

2023 Evalumetrics Youth Survey
Geneva City Schools



Evalumetrics Youth Survey (Risk and Protective Factor Survey) 2023

Geneva Schools Preliminary Report Fall 2023

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This Preliminary Report provides tabular results from the 2023 Evalumetrics Youth Survey (EYS). Additional analyses will be completed and detailed reports will be prepared.

Background

Finger Lakes Community Schools evolved with a mission to *support the development of culturally responsive, trauma-informed community schools that have the capacity to deliver a continuum of evidence-based and restorative practices organized using multi-tiered systems of supports*. Strategic planning, driven by timely information and data, provide the basis for developing and evaluating strategies to address this mission. Community Schools utilizes the Collaboration-ARCH model as the basis for logic models to quantify issues, examine underlying or root causes, and develop and evaluate interventions. ARCH stands for **A**ttachment, **R**egulation of self, **C**ompetency, and **H**ealth.

The Evalumetrics Youth Survey (EYS) has been conducted in schools throughout the Finger Lakes and Southern Tier in every odd-numbered year since 2013. The EYS is based on the Risk and Protective Factor Model developed at the University of Washington by J. David Hawkins, Richard Catalano, and Janet Miller. The EYS asks students about several critical health risk behaviors such as substance use, violence, and depression. The EYS includes questions about students' attitudes toward and **A**ttachment to school, family, and community. EYS measures of **R**egulation of Self include factor scales for impulsiveness, sensation seeking, and numerous questions related to risk behaviors. **C**ompetency is represented by a self-efficacy scale and individual items about perceived abilities. EYS provides some insight into students' **H**ealth by recording information about exercise, diet, and dental health as well as self-reported behavioral health issues such as depressions, self-injury and suicide ideation.

The 2023 EYS also includes measures of students' social emotional distress (SED), Adverse Childhood Experiences (ACE), and other underlying factors that predict the need for services at all levels of the Multi-Tiered Systems of Support model.

This report is a summary of tabular results for variables of greatest overall interest. Over the coming months, additional reports and research briefs will be prepared to address specific topics of concern to school and community-based organizations.

This report provides tabular results for **Geneva** schools.

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Method

The EYS was conducted online on a web-based platform that was accessed by students clicking on a URL address provided by the school. Surveys were completed in school with adult supervision. Basic demographic information was collected including grade, age, gender, and race. No individual identifying information was collected. Parents were notified of the surveys prior to implementation and were instructed on how to “opt out” if, for any reason, they preferred not to have their child participate. Unless parents opted out, students were asked to complete the survey (i.e., passive consent). At the start of the survey, students were informed that participation was voluntary, and they could elect not to take the survey or to skip any questions that they did not want to answer. This information is repeated on the first survey page.

Surveys that were incomplete or met other criteria, (e.g., same answer to all questions, suspect answer patterns) were culled from the final database.

It should be noted that some results tables exclude results for 6th grade. Some items were not asked of 6th graders based on age-appropriate nature or comprehension.

| Geneva EYS 2023 | Grade | | | | | | Total |
|--------------------------|-----------|-----------|------------|------------|------------|-----------|------------|
| | 6 | 8 | 9 | 10 | 11 | 12 | |
| Female | 26 | 33 | 51 | 59 | 46 | 21 | 236 |
| Male | 23 | 45 | 51 | 33 | 54 | 75 | 281 |
| Other | 1 | 1 | 2 | 6 | 0 | 1 | 11 |
| Prefer Not to Say | 3 | 5 | 3 | 6 | 1 | 1 | 19 |
| Total | 53 | 84 | 107 | 104 | 101 | 98 | 547 |

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Risk and Protective Factors

The Risk and Protective Factor Model was developed at the University of Washington by J. David Hawkins, Richard Catalano, and Janet Miller. The model was developed by reviewing two decades of research that identified a link between certain risk factors and several problem behaviors and between protective factors and avoidance of problem behaviors. A major strength of this model is that by implementing strategies to reduce factors that predict one problem, (e.g., alcohol and other drug abuse), communities will likely reduce other negative behaviors, such as violence, delinquency, teen-pregnancy, gambling, and dropping out of school. Similarly, increasing protective factors will reduce problem behavior and mitigate the negative impact of environmental variables such as childhood trauma or other social emotional stress.

While student reported prevalence of some problem behaviors, such as substance use, might be low when compared to prevalence of risk factors, it should be noted that risk factors are often predictors of future behavior. For example, many students in 6th grade score at a risk level for Lack of Perceived Risk of Drug Use yet reported use of drugs by 6th graders is exceedingly rare¹.

Factors are represented by scales consisting of several items. The items included in each scale are listed in the EYS Data Dictionary in Attachment I. Factor raw scores are converted to statistical standard scores (z scores) using population means and standard deviations from a benchmark sample of 25,000 students from 29 schools in the Finger Lakes region in 2000. Risk factors standard scores above 1.0 are considered at risk. Protective factor scores below -1.0 represent risk from lack of protection.

The proportions of students in 6th, 8th, 10th, and 12th grade in **Geneva** schools that scored at or above the risk level for each risk or protective factor are shown below. The second column provides the 2023 prevalence figures for Ontario County schools combined for comparison. Geneva was unique in that students in grades 9 and 11 also completed the EYS. The results are also presented but there is no comparable countywide results.

¹ *The survey does not measure all risk or protective factors. For example, poverty is a significant risk factor.*

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| EYS 2023 Geneva 6th Grade | Geneva | Ontario County |
|--|------------|-------------------|
| | 2023 53 | 2023 349 |
| Lack Opportunities for Prosocial Involvement in the Community (P1-C) | 25.0% | 34.4% |
| Impulsiveness (R16-PI) | 20.0% | 16.5% |
| Community Disorganization (R2-C) | 16.7% | 8.1% |
| Sensation Seeking (R22-PI) | 15.0% | 21.5% |
| Lack Opportunities for Prosocial Involvement in School (P6-S) | 13.3% | 14.2% |
| Favorable Attitudes Toward Antisocial Behavior (R18-PI) | 11.7% | 6.7% |
| Lack Opportunities for Prosocial Involvement in Family(P4-F) | 11.7% | 7.8% |
| Lack Perceived Risks of Drug Use (P8-PI) | 11.7% | 14.8% |
| Low Neighborhood Attachment (R1-C) | 10.0% | 8.9% |
| Lack Attachment to Family (P3-F) | 10.0% | 7.0% |
| Personal Transitions/Mobility (R3-C) | 8.3% | 7.8% |
| Family History of Antisocial Behavior (R9-F) | 8.3% | 6.7% |
| Family Conflict (R8-F) | 6.7% | 7.5% |
| Antisocial Behavior (R17-PI) | 6.7% | 2.5% |
| Rewards for Antisocial Involvement (R23-PI) | 6.7% | 3.4% |
| Lack Attachment to School | 6.7% | 8.7% |
| Little Commitment to School (R13-S) | 5.0% | 5.6% |
| Rebelliousness (R14-PI) | 5.0% | 8.1% |
| Lack Rewards for Prosocial Behavior in the Community (P2-C) | 5.0% | 4.5% |
| Lack of Family Supervision and Rules (R6-F) | 3.3% | 5.0% |
| Favorable Attitudes Toward Drug Use (R19-PI) | 3.3% | 1.1% |
| Lack Rewards for Prosocial Involvement in Family (P5-F) | 3.3% | 4.2% |
| Lack Social Skills (P10-PI) | 3.3% | 5.9% |
| Poor Family Discipline (R7-F) | 1.7% | 14.0% |
| Parental Attitudes Favorable to Drug Use (R10-F) | 1.7% | 1.1% |
| Parental Attitudes Favorable to Antisocial Behavior (R11-F) | 1.7% | 1.4% |
| Lack Rewards for Prosocial Involvement in School(P7-S) | 1.7% | 8.7% |

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| EYS 2023 Geneva 8th Grade | Geneva | Ontario County |
|--|--------|-------------------|
| | 2023 | 2023 |
| | 84 | 738 |
| Lack Opportunities for Prosocial Involvement in the Community (P1-C) | 60.7% | 43.5% |
| Community Disorganization (R2-C) | 29.8% | 10.0% |
| Sensation Seeking (R22-PI) | 27.4% | 19.8% |
| Impulsiveness (R16-PI) | 26.2% | 18.6% |
| Favorable Attitudes Toward Antisocial Behavior (R18-PI) | 22.6% | 10.3% |
| Lack Opportunities for Prosocial Involvement in School (P6-S) | 21.4% | 12.0% |
| Family History of Antisocial Behavior (R9-F) | 20.2% | 12.1% |
| Low Neighborhood Attachment (R1-C) | 16.7% | 15.5% |
| Lack Attachment to Family (P3-F) | 16.7% | 10.5% |
| Lack Rewards for Prosocial Involvement in Family (P5-F) | 16.7% | 8.0% |
| Lack Opportunities for Prosocial Involvement in Family(P4-F) | 15.5% | 11.5% |
| Lack Rewards for Prosocial Involvement in School(P7-S) | 15.5% | 11.7% |
| Lack Perceived Risks of Drug Use (P8-PI) | 15.5% | 9.9% |
| Family Conflict (R8-F) | 14.3% | 10.4% |
| Poor Family Discipline (R7-F) | 11.9% | 9.2% |
| Rebelliousness (R14-PI) | 11.9% | 7.8% |
| Lack Attachment to School | 11.9% | 10.1% |
| Personal Transitions/Mobility (R3-C) | 10.7% | 8.5% |
| Laws and Norms Favorable to Drug Use (R4-C) | 9.5% | 3.2% |
| Lack a Belief in Moral Order (P11-PI) | 9.5% | 3.8% |
| Parental Attitudes Favorable to Drug Use (R10-F) | 8.3% | 4.0% |
| Parental Attitudes Favorable to Antisocial Behavior (R11-F) | 8.3% | 5.8% |
| Little Commitment to School (R13-S) | 8.3% | 10.3% |
| Lack of Family Supervision and Rules (R6-F) | 7.1% | 8.6% |
| Rewards for Antisocial Involvement (R23-PI) | 7.1% | 5.7% |
| Lack Rewards for Prosocial Behavior in the Community (P2-C) | 7.1% | 5.5% |
| Lack Social Skills (P10-PI) | 7.1% | 5.0% |
| Favorable Attitudes Toward Drug Use (R19-PI) | 6.0% | 2.6% |
| Perceived Availability of Drugs (R5-C) | 4.8% | 1.8% |
| Antisocial Behavior (R17-PI) | 4.8% | 2.7% |
| Interaction With Antisocial Peers (R20-PI) | 4.8% | 3.2% |
| Friend Use Drugs (R21-PI) | 1.2% | 1.1% |

