



Preliminary 2023 PAYS Data Highlights: Monroe County, PA

This Preliminary PAYS Data Snapshot provides preliminary results from the 2023 Pennsylvania Youth Survey (PAYS) on key measures related to mental health, substance use, school climate and safety and life stressors. PAYS sponsors -- the Pennsylvania Commission on Crime and Delinquency, Department of Drug and Alcohol Programs, and Department of Education -- are supplying this preliminary data snapshot with the hope of supporting mid-school-year prevention and wellness planning.

Notes to consider before jumping into the findings below:

- o This report shares data from the 2023 PAYS only. Your full profile report **(to be released April 30)** will show data from 2019, 2021 and 2023 when available.
- o Studies indicate that most young people are truthful in answering anonymous prevention-centered surveys such as PAYS. To ensure valid survey results, **the data here have made use of the same validity/honesty checks used in PAYS profile reports.** Preliminary data are displayed here when there are a minimum number of 25 responses. Since preliminary results are being presented before final post-survey data cleaning, final results (reported in profile reports, to be distributed on April 30, 2022) may differ slightly from these preliminary results.
- o Most items in this report display data of ALL students by grade. Occasionally, you will find that **some data are reported of a subgroup of respondents.** Please take the time to read the description for each item to better understand the data as reported.
- o The data reported here are displayed at the grade level. Note that your final profile reports (to be released April 30, 2022) will include grade-level and all-grades-combined data. Those profile reports have the same look and feel to other profiles generated and distributed and will include extensive data across many topics -- mental health, school climate and safety, substance use, violence, other concerning behaviors, risk and protective factors, and more!
- o If you find that there appears to be a bar in your chart that is missing, please note that it is due to 0 students marking that particular item.
- o The font size for this report's text has been set at 14. If you find that the font appears too small for your review, please adjust the font size on your personal screen by holding down the Control/Ctrl key while pressing the "+/= " key.
- o If you need help reading, interpreting, or applying these data, **please contact your local county drug and alcohol office or reach out to the Evidence-based Prevention and Intervention Support (EPIS):** <https://epis.psu.edu/PAYS/question>

Participation

Districts Participating Online and Represented in this Report:

Stroudsburg Area SD
Pocono Mountain SD
Pleasant Valley SD
East Stroudsburg Area SD

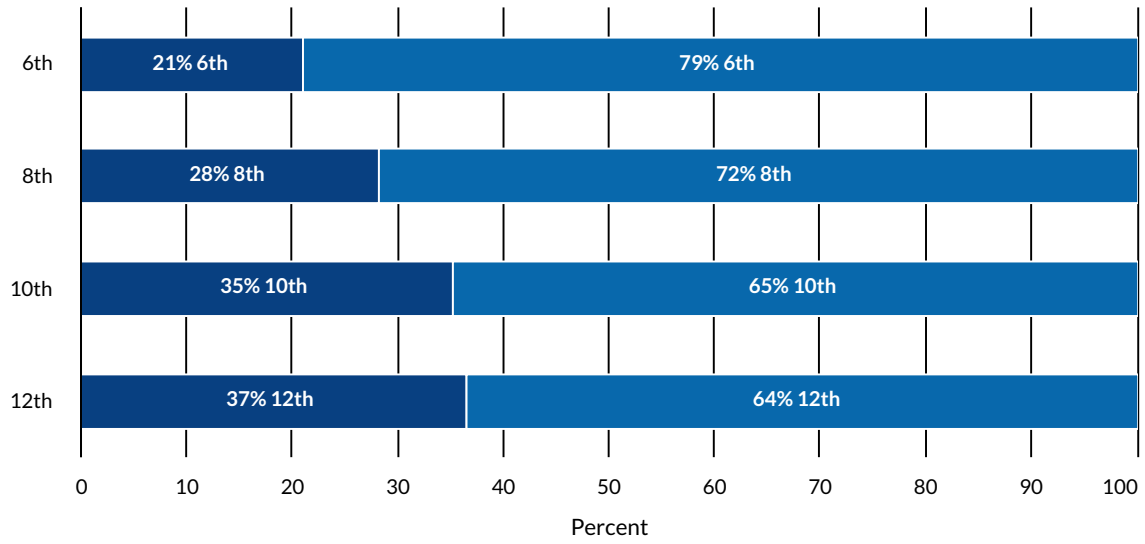
Preliminary Completion Counts (not yet cleaned): 1249 6th, 1336 8th, 1384 10th, 1165 12th

Mental Health Concerns, Suicide Risk, and Help-Seeking

PAYS includes a number of questions about mental health issues and suicide risks. This section will report the following measurements: overall mental health, depressive symptoms, self-harm, help-seeking, and suicide risk. Please review the notes below to better understand how each question's data are being reported.

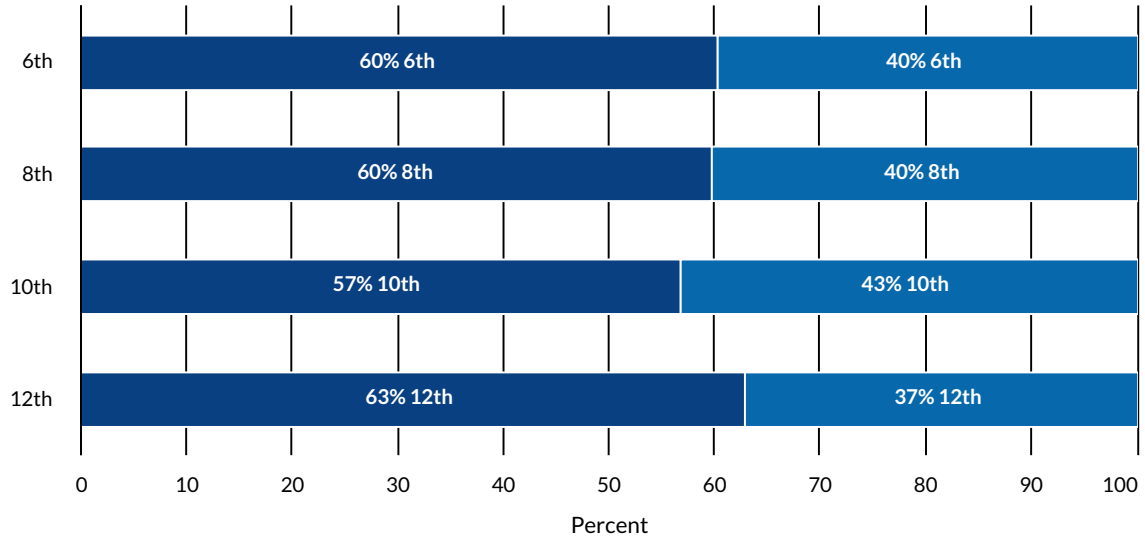
1. OVERALL MENTAL HEALTH

The chart below displays data for the question: "My overall mental health in the past month has been good." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



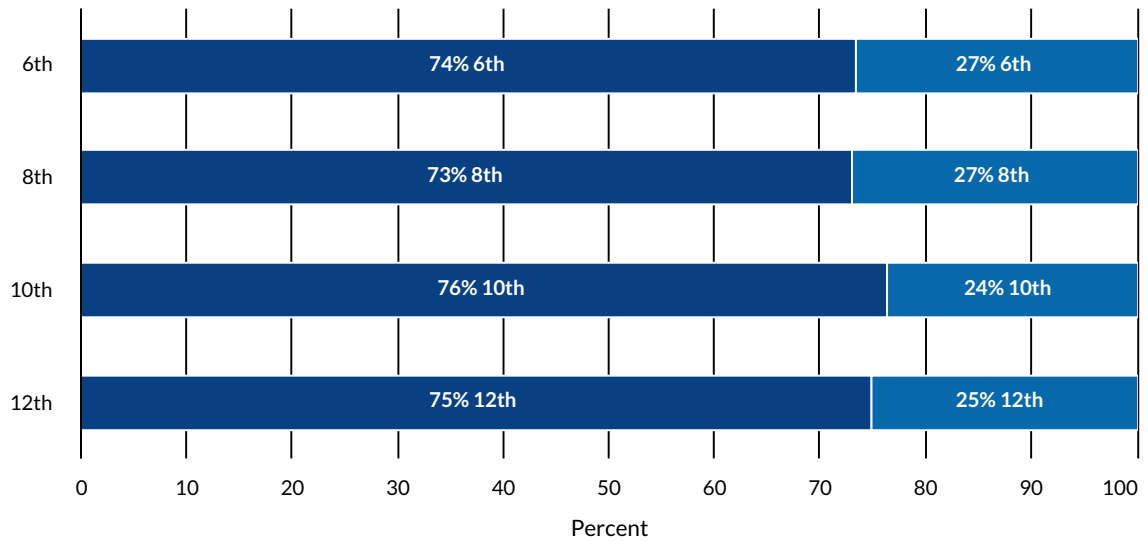
2. FEELINGS OF DEPRESSION IN THE PAST YEAR

The chart below displays data for the question: "In the past 12 months have you felt depressed or sad MOST days, even if you felt OK sometimes?" The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



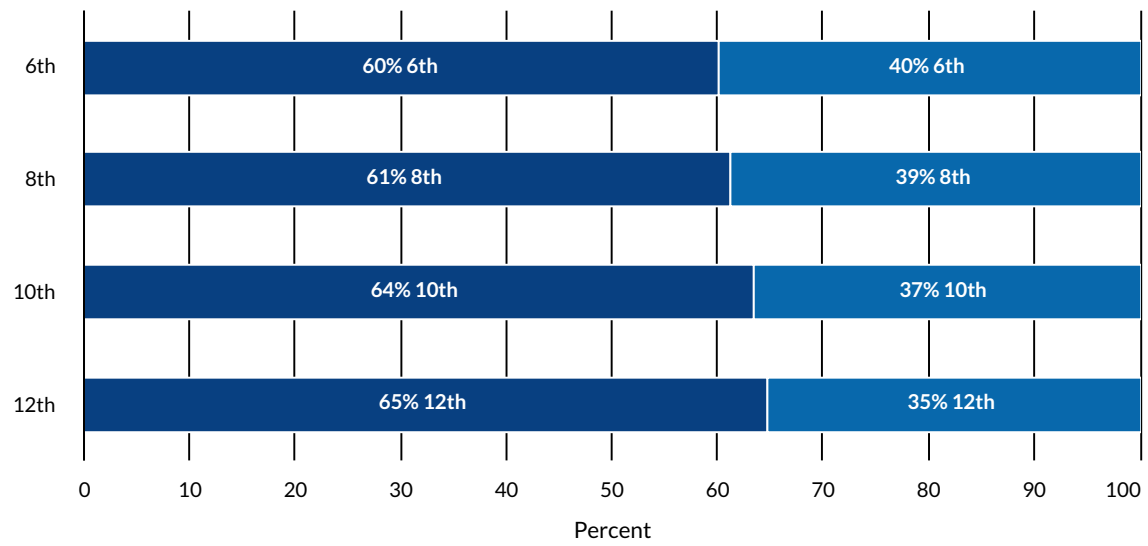
3. THINK LIFE IS NOT WORTH IT

The chart below displays data for the question: "Sometimes I think that life is not worth it." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



