



PENNSYLVANIA YOUTH SURVEY

IT PAYS TO ASK. IT PAYS TO KNOW.

This report is filtered

Only show: Question "2. What grade are you in?" is one of the following answers ("4th")

State College Area SD - 2025 PAYS Jr. 4th Grade Final Data Report

This PAYS Jr. Data Report provides the results from the 2025 4th Grade PAYS Jr. on measures of family and school-related protective factors, resiliency and mental health, sleep, school climate and safety, bullying, and screen time/social media use.

Notes to consider before jumping into the findings below:

- This report shares data from the 2025 4th Grade PAYS Jr. only.
- Studies indicate that most young people are truthful in answering anonymous prevention-centered surveys such as PAYS.
- Data are displayed here when there are a minimum number of 25 responses.
- If you find 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.
- 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.
- 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 Center (EPIS Center): <https://epis.psu.edu/PAYS/question>

To see a list of questions that were asked in the 2025 4th Grade PAYS Jr., click [here](#).

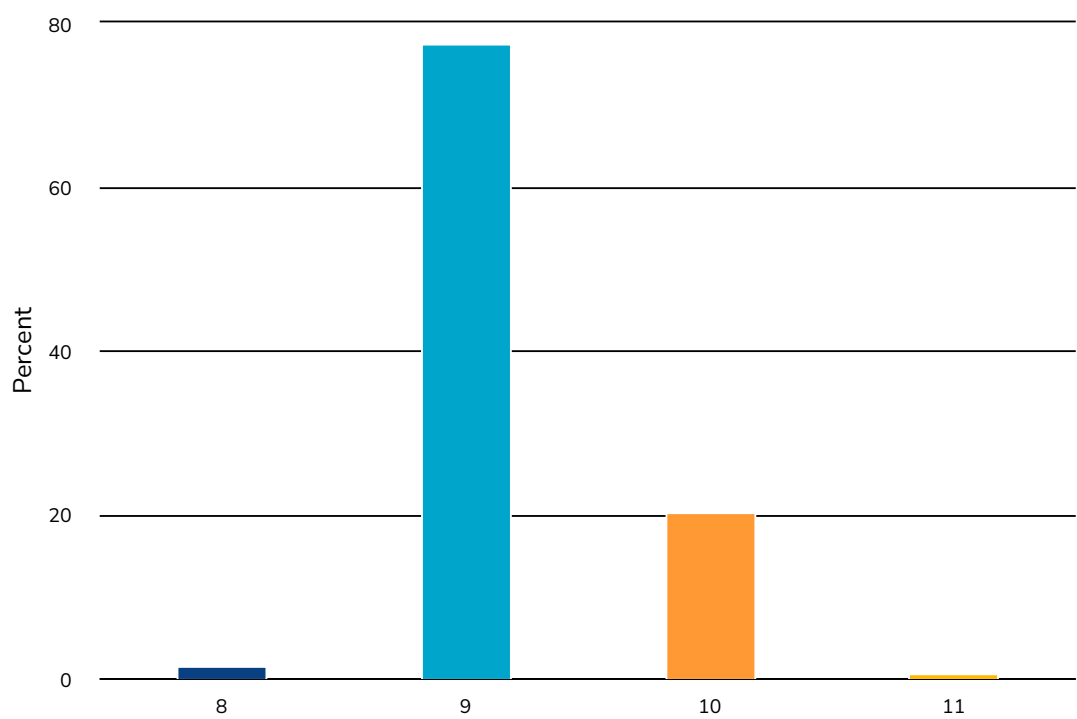
Participation

Schools Participating and Represented in this Report:

State College Area SD-Radio Park Elementary School
State College Area SD-Gray's Woods Elementary School
State College Area SD-Corl Street Elementary School
State College Area SD-Park Forest Elementary School
State College Area SD-Easterly Parkway Elementary School
State College Area SD-Mount Nittany Elementary School
State College Area SD-Spring Creek Elementary School
State College Area SD-Ferguson Township Elementary School

Enrollment (according to PDE): 454

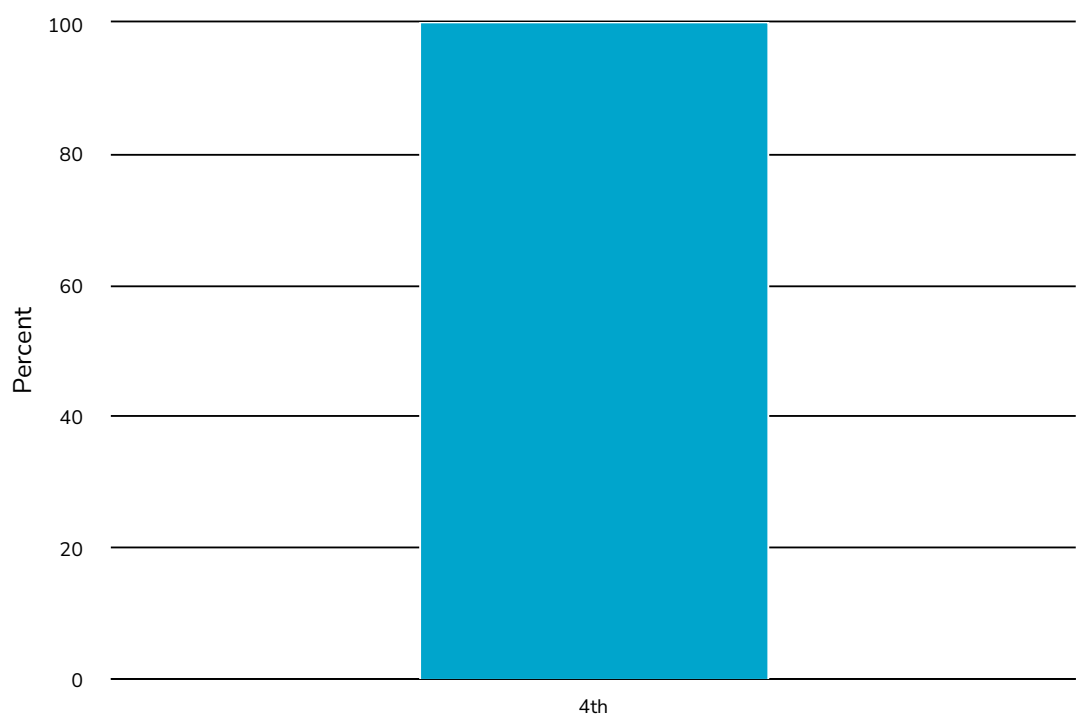
1. How old are you?



Value	Percent	Responses
8	1.5%	7
9	77.5%	352
10	20.3%	92
11	0.7%	3

Totals: 454

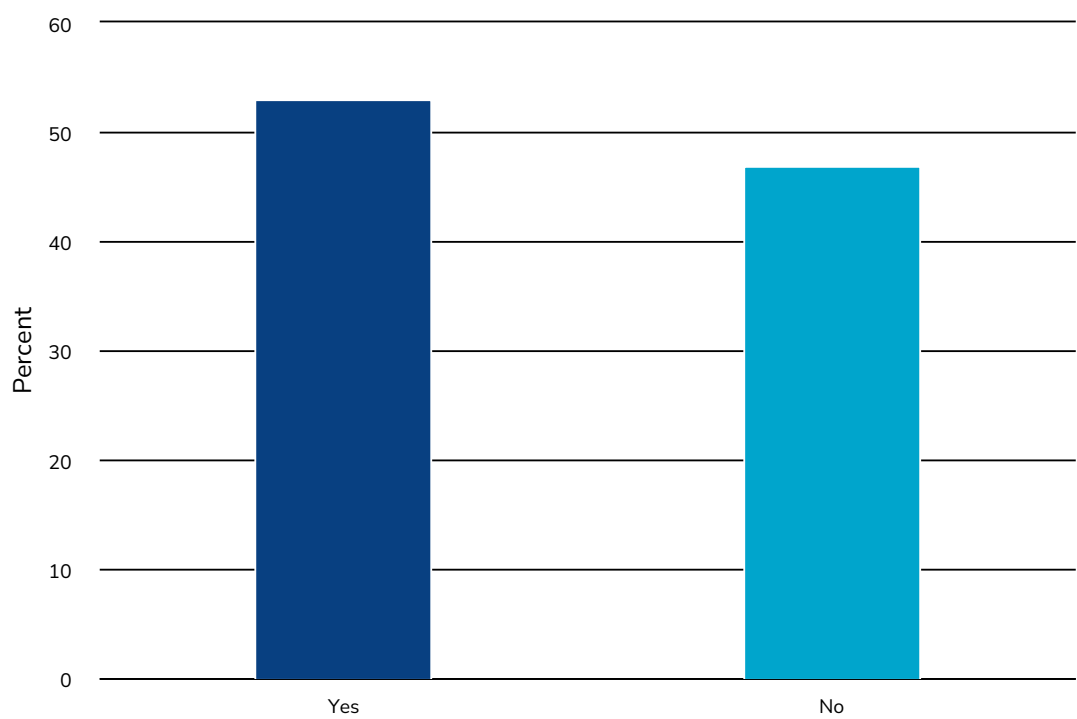
2. What grade are you in?



Value	Percent	Responses
4th	100.0%	454

Totals: 454

3. Do you know your race and ethnicity?

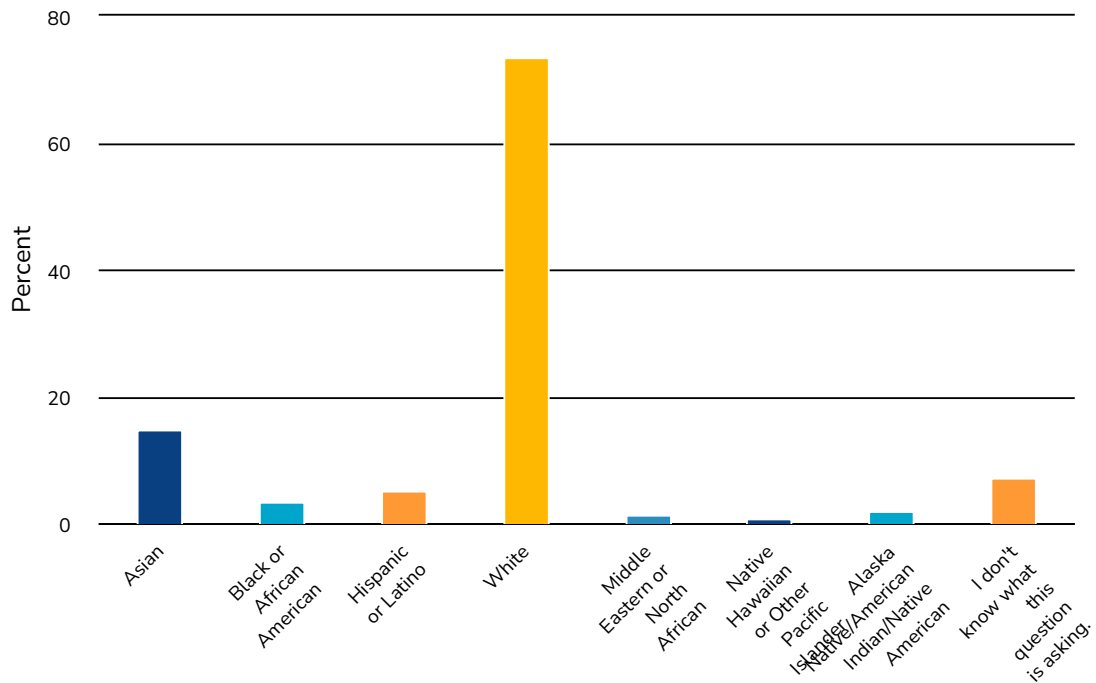


Value	Percent	Responses
Yes	53.1%	214
No	46.9%	189

Totals: 403

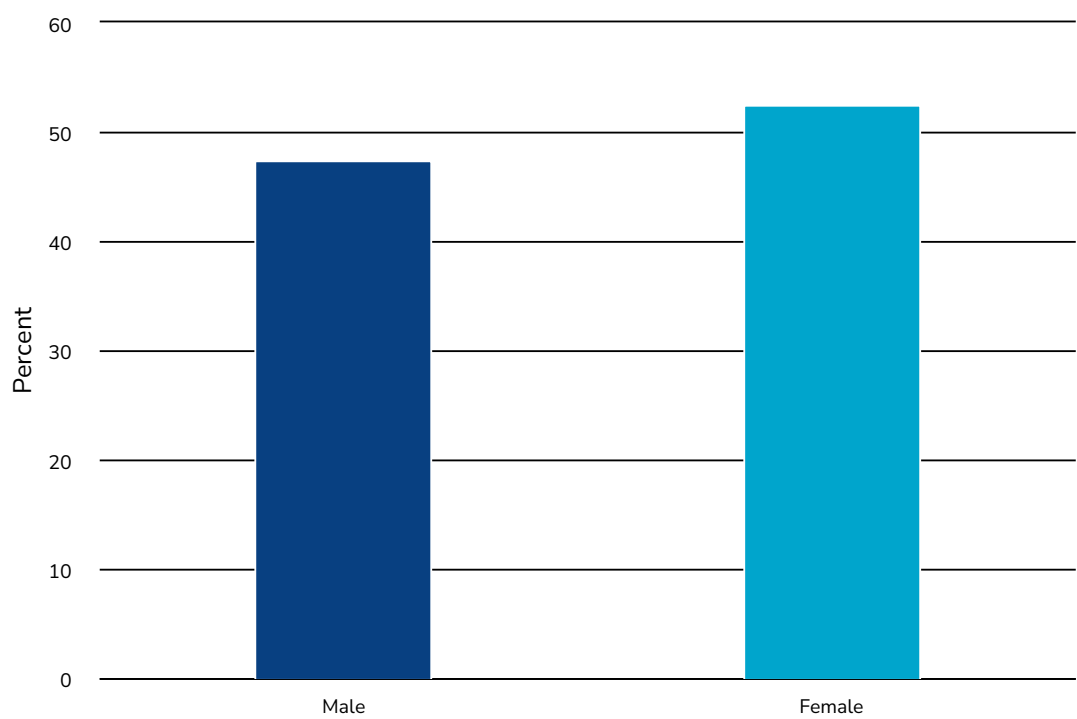
4. What is your race and/or ethnicity? (Select all that apply. If you don't know what a response means, don't select it.)

These percentages represent the students who said they knew their race/ethnicity.



