

CALIFORNIA HEALTHY KIDS SURVEY



Los Gatos High Secondary 2023-2024 Main Report

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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. 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. The Appendix 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). The California Safe and Supportive Schools website (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. The Appendix 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 the Appendix, 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).

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).

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). 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 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).
- *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).
- The **California Center for School Climate** (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/.
- CDE's **California Safe and Supportive Schools** website (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) 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) or email 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) 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 9th and 11th graders compare with those from 5th and 7th 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) or examined on the CalSCHLS Data Dashboard (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). 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) or email 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 Climate Report Card, Mental Health Report, and School Boredom Report

In addition to this school-level report with all the survey results, three additional reports are available:

- 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)
- 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)
- A **School Boredom Report** that describes how much students value school and how bored they feel at school (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). 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.

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
Student Learning Engagement					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Attendance (absences and reasons absent)	✓			✓	
School boredom	✓				
School connectedness	✓				
Student Social-Emotional and Physical Well-being					
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			✓		
School Climate Conditions					
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		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

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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	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module (RYDM)	
M. Safety & Violence Module	X
N. School Climate Module (SCM)	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco Module	
Z. Custom Questions	X

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	448	491	510	523
Final number	404	400	418	324
Response Rate	90%	81%	82%	62%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	402	397	417	321
Remote learning only	2	3	1	3

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	69	71	72	74	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	67	66	66	63	A6.4
School is really boring [±]	39	35	34	30	A6.11
School is worthless and a waste of time [±]	8	8	6	5	A6.11
Monthly Absences (3 or more)	13	9	11	14	A6.2
Maintaining focus on schoolwork ^{†Γ}	31	25	26	25	A6.10
Caring adult relationships [‡]	61	66	69	73	A6.4
High expectations [‡]	70	78	76	80	A6.4
Meaningful participation [‡]	28	33	30	31	A6.4
Facilities upkeep ^{†Φ}	67	68	68	72	A6.15
Promotion of parental involvement in school [†]	49	52	52	47	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	79	78	82	85	A8.1
Experienced any harassment or bullying [§]	30	29	26	24	A8.2
Had mean rumors or lies spread about you [§]	31	30	27	31	A8.3
Been afraid of being beaten up ^{§Φ}	8	4	4	3	A8.3
Been in a physical fight ^{§Φ}	5	4	2	3	A8.4
Seen a weapon on campus ^{§Φ}	8	6	6	7	A8.6
Cyberbullying [§]	24	20	21	21	A8.3

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

[†] Average percent of respondents reporting “Agree” or “Strongly agree.”

[#] The scale was based on five survey questions for in-school respondents.

^ψ The scale was based on four questions for remote respondents.

[±] Rating of 7 or higher.

^Γ Survey question was reverse-coded.

^Φ In-School only.

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§] Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Substance Use					
Current alcohol or drug use [¶]	9	21	32	44	A9.5
Current tobacco use [¶]	3	2	11	10	A10.6
Current marijuana use [¶]	3	5	16	26	A9.5
Current binge drinking [¶]	5	9	18	22	A9.5
Very drunk or “high” 7 or more times, ever	4	3	14	19	A9.7
Been drunk or “high” on drugs at school, ever	3	2	8	13	A9.9
Current cigarette smoking [¶]	1	0	4	3	A10.4
Current use of vape products [¶]	3	2	8	11	A10.4
Current tobacco vaping [¶]	3	2	6	8	A10.5
Current marijuana vaping [¶]	2	1	5	9	A10.5
Routines					
Eating of breakfast [‡]	67	69	64	60	A4.1
Bedtime (at 12 am or later)	26	33	36	41	A4.2
Remote Schooling					
Remote learning frequency (5 days per week) ^{¶δ}					A5.1
Synchronous instruction (4 days or more) ^{¶δ}					A5.1
Interest in schoolwork done from home ^{‡δ}					A5.3
Meaningful opportunities ^{‡δ}					A5.2
Social and Emotional Health					
Social emotional distress [‡]	24	27	32	30	A7.5
Experienced chronic sadness/hopelessness [§]	24	25	29	26	A7.1
Considered suicide [§]	13	12	11	10	A7.2
Optimism [‡]	48	51	46	57	A7.3
Life satisfaction [‡]	67	67	68	70	A7.4

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[¶]Past 7 days.

[‡]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
In-School Model	100	99	100	99
Remote Learning Model	0	1	0	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	52	52	52	50
Female	44	43	46	47
Nonbinary	1	2	1	2
Something else	2	3	1	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	82	81	73	79
Lesbian or Gay	2	3	5	3
Bisexual	6	6	12	9
Something else	2	2	2	4
Not sure	4	5	4	3
Decline to respond	3	3	3	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	94	93	93	95
Yes, I am transgender	2	3	2	1
I am not sure if I am transgender	2	2	2	2
Decline to respond	2	3	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native, non-Hispanic	0	1	0	0
Asian or Asian American, non-Hispanic	20	17	24	17
Black or African American, non-Hispanic	0	0	0	1
Hispanic or Latinx	15	11	14	10
Native Hawaiian or Pacific Islander, non-Hispanic	1	0	0	0
White, non-Hispanic	48	56	49	59
Multiracial, non-Hispanic	11	11	11	12
Something else, non-Hispanic	5	5	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	96	98	99	98
Other relative's home	1	0	0	0
A home with more than one family	1	1	0	1
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	2	1	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Home with one or more parent or guardian	96	98	99	98
Foster home	0	0	0	0
Homeless	0	0	0	0
Other living arrangement	4	2	1	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	3	1	2	3
Graduated from high school	3	2	4	3
Attended college but did not complete four-year degree	4	3	4	2
Graduated from college	85	91	89	90
Don’t know	6	3	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	75	82	80	79
Yes	14	11	16	19
Don't know	10	5	3	3
Prefer not to say	1	2	1	0

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	83	84	88	93
Yes	5	5	2	3
Don't know	13	11	10	4

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Not currently in English Learner Program	95	95	98	98
Less than 7 years (EL)	4	3	1	2
7 years or more (LTEL)	1	2	1	0

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	71	84	81	86
Spanish	6	2	3	3
Mandarin	6	3	4	3
Cantonese	1	0	0	0
Taiwanese	1	0	1	0
Tagalog	0	0	0	0
Vietnamese	0	0	1	0
Korean	1	1	1	1
Arabic	1	0	0	0
Other	13	9	10	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How well do you...</i>				
understand English?				
Very well	81	84	82	81
Well	16	15	17	14
Not well	4	2	1	2
Not at all	0	0	0	2
speak English?				
Very well	74	79	76	81
Well	19	18	21	12
Not well	7	3	3	5
Not at all	0	0	0	2
read English?				
Very well	76	82	79	77
Well	17	13	18	19
Not well	7	5	3	5
Not at all	0	0	0	0
write English?				
Very well	62	72	68	70
Well	29	25	28	21
Not well	7	3	4	7
Not at all	3	0	0	2
<i>English Language Proficiency Status</i>				
Proficient	71	77	76	74
Not proficient	29	23	24	26

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	76	71	78	87
1 day	1	1	2	1
2 days	2	2	1	1
3 days	4	1	2	1
4 days	3	3	3	2
5 days	15	23	14	9

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	96	98	97	99
Yes	2	1	2	0
Don't know	3	1	1	0

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	33	31	36	40
Yes	67	69	64	60

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Before 7:00 pm	1	1	0	0
7:00-7:59 pm	0	0	0	0
8:00-8:59 pm	1	1	1	0
9:00-9:59 pm	10	9	6	4
10:00-10:59 pm	34	26	25	21
11:00-11:59 pm	28	30	32	34
12:00-12:59 am	15	17	22	26
After 1:00 am	11	16	14	15
<i>Bedtime at 12 am or later</i>	26	33	36	41

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Time spent on learning and completing schoolwork from home on the average weekday				
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				
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				
Number of weekdays participating in school from home for the entire school day				
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	41	46	35	36
A's and B's	37	35	41	41
Mostly B's	8	8	10	10
B's and C's	10	9	9	9
Mostly C's	1	1	2	2
C's and D's	3	2	2	2
Mostly D's	0	0	0	0
Mostly F's	0	0	0	0

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	52	48	49	40
1 day	22	28	26	25
2 days	13	15	14	21
3 or more days	13	9	11	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	46	45	43	35
Illness (feeling physically sick), including problems with breathing or your teeth	47	44	45	52
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	7	6	12	11
Didn't get enough sleep	10	13	16	23
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1	1
Had to take care of or help a family member or friend	2	2	2	4
Wanted to spend time with friends	2	1	1	4
Used alcohol or drugs	1	0	1	1
Were behind in schoolwork or weren't prepared for a test or class assignment	6	10	12	16
Were bored or uninterested in school	3	3	5	9
Had no transportation to school <i>(In-School Only)</i>	2	2	2	2
Other reason	11	13	11	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports	53	59	59	62	
Caring relationships-adults in school [‡]	61	66	69	73	A6.5
High expectations-adults in school [‡]	70	78	76	80	A6.6
Meaningful participation at school [‡]	28	33	30	31	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	69	71	72	74	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	67	66	66	63	A6.9
Promotion of parental involvement in school [†]	49	52	52	47	A6.13

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

[‡]Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”

[†]Scales are based on average of respondents reporting “Agree” or “Strongly agree.”

[#]The scale was based on five survey questions for in-school respondents.

