

# CALIFORNIA HEALTHY KIDS SURVEY



## San Mateo-Foster City Secondary 2023-2024 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

Hilva Chan  
California Department of Education  
School Health and Safety Office  
Educator Excellence and Equity Division  
1430 N Street  
Sacramento, CA 95814  
[hchan@cde.ca.gov](mailto:hchan@cde.ca.gov)

Recommended citation:

San Mateo-Foster City School District. *California Healthy Kids Survey, 2023-2024: Main Report*. San Francisco: WestEd for the California Department of Education.

# Contents

	Page
<b>List of Tables</b> . . . . .	<b>III</b>
<b>PREFACE</b> . . . . .	<b>IX</b>
<b>Survey Module Administration</b> . . . . .	<b>1</b>
<b>A. Core Module Results</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	2
2. Summary of Key Indicators . . . . .	3
3. Demographics . . . . .	5
4. Routines . . . . .	13
5. Remote Schooling . . . . .	14
6. School Performance, Engagement, and Supports . . . . .	16
7. Social and Emotional Health . . . . .	32
8. School Violence, Victimization, and Safety . . . . .	37
9. Alcohol and Other Drug Use . . . . .	44
10. Tobacco Use . . . . .	54
11. Other Health Risks . . . . .	63
12. Race/Ethnicity Breakdowns . . . . .	64
13. Gender Breakdowns . . . . .	80
14. Parental Education Breakdowns . . . . .	90
15. English Learner Breakdowns . . . . .	101
16. Long-Term English Learner (LTEL) Breakdowns . . . . .	109
17. Special Education Breakdowns . . . . .	117
18. Living Situation Breakdowns . . . . .	127
<b>B. Behavioral Health Module (Form A)</b> . . . . .	<b>137</b>
Alcohol and Other Drugs . . . . .	137
1. Student Sample . . . . .	137
2. Summary of Key Indicators . . . . .	138
3. Alcohol, Tobacco, and Other Drug Consumption Patterns . . . . .	139
4. Reasons for and Consequences of AOD Consumption . . . . .	142
5. Supports to Reduce AOD Use . . . . .	143
6. Availability . . . . .	144
7. Influences on ATOD Use . . . . .	146

<b>B. Behavioral Health Module (Form B)</b>	<b>150</b>
Other Behavioral Health Factors	150
1. Student Sample	150
2. Summary of Key Indicators	151
3. Behavioral Health Protective Factors	152
4. Resilience Assets	157
5. Student Wellness	158
6. Mental Health Supports	166

# List of Tables

	Page
<b>Survey Module Administration</b> . . . . .	<b>1</b>
1 CHKS Survey Modules Administered . . . . .	1
<b>A. Core Module Results</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	<b>2</b>
A1.1 Student Sample for Core Module . . . . .	2
A1.2 Number of Respondents by Instructional Model . . . . .	2
2. Summary of Key Indicators . . . . .	<b>3</b>
A2.1 Key Indicators of School Climate . . . . .	3
A2.2 Key Indicators of Substance Use, Remote Schooling, and Student Well-Being . . . . .	4
3. Demographics . . . . .	<b>5</b>
A3.1 School Schedule, Past 30 Days . . . . .	5
A3.2 Gender of Sample . . . . .	5
A3.3 Sexual Orientation . . . . .	6
A3.4 Gender Identity . . . . .	6
A3.5 Race or Ethnicity . . . . .	7
A3.6 Living Arrangements and Housing Status . . . . .	7
A3.7 Living Situation . . . . .	8
A3.8 Parental Education . . . . .	8
A3.9 Special Education Services . . . . .	9
A3.10 English Learner Program Designation . . . . .	9
A3.11 English Learner Program Duration and Long-Term English Learner Status . . . . .	9
A3.12 Language Spoken at Home . . . . .	10
A3.13 English Language Proficiency – Home Language Other Than English . . . . .	11
A3.14 Number of Days Attending Afterschool Program . . . . .	12
A3.15 Military Connections . . . . .	12
4. Routines . . . . .	<b>13</b>
A4.1 Eating of Breakfast . . . . .	13
A4.2 Bedtime . . . . .	13
5. Remote Schooling . . . . .	<b>14</b>
A5.1 Remote Schooling Schedule and Instructional Time . . . . .	14
A5.2 Interesting Activities Provided for Student in Remote Schooling . . . . .	15
A5.3 Interest in Schoolwork Done from Home . . . . .	15
6. School Performance, Engagement, and Supports . . . . .	<b>16</b>
A6.1 Grades, Past 12 Months . . . . .	16
A6.2 Absences, Past 30 Days . . . . .	16
A6.3 Reasons for Absence, Past 30 Days . . . . .	17
A6.4 School Environment & Connectedness, Academic Motivation, Parental Involvement . . . . .	18
A6.5 Caring Relationships Scale Questions . . . . .	19

A6.6	High Expectations Scale Questions . . . . .	20
A6.7	Meaningful Participation Scale Questions . . . . .	21
A6.8	School Connectedness Scale Questions . . . . .	22
A6.8	School Connectedness Scale Questions – Continued . . . . .	23
A6.9	Academic Motivation Scale Questions . . . . .	24
A6.10	Maintaining Focus on Schoolwork . . . . .	25
A6.11	School Boredom and Value of School . . . . .	26
A6.12A	School Boredom Profile Groups - 6th Grade . . . . .	27
A6.12B	School Boredom Profile Groups - 7th Grade . . . . .	28
A6.12C	School Boredom Profile Groups - 8th Grade . . . . .	29
A6.13	Promotion of Parental Involvement Scale Questions . . . . .	30
A6.14	Checking Student Progress . . . . .	31
A6.15	Quality of School Physical Environment . . . . .	31
7.	Social and Emotional Health . . . . .	<b>32</b>
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months . . . . .	32
A7.2	Seriously Considered Attempting Suicide, Past 12 Months . . . . .	32
A7.3	Optimism Scale Questions . . . . .	33
A7.4	Life Satisfaction Scale Questions . . . . .	34
A7.4	Life Satisfaction Scale Questions – Continued . . . . .	35
A7.5	Social Emotional Distress Scale Questions . . . . .	36
8.	School Violence, Victimization, and Safety . . . . .	<b>37</b>
A8.1	Perceived Safety at School . . . . .	37
A8.2	Reasons for Harassment, Past 12 Months . . . . .	38
A8.2	Reasons for Harassment, Past 12 Months – Continued . . . . .	39
A8.3	School Violence Victimization Scale Questions . . . . .	40
A8.3	School Violence Victimization Scale Questions – Continued . . . . .	41
A8.4	School Violence Perpetration Scale Questions . . . . .	42
A8.5	Threats and Injuries with Weapons at School, Past 12 Months . . . . .	43
A8.6	Weapons Possession on School Property, Past 12 Months . . . . .	43
9.	Alcohol and Other Drug Use . . . . .	<b>44</b>
A9.1	Summary Measures of Level of AOD Use and Perceptions . . . . .	44
A9.2	Summary of AOD Lifetime Use . . . . .	45
A9.3	Lifetime AOD Use . . . . .	46
A9.4	Methods of Marijuana Consumption . . . . .	47
A9.5	Current AOD Use, Past 30 Days . . . . .	48
A9.6	Frequency of Current AOD Use, Past 30 Days . . . . .	49
A9.7	Lifetime Drunk or “High” . . . . .	50
A9.8	Current AOD Use on School Property, Past 30 Days . . . . .	51
A9.9	Lifetime Drunk or “High” on School Property . . . . .	51
A9.10	Perceived Harm of AOD Use . . . . .	52
A9.11	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs . . . . .	53
10.	Tobacco Use . . . . .	<b>54</b>
A10.1	Summary of Key CHKS Tobacco Indicators . . . . .	54
A10.2	Lifetime Tobacco Use . . . . .	55

A10.3	Substances Ever Vaped . . . . .	56
A10.4	Any Current Use and Daily Use . . . . .	57
A10.5	Substances Vaped, Past 30 Days . . . . .	58
A10.6	Current Tobacco Use, Past 30 Days . . . . .	59
A10.7	Current Smoking on School Property, Past 30 Days . . . . .	59
A10.8	Secondhand Smoke on School Property, Past 30 Days . . . . .	60
A10.9	Perceived Harm of Cigarette Smoking . . . . .	61
A10.10	Perceived Harm of Using Vape Products . . . . .	61
A10.11	Perceived Difficulty of Obtaining Cigarettes and Vape Products . . . . .	62
A10.12	School Bans Tobacco Use and Vaping . . . . .	62
11.	Other Health Risks . . . . .	<b>63</b>
A11.1	Alone After School . . . . .	63
A11.2	Gang Involvement . . . . .	63
12.	Race/Ethnicity Breakdowns . . . . .	<b>64</b>
A12.1	School Engagement and Supports by Race/Ethnicity . . . . .	64
A12.1	School Engagement and Supports by Race/Ethnicity – Continued . . . . .	65
A12.1	School Engagement and Supports by Race/Ethnicity – Continued . . . . .	66
A12.1	School Engagement and Supports by Race/Ethnicity – Continued . . . . .	67
A12.2	School Safety by Race/Ethnicity . . . . .	68
A12.2	School Safety by Race/Ethnicity – Continued . . . . .	69
A12.2	School Safety by Race/Ethnicity – Continued . . . . .	70
A12.3	Cyberbullying by Race/Ethnicity . . . . .	70
A12.4	Substance Use by Race/Ethnicity . . . . .	71
A12.4	Substance Use by Race/Ethnicity – Continued . . . . .	72
A12.4	Substance Use by Race/Ethnicity – Continued . . . . .	73
A12.4	Substance Use by Race/Ethnicity – Continued . . . . .	74
A12.5	Routines by Race/Ethnicity . . . . .	75
A12.6	Remote Schooling by Race/Ethnicity . . . . .	76
A12.6	Remote Schooling by Race/Ethnicity – Continued . . . . .	77
A12.7	Social and Emotional Health by Race/Ethnicity . . . . .	78
A12.7	Social and Emotional Health by Race/Ethnicity – Continued . . . . .	79
13.	Gender Breakdowns . . . . .	<b>80</b>
A13.1	School Engagement and Supports by Gender . . . . .	80
A13.1	School Engagement and Supports by Gender – Continued . . . . .	81
A13.1	School Engagement and Supports by Gender – Continued . . . . .	82
A13.2	School Safety by Gender . . . . .	83
A13.2	School Safety by Gender – Continued . . . . .	84
A13.3	Cyberbullying by Gender . . . . .	84
A13.4	Substance Use by Gender . . . . .	85
A13.4	Substance Use by Gender – Continued . . . . .	86
A13.5	Routines by Gender . . . . .	87
A13.6	Remote Schooling by Gender . . . . .	88
A13.7	Social and Emotional Health by Gender . . . . .	89
14.	Parental Education Breakdowns . . . . .	<b>90</b>

A14.1	School Engagement and Supports by Parental Education . . . . .	90
A14.1	School Engagement and Supports by Parental Education – Continued . . . . .	91
A14.1	School Engagement and Supports by Parental Education – Continued . . . . .	92
A14.2	School Safety by Parental Education . . . . .	93
A14.2	School Safety by Parental Education – Continued . . . . .	94
A14.3	Cyberbullying by Parental Education . . . . .	94
A14.4	Substance Use by Parental Education . . . . .	95
A14.4	Substance Use by Parental Education – Continued . . . . .	96
A14.4	Substance Use by Parental Education – Continued . . . . .	97
A14.5	Routines by Parental Education . . . . .	98
A14.6	Remote Schooling by Parental Education . . . . .	99
A14.7	Social and Emotional Health by Parental Education . . . . .	100
<b>15.</b>	<b>English Learner Breakdowns . . . . .</b>	<b>101</b>
A15.1	School Engagement and Supports by English Learner Status . . . . .	101
A15.1	School Engagement and Supports by English Learner Status – Continued . . . . .	102
A15.2	School Safety by English Learner Status . . . . .	103
A15.3	Cyberbullying by English Learner Status . . . . .	104
A15.4	Substance Use by English Learner Status . . . . .	104
A15.4	Substance Use by English Learner Status – Continued . . . . .	105
A15.5	Routines by English Learner Status . . . . .	106
A15.6	Remote Schooling by English Learner Status . . . . .	107
A15.7	Social and Emotional Health by English Learner Status . . . . .	108
<b>16.</b>	<b>Long-Term English Learner (LTEL) Breakdowns . . . . .</b>	<b>109</b>
A16.1	School Engagement and Supports by English Learner (EL) Program Duration . . . . .	109
A16.1	School Engagement and Supports by English Learner Program Duration – Continued . . . . .	110
A16.2	School Safety by English Learner (EL) Program Duration . . . . .	111
A16.3	Cyberbullying by English Learner (EL) Program Duration . . . . .	112
A16.4	Substance Use by English Learner (EL) Program Duration . . . . .	112
A16.4	Substance Use by English Learner (EL) Program Duration – Continued . . . . .	113
A16.5	Routines by English Learner (EL) Program Duration . . . . .	114
A16.6	Remote Schooling by English Learner (EL) Program Duration . . . . .	115
A16.7	Social and Emotional Health by English Learner (EL) Program Duration . . . . .	116
<b>17.</b>	<b>Special Education Breakdowns . . . . .</b>	<b>117</b>
A17.1	School Engagement and Supports by Individualized Education Plan (IEP) Placement . . . . .	117
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued . . . . .	118
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued . . . . .	119
A17.2	School Safety by Individualized Education Plan (IEP) Placement . . . . .	120
A17.2	School Safety by Individualized Education Plan (IEP) Placement – Continued . . . . .	121
A17.3	Cyberbullying by Individualized Education Plan (IEP) Placement . . . . .	121
A17.4	Substance Use by Individualized Education Plan (IEP) Placement . . . . .	122
A17.4	Substance Use by Individualized Education Plan (IEP) Placement – Continued . . . . .	123
A17.5	Routines by Individualized Education Plan (IEP) Placement . . . . .	124
A17.6	Remote Schooling by Individualized Education Plan (IEP) Placement . . . . .	125
A17.7	Social and Emotional Health by Individualized Education Plan (IEP) Placement . . . . .	126



18. Living Situation Breakdowns . . . . .	127
A18.1 School Engagement and Supports by Living Situation . . . . .	127
A18.1 School Engagement and Supports by Living Situation – Continued . . . . .	128
A18.1 School Engagement and Supports by Living Situation – Continued . . . . .	129
A18.2 School Safety by Living Situation . . . . .	130
A18.2 School Safety by Living Situation – Continued . . . . .	131
A18.3 Cyberbullying by Living Situation . . . . .	131
A18.4 Substance Use by Living Situation . . . . .	132
A18.4 Substance Use by Living Situation – Continued . . . . .	133
A18.5 Routines by Living Situation . . . . .	134
A18.6 Remote Schooling by Living Situation . . . . .	135
A18.7 Social and Emotional Health by Living Situation . . . . .	136
<b>B. Behavioral Health Module (Form A) . . . . .</b>	<b>137</b>
Alcohol and Other Drugs (AOD) . . . . .	137
1. Student Sample . . . . .	137
B.I.1.1 Student Sample for AOD Indicators . . . . .	137
2. Summary of Key Indicators . . . . .	138
B.I.2.1 Key Indicators of Alcohol and Other Drug Use . . . . .	138
3. Alcohol, Tobacco, and Other Drug Consumption Patterns . . . . .	139
B.I.3.1 Age of Onset – AOD Use . . . . .	139
B.I.3.2 Age of Onset – Tobacco Use . . . . .	140
B.I.3.3 Usual Alcohol Consumption Level . . . . .	140
B.I.3.4 Driving Under the Influence Experiences, Lifetime . . . . .	141
4. Reasons for and Consequences of AOD Consumption . . . . .	142
B.I.4.1 Reasons for AOD Use, Past 12 Months . . . . .	142
5. Supports to Reduce AOD Use . . . . .	143
B.I.5.1 Talked with Parent About AOD Use, Past 12 Months . . . . .	143
6. Availability . . . . .	144
B.I.6.1 Sources for Obtaining Alcohol . . . . .	144
B.I.6.2 Sources for Obtaining Marijuana . . . . .	145
7. Influences on ATOD Use . . . . .	146
B.I.7.1 Personal Disapproval of AOD Use . . . . .	146
B.I.7.2 Parent Disapproval of ATOD Use . . . . .	147
B.I.7.3 Peer Disapproval of ATOD Use . . . . .	148
B.I.7.4 Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months . . . . .	149
<b>B. Behavioral Health Module (Form B) . . . . .</b>	<b>150</b>
Other Behavioral Health Factors . . . . .	150
1. Student Sample . . . . .	150

B.II.1.1	Student Sample on Other Behavioral Health Factors . . . . .	150
2.	Summary of Key Indicators . . . . .	<b>151</b>
B.II.2.1	Key Indicators of Other Behavioral Health Factors . . . . .	151
3.	Behavioral Health Protective Factors . . . . .	<b>152</b>
B.II.3.1	Perceived Safety at Home and in Neighborhood . . . . .	152
B.II.3.2	Emotional Safety at School Scale Questions . . . . .	153
B.II.3.3	School Co-Regulation Supports Scale Questions . . . . .	154
B.II.3.4	Home Adult Co-Regulation Supports Scale Questions . . . . .	155
B.II.3.5	Peer Co-Regulation Supports Scale Questions . . . . .	156
4.	Resilience Assets . . . . .	<b>157</b>
B.II.4.1	Emotion Regulation Scale Questions . . . . .	157
5.	Student Wellness . . . . .	<b>158</b>
B.II.5.1	Responses to Trauma Scale Questions . . . . .	158
B.II.5.1	Responses to Trauma Scale Questions – Continued . . . . .	159
B.II.5.2	Post-Traumatic Stress (PTS) Profile, Past 30 Days . . . . .	159
B.II.5.3	Stress Associated Health Symptoms Scale Questions . . . . .	160
B.II.5.3	Stress Associated Health Symptoms Scale Questions – Continued . . . . .	161
B.II.5.4	Loneliness Scale Questions . . . . .	162
B.II.5.5	Body Image . . . . .	163
B.II.5.6	Weight Management . . . . .	163
B.II.5.7	Disordered Eating Behavior . . . . .	164
B.II.5.8	Self-Harm, Past 12 Months . . . . .	165
6.	Mental Health Supports . . . . .	<b>166</b>
B.II.6.1	Availability of Mental Health Supports at School, Past Year . . . . .	166
B.II.6.2	Mental Health Help-Seeking Attitude . . . . .	166
B.II.6.3	Mental Health Help-Seeking Attitude Toward Peers . . . . .	167
B.II.6.4	Mental Health Services Usage, Past Year . . . . .	168
B.II.6.5	Barriers to Using Mental Health Services . . . . .	169
B.II.6.6	School Promotion of Mental Health Awareness . . . . .	170

# PREFACE

## HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from the 2023-24 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

These surveys grew out of the California Department of Education’s (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website ([calschls.org](https://calschls.org)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](https://ca-safe-supportive-schools.wested.org)) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

## THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer.

Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

## **Core Module**

As summarized in Appendix II, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

- student grades, truancy, boredom at school, attendance, academic motivation, and school connectedness, as indicators of engagement;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- perceived school safety, bullying, and victimization; and
- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

The Core Module also assesses indicators of student well-being in general, including the scope and nature of substance use and mental health and wellness (chronic sadness, social and emotional distress, life satisfaction, and contemplation of suicide). These questions provide insight into important barriers to learning and development.

