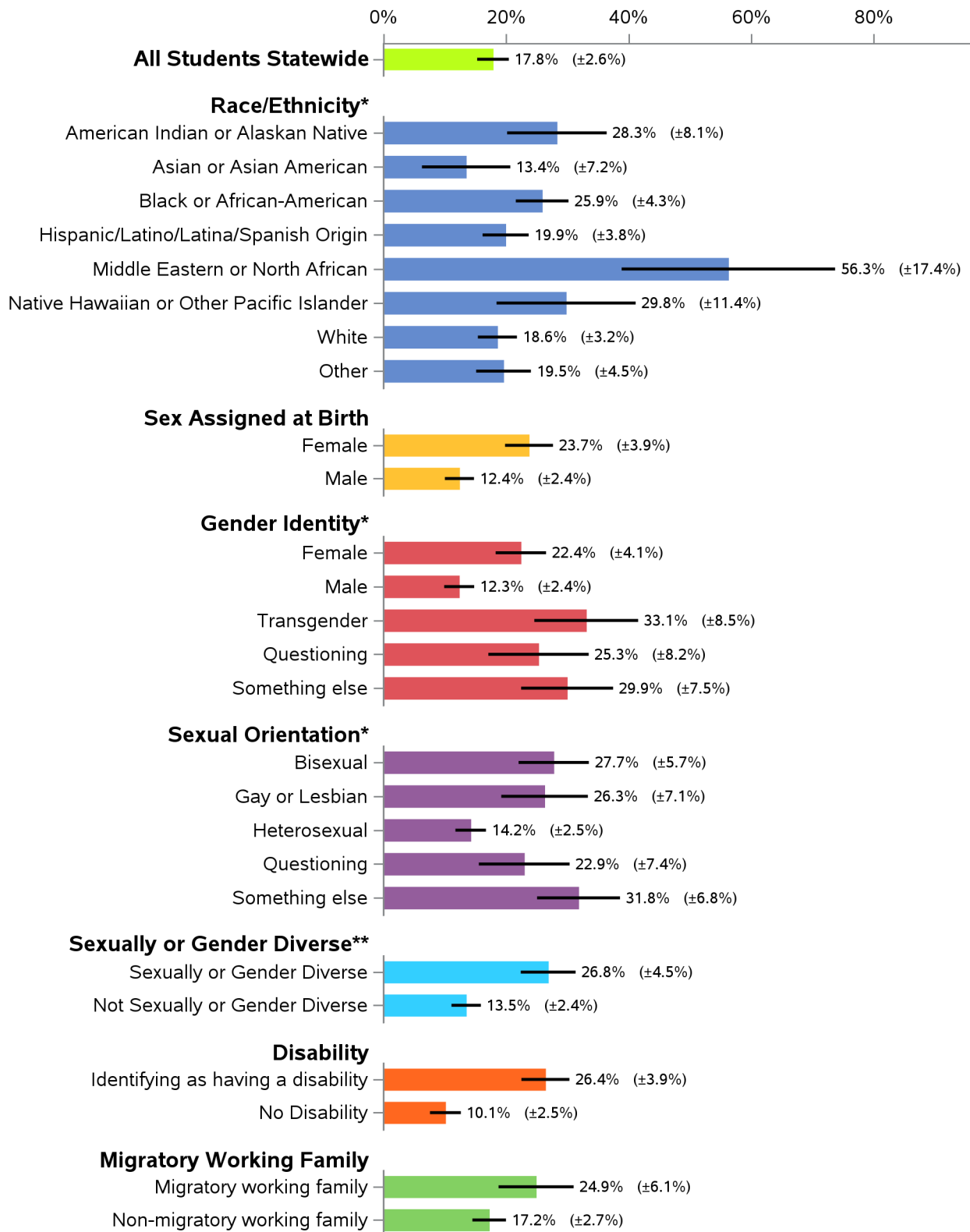
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Statewide Relationship between 4 or More WAH-ACEs and Demographics, Grade 12, 2023



*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.