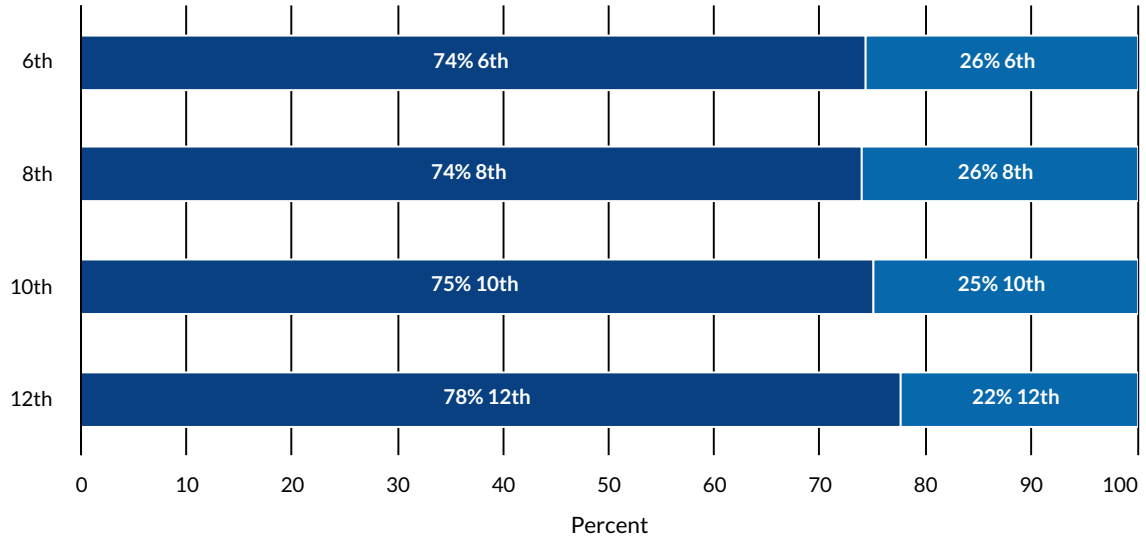
4. THINK I AM NO GOOD AT ALL

The chart below displays data for the question: "At times I think I am no good at all." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



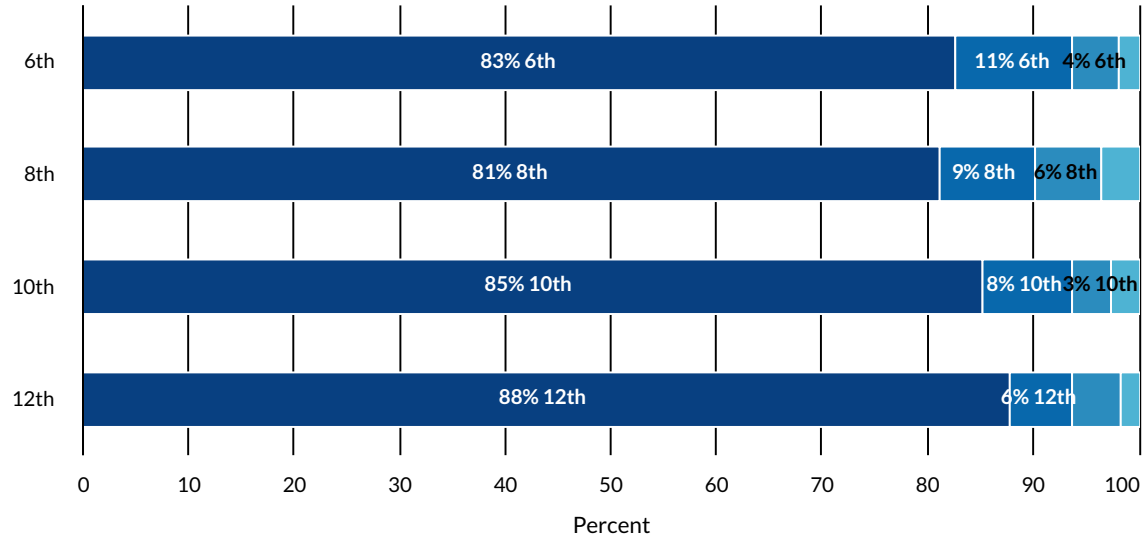
5. THINK I AM A FAILURE

The chart below displays data for the question: "All in all, I am inclined to think that I am a failure." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



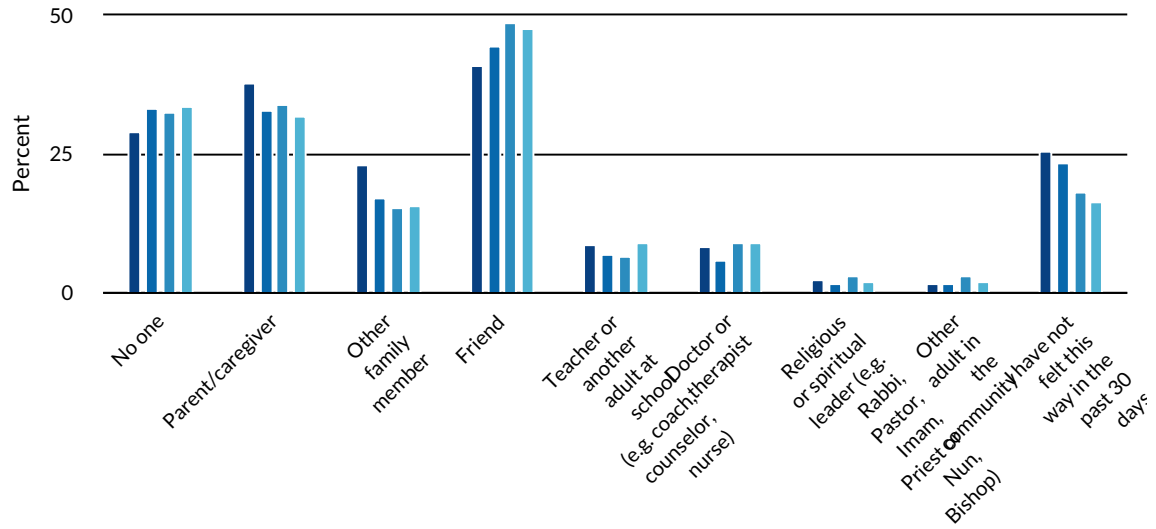
6. SELF-HARM

The chart below displays data for the question: "Done anything to harm yourself (such as cutting, scraping, burning) as a way to relieve difficult feelings, or to communicate emotions that may be difficult to express verbally?" The chart presents data for 4 groups -- from left to right, the bars represent students who marked "Never", "Once or twice", "Several Times", and "Often".



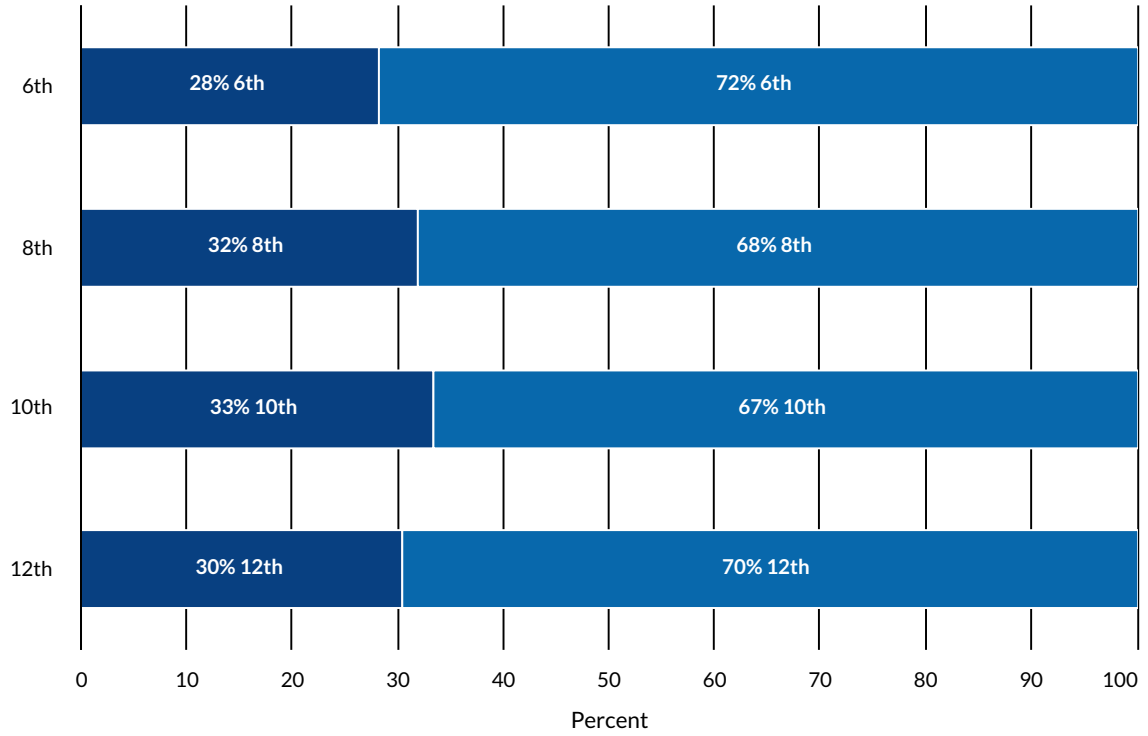
7. WHO TO TALK TO WHEN SAD/LONELY/WORRIED

The chart below displays data for the question: "If you have felt sad, lonely or worried in the past month who did you talk to? (Mark all that apply.)" The chart presents data in 4 groups for each type of person students talk to for support-- from left to right, the bars represent students in 6th, 8th, 10th, and 12th grade for each item.