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| EYS 2023 | Geneva |
|--|---------------|
| Geneva 9th Grade | 2023 |
| Lack Opportunities for Prosocial Involvement in the Community (P1-C) | 54.2% |
| Low Neighborhood Attachment (R1-C) | 22.4% |
| Little Commitment to School (R13-S) | 20.6% |
| Community Disorganization (R2-C) | 18.7% |
| Family History of Antisocial Behavior (R9-F) | 18.7% |
| Lack Perceived Risks of Drug Use (P8-PI) | 18.7% |
| Lack Opportunities for Prosocial Involvement in School (P6-S) | 17.8% |
| Sensation Seeking (R22-PI) | 15.9% |
| Rewards for Antisocial Involvement (R23-PI) | 15.9% |
| Lack Opportunities for Prosocial Involvement in Family(P4-F) | 15.9% |
| Impulsiveness (R16-PI) | 15.0% |
| Poor Family Discipline (R7-F) | 14.0% |
| Personal Transitions/Mobility (R3-C) | 13.1% |
| Lack Rewards for Prosocial Involvement in Family (P5-F) | 13.1% |
| Lack Attachment to Family (P3-F) | 12.1% |
| Lack Rewards for Prosocial Involvement in School(P7-S) | 12.1% |
| Lack of Family Supervision and Rules (R6-F) | 11.2% |
| Lack Rewards for Prosocial Behavior in the Community (P2-C) | 11.2% |
| Favorable Attitudes Toward Antisocial Behavior (R18-PI) | 10.3% |
| Lack Attachment to School | 10.3% |
| Laws and Norms Favorable to Drug Use (R4-C) | 8.4% |
| Lack Social Skills (P10-PI) | 8.4% |
| Rebelliousness (R14-PI) | 7.5% |
| Family Conflict (R8-F) | 6.5% |
| Parental Attitudes Favorable to Antisocial Behavior (R11-F) | 5.6% |
| Lack a Belief in Moral Order (P11-PI) | 5.6% |
| Interaction With Antisocial Peers (R20-PI) | 4.7% |
| Parental Attitudes Favorable to Drug Use (R10-F) | 3.7% |
| Perceived Availability of Drugs (R5-C) | 2.8% |
| Favorable Attitudes Toward Drug Use (R19-PI) | 2.8% |
| Antisocial Behavior (R17-PI) | 1.9% |
| Friend Use Drugs (R21-PI) | 0.0% |

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| | Ontario | |
|--|----------------|---------------|
| | Geneva | County |
| EYS 2023 | 2023 | 2023 |
| Geneva 10th Grade | 104 | 638 |
| Lack Opportunities for Prosocial Involvement in the Community (P1-C) | 54.8% | 44.9% |
| Sensation Seeking (R22-PI) | 21.2% | 20.6% |
| Low Neighborhood Attachment (R1-C) | 19.2% | 16.7% |
| Impulsiveness (R16-PI) | 19.2% | 13.6% |
| Lack Opportunities for Prosocial Involvement in School (P6-S) | 18.3% | 11.5% |
| Community Disorganization (R2-C) | 16.3% | 8.6% |
| Family History of Antisocial Behavior (R9-F) | 16.3% | 19.8% |
| Favorable Attitudes Toward Antisocial Behavior (R18-PI) | 16.3% | 11.9% |
| Little Commitment to School (R13-S) | 14.4% | 13.6% |
| Rebelliousness (R14-PI) | 13.5% | 9.5% |
| Lack Opportunities for Prosocial Involvement in Family(P4-F) | 13.5% | 9.4% |
| Lack Rewards for Prosocial Involvement in School(P7-S) | 13.5% | 12.2% |
| Lack Perceived Risks of Drug Use (P8-PI) | 12.5% | 11.2% |
| Lack Attachment to School | 12.5% | 10.8% |
| Poor Family Discipline (R7-F) | 11.5% | 6.1% |
| Lack Rewards for Prosocial Behavior in the Community (P2-C) | 11.5% | 8.0% |
| Lack Rewards for Prosocial Involvement in Family (P5-F) | 11.5% | 8.6% |
| Lack of Family Supervision and Rules (R6-F) | 10.6% | 7.0% |
| Family Conflict (R8-F) | 10.6% | 7.5% |
| Lack a Belief in Moral Order (P11-PI) | 10.6% | 4.1% |
| Personal Transitions/Mobility (R3-C) | 9.6% | 10.9% |
| Interaction With Antisocial Peers (R20-PI) | 8.7% | 5.1% |
| Laws and Norms Favorable to Drug Use (R4-C) | 7.7% | 6.4% |
| Parental Attitudes Favorable to Antisocial Behavior (R11-F) | 7.7% | 8.0% |
| Lack Attachment to Family (P3-F) | 7.7% | 7.5% |
| Lack Social Skills (P10-PI) | 6.7% | 5.0% |
| Antisocial Behavior (R17-PI) | 4.8% | 4.5% |
| Favorable Attitudes Toward Drug Use (R19-PI) | 4.8% | 3.9% |
| Rewards for Antisocial Involvement (R23-PI) | 4.8% | 5.8% |
| Parental Attitudes Favorable to Drug Use (R10-F) | 3.8% | 5.3% |
| Friend Use Drugs (R21-PI) | 2.9% | 1.9% |
| Perceived Availability of Drugs (R5-C) | 0.0% | 2.2% |

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| EYS 2023 Geneva 11th Grade | Geneva |
|--|---------------|
| | 2023 |
| | 101 |
| Lack Opportunities for Prosocial Involvement in the Community (P1-C) | 60.4% |
| Low Neighborhood Attachment (R1-C) | 28.7% |
| Family History of Antisocial Behavior (R9-F) | 21.8% |
| Community Disorganization (R2-C) | 18.8% |
| Personal Transitions/Mobility (R3-C) | 18.8% |
| Lack Opportunities for Prosocial Involvement in School (P6-S) | 18.8% |
| Lack of Family Supervision and Rules (R6-F) | 17.8% |
| Impulsiveness (R16-PI) | 16.8% |
| Poor Family Discipline (R7-F) | 15.8% |
| Lack Opportunities for Prosocial Involvement in Family(P4-F) | 15.8% |
| Lack Rewards for Prosocial Involvement in Family (P5-F) | 15.8% |
| Lack Rewards for Prosocial Involvement in School(P7-S) | 15.8% |
| Lack Attachment to Family (P3-F) | 14.9% |
| Lack Attachment to School | 14.9% |
| Sensation Seeking (R22-PI) | 13.9% |
| Lack Perceived Risks of Drug Use (P8-PI) | 13.9% |
| Laws and Norms Favorable to Drug Use (R4-C) | 12.9% |
| Little Commitment to School (R13-S) | 12.9% |
| Lack Rewards for Prosocial Behavior in the Community (P2-C) | 11.9% |
| Parental Attitudes Favorable to Drug Use (R10-F) | 10.9% |
| Favorable Attitudes Toward Antisocial Behavior (R18-PI) | 9.9% |
| Parental Attitudes Favorable to Antisocial Behavior (R11-F) | 7.9% |
| Rebelliousness (R14-PI) | 7.9% |
| Perceived Availability of Drugs (R5-C) | 6.9% |
| Lack Social Skills (P10-PI) | 6.9% |
| Interaction With Antisocial Peers (R20-PI) | 5.9% |
| Family Conflict (R8-F) | 5.0% |
| Favorable Attitudes Toward Drug Use (R19-PI) | 5.0% |
| Lack a Belief in Moral Order (P11-PI) | 5.0% |
| Antisocial Behavior (R17-PI) | 4.0% |
| Friend Use Drugs (R21-PI) | 2.0% |
| Rewards for Antisocial Involvement (R23-PI) | 1.0% |