Value	Percent	Responses
Asian	14.9% 	31
Black or African American	3.4% 	7
Hispanic or Latino	5.3% 	11
White	73.6% 	153
Middle Eastern or North African	1.4% 	3
Native Hawaiian or Other Pacific Islander	1.0% 	2
Alaska Native/American Indian/Native American	1.9% 	4
I don't know what this question is asking.	7.2% 	15

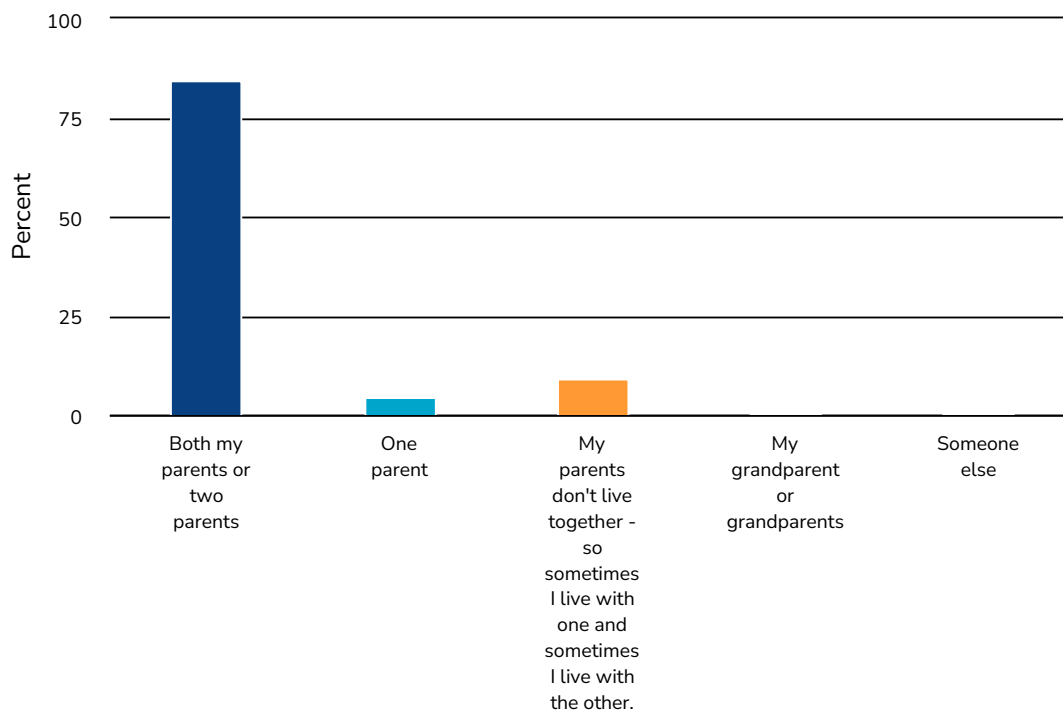
5. Are you male or female?



Value	Percent	Responses
Male	47.4%	208
Female	52.6%	231

Totals: 439

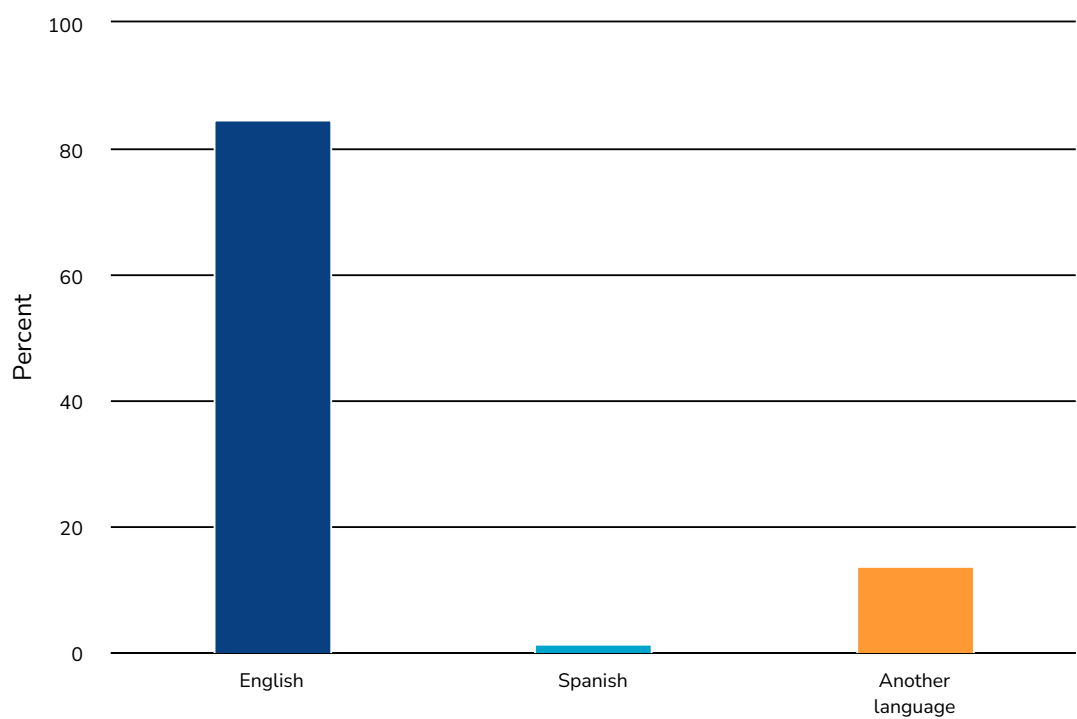
6. Most of the time I live with:



Value	Percent	Responses
Both my parents or two parents	84.4%	374
One parent	4.7%	21
My parents don't live together - so sometimes I live with one and sometimes I live with the other.	9.5%	42
My grandparent or grandparents	0.7%	3
Someone else	0.7%	3

Totals: 443

7. What is the language you use most often at home?



Value	Percent	Responses
English	84.6%	378
Spanish	1.6%	7
Another language	13.9%	62

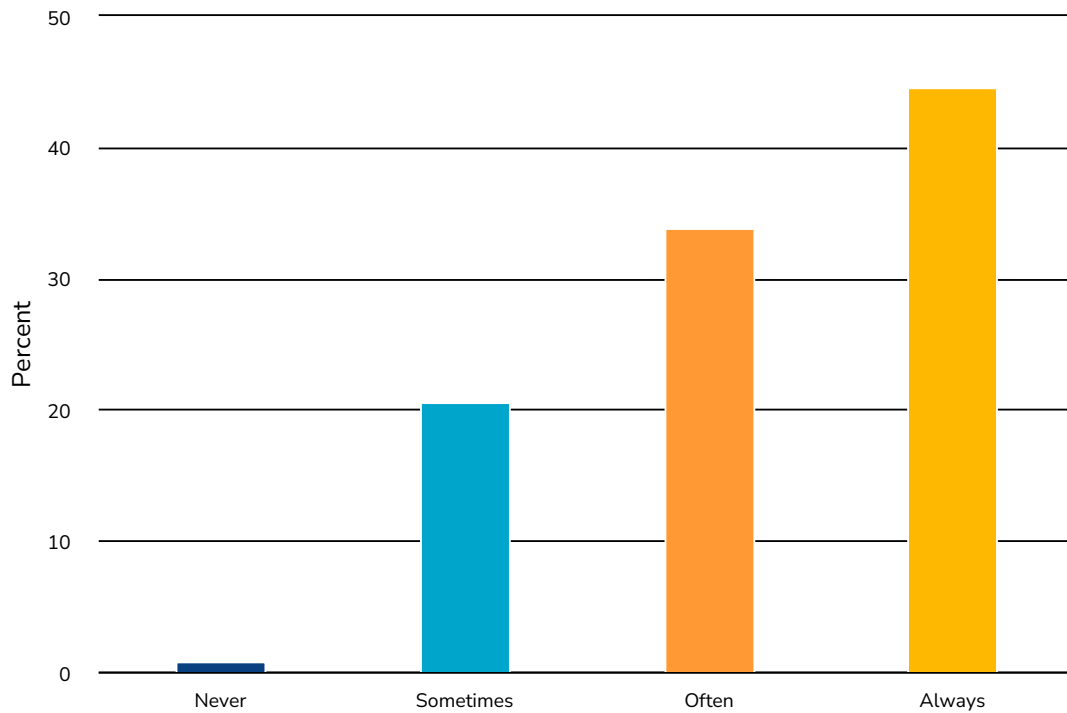
Totals: 447

Family Protective Factors

Building strong, supportive family connections is essential to nurturing the emotional, social, and academic well-being of young people. Parents and caregivers create the foundation for children to feel loved, secure, and valued—shaping their sense of responsibility, belonging, and resilience. When families promote healthy beliefs and set clear expectations, they serve as a powerful protective factor against negative outcomes such as mental health challenges, substance use, and other problem behaviors.

Topics in this section include family communication, opportunities for positive family involvement, and parental support and monitoring.

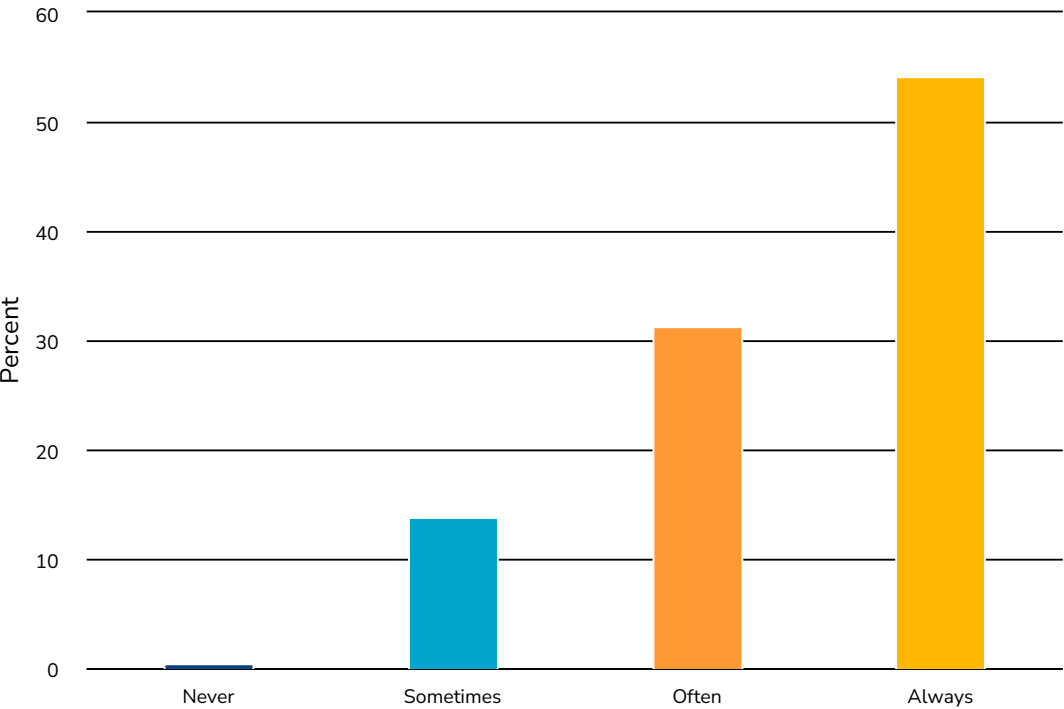
8. My parents or caregivers notice when I am doing a good job and let me know about it.



Value	Percent	Responses
Never	0.9%	4
Sometimes	20.6%	90
Often	33.9%	148
Always	44.6%	195

Totals: 437

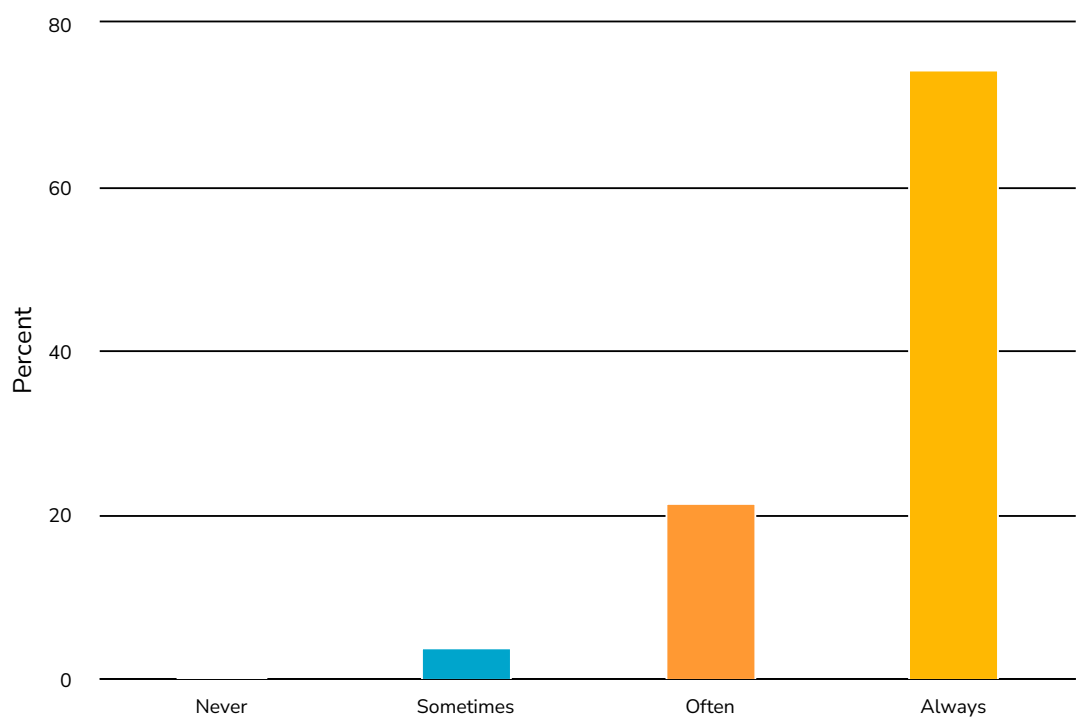
9. My parents or caregivers tell me they're proud of me for something I've done



Value	Percent	Responses
Never	0.5%	2
Sometimes	13.9%	60
Often	31.4%	136
Always	54.3%	235

Totals: 433

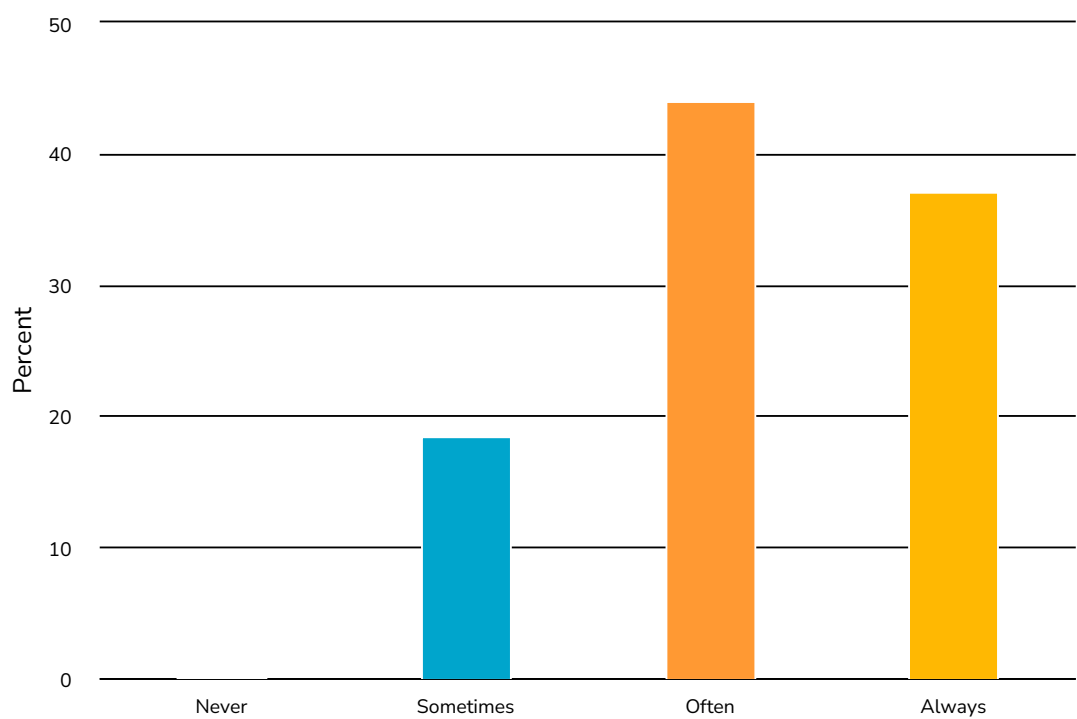
10. I enjoy spending time with my parents or caregivers.