^ψThe 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring relationships-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	66	69	73
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	9	8	7	4
A little true	34	28	23	24
Pretty much true	41	36	41	37
Very much true	17	28	29	35
<i>who notices when I’m not there.</i>				
Not at all true	10	13	11	8
A little true	35	30	29	25
Pretty much true	40	38	33	37
Very much true	15	20	26	31
<i>who listens to me when I have something to say.</i>				
Not at all true	4	4	5	3
A little true	25	19	17	17
Pretty much true	44	42	41	41
Very much true	27	34	36	38

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	70	78	76	80
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	6	6	9	5
A little true	27	21	18	20
Pretty much true	42	41	42	40
Very much true	24	32	31	35
<i>who always wants me to do my best.</i>				
Not at all true	3	4	2	1
A little true	19	13	14	13
Pretty much true	45	41	40	41
Very much true	34	42	43	45
<i>who believes that I will be a success.</i>				
Not at all true	7	5	7	4
A little true	28	19	19	16
Pretty much true	40	39	40	42
Very much true	24	37	34	38

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	28	33	30	31
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	7	4	8	8
A little true	31	29	28	28
Pretty much true	38	41	38	37
Very much true	24	26	25	27
I help decide things like class activities or rules.				
Not at all true	50	40	43	40
A little true	30	40	38	38
Pretty much true	16	14	13	16
Very much true	4	6	5	6
I do things that make a difference.				
Not at all true	27	21	28	24
A little true	47	41	39	42
Pretty much true	20	25	25	25
Very much true	6	13	8	9
I have a say in how things work.				
Not at all true	40	34	38	36
A little true	38	39	38	41
Pretty much true	17	19	17	16
Very much true	5	8	7	7
I help decide school activities or rules.				
Not at all true	62	55	62	57
A little true	27	31	27	30
Pretty much true	9	9	7	8
Very much true	2	5	4	5

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness[#] (<i>In-School Only</i>)				
Average reporting “Agree” or “Strongly agree”	69	71	72	74
School connectedness^ψ (<i>Remote Only</i>)				
Average reporting “Agree” or “Strongly agree”				
I feel close to people at/from this school.				
Strongly disagree	4	3	4	4
Disagree	5	6	7	10
Neither disagree nor agree	19	16	17	15
Agree	48	49	45	40
Strongly agree	23	26	27	31
I am happy with/to be at this school.				
Strongly disagree	4	3	4	2
Disagree	5	7	5	5
Neither disagree nor agree	21	23	20	18
Agree	48	46	49	47
Strongly agree	21	21	22	28
I feel like I am part of this school.				
Strongly disagree	4	2	3	3
Disagree	8	10	8	12
Neither disagree nor agree	24	26	27	22
Agree	47	46	45	45
Strongly agree	16	17	18	18

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.

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	3	1	2	1
Disagree	6	8	7	5
Neither disagree nor agree	26	21	16	15
Agree	49	51	57	61
Strongly agree	16	19	18	18
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	2	1	1	1
Disagree	3	4	2	1
Neither disagree nor agree	19	14	16	13
Agree	59	56	58	56
Strongly agree	18	24	23	28

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	67	66	66	63
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	1	1	2
Disagree	2	3	4	4
Neither disagree nor agree	12	15	15	15
Agree	49	48	48	53
Strongly agree	36	33	31	26
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	6	6	6	6
Disagree	22	24	23	16
Neither disagree nor agree	36	30	30	35
Agree	25	28	31	35
Strongly agree	12	12	9	8
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	2	2	2	1
Disagree	5	7	9	9
Neither disagree nor agree	25	25	21	24
Agree	51	46	49	53
Strongly agree	17	20	20	13
I am always trying to do better in my schoolwork.				
Strongly disagree	1	1	2	1
Disagree	2	4	4	6
Neither disagree nor agree	20	20	19	28
Agree	50	49	49	50
Strongly agree	27	26	26	15

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	4	5	4	3
Disagree	27	20	22	22
Neither disagree nor agree	28	21	23	18
Agree	28	36	37	42
Strongly agree	12	17	14	15

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School boredom				
Low (0-3)	20	17	21	24
Medium (4-6)	41	47	45	47
High (7-10)	39	35	34	30
Value of school				
High (0-3)	65	66	67	70
Medium (4-6)	27	26	26	25
Low (7-10)	8	8	6	5

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 - 9th Grade

		School is really boring (Grade 9)										
		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 19%				Mid Boredom & High Value 29%				High Boredom & High Value 17%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value [̄]				Mid Value				Mid Value		
	6					11%				15%		
	7									High Boredom & Low Value 7%		
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	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.

[̄]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 - 10th Grade

		School is really boring (Grade 10)										
		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 17%				Mid Boredom & High Value 35%			High Boredom & High Value 14%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 11%			High Boredom & Mid Value 13%				
	5	Mid Value [̄]										
	6											
	7								High Boredom & Low Value 8%			
	8	Low Boredom &			Mid Boredom &							
	9	Low Value [̄]			Low Value [̄]							
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.

[̂]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 - 11th Grade

		School is really boring (Grade 11)										
		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 19%				Mid Boredom & High Value 34%			High Boredom & High Value 14%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 11%			High Boredom & Mid Value 15%				
	5	Mid Value [̄]										
	6											
	7								High Boredom & Low Value 6%			
	8	Low Boredom &			Mid Boredom &							
	9	Low Value [̄]			Low Value [̄]							
	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.

[̂]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 A6.12D

School Boredom Profile Groups - 12th Grade

		School is really boring (Grade 12)										
		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 23%				Mid Boredom & High Value 36%				High Boredom & High Value 11%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value [̄]				Mid Value				Mid Value		
	6					11%				13%		
	7									High Boredom & Low Value 5%		
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	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.

[̄]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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	49	52	52	47
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	1	2	4
Disagree	14	13	13	14
Neither disagree nor agree	32	35	33	39
Agree	41	38	43	36
Strongly agree	9	12	9	7
Parents feel welcome to participate at this school.				
Strongly disagree	2	2	1	1
Disagree	6	7	8	10
Neither disagree nor agree	45	37	39	40
Agree	37	43	41	39
Strongly agree	11	11	11	10
School staff take parent concerns seriously.				
Strongly disagree	3	4	2	2
Disagree	9	8	8	9
Neither disagree nor agree	38	36	37	39
Agree	40	40	42	38
Strongly agree	10	13	11	11

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	23	20	17	17
A little true	35	32	30	27
Pretty much true	28	28	29	28
Very much true	14	20	24	28

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	1	2	2	2
Disagree	9	10	6	6
Neither disagree nor agree	23	20	25	20
Agree	55	52	51	54
Strongly agree	12	16	17	18

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	76	75	71	74
Yes	24	25	29	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	87	88	89	90
Yes	13	12	11	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	48	51	46	57
Each day I look forward to having a lot of fun.				
Not at all true	17	18	20	12
A little true	40	38	41	38
Pretty much true	32	32	29	38
Very much true	11	13	10	12
I usually expect to have a good day.				
Not at all true	20	15	16	11
A little true	33	34	39	34
Pretty much true	35	36	31	41
Very much true	13	15	14	14
Overall, I expect more good things to happen to me than bad things.				
Not at all true	18	13	18	9
A little true	28	29	29	26
Pretty much true	34	37	31	40
Very much true	20	21	22	25

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	67	67	68	70
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	2	2	1	1
Dissatisfied	6	3	5	6
A little dissatisfied	6	8	7	9
A little satisfied	9	9	10	11
Satisfied	39	39	42	38
Very satisfied	38	39	34	36
my friendships as...				
Very dissatisfied	1	2	2	2
Dissatisfied	3	4	3	4
A little dissatisfied	6	4	6	8
A little satisfied	17	15	14	12
Satisfied	43	45	43	42
Very satisfied	30	30	32	32
my school experience as...				
Very dissatisfied	4	5	4	3
Dissatisfied	8	6	7	5
A little dissatisfied	11	12	11	13
A little satisfied	32	30	28	23
Satisfied	32	35	38	44
Very satisfied	12	12	12	12

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	6	5	6	2
Dissatisfied	8	10	8	8
A little dissatisfied	13	10	14	9
A little satisfied	16	23	20	21
Satisfied	37	30	35	41
Very satisfied	20	22	17	19
where I live as...				
Very dissatisfied	2	3	0	0
Dissatisfied	2	3	2	1
A little dissatisfied	2	3	1	5
A little satisfied	7	8	7	6
Satisfied	35	29	39	35
Very satisfied	51	53	50	52

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	24	27	32	30
I had a hard time relaxing.				
Not at all true	31	30	27	27
A little true	45	38	37	37
Pretty much true	16	20	20	22
Very much true	9	12	16	14
I felt sad and down.				
Not at all true	35	33	31	26
A little true	37	38	36	40
Pretty much true	18	16	19	22
Very much true	10	12	14	12
I was easily irritated.				
Not at all true	30	29	23	24
A little true	35	32	35	39
Pretty much true	22	25	27	23
Very much true	13	15	15	14
It was hard for me to cope and I thought I would panic.				
Not at all true	60	57	53	51
A little true	23	24	22	27
Pretty much true	9	10	14	15
Very much true	8	9	10	8
It was hard for me to get excited about anything.				
Not at all true	56	56	50	52
A little true	29	28	28	29
Pretty much true	11	11	11	12
Very much true	4	5	11	8

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	22	30	30	34
Safe	57	47	51	51
Neither safe nor unsafe	18	19	15	13
Unsafe	2	2	2	1
Very unsafe	1	1	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	88	89	90	93
1 time	6	5	5	3
2 or more times	6	6	6	4
Religion				
0 times	93	94	94	95
1 time	4	1	3	3
2 or more times	3	5	3	2
Gender				
0 times	93	92	93	92
1 time	3	5	4	4
2 or more times	4	4	3	4
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	91	93	95	94
1 time	2	5	2	2
2 or more times	7	2	3	4
A physical or mental disability				
0 times	92	96	96	94
1 time	3	2	2	3
2 or more times	5	2	3	3
Any of the above five reasons	24	23	20	20

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times	94	95	94	96
1 time	3	3	2	2
2 or more times	3	2	4	2
Any other reason				
0 times	85	87	87	88
1 time	4	4	4	4
2 or more times	11	9	9	8
Any harassment	30	29	26	24

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence victimization (<i>In-School Only</i>)				
<i>Average reporting “1 or more times”</i>	21	18	16	17
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)				
0 times	90	89	94	94
1 time	7	8	3	3
2 to 3 times	2	2	2	2
4 or more times	1	1	1	0
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	92	96	96	97
1 time	6	3	2	2
2 to 3 times	1	1	1	0
4 or more times	1	1	1	0
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	69	70	73	69
1 time	14	15	11	14
2 to 3 times	11	10	10	10
4 or more times	5	4	6	7
had sexual jokes, comments, or gestures made to you?				
0 times	72	78	80	76
1 time	9	9	7	12
2 to 3 times	7	6	8	7
4 or more times	12	8	6	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you/did students from your school...</i>				
<i>had your property stolen or deliberately damaged?</i>				
<i>(In-School Only)</i>				
0 times	91	94	92	93
1 time	7	4	4	4
2 to 3 times	1	2	3	3
4 or more times	1	0	1	0
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	71	74	79	76
1 time	11	11	10	8
2 to 3 times	7	9	6	8
4 or more times	10	7	6	7
<i>been made fun of, insulted, or called names?</i>				
0 times	69	75	75	79
1 time	11	10	10	6
2 to 3 times	10	8	6	7
4 or more times	10	8	8	8
<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>				
0 times (never)	76	80	79	79
1 time	11	10	9	11
2 to 3 times	9	6	7	6
4 or more times	4	4	4	5

