



Belonging and Social Emotional Health Among Chicopee Students

*Findings from the 2024 Youth Health Survey (8th grade) and Youth Risk
Behavior Survey (10th and 12th grade)*

What is the Youth Health Survey?

The Public Health Institute of Western Massachusetts and Chicopee Public Schools administered the Youth Health Survey (YHS) to youth in grades 8 and Youth Risk Behavior Survey (YRBS) to youth in grades 10 and 12 in Chicopee Public Schools between 11/12/24 and 11/26/24. See the [webpage](#) for methods and responses to all questions. This report contains information about students in 8th, 10th, and 12th grade.

What were students asked?

The Youth Health Survey asked a variety of questions focused on health outcomes and behaviors, as well as risk and protective factors. [Click here](#) to view the full surveys and responses to all questions.

What did we look at?

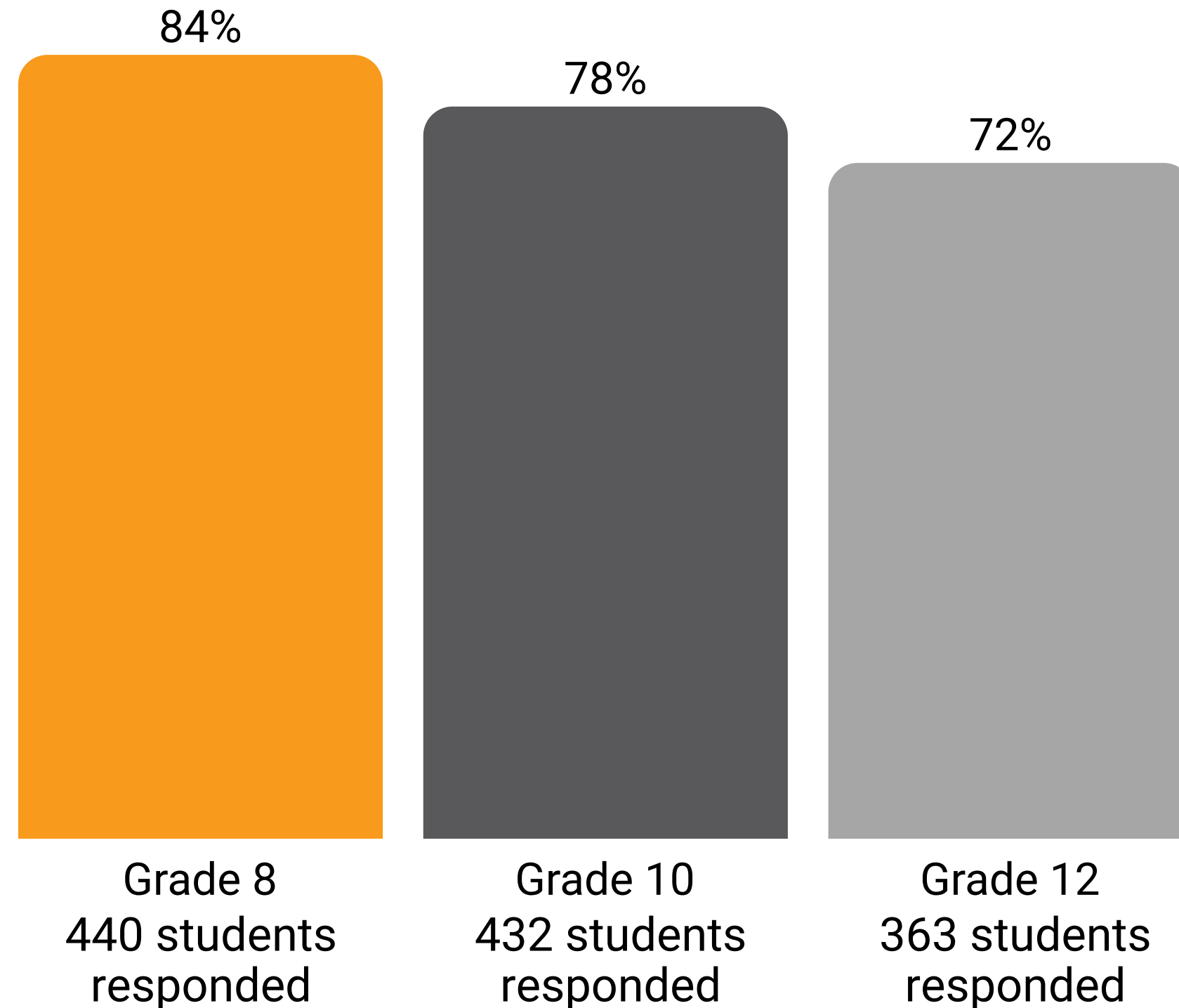
Demographic characteristics of the survey respondents were similar to those reported by the Massachusetts Department of Elementary and Secondary Education (DESE). We looked at the results for all students, but also by their identities. We checked for differences between students' experiences by race/ethnicity, gender identity, and LGBTQ+ experience using chi-square tests. Additionally, where possible, we compared to the [2023 MA Youth Health Survey](#).



Demographics



Response rates

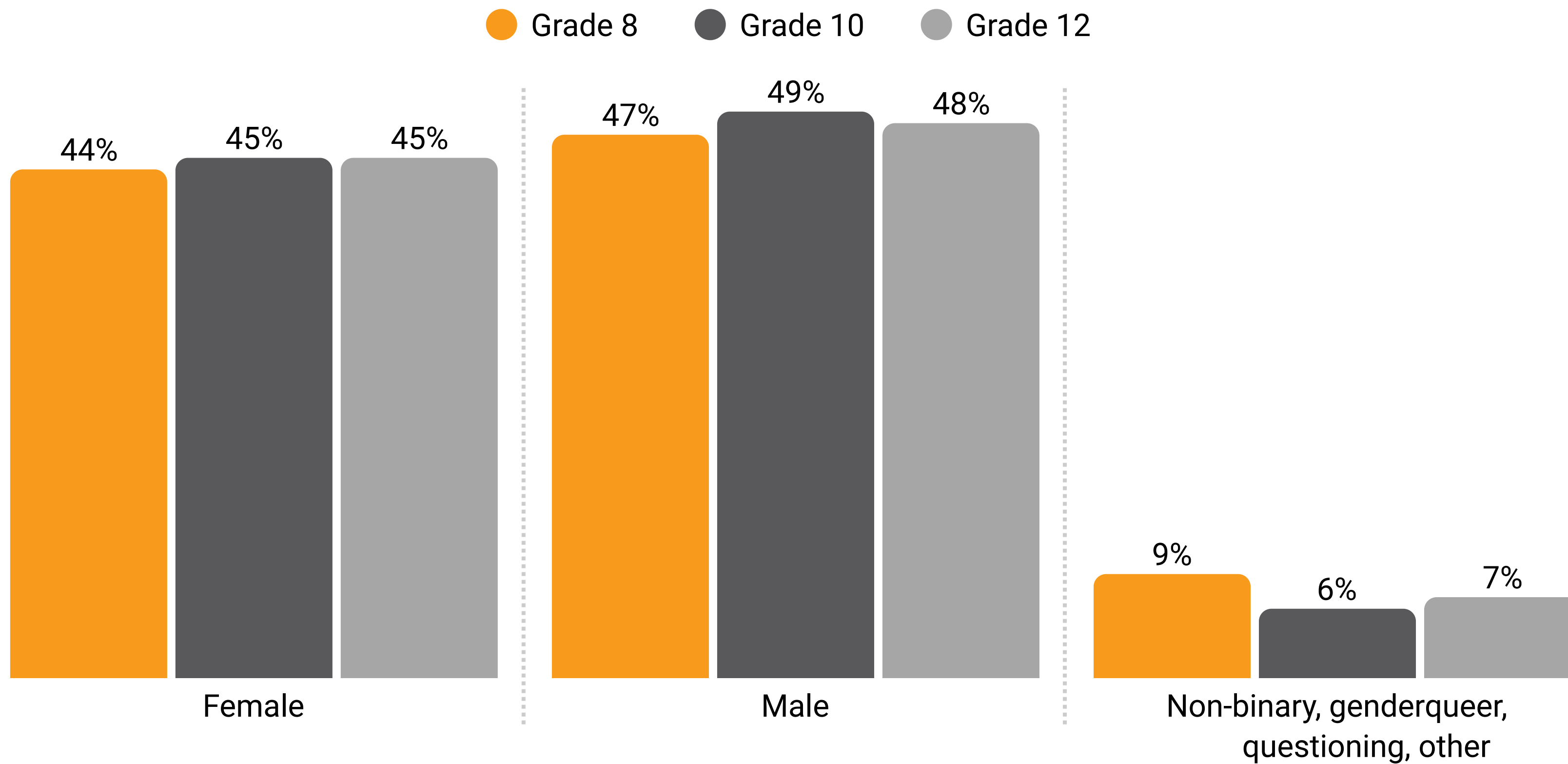


We calculated participation rates based on enrollment data at Chicopee Public Schools. Guardians were able to opt out through a passive consent process, and students could opt out of the survey on the day of administration. Additionally, some students were absent during the survey period, which may bias the results if these students were significantly different than their peers.



