



2025 Bias Analysis

Sponsoring Washington State Agencies:

Health Care Authority - Division of Behavioral Health and Recovery

Department of Health

Washington Office of Superintendent of Public Instruction

Washington State Liquor and Cannabis Board

Prepared by:

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July 2026

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In collaboration with members of the Healthy Youth Survey Planning Committee

This report is available online at: <http://www.AskHYS.net>

Data from the 2025 Washington State Healthy Youth Survey and previous administrations of youth surveys in Washington were used in this publication.

The Healthy Youth Survey was administered by the Washington State Health Care Authority Division of Behavioral Health and Recovery, the Department of Health, the Office of the Superintendent of Public Instruction, and the Liquor and Cannabis Board. The Healthy Youth Survey Planning Committee includes members of these state agencies and oversaw the implementation of the 2025 survey.

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Summary of Findings

Background

The Healthy Youth Survey (HYS) is Washington State's biennial survey of public school students in grades 6, 8, 10 and 12. Schools are randomly selected into a state sample, but all schools with grades 6, 8, 10 or 12 can volunteer to participate, except for those operated in detention facilities. In this report, the total of all state sample and volunteer schools is called the census.

A simple random sample is generally considered the best method for generating accurate estimates for a larger population, in this case, students attending public schools in Washington State. However, a random sample does not guarantee a representative sample and because not all schools and students invited to participate in the state sample take the survey, we need to check if the participants do, in fact, represent the larger group.

Methods

To assess possible bias in the state sample or census results related to differences in which schools participate, we compared enrollment characteristics of:

- Participating and non-participating schools (see School-level Participation Bias).
- Secondary schools that did not administer the sexual behavior and sexual violence and elementary schools that did not administer the optional gender question (see School-level Exempt/Optional Question Bias).

To assess possible bias in individual student responses and results, we compared HYS demographic and behavioral item responses for:

- Students who finished the survey and those who did not (see Student-level Non-completion Bias and Appendix A for more on methods).

Statistical analyses were done using t-tests (Stata command `ttest`), Fisher's exact test (Stata command `exact`), Chi-square tests (Stata command `chi2`), and Poisson regression (Stata command `svy:logit, or`). State sample analysis includes clustering at the school building level, but census results do not include clustering. Each section of this report includes its own detailed methods section. Any finding described as being different, higher, lower, more likely, or less likely are statistically significant (p-value less than 0.05). *Caution should be used interpreting these individual values due to the volume of comparisons run and the fact that some of these may be significant due to chance.*

Conclusion

While there is evidence of some impact of bias in the data due to participation and completion patterns, both the 2025 HYS state sample and census results are generalizable to the majority of students in Washington State.

These findings are generalizable only to Washington State as a whole. They do not apply to smaller geographic areas such as counties or school districts. The smaller sample sizes for

smaller geographic areas may be subject to different biases, for example, due to non-participating schools or students in a specific area.

Despite high overall participation rates, certain types of schools (e.g., schools with lower enrollments, rural schools) and demographic groups (e.g., Hispanic/Latino and English language learners) remain underrepresented. Caution should be used when reporting on underrepresented groups.

The results for the optional Elementary question on gender identity and the Secondary sexual behavior and violence questions should also be interpreted with caution. For the Elementary gender identity, results may not be fully representative of students statewide, as only about half (53%) of the participating schools included this question. Participation in sexual behavior and violence question was high overall (about 80%), the option for schools to request exemptions means that the data may not be fully representative of all students statewide. Results may vary significantly for these optional/exempt questions at the local level depending on the participation of individual schools, and broader generalizations should be made carefully.

Not all students completed the survey. Students who did not complete the survey responded to questions differently than students who did complete it. For HYS administrations prior to 2023, this finding meant that there was bias in how students responded to questions near the end of the survey. For 2025, the order of the questions was not the same for every student, so this bias is less of a concern.

Summary of School-Level Participation Bias

Participation in the 2025 HYS state sample was high among eligible schools (from 78% to 86% across grade levels). Participation in the census was also high, but slightly lower than the state sample (75% to 76%).

Comparisons between state sample schools that participated and those that did not, found the following differences for at least one grade out of 96 tests:

- Small town/rural schools were less likely to participate compared to urban schools (for 8th grade).
- Smaller schools (those with lower grade-level enrollment) were less likely to participate compared to larger schools (for 6th, 8th, 10th, and 12th grades).
- Non-participating schools had higher percentages of students identifying as American Indian/Alaska Native (8th grade) and White (6th grade), students with disabilities (8th grade), and students from low-income families (12th grade).
- Non-participating schools had lower percentages of students identifying Hispanic/Latino (8th grade) and students in English language learning (6th and 8th grade).

Comparisons between census schools that participated and those that did not, found the following differences for at least one grade out of 108 tests:

- Alternative schools and schools with lower enrollments were less likely to participate (for 6th, 8th, 10th, and 12th grades)

- Small town/rural schools were less likely to participate compared to urban schools (6th, 8th, 10th, and 12th grades). Suburban schools were also less likely to participate compared to urban schools (8th grade).
- Non-participating schools had higher percentages of students identifying as American Indian/Alaska Native (6th, 8th, 10th, and 12th grades) and White (6th, 8th, and 10th grades).
- Non-participating schools had lower percentages of students identifying as Asian (6th, 8th, 10th, and 12th grades), Hispanic/Latino (6th, 8th, and 10th grades), and multi-racial (8th and 10th grades)
- Non-participating schools had higher percentages of students from highly mobile families (8th and 10th grades) and students with disabilities (6th and 8th grades).
- Non-participating schools had lower percentages of students in English language learning programs (6th, 8th, 10th, and 12th grades), highly capable programs (6th, 8th, 10th, and 12th grades), students with Section 504 plans (6th, 8th, and 12th grades), students from homeless families (8th grade), and with on-time graduation rates (12th grade)
- Non-participating schools had higher male and lower female enrollment and non-participating schools (6th grade).

Demographic Differences among Schools that Did Not Participate in the State Sample and Census, 2025

School Demographics	State Gr. 6	State Gr. 8	State Gr. 10	State Gr. 12	Census Gr. 6	Census Gr. 8	Census Gr. 10	Census Gr. 12
Alternative school type					Lower	Lower	Lower	Lower
Suburban						Lower		
Large rural								
Small town/rural		Lower			Lower	Lower	Lower	Lower
Grade-level enrollment	Lower	Lower	Lower	Lower	Lower	Lower	Lower	Lower
% Female enrollment					Lower			
% Male enrollment					Higher			
% "Gender X" enrollment								
% A. Indian/Alaska Native enrollment		Higher			Higher	Higher	Higher	Higher
% Asian enrollment					Lower	Lower	Lower	Lower
% Black/African American enrollment								
% Hispanic/Latino enrollment		Lower			Lower	Lower	Lower	
% NH or Other Pacific Islander enroll.				Higher				
% Two or more race enrollment						Lower	Lower	
% White enrollment	Higher				Higher	Higher	Higher	
% English language learner enrollment	Lower	Lower			Lower	Lower	Lower	Lower
% Highly capable					Lower	Lower	Lower	Lower
% Homeless enrollment						Lower		
% Low-income enrollment			Higher					

School Demographics	State Gr. 6	State Gr. 8	State Gr. 10	State Gr. 12	Census Gr. 6	Census Gr. 8	Census Gr. 10	Census Gr. 12
% Migrant enrollment								
% Military parent enrollment								
% Highly mobile family enrollment						Higher	Higher	
% Section 504 plan enrollment					Lower	Lower		Lower
% Disabilities enrollment		Higher			Higher	Higher		
% Met English language arts stand.				-				-
% Met math standards				-				-
% Met science standards	-		-	-	-		-	-
% On-time Graduation	-	-	-		-	-	-	Lower

Summary of School-Level Exempt/Optional Question Bias

School districts could register to ask an optional question on gender identity for elementary students in 2025. About 53% of 6th grade schools in the state sample administered the optional gender identity question (“What is your gender: Boy, Girl, or Something else fits better”). About 61% of 6th grade schools in the census administered the optional gender identity question

Comparisons between schools that did not administer the optional elementary gender question and those that did showed the following differences for at least one grade:

- State sample schools not asking the gender question had lower percentages of students identifying as Black/African American, Native Hawaiian or other Pacific Islander, multiracial, and from homeless families. State sample schools not asking the gender question had higher percentages of students identifying as White.
- Census schools not asking the gender question were more likely to include alternative schools and more likely to be suburban or large rural schools.
- They had lower percentages of students identifying as “Gender X”, American Indian or Alaska Native, Asian, Black/African American, Native Hawaiian or other Pacific Islander, multiracial, English language learners, homeless students. They had higher percentages of students identifying as White and from military families.

School districts could request an exemption to not ask questions about sexual behavior and sexual violence for secondary students (grades 8, 10, and 12) in 2023. In the state sample, 71%

to 84% of schools administered the sexual behavior and violence questions, which was similar than the 2023 administration (between 79% and 82%) which also required a formal exemption request process.

Comparisons between schools that did not administer the secondary sexual behavior and sexual violence questions and those that did, showed the following differences for at least one grade:

- State sample schools not asking the exempt questions had lower percentages of students identifying as Asian (for 8th grade) and Black/African American (8th grade), students with disabilities (10th grade).
- Census schools not asking the exempt questions were less likely to be alternative schools (for 8th grade) and more likely to be suburban schools (12th grades). They had lower percentages of male students (8th grade), students identifying as "Gender X" (10th and 12th grades), Asian (8th, 10th, and 12th grades), Black/African American (8th, 10th, and 12th grades), Native Hawaiian/Pacific Islander (8th, 10th, and 12th grades), multiracial (8th and 10th grades), students in highly capable programs (8th grade), and students with disabilities (10th and 12th grades)
- Census schools not asking the exempt questions had higher percentages of female students (8th grade), students identifying as Hispanic/Latino (8th, 10th, and 12th grades) and White (8th, 10th, and 12th grades), and students from low-income (8th and 12th grades) and migrant (8th, 10th, and 12th grades) families.

Demographic Differences among Schools that Did NOT Administer the Exempt/Optional Questions in the State Sample and Census, 2025

	Lower than schools that asked exempt/ optional questions		Higher than schools that asked exempt/ optional questions		Not significantly different		- Not measured	
School Demographics	State Gr. 6	State Gr. 8	State Gr. 10	State Gr. 12	Census Gr. 6	Census Gr. 8	Census Gr. 10	Census Gr. 12
Alternative school type					Higher	Lower		
Suburban					Lower			Higher
Large rural					Lower			
Small town/rural								
Grade-level enrollment								Higher
% Female enrollment						Higher		
% Male enrollment						Lower		

School Demographics	State Gr. 6	State Gr. 8	State Gr. 10	State Gr. 12	Census Gr. 6	Census Gr. 8	Census Gr. 10	Census Gr. 12
% "Gender X" enrollment					Lower		Lower	Lower
% A. Indian/Alaska Native enrollment					Lower			
% Asian enrollment		Lower			Lower	Lower	Lower	Lower
% Black/African American enrollment	Lower	Lower			Lower	Lower	Lower	Lower
% Hispanic/Latino enrollment						Higher	Higher	Higher
% NH or Other Pacific Islander enroll.	Lower				Lower	Lower	Lower	Lower
% Two or more race enrollment	Lower				Lower	Lower	Lower	
% White enrollment	Higher			Higher	Higher	Higher	Higher	Higher
% English language learner enrollment								
% Highly capable					Lower	Lower		
% Homeless enrollment	Lower				Lower			
% Low-income enrollment						Higher		Higher
% Migrant enrollment						Higher	Higher	Higher
% Military parent enrollment					Higher			
% Highly mobile family enrollment								
% Section 504 plan enrollment								
% Disabilities enrollment			Lower				Lower	Lower
% Met English language arts stand.				-				-
% Met math standards				-				-
% Met science standards	-		-	-	-		-	-

School Demographics	State Gr. 6	State Gr. 8	State Gr. 10	State Gr. 12	Census Gr. 6	Census Gr. 8	Census Gr. 10	Census Gr. 12
% On-time Graduation	-	-	-		-	-	-	

Summary of Student-Level Non-Completion Bias

In the state sample, between 80% to 86% of students in grades 6, 8, 10 and 12 “completed” the survey (responded to the last question on the survey).

Overall, students who didn’t complete the last survey question responded to survey questions differently than students who completed the last question. Non-completers in the state sample were less likely to report being Asian (for 8th and 10th grades), and White (6th, 8th, 10th, and 12th grades). They were more likely to report:

- Lower grades in school (6th, 8th, 10th, and 12th grades) and feeling unsafe at school (10th grade)
- Mother didn’t graduate high school (8th, 10th, and 12th grades), family can’t afford housing (8th and 10th grades), food insecurity (8th, 10th, and 12th grades), and no dental visits in past year (8th grade)
- Past 30-day e-cigarettes/vape use (8th, 10th, and 12th grades), marijuana use (6th, 8th, and 12th grades), and alcohol drinking (6th, 8th, and 10th grades)
- Non-English spoken at home (6th, 8th, and 12th grades), migrant status (6th, 8th, 10th, and 12th grades), and having a disability (8th, 10th, and 12th grades)
- Being American Indian/Alaska Native (6th and 12th grades), Black/African American (6th, 8th, 10th, and 12th grades), Middle Eastern/North African (6th and 12th grades), Native Hawaiian or other Pacific Islander (6th, 8th, and 10th grades), Hispanic/Latino (8th, 10th, and 12th grades), and multiracial (12th grade)

Completion rates for the census were the same as the state sample, 80% to 87%. Non-completers in the census also responded differently to survey questions. Non-completers were less likely to report being Asian (for 6th, 8th, 10th, and 12th grades), and White (6th, 8th, 10th, and 12th grades). They were more likely to report:

- Lower grades in school and feeling unsafe at school (6th, 8th, 10th, and 12th grades for both)
- Mother didn’t graduate high school, family can’t afford housing, food insecurity, and no dental visits in past year (8th, 10th, and 12th grades for all four)
- Past 30-day e-cigarettes/vape use (8th, 10th, and 12th grades), marijuana use (6th, 8th, 10th, and 12th grades), and alcohol drinking (8th, 10th, and 12th grades)
- Non-English spoken at home (6th, 8th, 10th, and 12th grades), migrant status (6th, 8th, 10th, and 12th grades), and having a disability (8th, 10th, and 12th grades)
- Being American Indian/Alaska Native (6th, 8th, and 10th grades), Black/African American (6th, 8th, 10th, and 12th grades), Middle Eastern/North African (6th, 10th, and 12th grades), Hawaiian/Pacific Islander (6th, 8th, 10th, and 12th grades), Hispanic/Latino (6th, 8th, 10th, and 12th grades), and multiracial (6th grade).

Differences between Non-Completers and Completers in the State Sample and Census, 2025

Student Responses	State Gr. 6	State Gr. 8	State Gr. 10	State Gr. 12	Census Gr. 6	Census Gr. 8	Census Gr. 10	Census Gr. 12
Lower grades in school (C's, D's, F's)	NC	NC	NC	NC	NC	NC	NC	NC
Feeling unsafe at school			NC		NC	NC	NC	NC
Mother didn't graduate high school	-	NC	NC	NC	-	NC	NC	NC
Family can't afford housing	-	NC	NC		-	NC	NC	NC
Food insecurity	-	NC	NC	NC	-	NC	NC	NC
No dental visit in last year	-	NC			-	NC	NC	NC
30-day e-cig/vape use		NC	NC	NC		NC	NC	NC
30-day marijuana use	NC	NC		NC	NC	NC	NC	NC
30-day alcohol drinking		NC	NC		NC	NC	NC	NC
Non-English spoken at home	NC	NC		NC	NC	NC	NC	NC
Migrant	NC	NC	NC	NC	NC	NC	NC	NC
Disability	-	NC	NC	NC	-	NC	NC	NC
American Indian/Alaska Native AOIC	NC			NC	NC	NC	NC	
Asian AOIC		C	C		C	C	C	C
Black/African American AOIC	NC	NC	NC	NC	NC	NC	NC	NC
Middle Eastern/North African AOIC*	NC			NC	NC		NC	NC
Pacific Islander AOIC*	NC	NC	NC		NC	NC	NC	NC
Hispanic AOIC*		NC	NC	NC	NC	NC	NC	NC
White AOIC*	C	C	C	C	C	C	C	C
Multiracial				NC	NC			

AOIC – Race/ethnic groups are reported for students who indicated they are of that particular race or ethnicity, either alone or in combination with another. An additional race category is also displayed that combines students who selected more than one group are reported as “more than one race/ethnicity marked”.

Introduction

This bias analysis was conducted to determine if the 2025 Healthy Youth Survey results can be generalized to Washington State Public School students.

The 2025 administration of the Healthy Youth Survey (2025 HYS) represents a collaborative effort among the Health Care Authority - Division of Behavioral Health and Recovery; the Department of Health; the Office of Superintendent of Public Instruction; the Liquor and Cannabis Board, and the contractor, Looking Glass Analytics, Inc. Representatives of these agencies served as members of the Healthy Youth Survey Planning Committee, who guided every aspect of the survey development and implementation.

Most Washington State public schools with grades 6, 8, 10 or 12 were eligible to participate in the 2025 HYS (schools located in detention centers and institutionalized settings were excluded). Online schools and schools without regular classrooms were allowed to participate if they could administer the survey synchronously in a "classroom-like" environment.