A wide range of demographic questions help districts identify differences among student groups and to better address the needs of significant and vulnerable students, including those required to be included in LCAP efforts. These include differences in the results related to race/ethnicity, gender, sexual orientation, and socioeconomic status; homeless and foster status; and English language proficiency.

## **Behavioral Health Module (Supplementary)**

The Behavioral Health Module (BHM) is a multiform survey module that assesses secondary student well-being indicators (i.e., social isolation, body image and disordered eating, responses to trauma, stress-associated health conditions, and precursors to and consequences of substance use) and protective factors (i.e., home adult supports, peer supports, and school mental health supports). This module assesses almost all of the measures that were assessed on the 2022-23 Mental Health Supports Module, Student Trauma Module, and Alcohol and Other Drugs (AOD) Module—which have been discontinued. The BHM assesses more content while minimizing the survey length for individual students by using a multiform instrument. Students are randomly administered one of two BHM survey forms to reduce survey burden and collect representative data on more aspects of behavioral health. Because the BHM is administered to all schools participating in the Biennial State CHKS, statewide comparison data will be available for all BHM results.

## **School Climate Module (Supplementary)**

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention, peer relationships, respect for diversity, and the quality of the physical environment ([calschls.org/survey-administration/downloads](https://calschls.org/survey-administration/downloads)).

## **Social Emotional Health Module (Supplementary)**

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-

emotional capacities linked to student mental health and well-being and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

## SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential.

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

## THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option by grade level. Percentages are rounded to the nearest whole number.

### LCAP Subgroup Results

Summary tables provide key findings (e.g., safety, school connectedness, bullying and harassment, developmental supports) disaggregated by each of the LCAP subgroups (race/ethnic subgroups, socioeconomically disadvantaged students, English learners and long-term English learners, students with disabilities, students in foster care, and unhoused youth). Results are also disaggregated by gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by these and other factors (i.e., students who report different levels of caring relations with adults at school).

## ONLINE DATA DASHBOARDS

**Public Dashboard.** Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://calschls.org/reports-data/dashboard)). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

**The District Dashboard Option.** Districts may also purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at not only the district level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;

- make comparisons across groups such as race/ethnicity, sexual orientation, gender identity, and many other characteristics (LCAP subgroups, chronic sadness, caring relationships); and
- examine data trends over time overall and by different demographic groups.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

## UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

### Representativeness

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent (see Table A1.1 and Appendix I for student response rates). One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

### Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

## RESOURCES

[CalSCHLS.org](http://CalSCHLS.org) contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level ([calschls.org/resources/factsheets](http://calschls.org/resources/factsheets)).
- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate ([data.calschls.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](http://data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf)).
- The **California Center for School Climate** ([ca-safe-supportive-schools.wested.org/california-center-for-school-climate/](http://ca-safe-supportive-schools.wested.org/california-center-for-school-climate/)) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [ca-safe-supportive-schools.wested.org/subscribe/](http://ca-safe-supportive-schools.wested.org/subscribe/).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](http://ca-safe-supportive-schools.wested.org)) contains a wealth of information and tools related to school climate

improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** ([calschls.org/resources/#resources\\_and\\_tools](https://calschls.org/resources/#resources_and_tools)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

## NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS technical advisor team. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

### Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified school and student needs and into developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor ([calschls.org/contact](https://calschls.org/contact)) or email [calschls@wested.org](mailto:calschls@wested.org).

### Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk ([calschls.org/resources/#resources\\_and\\_tools](https://calschls.org/resources/#resources_and_tools)) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9<sup>th</sup> and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> and 7<sup>th</sup> graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline



referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website ([data.calschls.org/resources/Biennial\\_State\\_1921.pdf](https://data.calschls.org/resources/Biennial_State_1921.pdf)) or examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://calschls.org/reports-data/dashboard)). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison ([calschls.org/reports-data/search-lea-reports](https://calschls.org/reports-data/search-lea-reports)). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

## Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor ([calschls.org/contact](https://calschls.org/contact)) or email [calschls@wested.org](mailto:calschls@wested.org).

## Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

## School Reports, School Climate Report Cards, Mental Health Reports, and School Boredom Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Four types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators ([calschls.org/reports-data/#slcr](https://calschls.org/reports-data/#slcr))
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year ([calschls.org/reports-data/#slcr](https://calschls.org/reports-data/#slcr))
- A **School Boredom Report** that describes how much students value school and how bored they feel at school ([calschls.org/reports-data/#slcr](https://calschls.org/reports-data/#slcr))

## Disaggregated Reports

CalSCHLS staff can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity), or by other characteristics of youth, such as those who are low in academic motivation compared to those who are high. This can be valuable for identifying what subgroups need to be targeted with what resources and programs. Given the LCAP requirement that districts identify and address the needs of underserved subgroups, doing this would be a natural next step for addressing subgroup disparities.



## **Additional Analysis of Data**

The complete dataset is available electronically for additional analysis ([calschls.org/reports-data](https://calschls.org/reports-data)). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

## **Add Questions to Your Next Surveys**

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5164) or email [calschls@wested.org](mailto:calschls@wested.org).

**Exhibit 1*****Major School-Related Domains and Constructs Assessed by CalSCHLS in Secondary Schools***

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Attendance (absences and reasons absent)	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓				
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓				
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate Conditions</b>					
Academic rigor and norms				✓	✓
College and career supports				✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

## **ACKNOWLEDGMENTS**

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, School Health and Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

Thomas Hanson, Ph.D.  
CalSCHLS Director, WestEd

Tom Herman  
Administrator, School Health and Safety Office  
California Department of Education

# Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	X
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	X
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module (RYDM)	
M. Safety & Violence Module	
N. School Climate Module (SCM)	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco Module	
Z. Custom Questions	

# Core Module Results

## 1. Survey Sample

**Table A1.1**

***Student Sample for Core Module***

	Grade 6	Grade 7	Grade 8
<b><i>Student Sample Size</i></b>			
Target sample	1,091	1,095	1,094
Final number	755	996	1,002
<b>Response Rate</b>	69%	91%	92%

**Table A1.2**

***Number of Respondents by Instructional Model***

	Grade 6	Grade 7	Grade 8
In-school learning only	755	996	1,002
Remote learning only	0	0	0

## 2. Summary of Key Indicators

**Table A2.1**

**Key Indicators of School Climate**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>School Engagement and Supports</b>				
School connectedness <sup>†#</sup> ( <i>In-School Only</i> )	63	56	52	A6.4
School connectedness <sup>†ψ</sup> ( <i>Remote Only</i> )				A6.4
Academic motivation <sup>†</sup>	73	65	61	A6.4
School is really boring <sup>±</sup>	27	40	42	A6.11
School is worthless and a waste of time <sup>±</sup>	9	10	14	A6.11
Monthly Absences (3 or more)	11	14	14	A6.2
Maintaining focus on schoolwork <sup>†Γ</sup>	47	39	36	A6.10
Caring adult relationships <sup>‡</sup>	72	61	63	A6.4
High expectations <sup>‡</sup>	81	74	72	A6.4
Meaningful participation <sup>‡</sup>	36	30	27	A6.4
Facilities upkeep <sup>†Φ</sup>	34	29	25	A6.15
Promotion of parental involvement in school <sup>†</sup>	61	53	45	A6.4
<b>School Safety and Cyberbullying</b>				
School perceived as very safe or safe <sup>Φ</sup>	61	53	49	A8.1
Experienced any harassment or bullying <sup>§</sup>	37	36	36	A8.2
Had mean rumors or lies spread about you <sup>§</sup>	34	32	34	A8.3
Been afraid of being beaten up <sup>§Φ</sup>	35	26	19	A8.3
Been in a physical fight <sup>§Φ</sup>	7	10	10	A8.4
Seen a weapon on campus <sup>§Φ</sup>	10	9	10	A8.6
Cyberbullying <sup>§</sup>	23	22	26	A8.3

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup> The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

<sup>Γ</sup> Survey question was reverse-coded.

<sup>Φ</sup> In-School only.

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup> Past 12 months.

**Table A2.2****Key Indicators of Substance Use, Remote Schooling, and Student Well-Being**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Substance Use</b>				
Current alcohol or drug use <sup>¶</sup>	2	3	4	A9.5
Current tobacco use <sup>¶</sup>	1	2	2	A10.6
Current marijuana use <sup>¶</sup>	0	1	2	A9.5
Current binge drinking <sup>¶</sup>	0	1	1	A9.5
Very drunk or “high” 7 or more times, ever	0	1	1	A9.7
Been drunk or “high” on drugs at school, ever	0	1	2	A9.9
Current cigarette smoking <sup>¶</sup>	1	1	0	A10.4
Current use of vape products <sup>¶</sup>	3	2	3	A10.4
Current tobacco vaping <sup>¶</sup>	1	1	2	A10.5
Current marijuana vaping <sup>¶</sup>	1	1	1	A10.5
<b>Routines</b>				
Eating of breakfast <sup> </sup>	79	72	69	A4.1
Bedtime (at 12 am or later)	6	11	19	A4.2
<b>Remote Schooling</b>				
Remote learning frequency (5 days per week) <sup>¶δ</sup>				A5.1
Synchronous instruction (4 days or more) <sup>¶δ</sup>				A5.1
Interest in schoolwork done from home <sup>†δ</sup>				A5.3
Meaningful opportunities <sup>‡δ</sup>				A5.2
<b>Social and Emotional Health</b>				
Social emotional distress <sup>‡</sup>	20	21	24	A7.5
Experienced chronic sadness/hopelessness <sup>§</sup>	21	22	26	A7.1
Considered suicide <sup>§</sup>	9	10	11	A7.2
Optimism <sup>‡</sup>	59	54	50	A7.3
Life satisfaction <sup>±</sup>	74	71	66	A7.4

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>|</sup>Today.

<sup>δ</sup>Remote only.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>±</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied.”

### 3. Demographics

**Table A3.1**

***School Schedule, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	100	100	100
Remote Learning Model	0	0	0

*Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?*

*Notes: Cells are empty if there are less than 10 respondents.*

*In-School Model - Respondents selecting “I went to school in person at my school building for the entire day, Monday through Friday.”*

*Remote Learning Model - Respondents selecting “I participated in school from home for the entire day on most or all weekdays and did not go to school in person.”*

**Table A3.2**

***Gender of Sample***

	Grade 6 %	Grade 7 %	Grade 8 %
Male	48	51	53
Female	51	46	45
Nonbinary	0	1	1
Something else	1	2	1

*Question HS/MS A.3: What is your gender?*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A3.3*****Sexual Orientation***

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	79	82	83
Lesbian or Gay	1	2	2
Bisexual	4	4	5
Something else	1	2	2
Not sure	9	5	5
Decline to respond	5	5	3

*Question HS/MS A.5: Which of the following best describes you?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.4*****Gender Identity***

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	93	91	92
Yes, I am transgender	0	2	1
I am not sure if I am transgender	2	2	2
Decline to respond	4	5	4

*Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.5*****Race or Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	2	1	0
Asian or Asian American, non-Hispanic	33	28	30
Black or African American, non-Hispanic	1	1	1
Hispanic or Latinx	30	37	36
Native Hawaiian or Pacific Islander, non-Hispanic	1	2	1
White, non-Hispanic	14	14	14
Multiracial, non-Hispanic	13	10	13
Something else, non-Hispanic	6	7	5

*Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.6*****Living Arrangements and Housing Status***

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	92	92	94
Other relative's home	0	1	1
A home with more than one family	3	4	3
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	1	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	3	2	3

*Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.7**  
***Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
Home with one or more parent or guardian	92	92	94
Foster home	0	0	0
Homeless	1	1	1
Other living arrangement	7	7	6

*Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.*

*Notes: Cells are empty if there are less than 10 respondents.*

*Category “Homeless” includes “Friend’s home,” “Hotel or motel,” and “Shelter, car, campground, or other transitional or temporary housing.”*

*Category “Other living arrangement” includes “Other relative’s home,” “A home with more than one family,” and “Other living arrangement.”*

**Table A3.8**  
***Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	3	7	8
Graduated from high school	5	6	7
Attended college but did not complete four-year degree	3	4	5
Graduated from college	62	58	59
Don’t know	27	24	21

*Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.9*****Special Education Services***

	Grade 6 %	Grade 7 %	Grade 8 %
No	74	76	79
Yes	6	6	7
Don't know	19	16	13
Prefer not to say	2	3	2

*Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.10*****English Learner Program Designation***

	Grade 6 %	Grade 7 %	Grade 8 %
No	76	76	83
Yes	11	13	8
Don't know	13	11	10

*Question HS/MS A.13: Are you in the English Learner Program at school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.11*****English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status***

	Grade 6 %	Grade 7 %	Grade 8 %
Not currently in English Learner Program	88	86	92
Less than 7 years (EL)	8	11	7
7 years or more (LTEL)	4	3	2

*Question HS/MS A.13, 14: Are you in the English Learner Program at school?... How many years have you been in the English Learner Program across all schools you've attended?*

*Notes: Cells are empty if there are less than 10 respondents.*

*Category "Less than 7 years (EL)" includes responses "Less than 3 years," "3 to 4 years," and "5 to 6 years."*

**Table A3.12*****Language Spoken at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
English	60	53	60
Spanish	20	27	24
Mandarin	4	4	4
Cantonese	1	2	1
Taiwanese	0	0	0
Tagalog	1	1	2
Vietnamese	0	0	0
Korean	1	0	0
Arabic	1	0	1
Other	13	12	9

*Question HS/MS A.12: What language is spoken most of the time in your home?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.13*****English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>How well do you...</i></b>			
<b>understand English?</b>			
Very well	76	77	74
Well	17	19	21
Not well	7	4	4
Not at all	0	0	1
<b>speak English?</b>			
Very well	67	66	67
Well	24	27	26
Not well	8	6	5
Not at all	2	1	3
<b>read English?</b>			
Very well	61	64	60
Well	27	28	29
Not well	10	7	9
Not at all	2	1	2
<b>write English?</b>			
Very well	57	56	57
Well	30	36	32
Not well	11	7	9
Not at all	2	1	2
<b><i>English Language Proficiency Status</i></b>			
Proficient	60	59	60
Not proficient	40	41	40

*Question HS/MS A.12, 12A-12D: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.*

*Notes: Cells are empty if there are less than 10 respondents.*

*English Language Proficiency was determined by creating a scale score using four survey questions: how well do you understand... speak... read... and write English? Response options are reverse coded so higher values indicate higher English proficiency level (“Not at all” (1); “Not well” (2); “Well” (3); and “Very well” (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as “Proficient” or “Not Proficient” based on the English language proficiency scale.*

*Proficient: students with average item response > 3.5; and*

*Not Proficient: students with average item response ≤ 3.5.*

**Table A3.14*****Number of Days Attending Afterschool Program (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	81	87	89
1 day	4	4	4
2 days	5	5	4
3 days	3	2	1
4 days	2	1	1
5 days	4	1	1

*Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.15*****Military Connections***

	Grade 6 %	Grade 7 %	Grade 8 %
No	96	94	95
Yes	1	2	2
Don't know	3	4	3

*Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Routines

**Table A4.1**

***Eating of Breakfast***

	Grade 6 %	Grade 7 %	Grade 8 %
No	21	28	31
Yes	79	72	69

*Question HS/MS A.17: Did you eat breakfast today?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A4.2**

***Bedtime***

	Grade 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	0	1	1
7:00-7:59 pm	2	1	1
8:00-8:59 pm	14	8	5
9:00-9:59 pm	37	28	19
10:00-10:59 pm	31	35	36
11:00-11:59 pm	10	16	21
12:00-12:59 am	3	5	9
After 1:00 am	2	6	10
<b><i>Bedtime at 12 am or later</i></b>	6	11	19

*Question HS/MS A.16: What time did you go to bed last night?*

*Note: Cells are empty if there are less than 10 respondents.*



## 5. Remote Schooling

**Table A5.1**

***Remote Schooling Schedule and Instructional Time (Remote Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Time spent on learning and completing schoolwork from home on the average weekday</b>			
Less than 1 hour			
Between 1 and 2 hours			
Between 2 and 3 hours			
Between 3 and 4 hours			
Between 4 and 5 hours			
More than 5 hours			
<b>Number of days in the past week participating in an online class from home where your teacher talked to students</b>			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			
<b>Number of weekdays participating in school from home for the entire school day</b>			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			

*Question HS/MS A.20-22: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A5.2*****Interesting Activities Provided for Student in Remote Schooling (Remote Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Not at all true			
A little true			
Pretty much true			
Very much true			

*Question HS/MS A.49: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A5.3*****Interest in Schoolwork Done from Home (Remote Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Strongly disagree			
Disagree			
Neither disagree nor agree			
Agree			
Strongly agree			

*Question HS/MS A.40: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. School Performance, Engagement, and Supports

**Table A6.1**

*Grades, Past 12 Months*

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's	53	44	45
A's and B's	34	30	30
Mostly B's	4	4	5
B's and C's	6	13	12
Mostly C's	1	2	2
C's and D's	2	4	4
Mostly D's	0	0	0
Mostly F's	0	1	2

*Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.2**

*Absences, Past 30 Days*

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	58	52	51
1 day	19	20	21
2 days	12	14	14
3 or more days	11	14	14

*Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.3*****Reasons for Absence, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	54	49	50
Illness (feeling physically sick), including problems with breathing or your teeth	35	41	38
Were being bullied or mistreated at school <i>(In-School Only)</i>	2	1	1
Felt very sad, hopeless, anxious, stressed, or angry	3	4	4
Didn't get enough sleep	5	5	6
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1
Had to take care of or help a family member or friend	1	2	2
Wanted to spend time with friends	1	1	0
Used alcohol or drugs	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	0	1	3
Were bored or uninterested in school	2	3	3
Had no transportation to school <i>(In-School Only)</i>	0	1	2
Other reason	12	13	12

*Question HS/MS A.25, 26: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-School only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table A6.4*****School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	63	55	54	
Caring relationships-adults in school <sup>‡</sup>	72	61	63	A6.5
High expectations-adults in school <sup>‡</sup>	81	74	72	A6.6
Meaningful participation at school <sup>‡</sup>	36	30	27	A6.7
School connectedness <sup>‡#</sup> <b><i>(In-School Only)</i></b>	63	56	52	A6.8
School connectedness <sup>‡ψ</sup> <b><i>(Remote Only)</i></b>				A6.8
Academic motivation <sup>†</sup>	73	65	61	A6.9
Promotion of parental involvement in school <sup>†</sup>	61	53	45	A6.13

Notes: Cells are empty if there are less than 10 respondents.

