

**Region 1 2025**

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**Youth Voices Count  
Survey Report, Spring 2025**

**Grades 7-12**



Survey Conducted by:

**B. WEYLAND SMITH**

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**C O N S U L T I N G**

PROGRAM EVALUATION • GRANT PREPARATION • CAPACITY BUILDING

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## Introduction

The following report is a summary of data that was gathered during May and June 2025 from public schools in Region 1 for grades 7-8 and 9-12. Data collected from this year's student survey will be used in the planning and development of strategies, policies, and practices for the school district and community partners.

This survey was administered to youth enrolled in Region 1 schools to ensure a representative sample and reliable data. Please note that the findings presented in this report are not reflective of the school but are intended to reflect the greater community.

### **The Youth Voices Count Survey fulfills the following objectives:**

1. Describes youth's perceptions and experiences regarding substance use, mental health, school environment, social media and online gaming school environment, and other related behaviors among students in grades 7-12.
2. Utilizes information provided by youth, allowing leaders to systematically **"hear" from youth**, in order to enhance and **plan initiatives and activities for youth** in the community.

### **Youth Voices Count Survey Background:**

The Youth Voices Count Survey (YVCS) is adapted from the "ERASE Student Survey" which originated out of the Governor's Prevention Initiative for Youth (GPIY) Student Survey, a school survey that was distributed throughout the State of Connecticut in 2000. Other survey influences include: The CT School Health Survey, The Center for Prevention Evaluation and Statistics (CPES) Young Adults Statewide Survey and most importantly, emerging issues for youth today—including vaping, online gaming, and social media related behaviors.

The Youth Voices Count Survey is a product of B. Weyland Smith Consulting, LLC. Located in Wethersfield, CT. B. Weyland Smith Consulting researchers have over 50 years combined experience of survey and statistical research regarding youth behaviors, perspectives, and experience, specific to substance use, mental health and related risk and protective factors.

The Youth Voices Count Survey was established with support of many youths and professionals in the field of survey development, program evaluation, internet safety and school mental health staff. They provided feedback through document review and focus groups.

The core elements of the YVCS are designed to understand youth's current substance use and mental health behaviors and perceptions. These data are aligned with Federal National Outcome Measures for the Substance Abuse and Mental Health Services Administration. This allows for competitive grant applications and ongoing evaluation requirements to be met.

Topics assessed in the YVCS include: substance use, anxiety, depression, e-sports/online gaming, social media perspectives, gambling and accessing resources and supports in the community. Optional add-on topics include bullying/school climate, sexual behaviors, and extracurricular activities and connected and thriving factors.

## Survey Methodology:

### **Survey Consent:**

The Youth Voices Count Survey was administered in May 2025 to students at Region 1 Public Schools. Students' guardians received e-mail letters notifying them of the purpose and content of the survey and were able to return a signed "passive consent" form to the school if they did not want their children to participate in the school survey. Guardians were provided with an opportunity to review the survey document.

### **Survey Administration:**

All surveys were administered using SurveyMonkey.com website and software. Students received an email with the survey link and a link to a video including an overview of the survey, ensuring anonymity, resources if the survey brought up uncomfortable feelings and informing of their option to decline participation. Any question could be skipped if a student was not comfortable answering a question. Students who chose to not participate in the survey were asked to sit quietly until all classmates finished the survey.

## Data Analysis:

### **Data Processing:**

The student survey data was exported from the SurveyMonkey.com website and imported into SPSS (Statistical Package for the Social Sciences) for data analysis. A total of 3 surveys (0.7% of 425 original sample surveys) were omitted from the Sample Community pool due to lack of any responses other than demographics. The final Sample Community size after surveys were omitted was 422 surveys for grades 7-12.

### **Region 1 Response Rates:**

Response rates by grade level are listed in the table below. Response rates are calculated as a proportion of the number of surveys included in the sample to the number of total students enrolled in the 2024-2025 school year. Note that total sample counts only contain surveys that were used in the survey report; surveys that were omitted from the sample pool are not included in the following counts.

<b>Sample Community Response Rates</b>	<b>Sample Community Count</b>	<b>Population Count</b>	<b>Response Rate (%)</b>
Grade 7	74	104	71.15%
Grade 8	76	99	76.77%
Grade 9	81	99	81.82%
Grade 10	60	72	83.33%
Grade 11	80	88	90.91%
Grade 12	51	98	52.04%
Grades 7-8	150	203	73.89%
Grades 9-12	272	357	76.19%
Grades 7-12	422	560	75.36%

The next table below shows the confidence intervals calculated for grades 7-8, 9-12 and 7-12, using a 95% confidence level. A confidence interval means the percentage range you can expect the accurate rates to fall within. Smaller confidence intervals give you more accurate estimates of the actual use rates in the school population (and larger confidence intervals give you less accurate estimates of the actual use rates in the school population).

For example, if 25% of your sample reported using alcohol in the past month, a confidence interval of 2.0 means that if you randomly re-sample your population 100 times, 95 of those times you would find past month alcohol use rates to fall somewhere between 23% (25-2) and 27% (25+2). In contrast, if your confidence interval is 5 (and 25% of your sample reported using alcohol in the past month), you would typically find past month use rates ranging between 20% (25-5) and 30% (25+5) if you repeatedly re-sample students in this population.

	Confidence Level	Confidence Interval
Grade 7-8	95.00%	4.10
Grades 9-12	95.00%	2.90
Grades 7-12	95.00%	2.37

**Data Reporting:**

The survey tool utilized several skip patterns to reduce the time spent on the survey for students, in addition, no question was required to be answered by respondents. Unless otherwise stated, data presented represent the percent of students responding to each question. However, survey response and completion rates are high enough for those questions to make strong estimates of the total population’s behavior and perceptions.

**Survey Demographics:**

Only high school students were asked about their biological sex specifically. Middle school students were asked about their gender, those results are included in a separate table.

The student survey high school sample consisted of a total of 270 students (130 males, 140 females). Refer to the table below for more descriptions of the sample by grade level.

	9th grade	10th grade	11th grade	12th grade
Total	81	60	79	50
Female	39	28	41	32
Male	42	32	38	18
Did not Identify	0	0	0	0

The middle school survey sample consisted of a total of 150 students (70 males, 74 females. 6 selected options other than male or female). Refer to the table below for more descriptions of the sample by grade level.

	7th grade	8th grade
Total	74	76
Female	36	38
Male	36	34
I describe myself in some other way	0	4
I am not sure right now	2	0

**Statistical Analyses:**

Statistical comparisons by biological sex (male/female), race/ethnicity, gender identity, and sexual identity were conducted separately for grades 7-8 and grades 9-12 using the Chi-Square ( $\chi^2$ ) technique for key substance use measures (core GPRA measures for alcohol, tobacco, e-cigarettes, marijuana, prescription drug use, and gambling).

No statistical analyses for grade level differences in substance use will be included in this report, but substance use percentages by grade level will be included for core GPRA measures for alcohol, tobacco, e-cigarettes, marijuana, prescription drugs, and gambling.

**Statistical Comparisons by Race:**

We must be careful not to unfairly identify or stereotype a handful of students as using or misusing drugs, given the smaller Sample Community size within specific minority groups in these schools. As also done in the CDC’s YRBSS (Youth Risk Behavior Surveillance System) National Survey, we classified students exclusively as Hispanic or Latino even if they also selected being one or more of the races, such as Black or African American, White, and/or the other category. Thus, the core race/ethnicity groups included in the statistical analyses for race differences were: White, Hispanic or Latino, or All Other Races (organized in table below by row color).

Race/Ethnicity Category	Grades 7-8	Grades 9-12	Grades 7-12
White	73.33%	77.21%	75.83%
Hispanic or Latino	16.67%	13.24%	14.45%
Other (2 or more races selected or race not Hispanic)	6.67%	6.62%	6.64%
Black or African American	1.33%	1.10%	1.18%
American Indian or Alaskan Native	0.67%	1.10%	0.95%
Asian	1.33%	0.74%	0.95%
Middle Eastern or North African	0.00%	0.00%	0.00%
Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.00%
Not Specified	0.00%	0.00%	0.00%

For information regarding race and ethnicity differences in substance use, refer to the national survey reports, such as the National Survey on Drug Use and Health (<http://oas.samhsa.gov/nsduh.htm>) or the Monitoring the Future Survey (<http://monitoringthefuture.org>).

**Statistical Comparisons by Gender Identity:**

In the interest of assessing how gender identity may impact youth behavioral health, analysis can be done to determine statistically significant differences among students identifying as the same gender as their biological sex (cisgender), and those that reported their gender as “non-binary,” “transgender,” or “I am not sure right now.” 11 students (4.0% of high school sample) identified as non-binary, transgender, “I am not sure right now” or chose not to identify their gender.

High School Only	Gender Identity
Male	128
Female	133
Non-binary	4
Transgender male	3
Transgender female	1
I am not sure right now	3

High School Only	Sexual Identity
Heterosexual (straight)	210
Bisexual or Pansexual	25
Gay or Lesbian	14
I do not know what this question is asking	5
I am not sure right now	9
I describe myself some other way	6
Did not Identify	3

**Statistical Comparisons by Sexual Identity:**

In the interest of assessing how sexual identity may impact youth behavioral health, analysis can be done to determine statistically significant differences among students describing themselves as heterosexual, and those that described themselves as gay or lesbian, bisexual or pansexual, “I describe myself some other way,” and “I am not sure right now.” 59 (21.7% of high school sample) students described themselves as gay or lesbian, bisexual or pansexual, “I describe myself some other way,” or “I am not sure right now.”

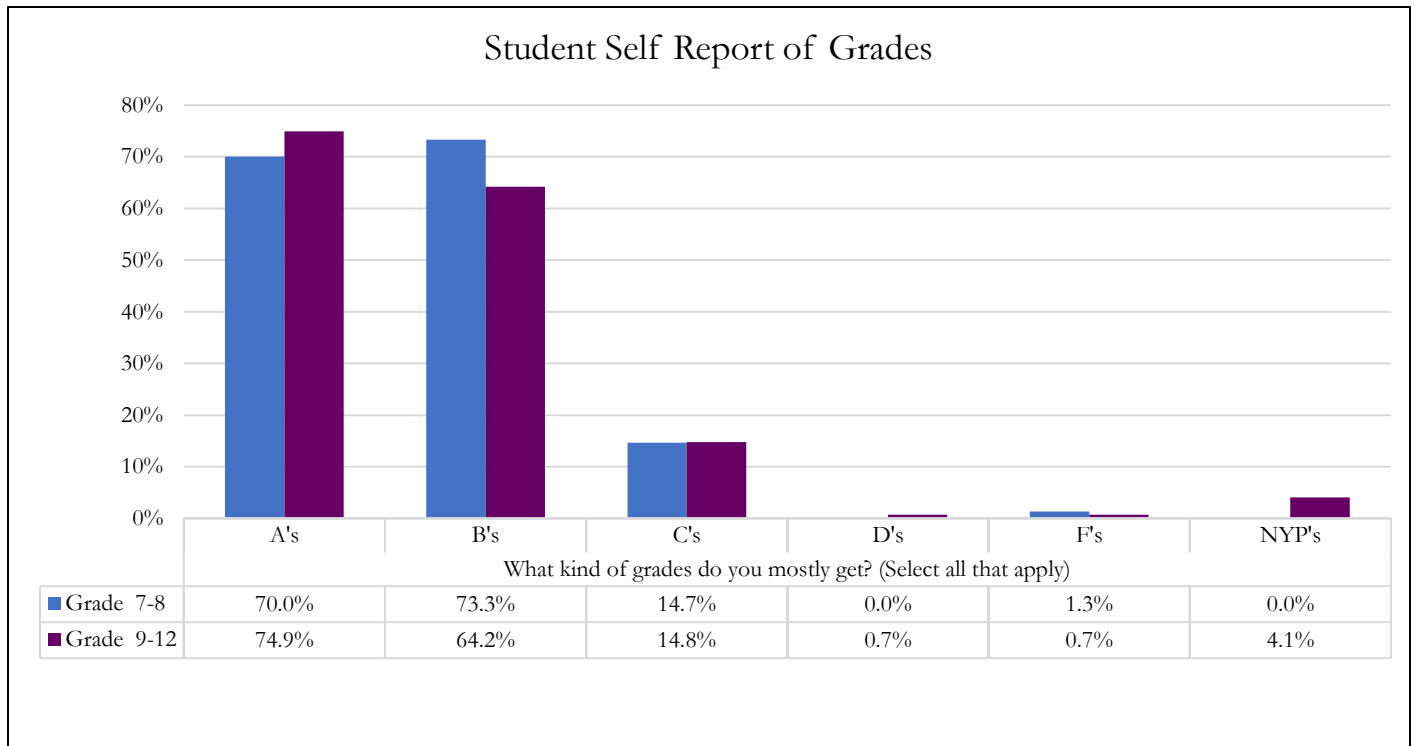
**Equity, Disparities and Social Determinants of Health:**

When evaluating statistically significant differences between population groups it is essential to consider historical, political, and cultural context with the intent of preventing the reinforcement of stereotypes. In the United States, minority groups have experienced discrimination leading to unequal access to resources (i.e. quality education, employment, and housing). Stigma is another driver of inequity, “because of its pervasiveness, its disruption of multiple life domains (e.g., resources, social relationships, and coping behaviors), and its corrosive impact on the health of populations, stigma should be considered alongside the other major organizing concepts for research on social determinants of population health.” (Hatzenbuehler ML et al. *Stigma as a fundamental cause of population health inequalities*. Am J Public Health. 2013 May)

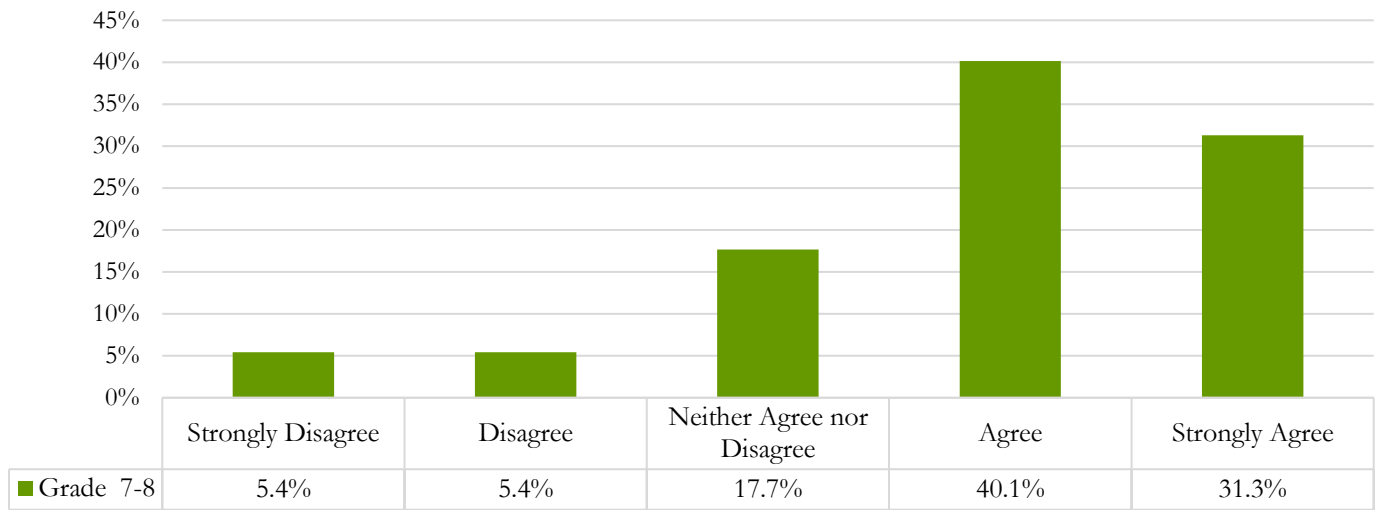
**Region 1 Youth Voices Count Survey Report**

For the following sections, tests for statistically significant differences were performed by biological sex (High School only), race and ethnicity, gender identity, and sexual identity (High School only) for grades 7-8 and 9-12. Race was grouped into categories to allow for accurate statistical analysis and to ensure that students in race categories that represent a small number of students are not inadvertently identified. The categories are white, Hispanic or Latino, or All Other Races. Any statistically significant differences in these groups are reported in an addendum to this report within Excel. This document allows for filtering between risk and protective factors for all significance testing and serves to inform which groups are experiencing more favorable outcomes due to protective factors and which groups would benefit from thoughtful or tailored approaches to address disparities seen within the data.

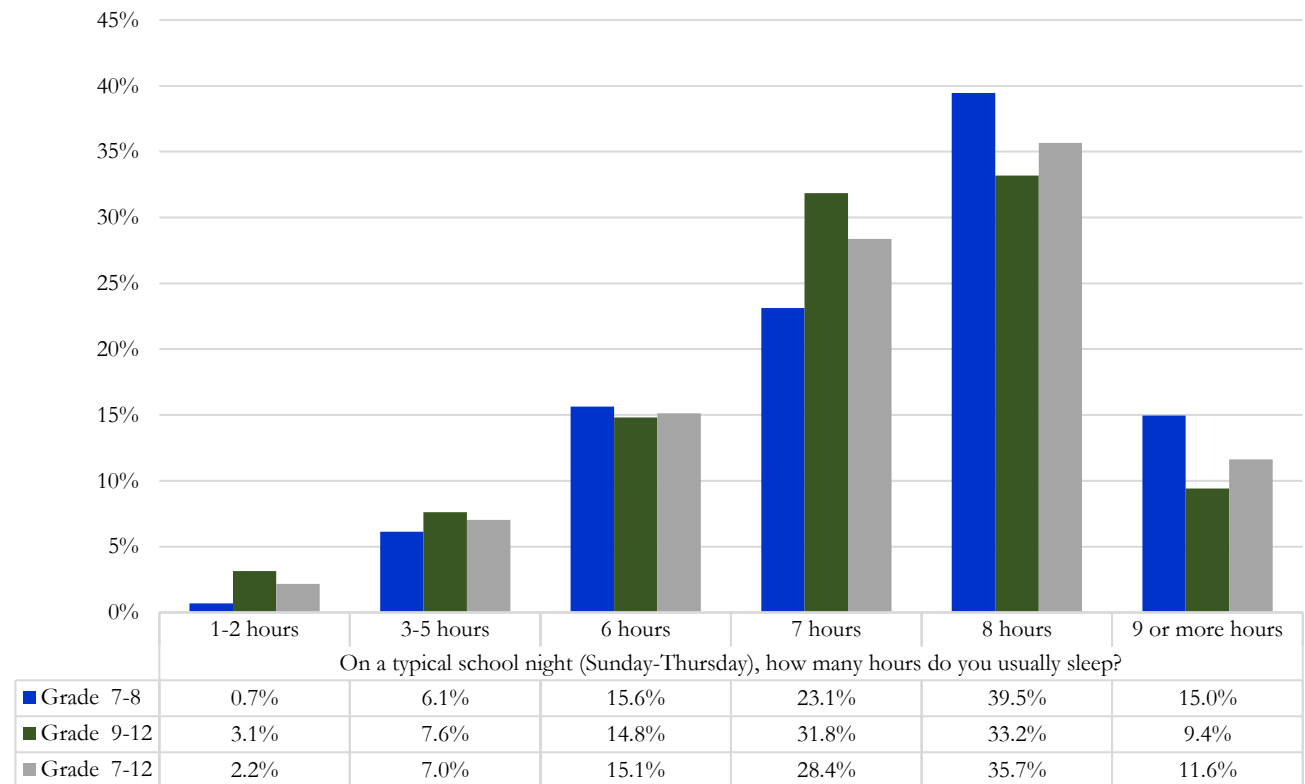
**Youth Lifestyles:**



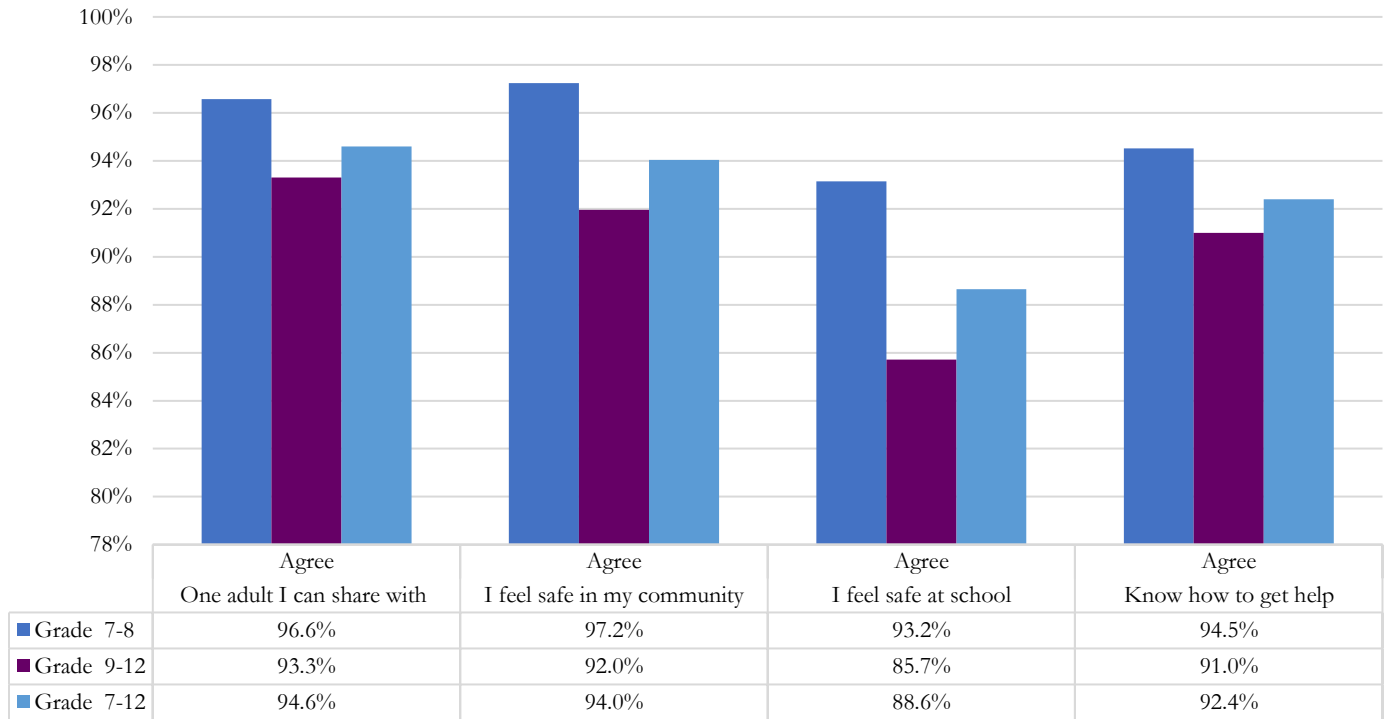
I have the ability to do my school work in an environment where I can focus.



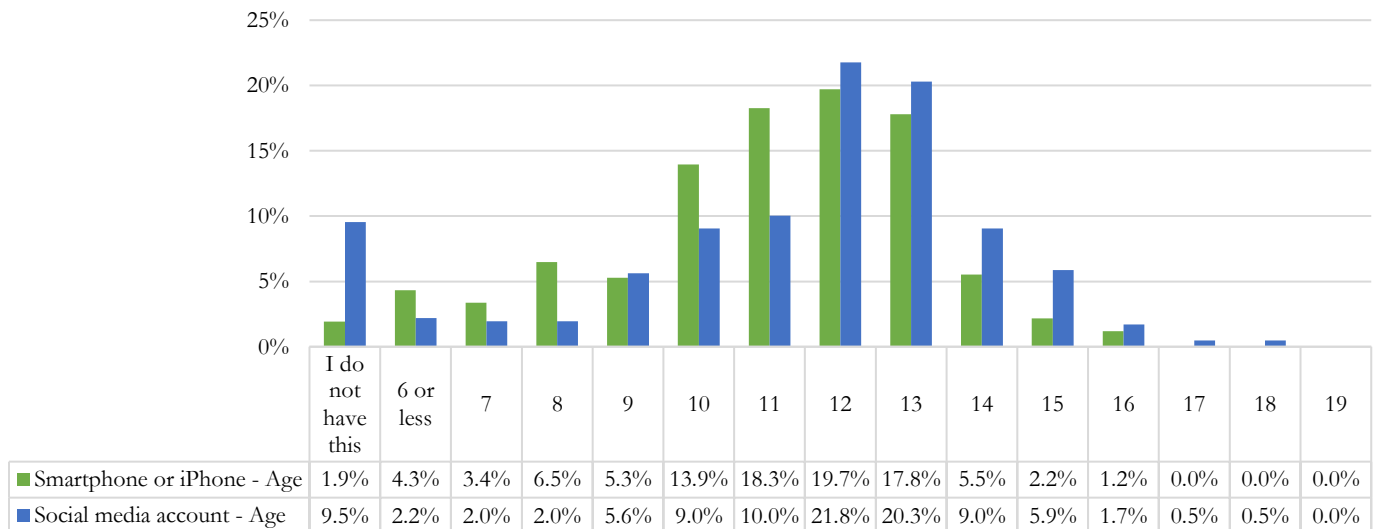
### Youth Hours of Sleep on Weeknights



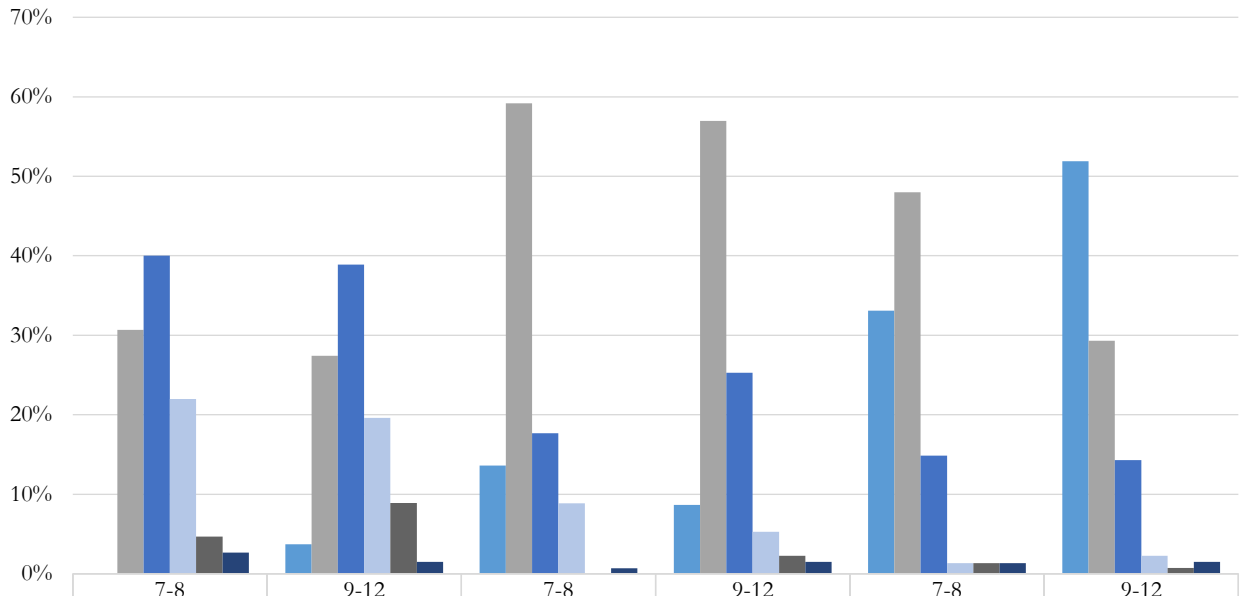
## Perception of Having Trusted Adult and Feelings of Safety