Value	Percent	Responses
Never	0.2%	1
Sometimes	3.9%	17
Often	21.5%	94
Always	74.4%	325

Totals: 437

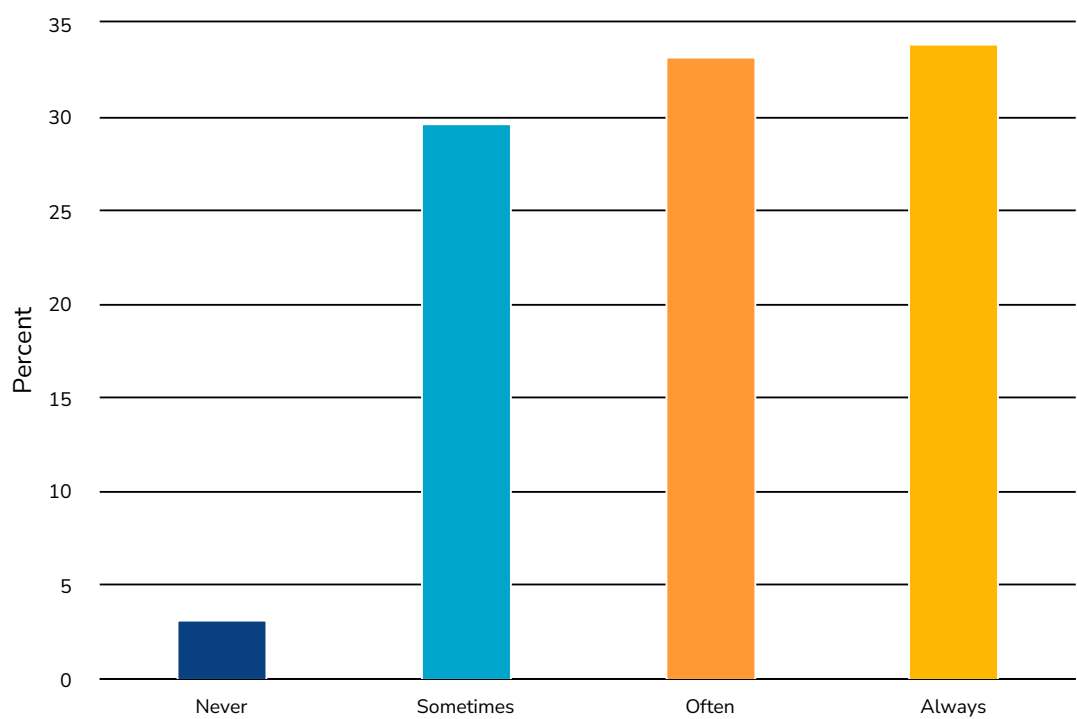
11. My parents or caregivers give me chances to do fun things with them.



Value	Percent	Responses
Never	0.2%	1
Sometimes	18.5%	82
Often	44.0%	195
Always	37.2%	165

Totals: 443

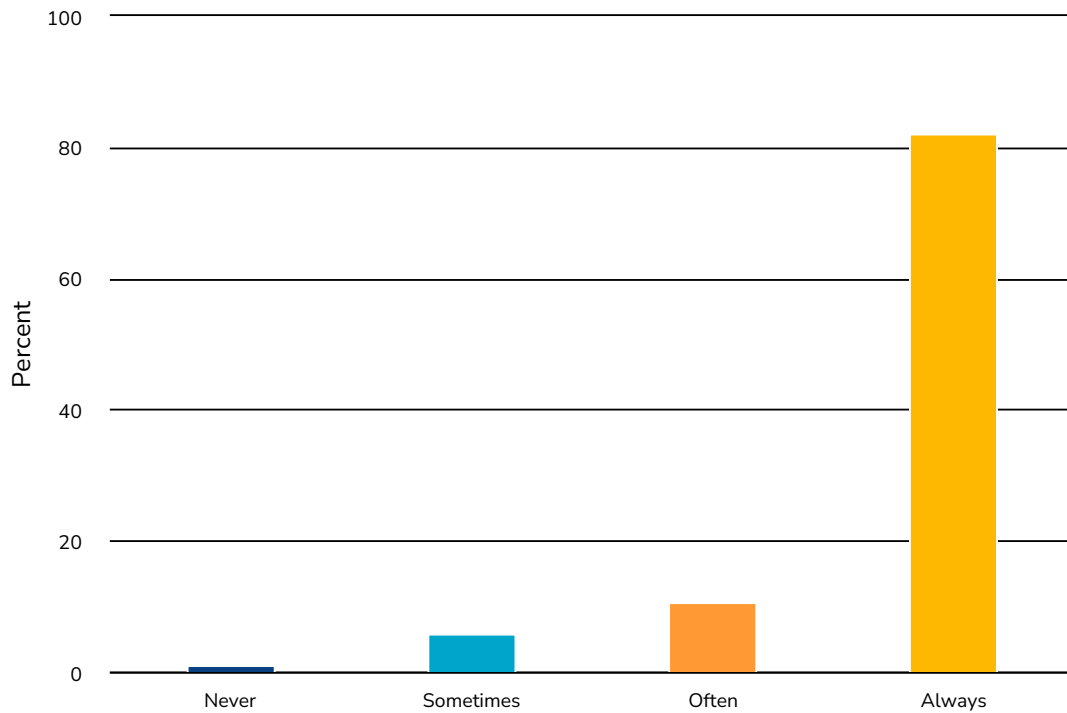
12. A parent or caregiver at home asks me about my schoolwork.



Value	Percent	Responses
Never	3.2%	14
Sometimes	29.7%	130
Often	33.2%	145
Always	33.9%	148

Totals: 437

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



Value	Percent	Responses
Never	1.1%	5
Sometimes	5.9%	26
Often	10.8%	47
Always	82.2%	359

Totals: 437

School Protective Factors

A supportive learning environment, characterized by a positive school climate, serves as a protective factor to improve academic achievement, engagement, and student mental health, while reducing risks for substance use and other problem behaviors.

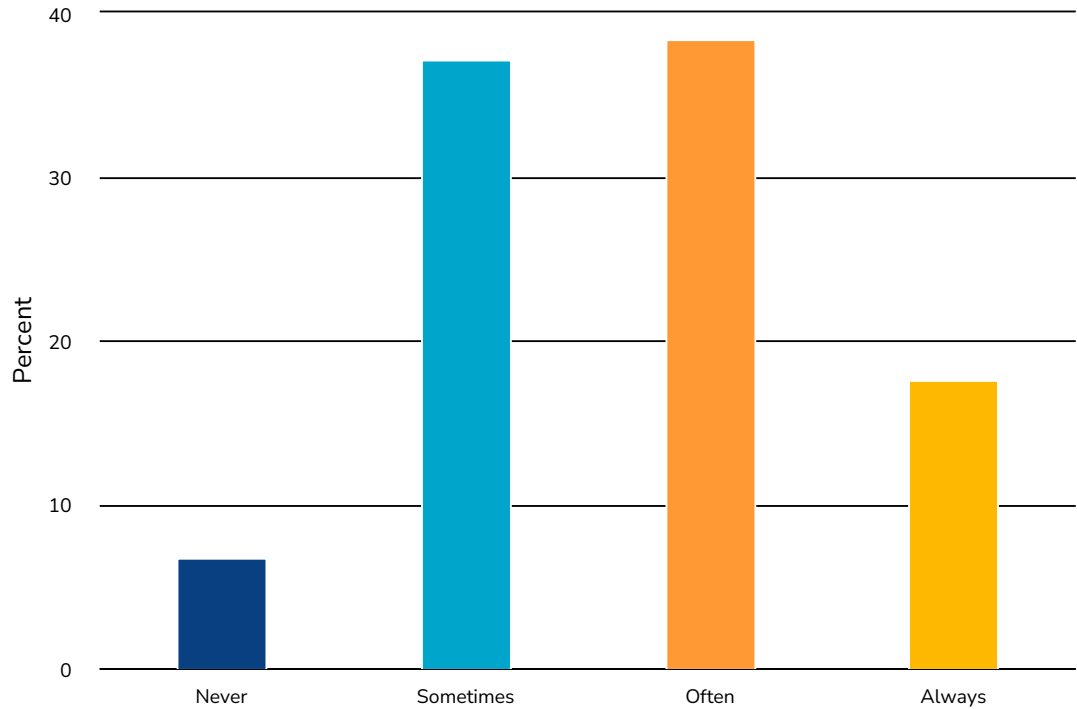
School connectedness—the belief held by students that adults and peers in the school care about their learning, as well as about them as individuals—is an important protective factor. Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors, including substance use and violence. Students who feel connected to their school are also more likely to have better academic achievement, including higher grades and test scores, have better school attendance, and stay in school longer. Learn more [here](#).

Topics in this section include commitment to school, school climate/bonding, school safety, and bullying.

Commitment to School

Factors such as liking school and perceiving schoolwork as interesting/relevant are indicators of commitment to school.

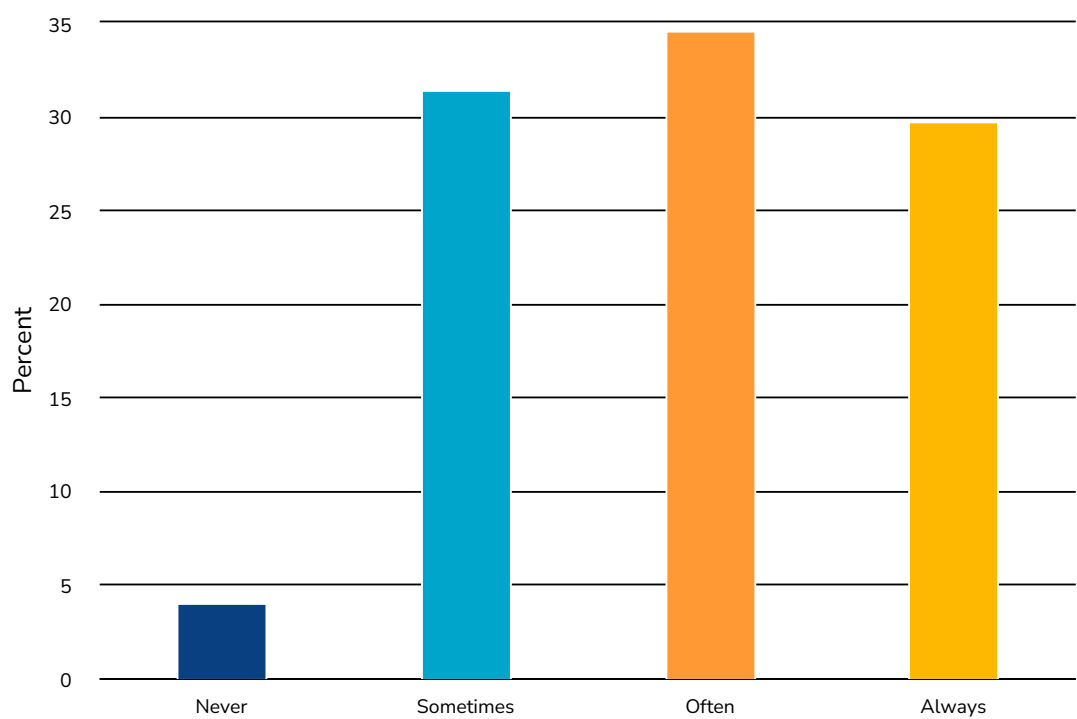
14. I am interested in the schoolwork I do at school.