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	4	2	3	4
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	95	96	98	97
1 time	4	4	1	2
2 to 3 times	1	0	1	1
4 or more times	0	0	0	0
been offered, sold, or given an illegal drug?				
0 times	91	94	92	86
1 time	4	3	5	7
2 to 3 times	2	2	2	4
4 or more times	2	1	1	3
damaged school property on purpose?				
0 times	97	99	97	99
1 time	2	1	2	1
2 to 3 times	1	0	1	0
4 or more times	0	0	0	0
carried a gun?				
0 times	99	99	99	99
1 time	1	0	0	1
2 to 3 times	0	0	0	0
4 or more times	0	0	1	0
carried any other weapon (such as a knife or club)?				
0 times	98	99	98	97
1 time	1	0	1	1
2 to 3 times	1	0	0	0
4 or more times	1	1	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	94	97	96	98
1 time	3	2	3	1
2 to 3 times	3	0	1	1
4 or more times	1	1	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	98	99	98	99
1 time	1	1	1	1
2 to 3 times	1	0	0	0
4 or more times	0	0	0	0

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	92	94	94	93
1 time	5	5	4	3
2 to 3 times	2	1	1	2
4 or more times	1	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [^]	28	34	49	67	A9.2
Lifetime alcohol or drug use	30	35	50	68	A9.2
Lifetime marijuana use	8	11	32	43	A9.2
Lifetime very drunk or high (7 or more times)	4	3	14	19	A9.7
Current alcohol or drug use [¶]	9	21	32	44	A9.5
Current marijuana use [¶]	3	5	16	26	A9.5
Current heavy drug use [¶]	2	2	9	16	A9.5
Current heavy alcohol use (binge drinking) [¶]	5	9	18	22	A9.5
Current alcohol or drug use on school property ^{¶Φ}	2	3	6	6	A9.8
Harmfulness of occasional marijuana use ^B	28	34	23	14	A9.11
Difficulty of obtaining marijuana ^C	6	7	5	4	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	25	32	48	65
Marijuana	8	11	32	43
Inhalants	2	1	3	2
Cocaine, methamphetamine, or any amphetamines	1	0	2	1
Ecstasy, LSD, or other psychedelics	1	1	6	10
Prescription pain medication (opioids)	5	3	5	4
Cold/cough medicines or other over-the-counter medicines to get “high”	4	2	3	3
Any other drug, pill, or medicine to get “high”	2	2	3	2
<i>Any of the above AOD use</i>	30	35	50	68
<i>Any illicit AOD use to get “high”[^]</i>	28	34	49	67

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

[^]Excludes prescription pain medication.

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	75	68	52	35
1 time	9	4	5	6
2 to 3 times	7	8	7	11
4 or more times	9	21	36	48
Marijuana (smoke, vape, eat, or drink)				
0 times	92	89	68	57
1 time	2	2	6	5
2 to 3 times	2	3	6	5
4 or more times	4	6	20	33
Inhalants				
0 times	98	99	97	98
1 time	1	1	0	0
2 to 3 times	0	1	1	0
4 or more times	1	0	2	2
Cocaine, methamphetamine, or any amphetamines				
0 times	99	100	98	99
1 time	0	0	0	1
2 to 3 times	0	0	0	0
4 or more times	1	0	1	1
Ecstasy, LSD, or other psychedelics				
0 times	99	99	94	90
1 time	1	0	2	3
2 to 3 times	0	0	2	3
4 or more times	1	1	1	4
Prescription pain medication				
0 times	95	97	95	96
1 time	2	1	2	1
2 to 3 times	2	1	1	1
4 or more times	1	1	2	2

Question HS A.68-71, 73, 74/MS A.69-71: 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)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	96	98	97	97
1 time	1	2	1	2
2 to 3 times	1	0	2	1
4 or more times	2	1	1	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	98	98	97	98
1 time	1	2	0	1
2 to 3 times	1	0	0	0
4 or more times	1	0	3	1

Question HS A.75, 76/MS A.73: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get “high”... 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	94	93	75	67
1 time	1	1	4	4
2 to 3 times	2	2	6	7
4 or more times	3	4	14	21
In a vaping device?				
0 times	95	94	78	70
1 time	1	2	4	2
2 to 3 times	1	1	7	5
4 or more times	3	4	11	22
Eat or drink it in products made with marijuana?				
0 times	95	94	80	69
1 time	2	3	4	7
2 to 3 times	1	1	9	8
4 or more times	2	2	6	16

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	8	19	27	39
Binge drinking (5 or more drinks in a row)	5	9	18	22
Marijuana (smoke, vape, eat, or drink)	3	5	16	26
Inhalants	1	0	1	0
Prescription drugs to get “high” or for reasons other than prescribed	1	0	1	0
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	2	1
<i>Any drug use</i>	4	5	17	26
<i>Heavy drug use</i>	2	2	9	16
<i>Any AOD Use</i>	9	21	32	44
Two or more substances at the same time	2	2	9	15

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	92	81	73	61
1 or 2 days	5	14	18	22
3 to 9 days	2	5	8	15
10 to 19 days	0	1	1	2
20 to 30 days	0	0	1	0
Binge drinking (5 or more drinks in a row)				
0 days	95	91	82	78
1 or 2 days	3	7	12	14
3 to 9 days	1	2	5	8
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	97	95	84	74
1 or 2 days	1	3	8	12
3 to 9 days	1	1	4	9
10 to 19 days	0	0	2	3
20 to 30 days	1	0	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	90	83	74	61
1 to 2 times	8	10	13	17
3 to 6 times	1	5	7	15
7 or more times	2	2	6	7
“High” (loaded, stoned, or wasted) from using drugs				
0 times	92	91	74	65
1 to 2 times	3	5	9	10
3 to 6 times	1	2	6	9
7 or more times	4	2	12	16
<i>Very drunk or “high” 7 or more times</i>	4	3	14	19

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	99	98	96	97
1 to 2 days	1	2	3	2
3 or more days	0	0	1	1
Marijuana (smoke, vape, eat, or drink)				
0 days	99	99	96	96
1 to 2 days	0	0	2	3
3 or more days	1	1	2	1
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	100	99	99
1 to 2 days	0	0	1	1
3 or more days	0	0	0	0
Any of the above	2	3	6	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	97	98	92	87
1 to 2 times	2	1	4	7
3 to 6 times	0	0	1	3
7 or more times	1	1	2	4

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
Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	91	83	75	63
0 times	6	16	21	32
1 time	2	2	3	4
2 to 3 times	1	0	1	1
4 or more times	0	0	0	0
Marijuana				
Does not apply, don't use	95	93	82	71
0 times	3	5	14	23
1 time	1	2	1	3
2 to 3 times	1	0	2	2
4 or more times	0	0	0	1

Question HS A.68, 69, 114, 115: 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)... How many times have you tried to quit or stop using... alcohol?... marijuana?

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

Respondents reporting "0 times" on lifetime alcohol and marijuana use are coded as "Does not apply, don't use" on alcohol and marijuana cessation attempts, respectively.

Table A9.11***Perceived Harm of AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	18	20	19	12
Moderate	28	26	25	25
Slight	37	39	40	45
None	17	15	17	18
Alcohol - 5 or more drinks once or twice a week				
Great	55	57	56	46
Moderate	28	30	26	35
Slight	8	5	8	13
None	9	8	10	7
Marijuana - use occasionally				
Great	28	34	23	14
Moderate	37	28	27	29
Slight	23	26	34	36
None	12	11	17	21
Marijuana - use daily				
Great	68	66	52	47
Moderate	18	21	28	33
Slight	4	5	8	11
None	10	8	12	9

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 A9.12***Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	5	6	4	4
Fairly difficult	7	6	6	3
Fairly easy	25	19	28	32
Very easy	27	40	39	48
Don’t know	36	29	24	13
Marijuana				
Very difficult	6	7	5	4
Fairly difficult	12	9	9	5
Fairly easy	20	26	29	33
Very easy	13	17	23	33
Don’t know	49	41	35	26
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	9	10	11	9
Fairly difficult	15	16	14	17
Fairly easy	17	15	13	19
Very easy	8	10	12	8
Don’t know	51	48	51	47

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	3	3	11	14	A10.2
Current cigarette smoking [¶]	1	0	4	3	A10.4
Current cigarette smoking at school ^{¶Φ}	0	1	1	1	A10.7
Ever tried smokeless tobacco	3	3	9	6	A10.2
Current smokeless tobacco use [¶]	1	1	4	2	A10.4
Current smokeless tobacco use at school ^{¶Φ}	1	1	1	1	A10.7
Ever used vape products	8	8	21	23	A10.2
Current use of vape products [¶]	3	2	8	11	A10.4
Current tobacco vaping [¶]	3	2	6	8	A10.5
Current marijuana vaping [¶]	2	1	5	9	A10.5
Current vaping at school ^{¶Φ}	2	1	3	3	A10.7
Lifetime tobacco use	9	9	22	25	A10.2
Current tobacco use [¶]	3	2	11	10	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	2	1	3	6	A10.9
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	25	32	29	27	A10.10
Harmfulness of smoking 1 or more packs/day ^B	73	81	77	86	A10.10
Harmfulness of vaping occasionally ^B	29	39	31	27	A10.11
Harmfulness of vaping several times a day ^B	80	83	80	84	A10.11
Difficulty of obtaining cigarettes ^C	6	8	6	4	A10.12
Difficulty of obtaining vape products ^C	5	6	4	3	A10.12
Anti-Tobacco Policy					
School bans tobacco use and vaping	59	71	77	80	A10.13

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	97	97	89	86
1 time	1	1	3	3
2 to 3 times	1	1	4	3
4 or more times	1	1	4	7
Smokeless tobacco				
0 times	97	97	91	94
1 time	1	1	2	1
2 to 3 times	1	2	2	1
4 or more times	1	1	5	4
Vape products				
0 times	92	92	79	77
1 time	2	3	6	3
2 to 3 times	2	2	3	6
4 or more times	5	3	12	14
<i>Lifetime tobacco use</i>				
No	91	91	78	75
Yes	9	9	22	25

Question HS A.65-67/MS A.66-68: During your life, how many times have you used the following?... 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 times	93	94	83	80
1 time	2	2	4	2
2 to 3 times	2	2	2	4
4 or more times	3	2	11	14
Vaped marijuana or THC				
0 times	95	95	83	80
1 time	1	1	2	1
2 to 3 times	1	1	4	2
4 or more times	3	3	12	17
Vaped other product				
0 times	98	100	95	95
1 time	1	0	1	1
2 to 3 times	1	0	1	0
4 or more times	1	0	3	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	1	0	4	3
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	1	1	4	2
Daily (20 or more days)	0	0	0	0
Vape products				
Any	3	2	8	11
Daily (20 or more days)	1	0	1	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 days	97	98	94	92
1 or 2 days	1	1	2	2
3 to 9 days	1	1	2	2
10 to 19 days	1	0	1	1
20 to 30 days	0	0	1	3
Vaped marijuana or THC				
0 days	98	99	95	91
1 or 2 days	0	1	1	4
3 to 9 days	1	0	1	2
10 to 19 days	0	0	2	1
20 to 30 days	1	0	1	1
Vaped other product				
0 days	99	100	99	99
1 or 2 days	0	0	0	0
3 to 9 days	1	0	1	1
10 to 19 days	0	0	0	0
20 to 30 days	0	0	1	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	97	98	89	90
Yes	3	2	11	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	100	99	99	99
1 or 2 days	0	1	1	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	1
Smokeless tobacco				
0 days	99	99	99	99
1 or 2 days	1	1	1	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	98	99	97	97
1 or 2 days	1	1	2	1
3 to 9 days	1	0	0	0
10 to 19 days	0	0	0	1
20 to 30 days	0	0	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	96	96	97	97
1 day	2	3	1	0
2 days	1	1	1	0
3-9 days	0	0	1	1
10-19 days	0	0	0	1
20-30 days	1	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***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	97	96	92	88
0 times	1	2	5	6
1 time	1	1	1	3
2 to 3 times	1	0	2	2
4 or more times	0	0	0	1

Question HS A.65, 67, 113: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

Respondents reporting "0 Times" on lifetime cigarette or vape product use are coded as "Does not apply, don't use" on cigarette smoking and vaping cessation attempts.