## Smartphone and Social Media Age of Access



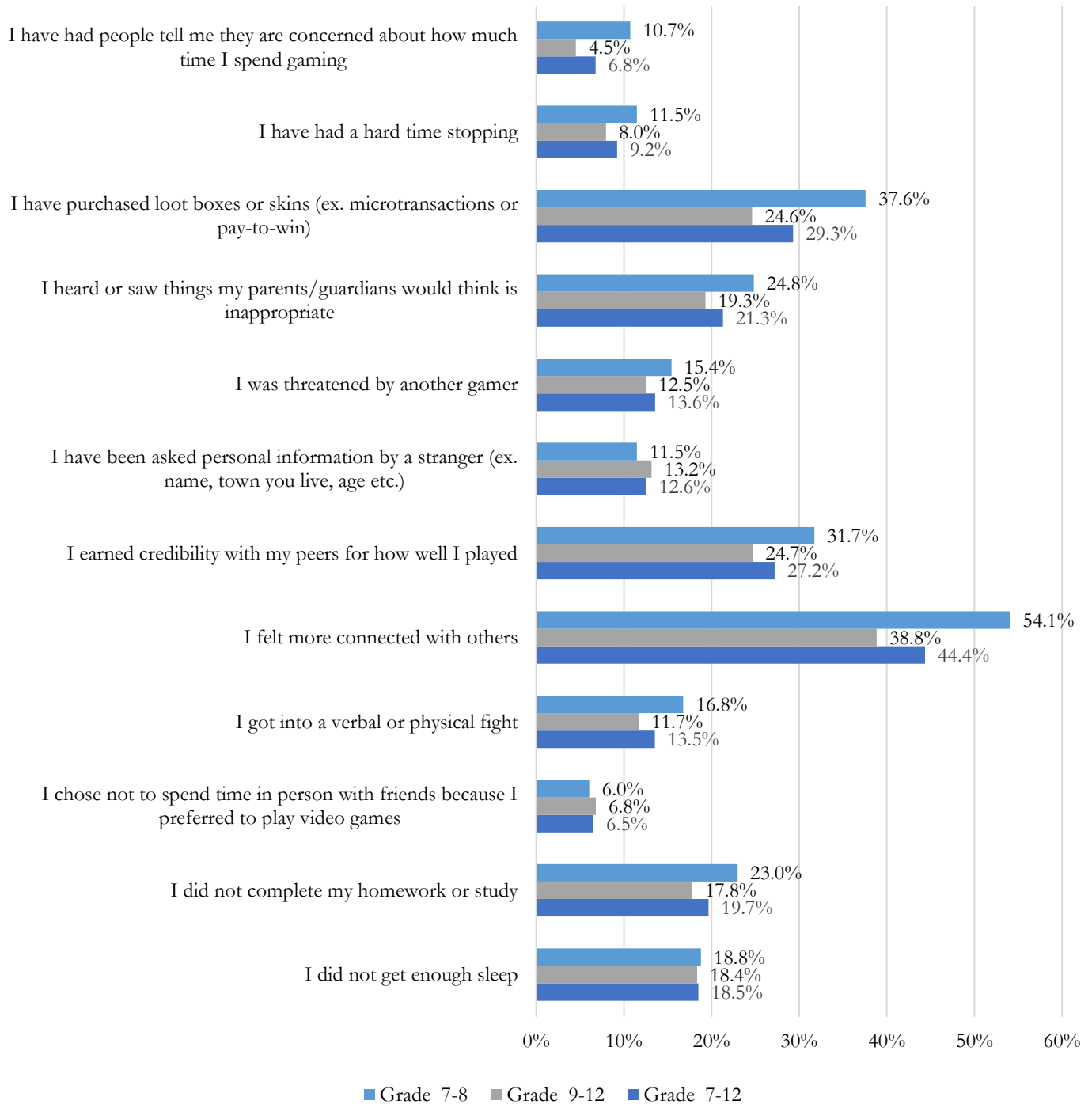
## Daily Hours Using Internet, Social Media, or Gaming



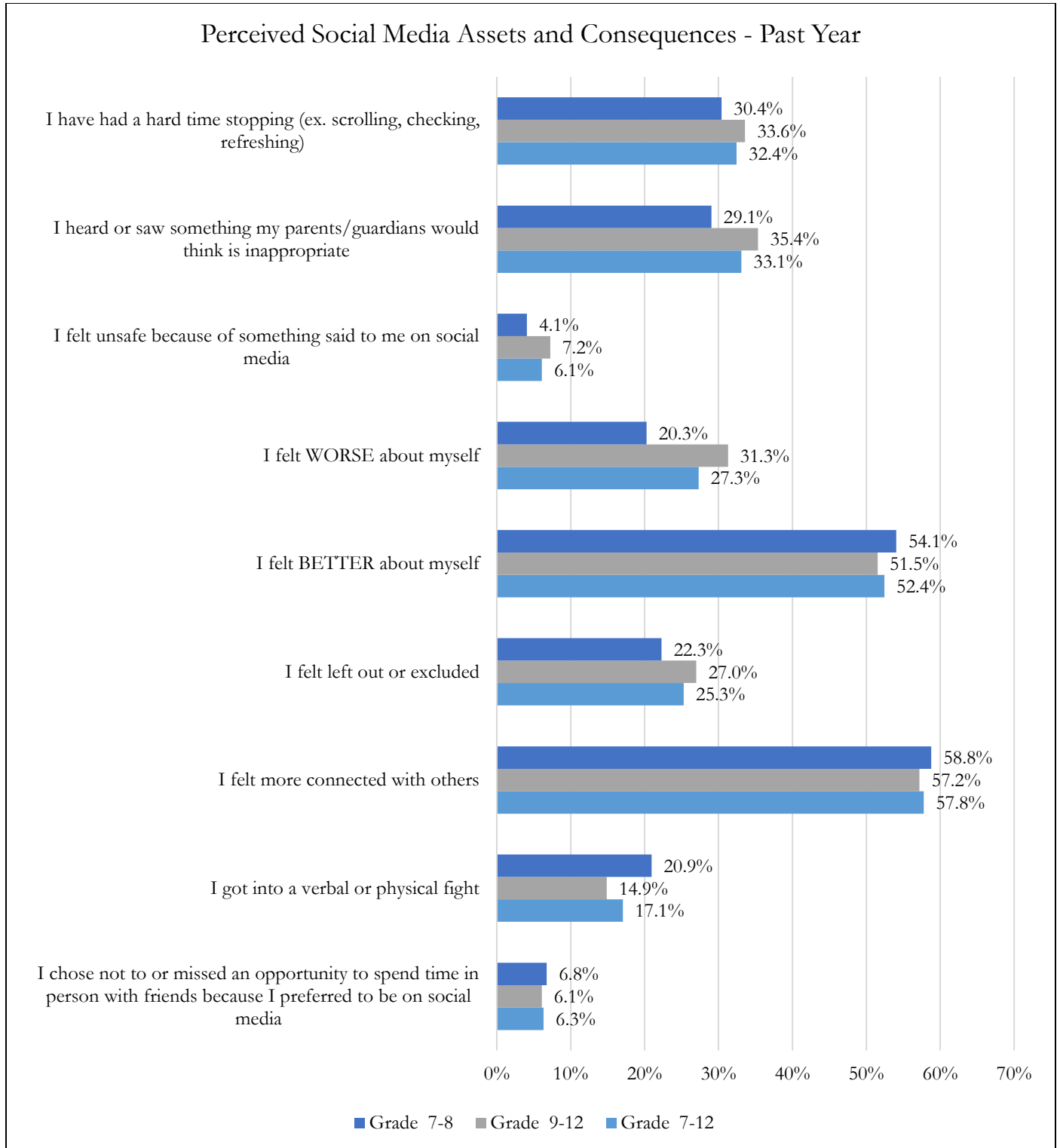
	Internet Overall		Social Media		Gaming	
	7-8	9-12	7-8	9-12	7-8	9-12
■ None	0.0%	3.7%	13.6%	8.7%	33.1%	51.9%
■ 1-2 hours	30.7%	27.4%	59.2%	57.0%	48.0%	29.3%
■ 3-4 hours	40.0%	38.9%	17.7%	25.3%	14.9%	14.3%
■ 5-7 hours	22.0%	19.6%	8.8%	5.3%	1.4%	2.3%
■ 8-10 hours	4.7%	8.9%	0.0%	2.3%	1.4%	0.8%
■ 11 or more hours	2.7%	1.5%	0.7%	1.5%	1.4%	1.5%

# Gaming:

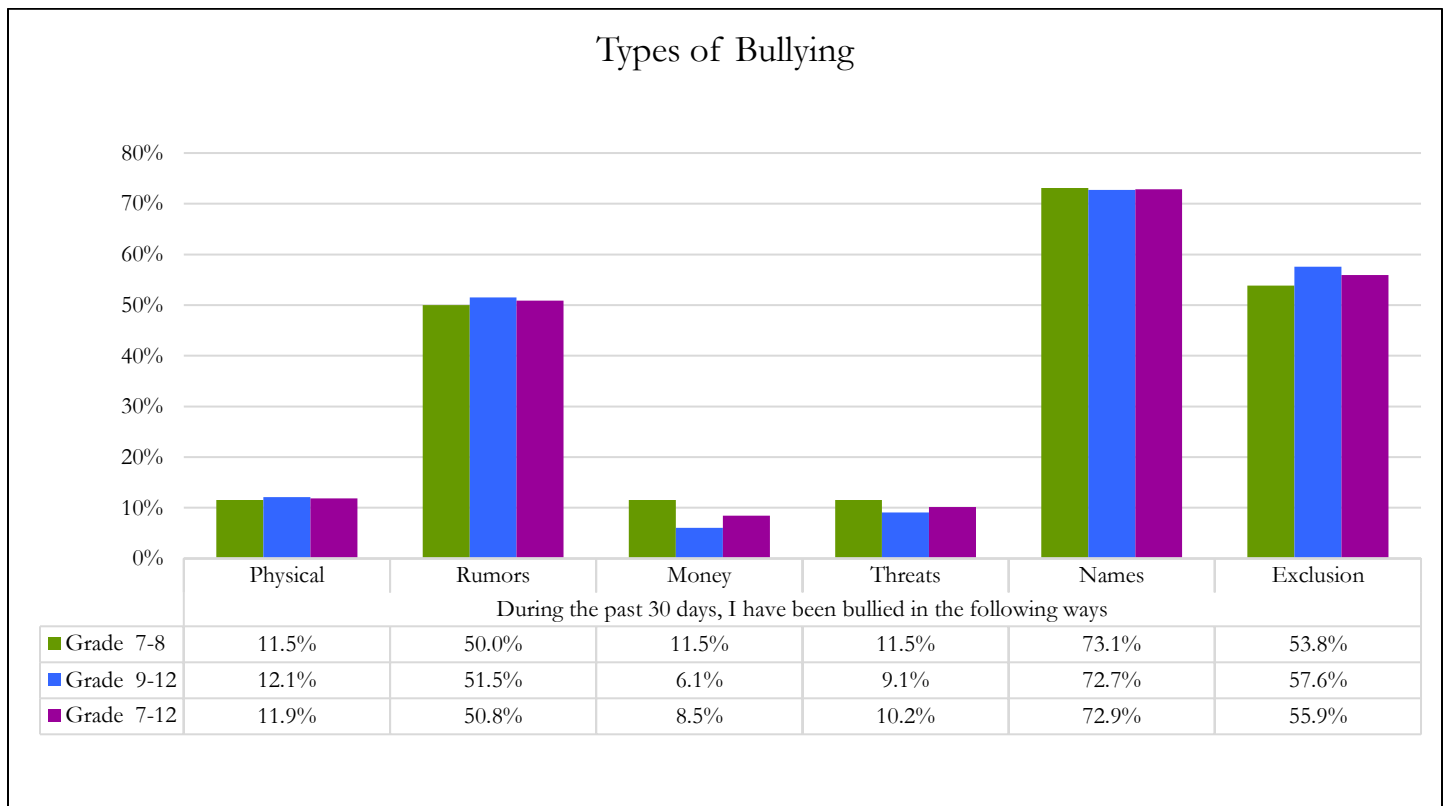
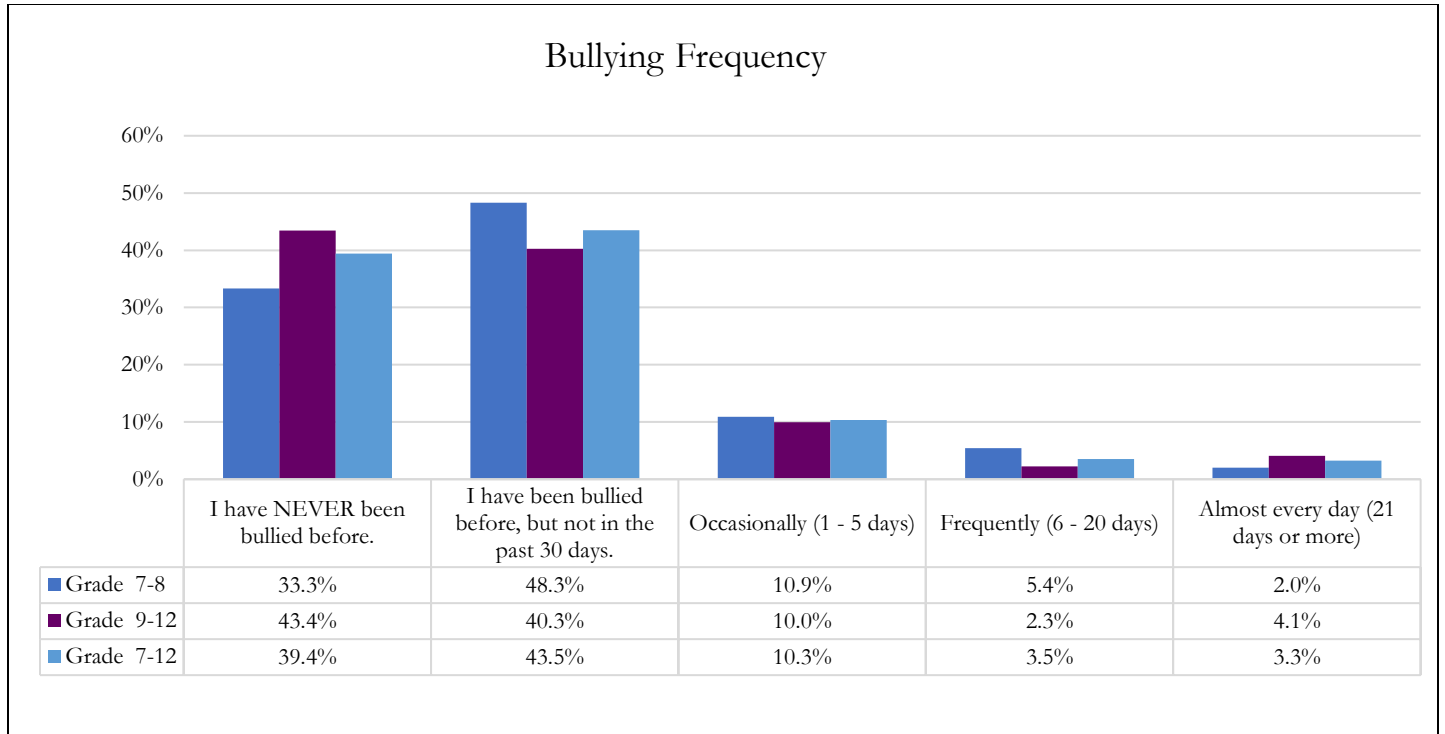
## Perceived Gaming Assets and Consequences - Past Year



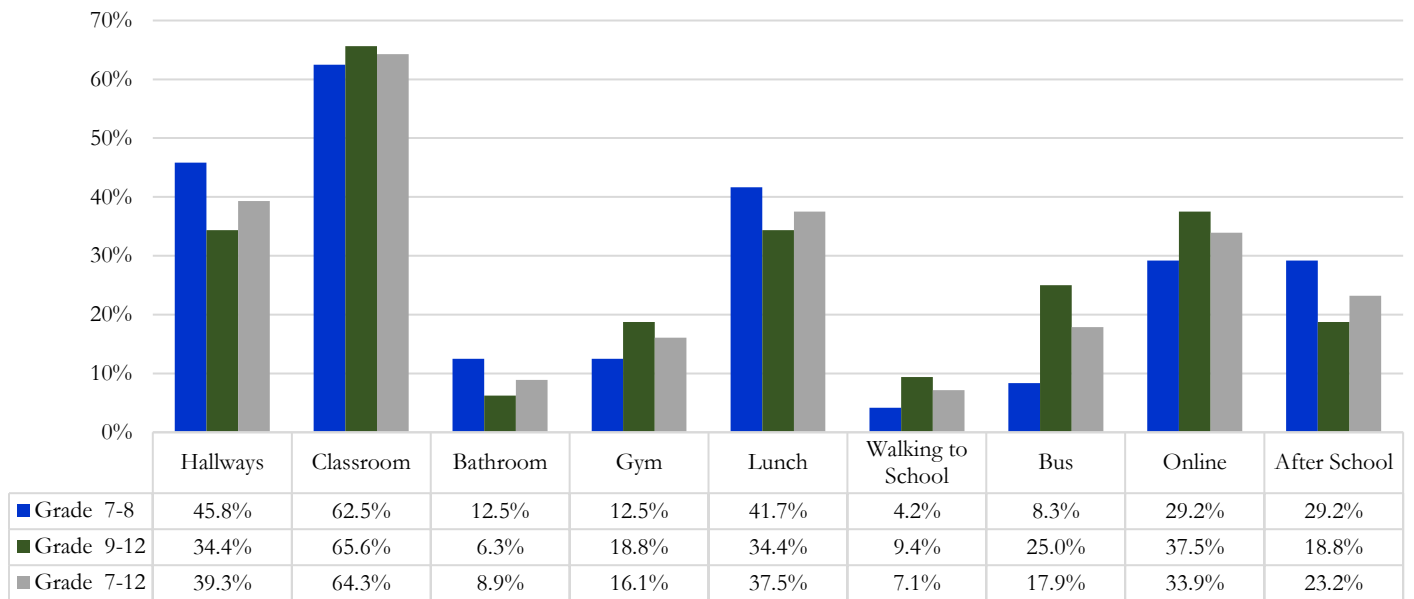
## Social Media:



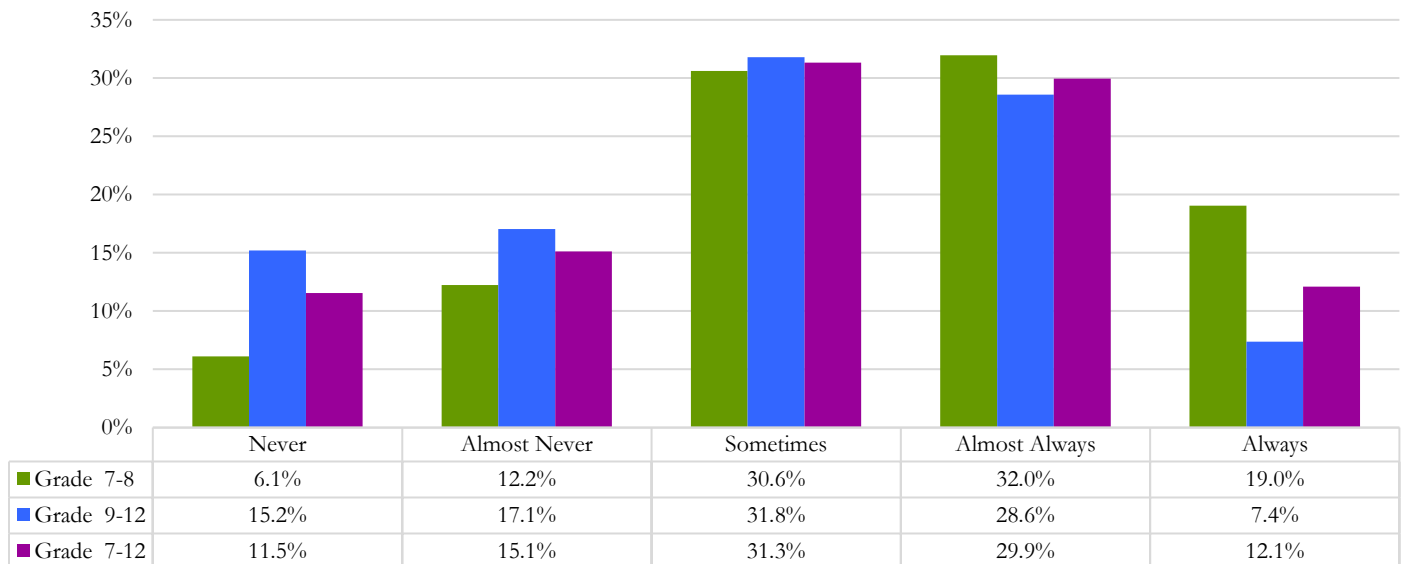
## Bullying:



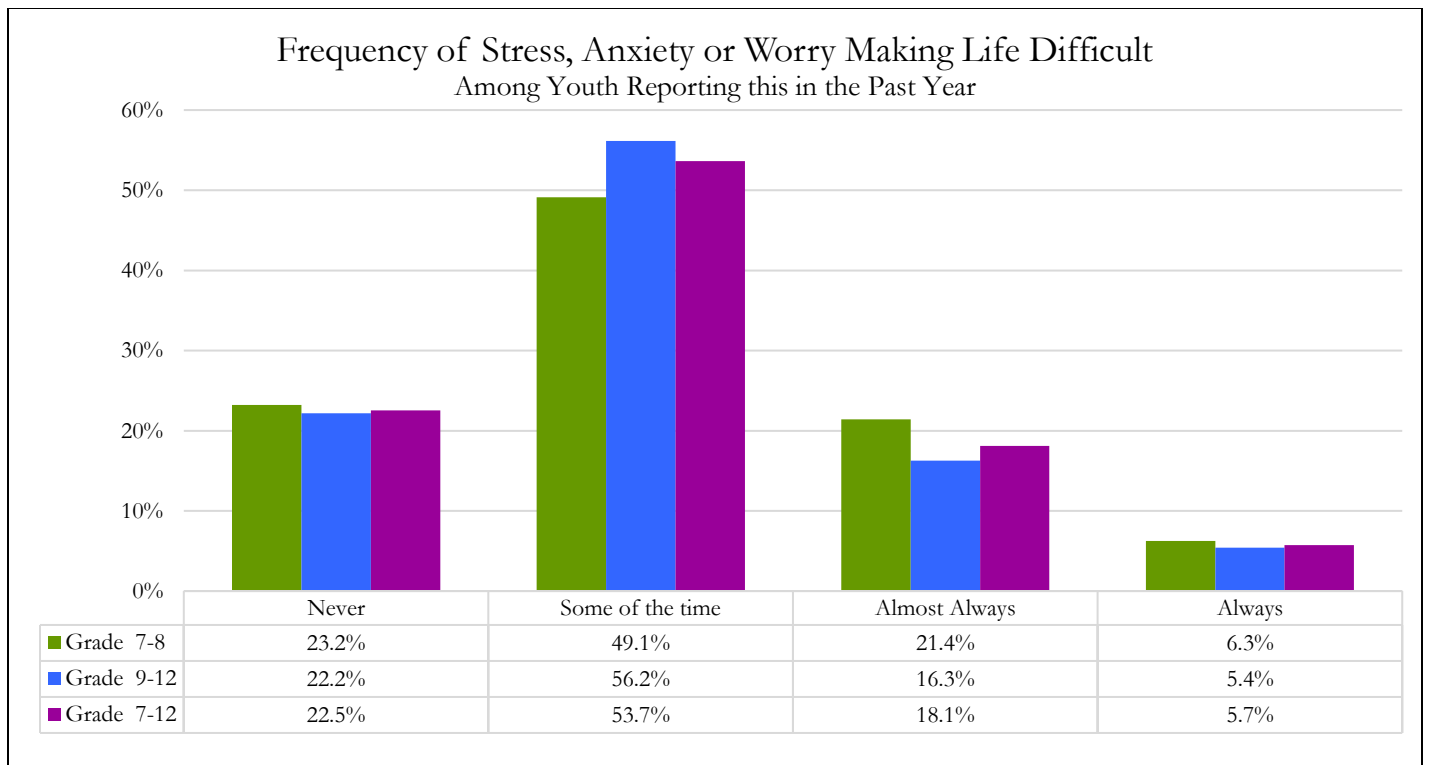
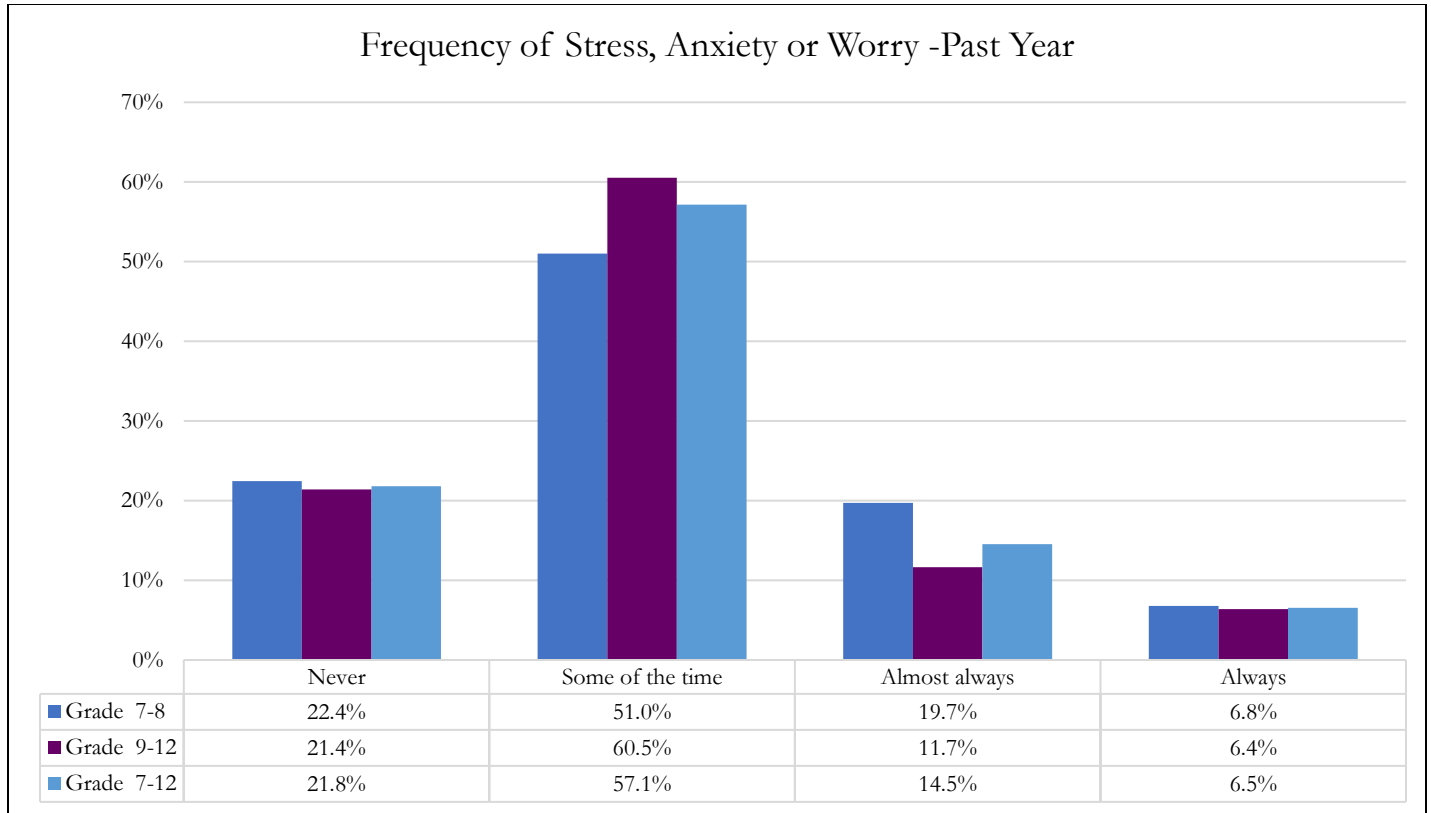
## Locations of Bullying