2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

Gender identity by grade

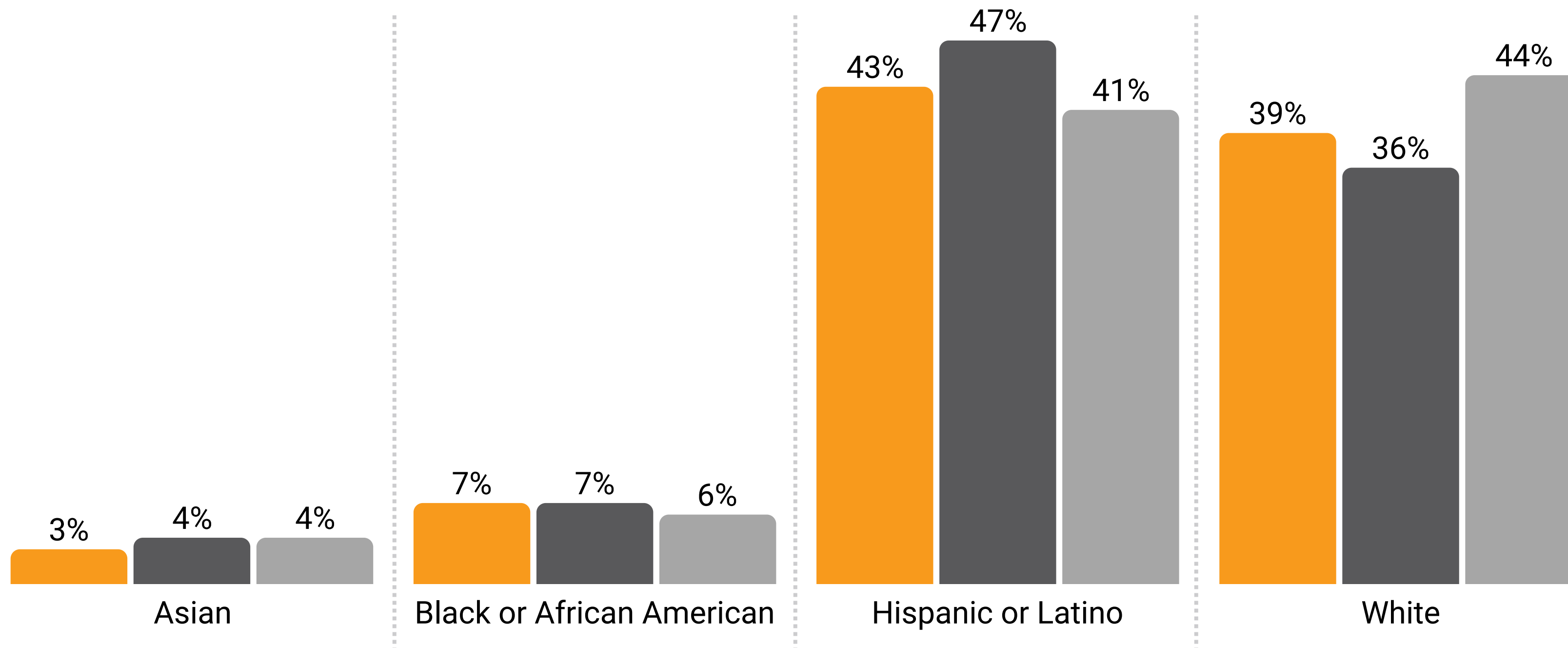




2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

Race/ethnicity by grade

● Grade 8 ● Grade 10 ● Grade 12



8th grade: 2% identified as American Indian or Alaska Native, and 6% identified as other race/ethnicity

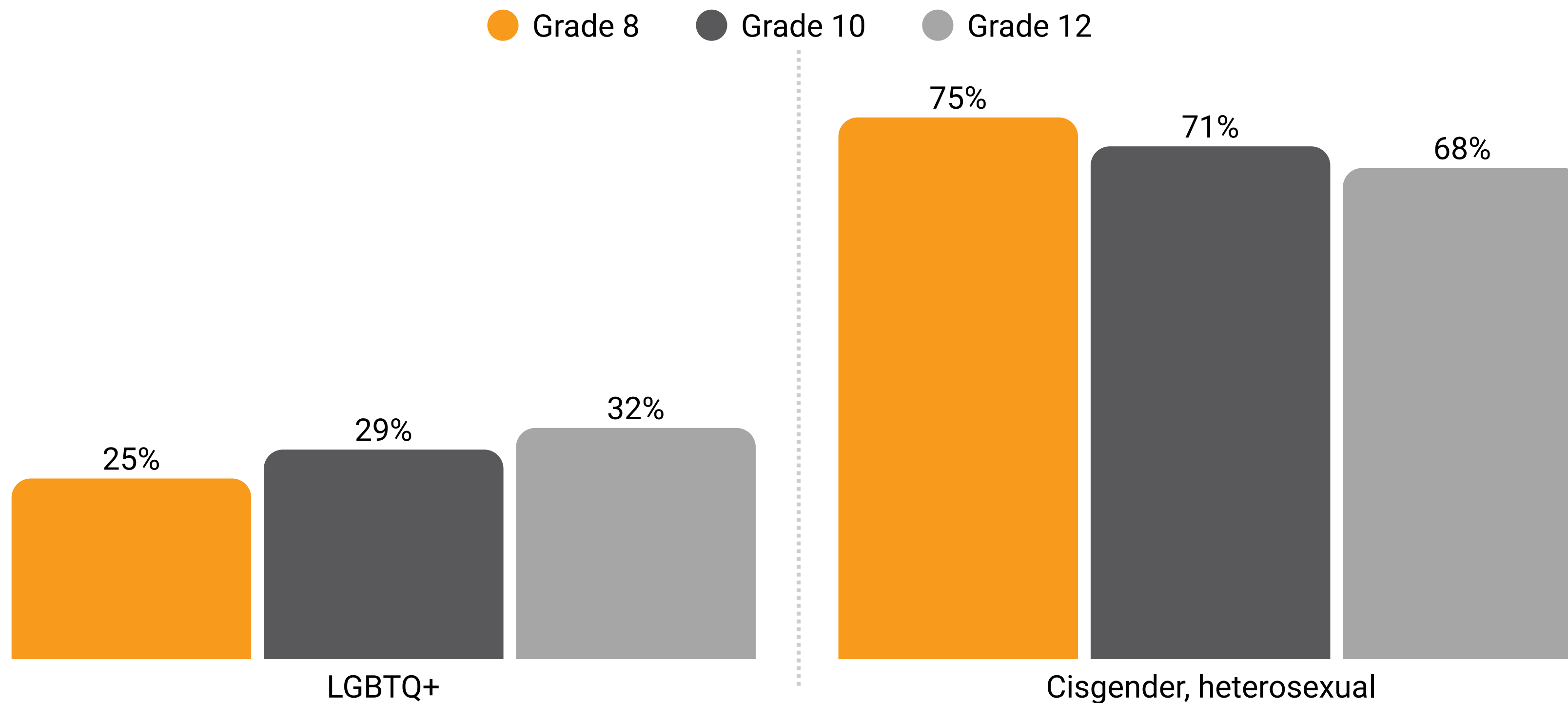
10th grade: 6% of students identified as another race/ethnicity, including American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and other race/ethnicity

12th grade: 4% of students identified as another race/ethnicity, including American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and other race/ethnicity



2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

LGBTQ+ identity by grade

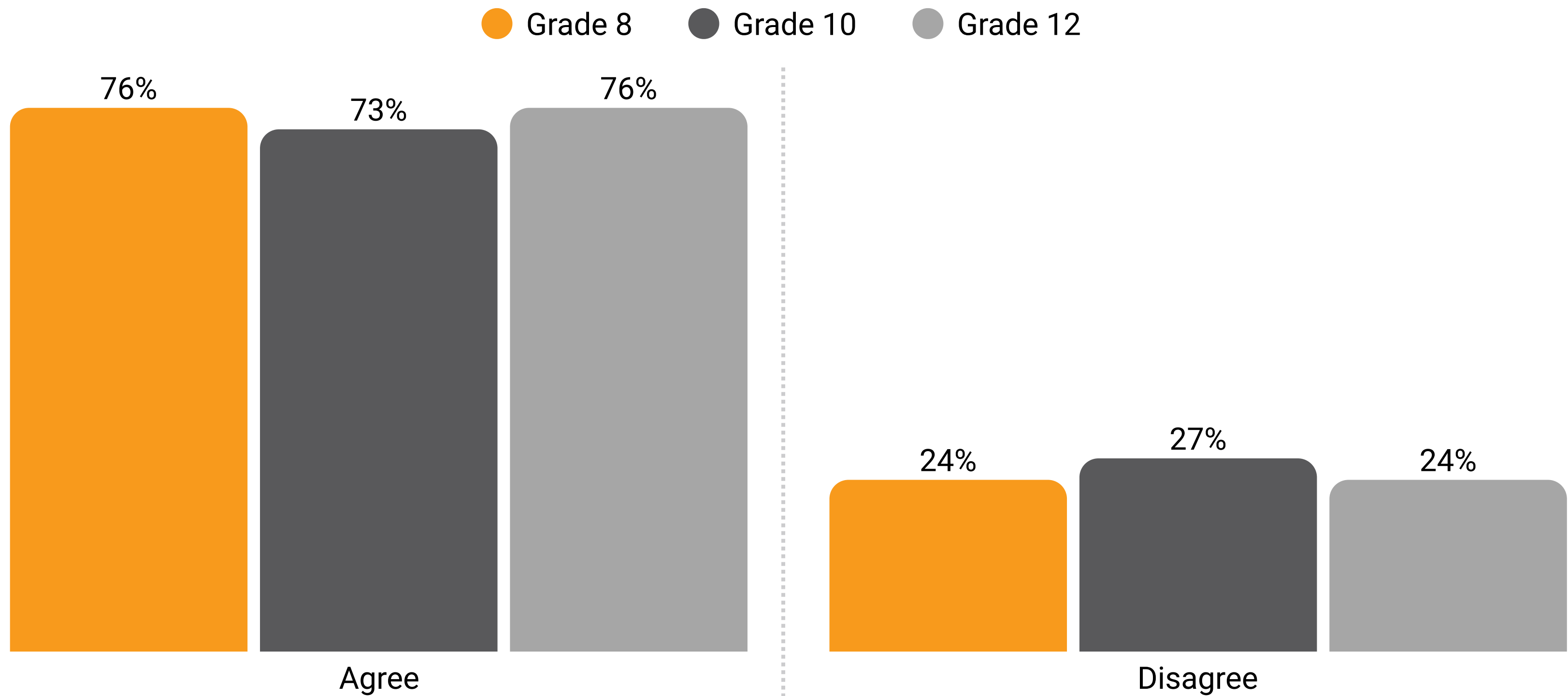


Overall



2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

I feel like I belong at my school.