A simple random sample of schools was selected into a state sample, though this information was not shared with schools and was not used during recruitment activities. Schools selected for the state sample are called "state sample schools" in this analysis. All schools that were eligible for the 2025 HYS, regardless of sampling status are called "census schools".

For the state sample, the Washington State Department of Health drew three random samples: schools with grade 6, schools with grade 8, and schools with grades 10, 12 or both. Within selected schools, all students in the target grades were invited to participate. This method assured that each eligible student in Washington State had an equal chance of being selected for the state sample. These selection methods maximize the likelihood that students taking the survey as part of the state sample represent students in the specified grades as a whole. However, because a random sample cannot guarantee a representative sample and because not all schools and students invited to participate in the state sample took the survey, we need to check if the participants do in fact represent the larger group.

The Healthy Youth Survey Planning Committee emailed a letter in May 2025 inviting all eligible schools to participate in the 2025 HYS. The 2025 HYS included two survey forms. Schools with students in grade 6 received the Elementary survey; schools with students in grades 8, 10 and 12 received the Secondary survey. Schools that did not want to ask the six questions on sexual behavior and sexual violence on the Secondary survey could request an exemption with justification from their superintendent. Schools that wanted to ask a new optional Elementary question on gender identity, could request the additional question when they registered for the survey.

School participation in the survey is always voluntary, and parents can also opt their students out of the survey by notifying the school. Students can also opt out of the survey before or during the survey or they can choose to skip any questions they do not want to answer.

Student and school non-participation, schools opting out of exempt/optional questions, and students not finishing the survey can all introduce bias into the results such that the findings

would not represent public school students in grades 6, 8, 10 and 12 across the full state of Washington. This bias analysis report aims to assess bias by describing potential differences among participants and non-participants at the school and student levels and across completion patterns and if removable questions were administered. Any bias found could influence interpretation of results.

Sources of Bias

Potential sources of bias addressed in this report include:

- **School participation bias:** School participation bias could occur if findings were affected by differences between students in schools that participated and students in schools that chose not to participate in the HYS.
- **Exempt/optional question administration bias:** Some schools opted to add an Elementary question about gender identity and some schools requested formal exemptions to remove questions about sexual behavior and sexual violence from the Secondary survey. Exempt/optional questions bias could occur if schools that did and did not administer the questions are different from each other.
- **Survey completion bias:** Survey completion bias could occur if there are differences between students who completed the survey and those who did not.

Methods

In order to assess bias, we must look at it indirectly. We cannot simply look to see if participating and non-participating schools and students gave different survey responses, because we do not have responses from non-participants.

First, we assessed school characteristics by comparing schools that participated in the survey and schools that did not. For this comparison, we assessed school-level information provided by the Office of Superintendent of Public Instruction (OSPI). To assess possible bias at the **school level**, we compared the characteristics of:

- Participating and non-participating schools.
- Schools that did and did not administer the exemption/optional questions.

Second, we assessed possible bias at the **individual student level** by comparing the characteristics of students who finished the survey and those who did not. The table below summarizes the analyses conducted to assess potential bias at the school and individual student levels.

Sources of potential bias and the level of analysis at which they were assessed in 2025

Source of potential bias	Description	School Level Analysis	Student Level Analysis
School participation	Participating schools compared to non-participating schools	X	
School-level removable question administration	Schools administering exempt/optional questions compared to schools not administering the questions	X	
Student-level survey completion	Students who answered the last question on the survey		X

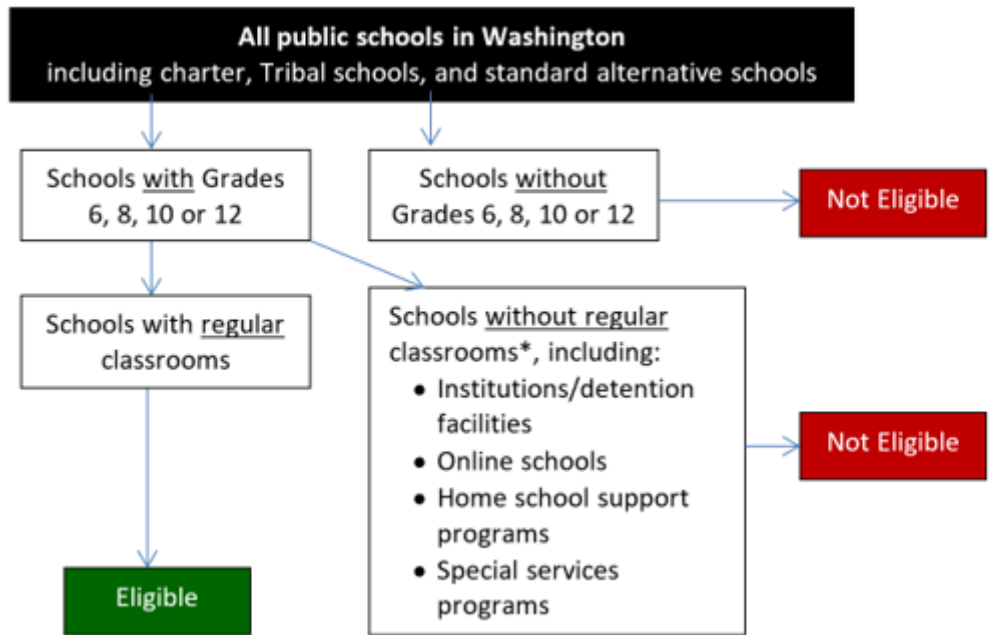
“State sample” means schools that were randomly selected for the representative state sample.

“Census” means all schools that participated in the 2025 HYS (state sample schools plus non-sampled schools).

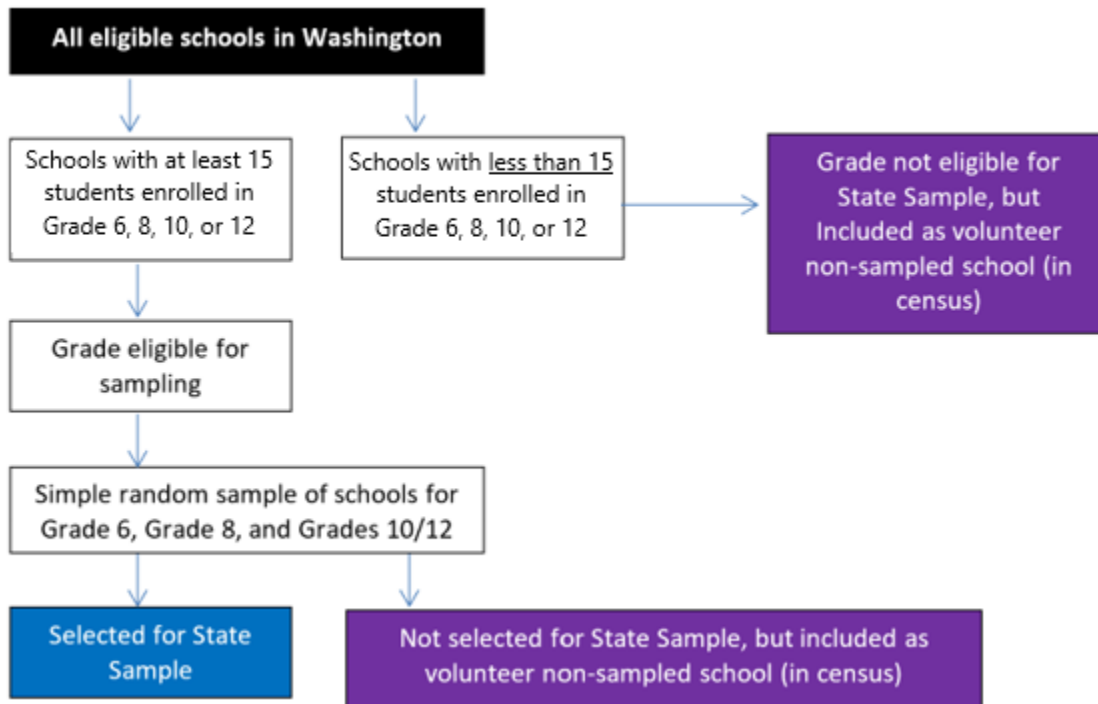
All analyses were conducted using Stata statistical software package, version 18.0.

HYS School Eligibility and Participation

School Eligibility for HYS 2025

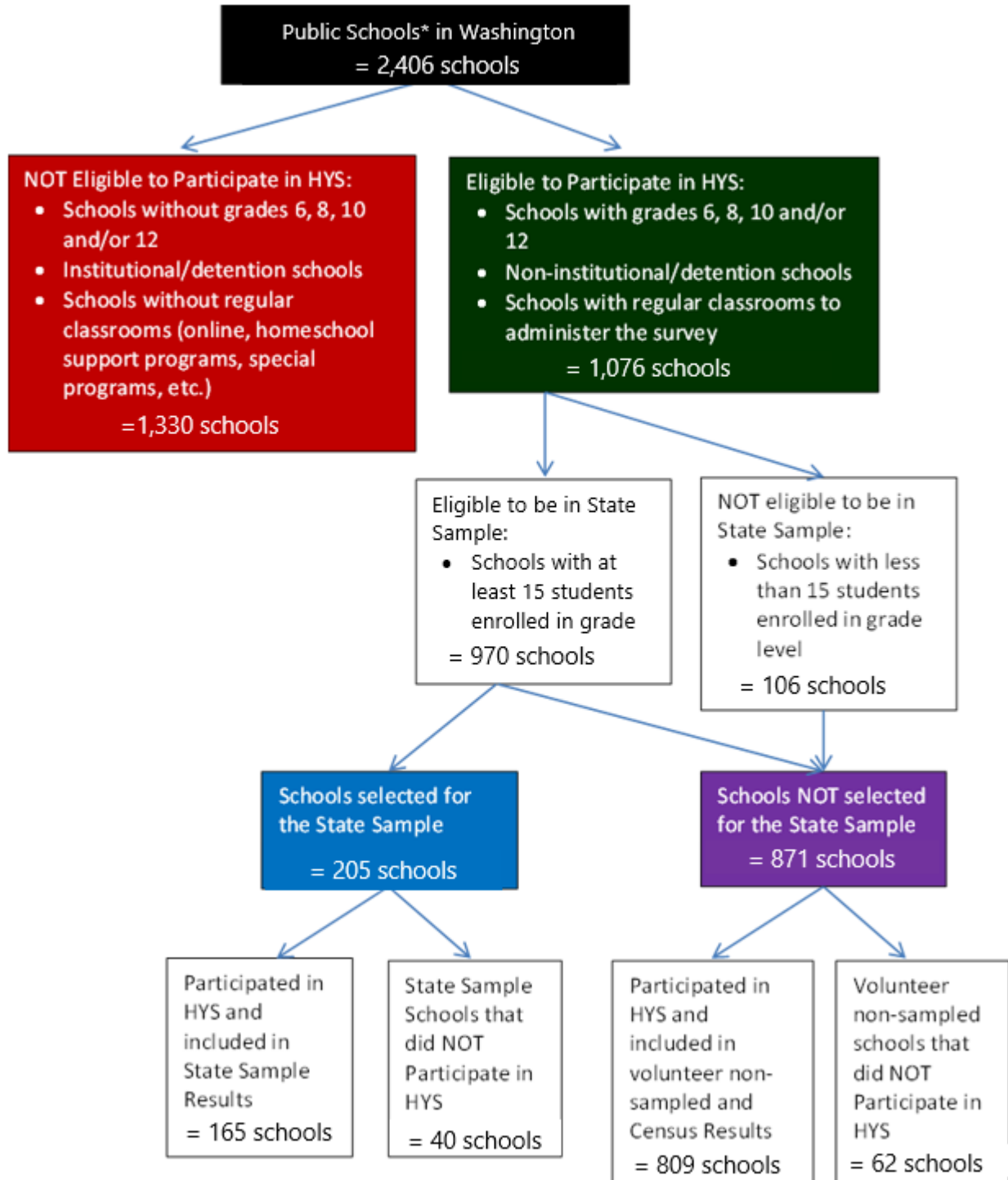


School Sampling for HYS 2025



**Schools without regular classrooms, such as online schools, home school support schools, and special services programs can participate in HYS on request if they can administer the survey in an environment meeting the research requirements of the project.*

Description of schools included in the 2025 HYS State Sample and Census



**Public schools include charter, Tribal, and standard alternative schools. Private schools in Washington can participate in HYS, but they are not actively recruited, and their results are not aggregated into district, county, ESD or state results. In 2025, two private schools participated in HYS. Private schools are included in this bias analysis.*

School-Level Participation Bias

Methods

To assess bias related to differences among schools that participated and those that did not participate in the survey, we assessed the following school characteristics, available from the Office of Superintendent of Public Instruction: <https://www.k12.wa.us/data-reporting/data-portal>:

- School participation rates by sampling status
- School type - Alternative school status
- School Demographics
 - School enrollment by grade¹
 - Percent enrollment by sex, race/ethnicity, English language learners, homeless, Low-income, migrant status, military parent, highly mobile family, Section 504 plans, and disability status¹
 - On-time graduation rate (for schools with grades 10 and 12)²
 - English language arts (ELA), math, and science assessment scores³
 - School urban or rural location⁴

We compared the above characteristics for schools that participated in HYS and schools that did not participate, for both the state sample and in the census.

To compare schools by alternative status and urban/rural location, we used Chi-square tests (Stata chi2 command) and Fisher's exact (Stata exact command) when cell sizes were five or fewer. To compare school enrollment, meeting assessment standards, and on-time graduation rates, we used t-tests (Stata ttest command). A comparison was considered statistically significant if the p-value was less than 0.05. *Caution should be used interpreting these individual values due to the volume of comparisons run and the fact that some of these may be significant due to chance.*

¹ OSPI Report Card Enrollment 2025-26 School Year, accessed 3/4/2026 at: https://data.wa.gov/education/Report-Card-Enrollment-2025-26-School-Year-Prelimi/wvqy-yp3m/about_data

² OSPI Report Card Graduation 2024-25, accessed 3/4/2026 at: https://data.wa.gov/education/Report-Card-Graduation-2024-25/isxb-523t/about_data

³ OSPI Report Card Assessment 2024-25, accessed 3/4/2026 at: https://data.wa.gov/education/Report-Card-Assessment-Data-2024-25-School-Year/h5d9-vgwi/about_data

⁴ In 2025, RUCA designations were updated to the 2010 Rural-Urban Commuting Area Codes provided from the U. S. Department of Agriculture Economic Research Service: <https://www.ers.usda.gov/data-products/rural-urban-commuting-area-codes>

OSPI assigns each public school a school type code. Schools were considered to be non-alternative schools if they had the school type "P". This analysis included 923 public schools (P). School type can be found for each school in the OSPI Education Directory at:

<https://eds.ospi.k12.wa.us/directoryeds.aspx>

For this analysis schools were considered to be alternative schools if they had a school type code of "A", "I", "J", "Q", "R", "T", "V", "Z", or "5". Charter schools were also included as alternative schools.

Schools that are institutions (I) and detention centers (J) are not eligible to participate in HYS, except for the School for the Blind and the School for the Deaf.

Schools that don't typically have regular classrooms, such as online schools, homeschool support schools, re-engagement schools (R), vocational schools (V), contract schools (Z), and special education schools (5) are not considered eligible, but can request to participate if students can take the survey anonymously and if they can administer the survey in a classroom environment.

Standard alternative schools (A) are eligible for HYS. The group of alternative schools in this analysis included 128 standard alternative schools (A), plus eight Tribal schools (Q or T), three re-engagement schools (R), two institutional school (I), and 11 charter schools.

Results

School Participation Rates by Sampling Status

A total of 165 schools and 28,683 students contributed data to the statewide sample. In addition, 184,677 students in 809 schools participated in the survey as volunteer non-sampled schools and were included in the census along with the state sample schools.

The tables below show participation rates for state sampled schools and participation rates for census schools. State sample school participation rates were higher than for census schools in grades 6, 10, and 12. Higher participation rates for state sampled schools are expected, because state sample schools are limited to schools with at least 15 students per grade.

Among schools drawn for the state sample, participation rates varied from 78% among 8th grade to 86% among 10th grade.

School participation rate by grade for schools drawn for the state sample, 2025

Grade	Participated	Eligible	Participation Rate (%)
6	68	82	82.9%
8	56	72	77.8%
10	50	58	86.2%
12	50	61	82.0%

The table below provides participation rates by grade for census schools. Participation ranged from 75% to 76%.

School participation rate by grade for the census, 2025

Grade	Participated	Eligible	Participation Rate (%)
6	494	651	75.9%
8	430	575	74.8%
10	374	500	74.8%
12	374	496	75.4%

School Participation Rates by School Type, Alternative and Non-Alternative

Schools with fewer than 15 students per grade were not included in the state sampling frame but were considered eligible to participate in the survey. Often alternative schools have small school enrollments, so they may be less likely to be included in the state sample. Some alternative schools may be less likely to participate because students are in the classroom less often or at different times, making it harder to administer the survey. They might also be less likely to participate if they aren't eligible to receive survey results due to having fewer than 15 students per grade.

Among state sample schools, there were no significant differences in HYS participation.