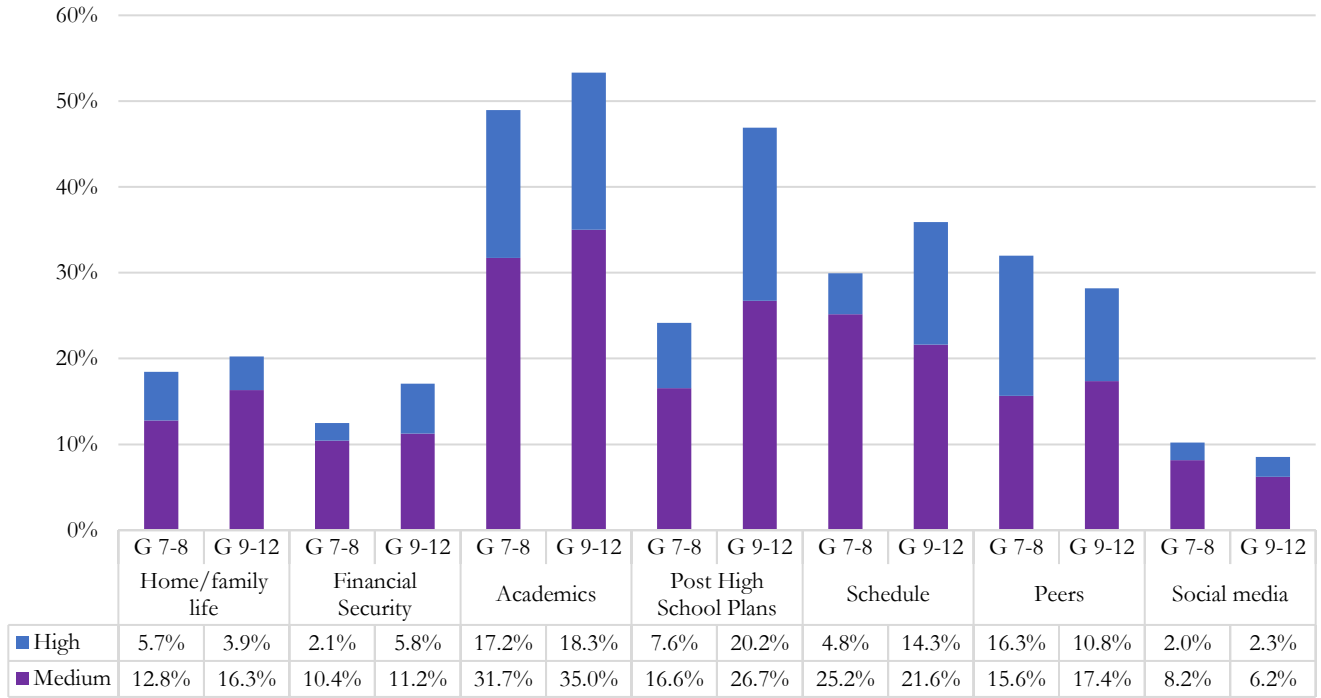
## Frequency of Teachers/Adults Intervening When Bullying Occurs



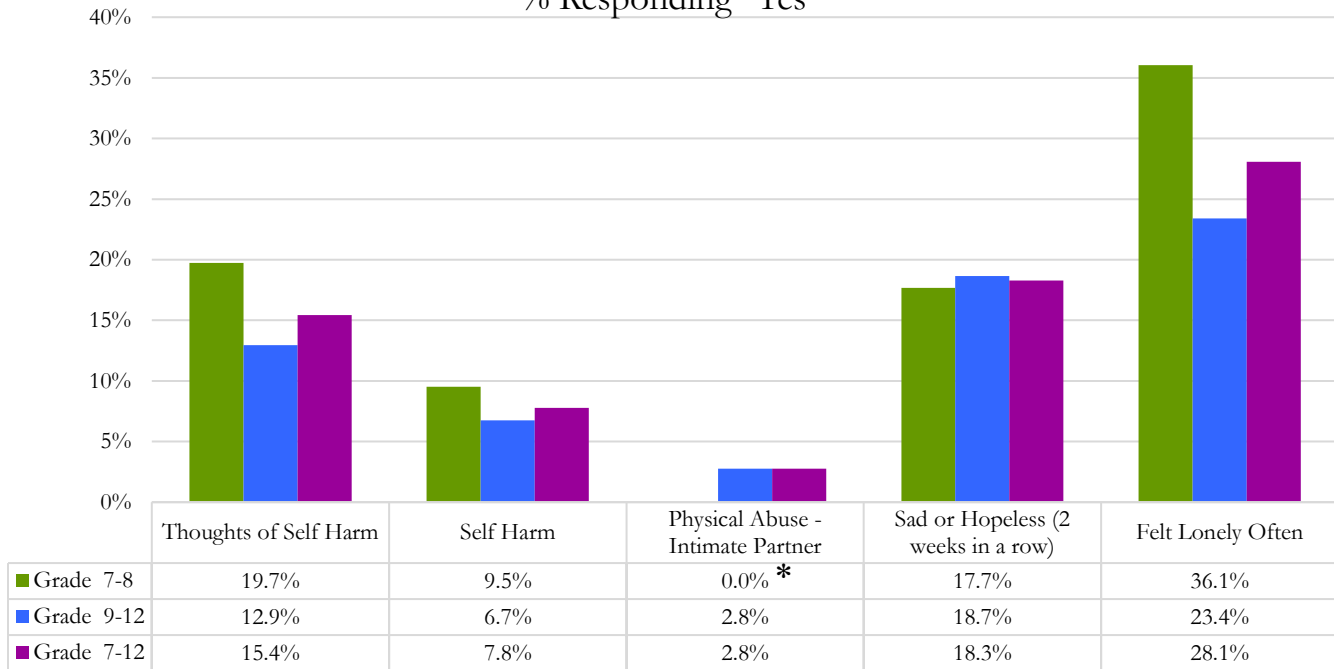
## Emotional Health:



### Sources of Stress, Anxiety, or Worry



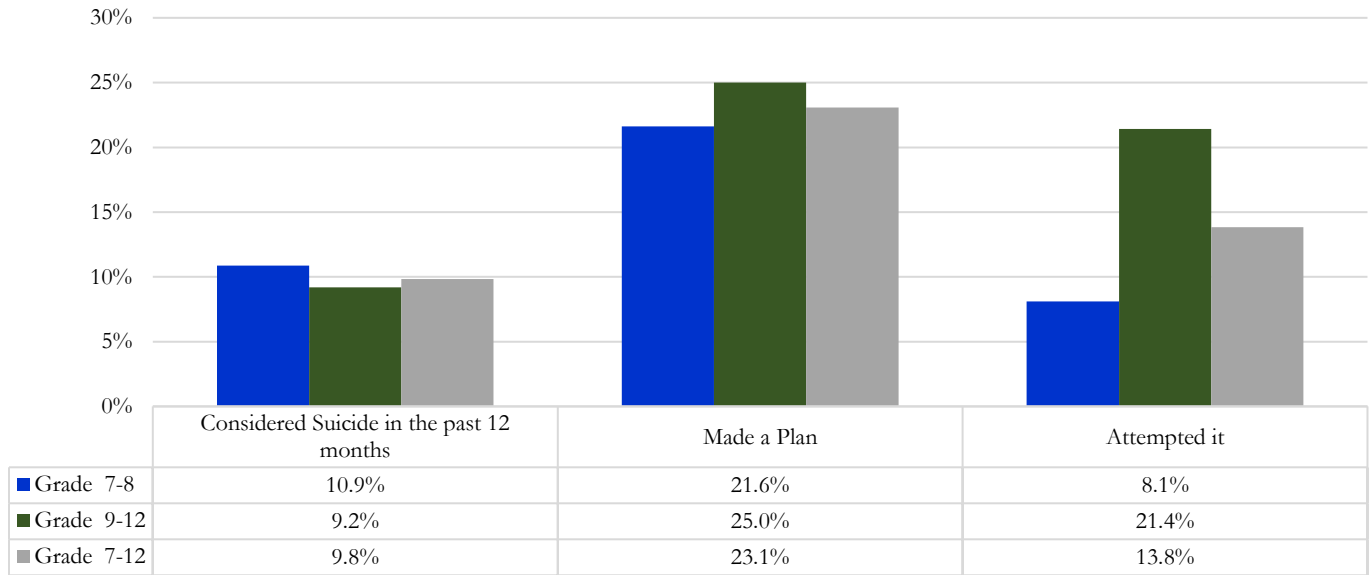
### Other Emotional Health Indicators in the Past Year % Responding "Yes"



Note: State data for grades 9-12 (CSHS 2023) indicate that 35.2% of students felt sad or hopeless for 2 or more weeks in a row, 15.7% considered suicide.

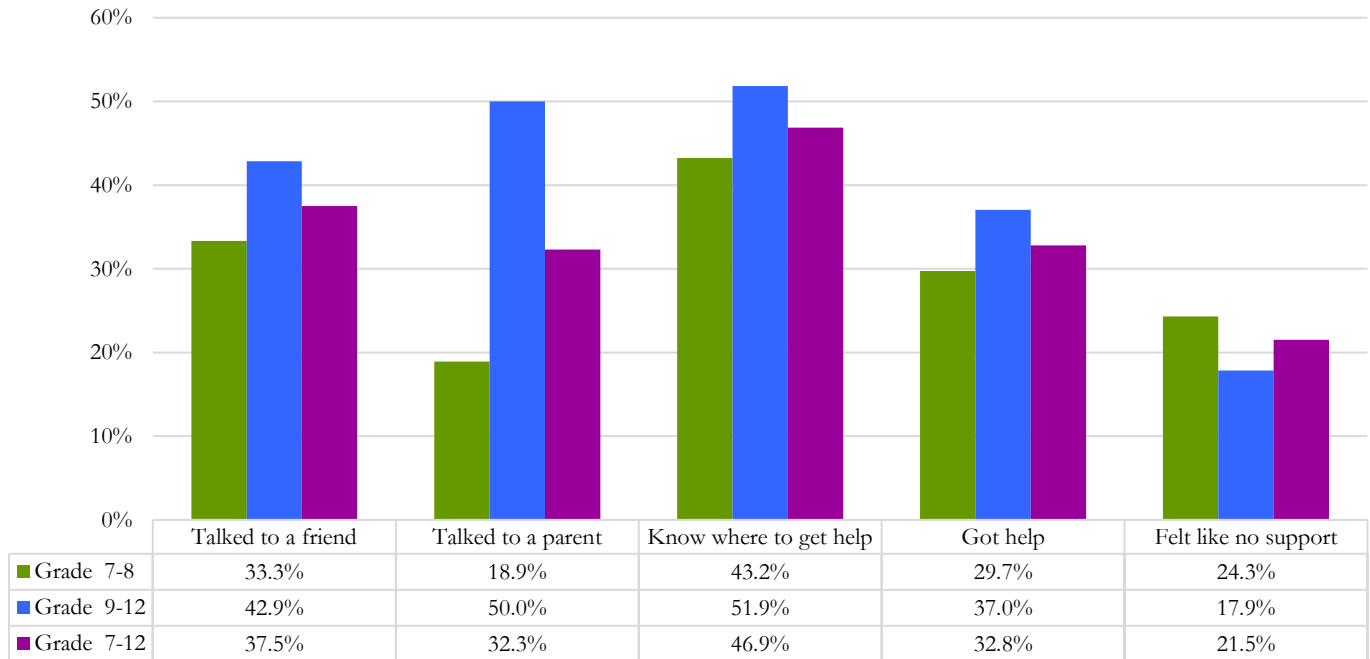
\*Asked of high school only

## Understanding Suicide



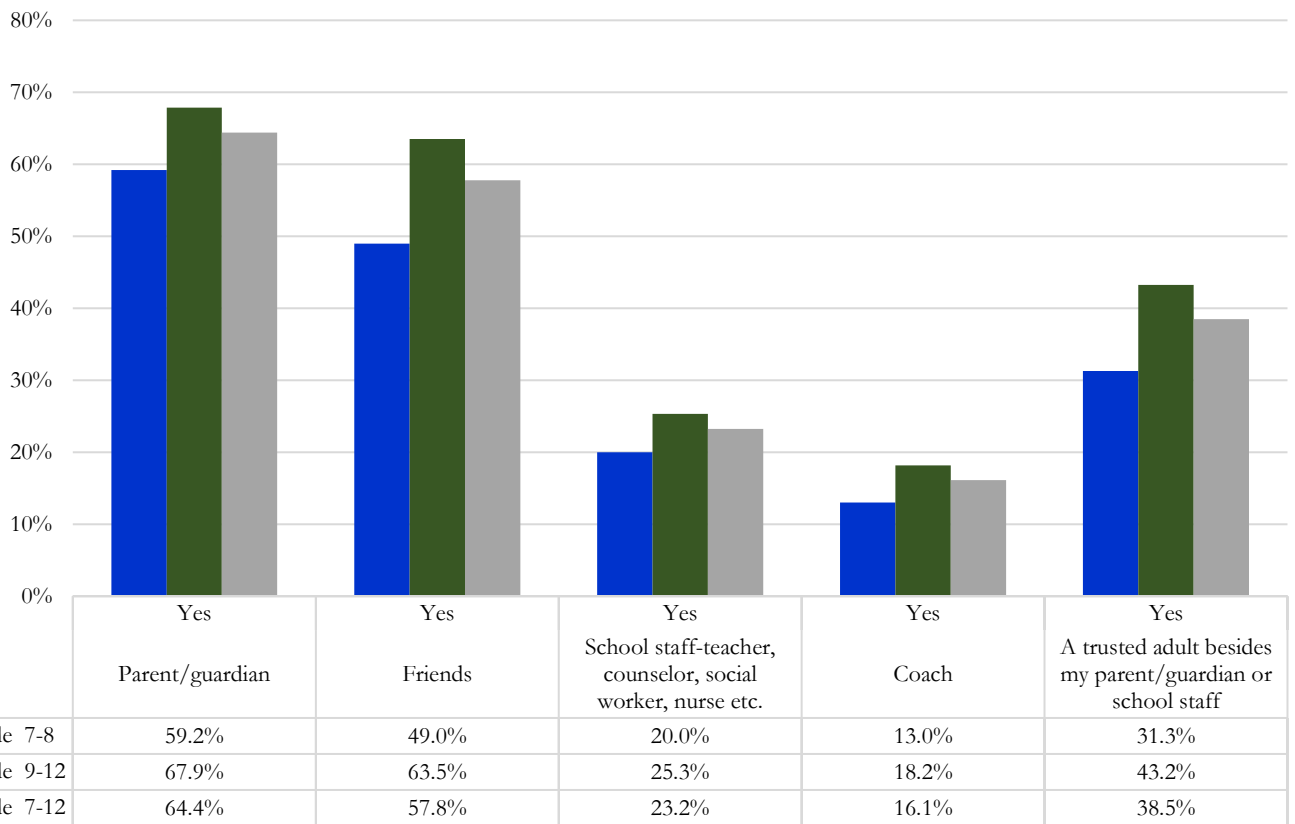
% of those who considered suicide

## Suicide and Perceptions of Supports



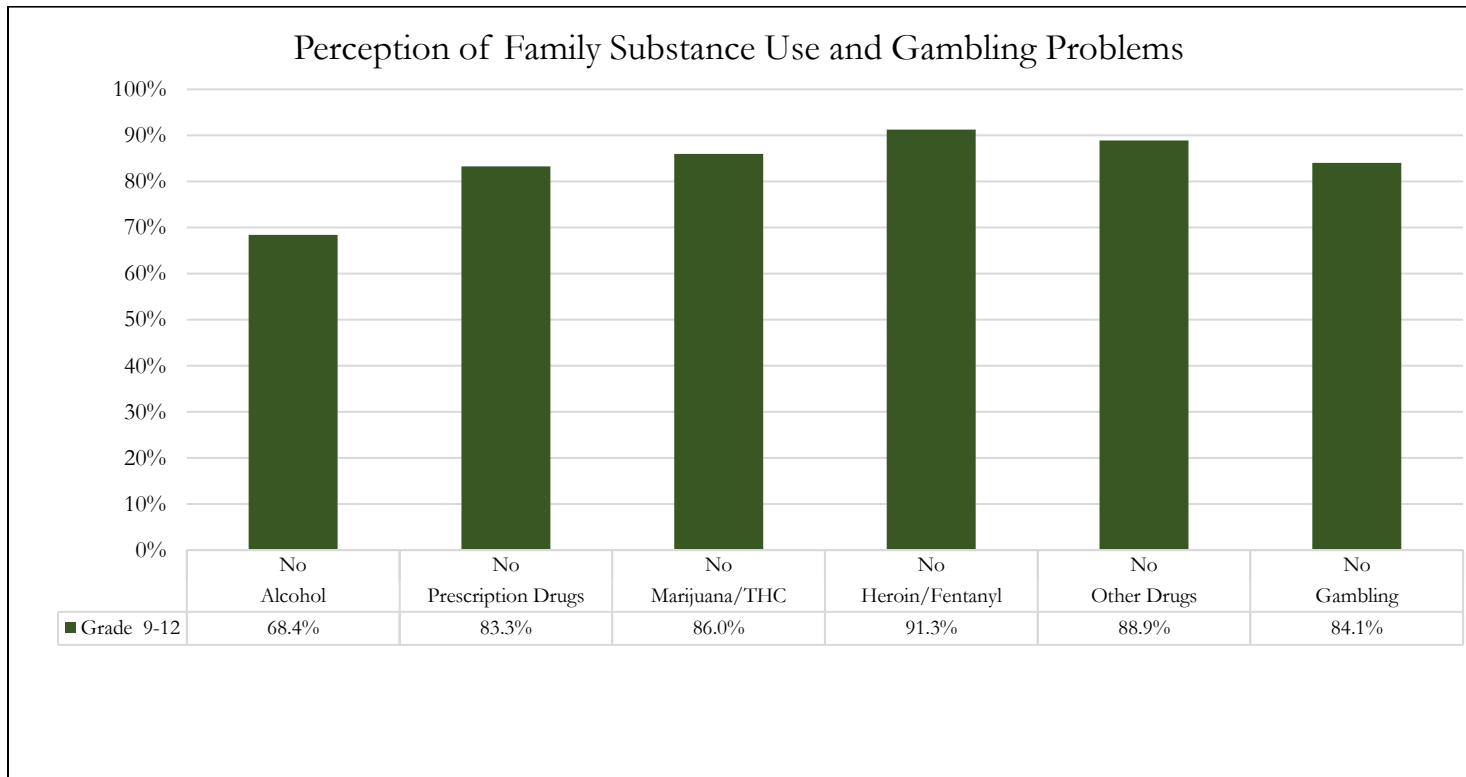
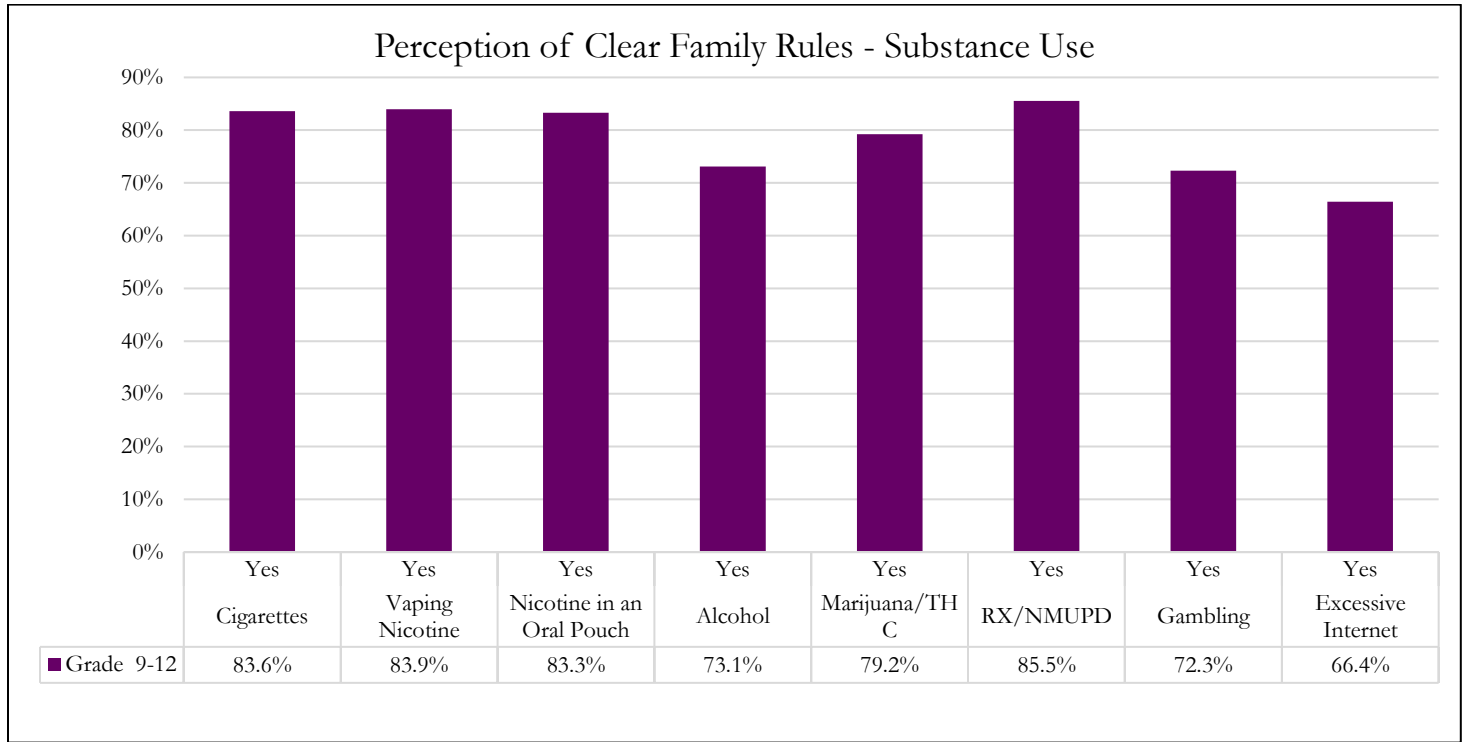
% of those who considered suicide

## Comfort Seeking Help by Source-Family and School

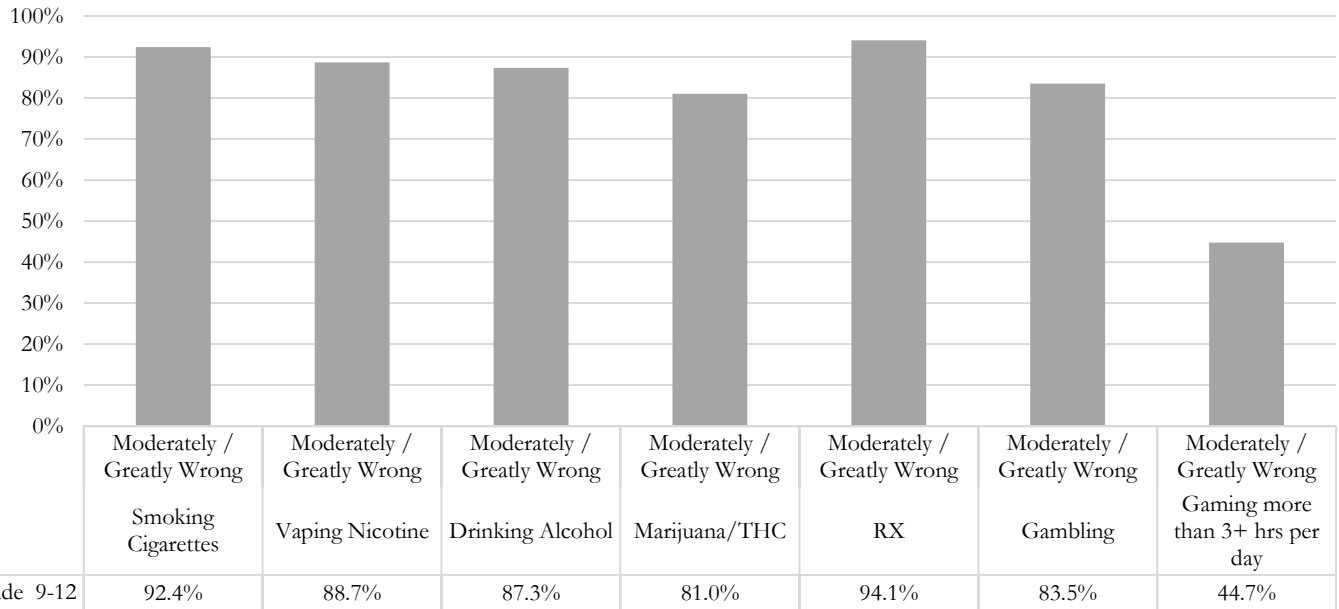


# Perceptions of Substance Use, Family Rules and Experiences:

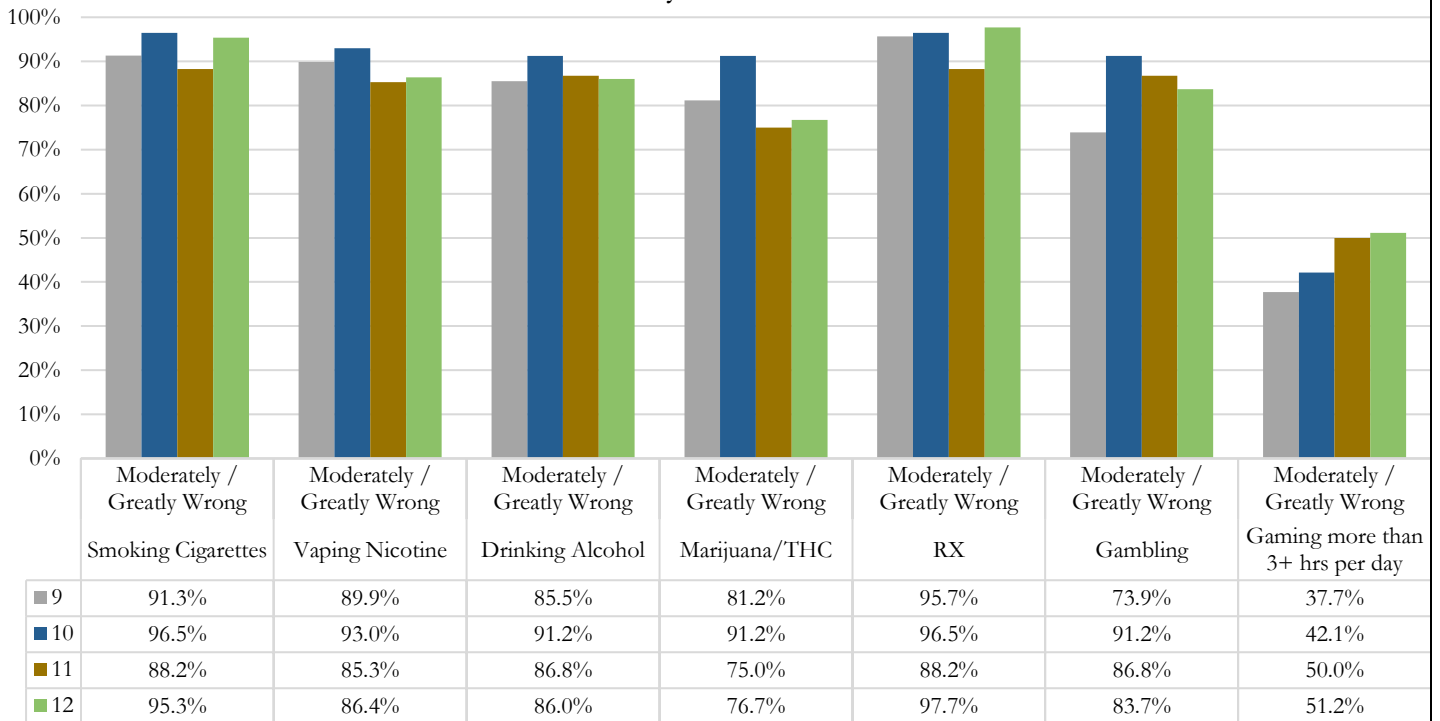
The data on pages 19-40 include ONLY High School students.