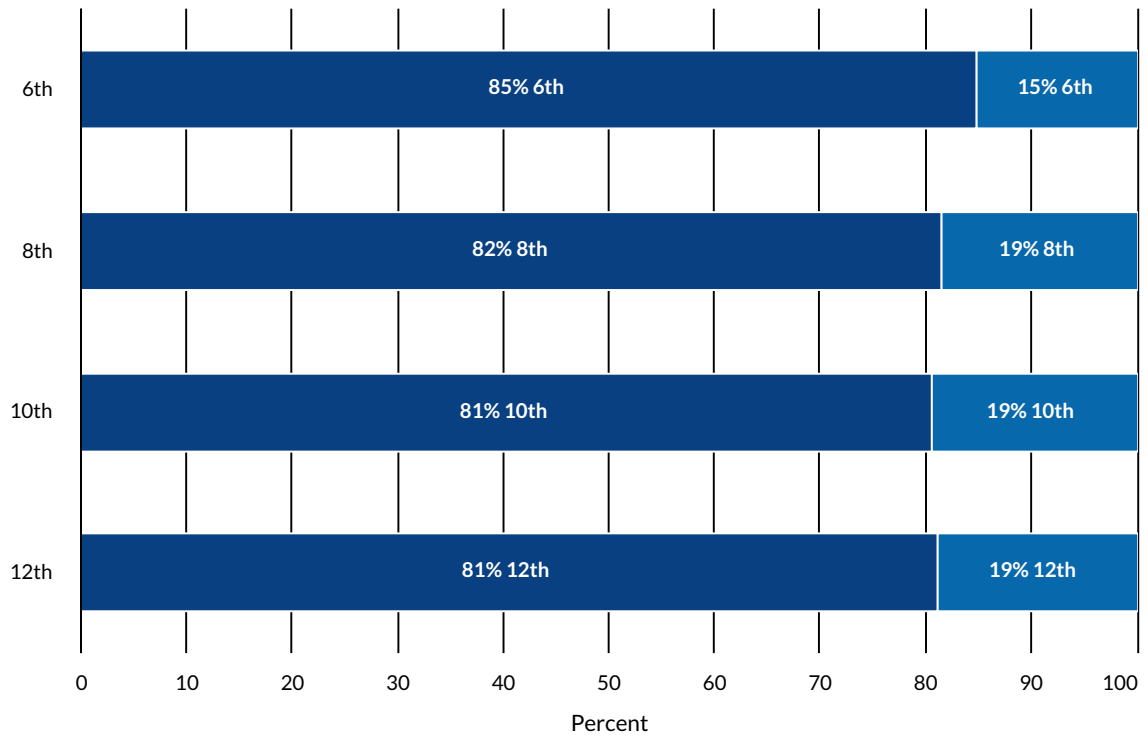
8. SO SAD STOPPED DOING USUAL ACTIVITIES

The chart below displays data for the question: "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?" These data compare the percent of students at each grade level marking "No" (dark blue bar) and those marking "Yes" (light blue bar).



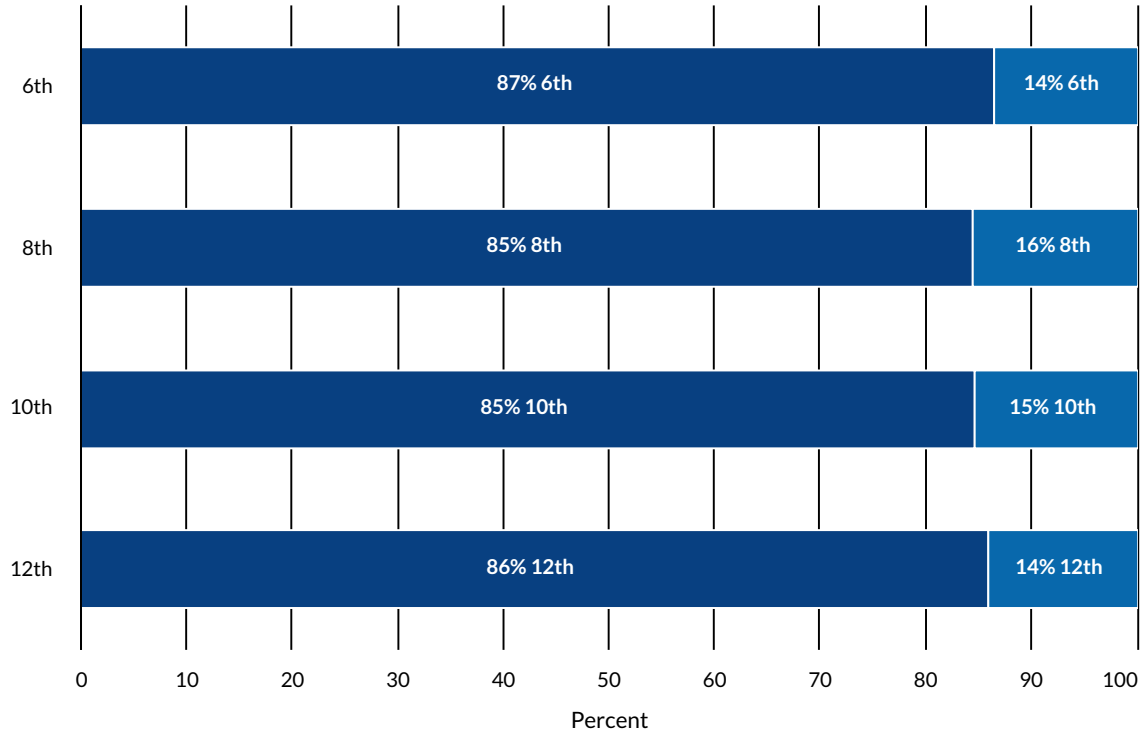
9. SERIOUSLY CONSIDERED SUICIDE IN THE PAST YEAR

The chart below displays data for the question: "During the past 12 months, did you ever seriously consider attempting suicide?" These data compare the percent of students at each grade level marking "No" (dark blue bar) and those marking "Yes" (light blue bar).



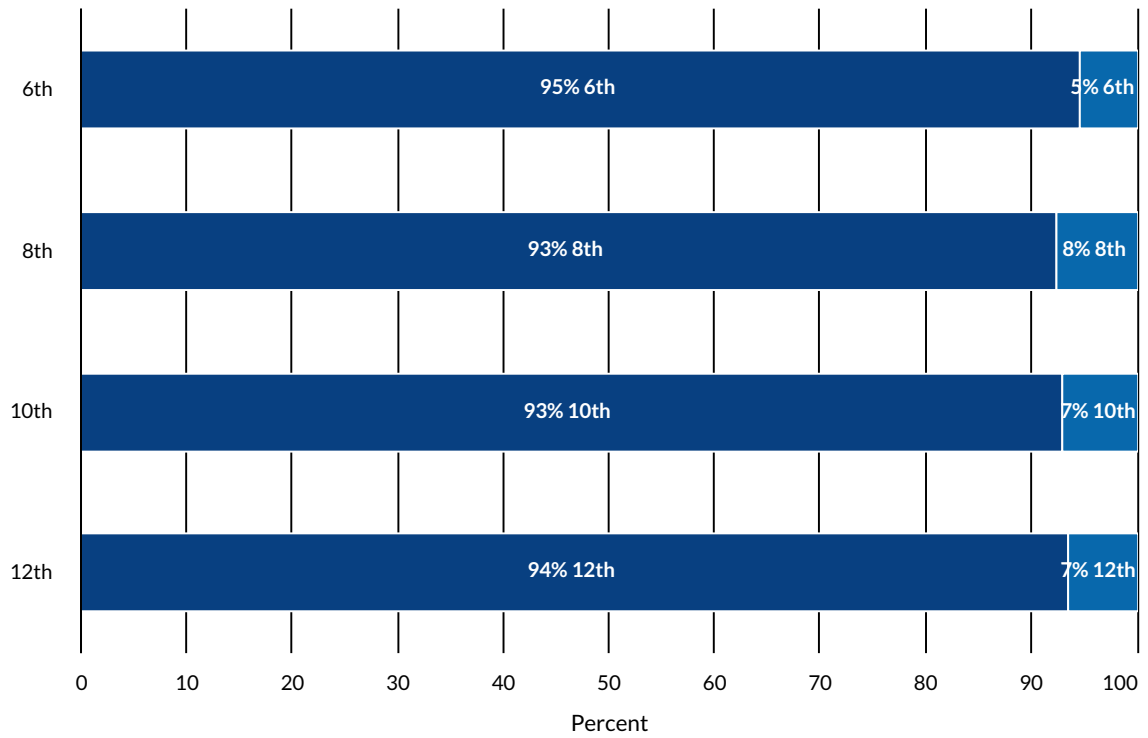
10. MADE A SUICIDE PLAN IN THE PAST YEAR

The chart below displays data for the question: "During the past 12 months, did you make a plan about how you would attempt suicide?" These data compare the percent of students at each grade level marking "No" (dark blue bar) and those marking "Yes" (light blue bar).



11. ATTEMPTED SUICIDE IN THE PAST YEAR

The chart below displays data for the question: "During the past 12 months, did you actually attempt suicide?" These data compare the percent of students at each grade level marking "No" (dark blue bar) and those marking "Yes" (light blue bar).



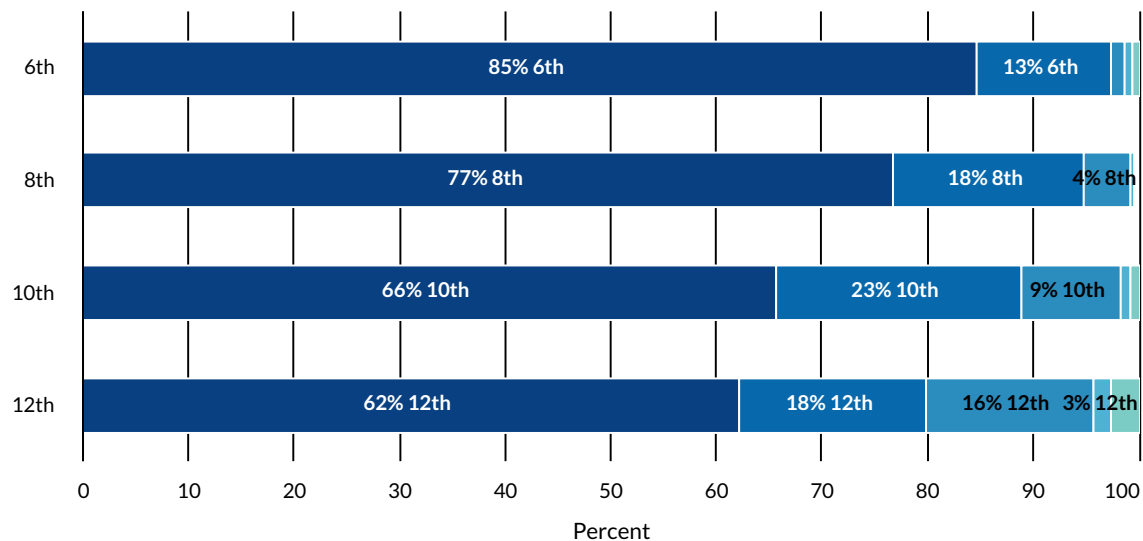
Substance Use

This section provides a small set of substance use data on lifetime alcohol use, marijuana use, cigarette use, vaping, and prescription drug misuse. A few quick notes:

- While PAYS asks questions regarding lifetime AND past-month use for alcohol, marijuana, cigarette, and prescription drug use, this highlights report focuses on lifetime use for these substances. You will find 30-day use data for these items in your full profile report to be released April 30th.
- Lifetime use is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the percentage of students who have had experience with a particular substance. Lifetime prevalence of use (whether the student has ever used the drug) is a good measure of student experimentation with a given substance.