<sup>‡</sup>Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”

<sup>†</sup>Scales are based on average of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

**Table A6.5*****Caring Relationships Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Caring relationships-adults in school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	61	63
<b><i>There is a teacher or some other adult from my school... who really cares about me.</i></b>			
Not at all true	6	11	9
A little true	26	35	31
Pretty much true	43	36	37
Very much true	24	17	22
<b><i>who notices when I’m not there.</i></b>			
Not at all true	7	12	11
A little true	23	29	30
Pretty much true	40	38	36
Very much true	31	21	23
<b><i>who listens to me when I have something to say.</i></b>			
Not at all true	5	10	9
A little true	15	21	22
Pretty much true	41	41	41
Very much true	38	28	28

*Question HS/MS A.47, 50, 53: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.6*****High Expectations Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations-adults in school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	74	72
<b><i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i></b>			
Not at all true	4	8	6
A little true	18	19	22
Pretty much true	44	46	43
Very much true	34	27	28
<b><i>who always wants me to do my best.</i></b>			
Not at all true	3	4	5
A little true	10	16	18
Pretty much true	34	41	40
Very much true	54	39	37
<b><i>who believes that I will be a success.</i></b>			
Not at all true	5	9	9
A little true	17	23	24
Pretty much true	37	38	37
Very much true	40	30	29

*Question HS/MS A.48, 51, 54: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.7**  
**Meaningful Participation Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful participation at school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	36	30	27
<b><i>At school/When I participate in school,...</i></b>			
<b>I do interesting activities.</b>			
Not at all true	7	13	16
A little true	28	35	36
Pretty much true	42	37	33
Very much true	22	15	15
<b>I help decide things like class activities or rules.</b>			
Not at all true	34	41	45
A little true	37	35	33
Pretty much true	21	18	16
Very much true	8	7	6
<b>I do things that make a difference.</b>			
Not at all true	21	30	33
A little true	42	40	39
Pretty much true	26	23	19
Very much true	11	7	9
<b>I have a say in how things work.</b>			
Not at all true	28	36	40
A little true	36	35	36
Pretty much true	26	22	18
Very much true	10	7	6
<b>I help decide school activities or rules.</b>			
Not at all true	55	56	61
A little true	31	28	25
Pretty much true	10	11	10
Very much true	4	5	4

*Question HS/MS A.55-64: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A6.8*****School Connectedness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School connectedness<sup>#</sup> (<i>In-School Only</i>)</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>	63	56	52
<b>School connectedness<sup>ψ</sup> (<i>Remote Only</i>)</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>			
<b>I feel close to people at/from this school.</b>			
Strongly disagree	2	3	4
Disagree	4	5	6
Neither disagree nor agree	23	21	23
Agree	50	46	46
Strongly agree	20	24	20
<b>I am happy with/to be at this school.</b>			
Strongly disagree	4	8	10
Disagree	7	10	11
Neither disagree nor agree	27	32	32
Agree	45	39	38
Strongly agree	17	12	10
<b>I feel like I am part of this school.</b>			
Strongly disagree	3	5	9
Disagree	8	9	9
Neither disagree nor agree	29	35	36
Agree	43	40	37
Strongly agree	17	11	10

*Question HS/MS A.27-34: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]*

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>#</sup>*The scale was based on five survey questions for in-school respondents.*

<sup>ψ</sup>*The scale was based on four questions for remote respondents.*

**Table A6.8*****School Connectedness Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>The teachers at this school treat students fairly/The teachers treat students fairly.</b>			
Strongly disagree	4	5	7
Disagree	8	9	12
Neither disagree nor agree	25	29	31
Agree	40	42	39
Strongly agree	23	15	12
<b>I feel safe in my school. (<i>In-School Only</i>)</b>			
Strongly disagree	5	6	8
Disagree	8	9	9
Neither disagree nor agree	27	34	37
Agree	42	37	37
Strongly agree	18	14	10

*Question HS/MS A.32-34 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.9*****Academic Motivation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Academic motivation</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>	73	65	61
<b>I try hard to make sure that I am good at my schoolwork.</b>			
Strongly disagree	1	2	2
Disagree	1	3	4
Neither disagree nor agree	8	13	14
Agree	39	43	44
Strongly agree	51	40	36
<b>I try hard on my schoolwork because I am interested in it.</b>			
Strongly disagree	4	8	10
Disagree	13	17	19
Neither disagree nor agree	34	37	36
Agree	33	27	25
Strongly agree	15	11	11
<b>I work hard to try to understand new things when doing my schoolwork.</b>			
Strongly disagree	2	3	5
Disagree	4	8	8
Neither disagree nor agree	24	26	28
Agree	43	40	39
Strongly agree	26	23	19
<b>I am always trying to do better in my schoolwork.</b>			
Strongly disagree	1	3	4
Disagree	2	3	4
Neither disagree nor agree	14	17	22
Agree	40	43	42
Strongly agree	43	34	28

*Question HS/MS A.41-44: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.10*****Maintaining Focus on Schoolwork***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>It is hard for me to stay focused when doing my schoolwork.</b>			
Strongly disagree	13	12	11
Disagree	34	27	25
Neither disagree nor agree	27	31	31
Agree	17	18	23
Strongly agree	9	12	10

*Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.11*****School Boredom and Value of School***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School boredom</b>			
Low (0-3)	32	24	19
Medium (4-6)	41	36	39
High (7-10)	27	40	42
<b>Value of school</b>			
High (0-3)	74	64	60
Medium (4-6)	17	26	26
Low (7-10)	9	10	14

*Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.12A**

***School Boredom Profile Groups - 6th Grade***

		School is really boring (Grade 6)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 31%				Mid Boredom & High Value 30%			High Boredom & High Value 13%			
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &			High Boredom &			
	5	Mid Value $\bar{\bar{A}}$				Mid Value			Mid Value			
	6					9%			7%			
	7								High Boredom & Low Value 7%			
	8	Low Boredom &				Mid Boredom &						
	9	Low Value $\bar{\bar{A}}$				Low Value $\bar{\bar{A}}$						
	10 Strongly Agree											

*Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.*

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>̄</sup>Results are not reported due to a very small number of responses.*

*Percentages may not add up to 100% because categories with very low responses are not reported.*

**Table A6.12B*****School Boredom Profile Groups - 7th Grade***

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 22%				Mid Boredom & High Value 26%			High Boredom & High Value 17%			
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &			High Boredom &			
	5	Mid Value <sup>̄</sup>				Mid Value			Mid Value			
	6					10%			14%			
	7								High Boredom & Low Value 10%			
	8	Low Boredom &				Mid Boredom &						
	9	Low Value <sup>̄</sup>				Low Value <sup>̄</sup>						
	10 Strongly Agree											

*Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.*

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>̄</sup>Results are not reported due to a very small number of responses.*

*Percentages may not add up to 100% because categories with very low responses are not reported.*

**Table A6.12C**

***School Boredom Profile Groups - 8th Grade***

		School is really boring (Grade 8)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 18%				Mid Boredom & High Value 26%			High Boredom & High Value 16%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 11%			High Boredom & Mid Value 15%				
	5	Mid Value <sup>̄</sup>										
	6											
	7								High Boredom & Low Value 12%			
	8	Low Boredom &			Mid Boredom &							
	9	Low Value <sup>̄</sup>			Low Value <sup>̄</sup>							
	10 Strongly Agree											

*Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.*

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>̂</sup>Results are not reported due to a very small number of responses.*

*Percentages may not add up to 100% because categories with very low responses are not reported.*



**Table A6.13*****Promotion of Parental Involvement Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Promotion of parental involvement in school</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>	61	53	45
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>			
Strongly disagree	1	4	4
Disagree	5	7	9
Neither disagree nor agree	26	32	38
Agree	49	46	39
Strongly agree	19	11	10
<b>Parents feel welcome to participate at this school.</b>			
Strongly disagree	2	3	5
Disagree	4	5	7
Neither disagree nor agree	35	40	45
Agree	42	42	34
Strongly agree	18	10	10
<b>School staff take parent concerns seriously.</b>			
Strongly disagree	3	5	8
Disagree	6	10	10
Neither disagree nor agree	35	37	39
Agree	36	35	33
Strongly agree	21	14	10

*Question HS/MS A.36-38: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.14*****Checking Student Progress***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>A teacher or some other adult from my school checks on how I am feeling.</b>			
Not at all true	16	23	22
A little true	32	33	32
Pretty much true	27	28	28
Very much true	25	16	18

*Question HS/MS A.52: There is a teacher or some other adult from my school... who checks on how I am feeling.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.15*****Quality of School Physical Environment (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>My school is usually clean and tidy.</b>			
Strongly disagree	7	12	14
Disagree	19	23	26
Neither disagree nor agree	40	36	35
Agree	27	24	19
Strongly agree	7	5	5

*Question HS/MS A.35: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. Social and Emotional Health

**Table A7.1**

***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No	79	78	74
Yes	21	22	26

*Question HS A.153/MS A.146: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.2**

***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No	91	90	89
Yes	9	10	11

*Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.3**  
**Optimism Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Optimism</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	54	50
<b>Each day I look forward to having a lot of fun.</b>			
Not at all true	11	16	16
A little true	30	31	35
Pretty much true	36	35	35
Very much true	22	17	13
<b>I usually expect to have a good day.</b>			
Not at all true	12	18	18
A little true	30	28	33
Pretty much true	38	36	36
Very much true	20	18	13
<b>Overall, I expect more good things to happen to me than bad things.</b>			
Not at all true	13	17	18
A little true	25	27	30
Pretty much true	33	32	34
Very much true	29	24	18

*Question HS A.160-162/MS A.153-155: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.4*****Life Satisfaction Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Life satisfaction</b>			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	74	71	66
<b><i>I would describe my satisfaction with...</i></b>			
<b>my family life as...</b>			
Very dissatisfied	1	2	3
Dissatisfied	1	3	3
A little dissatisfied	5	5	6
A little satisfied	7	8	11
Satisfied	33	32	33
Very satisfied	54	51	44
<b>my friendships as...</b>			
Very dissatisfied	1	2	3
Dissatisfied	1	2	2
A little dissatisfied	5	5	6
A little satisfied	15	12	14
Satisfied	41	36	41
Very satisfied	37	43	34
<b>my school experience as...</b>			
Very dissatisfied	4	7	8
Dissatisfied	6	9	10
A little dissatisfied	13	16	15
A little satisfied	26	24	29
Satisfied	36	31	26
Very satisfied	15	13	11

*Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.4**  
***Life Satisfaction Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>I would describe my satisfaction with...</i></b>			
<b>myself as...</b>			
Very dissatisfied	4	7	7
Dissatisfied	6	7	7
A little dissatisfied	9	9	12
A little satisfied	13	15	19
Satisfied	36	31	32
Very satisfied	32	32	25
<b>where I live as...</b>			
Very dissatisfied	1	2	2
Dissatisfied	1	1	2
A little dissatisfied	3	4	4
A little satisfied	7	8	9
Satisfied	27	28	33
Very satisfied	61	57	50

*Question HS A.166, 167/MS A.159, 160: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.5**  
***Social Emotional Distress Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	20	21	24
<b>I had a hard time relaxing.</b>			
Not at all true	41	43	40
A little true	40	35	34
Pretty much true	14	14	15
Very much true	6	8	11
<b>I felt sad and down.</b>			
Not at all true	42	44	43
A little true	35	33	31
Pretty much true	14	13	15
Very much true	9	10	11
<b>I was easily irritated.</b>			
Not at all true	39	40	36
A little true	29	29	29
Pretty much true	20	16	18
Very much true	13	15	17
<b>It was hard for me to cope and I thought I would panic.</b>			
Not at all true	69	68	66
A little true	17	18	17
Pretty much true	7	8	10
Very much true	7	7	7
<b>It was hard for me to get excited about anything.</b>			
Not at all true	63	65	61
A little true	24	21	22
Pretty much true	7	8	9
Very much true	5	6	7

*Question HS A.155-159/MS A.148-152: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.*

*Note: Cells are empty if there are less than 10 respondents.*

## 8. School Violence, Victimization, and Safety

**Table A8.1**

*Perceived Safety at School (In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	14	12	10
Safe	47	42	39
Neither safe nor unsafe	30	36	39
Unsafe	7	8	8
Very unsafe	2	2	5

*Question HS A.117/MS A.110: How safe do you feel when you are at school?*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A8.2*****Reasons for Harassment, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Race, ethnicity, or national origin</b>			
0 times	81	80	78
1 time	8	7	8
2 or more times	12	13	15
<b>Religion</b>			
0 times	93	91	92
1 time	3	4	4
2 or more times	4	5	5
<b>Gender</b>			
0 times	93	93	92
1 time	3	4	3
2 or more times	3	4	5
<b>Because you are gay, lesbian, or bisexual or someone thought you were</b>			
0 times	92	92	92
1 time	3	3	3
2 or more times	4	4	5
<b>A physical or mental disability</b>			
0 times	97	95	93
1 time	1	3	2
2 or more times	2	3	4
<b>Any of the above five reasons</b>	27	28	29

*Question HS A.137-141, 144-148/MS A.130-134, 137-141: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.2*****Reasons for Harassment, Past 12 Months – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>You are an immigrant or someone thought you were</b>			
0 times	96	91	93
1 time	2	4	2
2 or more times	2	5	5
<b>Any other reason</b>			
0 times	76	81	81
1 time	10	7	6
2 or more times	13	12	13
<b>Any harassment</b>	37	36	36

*Question HS A.137-150/MS A.130-143: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.3*****School Violence Victimization Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School violence victimization <i>(In-School Only)</i></b>			
<i>Average reporting “1 or more times”</i>	30	29	29
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? <i>(In-School Only)</i></b>			
0 times	68	71	73
1 time	15	14	13
2 to 3 times	11	8	8
4 or more times	6	7	7
<b>been afraid of being beaten up? <i>(In-School Only)</i></b>			
0 times	65	74	81
1 time	17	14	11
2 to 3 times	9	6	4
4 or more times	10	6	5
<b><i>During the past 12 months, how many times have you...</i></b>			
<b>had mean rumors or lies spread about you?</b>			
0 times	66	68	66
1 time	17	15	15
2 to 3 times	9	9	10
4 or more times	8	8	9
<b>had sexual jokes, comments, or gestures made to you?</b>			
0 times	74	73	70
1 time	12	10	10
2 to 3 times	6	7	7
4 or more times	8	11	13

*Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.3**

***School Violence Victimization Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 12 months, how many times on school property have you/did students from your school...</i></b>			
<b><i>had your property stolen or deliberately damaged?</i></b>			
<b><i>(In-School Only)</i></b>			
0 times	83	80	80
1 time	11	12	10
2 to 3 times	4	5	6
4 or more times	2	3	4
<b><i>been made fun of because of your looks or the way you talk?</i></b>			
0 times	64	62	62
1 time	17	14	15
2 to 3 times	9	10	9
4 or more times	10	14	14
<b><i>been made fun of, insulted, or called names?</i></b>			
0 times	61	63	65
1 time	15	12	12
2 to 3 times	11	9	8
4 or more times	14	16	15
<b><i>During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?</i></b>			
0 times (never)	77	78	74
1 time	13	11	12
2 to 3 times	6	6	8
4 or more times	3	5	6

*Question HS A.123, 124, 132, 135, 136, 151/MS A.116, 117, 125, 128, 129, 144: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?*

*Note: Cells are empty if there are less than 10 respondents.*

Table A8.4

***School Violence Perpetration Scale Questions (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School violence perpetration</b>			
<i>Average reporting “1 or more times”</i>	3	5	5
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>been in a physical fight?</b>			
0 times	93	90	90
1 time	6	7	6
2 to 3 times	2	2	3
4 or more times	0	1	2
<b>been offered, sold, or given an illegal drug?</b>			
0 times	95	94	92
1 time	4	3	4
2 to 3 times	0	1	2
4 or more times	0	1	2
<b>damaged school property on purpose?</b>			
0 times	97	95	95
1 time	2	3	2
2 to 3 times	1	1	1
4 or more times	0	1	2
<b>carried a gun?</b>			
0 times	100	99	99
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	1
<b>carried any other weapon (such as a knife or club)?</b>			
0 times	99	98	98
1 time	0	1	1
2 to 3 times	0	0	0
4 or more times	0	1	1

*Question HS A.120, 125-128/MS A.113, 118-121: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.5*****Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>been threatened with harm or injury?</b>			
0 times	86	88	90
1 time	9	6	5
2 to 3 times	4	3	2
4 or more times	2	2	3
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>			
0 times	96	95	96
1 time	3	4	3
2 to 3 times	1	1	1
4 or more times	0	1	1