Table A10.10***Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	25	32	29	27
Moderate	41	39	34	40
Slight	25	20	26	21
None	10	9	11	11
Smoke 1 or more packs of cigarettes each day				
Great	73	81	77	86
Moderate	15	9	12	5
Slight	2	1	1	3
None	9	8	10	6

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 A10.11***Perceived Harm of Using Vape Products***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vape tobacco or nicotine occasionally				
Great	29	39	31	27
Moderate	46	39	40	44
Slight	17	14	18	21
None	9	9	11	9
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	80	83	80	84
Moderate	10	8	9	8
Slight	2	1	1	2
None	9	8	10	6

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 A10.12***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	6	8	6	4
Fairly difficult	12	14	13	9
Fairly easy	29	24	28	31
Very easy	8	12	17	24
Don't know	45	43	36	32
Vape products				
Very difficult	5	6	4	3
Fairly difficult	7	6	6	3
Fairly easy	26	25	27	28
Very easy	21	26	34	42
Don't know	41	36	29	24

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 A10.13***School Bans Tobacco Use and Vaping***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	2	4	3	2
Yes	59	71	77	80
Don't know	39	25	20	18

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

Gang Involvement (In-School Only)

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	96	97	98	100
Yes	4	3	2	0

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	73	70	68	80
Black or African American				
Hispanic or Latinx	62	68	68	71
Native Hawaiian or Pacific Islander				
White	71	71	74	74
Multiracial	70	76	82	74
Something else	61	74		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
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				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	69	72	67	65
Black or African American				
Hispanic or Latinx	69	57	70	52
Native Hawaiian or Pacific Islander				
White	67	64	62	65
Multiracial	62	73	72	62
Something else	61	58		

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

[†]*Average percent of respondents reporting “Agree” or “Strongly agree.”*

[#]*The scale was based on five survey questions for in-school respondents.*

^ψ*The scale was based on four questions for remote respondents.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American	32	39	33	25
Black or African American				
Hispanic or Latinx	45	38	35	37
Native Hawaiian or Pacific Islander				
White	41	36	37	29
Multiracial	34	23	26	26
Something else	42	37		
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	7	13	6	2
Black or African American				
Hispanic or Latinx	5	8	4	13
Native Hawaiian or Pacific Islander				
White	8	9	9	4
Multiracial	9	3	0	6
Something else	16	5		
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	5	9	10	18
Black or African American				
Hispanic or Latinx	15	10	19	23
Native Hawaiian or Pacific Islander				
White	15	11	10	11
Multiracial	18	7	9	14
Something else	11	0		

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

[±]*Rating of 7 or higher.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American	40	28	24	20
Black or African American				
Hispanic or Latinx	29	13	23	24
Native Hawaiian or Pacific Islander				
White	32	24	28	23
Multiracial	23	33	30	47
Something else	16	37		
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American	59	71	59	69
Black or African American				
Hispanic or Latinx	48	67	72	64
Native Hawaiian or Pacific Islander				
White	67	66	74	74
Multiracial	56	65	66	81
Something else	60	58		
High expectations[‡]				
American Indian or Alaska Native				
Asian or Asian American	74	79	69	78
Black or African American				
Hispanic or Latinx	63	77	78	73
Native Hawaiian or Pacific Islander				
White	72	76	79	80
Multiracial	65	88	83	89
Something else	63	72		

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

[†]*Average percent of respondents reporting “Agree” or “Strongly agree.”*

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation[‡]				
American Indian or Alaska Native				
Asian or Asian American	34	39	25	25
Black or African American				
Hispanic or Latinx	16	30	30	35
Native Hawaiian or Pacific Islander				
White	30	30	31	32
Multiracial	27	39	36	34
Something else	30	39		
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	58	73	56	76
Black or African American				
Hispanic or Latinx	68	69	71	71
Native Hawaiian or Pacific Islander				
White	72	68	74	72
Multiracial	66	68	60	74
Something else	53	47		
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American	46	55	50	48
Black or African American				
Hispanic or Latinx	44	48	54	51
Native Hawaiian or Pacific Islander				
White	55	50	54	46
Multiracial	41	58	52	51
Something else	44	57		

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A12.2
School Safety by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	82	81	79	91
Black or African American				
Hispanic or Latinx	65	72	81	70
Native Hawaiian or Pacific Islander				
White	82	79	82	86
Multiracial	84	74	86	88
Something else	68	72		
Experienced harassment due to five reasons^{λ§}				
American Indian or Alaska Native				
Asian or Asian American	21	22	22	20
Black or African American				
Hispanic or Latinx	35	29	36	21
Native Hawaiian or Pacific Islander				
White	21	23	14	18
Multiracial	24	21	16	19
Something else	39	13		
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	28	25	24	27
Black or African American				
Hispanic or Latinx	43	34	42	25
Native Hawaiian or Pacific Islander				
White	27	30	19	20
Multiracial	31	29	37	25
Something else	39	13		

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American	25	22	18	31
Black or African American				
Hispanic or Latinx	31	34	41	32
Native Hawaiian or Pacific Islander				
White	34	32	25	28
Multiracial	23	26	30	39
Something else	37	29		
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	7	3	5	2
Black or African American				
Hispanic or Latinx	2	8	9	4
Native Hawaiian or Pacific Islander				
White	11	4	3	3
Multiracial	5	3	2	0
Something else	5	6		
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	7	3	1	0
Black or African American				
Hispanic or Latinx	7	8	2	7
Native Hawaiian or Pacific Islander				
White	3	4	1	3
Multiracial	2	5	5	3
Something else	16	0		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	6	7	2	2
Black or African American				
Hispanic or Latinx	7	11	9	11
Native Hawaiian or Pacific Islander				
White	8	5	5	6
Multiracial	7	8	10	19
Something else	6	6		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American	13	14	18	23
Black or African American				
Hispanic or Latinx	28	21	33	22
Native Hawaiian or Pacific Islander				
White	26	21	17	18
Multiracial	20	24	23	29
Something else	39	13		

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American	3	9	25	45
Black or African American				
Hispanic or Latinx	19	16	32	43
Native Hawaiian or Pacific Islander				
White	9	27	35	47
Multiracial	9	8	33	36
Something else	11	22		
Current tobacco use[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	0	6	8
Black or African American				
Hispanic or Latinx	5	3	14	10
Native Hawaiian or Pacific Islander				
White	4	2	13	10
Multiracial	2	3	7	12
Something else	0	0		
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	8	20
Black or African American				
Hispanic or Latinx	7	3	16	22
Native Hawaiian or Pacific Islander				
White	2	6	20	29
Multiracial	5	5	17	21
Something else	5	11		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	2	11	24
Black or African American				
Hispanic or Latinx	11	3	18	18
Native Hawaiian or Pacific Islander				
White	5	14	21	23
Multiracial	7	3	17	18
Something else	0	11		
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	9	21
Black or African American				
Hispanic or Latinx	7	0	12	7
Native Hawaiian or Pacific Islander				
White	5	4	18	20
Multiracial	5	3	14	21
Something else	0	0		
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	1	2	3	20
Black or African American				
Hispanic or Latinx	4	0	12	3
Native Hawaiian or Pacific Islander				
White	4	3	8	13
Multiracial	2	0	12	18
Something else	5	0		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	8	23	45
Black or African American				
Hispanic or Latinx	19	16	22	29
Native Hawaiian or Pacific Islander				
White	9	26	31	40
Multiracial	5	5	28	36
Something else	5	17		
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	5	5	2
Black or African American				
Hispanic or Latinx	2	3	0	0
Native Hawaiian or Pacific Islander				
White	2	2	3	4
Multiracial	0	0	7	3
Something else	6	6		
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	0	2	6
Black or African American				
Hispanic or Latinx	2	0	8	3
Native Hawaiian or Pacific Islander				
White	1	0	3	1
Multiracial	0	0	5	9
Something else	0	0		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current use of vape products[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	6	6
Black or African American				
Hispanic or Latinx	5	3	6	10
Native Hawaiian or Pacific Islander				
White	5	3	11	13
Multiracial	2	3	5	6
Something else	0	0		
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	6
Black or African American				
Hispanic or Latinx	5	3	6	7
Native Hawaiian or Pacific Islander				
White	4	2	8	9
Multiracial	2	3	2	6
Something else	0	0		
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	1	6
Black or African American				
Hispanic or Latinx	5	0	4	7
Native Hawaiian or Pacific Islander				
White	2	2	7	11
Multiracial	0	3	2	6
Something else	0	0		

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

[¶]*Past 30 days.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
American Indian or Alaska Native				
Asian or Asian American	74	72	66	61
Black or African American				
Hispanic or Latinx	55	59	66	55
Native Hawaiian or Pacific Islander				
White	66	73	64	63
Multiracial	73	67	64	54
Something else	67	55		
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	38	49	45	49
Black or African American				
Hispanic or Latinx	36	37	27	48
Native Hawaiian or Pacific Islander				
White	18	27	33	39
Multiracial	27	31	37	38
Something else	14	25		

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

[|]Today.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
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				
Synchronous instruction (4 days or more)[¶]				
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				
Interest in schoolwork done from home[†]				
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.