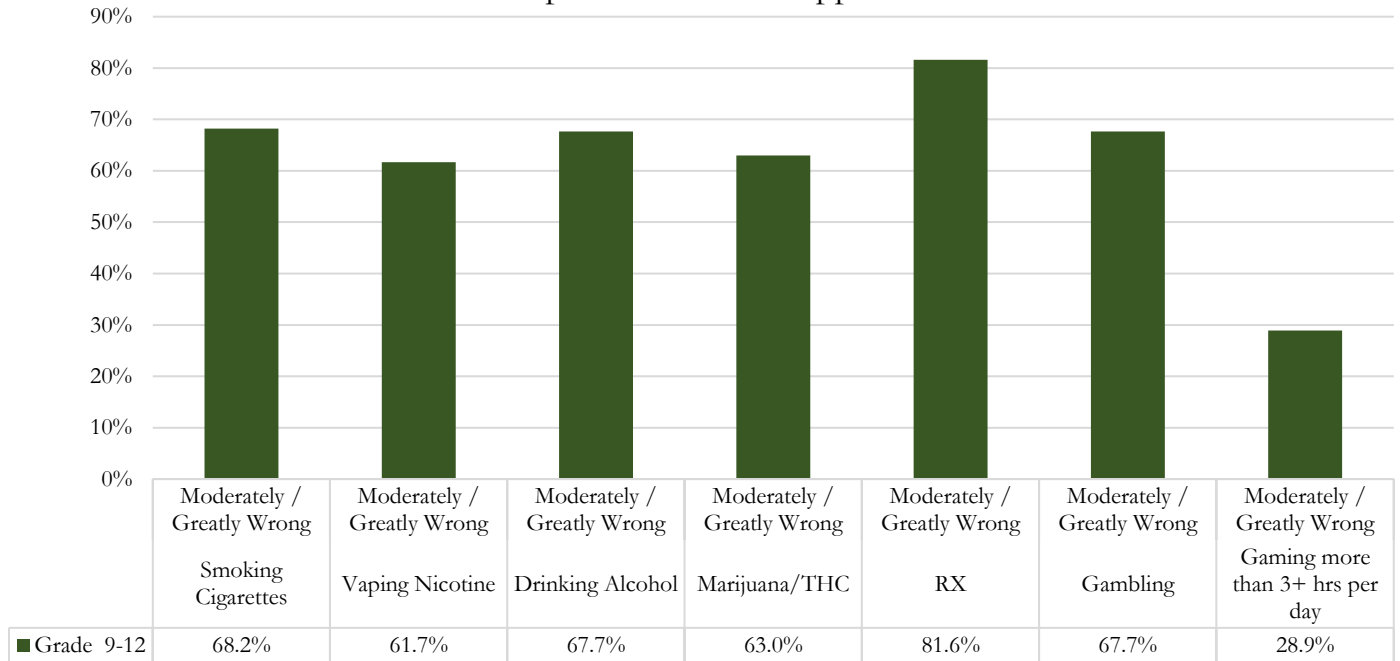
### Perception of Parental Disapproval



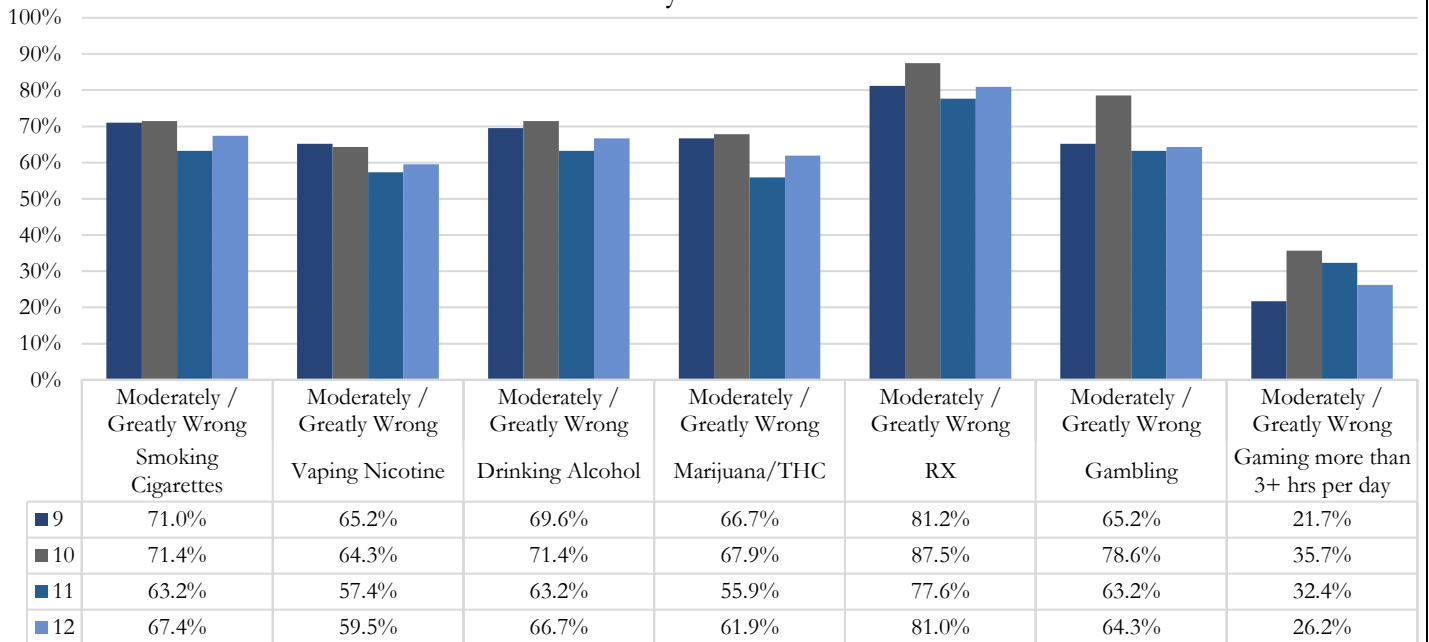
### Perception of Parental Disapproval By Grade



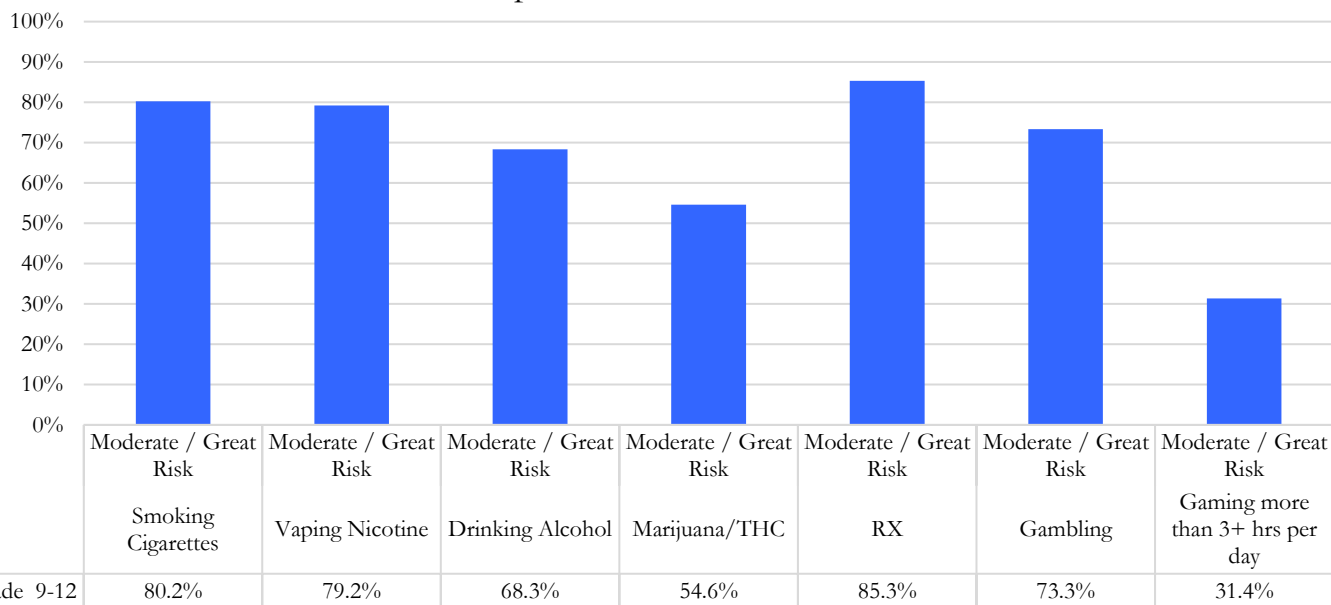
### Perception of Peer Disapproval



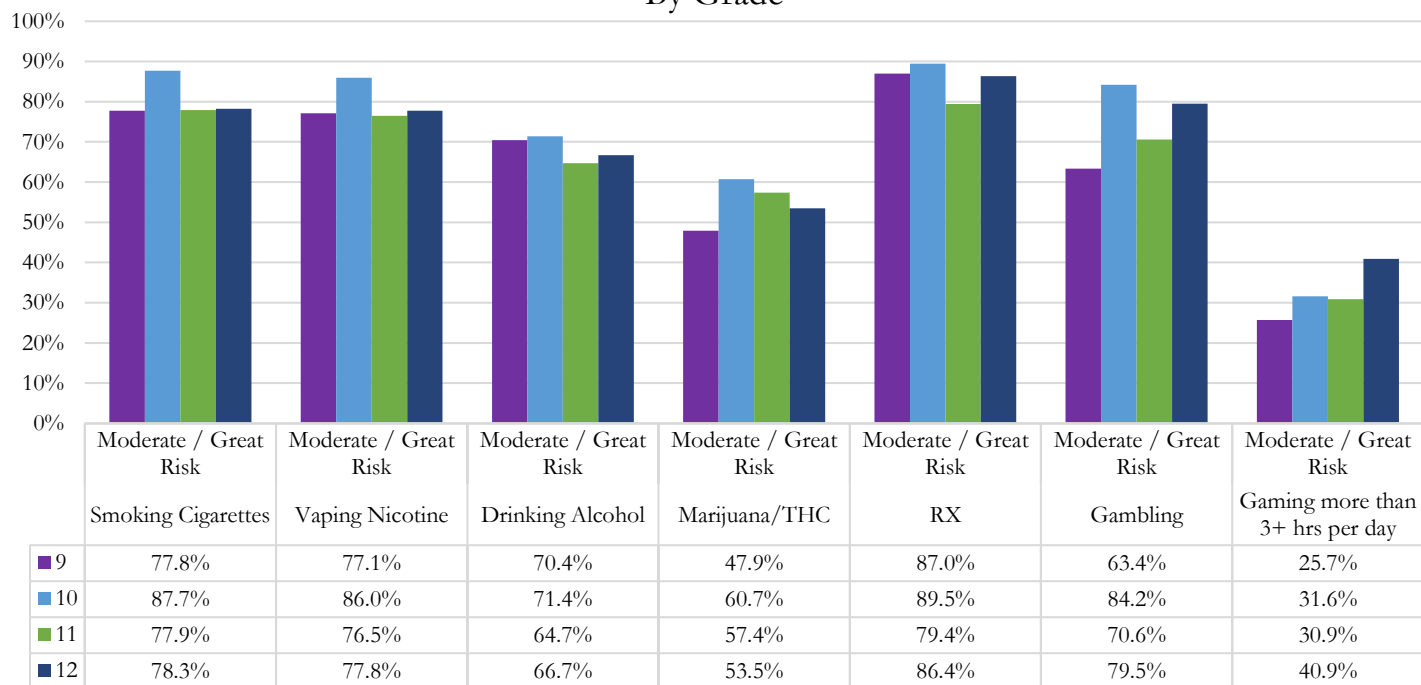
### Perception of Peer Disapproval By Grade



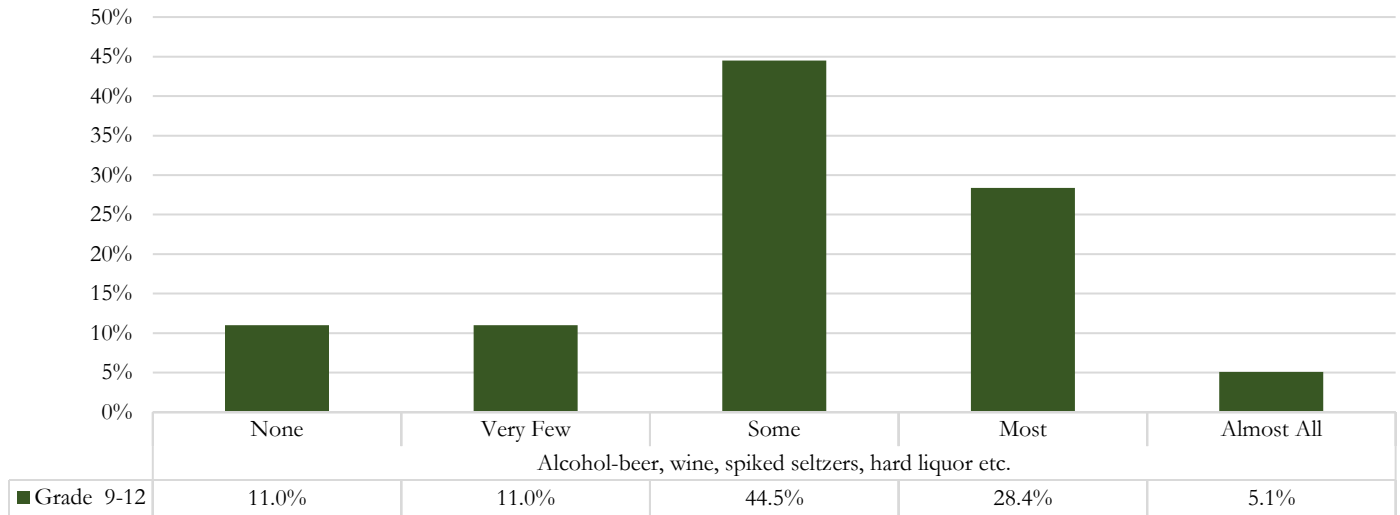
### Perception of Risk/Harm



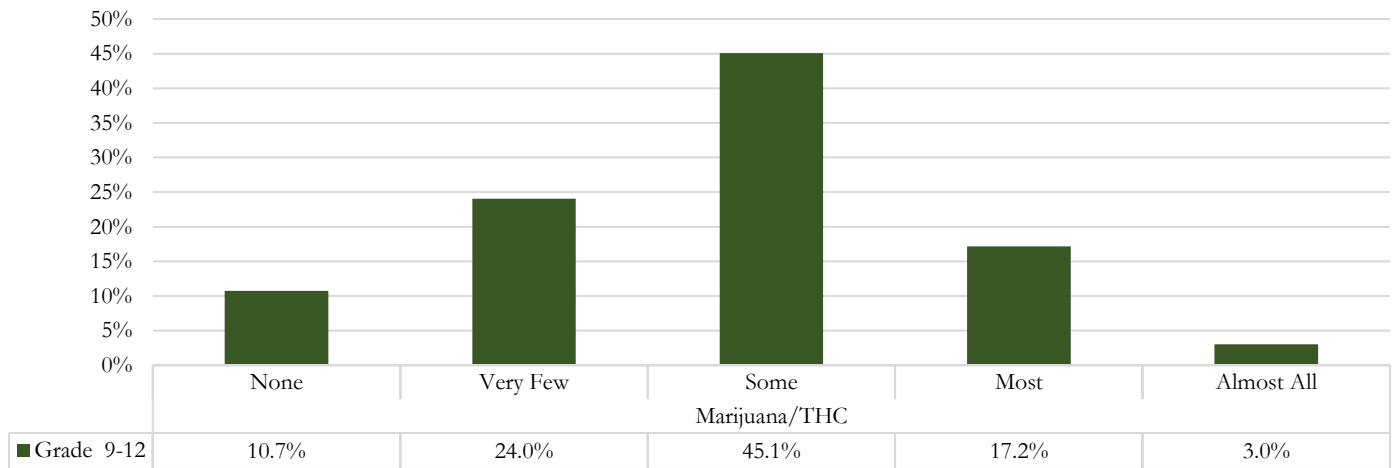
### Perception of Risk / Harm By Grade



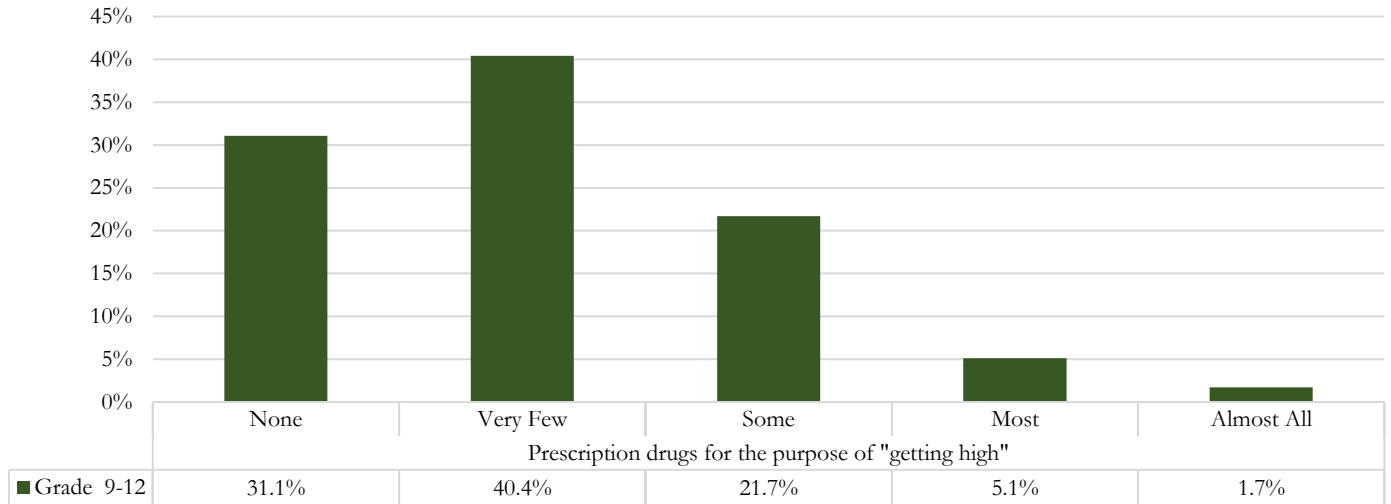
### Perception of Peer Alcohol Use in Past Month



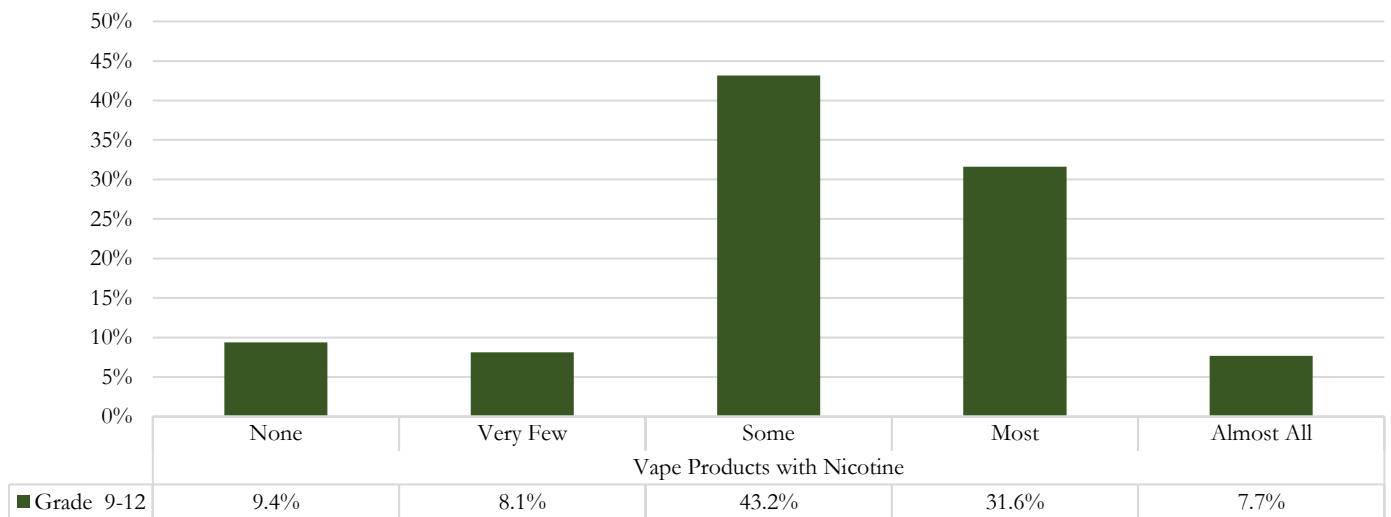
### Perception of Peer Marijuana Use in Past Month



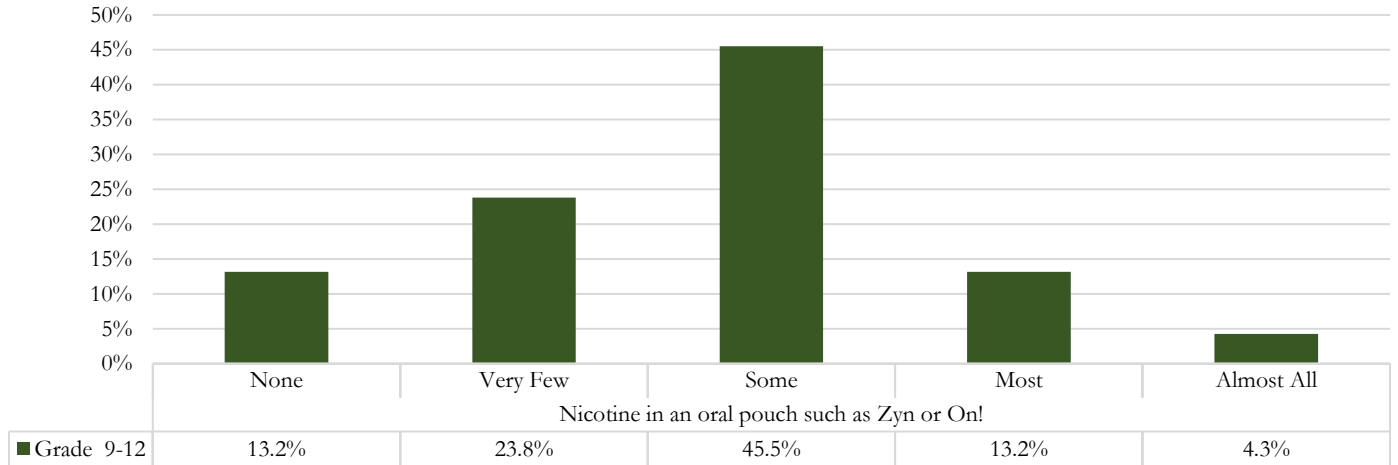
### Perception of Peer Prescription Drug Use in Past Month