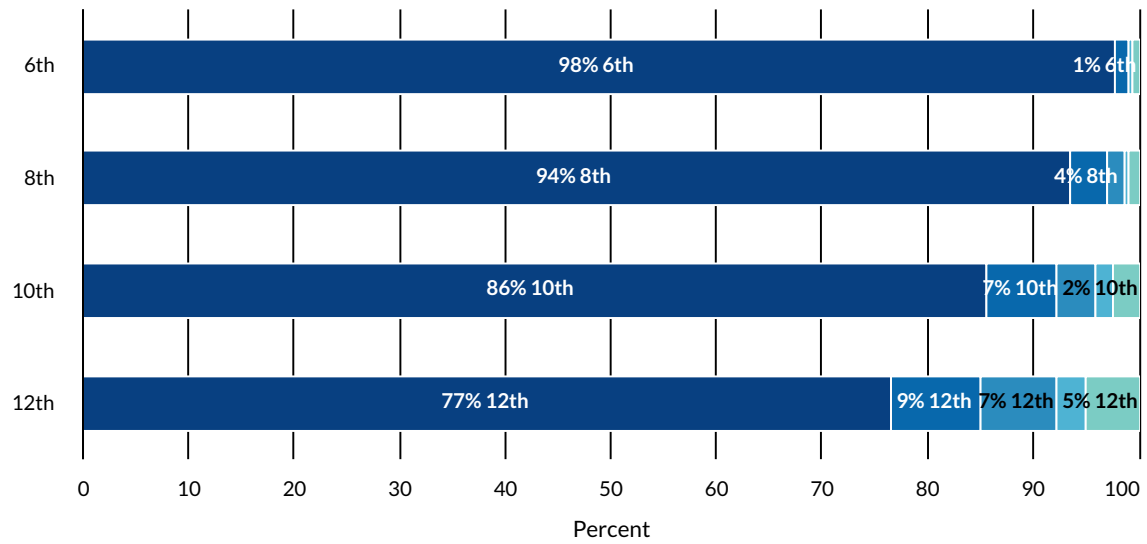
12. LIFETIME ALCOHOL USE: Any use in a student's lifetime

The chart below displays data for the question: "Have you ever: had beer, wine, or hard liquor?" The chart presents data for 5 groups -- from left to right, the bars represent students who marked "Never", "Once or twice", "Once in a while but not regularly", "Regularly in the past", and "Regularly now".



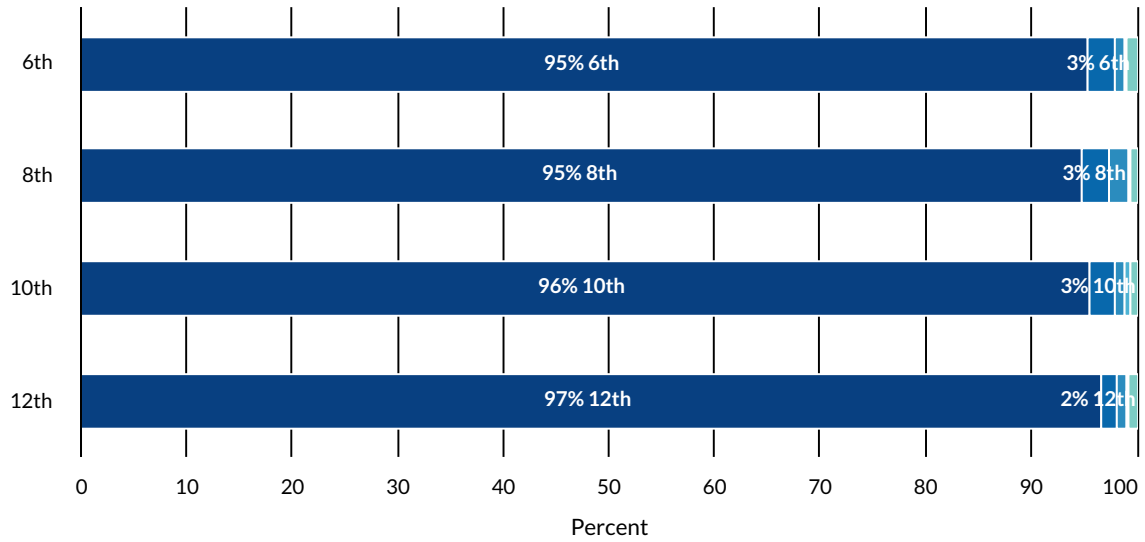
13. LIFETIME MARIJUANA USE: Any use in a student's lifetime

The chart below displays data for the question: "Have you ever: used marijuana (pot, hash, cannabis, weed, THC)?" The chart presents data for 5 groups -- from left to right, the bars represent students who marked "Never", "Once or twice", "Once in a while but not regularly", "Regularly in the past", and "Regularly now".



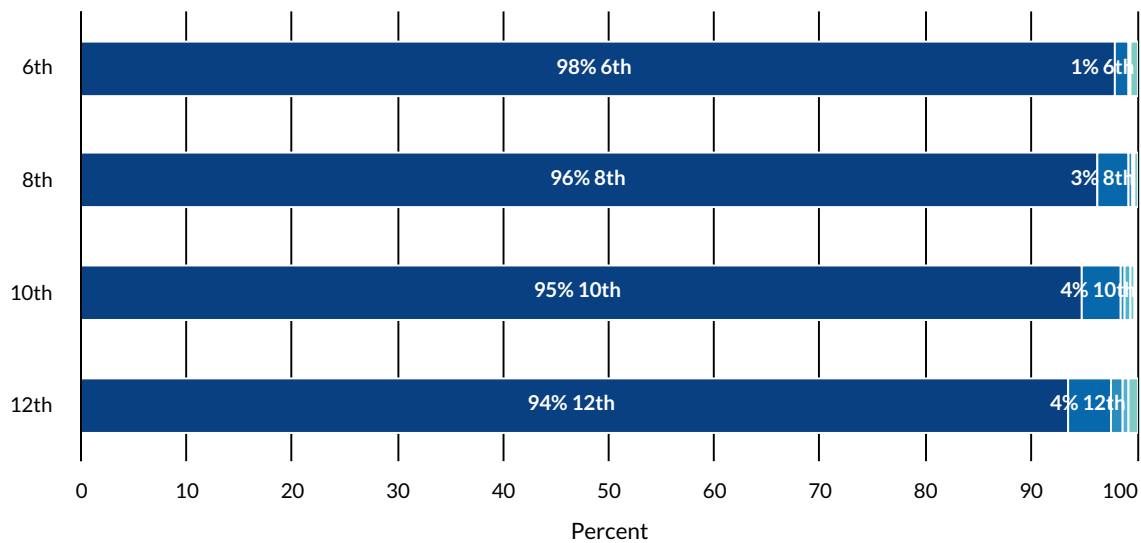
14. LIFETIME PRESCRIPTION PAIN RELIEVER USE: Any use in a student's lifetime

The chart below displays data for the question: "Have you ever: used prescription pain relievers (such as Vicodin, OxyContin, Percocet, or Codeine) without a doctor telling you to take them?" The chart presents data for 5 groups -- from left to right, the bars represent students who marked "Never", "Once or twice", "Once in a while but not regularly", "Regularly in the past", and "Regularly now".



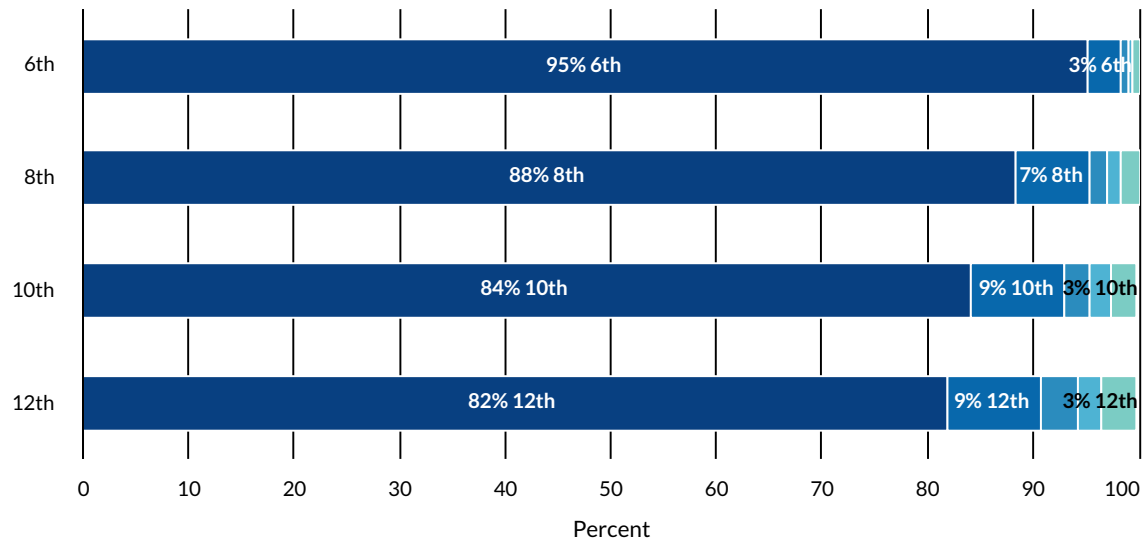
15. LIFETIME CIGARETTE USE: Any use in a student's lifetime

The chart below displays data for the question: "Have you ever smoked cigarettes?" The chart presents data for 5 groups -- from left to right, the bars represent students who marked "Never", "Once or twice", "Once in a while but not regularly", "Regularly in the past", and "Regularly now".



16. LIFETIME E-CIGARETTE/VAPE DEIVCE USE: Any use in a student's lifetime

The chart below displays data for the question: "Have you ever: Used an electronic vapor product as such as e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens?" This is a new question added the the 2023 PAYS. The chart presents data for 5 groups -- from left to right, the bars represent students who marked "Never", "Once or twice", "Once in a while but not regularly", "Regularly in the past", and "Regularly now".

