



Evalumetrics Research

Evalumetrics Youth Survey  
(Risk and Protective Factor Survey)  
2025  
Report for Geneva Schools  
June 2025

Prepared by:  
Evalumetrics Research  
58 Scotland Road  
Canandaigua, New York 14424  
[roblilliseval@gmail.com](mailto:roblilliseval@gmail.com)  
[www.evalumetrics.org](http://www.evalumetrics.org)

Sponsored by:  
Finger Lakes Community Schools  
In cooperation with the  
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### Executive Summary-

In February of 2025, 346 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade students in Geneva Schools completed the Evalumetrics Youth Survey (EYS). Key findings included-

- Marijuana and Alcohol remain the substances of choice with one out of three (35.7%) 12<sup>th</sup> grade students reporting drinking in the past year and 30.0% of 12<sup>th</sup> grade students reporting use of marijuana.
- Nearly one in 14 (7.1%) 12<sup>th</sup> grade students reported vaping. The most used substances for vaping were flavored juices, nicotine products, and THC/marijuana.
- Nearly half (45.4%) of 12<sup>th</sup> grade students in 43.6% of 6<sup>th</sup> grade students reported feeling sad or depressed most of the time.
- More than one in 10 students reported thinking about suicide and 7.7% of 8<sup>th</sup> grade students reported making a plan to commit suicide, i.e., Ideation.
- One in six (16.5%) 6<sup>th</sup> grade and 15.6% of 8<sup>th</sup> grade students reported self-injury such as cutting or burning when upset.
- Nearly one in four (27.5%) 8<sup>th</sup> grade students and one in four (23.8%) 10<sup>th</sup> grade students reported being bullied.
- Four in 10 (41.4%) 12<sup>th</sup> grade students and 38.1% of 10<sup>th</sup> grade students reported having experienced two or more adverse childhood experiences (ACE).
- More than one in four (27.1%) 12<sup>th</sup> grade students had a significant lack of self-efficacy.
- One in seven students in 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades had significantly high social emotional distress.
- Nearly half (45.1%) of 10<sup>th</sup> grade students and 41.5% of 12<sup>th</sup> grade students reported getting less than seven hours of sleep on a typical school night.
- One in four (24.1%) 10<sup>th</sup> grade students and one in five (21.6%) 8<sup>th</sup> grade students were food insecure.
- Nearly half (45.1%) of 8<sup>th</sup> grade students and a third of students in 6<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades reported missing four or more school days in the past four weeks, i.e., Chronic Absence.
- More than one in three (39.4%) 8<sup>th</sup> grade students and one in four (23.9%) 6<sup>th</sup> grade students said they did not feel safe at school.

- Among 6<sup>th</sup> grade students the most prevalent risk factors were Lack of Opportunity for Involvement in the Community (37.1 %), Lack of Perceived Harm from ATOD Use (25.8%), Impulsiveness (19.4 %), and Sensation Seeking (19.4%).
- Among 8<sup>th</sup> grade students the most prevalent risk factors were Lack of Opportunity for Involvement in the Community (58.2 %), Low Neighborhood Attachment (22.0%), and Lack of Opportunities for Positive Involvement in School (22.0%).
- Among 10<sup>th</sup> grade students the most prevalent risk factors were Lack of Opportunity for Involvement in the Community (60.3%), Low Neighborhood Attachment (22.2%) and Transition and Mobility (20.6%).
- Among 12<sup>th</sup> grade students the most prevalent risk factors were Lack of Opportunity for Involvement in the Community (58.6%), Low Neighborhood Attachment (27.1%) and Family History of Antisocial Behavior (25.7%).
- One in three (31.4%) 12<sup>th</sup> grade students were at high risk with five or more factors above the risk level. One in four (26.4%) 8<sup>th</sup> grade students and 23.8% of 10<sup>th</sup> grade students were at high overall risk.

The Evalumetrics Youth Survey (EYS) was conducted under the auspices of Finger Lakes Community Schools in cooperation with the Partnership for Ontario County. This report provides tabular results from the 2025 EYS. Over the next few months 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, provides 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 Attachment, Regulation of self, Competency, and Health.

The Evalumetrics Youth Survey (EYS) has been conducted in schools throughout Finger Lakes and Southern Tier since 2000. 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 Attachment to school, family, and community. EYS measures of Regulation of self include factor scales for impulsiveness, sensation seeking, and numerous questions related to behavior. Competency is represented by a self-efficacy scale and individual items about perceived abilities. EYS provides some insight into students' health by recording information about exercise and diet as well as self-reported behavioral health issues such as self-injury and suicide ideation.

The 2025 EYS also includes measures of students' social emotional distress (SED), Adverse Childhood Experiences, 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 combined tabular results for *Geneva* schools.

# 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 6<sup>th</sup> grade. Some items were not asked of 6<sup>th</sup> graders based on age-appropriate nature or comprehension.

## EYS 2025 Completed Surveys

Geneva Schools	6th	8th	10th	12th	Total
1 Female	77	46	25	43	<b>191</b>
2 Male	40	40	33	23	<b>136</b>
3 Other	2	2	3	3	<b>10</b>
4 Rather Not Say	5	2	1	1	<b>9</b>
<b>TOTAL</b>	<b>124</b>	<b>90</b>	<b>62</b>	<b>70</b>	<b>346</b>

Note: Geneva also surveyed 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students.

For comparison purposes, these additional responses are detailed in a separate report as all other schools surveyed only 6, 8, 10, and 12<sup>th</sup> grades.

Geneva	7th	9th	11th	Total
1 Female	53	51	39	<b>143</b>
2 Male	44	52	43	<b>139</b>
3 Other	1	1	0	<b>2</b>
4 Rather Not Say	2	0	2	<b>4</b>
<b>TOTAL</b>	<b>100</b>	<b>104</b>	<b>84</b>	<b>288</b>

## 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 some risk factor prevalence might be low when compared to prevalence of problems such as substance use, it should be noted that risk factors are often predictors of future behavior. For example, many students in 6<sup>th</sup> grade score at a risk level for Lack of Perceived Risk of Drug Use yet reported use of drugs by 6<sup>th</sup> graders is exceedingly rare<sup>1</sup>.

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 factor 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 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade that scored at or above the risk level for each risk or protective factor are shown below.

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

Risk and Protective Factors	N=	Geneva Schools	Geneva Schools	Ontario County
		6th Grade 2023	6th Grade 2025	6th Grade 2025
		53	124	311
Lack Opportunities for Involvement in Comm		25.0%	37.1%	35.7%
Lack Perceived Risk of Harn from ATOD		11.7%	25.8%	16.7%
Impulsiveness		20.0%	19.4%	14.1%
Sensation Seeking		15.0%	19.4%	23.5%
Poor Family Discipline		1.7%	16.9%	15.1%
Community Disorganization		16.7%	12.9%	7.4%
Transition Mobility		8.3%	11.3%	10.0%
Rebelliousness		5.0%	11.3%	7.4%
Low Neighborhood Attachment		10.0%	9.7%	8.7%
Lack Commitment to School		5.0%	8.9%	5.5%
Fam History of Antisocial Behavior		8.3%	8.1%	8.7%
Attitudes Favor ATOD		3.3%	7.3%	4.8%
Lack Social Skills		3.3%	6.5%	5.5%
Lack Opportunities in School		13.3%	4.8%	4.2%
Lack Rewards in School		1.7%	4.8%	2.9%
Parent Attitudes Favor Antisocial Beh		1.7%	3.2%	2.9%
Rewards for Antisocial Behavior		6.7%	3.2%	2.3%
Lack Attachment to School		6.7%	3.2%	2.3%
Lack Family Supervision Rules		3.3%	2.4%	4.5%
Parent Attitudes Favor ATOD		1.7%	1.6%	1.9%
Family Conflict		6.7%	0.0%	6.4%
Antisocial Behavior		6.7%	0.0%	0.6%
Attitudes Favor Antisocial Behavior		11.7%	0.0%	0.3%
Lack Rewards for Involvement in Comm		5.0%	0.0%	2.6%
Lack Attachment to Family		10.0%	0.0%	4.2%
Lack Opportunities in Family		11.7%	0.0%	5.5%
Lack Rewards in Family		3.3%	0.0%	5.1%