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| EYS 2023 12th Grade | Geneva | Ontario County |
|--|---------------|---------------------------|
| | 2023 | 2023 |
| | 98 | 277 |
| Lack Opportunities for Prosocial Involvement in the Community (P1-C) | 66.7% | 54.2% |
| Low Neighborhood Attachment (R1-C) | 27.1% | 20.6% |
| Family History of Antisocial Behavior (R9-F) | 22.9% | 26.7% |
| Community Disorganization (R2-C) | 20.8% | 10.8% |
| Lack of Family Supervision and Rules (R6-F) | 18.8% | 13.4% |
| Poor Family Discipline (R7-F) | 18.8% | 13.7% |
| Parental Attitudes Favorable to Drug Use (R10-F) | 14.6% | 14.4% |
| Little Commitment to School (R13-S) | 14.6% | 15.9% |
| Rebelliousness (R14-PI) | 14.6% | 11.2% |
| Lack Perceived Risks of Drug Use (P8-PI) | 14.6% | 16.2% |
| Lack Attachment to Family (P3-F) | 12.5% | 10.5% |
| Personal Transitions/Mobility (R3-C) | 10.4% | 7.9% |
| Impulsiveness (R16-PI) | 10.4% | 15.2% |
| Lack Rewards for Prosocial Involvement in Family (P5-F) | 10.4% | 10.8% |
| Lack Opportunities for Prosocial Involvement in Family(P4-F) | 8.3% | 8.7% |
| Lack Rewards for Prosocial Involvement in School(P7-S) | 8.3% | 9.4% |
| Laws and Norms Favorable to Drug Use (R4-C) | 6.3% | 9.4% |
| Antisocial Behavior (R17-PI) | 6.3% | 8.3% |
| Favorable Attitudes Toward Antisocial Behavior (R18-PI) | 6.3% | 10.8% |
| Favorable Attitudes Toward Drug Use (R19-PI) | 6.3% | 8.7% |
| Rewards for Antisocial Involvement (R23-PI) | 6.3% | 11.2% |
| Lack Rewards for Prosocial Behavior in the Community (P2-C) | 6.3% | 5.8% |
| Lack Opportunities for Prosocial Involvement in School (P6-S) | 6.3% | 14.8% |
| Perceived Availability of Drugs (R5-C) | 4.2% | 6.5% |
| Family Conflict (R8-F) | 4.2% | 8.3% |
| Parental Attitudes Favorable to Antisocial Behavior (R11-F) | 4.2% | 10.8% |
| Interaction With Antisocial Peers (R20-PI) | 4.2% | 7.6% |
| Sensation Seeking (R22-PI) | 4.2% | 20.9% |
| Lack Social Skills (P10-PI) | 4.2% | 5.1% |
| Lack a Belief in Moral Order (P11-PI) | 2.1% | 3.2% |
| Lack Attachment to School | 2.1% | 7.9% |
| Friend Use Drugs (R21-PI) | 0.0% | 8.7% |

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Overall Risk

The Risk and Protective Factor framework states that an individual student’s likelihood of being involved in substance abuse, violence, or other negative behavior increases relative to the number of factors from which the student is at-risk. Thus, an additional measure of overall risk in a community is the number of students reporting multiple factors beyond the at-risk level.

Table 2 shows the frequencies of the number of factors on which students scored above the risk level.

| Number of Risk Factors | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|------------------------|-----------|-----------|------------|------------|------------|-----------|
| 0 | 25.0% | 7.1% | 9.3% | 7.7% | 6.9% | 10.4% |
| 1 | 21.7% | 15.5% | 14.0% | 13.5% | 11.9% | 14.6% |
| 2 | 20.0% | 16.7% | 16.8% | 19.2% | 10.9% | 14.6% |
| 3 | 10.0% | 11.9% | 11.2% | 11.5% | 15.8% | 12.5% |
| 4 | 13.3% | 9.5% | 13.1% | 10.6% | 7.9% | 14.6% |
| 5 or more | 10.0% | 39.3% | 35.5% | 37.5% | 46.5% | 33.3% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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Risk Behaviors

There are several behaviors that represent risks to the wellbeing of young people. These include depression, suicide ideation, self-injury such as cutting or burning, and bullying, including cyber-bullying. The EYS includes several items based on the Centers for Disease Control and Prevention, *Youth Risk Behavior Survey*.

Depression

Teenage depression is a serious problem that impacts every aspect of teens’ lives. Left untreated, teen depression can lead to problems at home and school, drug abuse, and an overwhelming sense of sadness, despair, or anger. Students were asked if they “feel depressed most of the time, even if you feel happy sometimes.”

| (B01) Felt Sad or Depressed Most Days in Past Year | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Felt Sad | 25.0% | 39.3% | 32.7% | 39.4% | 38.6% | 27.1% |
| No | 75.0% | 60.7% | 67.3% | 60.6% | 61.4% | 72.9% |
| N= | 60 | 84 | 107 | 104 | 101 | 48 |

| (B06) Life Has Direction and Purpose and Meaning | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Life Lacks Purpose | 28.6% | 38.5% | 39.5% | 29.3% | 36.8% | 31.7% |
| No Lack of Purpose | 71.4% | 61.5% | 60.5% | 70.7% | 63.2% | 68.3% |
| N= | 28 | 65 | 81 | 75 | 87 | 41 |

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Suicide Ideation

The greatest concern about depression and other negative feelings is the possibility that a student might contemplate, plan, or attempt suicide. Items from the Centers for Disease Control and Prevention, Youth Risk Behavior Survey were included in the survey to address these concerns.

| (B02) Thought About Suicide in Past Year | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Thought About | 15.0% | 22.6% | 14.0% | 17.3% | 8.9% | 6.3% |
| Did Not Think About | 85.0% | 77.4% | 86.0% | 82.7% | 91.1% | 93.8% |
| N= | 60 | 84 | 107 | 104 | 101 | 48 |

| (B03) Made Plan for Suicide (Ideation) in Past Year | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Made Plan | 8.3% | 13.1% | 9.3% | 8.7% | 3.0% | 0.0% |
| No Plan | 91.7% | 86.9% | 90.7% | 91.3% | 97.0% | 100.0% |
| N= | 60 | 84 | 107 | 104 | 101 | 48 |

| (B04) Attempted Suicide 1 or More Times in Past year | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Attempted 1 or More | 6.7% | 14.3% | 4.7% | 5.8% | 1.0% | 2.1% |
| Did Not Attempt | 93.3% | 85.7% | 95.3% | 94.2% | 99.0% | 97.9% |
| N= | 60 | 84 | 107 | 104 | 101 | 48 |

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Self-Injury

Some teens have a difficult time balancing their conflicting feelings and some turn to harmful activities like drinking, using drugs, or self-injury. Intentional self-injurious behavior, through cutting or burning, is used as a mechanism for coping with emotional distress. Those who self-injure often are experiencing overwhelming feelings, like extreme anxiety or tension, and in the moment self-injury may seem to provide a feeling of escape or relief. These injuries are not suicide attempts and often are interpreted as expressions of anger or psychological pain.

| (B05) Injured self (cutting or burning) When Upset | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Injured Self | 11.7% | 21.4% | 12.1% | 19.2% | 8.9% | 12.5% |
| No | 88.3% | 78.6% | 87.9% | 80.8% | 91.1% | 87.5% |
| N= | 60 | 84 | 107 | 104 | 101 | 48 |

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Bullying

Bullying and other violent behaviors are a major concern for students, parents, and school administrators. Several items in the EYS relate to bullying. The EYS also asked about threats and harassment in cell phone texts, (i.e., Cyber-bullying).

| (B07) Times I Bullied Others Past Month | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 80.0% | 75.0% | 84.4% | 71.8% | 79.1% | 82.9% |
| (1) Once or Twice | 10.0% | 9.4% | 5.2% | 12.8% | 9.3% | 9.8% |
| (2) Three to Five Times | 0.0% | 6.3% | 1.3% | 7.7% | 8.1% | 2.4% |
| (3) More than Five Times | 10.0% | 9.4% | 9.1% | 7.7% | 3.5% | 4.9% |
| N= | 30 | 64 | 77 | 78 | 86 | 41 |

| (B08) Times I Was Bullied in Past 30 Days | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 65.5% | 56.9% | 77.9% | 77.0% | 85.9% | 90.5% |
| (1) Once or Twice | 17.2% | 16.9% | 10.4% | 10.8% | 8.2% | 2.4% |
| (2) Three to Five Times | 10.3% | 13.8% | 7.8% | 5.4% | 3.5% | 4.8% |
| (3) More than Five Times | 6.9% | 12.3% | 3.9% | 6.8% | 2.4% | 2.4% |
| N= | 29 | 65 | 77 | 74 | 85 | 42 |

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| (B09) Sent Threatening or Harassing Text in Past 30 Days (Cyber-Bully) | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 93.3% | 83.1% | 89.3% | 83.3% | 92.9% | 90.5% |
| (1) Once or Twice | 6.7% | 7.7% | 2.7% | 5.1% | 3.5% | 2.4% |
| (2) Three to Five Times | 0.0% | 3.1% | 2.7% | 5.1% | 1.2% | 7.1% |
| (3) More than Five Times | 0.0% | 6.2% | 5.3% | 6.4% | 2.4% | 0.0% |
| N= | 30 | 65 | 75 | 78 | 85 | 42 |

| (B10) Received Threatening or Harassing Text in Past 30 Days (Cyber-Bully) | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 81.5% | 80.0% | 88.0% | 89.5% | 96.4% | 95.2% |
| (1) Once or Twice | 11.1% | 7.7% | 5.3% | 1.3% | 1.2% | 2.4% |
| (2) Three to Five Times | 3.7% | 4.6% | 1.3% | 5.3% | 1.2% | 2.4% |
| (3) More than Five Times | 3.7% | 7.7% | 5.3% | 3.9% | 1.2% | 0.0% |
| N= | 27 | 65 | 75 | 76 | 84 | 42 |

| (B11) Sent Text with Sexual Content in Past 30 Days (Cyber-Bully) | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | n/a | 92.2% | 90.8% | 89.7% | 90.7% | 85.4% |
| (1) Once or Twice | n/a | 0.0% | 5.3% | 6.4% | 4.7% | 4.9% |
| (2) Three to Five Times | n/a | 6.3% | 2.6% | 1.3% | 2.3% | 7.3% |
| (3) More than Five Times | n/a | 1.6% | 1.3% | 2.6% | 2.3% | 2.4% |
| N= | n/a | 64 | 76 | 78 | 86 | 41 |

| (B12) Received Text with Sexual Content in Past 30 Days (Cyber-Bully) | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | n/a | 78.5% | 85.3% | 75.7% | 80.0% | 76.2% |
| (1) Once or Twice | n/a | 7.7% | 5.3% | 12.2% | 9.4% | 9.5% |
| (2) Three to Five Times | n/a | 4.6% | 2.7% | 8.1% | 7.1% | 9.5% |
| (3) More than Five Times | n/a | 9.2% | 6.7% | 4.1% | 3.5% | 4.8% |
| N= | n/a | 65 | 75 | 74 | 85 | 42 |