Participation by alternative school status for the state sample, 2025

Grade	School Type	Did Not Participate % (n)	Participated % (n)	Difference (p-value)
6	Non-Alternative	14.7% (n=11)	85.3% (n=64)	-
	Alternative	42.9% (n=3)	57.1% (n=4)	0.0920
8	Non-Alternative	21.7% (n=15)	78.3% (n=54)	-
	Alternative	33.3% (n=1)	66.7% (n=2)	0.5350
10	Non-Alternative	10.6% (n=5)	89.4% (n=42)	-
	Alternative	27.3% (n=3)	72.7% (n=8)	0.1670
12	Non-Alternative	16.3% (n=8)	83.7% (n=41)	-
	Alternative	25.0% (n=3)	75.0% (n=9)	0.6760

Among census schools, alternative schools were significantly less likely to participate in HYS for all grades.

Participation by alternative school status for the census, 2025

Grade	School Type	Did Not Participate % (n)	Participated % (n)	Difference (p-value)
6	Non-Alternative	19.2% (n=110)	80.8% (n=463)	-
	Alternative	60.3% (n=47)	39.7% (n=31)	0.0000
8	Non-Alternative	20.5% (n=100)	79.5% (n=388)	-
	Alternative	51.7% (n=45)	48.3% (n=42)	0.0000

Grade	School Type	Did Not Participate %, (n)	Participated %, (n)	Difference (p-value)
10	Non-Alternative	18.9% (n=69)	81.1% (n=297)	-
	Alternative	42.5% (n=57)	57.5% (n=77)	0.0000
12	Non-Alternative	19.8% (n=72)	80.2% (n=292)	-
	Alternative	37.9% (n=50)	62.1% (n=82)	0.0000

School Participation Rates by Urban/Rural Location

Schools were designated as urban, suburban, large rural, or small town/rural based on the school building zip code and the associated rural-urban commuting area codes (RUCA), provided by the Washington State Department of Social and Health Services' Research and Data Analysis Division. For more information on how these classifications are defined, please see the Washington State Department of Health's Rural-Urban Classification Guidelines:

<https://doh.wa.gov/sites/default/files/legacy/Documents/1500//RUCAGuide.pdf>

There are too few large rural and small town/rural schools in the state sample to produce stable estimates.

Census 6th, 8th, 10th, and 12th grade small town/rural schools were less likely to participate than urban schools. Eighth grade suburban schools were also less likely to participate than urban schools.

Participation by rural/urban designation for the census, 2025

Grade	School Type	Did Not Participate %, (n)	Participated %, (n)	Difference (p-value)
6	Urban	16.1% (n=62)	83.9% (n=322)	-
	Suburban	24.2% (n=22)	75.8% (n=69)	0.0730
	Large rural	23.5% (n=16)	76.5% (n=52)	0.1400
	Small town/rural	52.8% (n=57)	47.2% (n=51)	0.0000
8	Urban	17.1% (n=58)	82.9% (n=281)	-
	Suburban	29.7% (n=22)	70.3% (n=52)	0.0140
	Large rural	26.3% (n=15)	73.7% (n=42)	0.1000
	Small town/rural	47.6% (n=50)	52.4% (n=55)	0.0000
10	Urban	19.5% (n=53)	80.5% (n=219)	-
	Suburban	21.4% (n=15)	78.6% (n=55)	0.7160
	Large rural	27.3% (n=15)	72.7% (n=40)	0.1970
	Small town/rural	41.7% (n=43)	58.3% (n=60)	0.0000
12	Urban	19.3% (n=52)	80.7% (n=217)	-
	Suburban	20.0% (n=14)	80.0% (n=56)	0.9000
	Large rural	25.5% (n=14)	74.5% (n=41)	0.3060
	Small town/rural	41.2% (n=42)	58.8% (n=60)	0.0000

School Participation Rates by School Demographics

Grade 6

State sample 6th grade schools that **did not** participate had significantly smaller grade-level enrollment, higher percentages students identifying as White, and lower percentages of English language learners.

Means for school and grade-level variables by participation for 6th grade state sample schools, 2025

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
Grade-level enrollment	78 (n=14)	146 (n=68)	0.017
% Female enrollment	49.2% (n=13)	48.4% (n=67)	0.748
% Male enrollment	50.6% (n=13)	51.4% (n=67)	0.758
% "Gender X" enrollment	0.2% (n=13)	0.2% (n=67)	0.852
% American Indian/Alaska Native enrollment	2.9% (n=13)	2.5% (n=67)	0.877
% Asian enrollment	2.7% (n=13)	5.9% (n=67)	0.173
% Black/African American enrollment	3.2% (n=13)	4.5% (n=67)	0.500
% Hispanic/Latino enrollment	16.3% (n=13)	30.7% (n=67)	0.057
% Native Hawaiian/Pacific Islander enrollment	0.7% (n=13)	1.2% (n=67)	0.336
% Two or more race enrollment	7.9% (n=13)	8.5% (n=67)	0.751
% White enrollment	66.4% (n=13)	46.7% (n=67)	0.009
% English language learner enrollment	5.5% (n=13)	16.2% (n=67)	0.015
% Highly capable	4.0% (n=13)	9.5% (n=67)	0.105
% Homeless enrollment	3.8% (n=13)	2.8% (n=67)	0.416
% Low-income enrollment	49.5% (n=13)	52.6% (n=67)	0.589
% Migrant enrollment	1.0% (n=13)	2.7% (n=67)	0.296
% Military parent enrollment	4.9% (n=13)	2.3% (n=67)	0.082
% Highly mobile enrollment	1.3% (n=13)	1.1% (n=67)	0.514
% Section 504 enrollment	4.4% (n=13)	4.7% (n=67)	0.761
% Disabilities enrollment	20.5% (n=13)	16.8% (n=67)	0.091
% Met ELA standards	69.6% (n=13)	67.7% (n=67)	0.688
% Met math standards	57.7% (n=13)	58.3% (n=67)	0.915

Census 6th grade schools that **did not** participate had significantly smaller grade-level enrollment and lower percentages for the following student groups:

- Female students
- Students identifying as Asian
- Students identifying as Hispanic/Latino

- English language learners
- Highly capable students
- Section 504 students

Census 6th grade schools that **did not** participate had significantly higher percentages for the following student groups:

- Male students
- Students identifying as American Indian/Alaska Native
- Students identifying as White
- Students with disabilities

Means for school and grade-level variables by participation for census 6th grade schools, 2025

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
Grade-level enrollment	56 (n=157)	143 (n=494)	0.000
% Female enrollment	46.6% (n=136)	49.1% (n=489)	0.021
% Male enrollment	53.2% (n=136)	50.7% (n=489)	0.021
% "Gender X" enrollment	0.2% (n=136)	0.2% (n=489)	0.964
% American Indian/Alaska Native enrollment	6.5% (n=136)	2.4% (n=489)	0.001
% Asian enrollment	2.7% (n=136)	7.5% (n=489)	0.000
% Black/African American enrollment	3.0% (n=136)	4.1% (n=489)	0.113
% Hispanic/Latino enrollment	18.1% (n=136)	25.6% (n=489)	0.000
% Native Hawaiian/Pacific Islander enrollment	1.4% (n=136)	1.3% (n=489)	0.835
% Two or more race enrollment	7.6% (n=136)	8.6% (n=489)	0.140
% White enrollment	60.5% (n=136)	50.5% (n=489)	0.000
% English language learner enrollment	7.0% (n=136)	12.8% (n=489)	0.000
% Highly capable	6.3% (n=136)	10.3% (n=489)	0.000
% Homeless enrollment	2.4% (n=136)	2.8% (n=489)	0.239
% Low-income enrollment	51.8% (n=136)	48.7% (n=489)	0.171
% Migrant enrollment	2.3% (n=136)	2.3% (n=489)	0.945
% Military parent enrollment	3.1% (n=136)	2.5% (n=489)	0.393
% Highly mobile enrollment	1.5% (n=136)	1.2% (n=489)	0.114
% Section 504 enrollment	4.0% (n=136)	5.5% (n=489)	0.000
% Disabilities enrollment	18.4% (n=136)	16.2% (n=489)	0.024
% Met ELA standards	68.7% (n=96)	70.3% (n=469)	0.373
% Met math standards	59.8% (n=94)	62.5% (n=466)	0.191

Grade 8

State sample 8th grade schools that **did not** participate had significantly smaller grade-level enrollment and lower percentages for the following student groups:

- Students identifying as Hispanic or Latino
- English language learners
- Students with disabilities

State sample 8th grade schools that **did not** participate had significantly higher percentages for the following student groups:

- Students identifying as American Indian/Alaska Native
- Students with disabilities

Means for school and grade-level variables by participation for the 8th grade state sample schools, 2025

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
Grade-level enrollment	95 (n=16)	186 (n=56)	0.013
% Female enrollment	46.3% (n=16)	48.6% (n=54)	0.133
% Male enrollment	53.4% (n=16)	51.1% (n=54)	0.140
% "Gender X" enrollment	0.3% (n=16)	0.3% (n=54)	0.950
% American Indian/Alaska Native enrollment	4.5% (n=16)	0.8% (n=54)	0.010
% Asian enrollment	2.4% (n=16)	8.1% (n=54)	0.107
% Black/African American enrollment	2.2% (n=16)	3.3% (n=54)	0.330
% Hispanic/Latino enrollment	15.8% (n=16)	27.5% (n=54)	0.046
% Native Hawaiian/Pacific Islander enrollment	0.3% (n=16)	1.3% (n=54)	0.053
% Two or more race enrollment	12.9% (n=16)	9.1% (n=54)	0.109
% White enrollment	61.9% (n=16)	49.8% (n=54)	0.051
% English language learner enrollment	6.6% (n=16)	14.0% (n=54)	0.035
% Highly capable	5.5% (n=16)	9.5% (n=54)	0.151
% Homeless enrollment	2.0% (n=16)	2.7% (n=54)	0.384
% Low-income enrollment	53.3% (n=16)	49.4% (n=54)	0.540
% Migrant enrollment	1.1% (n=16)	3.4% (n=54)	0.315
% Military parent enrollment	1.2% (n=16)	1.6% (n=54)	0.428
% Highly mobile enrollment	1.4% (n=16)	1.4% (n=54)	0.963
% Section 504 enrollment	5.4% (n=16)	6.2% (n=54)	0.508
% Disabilities enrollment	18.1% (n=16)	14.4% (n=54)	0.024
% Met ELA standards	73.0% (n=16)	70.9% (n=54)	0.610
% Met math standards	56.3% (n=16)	58.8% (n=54)	0.610
% Met science standards	64.6% (n=16)	59.2% (n=54)	0.277

Census 8th grade schools that **did not** participate had significantly smaller grade-level enrollment and lower percentages for the following student groups:

- Students identifying as Asian
- Students identifying as Hispanic or Latino
- Students identifying as two or more races
- English language learners
- Highly capable students
- Students from homeless families
- Students with Section 504 plans

Census 8th grade schools that **did not** participate had significantly higher percentages for the following student groups:

- Students identifying as American Indian/Alaska Native
- Students identifying as White
- Students from highly mobile families
- Students with disabilities

Means for school and grade-level variables by participation for census 8th grade schools, 2025

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
Grade-level enrollment	59 (n=145)	165 (n=430)	0.000
% Female enrollment	47.1% (n=123)	48.2% (n=424)	0.293
% Male enrollment	52.7% (n=123)	51.3% (n=424)	0.225
% "Gender X" enrollment	0.3% (n=123)	0.4% (n=424)	0.280
% American Indian/Alaska Native enrollment	5.8% (n=123)	2.3% (n=424)	0.005
% Asian enrollment	2.5% (n=123)	7.6% (n=424)	0.000
% Black/African American enrollment	3.2% (n=123)	4.2% (n=424)	0.209
% Hispanic/Latino enrollment	16.8% (n=123)	25.7% (n=424)	0.000
% Native Hawaiian/Pacific Islander enrollment	0.6% (n=123)	1.4% (n=424)	0.066
% Two or more race enrollment	6.8% (n=123)	9.2% (n=424)	0.003
% White enrollment	64.2% (n=123)	49.5% (n=424)	0.000
% English language learner enrollment	5.8% (n=123)	12.7% (n=424)	0.000
% Highly capable	5.2% (n=123)	10.1% (n=424)	0.000
% Homeless enrollment	2.1% (n=123)	3.1% (n=424)	0.040
% Low-income enrollment	49.6% (n=123)	47.6% (n=424)	0.381
% Migrant enrollment	1.5% (n=123)	2.5% (n=424)	0.188
% Military parent enrollment	2.1% (n=123)	2.2% (n=424)	0.745

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
% Highly mobile enrollment	2.3% (n=123)	1.5% (n=424)	0.007
% Section 504 enrollment	5.3% (n=123)	6.6% (n=424)	0.018
% Disabilities enrollment	17.1% (n=123)	14.8% (n=424)	0.018
% Met ELA standards	70.8% (n=91)	69.7% (n=409)	0.547
% Met math standards	55.9% (n=91)	56.4% (n=407)	0.809
% Met science standards	59.9% (n=88)	60.0% (n=409)	0.980

Grade 10

State sample 10th grade schools that **did not** participate had significantly smaller grade-level enrollment.

Means for school and grade-level variables by participation for 10th grade state sample schools, 2025

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
Grade-level enrollment	58 (n=8)	208 (n=50)	0.024
% Female enrollment	46.9% (n=8)	48.7% (n=50)	0.556
% Male enrollment	52.8% (n=8)	50.4% (n=50)	0.451
% "Gender X" enrollment	0.3% (n=8)	0.9% (n=50)	0.421
% American Indian/Alaska Native enrollment	0.1% (n=8)	4.0% (n=50)	0.424
% Asian enrollment	1.7% (n=8)	5.7% (n=50)	0.226
% Black/African American enrollment	2.4% (n=8)	3.6% (n=50)	0.594
% Hispanic/Latino enrollment	22.6% (n=8)	25.8% (n=50)	0.694
% Native Hawaiian/Pacific Islander enrollment	0.3% (n=8)	1.0% (n=50)	0.241
% Two or more race enrollment	5.2% (n=8)	8.3% (n=50)	0.167
% White enrollment	67.7% (n=8)	51.7% (n=50)	0.076
% English language learner enrollment	3.4% (n=8)	11.9% (n=50)	0.072
% Highly capable	2.8% (n=8)	6.6% (n=50)	0.136
% Homeless enrollment	3.2% (n=8)	4.0% (n=50)	0.656
% Low-income enrollment	51.1% (n=8)	49.6% (n=50)	0.841
% Migrant enrollment	1.2% (n=8)	3.7% (n=50)	0.500
% Military parent enrollment	0.6% (n=8)	2.1% (n=50)	0.157
% Highly mobile enrollment	2.0% (n=8)	2.3% (n=50)	0.773
% Section 504 enrollment	6.2% (n=8)	7.5% (n=50)	0.582
% Disabilities enrollment	14.9% (n=8)	14.8% (n=50)	0.967

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
% Met ELA standards	74.3% (n=8)	73.3% (n=50)	0.857
% Met math standards	44.3% (n=7)	49.5% (n=48)	0.857

Census 10th grade schools that **did not** participate had significantly smaller grade-level enrollment and lower percentages for the following student groups:

- Students identifying as Asian
- Students identifying as Hispanic or Latino
- Students identifying as two or more races
- English language learners
- Highly capable students

Census 10th grade schools that **did not** participate had significantly higher percentages for the following student groups:

- Students identifying as American Indian/Alaska Native
- Students identifying as White
- Students from highly mobile families

Means for school and grade-level variables by participation for census 10th grade schools, 2025

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
Grade-level enrollment	56 (n=126)	200 (n=374)	0.000
% Female enrollment	47.5% (n=117)	47.7% (n=371)	0.888
% Male enrollment	51.7% (n=117)	51.6% (n=371)	0.913
% "Gender X" enrollment	0.8% (n=117)	0.7% (n=371)	0.895
% American Indian/Alaska Native enrollment	5.9% (n=117)	2.7% (n=371)	0.017
% Asian enrollment	2.1% (n=117)	5.9% (n=371)	0.000
% Black/African American enrollment	4.0% (n=117)	3.9% (n=371)	0.959
% Hispanic/Latino enrollment	20.2% (n=117)	26.4% (n=371)	0.005
% Native Hawaiian/Pacific Islander enrollment	1.0% (n=117)	1.1% (n=371)	0.927
% Two or more race enrollment	5.6% (n=117)	8.5% (n=371)	0.000
% White enrollment	61.1% (n=117)	51.4% (n=371)	0.000
% English language learner enrollment	5.1% (n=117)	11.2% (n=371)	0.000
% Highly capable	4.4% (n=117)	6.9% (n=371)	0.007
% Homeless enrollment	4.9% (n=117)	3.6% (n=371)	0.101
% Low-income enrollment	49.6% (n=117)	48.8% (n=371)	0.718

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
% Migrant enrollment	2.7% (n=117)	2.7% (n=371)	0.980
% Military parent enrollment	1.3% (n=117)	2.1% (n=371)	0.053
% Highly mobile enrollment	3.5% (n=117)	2.0% (n=371)	0.020
% Section 504 enrollment	7.6% (n=117)	7.9% (n=371)	0.727
% Disabilities enrollment	15.5% (n=117)	14.9% (n=371)	0.633
% Met ELA standards	68.4% (n=81)	72.6% (n=353)	0.066
% Met math standards	44.6% (n=75)	48.1% (n=343)	0.162

Grade 12

State sample 12th grade schools that **did not** participate had significantly smaller grade-level enrollment and higher percentages of students from low-income families.

