Lincoln-Sudbury Regional School District

2025 MetroWest Adolescent Health Survey

Overview of Results

Faculty Presentation October 14, 2026

MetroWest Adolescent Health Survey

What is the MWAHS?

Comprised of **128 core** and **20 optional questions** regarding students' involvement in healthy and potentially risky behaviors.

Core Survey Focus Areas:

- Substance Use & Mental Health
- Sexual & Online Behaviors
- Bullying & Violence

Behavior Time Frames Evaluated:

- Average School Day
- Past 2 Weeks
- Past 30 Days (Month)
- Past Year
- At Any Point in Lifetime

When Administered?

November 2025

10th administration since 2006. Fully funded by the MetroWest Health Foundation.

Online Format: Third consecutive online survey administration.

26 MetroWest Districts

21,269 total high school students surveyed region-wide.

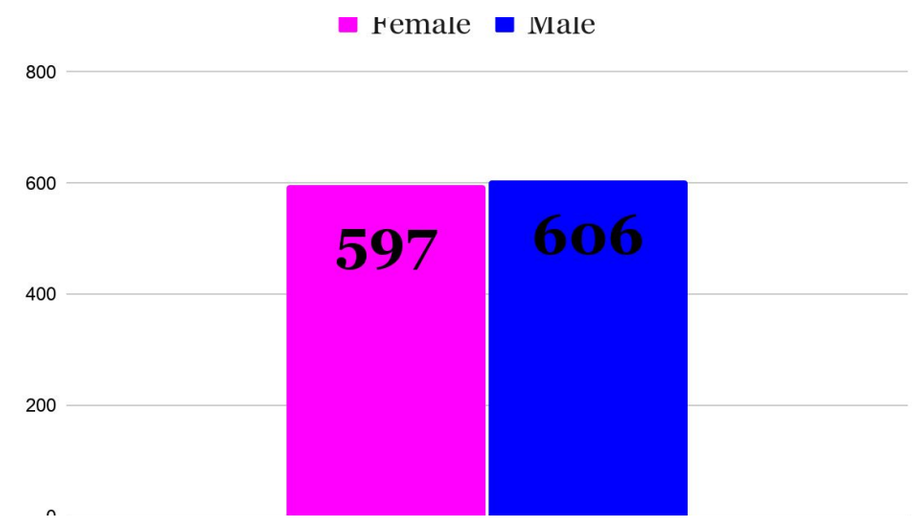
1,219

LS Students Participated

(90.0% of student population)

MWAHS Demographic Basics

DEMOGRAPHICS	%*
Race/ Ethnicity	
Asian	10%
Black	5%
Hispanic/Latino	8%
Multiracial/Other	13%
White	65%
Sexual Orientation/Gender Identity	
LGBTQ+ or questioning	21%
Heterosexual and Cisgenger	79%
Physical and/or Learning Disability	
Yes	24%



Grade Level	Number of Students
12th Grade	315
11th Grade	293
10th Grade	305
9th Grade	294

* Valid percents - among students who responded to the question

Note: 16 students sex unknown & 12 students grade unknown

MWAHS Validity and Reliability

How do we know that student responses are truthful?

1. Survey Design

Validity of the self-report survey is strengthened by using a questionnaire adapted from the CDC Youth Risk Behavior System (YRBS).

The YRBS is a standardized instrument developed by the CDC in collaboration with national and local health education agencies.

2. Survey Environment

Research shows students need to perceive survey as:

- **Important, voluntary, and anonymous**

✓ We followed these guidelines

3. Census of Students

School-Level Administration

This survey has a major advantage over surveys that use random samples.

It can be considered fully representative of the student body as a whole.

4. Coherent Behavioral Pattern

The MWAHS data shows gender and grade patterns which make logical sense.

Findings align directly with established literature regarding adolescent risk-taking behaviors.

MWAHS BEHAVIOR TRENDS

8+ Hours Sleep Data & Action Steps

Key findings on student sleep patterns and school initiatives

INTERVENTIONS & RESPONSES

Examples of Action Steps

Curriculum

Wellness incorporated education regarding sleep into numerous classes:

- Intro to Wellness
- Health Issues
- Stress and Resiliency

Initiatives

- 9th & 10th grade sleep assembly - Dr. Kirsty Kerin 2017
- LSRHS Sleep & School Start Time Committee

School-Wide Shift

Structural schedule changes:

New school start time Fall 2020 - 8:25

New school start time Fall 2021 - 8:30

POSITIVE OUTCOME

Increase in Adequate Sleep

Getting 8+ Hours on a School Night

25% (2018) → **35%** (2025)

+10 percentage point improvement

Trends

- Overall amount of sleep declines as students progress from 9th through 12th grade (47% - 9th to 28% -12th).
- Males report higher levels of sleep than females (42% vs 29%)

Timeframe Evaluated

Reported experience during an average school night

MWAHS BEHAVIOR DATA

Smartphone Data & Action Steps

Key findings on student smartphone habits and school initiatives

INTERVENTIONS & RESPONSES

Examples of Action Steps

Curriculum

Incorporation of education regarding digital media health into:

- Wellness Classes: Health Issues, Stress and Resiliency, Intro to Wellness
- SBIRT Screening
- Depression Awareness Workshop

Initiatives

- Wellness Committee Impact Research
- Classroom Pilots of cell phone caddies
- Cell Phone Protocol Committee

School-Wide Shift

Implementation:

New Protocol for Use of Personal Electronic Devices Fall 2025

POSITIVE OUTCOME

Decrease in Hourly SmartPhone Checks

Checking Smartphone a Few Times an Hour or more During School

66% (2023) → 25% (2025)

-41 percentage point reduction

Additional Survey Insights

15% feel cellphone use **significantly affects social interactions** with peers at school.

45% used smartphones during breaks **instead of socializing** with friends in person.

Timeframe Evaluated

Reported experience during an **average school day**

MWAHS BEHAVIOR DATA

Electronic Vaping Product Data & Action Steps

Key findings on student electronic vaping product trends and school initiatives

INTERVENTIONS & RESPONSES

Examples of Action Steps

Curriculum

- Wellness incorporated education regarding vaping into numerous classes:
  - Intro to Wellness / Health Issues
  - SBIRT Screening
- Biology classes incorporated education regarding vaping into curriculum

Initiative

Awareness and community programs:

- LS Unites Against Vaping (Fall 2019)

School-Wide Shift

Structural support and intervention:

iDecide Program Fall 2024

POSITIVE OUTCOME

Decrease in Electronic Vaping Products Use

Lifetime Use of Electronic Vaping Products

42% (2018) → 19% (2025)

-23 percentage point reduction

Additional Survey Insights

Perceived Risk of Harm in Using :

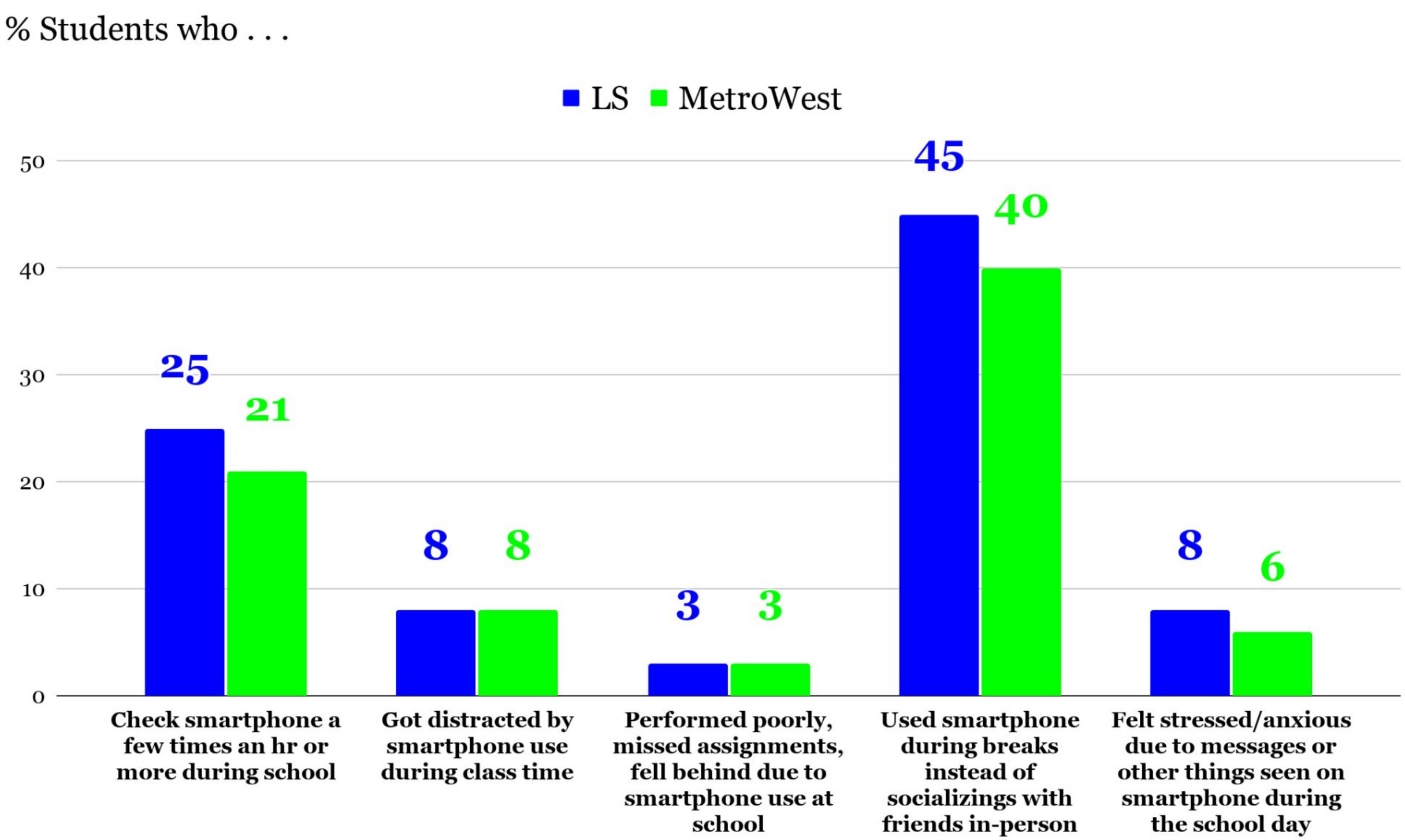
66% (2018) → 89% (2025)

