

The Laboratory Schools High School Students

2021 WELLNESS SURVEY RESULTS

Administered in March 2021 during the Hybrid Program

INTRODUCTION

Lab's annual, comprehensive Student Wellness Survey provides important insight into our students' health and wellbeing. The aim of our Wellness Survey is to learn directly from students about their social and emotional experiences, physical health and habits, and safety. The results tell us the extent to which our students feel the way we would want them to feel: healthy, empowered, safe, respected, included, successful, and valued. The results also give us valuable information about how we should grow our program and partnerships to better support their health and wellbeing.

The 2021 survey was administered last March, shortly after Lab's Middle and High Schools transitioned from a fully remote format to a hybrid program, following a full year of physical isolation and online interactions. The previous year, our 2020 Wellness Survey was administered before the Schools transitioned to a fully remote program. Thus, we are able to compare the 2021 results to a pre-pandemic baseline.

We are grateful to the 870 students in grades six through 12 who participated in the spring survey. By sharing their experiences in this anonymous format, they gave Lab educators and parents an opportunity to learn more about how they were impacted by the exceptionally challenging pandemic year of 2020–21. The results have also prompted us to examine carefully whether and to what extent stressors have receded, persisted, or accelerated this fall as we have returned to pre-pandemic routines.

At Lab, we analyze student wellness in the context of Social Emotional Learning (SEL)—specifically, the SEL framework created by the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#). This framework assesses students' intrapersonal, interpersonal, and cognitive competence as well as the impact of external factors on their social and emotional health. It also encourages partnership and engagement between home and school in order to support students' wellness and growth in SEL.

THE RESULTS

The infographics below present the survey results most salient to our health and wellness work. The data illustrated show issues and trends that are particularly noteworthy to our community, which may helpfully inform our program. Where we see a statistically significant difference from previous years, the infographics incorporate data from previous surveys. However, please note that while the 2021 survey preserved most questions from previous survey instruments to enable comparisons, some questions were intentionally changed in response to community feedback. Finally, where appropriate and available, we have also provided national data that allows us to contextualize and compare our students' responses with others across the country. Unless otherwise indicated, national comparison data described in this summary are drawn from the Centers for Disease Control and Prevention Youth Behavioral Risk Surveillance System (YRBSS).

REFLECTION QUESTIONS

As you review the results, we encourage you to consider reflecting on the following questions from your vantage point:

What do these data suggest to you about the wellbeing of Lab middle and high school students?

What is hopeful? What is concerning?

What questions about equity, inclusion, and belonging arose for you looking at these data?

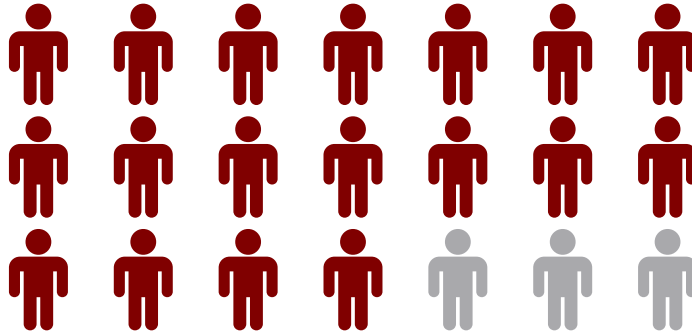
Which of these data do you feel most empowered—as a student, family member, or educator—to address?

HIGH SCHOOL PARTICIPATION

2021 STUDENT WELLNESS SURVEY

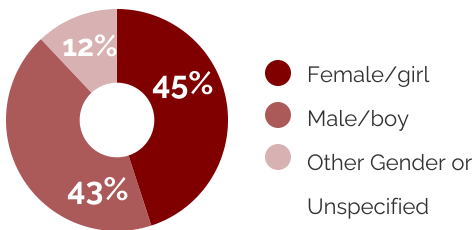
523
Students

83%
Participation

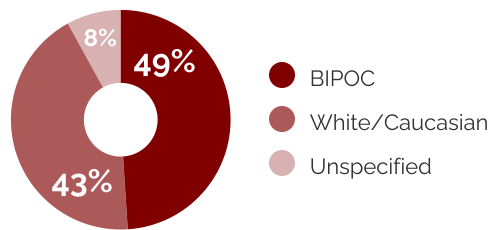


Grades
9-12

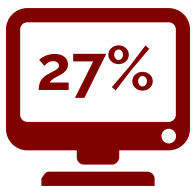
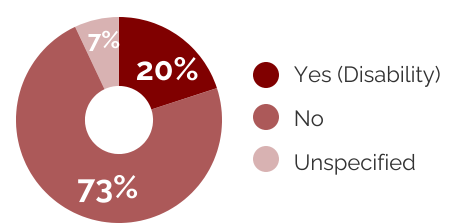
Gender Identity