Risk and Protective Factors	N=	Geneva Schools	Geneva Schools	Ontario County
		8th Grade 2023	8th Grade 2025	8th Grade 2025
		84	90	334
Lack Opportunities for Involvement in Comm		60.7%	58.2%	42.4%
Low Neighborhood Attachment		16.7%	22.0%	16.0%
Lack Opportunities in School		21.4%	22.0%	11.6%
Lack Commitment to School		8.3%	19.8%	15.1%
Lack Perceived Risk of Harm from ATOD		15.5%	19.8%	14.8%
Impulsiveness		26.2%	17.6%	19.0%
Community Disorganization		29.8%	15.4%	10.7%
Sensation Seeking		27.4%	15.4%	16.9%
Fam History of Antisocial Behavior		20.2%	13.2%	13.9%
Rebelliousness		11.9%	13.2%	10.7%
Lack Attachment to School		11.9%	13.2%	8.9%
Poor Family Discipline		11.9%	12.1%	12.2%
Family Conflict		14.3%	11.0%	7.7%
Lack Attachment to Family		16.7%	11.0%	8.6%
Lack Belief in Moral Order		9.5%	8.8%	8.0%
Attitudes Favor ATOD		6.0%	7.7%	8.3%
Lack Social Skills		7.1%	7.7%	5.3%
Parent Attitudes Favor Antisocial Beh		8.3%	6.6%	6.8%
Lack Rewards for Involvement in Comm		7.1%	6.6%	7.1%
Lack Opportunities in Family		15.5%	6.6%	9.5%
Lack Rewards in Family		16.7%	6.6%	7.1%
Lack Rewards in School		15.5%	6.6%	6.2%
Transition Mobility		10.7%	4.4%	9.5%
Interact with Antisocial Peers		4.8%	4.4%	3.9%
Laws Norms Favor ATOD		9.5%	3.3%	4.5%
Lack Family Supervision Rules		7.1%	3.3%	6.8%
Parent Attitudes Favor ATOD		8.3%	3.3%	4.7%
Attitudes Favor Antisocial Behavior		22.6%	2.2%	2.1%
Friends Use Drugs		1.2%	2.2%	2.1%
Rewards for Antisocial Behavior		7.1%	2.2%	3.9%
Perceived Availability of Drugs		4.8%	1.1%	1.8%
Antisocial Behavior		4.8%	0.0%	1.8%

Risk and Protective Factors	N=	Geneva Schools	Geneva Schools	Ontario County
		10th Grade 2023	10th Grade 2025	10th Grade 2025
		104	62	243
Lack Opportunities for Involvement in Comm		54.8%	60.3%	47.8%
Low Neighborhood Attachment		19.2%	22.2%	18.4%
Transition Mobility		9.6%	20.6%	10.2%
Community Disorganization		16.3%	19.0%	13.5%
Fam History of Antisocial Behavior		16.3%	15.9%	15.9%
Impulsiveness		19.2%	14.3%	14.7%
Sensation Seeking		21.2%	14.3%	15.5%
Lack Commitment to School		14.4%	12.7%	11.4%
Lack Attachment to Family		7.7%	12.7%	7.3%
Lack Opportunities in Family		13.5%	12.7%	6.9%
Lack Family Supervision Rules		10.6%	11.1%	8.6%
Family Conflict		10.6%	11.1%	9.0%
Poor Family Discipline		11.5%	9.5%	9.0%
Laws Norms Favor ATOD		7.7%	7.9%	6.9%
Parent Attitudes Favor Antisocial Beh		7.7%	7.9%	7.3%
Lack Rewards in Family		11.5%	7.9%	4.1%
Lack Opportunities in School		18.3%	6.3%	4.5%
Lack Belief in Moral Order		10.6%	6.3%	6.9%
Attitudes Favor ATOD		4.8%	4.8%	6.5%
Lack Rewards for Involvement in Comm		11.5%	4.8%	4.1%
Lack Perceived Risk of Harn from ATOD		12.5%	4.8%	9.0%
Lack Social Skills		6.7%	4.8%	2.4%
Lack Attachment to School		12.5%	4.8%	3.7%
Rebelliousness		13.5%	3.2%	6.1%
Interact with Antisocial Peers		8.7%	3.2%	2.0%
Parent Attitudes Favor ATOD		3.8%	1.6%	3.7%
Antisocial Behavior		4.8%	1.6%	2.4%
Rewards for Antisocial Behavior		4.8%	1.6%	4.1%
Previewed Availability of Drugs		0.0%	0.0%	1.6%
Attitudes Favor Antisocial Behavior		16.3%	0.0%	1.2%
Friends Use Drugs		2.9%	0.0%	1.2%
Lack Rewards in School		13.5%	0.0%	2.0%

Risk and Protective Factors	N=	Geneva Schools	Geneva Schools	Ontario County
		12th Grade 2023	12th Grade 2025	12th Grade 2025
		98	70	248
Lack Opportunities for Involvement in Comm		66.7%	58.6%	58.2%
Low Neighborhood Attachment		27.1%	27.1%	26.7%
Fam History of Antisocial Behavior		22.9%	25.7%	22.7%
Community Disorganization		20.8%	21.4%	14.3%
Lack Commitment to School		14.6%	21.4%	19.5%
Laws Norms Favor ATOD		6.3%	14.3%	14.7%
Parent Attitudes Favor ATOD		14.6%	12.9%	13.1%
Sensation Seeking		4.2%	12.9%	15.9%
Lack Perceived Risk of Harn from ATOD		14.6%	12.9%	15.9%
Family Conflict		4.2%	11.4%	10.4%
Impulsiveness		10.4%	11.4%	12.4%
Lack Opportunities in Family		8.3%	11.4%	10.0%
Lack Rewards in Family		10.4%	11.4%	8.4%
Transition Mobility		10.4%	8.6%	10.8%
Lack Family Supervision Rules		18.8%	8.6%	12.4%
Parent Attitudes Favor Antisocial Beh		4.2%	8.6%	10.0%
Rewards for Antisocial Behavior		6.3%	8.6%	11.6%
Lack Rewards for Involvement in Comm		6.3%	8.6%	6.8%
Rebelliousness		14.6%	7.1%	10.8%
Lack Attachment to Family		12.5%	7.1%	8.0%
Poor Family Discipline		18.8%	5.7%	9.6%
Lack Belief in Moral Order		2.1%	4.3%	4.8%
Antisocial Behavior		6.3%	2.9%	6.4%
Lack Opportunities in School		6.3%	2.9%	6.4%
Lack Rewards in School		8.3%	2.9%	8.8%
Previewed Availability of Drugs		4.2%	1.4%	4.4%
Attitudes Favor Antisocial Behavior		6.3%	1.4%	3.6%
Attitudes Favor ATOD		6.3%	1.4%	8.8%
Interact with Antisocial Peers		4.2%	1.4%	2.8%
Friends Use Drugs		0.0%	1.4%	2.4%
Lack Attachment to School		2.1%	1.4%	8.0%
Lack Social Skills		4.2%	0.0%	3.6%

## 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. The table below shows the frequencies of the number of factors on which students scored above the risk level.

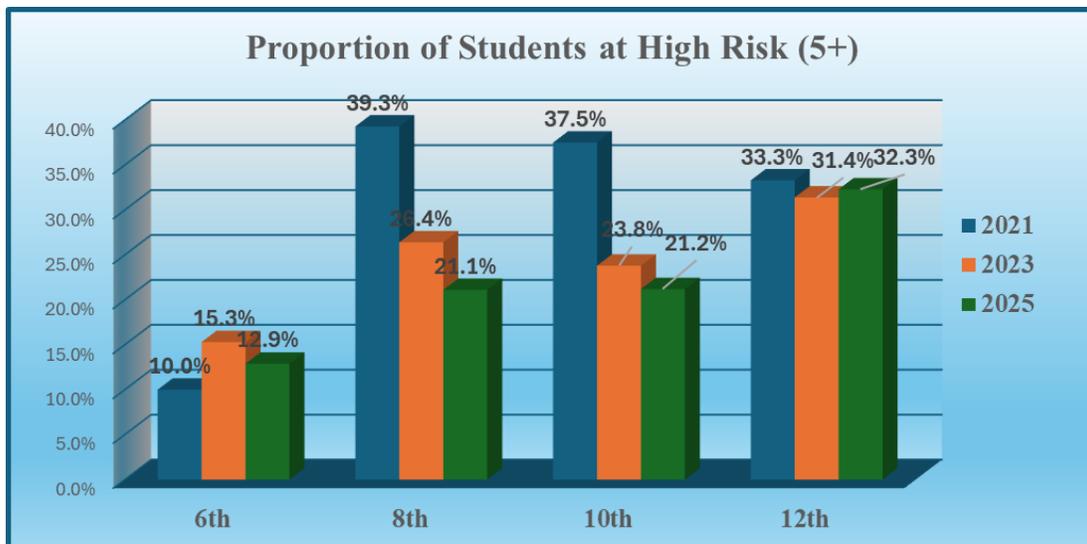
Number of Risk and Protective Factors Above Risk Level	N=	Geneva Schools	Geneva Schools	Ontario County
		6th Grade 2023	6th Grade 2025	6th Grade 2025
		<b>53</b>	<b>124</b>	<b>311</b>
0		25.0%	17.7%	25.4%
1		21.7%	29.0%	27.7%
2		20.0%	21.0%	17.4%
3		10.0%	12.1%	10.3%
4		13.3%	4.8%	6.4%
<b>5 or More</b>		<b>10.0%</b>	<b>15.3%</b>	<b>12.9%</b>