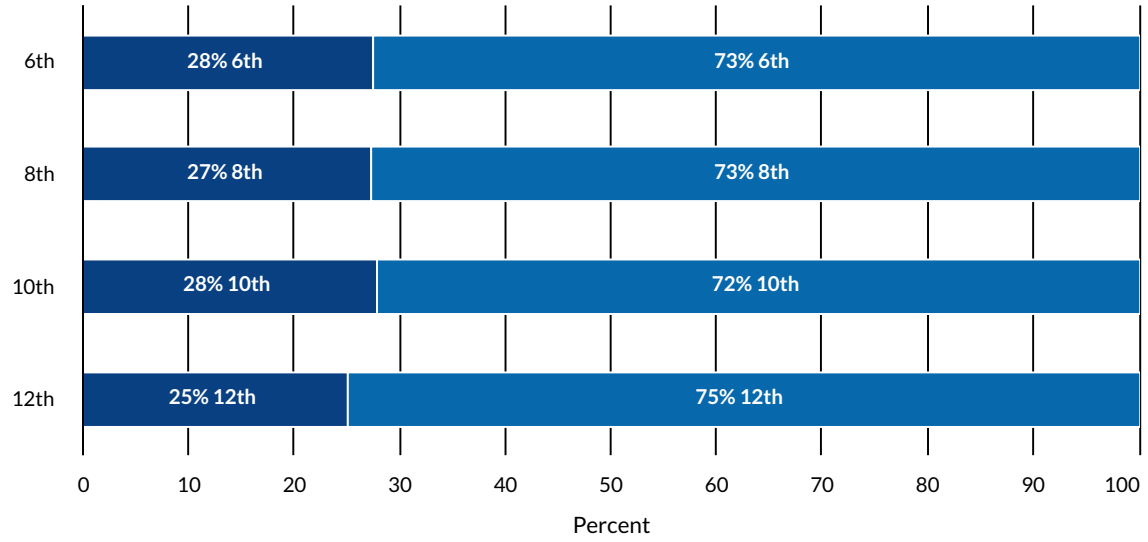


School Climate and Safety

Creating safe supportive schools is essential to ensuring students' academic and social success. There are multiple elements to establishing environments in which youth feel safe, connected, valued, and responsible for their behavior and learning. The data in this section focus on a sampling of school climate data gathered through the PAYS. Topics in this section include school-centered prosocial opportunities and rewards, commitment to school, perceived school safety, bullying, and violence.

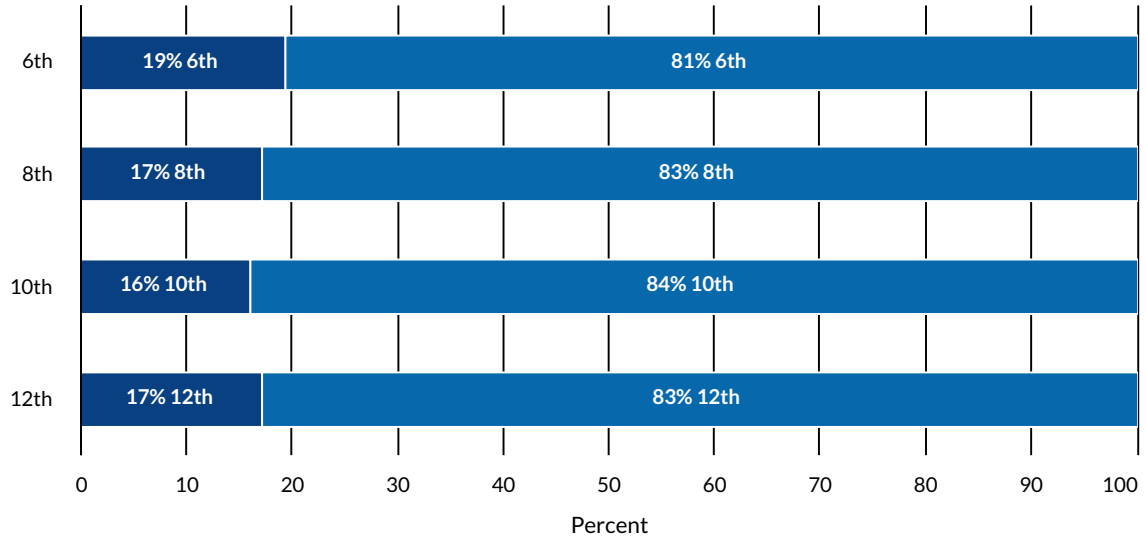
17. OPPORTUNITIES FOR ONE-ON-ONE TIME WITH TEACHERS

The chart below displays data for the question: "There are lots of chances for students in my school to talk one-on-one with a teacher." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



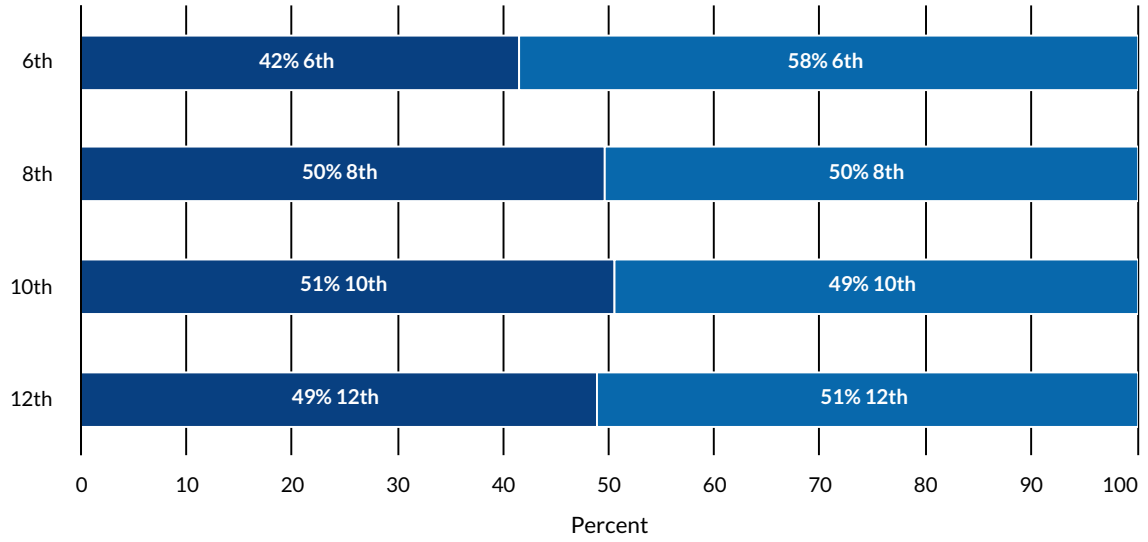
18. OPPORTUNITIES FOR CLASS INVOLVEMENT

The chart below displays data for the question: "I have lots of chances to be part of class discussions or activities." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



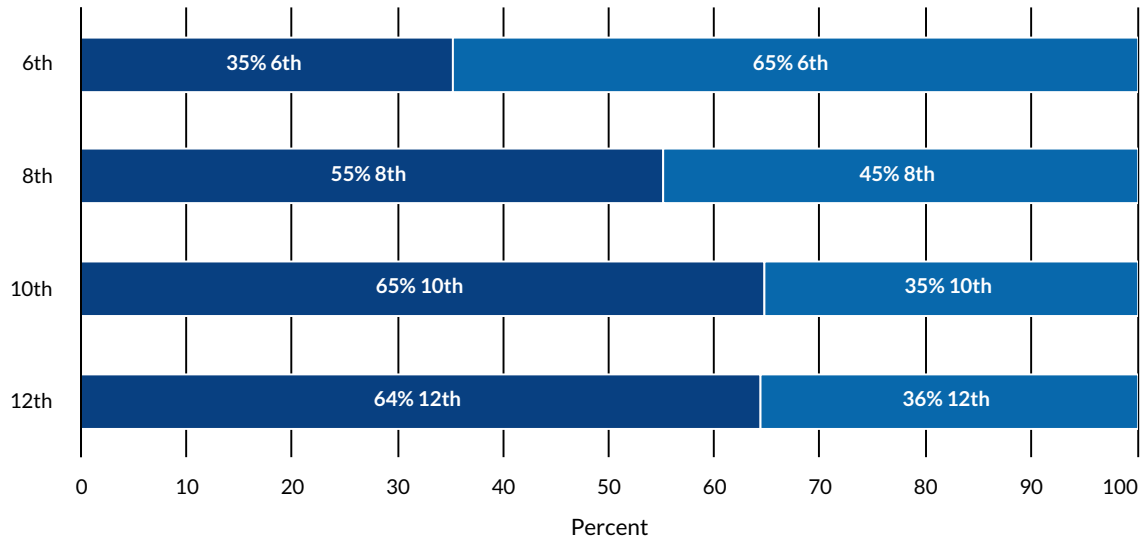
19. CHANCES FOR STUDENTS TO DECIDE ACTIVITIES/RULES

The chart below displays data for the question: "In my school, students have lots of chances to help decide things like class activities and rules." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



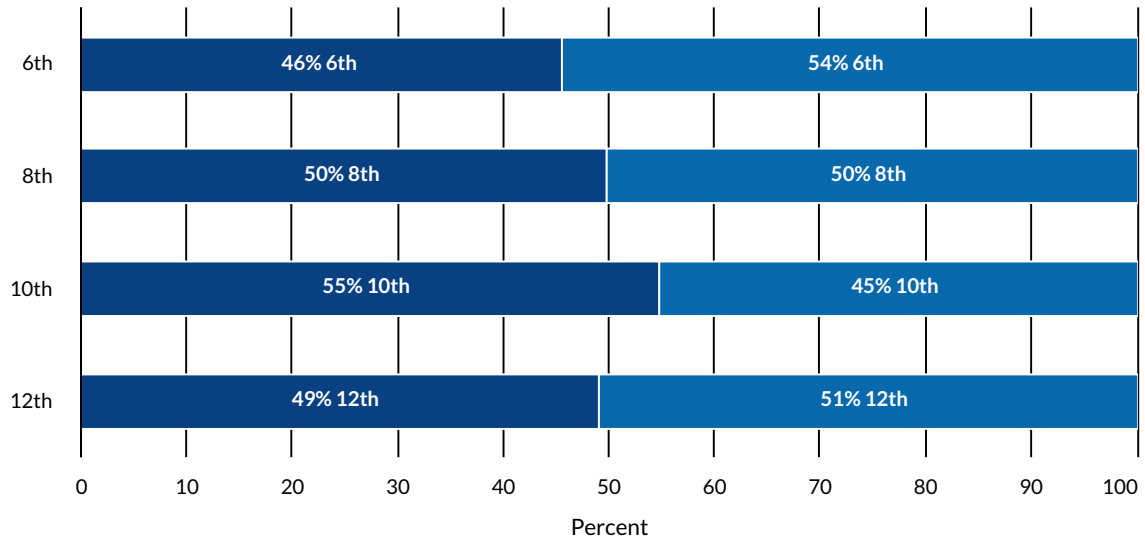
20. SCHOOL INFORMS PARENTS WHEN I DO WELL