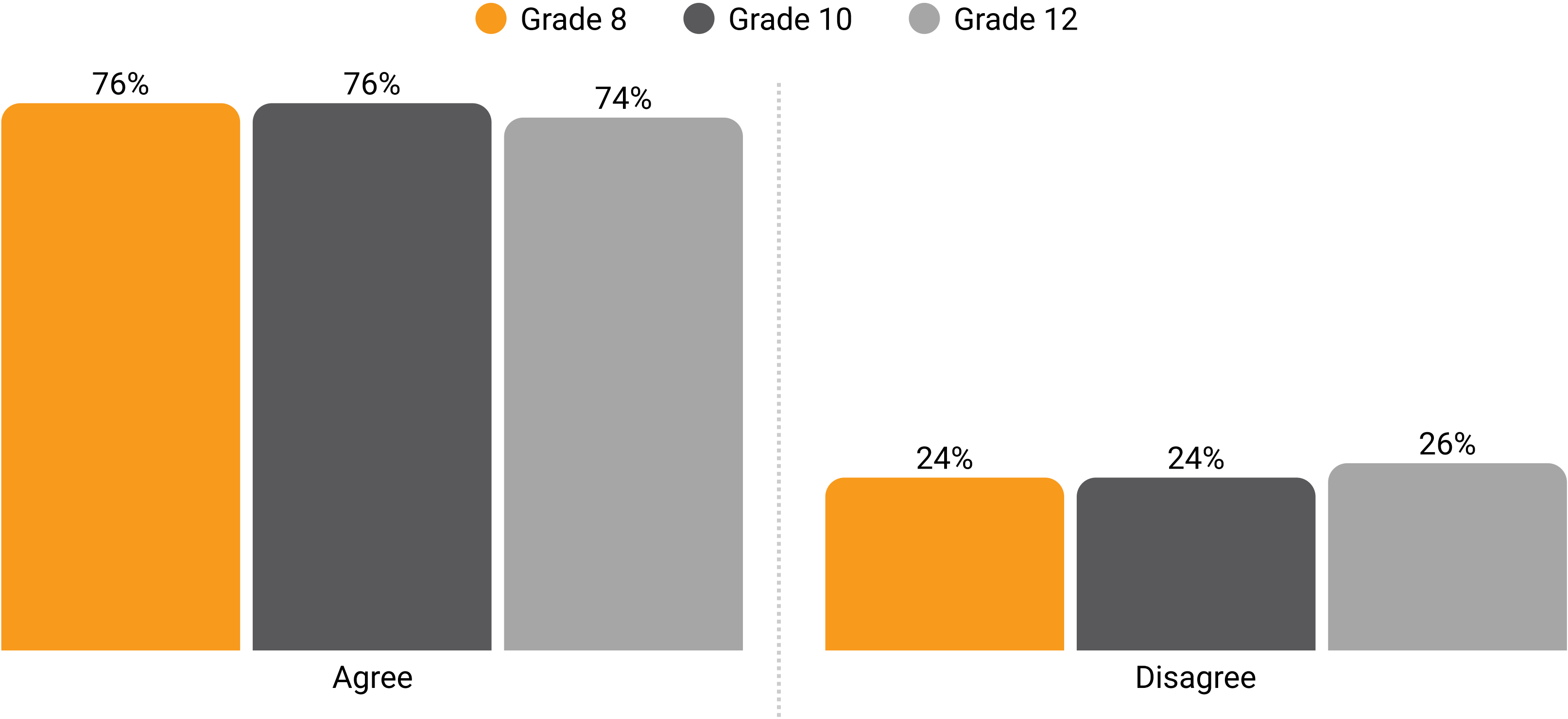


In a similar question statewide, 57% of eighth grade students responded that they feel they belong “quite a bit” or “a lot” at school.



2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

I feel close to the people at my school.

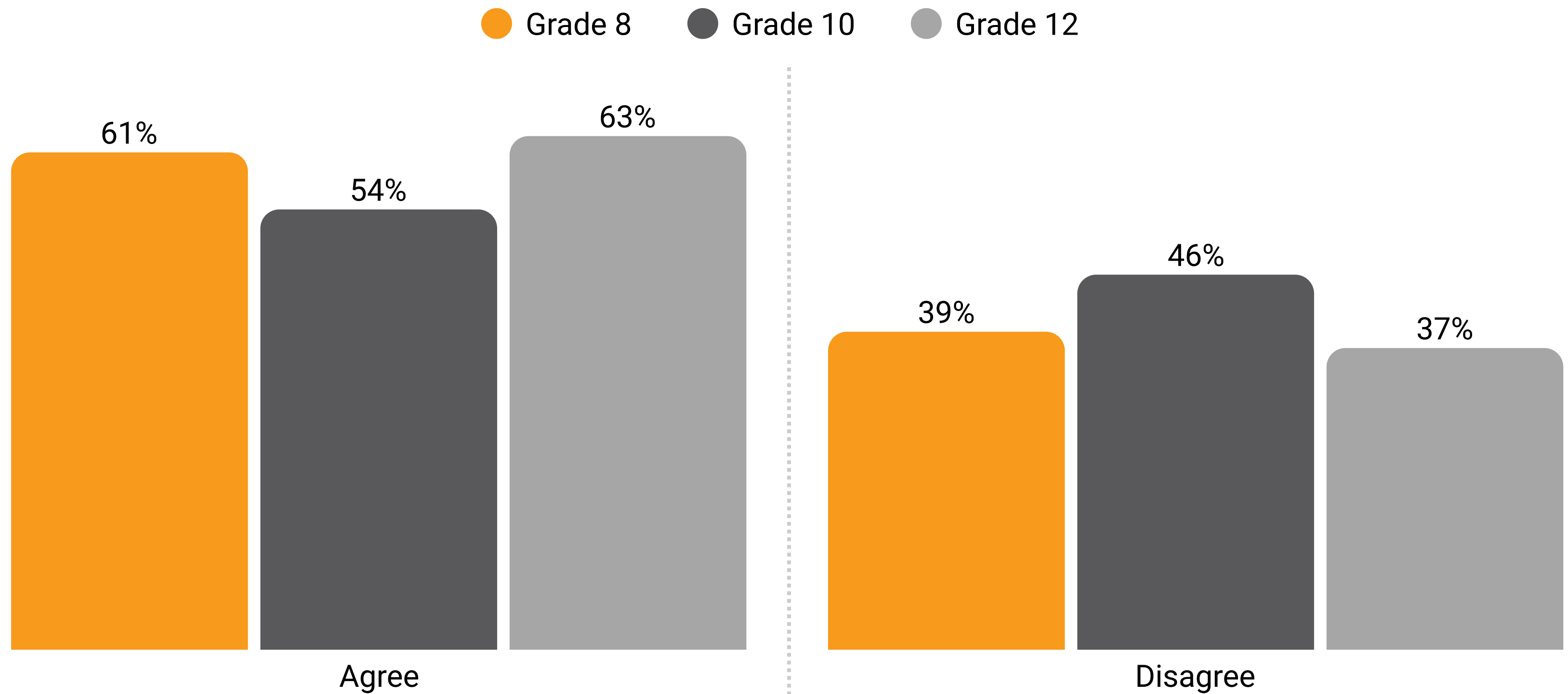


No statewide comparison available



2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

My identities are represented in the things I learn in school.