Value	Percent	Responses
Never	6.8%	30
Sometimes	37.2%	163
Often	38.4%	168
Always	17.6%	77

Totals: 438

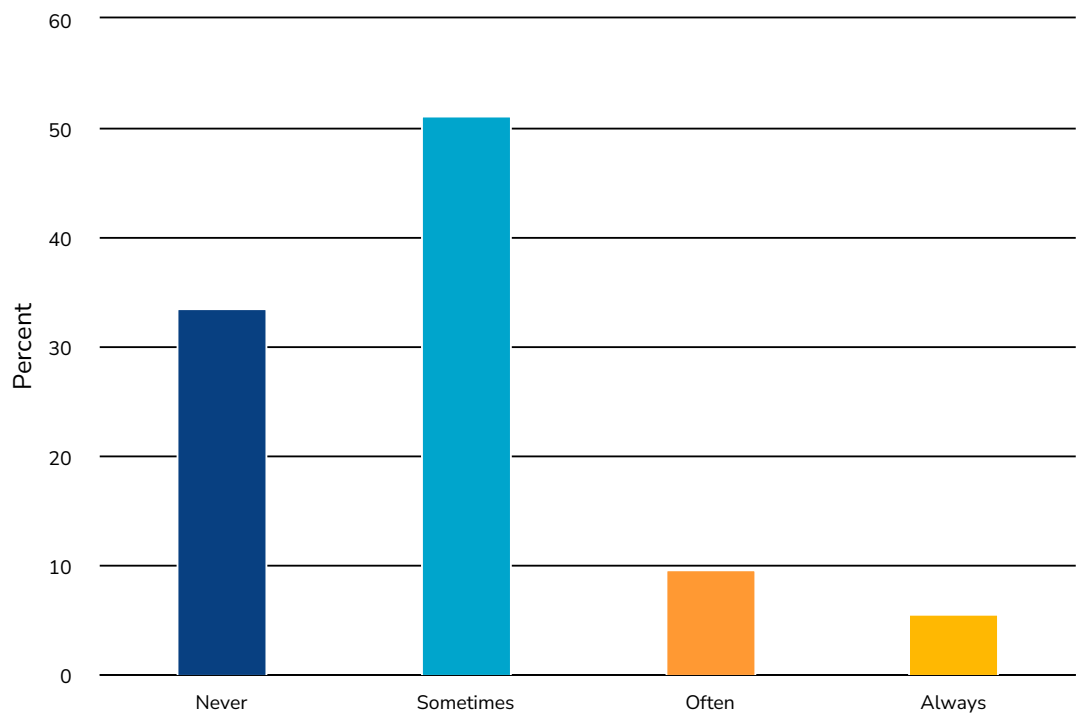
15. I enjoy being in school.



Value	Percent	Responses
Never	4.1%	18
Sometimes	31.4%	138
Often	34.6%	152
Always	29.8%	131

Totals: 439

16. I do not like being in school.



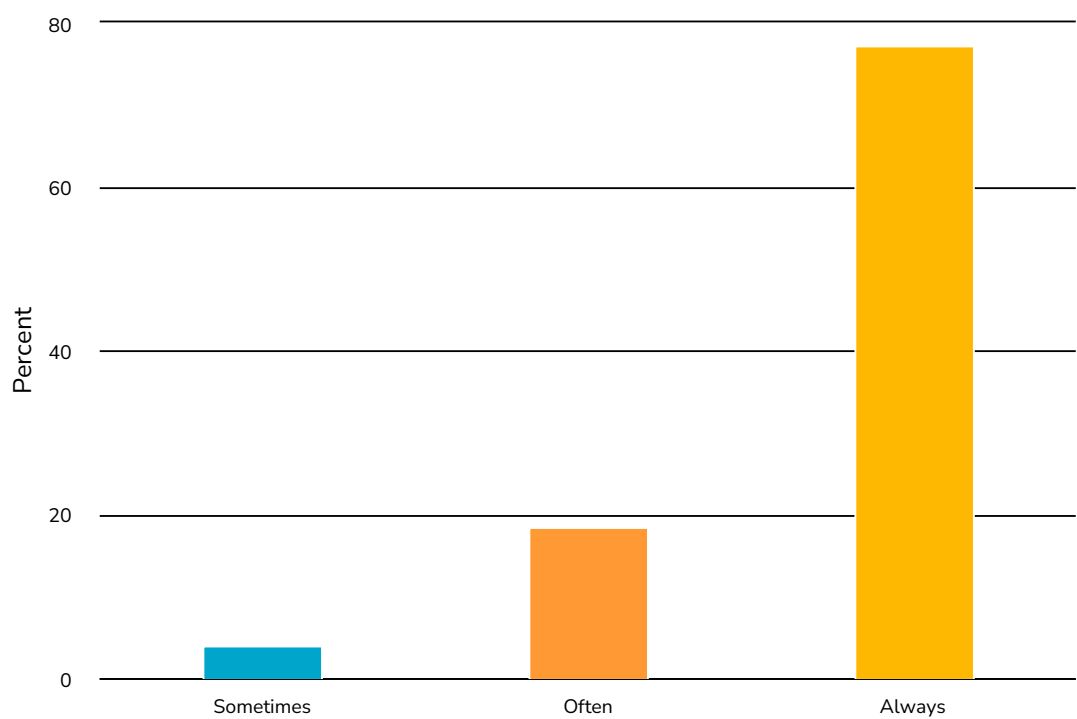
Value	Percent	Responses
Never	33.6%	145
Sometimes	51.2%	221
Often	9.7%	42
Always	5.6%	24

Totals: 432

School Climate/Bonding

School climate refers to the quality and character of school life, and is based on patterns of student, parent, and staff experiences and perceptions of school life. A positive school climate can improve attendance, academic achievement, healthy development, and mental wellbeing. Learn more [here](#).

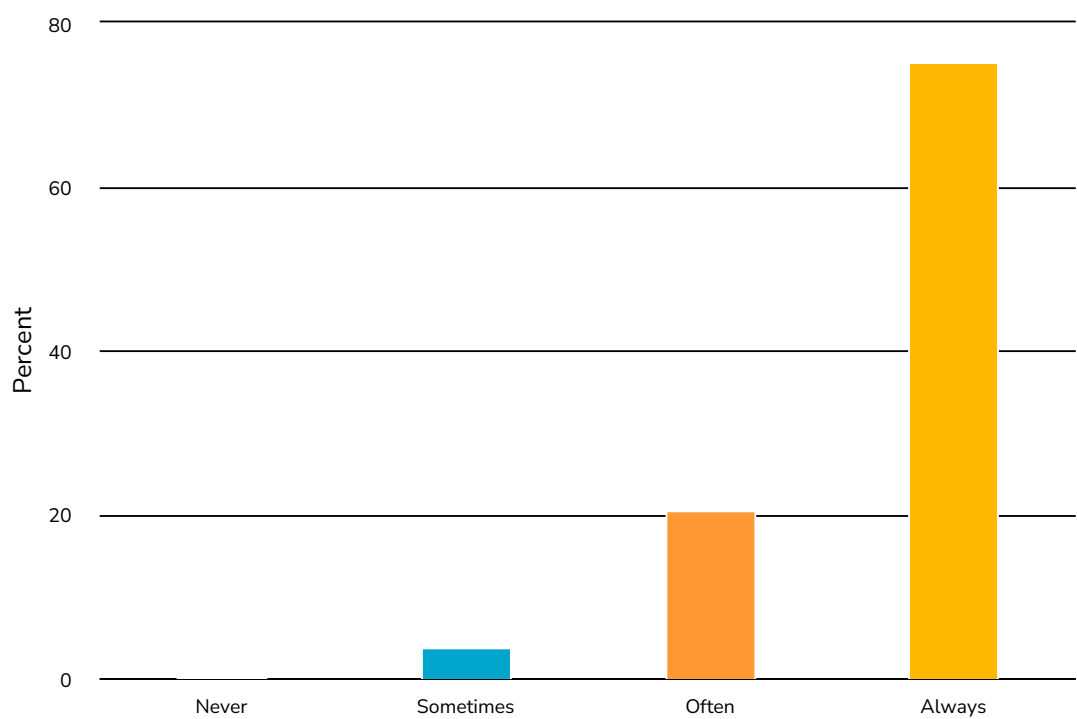
17. Teachers and other grown-ups at school care about me.



Value	Percent	Responses
Sometimes	4.1%	18
Often	18.6%	82
Always	77.4%	342

Totals: 442

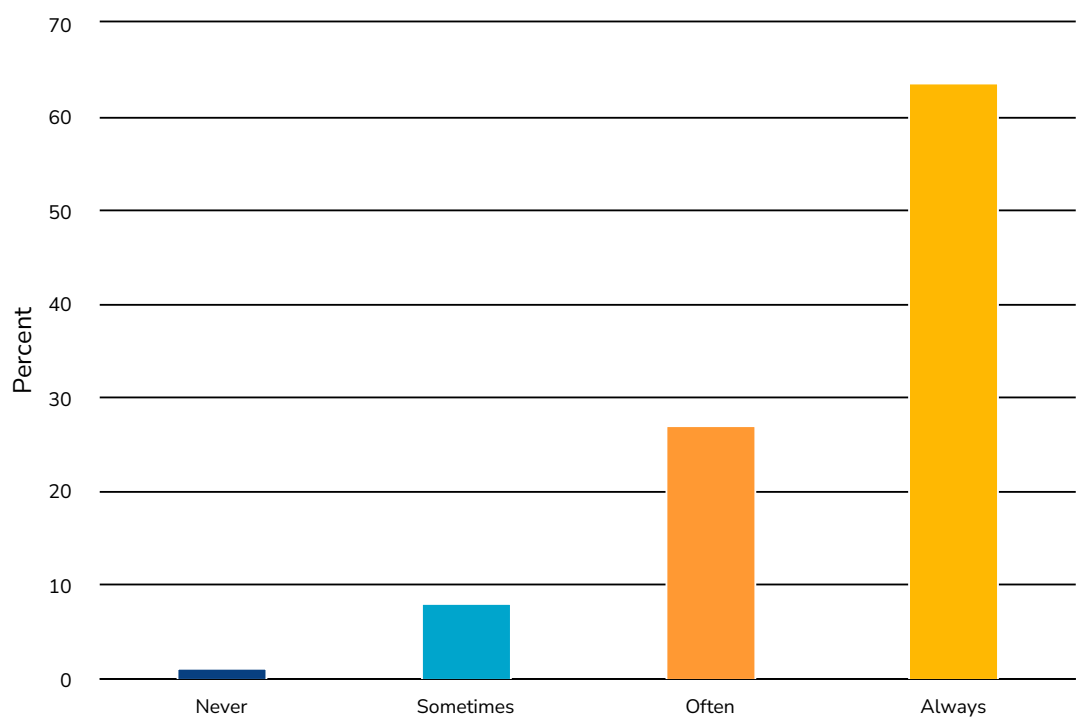
18. Teachers and other grown-ups at school treat me with respect.



Value	Percent	Responses
Never	0.2%	1
Sometimes	3.9%	17
Often	20.5%	89
Always	75.3%	327

Totals: 434

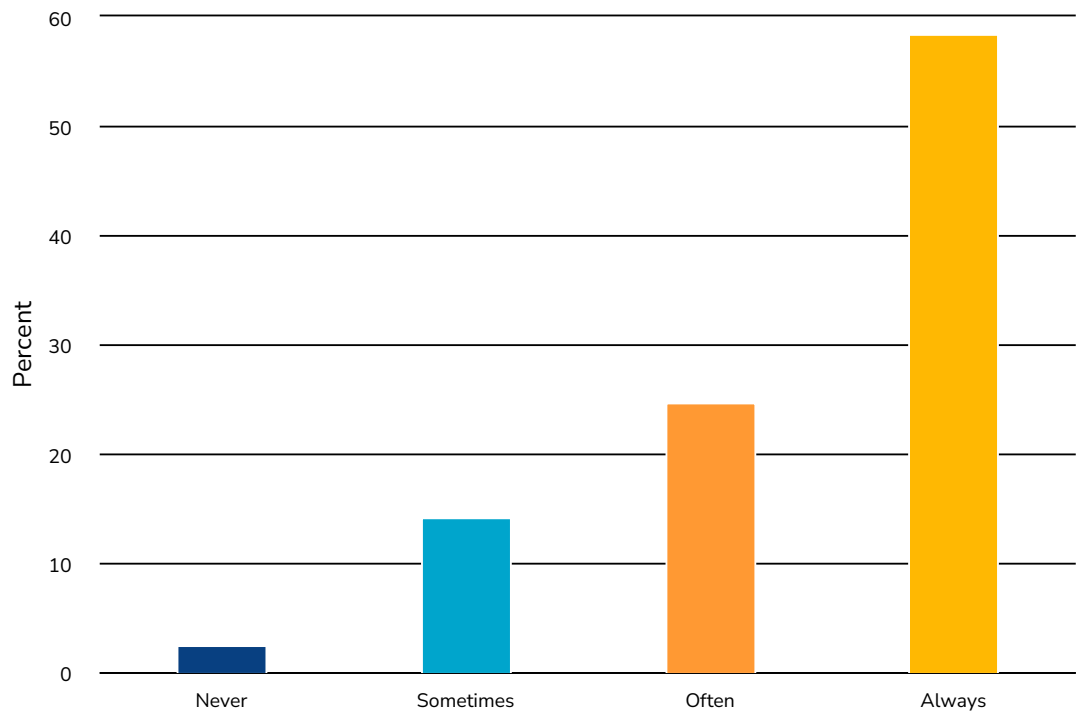
19. Teachers and other grown-ups at school treat students fairly.



Value	Percent	Responses
Never	1.1%	5
Sometimes	8.2%	36
Often	27.0%	119
Always	63.6%	280

Totals: 440

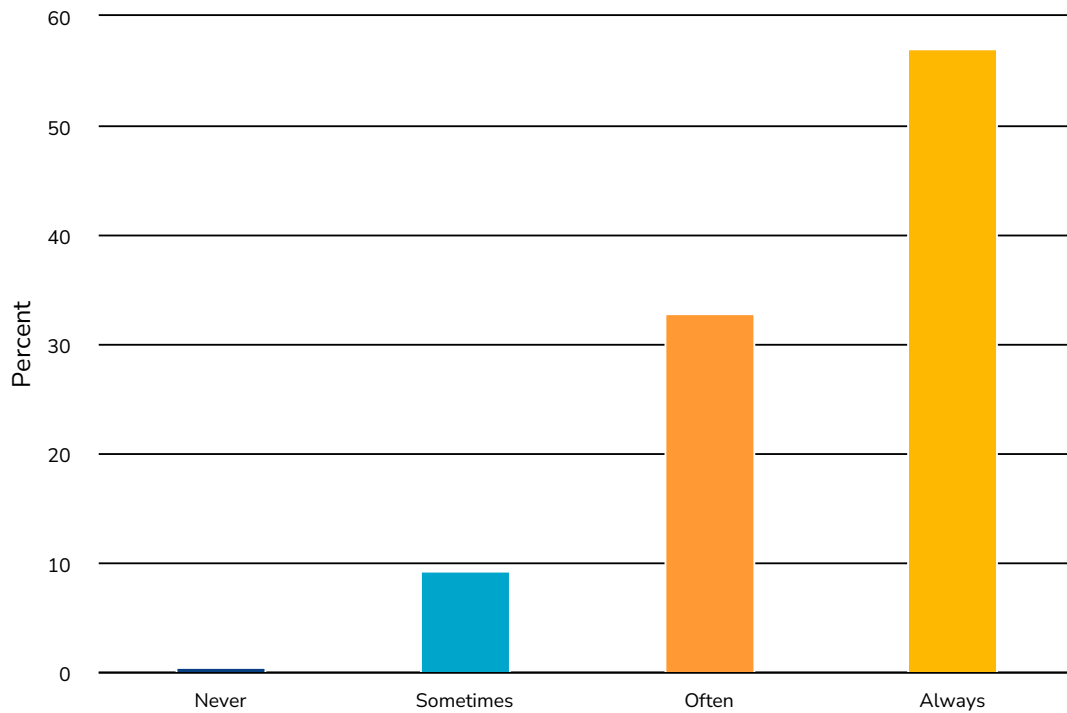
20. I feel like I belong at my school.