+23 percentage point increase in risk awareness

Timeframe Evaluated

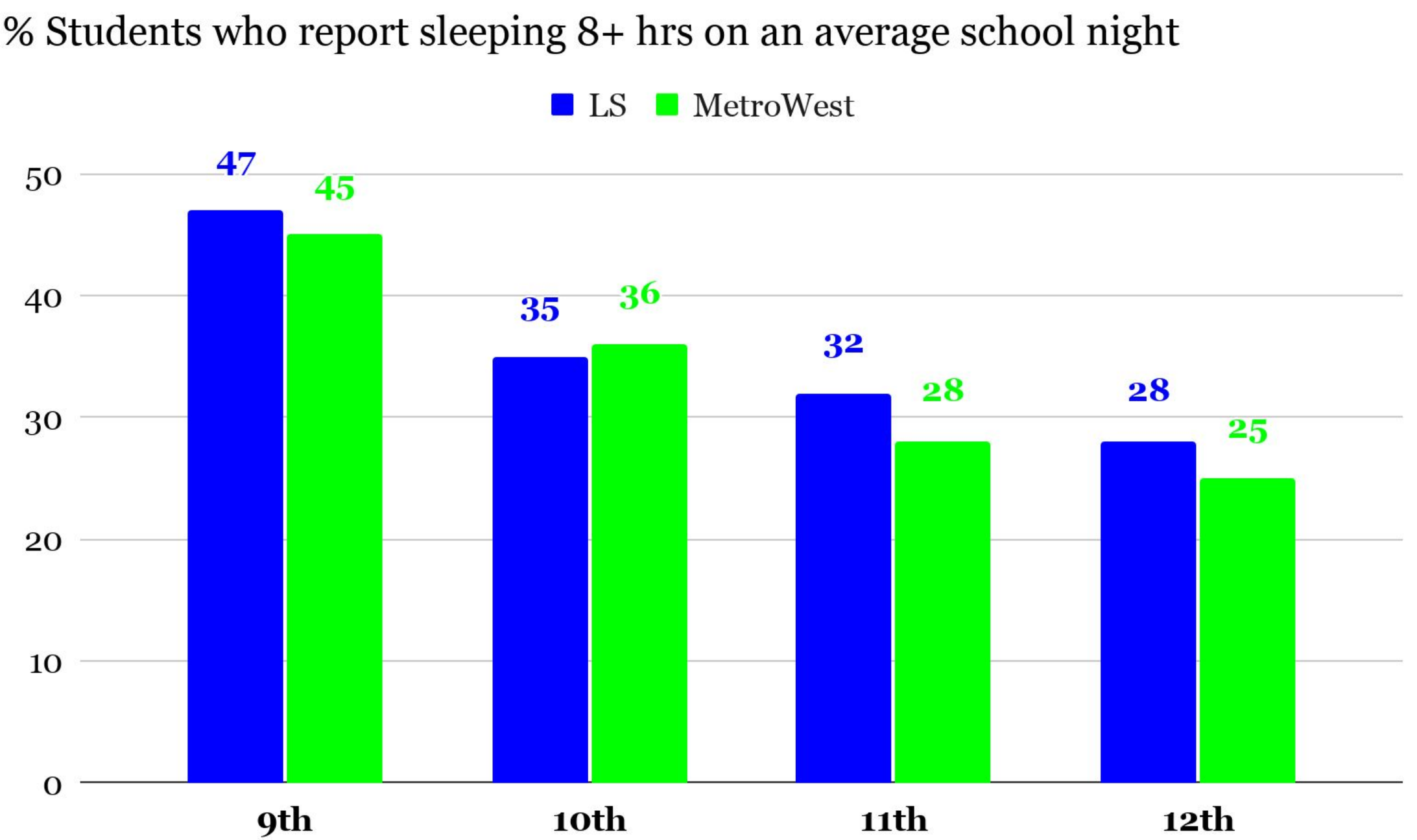
Reported experience during their lifetime

Effects of Smartphone Use at School Comparison



Avg. School Night 8+ Hrs of Sleep by Grade Comparison

Overall, female students are reporting less sleeps than their male counterparts. Only 29% of MetroWest Females report getting 8+ hours of sleep on an average school night compared to 39% MetroWest Males. The same relationship exists for LS students (29% LS Females vs 42% LS Males).



MWAHS Big Picture Trends & Disparities

Key focus areas identified from data analyzed across regional student survey data

psychology

Mental Health

Tracking trends in stress levels, anxiety, depressive symptoms, self-injury, and suicide risk across key demographic groups.

Substance Use

Evaluating longitudinal patterns and disparities in alcohol, vaping, marijuana, and prescription drug consumption behaviors.

shield

Protective Factors

Identifying key support systems, school connectedness, and influences that mitigate risk factors or are associated with greater risk.

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MWAHS SURVEY FOCUS AREA

MentalyHealth

Tracking trends in stress, anxiety, depressive symptoms, self-injury, and suicide risk

MWAHS Trends in Stress & Anxiety (2018–2025)

POSITIVE TREND

Decrease in Life Being "Very" Stressful

41% (2018) → **36%** (2021) → **31%** (2025)

↓ 10% Down from 2018 peak

Groups at Greatest Risk

Female students
Older students
LGBTQ+ students
Students with learning and/or physical disabilities

Timeframe Evaluated

Reported experience during the **past month**

POSITIVE TREND

Decrease in Generalized Anxiety

36% (2018) → **43%** (2021) → **35%** (2025)

↓ 8% Down from 2021 peak

Groups at Greatest Risk

Female students
Older students
LGBTQ+ students
Students with learning and/or physical disabilities

Timeframe Evaluated

Reported experience during the **past 2 weeks**

MWAHS Trends in Mental Health (2018–2025)

Positive Trend

Decrease in Seriously Considering Suicide

12% (2018) → **17%** (2021) → **11%** (2025)

↓ 6% Down from 2021 peak

Groups at Greatest Risk

Female students
LGBTQ+ students
Students with learning and/or physical disabilities
Hispanic/Latino students (for suicide attempts)

Timeframe Evaluated

Reported experience during the **past year**

Ongoing Concern

Depressive Symptoms Still Slightly Elevated

17% (2018) → **23%** (2021) → **21%** (2025)

↑ 4% Up from 2018

Groups at Greatest Risk

Female students
Older students
LGBTQ+ students
Students with learning and/or physical disabilities,
Hispanic/Latino students

Timeframe Evaluated

Reported experience during the **past year**

Ongoing Concern

Self-Injury Still Slightly Elevated

12% (2018) → **18%** (2021) → **15%** (2025)

↑ 3% Up from 2018

Groups at Greatest Risk

Female students
Older students
LGBTQ+ students
Students with learning and/or physical disabilities
Multiracial students

Timeframe Evaluated

Reported experience during the **past year**

Mental Health: The Actual Numbers

15%

~186 Students

15% of LS students reported **self-injuring** in the past year, which means approximately **186** students self-injured in the past year.

11%

~137 Students

11% of LS students reported **seriously considering suicide** in the past year, which means approximately **137** students seriously considered suicide in the past year.

4%

~46 Attempts

4% of LS students reported **attempting suicide** in the past year, which means there were approximately **46** suicide attempts.

Barriers to School-Based Mental Health Services*

Out of 11 surveyed options, the **top 2 barriers** endorsed by both LS and MetroWest students were:

#1 Barrier: “I wouldn’t have time or wouldn’t want to miss class to get help”

51% LS Students

40% MetroWest Students

#2 Barrier: “I wouldn’t want other students to know I was meeting with a school counselor/therapist”

44% LS Students

33% MetroWest Students

Emerging Data: 16% of LS students (14% MetroWest) report using **AI** for help with emotional challenges or problems in the past year.

*Defined as help for emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself

MWAHS Mental Health Disparities

Increased risk of reporting suicide attempts in the past year compared to other peer groups

2X Higher Risk

Hispanic/Latino Students

Hispanic/Latino students are **2 times** more likely to report attempting suicide in the past year than white students.

2.3X Higher Risk

LGBTQ+ Students

LGBTQ+ students are **2.3 times** more likely to report attempting suicide in the past year than heterosexual/cisgender students.

2.3X Higher Risk

Students with Disabilities

Students who report having a learning and/or physical disability are **2.3 times** more likely to report attempting suicide in the past year than nondisabled students.