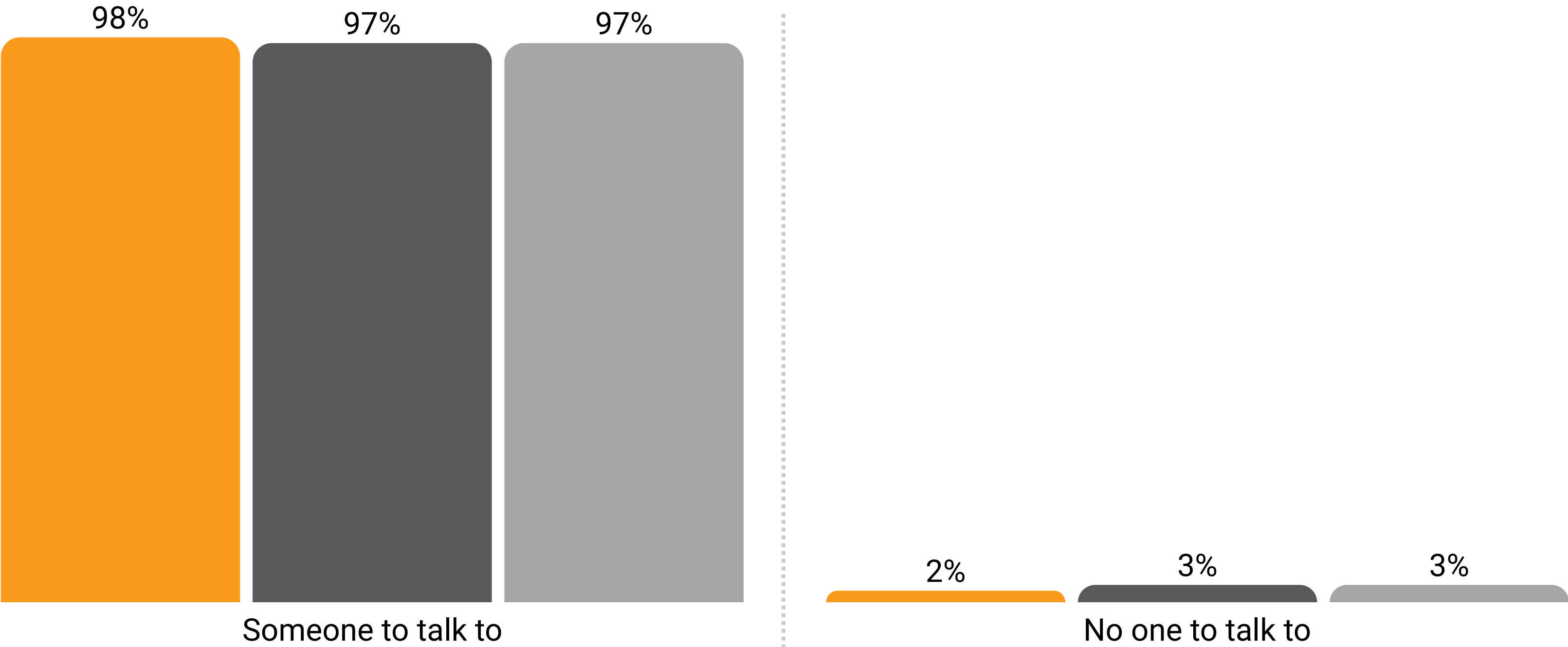




2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

Someone to talk to about a personal problem

● Grade 8 ● Grade 10 ● Grade 12



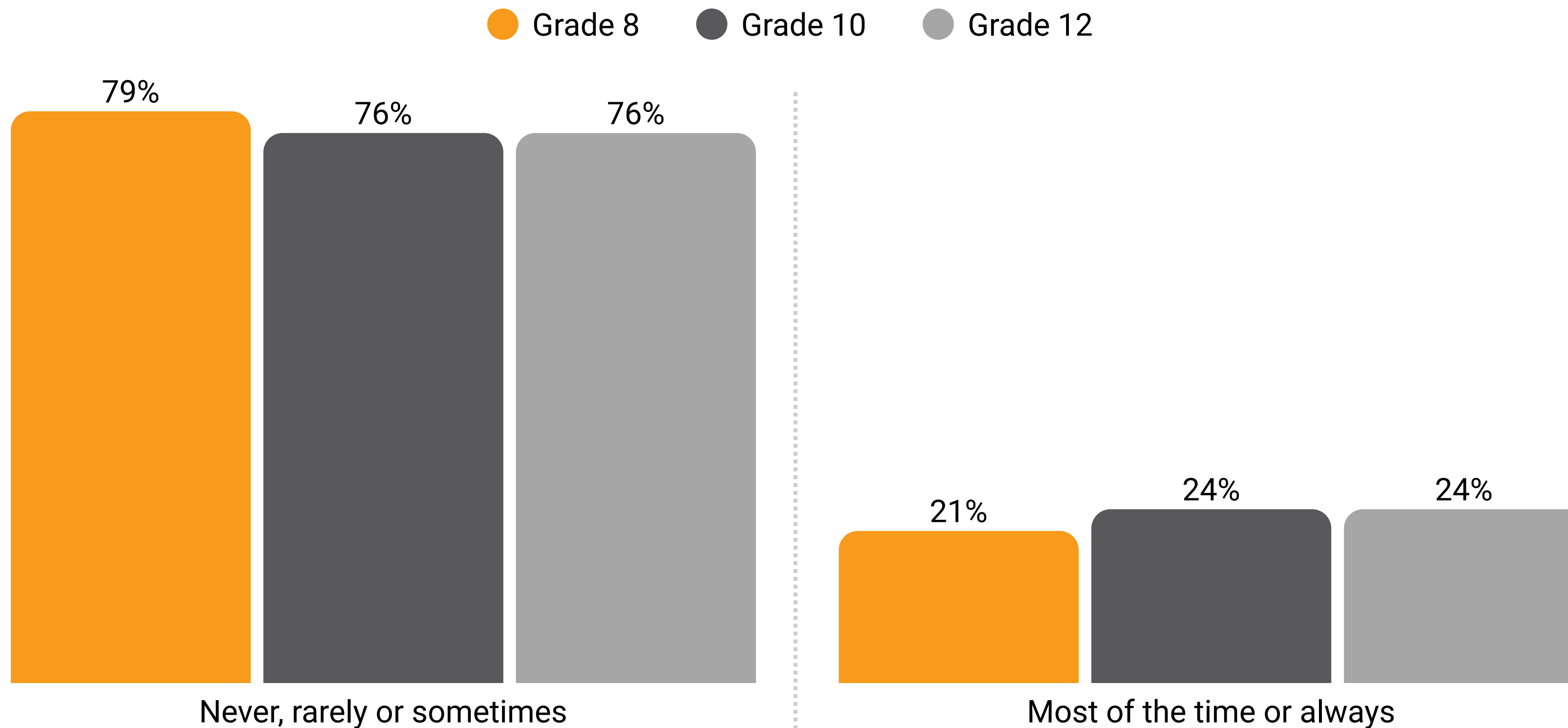
Calculated based on a series of questions asking whether students could talk to the following if they had a personal problem: Adults in their home; school psychologist, school counselor, or school nurse; teacher or other adult at school; psychologist, therapist, counselor, doctor, or nurse outside school; adult in the community; friend/non adult family member; friend online; another person

In a similar question statewide, 90% of eighth grade students reported having someone to talk to. 90% of 10th/12th graders reported having someone to talk to.



2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

Feelings of loneliness



Though the MA YHS does not ask about loneliness, this mirrors a [national trend](#) of rising loneliness and isolation among young people .

Differences by gender

All statistical testing in this section compares to female students.

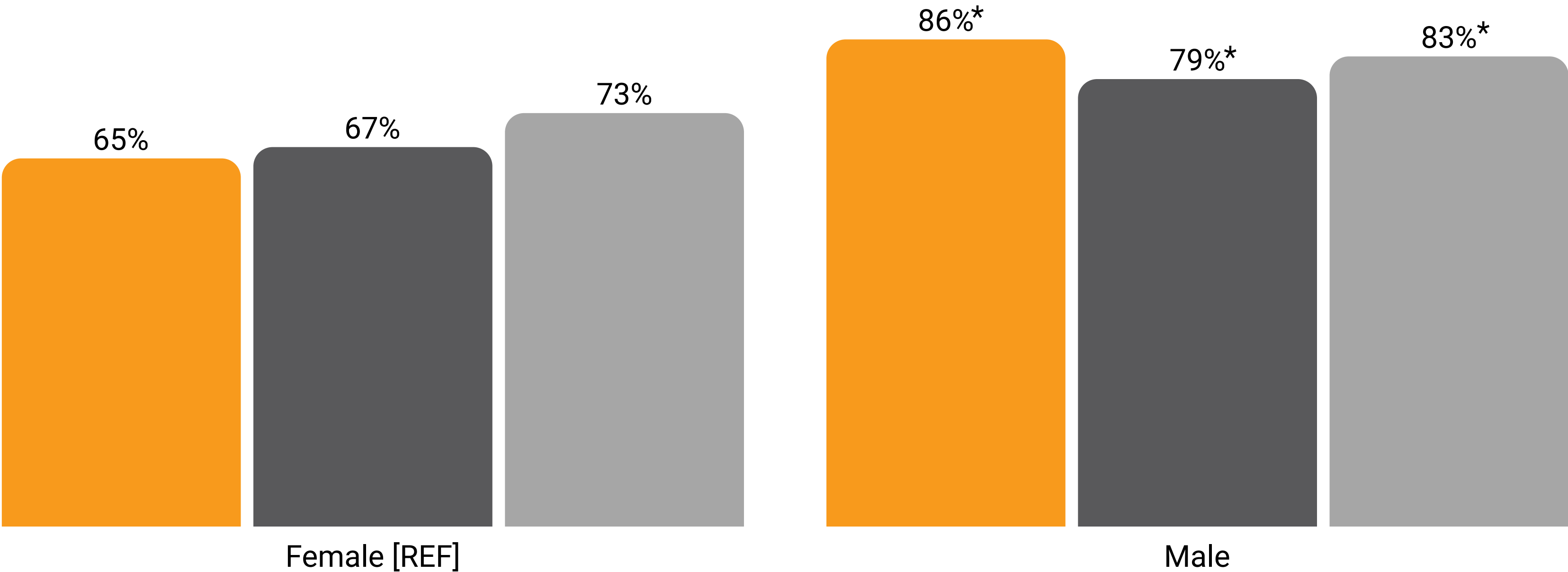


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

I feel like I belong at my school.

The percentage of students who reported that they agree that they belong at their school by gender:

● Grade 8 ● Grade 10 ● Grade 12



* indicates that the differences were statistically significant at $p < 0.05$ as compared to female participants.
Only male and female identifying students are captured here, as there were not enough nonbinary, genderqueer, questioning, or other students to report.