Value	Percent	Responses
Never	2.5%	11
Sometimes	14.2%	63
Often	24.8%	110
Always	58.5%	259

Totals: 443

21. When students get into arguments, teachers or adults at my school help students work it out.



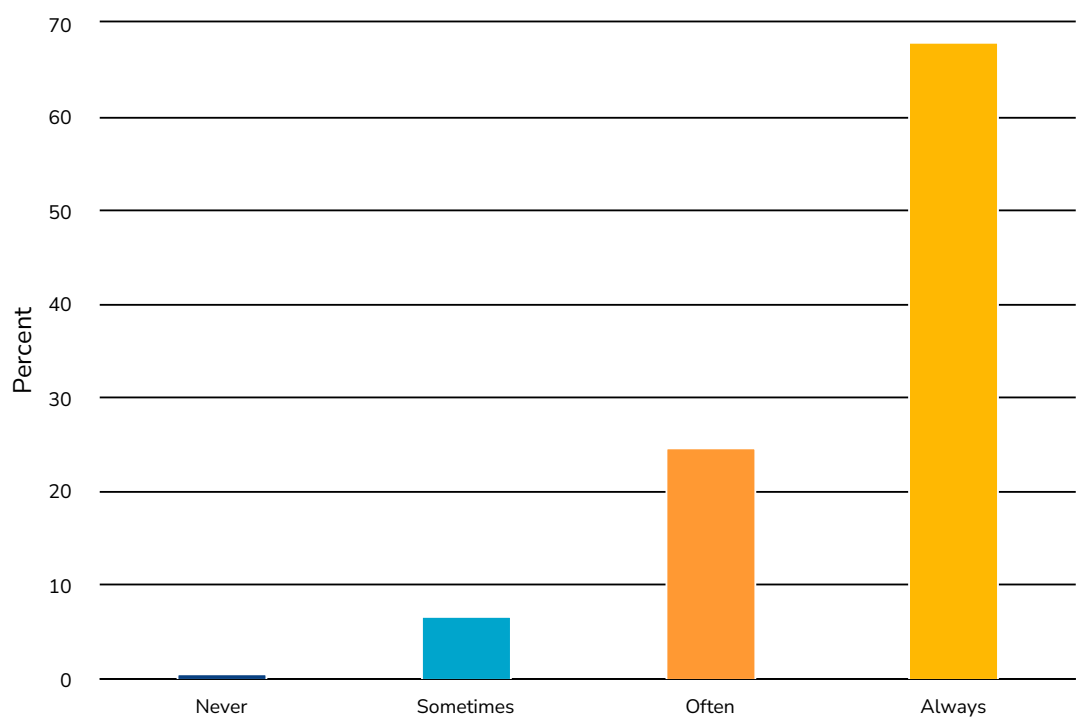
Value	Percent	Responses
Never	0.5%	2
Sometimes	9.4%	41
Often	32.9%	143
Always	57.1%	248

Totals: 434

School Safety

Safety is a specific element of school climate where students are safe from violence, bullying, harrassment, and substance use at school and school-related activities. Students who feel safe at school have decreased odds of substance use, symptoms of depression, and suicidal ideation. Learn more [here](#).

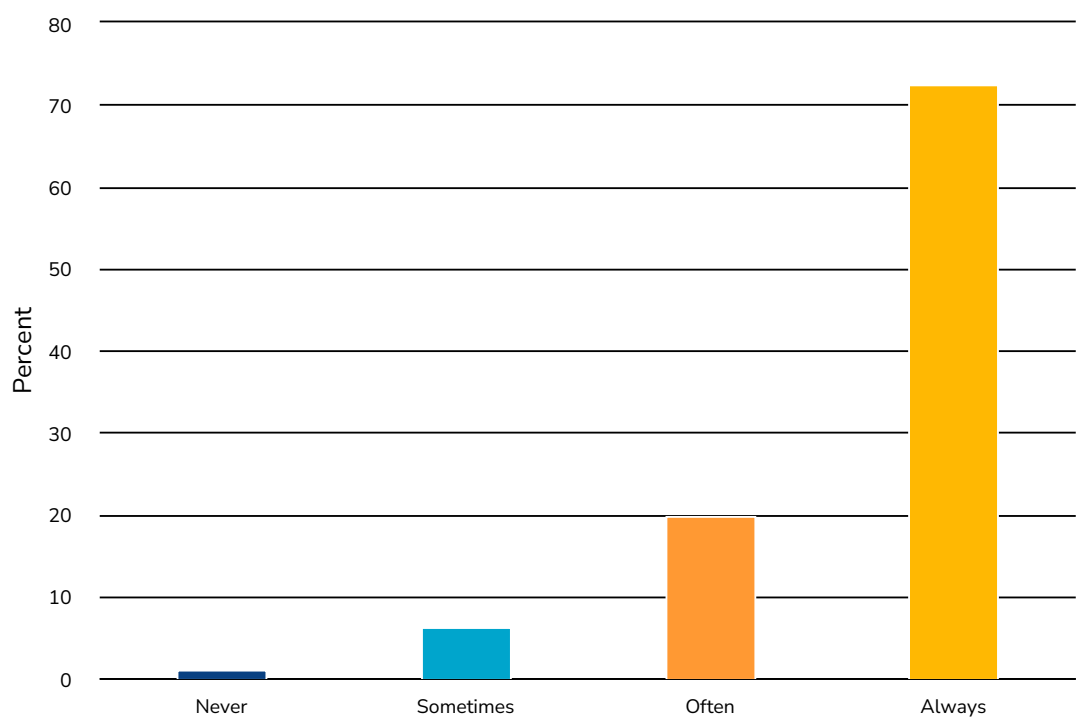
22. I feel safe at my school.



Value	Percent	Responses
Never	0.5%	2
Sometimes	6.8%	30
Often	24.7%	109
Always	68.1%	301

Totals: 442

23. I feel safe on the way to and from school.



Value	Percent	Responses
Never	1.1%	5
Sometimes	6.4%	28
Often	19.9%	87
Always	72.5%	317

Totals: 437

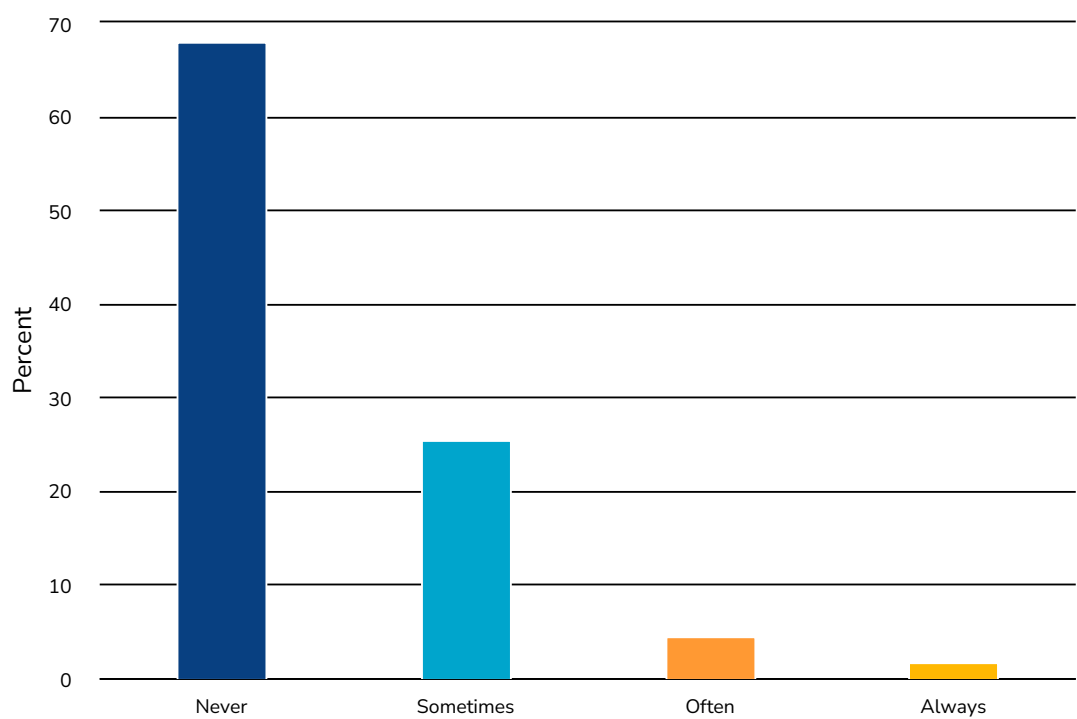
Bullying

Bullying impacts school climate and contributes to lower attendance rates, lower student achievement, low self-esteem, and depression. Access bullying prevention resources [here](#).

Students were read the following definition of bullying before answering questions about bullying:

"Bullying is when a student or students make fun of, exclude, threaten, spread rumors about, hit, shove, or hurt another student on purpose repeatedly. It is not bullying when two students argue or fight with each other or when friends tease each other."

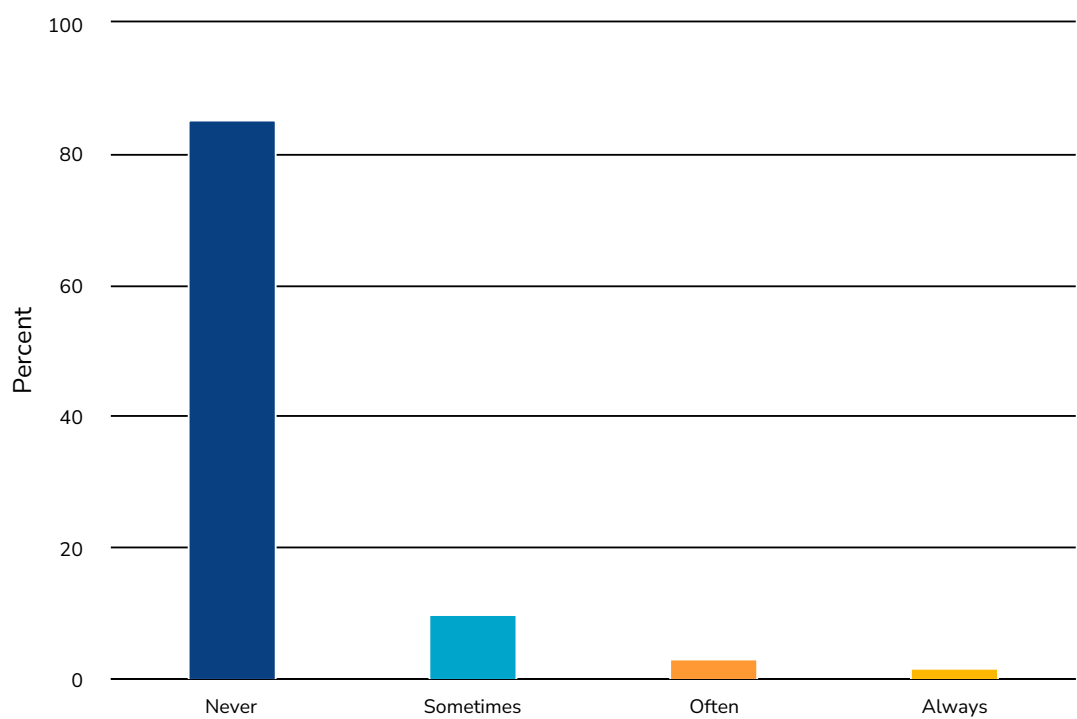
24. How often are you bullied at school?



Value	Percent	Responses
Never	68.0%	295
Sometimes	25.6%	111
Often	4.6%	20
Always	1.8%	8

Totals: 434

25. How often are you bullied on the Internet?



Value	Percent	Responses
Never	85.2%	368
Sometimes	10.0%	43
Often	3.2%	14
Always	1.6%	7

Totals: 432

Individual Protective Factors

Individual protective factors are the personal strengths, skills, and beliefs that help young people cope with challenges and make healthy choices. These include characteristics such as strong problem-solving skills, confidence in one's ability to overcome obstacles, a sense of purpose, prosocial engagement, peer/parent support, and healthy behavior.

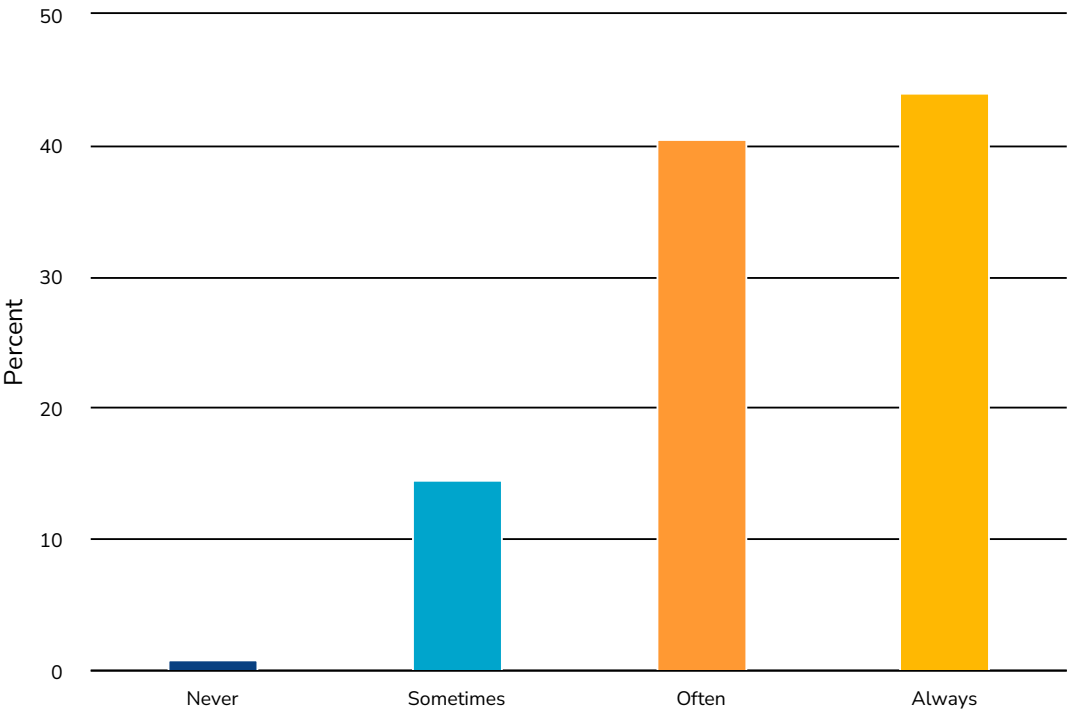
Research shows that when young people feel capable and supported in using these strengths, they are less likely to engage in risk behaviors such as substance use, aggression, or unsafe decision-making. They are also more likely to show resilience in the face of stress, achieve academic success, and maintain positive relationships. Individual protective factors develop over time and can be strengthened through supportive environments and opportunities to practice and apply skills.