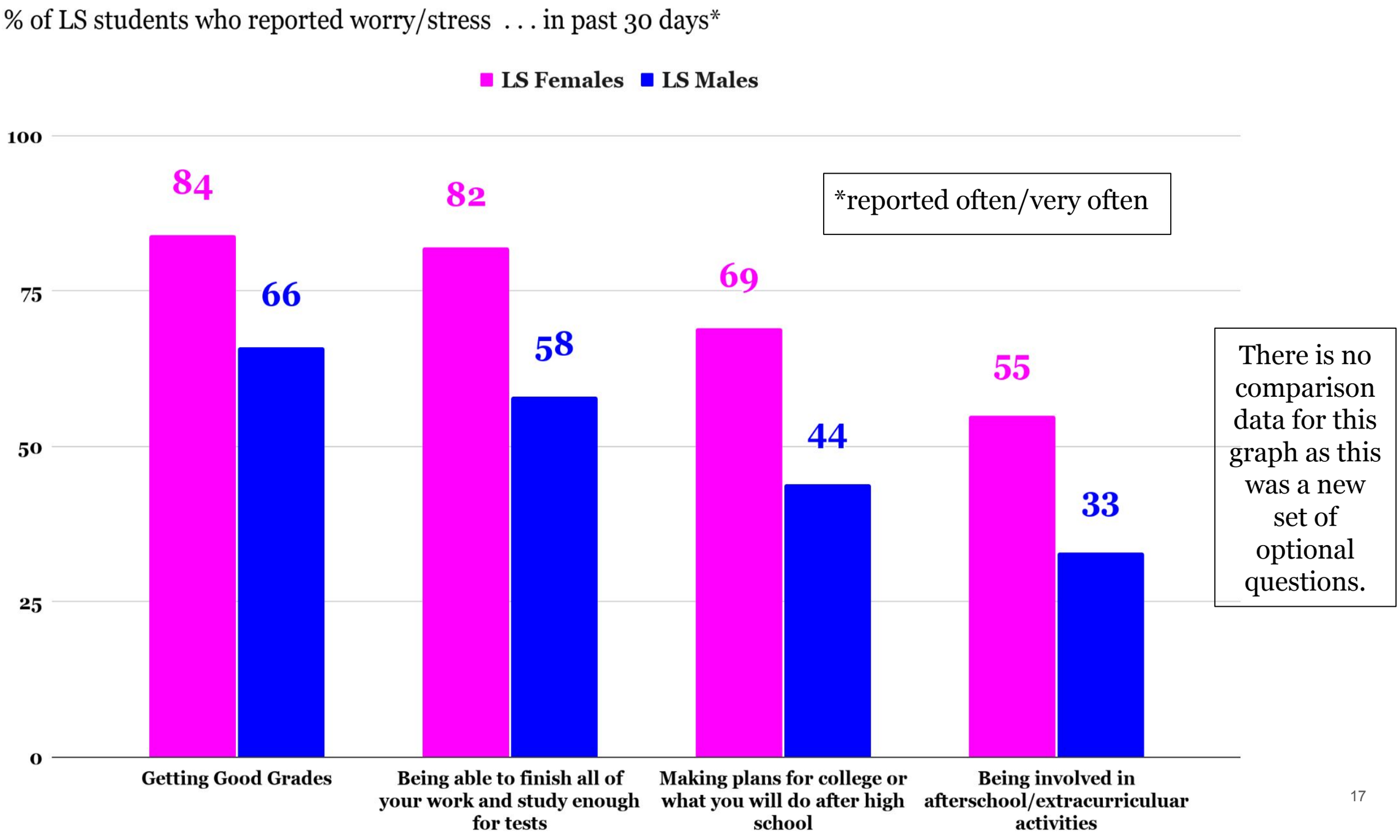
5X Higher Risk

Students with Adverse Childhood Experiences

Students who report being physically hurt by an adult in their home in their lifetime are **5 times** more likely to report attempting suicide in the past year than those who have not had that adverse childhood experience.

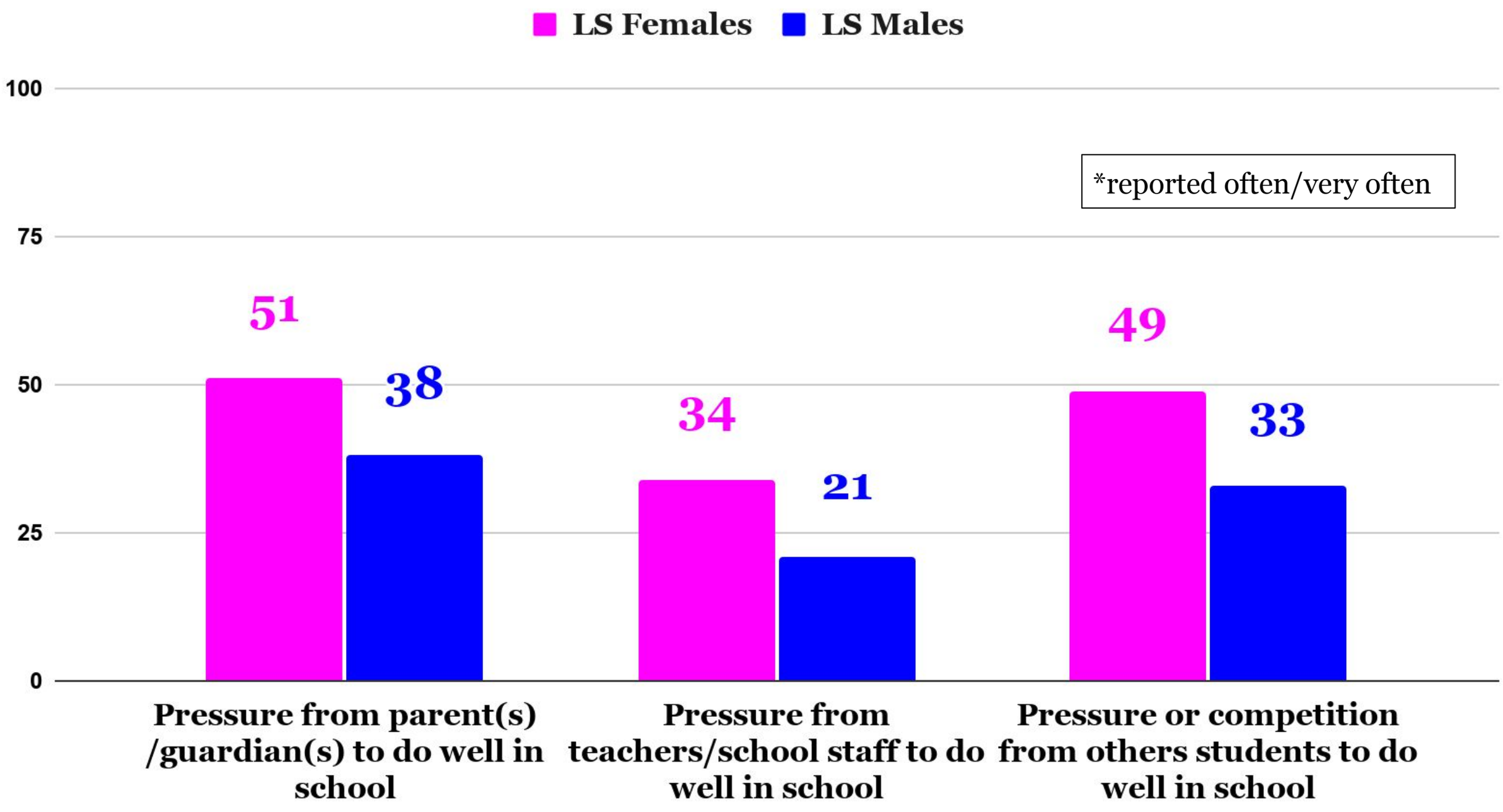
Past Month Worry or Stress* By Sex

Overall, LS students report feeling more worried/stress* about school issues than their Metrowest counterparts (72% LS students vs 58% MetroWest students). In addition, LS females reported greater levels than LS males (83% LS females vs 61% LS Males). The same relationship existed for MetroWest (71% MetroWest females vs 44% MetroWest males).



Past Month Worry or Stress By Sex

% of LS students who reported worry/stress about . . . in past 30 days*



*reported often/very often

There is no comparison data as this was a new set of optional questions

Barriers to School-Based Mental Health Services* Comparison

Students responded "agree" or "strongly agree"	**LS**	**MetroWest**
I don't know who to go to for help	15%	15%
I don't think counseling at school would help	34%	31%
I wouldn't have time or wouldn't want to miss class to get help	**51%**	**40%**
I should handle problems on my own	41%	37%
I would be too embarrassed or scared to talk about it	36%	30%
A school counselor/therapist might not understand me or the challenges I was having	31%	29%
I wouldn't want other students to know I was meeting with a school counselor/therapist	**44%**	**33%**
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist	27%	21%
Teachers or other school staff might treat me differently or give me fewer opportunities at school	22%	17%
My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school	13%	10%
I don't trust anyone from my school enough to talk about my emotional problems.	35%	30%

*Defined as help for emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself

LGBTQ+ and Mental Health Associations

	Sexual and Gender Identity	
Reported Behavior	**LGBTQ or Questioning**	**Heterosexual and Cisgender**
Bullying Victim (past 12 months)	36%	19%
Depressive Symptoms (past 12 months)	38%	17%
Self-Injury (past 12 months)	40%	9%
Attempted Suicide (past 12 months)	**7%**	**3%**
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation	57%	29%

7% of LS students who report being LGBTQ/questioning also report attempting suicide in the past year versus **3%** of those who report being heterosexual/cisgender.

Past Year Depressive Symptoms* by Race

Overall our racial/ethnic composition is fairly similar to MetroWest with the exception of fewer Hispanic/Latino students (8% of LS students vs. 17% of MetroWest students).

RACE	% Students who reported depressive symptoms in the past year	
	LS Students	**MetroWest Students**
Asian	19%	15%
Black	19%	24%
Hispanic/Latino	38%	26%
Multiracial/Other	27%	21%
White	19%	17%

*Depressive symptoms were defined as feeling so sad or hopeless almost every day for two weeks or more in a row that these feelings stopped them from doing usual activities.