Number of Risk and Protective Factors Above Risk Level	N=	Geneva Schools	Geneva Schools	Ontario County
		8th Grade 2023	8th Grade 2025	8th Grade 2025
		<b>84</b>	<b>90</b>	<b>334</b>
0		7.1%	13.2%	23.4%
1		15.5%	16.5%	19.6%
2		16.7%	22.0%	17.5%
3		11.9%	14.3%	11.0%
4		9.5%	7.7%	7.4%
<b>5 or More</b>		<b>39.3%</b>	<b>26.4%</b>	<b>21.1%</b>

Number of Risk and Protective Factors Above Risk Level	N=	Geneva Schools	Geneva Schools	Ontario County
		10th Grade 2023	10th Grade 2025	10th Grade 2025
0		7.7%	15.9%	24.9%
1		13.5%	20.6%	23.7%
2		19.2%	19.0%	15.5%
3		11.5%	14.3%	9.0%
4		10.6%	6.3%	5.7%
<b>5 or More</b>		<b>37.5%</b>	<b>23.8%</b>	<b>21.2%</b>

Number of Risk and Protective Factors Above Risk Level	N=	Geneva Schools	Geneva Schools	Ontario County
		12th Grade 2023	12th Grade 2025	12th Grade 2025
0		10.4%	15.7%	14.3%
1		14.6%	21.4%	20.3%
2		14.6%	14.3%	17.1%
3		12.5%	11.4%	9.6%
4		14.6%	5.7%	6.4%
<b>5 or More</b>		<b>33.3%</b>	<b>31.4%</b>	<b>32.3%</b>



# 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 identical to 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."

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Depressed past year</b>								
NO	26	33.3%	16	25.0%	14	25.5%	19	28.8%
no	18	23.1%	27	42.2%	21	38.2%	17	25.8%
yes	24	30.8%	9	14.1%	13	23.6%	20	30.3%
YES	10	12.8%	12	18.8%	7	12.7%	10	15.2%
<b><i>Depressed/Sad in Past Year</i></b>	<b>34</b>	<b>43.6%</b>	<b>21</b>	<b>32.9%</b>	<b>20</b>	<b>36.3%</b>	<b>30</b>	<b>45.5%</b>
<b>Total</b>	<b>78</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>55</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Life has direction and purpose</b>								
NO	2	2.6%	4	6.6%	3	5.5%	3	4.5%
no	10	12.8%	7	11.5%	14	25.5%	11	16.7%
<b><i>Life Lacks Purpose/Meaning</i></b>	<b>12</b>	<b>15.4%</b>	<b>11</b>	<b>18.1%</b>	<b>17</b>	<b>31.0%</b>	<b>14</b>	<b>21.2%</b>
yes	33	42.3%	39	63.9%	23	41.8%	34	51.5%
YES	33	42.3%	11	18.0%	15	27.3%	18	27.3%
<b>Total</b>	<b>78</b>	<b>100.0%</b>	<b>61</b>	<b>100.0%</b>	<b>55</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

## 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 items were included in the survey to address these concerns.

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Thought about suicide</b>								
Yes	17	13.7%	11	12.1%	8	12.7%	7	10.0%
No	107	86.3%	80	87.9%	55	87.3%	63	90.0%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Suicide ideation (made plan) past year</b>								
Yes	8	6.5%	7	7.7%	3	4.8%	1	1.4%
No	116	93.5%	84	92.3%	60	95.2%	69	98.6%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

## 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.

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Self-injury</b>								
Yes	13	16.5%	10	15.6%	5	9.3%	8	12.7%
No	66	83.5%	54	84.4%	49	90.7%	55	87.3%
<b>Total</b>	<b>79</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>54</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>

# Bullying

Bullying and other violent behaviors are major concerns 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).

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Times Bullied others</b>								
Did Not Bully	106	85.5%	77	84.6%	56	88.9%	59	84.3%
Once	8	6.5%	5	5.5%	6	9.5%	8	11.4%
Twice	3	2.4%	3	3.3%	0	0.0%	0	0.0%
Three Times	3	2.4%	1	1.1%	1	1.6%	2	2.9%
Four Times	1	0.8%	0	0.0%	0	0.0%	0	0.0%
5 or More	3	2.4%	5	5.5%	0	0.0%	1	1.4%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Times Was bullied by others</b>								
Was Not Bullied	95	76.6%	66	72.5%	48	76.2%	61	87.1%
Once	14	11.3%	10	11.0%	4	6.3%	5	7.1%
Twice	4	3.2%	2	2.2%	4	6.3%	1	1.4%
Three Times	4	3.2%	4	4.4%	3	4.8%	1	1.4%
Four Times	1	0.8%	2	2.2%	1	1.6%	0	0.0%
5 or More	6	4.8%	7	7.7%	3	4.8%	2	2.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Response to bullying</b>								
Join in the bullying	1	1.3%	1	1.7%	0	0.0%	1	1.5%
Threaten or push the bully	3	3.9%	5	8.6%	3	5.7%	6	9.0%
Tell the bully(s) to stop	17	22.4%	10	17.2%	12	22.6%	23	34.3%
Support the target after the bullying is over	12	15.8%	6	10.3%	9	17.0%	5	7.5%
Tell a teacher or other adult	38	50.0%	18	31.0%	17	32.1%	19	28.4%
Nothing	5	6.6%	18	31.0%	12	22.6%	13	19.4%
<b>Total</b>	<b>76</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>67</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Sent threatening text</b>								
Sent Threatening Text	7	9.2%	6	10.0%	2	3.8%	4	6.2%
Did Not Send Threatening Text	69	90.8%	54	90.0%	50	96.2%	61	93.8%
<b>Total</b>	<b>76</b>	<b>100.0%</b>	<b>60</b>	<b>100.0%</b>	<b>52</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Received threatening text</b>								
Received Threatening Text	7	9.2%	10	17.2%	7	13.2%	4	6.0%
Did Not Receive Threatening Text	69	90.8%	48	82.8%	46	86.8%	63	94.0%
<b>Total</b>	<b>76</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>67</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Sent text w sexual content</b>								
Sent Text with Sexual Content	1	1.3%	4	6.9%	3	5.7%	3	4.5%
Did Not Send Text with Sexual Content	75	98.7%	54	93.1%	50	94.3%	63	95.5%
<b>Total</b>	<b>76</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

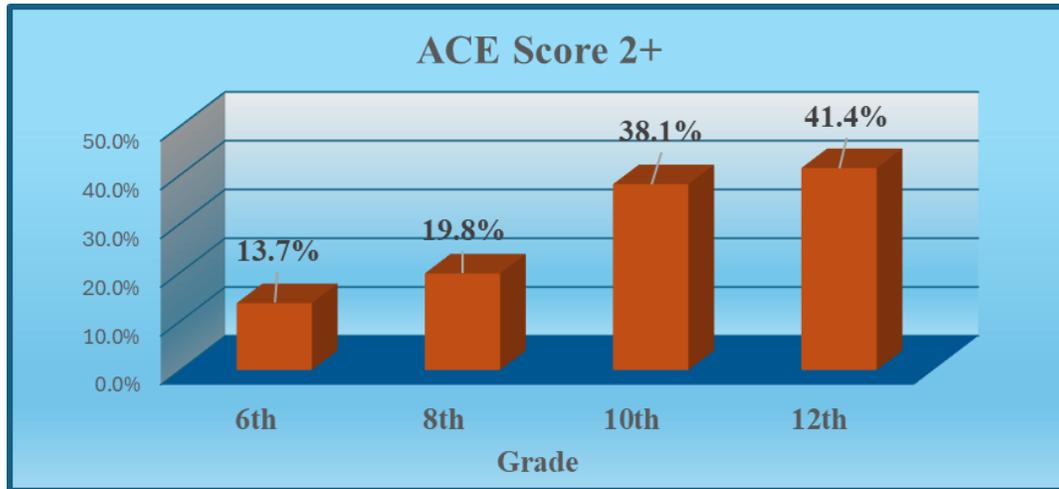
Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Received text with sexual content</b>								
Received Text with Sexual Content	2	2.6%	7	12.3%	7	13.2%	4	6.0%
Did Not Receive Text with Sexual Content	74	97.4%	50	87.7%	46	86.8%	63	94.0%
<b>Total</b>	<b>76</b>	<b>100.0%</b>	<b>57</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>67</b>	<b>100.0%</b>

# Trauma

Adverse childhood experiences (ACE) have been shown to be a major influence on every aspect of children’s lives. ACEs 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.