The chart below displays data for the question: "The school lets my parents/caregivers know when I have done something well." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



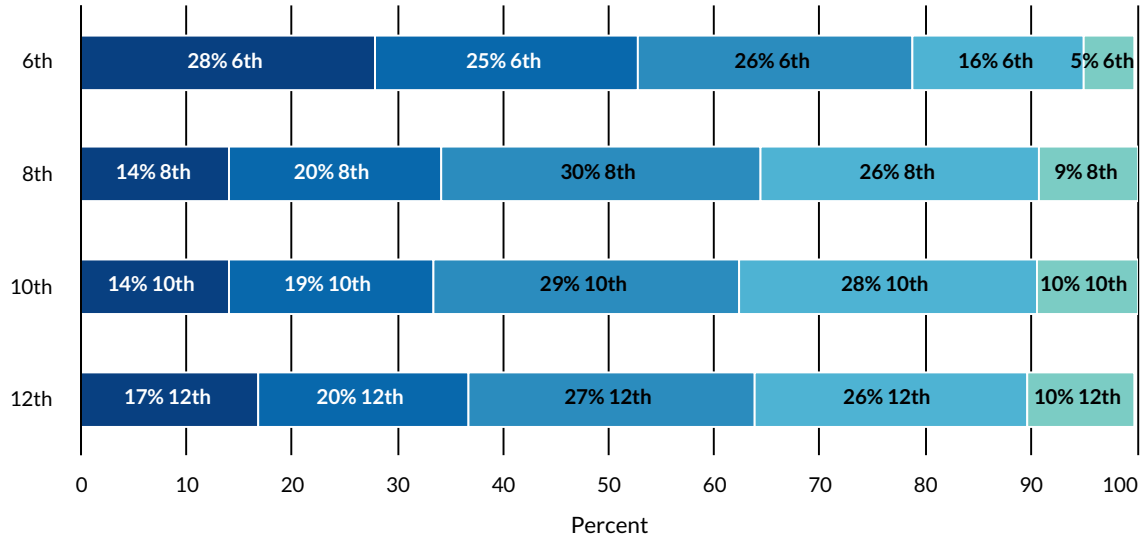
21. TEACHERS PROVIDE PRAISE WHEN I WORK HARD

The chart below displays data for the question: "My teachers praise me when I work hard in school." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



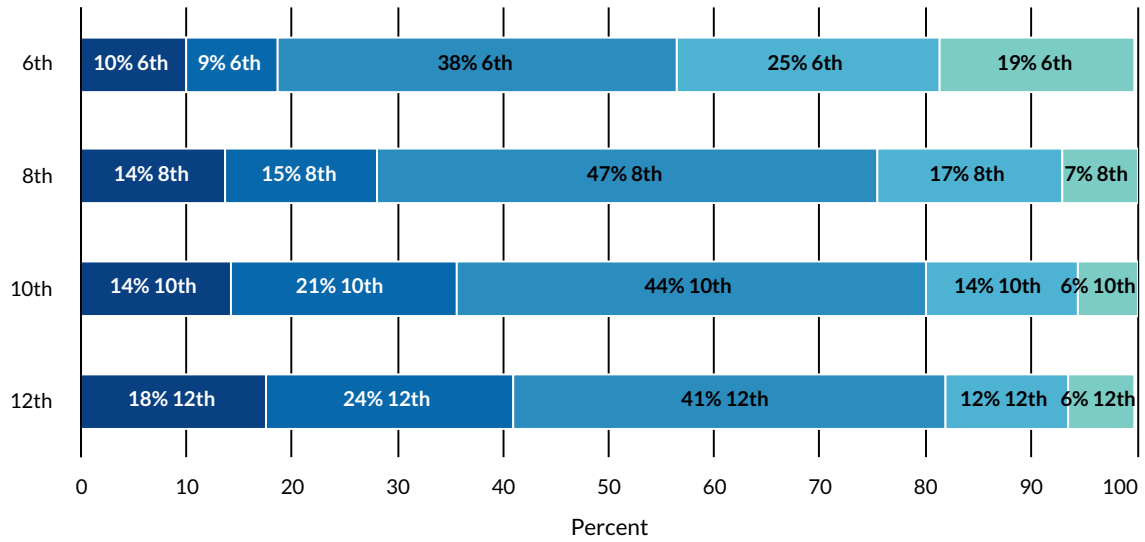
22. IMPORTANCE OF SCHOOLWORK FOR THE FUTURE

The chart below displays data for the question: "How important do you think the things you are learning in school are going to be for your later life?" The chart presents data for 5 groups -- from left to right, the bars represent students who marked "Very important", "Quite important", "Fairly important", "Slightly important", and "Not at all important".



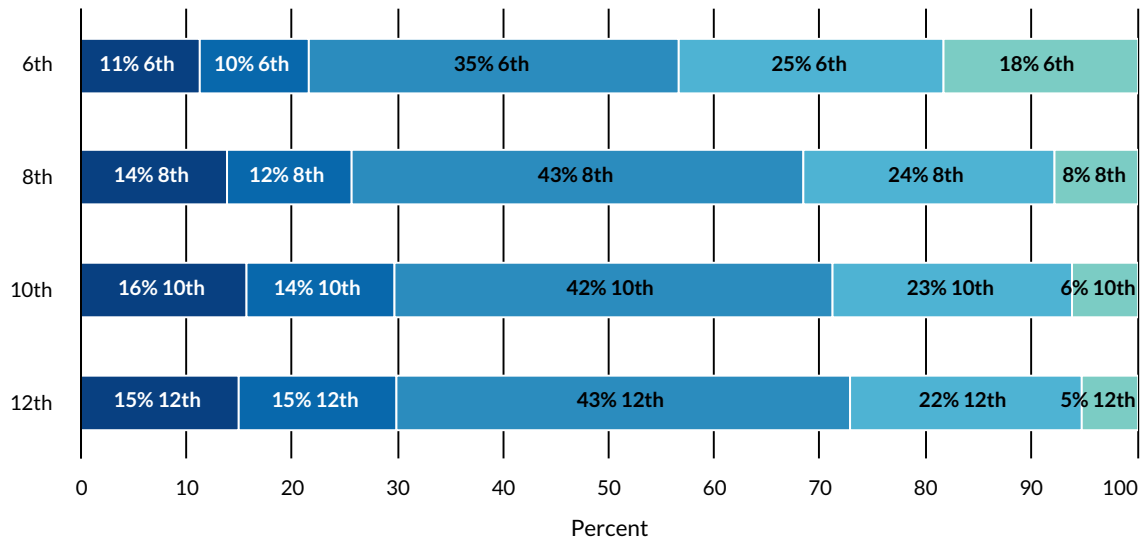
23. MEANINGFULNESS OF SCHOOLWORK

The chart below displays data for the question: "How often do you feel that the school work you are assigned is meaningful and important?" The chart presents data for 5 groups -- from left to right, the bars represent students who marked "Never", "Seldom", "Sometimes", "Often", and "Almost Always".



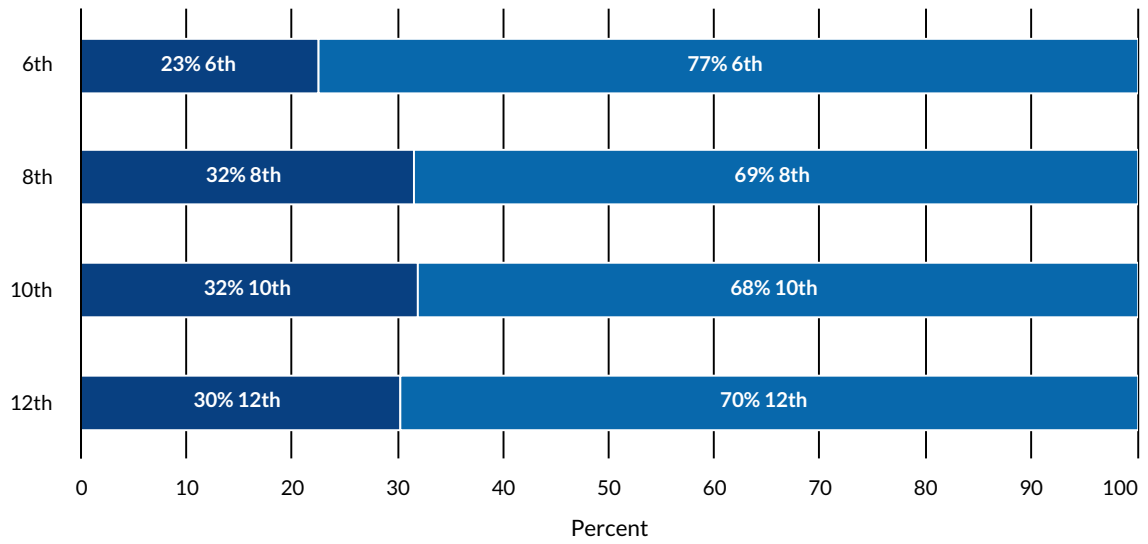
24. ENJOYMENT OF SCHOOL

The chart below displays data for the question: "Do you enjoy being in school?" The chart presents data for 5 groups -- from left to right, the bars represent students who marked "Never", "Seldom", "Sometimes", "Often", and "Almost Always".