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Trauma

ACE- Adverse childhood experiences (ACE) have been shown to be a major influence on every aspect of children’s lives. ACE are a significant source of trauma and can disrupt social emotional development, academic performance, and can lead to destructive behaviors such as delinquency and substance abuse. An ACE score of two or more has been shown to predict problematic behaviors.

| (B13) Adverse Childhood Experiences | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|-------------------------------------|---------|---------|---------|----------|----------|----------|
| | None | 45.2% | 42.4% | 62.2% | 46.8% | 40.9% |
| 1 | 22.6% | 10.6% | 9.8% | 9.1% | 19.3% | 24.4% |
| 2 | 9.7% | 3.0% | 8.5% | 14.3% | 6.8% | 4.9% |
| 3 | 3.2% | 16.7% | 3.7% | 10.4% | 8.0% | 0.0% |
| 4 | 3.2% | 3.0% | 2.4% | 5.2% | 5.7% | 4.9% |
| 5 | 3.2% | 7.6% | 2.4% | 5.2% | 11.4% | 4.9% |
| 6 | 6.5% | 1.5% | 2.4% | 2.6% | 2.3% | 4.9% |
| 7 | 0.0% | 3.0% | 1.2% | 0.0% | 1.1% | 0.0% |
| 8 | 0.0% | 3.0% | 3.7% | 2.6% | 0.0% | 0.0% |
| 9 | 0.0% | 1.5% | 2.4% | 2.6% | 1.1% | 0.0% |
| 10 | 0.0% | 1.5% | 0.0% | 0.0% | 2.3% | 0.0% |
| 11 | 6.5% | 6.1% | 1.2% | 1.3% | 1.1% | 0.0% |
| N= | 31 | 66 | 82 | 77 | 88 | 41 |

| (B13A) Had 2 or More Adverse Childhood Experiences (ACE) | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|---------|---------|---------|----------|----------|----------|
| ACE 2 or More | 25.8% | 40.8% | 26.7% | 42.9% | 38.7% | 19.6% |
| ACE Less Than 2 | 74.2% | 59.2% | 73.3% | 57.1% | 61.3% | 80.4% |
| N= | 31 | 66 | 82 | 77 | 88 | 41 |

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Social-emotional distress- The past couple of years have been like no others in terms of placing young people in situations of extreme stress resulting from disruption of school and social life due to the COVID-19 pandemic. In the spring of 2020, immediately after school buildings were closed, Finger Lakes Community Schools implemented the Youth Voice Survey (YVS) in schools throughout the region. The YVS measured several specific social-emotional concerns and reactions of young people to school closures and social isolation. The social-emotional distress (SED) items from the YVS were added to EYS. Items were used to construct an SED Scale and statistical parameters were developed to establish risk levels at the middle school and high school levels. Results shown below can be used to plan evidence-based, trauma-informed strategies to address the SED needs of students.

In the past two weeks, how often where you...

| (SED01)Feeling safe | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|----------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 3.2% | 7.5% | 10.0% | 6.5% | 8.0% | 7.3% |
| 2 Once | 16.1% | 4.5% | 1.3% | 0.0% | 2.3% | 2.4% |
| 3 On Several Days | 6.5% | 7.5% | 6.3% | 19.5% | 11.4% | 14.6% |
| 4 More Than Half the Time | 25.8% | 23.9% | 18.8% | 24.7% | 26.1% | 12.2% |
| 5 Nearly All the Time | 48.4% | 56.7% | 63.8% | 49.4% | 52.3% | 63.4% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (SED02)Feeling nervous anxious or on edge | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 12.5% | 11.9% | 15.0% | 14.5% | 19.3% | 19.5% |
| 2 Once | 9.4% | 17.9% | 15.0% | 10.5% | 9.1% | 19.5% |
| 3 On Several Days | 28.1% | 14.9% | 22.5% | 26.3% | 20.5% | 24.4% |
| 4 More Than Half the Time | 25.0% | 28.4% | 20.0% | 26.3% | 22.7% | 22.0% |
| 5 Nearly All the Time | 25.0% | 26.9% | 27.5% | 22.4% | 28.4% | 14.6% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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In the past two weeks, how often where you...

| (SED03)Feeling happy | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|-----------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 0.0% | 9.0% | 6.3% | 5.4% | 9.1% | 10.0% |
| 2 Once | 9.4% | 6.0% | 6.3% | 6.8% | 4.5% | 2.5% |
| 3 On Several Days | 34.4% | 26.9% | 22.5% | 29.7% | 25.0% | 20.0% |
| 4 More Than Half the Time | 28.1% | 19.4% | 25.0% | 27.0% | 29.5% | 25.0% |
| 5 Nearly All the Time | 28.1% | 38.8% | 40.0% | 31.1% | 31.8% | 42.5% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (SED04)Feeling calm | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|----------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 0.0% | 13.4% | 7.6% | 5.3% | 12.5% | 9.8% |
| 2 Once | 22.6% | 4.5% | 10.1% | 6.6% | 4.5% | 2.4% |
| 3 On Several Days | 25.8% | 28.4% | 25.3% | 26.3% | 33.0% | 22.0% |
| 4 More Than Half the Time | 32.3% | 20.9% | 24.1% | 32.9% | 19.3% | 31.7% |
| 5 Nearly All the Time | 19.4% | 32.8% | 32.9% | 28.9% | 30.7% | 34.1% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (SED05)Worried about getting sick | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 64.5% | 49.2% | 32.9% | 36.0% | 42.0% | 40.5% |
| 2 Once | 16.1% | 23.1% | 22.8% | 21.3% | 18.2% | 23.8% |
| 3 On Several Days | 6.5% | 21.5% | 20.3% | 18.7% | 11.4% | 23.8% |
| 4 More Than Half the Time | 3.2% | 3.1% | 17.7% | 13.3% | 10.2% | 4.8% |
| 5 Nearly All the Time | 9.7% | 3.1% | 6.3% | 10.7% | 18.2% | 7.1% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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In the past two weeks, how often where you...

| (SED06)Worried about a family member getting sick | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 55.2% | 51.6% | 35.4% | 34.7% | 47.7% | 48.8% |
| 2 Once | 6.9% | 20.3% | 16.5% | 28.0% | 12.5% | 17.1% |
| 3 On Several Days | 10.3% | 14.1% | 12.7% | 16.0% | 12.5% | 12.2% |
| 4 More Than Half the Time | 6.9% | 4.7% | 15.2% | 14.7% | 9.1% | 14.6% |
| 5 Nearly All the Time | 20.7% | 9.4% | 20.3% | 6.7% | 18.2% | 7.3% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (SED07)Feeling sad depressed or hopeless | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 36.7% | 37.9% | 38.3% | 35.5% | 34.1% | 34.1% |
| 2 Once | 13.3% | 13.6% | 19.8% | 9.2% | 14.8% | 31.7% |
| 3 On Several Days | 26.7% | 16.7% | 16.0% | 22.4% | 20.5% | 19.5% |
| 4 More Than Half the Time | 3.3% | 12.1% | 13.6% | 18.4% | 12.5% | 7.3% |
| 5 Nearly All the Time | 20.0% | 19.7% | 12.3% | 14.5% | 18.2% | 7.3% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (SED08)Feeling connected and supported | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 12.9% | 18.5% | 19.0% | 10.5% | 17.0% | 12.2% |
| 2 Once | 9.7% | 10.8% | 6.3% | 9.2% | 10.2% | 7.3% |
| 3 On Several Days | 25.8% | 24.6% | 16.5% | 35.5% | 27.3% | 17.1% |
| 4 More Than Half the Time | 22.6% | 12.3% | 25.3% | 13.2% | 18.2% | 31.7% |
| 5 Nearly All the Time | 29.0% | 33.8% | 32.9% | 31.6% | 27.3% | 31.7% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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In the past two weeks, how often where you...

| (SED09)Feeling lonely | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 35.5% | 30.3% | 39.5% | 28.0% | 29.5% | 40.5% |
| 2 Once | 19.4% | 21.2% | 19.8% | 13.3% | 14.8% | 26.2% |
| 3 On Several Days | 25.8% | 15.2% | 14.8% | 22.7% | 20.5% | 11.9% |
| 4 More Than Half the Time | 12.9% | 13.6% | 8.6% | 13.3% | 15.9% | 9.5% |
| 5 Nearly All the Time | 6.5% | 19.7% | 17.3% | 22.7% | 19.3% | 11.9% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (SED10)Enjoying things I usually like to do | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Not at All | 3.2% | 12.1% | 8.8% | 3.9% | 12.5% | 9.8% |
| 2 Once | 16.1% | 4.5% | 6.3% | 7.9% | 3.4% | 2.4% |
| 3 On Several Days | 32.3% | 9.1% | 12.5% | 23.7% | 23.9% | 24.4% |
| 4 More Than Half the Time | 9.7% | 19.7% | 21.3% | 26.3% | 19.3% | 29.3% |
| 5 Nearly All the Time | 38.7% | 54.5% | 51.3% | 38.2% | 40.9% | 34.1% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

Proportion of Students scoring above the risk level on the SED scale.

| (SED11)High Social-emotional Distress | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| At or Above Risk Level | 25.0% | 17.7% | 6.8% | 7.0% | 3.4% | 2.6% |
| Below Risk Level | 75.0% | 82.3% | 93.2% | 93.0% | 96.6% | 97.4% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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Prevalence of Substance Use

Young peoples' use and abuse of alcohol, tobacco, and other drugs remains a major concern for parents, health professionals, law enforcement, and schools. Since the 1990's substance abuse prevention has developed evidence-based programs based on the Risk and Protective Factor Model. In the EYS, students were asked if, and how often they had used alcohol, tobacco, marijuana, or other substances. Alcohol and marijuana are the most frequently used substances. Use of vaping devices such as e-cigarettes has become common.