Behavior ACE Score	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
None	97	78.2%	65	71.4%	26	41.3%	33	47.1%
One	10	8.1%	8	8.8%	13	20.6%	8	11.4%
Two	10	8.1%	8	8.8%	10	15.9%	10	14.3%
Three	1	0.8%	2	2.2%	2	3.2%	7	10.0%
Four	4	3.2%	2	2.2%	3	4.8%	5	7.1%
5 or More	2	1.6%	6	6.6%	9	14.3%	7	10.0%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Behavior ACE 2+	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
ACE 2+	17	13.7%	18	19.8%	24	38.1%	29	41.4%
ACE<2	107	86.3%	73	80.2%	39	61.9%	41	58.6%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>



## 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 included in the 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.

Students were asked, *“How often in past two weeks did you feel...”*

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Felt Safe								
Not at All	3	3.8%	3	4.8%	3	5.6%	0	0.0%
Once	0	0.0%	3	4.8%	2	3.7%	2	3.0%
On Several Days	10	12.7%	5	7.9%	4	7.4%	8	12.1%
More Than Half the Time	11	13.9%	16	25.4%	11	20.4%	12	18.2%
Nearly Every Day	55	69.6%	36	57.1%	34	63.0%	44	66.7%
<b>Total</b>	<b>79</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>54</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

Students were asked, *“How often in past two weeks did you feel...”*

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Felt Nervous</b>								
Not at All	16	20.0%	14	22.2%	8	14.5%	6	9.1%
Once	22	27.5%	13	20.6%	8	14.5%	13	19.7%
On Several Days	19	23.8%	11	17.5%	18	32.7%	16	24.2%
More Than Half the Time	11	13.8%	10	15.9%	10	18.2%	12	18.2%
Nearly Every Day	12	15.0%	15	23.8%	11	20.0%	19	28.8%
<b>Total</b>	<b>80</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>55</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Felt Happy</b>								
Not at All	1	1.3%	5	7.8%	2	3.6%	2	3.1%
Once	1	1.3%	5	7.8%	2	3.6%	4	6.2%
On Several Days	15	19.0%	7	10.9%	14	25.5%	17	26.2%
More Than Half the Time	22	27.8%	21	32.8%	14	25.5%	18	27.7%
Nearly Every Day	40	50.6%	26	40.6%	23	41.8%	24	36.9%
<b>Total</b>	<b>79</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>55</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Felt Calm</b>								
Not at All	1	1.3%	6	9.4%	3	5.6%	0	0.0%
Once	3	3.8%	1	1.6%	3	5.6%	3	4.5%
On Several Days	15	19.2%	15	23.4%	12	22.2%	22	33.3%
More Than Half the Time	17	21.8%	16	25.0%	14	25.9%	16	24.2%
Nearly Every Day	42	53.8%	26	40.6%	22	40.7%	25	37.9%
<b>Total</b>	<b>78</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>54</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Worried About Getting Sick</b>								
Not at All	27	34.2%	14	21.9%	18	34.0%	26	39.4%
Once	14	17.7%	18	28.1%	17	32.1%	17	25.8%
On Several Days	17	21.5%	19	29.7%	7	13.2%	8	12.1%
More Than Half the Time	11	13.9%	6	9.4%	6	11.3%	6	9.1%
Nearly Every Day	10	12.7%	7	10.9%	5	9.4%	9	13.6%
<b>Total</b>	<b>79</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

Evalumetrics Youth Survey 2025

Geneva Schools

Students were asked, *“How often in past two weeks did you feel...”*

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Worried About Family Member Getting Sick</b>								
Not at All	26	32.9%	16	25.0%	22	41.5%	27	42.2%
Once	15	19.0%	19	29.7%	13	24.5%	17	26.6%
On Several Days	14	17.7%	8	12.5%	5	9.4%	11	17.2%
More Than Half the Time	8	10.1%	11	17.2%	5	9.4%	5	7.8%
Nearly Every Day	16	20.3%	10	15.6%	8	15.1%	4	6.3%
<b>Total</b>	<b>79</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Felt Sad Depressed or Hopeless</b>								
Not at All	32	40.5%	32	50.0%	25	45.5%	24	36.4%
Once	13	16.5%	7	10.9%	10	18.2%	11	16.7%
On Several Days	10	12.7%	8	12.5%	11	20.0%	12	18.2%
More Than Half the Time	11	13.9%	8	12.5%	4	7.3%	14	21.2%
Nearly Every Day	13	16.5%	9	14.1%	5	9.1%	5	7.6%
<b>Total</b>	<b>79</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>55</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

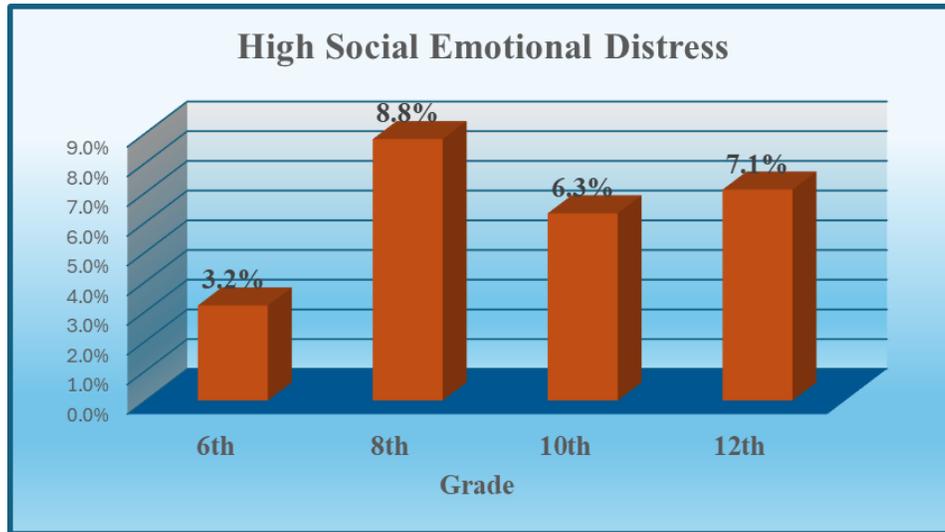
Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Felt Connected and Supported</b>								
Not at All	7	9.0%	9	14.1%	3	5.5%	7	10.6%
Once	3	3.8%	5	7.8%	3	5.5%	9	13.6%
On Several Days	10	12.8%	16	25.0%	12	21.8%	15	22.7%
More Than Half the Time	21	26.9%	16	25.0%	20	36.4%	14	21.2%
Nearly Every Day	37	47.4%	18	28.1%	17	30.9%	21	31.8%
<b>Total</b>	<b>78</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>55</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

Students were asked, *“How often in past two weeks did you feel...”*

Behavior Felt Lonely	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Not at All	37	46.8%	25	39.1%	20	37.0%	19	28.8%
Once	8	10.1%	12	18.8%	13	24.1%	12	18.2%
On Several Days	12	15.2%	7	10.9%	11	20.4%	14	21.2%
More Than Half the Time	10	12.7%	11	17.2%	4	7.4%	10	15.2%
Nearly Every Day	12	15.2%	9	14.1%	6	11.1%	11	16.7%
<b>Total</b>	<b>79</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>54</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>

