

Resiliency Poll Summary of Results

Fort Thomas Independent Schools
Fall Semester, 2025

Introduction

- In Fall 2024, 1402 students in grades 3-12 completed the comprehensive survey that assessed social, behavioral, and psychological strengths that are known to contribute to positive school and learning experiences. It also measured the levels of distress and risk behaviors.
- Data represented in this report compares results against data collected in the Fall Semesters of 2019-2025.

Resiliency Continuum

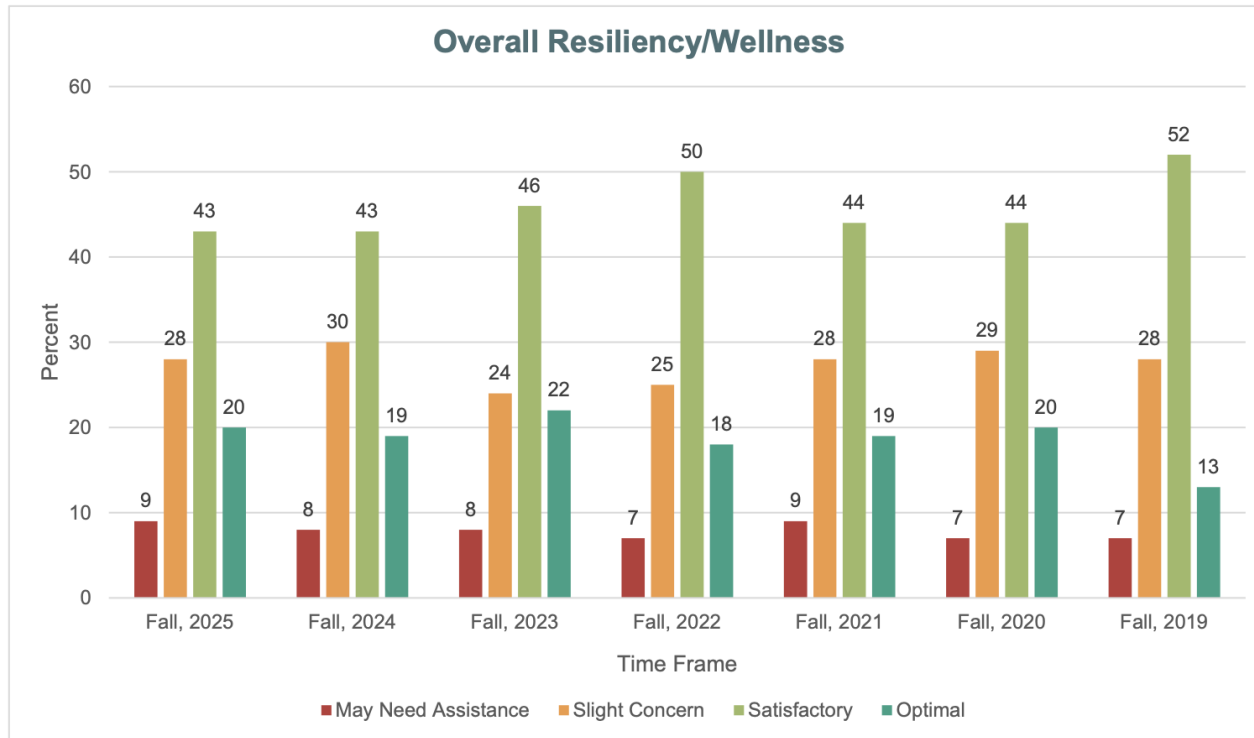


Domains –

Global Satisfaction, Positive School Experiences, Grit, Hope, Resiliency, Personal Standards, Leadership

Victimization, At-Risk Anxiety, At-Risk Depression, At-Risk Self Harm, Self-Criticism, Ostracism, Alcohol/Drug (Bold Domains = Elementary Domains)

Overall District Resiliency/Risk Functioning



Sixty-three percent of Fort Thomas students reported overall wellness in the optimal and satisfactory categories, which was 1% higher than what was reported in the Fall of 2024. The percentage of students placed in the optimal category increased 1% over this same time frame and was 7% higher than baseline. The percentage of students placed in the may need assistance category has been relatively consistent over time. The general movement of students remains well within the positive end of the resiliency/wellness continuum.