Alcohol-

| ATOD01 Drank Alcohol in Lifetime 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 96.7% | 83.3% | 85.0% | 76.0% | 65.3% | 62.5% |
| Used | 3.3% | 16.7% | 15.0% | 24.0% | 34.7% | 37.5% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| ATOD02 Drank Alcohol in Past Year 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 100.0% | 83.3% | 86.0% | 76.9% | 65.3% | 64.6% |
| Used | 0.0% | 16.7% | 14.0% | 23.1% | 7.9% | 35.4% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

| ATOD03 Drank Alcohol in Past 30 Days 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 100.0% | 96.4% | 95.3% | 90.4% | 92.1% | 83.3% |
| Used | 0.0% | 3.6% | 4.7% | 9.6% | 7.9% | 16.7% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

| ATOD04 Drank 5 or More on Single Occasion 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 100.0% | 97.6% | 99.1% | 99.0% | 100.0% | 97.9% |
| Used | 0.0% | 2.4% | 9.0% | 1.0% | 0.0% | 2.1% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

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Tobacco-

| ATOD05 Smoked Cigarettes in Lifetime 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 98.3% | 96.4% | 97.2% | 95.2% | 96.0% | 97.9% |
| Used | 1.7% | 3.6% | 2.8% | 4.8% | 4.0% | 2.1% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

| ATOD06 Smoked Cigarettes in Past Year 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 98.3% | 98.8% | 97.2% | 98.1% | 100.0% | 100.0% |
| Used | 1.7% | 1.2% | 2.8% | 1.9% | 0.0% | 0.0% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

| ATOD07 Smoked Cigarettes in Past 30 Days 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 100.0% | 98.8% | 97.2% | 98.1% | 100.0% | 100.0% |
| Used | 0.0% | 1.2% | 2.8% | 1.9% | 0.0% | 0.0% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

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Marijuana-

| ATOD08 Smoked Marijuana in Lifetime 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 100.0% | 90.7% | 93.5% | 70.7% | 78.4% | 85.4% |
| Used | 0.0% | 9.3% | 6.5% | 29.3% | 21.6% | 14.6% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

| ATOD09 Smoked Marijuana in Past Year 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 100.0% | 94.0% | 94.4% | 76.9% | 82.2% | 89.6% |
| Used | 0.0% | 6.0% | 5.6% | 23.1% | 17.8% | 10.4% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

| ATOD10 Smoked Marijuana in Past 30 Days 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Did not use | 100.0% | 96.4% | 95.3% | 97.5% | 90.1% | 93.8% |
| Used | 0.0% | 6.0% | 4.7% | 12.5% | 9.9% | 8.3% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

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Other Drugs-

| ATOD11 Used Other Drug in Lifetime 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|-----------|-----------|------------|------------|------------|-----------|
| Did not use | 100.0% | 96.4% | 95.3% | 98.1% | 99.0% | 97.9% |
| Used | 0.0% | 3.6% | 4.7% | 1.9% | 1.0% | 2.1% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

| ATOD12 Used Other Drug in Past Year 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|-----------|-----------|------------|------------|------------|-----------|
| Did not use | 100.0% | 97.6% | 99.1% | 100.0% | 99.0% | 100.0% |
| Used | 0.0% | 2.4% | 0.9% | 0.0% | 1.0% | 0.0% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

| ATOD13 Used Other Drug in Past 30 Days 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|-----------|-----------|------------|------------|------------|-----------|
| Did not use | 100.0% | 97.6% | 99.1% | 100.0% | 99.0% | 100.0% |
| Used | 0.0% | 2.4% | 0.9% | 0.0% | 1.0% | 0.0% |
| N= | 51 | 80 | 100 | 104 | 101 | 98 |

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Vaping-

| ATOD14 Vaped/Used E-Cigarette in Past 30 Days 2023 | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|-----------|-----------|------------|------------|------------|-----------|
| Did not use | 96.7% | 92.9% | 92.5% | 80.8% | 90.1% | 91.7% |
| Used | 3.3% | 7.1% | 7.5% | 19.2% | 9.9% | 8.3% |
| N= | 60 | 84 | 107 | 104 | 101 | 98 |

| ATOD15 Substance Vaped Past 30 Days % of who vaped | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------|----------|----------|-----------|----------|-----------|
| 1 Flavored juice | 0.0% | 16.7% | 12.5% | 33.3% | 11.1% | 25.0% |
| 2 Product with nicotine | 0.0% | 16.7% | 87.5% | 50.0% | 33.3% | 50.0% |
| 3 THC (marijuana) | 0.0% | 33.3% | 0.0% | 16.7% | 33.3% | 25.0% |
| 4 Other substance to get high | 0.0% | 33.3% | 0.0% | 0.0% | 0.0% | 0.0% |
| 5 Other substance | 100.0% | 0.0% | 0.0% | 0.0% | 22.2% | 0.0% |
| N= | 2 | 6 | 8 | 18 | 9 | 98 |

| ATOD15a Substance Vaped Past 30 Days % of all | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|-----------|-----------|------------|------------|------------|-----------|
| 0 None | 96.7% | 92.9% | 92.5% | 82.7% | 91.1% | 91.7% |
| 1 Flavored juice | 0.0% | 1.2% | 0.9% | 5.8% | 1.0% | 2.1% |
| 2 Product with nicotine | 0.0% | 1.2% | 6.5% | 8.7% | 3.0% | 4.2% |
| 3 THC (marijuana) | 0.0% | 2.4% | 0.0% | 2.9% | 3.0% | 2.1% |
| 4 Other substance to get high | 0.0% | 2.4% | 0.0% | 0.0% | 0.0% | 0.0% |
| 5 Other substance | 3.3% | 0.0% | 0.0% | 0.0% | 2.0% | 0.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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School Climate –

Students’ perceptions of their school’s climate is critical in engaging students and developing attachment to school. Students’ attachment to school is a critical variable that has been demonstrated to enhance development and mitigate social-emotional distress.