Means for school and grade-level variables by participation for 12th grade state sample schools, 2025

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
Grade-level enrollment	84 (n=11)	215 (n=50)	0.025
% Female enrollment	46.8% (n=11)	45.7% (n=50)	0.692
% Male enrollment	52.9% (n=11)	53.2% (n=50)	0.923
% "Gender X" enrollment	0.2% (n=11)	1.0% (n=50)	0.128
% American Indian/Alaska Native enrollment	1.0% (n=11)	4.2% (n=50)	0.422
% Asian enrollment	1.4% (n=11)	6.1% (n=50)	0.100
% Black/African American enrollment	4.7% (n=11)	3.6% (n=50)	0.604
% Hispanic/Latino enrollment	27.9% (n=11)	26.7% (n=50)	0.873
% Native Hawaiian/Pacific Islander enrollment	2.1% (n=11)	1.2% (n=50)	0.385
% Two or more race enrollment	5.7% (n=11)	8.9% (n=50)	0.091
% White enrollment	57.2% (n=11)	49.3% (n=50)	0.324
% English language learner enrollment	6.4% (n=11)	10.8% (n=50)	0.293
% Highly capable	4.4% (n=11)	6.5% (n=50)	0.321
% Homeless enrollment	4.8% (n=11)	4.3% (n=50)	0.787
% Low-income enrollment	61.2% (n=11)	46.5% (n=50)	0.036
% Migrant enrollment	2.5% (n=11)	3.7% (n=50)	0.691
% Military parent enrollment	0.7% (n=11)	1.7% (n=50)	0.200
% Highly mobile enrollment	1.2% (n=11)	2.2% (n=50)	0.226
% Section 504 enrollment	5.2% (n=11)	7.9% (n=50)	0.268

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
% Disabilities enrollment	20.3% (n=11)	15.0% (n=50)	0.051
% On-time Graduation	85.3% (n=9)	83.5% (n=43)	0.700

Census 12th grade schools that **did not** participate had significantly smaller grade-level enrollment and lower percentages for the following student groups:

- Students identifying as Asian
- Students in English language learning
- Highly capable students
- Students with Section 504 plans
- On-time graduation rates

Census 12th grade schools that **did not** participate had significantly higher percentages for the following student groups:

- Students identifying as American Indian/Alaska Native

Means for school and grade-level variables by participation for census 12th grade schools, 2025

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
Grade-level enrollment	75 (n=122)	208 (n=374)	0.000
% Female enrollment	49.7% (n=115)	47.7% (n=371)	0.072
% Male enrollment	49.7% (n=115)	51.3% (n=371)	0.161
% "Gender X" enrollment	0.6% (n=115)	1.0% (n=371)	0.064
% American Indian/Alaska Native enrollment	5.6% (n=115)	2.9% (n=371)	0.037
% Asian enrollment	2.8% (n=115)	6.5% (n=371)	0.001
% Black/African American enrollment	3.8% (n=115)	3.7% (n=371)	0.937
% Hispanic/Latino enrollment	23.8% (n=115)	26.1% (n=371)	0.288
% Native Hawaiian/Pacific Islander enrollment	0.6% (n=115)	1.2% (n=371)	0.119
% Two or more race enrollment	7.7% (n=115)	8.4% (n=371)	0.474
% White enrollment	55.6% (n=115)	51.1% (n=371)	0.083
% English language learner enrollment	6.6% (n=115)	9.7% (n=371)	0.010
% Highly capable	4.3% (n=115)	7.0% (n=371)	0.006
% Homeless enrollment	4.8% (n=115)	4.6% (n=371)	0.792
% Low-income enrollment	49.9% (n=115)	46.7% (n=371)	0.158
% Migrant enrollment	1.8% (n=115)	2.6% (n=371)	0.296
% Military parent enrollment	1.3% (n=115)	1.8% (n=371)	0.132

School/Grade-level Variables	Did Not Participate Mean, (n)	Participated Mean, (n)	Difference (p-value)
% Highly mobile enrollment	2.4% (n=115)	2.4% (n=371)	0.880
% Section 504 enrollment	6.6% (n=115)	8.4% (n=371)	0.010
% Disabilities enrollment	15.9% (n=115)	15.5% (n=371)	0.692
% On-time Graduation	77.6% (n=67)	83.3% (n=313)	0.006

School Participation Rates by Survey Location

For 2025, the survey was only available as an online survey. Most surveys were taken by students in classrooms on school property. Schools without traditional in-person classrooms could administer the survey remotely if they requested a remote administration and if the survey was given in an online class environment.

Among state sample schools overall, very few (less than 1%) of students took the survey remotely (not on school property) during a class period. Some students may have responded in error to this question saying that they were taking the survey remotely, even though they were on school property. These survey responses were not removed from the final data. The following analysis attempts to quantify this.

Percent of students with remote administration for the state sample, 2025

Grade	Student On Property Administration % (n)	Student Remote Administration % (n)
6	100.0% (8,587)	0.0% (3)
8	99.8% (8,462)	0.2% (19)
10	99.9% (7,137)	0.1% (4)
12	99.4% (4,443)	0.6% (28)

Looking more closely at the percentage of students within the state sampled schools that reported that they were taking the survey remotely, between 94% and 99% of schools did not have any students who took the survey remotely. About 1% of 6th grade, 2% of 8th grade, 2% of 10th grade, and 6% of 12th grade schools reported having any students take the survey remotely. Students in these schools may have specific classrooms where the survey was offered remotely or they may have mistakenly selected that they were taking the survey off of school property when answering the survey.

Percent of schools with remote administration for the state sample, 2025

Grade	Schools with 0% Remote Administration % (n)	Schools with 1-25% Remote Administration % (n)	Schools with 26-94% Remote Administration % (n)	Schools with 95% or More Remote Administration % (n)
6	98.5% (67)	1.0% (1)	0.0% (0)	0.0% (0)
8	98.2% (55)	0.0% (0)	1.8% (1)	0.0% (0)

10	98.0% (49)	0.0% (0)	0.0% (0)	2.0% (1)
12	94.0% (47)	2.0% (1)	4.0% (2)	0.0% (0)

Similarly, less than 1% of students in census schools took the survey remotely.

Percent of students with remote administration for the census, 2025

Grade	Student On Property Administration % (n)	Student Remote Administration % (n)
6	99.9% (61,008)	0.1% (65)
8	99.8% (58,444)	0.2% (144)
10	99.6% (50,381)	0.4% (195)
12	99.3% (32,112)	0.7% (217)

Between 94% and 98% of census schools did not have any students take the survey remotely and about 6% or less of schools had any students take the survey remotely.

Percent of schools with remote administration for the census, 2025

Grade	Schools with 0% Remote Administration % (n)	Schools with 1-25% Remote Administration % (n)	Schools with 26-94% Remote Administration % (n)	Schools with 95% or More Remote Administration % (n)
6	97.6% (482)	1.0% (5)	0.4% (2)	1.0% (5)
8	96.5% (415)	0.7% (3)	1.6% (6)	1.2% (5)
10	94.7% (354)	2.1% (8)	1.3% (5)	1.9% (7)
12	94.4% (353)	2.7% (10)	2.9% (11)	0% (0)

School-Level Exempt/Optional Question Bias

Methods

For 2025, schools taking the Elementary survey could register to ask an optional question about gender identity. Schools taking the Secondary survey could request an exemption from asking the sexual behavior and sexual violence questions.

To assess bias related to differences among schools that did and did not ask the exempt or optional questions, we assessed the following school characteristics, available from the Office of Superintendent of Public Instruction at <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>:

- School participation rates by sampling status
- School type - Alternative school status
- School Demographics
 - School enrollment by grade¹
 - Percent enrollment by sex, race/ethnicity, English language learners, highly capable, homeless, low-income, migrant status, military parent, highly mobile family, Section 504 plans, and disability status¹
 - On-time graduation rate (for schools with grades 10 and 12)²
 - English language arts (ELA), math, and science assessment scores³
 - School urban or rural location⁴

We compared the above characteristics for schools that administered the exempt/optional questions in the state sample and in the census to those that did not ask the exempt/optional questions.

To compare schools by alternative status and urban/rural location, we used Chi-square tests (Stata command `chi2`) and Fisher's exact (Stata command `exact`) when cell sizes were five or fewer. To compare grade-level school enrollment, meeting assessment standards, and on-time graduation rates we used t-tests (Stata command `ttest`). A comparison was considered statistically significant if the p-value was less than 0.05. *Caution should be used interpreting these*

¹ OSPI Report Card Enrollment 2025-26 School Year, accessed 3/4/2026 at:

https://data.wa.gov/education/Report-Card-Enrollment-2025-26-School-Year-Prelimi/wvqy-yp3m/about_data

² OSPI Report Card Graduation 2024-25, accessed 3/4/2026 at:

https://data.wa.gov/education/Report-Card-Graduation-2024-25/isxb-523t/about_data

³ OSPI Report Card Assessment 2024-25, accessed 3/4/2026 at:

https://data.wa.gov/education/Report-Card-Assessment-Data-2024-25-School-Year/h5d9-vgwi/about_data

⁴ In 2025, RUCA designations were updated to the 2010 Rural-Urban Commuting Area Codes provided from the U. S. Department of Agriculture Economic Research Service:

<https://www.ers.usda.gov/data-products/rural-urban-commuting-area-codes>

individual values due to the volume of comparisons run and the fact that some of these may be significant due to chance.

Results

Exempt/Optional Question Participation Rates by Sampling Status

Among state sample schools, 53% of 6th grade participating schools administered the optional gender identity question. 71% of 8th grade, 84% of 10th grade, and 84% of 12th grade participating schools administered the sexual behavior and sexual violence questions.

Exempt/Optional question administration status by grade state sample schools, 2025

Grade	Participated	Exempt/Optional Questions Administered (n)	Exempt/Optional Questions Not Administered (%)	Exempt/Optional Questions Administered (%)
6	68	36	47.1%	52.9%
8	56	40	28.6%	71.4%
10	50	42	16.0%	84.0%
12	50	42	16.0%	84.0%

Among census schools, 61% of 6th grade participating schools administered the optional gender identity question. 74% of 8th grade, 75% of 10th grade, and 75% of 12th grade participating schools administered the sexual behavior and sexual violence questions.

Exempt/Optional question administration status by grade for census schools, 2025

Grade	Participated	Exempt/Optional Questions Administered (n)	Exempt/Optional Questions Not Administered (%)	Exempt/Optional Questions Administered (%)
6	494	300	39.1%	60.7%
8	430	316	26.5%	73.5%
10	374	282	24.6%	75.4%
12	374	282	24.6%	75.4%

Exempt/Optional Questions by School Type – Alternative and Non-Alternative Schools

Among state sample schools, alternative schools were just as likely as non-alternative schools to administer the exempt/optional questions.

Exempt/Optional question administration by alternative school status for state sample schools, 2025

Grade	School Type	Exempt/Optional Questions Not Administered (%)	Exempt/Optional Questions Administered (%)	Difference (p-value)
6	Non-Alternative	46.9% (n=30)	53.1% (n=34)	-
	Alternative	50.0% (n=2)	50.0% (n=2)	1.0000

Grade	School Type	Exempt/Optional Questions Not Administered (%)	Exempt/Optional Questions Administered (%)	Difference (p-value)
8	Non-Alternative	29.6% (n=16)	70.4% (n=38)	-
	Alternative	0.0% (n=0)	100.0% (n=2)	1.0000
10	Non-Alternative	11.9% (n=5)	88.1% (n=37)	-
	Alternative	37.5% (n=3)	62.5% (n=5)	0.1050
12	Non-Alternative	12.2% (n=5)	87.8% (n=36)	-
	Alternative	33.3% (n=3)	66.7% (n=6)	0.1440

Among census schools, alternative 6th grade schools were less likely to administer the optional gender question and alternative 8th grade schools were more likely to administer the sexual behavior and sexual violence questions than non-alternative schools.

Exempt/Optional question administration by alternative school status for census schools, 2025

Grade	School Type	Exempt/Optional Questions Not Administered (%)	Exempt/Optional Questions Administered (%)	Difference (p-value)
6	Non-Alternative	37.9% (n=175)	62.1% (n=287)	-
	Alternative	58.1% (n=18)	41.9% (n=13)	0.0260
8	Non-Alternative	28.6% (n=110)	72.2% (n=278)	-
	Alternative	9.5% (n=4)	90.5% (n=38)	0.0090
10	Non-Alternative	25.1% (n=74)	75.6% (n=223)	-
	Alternative	23.4% (n=18)	76.6% (n=59)	0.7800
12	Non-Alternative	24.4% (n=71)	75.9% (n=221)	-
	Alternative	25.6% (n=21)	74.4% (n=61)	0.8100

Exempt/Optional Questions by Community Demographics

There are too few large rural and small town/rural schools in the state sample to produce stable estimates.

Census 6th grade suburban and large rural schools were more likely to ask the optional gender question compared to urban schools. Census 12th grade suburban schools were less likely to ask the sexual behavior and sexual violence questions compared to urban schools.

Exempt/Optional question participation by rural/urban designation for census schools, 2025

Grade	School Type	Exempt/Optional Questions Not Administered (%)	Exempt/Optional Questions Administered (%)	Difference (p-value)*
6	Urban	46.4% (n=149)	53.6% (n=172)	-
	Suburban	27.5% (n=19)	72.5% (n=50)	0.0050
	Large rural	15.4% (n=8)	84.6% (n=44)	0.0000

Grade	School Type	Exempt/Optional Questions Not Administered (%)	Exempt/Optional Questions Administered (%)	Difference (p-value)*
8	Small town/rural	33.3% (n=17)	66.7% (n=34)	0.0830
	Urban	23.9% (n=67)	76.4% (n=214)	-
	Suburban	37.3% (n=19)	64.7% (n=33)	0.0570
	Large rural	33.3% (n=14)	66.7% (n=28)	0.1890
	Small town/rural	25.9% (n=14)	75.9% (n=41)	0.7980
10	Urban	21.9% (n=48)	78.1% (n=171)	-
	Suburban	34.5% (n=19)	65.5% (n=36)	0.0540
	Large rural	33.3% (n=13)	69.2% (n=27)	0.1500
	Small town/rural	20.3% (n=12)	81.4% (n=48)	0.7490
12	Urban	21.2% (n=46)	78.8% (n=171)	-
	Suburban	33.9% (n=19)	66.1% (n=37)	0.0480
	Large rural	31.7% (n=13)	68.3% (n=28)	0.1450
	Small town/rural	23.7% (n=14)	78.0% (n=46)	0.7220

Asking Gender Identity Question by School Demographics

Schools with Grade 6 Students

State sample 6th grade schools that **did not ask** the optional gender identity question had lower percentages for the following student groups:

- Students identifying as White

State sample 6th grade schools that **did not ask** the optional gender identity question had higher percentages for the following student groups:

- Students identifying as Black/African American
- Students identifying as Native Hawaiian/Pacific Islander
- Students identifying as two or more races
- Students from homeless families

Means for school demographics by optional gender identity question participation for state sample 6th grade schools, 2025

School/Grade-level Variables	Optional Question Not Administered (%)	Optional Question Administered (%)	Difference (p-value)
Grade-level enrollment	168 (n=32)	126 (n=36)	0.073
% Female enrollment	46.6% (n=31)	50.0% (n=36)	0.100
% Male enrollment	53.1% (n=31)	49.9% (n=36)	0.121
% "Gender X" enrollment	0.3% (n=31)	0.1% (n=36)	0.192
% American Indian/Alaska Native enrollment	2.6% (n=31)	2.3% (n=36)	0.896
% Asian enrollment	7.0% (n=31)	5.0% (n=36)	0.355
% Black/African American enrollment	7.0% (n=31)	2.2% (n=36)	0.002

School/Grade-level Variables	Optional Question Not Administered (%)	Optional Question Administered (%)	Difference (p-value)
% Hispanic/Latino enrollment	30.6% (n=31)	30.8% (n=36)	0.970
% Native Hawaiian/Pacific Islander enrollment	2.1% (n=31)	0.5% (n=36)	0.001
% Two or more race enrollment	11.0% (n=31)	6.4% (n=36)	0.002
% White enrollment	39.7% (n=31)	52.7% (n=36)	0.026
% English language learner enrollment	16.7% (n=31)	15.7% (n=36)	0.767
% Highly capable	8.8% (n=31)	10.1% (n=36)	0.652
% Homeless enrollment	3.9% (n=31)	1.9% (n=36)	0.018
% Low-income enrollment	55.9% (n=31)	49.8% (n=36)	0.216
% Migrant enrollment	1.8% (n=31)	3.4% (n=36)	0.245
% Military parent enrollment	2.6% (n=31)	2.0% (n=36)	0.459
% Highly mobile enrollment	1.2% (n=31)	0.9% (n=36)	0.221
% Section 504 enrollment	4.5% (n=31)	4.9% (n=36)	0.626
% Disabilities enrollment	16.9% (n=31)	16.6% (n=36)	0.876
% Met ELA standards	64.9% (n=32)	70.2% (n=35)	0.179
% Met math standards	54.5% (n=32)	61.8% (n=35)	0.094