Physical and/or Learning Disabilities & Mental Health Associations

23% of LS students report having a physical and/or learning disability, while 13% of Metrowest students report having a learning disability and 9% report having a physical disability.

	LS Students who report having a Physical and/or Learning Disability	
Reported Behavior	**Yes**	**No/Not Sure**
Depressive Symptoms (past 12 months)	**33%**	**17%**
Self Injury (past 12 months)	26%	12%
Attempted Suicide (past 12 months)	7%	3%

33% of LS students who reported having a physical and/or learning disability also reported depressive symptoms in the past year as compared to **17%** of LS students who reported not having a physical and/or learning disability.

Lifetime Adverse Childhood Experiences Associations

Overall, 19% of LS students (17% MetroWest students) report having ever been hit, beat, kicked, or physically hurt by an adult in their home in their lifetime.

	LS Students who report <u>being physically hurt by an adult</u> in their home in their lifetime	
Reported Behavior	**Yes**	**No**
Bullying Victim (past 12 months)	38%	20%
Depressive Symptoms (past 12 months)	39%	17%
Attempted Suicide (past 12 months)	**10%**	**2%**
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation	43%	32%
Marijuana Use (lifetime)	30%	20%
Electronic Vapor Product Use (lifetime)	26%	18%

10% of LS students who reported having been physically hurt by an adult in their home in their lifetime also reported <u>attempting suicide</u> in the past year as compared to **2%** of LS students who reported not being physcially hurt by an adult.

MWAHS SURVEY FOCUS AREA

Substance Use

Evaluating longitudinal patterns and disparities in alcohol, vaping, marijuana, and prescription drug consumption behaviors.

MWAHS Trends in Substance Use (2018–2025)

POSITIVE TREND

Decrease in Marijuna Use

33% (2018) ➔ **22%** (2025)

↓ 11% Down from 2018 peak

Groups at Greater Risk:

Male Students

Older Students

Students with learning and/or physical disabilities

Perceived Risk: Increased from 61% (2018) to 67% (2025)

Timeframe Evaluated

Reported experience during their lifetime

POSITIVE TREND

Decrease in Electronic Vaping Products

42% (2018) ➔ **19%** (2025)

↓ 23% Down from 2018 peak

Groups at Greater Risk:

Older Students

Students with learning and/or physical disabilities

Perceived Risk: Increased from 66% (2018) to 89%(2025)

Timeframe Evaluated

Reported experience during their lifetime

MWAHS Trends in Substance Use (2018–2025)

ONGOING CONCERN

Increase in Prescription Drug Misuse

4% (2018) → **10%** (2025)

↑ 6% from 2018

Groups at Greater Risk:

LGBTQ+ students
Students with learning and/or physical disabilities

Timeframe Evaluated

Reported experience during their lifetime

ONGOING CONCERN

Slight Increase in Cigarette Smoking

11% (2018) → **15%** (2025)

↑ 4% Up from 2018

Groups at Greater Risk:

Male students
Older students
Students with learning and/or physical disabilities

Timeframe Evaluated

Reported experience during their lifetime

ONGOING CONCERN

Slight Increase in Alcohol Use

34% (2018) → **37%** (2025)