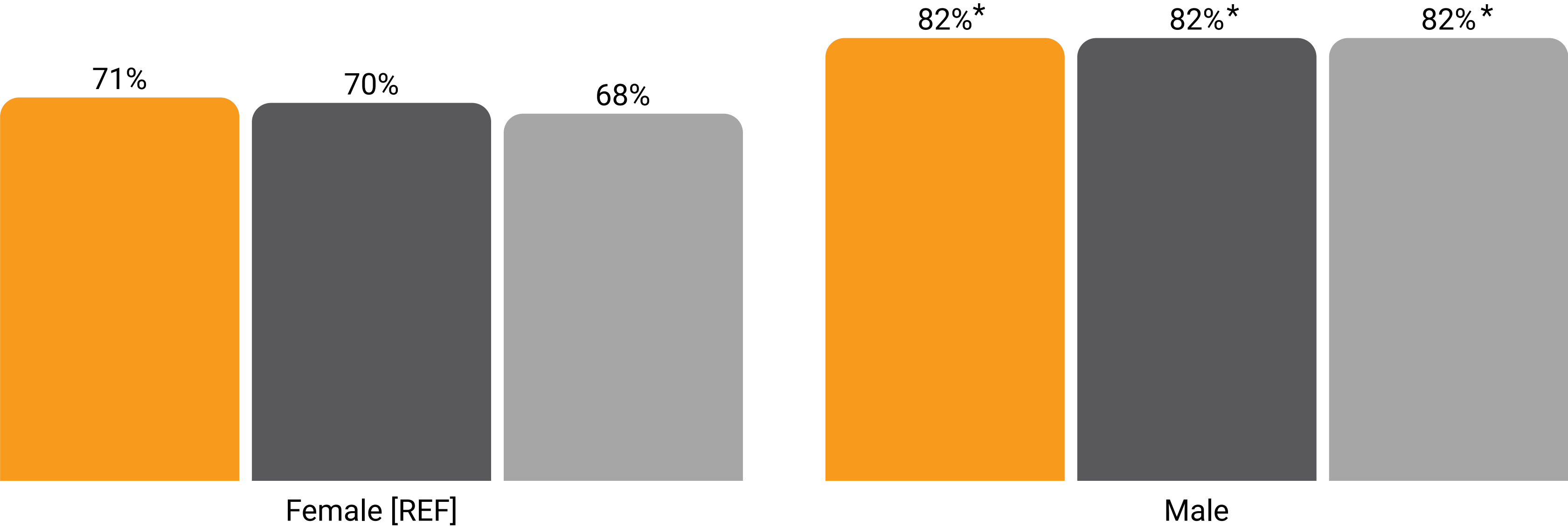


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

I feel close to the people at my school.

The percentage of students who reported that they agree that they feel close to the people at their school by gender

● Grade 8 ● Grade 10 ● Grade 12



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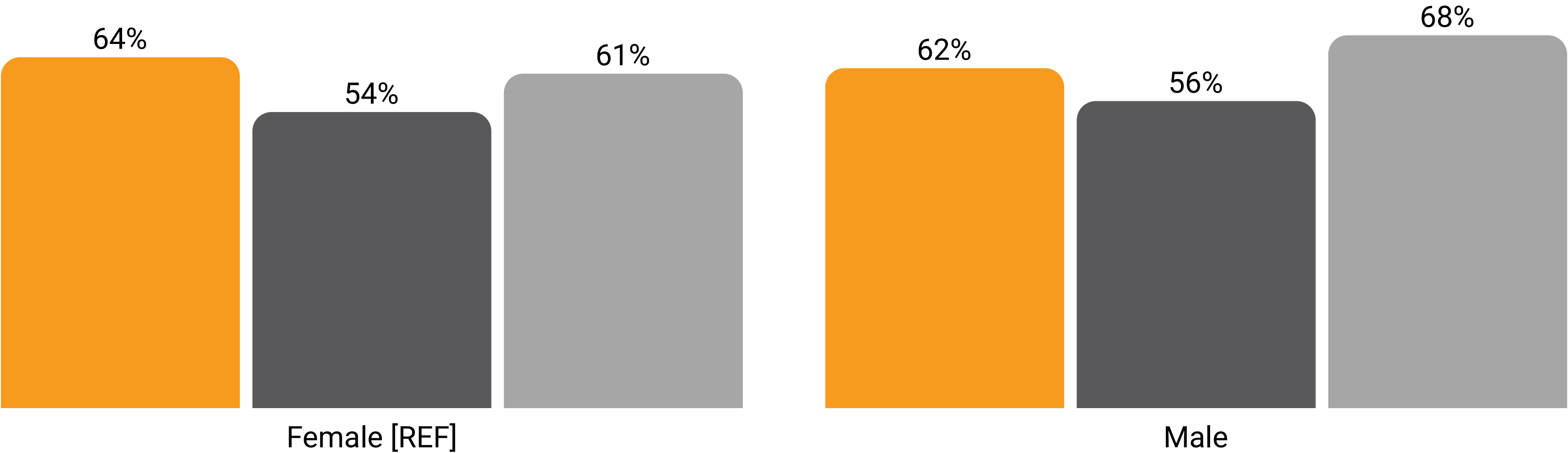


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

My identities are represented in the things I learn in school.

The percentage of students who reported that they agree that they feel represented by the things they learn at school by gender:

● Grade 8 ● Grade 10 ● Grade 12



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Only male and female identifying students are captured here, as there were not enough nonbinary, genderqueer, questioning, or other students to report.



2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

Feelings of loneliness

The percentage of students who reported feeling lonely “most of the time” or “always,” by gender:

● Grade 8 ● Grade 10 ● Grade 12



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Differences by LGBTQ+ experience

All statistical testing in this section compares to cisgender, heterosexual students.

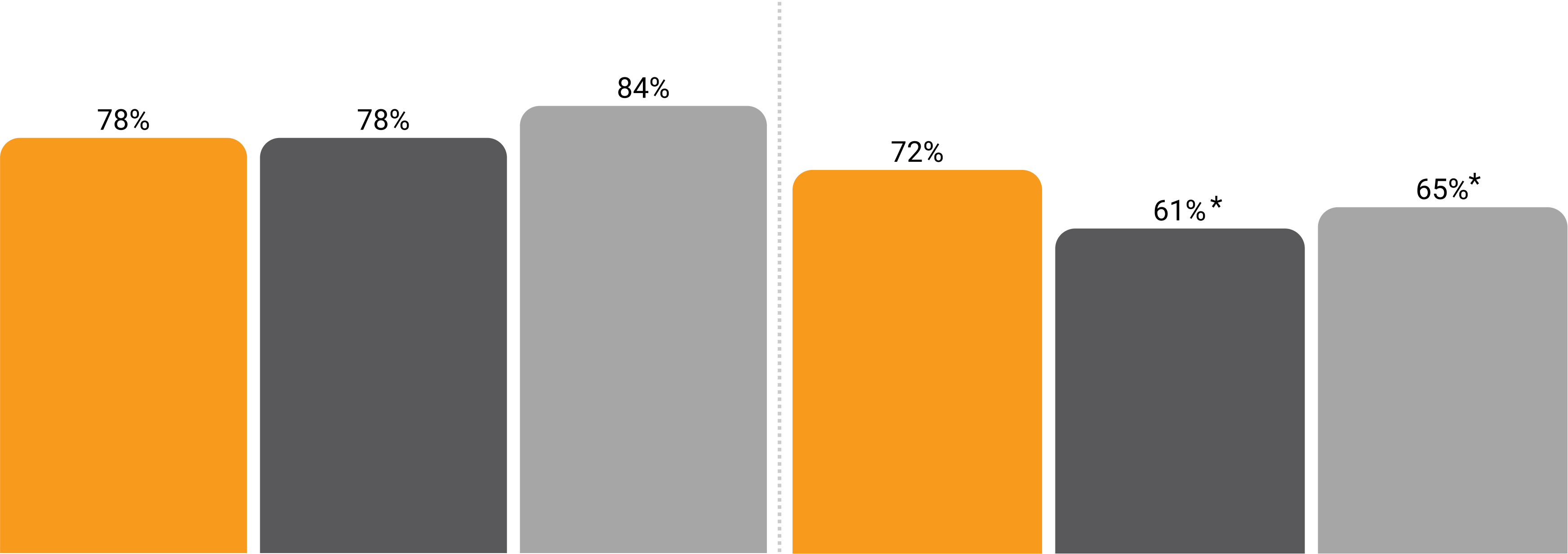


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

I feel like I belong at my school.

The percentage of students who reported feeling that they agree that they belong at school by LGBTQ+ experience:

● Grade 8 ● Grade 10 ● Grade 12



Cisgender, heterosexual [REF]

LGBTQ+

* indicates that the differences were statistically significant at $p < 0.05$ as compared to cisgender, heterosexual respondents.
LGBTQ+ students included students who identified as lesbian, gay, bisexual, asexual, pansexual, queer, some other sexual identity; and/or transgender; and/or nonbinary, questioning, or other gender

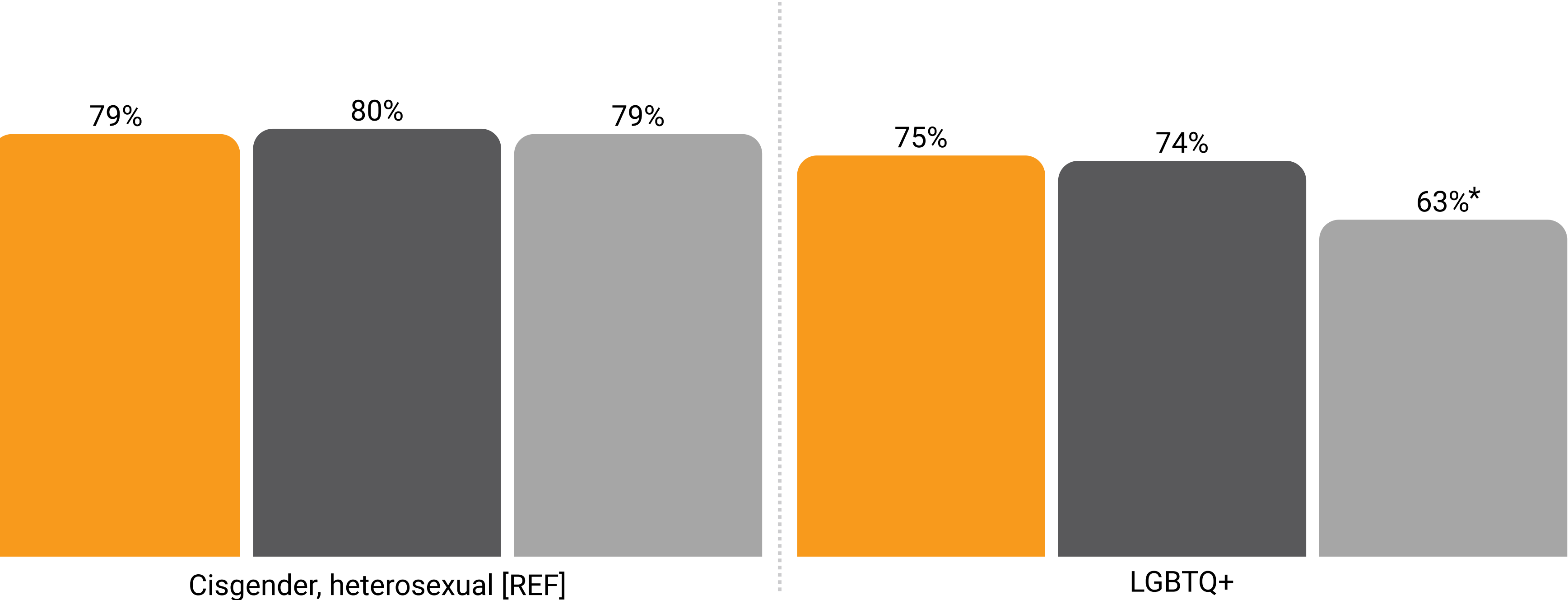


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

I feel close to the people at my school.