### Perception of Peer Vape Product w/ Nicotine Use in Past Month

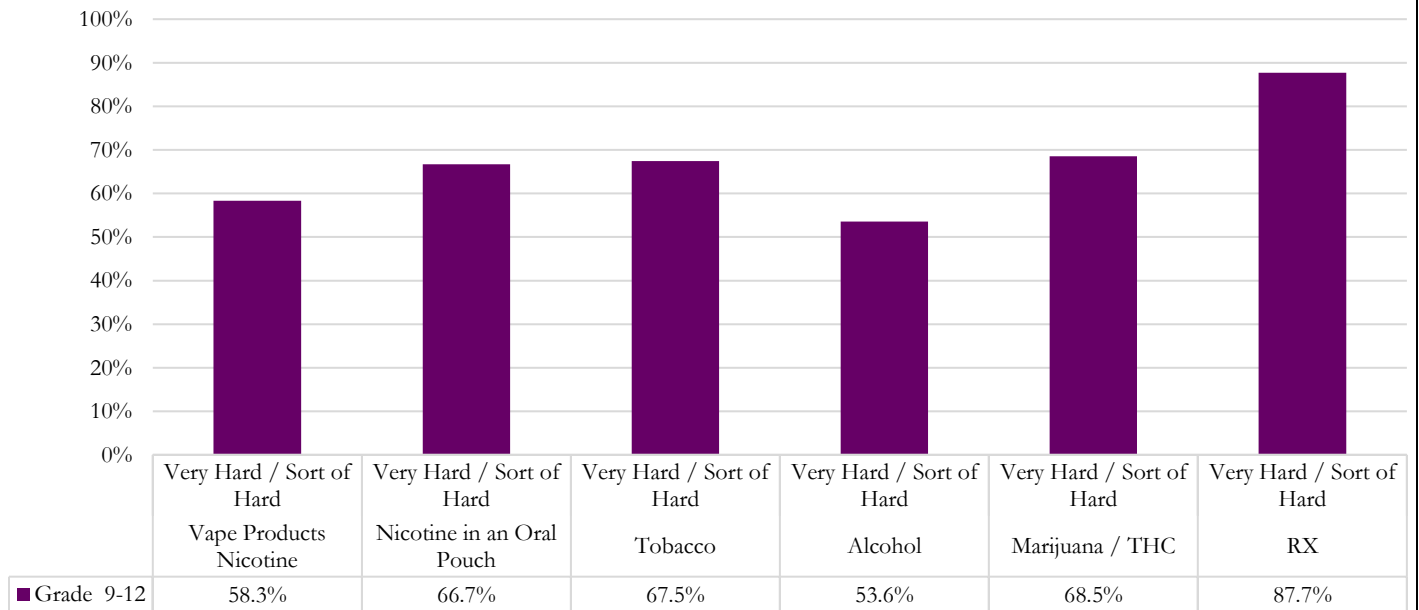


### Perception of Peer Nicotine in an Oral Pouch Use in Past Month

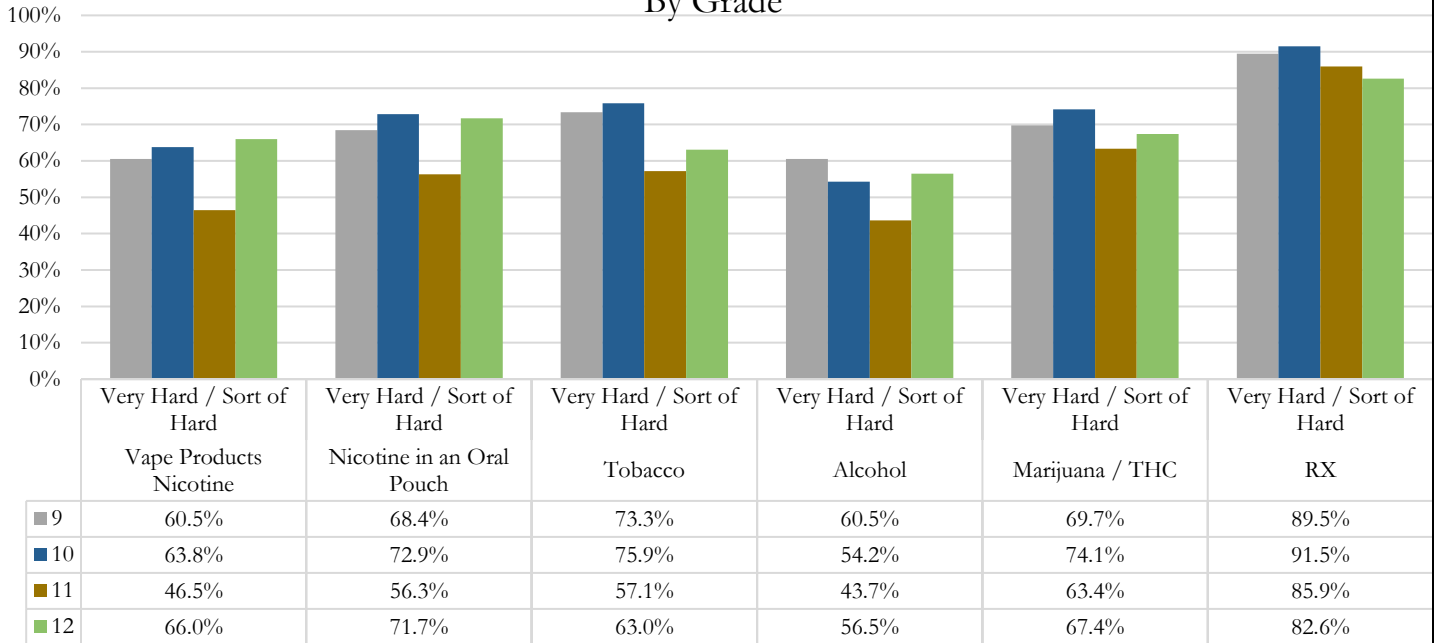


### Ease of Access:

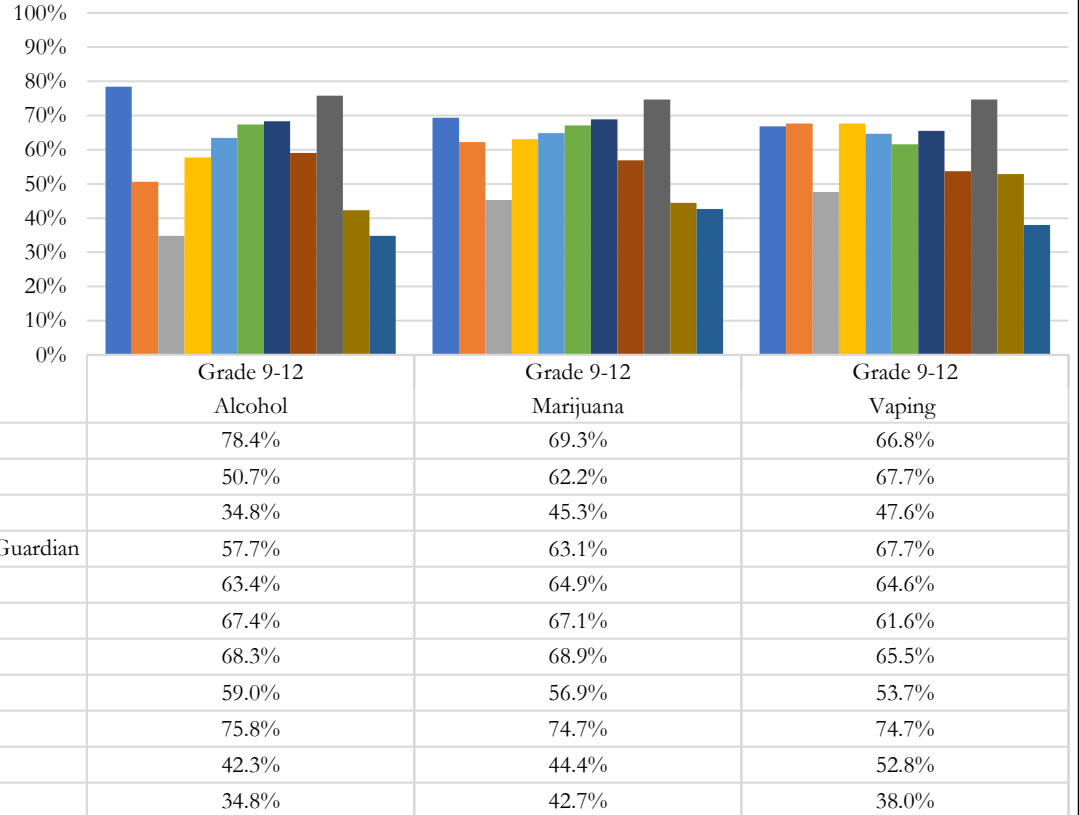
#### Perception of Access



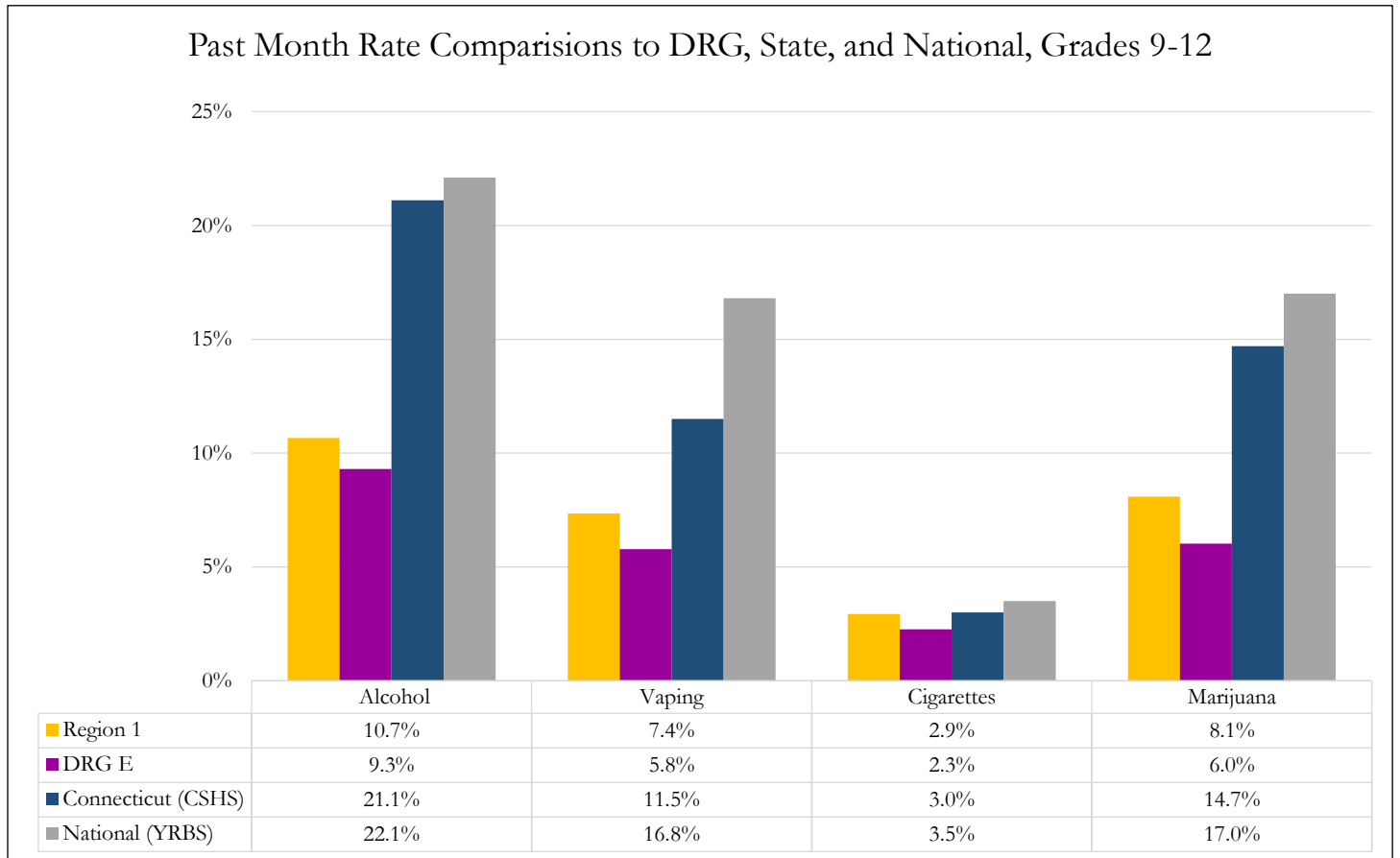
## Perception of Access By Grade



## Reasons Why Substances are not Used, Grades 9-12



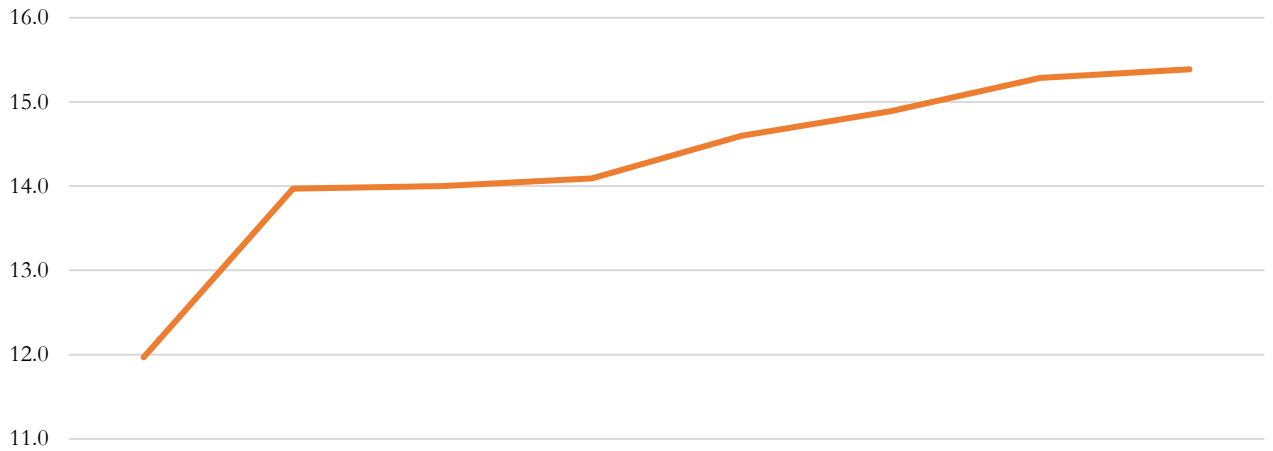
## Substance Use and Gambling:



- CSHS and YRBS, 2023

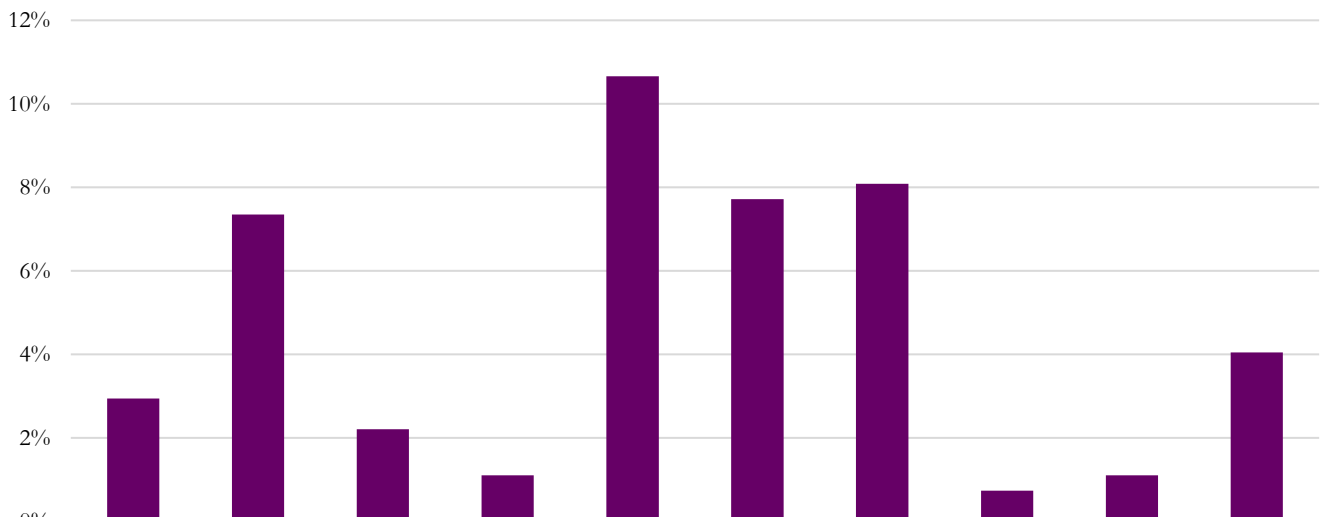
-DRG reflects aggregated data from Youth Voices Count Surveys administered in communities within the same District Reference Group as Update. District Reference Groups come from the Connecticut State Department of Education and are a classification system grouping school districts with similar socioeconomic status and need in order to make comparisons. For more information, see the following: [https://sdeportal.ct.gov/cedar/files/pdf/reports/db\\_drg\\_06\\_2006.pdf](https://sdeportal.ct.gov/cedar/files/pdf/reports/db_drg_06_2006.pdf)

### Average Age of First Use



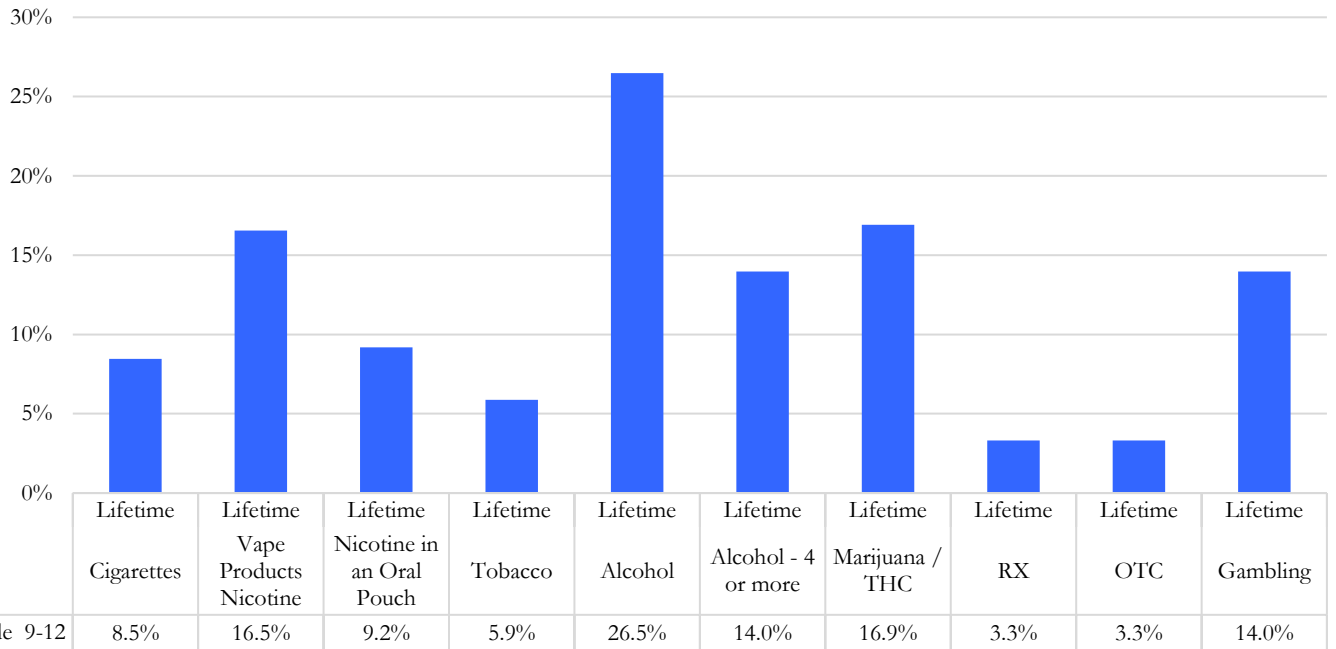
Age in Years	Gambling	Alcohol	OTC	Vaping - Nicotine	Cigarettes	Marijuana / THC	Rx	Nicotine in an Oral Pouch
12.0	12.0	14.0	14.0	14.1	14.6	14.9	15.3	15.4

### Past Month Use of CORE Substances and Gambling

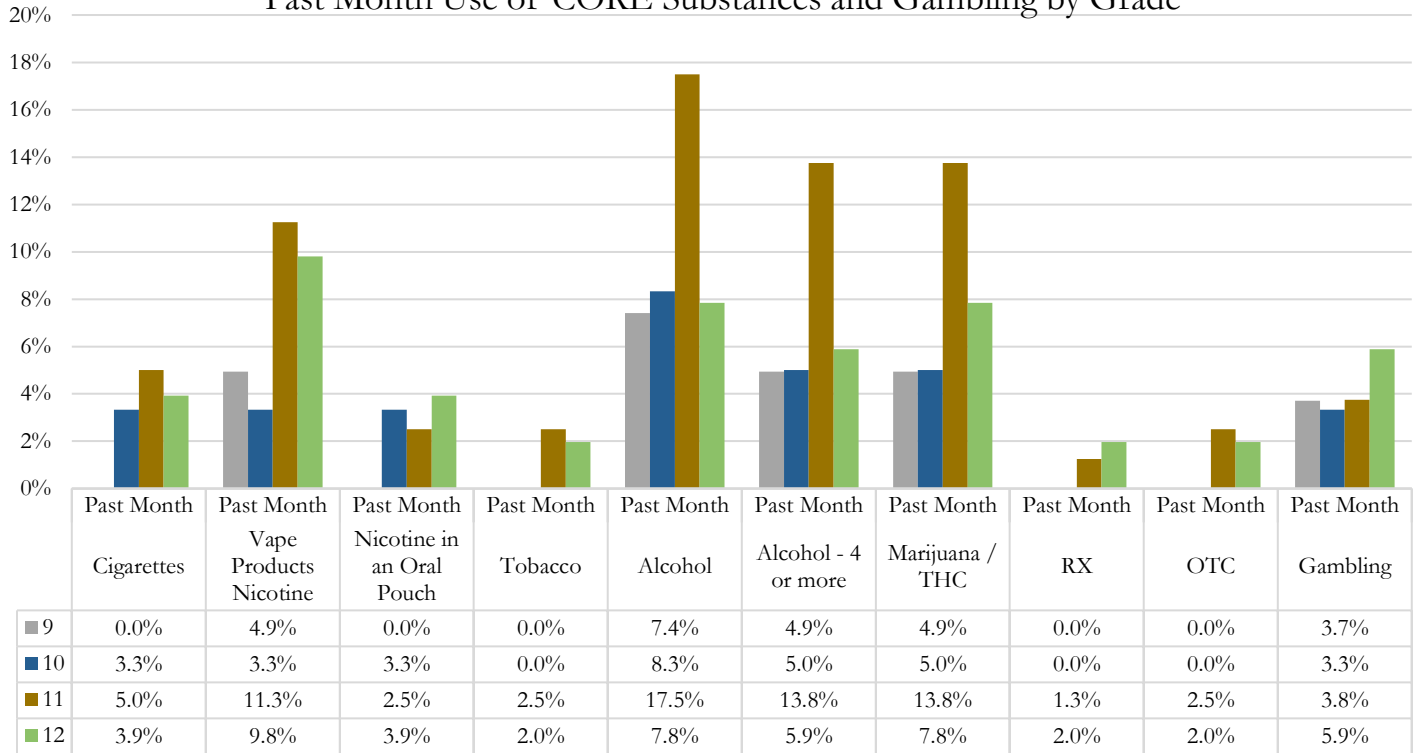


Grade	Past Month Cigarettes	Past Month Vape Products Nicotine	Past Month Nicotine in an Oral Pouch	Past Month Tobacco	Past Month Alcohol	Past Month Alcohol - 4 or more	Past Month Marijuana / THC	Past Month RX	Past Month OTC	Past Month Gambling
Grade 9-12	2.9%	7.4%	2.2%	1.1%	10.7%	7.7%	8.1%	0.7%	1.1%	4.0%

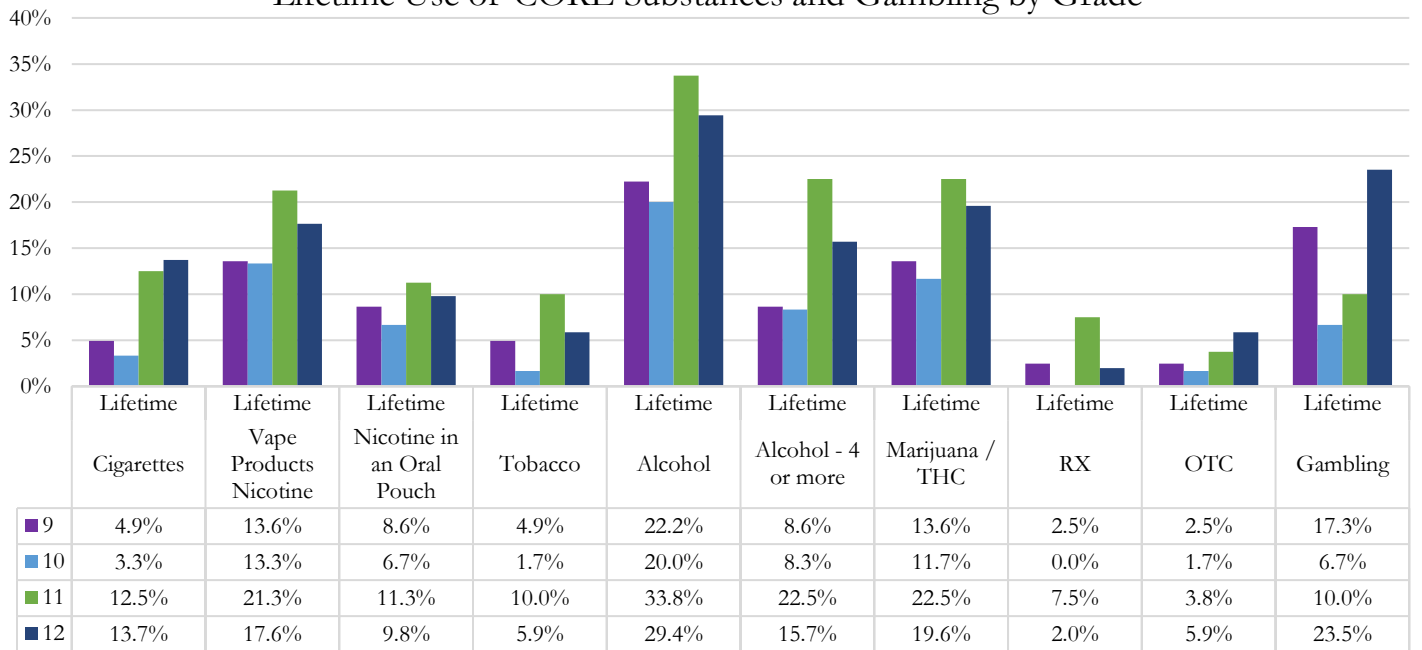
## Lifetime Use of CORE Substances and Gambling



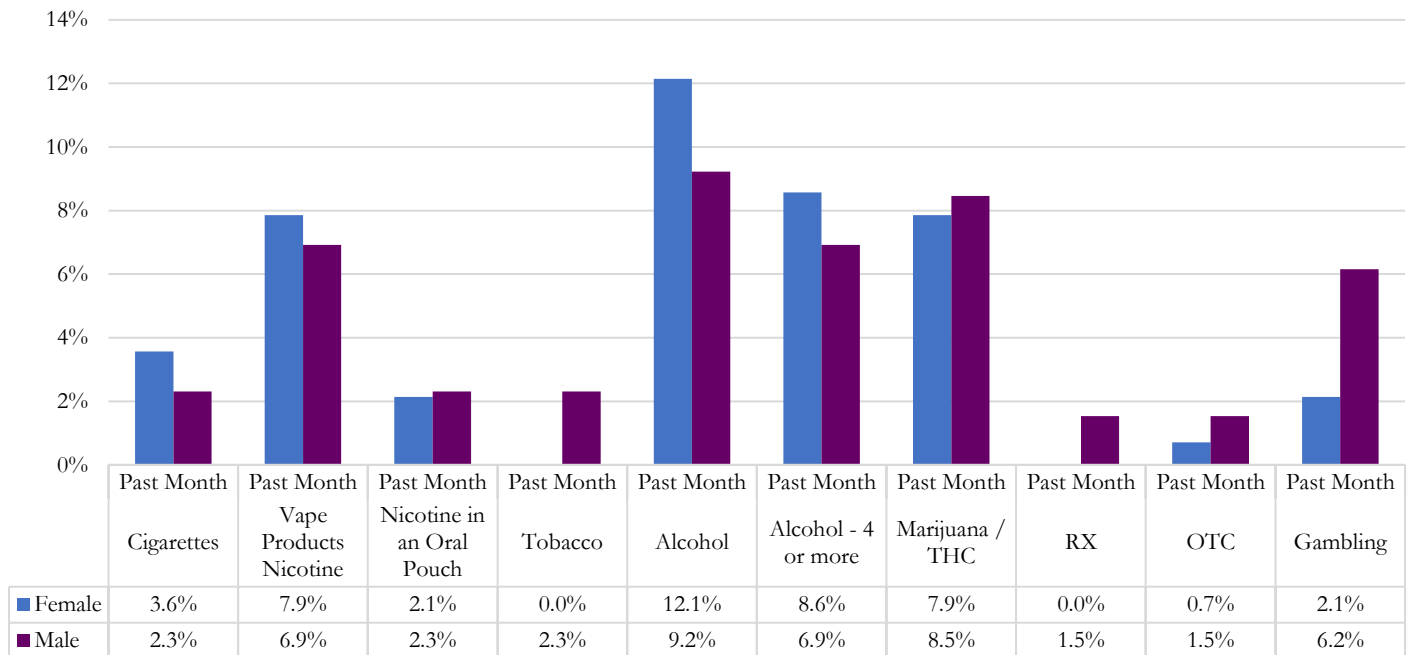
### Past Month Use of CORE Substances and Gambling by Grade