Behavior Enjoyed Things I Usually Like	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Not at All	2	2.6%	4	6.3%	2	3.6%	4	6.2%
Once	1	1.3%	3	4.7%	4	7.3%	3	4.6%
On Several Days	8	10.3%	8	12.5%	7	12.7%	17	26.2%
More Than Half the Time	21	26.9%	16	25.0%	13	23.6%	19	29.2%
Nearly Every Day	46	59.0%	33	51.6%	29	52.7%	22	33.8%
<b>Total</b>	<b>78</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>55</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>

Behavior At Risk Level for SED	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
At Risk From SED	4	3.2%	8	8.8%	4	6.3%	5	7.1%
Below Risk Level	120	96.8%	83	91.2%	59	93.7%	65	92.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>



# 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-

Substance	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Lifetime alcohol</b>								
Yes	7	5.6%	7	7.7%	19	30.2%	28	40.0%
No	117	94.4%	84	92.3%	44	69.8%	42	60.0%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Drank in past year</b>								
Yes	2	1.6%	3	3.3%	17	27.0%	25	35.7%
No	122	98.4%	88	96.7%	46	73.0%	45	64.3%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Drank in past 30 days</b>								
Yes	0	0.0%	1	1.1%	7	11.1%	11	15.7%
No	124	100.0%	90	98.9%	56	88.9%	59	84.3%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Drank 5 or more drinks (Binge)</b>								
Yes	0	0.0%	1	1.1%	2	3.2%	5	7.1%
No	124	100.0%	90	98.9%	61	96.8%	65	92.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

# Cigarettes and Other Tobacco Products-

## Smoked cigarettes in lifetime

	#	%	#	%	#	%	#	%
Yes	3	2.4%	1	1.1%	0	0.0%	5	7.1%
No	121	97.6%	90	98.9%	63	100.0%	65	92.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

## Substance Smoked cigarettes in past year

	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	1	0.8%	0	0.0%	0	0.0%	3	4.3%
No	123	99.2%	91	100.0%	63	100.0%	67	95.7%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

## Substance Smoked cigarettes in past 30 days

	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	1	0.8%	0	0.0%	0	0.0%	3	4.3%
No	123	99.2%	91	100.0%	63	100.0%	67	95.7%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

## Substance Smoked cigarettes in packs in past 30 days

	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	1	0.8%	2	2.2%	0	0.0%	2	2.9%
No	122	99.2%	89	97.8%	62	100.0%	68	97.1%
<b>Total</b>	<b>123</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance Used smokeless tobacco/Chew etc. in past 30 days	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	0	0.0%	3	3.3%	0	0.0%	0	0.0%
No	122	100.0%	88	96.7%	62	100.0%	70	100.0%
<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance Smoked cigars in past 30 days	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	0	0.0%	3	3.3%	0	0.0%	1	1.4%
No	122	100.0%	88	96.7%	62	100.0%	69	98.6%
<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance Smoked pipe tobacco in past 30 days	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	0	0.0%	3	3.3%	1	1.6%	1	1.4%
No	122	100.0%	88	96.7%	62	98.4%	69	98.6%
<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

## Marijuana-

Substance Smoked marijuana in Lifetime	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	1	0.8%	7	7.7%	6	9.5%	21	30.9%
No	120	99.2%	84	92.3%	57	90.5%	47	69.1%
<b>Total</b>	<b>121</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>68</b>	<b>100.0%</b>

Substance Smoked marijuana in past year	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	1	0.8%	7	7.7%	6	9.5%	21	30.0%
No	123	99.2%	84	92.3%	57	90.5%	49	70.0%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance Smoked marijuana in past 30 days	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	0	0.0%	1	1.1%	2	3.2%	11	15.7%
No	124	100.0%	90	98.9%	61	96.8%	59	84.3%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

## Substances Other Than Alcohol, Tobacco, or Marijuana<sup>2</sup>-

Substance	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Used other drug lifetime								
Yes	1	0.8%	5	5.5%	2	3.2%	3	4.3%
No	123	99.2%	86	94.5%	61	96.8%	67	95.7%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Used other drug past year								
Yes	0	0.0%	2	2.2%	1	1.6%	1	1.4%
No	124	100.0%	89	97.8%	62	98.4%	69	98.6%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Used other drug past 30 days								
Yes	0	0.0%	0	0.0%	0	0.0%	1	1.4%
No	124	100.0%	91	100.0%	63	100.0%	69	98.6%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

<sup>2</sup> Note: EYS asks about specific substances used by students. The prevalence of use of most substances other than Alcohol, Tobacco, or Marijuana is extremely small. Details of specific substances used and other items related to use will be reported in a separate report.

## Vaping/e Cigarette Use-

Substance Vaped in past 30 days	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Yes	0	0.0%	6	6.6%	2	3.2%	5	7.1%
No	124	100.0%	85	93.4%	61	96.8%	65	92.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance Vaped flavored juice	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Flavored juice	0	0.0%	2	2.2%	0	0.0%	3	4.3%
Did Not Vape Flavored Juice	0	0.0%	4	4.4%	2	3.2%	2	2.9%
Did Not Vape	124	100.0%	85	93.4%	61	96.8%	65	92.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance Vaped nicotine product	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Vaped Product with nicotine	0	0.0%	2	2.2%	2	3.2%	2	2.9%
Did Not Vape Nicotine	0	0.0%	4	4.4%	0	0.0%	3	4.3%
Did Not Vape	124	100.0%	85	93.4%	61	96.8%	65	92.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance 15c vaped THC/Marijuana	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Vaped THC (marijuana)	0	0.0%	2	2.2%	1	1.6%	4	5.7%
Did Not Vape THC/Marijuana	0	0.0%	4	4.4%	1	1.6%	1	1.4%
Did Not Vape	124	100.0%	85	93.4%	61	96.8%	65	92.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance Vaped other substance to get high	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Vaped Other substance to get high	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Did Not Vape Other Substance to Get High	0	0.0%	6	6.6%	2	3.2%	5	7.1%
Did Not Vape	124	100.0%	85	93.4%	61	96.8%	65	92.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Substance Vaped other products	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Vaped Other Product	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Did Not Vape Other Product	0	0.0%	6	6.6%	2	3.2%	5	7.1%
Did Not Vape	124	100.0%	85	93.4%	61	96.8%	65	92.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

## School Climate

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

My Grades Are Mostly	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Mostly A's	59	48.4%	29	32.6%	21	33.3%	40	57.1%
Mostly B's	44	36.1%	27	30.3%	22	34.9%	20	28.6%
Mostly C's	12	9.8%	22	24.7%	17	27.0%	7	10.0%
Mostly D's	6	4.9%	7	7.9%	1	1.6%	3	4.3%
Less than D	1	0.8%	4	4.5%	2	3.2%	0	0.0%
<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>89</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

### Days Missed for Illness Past 4 Weeks

	#	%	#	%	#	%	#	%
Was Not Absent	59	47.6%	43	47.3%	34	54.0%	34	48.6%
Missed One Day	15	12.1%	12	13.2%	8	12.7%	9	12.9%
Missed Two Days	20	16.1%	6	6.6%	9	14.3%	7	10.0%
Missed Three Days	10	8.1%	5	5.5%	3	4.8%	8	11.4%
Missed Four Days	9	7.3%	6	6.6%	2	3.2%	5	7.1%
More Than Four	11	8.9%	19	20.9%	7	11.1%	7	10.0%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

### Days Skipped School in Past 4 Weeks

	#	%	#	%	#	%	#	%
Was Not Absent	110	88.7%	79	86.8%	55	87.3%	49	70.0%
Missed One Day	5	4.0%	2	2.2%	2	3.2%	7	10.0%
Missed Two Days	3	2.4%	3	3.3%	2	3.2%	5	7.1%
Missed Three Days	1	0.8%	1	1.1%	2	3.2%	5	7.1%
Missed Four Days	1	0.8%	0	0.0%	1	1.6%	1	1.4%
More Than Four	4	3.2%	6	6.6%	1	1.6%	3	4.3%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Days Missed for Other Reason  
in Past 4 Weeks**