The percentage of students who reported that they agree that they feel close to the people at their school by LGBTQ+ experience:

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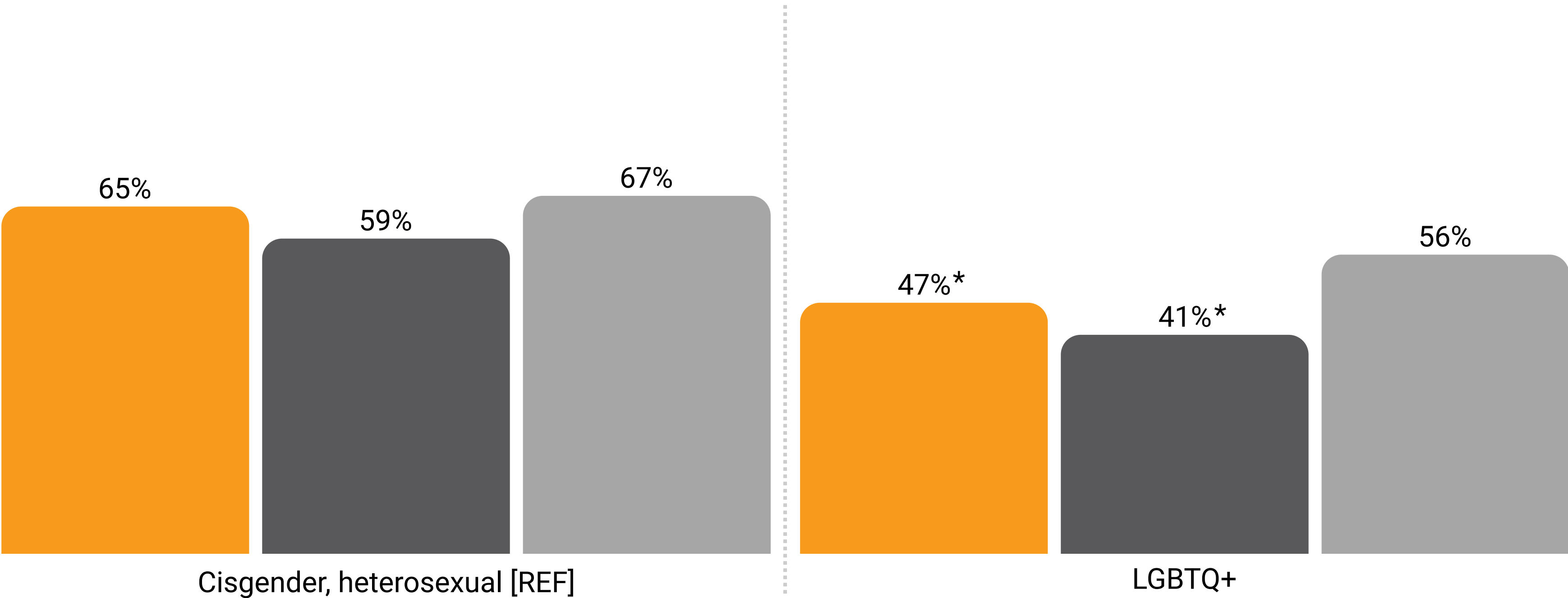


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

My identities are represented in the things I learn in school.

The percentage of students who reported that they agree that they feel represented by the things they learn at school by LGBTQ+ experience:

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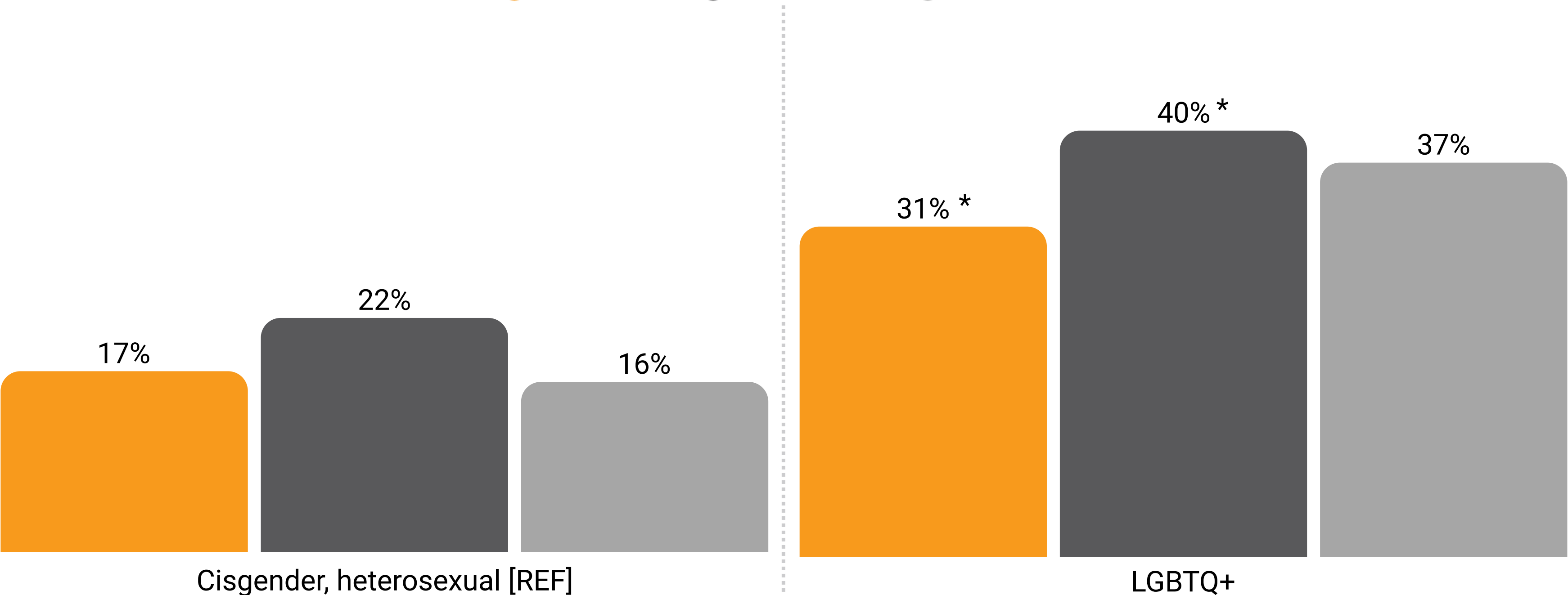


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

Feelings of loneliness

The percentage of students who reported feeling lonely “most of the time” or “always,” by LGBTQ+ experience:

● Grade 8 ● Grade 10 ● Grade 12



Though the MA YHS does not ask about loneliness, this mirrors a [national trend](#) of rising loneliness and isolation among young people.
* indicates that the differences were statistically significant at $p < 0.05$ as compared to cisgender, heterosexual respondents.
LGBTQ+ students included students who identified as lesbian, gay, bisexual, asexual, pansexual, queer, some other sexual identity; and/or transgender; and/or nonbinary, questioning, or other gender

Differences by race and ethnicity

All statistical testing in this section compares to White, non-Hispanic students. Only Hispanic or Latino and White, non-Hispanic students had a sample size large enough to report by grade.

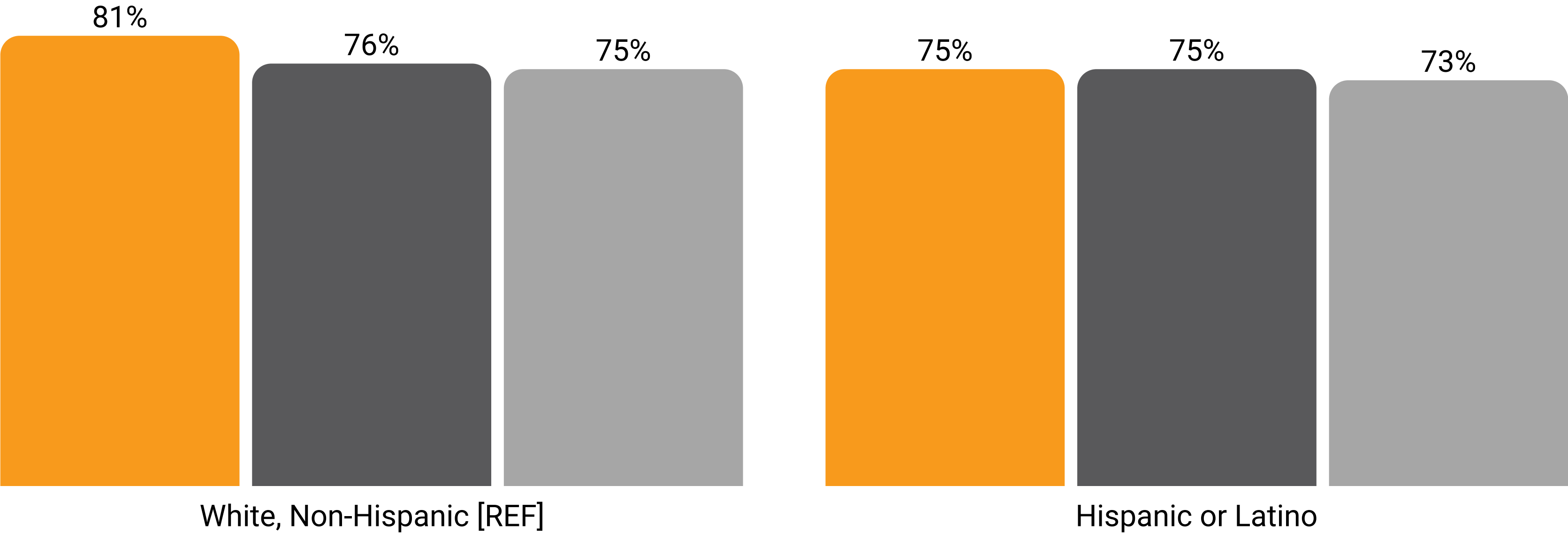


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

I feel like I belong at my school.