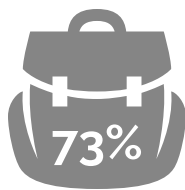
Race/Ethnicity



Dis/Ability



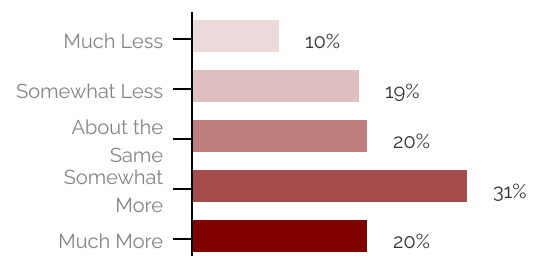
Fully Remote



In-Person Hybrid

These data are generally representative of the percentage of enrolled students who participated in the respective programs.

Amount of Sleep during Remote Learning

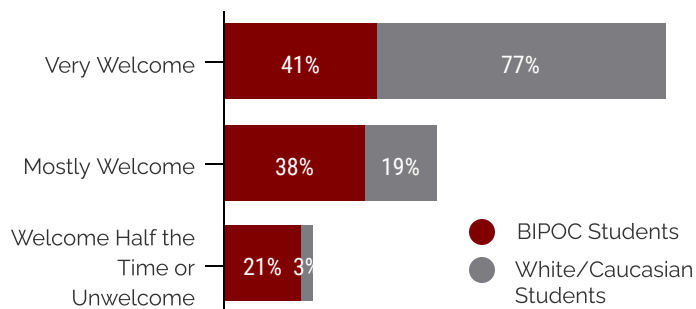


A Note About Reporting Results

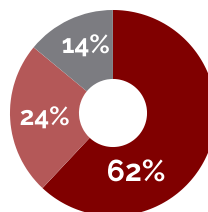
The data provide an opportunity to examine particular trends amongst grade levels and students' identities, but also information on the intersection of various measures of health and wellness. At the end of the survey, we asked students to identify their race/ethnicity, gender, and age with pre-selected options that are aligned with national survey instruments. For example, the options for gender were limited to "male, female, or other." Although students were also given the option to write in their own responses for their gender identity, the terms "male, female, and other" are neither reflective of the language some students used in their responses, nor rooted in Lab's concept of gender identity. When sorting the data, there are moments when particular aspects of demographic information become salient. We are working to highlight those areas, while recognizing the limitations of the options presented to students within the metrics of the survey. There are times when we find it important to sort students' responses by gender and/or race/ethnicity to highlight disparities in experience. The function of this is to help identify areas that need improvement and help guide future work.

FEELINGS OF WELCOMENESS AT LAB

Based on Race or Ethnicity



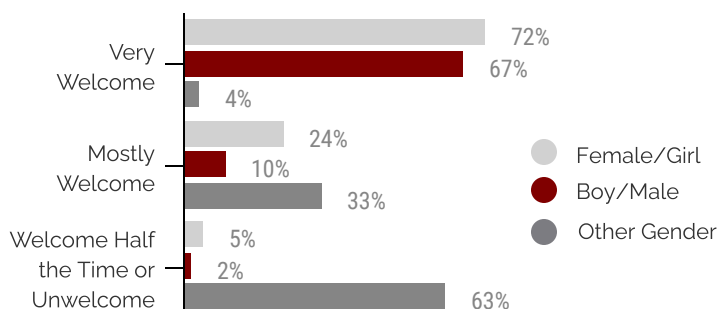
Students with Disabilities, Based on Disability



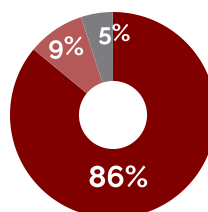
- Mostly or Very Welcome
- About Half
- Unwelcome



Based on Gender Identity



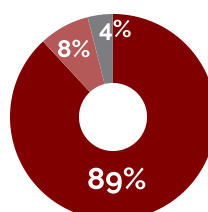
Based on Family Financial Situation



- Mostly or Very Welcome
- About Half
- Unwelcome



Based on Religious or Spiritual Beliefs



- Mostly or Very Welcome
- About Half
- Unwelcome



UNWELCOME EXPERIENCES



Unwanted Jokes
19%

In past 30 days, another Lab student made repeated, unwanted jokes, teased, or made fun of them based on Race/Ethnicity, Disability, Gender Identity, Religion/Spiritual Beliefs, Sexual Orientation, Background/Culture