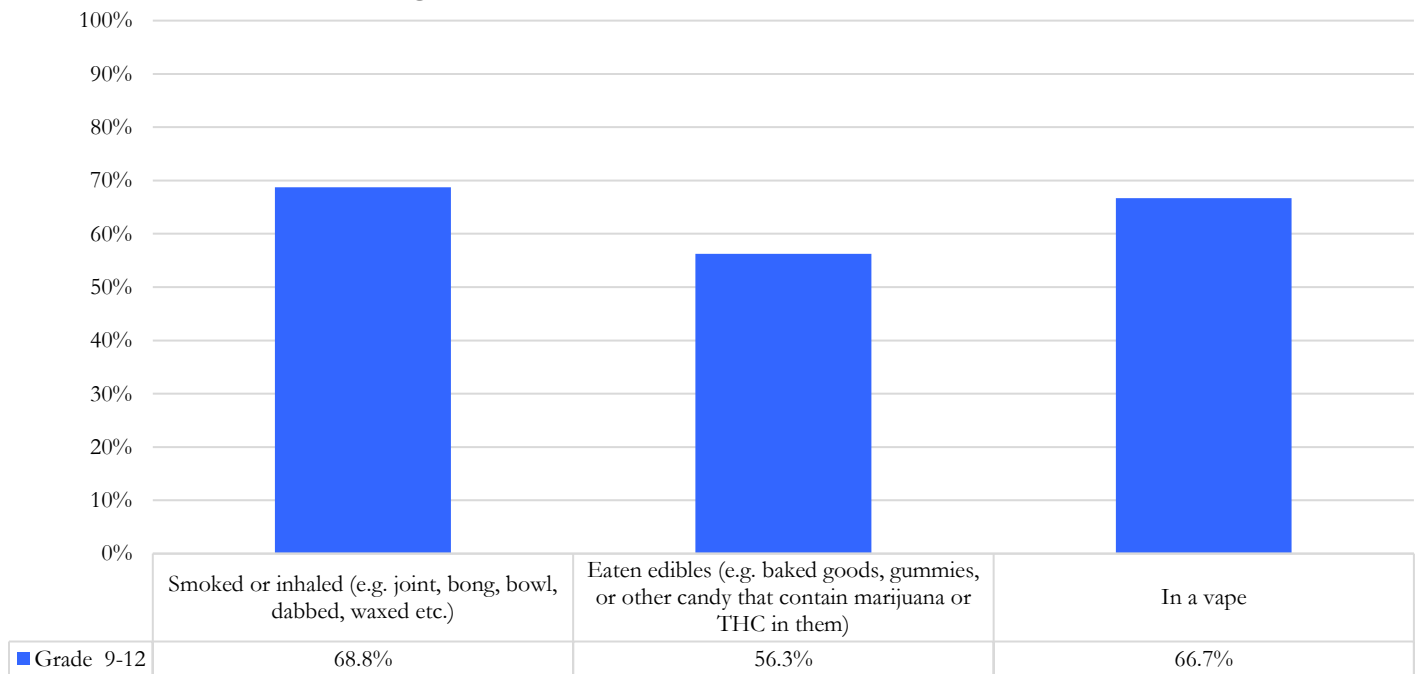
### Lifetime Use of CORE Substances and Gambling by Grade



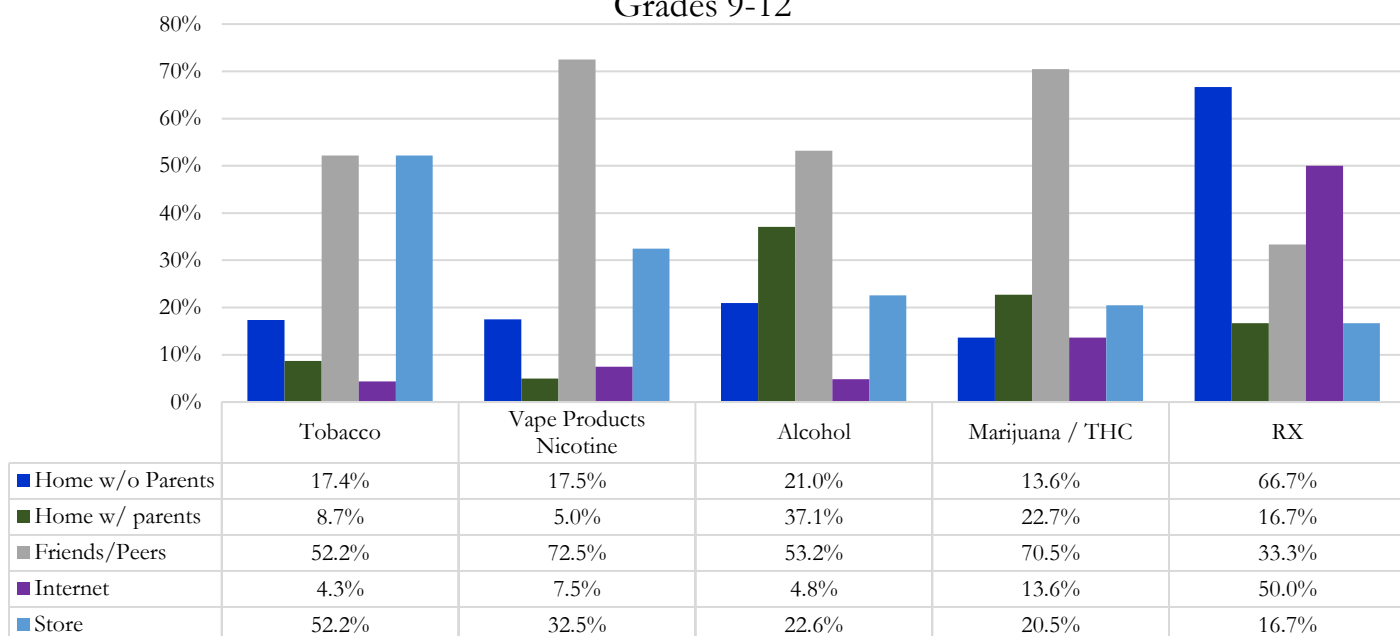
### Biological Sex Differences in CORE Substance Use and Gambling Grades 9-12



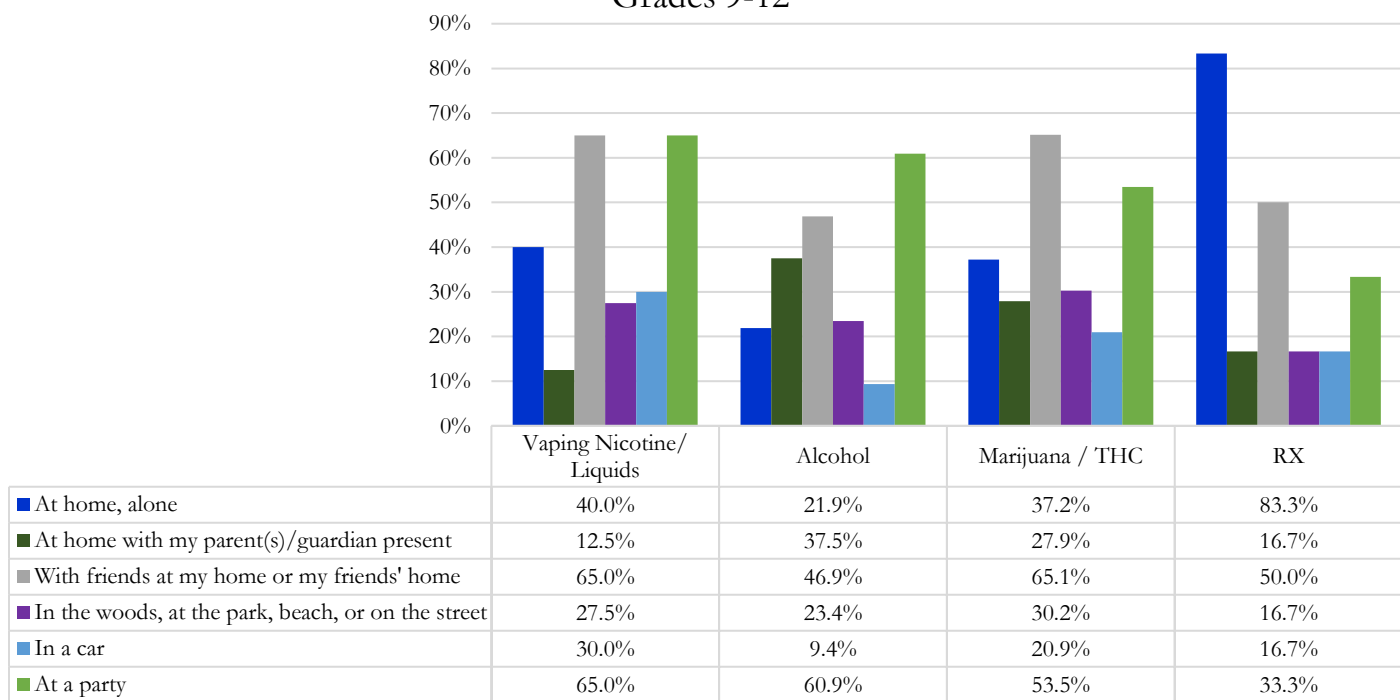
### Methods of Marijuana Use Among Youth Who Have Used in the Past 12 Months



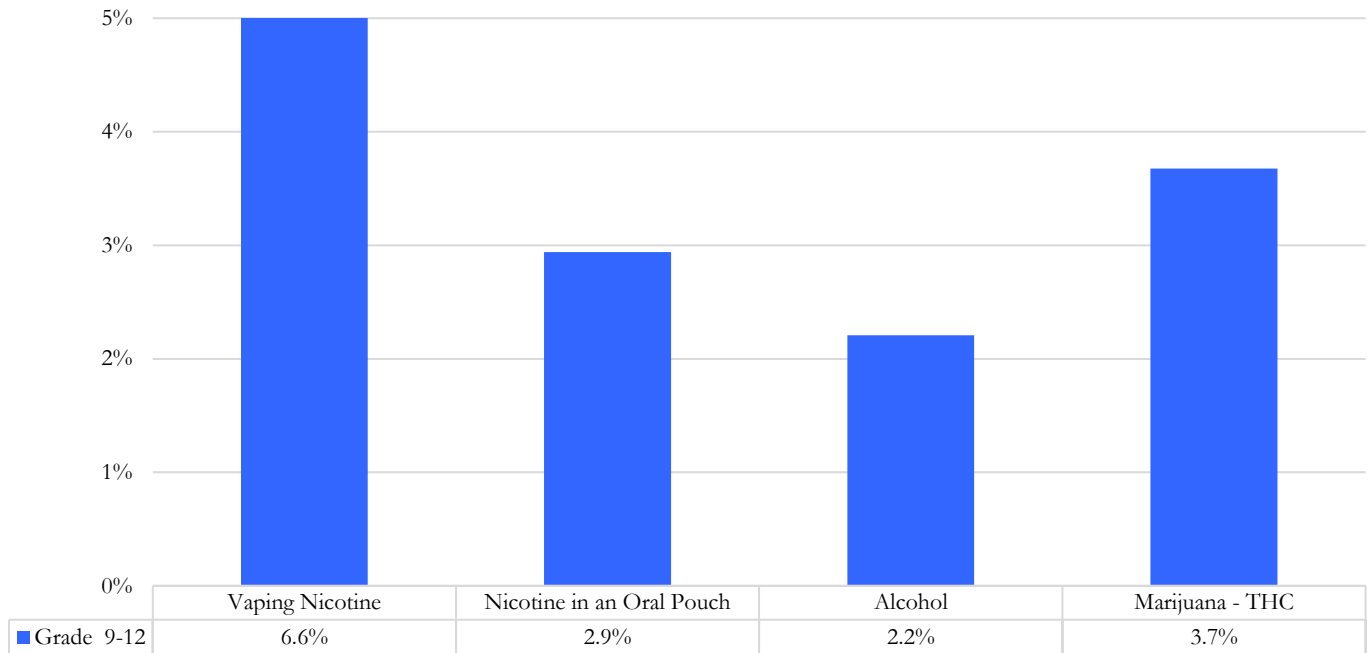
### Where Substances Are **Acquired** Most Often Amongst Lifetime Users Grades 9-12



### Where Substances Are **Used** Most Often Amongst Lifetime Users Grades 9-12

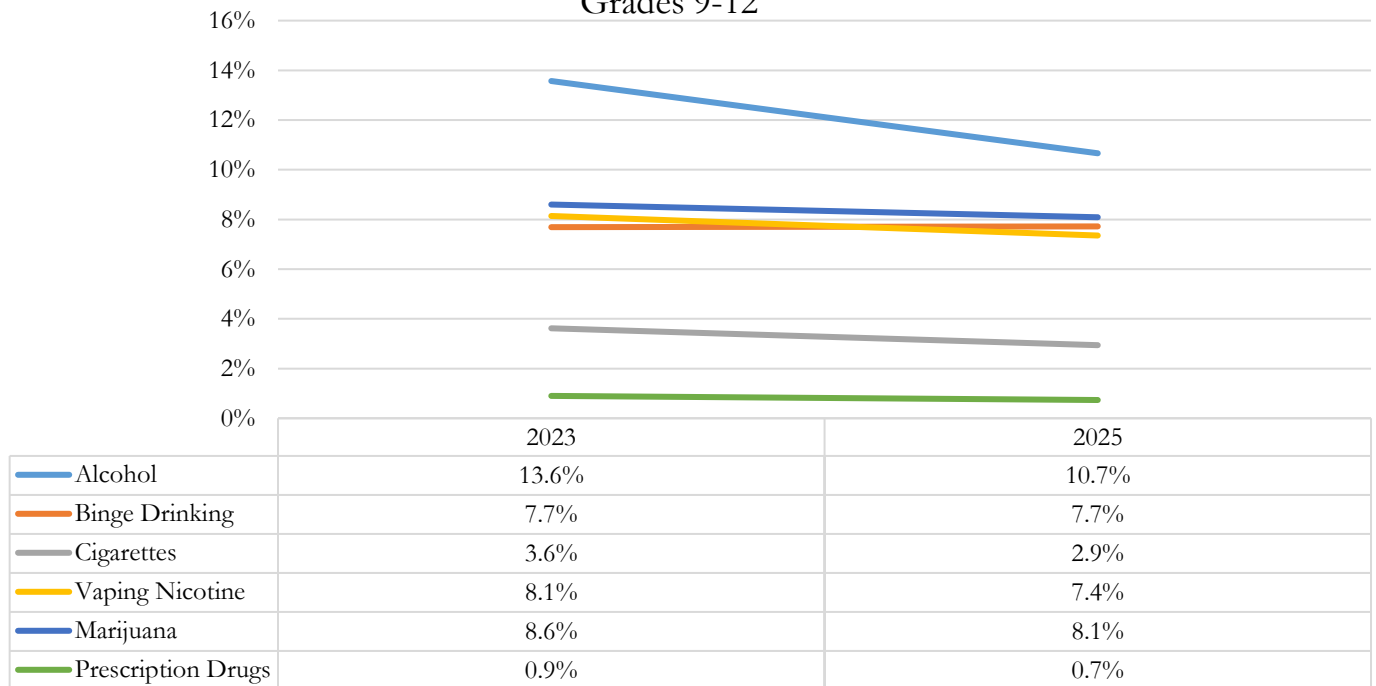


## Youth Use of Substances at School- Including School Events

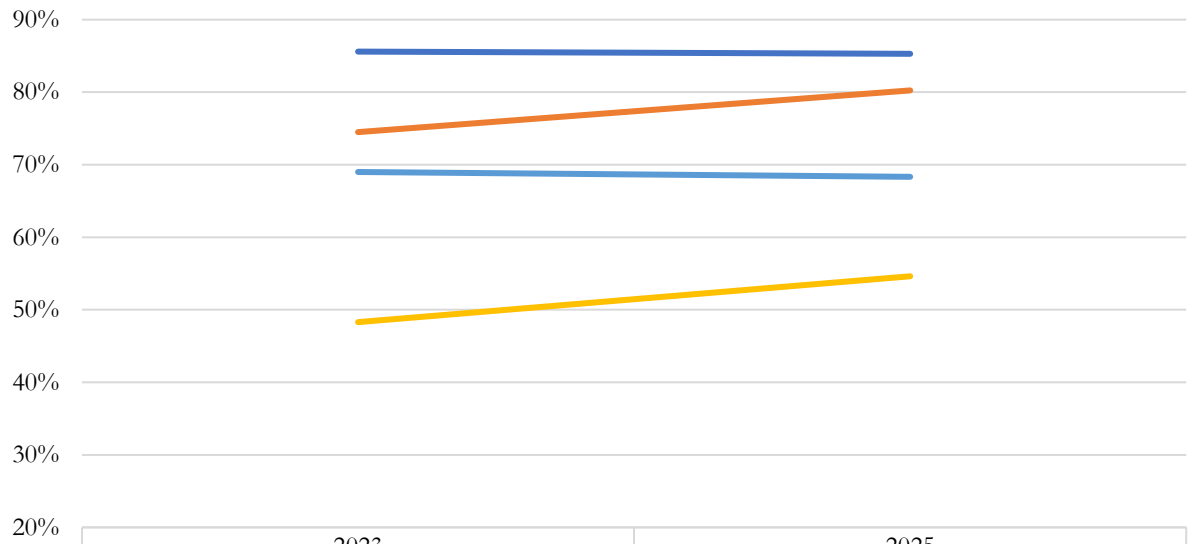


## Trend

### Past Month Use Rates Grades 9-12

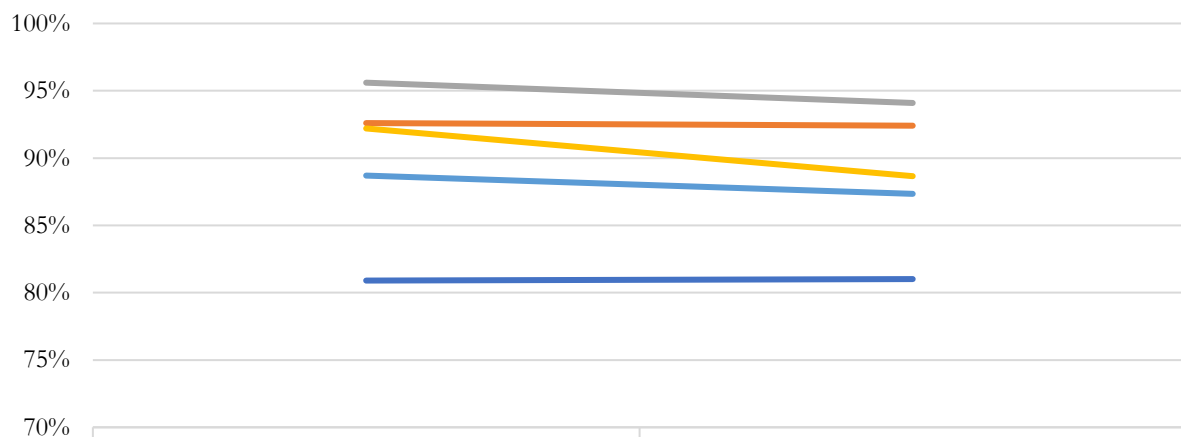


### Perception of Harm Grades 9-12

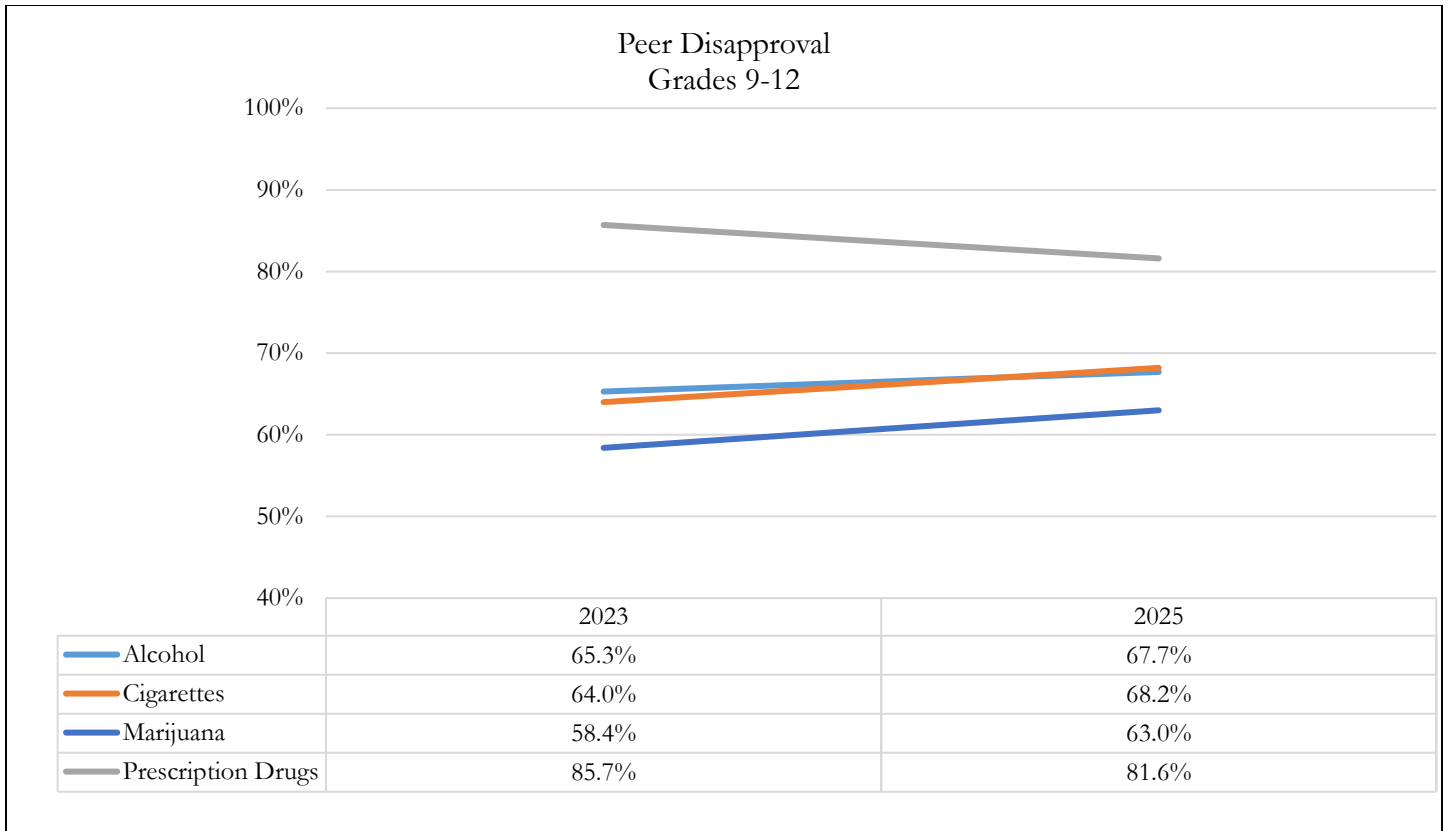


	2023	2025
Alcohol	69.0%	68.3%
Cigarettes	74.5%	80.2%
Marijuana	48.3%	54.6%
Prescription Drugs	85.6%	85.3%

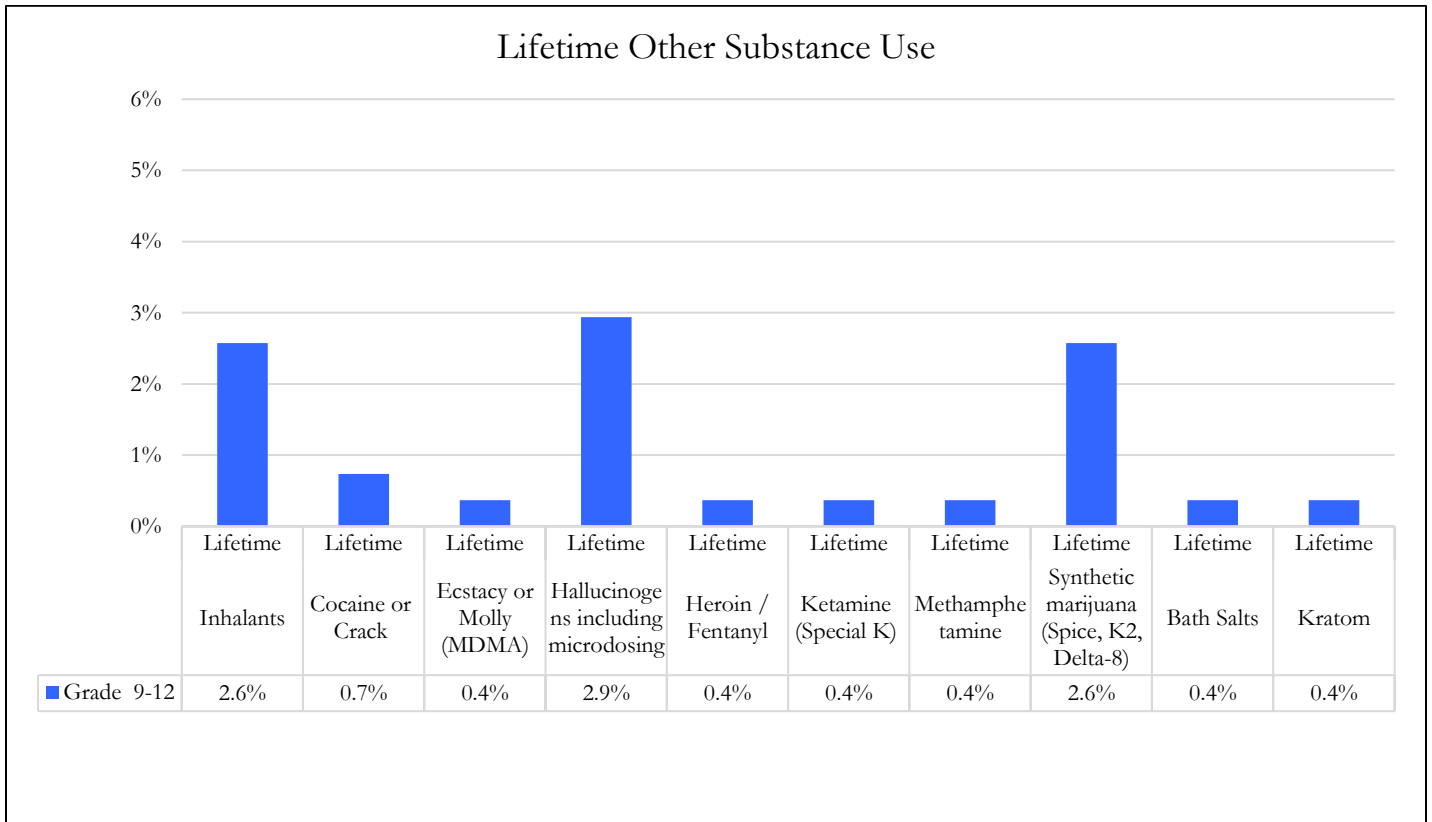
### Parental Disapproval Grades 9-12



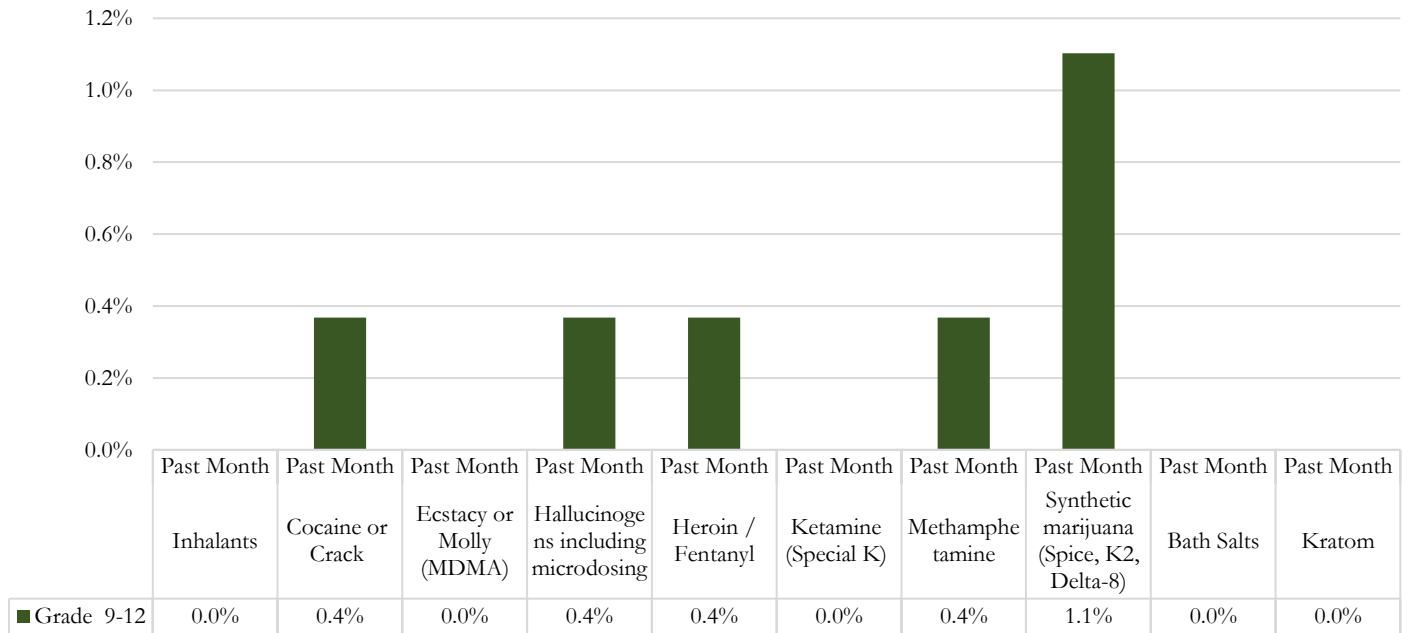
	2023	2025
Alcohol	88.7%	87.3%
Cigarettes	92.6%	92.4%
Vaping	92.2%	88.7%
Marijuana	80.9%	81.0%
Prescription Drugs	95.6%	94.1%