↑ 3% Up from 2018

Groups at Greater Risk

Female students

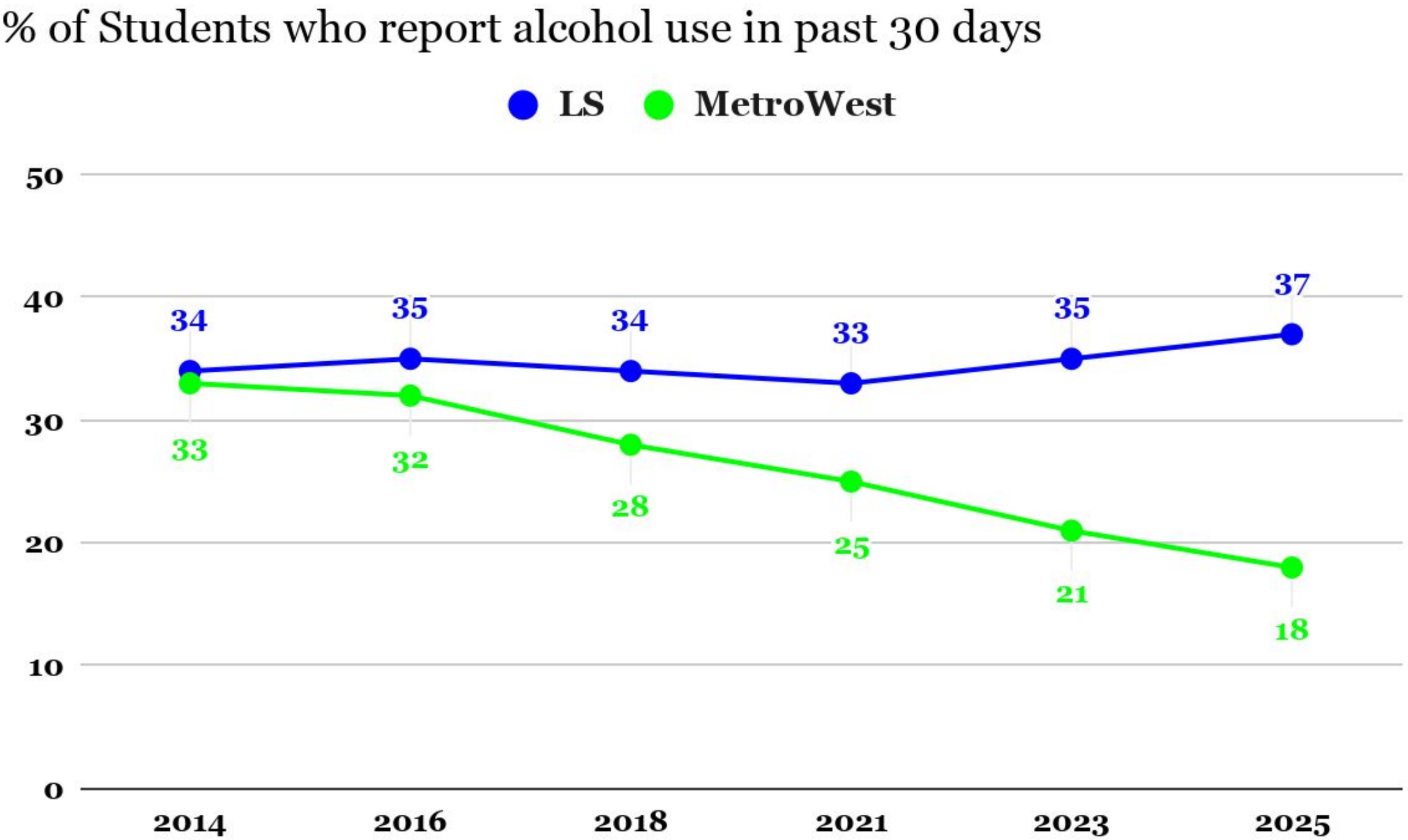
Older students

Timeframe Evaluated

Reported experience during past 30 days

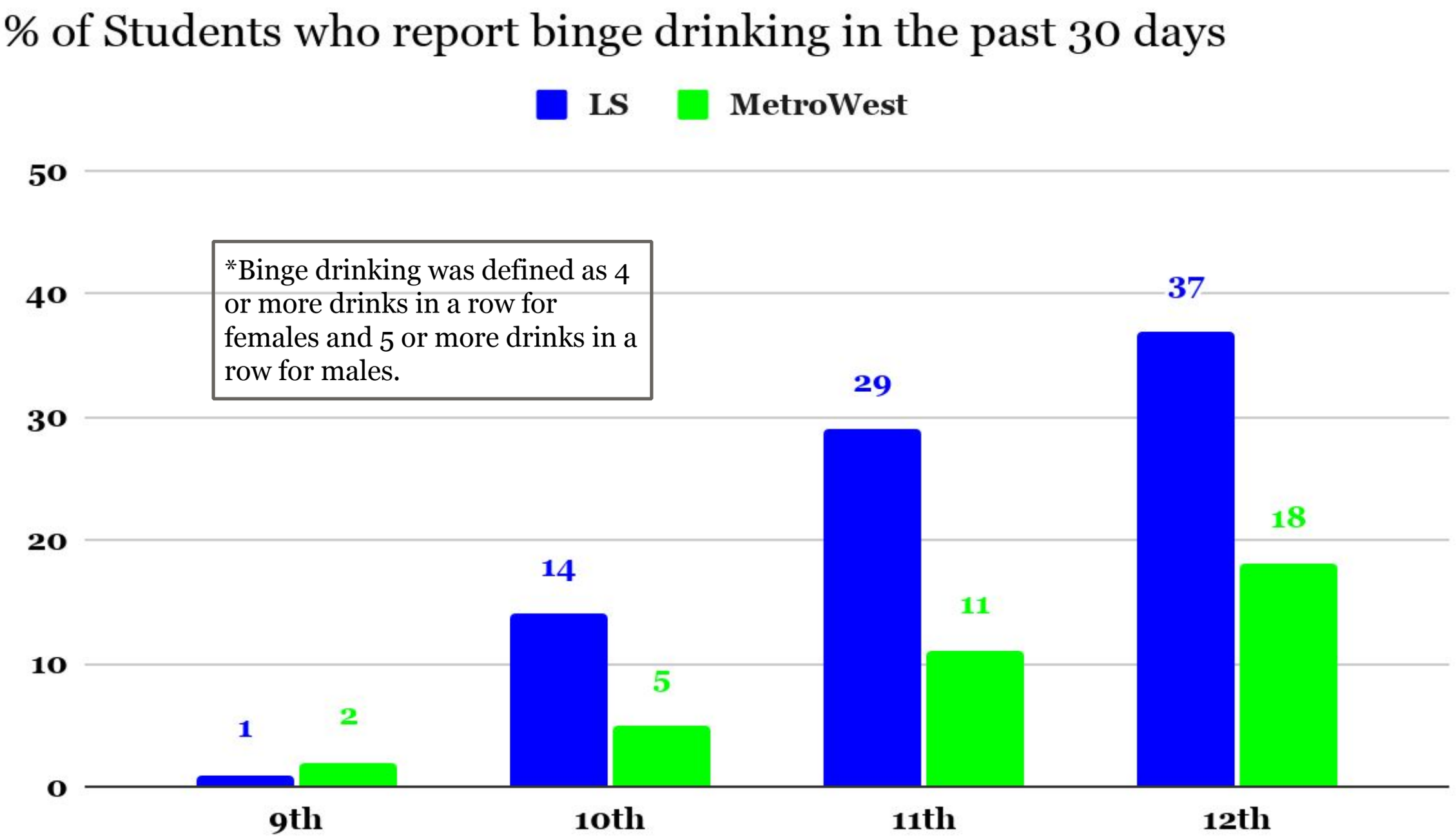
Past Month Alcohol Use Comparison Trend

Overall, LS students have reported a slight decrease in lifetime alcohol use since 2018 (56% in 2018 vs 52% in 2025). However, MetroWest student reported a greater decrease in lifetime alcohol use during that time (50% in 2018 to 35% in 2025). LS females and older students are at greatest risk for use.



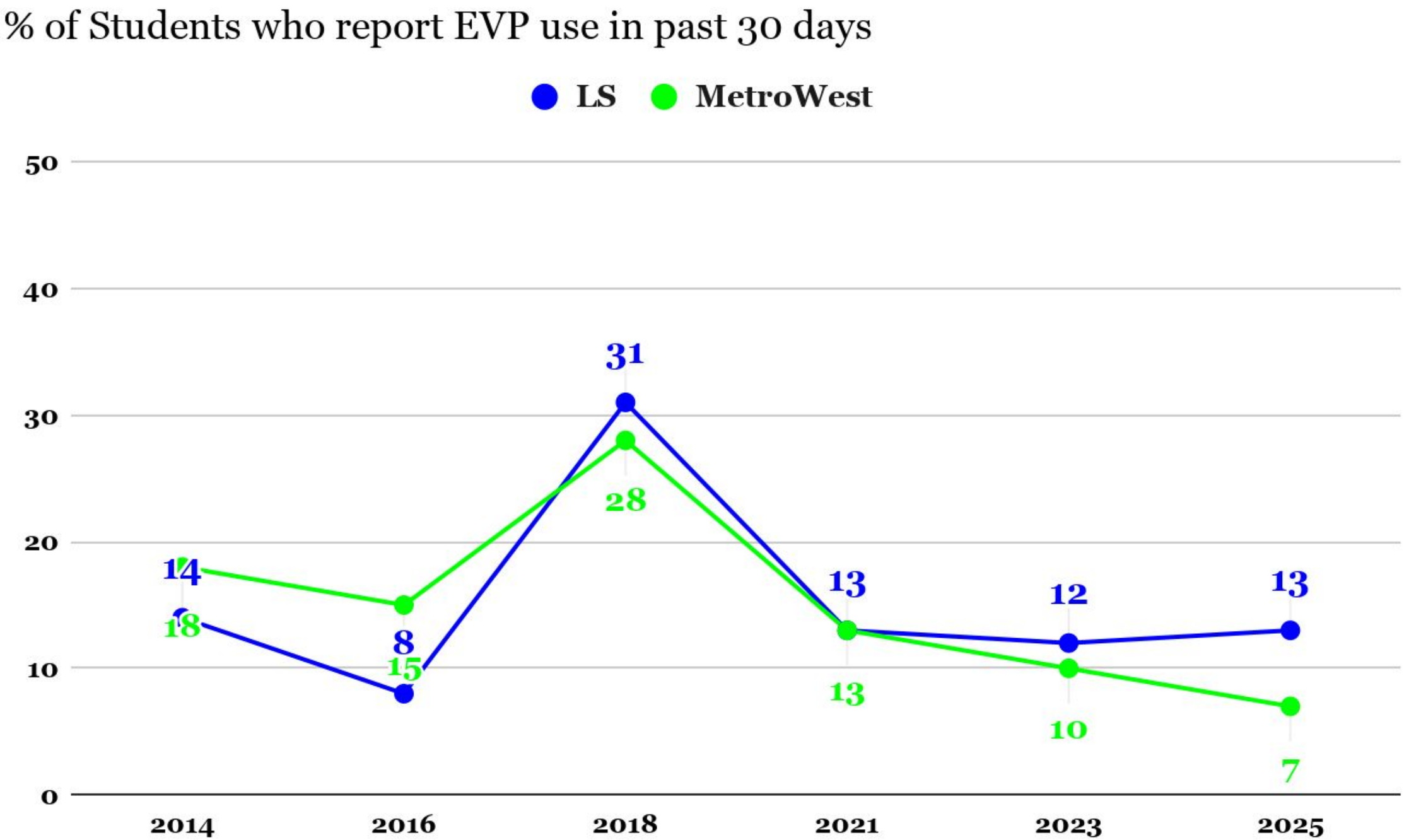
Past Month Binge Alcohol Use* Comparison

The frequency and extent of binge drinking increases with age as does having greater numbers than comparably aged MetroWest students. LS student report similar levels of the perceived risk of binge drinking (1-2x wk) as MetroWest students (78% LS students vs 77% MW students).



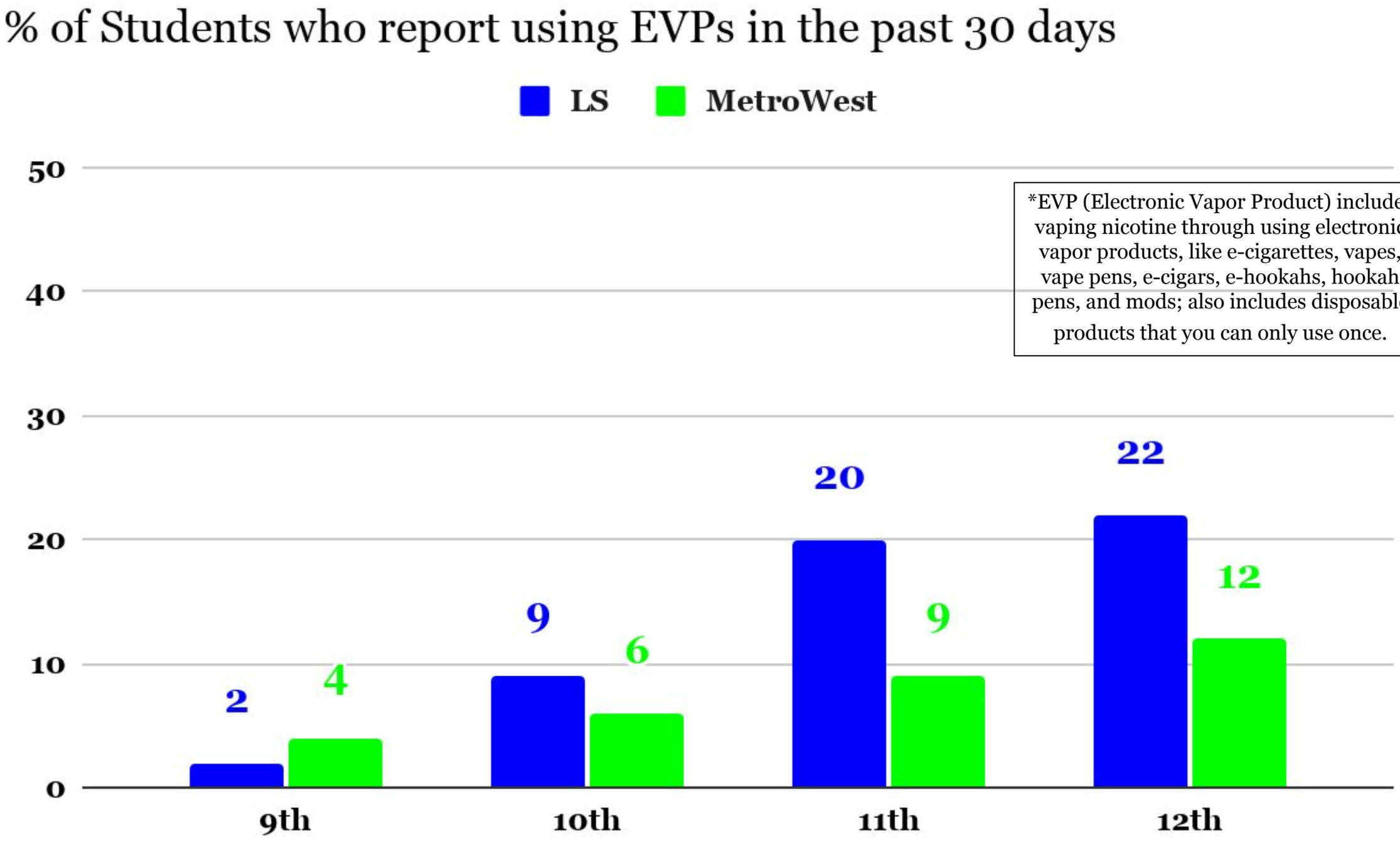
Past Month EVP Use Comparison Trend

The LS student populations who are at greater risk to use EVPs are older students and students with learning and/or physical disabilities. There has been an increase in the perceived risk of using EVPs. In 2018, only 66% of reported that there was moderate/great risk in using EVPs vs 89% in 2025 (87% of MetroWest students).