*Question HS A.129, 131/MS A.122, 124: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.6*****Weapons Possession on School Property, Past 12 Months (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>seen someone carrying a gun, knife, or other weapon?</b>			
0 times	90	91	90
1 time	8	5	7
2 to 3 times	1	2	2
4 or more times	1	1	2

*Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?*

*Note: Cells are empty if there are less than 10 respondents.*

## 9. Alcohol and Other Drug Use

**Table A9.1**

*Summary Measures of Level of AOD Use and Perceptions*

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get “high” <sup>^</sup>	4	8	11	A9.2
Lifetime alcohol or drug use	4	8	11	A9.2
Lifetime marijuana use	1	3	4	A9.2
Lifetime very drunk or high (7 or more times)	0	1	1	A9.7
Current alcohol or drug use <sup>¶</sup>	2	3	4	A9.5
Current marijuana use <sup>¶</sup>	0	1	2	A9.5
Current heavy drug use <sup>¶</sup>	1	0	1	A9.5
Current heavy alcohol use (binge drinking) <sup>¶</sup>	0	1	1	A9.5
Current alcohol or drug use on school property <sup>¶Φ</sup>	1	1	2	A9.8
Harmfulness of occasional marijuana use <sup>B</sup>	42	41	39	A9.10
Difficulty of obtaining marijuana <sup>C</sup>	27	19	12	A9.11

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>^</sup>*Excludes prescription pain medication.*

<sup>¶</sup>*Past 30 days.*

<sup>Φ</sup>*In-School only.*

<sup>B</sup>*Great harm.*

<sup>C</sup>*Very difficult.*

**Table A9.2*****Summary of AOD Lifetime Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	3	5	8
Marijuana	1	3	4
Inhalants	2	3	1
Any other drug, pill, or medicine to get “high”	1	2	1
<b><i>Any of the above AOD use</i></b>	4	8	11
<b><i>Any illicit AOD use to get “high”<sup>^</sup></i></b>	4	8	11

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>^</sup>*Excludes prescription pain medication.*



**Table A9.3**  
***Lifetime AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol (one full drink)</b>			
0 times	97	95	92
1 time	2	3	4
2 to 3 times	1	1	2
4 or more times	1	1	2
<b>Marijuana (smoke, vape, eat, or drink)</b>			
0 times	99	97	96
1 time	0	1	1
2 to 3 times	0	1	1
4 or more times	0	1	2
<b>Inhalants</b>			
0 times	98	97	99
1 time	1	2	1
2 to 3 times	1	0	0
4 or more times	0	1	1
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>			
0 times	99	98	99
1 time	0	1	0
2 to 3 times	0	0	1
4 or more times	0	1	1

*Question HS A.68-70, 76/MS A.69-71, 73: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Any other drug, pill, or medicine to get “high” or for reasons other than medical.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.4**  
**Methods of Marijuana Consumption**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>During your life, how many times have you used marijuana in any of the following ways...</b>			
<b>Smoke it?</b>			
0 times	100	98	97
1 time	0	1	1
2 to 3 times	0	1	1
4 or more times	0	1	2
<b>In a vaping device?</b>			
0 times	100	98	97
1 time	0	0	1
2 to 3 times	0	1	0
4 or more times	0	1	2
<b>Eat or drink it in products made with marijuana?</b>			
0 times	100	99	98
1 time	0	0	1
2 to 3 times	0	0	0
4 or more times	0	0	1

*Question HS A.69, 80-82/MS A.70, 77-79: During your life, how many times have you used the following?... Marijuana (smoke, vape, eat, or drink)... During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, or portable vaporizers)?... Eat or drink it in products made with marijuana?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.5*****Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)	1	2	3
Binge drinking (5 or more drinks in a row)	0	1	1
Marijuana (smoke, vape, eat, or drink)	0	1	2
Inhalants	0	1	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	1	0
<b><i>Any drug use</i></b>	1	1	2
<b><i>Heavy drug use</i></b>	1	0	1
<b><i>Any AOD Use</i></b>	2	3	4

*Question HS A.86-92/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?*

*Notes: Cells are empty if there are less than 10 respondents.*

*Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”).*

**Table A9.6*****Frequency of Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol (one or more drinks)</b>			
0 days	99	98	97
1 or 2 days	1	2	3
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Binge drinking (5 or more drinks in a row)</b>			
0 days	100	99	99
1 or 2 days	0	1	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>			
0 days	100	99	98
1 or 2 days	0	1	1
3 to 9 days	0	0	1
10 to 19 days	0	0	0
20 to 30 days	0	0	0

*Question HS A.86-88/MS A.83-85: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.7*****Lifetime Drunk or “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Very drunk or sick after drinking alcohol</b>			
0 times	99	98	97
1 to 2 times	0	1	2
3 to 6 times	0	0	1
7 or more times	0	0	0
<b>“High” (loaded, stoned, or wasted) from using drugs</b>			
0 times	99	98	96
1 to 2 times	1	1	2
3 to 6 times	0	0	1
7 or more times	0	1	1
<b><i>Very drunk or “high” 7 or more times</i></b>	0	1	1

*Question HS A.77, 78/MS A.74, 75: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.8****Current AOD Use on School Property, Past 30 Days (In-School Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol</b>			
0 days	99	100	99
1 to 2 days	0	0	1
3 or more days	0	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>			
0 days	100	100	99
1 to 2 days	0	0	0
3 or more days	0	0	0
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>			
0 days	100	100	100
1 to 2 days	0	0	0
3 or more days	0	0	0
<b>Any of the above</b>	1	1	2

Question HS A.96-98/MS A.91-93: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

Note: Cells are empty if there are less than 10 respondents.

**Table A9.9****Lifetime Drunk or “High” on School Property**

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	100	99	98
1 to 2 times	0	1	1
3 to 6 times	0	1	1
7 or more times	0	0	0

Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Note: Cells are empty if there are less than 10 respondents.

**Table A9.10*****Perceived Harm of AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol - drink occasionally</b>			
Great	26	29	26
Moderate	24	24	21
Slight	22	22	31
None	28	25	21
<b>Alcohol - 5 or more drinks once or twice a week</b>			
Great	48	52	52
Moderate	21	22	25
Slight	6	5	6
None	24	21	17
<b>Marijuana - use occasionally</b>			
Great	42	41	39
Moderate	27	30	29
Slight	7	8	15
None	24	20	17
<b>Marijuana - use daily</b>			
Great	69	71	67
Moderate	5	7	12
Slight	1	2	4
None	25	20	16

*Question HS A.104-107/MS A.99-102: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.11*****Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol</b>			
Very difficult	22	17	10
Fairly difficult	14	14	13
Fairly easy	7	14	18
Very easy	5	10	16
Don’t know	51	45	43
<b>Marijuana</b>			
Very difficult	27	19	12
Fairly difficult	11	14	13
Fairly easy	4	10	13
Very easy	3	8	14
Don’t know	55	49	48
<b>Prescription drugs to get “high” or for reasons other than prescribed</b>			
Very difficult	25	18	13
Fairly difficult	10	13	15
Fairly easy	5	12	11
Very easy	4	7	11
Don’t know	56	51	50

*Question HS A.110-112/MS A.105-107: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.*

*Note: Cells are empty if there are less than 10 respondents.*



## 10. Tobacco Use

**Table A10.1**

*Summary of Key CHKS Tobacco Indicators*

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Use Prevalence and Patterns</b>				
Ever smoked a whole cigarette	1	1	1	A10.2
Current cigarette smoking <sup>¶</sup>	1	1	0	A10.4
Current cigarette smoking at school <sup>¶Φ</sup>	0	0	0	A10.7
Ever tried smokeless tobacco	1	1	1	A10.2
Current smokeless tobacco use <sup>¶</sup>	1	0	1	A10.4
Current smokeless tobacco use at school <sup>¶Φ</sup>	0	0	0	A10.7
Ever used vape products	4	5	9	A10.2
Current use of vape products <sup>¶</sup>	3	2	3	A10.4
Current tobacco vaping <sup>¶</sup>	1	1	2	A10.5
Current marijuana vaping <sup>¶</sup>	1	1	1	A10.5
Current vaping at school <sup>¶Φ</sup>	2	2	2	A10.7
Lifetime tobacco use	3	4	7	A10.2
Current tobacco use <sup>¶</sup>	1	2	2	A10.6
<b>Attitudes and Correlates</b>				
Harmfulness of occasional cigarette smoking <sup>B</sup>	34	35	31	A10.9
Harmfulness of smoking 1 or more packs/day <sup>B</sup>	59	64	64	A10.9
Harmfulness of vaping occasionally <sup>B</sup>	41	40	38	A10.10
Harmfulness of vaping several times a day <sup>B</sup>	69	70	72	A10.10
Difficulty of obtaining cigarettes <sup>C</sup>	23	16	9	A10.11
Difficulty of obtaining vape products <sup>C</sup>	18	13	8	A10.11
<b>Anti-Tobacco Policy</b>				
School bans tobacco use and vaping	65	69	73	A10.12

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>¶</sup>Past 30 days.

<sup>Φ</sup>In-School only.

<sup>B</sup>Great harm.

<sup>C</sup>Very difficult.

**Table A10.2*****Lifetime Tobacco Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>A cigarette, even one or two puffs</b>			
0 times	99	98	98
1 time	0	1	1
2 to 3 times	0	1	0
4 or more times	0	1	1
<b>A whole cigarette</b>			
0 times	99	99	99
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	1	1
<b>Smokeless tobacco</b>			
0 times	99	99	99
1 time	0	0	0
2 to 3 times	0	1	0
4 or more times	0	0	1
<b>Vape products</b>			
0 times	96	95	91
1 time	2	2	3
2 to 3 times	1	1	1
4 or more times	1	2	4
<b><i>Lifetime tobacco use</i></b>			
No	97	96	93
Yes	3	4	7

*Question HS A.65-67/MS A.65-68: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.*

*Notes: Cells are empty if there are less than 10 respondents.*

*Lifetime tobacco use includes using a whole cigarette or smokeless tobacco, or vaping tobacco or nicotine.*

**Table A10.3**  
**Substances Ever Vaped**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Vaped tobacco or nicotine</b>			
0 times	98	97	94
1 time	1	1	2
2 to 3 times	0	1	1
4 or more times	1	2	3
<b>Vaped marijuana or THC</b>			
0 times	99	98	96
1 time	0	1	1
2 to 3 times	0	1	1
4 or more times	0	1	2
<b>Vaped other product</b>			
0 times	99	98	98
1 time	0	1	0
2 to 3 times	1	0	0
4 or more times	1	1	1

*Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?... Vape products... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A10.4*****Any Current Use and Daily Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cigarettes</b>			
Any	1	1	0
Daily (20 or more days)	0	0	0
<b>Smokeless tobacco</b>			
Any	1	0	1
Daily (20 or more days)	0	0	0
<b>Vape products</b>			
Any	3	2	3
Daily (20 or more days)	1	0	1

*Question HS A.83-85/MS A.80-82: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A10.5*****Substances Vaped, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Vaped tobacco or nicotine</b>			
0 days	99	99	98
1 or 2 days	0	1	1
3 to 9 days	0	1	0
10 to 19 days	0	0	1
20 to 30 days	0	0	0
<b>Vaped marijuana or THC</b>			
0 days	99	99	99
1 or 2 days	0	1	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Vaped other product</b>			
0 days	99	99	99
1 or 2 days	1	0	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

*Question HS A.85, 85A-85C/MS A.82, 82A-82C: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?... vaped other product?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A10.6*****Current Tobacco Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
No	99	98	98
Yes	1	2	2

*Question HS A.83-85, 85A/MS A.80-82, 82A: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?... During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine.*

*Notes: Cells are empty if there are less than 10 respondents.*

*Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.*

**Table A10.7*****Current Smoking on School Property, Past 30 Days (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cigarettes</b>			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Smokeless tobacco</b>			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Vape</b>			
0 days	98	98	98
1 or 2 days	1	1	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

*Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A10.8*****Secondhand Smoke on School Property, Past 30 Days (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes</b>			
0 days	95	96	95
1 day	2	2	2
2 days	1	1	1
3-9 days	1	1	1
10-19 days	0	0	0
20-30 days	0	0	0

*Question HS A.99/MS A.94: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A10.9*****Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Smoke cigarettes occasionally</b>			
Great	34	35	31
Moderate	28	30	33
Slight	13	14	19
None	24	21	17
<b>Smoke 1 or more packs of cigarettes each day</b>			
Great	59	64	64
Moderate	13	13	17
Slight	4	3	3
None	24	20	17

*Question HS A.100, 101/MS A.95, 96: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A10.10*****Perceived Harm of Using Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Vape tobacco or nicotine occasionally</b>			
Great	41	40	38
Moderate	28	32	32
Slight	9	8	15
None	23	20	16
<b>Vape tobacco or nicotine several times a day (100 puffs or more)</b>			
Great	69	70	72
Moderate	5	8	10
Slight	3	2	3
None	23	20	16

*Question HS A.102, 103/MS A.97, 98: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A10.11*****Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cigarettes</b>			
Very difficult	23	16	9
Fairly difficult	13	16	14
Fairly easy	8	14	18
Very easy	3	7	11
Don't know	52	47	47
<b>Vape products</b>			
Very difficult	18	13	8
Fairly difficult	12	10	9
Fairly easy	14	18	19
Very easy	10	16	23
Don't know	46	43	41

*Question HS A.108, 109/MS A.103, 104: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A10.12*****School Bans Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
No	5	4	5
Yes	65	69	73
Don't know	30	27	22

*Question HS A.116/MS A.108: Does your school ban tobacco use and vaping on school property and at school sponsored events?*

*Note: Cells are empty if there are less than 10 respondents.*

## 11. Other Health Risks

**Table A11.1**

***Alone After School (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Never	50	47	44
1 day	19	16	15
2 days	12	12	13
3 days	6	7	9
4 days	2	3	4
5 days	12	16	16

*Question MS A.109: In a normal week, how many days are you home after school for at least one hour without an adult there?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A11.2**

***Gang Involvement (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
No	98	97	97
Yes	2	3	3

*Question HS A.152/MS A.145: Do you consider yourself a member of a gang?*

*Note: Cells are empty if there are less than 10 respondents.*

## 12. Race/Ethnicity Breakdowns

**Table A12.1**

***School Engagement and Supports by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>			
American Indian or Alaska Native	69	42	
Asian or Asian American	64	60	52
Black or African American			48
Hispanic or Latinx	63	50	46
Native Hawaiian or Pacific Islander		56	32
White	68	64	62
Multiracial	60	61	56
Something else	57	53	51
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Academic Motivation<sup>†</sup></b>			
American Indian or Alaska Native	71		
Asian or Asian American	78	69	63
Black or African American			56
Hispanic or Latinx	69	61	55
Native Hawaiian or Pacific Islander		60	67
White	71	68	64
Multiracial	74	73	67
Something else	67	62	62

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>#</sup>*The scale was based on five survey questions for in-school respondents.*

<sup>ψ</sup>*The scale was based on four questions for remote respondents.*

**Table A12.1*****School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School is really boring<sup>±</sup></b>			
American Indian or Alaska Native	8	36	
Asian or Asian American	22	32	39
Black or African American			75
Hispanic or Latinx	33	50	45
Native Hawaiian or Pacific Islander		44	69
White	27	36	41
Multiracial	28	34	34
Something else	33	40	42
<b>School is worthless and a waste of time<sup>±</sup></b>			
American Indian or Alaska Native	8	0	
Asian or Asian American	5	8	10
Black or African American			25
Hispanic or Latinx	14	15	17
Native Hawaiian or Pacific Islander		13	15
White	9	4	11
Multiracial	14	7	12
Something else	4	17	19
<b>Monthly Absences (3 or more)</b>			
American Indian or Alaska Native	0	27	
Asian or Asian American	8	9	8
Black or African American			42
Hispanic or Latinx	13	18	18
Native Hawaiian or Pacific Islander		38	23
White	14	14	11
Multiracial	7	11	15
Something else	15	16	19

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>±</sup>*Rating of 7 or higher.*

**Table A12.1*****School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>			
American Indian or Alaska Native	58		
Asian or Asian American	62	53	44
Black or African American			42
Hispanic or Latinx	34	27	24
Native Hawaiian or Pacific Islander		20	31
White	45	40	38
Multiracial	43	44	42
Something else	40	37	40
<b>Caring adult relationships<sup>‡</sup></b>			
American Indian or Alaska Native	68		
Asian or Asian American	74	65	63
Black or African American			63
Hispanic or Latinx	71	53	55
Native Hawaiian or Pacific Islander		57	41
White	78	69	75
Multiracial	72	66	71
Something else	62	59	59
<b>High expectations<sup>‡</sup></b>			
American Indian or Alaska Native	75		
Asian or Asian American	81	78	72
Black or African American			63
Hispanic or Latinx	81	67	67
Native Hawaiian or Pacific Islander		76	64
White	85	79	82
Multiracial	80	79	76
Something else	79	71	66

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A12.1*****School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful participation<sup>‡</sup></b>			
American Indian or Alaska Native	42		
Asian or Asian American	36	35	31
Black or African American			28
Hispanic or Latinx	35	23	21
Native Hawaiian or Pacific Islander		26	38
White	41	37	29
Multiracial	38	38	32
Something else	31	22	26
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>			
American Indian or Alaska Native	42	10	
Asian or Asian American	29	26	19
Black or African American			33
Hispanic or Latinx	41	31	28
Native Hawaiian or Pacific Islander		31	46
White	35	37	27
Multiracial	26	25	20
Something else	33	24	33
<b>Promotion of parental involvement in school<sup>†</sup></b>			
American Indian or Alaska Native	69		
Asian or Asian American	56	54	43
Black or African American			61
Hispanic or Latinx	65	50	45
Native Hawaiian or Pacific Islander		48	41
White	66	56	51
Multiracial	61	56	43
Something else	57	52	52

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A12.2*****School Safety by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>			
American Indian or Alaska Native	83	73	
Asian or Asian American	59	61	47
Black or African American			
Hispanic or Latinx	64	49	49
Native Hawaiian or Pacific Islander		44	38
White	69	64	53
Multiracial	51	43	49
Something else	57	39	49
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>			
American Indian or Alaska Native	33	30	
Asian or Asian American	28	26	28
Black or African American			
Hispanic or Latinx	22	26	22
Native Hawaiian or Pacific Islander		20	31
White	29	28	37
Multiracial	36	30	31
Something else	19	39	37
<b>Experienced any harassment or bullying<sup>§</sup></b>			
American Indian or Alaska Native	42	36	
Asian or Asian American	40	35	35
Black or African American			
Hispanic or Latinx	29	35	31
Native Hawaiian or Pacific Islander		33	38
White	38	36	48
Multiracial	50	35	35
Something else	30	43	45

Notes: Cells are empty if there are less than 10 respondents.