### Other Substance Use:

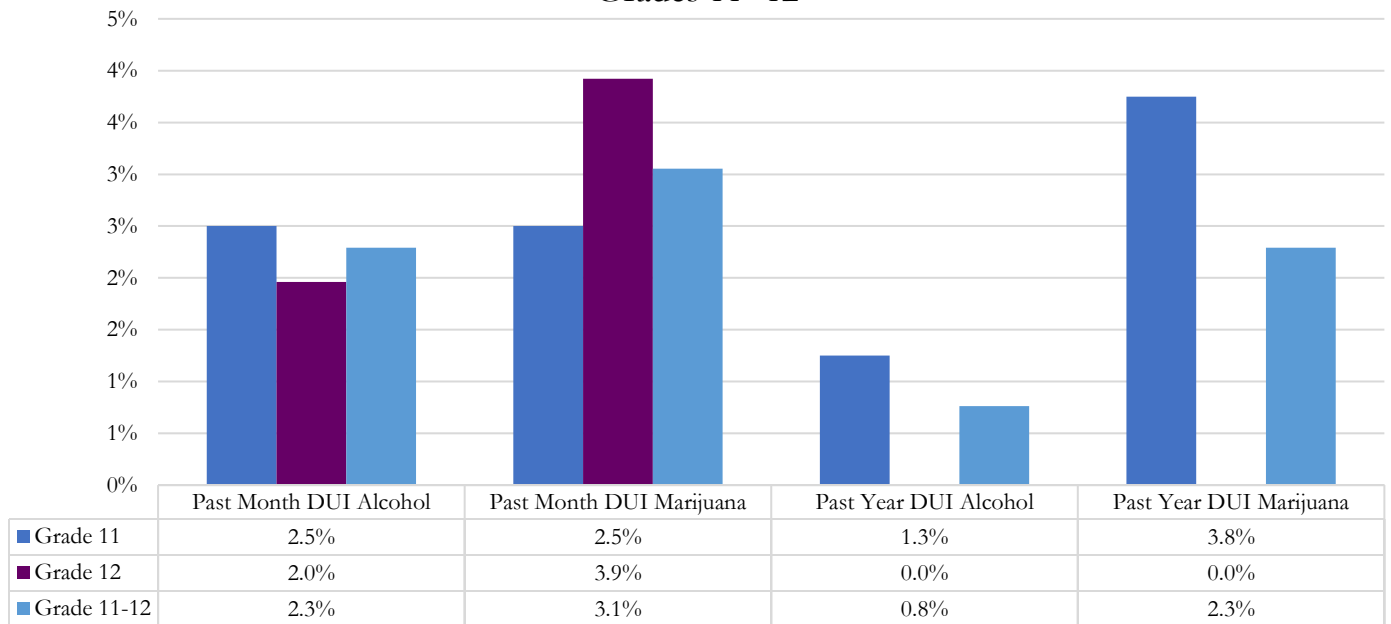


### Past Month Other Substance Use

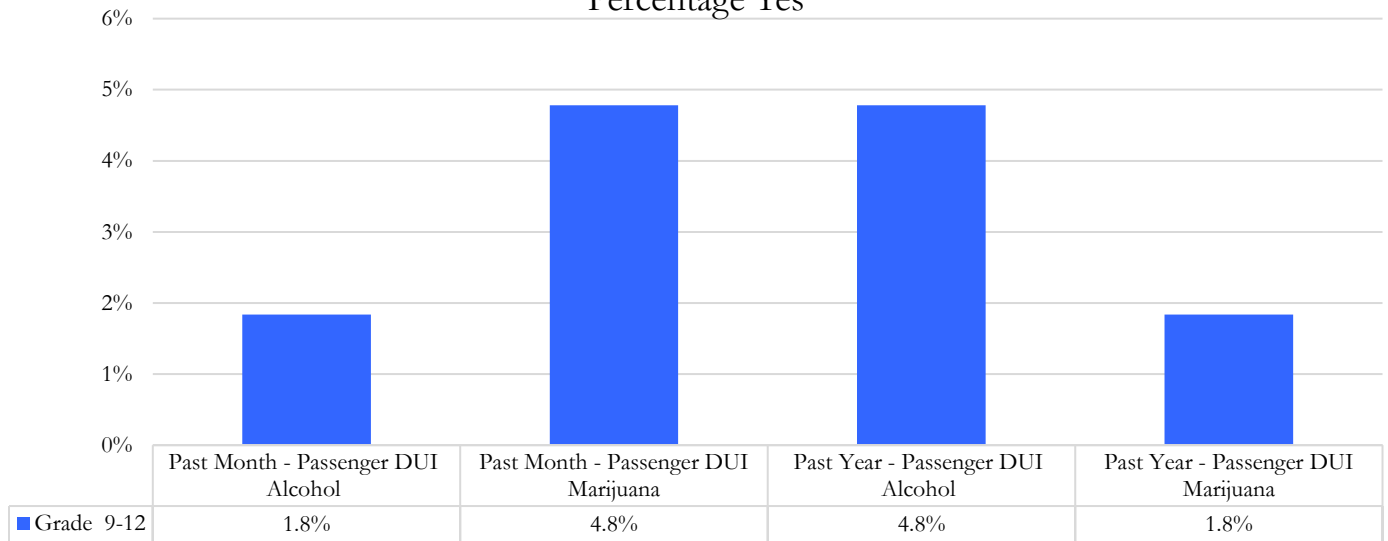


### Driving Under the Influence:

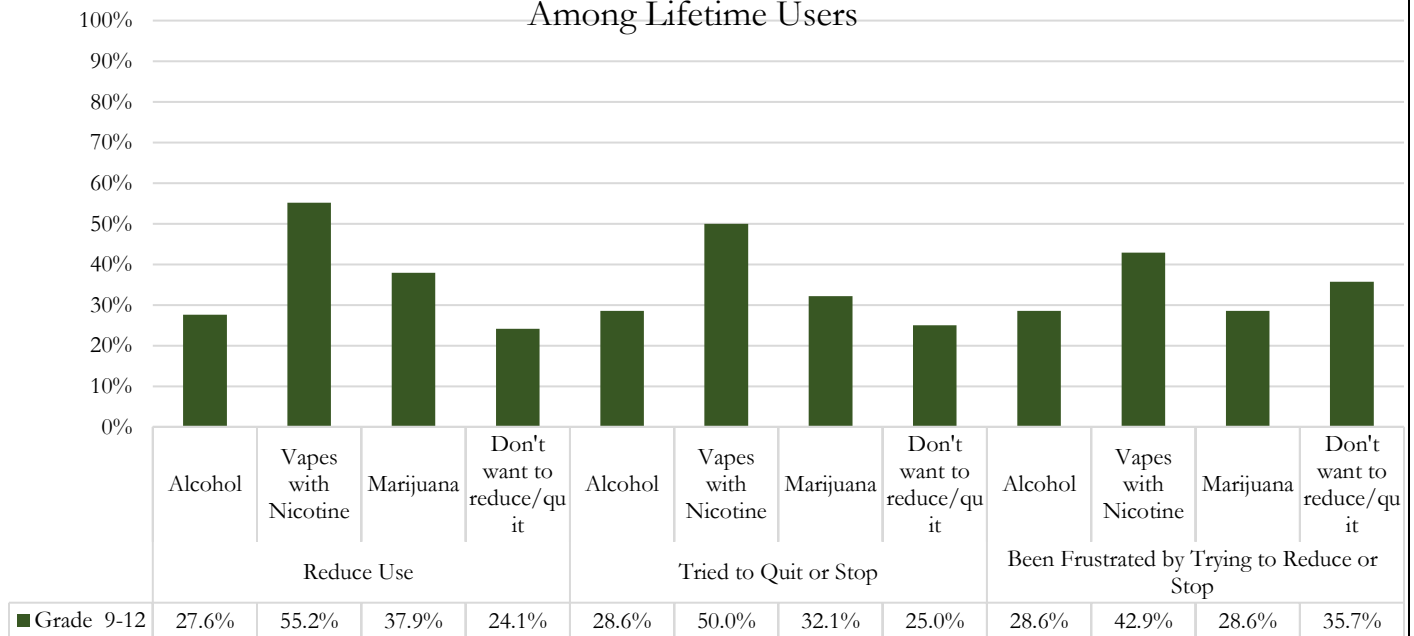
#### Driving Under the Influence Alcohol and Marijuana Grades 11 -12



Passenger of Driver, Age 20 or Younger,  
Under the Influence Alcohol and/or Marijuana  
Percentage Yes

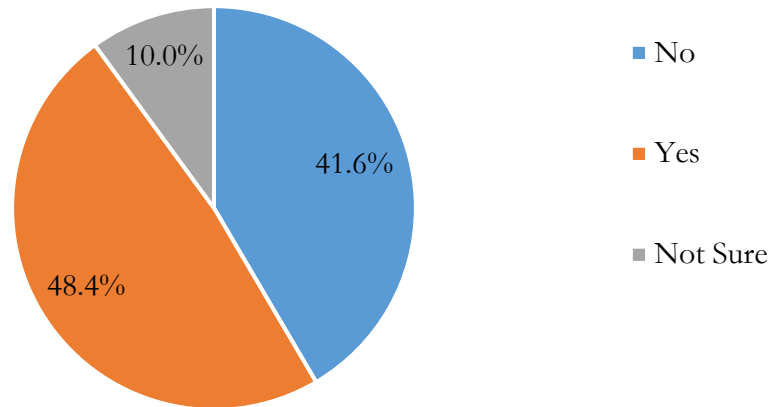


Substance Use Reduction or Trying to Quit  
Among Lifetime Users

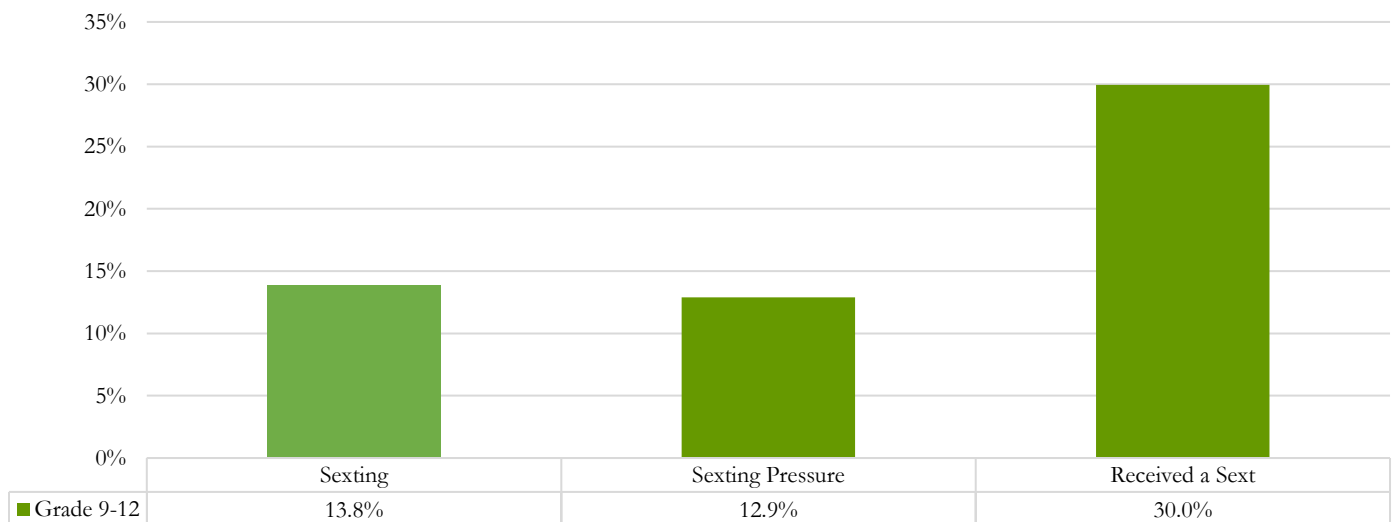


## Sexual Behaviors High School Only

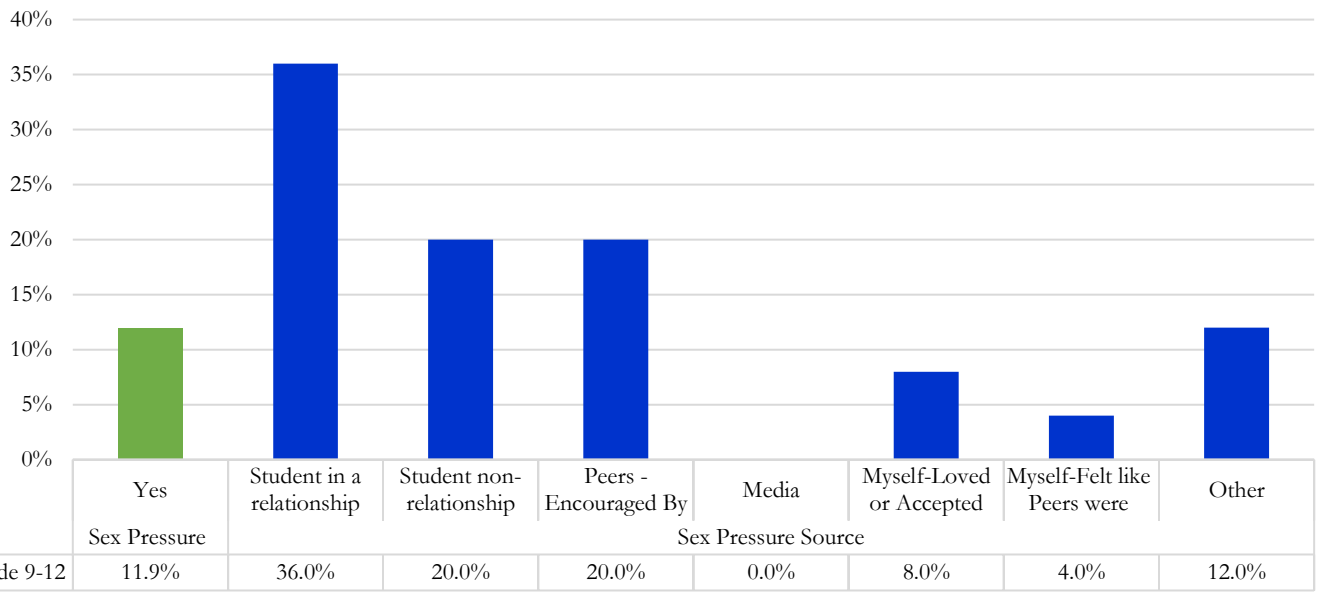
Status of Having Talked with Parent/Guardian About Birth Control, Risks of STI's, Delaying Pregnancy  
All Respondents



Sexting-Sent a Sext, Pressure to Send a Sext, and Received a Sext  
Grade 9 -12



## Sources of Pressure for Sexual Behaviors Grade 9 -12

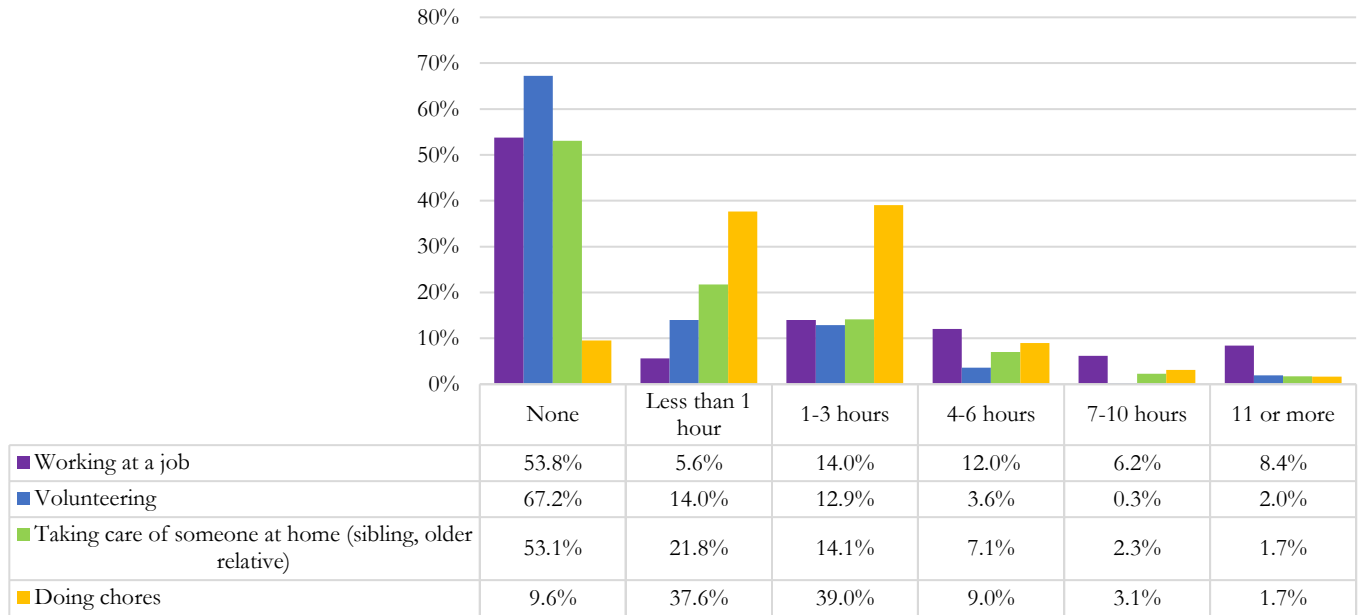


■ Grade 9-12

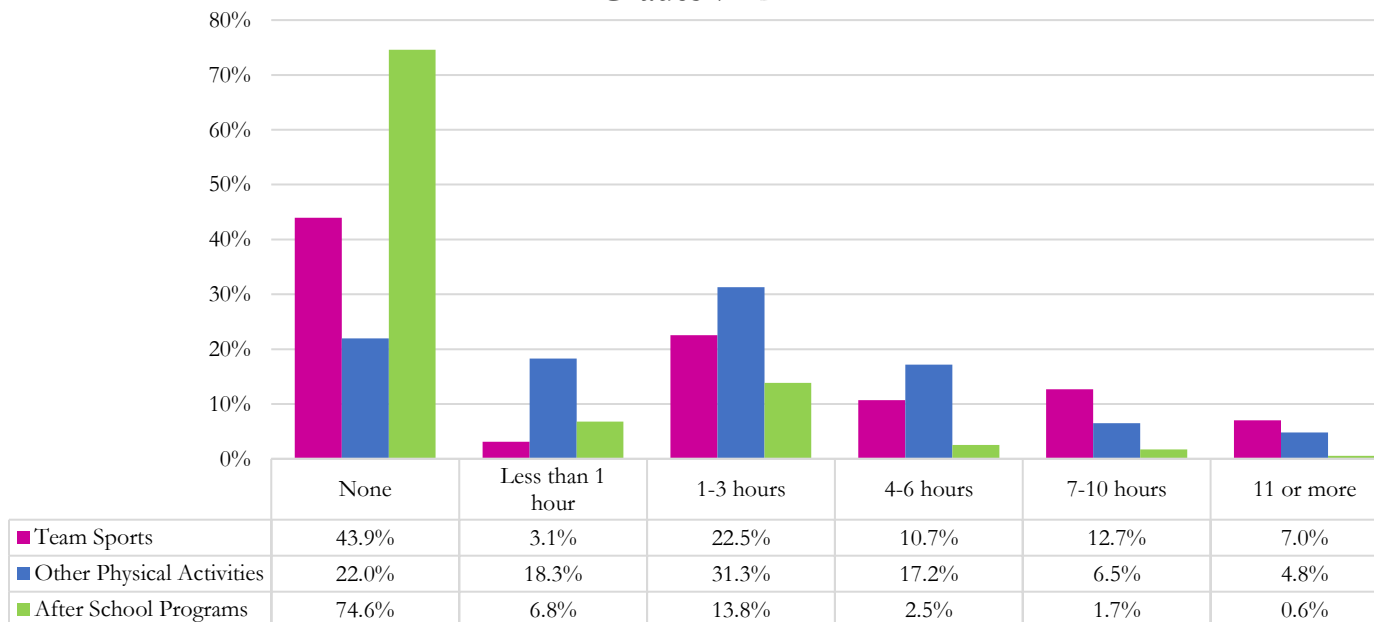
% of all valid high school respondents	% of those who answered yes to sex pressure							
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## Extracurricular Activities:

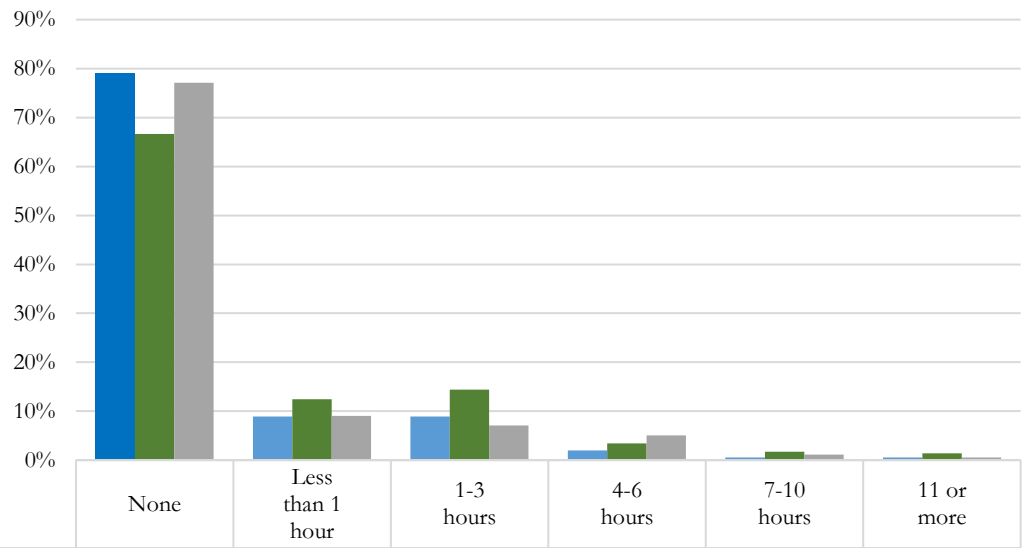
Time Spent on Jobs & Volunteering, Weekly  
Grades 7-12



Time Spent on Physical Activities, Weekly  
Grades 7-12

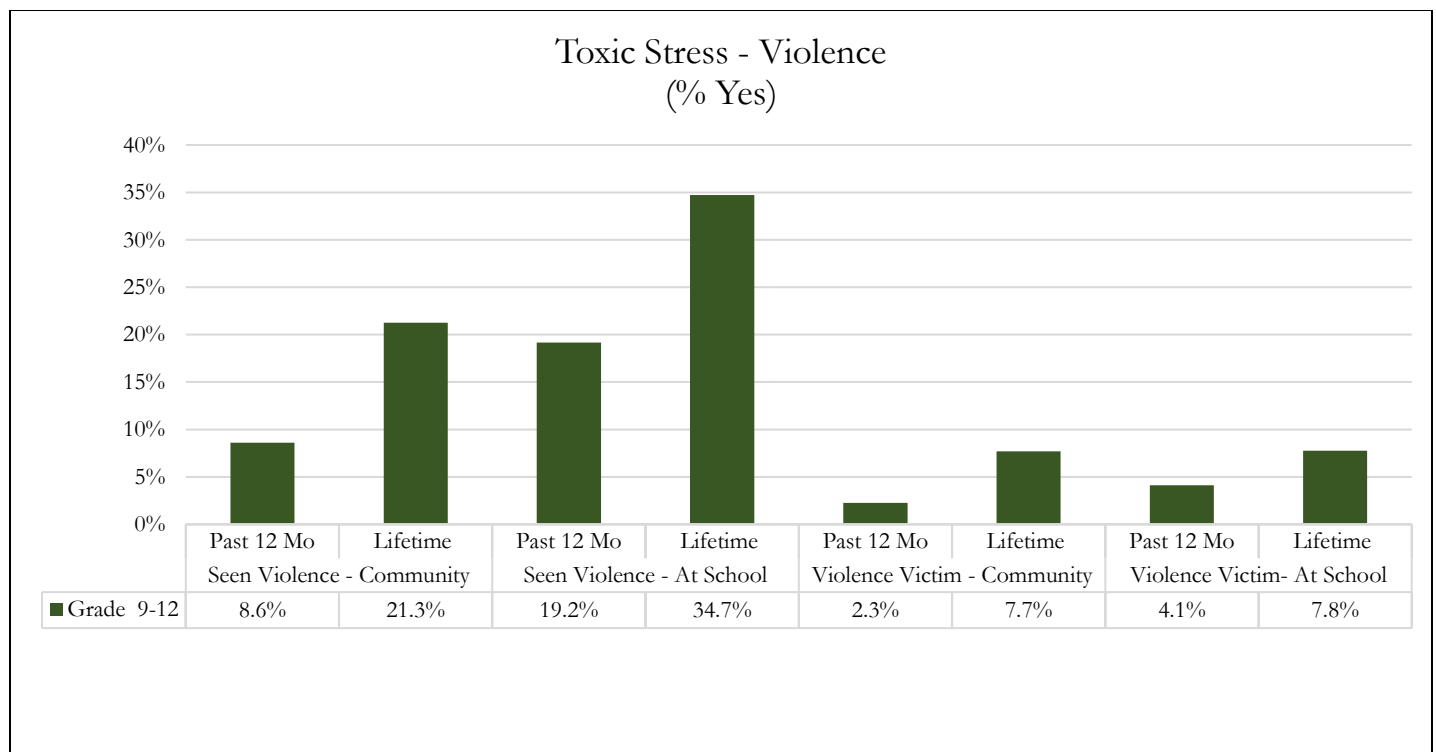
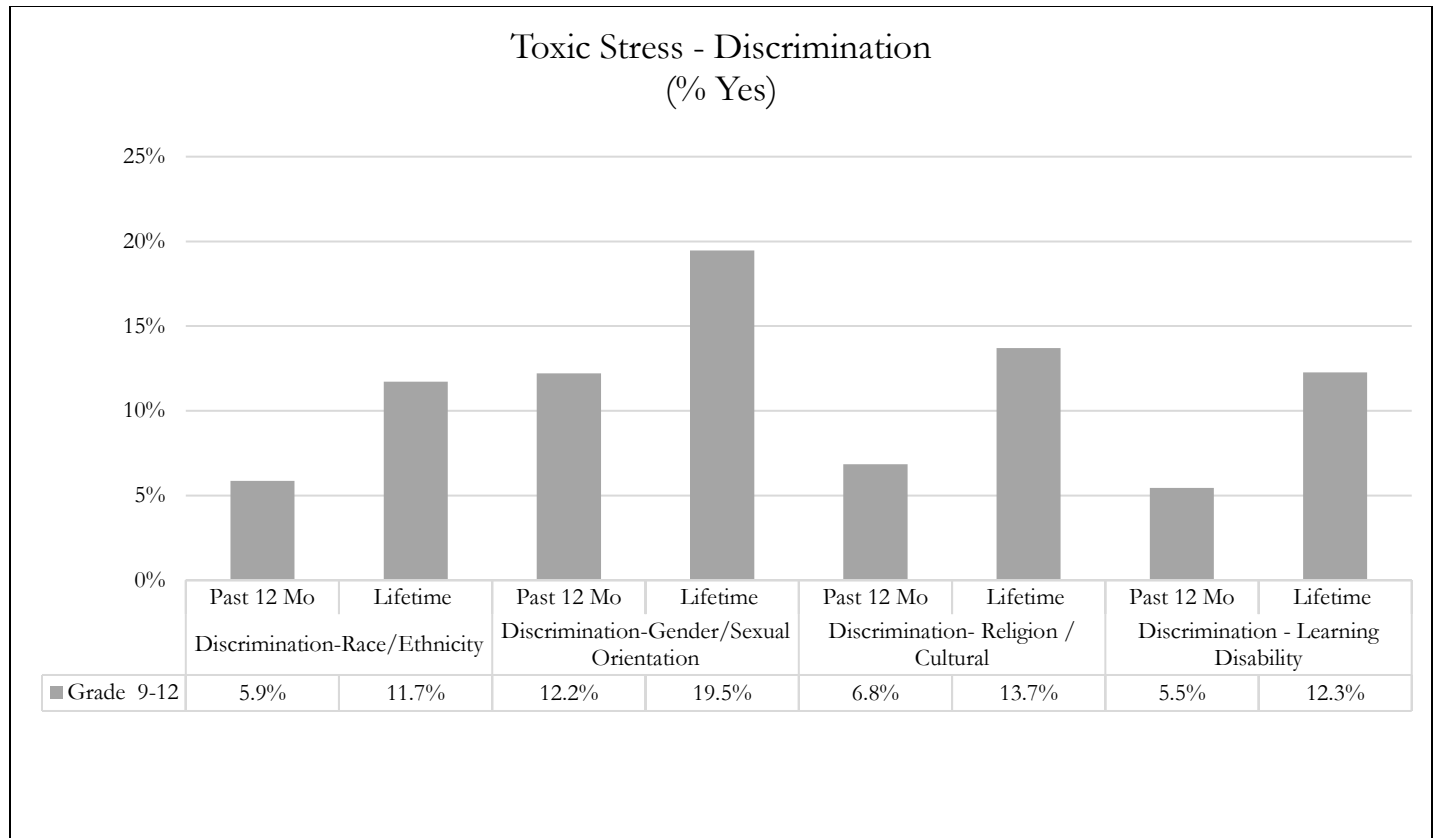