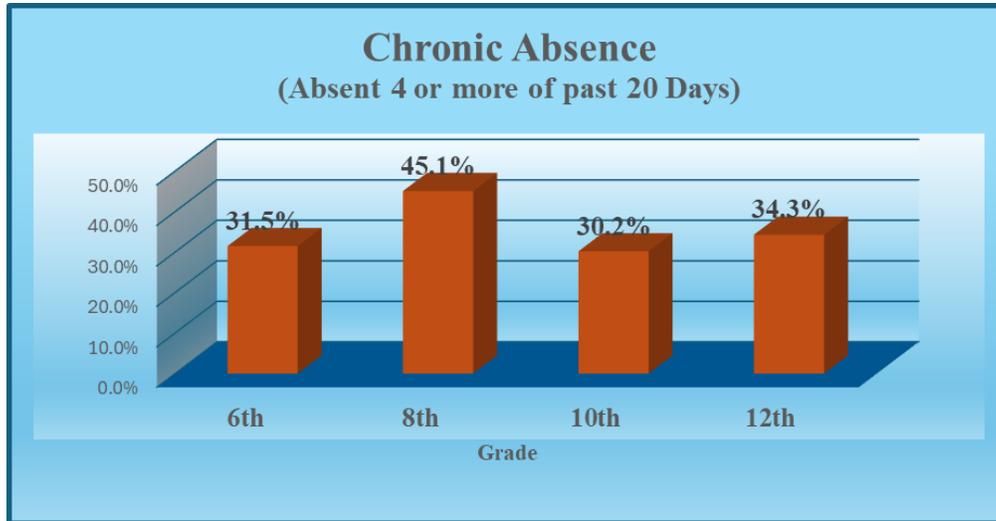
	#	%	#	%	#	%	#	%
Was Not Absent	75	60.5%	42	46.2%	35	55.6%	37	52.9%
Missed One Day	13	10.5%	13	14.3%	7	11.1%	13	18.6%
Missed Two Days	12	9.7%	8	8.8%	5	7.9%	8	11.4%
Missed Three Days	9	7.3%	7	7.7%	7	11.1%	5	7.1%
Missed Four Days	4	3.2%	4	4.4%	2	3.2%	4	5.7%
More Than Four	11	8.9%	17	18.7%	7	11.1%	3	4.3%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Total Days Missed in Past 4  
Weeks**

	#	%	#	%	#	%	#	%
Was Not Absent	43	34.7%	25	27.5%	19	30.2%	21	30.0%
Missed One Day	12	9.7%	10	11.0%	11	17.5%	7	10.0%
Missed Two Days	13	10.5%	8	8.8%	10	15.9%	10	14.3%
Missed Three Days	17	13.7%	7	7.7%	4	6.3%	8	11.4%
Missed Four Days	7	5.6%	6	6.6%	1	1.6%	2	2.9%
More Than Four	32	25.8%	35	38.5%	18	28.6%	22	31.4%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Chronic Absence (20%+)**

	#	%	#	%	#	%	#	%
Chronic Absence	39	31.5%	41	45.1%	19	30.2%	24	34.3%
Not Chronic	85	68.5%	50	54.9%	44	69.8%	46	65.7%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>



**Students help decide class activities**

	#	%	#	%	#	%	#	%
NO	7	5.7%	8	8.9%	1	1.6%	2	2.9%
no	27	22.1%	40	44.4%	15	24.2%	13	18.6%
yes	76	62.3%	38	42.2%	44	71.0%	43	61.4%
YES	12	9.8%	4	4.4%	2	3.2%	12	17.1%
<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>90</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Teachers ask me to work on special projects**

	#	%	#	%	#	%	#	%
NO	7	5.8%	6	6.7%	3	4.8%	7	10.0%
no	50	41.3%	48	53.3%	29	46.0%	29	41.4%
yes	56	46.3%	31	34.4%	29	46.0%	29	41.4%
YES	8	6.6%	5	5.6%	2	3.2%	5	7.1%
<b>Total</b>	<b>121</b>	<b>100.0%</b>	<b>90</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Teachers notice when I do a good job and let me know**

	#	%	#	%	#	%	#	%
NO	4	3.3%	6	6.8%	0	0.0%	1	1.4%
no	14	11.6%	18	20.5%	6	9.5%	14	20.0%
yes	61	50.4%	45	51.1%	45	71.4%	39	55.7%
YES	42	34.7%	19	21.6%	12	19.0%	16	22.9%
<b>Total</b>	<b>121</b>	<b>100.0%</b>	<b>88</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

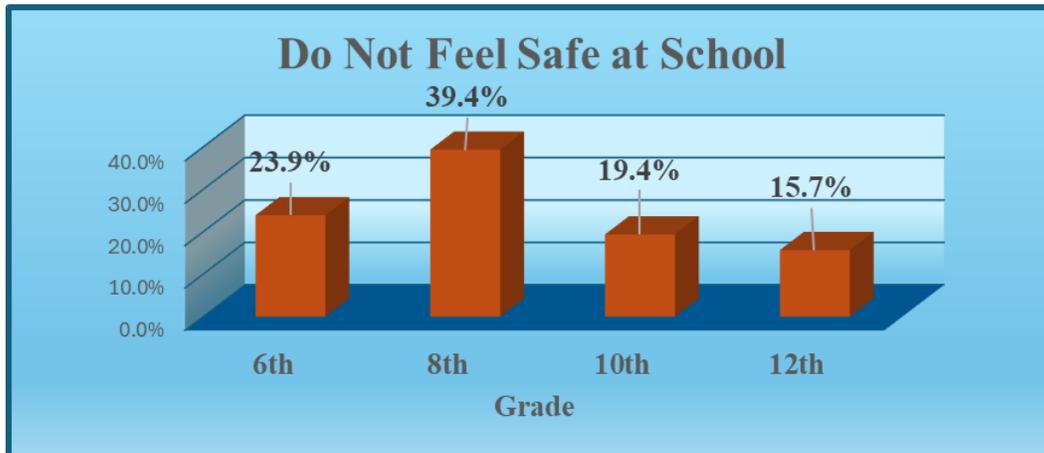
**There are chances to get involved in school activities**

	#	%	#	%	#	%	#	%
NO	1	0.8%	2	2.2%	0	0.0%	0	0.0%
no	8	6.6%	6	6.7%	5	8.1%	3	4.3%
yes	41	33.6%	54	60.7%	29	46.8%	21	30.0%
YES	72	59.0%	27	30.3%	28	45.2%	46	65.7%
<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>89</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**There are chances to talk to teachers one-on-one**

	#	%	#	%	#	%	#	%
NO	3	2.5%	4	4.5%	0	0.0%	1	1.4%
no	19	16.1%	27	30.3%	9	14.3%	5	7.1%
yes	65	55.1%	44	49.4%	36	57.1%	43	61.4%
YES	31	26.3%	14	15.7%	18	28.6%	21	30.0%
<b>Total</b>	<b>118</b>	<b>100.0%</b>	<b>89</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

<b>I feel safe at school</b>	#	%	#	%	#	%	#	%
NO	12	9.9%	11	12.4%	4	6.5%	1	1.4%
no	17	14.0%	24	27.0%	8	12.9%	10	14.3%
<b><i>Do Not Feel Safe at School</i></b>	<b>29</b>	<b>23.9%</b>	<b>35</b>	<b>39.4%</b>	<b>12</b>	<b>19.4%</b>	<b>11</b>	<b>15.7%</b>
yes	66	54.5%	46	51.7%	42	67.7%	50	71.4%
YES	26	21.5%	8	9.0%	8	12.9%	9	12.9%
<b>Total</b>	<b>121</b>	<b>100.0%</b>	<b>89</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>



<b>School lets my parents know I have done something well</b>	#	%	#	%	#	%	#	%
NO	11	9.0%	8	9.0%	4	6.3%	9	12.9%
no	23	18.9%	38	42.7%	23	36.5%	32	45.7%
yes	60	49.2%	31	34.8%	35	55.6%	23	32.9%
YES	28	23.0%	12	13.5%	1	1.6%	6	8.6%
<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>89</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**My teachers praise me when I work hard in school**

	#	%	#	%	#	%	#	%
NO	6	5.0%	15	16.9%	1	1.6%	2	2.9%
no	29	24.4%	28	31.5%	16	25.4%	26	37.1%
yes	56	47.1%	37	41.6%	41	65.1%	34	48.6%
YES	28	23.5%	9	10.1%	5	7.9%	8	11.4%
<b>Total</b>	<b>119</b>	<b>100.0%</b>	<b>89</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**I have lots of chances to be part of classroom discussions**