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

**Table A12.2*****School Safety by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
American Indian or Alaska Native	25	36	
Asian or Asian American	32	26	30
Black or African American			
Hispanic or Latinx	30	34	33
Native Hawaiian or Pacific Islander		36	31
White	42	33	43
Multiracial	44	37	34
Something else	26	34	42
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>			
American Indian or Alaska Native	33	30	
Asian or Asian American	33	22	19
Black or African American			
Hispanic or Latinx	35	28	16
Native Hawaiian or Pacific Islander		7	8
White	35	23	28
Multiracial	46	25	16
Something else	30	39	21
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>			
American Indian or Alaska Native	0	30	
Asian or Asian American	6	4	7
Black or African American			
Hispanic or Latinx	9	14	16
Native Hawaiian or Pacific Islander		33	0
White	8	6	8
Multiracial	9	6	9
Something else	7	20	11

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.



**Table A12.2*****School Safety by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>			
American Indian or Alaska Native	8	20	
Asian or Asian American	8	9	8
Black or African American			
Hispanic or Latinx	15	9	11
Native Hawaiian or Pacific Islander		14	15
White	8	10	10
Multiracial	10	3	13
Something else	5	13	11

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A12.3*****Cyberbullying by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
American Indian or Alaska Native	17	27	
Asian or Asian American	18	13	21
Black or African American			
Hispanic or Latinx	30	26	27
Native Hawaiian or Pacific Islander		20	31
White	22	20	30
Multiracial	28	27	25
Something else	14	34	26

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A12.4*****Substance Use by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
American Indian or Alaska Native	8	9	
Asian or Asian American	1	1	2
Black or African American			
Hispanic or Latinx	3	4	6
Native Hawaiian or Pacific Islander		0	0
White	3	3	5
Multiracial	1	2	6
Something else	0	5	5
<b>Current tobacco use<sup>¶</sup></b>			
American Indian or Alaska Native	8	9	
Asian or Asian American	1	1	1
Black or African American			20
Hispanic or Latinx	2	3	4
Native Hawaiian or Pacific Islander		6	0
White	0	2	0
Multiracial	2	0	3
Something else	0	2	3
<b>Current marijuana use<sup>¶</sup></b>			
American Indian or Alaska Native	8		
Asian or Asian American	0	0	1
Black or African American			
Hispanic or Latinx	0	1	3
Native Hawaiian or Pacific Islander		0	0
White	0	1	1
Multiracial	0	0	2
Something else	0	0	3

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>¶</sup>*Past 30 days.*

**Table A12.4*****Substance Use by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current binge drinking<sup>¶</sup></b>			
American Indian or Alaska Native	8	10	
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	1	2
Native Hawaiian or Pacific Islander		0	0
White	0	0	0
Multiracial	0	0	1
Something else	0	0	3
<b>Very drunk or “high” 7 or more times, ever</b>			
American Indian or Alaska Native	0	0	
Asian or Asian American	0	0	0
Black or African American			0
Hispanic or Latinx	0	1	2
Native Hawaiian or Pacific Islander		7	0
White	0	1	1
Multiracial	0	0	0
Something else	0	0	0
<b>Been drunk or “high” on drugs at school, ever</b>			
American Indian or Alaska Native	0	18	
Asian or Asian American	0	0	0
Black or African American			10
Hispanic or Latinx	1	2	4
Native Hawaiian or Pacific Islander		7	0
White	0	1	1
Multiracial	0	0	0
Something else	0	0	0

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A12.4*****Substance Use by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use<sup>¶</sup></b>			
American Indian or Alaska Native	8	10	
Asian or Asian American	1	0	1
Black or African American			
Hispanic or Latinx	2	3	4
Native Hawaiian or Pacific Islander		0	0
White	2	2	4
Multiracial	1	2	5
Something else	0	3	3
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>			
American Indian or Alaska Native	8	10	
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	2
Native Hawaiian or Pacific Islander		0	0
White	1	1	3
Multiracial	1	1	0
Something else	0	0	0
<b>Current cigarette smoking<sup>¶</sup></b>			
American Indian or Alaska Native	8	10	
Asian or Asian American	1	1	0
Black or African American			20
Hispanic or Latinx	0	1	0
Native Hawaiian or Pacific Islander		6	0
White	0	0	0
Multiracial	1	0	0
Something else	0	0	0

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A12.4**  
**Substance Use by Race/Ethnicity – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current use of vape products<sup>¶</sup></b>			
American Indian or Alaska Native	8	10	
Asian or Asian American	2	0	1
Black or African American			20
Hispanic or Latinx	5	4	6
Native Hawaiian or Pacific Islander		0	0
White	0	2	0
Multiracial	3	0	3
Something else	0	7	8
<b>Current tobacco vaping<sup>¶</sup></b>			
American Indian or Alaska Native	8	10	
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	2	2	4
Native Hawaiian or Pacific Islander		0	0
White	0	2	0
Multiracial	1	0	3
Something else	0	2	3
<b>Current marijuana vaping<sup>¶</sup></b>			
American Indian or Alaska Native	8	10	
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	1	2	2
Native Hawaiian or Pacific Islander		0	0
White	0	1	0
Multiracial	0	0	1
Something else	0	0	0

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A12.5*****Routines by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup> </sup></b>			
American Indian or Alaska Native	75	73	
Asian or Asian American	84	85	73
Black or African American			58
Hispanic or Latinx	72	62	66
Native Hawaiian or Pacific Islander		56	46
White	84	74	73
Multiracial	82	70	66
Something else	72	67	60
<b>Bedtime (at 12 am or later)</b>			
American Indian or Alaska Native	0	18	
Asian or Asian American	3	7	18
Black or African American			50
Hispanic or Latinx	5	15	18
Native Hawaiian or Pacific Islander		13	46
White	12	10	14
Multiracial	7	9	20
Something else	7	13	26

Notes: Cells are empty if there are less than 10 respondents.

<sup>|</sup>Today.

**Table A12.6****Remote Schooling by Race/Ethnicity (*Remote Only*)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Interest in schoolwork done from home<sup>†</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

**Table A12.6*****Remote Schooling by Race/Ethnicity – Continued (Remote Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful opportunities<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*



**Table A12.7*****Social and Emotional Health by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
American Indian or Alaska Native	23	22	
Asian or Asian American	17	17	25
Black or African American			
Hispanic or Latinx	19	23	24
Native Hawaiian or Pacific Islander		28	34
White	22	20	24
Multiracial	24	20	22
Something else	24	22	24
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
American Indian or Alaska Native	8	36	
Asian or Asian American	16	14	24
Black or African American			
Hispanic or Latinx	22	27	29
Native Hawaiian or Pacific Islander		40	31
White	26	22	20
Multiracial	22	21	28
Something else	28	28	32
<b>Considered suicide<sup>§</sup></b>			
American Indian or Alaska Native	8	30	
Asian or Asian American	6	9	10
Black or African American			
Hispanic or Latinx	11	12	13
Native Hawaiian or Pacific Islander		7	31
White	6	10	8
Multiracial	15	8	13
Something else	12	11	8

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

**Table A12.7*****Social and Emotional Health by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Optimism<sup>‡</sup></b>			
American Indian or Alaska Native	72	52	
Asian or Asian American	64	59	51
Black or African American			
Hispanic or Latinx	62	49	46
Native Hawaiian or Pacific Islander		50	23
White	59	55	57
Multiracial	51	58	55
Something else	51	58	54
<b>Life satisfaction<sup>±</sup></b>			
American Indian or Alaska Native	75		
Asian or Asian American	79	75	68
Black or African American			
Hispanic or Latinx	73	64	60
Native Hawaiian or Pacific Islander		73	54
White	72	76	72
Multiracial	71	76	68
Something else	73	72	70

Notes: Cells are empty if there are less than 10 respondents.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>±</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied.”

## 13. Gender Breakdowns

**Table A13.1**

***School Engagement and Supports by Gender***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>			
Male	65	59	55
Female	62	54	48
Nonbinary			
Something else		31	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Male			
Female			
Nonbinary			
Something else			
<b>Academic Motivation<sup>†</sup></b>			
Male	72	64	58
Female	73	68	65
Nonbinary			
Something else		40	
<b>School is really boring<sup>±</sup></b>			
Male	27	43	43
Female	27	36	41
Nonbinary			
Something else		67	
<b>School is worthless and a waste of time<sup>±</sup></b>			
Male	12	11	16
Female	7	9	11
Nonbinary			
Something else		15	

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>#</sup>*The scale was based on five survey questions for in-school respondents.*

<sup>ψ</sup>*The scale was based on four questions for remote respondents.*

<sup>±</sup>*Rating of 7 or higher.*

**Table A13.1**  
***School Engagement and Supports by Gender – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Monthly Absences (3 or more)</b>			
Male	11	14	11
Female	11	14	17
Nonbinary			
Something else		25	
<b>Maintaining focus on schoolwork<sup>†</sup></b>			
Male	48	43	38
Female	47	36	32
Nonbinary			
Something else		15	
<b>Caring adult relationships<sup>‡</sup></b>			
Male	73	61	62
Female	73	60	63
Nonbinary			
Something else		56	
<b>High expectations<sup>‡</sup></b>			
Male	81	73	70
Female	82	75	74
Nonbinary			
Something else		62	
<b>Meaningful participation<sup>‡</sup></b>			
Male	38	29	28
Female	35	32	27
Nonbinary			
Something else		20	

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A13.1**  
***School Engagement and Supports by Gender – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>			
Male	37	26	24
Female	30	32	25
Nonbinary			
Something else		38	
<b>Promotion of parental involvement in school<sup>†</sup></b>			
Male	63	54	47
Female	60	51	43
Nonbinary			
Something else		40	

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A13.2**  
**School Safety by Gender**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>			
Male	63	56	52
Female	60	52	46
Nonbinary			
Something else		50	
<b>Experienced harassment due to five reasons<sup>^</sup><sup>§</sup></b>			
Male	27	26	27
Female	26	28	29
Nonbinary			
Something else		77	
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Male	37	33	33
Female	36	36	38
Nonbinary			
Something else		86	
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Male	32	28	32
Female	35	36	36
Nonbinary			
Something else		38	
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>			
Male	37	22	18
Female	33	29	20
Nonbinary			
Something else		42	

Notes: Cells are empty if there are less than 10 respondents.

<sup>^</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

**Table A13.2**  
**School Safety by Gender – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>			
Male	11	12	12
Female	4	8	8
Nonbinary			
Something else		17	
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>			
Male	9	9	12
Female	11	8	8
Nonbinary			
Something else		31	

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A13.3**  
**Cyberbullying by Gender**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Male	20	15	22
Female	24	28	29
Nonbinary			
Something else		36	

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A13.4**  
**Substance Use by Gender**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Male	1	2	3
Female	3	3	6
Nonbinary			
Something else		7	
<b>Current tobacco use<sup>¶</sup></b>			
Male	2	2	2
Female	1	2	3
Nonbinary			
Something else		7	
<b>Current marijuana use<sup>¶</sup></b>			
Male	1	0	1
Female	0	1	2
Nonbinary			
Something else		0	
<b>Current binge drinking<sup>¶</sup></b>			
Male	1	0	1
Female	0	1	1
Nonbinary			
Something else		7	
<b>Very drunk or “high” 7 or more times, ever</b>			
Male	0	1	1
Female	1	0	1
Nonbinary			
Something else		0	
<b>Been drunk or “high” on drugs at school, ever</b>			
Male	0	1	2
Female	1	1	2
Nonbinary			
Something else		7	

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.



**Table A13.4**  
**Substance Use by Gender – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use<sup>¶</sup></b>			
Male	1	2	2
Female	2	2	5
Nonbinary			
Something else		0	
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>			
Male	1	0	1
Female	1	0	1
Nonbinary			
Something else		0	
<b>Current cigarette smoking<sup>¶</sup></b>			
Male	1	0	0
Female	0	0	0
Nonbinary			
Something else		7	
<b>Current use of vape products<sup>¶</sup></b>			
Male	2	2	2
Female	3	3	5
Nonbinary			
Something else		8	
<b>Current tobacco vaping<sup>¶</sup></b>			
Male	1	1	1
Female	1	1	3
Nonbinary			
Something else		0	
<b>Current marijuana vaping<sup>¶</sup></b>			
Male	1	1	1
Female	1	1	1
Nonbinary			
Something else		0	

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A13.5**  
***Routines by Gender***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>‡</sup></b>			
Male	82	77	74
Female	76	66	64
Nonbinary			
Something else		69	
<b>Bedtime (at 12 am or later)</b>			
Male	5	9	17
Female	6	13	20
Nonbinary			
Something else		19	

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Today.*

**Table A13.6****Remote Schooling by Gender (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Male			
Female			
Nonbinary			
Something else			
<b>Synchronous instruction (4 days or more)<sup>  </sup></b>			
Male			
Female			
Nonbinary			
Something else			
<b>Interest in schoolwork done from home<sup>†</sup></b>			
Male			
Female			
Nonbinary			
Something else			
<b>Meaningful opportunities<sup>‡</sup></b>			
Male			
Female			
Nonbinary			
Something else			

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A13.7**  
***Social and Emotional Health by Gender***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Male	15	15	17
Female	24	27	31
Nonbinary			
Something else		45	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Male	15	16	18
Female	25	28	33
Nonbinary			
Something else		50	
<b>Considered suicide<sup>§</sup></b>			
Male	8	6	6
Female	9	13	16
Nonbinary			
Something else		43	
<b>Optimism<sup>‡</sup></b>			
Male	63	59	56
Female	57	51	44
Nonbinary			
Something else		25	
<b>Life satisfaction<sup>‡</sup></b>			
Male	78	76	70
Female	72	67	62
Nonbinary			
Something else		33	

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>‡</sup>*Average percent of respondents reporting “Satisfied” or “Very satisfied.”*

## 14. Parental Education Breakdowns

**Table A14.1**

***School Engagement and Supports by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>			
Less than high school	62	47	44
High school graduate	61	52	48
Some college	48	57	56
College degree	66	59	56
Don't know	60	52	42
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
<b>Academic Motivation<sup>†</sup></b>			
Less than high school	61	56	53
High school graduate	79	60	55
Some college	57	66	60
College degree	74	69	65
Don't know	70	61	55
<b>School is really boring<sup>±</sup></b>			
Less than high school	39	59	47
High school graduate	21	47	52
Some college	43	41	46
College degree	24	35	39
Don't know	31	43	43

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

**Table A14.1*****School Engagement and Supports by Parental Education – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School is worthless and a waste of time<sup>±</sup></b>			
Less than high school	13	22	23
High school graduate	21	12	23
Some college	10	5	10
College degree	7	8	10
Don't know	13	11	17
<b>Monthly Absences (3 or more)</b>			
Less than high school	9	25	23
High school graduate	9	21	25
Some college	27	15	16
College degree	9	12	10
Don't know	13	14	18
<b>Maintaining focus on schoolwork<sup>†</sup></b>			
Less than high school	39	17	24
High school graduate	34	33	30
Some college	23	33	29
College degree	55	47	42
Don't know	35	28	23
<b>Caring adult relationships<sup>‡</sup></b>			
Less than high school	64	41	59
High school graduate	75	60	58
Some college	51	66	60
College degree	75	66	67
Don't know	70	53	54

Notes: Cells are empty if there are less than 10 respondents.

<sup>±</sup>Rating of 7 or higher.

**Table A14.1*****School Engagement and Supports by Parental Education – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations<sup>‡</sup></b>			
Less than high school	77	63	67
High school graduate	85	71	69
Some college	75	77	73
College degree	83	78	75
Don't know	77	66	66
<b>Meaningful participation<sup>‡</sup></b>			
Less than high school	28	21	23
High school graduate	40	28	24
Some college	24	31	22
College degree	39	35	32
Don't know	30	22	19
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>			
Less than high school	30	29	26
High school graduate	50	44	24
Some college	32	44	20
College degree	32	27	25
Don't know	37	30	24
<b>Promotion of parental involvement in school<sup>†</sup></b>			
Less than high school	55	49	49
High school graduate	63	62	42
Some college	55	45	39
College degree	62	53	47
Don't know	61	51	41

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A14.2**  
**School Safety by Parental Education**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>			
Less than high school	65	44	46
High school graduate	73	60	51
Some college	35	44	52
College degree	63	57	51
Don't know	59	47	43
<b>Experienced harassment due to five reasons<sup>^</sup></b>			
Less than high school	29	16	17
High school graduate	20	27	24
Some college	25	39	38
College degree	29	30	33
Don't know	23	23	19
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Less than high school	33	32	32
High school graduate	30	32	34
Some college	45	54	42
College degree	39	37	40
Don't know	34	30	25
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Less than high school	38	33	27
High school graduate	23	34	31
Some college	45	39	36
College degree	33	32	36
Don't know	35	29	34

Notes: Cells are empty if there are less than 10 respondents.

<sup>^</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.