[¶]Past 30 days.

[¶]Past 7 days.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful opportunities[‡]				
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.

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American	15	25	30	35
Black or African American				
Hispanic or Latinx	26	30	44	37
Native Hawaiian or Pacific Islander				
White	26	29	29	30
Multiracial	25	21	29	18
Something else	28	19		
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	14	18	32	24
Black or African American				
Hispanic or Latinx	39	24	30	37
Native Hawaiian or Pacific Islander				
White	26	32	26	23
Multiracial	12	13	28	31
Something else	28	13		
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	10	13	10	11
Black or African American				
Hispanic or Latinx	17	3	7	11
Native Hawaiian or Pacific Islander				
White	12	15	11	9
Multiracial	15	8	10	3
Something else	17	0		

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American	54	53	37	55
Black or African American				
Hispanic or Latinx	37	42	48	40
Native Hawaiian or Pacific Islander				
White	52	50	49	59
Multiracial	43	61	56	60
Something else	33	51		
Life satisfaction[±]				
American Indian or Alaska Native				
Asian or Asian American	70	64	60	70
Black or African American				
Hispanic or Latinx	62	59	64	56
Native Hawaiian or Pacific Islander				
White	70	68	72	71
Multiracial	60	72	77	79
Something else	66	72		

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[±]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	73	73	75	76
Female	67	72	71	74
Nonbinary				
Something else		38		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	66	65	62	62
Female	68	69	71	66
Nonbinary				
Something else		36		
School is really boring[±]				
Male	38	37	37	35
Female	40	32	31	22
Nonbinary				
Something else		45		
School is worthless and a waste of time[±]				
Male	10	11	8	7
Female	5	5	5	4
Nonbinary				
Something else		9		

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Male	9	9	9	14
Female	17	11	14	13
Nonbinary				
Something else	30	0		
Maintaining focus on schoolwork[†]				
Male	37	25	30	30
Female	25	27	21	21
Nonbinary				
Something else		18		
Caring adult relationships[‡]				
Male	68	68	72	72
Female	55	65	66	74
Nonbinary				
Something else		48		
High expectations[‡]				
Male	75	78	76	81
Female	65	79	77	80
Nonbinary				
Something else		64		
Meaningful participation[‡]				
Male	32	37	30	32
Female	25	31	30	32
Nonbinary				
Something else		24		

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

[†]*Average percent of respondents reporting “Agree” or “Strongly agree.”*

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	59	65	62	68
Female	76	71	74	80
Nonbinary				
Something else		64		
Promotion of parental involvement in school[†]				
Male	51	53	54	49
Female	48	54	50	47
Nonbinary				
Something else		36		

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

[†]*Average percent of respondents reporting “Agree” or “Strongly agree.”*

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

Table A13.2
School Safety by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Male	82	83	84	89
Female	77	74	82	86
Nonbinary				
Something else		36		
Experienced harassment due to five reasons[^]				
Male	20	19	18	18
Female	28	24	22	18
Nonbinary				
Something else		45		
Experienced any harassment or bullying[§]				
Male	24	25	25	22
Female	37	31	27	23
Nonbinary				
Something else		45		
Had mean rumors or lies spread about you[§]				
Male	26	27	21	27
Female	38	34	35	33
Nonbinary				
Something else		18		
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Male	7	3	7	3
Female	6	4	2	2
Nonbinary				
Something else		18		

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	8	7	4	4
Female	1	1	0	2
Nonbinary				
Something else		9		
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	8	9	7	9
Female	7	2	4	4
Nonbinary				
Something else		18		

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Male	15	17	16	16
Female	34	24	28	23
Nonbinary				
Something else		18		

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Male	10	25	29	42
Female	8	14	35	47
Nonbinary				
Something else		36		
Current tobacco use[¶]				
Male	3	2	11	9
Female	4	1	10	12
Nonbinary				
Something else		9		
Current marijuana use[¶]				
Male	5	6	18	27
Female	1	4	15	24
Nonbinary				
Something else		9		
Current binge drinking[¶]				
Male	5	11	15	21
Female	5	8	22	24
Nonbinary				
Something else		9		
Very drunk or “high” 7 or more times, ever				
Male	5	3	16	20
Female	3	2	14	18
Nonbinary				
Something else		18		
Been drunk or “high” on drugs at school, ever				
Male	3	3	8	10
Female	4	1	8	17
Nonbinary				
Something else		9		

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
Male	9	24	25	38
Female	8	13	31	42
Nonbinary				
Something else		36		
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	1	4	3	3
Female	2	1	5	4
Nonbinary				
Something else		0		
Current cigarette smoking[¶]				
Male	1	1	4	3
Female	0	0	3	4
Nonbinary				
Something else		0		
Current use of vape products[¶]				
Male	3	3	7	10
Female	4	2	10	12
Nonbinary				
Something else		9		
Current tobacco vaping[¶]				
Male	2	2	4	7
Female	4	1	8	10
Nonbinary				
Something else		9		
Current marijuana vaping[¶]				
Male	3	1	5	8
Female	0	1	5	10
Nonbinary				
Something else		9		

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
Male	70	70	63	63
Female	61	70	65	56
Nonbinary				
Something else	90	64		
Bedtime (at 12 am or later)				
Male	25	33	35	38
Female	28	30	36	42
Nonbinary				
Something else	20	64		

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

[‡]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Male				
Female				
Nonbinary				
Something else				
Synchronous instruction (4 days or more)				
Male				
Female				
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male				
Female				
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male				
Female				
Nonbinary				
Something else				

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

[¶]Past 30 days.

^{||}Past 7 days.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Male	18	20	22	19
Female	28	34	41	38
Nonbinary				
Something else		33		
Experienced chronic sadness/hopelessness[§]				
Male	17	18	22	24
Female	30	30	37	25
Nonbinary				
Something else		45		
Considered suicide[§]				
Male	9	10	9	6
Female	15	10	12	10
Nonbinary				
Something else		27		
Optimism[‡]				
Male	56	58	49	61
Female	42	46	43	55
Nonbinary				
Something else		21		
Life satisfaction[‡]				
Male	73	70	70	70
Female	63	66	67	73
Nonbinary				
Something else		55		

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

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

[§]*Past 12 months.*

[‡]*Average percent of respondents reporting “Satisfied” or “Very satisfied.”*

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Less than high school				
High school graduate	68		57	
Some college	60	58	56	
College degree	71	72	75	76
Don't know	50	55		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Academic Motivation[†]				
Less than high school				
High school graduate	60		77	
Some college	52	40	56	
College degree	68	67	66	63
Don't know	60	35		
School is really boring[±]				
Less than high school				
High school graduate	50		50	
Some college	36	60	29	
College degree	38	35	34	30
Don't know	50	33		

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is worthless and a waste of time[±]				
Less than high school				
High school graduate	10		14	
Some college	7	10	0	
College degree	6	8	6	5
Don't know	32	8		
Monthly Absences (3 or more)				
Less than high school	10			20
High school graduate	10		29	
Some college	7	20	7	
College degree	14	9	11	13
Don't know	14	8		
Maintaining focus on schoolwork[†]				
Less than high school				
High school graduate	40		21	
Some college	8	20	8	
College degree	33	25	27	25
Don't know	19	33		
Caring adult relationships[‡]				
Less than high school				
High school graduate	67		67	
Some college	40	67	38	
College degree	63	66	71	73
Don't know	41	55		

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations[‡]				
Less than high school				
High school graduate	63		71	
Some college	62	67	60	
College degree	72	78	78	81
Don't know	50	58		
Meaningful participation[‡]				
Less than high school				
High school graduate	10		24	
Some college	16	26	17	
College degree	28	34	31	31
Don't know	33	27		
Facilities upkeep[†] (<i>In-School Only</i>)				
Less than high school				
High school graduate	80		86	
Some college	54	80	79	
College degree	68	68	67	73
Don't know	62	58		
Promotion of parental involvement in school[†]				
Less than high school				
High school graduate	57		64	
Some college	29	50	43	
College degree	50	52	53	47
Don't know	51	42		

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A14.2
School Safety by Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
Less than high school				
High school graduate			71	
Some college	69	50	62	
College degree	82	80	84	87
Don't know	59	55		
Experienced harassment due to five reasons[^]				
Less than high school				
High school graduate			23	
Some college	36	20	38	
College degree	21	23	19	19
Don't know	45	27		
Experienced any harassment or bullying[§]				
Less than high school				
High school graduate			29	
Some college	43	30	62	
College degree	28	29	25	23
Don't know	45	27		
Had mean rumors or lies spread about you[§]				
Less than high school				
High school graduate			23	
Some college	36	50	38	
College degree	29	29	27	30
Don't know	48	10		

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Less than high school				
High school graduate			0	
Some college	17	10	0	
College degree	7	3	4	2
Don't know	14	9		
Been in a physical fight[§] (<i>In-School Only</i>)				
Less than high school				
High school graduate			0	
Some college	23	0	0	
College degree	3	4	2	3
Don't know	29	0		
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Less than high school				
High school graduate			0	
Some college	8	30	8	
College degree	7	5	6	7
Don't know	17	9		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Less than high school				
High school graduate			21	
Some college	29	30	23	
College degree	20	20	21	20
Don't know	45	9		

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Less than high school				
High school graduate	10		36	
Some college	43	20	57	
College degree	7	22	31	45
Don't know	24	0		
Current tobacco use[¶]				
Less than high school				
High school graduate	0		14	
Some college	14	0	14	
College degree	3	2	10	10
Don't know	5	0		
Current marijuana use[¶]				
Less than high school				
High school graduate	0		21	
Some college	14	0	36	
College degree	2	5	15	26
Don't know	5	0		
Current binge drinking[¶]				
Less than high school				
High school graduate	10		14	
Some college	14	10	29	
College degree	4	10	18	23
Don't know	10	0		

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or “high” 7 or more times, ever				
Less than high school				
High school graduate	0		21	
Some college	14	0	21	
College degree	3	3	14	19
Don’t know	5	0		
Been drunk or “high” on drugs at school, ever				
Less than high school				
High school graduate	0		21	
Some college	7	0	21	
College degree	3	2	7	14
Don’t know	5	0		
Current alcohol use[¶]				
Less than high school				
High school graduate	10		21	
Some college	43	20	43	
College degree	6	20	28	40
Don’t know	14	0		
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Less than high school				
High school graduate	0		0	
Some college	8	0	0	
College degree	1	2	4	4
Don’t know	10	0		

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current cigarette smoking[¶]				
Less than high school				
High school graduate	0		14	
Some college	7	0	7	
College degree	1	0	3	3
Don't know	0	0		
Current use of vape products[¶]				
Less than high school				
High school graduate	0		8	
Some college	14	0	7	
College degree	3	3	8	11
Don't know	5	0		
Current tobacco vaping[¶]				
Less than high school				
High school graduate	0		8	
Some college	14	0	7	
College degree	2	2	5	8
Don't know	5	0		
Current marijuana vaping[¶]				
Less than high school				
High school graduate	0		8	
Some college	7	0	0	
College degree	1	2	5	9
Don't know	5	0		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
Less than high school	80			50
High school graduate	60		60	
Some college	57	40	57	
College degree	69	71	66	61
Don't know	46	50		
Bedtime (at 12 am or later)				
Less than high school	0			30
High school graduate	40		20	
Some college	50	50	43	
College degree	25	31	36	43
Don't know	25	58		

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

[|]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Interest in schoolwork done from home[†]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Meaningful opportunities[‡]				
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.