Census 6th grade schools that **did not ask** the optional gender identity question had lower percentages for the following student groups:

- Students identifying as White
- Students from military families

Census 6th grade schools that **did not ask** the optional gender identity question had higher percentages for the following student groups:

- Students identifying as "Gender X,"
- Students identifying as American Indian/Alaska Native
- Students identifying as Asian
- Students identifying as Black/African American
- Students identifying as Native Hawaiian/Pacific Islander
- Students identifying as two or more races
- English language learners
- Students from homeless families

Means for school demographics by optional gender identity question participation for census 6th grade schools, 2025

School/Grade-level Variables	Optional Question Not Administered (%)	Optional Question Administered (%)	Difference (p-value)
Grade-level enrollment	153 (n=193)	136 (n=300)	0.072
% Female enrollment	48.6% (n=191)	49.4% (n=297)	0.336
% Male enrollment	51.1% (n=191)	50.5% (n=297)	0.446

School/Grade-level Variables	Optional Question Not Administered (%)	Optional Question Administered (%)	Difference (p-value)
% "Gender X" enrollment	0.3% (n=191)	0.1% (n=297)	0.018
% American Indian/Alaska Native enrollment	3.4% (n=191)	1.7% (n=297)	0.046
% Asian enrollment	10.7% (n=191)	5.4% (n=297)	0.000
% Black/African American enrollment	6.7% (n=191)	2.5% (n=297)	0.000
% Hispanic/Latino enrollment	24.9% (n=191)	26.1% (n=297)	0.555
% Native Hawaiian/Pacific Islander enrollment	1.5% (n=191)	1.1% (n=297)	0.031
% Two or more race enrollment	10.1% (n=191)	7.6% (n=297)	0.000
% White enrollment	42.6% (n=191)	55.6% (n=297)	0.000
% English language learner enrollment	15.2% (n=191)	11.2% (n=297)	0.001
% Highly capable	11.0% (n=191)	9.9% (n=297)	0.285
% Homeless enrollment	3.3% (n=191)	2.5% (n=297)	0.035
% Low-income enrollment	47.4% (n=191)	49.7% (n=297)	0.260
% Migrant enrollment	2.1% (n=191)	2.5% (n=297)	0.529
% Military parent enrollment	1.6% (n=191)	3.1% (n=297)	0.002
% Highly mobile enrollment	1.2% (n=191)	1.2% (n=297)	0.814
% Section 504 enrollment	5.7% (n=191)	5.3% (n=297)	0.411
% Disabilities enrollment	16.2% (n=191)	16.2% (n=297)	0.965
% Met ELA standards	69.4% (n=187)	70.8% (n=281)	0.349
% Met math standards	61.3% (n=185)	63.1% (n=280)	0.280

Asking Sexual Behavior/Violence Questions by School Demographics

Schools with Grade 8 Students

State sample 8th grade schools that **did not ask** the optional gender identity question had higher percentages for the following student groups:

- Students identifying as Asian
- Students identifying as Black/African American

Means for school demographics by sexual behavior/violence questions participation for state sample 8th grade schools, 2025

School/Grade-level Variables	Exempt Questions Not Administered (%)	Exempt Questions Administered (%)	Difference (p-value)
Grade-level enrollment	187 (n=40)	183 (n=16)	0.934
% Female enrollment	48.4% (n=38)	49.1% (n=16)	0.625
% Male enrollment	51.4% (n=38)	50.4% (n=16)	0.474

School/Grade-level Variables	Exempt Questions Not Administered (%)	Exempt Questions Administered (%)	Difference (p-value)
% "Gender X" enrollment	0.2% (n=38)	0.5% (n=16)	0.117
% American Indian/Alaska Native enrollment	0.9% (n=38)	0.4% (n=16)	0.398
% Asian enrollment	10.8% (n=38)	1.7% (n=16)	0.024
% Black/African American enrollment	4.1% (n=38)	1.4% (n=16)	0.021
% Hispanic/Latino enrollment	23.8% (n=38)	36.3% (n=16)	0.058
% Native Hawaiian/Pacific Islander enrollment	1.5% (n=38)	0.8% (n=16)	0.224
% Two or more race enrollment	9.8% (n=38)	7.4% (n=16)	0.155
% White enrollment	49.0% (n=38)	51.7% (n=16)	0.674
% English language learner enrollment	14.7% (n=38)	12.3% (n=16)	0.535
% Highly capable	9.9% (n=38)	8.4% (n=16)	0.635
% Homeless enrollment	2.8% (n=38)	2.4% (n=16)	0.587
% Low-income enrollment	47.1% (n=38)	54.9% (n=16)	0.271
% Migrant enrollment	2.5% (n=38)	5.6% (n=16)	0.233
% Military parent enrollment	1.4% (n=38)	2.1% (n=16)	0.334
% Highly mobile enrollment	1.6% (n=38)	0.9% (n=16)	0.155
% Section 504 enrollment	6.6% (n=38)	5.1% (n=16)	0.220
% Disabilities enrollment	14.0% (n=38)	15.4% (n=16)	0.387
% Met ELA standards	71.1% (n=38)	70.5% (n=16)	0.903
% Met math standards	60.6% (n=38)	54.4% (n=16)	0.251
% Met science standards	60.4% (n=38)	56.4% (n=16)	0.470

Census 8th grade schools that **did not ask** the sexual behavior/violence questions had lower grade level enrollments and percentages for the following student groups:

- Female students
- Students identifying as Hispanic or Latino
- Students identifying as White
- Students from low-income families
- Students from migrant families

Census 8th grade schools that **did not ask** the sexual behavior/violence questions had higher percentages for the following student groups:

- Male students
- Students identifying as Asian
- Students identifying as Black/African American
- Students identifying as Native Hawaiian/Pacific Islander
- Students identifying as two or more races
- Highly capable students

Means for school demographics by sexual behavior/violence questions participation for census 8th grade schools, 2025

School/Grade-level Variables	Exempt Questions Not Administered (%)	Exempt Questions Administered (%)	Difference (p-value)
Grade-level enrollment	168 (n=316)	158 (n=114)	0.418
% Female enrollment	47.7% (n=311)	49.6% (n=113)	0.038
% Male enrollment	51.8% (n=311)	50.1% (n=113)	0.043
% "Gender X" enrollment	0.4% (n=311)	0.4% (n=113)	0.555
% American Indian/Alaska Native enrollment	2.6% (n=311)	1.5% (n=113)	0.308
% Asian enrollment	9.7% (n=311)	1.8% (n=113)	0.000
% Black/African American enrollment	5.3% (n=311)	1.1% (n=113)	0.000
% Hispanic/Latino enrollment	23.9% (n=311)	30.8% (n=113)	0.004
% Native Hawaiian/Pacific Islander enrollment	1.7% (n=311)	0.6% (n=113)	0.033
% Two or more race enrollment	9.8% (n=311)	7.5% (n=113)	0.004
% White enrollment	46.9% (n=311)	56.6% (n=113)	0.000
% English language learner enrollment	13.0% (n=311)	11.9% (n=113)	0.474
% Highly capable	10.8% (n=311)	8.2% (n=113)	0.021
% Homeless enrollment	3.2% (n=311)	2.9% (n=113)	0.578
% Low-income enrollment	45.7% (n=311)	52.9% (n=113)	0.002
% Migrant enrollment	1.8% (n=311)	4.2% (n=113)	0.002
% Military parent enrollment	2.2% (n=311)	2.5% (n=113)	0.564
% Highly mobile enrollment	1.5% (n=311)	1.5% (n=113)	0.800
% Section 504 enrollment	6.8% (n=311)	6.0% (n=113)	0.118
% Disabilities enrollment	15.1% (n=311)	14.0% (n=113)	0.183
% Met ELA standards	69.7% (n=300)	69.8% (n=109)	0.956
% Met math standards	56.8% (n=298)	55.2% (n=109)	0.433
% Met science standards	60.6% (n=300)	58.3% (n=109)	0.253

Schools with Grade 10 Students

State sample 10th grade schools that **did not ask** the sexual behavior/violence questions had higher percentages of students with disabilities.

Means for school demographics by sexual behavior/violence questions participation for state sample 10th grade schools, 2025

School/Grade-level Variables	Exempt Questions Not Administered (%)	Exempt Questions Administered (%)	Difference (p-value)
Grade-level enrollment	205 (n=42)	223 (n=8)	0.792
% Female enrollment	48.0% (n=42)	52.7% (n=8)	0.088
% Male enrollment	51.0% (n=42)	47.1% (n=8)	0.162
% "Gender X" enrollment	1.0% (n=42)	0.2% (n=8)	0.245
% American Indian/Alaska Native enrollment	4.6% (n=42)	0.9% (n=8)	0.489
% Asian enrollment	6.5% (n=42)	1.2% (n=8)	0.131
% Black/African American enrollment	4.0% (n=42)	1.2% (n=8)	0.192
% Hispanic/Latino enrollment	23.4% (n=42)	38.5% (n=8)	0.067
% Native Hawaiian/Pacific Islander enrollment	1.0% (n=42)	1.1% (n=8)	0.904
% Two or more race enrollment	8.9% (n=42)	4.7% (n=8)	0.061
% White enrollment	51.5% (n=42)	52.5% (n=8)	0.917
% English language learner enrollment	11.5% (n=42)	13.8% (n=8)	0.645
% Highly capable	6.7% (n=42)	6.1% (n=8)	0.819
% Homeless enrollment	4.3% (n=42)	2.9% (n=8)	0.482
% Low-income enrollment	48.4% (n=42)	56.3% (n=8)	0.310
% Migrant enrollment	3.7% (n=42)	3.9% (n=8)	0.962
% Military parent enrollment	1.8% (n=42)	3.8% (n=8)	0.071
% Highly mobile enrollment	2.3% (n=42)	2.4% (n=8)	0.919
% Section 504 enrollment	7.9% (n=42)	5.3% (n=8)	0.277
% Disabilities enrollment	15.8% (n=42)	9.2% (n=8)	0.008
% Met ELA standards	73.5% (n=42)	72.0% (n=8)	0.805
% Met math standards	49.5% (n=41)	49.4% (n=7)	0.989

Census 10th grade schools that **did not ask** the sexual behavior/violence questions had lower percentages for the following student groups:

- Students identifying as Hispanic or Latino
- Students identifying as White
- Students from migrant families

Census 10th grade schools that **did not ask** the sexual behavior/violence questions had higher percentages for the following student groups:

- Students identifying as "Gender X,"
- Students identifying as Asian
- Students identifying as Black/African American
- Students identifying as Native Hawaiian/Pacific Islander

- Students identifying as two or more races
- Students with disabilities

Means for school demographics by sexual behavior/violence questions participation for census 10th grade schools, 2025

School/Grade-level Variables	Exempt Questions Not Administered (%)	Exempt Questions Administered (%)	Difference (p-value)
Grade-level enrollment	197 (n=282)	209 (n=92)	0.596
% Female enrollment	47.3% (n=280)	48.9% (n=91)	0.146
% Male enrollment	51.8% (n=280)	50.9% (n=91)	0.429
% "Gender X" enrollment	0.9% (n=280)	0.2% (n=91)	0.009
% American Indian/Alaska Native enrollment	3.0% (n=280)	1.8% (n=91)	0.338
% Asian enrollment	7.4% (n=280)	1.4% (n=91)	0.000
% Black/African American enrollment	4.7% (n=280)	1.4% (n=91)	0.000
% Hispanic/Latino enrollment	24.9% (n=280)	31.1% (n=91)	0.016
% Native Hawaiian/Pacific Islander enrollment	1.2% (n=280)	0.6% (n=91)	0.036
% Two or more race enrollment	9.2% (n=280)	6.2% (n=91)	0.000
% White enrollment	49.5% (n=280)	57.4% (n=91)	0.005
% English language learner enrollment	11.2% (n=280)	11.0% (n=91)	0.915
% Highly capable	6.8% (n=280)	7.0% (n=91)	0.824
% Homeless enrollment	3.8% (n=280)	3.1% (n=91)	0.305
% Low-income enrollment	48.0% (n=280)	51.2% (n=91)	0.211
% Migrant enrollment	2.2% (n=280)	4.2% (n=91)	0.027
% Military parent enrollment	2.1% (n=280)	2.1% (n=91)	0.905
% Highly mobile enrollment	2.0% (n=280)	2.1% (n=91)	0.739
% Section 504 enrollment	8.2% (n=280)	7.0% (n=91)	0.143
% Disabilities enrollment	15.5% (n=280)	13.0% (n=91)	0.033
% Met ELA standards	72.8% (n=266)	72.2% (n=87)	0.807
% Met math standards	48.4% (n=260)	47.3% (n=83)	0.648

Schools with Grade 12 Students

State sample 12th grade schools that **did not ask** the sexual behavior/violence questions had similar student enrollment and percentages of students as those who did ask the exempt questions.

Means for school demographics by sexual behavior/violence questions participation for state sample 12th grade schools, 2025

School/Grade-level Variables	Exempt Questions Not Administered (%)	Exempt Questions Administered (%)	Difference (p-value)
Grade-level enrollment	207 (n=42)	261 (n=8)	0.458
% Female enrollment	45.9% (n=42)	44.8% (n=8)	0.709
% Male enrollment	52.9% (n=42)	55.1% (n=8)	0.461
% "Gender X" enrollment	1.2% (n=42)	0.1% (n=8)	0.104
% American Indian/Alaska Native enrollment	4.8% (n=42)	1.1% (n=8)	0.472
% Asian enrollment	6.9% (n=42)	1.8% (n=8)	0.146
% Black/African American enrollment	4.2% (n=42)	0.8% (n=8)	0.130
% Hispanic/Latino enrollment	24.7% (n=42)	37.3% (n=8)	0.164
% Native Hawaiian/Pacific Islander enrollment	1.4% (n=42)	0.5% (n=8)	0.376
% Two or more race enrollment	9.3% (n=42)	6.5% (n=8)	0.220
% White enrollment	48.8% (n=42)	52.1% (n=8)	0.729
% English language learner enrollment	10.6% (n=42)	11.6% (n=8)	0.846
% Highly capable	6.5% (n=42)	6.6% (n=8)	0.952
% Homeless enrollment	4.4% (n=42)	3.3% (n=8)	0.611
% Low-income enrollment	45.7% (n=42)	50.8% (n=8)	0.538
% Migrant enrollment	3.5% (n=42)	5.2% (n=8)	0.649
% Military parent enrollment	1.5% (n=42)	2.9% (n=8)	0.126
% Highly mobile enrollment	2.1% (n=42)	2.8% (n=8)	0.439
% Section 504 enrollment	8.0% (n=42)	7.3% (n=8)	0.833
% Disabilities enrollment	15.2% (n=42)	13.7% (n=8)	0.550
% On-time Graduation	84.7% (n=36)	77.7% (n=7)	0.223

Census 12th grade schools that **did not ask** the sexual behavior/violence questions had lower percentages for the following student groups:

- Students identifying as Hispanic or Latino
- Students identifying as White
- Students from low-income families
- Students from migrant families

Census 12th grade schools that **did not ask** the sexual behavior/violence questions had higher percentages for the following student groups:

- Students identifying as "Gender X,"
- Students identifying as Asian
- Students identifying as Black/African American
- Students identifying as Native Hawaiian/Pacific Islander

- Students with disabilities

Means for school demographics by sexual behavior/violence questions participation for census 12th grade schools, 2025

School/Grade-level Variables	Exempt Questions Not Administered (%)	Exempt Questions Administered (%)	Difference (p-value)
Grade-level enrollment	206 (n=282)	213 (n=92)	0.745
% Female enrollment	47.7% (n=280)	47.9% (n=91)	0.853
% Male enrollment	51.1% (n=280)	51.8% (n=91)	0.544
% "Gender X" enrollment	1.2% (n=280)	0.4% (n=91)	0.002
% American Indian/Alaska Native enrollment	3.1% (n=280)	2.3% (n=91)	0.499
% Asian enrollment	8.1% (n=280)	1.6% (n=91)	0.000
% Black/African American enrollment	4.6% (n=280)	1.1% (n=91)	0.000
% Hispanic/Latino enrollment	24.8% (n=280)	30.1% (n=91)	0.039
% Native Hawaiian/Pacific Islander enrollment	1.4% (n=280)	0.6% (n=91)	0.045
% Two or more race enrollment	8.8% (n=280)	7.1% (n=91)	0.057
% White enrollment	49.2% (n=280)	57.2% (n=91)	0.005
% English language learner enrollment	10.0% (n=280)	9.0% (n=91)	0.488
% Highly capable	7.3% (n=280)	5.9% (n=91)	0.179
% Homeless enrollment	4.8% (n=280)	4.0% (n=91)	0.323
% Low-income enrollment	45.3% (n=280)	51.1% (n=91)	0.017
% Migrant enrollment	2.0% (n=280)	4.4% (n=91)	0.008
% Military parent enrollment	1.8% (n=280)	1.7% (n=91)	0.800
% Highly mobile enrollment	2.5% (n=280)	2.1% (n=91)	0.412
% Section 504 enrollment	8.7% (n=280)	7.4% (n=91)	0.087
% Disabilities enrollment	16.0% (n=280)	13.9% (n=91)	0.046
% On-time Graduation	83.5% (n=234)	82.7% (n=79)	0.660

Student-level Non-Completion Bias

Methods

Some students complete the full survey during the allotted time and others do not. In this section, student-level survey completion was defined and categorized as:

- “Non-completers” – did not answer the last question on the survey about honesty.
- “Completers” – answered the last question on the survey about honesty.