**Table A14.2*****School Safety by Parental Education – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>			
Less than high school	29	22	16
High school graduate	27	39	14
Some college	42	24	24
College degree	32	25	19
Don't know	44	26	19
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>			
Less than high school	14	16	14
High school graduate	4	16	20
Some college	15	26	16
College degree	7	7	6
Don't know	6	11	16
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>			
Less than high school	14	12	10
High school graduate	10	12	10
Some college	25	18	13
College degree	7	8	10
Don't know	13	7	10

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A14.3*****Cyberbullying by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Less than high school	19	28	28
High school graduate	29	24	23
Some college	45	36	33
College degree	19	21	24
Don't know	28	17	28

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A14.4**  
**Substance Use by Parental Education**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Less than high school	4	8	10
High school graduate	6	2	5
Some college	10	8	6
College degree	1	2	3
Don't know	2	3	5
<b>Current tobacco use<sup>¶</sup></b>			
Less than high school	0	10	8
High school graduate	3	0	6
Some college	10	8	0
College degree	1	1	1
Don't know	1	2	3
<b>Current marijuana use<sup>¶</sup></b>			
Less than high school	0	3	6
High school graduate	3	0	3
Some college	5	3	4
College degree	0	0	1
Don't know	1	1	1
<b>Current binge drinking<sup>¶</sup></b>			
Less than high school	0	5	6
High school graduate	3	0	0
Some college	5	5	0
College degree	0	0	1
Don't know	0	0	1

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A14.4**  
**Substance Use by Parental Education – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Very drunk or “high” 7 or more times, ever</b>			
Less than high school	0	2	4
High school graduate	0	0	3
Some college	0	0	0
College degree	0	0	0
Don’t know	1	1	1
<b>Been drunk or “high” on drugs at school, ever</b>			
Less than high school	0	6	8
High school graduate	0	2	5
Some college	5	3	0
College degree	0	1	1
Don’t know	1	2	2
<b>Current alcohol use<sup>¶</sup></b>			
Less than high school	4	7	8
High school graduate	3	2	2
Some college	10	3	4
College degree	1	1	3
Don’t know	1	2	3
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>			
Less than high school	0	0	3
High school graduate	6	0	2
Some college	5	3	2
College degree	0	0	1
Don’t know	0	0	2

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A14.4**  
**Substance Use by Parental Education – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current cigarette smoking<sup>¶</sup></b>			
Less than high school	0	2	3
High school graduate	3	0	0
Some college	5	5	0
College degree	0	0	0
Don't know	0	0	0
<b>Current use of vape products<sup>¶</sup></b>			
Less than high school	4	10	8
High school graduate	3	4	8
Some college	15	5	0
College degree	2	1	1
Don't know	2	3	5
<b>Current tobacco vaping<sup>¶</sup></b>			
Less than high school	0	8	7
High school graduate	3	0	6
Some college	10	5	0
College degree	1	1	1
Don't know	1	1	3
<b>Current marijuana vaping<sup>¶</sup></b>			
Less than high school	0	7	3
High school graduate	3	2	3
Some college	10	3	0
College degree	0	1	0
Don't know	1	1	1

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A14.5*****Routines by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>‡</sup></b>			
Less than high school	74	57	67
High school graduate	76	61	47
Some college	50	68	72
College degree	83	77	74
Don't know	75	67	65
<b>Bedtime (at 12 am or later)</b>			
Less than high school	8	29	23
High school graduate	6	5	31
Some college	9	20	28
College degree	5	9	17
Don't know	6	11	17

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Today.*

**Table A14.6*****Remote Schooling by Parental Education (Remote Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
<b>Interest in schoolwork done from home<sup>†</sup></b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
<b>Meaningful opportunities<sup>‡</sup></b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>‡</sup>Average percent of respondents reporting "Pretty much true" or "Very much true."

**Table A14.7*****Social and Emotional Health by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Less than high school	17	28	24
High school graduate	27	20	25
Some college	38	27	37
College degree	20	20	25
Don't know	19	19	18
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Less than high school	24	34	33
High school graduate	26	22	28
Some college	55	36	53
College degree	17	18	23
Don't know	22	25	26
<b>Considered suicide<sup>§</sup></b>			
Less than high school	14	11	14
High school graduate	16	8	19
Some college	20	18	23
College degree	8	10	11
Don't know	9	10	6
<b>Optimism<sup>‡</sup></b>			
Less than high school	65	52	43
High school graduate	59	43	53
Some college	45	59	31
College degree	60	56	53
Don't know	59	52	46
<b>Life satisfaction<sup>‡</sup></b>			
Less than high school	72	57	56
High school graduate	74	70	64
Some college	56	69	53
College degree	78	74	71
Don't know	67	65	60

Notes: Cells are empty if there are less than 10 respondents.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied.”

## 15. English Learner Breakdowns

**Table A15.1**

***School Engagement and Supports by English Learner Status***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>			
Not English learner	64	57	52
English learner	62	54	52
Don't know	59	50	44
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Not English learner			
English learner			
Don't know			
<b>Academic Motivation<sup>†</sup></b>			
Not English learner	72	66	61
English learner	75	67	68
Don't know	71	60	53
<b>School is really boring<sup>±</sup></b>			
Not English learner	27	40	43
English learner	19	42	34
Don't know	32	40	42
<b>School is worthless and a waste of time<sup>±</sup></b>			
Not English learner	9	9	13
English learner	12	18	15
Don't know	7	12	14
<b>Monthly Absences (3 or more)</b>			
Not English learner	10	14	13
English learner	17	19	22
Don't know	11	12	17

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.



**Table A15.1*****School Engagement and Supports by English Learner Status – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>			
Not English learner	50	41	38
English learner	30	32	31
Don't know	47	29	14
<b>Caring adult relationships<sup>‡</sup></b>			
Not English learner	72	63	64
English learner	73	56	53
Don't know	74	48	55
<b>High expectations<sup>‡</sup></b>			
Not English learner	82	76	73
English learner	82	67	67
Don't know	73	63	62
<b>Meaningful participation<sup>‡</sup></b>			
Not English learner	37	33	28
English learner	42	24	31
Don't know	28	21	21
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>			
Not English learner	32	28	24
English learner	43	41	40
Don't know	35	25	20
<b>Promotion of parental involvement in school<sup>†</sup></b>			
Not English learner	61	52	45
English learner	67	55	52
Don't know	57	53	38

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A15.2**  
**School Safety by English Learner Status**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>			
Not English learner	61	55	49
English learner	56	52	53
Don't know	67	45	41
<b>Experienced harassment due to five reasons<sup>λ</sup></b>			
Not English learner	29	29	30
English learner	20	21	20
Don't know	21	26	20
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Not English learner	40	37	38
English learner	28	31	28
Don't know	29	34	25
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Not English learner	34	32	35
English learner	28	32	30
Don't know	34	30	33
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>			
Not English learner	36	26	20
English learner	32	28	11
Don't know	33	23	17
<b>Been in a physical fight<sup>§</sup> <i>(In-School Only)</i></b>			
Not English learner	7	8	9
English learner	10	22	20
Don't know	9	11	17
<b>Seen a weapon on campus<sup>§</sup> <i>(In-School Only)</i></b>			
Not English learner	9	9	10
English learner	19	6	9
Don't know	7	6	12

Notes: Cells are empty if there are less than 10 respondents.

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

**Table A15.3**  
**Cyberbullying by English Learner Status**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Not English learner	21	22	26
English learner	27	26	27
Don't know	27	16	26

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A15.4**  
**Substance Use by English Learner Status**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Not English learner	2	3	4
English learner	3	5	6
Don't know	3	1	3
<b>Current alcohol or drug use<sup>¶</sup></b>			
Not English learner	1	1	2
English learner	1	6	1
Don't know	1	1	4
<b>Current marijuana use<sup>¶</sup></b>			
Not English learner	0	1	2
English learner	0	3	3
Don't know	1	0	1
<b>Current binge drinking<sup>¶</sup></b>			
Not English learner	0	0	1
English learner	0	4	3
Don't know	1	0	0
<b>Very drunk or "high" 7 or more times, ever</b>			
Not English learner	0	0	1
English learner	0	2	0
Don't know	0	0	0

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A15.4**  
**Substance Use by English Learner Status – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been drunk or “high” on drugs at school, ever</b>			
Not English learner	0	1	2
English learner	0	4	1
Don’t know	1	1	3
<b>Current alcohol use<sup>¶</sup></b>			
Not English learner	1	2	3
English learner	0	3	4
Don’t know	2	1	3
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>			
Not English learner	0	0	1
English learner	3	1	1
Don’t know	1	0	1
<b>Current cigarette smoking<sup>¶</sup></b>			
Not English learner	1	0	0
English learner	0	4	1
Don’t know	1	1	0
<b>Current use of vape products<sup>¶</sup></b>			
Not English learner	2	2	2
English learner	4	4	7
Don’t know	3	3	5
<b>Current tobacco vaping<sup>¶</sup></b>			
Not English learner	1	1	2
English learner	1	4	1
Don’t know	1	0	4
<b>Current marijuana vaping<sup>¶</sup></b>			
Not English learner	1	1	1
English learner	0	3	0
Don’t know	1	0	0

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A15.5*****Routines by English Learner Status***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>‡</sup></b>			
Not English learner	79	74	70
English learner	75	68	68
Don't know	79	62	63
<b>Bedtime (at 12 am or later)</b>			
Not English learner	6	11	19
English learner	5	11	18
Don't know	6	13	20

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Today.*

**Table A15.6*****Remote Schooling by English Learner Status (Remote Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Not English learner			
English learner			
Don't know			
<b>Synchronous instruction (4 days or more)<sup>  </sup></b>			
Not English learner			
English learner			
Don't know			
<b>Interest in schoolwork done from home<sup>†</sup></b>			
Not English learner			
English learner			
Don't know			
<b>Meaningful opportunities<sup>‡</sup></b>			
Not English learner			
English learner			
Don't know			

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>¶</sup>*Past 30 days.*

<sup>||</sup>*Past 7 days.*

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A15.7**  
***Social and Emotional Health by English Learner Status***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Not English learner	21	21	25
English learner	13	20	20
Don't know	23	21	24
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Not English learner	21	20	25
English learner	19	29	33
Don't know	22	27	30
<b>Considered suicide<sup>§</sup></b>			
Not English learner	9	10	12
English learner	10	12	9
Don't know	10	10	10
<b>Optimism<sup>‡</sup></b>			
Not English learner	59	56	50
English learner	65	43	55
Don't know	59	55	43
<b>Life satisfaction<sup>±</sup></b>			
Not English learner	75	73	67
English learner	72	65	58
Don't know	70	62	62

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>±</sup>*Average percent of respondents reporting “Satisfied” or “Very satisfied.”*

## 16. Long-Term English Learner (LTEL) Breakdowns

**Table A16.1**

*School Engagement and Supports by English Learner (EL) Program Duration*

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>			
Not currently in English Learner Program	64	57	52
Less than 7 years (EL)	58	54	56
7 years or more (LTEL)	73	58	37
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
<b>Academic Motivation<sup>†</sup></b>			
Not currently in English Learner Program	72	66	61
Less than 7 years (EL)	74	67	70
7 years or more (LTEL)	73	70	59
<b>School is really boring<sup>±</sup></b>			
Not currently in English Learner Program	27	40	43
Less than 7 years (EL)	22	42	37
7 years or more (LTEL)	19	36	21
<b>School is worthless and a waste of time<sup>±</sup></b>			
Not currently in English Learner Program	9	9	13
Less than 7 years (EL)	12	19	13
7 years or more (LTEL)	14	19	21
<b>Monthly Absences (3 or more)</b>			
Not currently in English Learner Program	10	14	13
Less than 7 years (EL)	14	15	17
7 years or more (LTEL)	29	32	43

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.



**Table A16.1*****School Engagement and Supports by English Learner (EL) Program Duration – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>			
Not currently in English Learner Program	50	41	38
Less than 7 years (EL)	31	30	32
7 years or more (LTEL)	18	44	29
<b>Caring adult relationships<sup>‡</sup></b>			
Not currently in English Learner Program	72	63	64
Less than 7 years (EL)	69	53	53
7 years or more (LTEL)	78	71	53
<b>High expectations<sup>‡</sup></b>			
Not currently in English Learner Program	82	76	73
Less than 7 years (EL)	83	67	68
7 years or more (LTEL)	78	73	59
<b>Meaningful participation<sup>‡</sup></b>			
Not currently in English Learner Program	37	33	28
Less than 7 years (EL)	45	25	31
7 years or more (LTEL)	39	23	31
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>			
Not currently in English Learner Program	32	28	24
Less than 7 years (EL)	35	44	47
7 years or more (LTEL)	50	35	7
<b>Promotion of parental involvement in school<sup>†</sup></b>			
Not currently in English Learner Program	61	52	45
Less than 7 years (EL)	63	55	57
7 years or more (LTEL)	67	59	31

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A16.2*****School Safety by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>			
Not currently in English Learner Program	61	55	49
Less than 7 years (EL)	54	53	57
7 years or more (LTEL)	57	52	33
<b>Experienced harassment due to five reasons<sup>λ</sup></b>			
Not currently in English Learner Program	29	29	30
Less than 7 years (EL)	20	21	13
7 years or more (LTEL)	24	24	50
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Not currently in English Learner Program	40	37	38
Less than 7 years (EL)	28	32	23
7 years or more (LTEL)	29	33	50
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Not currently in English Learner Program	34	32	35
Less than 7 years (EL)	26	32	23
7 years or more (LTEL)	33	40	58
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>			
Not currently in English Learner Program	36	26	20
Less than 7 years (EL)	35	28	6
7 years or more (LTEL)	25	25	36
<b>Been in a physical fight<sup>§</sup> <i>(In-School Only)</i></b>			
Not currently in English Learner Program	7	8	9
Less than 7 years (EL)	7	22	19
7 years or more (LTEL)	14	20	25
<b>Seen a weapon on campus<sup>§</sup> <i>(In-School Only)</i></b>			
Not currently in English Learner Program	9	9	10
Less than 7 years (EL)	20	5	6
7 years or more (LTEL)	14	10	25

Notes: Cells are empty if there are less than 10 respondents.

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

**Table A16.3*****Cyberbullying by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Not currently in English Learner Program	21	22	26
Less than 7 years (EL)	30	28	21
7 years or more (LTEL)	24	24	50

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A16.4*****Substance Use by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Not currently in English Learner Program	2	3	4
Less than 7 years (EL)	4	4	5
7 years or more (LTEL)	0	9	8
<b>Current tobacco use<sup>¶</sup></b>			
Not currently in English Learner Program	1	1	2
Less than 7 years (EL)	0	6	0
7 years or more (LTEL)	5	9	8
<b>Current marijuana use<sup>¶</sup></b>			
Not currently in English Learner Program	0	1	2
Less than 7 years (EL)	0	4	2
7 years or more (LTEL)	0	0	8
<b>Current binge drinking<sup>¶</sup></b>			
Not currently in English Learner Program	0	0	1
Less than 7 years (EL)	0	2	2
7 years or more (LTEL)	0	9	8
<b>Very drunk or “high” 7 or more times, ever</b>			
Not currently in English Learner Program	0	0	1
Less than 7 years (EL)	0	1	0
7 years or more (LTEL)	0	5	0

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A16.4*****Substance Use by English Learner (EL) Program Duration – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been drunk or “high” on drugs at school, ever</b>			
Not currently in English Learner Program	0	1	2
Less than 7 years (EL)	0	4	0
7 years or more (LTEL)	0	5	8
<b>Current alcohol use<sup>¶</sup></b>			
Not currently in English Learner Program	1	2	3
Less than 7 years (EL)	0	2	4
7 years or more (LTEL)	0	5	8
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>			
Not currently in English Learner Program	0	0	1
Less than 7 years (EL)	2	1	2
7 years or more (LTEL)	0	0	0
<b>Current cigarette smoking<sup>¶</sup></b>			
Not currently in English Learner Program	1	0	0
Less than 7 years (EL)	0	2	0
7 years or more (LTEL)	0	9	8
<b>Current use of vape products<sup>¶</sup></b>			
Not currently in English Learner Program	2	2	2
Less than 7 years (EL)	4	6	7
7 years or more (LTEL)	5	0	8
<b>Current tobacco vaping<sup>¶</sup></b>			
Not currently in English Learner Program	1	1	2
Less than 7 years (EL)	0	5	0
7 years or more (LTEL)	5	0	8
<b>Current marijuana vaping<sup>¶</sup></b>			
Not currently in English Learner Program	1	1	1
Less than 7 years (EL)	0	3	0
7 years or more (LTEL)	0	0	0

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A16.5*****Routines by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>‡</sup></b>			
Not currently in English Learner Program	79	74	70
Less than 7 years (EL)	69	66	72
7 years or more (LTEL)	88	73	54
<b>Bedtime (at 12 am or later)</b>			
Not currently in English Learner Program	6	11	19
Less than 7 years (EL)	2	11	10
7 years or more (LTEL)	8	14	50

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Today.*

**Table A16.6****Remote Schooling by English Learner (EL) Program Duration (*Remote Only*)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
<b>Synchronous instruction (4 days or more)<sup>  </sup></b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
<b>Interest in schoolwork done from home<sup>†</sup></b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
<b>Meaningful opportunities<sup>‡</sup></b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A16.7*****Social and Emotional Health by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Not currently in English Learner Program	21	21	25
Less than 7 years (EL)	17	20	17
7 years or more (LTEL)	7	18	33
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Not currently in English Learner Program	21	20	25
Less than 7 years (EL)	24	27	27
7 years or more (LTEL)	10	33	58
<b>Considered suicide<sup>§</sup></b>			
Not currently in English Learner Program	9	10	12
Less than 7 years (EL)	14	13	8
7 years or more (LTEL)	5	14	17
<b>Optimism<sup>‡</sup></b>			
Not currently in English Learner Program	59	56	50
Less than 7 years (EL)	67	45	56
7 years or more (LTEL)	56	43	50
<b>Life satisfaction<sup>±</sup></b>			
Not currently in English Learner Program	75	73	67
Less than 7 years (EL)	72	65	58
7 years or more (LTEL)	70	69	56

Notes: Cells are empty if there are less than 10 respondents.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>±</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied.”

## 17. Special Education Breakdowns

**Table A17.1**

***School Engagement and Supports by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>			
No IEP	65	57	52
IEP	66	57	58
Don't know	57	50	45
Prefer not to say	71	59	51
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
No IEP			
IEP			
Don't know			
Prefer not to say			
<b>Academic Motivation<sup>†</sup></b>			
No IEP	73	67	61
IEP	71	60	62
Don't know	70	60	56
Prefer not to say	80	64	59
<b>School is really boring<sup>±</sup></b>			
No IEP	27	40	43
IEP	24	32	32
Don't know	27	44	41
Prefer not to say	36	44	31
<b>School is worthless and a waste of time<sup>±</sup></b>			
No IEP	9	10	13
IEP	17	12	11
Don't know	8	13	16
Prefer not to say	18	4	19

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.