Based On	Results	
Sexual Orientation	Heterosexual: 4%	Other attraction: 5%
Gender Identity	Binary Gender: 2%	Non-Binary/Other Gender: 13%
Race/Ethnicity	BIPOC: 5%	White/Caucasian: 2%
Background/Culture	BIPOC: 5%	White/Caucasian: 2%
Disability	Students with: 0%	Students without: 0%



6% Bullied by a Lab Student in Last 12 Months

No significant differences with respect to binary gender or race/ethnicity

Experienced Rude, Insulting, Bullying Comments Online in Last 30 Days

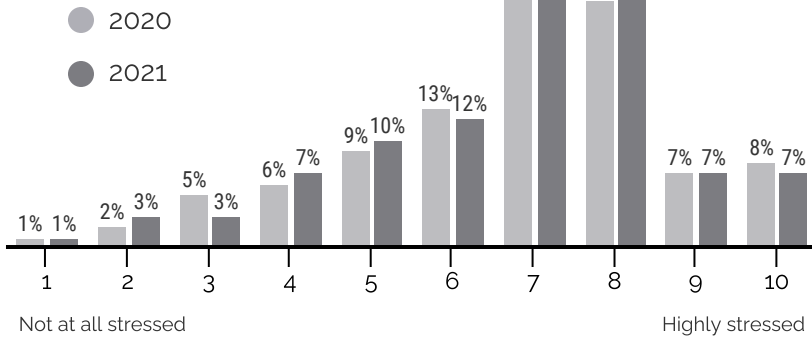
7%

No significant differences with respect to binary gender or race/ethnicity



STRESS & SUPPORT

Typical School Day Stress



TOP SOURCES OF STRESS: Schoolwork (75%), Local, National, or World Events (57%), Post-Grad Plans (44%), Family Expectations (21%)

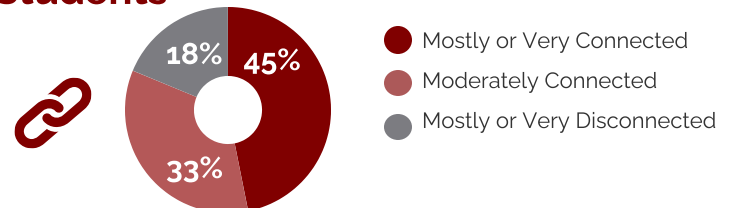
Trusted Adults

	2020	2021
Parent/Guardian	66%	69%
Counselor	38%	30%
Teacher	32%	29%
Advisor	27%	26%
Coach	14%	14%
Nurse	10%	10%
Administrator	5%	7%
Other Adult	6%	9%
None	16%	14%