Summary of Findings

- Percentage of students placed in the optimal functioning category remains significantly higher than what was reported in the spring of 2019.
 - Percentage of youth placed in the May Need Assistance category remains steady (~8%)
 - The overall movement of students remains well within the positive end of the resiliency/wellness continuum.
- With certain exceptions, mean scores for all resiliency variables either remained the same or slightly decreased from the Fall 2024.
- Elevated depression scores slightly decreased (1%) among high school students and slightly increased (1%) among middle school students (from the Fall of 2024).
- The percentage of elementary and high school students reporting elevated levels of ostracism decreased over the past year, while the percentage on this indicator slightly increased among middle school students.

Mean Scores, Elementary

Domain	Fall 2025	Fall 2024	Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Spring 2018	Fall Historical Average (2019)	Range
Global Satisfaction	4.95	4.91	5.03	5.01	4.89	4.76	5.01	5.06	4.99	4.70	1 to 6
Positive School Experience	5.25	5.28	5.14	5.21	5.24	5.15	5.23	5.28	5.11	5.03	1 to 6
Hope	4.65	4.69	4.79	4.82	4.60	4.53	4.58	4.84	4.66	4.34	1 to 6
Grit	4.17	4.12	4.32	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1 to 6
Ostracism*	1.84	1.83	1.85	1.89	1.83	1.86	1.73	1.63	1.68	1.91	1 to 5

* Denotes a risk variable; higher scores mean higher level of perceived ostracism

Mean Scores, Middle School

Domain	Fall 2025	Fall 2024	Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Spring 2018	Fall Historical Average	Range
Global Satisfaction	5.00	5.09	5.12	5.09	5.12	5.16	5.12	5.15	5.01	4.76	1 to 6
Positive School Experiences	4.87	4.92	4.78	4.84	4.90	4.98	4.75	5.11	4.32	4.67	1 to 6
Hope	4.63	4.69	4.72	4.59	4.63	4.71	4.60	4.83	4.53	4.33	1 to 6
Grit	3.40	3.45	3.44	3.41	3.43	3.52	3.73	3.22	3.55	3.28	1 to 5
Resiliency	4.36	4.38	4.33	4.28	4.30	4.23	4.23	4.30	4.25	4.10	1 to 5
Leadership	4.64	4.48	4.55	4.48	4.47	4.56	4.39	4.80	4.73	4.21	1 to 7
Standards	4.84	4.94	5.26	5.21	5.20	5.19	5.15	6.16	5.94	4.92	1 to 7

Mean Scores, High School

Domain	Fall 2025	Fall 2024	Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Spring 2018	Fall Historical Average	Range
Global Satisfaction	5.11	5.10	5.22	5.10	5.02	5.08	4.86	4.86	4.68	4.65	1 to 6
Positive School Experiences	4.81	4.71	4.76	4.63	4.52	4.68	4.55	4.94	4.67	4.46	1 to 6
Hope	4.90	4.82	4.89	4.81	4.71	4.79	4.61	4.71	4.41	4.45	1 to 6
Grit	3.60	3.58	3.63	3.59	3.52	3.58	3.41	3.36	3.39	3.34	1 to 5
Resiliency	4.45	4.42	4.36	4.32	4.23	4.13	4.17	4.14	4.05	4.08	1 to 5
Leadership	4.90	4.73	4.74	4.71	4.68	4.71	4.66	4.84	4.73	4.48	1 to 7
Standards	5.20	5.16	5.41	5.40	5.35	5.39	5.36	6.26	5.86	5.17	1 to 7

Percent of Students in May Need Assistance Categories

Highlands Middle School

Domain	Fall, 2025	Fall, 2024	Fall, 2023	Fall, 2022	Fall, 2021	Fall, 2020	Fall, 2019
Anxiety	7%	6%	6%	6%	6%	6%	4%
Depression	7%	6%	7%	6%	5%	4%	5%
Frequent Victimization (at least once per week)	4%	1%	0%	0%	0%	0%	2%
Trauma	NA	7%	6%	5%	7%	6%	6%
Ostracism	10%	7%	11%	9%	11%	7%	9%
Self-Criticism	1%	2%	4%	3%	3%	2%	NA
Drug/Alcohol Screener	0%	0%	0%	<1%	<1%	0%	NA
School Violence	1%	<1%	1%	1%	<1%	1%	1%