[¶]Past 30 days.

[¶]Past 7 days.

[†]Average percent of respondents reporting "Agree" or "Strongly agree."

[‡]Average percent of respondents reporting "Pretty much true" or "Very much true."

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Less than high school				
High school graduate			43	
Some college	29	42	52	
College degree	22	27	30	29
Don't know	32	18		
Experienced chronic sadness/hopelessness[§]				
Less than high school				
High school graduate			38	
Some college	50	40	38	
College degree	21	24	27	25
Don't know	45	27		
Considered suicide[§]				
Less than high school				
High school graduate			15	
Some college	14	20	23	
College degree	11	12	10	10
Don't know	20	0		
Optimism[‡]				
Less than high school				
High school graduate			46	
Some college	31	20	46	
College degree	51	53	46	59
Don't know	23	42		
Life satisfaction[‡]				
Less than high school				
High school graduate			73	
Some college	61	64	49	
College degree	69	68	69	71
Don't know	56	60		

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

[‡]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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not English learner	69	72	73	75
English learner	81	56		
Don't know	63	69	69	60
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not English learner				
English learner				
Don't know				
Academic Motivation[†]				
Not English learner	67	66	66	63
English learner	82	53		
Don't know	61	63	66	61
School is really boring[±]				
Not English learner	40	33	36	30
English learner	28	53		
Don't know	39	44	27	36
School is worthless and a waste of time[±]				
Not English learner	8	8	6	6
English learner	11	18		
Don't know	4	7	5	0
Monthly Absences (3 or more)				
Not English learner	14	8	11	13
English learner	6	6		
Don't know	11	21	11	27

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
Not English learner	32	26	27	25
English learner	35	24		
Don't know	26	20	11	45
Caring adult relationships[‡]				
Not English learner	61	65	69	73
English learner	52	73		
Don't know	63	72	66	73
High expectations[‡]				
Not English learner	70	77	78	81
English learner	63	73		
Don't know	70	80	64	73
Meaningful participation[‡]				
Not English learner	28	33	30	32
English learner	33	29		
Don't know	31	37	25	24
Facilities upkeep[†] (<i>In-School Only</i>)				
Not English learner	67	69	70	72
English learner	71	71		
Don't know	65	59	42	80
Promotion of parental involvement in school[†]				
Not English learner	49	52	53	47
English learner	71	45		
Don't know	44	55	44	52

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Not English learner	79	78	83	86
English learner	100	64		
Don't know	70	78	74	
Experienced harassment due to five reasons^λ				
Not English learner	22	23	20	20
English learner	39	14		
Don't know	30	23	21	30
Experienced any harassment or bullying[§]				
Not English learner	29	29	26	24
English learner	44	21		
Don't know	34	28	27	30
Had mean rumors or lies spread about you[§]				
Not English learner	30	30	27	31
English learner	41	21		
Don't know	36	28	35	36
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not English learner	6	3	3	3
English learner	11	7		
Don't know	15	8	9	0
Been in a physical fight[§] <i>(In-School Only)</i>				
Not English learner	4	3	2	3
English learner	18	7		
Don't know	7	10	0	10
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not English learner	8	6	5	7
English learner	0	7		
Don't know	5	10	9	10

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Not English learner	23	20	20	22
English learner	33	15		
Don't know	21	18	32	18

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Not English learner	9	21	33	45
English learner	17	20		
Don't know	9	18	22	36
Current alcohol or drug use[¶]				
Not English learner	3	2	11	10
English learner	6	0		
Don't know	7	3	6	18
Current marijuana use[¶]				
Not English learner	3	4	16	26
English learner	0	7		
Don't know	2	8	14	27
Current binge drinking[¶]				
Not English learner	5	9	18	22
English learner	0	13		
Don't know	4	11	17	27
Very drunk or "high" 7 or more times, ever				
Not English learner	4	3	15	19
English learner	0	0		
Don't know	4	3	14	27

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been drunk or “high” on drugs at school, ever				
Not English learner	3	3	9	13
English learner	0	0		
Don’t know	4	0	0	18
Current alcohol use[¶]				
Not English learner	8	19	28	40
English learner	17	20		
Don’t know	9	18	22	27
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not English learner	1	2	4	3
English learner	6	7		
Don’t know	4	3	3	0
Current cigarette smoking[¶]				
Not English learner	1	0	4	3
English learner	0	0		
Don’t know	2	0	0	9
Current use of vape products[¶]				
Not English learner	3	2	9	10
English learner	6	7		
Don’t know	7	3	6	18
Current tobacco vaping[¶]				
Not English learner	3	2	6	7
English learner	6	0		
Don’t know	4	0	3	18
Current marijuana vaping[¶]				
Not English learner	2	1	5	9
English learner	0	0		
Don’t know	2	3	6	18

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
Not English learner	67	69	66	60
English learner	50	67		
Don't know	73	72	58	64
Bedtime (at 12 am or later)				
Not English learner	27	34	36	42
English learner	39	22		
Don't know	14	33	30	36

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

[|]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Not English learner				
English learner				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Not English learner				
English learner				
Don't know				
Interest in schoolwork done from home[†]				
Not English learner				
English learner				
Don't know				
Meaningful opportunities[‡]				
Not English learner				
English learner				
Don't know				

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

[¶]Past 30 days.

[¶]Past 7 days.

[†]Average percent of respondents reporting "Agree" or "Strongly agree."

[‡]Average percent of respondents reporting "Pretty much true" or "Very much true."

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Not English learner	23	27	31	30
English learner	23	23		
Don't know	29	29	33	26
Experienced chronic sadness/hopelessness[§]				
Not English learner	24	25	29	25
English learner	28	23		
Don't know	23	28	24	36
Considered suicide[§]				
Not English learner	13	12	11	10
English learner	17	8		
Don't know	7	10	3	0
Optimism[‡]				
Not English learner	49	51	45	57
English learner	45	51		
Don't know	48	50	51	37
Life satisfaction[±]				
Not English learner	67	68	68	71
English learner	68	53		
Don't know	68	66	70	

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

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

[§]*Past 12 months.*

[±]*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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not currently in English Learner Program	69	72	73	75
Less than 7 years (EL)	80	67		
7 years or more (LTEL)				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Academic Motivation[†]				
Not currently in English Learner Program	67	66	66	63
Less than 7 years (EL)	79	66		
7 years or more (LTEL)				
School is really boring[±]				
Not currently in English Learner Program	40	33	36	30
Less than 7 years (EL)	31	45		
7 years or more (LTEL)				
School is worthless and a waste of time[±]				
Not currently in English Learner Program	8	8	6	6
Less than 7 years (EL)	15	9		
7 years or more (LTEL)				
Monthly Absences (3 or more)				
Not currently in English Learner Program	14	8	11	13
Less than 7 years (EL)	8	9		
7 years or more (LTEL)				

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
Not currently in English Learner Program	32	26	27	25
Less than 7 years (EL)	42	18		
7 years or more (LTEL)				
Caring adult relationships[‡]				
Not currently in English Learner Program	61	65	69	73
Less than 7 years (EL)	51	82		
7 years or more (LTEL)				
High expectations[‡]				
Not currently in English Learner Program	70	77	78	81
Less than 7 years (EL)	64	82		
7 years or more (LTEL)				
Meaningful participation[‡]				
Not currently in English Learner Program	28	33	30	32
Less than 7 years (EL)	40	28		
7 years or more (LTEL)				
Facilities upkeep[†] (<i>In-School Only</i>)				
Not currently in English Learner Program	67	69	70	72
Less than 7 years (EL)	67	73		
7 years or more (LTEL)				
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	49	52	53	47
Less than 7 years (EL)	75	52		
7 years or more (LTEL)				

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Not currently in English Learner Program	79	78	83	86
Less than 7 years (EL)	100	70		
7 years or more (LTEL)				
Experienced harassment due to five reasons^λ				
Not currently in English Learner Program	22	23	20	20
Less than 7 years (EL)	38	10		
7 years or more (LTEL)				
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	29	29	26	24
Less than 7 years (EL)	38	20		
7 years or more (LTEL)				
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	30	30	27	31
Less than 7 years (EL)	42	30		
7 years or more (LTEL)				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	6	3	3	3
Less than 7 years (EL)	8	10		
7 years or more (LTEL)				
Been in a physical fight[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	4	3	2	3
Less than 7 years (EL)	17	0		
7 years or more (LTEL)				
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	8	6	5	7
Less than 7 years (EL)	0	0		
7 years or more (LTEL)				

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Not currently in English Learner Program	23	20	20	22
Less than 7 years (EL)	46			
7 years or more (LTEL)				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	9	21	33	45
Less than 7 years (EL)	15	20		
7 years or more (LTEL)				
Current tobacco use[¶]				
Not currently in English Learner Program	3	2	11	10
Less than 7 years (EL)	0	0		
7 years or more (LTEL)				
Current marijuana use[¶]				
Not currently in English Learner Program	3	4	16	26
Less than 7 years (EL)	0	0		
7 years or more (LTEL)				
Current binge drinking[¶]				
Not currently in English Learner Program	5	9	18	22
Less than 7 years (EL)	0	10		
7 years or more (LTEL)				
Very drunk or “high” 7 or more times, ever				
Not currently in English Learner Program	4	3	15	19
Less than 7 years (EL)	0	0		
7 years or more (LTEL)				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been drunk or “high” on drugs at school, ever				
Not currently in English Learner Program	3	3	9	13
Less than 7 years (EL)	0	0		
7 years or more (LTEL)				
Current alcohol use[¶]				
Not currently in English Learner Program	8	19	28	40
Less than 7 years (EL)	15	20		
7 years or more (LTEL)				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not currently in English Learner Program	1	2	4	3
Less than 7 years (EL)	0	0		
7 years or more (LTEL)				
Current cigarette smoking[¶]				
Not currently in English Learner Program	1	0	4	3
Less than 7 years (EL)	0	0		
7 years or more (LTEL)				
Current use of vape products[¶]				
Not currently in English Learner Program	3	2	9	10
Less than 7 years (EL)	0	10		
7 years or more (LTEL)				
Current tobacco vaping[¶]				
Not currently in English Learner Program	3	2	6	7
Less than 7 years (EL)	0	0		
7 years or more (LTEL)				
Current marijuana vaping[¶]				
Not currently in English Learner Program	2	1	5	9
Less than 7 years (EL)	0	0		
7 years or more (LTEL)				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
Not currently in English Learner Program	67	69	66	60
Less than 7 years (EL)	46	73		
7 years or more (LTEL)				
Bedtime (at 12 am or later)				
Not currently in English Learner Program	27	34	36	42
Less than 7 years (EL)	38	27		
7 years or more (LTEL)				

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

[‡]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Synchronous instruction (4 days or more)				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Interest in schoolwork done from home[†]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful opportunities[‡]				
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.