Confidence in Ability to Cope with Stress

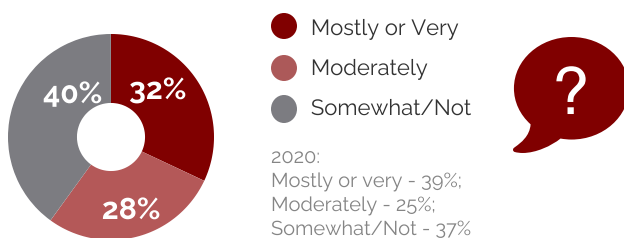


Feeling of Connectedness to Other Students

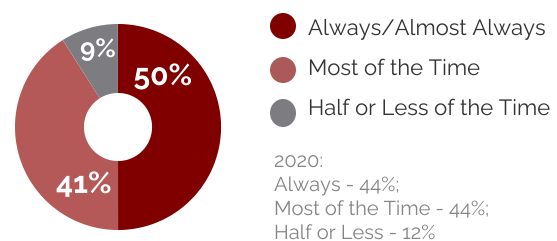


Comfort Asking for Help or Support

when feeling down, stressed, worried or upset



How Often Treated Well by Friends



Confidence in Ability to Access Support at Lab

when feeling down, stressed, worried or upset



Friend Available for Support

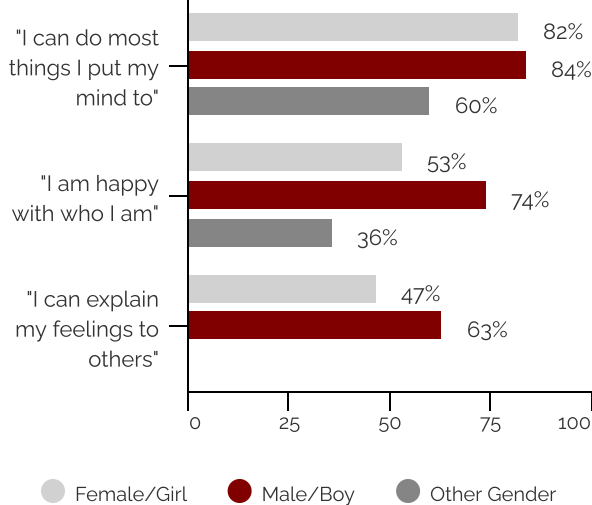




MENTAL HEALTH & SELF-PERCEPTION

Positive Self-Confidence

"I (at least somewhat) agree..."



Changes since 2020 (other gender data based on N=5):

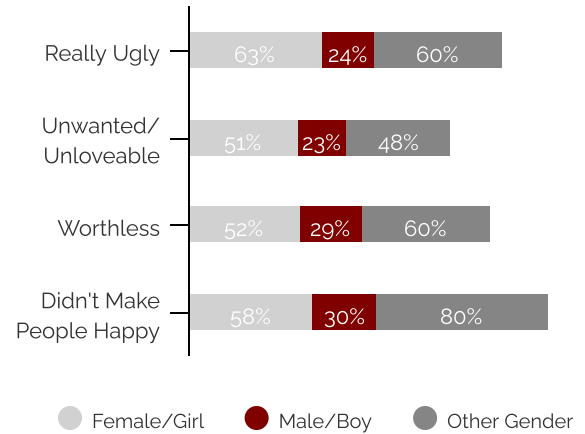
Do most things...: Girls 85%; Boys 86%

Happy with...: Girls 62%; Boys 73%

Explain...: Girls 59%; Boys 62%

Persistent Negative Feelings About Themselves

Daily for 2+ weeks in the last 12 months



Changes since 2020 (other gender data based on N=5):

Ugly: Girls 53%; Boys 32%; Other gender 60%

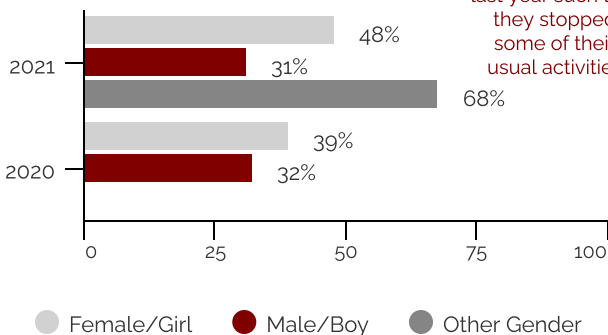
Unwanted: Girls 45%; Boys 30%; Other gender 60%

Worthless: Girls 46%; Boys 34%; Other gender 60%

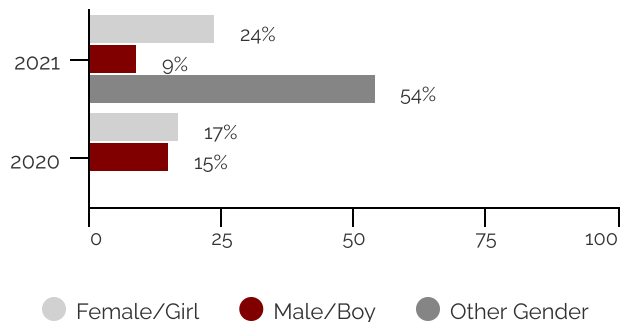
Didn't Make People Happy: Girls 53%; Boys 39%; Other gender 80%

Felt Sad or Hopeless

almost every day for 2+ weeks in the last year such that they stopped some of their usual activities



Self-Harming Behavior



Suicidal Thoughts & Behavior

Considered: 24% of girls, 15% of boys, and 40% of students who identified as a non-binary or other gender said they had considered suicide in the previous 12 months.

Made a Plan: Students who said they considered killing themselves were asked whether they had made a plan to attempt suicide. Of those students, 25 girls (46% of female respondents), 9 boys (28% of male respondents), and 6 students who identified as non-binary or another gender (24% of respondents) said they had made a plan about how they would attempt suicide.

Attempted: Of students who said they had considered suicide, 4 girls, 3 boys, and 3 students who identified as non-binary or other gender reported they had attempted suicide in the past 12 months (10 students total).