Past Month EVP* Use by Grade Comparison

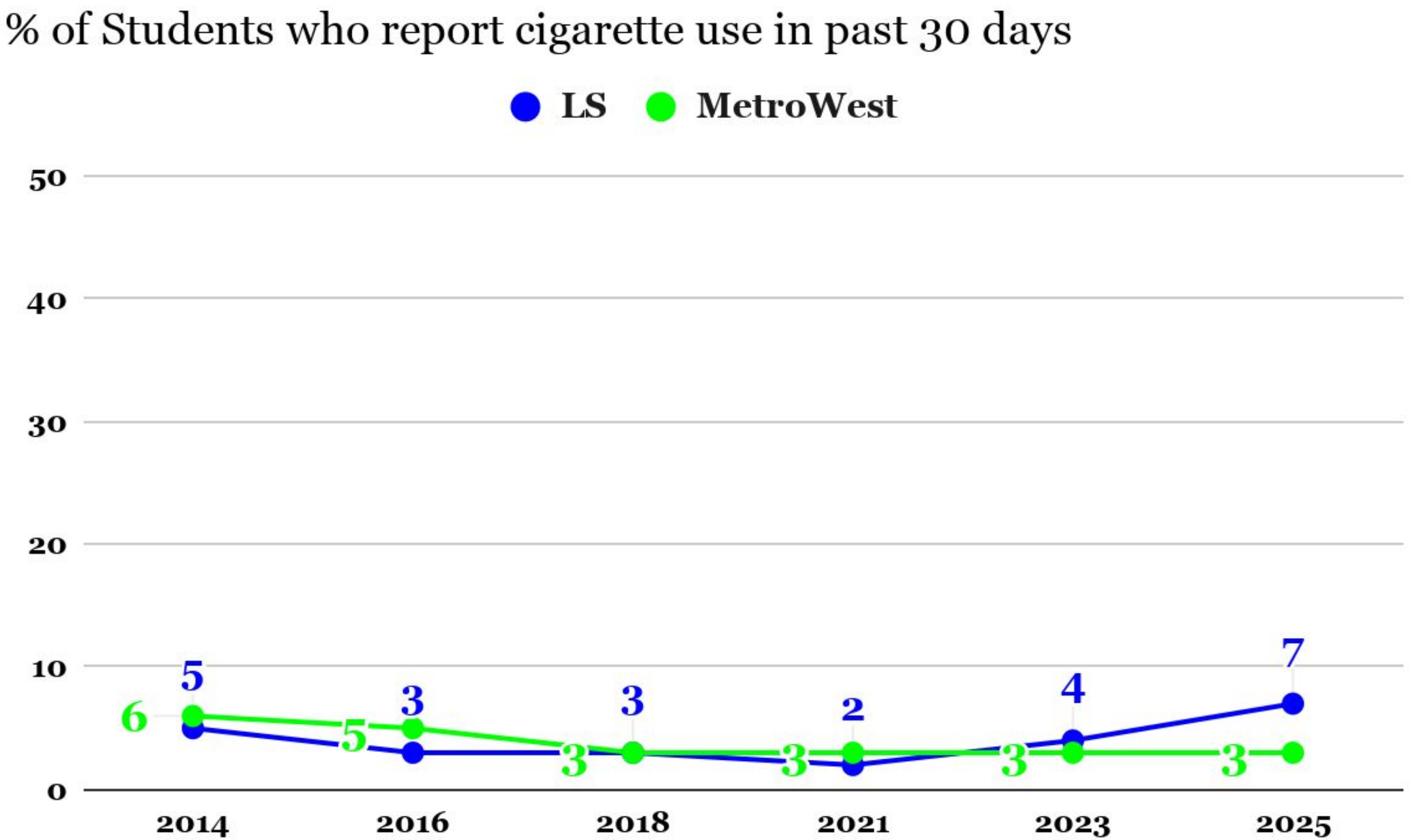
Overall, 13% of LS students report having used electronic vaping products containing nicotine vs 7% of MetroWest students.



*EVP (Electronic Vapor Product) includes vaping nicotine through using electronic vapor products, like e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once.

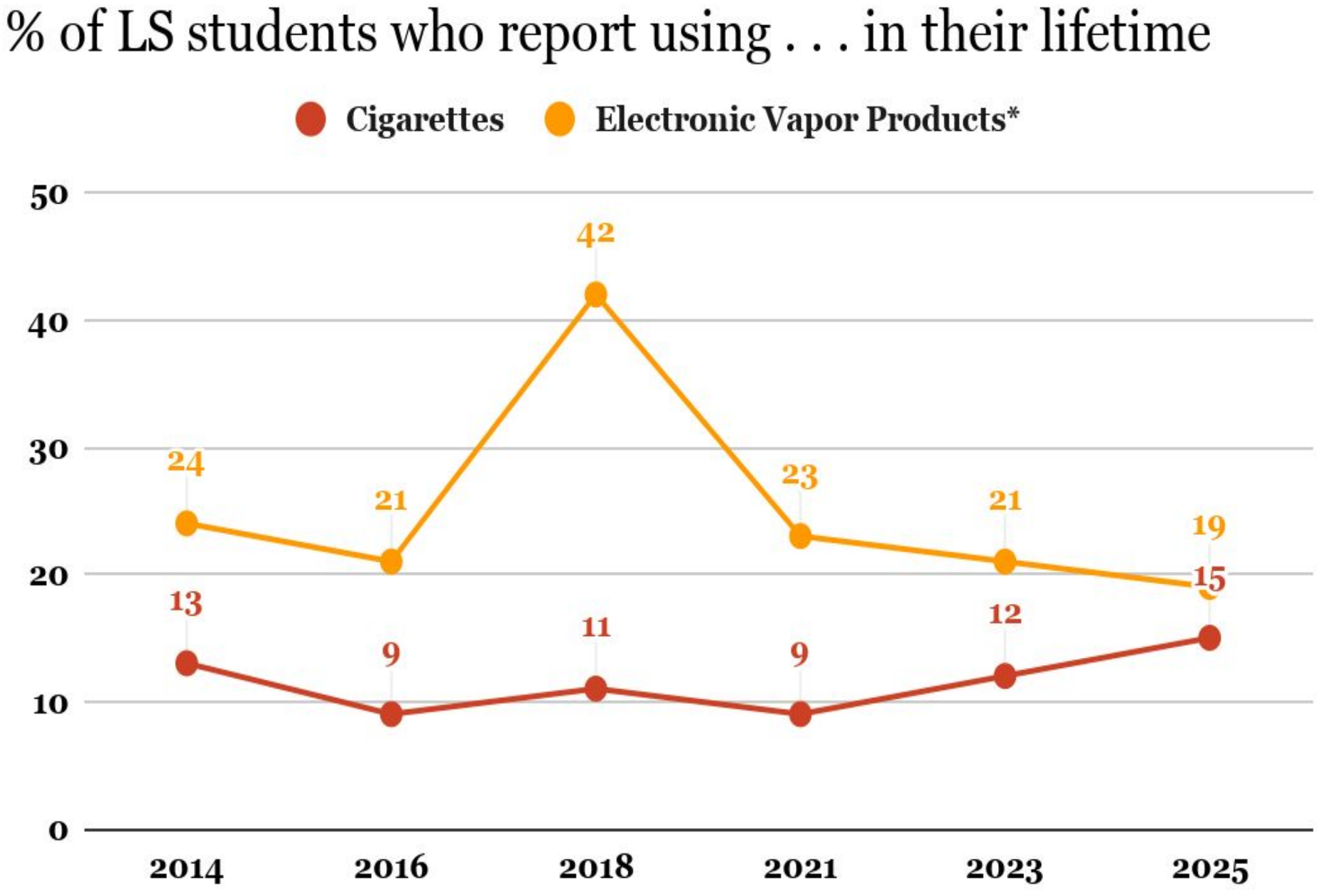
Past Month Cigarette Use Comparison Trend

As with current use, there has also been an increase in lifetime cigarette use from 11% in 2018 to 15% in 2025. The LS students at greater risk to use cigarettes are male students, older students and students with learning and/or physical disabilities.