To assess differences between survey non-completers to completers, we used Poisson regression to compute prevalence ratios. A difference was considered statistically significant if the p-value was less than 0.05. *Caution should be used interpreting these individual values due to the volume of comparisons run and the fact that some of these may be significant due to chance.*

We compared students based on questions assessing personal characteristics according to their completion status by grade. The characteristics for student-level comparisons include:

- School factors
 - Low self-report grades (mostly getting Cs, Ds or Fs at school)
 - Feeling safe at school (“definitely no” or “mostly no”)
- Indicators of low socioeconomic status
 - Mother not completing high school
 - Family can’t afford housing
 - Food insecurity (family cutting meal size or skipping meals in past 12 months due of lack of money)
 - No dental visit for a check-up in the past year
- Behavioral factors
 - Past 30-day e-cigarette/vape use
 - Past 30-day marijuana use
 - Past 30-day alcohol drinking
- Demographics
 - Non-English language spoken at home
 - Migrant status
 - Disability status
 - Race and ethnicity

Results

Survey Non-completion for State Sample

Between 14% and 19% of students by grade did not complete the last question on the survey.

Survey completion by grade for state sample schools, 2025

Grade	n	Survey Non-Completion %	Survey Completion %
6	8,261	14.0%	86.0%
8	7,993	18.5%	81.5%
10	6,732	17.7%	82.3%
12	4,257	17.9%	82.1%

The table below displays prevalence ratios for respondent characteristics among non-completers compared to completers. Of the 75 comparison tests conducted, 50 showed statistically significant differences. Overall, the volume of significant tests indicates that students who completed the survey are different from students who did not complete the survey for the characteristics assessed.

Comparing students from state sample schools, survey non-completers were more likely than completers to report:

- Lower self-report grades in school (grades 6, 8, 10, and 12) and feeling unsafe at school (grade 8).
- Mother didn't graduate high school (grades 8, 10, and 12), Family can't afford housing (grades 8 and 10), food insecurity (grades 8, 10, and 12), no dental visits in past year (grade 8)
- Past 30-day e-cigarette use/vaping (grades 8, 10, and 12), marijuana use (grades 6, 8, and 12) and alcohol drinking (grades 6, 8, and 10).
- Non-English language spoken at home (grades 6, 8 and 10).
- Being a migrant student (grade 6, 8, 10, and 12)
- Having a disability (grades 8, 10, and 12)
- Being American Indian/Alaska Native (grades 6 and 12), being Black/African American (grades 6, 8, 10, and 12), being Middle Eastern/North African (6 and 12), being Native Hawaiian or Other Pacific Islander (grades 6, 8, and 10), being Hispanic (grades 8, 10, and 12), and being multiracial (grade 12)

Comparing students from state sample schools, survey non-completers were less likely than completers to report:

- Being Asian (grades 8 and 10)
- Being White (grades 6, 8, 10, and 12).

Prevalence ratios for student characteristics by completion in the state sample, 2025

State Non-completers Compared to Completers by Grade

Characteristics	Grade 6 PR (95% CI)	Grade 8 PR (95% CI)	Grade 10 PR (95% CI)	Grade 12 PR (95% CI)
Lower grades in school (C's, D's, F's)	1.5* (±0.40)	2.7* (±0.64)	2.1* (±0.47)	1.6* (±0.42)
Feeling unsafe at school	1.1 (±0.31)	1.3* (±0.30)	1.2 (±0.35)	1.2 (±0.40)
Mother didn't graduate high school	na	2.0* (±0.81)	1.7* (±0.63)	1.5* (±0.54)
Family can't afford housing	na	1.8* (±0.68)	1.7* (±0.54)	1.2 (±0.48)
Food insecurity	na	1.6* (±0.36)	1.6* (±0.38)	1.4* (±0.36)
No dental visit in last year	na	1.7* (±0.44)	1.1 (±0.28)	1.2 (±0.45)
Current e-cig/vape use	1.4 (±0.82)	1.8* (±0.58)	1.6* (±0.52)	1.5* (±0.48)
Current marijuana use	2.5* (±1.83)	2.4* (±0.79)	1.4 (±0.57)	1.9* (±0.45)
Current alcohol drinking	1.9* (±0.86)	1.4* (±0.44)	1.5* (±0.44)	1.1 (±0.38)
Non-English spoken at home	1.3* (±0.27)	1.3* (±0.36)	1.2 (±0.38)	1.3* (±0.42)
Migrant	1.6* (±0.35)	2.1* (±0.52)	1.7* (±0.46)	1.9* (±0.53)
Disability	na	1.2* (±0.22)	1.3* (±0.19)	1.3* (±0.17)
American Indian/Alaska Native AOIC*	1.4* (±0.35)	1.3 (±0.45)	1.1 (±0.33)	1.3* (±0.41)
Asian AOIC*	0.8 (±0.25)	0.4* (±0.21)	0.6* (±0.19)	0.9 (±0.25)
Black/African American AOIC*	1.5* (±0.36)	1.4* (±0.46)	1.6* (±0.33)	1.5* (±0.54)
Middle Eastern/North African AOIC*	2.1* (±1.24)	0.8 (±0.44)	1.0 (±0.43)	2.7* (±1.35)
Pacific Islander AOIC*	1.5* (±0.49)	1.6* (±0.56)	1.5* (±0.53)	1.5 (±0.77)
Hispanic AOIC*	1.1 (±0.30)	2.0* (±0.68)	1.4* (±0.44)	1.5* (±0.56)
White AOIC*	0.7* (±0.13)	0.6* (±0.18)	0.8* (±0.21)	0.7* (±0.22)

Characteristics	Grade 6 PR (95% CI)	Grade 8 PR (95% CI)	Grade 10 PR (95% CI)	Grade 12 PR (95% CI)
Multiracial	1.1 (±0.20)	1.0 (±0.17)	1.1 (±0.15)	1.3* (±0.24)

PR: prevalence ratio; 95% CI: 95% confidence interval; bolded red values with an asterisk * are statistically significant at the $p < 0.05$ level. A Prevalence ratio greater than 1 indicates that the characteristic is more common among students who did not complete the survey.

AOIC – Race/ethnic groups are reported for students who indicated they are of that particular race or ethnicity, either alone or in combination with another. An additional race category is also displayed that combines students who selected more than one group are reported as “more than one race/ethnicity marked”.

Survey Non-completion in Census Schools

Between 13% and 20% of students did not complete the last question on the survey.

Survey completion by grade for census schools, 2025

Grade	n	Survey Non-Completion %	Survey Completion %
6	58,828	13.4%	86.6%
8	55,105	19.9%	80.1%
10	47,851	16.7%	83.3%
12	30,742	16.7%	83.3%

The table below displays prevalence ratios for respondent characteristics among non-completers compared to completers. Of the 75 comparison tests conducted, 62 showed statistically significant differences. Overall, the volume of significant tests indicates that students who completed the survey are different from students who did not complete the survey for the characteristics assessed.

Comparing students from census schools, survey non-completers were more likely than completers to report:

- Lower self-report grades in school (grades 6, 8, 10, and 12) and feeling unsafe at school (grades 6, 8, 10 and 12)
- Mother didn’t graduate high school (grades 8, 10 and 12), Family can’t afford housing (grades 8, 10 and 12), food insecurity (grades 8, 10, and 12), no dental visits in past year (grades 8, 10, and 12)
- Past 30-day e-cigarette/vape use (grades 8, 10, and 12), marijuana use (grades 6, 8, 10, and 12) and alcohol drinking (grades 8, 10, and 12)
- Non-English language spoken at home (grades 6, 8, 10, and 12).
- Being a migrant student (grade 6, 8, 10, and 12)
- Having a disability (grades 8, 10, and 12)
- Being American Indian/Alaska Native (grades 6, 8 and 10), Black/African American (grades 6, 8, 10, and 12), Hispanic (grades 6, 8, 10, and 12), Native Hawaiian/Pacific

Islander (grades 6, 8, 10, and 12), being Middle Eastern or North African (grades 8, 10, or 12), or being multiracial (grade 12)

- Being American Indian/Alaska Native (grades 6, 8, and 10), being Black/African American (grades 6, 8, 10, and 12), being Middle Eastern/North African (6, 10, and 12), being Native Hawaiian or Other Pacific Islander (grades 6, 8, 10, and 12), being Hispanic (grades 6, 8, 10, and 12), and being multiracial (grade 6)

Comparing students from census schools, survey non-completers were less likely than completers to report:

- Being Asian (grades 6, 8, 10, and 12),
- Being White (grades 6, 8, 10, and 12).

Prevalence ratios for student characteristics by completion in the census schools, 2025

Census Non-completers Compared to Completers by Grade

Variable	Grade 6 PR (95% CI)	Grade 8 PR (95% CI)	Grade 10 PR (95% CI)	Grade 12 PR (95% CI)
Lower grades in school (C's, D's, F's)	1.8* (±0.17)	2.0* (±0.19)	1.8* (±0.18)	1.6* (±0.17)
Feeling unsafe at school	1.2* (±0.12)	1.2* (±0.10)	1.2* (±0.13)	1.2* (±0.16)
Mother didn't graduate high school	na	1.8* (±0.24)	1.7* (±0.22)	1.4* (±0.17)
Family can't afford housing	na	1.5* (±0.22)	1.5* (±0.19)	1.6* (±0.25)
Food insecurity	na	1.5* (±0.14)	1.5* (±0.15)	1.4* (±0.14)
No dental visit in last year	na	1.7* (±0.18)	1.5* (±0.17)	1.3* (±0.18)
Current e-cig/vape use	1.1 (±0.29)	1.4* (±0.23)	1.6* (±0.24)	1.6* (±0.22)
Current marijuana use	1.9* (±0.64)	1.8* (±0.29)	1.6* (±0.24)	1.6* (±0.21)
Current alcohol drinking	1.2 (±0.28)	1.3* (±0.20)	1.4* (±0.15)	1.2* (±0.15)
Non-English spoken at home	1.3* (±0.15)	1.3* (±0.13)	1.4* (±0.15)	1.3* (±0.13)
Migrant	1.6* (±0.13)	1.8* (±0.15)	1.8* (±0.16)	1.8* (±0.19)
Disability	na	1.2* (±0.07)	1.1* (±0.07)	1.1* (±0.07)
American Indian/Alaska Native AOIC*	1.2* (±0.13)	1.3* (±0.15)	1.2* (±0.16)	1.1 (±0.19)
Asian AOIC*	0.6* (±0.08)	0.6* (±0.08)	0.7* (±0.10)	0.8* (±0.11)

Variable	Grade 6 PR (95% CI)	Grade 8 PR (95% CI)	Grade 10 PR (95% CI)	Grade 12 PR (95% CI)
Black/African American AOIC*	1.6* (±0.20)	1.5* (±0.16)	1.6* (±0.18)	1.7* (±0.21)
Middle Eastern/North African AOIC*	1.5* (±0.35)	1.0 (±0.21)	1.3* (±0.26)	2.0* (±0.52)
Pacific Islander AOIC*	1.4* (±0.23)	1.4* (±0.19)	1.4* (±0.19)	1.4* (±0.25)
Hispanic AOIC*	1.5* (±0.22)	1.6* (±0.22)	1.5* (±0.16)	1.4* (±0.17)
White AOIC*	0.7* (±0.08)	0.6* (±0.07)	0.7* (±0.07)	0.6* (±0.06)
Multiracial	1.1* (±0.08)	1.0 (±0.06)	1.0 (±0.07)	1.0 (±0.09)

PR: prevalence; 95% CI: 95% confidence interval; bolded red values with an asterisk * are statistically significant at the p <0.05 level. A prevalence ratio greater than 1 indicates that the characteristic is more common among students who did not complete the survey.

AOIC – Race/ethnic groups are reported for students who indicated they are of that particular race or ethnicity, either alone or in combination with another. An additional race category is also displayed that combines students who selected more than one group are reported as “more than one race/ethnicity marked”.

Appendix A: Survey Non-Completion

The analysis of student-level characteristics showed survey non-completion as a potential source of bias among schools in the state sample. The analysis showed that students who finished the survey are different in some respects from students who stopped earlier in the survey. If the students differ characteristics that influence how they would answer certain survey questions, then results derived from those questions might not accurately reflect the full population.

An important consideration for determining the potential impact of non-completion bias is what percentage of students did not complete the survey. For each administration of HYS, the Healthy Youth Survey Planning Committee tries to adjust the length of the survey questionnaires so that non-completion rates remain under 15%.

Numbers and Types of Survey Questions

The Elementary survey included 94 “core” questions that were asked of all students and twelve questions that used display logic, described as “core if” because they were core questions but only asked “if” a student answered in a specific way. The Elementary survey was organized in blocks. The first block on the Elementary survey included demographic questions and the last block included a question on honesty. The other blocks were randomized so that students received the blocks in random order.

The Secondary survey employed a Core/Bank model where only a subset of “core” questions was asked of all students. The remaining “bank” questions were randomized so that each student received about half of the questions. The Secondary survey was organized in blocks. The first block included demographic questions, and the last block included a question on honesty. The other blocks were randomized so that students received the blocks in random order. Within both the core and bank question blocks, there was display logic as well.

Number of questions* by survey form, 2025

Survey Form	Core Questions	Core If Questions	Bank Questions	Bank If Questions	Exempt/Optional Questions	Total Questions
Elementary	94	12	0	0	1	106
Secondary	51	12	163	18	4 bank, 3 bank if	245

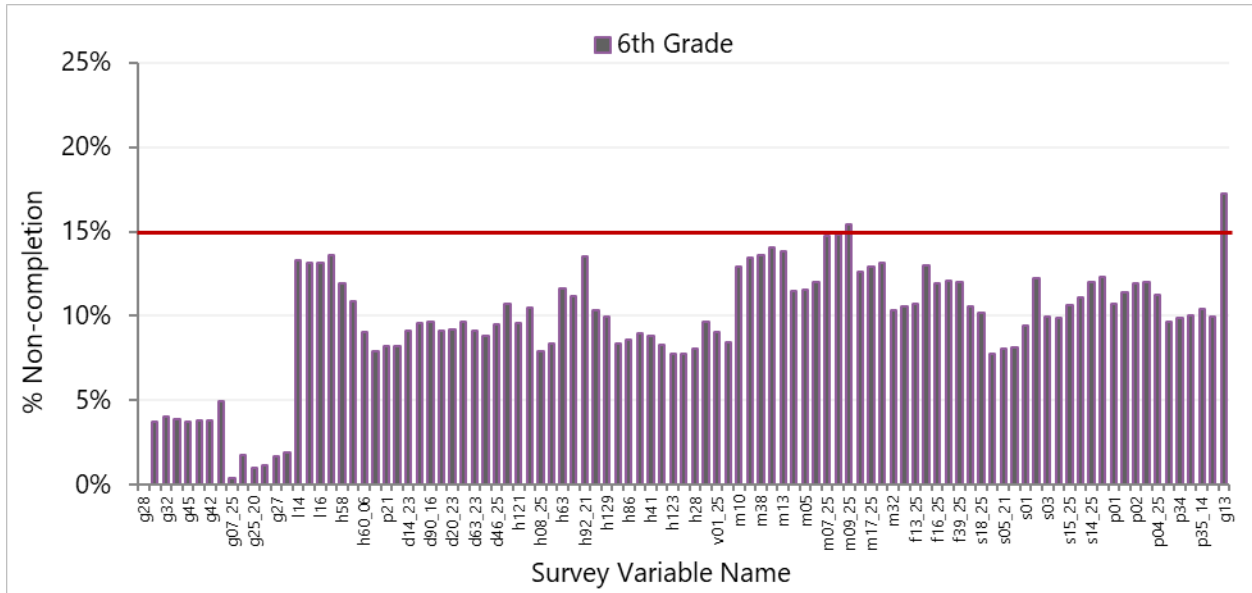
The number of total questions a Secondary student received varied according to the randomized question blocks they received and depending on how they answered questions with display logic. For the Secondary survey, we can estimate that they should have received most of the 63 core questions and about half of the 171 bank question for a total of roughly 149 questions.

Survey Non-completion Estimates

Since all of the questions on the Elementary survey were “core” or “core if”, we can look at the rate of non-completion for each individual survey question by dividing the number of number of responses to a question by the total N (8,590) in the state sample. The overall rate for non-

completion for most questions on the Elementary survey was under 15%. Non-completion rates over 15% were found for 2 of the 99 questions for 6th grade that were tested.