According to the CDC, during 2020, mental health-related emergency department (ED) visits among adolescents aged 12-17 years increased 31% compared with that during 2019. In May 2020, during the COVID-19 pandemic, ED visits for suspected suicide attempts began to increase among adolescents aged 12-17 years, especially girls. The Trevor Project's 2021 National Survey of LGBTQ Youth Mental Health found that 19.0% of LGBTQ youth ages 13-18 reported attempting suicide in the past year.

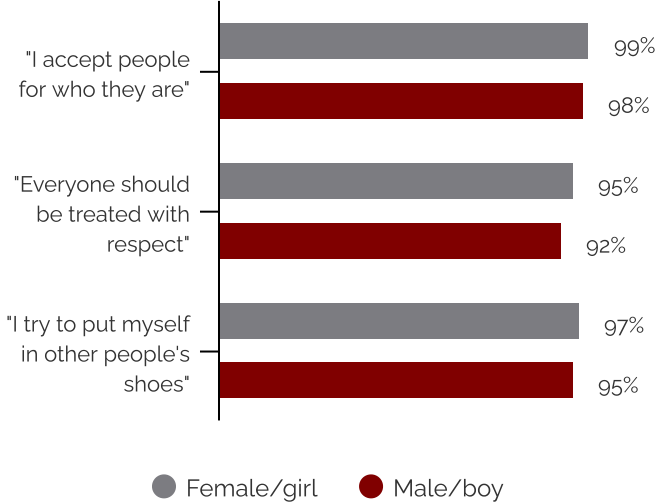
Changes since 2020 (other gender data based on N=5): "Seriously Considered": Girls 16%, Boys 13%; Other gender 40%
Attempted: Girls 4%; Boys 3%; Other gender 20% "Made a plan" was not asked



RELATIONSHIPS, INTERACTIONS, & SAFETY

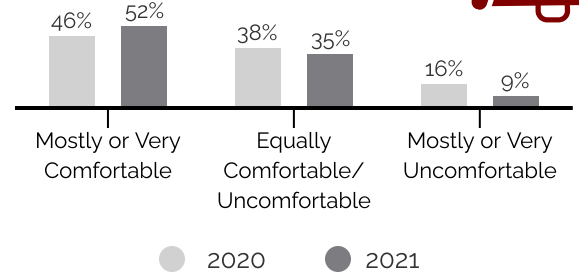
Perception of Others

"I (at least somewhat) agree..."

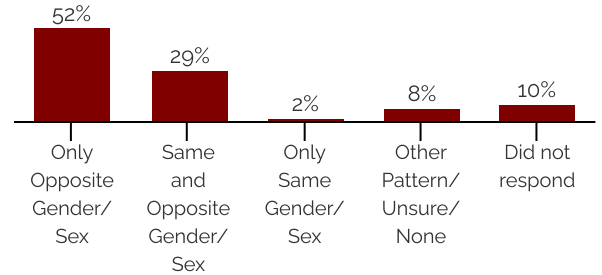


Changes since 2020 (other gender data not available):
 Accept...: Girls 98%; Boys 95%
 Treated with respect...: Girls 98%; Boys 86%
 Other people's shoes...: Girls 96%; Boys 93%

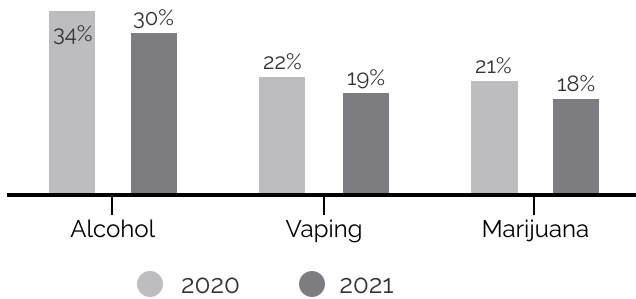
Comfort Speaking Up About Bullying/Harassment



Pattern of Attraction



Substance Use (Ever in Life)



Prescription drugs not prescribed or higher dose = 5%
 Other drugs to get high = 5%
 Decrease from 2020, from 8% and 7% respectively

Sexually Active



1 in 6 students have ever engaged in oral, anal, or vaginal sex (*Decrease from 2020: 17% in 2021 vs 23%; in 2020 and 28% in 2019)

Physically Hurt by Someone on a Regular Basis in the Last 12 Months

*3% in 2020



4% Forced to do Sexual Things in the Last 12 Months

5% Girls/female 2% Boys/male
 8% Non-binary/Other gender
 *3% overall in 2020