	#	%	#	%	#	%	#	%
NO	2	1.7%	5	5.7%	1	1.6%	0	0.0%
no	15	12.4%	22	25.0%	5	7.9%	3	4.3%
yes	79	65.3%	50	56.8%	43	68.3%	46	66.7%
YES	25	20.7%	11	12.5%	14	22.2%	20	29.0%
<b>Total</b>	<b>121</b>	<b>100.0%</b>	<b>88</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>69</b>	<b>100.0%</b>

**I think sometimes it is okay to cheat at school**

	#	%	#	%	#	%	#	%
NO	63	52.1%	20	22.7%	16	25.8%	12	17.1%
no	31	25.6%	40	45.5%	18	29.0%	36	51.4%
yes	17	14.0%	21	23.9%	24	38.7%	17	24.3%
YES	10	8.3%	7	8.0%	4	6.5%	5	7.1%
<b>Total</b>	<b>121</b>	<b>100.0%</b>	<b>88</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**I can learn about careers I could have after graduation**

	#	%	#	%	#	%	#	%
NO	4	3.3%	5	5.6%	3	4.8%	7	10.0%
no	11	9.0%	26	29.2%	15	23.8%	10	14.3%
yes	69	56.6%	46	51.7%	34	54.0%	39	55.7%
YES	38	31.1%	12	13.5%	11	17.5%	14	20.0%
<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>89</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**I can learn about STEM**

	#	%	#	%	#	%	#	%
NO	1	0.8%	1	1.1%	0	0.0%	1	1.4%
no	2	1.7%	6	6.7%	5	7.9%	5	7.1%
yes	65	53.7%	61	68.5%	40	63.5%	41	58.6%
YES	53	43.8%	21	23.6%	18	28.6%	23	32.9%
<b>Total</b>	<b>121</b>	<b>100.0%</b>	<b>89</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Schoolwork you are assigned is interesting**

	#	%	#	%	#	%	#	%
Almost Always	8	6.5%	3	3.4%	6	9.5%	3	4.3%
Often	33	26.8%	15	16.9%	12	19.0%	16	22.9%
Sometimes	43	35.0%	33	37.1%	24	38.1%	28	40.0%
Seldom	31	25.2%	29	32.6%	16	25.4%	20	28.6%
Never	8	6.5%	9	10.1%	5	7.9%	3	4.3%
<b>Total</b>	<b>53</b>	<b>43.8%</b>	<b>21</b>	<b>23.6%</b>	<b>18</b>	<b>28.6%</b>	<b>23</b>	<b>32.9%</b>

**Schoolwork you are assigned is meaningful and important**

	#	%	#	%	#	%	#	%
Almost Always	17	13.8%	4	4.4%	5	7.9%	6	8.6%
Often	39	31.7%	16	17.8%	13	20.6%	10	14.3%
Sometimes	43	35.0%	38	42.2%	29	46.0%	39	55.7%
Seldom	14	11.4%	24	26.7%	11	17.5%	13	18.6%
Never	10	8.1%	8	8.9%	5	7.9%	2	2.9%
<b>Total</b>	<b>123</b>	<b>100.0%</b>	<b>90</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Things you are learning are important for you later in life**

	#	%	#	%	#	%	#	%
Very important	30	24.6%	1	1.1%	4	6.3%	5	7.1%
Quite important	39	32.0%	21	23.6%	9	14.3%	9	12.9%
Fairly important	33	27.0%	28	31.5%	21	33.3%	28	40.0%
Slightly important	18	14.8%	29	32.6%	22	34.9%	24	34.3%
Not important	2	1.6%	10	11.2%	7	11.1%	4	5.7%
<b>Total</b>	<b>2</b>	<b>1.6%</b>	<b>10</b>	<b>11.2%</b>	<b>7</b>	<b>11.1%</b>	<b>4</b>	<b>5.7%</b>

**In the past year how often did you enjoy being at school**

	#	%	#	%	#	%	#	%
Never	16	13.1%	13	14.3%	6	9.5%	6	8.6%
Seldom	19	15.6%	20	22.0%	8	12.7%	19	27.1%
Sometimes	39	32.0%	39	42.9%	30	47.6%	26	37.1%
Often	31	25.4%	15	16.5%	18	28.6%	15	21.4%
Always	17	13.9%	4	4.4%	1	1.6%	4	5.7%
<b>Total</b>	<b>17</b>	<b>13.9%</b>	<b>4</b>	<b>4.4%</b>	<b>1</b>	<b>1.6%</b>	<b>4</b>	<b>5.7%</b>

**In the past year how often did you hate being in school**

	#	%	#	%	#	%	#	%
Never	15	12.2%	2	2.2%	2	3.2%	2	2.9%
Seldom	32	26.0%	13	14.4%	10	16.1%	14	20.0%
Sometimes	26	21.1%	32	35.6%	27	43.5%	26	37.1%
Often	29	23.6%	21	23.3%	17	27.4%	19	27.1%
Always	21	17.1%	22	24.4%	6	9.7%	9	12.9%
<b>Total</b>	<b>21</b>	<b>17.1%</b>	<b>22</b>	<b>24.4%</b>	<b>6</b>	<b>9.7%</b>	<b>9</b>	<b>12.9%</b>

**In the past year how often did you do your best at school**

	#	%	#	%	#	%	#	%
Never	1	0.8%	2	2.2%	0	0.0%	0	0.0%
Seldom	6	4.9%	4	4.4%	2	3.2%	1	1.4%
Sometimes	11	9.0%	18	20.0%	18	29.0%	20	28.6%
Often	44	36.1%	37	41.1%	26	41.9%	27	38.6%
Always	60	49.2%	29	32.2%	16	25.8%	22	31.4%
<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>90</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Times I was drunk or high at school**

	#	%	#	%	#	%	#	%
None	123	99.2%	88	96.7%	62	98.4%	63	90.0%
Once	0	0.0%	1	1.1%	0	0.0%	4	5.7%
Twice	0	0.0%	1	1.1%	0	0.0%	1	1.4%
More than twice	1	0.8%	1	1.1%	1	1.6%	2	2.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Times I carried a handgun to school in past year**

	#	%	#	%	#	%	#	%
None	124	100.0%	91	100.0%	62	98.4%	69	98.6%
Once	0	0.0%	0	0.0%	0	0.0%	1	1.4%
Twice	0	0.0%	0	0.0%	1	1.6%	0	0.0%
More than twice	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Times I took any weapon to school**

	#	%	#	%	#	%	#	%
None	115	92.7%	86	94.5%	61	96.8%	67	95.7%
Once	7	5.6%	5	5.5%	1	1.6%	3	4.3%
Twice	0	0.0%	0	0.0%	1	1.6%	0	0.0%
More than twice	2	1.6%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Times I changed homes since Kindergarten**

	#	%	#	%	#	%	#	%
Did Not Move	87	70.2%	58	63.7%	35	55.6%	41	58.6%
Once	11	8.9%	15	16.5%	7	11.1%	13	18.6%
Twice	7	5.6%	10	11.0%	3	4.8%	4	5.7%
Three Times	5	4.0%	2	2.2%	1	1.6%	1	1.4%
Times	2	1.6%	0	0.0%	1	1.6%	2	2.9%
Five or More Times	12	9.7%	6	6.6%	16	25.4%	9	12.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Have you changed homes in past year**

	#	%	#	%	#	%	#	%
Yes	19	17.4%	13	15.3%	9	14.8%	16	23.2%
No	90	82.6%	72	84.7%	52	85.2%	53	76.8%
<b>Total</b>	<b>109</b>	<b>100.0%</b>	<b>85</b>	<b>100.0%</b>	<b>61</b>	<b>100.0%</b>	<b>69</b>	<b>100.0%</b>

**Times I changed schools since Kindergarten**

	#	%	#	%	#	%	#	%
Did Not Change Schools	87	70.2%	58	63.7%	35	55.6%	41	58.6%
Once	11	8.9%	15	16.5%	7	11.1%	13	18.6%
Twice	7	5.6%	10	11.0%	3	4.8%	4	5.7%
Three Times	5	4.0%	2	2.2%	1	1.6%	1	1.4%
Times	2	1.6%	0	0.0%	1	1.6%	2	2.9%
Five or More Times	12	9.7%	6	6.6%	16	25.4%	9	12.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