Lifetime Cigarette & Electronic Vapor Product* Use Trend

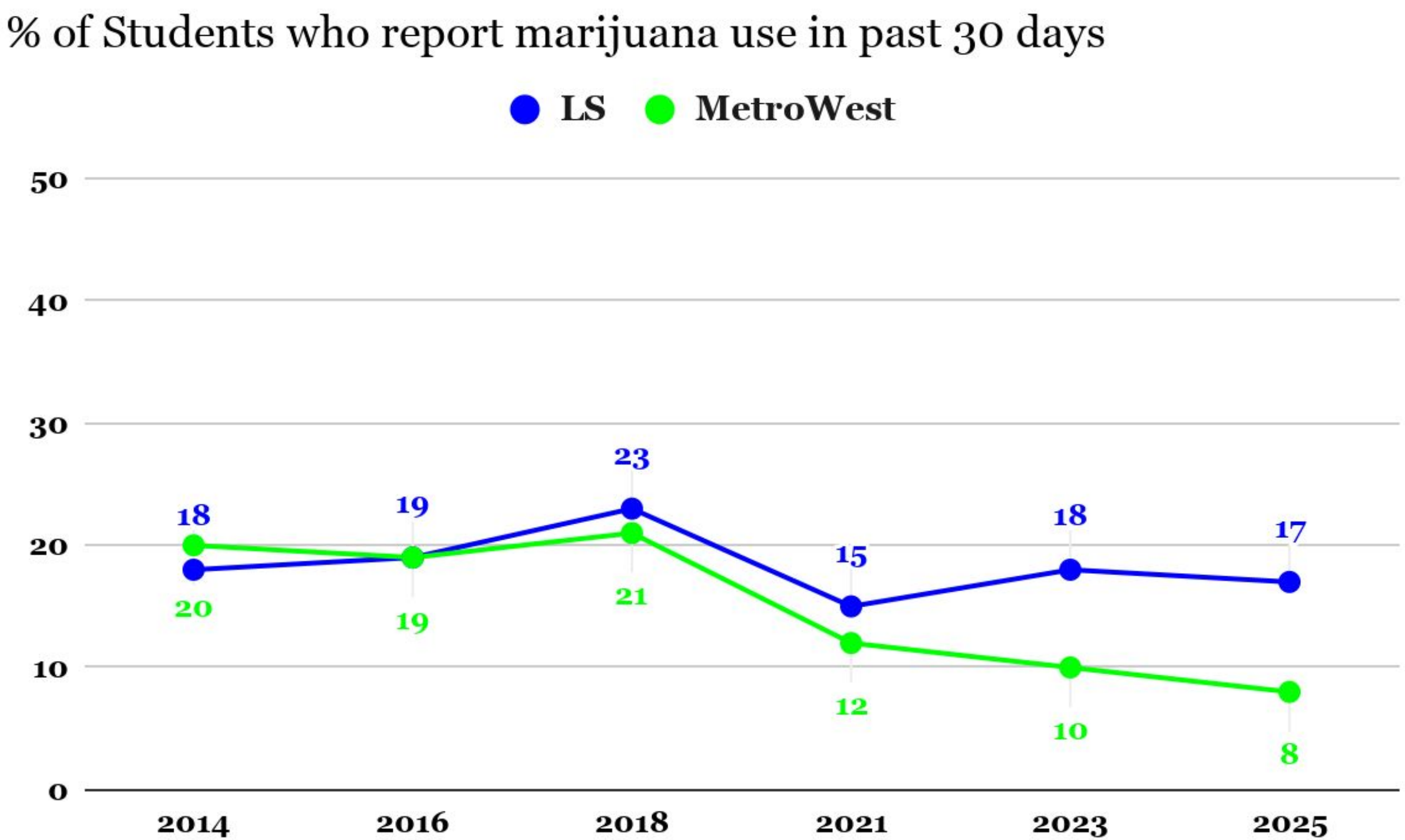
The gap between electronic vapor product (EVP) use and cigarette use is the smallest since data collection began on EVP use. MetroWest students reported declines in both EVP <u>and</u> cigarette use since 2018.



*Electronic Vapor Product (EVP) includes vaping nicotine through using electronic vapor products, like e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that can only be used once.

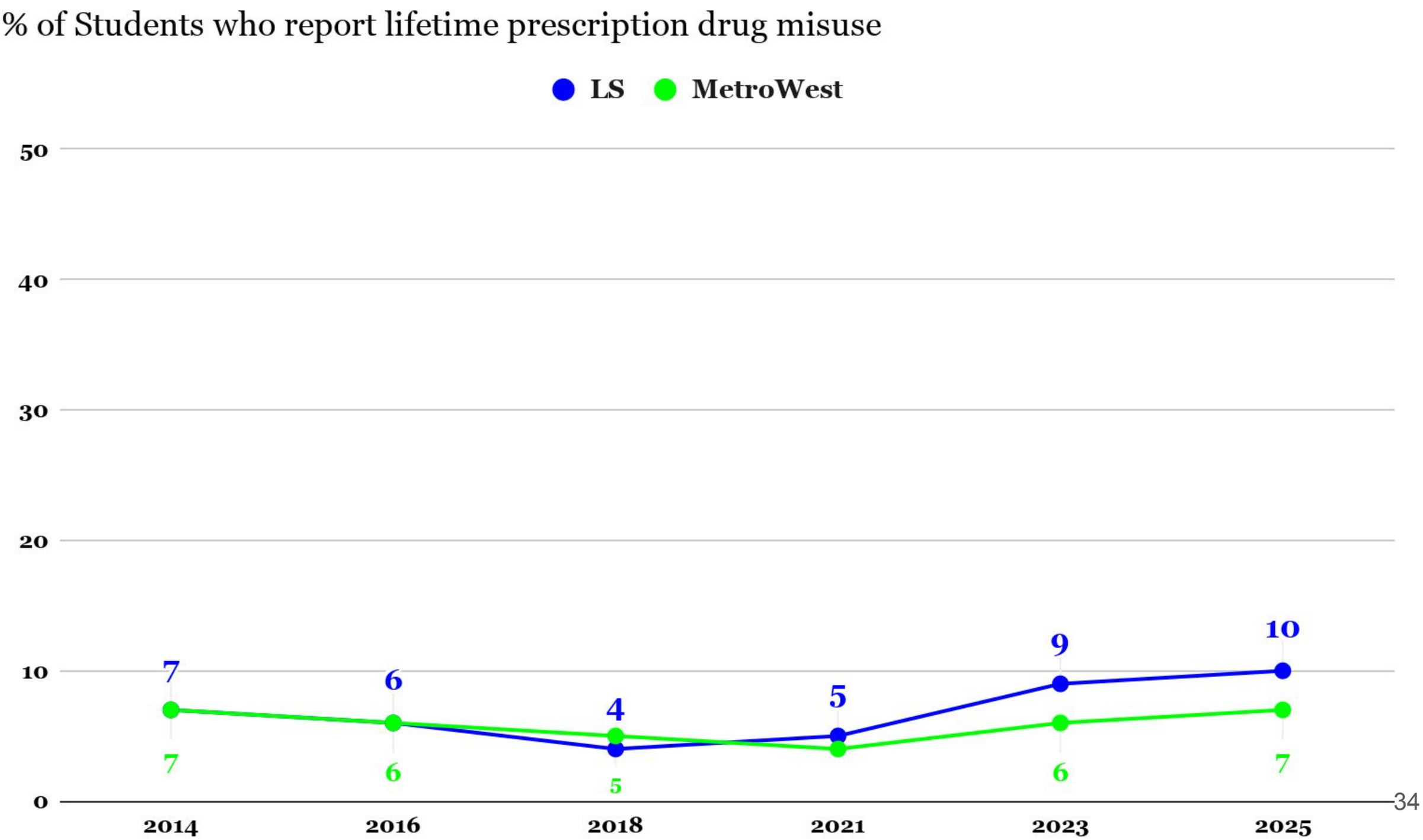
Past Month Marijuana Use Comparison Trend

The students at greater risk to use marijuana are male students, older students, and students with a learning and/or physical disability. LS students report slightly lower levels of perceived risk of marijuana use (1-2x wk) as their MetroWest counterparts (67% LS Students vs 71% MW students).



Lifetime Prescription Drug Misuse* Comparison Trend

Students who are at greater risk to misuse prescription drugs are LGBTQ+ students and students with learning and/or physical disabilities. *Misuse was defined as without a doctor's prescription or differently than how a doctor told you to use it; includes using someone else's prescription drug or obtaining the medicine illegally.



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MWAHS SURVEY FOCUS AREA

Protective Factors

Identifying key support systems, school connectedness, and influences that might mitigate risk factors or are associated with greater risk.

MWAHS Protective Factors: Adult Support

POSITIVE TREND

Overall adult support at school **has returned to 2018 levels** (83% in 2018 to 78% in 2021 to 83% in 2025).

83% of LS Students

~1,0112 Students

Have at least one adult at school to talk to about a personal problem.

Compared to 77% of MetroWest Students

76% of LS Students

~926 Students

Believe a teacher or adult at school truly believes they will be a success.

Compared to 72% of MetroWest Students

76% of LS Students

~926 Students

Feel there is an adult who listens to them when they have something to say.

Compared to 71% of MetroWest Students

MWAHS School Connectedness Trend & Comparison

Multi-Year Trend Analysis (2018 – 2025)

CONNECTEDNESS INDICATOR*	2018	2021	2025
I feel close to people at school	76%	66%	73%
I feel like I am part of this school	**69%**	**69%**	**70%**
I am happy to be at this school	65%	67%	66%
I feel safe in my school	73%	84%	81%
Teachers at this school treat students fairly	59%	65%	67%

Regional Comparison (LS vs. MetroWest)

CONNECTEDNESS INDICATOR*	LS	MW
I feel close to people at school	73%	69%
I feel like I am part of this school	**70%**	**66%**
I am happy to be at this school	66%	63%
I feel safe in my school	81%	75%
Teachers at this school treat students fairly	67%	64%

** Percentage of students who responded "agree" or "strongly agree"*

MWAHS Protective Factors: "Feeling Like Part of the School"

70% of LS students report like they feel like they are part of the school. They were at lower risk of the following in the last 12 months:

1.6x Lower Risk

Bullying Victim on School Property

Students who feel like they are a part of the school are **1.6 times** less likely to be a victim of bullying on school property in the past year than those students who do not feel like they are part of the school.

1.6x Lower Risk

Generalized Anxiety

Students who feel like they are a part of the school are **1.6 times** less likely to report experiencing generalized anxiety in the past two weeks than those students who do not feel like they are part of the school.

2x Lower Risk

Self-Injury

Students who feel like they are a part of the school are **2 times** less likely to report self-injuring in the past year than those students who do not feel like they are part of the school.

2.3x Lower Risk

Depressive Symptoms

Students who feel like they are a part of the school are **2.3 times** less likely to report depressive symptoms in the past year than those students who do not feel like they are part of the school.