## Time Spent on Faith-based Activities, Taking Lessons, Clubs or Orgs, Weekly, Grades 7-12

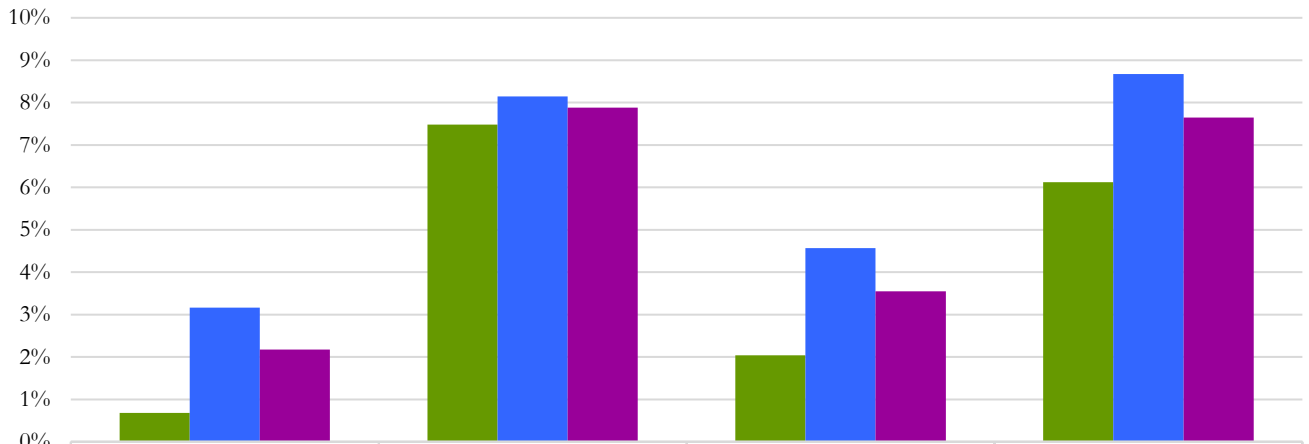


■ Faith or Religious Activities	79.1%	8.9%	8.9%	1.9%	0.6%	0.6%
■ Practicing / Taking lessons (music, art)	66.7%	12.4%	14.4%	3.4%	1.7%	1.4%
■ Club or organization (theater, Scouts)	77.1%	9.0%	7.1%	5.1%	1.1%	0.6%

## Toxic Stress High School Only:



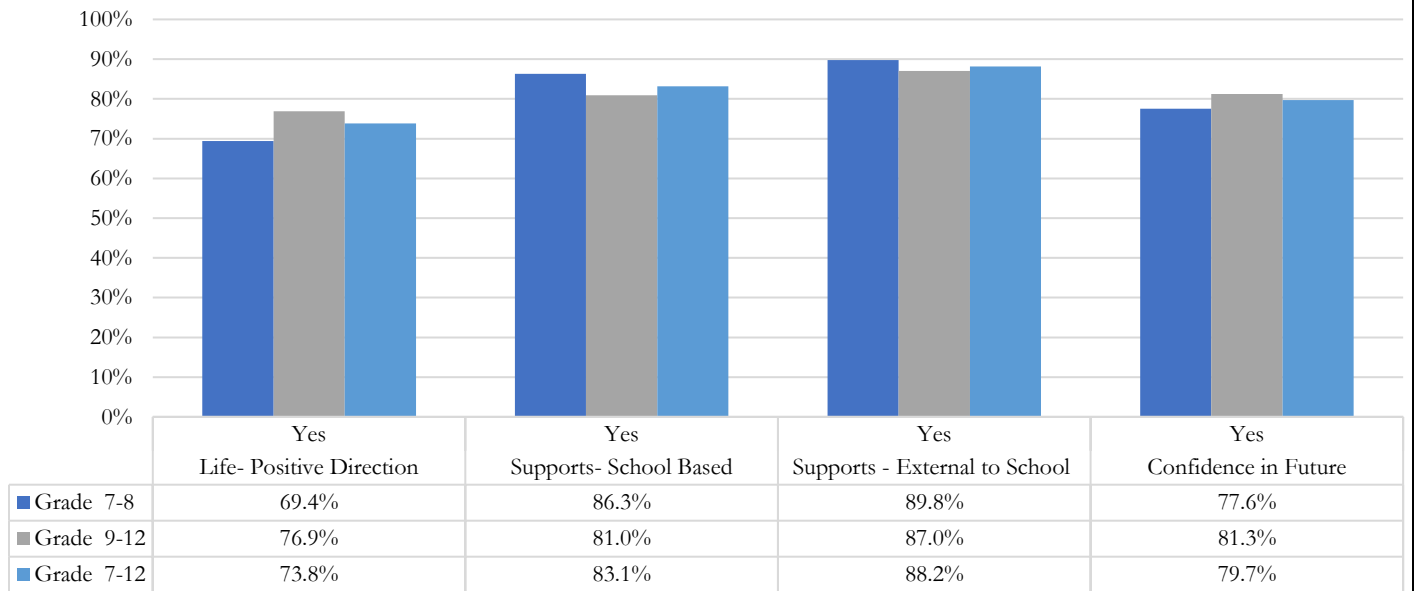
## Toxic Stress - Basic Needs (% Yes)



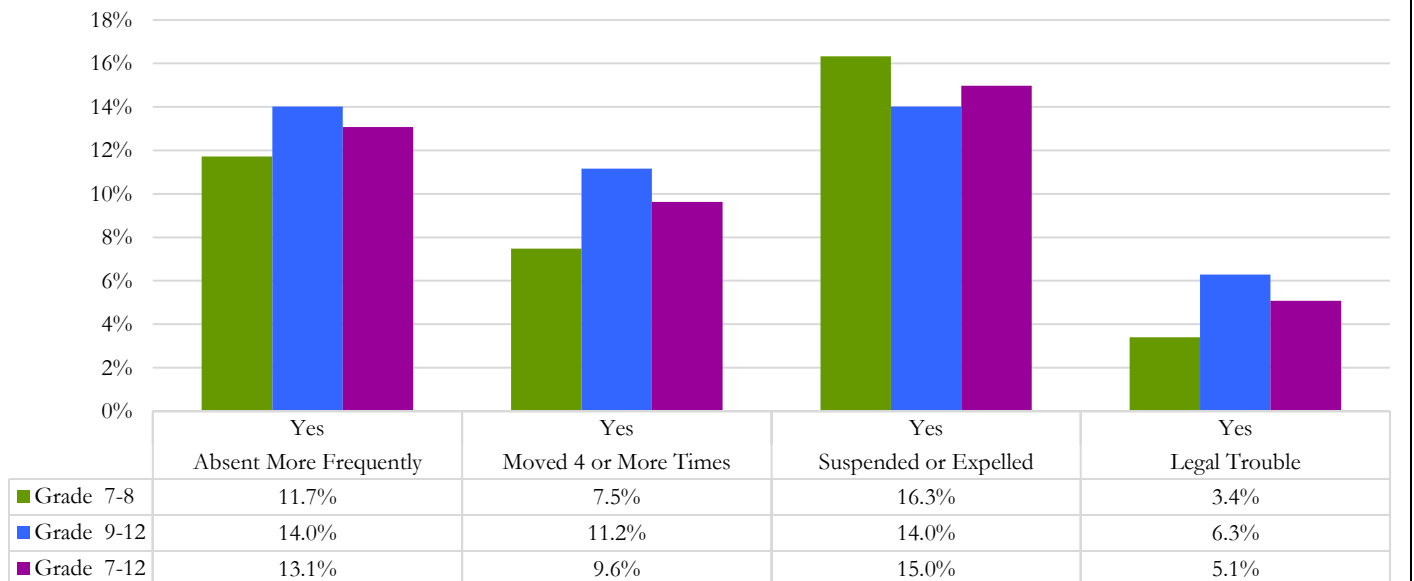
	Housing Problems		Food Insecurity	
	Past 12 Mo	Lifetime	Past 12 Mo	Lifetime
■ Grade 7-8	0.7%	7.5%	2.0%	6.1%
■ Grade 9-12	3.2%	8.1%	4.6%	8.7%
■ Grade 7-12	2.2%	7.9%	3.6%	7.7%

## Connected and Thriving Youth

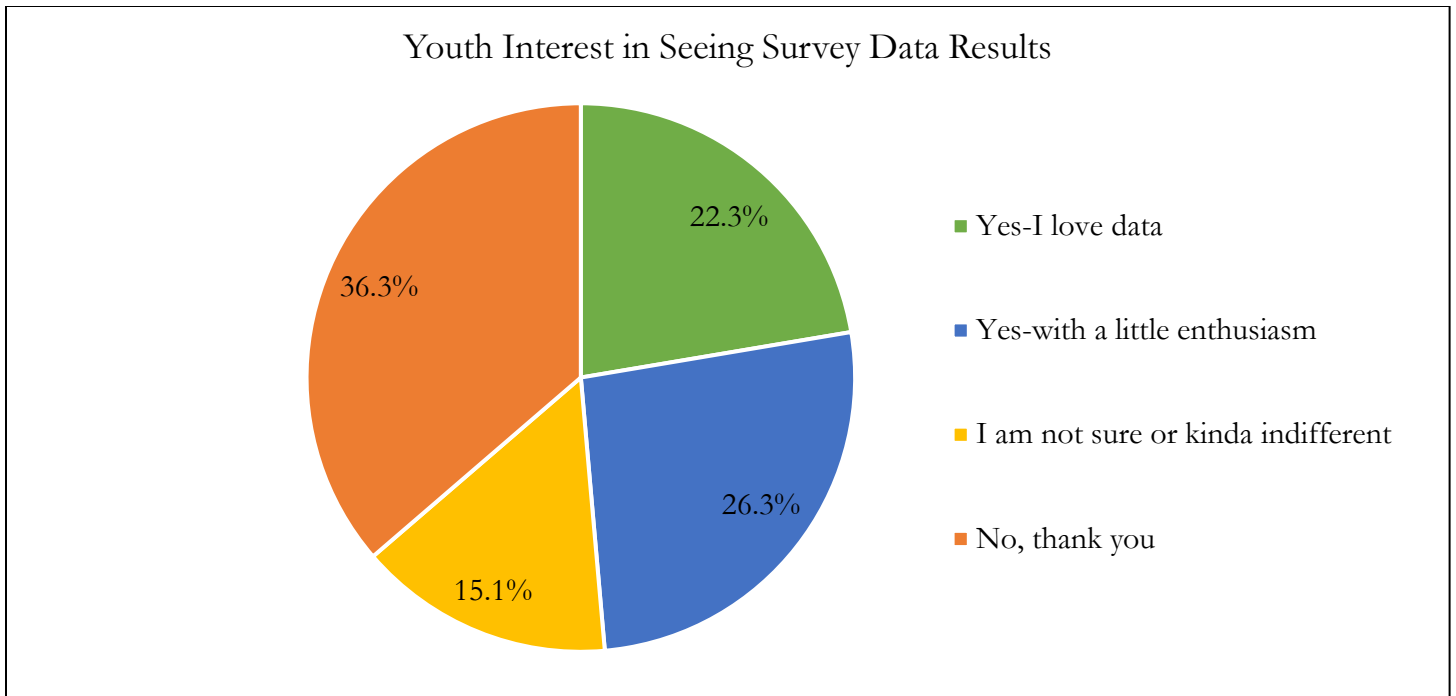
### Connected and Thriving Youth- Direction, Confidence, and Supports



### Connected and Thriving Youth- Risk Factors



## Youth Interest in Survey Results:



**Addendum:**

All analysis in the tables below reflects youth grades 7-12. Emotional health indicators (depression, anxiety, thoughts of self-harm, considered suicide, etc.) reflect the past year.

**Substance Use and Other Emotional Health Indicators**

		Non-User*		Lifetime Substance User*		Past Month Substance User*	
		Count	Col. %	Count	Col. %	Count	Col. %
Depression	No	136	87.7%	47	75.8%	22	62.9%
	Yes	19	12.3%	15	24.2%	13	37.1%
Anxiety	Never/Some	143	85.1%	51	81.0%	24	68.6%
	Almost/Always	25	14.9%	12	19.0%	11	31.4%
Considered Suicide	No	142	92.8%	55	88.7%	30	85.7%
	Yes	11	7.2%	7	11.3%	5	14.3%

\*Non-User: youth who had not reported any substance use in their lifetime

\*Lifetime Substance User: youth who reported use of one or more core substances in their lifetime but NOT in the past month

\*Past Month Substance User: youth who reported use of one or more core substances in the past month or 30-days

**The following are statistically significant differences between groups:**

Past Month Substance Users were more likely to experience depression than Non-Users.

**Depression and Other Emotional Health Indicators and Risk Factors:**

		Sad or hopeless for 2+ weeks in a row			
		No		Yes	
		Count	Col. %	Count	Col. %
Anxiety	Never/Some	185	90.2%	22	46.8%
	Almost/Always	20	9.8%	25	53.2%
Thoughts of Self Harm	No	199	97.1%	20	42.6%
	Yes	6	2.9%	27	57.4%
Self Harm	No	204	99.5%	30	65.2%
	Yes	1	0.5%	16	34.8%
Physical Abuse- Intimate Partner	No	203	99.0%	42	89.4%
	Yes	2	1.0%	5	10.6%
Considered Suicide	No	197	97.5%	27	60.0%
	Yes	5	2.5%	18	40.0%

**The following are statistically significant differences between groups:**

Youth who reported feeling sad or hopeless 2+ weeks in a row were more likely than those who did not to report feeling anxious always/almost always, have thoughts of self-harm, have self-harm behaviors, experience intimate partner abuse, and have considered suicide.

## Extracurricular Activities and Risk Factors:

■ Indicates there is a risk factor that demonstrates a statistically significant difference from the ■ protective factor within the same category

Jobs and Volunteering		Less than 1 hr		1-6 hrs		7+ hrs	
		Count	Valid N %	Count	Valid N %	Count	Valid N %
working at a paying job?	Non User	63	62.4%	40	62.5%	26	57.8%
	Past Month User	15	14.9%	9	14.1%	7	15.6%
	Lifetime User	23	22.8%	15	23.4%	12	26.7%
working as a volunteer	Non User	103	59.2%	24	68.6%	2	100.0%
	Past Month User	27	15.5%	4	11.4%	0	0.0%
	Lifetime User	44	25.3%	7	20.0%	0	0.0%

Religious Groups		Less than 1 hr		1-6 hrs		7+ hrs	
		Count	Valid N %	Count	Valid N %	Count	Valid N %
participating in groups or services at a religious or spiritual place?	Non User	119	62.6%	11	52.4%	0	0.0%
	Past Month User	27	14.2%	n<5	n<5	0	0.0%
	Lifetime User	44	23.2%	6	28.6%	n<5	n<5

School Groups and Lessons		Less than 1 hr		1-6 hrs		7+ hrs	
		Count	Valid N %	Count	Valid N %	Count	Valid N %
participating in after school programs?	Non User	114	61.6%	14	70.0%	n<5	n<5
	Past Month User	26	14.1%	n<5	n<5	0	0.0%
	Lifetime User	45	24.3%	n<5	n<5	n<5	n<5
practicing or taking lessons, outside of school, in music, art etc.?	Non User	98	60.5%	26	66.7%	n<5	n<5
	Past Month User	22	13.6%	n<5	n<5	n<5	n<5
	Lifetime User	42	25.9%	9	23.1%	0	0.0%
involved with a school or community club or organization?	Non User	104	60.5%	22	71.0%	n<5	n<5
	Past Month User	27	15.7%	n<5	n<5	0	0.0%
	Lifetime User	41	23.8%	7	22.6%	n<5	n<5

Sports and Physical Activities		Less than 1 hr		1-6 hrs		7+ hrs	
		Count	Valid N %	Count	Valid N %	Count	Valid N %
playing in school team sports?	Non User	73	71.6%	28	57.1%	28	48.3%
	Past Month User	13	12.7%	9	18.4%	8	13.8%
	Lifetime User	16	15.7%	12	24.5%	22	37.9%
participating in other physical activities?	Non User	61	64.9%	56	60.2%	12	54.5%
	Past Month User	13	13.8%	12	12.9%	n<5	n<5
	Lifetime User	20	21.3%	25	26.9%	6	27.3%

Family Care and Chores		Less than 1 hr		1-6 hrs		7+ hrs	
		Count	Valid N %	Count	Valid N %	Count	Valid N %
taking care of someone at your home?	Non User	92	59.4%	32	68.1%	5	71.4%
	Past Month User	25	16.1%	n<5	n<5	n<5	n<5
	Lifetime User	38	24.5%	11	23.4%	n<5	n<5
doing chores at your home?	Non User	52	56.5%	73	66.4%	5	62.5%
	Past Month User	17	18.5%	12	10.9%	n<5	n<5
	Lifetime User	23	25.0%	25	22.7%	n<5	n<5

In the past year, have you ever felt very anxious, nervous, tense, scared, panicked or like something bad was going to happen?			Never/Some		Almost Always / Always	
			Count	Valid N %	Count	Valid N %
Jobs and Volunteering	working at a paying job?	Less than 1 hr	80	46.5%	21	55.3%
		1-6 hrs	57	33.1%	7	18.4%
		7+ hrs	35	20.3%	10	26.3%
	working as a volunteer	Less than 1 hr	144	83.2%	30	78.9%
		1-6 hrs	27	15.6%	8	21.1%
		7+ hrs	n<5	n<5	0	0.0%
Religious Groups	participating in groups or services at a religious or spiritual place?	Less than 1 hr	155	88.6%	35	94.6%
		1-6 hrs	19	10.9%	n<5	n<5
		7+ hrs	n<5	n<5	0	0.0%
School Groups and Lessons	participating in after school programs?	Less than 1 hr	153	89.0%	32	86.5%
		1-6 hrs	17	9.9%	n<5	n<5
		7+ hrs	n<5	n<5	n<5	n<5
	practicing or taking lessons, outside of school, in music, art etc.?	Less than 1 hr	135	78.9%	27	73.0%
		1-6 hrs	29	17.0%	10	27.0%
		7+ hrs	7	4.1%	0	0.0%
	involved with a school or community club or organization?	Less than 1 hr	138	80.2%	34	94.4%
		1-6 hrs	30	17.4%	n<5	n<5
		7+ hrs	n<5	n<5	n<5	n<5
Sports and Physical Activities	playing in school team sports?	Less than 1 hr	80	46.5%	22	59.5%
		1-6 hrs	41	23.8%	8	21.6%
		7+ hrs	51	29.7%	7	18.9%
	participating in other physical activities?	Less than 1 hr	78	45.3%	16	43.2%
		1-6 hrs	75	43.6%	18	48.6%
		7+ hrs	19	11.0%	n<5	n<5
Family Care and Chores	taking care of someone at your home?	Less than 1 hr	133	76.9%	22	61.1%
		1-6 hrs	35	20.2%	12	33.3%
		7+ hrs	5	2.9%	n<5	n<5
	doing chores at your home?	Less than 1 hr	79	45.4%	13	36.1%
		1-6 hrs	88	50.6%	22	61.1%
		7+ hrs	7	4.0%	n<5	n<5

I have felt sad or hopeless for 2 OR MORE WEEKS IN A ROW so much that it stopped me from doing my usual activities			No		Yes	
			Count	Valid N %	Count	Valid N %
Jobs and Volunteering	working at a paying job?	Less than 1 hr	79	46.7%	21	53.8%
		1-6 hrs	57	33.7%	7	17.9%
		7+ hrs	33	19.5%	11	28.2%
	working as a volunteer	Less than 1 hr	142	83.5%	30	76.9%
		1-6 hrs	26	15.3%	9	23.1%
		7+ hrs	n<5	n<5	0	0.0%
Religious Groups	participating in groups or services at a religious or spiritual place?	Less than 1 hr	153	89.0%	35	92.1%
		1-6 hrs	18	10.5%	n<5	n<5
		7+ hrs	n<5	n<5	0	0.0%
School Groups and Lessons	participating in after school programs?	Less than 1 hr	147	87.0%	36	94.7%
		1-6 hrs	19	11.2%	n<5	n<5
		7+ hrs	n<5	n<5	n<5	n<5
	practicing or taking lessons, outside of school, in music, art etc.?	Less than 1 hr	132	78.1%	28	75.7%
		1-6 hrs	30	17.8%	9	24.3%
		7+ hrs	7	4.1%	0	0.0%
	involved with a school or community club or organization?	Less than 1 hr	140	82.4%	31	83.8%
		1-6 hrs	26	15.3%	5	13.5%
		7+ hrs	4	2.4%	1	2.7%
Sports and Physical Activities	playing in school team sports?	Less than 1 hr	78	46.2%	22	57.9%
		1-6 hrs	41	24.3%	8	21.1%
		7+ hrs	50	29.6%	8	21.1%
	participating in other physical activities?	Less than 1 hr	75	44.1%	18	48.6%
		1-6 hrs	75	44.1%	18	48.6%
		7+ hrs	20	11.8%	n<5	n<5
Family Care and Chores	taking care of someone at your home?	Less than 1 hr	124	72.9%	30	78.9%
		1-6 hrs	39	22.9%	8	21.1%
		7+ hrs	7	4.1%	0	0.0%
	doing chores at your home?	Less than 1 hr	71	41.5%	20	52.6%
		1-6 hrs	92	53.8%	18	47.4%
		7+ hrs	8	4.7%	0	0.0%

## Connected and Thriving Youth and Other Risk Factors:

■ Indicates there is a risk factor that demonstrates a statistically significant difference from the ■ protective factor within the same category

I have at least one adult in my life that I can share my thoughts and feelings with			Agree		Disagree	
			Count	Valid N %	Count	Valid N %
Life Outlook	I feel my life is going in a positive direction	Yes	256	75.5%	9	50.0%
		No	13	3.8%	6	33.3%
	I feel confident I will have a job and/or go to college or a trade school when I complete high school	No	15	4.5%	6	33.3%
		Yes	270	80.4%	12	66.7%
Community Supports	I have the supports I need from my school to graduate	Yes	285	84.6%	10	55.6%
		No	12	3.6%	<5	27.8%
	I have the supports I need from adults in my life, outside of school, to graduate	Yes	302	89.9%	10	55.6%
		No	6	1.8%	5	27.8%
School Engagement	I am absent from school more often than other students	Yes	44	13.2%	<5	11.1%
		No	242	72.7%	15	83.3%
	I have moved into different school districts/changed schools four or more times since first grade	Yes	32	9.6%	<5	11.1%
		No	287	85.9%	16	88.9%
Behavioral Issues	I have been suspended (in school or out of school) or expelled one or more times	Yes	49	14.6%	<5	16.7%
		No	272	81.2%	15	83.3%
	I have been in trouble where police, juvenile court or juvenile review board (JRB)/youth diversion team were involved	Yes	15	4.5%	<5	11.8%
		No	313	93.2%	15	88.2%

I feel safe at school			Agree		Disagree	
			Count	Valid N %	Count	Valid N %
Life Outlook	I feel my life is going in a positive direction	Yes	248	78.2%	17	42.5%
		No	8	2.5%	10	25.0%
	I feel confident I will have a job and/or go to college or a trade school when I complete high school	No	12	3.8%	9	22.5%
		Yes	257	81.8%	25	62.5%
Community Supports	I have the supports I need from my school to graduate	Yes	277	87.9%	18	45.0%
		No	8	2.5%	9	22.5%
	I have the supports I need from adults in my life, outside of school, to graduate	Yes	288	91.7%	24	60.0%
		No	6	1.9%	<5	12.5%
School Engagement	I am absent from school more often than other students	Yes	39	12.5%	7	17.5%
		No	231	74.3%	26	65.0%
	I have moved into different school districts/changed schools four or more times since first grade	Yes	30	9.6%	<5	10.0%
		No	270	86.5%	33	82.5%
Behavioral Issues	I have been suspended (in school or out of school) or expelled one or more times	Yes	47	15.0%	5	12.5%
		No	256	81.8%	31	77.5%
	I have been in trouble where police, juvenile court or juvenile review board (JRB)/youth diversion team were involved	Yes	14	4.5%	<5	7.7%
		No	293	93.3%	35	89.7%

I feel safe in my community			Agree		Disagree	
			Count	Valid N %	Count	Valid N %
Life Outlook	I feel my life is going in a positive direction	Yes	255	76.1%	9	42.9%
		No	9	2.7%	9	42.9%
	I feel confident I will have a job and/or go to college or a trade school when I complete high school	No	14	4.2%	7	33.3%
		Yes	268	80.7%	13	61.9%
Community Supports	I have the supports I need from my school to graduate	Yes	283	85.0%	11	52.4%
		No	10	3.0%	7	33.3%
	I have the supports I need from adults in my life, outside of school, to graduate	Yes	300	90.4%	12	57.1%
		No	6	1.8%	5	23.8%
School Engagement	I am absent from school more often than other students	Yes	41	12.5%	5	23.8%
		No	241	73.3%	15	71.4%
	I have moved into different school districts/changed schools four or more times since first grade	Yes	32	9.7%	<5	9.5%
		No	286	86.7%	16	76.2%
Behavioral Issues	I have been suspended (in school or out of school) or expelled one or more times	Yes	49	14.8%	<5	14.3%
		No	270	81.6%	17	81.0%
	I have been in trouble where police, juvenile court or juvenile review board (JRB)/youth diversion team were involved	Yes	16	4.8%	<5	5.0%
		No	309	93.1%	18	90.0%