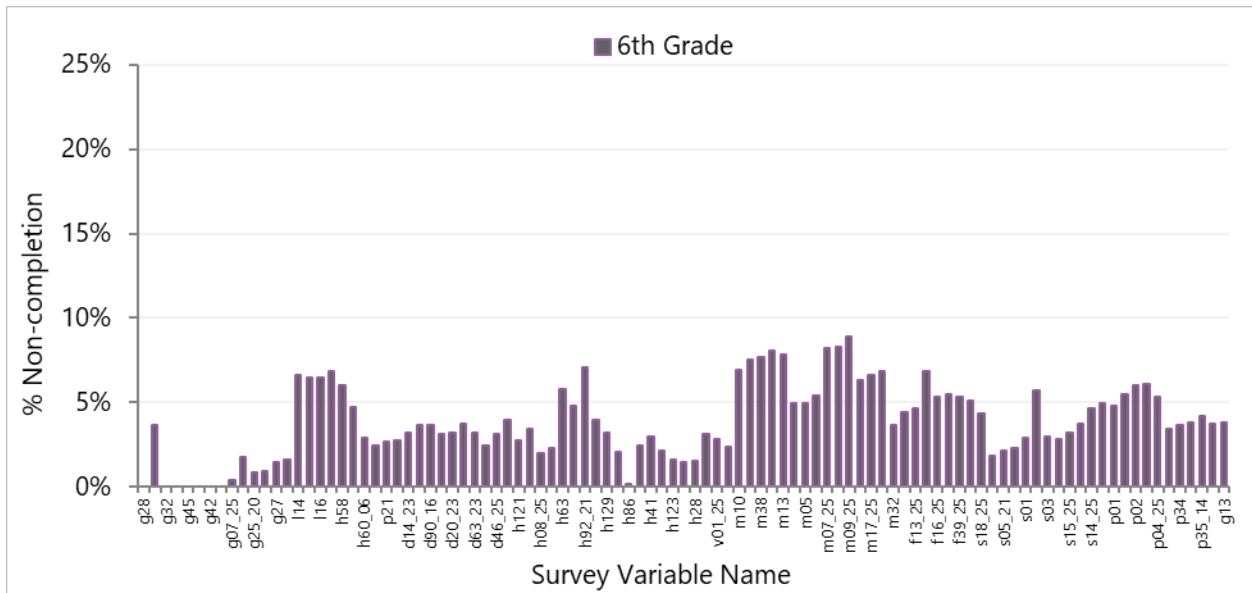
Elementary survey* non-completion for the state sample, 2025



*One Elementary survey question on gender identity (g44) was optional for schools and not included in the chart.

The 2025 survey data included a designation for questions that were seen by students but skipped. On the Elementary survey, non-completion due to skipping a question ranged from 0% to 9% for 6th grade.

Elementary survey* students who skipped the question for the state sample, 2025

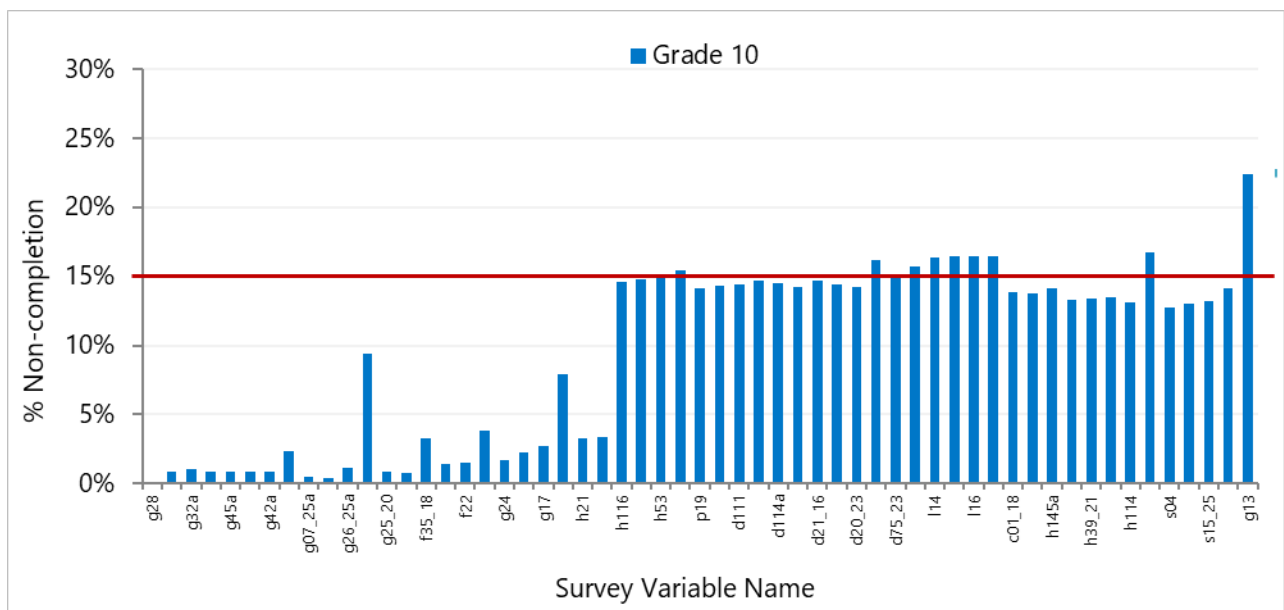
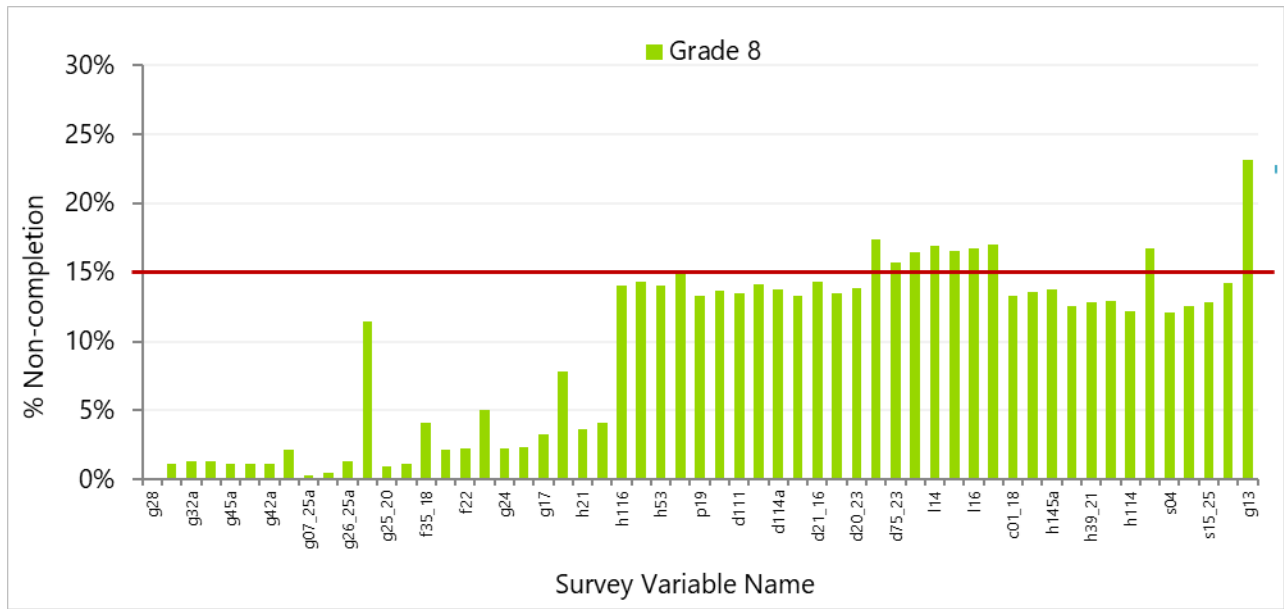


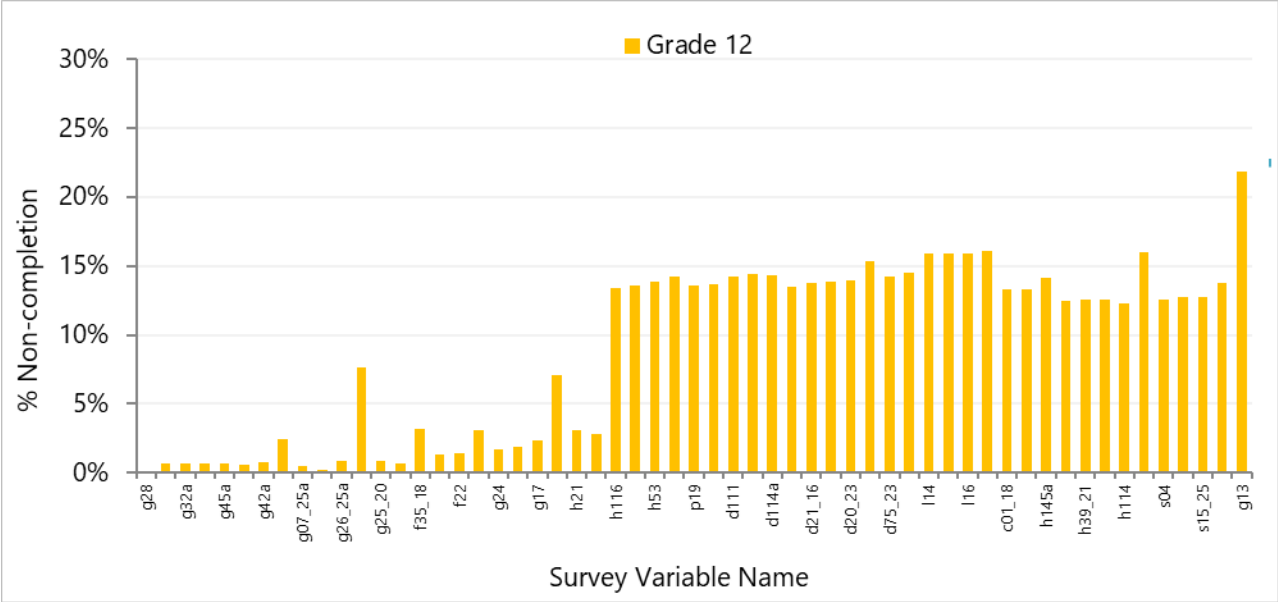
*One Elementary survey question on gender identity (g44) was optional for schools and not included in the chart.

For the Secondary survey we can use this same method to look at non-completion for the 57 “core” or “core if” questions. We calculated the rate of non-completion for each individual survey question by dividing the number of respondents to a question by the total N for each grade (8,148 for 8th grade, 7,141 for 10th grade, and 4,471 for 12th grade) in the state sample. Non-completion rates over 15% were found for the questions tested:

- 10 of the 57 core questions for 8th grade
- 10 of the 57 core questions for 10th grade
- 7 of the 57 core questions for 12th grade

Secondary survey core/core if* question non-completion for the state sample, 2025



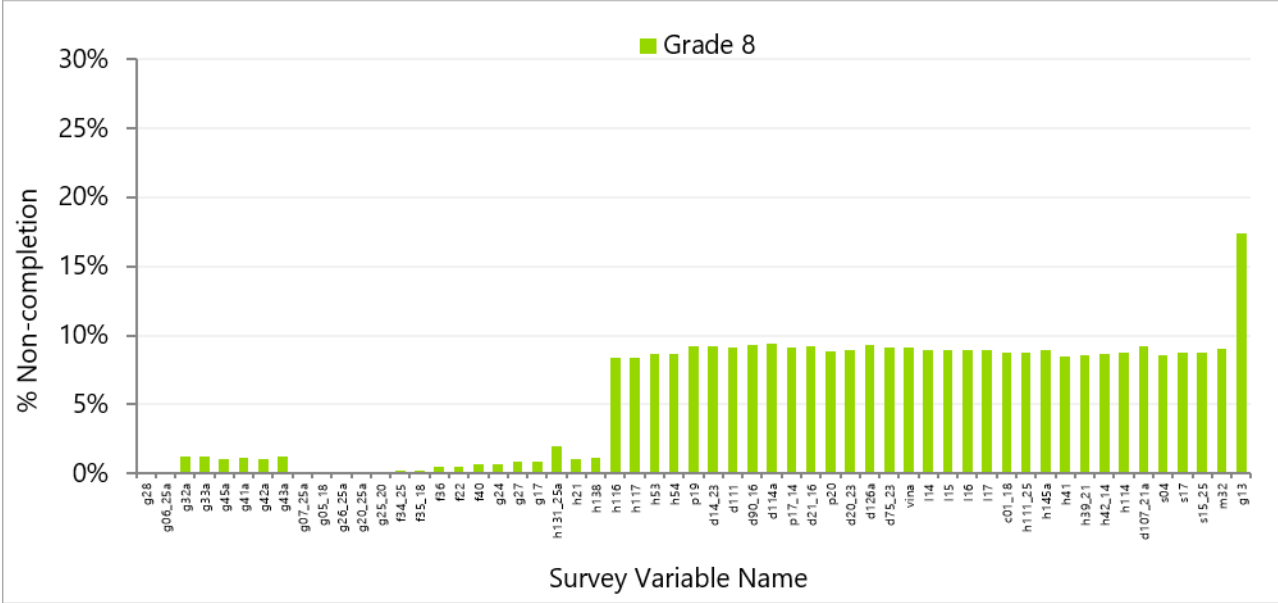


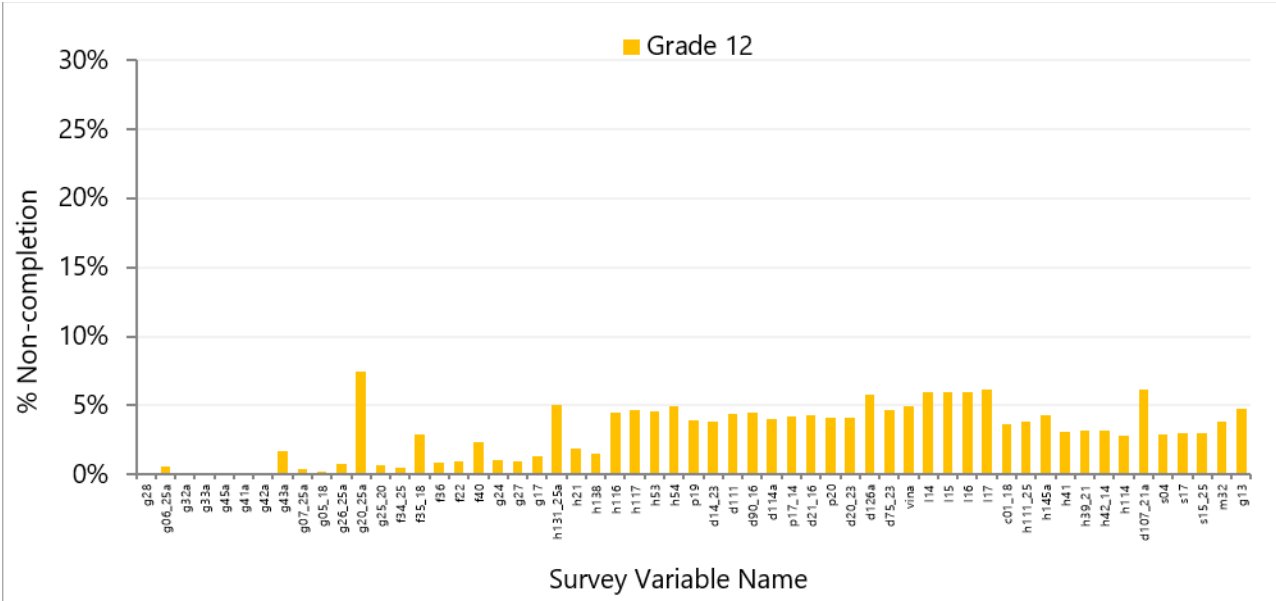
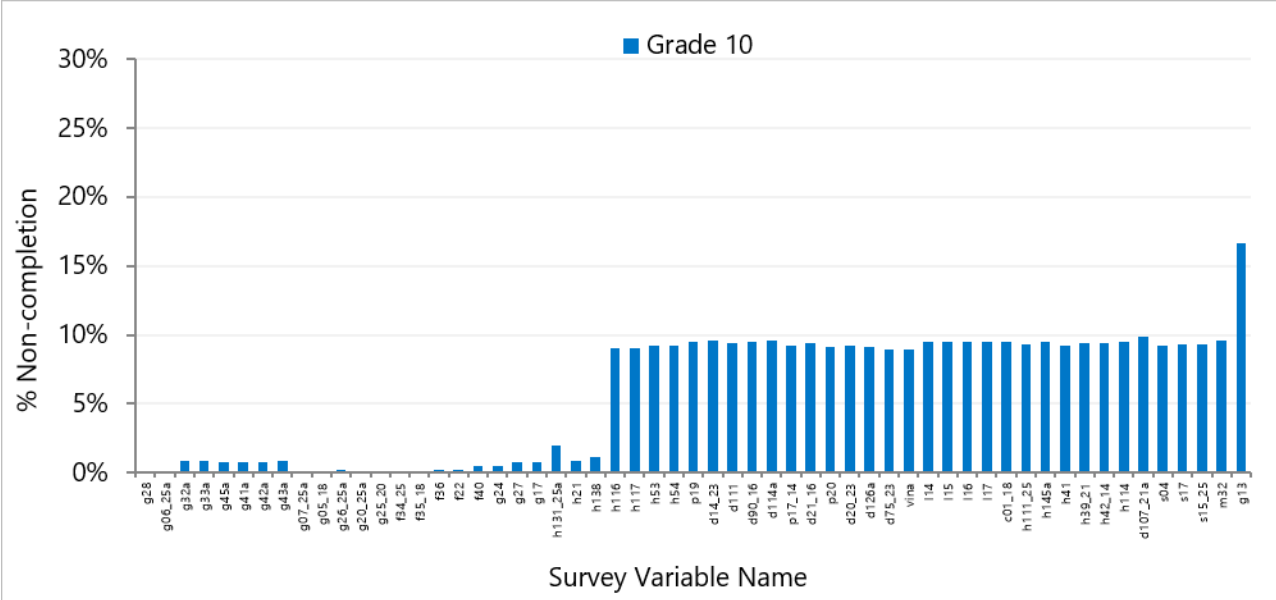
*Core questions were asked of all secondary students. Core if questions were “back filled” with “no” responses if students responded “no” to the gate question.