Topics in this section include persistence and positive view of personal future, support from friends, family, or other trusted adults, sleep, eating breakfast, and participation in prosocial activities.

Persistence & Positive View of Personal Future

When youth have persistence, despite difficulties or obstacles, and have a positive view of their future, they are more motivated, resilient, and less likely to engage in risky behaviors.

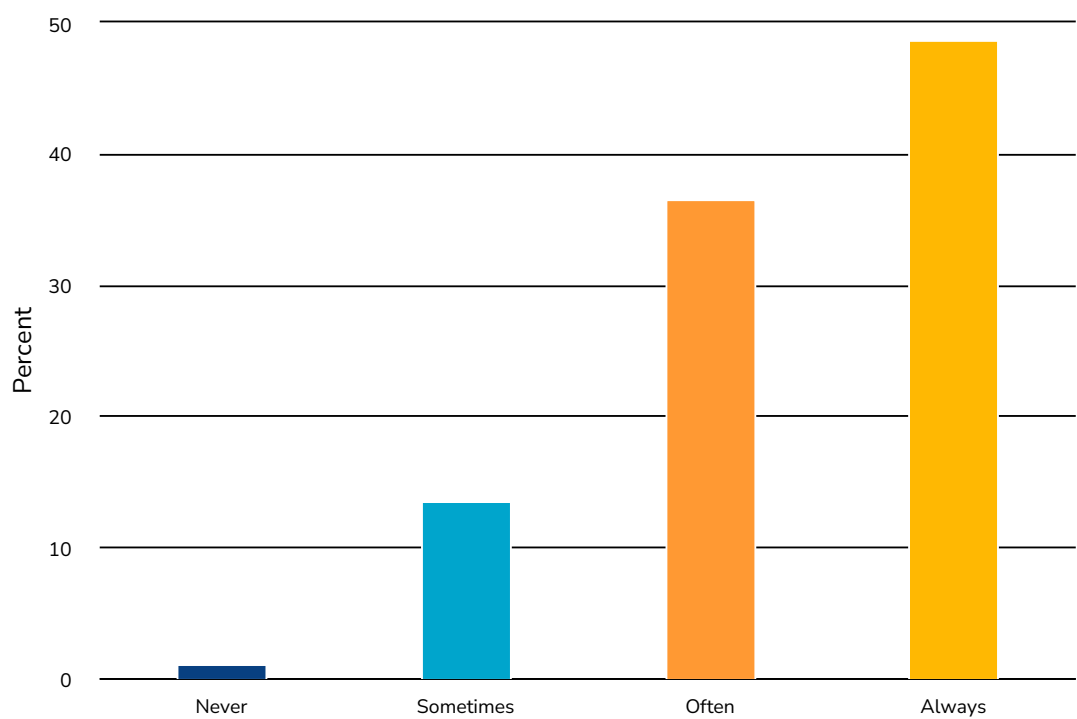
26. When I get stuck on something I'm working on, like homework, I keep trying until I figure it out.



Value	Percent	Responses
Never	0.9%	4
Sometimes	14.6%	64
Often	40.5%	178
Always	44.0%	193

Totals: 439

27. I feel positive about my future.



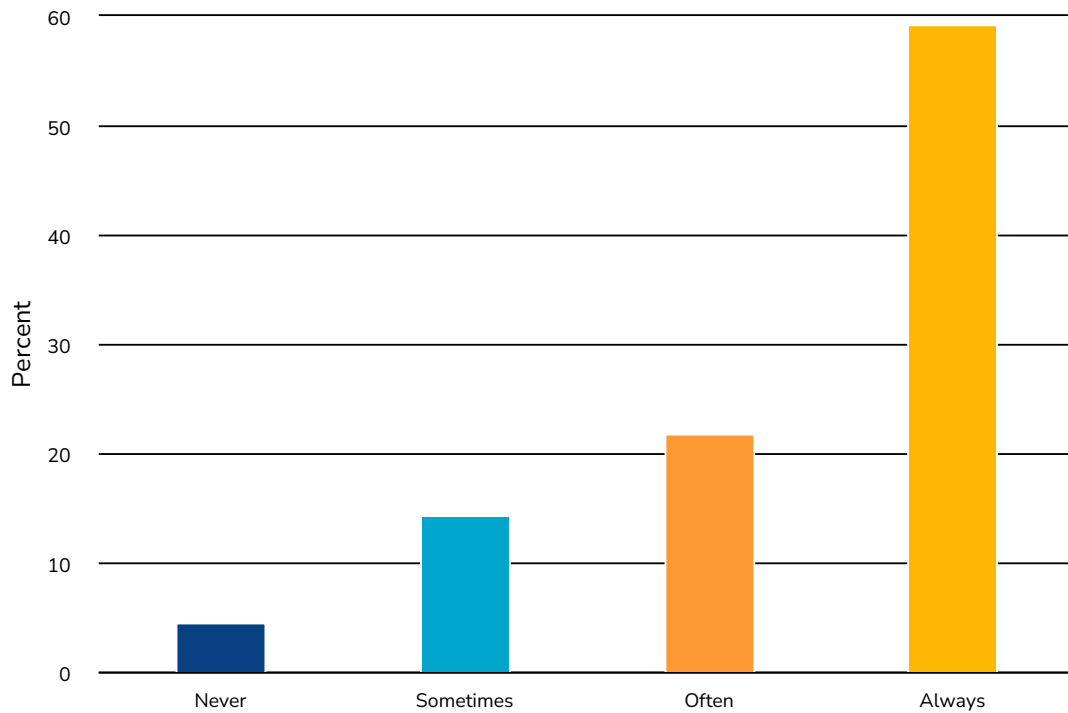
Value	Percent	Responses
Never	1.1%	5
Sometimes	13.6%	59
Often	36.6%	159
Always	48.7%	212

Totals: 435

Support from Friends, Family or Other Trusted Adults

Support from friends, family, and trusted adults helps young people feel valued and confident, making it easier for them to handle stress and challenges. Strong, positive relationships provide guidance and belonging, which reduce risky behaviors and support resilience and success.

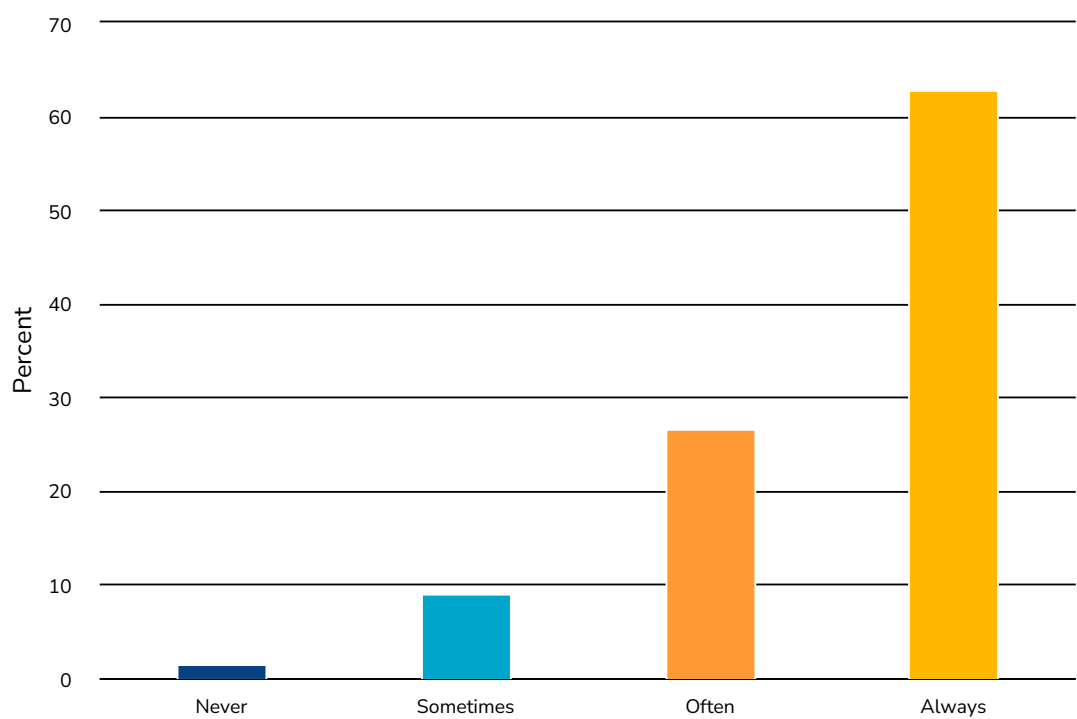
28. I have a family member or other adult outside of school who I go to for help when I have a problem.



Value	Percent	Responses
Never	4.6%	20
Sometimes	14.4%	62
Often	21.8%	94
Always	59.3%	256

Totals: 432

29. My friends help and care about me.



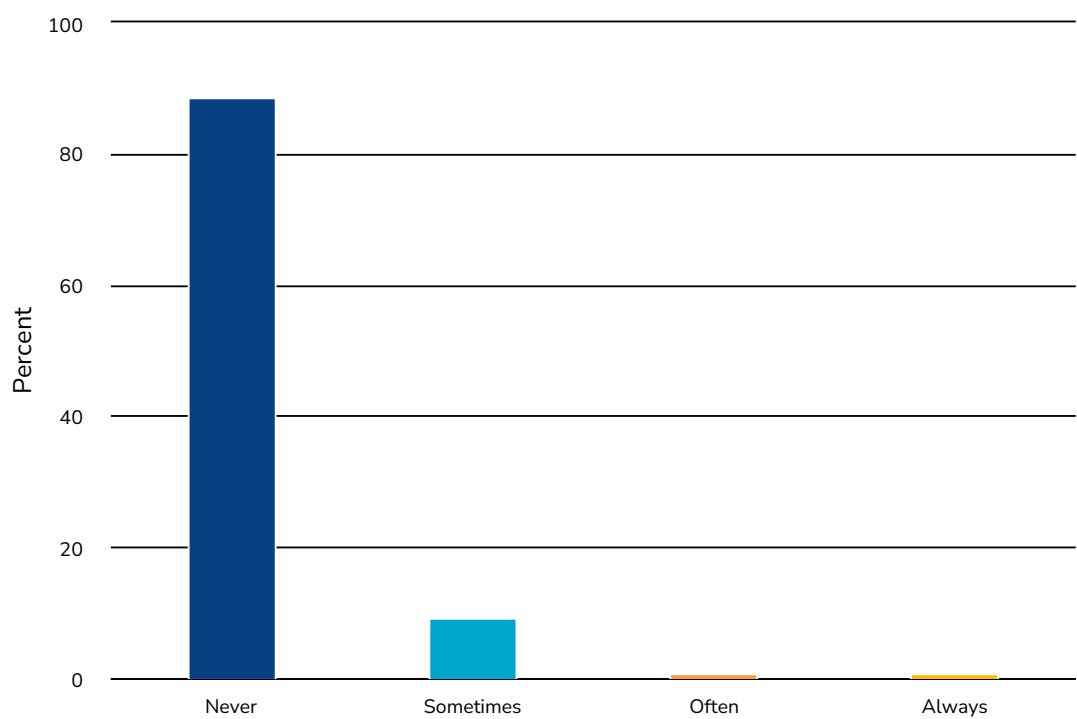
Value	Percent	Responses
Never	1.6%	7
Sometimes	9.0%	39
Often	26.7%	116
Always	62.8%	273

Totals: 435

Sleep

Children age 6-12 need 9-12 hours of sleep per night. Children who regularly get an adequate amount of sleep have improved attention, behavior, learning, memory, and overall mental and physical health. Insufficient sleep is linked to a range of adverse outcomes, including obesity, poor school performance, depression, and behavioral problems including substance use.

30. I fall asleep at school.



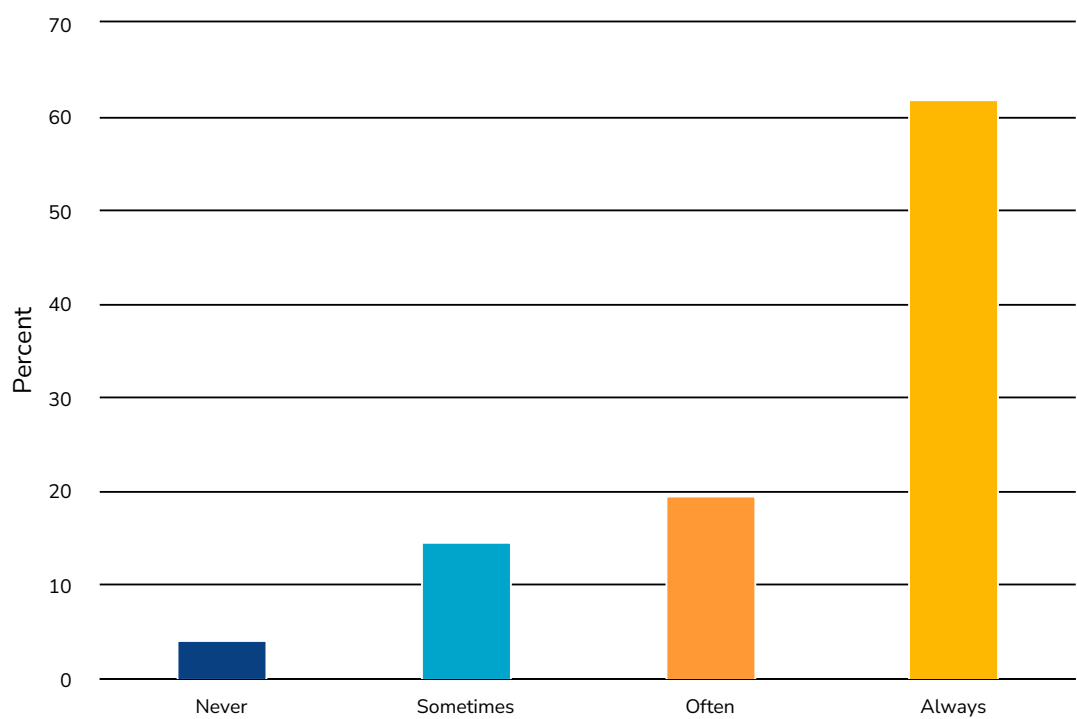
Value	Percent	Responses
Never	88.8%	389
Sometimes	9.4%	41
Often	0.9%	4
Always	0.9%	4

Totals: 438

Eating Breakfast

Eating a healthy breakfast gives young people the energy and focus they need to learn and stay engaged. Regular breakfast habits support better concentration, stable moods, and overall success in school.