| sch01 Days of school missed because of illness in past 4 weeks | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 56.7% | 53.6% | 51.4% | 51.9% | 52.5% | 58.3% |
| (1) One | 6.7% | 16.7% | 9.3% | 18.3% | 16.8% | 16.7% |
| (2) Two or Three | 13.3% | 15.5% | 18.7% | 14.4% | 12.9% | 14.6% |
| (3) Four or Five | 6.7% | 6.0% | 6.5% | 11.5% | 5.9% | 0.0% |
| (4) More Than Five | 16.7% | 8.3% | 14.0% | 3.8% | 11.9% | 10.4% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| sch02 Days of school missed in past 4 weeks because skipped | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 86.7% | 92.9% | 82.2% | 93.3% | 78.2% | 83.3% |
| (1) One | 6.7% | 4.8% | 7.5% | 2.9% | 10.9% | 8.3% |
| (2) Two or Three | 1.7% | 0.0% | 1.9% | 1.0% | 6.9% | 6.3% |
| (3) Four or Five | 0.0% | 0.0% | 0.0% | 1.0% | 0.0% | 2.1% |
| (4) More Than Five | 5.0% | 2.4% | 8.4% | 1.9% | 4.0% | 0.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| sch03 Days of school missed in past 4 weeks other reason | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 63.3% | 69.0% | 62.6% | 64.4% | 67.3% | 66.7% |
| (1) One | 13.3% | 11.9% | 12.1% | 12.5% | 9.9% | 6.3% |
| (2) Two or Three | 5.0% | 10.7% | 7.5% | 11.5% | 11.9% | 8.3% |
| (3) Four or Five | 5.0% | 2.4% | 4.7% | 3.8% | 4.0% | 12.5% |
| (4) More Than Five | 13.3% | 6.0% | 13.1% | 7.7% | 6.9% | 6.3% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| sch03a Total days of school missed 4 weeks | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 38.3% | 40.5% | 35.5% | 38.5% | 32.7% | 35.4% |
| (1) One | 13.3% | 14.3% | 14.0% | 19.2% | 13.9% | 16.7% |
| (2) Two or Three | 13.3% | 21.4% | 16.8% | 18.3% | 22.8% | 18.8% |
| (3) Four or Five | 8.3% | 10.7% | 10.3% | 8.7% | 6.9% | 8.3% |
| (4) More Than Five | 26.7% | 13.1% | 23.4% | 15.4% | 23.8% | 20.8% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch04) Students have lots of chances to help decide things like projects | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 12.3% | 15.5% | 19.0% | 9.8% | 16.8% | 12.5% |
| 2 no (disagree) | 36.8% | 42.9% | 38.1% | 45.1% | 37.6% | 33.3% |
| 3 yes (agree) | 43.9% | 39.3% | 35.2% | 40.2% | 32.7% | 43.8% |
| 4 YES (strongly agree) | 7.0% | 2.4% | 7.6% | 4.9% | 12.9% | 10.4% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch05) Teachers ask me to work on special classroom projects | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 5.2% | 15.7% | 16.2% | 16.8% | 20.8% | 12.8% |
| 2 no (disagree) | 37.9% | 45.8% | 49.5% | 57.4% | 46.5% | 42.6% |
| 3 yes (agree) | 46.6% | 32.5% | 27.6% | 24.8% | 25.7% | 31.9% |
| 4 YES (strongly agree) | 10.3% | 6.0% | 6.7% | 1.0% | 6.9% | 12.8% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch06) Teacher(s) notice(s) when I do a good job and let me know | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 3.4% | 11.0% | 5.8% | 4.0% | 9.0% | 4.2% |
| 2 no (disagree) | 20.7% | 19.5% | 22.1% | 27.7% | 28.0% | 16.7% |
| 3 yes (agree) | 51.7% | 45.1% | 56.7% | 50.5% | 46.0% | 41.7% |
| 4 YES (strongly agree) | 24.1% | 24.4% | 15.4% | 17.8% | 17.0% | 37.5% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| (sch07) There are chances to get involved in school activities | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 3.5% | 1.2% | 3.8% | 2.0% | 2.0% | 6.3% |
| 2 no (disagree) | 12.3% | 9.5% | 6.7% | 18.8% | 8.0% | 6.3% |
| 3 yes (agree) | 54.4% | 58.3% | 51.0% | 40.6% | 53.0% | 47.9% |
| 4 YES (strongly agree) | 29.8% | 31.0% | 38.5% | 38.6% | 37.0% | 39.6% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch08) There are lots of chances to talk with a teacher one-on-one | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 5.4% | 4.8% | 6.7% | 4.9% | 11.9% | 8.3% |
| 2 no (disagree) | 17.9% | 29.8% | 18.3% | 24.5% | 21.8% | 10.4% |
| 3 yes (agree) | 55.4% | 53.6% | 56.7% | 55.9% | 50.5% | 52.1% |
| 4 YES (strongly agree) | 21.4% | 11.9% | 18.3% | 14.7% | 15.8% | 29.2% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch09) I feel safe at my school | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 8.6% | 14.5% | 20.2% | 15.3% | 13.0% | 6.4% |
| 2 no (disagree) | 20.7% | 27.7% | 26.9% | 33.7% | 31.0% | 29.8% |
| 3 yes (agree) | 58.6% | 53.0% | 43.3% | 42.9% | 46.0% | 38.3% |
| 4 YES (strongly agree) | 12.1% | 4.8% | 9.6% | 8.2% | 10.0% | 25.5% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch10) The school lets my parents know when I have done something good | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 1.8% | 14.5% | 22.1% | 23.8% | 17.8% | 16.7% |
| 2 no (disagree) | 31.6% | 34.9% | 39.4% | 36.6% | 35.6% | 37.5% |
| 3 yes (agree) | 45.6% | 39.8% | 28.8% | 34.7% | 35.6% | 31.3% |
| 4 YES (strongly agree) | 21.1% | 10.8% | 9.6% | 5.0% | 10.9% | 14.6% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| (sch11) My teachers praise me when I work hard in school | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 7.0% | 10.7% | 15.2% | 14.9% | 11.9% | 8.5% |
| 2 no (disagree) | 33.3% | 39.3% | 37.1% | 37.6% | 40.6% | 25.5% |
| 3 yes (agree) | 42.1% | 35.7% | 39.0% | 39.6% | 32.7% | 44.7% |
| 4 YES (strongly agree) | 17.5% | 14.3% | 8.6% | 7.9% | 14.9% | 21.3% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch12) I have lots of chances to be part of class discussions | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 1.7% | 6.0% | 5.8% | 2.0% | 3.0% | 2.1% |
| 2 no (disagree) | 22.4% | 24.1% | 11.7% | 13.0% | 11.9% | 14.6% |
| 3 yes (agree) | 53.4% | 56.6% | 64.1% | 60.0% | 58.4% | 54.2% |
| 4 YES (strongly agree) | 22.4% | 13.3% | 18.4% | 25.0% | 26.7% | 29.2% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch13) I think sometimes it's okay to cheat at school | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 46.6% | 22.0% | 24.0% | 11.9% | 12.9% | 22.9% |
| 2 no (disagree) | 27.6% | 31.7% | 31.7% | 38.6% | 30.7% | 37.5% |
| 3 yes (agree) | 24.1% | 35.4% | 31.7% | 30.7% | 41.6% | 29.2% |
| 4 YES (strongly agree) | 1.7% | 11.0% | 12.5% | 18.8% | 14.9% | 10.4% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch14) I can learn about jobs and careers I could have after graduation | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (strongly disagree) | 6.9% | 10.8% | 10.6% | 21.0% | 11.9% | 8.3% |
| 2 no (disagree) | 19.0% | 44.6% | 31.7% | 25.0% | 33.7% | 33.3% |
| 3 yes (agree) | 53.4% | 32.5% | 42.3% | 41.0% | 41.6% | 37.5% |
| 4 YES (strongly agree) | 20.7% | 12.0% | 15.4% | 13.0% | 12.9% | 20.8% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| (sch15) I can learn about STEM | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--------------------------------|-----------|-----------|------------|------------|------------|-----------|
| 1 NO (strongly disagree) | 1.7% | 1.2% | 2.9% | 1.0% | 2.0% | 6.3% |
| 2 no (disagree) | 12.1% | 6.0% | 11.5% | 9.9% | 9.9% | 12.5% |
| 3 yes (agree) | 51.7% | 50.6% | 57.7% | 51.5% | 60.4% | 50.0% |
| 4 YES (strongly agree) | 34.5% | 42.2% | 27.9% | 37.6% | 27.7% | 31.3% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch16) How often is schoolwork you are assigned is meaningful | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|-----------|-----------|------------|------------|------------|-----------|
| 1 Almost Always | 11.9% | 4.8% | 10.3% | 7.8% | 5.0% | 2.1% |
| 2 Often | 23.7% | 21.4% | 26.2% | 13.6% | 20.8% | 22.9% |
| 3 Sometimes | 55.9% | 53.6% | 31.8% | 43.7% | 41.6% | 60.4% |
| 4 Seldom | 6.8% | 9.5% | 20.6% | 27.2% | 20.8% | 10.4% |
| 5 Never | 1.7% | 10.7% | 11.2% | 7.8% | 11.9% | 4.2% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch17) How interesting are most of your courses | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|-----------|-----------|------------|------------|------------|-----------|
| 1 Very Interesting | 5.1% | 4.8% | 9.4% | 3.8% | 5.0% | 8.3% |
| 2 Quite Interesting | 25.4% | 22.9% | 14.2% | 12.5% | 19.8% | 45.8% |
| 3 Fairly Interesting | 47.5% | 32.5% | 36.8% | 44.2% | 46.5% | 31.3% |
| 4 Slightly Dull | 15.3% | 31.3% | 26.4% | 30.8% | 21.8% | 10.4% |
| 5 Very Dull | 6.8% | 8.4% | 13.2% | 8.7% | 6.9% | 4.2% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| (sch18) Things you are learning important for you later in life | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|-----------|-----------|------------|------------|------------|-----------|
| 1 Never | 22.4% | 13.3% | 9.3% | 10.6% | 5.9% | 16.7% |
| 2 Seldom | 20.7% | 18.1% | 24.3% | 13.5% | 15.8% | 16.7% |
| 3 Sometimes | 37.9% | 36.1% | 28.0% | 33.7% | 26.7% | 37.5% |
| 4 Often | 17.2% | 25.3% | 23.4% | 32.7% | 36.6% | 25.0% |
| 5 Always | 1.7% | 7.2% | 15.0% | 9.6% | 14.9% | 4.2% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch19) In past year how often did you enjoy being in school | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|-----------|-----------|------------|------------|------------|-----------|
| 1 Never | 11.7% | 7.1% | 14.0% | 14.7% | 17.8% | 6.4% |
| 2 Seldom | 11.7% | 17.9% | 21.5% | 24.5% | 17.8% | 17.0% |
| 3 Sometimes | 48.3% | 53.6% | 40.2% | 39.2% | 38.6% | 40.4% |
| 4 Often | 25.0% | 20.2% | 21.5% | 19.6% | 22.8% | 25.5% |
| 5 Always | 3.3% | 1.2% | 2.8% | 2.0% | 3.0% | 10.6% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch20) In past year how often did you hate being in school | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|-----------|-----------|------------|------------|------------|-----------|
| 1 Never | 6.7% | 1.2% | 4.8% | 6.0% | 4.0% | 8.7% |
| 2 Seldom | 30.0% | 22.9% | 16.2% | 13.0% | 21.0% | 21.7% |
| 3 Sometimes | 38.3% | 33.7% | 29.5% | 30.0% | 32.0% | 41.3% |
| 4 Often | 15.0% | 25.3% | 29.5% | 37.0% | 24.0% | 17.4% |
| 5 Always | 10.0% | 16.9% | 20.0% | 14.0% | 19.0% | 10.9% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| (sch21) In past year how often did you try to do your best work | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Never | 0.0% | 2.4% | 1.0% | 1.0% | 1.0% | 2.1% |
| 2 Seldom | 1.7% | 2.4% | 1.0% | 6.9% | 6.0% | 0.0% |
| 3 Sometimes | 11.9% | 24.1% | 21.0% | 22.5% | 21.0% | 21.3% |
| 4 Often | 42.4% | 33.7% | 46.7% | 38.2% | 44.0% | 40.4% |
| 5 Always | 44.1% | 37.3% | 30.5% | 31.4% | 28.0% | 36.2% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch22) How many times in the past year have you been suspended | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 83.3% | 77.4% | 87.9% | 87.5% | 80.2% | 81.3% |
| (1) Once | 6.7% | 10.7% | 9.3% | 6.7% | 12.9% | 10.4% |
| (2) Two or Three Times | 3.3% | 3.6% | 1.9% | 2.9% | 5.9% | 6.3% |
| (3) Four or Five Times | 1.7% | 2.4% | 0.0% | 1.0% | 0.0% | 0.0% |
| (4) Six to 10 Times | 0.0% | 2.4% | 0.0% | 1.9% | 0.0% | 2.1% |
| (5) More Than 10 Times | 5.0% | 3.6% | 0.9% | 0.0% | 1.0% | 0.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch23) How many times in the past year have you been drunk or high at school | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| (0) None | 98.3% | 94.0% | 94.4% | 76.9% | 93.1% | 93.8% |
| (1) Once | 1.7% | 2.4% | 2.8% | 8.7% | 1.0% | 0.0% |
| (2) Two or Three Times | 0.0% | 1.2% | 0.0% | 8.7% | 2.0% | 0.0% |
| (3) Four or Five Times | 0.0% | 1.2% | 1.9% | 1.0% | | 0.0% |
| (4) Six to 10 Times | 0.0% | 1.2% | 0.0% | 1.9% | 1.0% | 2.1% |
| (5) More Than 10 Times | 0.0% | 0.0% | 0.9% | 2.9% | 3.0% | 4.2% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| (sch24) How many times past year taken a handgun to school | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|-----------|-----------|------------|------------|------------|-----------|
| (0) None | 100.0% | 98.8% | 99.1% | 99.0% | 99.0% | 97.9% |
| (1) Once | 0.0% | 1.2% | 0.0% | 0.0% | 0.0% | 0.0% |
| (2) Two or Three Times | 0.0% | 0.0% | 0.0% | 1.0% | 0.0% | 0.0% |
| (3) Four or Five Times | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| (4) Six to 10 Times | 0.0% | 0.0% | 0.0% | 0.0% | 1.0% | 2.1% |
| (5) More Than 10 Times | 0.0% | 0.0% | 0.9% | 0.0% | 0.0% | 0.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch25) How many times past year taken any weapon to school | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|-----------|-----------|------------|------------|------------|-----------|
| (0) None | 96.6% | 96.4% | 98.1% | 98.1% | 98.0% | 95.8% |
| (1) Once | 1.7% | 2.4% | 1.9% | 1.0% | 1.0% | 2.1% |
| (2) Two or Three Times | 1.7% | 1.2% | 0.0% | 1.0% | 0.0% | 0.0% |
| (3) Four or Five Times | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| (4) Six to 10 Times | 0.0% | 0.0% | 0.0% | 0.0% | 1.0% | 2.1% |
| (5) More Than 10 Times | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch26) How many times have you changed homes since kindergarten | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|-----------|-----------|------------|------------|------------|-----------|
| 0 None | 50.0% | 23.3% | 41.3% | 45.9% | 33.3% | 34.1% |
| 1 Once | 5.0% | 24.7% | 19.6% | 11.8% | 16.1% | 15.9% |
| 2 Two or Three | 15.0% | 28.8% | 19.6% | 22.4% | 22.6% | 20.5% |
| 3 Four or Five | 25.0% | 11.0% | 4.3% | 14.1% | 15.1% | 22.7% |
| 4 Six to Nine | 2.5% | 9.6% | 14.1% | 3.5% | 9.7% | 6.8% |
| 5 10 or More | 2.5% | 2.7% | 1.1% | 2.4% | 3.2% | 0.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| (sch27) Have you changed homes in the past year | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Yes | 24.4% | 12.3% | 23.7% | 11.8% | 21.7% | 18.6% |
| 2 No | 75.6% | 87.7% | 76.3% | 88.2% | 78.3% | 81.4% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch28) Times have you changed schools since kindergarten | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 0 None | 51.2% | 56.9% | 63.0% | 60.5% | 62.8% | 47.7% |
| 1 Once | 24.4% | 11.1% | 14.1% | 18.6% | 6.4% | 31.8% |
| 2 Two or Three | 17.1% | 23.6% | 13.0% | 11.6% | 16.0% | 9.1% |
| 3 Four or Five | 7.3% | 4.2% | 5.4% | 7.0% | 8.5% | 6.8% |
| 4 Six to Nine | 0.0% | 4.2% | 3.3% | 2.3% | 5.3% | 4.5% |
| 5 10 or More | 0.0% | 0.0% | 1.1% | 0.0% | 1.1% | 0.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (sch29) Have you changed schools in the past year (Different School District) | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 Yes | 19.5% | 5.5% | 14.1% | 4.7% | 7.5% | 11.4% |
| 2 No | 80.5% | 94.5% | 85.9% | 95.3% | 92.5% | 88.6% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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Self-efficacy