For the Secondary core questions, non-completion due to skipping a question ranged from:

- 0% to 11% for 8th grade
- 0% to 9% for 10th grade
- 0% to 7% for 12th grade

Secondary core survey* students who skipped the question for the state sample, 2025





*Core questions were asked of all secondary students. Core if questions were “back filled” with “no” responses if students responded “no” to the gate question.

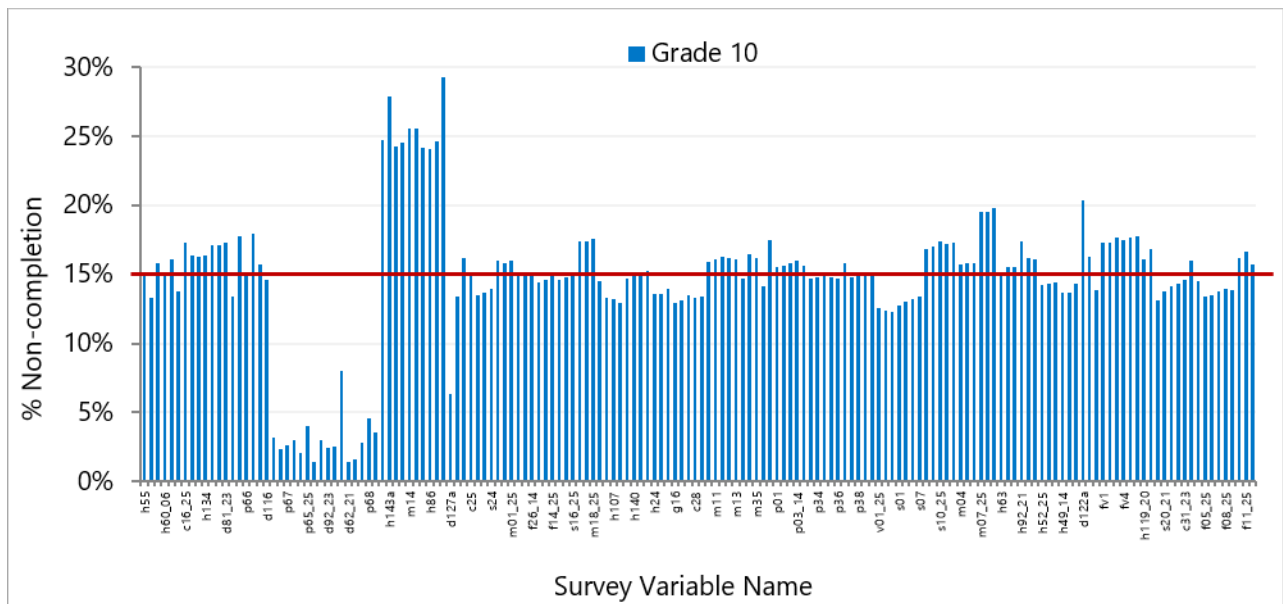
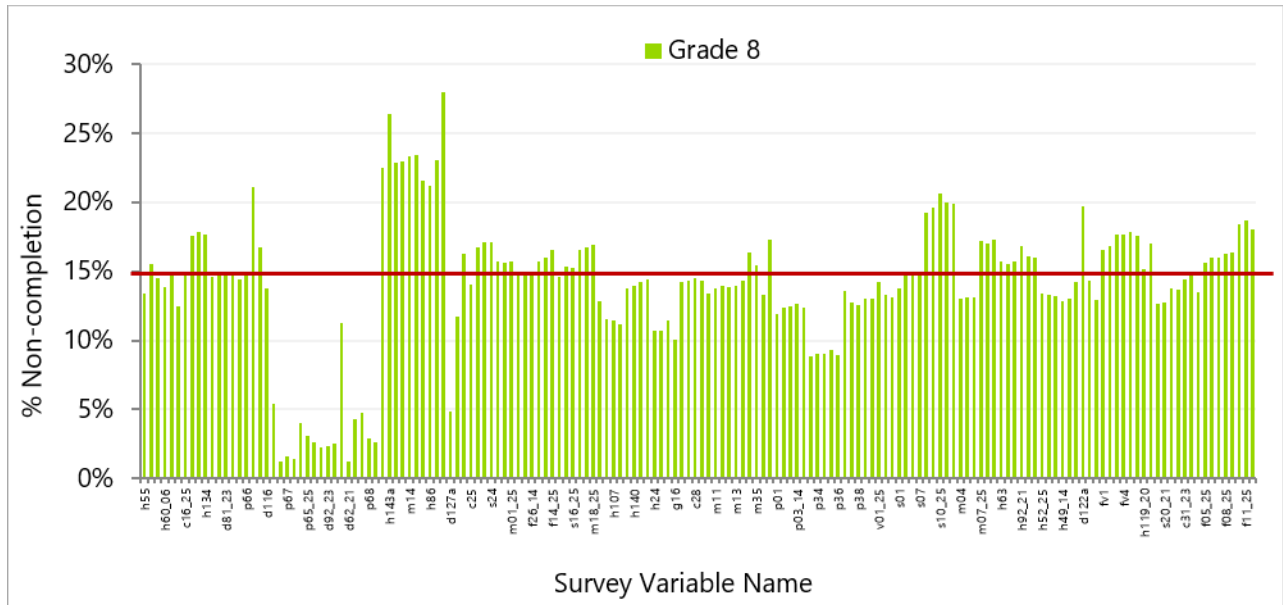
We also tried to look at the non-completion rates for the 189 “bank” and “bank if” questions on the Secondary survey. Due to randomization, we don’t know the actual number of students who received each question, but we can estimate that about half of the students received them. We calculated the rate of non-completion for each individual survey question by dividing the number of responses to a question by half of the total N for each grade (4,074 for 8th grade, 3,553 for 10th grade, and 2,080 for 12th grade) in the state sample. Non-completion rates over 15% were found for the questions tested:

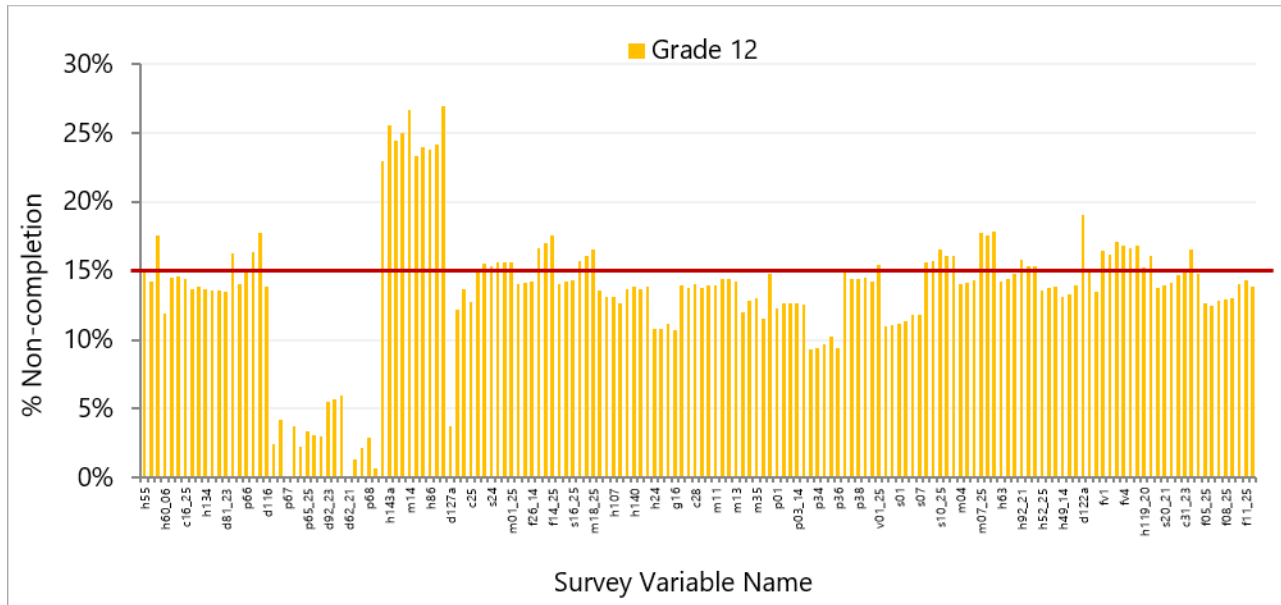
- 82 of the 164 bank questions for 8th grade

- 102 of the 164 core questions for 10th grade
- 60 of the 164 core questions for 12th grade

Non-completion of the bank/bank if questions appear to be higher than for the core/core if questions, but that could partially be due to an uneven distribution of the question blocks. Also, most of the demographic questions that are included in the first part of the survey are core/core if, so students were more likely to answer those questions.

Secondary survey bank/bank if* question non-completion for the state sample, 2025



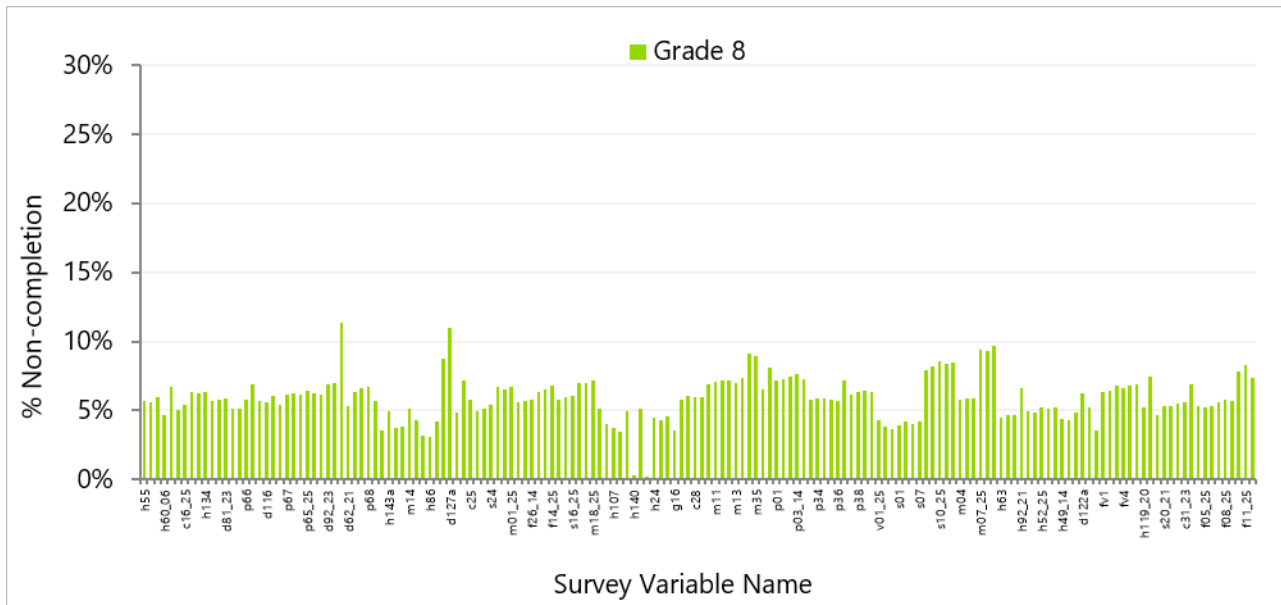


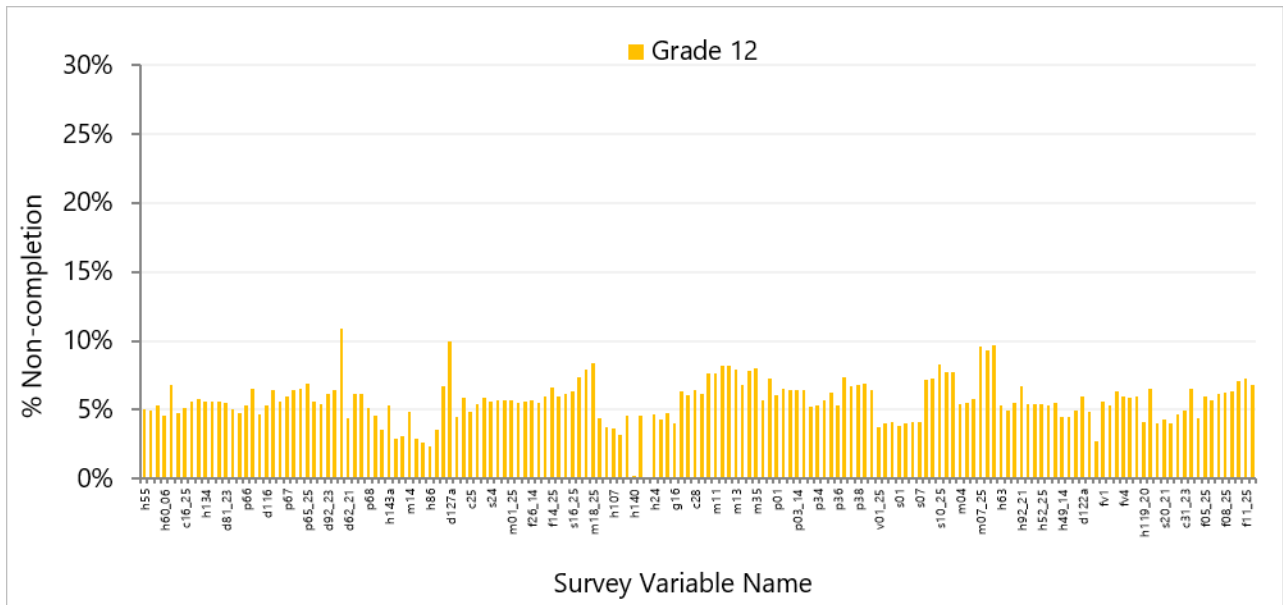
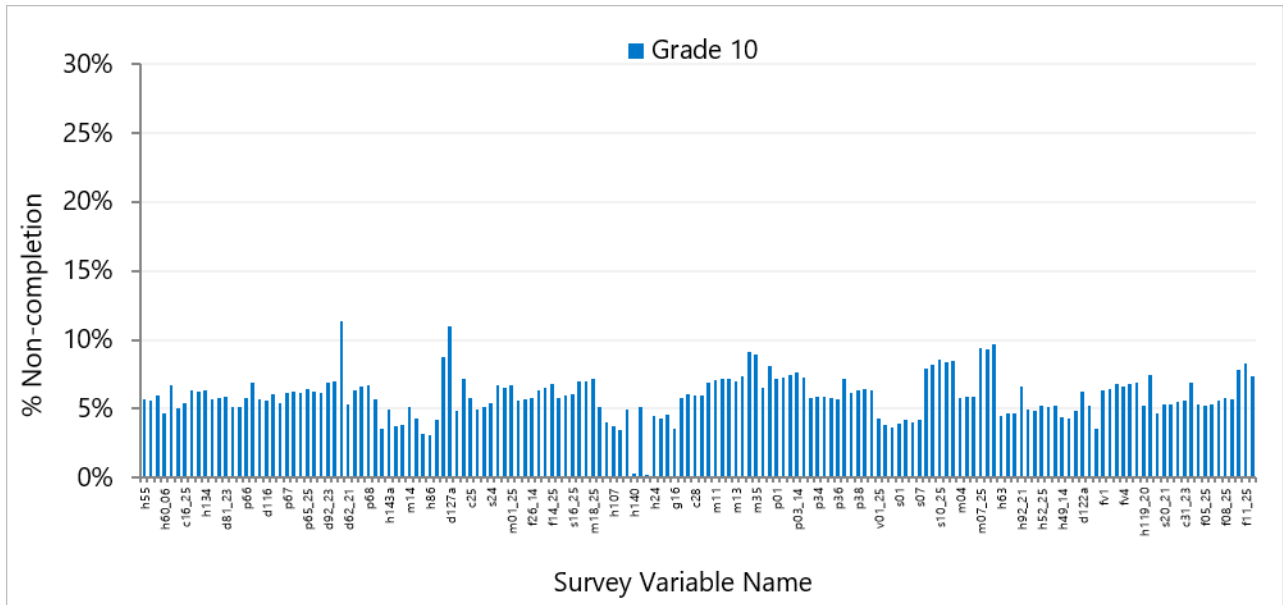
*Bank questions were asked of approximately half of secondary students. Bank if questions were “back filled” with “no” responses if students responded “no” to the gate question. Questions that were back filled based on core gate questions were not included. The sexual behavior and sexual violence questions that schools could request exemptions for were not included in the chart.

For the Secondary bank questions, non-completion due to skipping a question ranged from:

- 0% to 14% for 8th grade
- 0% to 11% for 10th grade
- 0% to 11% for 12th grade

Secondary bank survey* students who skipped the question for the state sample, 2025





*Bank questions were asked of approximately half of secondary students. Bank if questions were “back filled” with “no” responses if students responded “no” to the gate question. Questions that were back filled based on core gate questions were not included. The sexual behavior and sexual violence questions that schools could request exemptions for were not included in the chart.