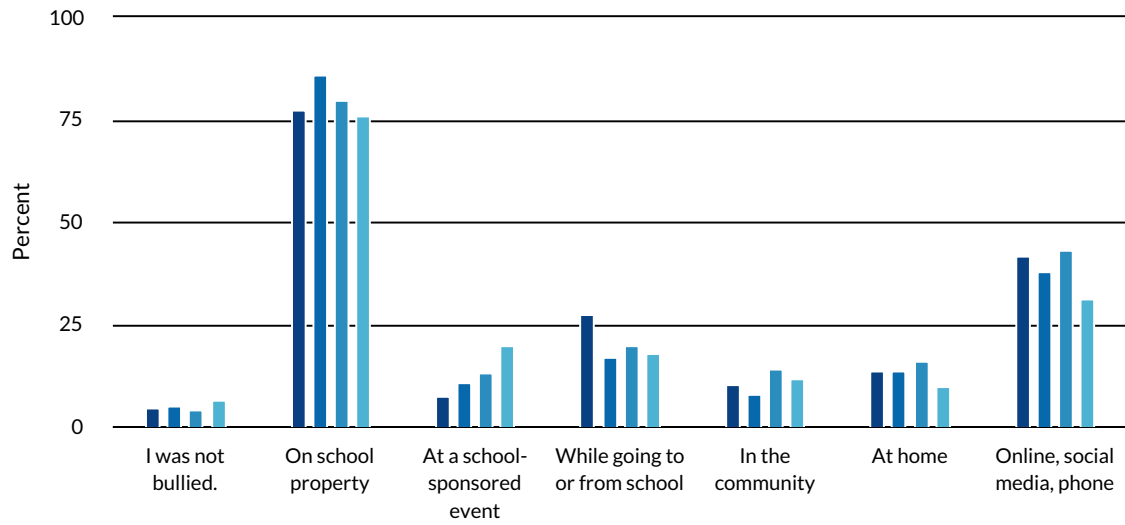
25. PERCEPTION OF SCHOOL SAFETY

The chart below displays data for the question "I feel safe at my school." The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



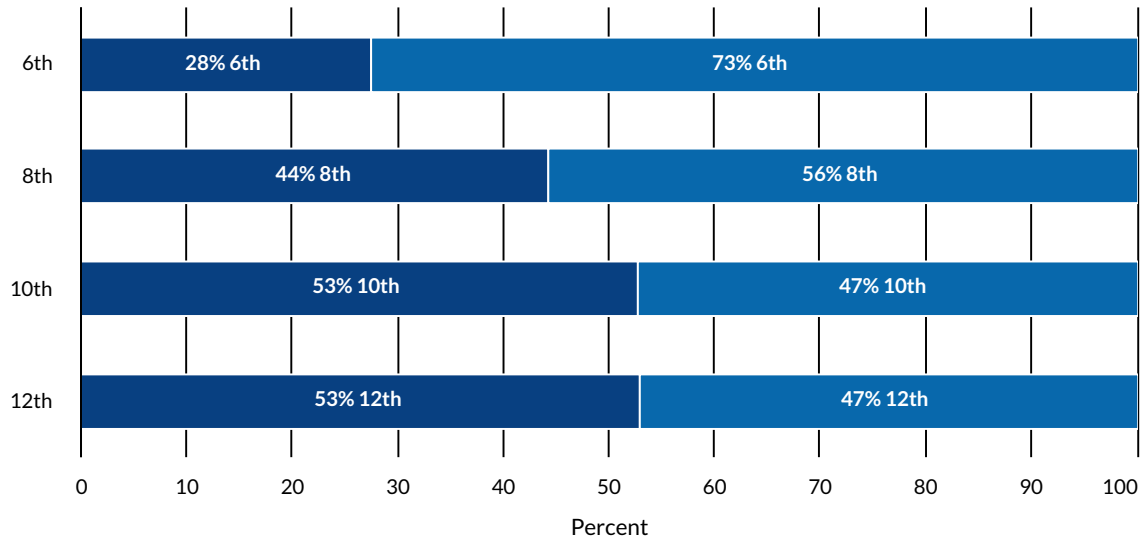
26. LOCATION OF BULLYING

The chart below displays data for the question: "If you have been bullied in any way in the past 12 months, where were you bullied? (Mark all that apply.)" The chart presents data in 4 groups for each type of location students experiences bullying in -- from left to right, the bars represent students in 6th, 8th, 10th, and 12th grade for each item. Only students who reported being bullied in the past 12 months answered this question. The percentages shown are out of all students reporting bullying in the past 12 months.



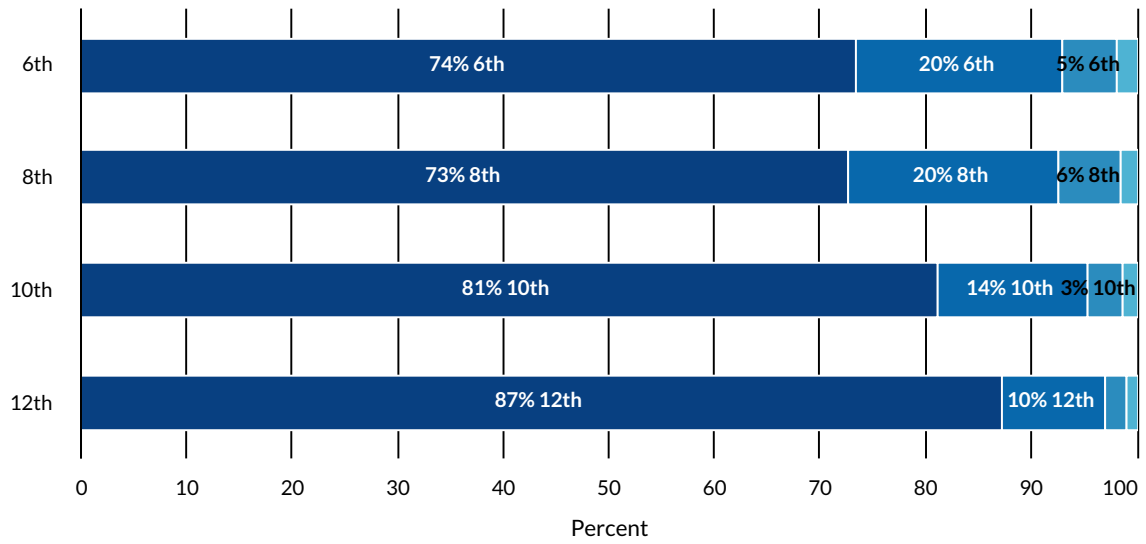
27. ADULTS AT SCHOOL STOP BULLYING

The chart below displays data for the question: "Do adults at your school stop bullying when they see/hear it or when a student tells them about it?" The chart presents data for two groups -- students who marked "NO!" or "no" to the item (dark blue bar) and students who marked "YES!" or "yes" to the item (light blue bar).



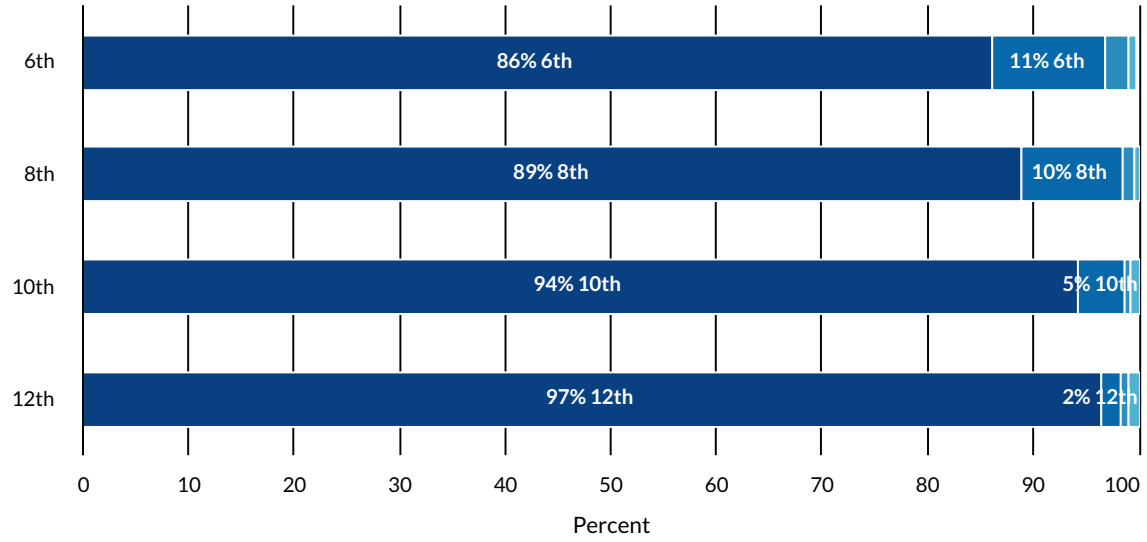
28. THREATS OF VIOLENCE ON SCHOOL PROPERTY

The chart below displays data for the question: "Been threatened to be hit or beaten up on school property?" The chart presents data for 4 groups -- from left to right, the bars represent students who marked "Never", "Once or twice", "Several Times", and "Often".



29. ACTUAL VIOLENCE ON SCHOOL PROPERTY

The chart below displays data for the question: "Been attacked and hit by someone or beaten up on school property?" The chart presents data for 4 groups -- from left to right, the bars represent students who marked "Never", "Once or twice", "Several Times", and "Often".



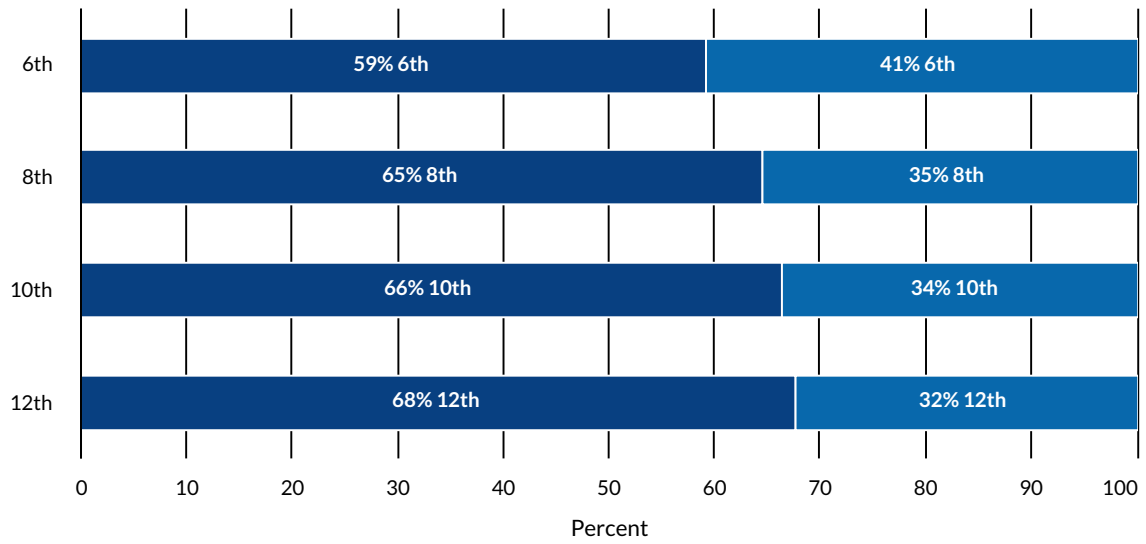
Life Stressors

The data in this section focus on additional life situations and stressors. The full PAYS includes survey items regarding the death of friends or family members, abuse, moving homes, homelessness, food insecurity, and lack of sleep, all of which are stressful events that can negatively affect a student's life.