[¶]Past 30 days.

^{||}Past 7 days.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Not currently in English Learner Program	23	27	31	30
Less than 7 years (EL)	17			
7 years or more (LTEL)				
Experienced chronic sadness/hopelessness[§]				
Not currently in English Learner Program	24	25	29	25
Less than 7 years (EL)	31			
7 years or more (LTEL)				
Considered suicide[§]				
Not currently in English Learner Program	13	12	11	10
Less than 7 years (EL)	23			
7 years or more (LTEL)				
Optimism[‡]				
Not currently in English Learner Program	49	51	45	57
Less than 7 years (EL)	31			
7 years or more (LTEL)				
Life satisfaction[±]				
Not currently in English Learner Program	67	68	68	71
Less than 7 years (EL)	58			
7 years or more (LTEL)				

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

[±]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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
No IEP	72	73	74	77
IEP	57	66	67	66
Don't know	65	59	72	
Prefer not to say				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
No IEP				
IEP				
Don't know				
Prefer not to say				
Academic Motivation[†]				
No IEP	68	68	66	64
IEP	65	59	64	63
Don't know	61	55	75	
Prefer not to say				
School is really boring[±]				
No IEP	37	34	36	28
IEP	51	33	31	37
Don't know	33	47	17	
Prefer not to say				
School is worthless and a waste of time[±]				
No IEP	8	8	6	5
IEP	7	16	8	8
Don't know	11	0	0	
Prefer not to say				

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
No IEP	12	8	11	14
IEP	14	14	13	7
Don't know	16	26	0	
Prefer not to say				
Maintaining focus on schoolwork[†]				
No IEP	35	27	28	28
IEP	19	16	23	16
Don't know	23	21	8	
Prefer not to say				
Caring adult relationships[‡]				
No IEP	62	65	70	75
IEP	55	73	63	65
Don't know	60	72	74	
Prefer not to say				
High expectations[‡]				
No IEP	72	77	78	82
IEP	62	78	70	78
Don't know	66	77	74	
Prefer not to say				
Meaningful participation[‡]				
No IEP	29	34	30	33
IEP	22	40	28	26
Don't know	31	22	33	
Prefer not to say				

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
No IEP	66	68	69	76
IEP	70	63	64	71
Don't know	71	68	58	
Prefer not to say				
Promotion of parental involvement in school[†]				
No IEP	50	53	53	47
IEP	47	51	54	52
Don't know	45	44	33	
Prefer not to say				

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
No IEP	82	80	84	88
IEP	70	73	74	80
Don't know	69	67	75	
Prefer not to say				
Experienced harassment due to five reasons[^][§]				
No IEP	20	23	20	17
IEP	43	28	20	28
Don't know	24	17	9	
Prefer not to say				
Experienced any harassment or bullying[§]				
No IEP	27	28	26	22
IEP	43	38	26	30
Don't know	35	22	9	
Prefer not to say				
Had mean rumors or lies spread about you[§]				
No IEP	28	29	27	32
IEP	38	43	28	21
Don't know	37	12	18	
Prefer not to say				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
No IEP	6	3	3	3
IEP	17	10	7	2
Don't know	8	6	0	
Prefer not to say				

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
No IEP	4	3	2	3
IEP	15	7	2	5
Don't know	0	6	0	
Prefer not to say				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
No IEP	8	6	5	7
IEP	9	10	9	7
Don't know	0	6	0	
Prefer not to say				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
No IEP	21	21	21	21
IEP	29	20	22	14
Don't know	29	6	18	
Prefer not to say				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
No IEP	7	23	32	46
IEP	24	15	32	34
Don't know	6	0	17	
Prefer not to say				
Current tobacco use[¶]				
No IEP	2	1	11	10
IEP	11	5	9	10
Don't know	0	0	0	
Prefer not to say				
Current marijuana use[¶]				
No IEP	1	5	16	28
IEP	9	7	16	18
Don't know	3	0	8	
Prefer not to say				
Current binge drinking[¶]				
No IEP	4	10	17	23
IEP	13	5	23	18
Don't know	0	0	8	
Prefer not to say				
Very drunk or “high” 7 or more times, ever				
No IEP	2	2	14	19
IEP	15	5	19	18
Don't know	3	0	8	
Prefer not to say				
Been drunk or “high” on drugs at school, ever				
No IEP	2	2	7	15
IEP	9	2	11	8
Don't know	0	0	0	
Prefer not to say				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
No IEP	6	21	28	41
IEP	22	15	26	30
Don't know	6	0	8	
Prefer not to say				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
No IEP	1	2	3	4
IEP	4	5	5	0
Don't know	3	0	8	
Prefer not to say				
Current cigarette smoking[¶]				
No IEP	1	0	4	4
IEP	2	2	4	0
Don't know	0	0	0	
Prefer not to say				
Current use of vape products[¶]				
No IEP	2	2	9	11
IEP	11	7	5	12
Don't know	3	0	0	
Prefer not to say				
Current tobacco vaping[¶]				
No IEP	1	1	6	8
IEP	11	5	4	10
Don't know	0	0	0	
Prefer not to say				
Current marijuana vaping[¶]				
No IEP	0	1	5	9
IEP	6	2	2	8
Don't know	3	0	0	
Prefer not to say				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
No IEP	70	70	64	60
IEP	55	65	68	66
Don't know	64	74	58	
Prefer not to say				
Bedtime (at 12 am or later)				
No IEP	25	34	37	41
IEP	25	21	32	39
Don't know	28	37	42	
Prefer not to say				

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

[‡]*Today.*

Table A17.6

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Synchronous instruction (4 days or more)				
No IEP				
IEP				
Don't know				
Prefer not to say				
Interest in schoolwork done from home[†]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Meaningful opportunities[‡]				
No IEP				
IEP				
Don't know				
Prefer not to say				

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

[¶]Past 30 days.

^{||}Past 7 days.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
No IEP	22	28	29	31
IEP	31	24	40	25
Don't know	26	21	33	
Prefer not to say				
Experienced chronic sadness/hopelessness[§]				
No IEP	22	25	27	26
IEP	32	33	37	23
Don't know	24	17	18	
Prefer not to say				
Considered suicide[§]				
No IEP	11	11	9	8
IEP	19	15	16	18
Don't know	12	11	9	
Prefer not to say				
Optimism[‡]				
No IEP	50	53	47	56
IEP	42	46	43	60
Don't know	44	39	42	
Prefer not to say				
Life satisfaction[‡]				
No IEP	69	68	69	72
IEP	62	66	62	66
Don't know	63	67	69	
Prefer not to say				

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Home with one or more parent or guardian	70	72	73	74
Foster home				
Homeless				
Other living arrangement	46			
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Academic Motivation[†]				
Home with one or more parent or guardian	67	66	66	64
Foster home				
Homeless				
Other living arrangement	68			
School is really boring[±]				
Home with one or more parent or guardian	40	35	34	30
Foster home				
Homeless				
Other living arrangement	7			
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	8	9	6	6
Foster home				
Homeless				
Other living arrangement	7			

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

[†] Average percent of respondents reporting “Agree” or “Strongly agree.”

[#] The scale was based on five survey questions for in-school respondents.

^ψ The scale was based on four questions for remote respondents.

[±] Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Home with one or more parent or guardian	13	9	11	14
Foster home				
Homeless				
Other living arrangement	27			
Maintaining focus on schoolwork[†]				
Home with one or more parent or guardian	32	25	26	26
Foster home				
Homeless				
Other living arrangement	14			
Caring adult relationships[‡]				
Home with one or more parent or guardian	61	66	69	74
Foster home				
Homeless				
Other living arrangement	49			
High expectations[‡]				
Home with one or more parent or guardian	70	78	77	81
Foster home				
Homeless				
Other living arrangement	54			
Meaningful participation[‡]				
Home with one or more parent or guardian	28	33	30	32
Foster home				
Homeless				
Other living arrangement	22			

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Home with one or more parent or guardian	67	68	68	72
Foster home				
Homeless				
Other living arrangement	71			
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	50	52	52	47
Foster home				
Homeless				
Other living arrangement	40			

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

[†]*Average percent of respondents reporting “Agree” or “Strongly agree.”*

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Home with one or more parent or guardian	80	78	82	86
Foster home				
Homeless				
Other living arrangement	57			
Experienced harassment due to five reasons[^]				
Home with one or more parent or guardian	24	22	20	20
Foster home				
Homeless				
Other living arrangement	31			
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	30	28	26	24
Foster home				
Homeless				
Other living arrangement	38			
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	31	29	27	31
Foster home				
Homeless				
Other living arrangement	31			
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Home with one or more parent or guardian	7	3	4	3
Foster home				
Homeless				
Other living arrangement	14			

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	5	4	2	3
Foster home				
Homeless				
Other living arrangement	0			
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	7	6	6	7
Foster home				
Homeless				
Other living arrangement	8			

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Home with one or more parent or guardian	23	19	21	22
Foster home				
Homeless				
Other living arrangement	36			

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Home with one or more parent or guardian	10	21	32	44
Foster home				
Homeless				
Other living arrangement	0			
Current tobacco use[¶]				
Home with one or more parent or guardian	4	2	11	10
Foster home				
Homeless				
Other living arrangement	0			
Current marijuana use[¶]				
Home with one or more parent or guardian	3	5	16	26
Foster home				
Homeless				
Other living arrangement	0			
Current binge drinking[¶]				
Home with one or more parent or guardian	5	10	18	22
Foster home				
Homeless				
Other living arrangement	0			
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	4	3	14	19
Foster home				
Homeless				
Other living arrangement	0			
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	3	2	8	14
Foster home				
Homeless				
Other living arrangement	8			

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
Home with one or more parent or guardian	9	19	27	39
Foster home				
Homeless				
Other living arrangement	0			
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Home with one or more parent or guardian	1	2	4	3
Foster home				
Homeless				
Other living arrangement	0			
Current cigarette smoking[¶]				
Home with one or more parent or guardian	1	0	4	3
Foster home				
Homeless				
Other living arrangement	0			
Current use of vape products[¶]				
Home with one or more parent or guardian	4	3	8	11
Foster home				
Homeless				
Other living arrangement	0			
Current tobacco vaping[¶]				
Home with one or more parent or guardian	3	2	6	8
Foster home				
Homeless				
Other living arrangement	0			
Current marijuana vaping[¶]				
Home with one or more parent or guardian	2	1	5	9
Foster home				
Homeless				
Other living arrangement	0			

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
Home with one or more parent or guardian	67	70	65	60
Foster home				
Homeless				
Other living arrangement	73			
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	25	33	36	41
Foster home				
Homeless				
Other living arrangement	29			

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

[‡]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Synchronous instruction (4 days or more)[¶]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Interest in schoolwork done from home[†]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Meaningful opportunities[‡]				
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.