MWAHS Disparities in Protective Factors: Feeling Part of the School

“I feel like I am part of this school.”

Overall, 70% of LS Students agreed/strongly agreed with this statement versus 66% MetroWest Students .

Black & Hispanic/Latino LS Students

Report **lower** rates of feeling part of the school when compared to other LS student racial/ethnic groups (54% & 57% vs 65%-75%).

LGBTQ+ LS Students

Report **lower** rates of feeling part of the school than heterosexual cisgender LS students (60% vs 73%).

Students with Learning and/or Physical Disabilities

Report **lower** rates of feeling part of the school than LS students without disabilities (65% vs 72%).

Female LS Students

Report **lower** rates of feeling part of the school than LS male students (68% vs 74%).

School Connectedness Associations

	LS Students who report that they "feel like they are a part of the school"	
Reported Behavior	**Yes**	**No**
Bullying Victim on school property (past 12 months)	17%	27%
Depressive Symptoms (past 12 months)	15%	35%
Self-Injury (past 12 months)	12%	24%
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation	29%	46%
Electronic Vaping Product Use (past month)	11%	17%
Substance Use (current alcohol, marijuana, prescription drug misuse, cigarettes)	No Statistically Significant Difference	No Statistically Significant Difference

12% of LS students who reported feeling like they are a part of the school also reported self-injury in the past year as compared to 24% of LS students who did not endorse that statement.

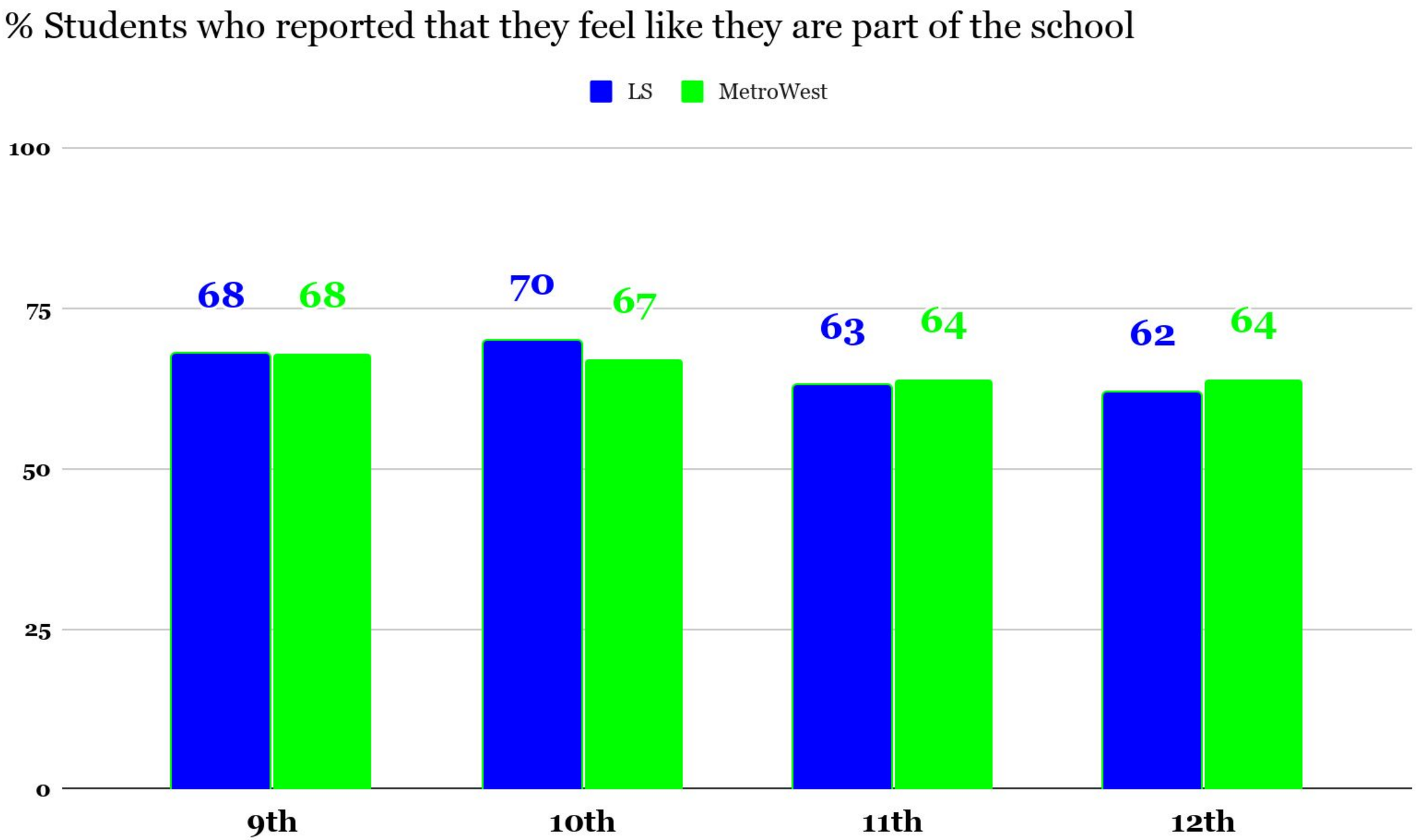
School Connectedness by Race

Overall our racial/ethnic composition is fairly similar to MetroWest with the exception of fewer Hispanic/Latino students (8% of LS students vs. 17% of MetroWest students).

RACE	**% Students who report that they "agree/strongly agree" with the statement "I feel like I am part of this school"**	
	LS Students	**MetroWest Students**
Asian	65%	70%
Black	54%	54%
Hispanic/Latino	57%	53%
Multiracial/Other	69%	64%
White	75%	70%

School Connectedness by Grade Comparison

Overall, LS students report similar levels of feeling like they are a part of the school as their MetroWest counterparts. Females report lower levels than males for both MetroWest and LS (LS females 68% vs LS Males 74%; MetroWest females 62% MetroWest males 70%).



Physical and/or Learning Disability & School Connectedness Associations

Overall LS students report slightly higher levels of physical and/or learning disabilities than MetroWest students. 22% of LS students report having a physical and/or learning disability and 18% of MetroWest students report having a physical and/or learning disability.

	LS Students who report having a physical and/or learning disability	
"Agree/Strongly Agree"	**Yes**	**No**
I feel close to people at this school.	68%	74%
I feel like I am part of this school.	**65%**	**72%**
I am happy to be at this school.	57%	69%
The teachers at this school treat students fairly.	62%	68%
I feel safe in my school.	75%	83%

65% of LS students who reported having a physical and/or learning disability also reported "feeling like they are a part of this school" as compared to **72%** of LS students who reported NOT having a physical and/or learning disability.

LGBTQ+ and School Connectedness Associations

	Sexual and Gender Identity	
"Agree/Strongly Agree"	**LGBTQ or Questioning**	**Heterosexual and Cisgender**
I feel close to people at this school.	65%	74%
I feel like I am part of this school.	**60%**	**73%**
I am happy to be at this school.	56%	68%
I feel safe in my school.	71%	84%

60% of LS students who reported being LGBTQ or questioning also reported "feeling like they are a part of this school" as compared to **73%** of LS students who reported being heterosexual and cisgender.

Focus Area

Capitalizing on Protective Factors

Future Athletic Initiative

MWAHS Protective Factors: Sports Team

72% of LS students report playing on **1 or more sports teams** in the past year. 75% of students who were on a sports teams reported that they feel a part of the school vs 60% of those students who did not play on a sports team. In addition, students who reported they played on a sports team also reported **significantly lower rates** within the past 12 months of:

Bullying Victimization

1.3 x lower rate of being a victim of bullying*

Depressive Symptoms

1.6 x lower rates of reporting depressive symptoms*

Self-Injury

2 x lower rates of engaging in self-injury*

Generalized Anxiety Disorder

1.4 x lower rates of reporting symptoms of Generalized Anxiety Disorder*

**Compared to LS students who reported NOT being on a sports team in the past year.*

MWAHS Disparities in Protective Factors: Sports Teams

SUBSTANCE USE DISPARITIES IN SPORTS PARTICIPANTS

LS students who report playing on **1 or more sports teams** in the past year reported significantly **higher alcohol use** within the past 30 days than LS students who reported NOT being on a sports team in the past year.

ON 1+ SPORTS TEAMS

40%

Current Alcohol Use

Reported alcohol use within the past 30 days among student athletes.

NOT ON A SPORTS TEAM

27%

Current Alcohol Use

Reported alcohol use within the past 30 days among non-participants.

Disparity Impact: **+13 Percentage Points Higher Risk** for sports team participants compared to non-participants

Past Year Sports Teams Associations (72% of LS students)

	LS Students who report playing on 1 or more sports teams in the past year	
Reported Behavior	**Yes**	**No**
Bullying Victim on school property (past 12 months)	18%	24%
Depressive Symptoms (past 12 months)	18%	28%
Self-Injury (past 12 months)	12%	24%
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation	31%	42%
Current Alcohol Use (past 30 days)	**40%**	**27%**

40% of LS students who reported being on 1 or more sports teams in the past year also reported alcohol use in the past month as compared to 27% of LS students who reported NOT being on a sports team in the past year.

MWAHS Break-out Sessions

Department	Room Location	Staff Facilitator
Computer Science/ Library/Tech/FATA	Library	Amanda Klein
Counseling & Wellness	B103	Greg Gammons
English	C358	Sarah Greeley
History	History Lounge	David Bloom
Math	B461	Emily Phillips
Science	A402	Mary Sieminski
Special Ed	B331	Kelly Mazza
World Language	B437	Stephanie Benash & Devan Morrison