The percentage of students who reported feeling that they agree that they belong at school by race/ethnicity:

● Grade 8 ● Grade 10 ● Grade 12



* indicates that the differences were statistically significant at $p < 0.05$ as compared to White, Non-Hispanic respondents.

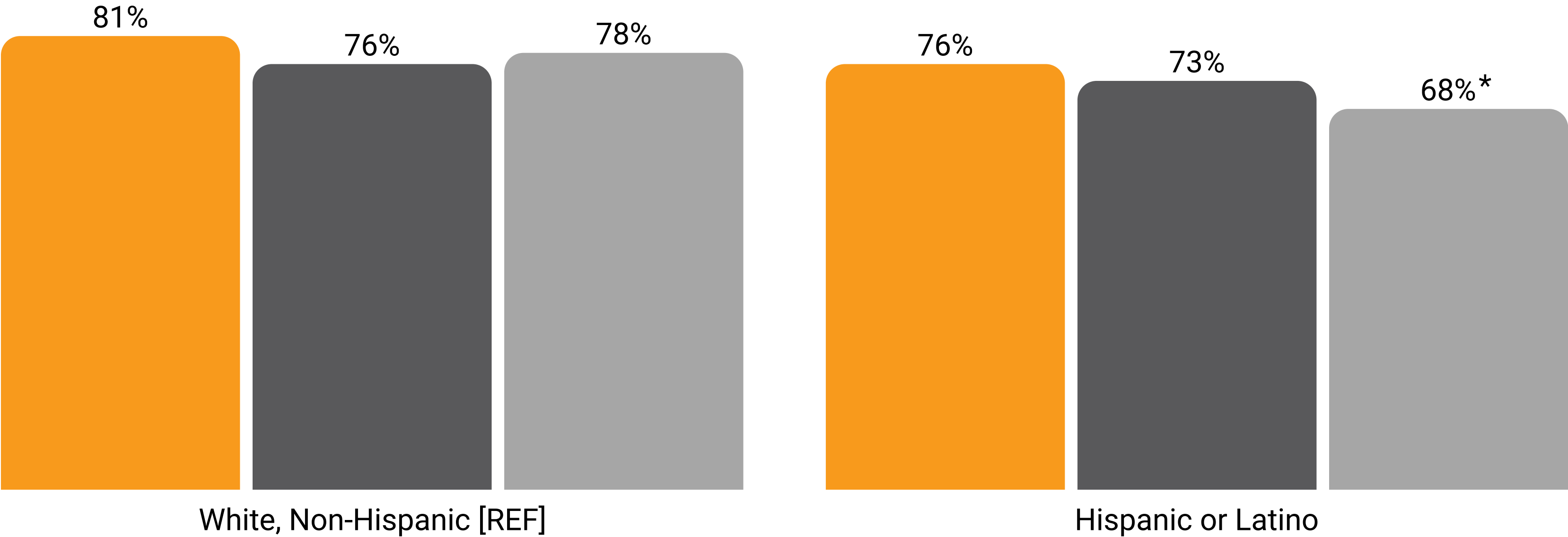


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

I feel close to the people at my school.

The percentage of students who agree that they feel close to the people at their school by race/ethnicity:

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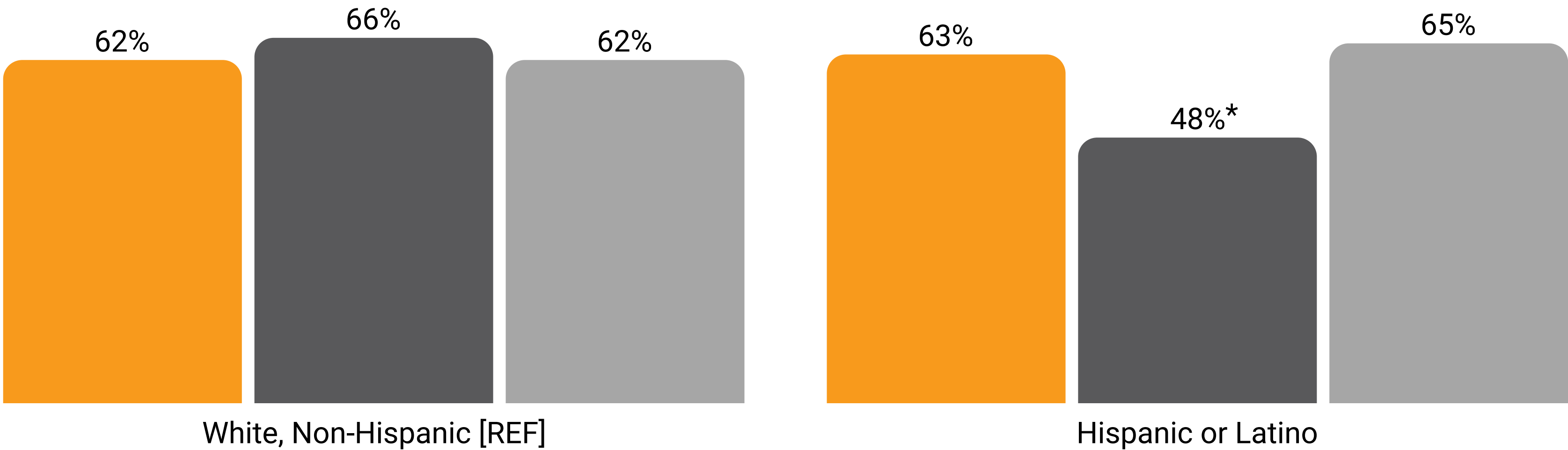


2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

My identities are represented in the things I learn in school.

The percentage of students who agree that they feel represented by the things they learn in school by race/ethnicity:

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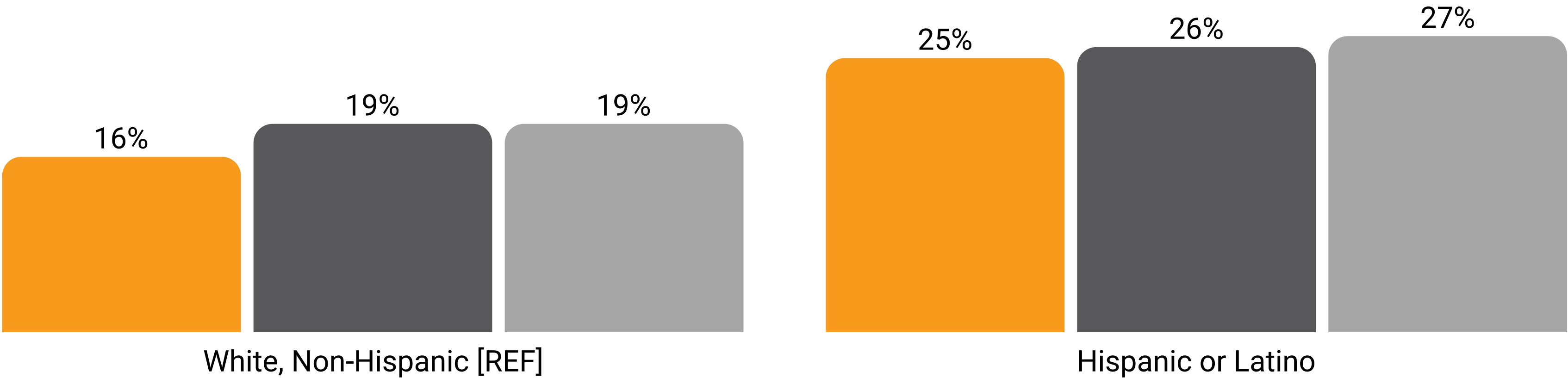


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Feelings of loneliness

The percentage of students who reported feeling lonely “most of the time” or “always” by race/ethnicity:

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Differences by race and ethnicity (continued)