This section specifically focuses on death of friends/family, abuse, food insecurity, and lack of sleep. Please note that this report displays data based on student responses. If 0 students marked any particular response option or question, the report will not display data for that item.

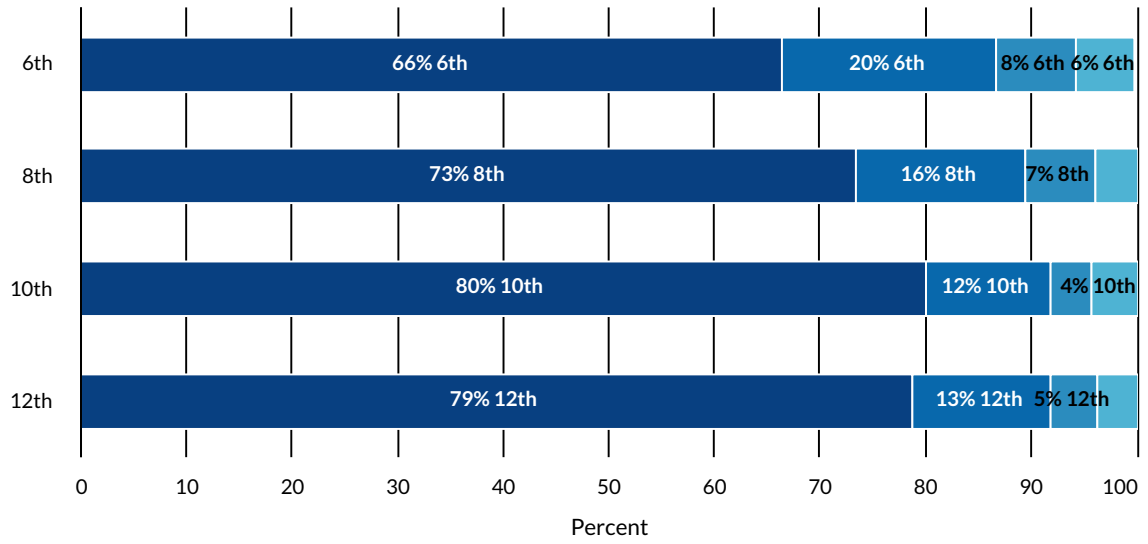
30. DEATH OF A FRIEND OR FAMILY MEMBER IN THE PAST YEAR

The chart below displays data for the question: "In the past 12 months, have any of your friends or family members close to you died?" The chart presents data for two groups -- students who marked "No" (dark blue bar) and those who marked "Yes" (light blue bar).



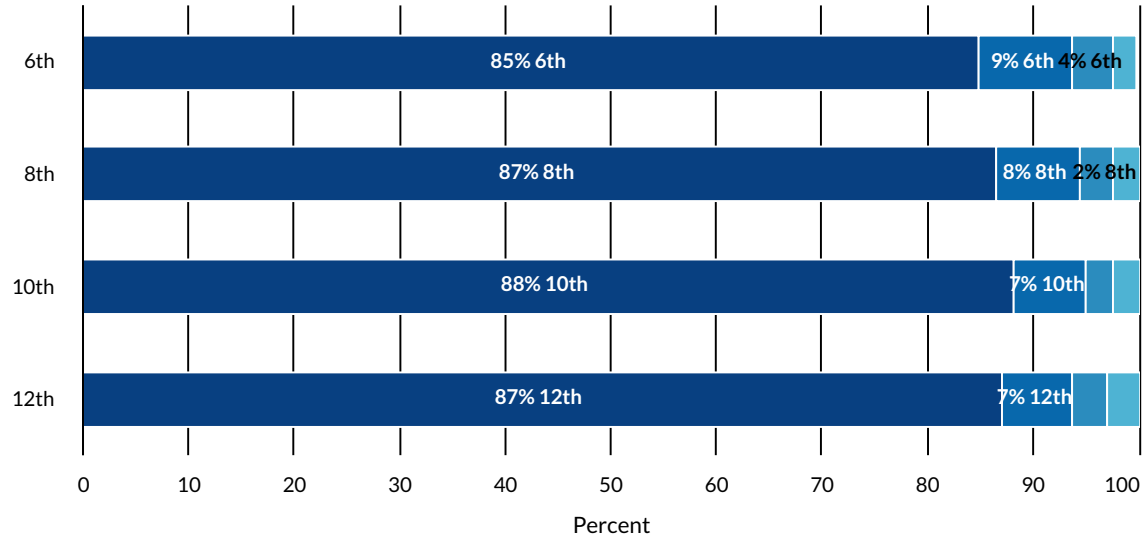
31. FOOD INSECURITY: WORRY ABOUT RUNNING OUT OF FOOD

The chart below displays data for the question: "How often in the past year have you: worried that food at home would run out before your family got money to buy more?". The chart presents data for 4 groups -- from left to right, the bars represent students who marked "Never", "A few times", "Sometimes", and "Often".



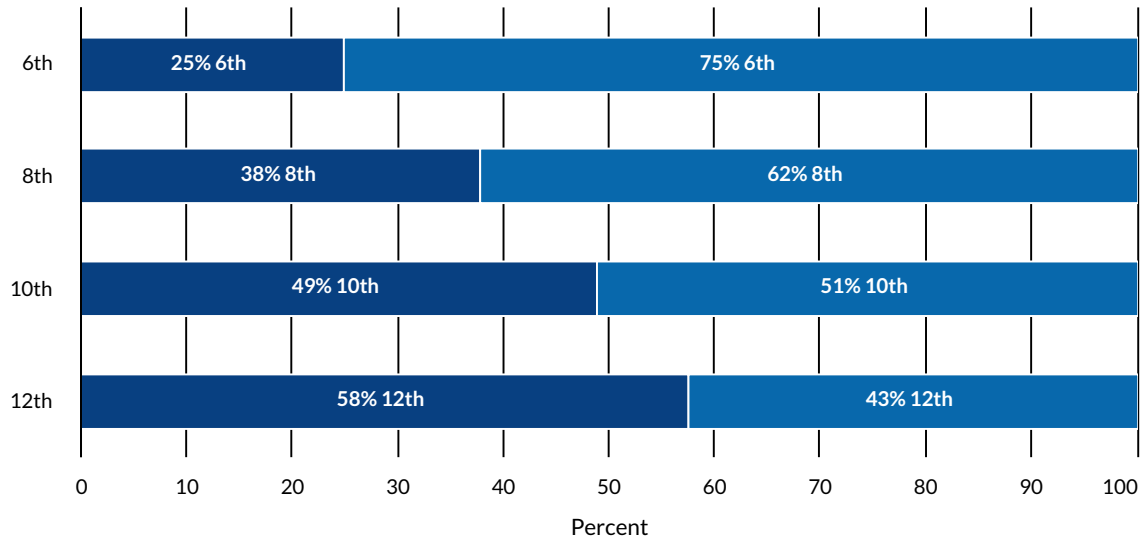
32. FOOD INSECURITY: SKIPPED A MEAL

The chart below displays data for the question: "How often in the past year have you: skipped a meal because your family didn't have enough money to buy food?" The chart presents data for 4 groups -- from left to right, the bars represent students who marked "Never", "A few times", "Sometimes", and "Often".



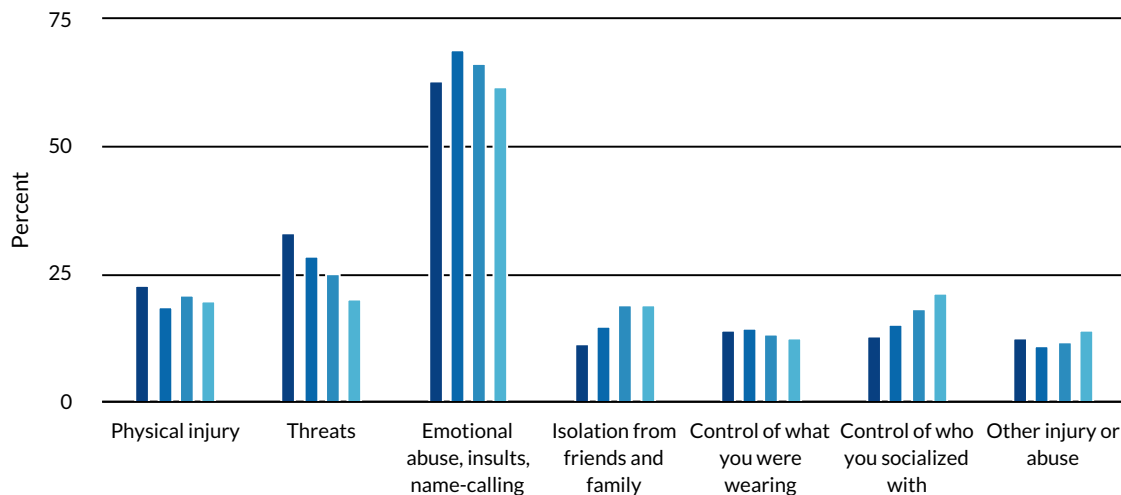
33. AVERAGE HOURS OF SLEEP ON A SCHOOL NIGHT

The chart below displays data for the question: "On an average school night, how many hours of sleep do you get?" The chart presents data for 2 groups-- students who reported sleeping less than 7 hours (dark blue bar) and students who reported sleeping 7+ hours (light blue bar).



34. TYPES OF ABUSE (OF THOSE INDICATING HAVING BEEN ABUSED IN THE PAST YEAR)

The chart below displays data for the question: "If you were hurt or abused by another person in the past 12 months, how were you hurt or abused? (Mark ALL that apply.)" IT IS IMPORTANT TO NOTE THAT THESE DATA ARE OF STUDENTS INDICATING BEING ABUSED IN THE PAST YEAR, RATHER THAN OF ALL STUDENTS. The chart presents data in 4 groups for each type of abuse students experienced -- from left to right, the bars represent students in 6th, 8th, 10th, and 12th grade for each item.



Thank you so much for your participation in, and support of, the Pennsylvania Youth Survey (PAYS).

We hope you found this preliminary data snapshot to be helpful and insightful.

If you need help reading, interpreting, or applying these data, **please contact your local county drug and alcohol office or reach out to the Evidence-based Prevention and Intervention Support (EPIS):**

<https://epis.psu.edu/PAYS/question>.