**Have you changed schools in the past year**

	#	%	#	%	#	%	#	%
Yes	8	7.2%	5	6.0%	3	4.8%	2	2.9%
No	103	92.8%	78	94.0%	59	95.2%	68	97.1%
<b>Total</b>	<b>111</b>	<b>100.0%</b>	<b>83</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

## 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.

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>I can solve most problems if I try</b>								
NO	2	1.7%	6	6.7%	0	0.0%	0	0.0%
no	7	5.8%	11	12.2%	7	11.3%	3	4.3%
yes	76	62.8%	55	61.1%	36	58.1%	40	57.1%
YES	36	29.8%	18	20.0%	19	30.6%	27	38.6%
<b>Total</b>	<b>121</b>	<b>100.0%</b>	<b>90</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Most things happen because of luck</b>								
NO	14	11.7%	16	17.8%	6	9.7%	17	24.6%
no	68	56.7%	50	55.6%	39	62.9%	41	59.4%
yes	30	25.0%	17	18.9%	13	21.0%	7	10.1%
YES	8	6.7%	7	7.8%	4	6.5%	4	5.8%
<b>Total</b>	<b>120</b>	<b>100.0%</b>	<b>90</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>	<b>69</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>I can control my own life</b>								
NO	8	6.6%	8	8.9%	4	6.3%	2	2.9%
no	16	13.2%	14	15.6%	13	20.6%	7	10.0%
yes	52	43.0%	43	47.8%	27	42.9%	35	50.0%
YES	45	37.2%	25	27.8%	19	30.2%	26	37.1%
<b>Total</b>	<b>121</b>	<b>100.0%</b>	<b>90</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Behavior	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
<b>Lack Self Efficacy</b>								
Lacks Self Efficacy	16	12.9%	11	12.1%	6	9.5%	19	27.1%
Dos Not Lack Self Efficacy	108	87.1%	80	87.9%	57	90.5%	51	72.9%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

## 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, sleep, food insecurity, and housing insecurity.

Health Indicator	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Days Exercised in Past 30 Days								
Did Not Exercise	64	51.6%	50	54.9%	20	31.7%	16	22.9%
Once	5	4.0%	3	3.3%	4	6.3%	4	5.7%
Twice	9	7.3%	6	6.6%	3	4.8%	5	7.1%
Three to Five Times	23	18.5%	22	24.2%	27	42.9%	31	44.3%
Every Day	23	18.5%	10	11.0%	9	14.3%	14	20.0%
<b>Total</b>	<b>124</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>

Health Indicator	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Times Ate Veggies								
Did not eat vegetables	7	10.3%	8	16.0%	3	6.1%	6	9.2%
Ate 1 or 2 times in past week	15	22.1%	6	12.0%	12	24.5%	18	27.7%
Ate 3 to 5 times in past week	11	16.2%	12	24.0%	9	18.4%	10	15.4%
Ate once per day	9	13.2%	3	6.0%	10	20.4%	2	3.1%
Ate twice per day	8	11.8%	6	12.0%	9	18.4%	14	21.5%
Ate three times per day	5	7.4%	8	16.0%	1	2.0%	4	6.2%
Ate 4 or more times per day	13	19.1%	7	14.0%	5	10.2%	11	16.9%
<b>Total</b>	<b>68</b>	<b>100.0%</b>	<b>50</b>	<b>100.0%</b>	<b>49</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>

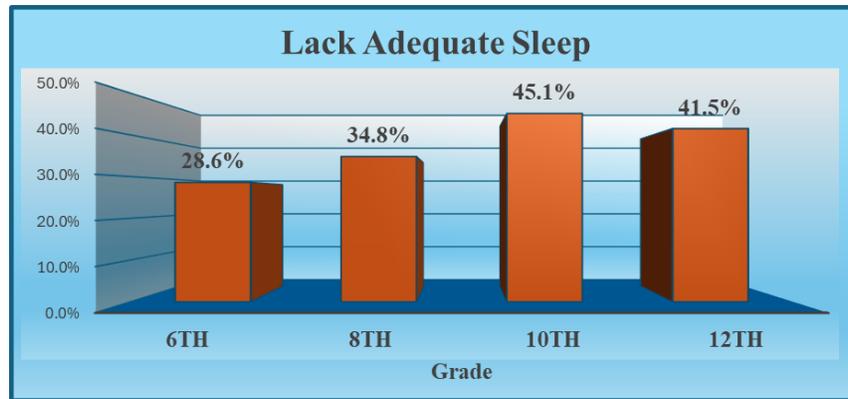
Health Indicator Has Enough Food at Home	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Never	3	2.7%	1	1.4%	2	3.4%	1	1.6%
Sometimes	3	2.7%	4	5.4%	3	5.2%	2	3.2%
Most of the time	11	9.9%	11	14.9%	9	15.5%	6	9.7%
Almost always	21	18.9%	10	13.5%	13	22.4%	18	29.0%
Always	73	65.8%	48	64.9%	31	53.4%	35	56.5%
<b>Total</b>	<b>111</b>	<b>100.0%</b>	<b>74</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>

Health Indicator Food Insecure	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Food Insecure	17	15.3%	16	21.6%	14	24.1%	9	14.5%
Food Secure	94	84.7%	58	78.4%	44	75.9%	53	85.5%
<b>Total</b>	<b>111</b>	<b>100.0%</b>	<b>74</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>

Health Indicator Dentist Visits in Past Year	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
None	5	7.4%	10	19.6%	7	14.0%	8	12.3%
Once	10	14.7%	11	21.6%	17	34.0%	24	36.9%
Twice	25	36.8%	20	39.2%	20	40.0%	24	36.9%
More than twice	28	41.2%	10	19.6%	6	12.0%	9	13.8%
<b>Total</b>	<b>68</b>	<b>100.0%</b>	<b>51</b>	<b>100.0%</b>	<b>50</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>

Health Indicator Time/day brush teeth	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
None	0	0.0%	2	3.8%	2	3.9%	0	0.0%
Not every day	3	4.3%	1	1.9%	2	3.9%	2	3.1%
Once each day	6	8.6%	10	18.9%	10	19.6%	16	24.6%
Twice each day	45	64.3%	33	62.3%	31	60.8%	42	64.6%
More than twice each day	16	22.9%	7	13.2%	6	11.8%	5	7.7%
<b>Total</b>	<b>70</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>51</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>

Health Indicator Hours of sleep on school nights	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
Four hours or Less	6	8.6%	6	11.5%	5	9.8%	4	6.2%
Five Hours	7	10.0%	7	13.5%	5	9.8%	9	13.8%
Six Hours	7	10.0%	6	11.5%	13	25.5%	14	21.5%
<b>Lack Adequate Sleep</b>	<b>20</b>	<b>28.6%</b>	<b>19</b>	<b>36.5%</b>	<b>23</b>	<b>45.1%</b>	<b>27</b>	<b>41.5%</b>
Seven Hours	18	25.7%	14	26.9%	16	31.4%	14	21.5%
Eight Hours	17	24.3%	7	13.5%	8	15.7%	4	6.2%
More Than 8 Hours	15	21.4%	12	23.1%	4	7.8%	20	30.8%
<b>Total</b>	<b>70</b>	<b>100.0%</b>	<b>52</b>	<b>100.0%</b>	<b>51</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>



Health Indicator Where do you usually sleep	6th Grade		8th Grade		10th Grade		12th Grade	
	#	%	#	%	#	%	#	%
In my parent/guardian home	68	97.1%	50	94.3%	51	100.0%	64	98.5%
Home of a friend, family member or other because I had to leave	2	2.9%	1	1.9%	0	0.0%	0	0.0%
In a shelter or emergency housing	0	0.0%	0	0.0%	0	0.0%	1	1.5%
In a motel or hotel	0	0.0%	1	1.9%	0	0.0%	0	0.0%
In a car, park, campground, or other public place	0	0.0%	0	0.0%	0	0.0%	0	0.0%
I do not have a usual place to sleep	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Somewhere else	0	0.0%	1	1.9%	0	0.0%	0	0.0%
<b><i>Housing Insecure</i></b>	<b>2</b>	<b>2.9%</b>	<b>3</b>	<b>5.7%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>1.5%</b>
<b>Total</b>	<b>70</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>51</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>

**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?

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?

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)?

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.

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?  
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?

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 CDs 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

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.

School: Attachment to Schools (P12) (Added 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