31. I eat breakfast in the morning.



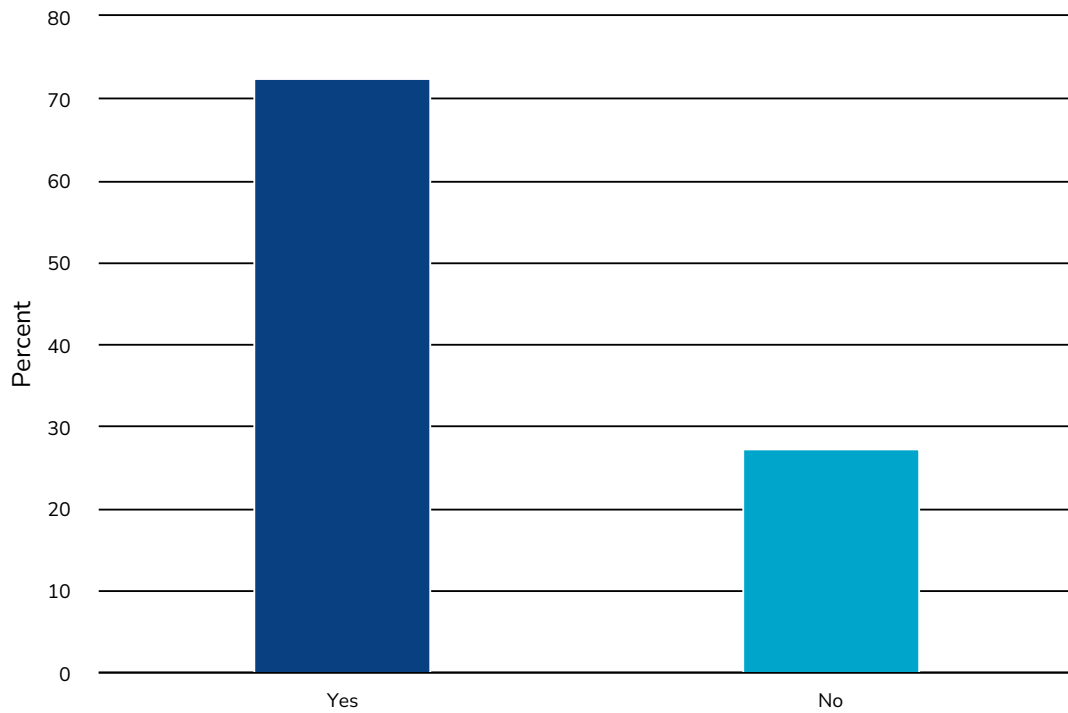
Value	Percent	Responses
Never	4.1%	18
Sometimes	14.6%	64
Often	19.5%	85
Always	61.8%	270

Totals: 437

Participation in Prosocial Activities

Participation in community or school sponsored activities provides opportunities to learn and develop new skills and interests with other youth and adults.

32. Do you participate in after-school activities two or more times a week?
Examples could include sports, dance, music, and clubs.



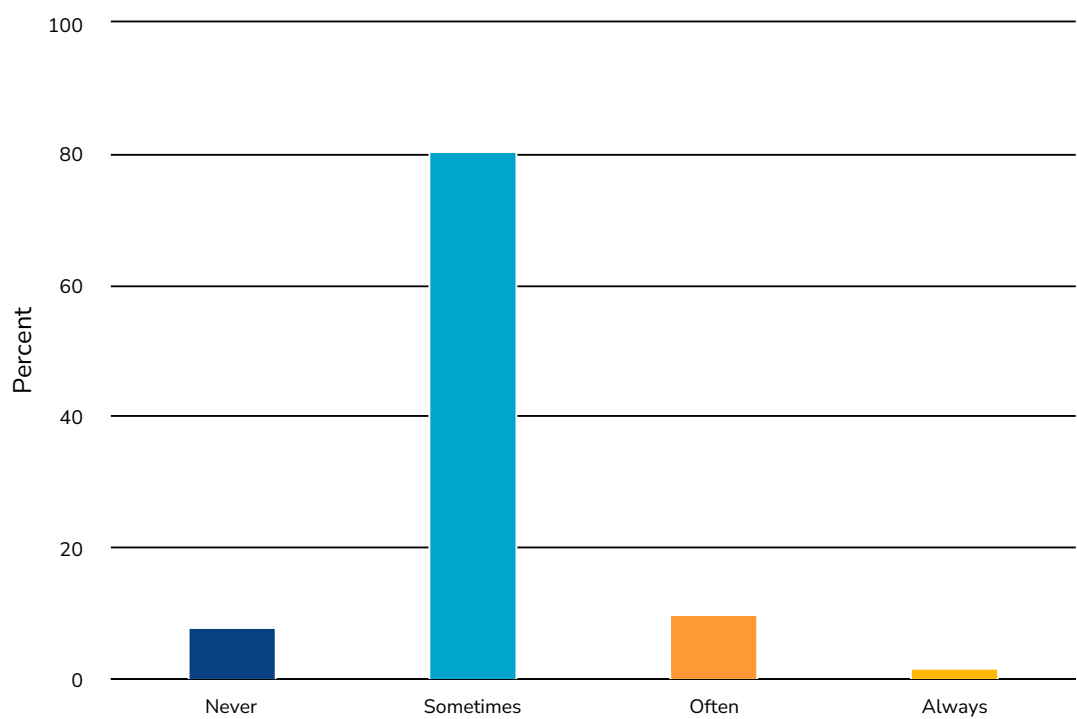
Value	Percent	Responses
Yes	72.6%	312
No	27.4%	118

Totals: 430

Mental Health

Mental health is an essential part of overall health. Being mentally healthy during childhood means reaching developmental and emotional milestones and learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. Learn more [here](#).

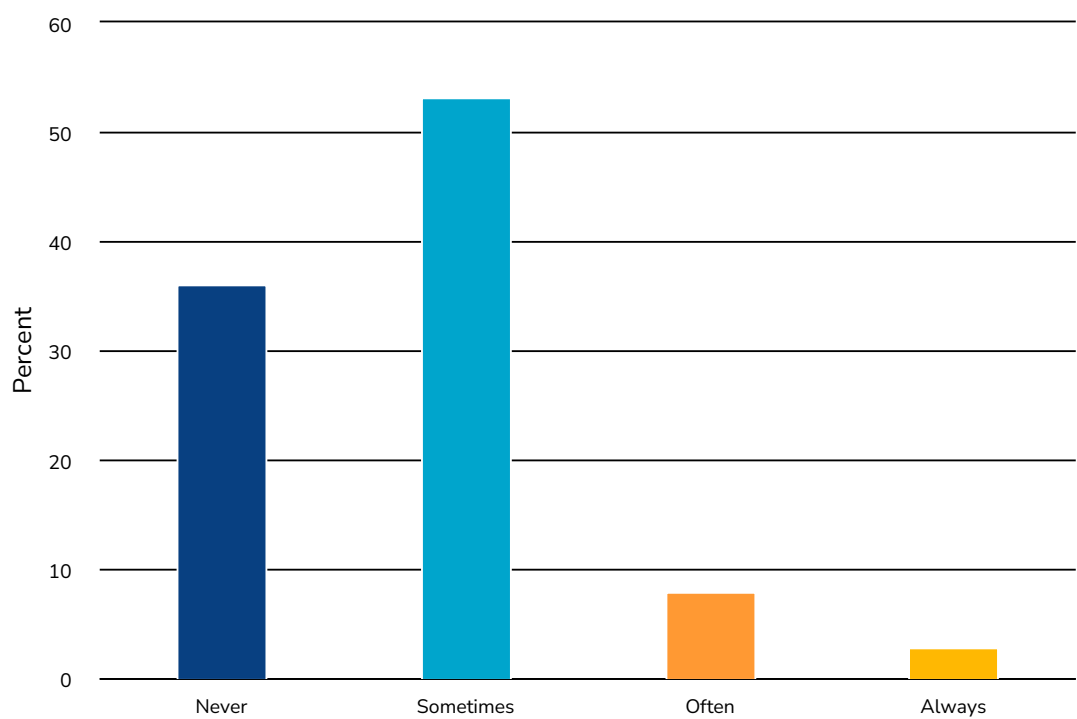
33. I feel sad.



Value	Percent	Responses
Never	7.8%	34
Sometimes	80.5%	351
Often	9.9%	43
Always	1.8%	8

Totals: 436

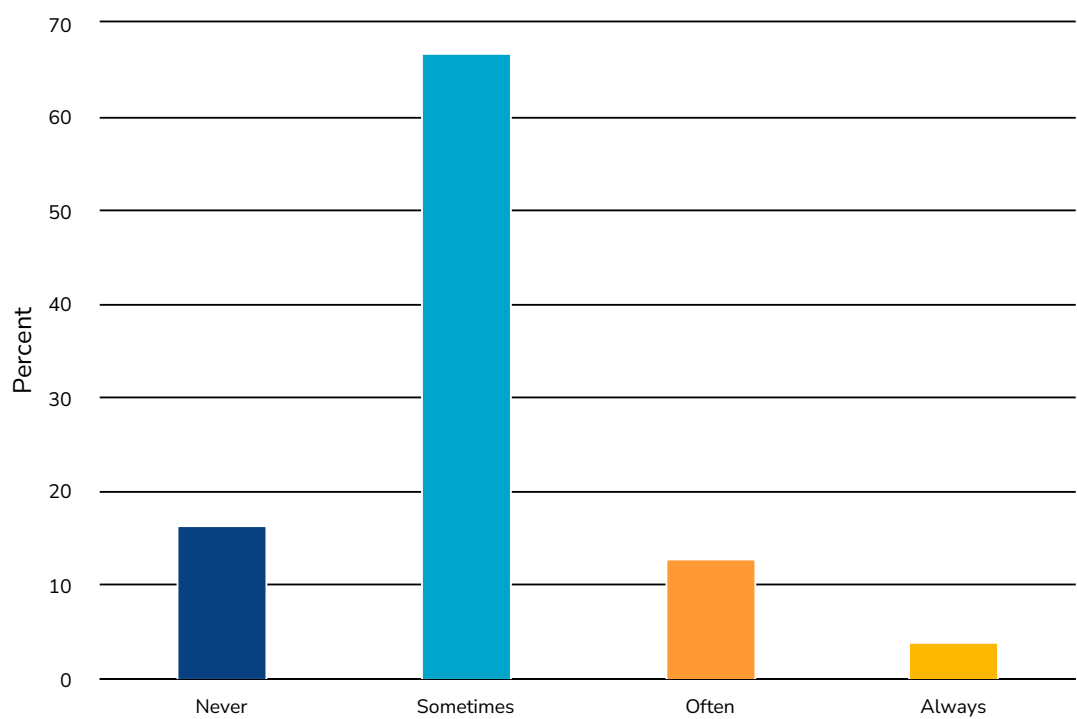
34. I feel lonely.



Value	Percent	Responses
Never	36.1%	156
Sometimes	53.2%	230
Often	7.9%	34
Always	2.8%	12

Totals: 432

35. I feel worried or nervous.



Value	Percent	Responses
Never	16.5%	71
Sometimes	66.8%	288
Often	12.8%	55
Always	3.9%	17

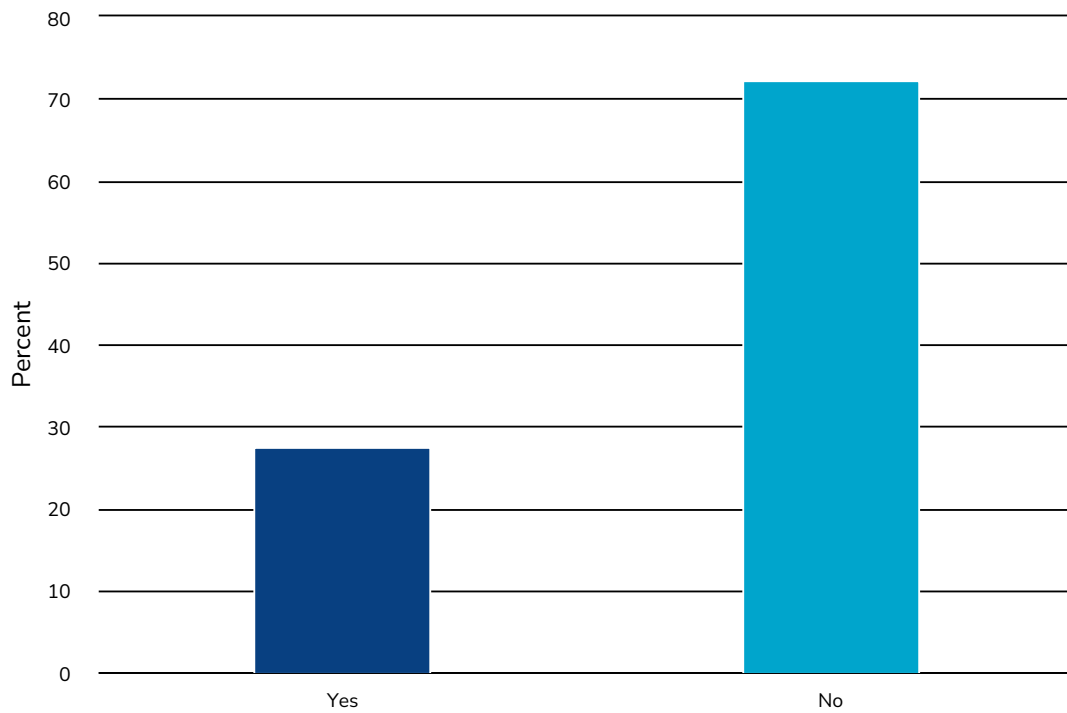
Totals: 431

Screen Time/Social Media Use

Social media and screen time can influence how young people feel, learn, and connect with others. When used thoughtfully and in balance with offline activities, technology can support creativity, learning, and communication. However, excessive screen time or exposure to negative online interactions can increase stress, impact sleep, and make it harder to stay focused in school.