**Table A17.1*****School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Monthly Absences (3 or more)</b>			
No IEP	11	13	13
IEP	2	20	23
Don't know	13	19	15
Prefer not to say	27	23	29
<b>Maintaining focus on schoolwork<sup>†</sup></b>			
No IEP	51	42	39
IEP	28	30	23
Don't know	40	28	21
Prefer not to say	30	17	27
<b>Caring adult relationships<sup>‡</sup></b>			
No IEP	72	62	64
IEP	90	66	66
Don't know	67	53	53
Prefer not to say	82	69	60
<b>High expectations<sup>‡</sup></b>			
No IEP	83	76	72
IEP	87	73	76
Don't know	70	66	63
Prefer not to say	91	69	73
<b>Meaningful participation<sup>‡</sup></b>			
No IEP	37	32	28
IEP	43	27	30
Don't know	32	22	23
Prefer not to say	31	23	27

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A17.1*****School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>			
No IEP	33	29	25
IEP	51	33	19
Don't know	32	29	22
Prefer not to say	36	33	47
<b>Promotion of parental involvement in school<sup>‡</sup></b>			
No IEP	62	52	45
IEP	72	56	49
Don't know	57	52	43
Prefer not to say	45	65	40

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A17.2*****School Safety by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>			
No IEP	62	55	50
IEP	65	54	51
Don't know	55	46	37
Prefer not to say	73	46	53
<b>Experienced harassment due to five reasons<sup>^</sup><sup>§</sup></b>			
No IEP	27	29	28
IEP	24	25	33
Don't know	27	23	29
Prefer not to say	18	35	29
<b>Experienced any harassment or bullying<sup>§</sup></b>			
No IEP	38	36	36
IEP	30	33	41
Don't know	35	31	34
Prefer not to say	36	45	36
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
No IEP	34	32	33
IEP	27	39	36
Don't know	36	30	38
Prefer not to say	27	35	43
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>			
No IEP	34	26	18
IEP	25	26	26
Don't know	42	22	23
Prefer not to say	27	35	21

Notes: Cells are empty if there are less than 10 respondents.

<sup>^</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

**Table A17.2*****School Safety by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>			
No IEP	6	8	8
IEP	17	18	21
Don't know	11	15	18
Prefer not to say	9	10	21
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>			
No IEP	9	8	10
IEP	5	14	3
Don't know	14	8	12
Prefer not to say	9	10	21

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A17.3*****Cyberbullying by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
No IEP	22	21	25
IEP	22	31	25
Don't know	26	21	30
Prefer not to say	36	24	21

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A17.4*****Substance Use by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
No IEP	2	2	4
IEP	3	8	15
Don't know	3	2	5
Prefer not to say	0	8	0
<b>Current tobacco use<sup>¶</sup></b>			
No IEP	2	2	2
IEP	0	6	8
Don't know	2	1	4
Prefer not to say	0	4	0
<b>Current marijuana use<sup>¶</sup></b>			
No IEP	0	1	1
IEP	0	2	7
Don't know	1	1	3
Prefer not to say	0	0	0
<b>Current binge drinking<sup>¶</sup></b>			
No IEP	0	1	1
IEP	0	6	5
Don't know	1	0	2
Prefer not to say	0	0	0
<b>Very drunk or "high" 7 or more times, ever</b>			
No IEP	0	1	1
IEP	2	0	0
Don't know	0	1	2
Prefer not to say	0	0	0
<b>Been drunk or "high" on drugs at school, ever</b>			
No IEP	0	1	2
IEP	0	4	3
Don't know	1	2	3
Prefer not to say	0	0	0

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A17.4*****Substance Use by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use<sup>¶</sup></b>			
No IEP	1	2	3
IEP	3	4	8
Don't know	2	1	4
Prefer not to say	0	8	0
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>			
No IEP	1	0	1
IEP	0	4	3
Don't know	2	0	3
Prefer not to say	0	4	0
<b>Current cigarette smoking<sup>¶</sup></b>			
No IEP	1	0	0
IEP	0	4	2
Don't know	1	0	0
Prefer not to say	0	4	0
<b>Current use of vape products<sup>¶</sup></b>			
No IEP	2	2	2
IEP	7	4	10
Don't know	3	2	6
Prefer not to say	0	8	13
<b>Current tobacco vaping<sup>¶</sup></b>			
No IEP	1	1	1
IEP	0	4	8
Don't know	2	1	4
Prefer not to say	0	0	0
<b>Current marijuana vaping<sup>¶</sup></b>			
No IEP	1	1	1
IEP	0	2	3
Don't know	1	1	1
Prefer not to say	0	0	0

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A17.5*****Routines by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>‡</sup></b>			
No IEP	80	73	68
IEP	85	76	70
Don't know	72	66	72
Prefer not to say	91	69	53
<b>Bedtime (at 12 am or later)</b>			
No IEP	6	9	18
IEP	2	17	23
Don't know	7	16	17
Prefer not to say	0	19	53

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Today.*

**Table A17.6**

**Remote Schooling by Individualized Education Plan (IEP) Placement (*Remote Only*)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
No IEP			
IEP			
Don't know			
Prefer not to say			
<b>Synchronous instruction (4 days or more)<sup>  </sup></b>			
No IEP			
IEP			
Don't know			
Prefer not to say			
<b>Interest in schoolwork done from home<sup>†</sup></b>			
No IEP			
IEP			
Don't know			
Prefer not to say			
<b>Meaningful opportunities<sup>‡</sup></b>			
No IEP			
IEP			
Don't know			
Prefer not to say			

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>‡</sup>Average percent of respondents reporting "Pretty much true" or "Very much true."



**Table A17.7*****Social and Emotional Health by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
No IEP	20	22	24
IEP	18	15	30
Don't know	23	19	25
Prefer not to say	8	27	25
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
No IEP	21	21	24
IEP	11	25	34
Don't know	22	24	34
Prefer not to say	18	40	21
<b>Considered suicide<sup>§</sup></b>			
No IEP	9	10	11
IEP	3	10	16
Don't know	13	10	10
Prefer not to say	0	15	23
<b>Optimism<sup>‡</sup></b>			
No IEP	60	54	50
IEP	64	53	50
Don't know	55	56	47
Prefer not to say	53	63	50
<b>Life satisfaction<sup>‡</sup></b>			
No IEP	75	73	67
IEP	76	60	62
Don't know	71	68	61
Prefer not to say		63	67

Notes: Cells are empty if there are less than 10 respondents.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied.”

## 18. Living Situation Breakdowns

**Table A18.1**

***School Engagement and Supports by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>			
Home with one or more parent or guardian	64	57	52
Foster home			
Homeless			
Other living arrangement	55	47	39
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
<b>Academic Motivation<sup>†</sup></b>			
Home with one or more parent or guardian	73	66	61
Foster home			
Homeless			
Other living arrangement	69	59	59
<b>School is really boring<sup>±</sup></b>			
Home with one or more parent or guardian	27	40	42
Foster home			
Homeless			
Other living arrangement	32	46	47
<b>School is worthless and a waste of time<sup>±</sup></b>			
Home with one or more parent or guardian	9	9	13
Foster home			
Homeless			
Other living arrangement	11	20	20

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.

**Table A18.1*****School Engagement and Supports by Living Situation – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Monthly Absences (3 or more)</b>			
Home with one or more parent or guardian	11	14	13
Foster home			
Homeless			
Other living arrangement	13	19	25
<b>Maintaining focus on schoolwork<sup>†</sup></b>			
Home with one or more parent or guardian	49	40	36
Foster home			
Homeless			
Other living arrangement	31	18	26
<b>Caring adult relationships<sup>‡</sup></b>			
Home with one or more parent or guardian	73	62	63
Foster home			
Homeless			
Other living arrangement	63	52	62
<b>High expectations<sup>‡</sup></b>			
Home with one or more parent or guardian	81	74	72
Foster home			
Homeless			
Other living arrangement	77	65	62
<b>Meaningful participation<sup>‡</sup></b>			
Home with one or more parent or guardian	36	31	28
Foster home			
Homeless			
Other living arrangement	38	21	20

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A18.1*****School Engagement and Supports by Living Situation – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>			
Home with one or more parent or guardian	33	29	24
Foster home			
Homeless			
Other living arrangement	41	32	31
<b>Promotion of parental involvement in school<sup>†</sup></b>			
Home with one or more parent or guardian	62	53	46
Foster home			
Homeless			
Other living arrangement	53	49	43

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A18.2**  
**School Safety by Living Situation**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>			
Home with one or more parent or guardian	61	54	49
Foster home			
Homeless			
Other living arrangement	53	39	45
<b>Experienced harassment due to five reasons<sup>^</sup></b>			
Home with one or more parent or guardian	27	28	28
Foster home			
Homeless			
Other living arrangement	24	25	35
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Home with one or more parent or guardian	37	36	36
Foster home			
Homeless			
Other living arrangement	33	39	50
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Home with one or more parent or guardian	34	32	34
Foster home			
Homeless			
Other living arrangement	36	37	42
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>			
Home with one or more parent or guardian	34	26	18
Foster home			
Homeless			
Other living arrangement	45	24	35

Notes: Cells are empty if there are less than 10 respondents.

<sup>^</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

**Table A18.2*****School Safety by Living Situation – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>			
Home with one or more parent or guardian	7	10	10
Foster home			
Homeless			
Other living arrangement	7	15	20
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>			
Home with one or more parent or guardian	9	8	10
Foster home			
Homeless			
Other living arrangement	14	14	18

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A18.3*****Cyberbullying by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Home with one or more parent or guardian	23	21	25
Foster home			
Homeless			
Other living arrangement	21	36	35

Notes: Cells are empty if there are less than 10 respondents.

<sup>§</sup>Past 12 months.

**Table A18.4**  
**Substance Use by Living Situation**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Home with one or more parent or guardian	2	2	4
Foster home			
Homeless			
Other living arrangement	2	6	13
<b>Current tobacco use<sup>¶</sup></b>			
Home with one or more parent or guardian	1	1	2
Foster home			
Homeless			
Other living arrangement	0	9	6
<b>Current marijuana use<sup>¶</sup></b>			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless			
Other living arrangement	0	3	4
<b>Current binge drinking<sup>¶</sup></b>			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless			
Other living arrangement	0	2	6
<b>Very drunk or “high” 7 or more times, ever</b>			
Home with one or more parent or guardian	0	0	1
Foster home			
Homeless			
Other living arrangement	0	2	6
<b>Been drunk or “high” on drugs at school, ever</b>			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless			
Other living arrangement	0	3	6

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A18.4*****Substance Use by Living Situation – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use<sup>¶</sup></b>			
Home with one or more parent or guardian	1	2	3
Foster home			
Homeless			
Other living arrangement	0	2	13
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>			
Home with one or more parent or guardian	1	0	1
Foster home			
Homeless			
Other living arrangement	0	0	4
<b>Current cigarette smoking<sup>¶</sup></b>			
Home with one or more parent or guardian	0	0	0
Foster home			
Homeless			
Other living arrangement	0	3	0
<b>Current use of vape products<sup>¶</sup></b>			
Home with one or more parent or guardian	3	2	2
Foster home			
Homeless			
Other living arrangement	0	8	12
<b>Current tobacco vaping<sup>¶</sup></b>			
Home with one or more parent or guardian	1	1	2
Foster home			
Homeless			
Other living arrangement	0	6	6
<b>Current marijuana vaping<sup>¶</sup></b>			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless			
Other living arrangement	0	5	4

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.



**Table A18.5*****Routines by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>‡</sup></b>			
Home with one or more parent or guardian	80	73	69
Foster home			
Homeless			
Other living arrangement	56	59	68
<b>Bedtime (at 12 am or later)</b>			
Home with one or more parent or guardian	5	10	19
Foster home			
Homeless			
Other living arrangement	10	21	18

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Today.*

**Table A18.6****Remote Schooling by Living Situation (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
<b>Synchronous instruction (4 days or more)<sup>  </sup></b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
<b>Interest in schoolwork done from home<sup>†</sup></b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
<b>Meaningful opportunities<sup>‡</sup></b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A18.7**  
***Social and Emotional Health by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Home with one or more parent or guardian	20	21	24
Foster home			
Homeless			
Other living arrangement	27	28	33
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Home with one or more parent or guardian	19	21	25
Foster home			
Homeless			
Other living arrangement	39	42	50
<b>Considered suicide<sup>§</sup></b>			
Home with one or more parent or guardian	8	10	11
Foster home			
Homeless			
Other living arrangement	27	14	17
<b>Optimism<sup>‡</sup></b>			
Home with one or more parent or guardian	60	55	51
Foster home			
Homeless			
Other living arrangement	55	43	33
<b>Life satisfaction<sup>‡</sup></b>			
Home with one or more parent or guardian	75	72	67
Foster home			
Homeless			
Other living arrangement	57	58	50

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>‡</sup>*Average percent of respondents reporting “Satisfied” or “Very satisfied.”*

# Behavioral Health Module

## Form A. Alcohol and Other Drugs (AOD)

### 1. Student Sample

**Table B.I.1.1**

*Student Sample for AOD Indicators*

	Grade 6	Grade 7	Grade 8
<b><i>Student Sample Size</i></b>			
Target sample	229	548	547
Final number	6	440	447
<b>Response Rate</b>	3%	80%	82%

## 2. Summary of Key Indicators

**Table B.I.2.1**

***Key Indicators of Alcohol and Other Drug Use***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Alcohol Consumption Patterns</b>				
Usually drank until felt it a lot		0	1	B.I.3.3
Driving under the influence experiences		17	22	B.I.3.4
<b>Strong Personal Disapproval of AOD Use</b>				
Having one or two drinks of any alcoholic beverage nearly every day		67	58	B.I.7.1
Trying marijuana once or twice		59	43	B.I.7.1
Using marijuana once a month or more		72	61	B.I.7.1

*Note: Cells are empty if there are less than 10 respondents.*

### 3. Alcohol, Tobacco, and Other Drug Consumption Patterns

**Table B.I.3.1**

*Age of Onset – AOD Use*

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol (one full drink)</b>			
Never		91	87
10 years or under		5	4
11-12 years old		3	6
13-14 years old		1	4
15-16 years old		0	0
17 years or older		0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>			
Never		97	95
10 years or under		0	0
11-12 years old		3	2
13-14 years old		0	2
15-16 years old		0	0
17 years or older		0	0
<b>Any other illegal drug or pill to get “high”</b>			
Never		99	98
10 years or under		0	0
11-12 years old		0	1
13-14 years old		0	1
15-16 years old		0	0
17 years or older		0	0

*Question HS/MS B.I.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, vape, eat, or drink)... Any other illegal drug or pill to get “high.”*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.3.2*****Age of Onset – Tobacco Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Smoked part or all of a cigarette</b>			
Never		99	97
10 years or under		0	0
11-12 years old		1	2
13-14 years old		0	1
15-16 years old		0	0
17 years or older		0	0
<b>A vape product such as an e-cigarette, vape pen, or mod</b>			
Never		96	91
10 years or under		1	1
11-12 years old		3	5
13-14 years old		0	4
15-16 years old		0	0
17 years or older		0	0

*Question HS/MS B.I.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.3.3*****Usual Alcohol Consumption Level***

	Grade 6 %	Grade 7 %	Grade 8 %
I don't drink alcohol		98	94
Just enough to feel it a little		2	3
Enough to feel it moderately		0	2
Until I feel it a lot or get really drunk		0	1

*Question HS B.I.10/MS B.I.6: If you drink alcohol, how much do you usually drink?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.3.4**  
***Driving Under the Influence Experiences, Lifetime***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Have ridden in a car driven by someone who had been using alcohol or drugs</b>			
Never		83	78
1 time		6	5
2 times		4	4
3 to 6 times		4	3
7 or more times		4	9

*Question MS B.I.25: During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?*

*Note: Cells are empty if there are less than 10 respondents.*



## 4. Reasons for and Consequences of AOD Consumption

**Table B.I.4.1**

*Reasons for AOD Use, Past 12 Months*

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.		91	89
To experiment (try using)		2	5
To get high		0	2
To have a good time with friends		1	3
To fit in with a group you like		0	1
Because of boredom		1	2
To relax		1	3
To get away from problems		1	4
Because of anger or frustration		1	2
To get through the day		1	2
Because it made you feel better		0	3
To seek deeper insights and understanding		0	1
None of the above		12	8

*Question HS B.I.12/MS B.I.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

## 5. Supports to Reduce AOD Use

**Table B.I.5.1**

*Talked with Parent About AOD Use, Past 12 Months*

	Grade 6 %	Grade 7 %	Grade 8 %
No		50	56
Yes		50	44

*Question HS B.I.23/MS B.I.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Availability

**Table B.I.6.1**  
*Sources for Obtaining Alcohol*

	Grade 6 %	Grade 7 %	Grade 8 %
At school		5	7
At parties		6	8
At concerts or other social events		3	4
At their own home		10	15
From adults at friends' homes		5	7
From friends or another teenager		11	15
Get adults to buy it for them		6	8
Buy it themselves from a store		6	7
At bars, clubs, or gambling casinos		3	4
Other		6	7
Don't know		85	81

*Question HS B.I.18/MS B.I.8: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.I.6.2*****Sources for Obtaining Marijuana***

	Grade 6 %	Grade 7 %	Grade 8 %
At school		6	8
At parties		3	5
At concerts or other social events		2	4
At their own home		5	7
From an adult acquaintance		6	8
From friends or another teenager		11	16
Buy it at a marijuana dispensary		4	6
At bars or clubs		1	3
Other		6	6
Don't know		86	83

*Question HS B.I.19/MS B.I.9: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for “mark all that apply” items.*

## 7. Influences on ATOD Use

**Table B.I.7.1**

***Personal Disapproval of AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Having one or two drinks of any alcoholic beverage nearly every day</b>			
Neither approve nor disapprove		21	27
Somewhat disapprove		12	16
Strongly disapprove		67	58
<b>Trying marijuana once or twice</b>			
Neither approve nor disapprove		24	32
Somewhat disapprove		17	25
Strongly disapprove		59	43
<b>Using marijuana once a month or more regularly</b>			
Neither approve nor disapprove		20	26
Somewhat disapprove		8	12
Strongly disapprove		72	61