Highlands High School

Domain	Fall, 2025	Fall, 2024	Fall, 2023	Fall, 2022	Fall, 2021	Fall, 2020	Fall, 2019
Anxiety	4%	3%	4%	5%	6%	6%	8%
Depression	3%	4%	3%	6%	6%	5%	6%
Frequent Victimization (at least once per week)	<1%	1%	0%	0%	0%	0%	0%
Trauma	NA	6%	4%	5%	3%	4%	6%
Ostracism	5%	7%	7%	6%	6%	7%	9%
Self-Criticism	2%	2%	3%	3%	2%	3%	NA
Drug/Alcohol Screener	<1%	<1%	<1%	<1%	<1%	1%	NA
School Violence	<1%	0%	<1%	<1%	0%	<1%	0%

Sample Parent Report

CURRENT TOTAL FUNCTION SCORE (TFS)

Reflects overall behavioral health and well-being

Oct-30-2023	SLIGHT CONCERN
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PREVIOUS TOTAL FUNCTION SCORE (TFS)

Nov-02-2022	SLIGHT CONCERN
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PARTICULAR INDICATOR SCORES

scores within each resiliency/risk indicator

RESILIENCE INDICATOR	CURRENT CATEGORY	PREVIOUS CATEGORY
Global Satisfaction	Satisfactory	Satisfactory
Grit	Slight Concern	Slight Concern
Hope	Slight Concern	Satisfactory
Leadership	Slight Concern	Slight Concern
Personal Standards	Satisfactory	Slight Concern
Positive School Experiences	Optimal	Optimal
Resiliency	Slight Concern	Slight Concern

RISK INDICATOR	CURRENT CATEGORY	PREVIOUS CATEGORY
Anxiety	No concern	No concern
Bullying Others	No concern	
Depression	No concern	No concern
Getting Bullied	No concern	
Ostracism	Satisfactory	Slight Concern
Self Criticism	Satisfactory	Optimal

INTERPRETING CATEGORIES

The TFS and indicator scores are placed within specific behavioral health levels. Each level is tied to specific educational and behavioral outcomes. A description of each level and its implications are below

OPTIMAL

Strengths across all domains with no distress.

Minimal specific attention likely. Capable of fully attending to academic life goals.

SATISFACTORY

Strengths across many domains with little distress.

Not likely to require specific attention. Functioning well but not necessarily excelling.

SLIGHT CONCERN

Some strengths but poor functioning in key domains.

May require some attention. Likely some impact on life and school functioning.

MAY NEED ASSISTANCE

Few or no strengths and high distress

Will require attention and support. Functioning likely to be affected even if not discernable.

FOR MORE INFORMATION

Should the child score in the May Need Assistance or Slight Concern range on any of the indicators, brief videos are available at <http://www.terracemetrics.org/parents> and type code **TMparents**. Each video is linked with a specific indicator and are designed to guide parents through next steps. These videos are updated regularly.

SUGGESTIONS FOR IMPROVING MAY NEED ASSISTANCE OR SLIGHT CONCERN SCORES

RESILIENCY

- Discuss with your child what they have learned from a recent difficult situation. Emphasize that learning and growth come from adversity, and share a situation when you have learned from adversity.
- Discuss with your child the difference between what can be controlled and what is beyond their control. What can always be controlled is how your child responds to disappointment, a poor outcome, or other adversity. Share with them your expectations and model your own behaviors when you experience adversity.
- Help your child develop one easily obtainable and realistic goal. Help them map out a plan to attain the goal, using small steps to get there. Reward your child as they progress through the steps.

HOPE

- Help your child establish meaningful and attainable goals. For example, rather than "get good grades", help them to design specific steps that lead to this ultimate goal. Make sure the goal is age appropriate and fits with your child's life experiences.
- Create incentives that can be given whenever they achieve one of the steps to the larger goal.
- Help your child mentally rehearse scripts for what he/she would do should they find their way blocked.
- Help your child remember when they successfully achieved a goal, particularly when they are in a jam.

GRIT

- Have your child pursue a hobby or activity that they can call their own. This would be a new activity entirely of the child's choosing.
- Praise your child for their perseverance. That is, rather than praise the outcome, praise and acknowledge their efforts.
- Make sure your child has the time to practice and develop their sense of purpose, which often comes from learning from their mistakes and failures.

SUPPLEMENTAL SCREENER SCORE

scores across supplemental screeners. Supplemental screeners are not included in the Total Function Score (TFS).

SUPPLEMENTAL INDICATORS	CURRENT CATEGORY	PREVIOUS CATEGORY
Trauma	No concern	
Drug / Alcohol	No concern	No concern
School Violence	No concern	No concern