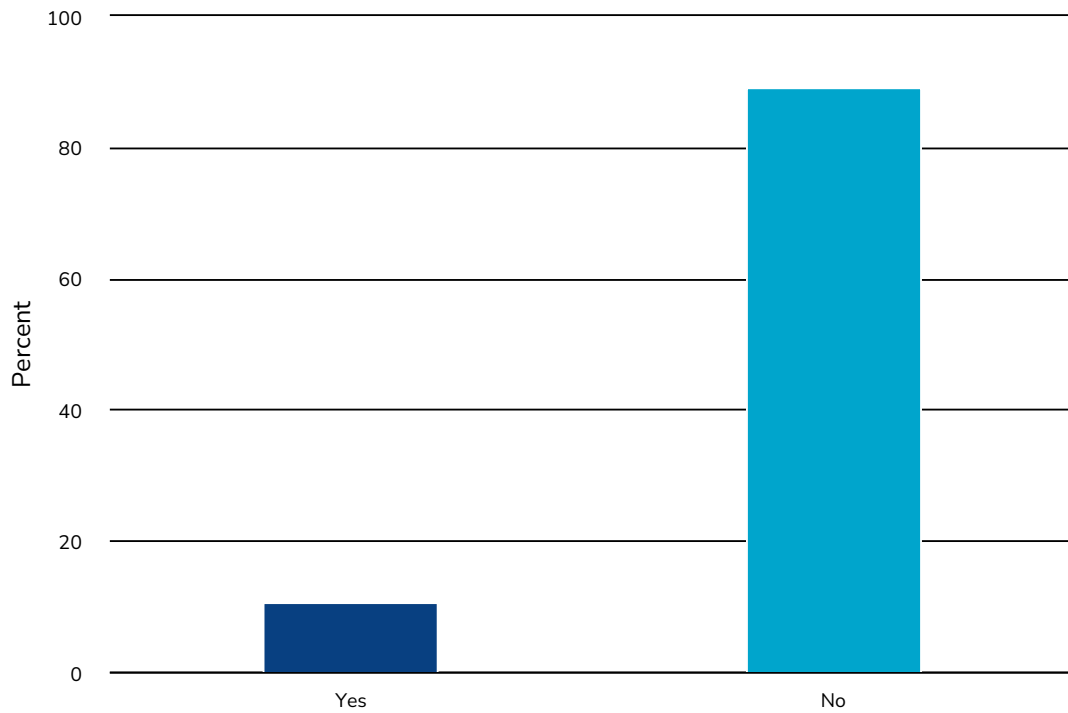
Encouraging healthy screen habits—such as setting time limits, choosing positive content, and taking regular breaks—helps promote emotional well-being, stronger relationships, and better overall mental health.

36. Do you have a phone that can go on the Internet?



Value	Percent	Responses
Yes	27.6%	119
No	72.4%	312
Totals: 431		

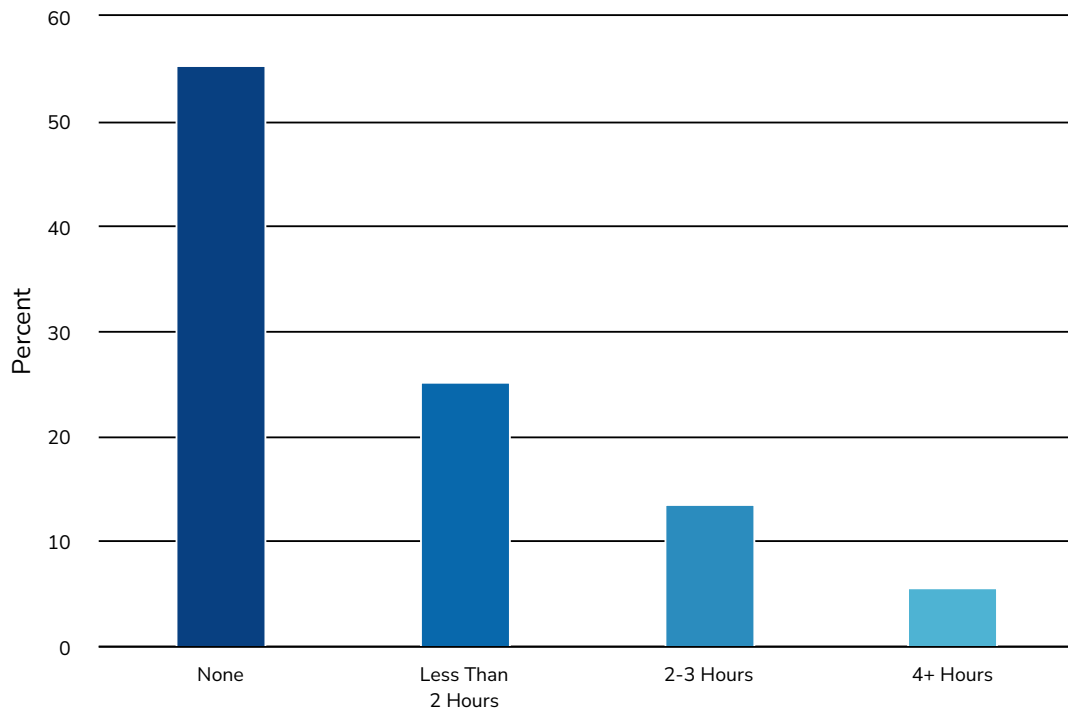
37. Do you have your own social media account? For example: TikTok, Snapchat, or Instagram.



Value	Percent	Responses
Yes	10.6%	46
No	89.4%	388

Totals: 434

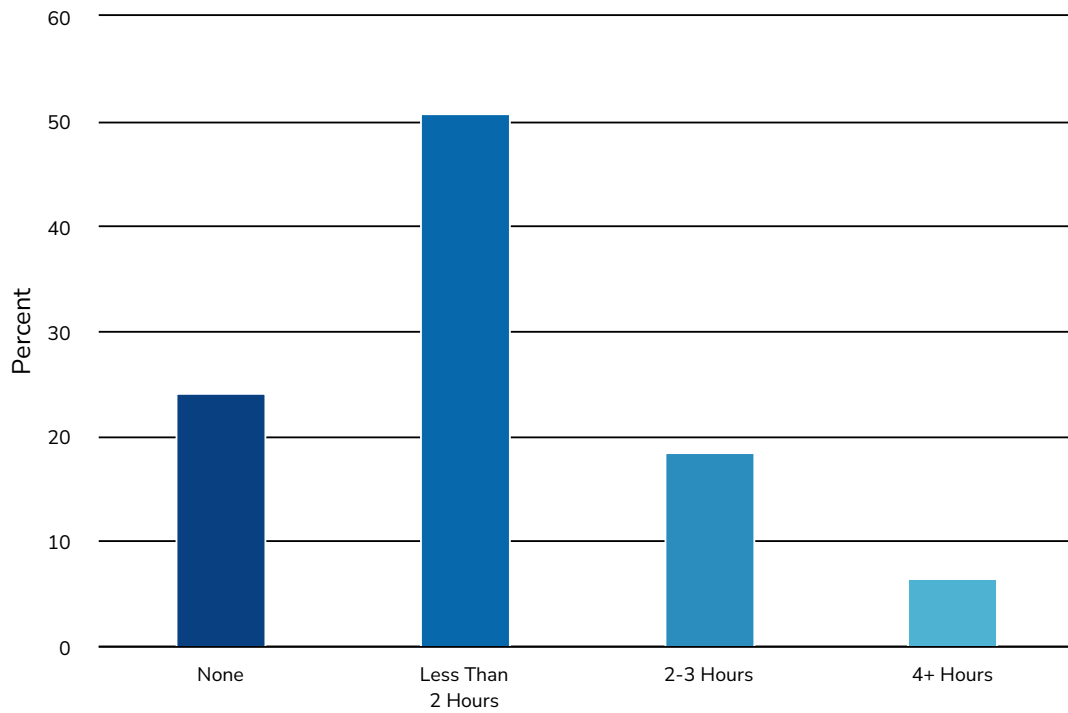
38. On a normal school day, about how much time do you spend on social media? Even if you don't know exactly, provide your best guess.



Value	Percent	Responses
None	55.5%	237
Less Than 2 Hours	25.3%	108
2-3 Hours	13.6%	58
4+ Hours	5.6%	24

Totals: 427

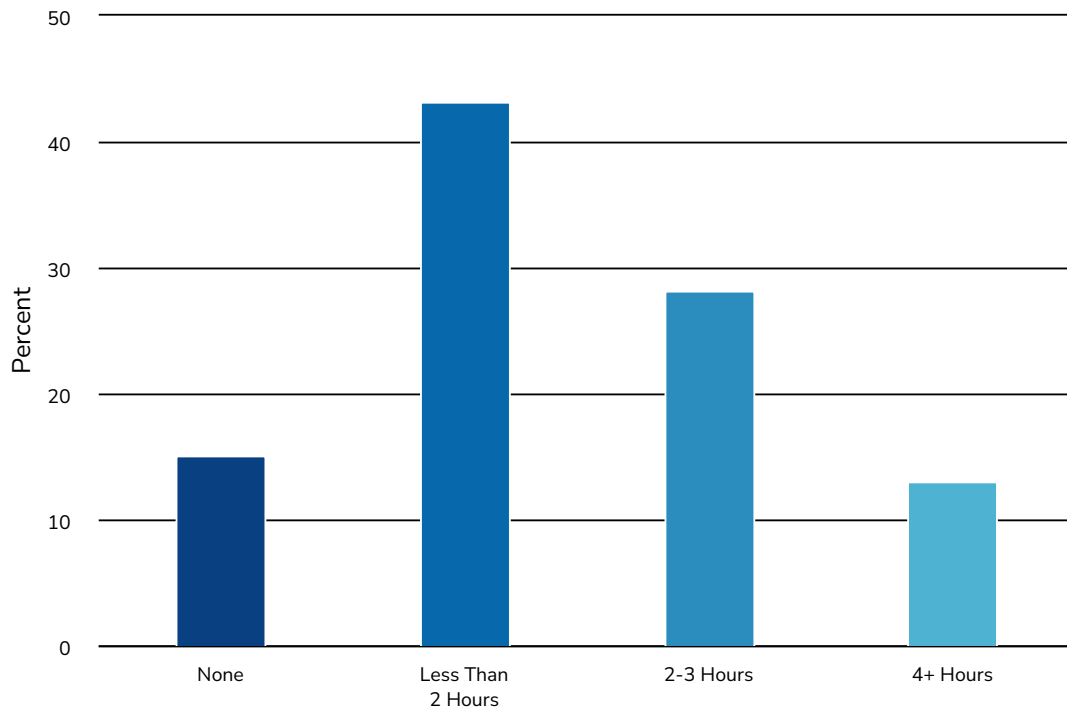
39. On a normal school day, how many hours do you spend playing games on electronic devices, such as video games?



Value	Percent	Responses
None	24.1%	103
Less Than 2 Hours	50.8%	217
2-3 Hours	18.5%	79
4+ Hours	6.6%	28

Totals: 427

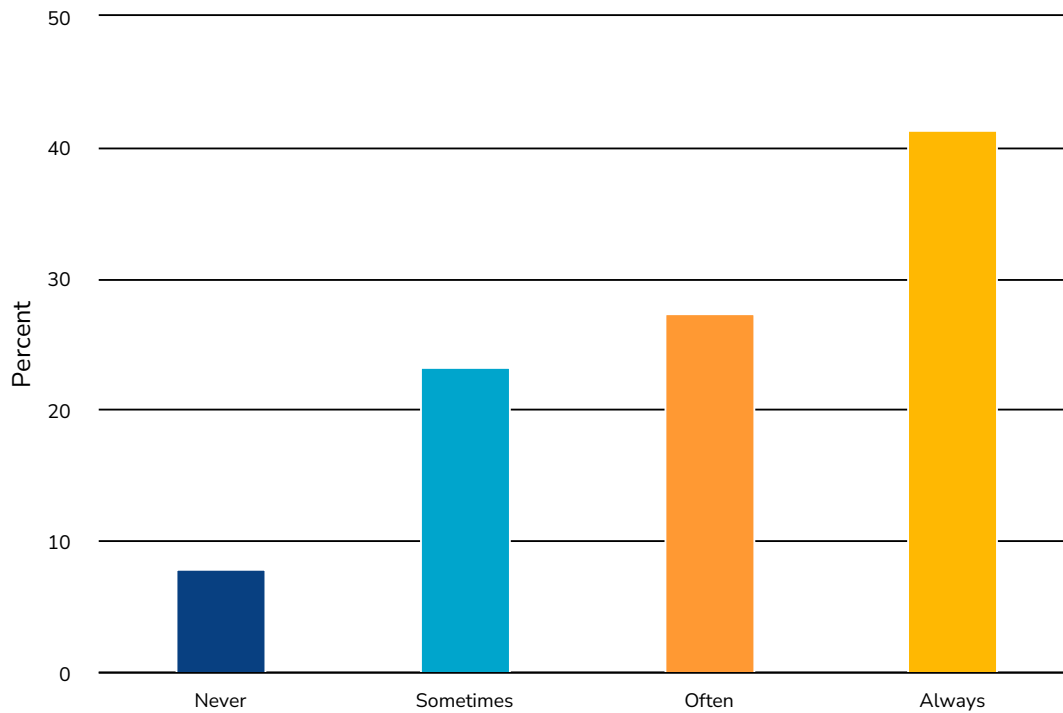
40. On a normal school day, how many hours in total do you use an electronic device such as a phone, tablet, computer, or TV, for something that is not schoolwork?



Value	Percent	Responses
None	15.2% 	65
Less Than 2 Hours	43.3% 	185
2-3 Hours	28.3% 	121
4+ Hours	13.1% 	56

Totals: 427

41. How often do your parents or caregivers make you follow rules about screen time?



Value	Percent	Responses
Never	7.9%	34
Sometimes	23.3%	100
Often	27.4%	118
Always	41.4%	178

Totals: 430

Thank you so much for your participation in, and support of, the 4th Grade Pennsylvania Youth Survey (PAYS Jr.).

We hope you found this 2025 PAYS Jr. 4th Grade Final Data Report 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>.

If you are interested in accessing self-paced courses and resources that build prevention knowledge and skills, help you interpret reports, identify risks early, apply evidence-based practices, and drive positive change in schools and communities, **please access the Prevention Learning Portal (PLP):** <https://plp.psu.edu/>.

This is a report for "PAYS 2025 - Pennsylvania Youth Survey - 4th Grade Version " (Survey #8314333)