Self-efficacy is the belief that one’s actions and efforts can result in desired accomplishments. It is closely related to an internal locus of control and is a predictor of greater personal, social, and academic growth. As such, self-efficacy was selected as a critical intervening variable to measure and to be used by schools in planning and implementing programs such as PBIS, character education, and prevention programs intended to promote resilience.

| (SE01) I can solve most problems if I really try | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (Strongly Disagree) | 1.9% | 7.6% | 9.9% | 9.8% | 7.3% | 6.4% |
| 2 no (Disagree) | 7.7% | 15.2% | 8.9% | 9.8% | 6.3% | 4.3% |
| 3 yes (Agree) | 57.7% | 45.6% | 54.5% | 54.9% | 47.9% | 55.3% |
| 4 YES (Strongly Agree) | 32.7% | 31.6% | 26.7% | 25.5% | 38.5% | 34.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| (SE02) Most things happen to me because I am lucky. | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (Strongly Disagree) | 13.2% | 18.5% | 24.8% | 20.6% | 22.7% | 25.0% |
| 2 no (Disagree) | 60.4% | 51.9% | 47.5% | 50.0% | 45.4% | 47.9% |
| 3 yes (Agree) | 15.1% | 22.2% | 20.8% | 21.6% | 21.6% | 16.7% |
| 4 YES (Strongly Agree) | 11.3% | 7.4% | 6.9% | 7.8% | 10.3% | 10.4% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |
| | | | | | | |

| (SE03) I can control my own life. | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 1 NO (Strongly Disagree) | 11.3% | 11.1% | 10.9% | 10.8% | 4.1% | 8.3% |
| 2 no (Disagree) | 18.9% | 19.8% | 14.9% | 22.5% | 17.3% | 8.3% |
| 3 yes (Agree) | 45.3% | 32.1% | 49.5% | 38.2% | 49.0% | 47.9% |
| 4 YES (Strongly Agree) | 24.5% | 37.0% | 24.8% | 28.4% | 29.6% | 35.4% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| (SE04) Lack of Self Efficacy (Scale Score) | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|-----------|-----------|------------|------------|------------|-----------|
| 1 At Risk From Lack of Self Efficacy | 25.0% | 24.1% | 25.3% | 25.5% | 17.9% | 12.8% |
| 2 Not at Risk | 75.0% | 75.9% | 74.7% | 74.5% | 82.1% | 87.2% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

Physical Health

Health and wellness are critical components of positive youth development. EYS asked students about their diet and exercise as well as dental health habits.

| h1 Days Active | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|----------------|-----------|-----------|------------|------------|------------|-----------|
| 0 None | 17.2% | 7.9% | 12.2% | 9.5% | 13.6% | 16.7% |
| 1 One Day | 6.9% | 4.8% | 4.1% | 8.1% | 8.6% | 4.8% |
| 2 Two Days | 0.0% | 9.5% | 5.4% | 13.5% | 13.6% | 7.1% |
| 3 Three Days | 6.9% | 14.3% | 2.7% | 8.1% | 11.1% | 9.5% |
| 4 Four Days | 6.9% | 7.9% | 10.8% | 8.1% | 7.4% | 11.9% |
| 5 Five Days | 13.8% | 15.9% | 10.8% | 16.2% | 4.9% | 23.8% |
| 6 Six Days | 3.4% | 12.7% | 17.6% | 5.4% | 6.2% | 26.2% |
| 7 Every Day | 44.8% | 27.0% | 36.5% | 31.1% | 34.6% | 0.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| h2 Times ate vegetables | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---------------------------------|-----------|-----------|------------|------------|------------|-----------|
| 0 Did not eat vegetables | 10.3% | 7.9% | 9.5% | 16.2% | 16.0% | 11.9% |
| 1 Ate 1 to 3 times in past week | 10.3% | 22.2% | 24.3% | 27.0% | 27.2% | 19.0% |
| 2 Ate 4 to 6 times in past week | 37.9% | 7.9% | 17.6% | 16.2% | 13.6% | 23.8% |
| 3 Ate once per day | 6.9% | 14.3% | 6.8% | 4.1% | 8.6% | 14.3% |
| 4 Ate twice per day | 10.3% | 27.0% | 16.2% | 14.9% | 18.5% | 9.5% |
| 5 Ate three times per day | 6.9% | 9.5% | 9.5% | 4.1% | 3.7% | 4.8% |
| 6 Ate 4 or more times per day | 17.2% | 11.1% | 16.2% | 17.6% | 12.3% | 16.7% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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| h3 Times Visited a Dentist in Past Year | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 0 None | 6.9% | 23.8% | 10.8% | 15.1% | 9.9% | 11.9% |
| 1 Once | 17.2% | 19.0% | 21.6% | 26.0% | 22.2% | 35.7% |
| 2 Twice | 31.0% | 31.7% | 33.8% | 38.4% | 49.4% | 33.3% |
| 3 More than twice | 44.8% | 25.4% | 33.8% | 20.5% | 18.5% | 19.0% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

| h4 Teeth Brushing Times per Day | GRADE 6 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 0 None | 0.0% | 3.2% | 5.4% | 4.1% | 6.2% | 9.5% |
| 1 Not every day | 6.9% | 9.7% | 5.4% | 6.8% | 6.2% | 2.4% |
| 2 Once each day | 27.6% | 16.1% | 20.3% | 21.9% | 14.8% | 16.7% |
| 3 Twice each day | 51.7% | 61.3% | 52.7% | 60.3% | 55.6% | 61.9% |
| 4 More than twice each day | 13.8% | 9.7% | 16.2% | 6.8% | 17.3% | 9.5% |
| N= | 53 | 84 | 107 | 104 | 101 | 98 |

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Attachment I **Evalumetrics Youth Survey** **Factor (Scale) Definitions** **Revised May 2021**

COMMUNITY: Low Neighborhood Attachment (R1)

I like my neighborhood.