*Question HS B.I.20-22/MS B.I.10-12: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.7.2*****Parent Disapproval of ATOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Take one or two drinks of alcohol nearly every day</b>			
Very wrong		90	84
Wrong		7	12
A little wrong		2	2
Not at all wrong		1	2
<b>Smoke tobacco</b>			
Very wrong		94	90
Wrong		4	8
A little wrong		1	1
Not at all wrong		0	1
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>			
Very wrong		94	90
Wrong		4	8
A little wrong		1	1
Not at all wrong		1	1
<b>Use marijuana (smoke, vape, eat, or drink)</b>			
Very wrong		94	89
Wrong		4	8
A little wrong		0	2
Not at all wrong		1	1
<b>Use prescription drugs to get high or for reasons other than prescribed</b>			
Very wrong		95	91
Wrong		3	7
A little wrong		1	1
Not at all wrong		1	1

*Question HS B.I.25-29/MS B.I.15-19: How wrong do your parents or guardians feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.7.3****Peer Disapproval of ATOD Use**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Take one or two drinks of alcohol nearly every day</b>			
Very wrong		72	66
Wrong		21	24
A little wrong		5	7
Not at all wrong		2	3
<b>Smoke tobacco</b>			
Very wrong		77	71
Wrong		17	20
A little wrong		4	6
Not at all wrong		2	3
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>			
Very wrong		76	70
Wrong		16	18
A little wrong		5	8
Not at all wrong		2	3
<b>Use marijuana (smoke, vape, eat, or drink)</b>			
Very wrong		78	71
Wrong		16	20
A little wrong		3	6
Not at all wrong		3	3
<b>Use prescription drugs to get high or for reasons other than prescribed</b>			
Very wrong		80	73
Wrong		15	19
A little wrong		3	6
Not at all wrong		2	2

*Question HS B.I.30-34/MS B.I.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.7.4*****Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No		32	34
Yes		68	66

*Question HS B.I.24/MS B.I.14: During the past 12 months, have you heard, read, or watched any messages about not using alcohol or drugs?*

*Note: Cells are empty if there are less than 10 respondents.*



# Behavioral Health Module

## Form B. Other Behavioral Health Factors

### 1. Student Sample

**Table B.II.1.1**

*Student Sample on Other Behavioral Health Factors*

	Grade 6	Grade 7	Grade 8
<i><b>Student Sample Size</b></i>			
Target sample	1,077	548	547
Final number	679	455	455
<b>Response Rate</b>	63%	83%	83%

## 2. Summary of Key Indicators

**Table B.II.2.1**

***Key Indicators of Other Behavioral Health Factors***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Behavioral Health Protective Factors</b>				
Emotional safety at school <sup>†</sup>	67	64	59	B.II.3.2
School co-regulation supports <sup>†</sup>	66	53	54	B.II.3.3
Home adult co-regulation supports <sup>†</sup>	84	78	73	B.II.3.4
Peer co-regulation supports <sup>†</sup>	71	73	70	B.II.3.5
<b>Resilience Assets</b>				
Emotion regulation <sup>ô</sup>	36	39	39	B.II.4.1
<b>Student Wellness</b>				
Responses to trauma <sup>¶</sup>	13	13	17	B.II.5.1
Potential Post-Traumatic Stress <sup>¶</sup>	19	19	24	B.II.5.2
Stress associated health symptoms <sup>*</sup>	9	9	11	B.II.5.3
Loneliness <sup>ê</sup>	32	31	35	B.II.5.4
Self-harm <sup>§</sup>	24	17	16	B.II.5.8
Fasting for 12 hours or more	16	17	26	B.II.5.7
Trouble sleeping (daily)	11	11	13	B.II.5.1
<b>Mental Health Supports</b>				
Wanted to get mental health services <sup>§</sup>	18	14	17	B.II.6.4
Received mental health services <sup>§</sup>	20	17	16	B.II.6.4
Barriers to receiving services (3 or more)	27	26	24	B.II.6.5

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.*

<sup>†</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>ô</sup>Average percent of respondents reporting the top two response categories (“Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm”).

<sup>€</sup>Average percent of respondents reporting “2-3 times a week” or “Almost every day.”

<sup>¶</sup>Past 30 days.

<sup>\*</sup>Past 2 weeks.

<sup>ê</sup>Average percent of respondents reporting “Sometimes” or “Often.”

<sup>§</sup>Past 12 months.

### 3. Behavioral Health Protective Factors

**Table B.II.3.1**

***Perceived Safety at Home and in Neighborhood***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>How safe do you feel...</i></b>			
<b><i>at home or the place where you live?</i></b>			
Very safe	69	70	65
Safe	27	25	30
Neither safe nor unsafe	3	4	4
Unsafe	1	1	0
Very unsafe	0	0	1
<b><i>in the neighborhood where you live?</i></b>			
Very safe	58	59	52
Safe	35	30	38
Neither safe nor unsafe	7	10	8
Unsafe	1	1	1
Very unsafe	0	0	0

*Question HS/MS B.II.12, 13: How safe do you feel at home or the place where you live?... How safe do you feel in the neighborhood where you live?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.3.2*****Emotional Safety at School Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Emotional safety at school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	64	59
<b><i>At my school,...</i></b>			
<b>I feel socially accepted.</b>			
Not at all true	5	8	10
A little true	21	24	25
Pretty much true	45	42	43
Very much true	29	27	23
<b>I feel that I matter to others.</b>			
Not at all true	10	14	15
A little true	29	27	33
Pretty much true	37	35	33
Very much true	24	23	19

*Question HS/MS B.II.10,11: How true do you feel these statements are about your feelings at school? At my school,... I feel socially accepted... I feel that I matter to others.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.3.3*****School Co-Regulation Supports Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School co-regulation supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	53	54
<b><i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i></b>			
Not at all true	10	15	17
A little true	23	31	29
Pretty much true	38	33	32
Very much true	29	22	22
<b><i>would be helpful to me if I came to school upset.</i></b>			
Not at all true	16	20	18
A little true	19	30	29
Pretty much true	34	29	31
Very much true	31	20	22
<b><i>makes me feel good about myself.</i></b>			
Not at all true	11	18	17
A little true	23	27	28
Pretty much true	31	31	32
Very much true	35	24	23

*Question HS/MS B.II.7-9: How true do you feel these statements are about a teacher or other adult at school?  
At my school, there is a teacher or other adult who... would understand my problems if I shared them... would be  
helpful to me if I came to school upset... makes me feel good about myself.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.3.4*****Home Adult Co-Regulation Supports Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Home adult co-regulation supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	84	78	73
<b><i>In my home, there is a parent or some other adult who... talks with me about my problems.</i></b>			
Not at all true	8	9	10
A little true	11	15	19
Pretty much true	28	26	28
Very much true	53	50	43
<b><i>helps me when I am upset.</i></b>			
Not at all true	5	8	9
A little true	9	14	17
Pretty much true	26	24	28
Very much true	59	53	46
<b><i>makes me feel good about myself.</i></b>			
Not at all true	5	7	7
A little true	11	14	17
Pretty much true	26	28	30
Very much true	58	51	45

*Question HS/MS B.II.1-3: How true do you feel these statements are about your family? In my home, there is a parent or some other adult who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.3.5****Peer Co-Regulation Supports Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Peer co-regulation supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	73	70
<b><i>I have a friend my age who...</i></b>			
<b>talks with me about my problems.</b>			
Not at all true	14	12	14
A little true	23	21	20
Pretty much true	28	26	27
Very much true	35	41	39
<b>helps me when I am upset.</b>			
Not at all true	8	10	10
A little true	19	16	19
Pretty much true	30	28	29
Very much true	43	46	41
<b>makes me feel good about myself.</b>			
Not at all true	5	7	7
A little true	17	15	18
Pretty much true	29	28	30
Very much true	49	51	45

*Question HS/MS B.II.4-6: How true do you feel these statements are about your friends? I have a friend my age who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Resilience Assets

**Table B.II.4.1**

***Emotion Regulation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Emotion regulation</b>			
<i>Average reporting the top two response categories<sup>o</sup></i>	36	39	39
<b>When everybody around you gets angry, how relaxed can you stay?</b>			
Not relaxed at all	18	17	18
Slightly relaxed	27	26	25
Somewhat relaxed	32	32	30
Quite relaxed	17	18	19
Extremely relaxed	6	7	8
<b>How often are you able to control your emotions when you need to?</b>			
Almost never	6	5	5
Once in a while	9	12	13
Sometimes	25	24	25
Frequently	37	34	30
Almost always	23	25	28
<b>When things go wrong for you, how calm are you able to remain?</b>			
Not calm at all	7	10	7
Slightly calm	25	24	22
Somewhat calm	41	33	38
Quite calm	22	24	25
Extremely calm	5	9	9

*Question HS/MS B.II.21-23: When everybody around you gets angry, how relaxed can you stay?... How often are you able to control your emotions when you need to?... When things go wrong for you, how calm are you able to remain?*

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>o</sup>The top two response categories include “Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm.”*



## 5. Student Wellness

**Table B.II.5.1**

***Responses to Trauma Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Responses to trauma</b>			
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	13	13	17
<b><i>During the past 30 days,...</i></b>			
<b>I got upset easily or got into arguments or physical fights.</b>			
Never	68	67	67
1-3 times a month	21	22	19
1-2 times a week	5	5	6
2-3 times a week	3	2	4
Almost every day	3	3	4
<b>I had trouble concentrating or paying attention.</b>			
Never	40	41	37
1-3 times a month	29	28	21
1-2 times a week	13	12	15
2-3 times a week	8	7	10
Almost every day	10	12	16
<b>I had trouble feeling happiness or love.</b>			
Never	63	66	61
1-3 times a month	20	17	19
1-2 times a week	7	7	7
2-3 times a week	4	4	7
Almost every day	5	7	6

*Question HS/MS B.II.14-16: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.1****Responses to Trauma Scale Questions – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>During the past 30 days,...</b>			
<b>I felt alone even when I was around other people.</b>			
Never	56	57	55
1-3 times a month	24	24	21
1-2 times a week	7	6	7
2-3 times a week	6	4	8
Almost every day	8	9	10
<b>I had trouble going to sleep, woke up often, or had trouble getting back to sleep.</b>			
Never	47	54	50
1-3 times a month	26	20	17
1-2 times a week	10	10	11
2-3 times a week	5	5	8
Almost every day	11	11	13

*Question HS/MS B.II.17, 18: These questions ask about how you felt or what you did in the past 30 days... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.2****Post-Traumatic Stress (PTS) Profile, Past 30 Days**

	Grade 6 %	Grade 7 %	Grade 8 %
Minimal PTS Symptoms	51	50	41
Mild PTS Symptoms	30	31	35
Potential PTS	19	19	24

*Question HS/MS B.II.14-18: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.*

*Notes: Cells are empty if there are less than 10 respondents.*

*PTS Profile categories are based on the UCLA Brief Screen for Child/Adolescent Trauma and PTSD.*

**Table B.II.5.3*****Stress Associated Health Symptoms Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Stress associated health symptoms</b>			
<i>Average reporting “A lot” or “A whole lot”</i>	9	9	11
<b><i>In the last 2 weeks, how much were you bothered by the following physical problems?</i></b>			
<b>Stomachaches</b>			
Not at all	43	40	44
A little	29	32	24
Some	20	20	19
A lot	5	6	8
A whole lot	3	1	5
<b>Headaches</b>			
Not at all	38	37	38
A little	30	30	27
Some	17	20	22
A lot	10	10	7
A whole lot	5	3	6
<b>Pains in your lower back</b>			
Not at all	62	63	52
A little	18	15	20
Some	11	13	14
A lot	5	5	9
A whole lot	3	4	5

*Question HS/MS B.II.27-29: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Stomachaches... Headaches... Pains in your lower back.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.3*****Stress Associated Health Symptoms Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>In the last 2 weeks, how much were you bothered by the following physical problems?</i></b>			
<b>Feeling faint or dizzy</b>			
Not at all	61	60	60
A little	21	17	15
Some	9	10	14
A lot	5	8	6
A whole lot	4	4	5
<b>Heart beating too fast (even when you are not exercising)</b>			
Not at all	74	76	74
A little	13	10	12
Some	6	8	9
A lot	5	4	2
A whole lot	2	2	4

*Question HS/MS B.II.30, 31: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Feeling faint or dizzy... Heart beating too fast (even when you are not exercising).*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.4*****Loneliness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Loneliness</b>			
<i>Average reporting “Sometimes” or “Often”</i>	32	31	35
<b>How often do you feel lonely?</b>			
Never	24	30	30
Rarely	40	36	33
Sometimes	28	23	24
Often	8	11	13
<b>How often do you feel that you are no longer close to anyone?</b>			
Never	43	50	40
Rarely	30	22	26
Sometimes	17	17	21
Often	10	11	13

*Question HS/MS B.II.19, 20: How often do you feel lonely?... How often do you feel that you are no longer close to anyone?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.5****Body Image**

	Grade 6 %	Grade 7 %	Grade 8 %
Very dissatisfied	6	12	12
Dissatisfied	11	13	17
Neither dissatisfied nor satisfied	26	28	27
Satisfied	35	31	27
Very satisfied	21	16	18

*Question HS/MS B.II.24: Over the past 30 days, how satisfied have you been with your weight and shape?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.6****Weight Management**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Which of the following are you trying to do about your weight?</b>			
Lose weight	32	40	36
Gain weight	10	12	20
Stay the same weight	16	14	10
I am not trying to do anything about my weight	41	33	34

*Question HS/MS B.II.25: Which of the following are you trying to do about your weight?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.7**  
**Disordered Eating Behavior**

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</i></b>			
<b>Exercise</b>			
No	18	10	14
Yes	82	90	86
<b>Eat less food, fewer calories, or foods low in fat</b>			
No	40	42	30
Yes	60	58	70
<b>Go without eating for 12 hours or more</b>			
No	84	83	74
Yes	16	17	26
<b>Take diet pills, powders, or liquids without a doctor's advice</b>			
No	95	97	93
Yes	5	3	7
<b>Vomit or take laxatives</b>			
No	94	92	93
Yes	6	8	7

*Question HS/MS B.II.25A-25E: During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 12 hours or more (also called fasting)... Take diet pills, powders, or liquids without a doctor's advice (do not include meal replacement products such as Ensure, Muscle Milk, or SlimFast)... Vomit or take laxatives.*

*Notes: Cells are empty if there are less than 10 respondents.*

*Only respondents who selected "Lose weight" or "Stay the same weight" to question "Which of the following are you trying to do about your weight?" were asked to answer these questions.*

**Table B.II.5.8*****Self-Harm, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	76	83	84
1 time	12	7	6
2 or 3 times	7	4	4
4 or 5 times	1	1	2
6 or more times	4	5	4

*Question HS/MS B.II.26: During the past 12 months, how many times did you do something to purposely hurt yourself, such as cutting, scratching, or burning yourself?*

*Note: Cells are empty if there are less than 10 respondents.*



## 6. Mental Health Supports

**Table B.II.6.1**

***Availability of Mental Health Supports at School, Past Year***

	Grade 6 %	Grade 7 %	Grade 8 %
No	78	81	83
Yes	9	8	7
I don't know	13	11	10

*Question HS/MS B.II.41: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to get help?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.6.2**

***Mental Health Help-Seeking Attitude***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i></b>			
talk to a teacher or another adult from your school?	34	24	24
talk to your parents or someone else in your family?	71	67	59
get help from a counselor or therapist?	29	23	21
talk to your friends?	62	66	66
be afraid to get help?	21	18	21
not know what to do?	24	23	23

*Question HS/MS B.II.37: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.II.6.3*****Mental Health Help-Seeking Attitude Toward Peers***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>If someone my age felt very sad, stressed, lonely, or depressed,...</i></b>			
<b><i>talking to an adult could help them feel better.</i></b>			
Strongly disagree	7	7	10
Disagree	14	16	22
Agree	54	56	52
Strongly agree	25	21	16
<b><i>kids at my school would be nice to them.</i></b>			
Strongly disagree	10	13	13
Disagree	28	30	35
Agree	49	43	43
Strongly agree	13	14	9

*Question HS/MS B.II.35, 36: If someone my age felt very sad, stressed, lonely, or depressed,... talking to an adult could help them feel better.... kids at my school would be nice to them.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.6.4*****Mental Health Services Usage, Past Year***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>In the past year,...</i></b>			
<b>did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?</b>			
No	67	73	75
Yes	18	14	17
I don't know	15	13	8
<b>did you get help from a counselor or therapist when you needed it?</b>			
Does not apply, I didn't need help	63	66	67
No, I didn't get help when I needed it	17	17	17
Yes, I got help when I needed it	20	17	16
<b>where did you get help from a counselor or therapist? (Mark All That Apply.)<sup>#</sup></b>			
Nowhere	5	1	7
At school (in person, by phone, or online)	56	59	55
From a counselor or therapist not from my school (in person, by phone, or online)	39	39	46
Somewhere else	13	12	9
I don't know	6	7	4

*Question HS/MS B.II.38-40: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>#</sup>Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.II.6.5*****Barriers to Using Mental Health Services***

	Grade 6 %	Grade 7 %	Grade 8 %
I would not know where to go for help	22	18	23
There isn't anyone I can talk to	9	13	12
They wouldn't understand	24	25	25
People would think there's something wrong with me	18	15	15
My parents might find out	24	20	22
Other students might find out	23	20	17
I wouldn't have a way to pay for it	7	8	8
I wouldn't want to talk to a counselor or therapist	25	28	25
Other reasons	16	14	15
Does not apply, none of these things would stop you from talking to a counselor or therapist.	36	39	36
<b><i>Three or more barriers</i></b>	27	26	24

*Question HS/MS B.II.42: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.II.6.6*****School Promotion of Mental Health Awareness***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.</b>			
Strongly disagree	10	12	13
Disagree	12	15	18
Agree	50	51	48
Strongly agree	28	22	21
<b>People at my school talk openly about mental health.</b>			
Strongly disagree	17	18	21
Disagree	34	32	29
Agree	37	36	38
Strongly agree	12	13	13
<b>My school encourages students to take care of their mental health.</b>			
Strongly disagree	8	8	11
Disagree	10	13	15
Agree	52	55	52
Strongly agree	30	25	22

*Question HS/MS B.II.32-34: How strongly do you agree or disagree with the following statements?... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.*

*Note: Cells are empty if there are less than 10 respondents.*