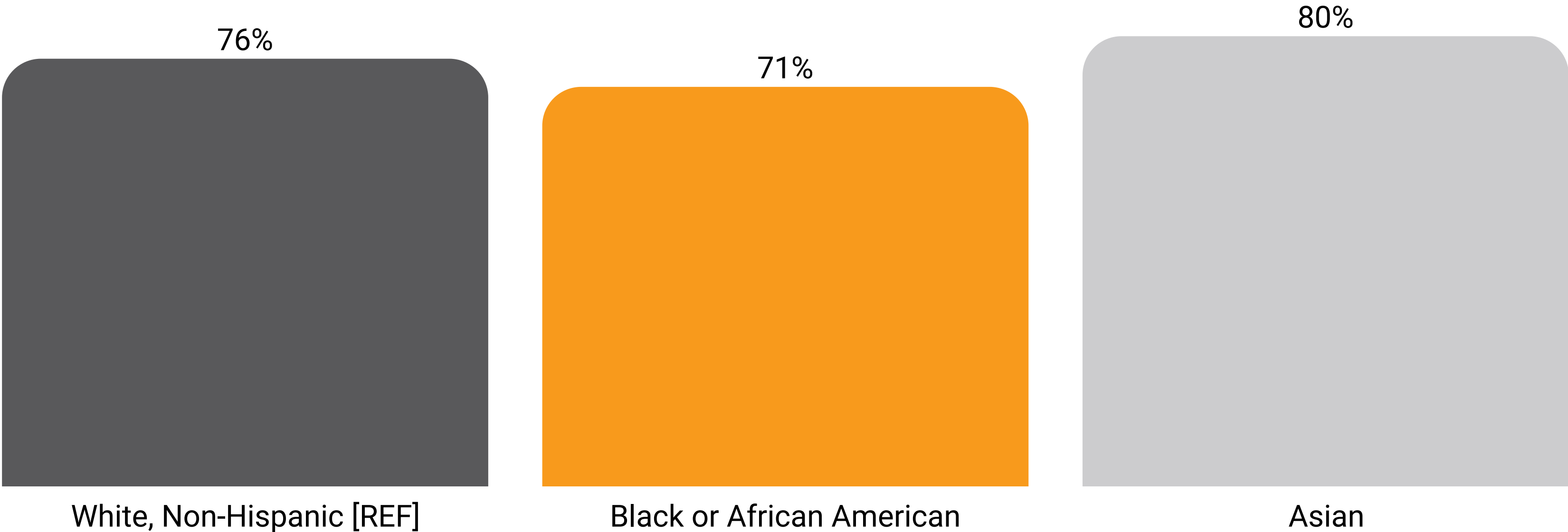
All statistical testing in this section compares to White, non-Hispanic students. For Asian and Black or African American students, responses from 8th, 10th and 12th grades were combined to be able to report.



2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

I feel like I belong at my school.

The percentage of eighth, tenth, and twelfth grade students who reported feeling that they agree that they belong at school by race/ethnicity:



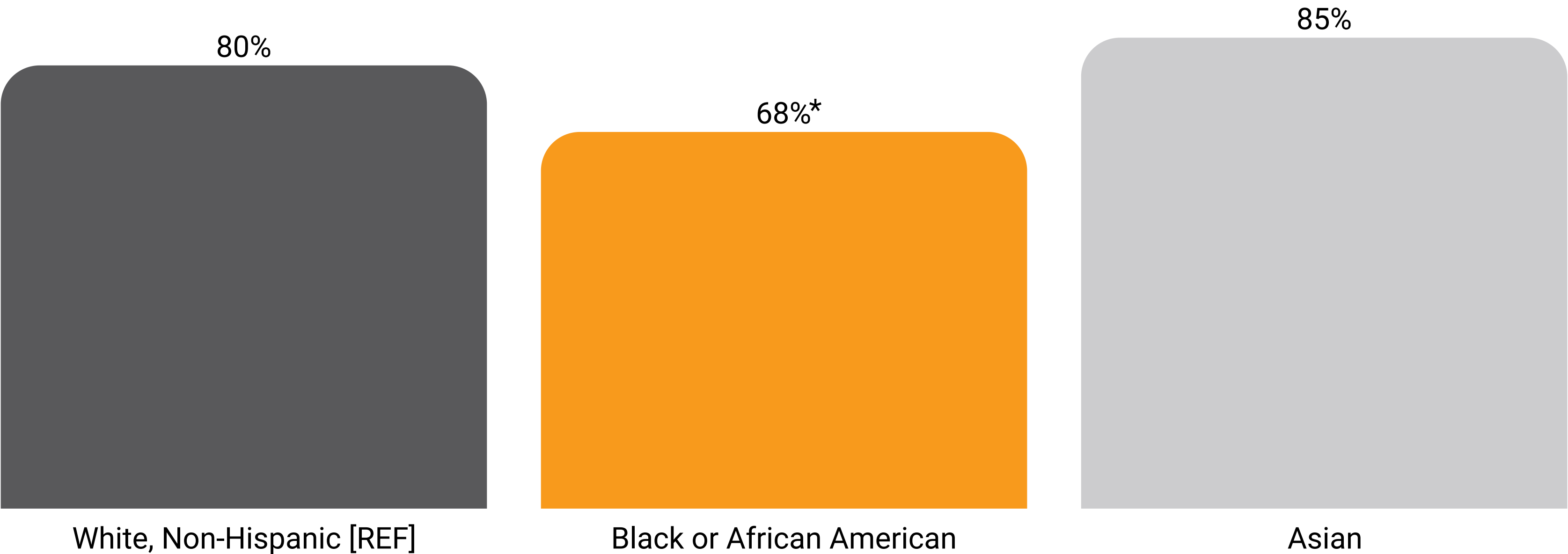
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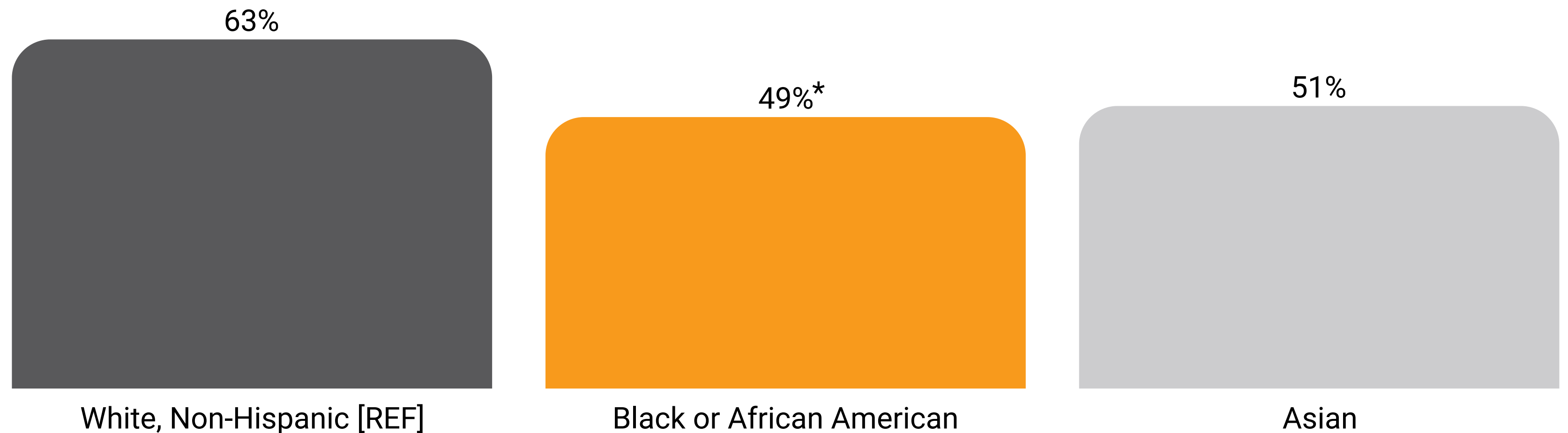
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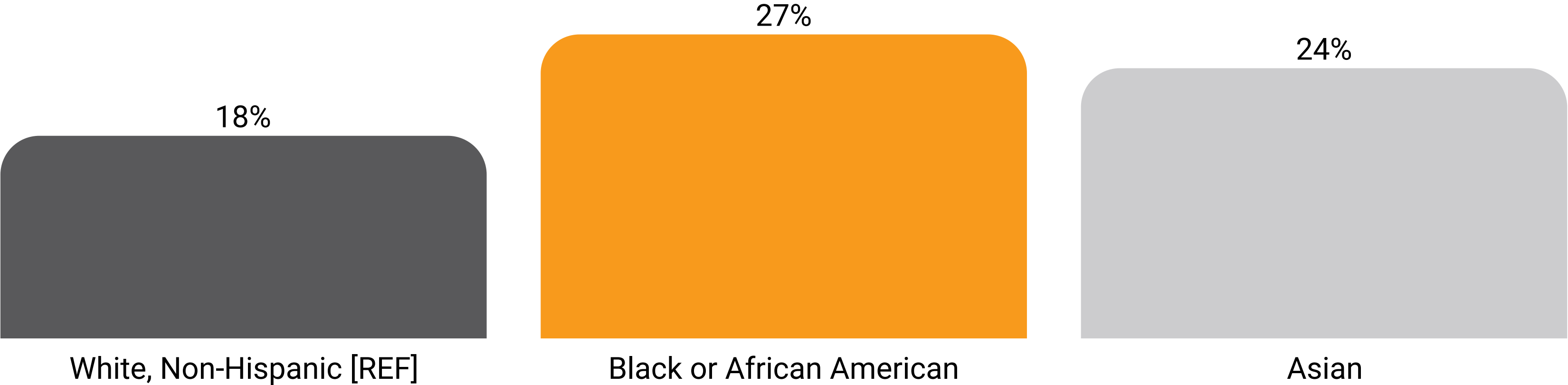
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2024 Youth Health Survey & Youth Risk Behavior Survey of 8, 10, and 12 grade students in Chicopee

Feelings of loneliness

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About the Public Health Institute of Western MA

The Public Health Institute of Western Massachusetts supports communities in their efforts to become measurably healthier and more equitable through community engagement, convening collaborative partnerships, communications, data analysis, research and evaluation, and policy advocacy.

Health Equity Statement

A historic legacy of social, economic, and environmental inequities, such as racism and gender-based discrimination, are embedded in societal institutions and result in poor health. These unjust inequities affect communities differently with some bearing a greater burden of poorer health. These inequities can influence health more than individual choices or access to healthcare. PHIWM recognizes its responsibility to dismantle these injustices by promoting health through policies, practices, and organizational systems that benefit all.

Thank you to our 2024-2025 funder!

The 2024 Chicopee Youth Health Surveys were administered with support from the Springfield Department of Health & Human Services.

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