If I had to move, I would miss the neighborhood I now live in.

COMMUNITY: Community Disorganization (R2)

How much do each of the following statements describe your neighborhood:

crime and/or drug selling.

fights.

lots of empty or abandoned buildings.

lots of graffiti.

COMMUNITY: Personal Transitions and Mobility (R3)

Have you changed homes in the past year?

How many times have you changed homes since kindergarten?

Have you changed schools in the past year?

How many times have you changed schools since kindergarten?

COMMUNITY: Laws and Norms Favorable to Drug Use (R4) (Grades 8 to 12 only)

How wrong would most adults in your neighborhood think it was for kids your age:

to use marijuana.

to drink alcohol.

to smoke cigarettes.

If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin)

in your neighborhood would he or she be caught by the police?

If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?

If a kid carried a handgun in your neighborhood, would he or she be caught by the police?

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COMMUNITY: Perceived Availability of Drugs & Handguns (R5) (Grades 8 to 12 only)

If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?

If You wanted to get some cigarettes, how easy would it be for you to get some?

If you wanted to get some marijuana, how easy would it be for you to get some?

If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

If you wanted to get a handgun, how easy would it be for you to get one?

COMMUNITY: Opportunities for Prosocial Involvement (P1)

In my community there are enough recreational activities for kids my age.

In my community there are enough recreational activities such as sports, clubs, fun events, that I can do if I want.

In my community there are recreational activities that I would like to do but I can't.

COMMUNITY: Rewards for Prosocial Involvement (P2)

My neighbors notice when I am doing a good job and let me know.

There are people in my neighborhood who encourage me to do my best.

There are people in my neighborhood who are proud of me when I do something well.

There are lots of adults in my community I could talk to about something important.

FAMILY: Lack of Supervision and Rules (R6)

My parents ask if I've gotten my homework done.

My parents want me to call if I'm going to be late getting home.

Would your parents know if you did not come home on time?

When I am not at home, one of my parents knows where I am and who I am with.

The rules in my family are clear.

My family has clear rules about alcohol and drug use.

FAMILY: Poor Discipline (R7)

If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?

If you skipped school would you be caught by your parents?

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If you carried a handgun without your

parents' permission,
would you be caught by your parents?

FAMILY: Family Conflict (R8)

People in my family often insult or yell at each other.

People in my family have serious arguments.

We argue about the same things in my family over and over.

FAMILY: Family History of Antisocial Behavior (R9)

Has anyone in your family ever had a severe alcohol or drug problem?

Have any of your brothers or sisters ever:

drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?

smoked marijuana?

smoked cigarettes?

taken a handgun to school?

been suspended or expelled from school?

About how many adults have you known personally who in the past year have:

used marijuana, crack, cocaine, or other drugs?

sold or dealt drugs?

done other things that could get them in trouble with the police like stealing,

selling stolen goods, mugging or assaulting others, etc)

gotten drunk or high?

FAMILY: Parental Attitudes Favorable Toward Drug Use (R10)

How wrong do your parents feel it would be for you to:

drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?

smoke cigarettes?

smoke marijuana?

FAMILY: Parental Attitudes Favorable to Antisocial Behavior (R11)

How wrong do your parents think it would be for you to:

steal anything worth more than \$5?

draw graffiti, or write things or draw pictures on buildings or other property

(without the owner's permission)?

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pick a fight with someone?

FAMILY: Attachment (P3)

Do you feel very close to the adults in your family (mother/father/step parent etc.)?

Do you share your thoughts and feelings adults in your family (mother/father/step parent etc.)?

Do you enjoy spending time with adults in your family (mother/father/step parent etc.)?

FAMILY: Opportunities for Prosocial Involvement (P4)

My parents give me lots of chances to do fun things with them.

My parents ask me what I think before most family decisions affecting me are made.

If I had a personal problem, I could ask my mom or dad for help.

FAMILY: Rewards for Prosocial Involvement (P5)

My parents notice when I am doing a good job and let me know about it.

How often do your parents tell you they're proud of you
for something you've done?

SCHOOL: Little Commitment to School (R13)

How often do you feel that the schoolwork you are assigned is meaningful and important?

How interesting are most of your courses to you?

How important do you think the things you are learning in school are going to be for your later life?

Now, thinking back over the past year in school, how often did you...

Enjoy being in school?

Hate being in school?

Try to do your best work in school?

During the LAST FOUR WEEKS how many whole days have you missed...

because of illness

because you skipped or "cut"

for other reasons

SCHOOL: Opportunities for Prosocial Involvement (P6)

In my school, students have lots of chances to help decide
things like class activities and rules.

There are lots of chances for students in my school to talk with a teacher one-on-one.

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Teachers ask me to work on special classroom projects.

There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

I have lots of chances to be part of class discussions or activities.

SCHOOL: Rewards for Prosocial Involvement (P7)

My teacher(s) notices when I am doing a good job and lets me know about it.

The school lets my parents know when I have done something well.

I feel safe at my school.

My teachers praise me when I work hard in school.

PEER-INDIVIDUAL: Rebelliousness (R14)

I do the opposite of what people tell me, just to get them mad.

I ignore rules that get in my way.

I like to see how much I can get away with.

PEER-INDIVIDUAL: Impulsiveness (R16)

It is important to think before you act.

Do you have to have everything right away?

I often do things without thinking about what will happen.

Do you often switch from activity to activity rather than sticking to one thing at a time?

PEER-INDIVIDUAL: Antisocial Behavior (R17)

How many times in the past year (12 months) have you:
been suspended from school?

carried a handgun?

sold illegal drugs?

stolen or tried to steal a motor vehicle

such as a car or motorcycle?

been arrested?

attacked someone with the idea

of seriously hurting them?

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been drunk or high at school?

taken a handgun to school?

PEER-INDIVIDUAL: Favorable Attitudes Toward Antisocial Behavior (R18)

How wrong do you think it is for someone your age to:

take a handgun to school?

steal anything worth more than \$5?

pick a fight with someone?

attack someone with the idea of seriously hurting them?

stay away from school all day when their parents think they are at school?

PEER-INDIVIDUAL: Favorable Attitudes Toward Drug Use (R19)

How wrong do you think it is for someone your age to:

drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?

smoke cigarettes?

smoke marijuana?

use LSD, cocaine, amphetamines or another illegal drug?

PEER-INDIVIDUAL: Perceived Risks of Drug Use (P8)

How much do you think people risk harming themselves (physically or in other ways) if they:

Smoke one or more packs of cigarettes per day?

Try marijuana once or twice?

Smoke marijuana regularly?

Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

PEER-INDIVIDUAL: Interaction with Antisocial Peers (R20) (Grades 8 to 12 only)

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

been suspended from school?

carried a handgun?

sold illegal drugs?

stolen or tried to steal a motor vehicle such as a car or motorcycle?

been arrested?

dropped out of school?

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PEER-INDIVIDUAL: Friends' Use of Drugs (R21) (Grades 8 to 12 only)

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

- smoked cigarettes?
- tried beer, wine or hard liquor (for example, vodka, whiskey or gin) when their parents didn't know about it?
- used marijuana?
- used LSD, cocaine, amphetamines, or other illegal drugs?

PEER-INDIVIDUAL: Sensation Seeking (R22)

How many times have you done the following things?

- Done what feels good no matter what.
- Done something dangerous because someone dared you to do it.
- Done crazy things even if they are a little dangerous.

PEER-INDIVIDUAL: Rewards for Antisocial Involvement (R23)

What are the chances you would be seen as cool if you:

- smoked cigarettes?
- began drinking alcoholic beverages regularly, that is, at least once or twice a month?
- smoked marijuana?
- carried a handgun?

PEER-INDIVIDUAL: Religiosity (P9)

How often do you attend religious services or activities?

PEER-INDIVIDUAL: Social Skills (P10)

You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?

- Ignore her
- Grab a CD and leave the store
- Tell her to put the CD back
- Act like it's a joke, and ask her to put the CD back

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It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. What would you do now?

You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out.

Stay home tonight."

Leave the house anyway

Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out

Not say anything and start watching TV

Get into an argument with her

You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance.

What would you say or do?

Push the person back

Say "Excuse me" and keep on walking

Say "Watch where you're going" and keep on walking

Swear at the person and walk away

You are at a party at someone's house, and one of your friends offers you a drink containing alcohol.

What would you say or do?

Drink it

Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else

Just say "No, thanks" and walk away

Make up a good excuse, tell your friend you had something else to do, and leave

PEER-INDIVIDUAL: Belief in the Moral Order (P11)

I think it is okay to take something without asking if you can get away with it.

I think sometimes it's okay to cheat at school.

It is all right to beat up people if they start the fight.

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School: Attachment to Schools (P12) (New in 2019)

In my school, students have lots of chances to help decide things like class activities and rules.

Teachers ask me to work on special classroom projects.

My teacher(s) notice(s) when I am doing a good job and lets me know about it.

There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

There are lots of chances for students in my school to talk with a teacher one-on-one.

I feel safe at my school.

The school lets my parents know when I have done something well.

My teachers praise me when I work hard in school.

I have lots of chances to be part of class discussions or activities.

Now thinking back over the past year in school, how often did you:

enjoy being in school.

Hate being at school

try to do your best work in school.