[¶]Past 30 days.

[¶]Past 7 days.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A18.7
Social and Emotional Health by Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Home with one or more parent or guardian	23	27	31	30
Foster home				
Homeless				
Other living arrangement	42			
Experienced chronic sadness/hopelessness[§]				
Home with one or more parent or guardian	24	25	28	26
Foster home				
Homeless				
Other living arrangement	29			
Considered suicide[§]				
Home with one or more parent or guardian	12	12	10	9
Foster home				
Homeless				
Other living arrangement	29			
Optimism[‡]				
Home with one or more parent or guardian	49	51	46	56
Foster home				
Homeless				
Other living arrangement	33			
Life satisfaction[‡]				
Home with one or more parent or guardian	69	68	68	71
Foster home				
Homeless				
Other living arrangement	29			

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

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

[§]*Past 12 months.*

[‡]*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 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	448	491	510	523
Final number	307	294	292	237
Response Rate	69%	60%	57%	45%

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	4	5	8	10	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	1	3	4	5	B.I.3.5
Driving under the influence experiences	3	7	12	27	B.I.3.6
Consequences of AOD Consumption					
Caused one or more problems	5	5	9	18	B.I.4.2
Caused one or more dependency-related experiences	6	8	13	24	B.I.4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	30	33	31	32	B.I.5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	63	62	55	57	B.I.7.1
Trying marijuana once or twice	38	27	21	12	B.I.7.1
Using marijuana once a month or more	60	49	34	23	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

Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulants

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Heroin				
0 times	99	100	98	100
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	1	0	1	0
Tranquilizers or sedatives				
0 times	99	100	99	99
1 time	1	0	0	0
2 to 3 times	0	0	1	0
4 or more times	0	0	1	0
Appetite suppressants				
0 times	95	98	99	97
1 time	0	0	0	0
2 to 3 times	1	0	0	1
4 or more times	4	1	1	2
Ritalin or Adderall or other prescription stimulant				
0 times	98	96	97	95
1 time	0	0	1	0
2 to 3 times	0	0	1	0
4 or more times	1	3	1	4

Question HS B.I.6-9: During your life, how many times have you used the following?... Heroin... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Appetite suppressants (Didrex, Dexedrine, Xenadrine, Skittles, M&Ms)... Ritalin or Adderall or other prescription stimulant.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
Never	72	65	49	30
10 years or under	7	4	3	2
11-12 years old	2	3	3	3
13-14 years old	15	13	11	17
15-16 years old	2	14	30	37
17 years or older	1	0	3	12
Marijuana (smoke, vape, eat, or drink)				
Never	92	87	71	53
10 years or under	0	0	1	0
11-12 years old	1	0	1	0
13-14 years old	6	3	5	6
15-16 years old	1	9	18	28
17 years or older	0	0	4	13
Any other illegal drug or pill to get “high”				
Never	98	98	97	93
10 years or under	0	0	1	0
11-12 years old	0	0	1	0
13-14 years old	0	1	1	1
15-16 years old	0	1	0	2
17 years or older	0	0	0	4

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.3.3***Age of Onset – Tobacco Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked part or all of a cigarette				
Never	97	96	87	79
10 years or under	1	1	0	0
11-12 years old	0	0	2	0
13-14 years old	2	0	2	2
15-16 years old	0	2	7	9
17 years or older	0	0	1	10
A vape product such as an e-cigarette, vape pen, or mod				
Never	92	92	83	74
10 years or under	0	0	0	0
11-12 years old	1	1	2	0
13-14 years old	5	3	5	5
15-16 years old	1	4	9	13
17 years or older	0	0	1	8

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.3.4***Usual Alcohol Consumption Level***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't drink alcohol	86	74	61	44
Just enough to feel it a little	8	10	14	15
Enough to feel it moderately	2	11	16	31
Until I feel it a lot or get really drunk	4	5	8	10

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.3.5***Usual Drug Consumption Level***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't use drugs	96	90	74	60
Just enough to feel a little high	3	4	9	15
Enough to feel it moderately	1	4	12	20
Until I feel it a lot or get really high	1	3	4	5

Question HS B.I.11: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?

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

Table B.I.3.6***Driving Under the Influence Experiences, Lifetime***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	97	93	88	73
1 time	1	3	4	8
2 times	1	3	4	6
3 to 6 times	1	1	3	8
7 or more times	1	0	1	4

Question HS B.I.35: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	79	66	59	37
To experiment (try using)	8	9	14	28
To get high	3	5	14	26
To have a good time with friends	8	21	30	51
To fit in with a group you like	3	2	6	9
Because of boredom	3	5	7	11
To relax	5	10	12	22
To get away from problems	4	7	9	13
Because of anger or frustration	3	3	4	7
To get through the day	2	2	4	5
Because it made you feel better	5	7	9	13
To seek deeper insights and understanding	1	3	4	12
None of the above	10	10	7	4

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.

Table B.I.4.2
Problems Caused by AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I've never used alcohol or drugs	86	74	66	43
I've used alcohol or drugs but never had any of these problems	11	21	26	41
Have problems with emotions, nerves, or mental health	2	1	2	8
Get into trouble or have problems with the police	1	0	2	3
Have money problems	1	0	1	1
Miss school	0	1	0	1
Have problems with schoolwork	2	1	2	3
Fight with others	1	1	2	1
Damage a friendship	1	0	1	2
Physically hurt or injure yourself	1	0	2	3
Have unwanted or unprotected sex	1	0	0	2
Forget what happened or pass out	2	4	5	12
Been suspended from school	1	0	0	0
<i>One or more problems</i>	5	5	9	18

Question HS B.I.13: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (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.4.3***Alcohol or Other Drug Use Caused Dependency-Related Experiences***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I have not used alcohol or drugs	87	75	66	42
I use alcohol or drugs but have not experienced any of these things	9	17	22	35
Found you had to increase how much you use to have the same effect as before	2	1	7	11
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	1	0	2	5
Used alcohol or drugs a lot more than you intended	2	3	3	5
Used alcohol or drugs when you were alone	3	4	7	12
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	2	0	1	1
You didn't feel OK unless you had something to drink or used a drug	1	0	2	3
Thought about reducing or stopping use	2	3	5	12
Told yourself you were not going to use but found yourself using anyway	2	1	3	6
Spoke with someone about reducing or stopping use	1	1	2	2
Attended counseling, a program, or group to help you reduce or stop use	1	0	0	0
<i>One or more dependency-related experiences</i>	6	8	13	24

Question HS B.I.14: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (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.4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	27	29	25	35
Likely	35	31	36	29
Not likely	9	10	12	17
Don't know	29	30	26	19

Question HS B.I.17: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

5. Supports to Reduce AOD Use

Table B.I.5.1

Needed Counseling for Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I never used alcohol or other drugs	89	77	67	46
No, but I do use alcohol or other drugs	10	23	32	52
Yes, I have felt that I needed help	1	0	1	2

Question HS B.I.15: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

Table B.I.5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	30	33	31	32
Likely	39	36	34	31
Not likely	12	11	13	13
Don't know	19	21	22	23

Question HS B.I.16: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

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

Table B.I.5.3

Talked with Parent About AOD Use, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	35	40	40	36
Yes	65	60	60	64

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	5	5	6	4
At parties	39	57	57	74
At concerts or other social events	10	21	21	28
At their own home	31	37	38	47
From adults at friends' homes	19	24	21	27
From friends or another teenager	30	44	47	60
Get adults to buy it for them	13	23	20	28
Buy it themselves from a store	11	27	32	57
At bars, clubs, or gambling casinos	3	3	3	3
Other	10	9	8	7
Don't know	61	40	40	26

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	10	8	10	8
At parties	16	29	31	40
At concerts or other social events	7	11	16	17
At their own home	8	9	11	15
From an adult acquaintance	10	15	13	22
From friends or another teenager	18	26	34	46
Buy it at a marijuana dispensary	7	11	21	42
At bars or clubs	4	3	3	1
Other	6	6	7	5
Don't know	78	66	60	44

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	21	21	21	20
Somewhat disapprove	16	17	24	23
Strongly disapprove	63	62	55	57
Trying marijuana once or twice				
Neither approve nor disapprove	34	45	59	72
Somewhat disapprove	28	28	21	17
Strongly disapprove	38	27	21	12
Using marijuana once a month or more regularly				
Neither approve nor disapprove	22	30	40	51
Somewhat disapprove	19	22	25	26
Strongly disapprove	60	49	34	23

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	81	84	79	71
Wrong	15	11	12	20
A little wrong	3	3	6	6
Not at all wrong	1	1	4	2
Smoke tobacco				
Very wrong	87	83	77	76
Wrong	10	13	16	19
A little wrong	2	4	4	4
Not at all wrong	1	1	3	1
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	89	85	81	79
Wrong	9	12	14	17
A little wrong	2	2	4	3
Not at all wrong	1	1	1	0
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	85	78	69	59
Wrong	10	13	16	21
A little wrong	4	7	13	18
Not at all wrong	1	2	2	2
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	93	92	87	88
Wrong	6	7	10	11
A little wrong	1	1	2	0
Not at all wrong	0	0	0	0

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	60	54	54	51
Wrong	29	32	28	29
A little wrong	8	11	11	14
Not at all wrong	4	3	8	6
Smoke tobacco				
Very wrong	65	61	50	45
Wrong	23	25	24	26
A little wrong	8	11	16	19
Not at all wrong	4	4	11	10
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	66	61	48	40
Wrong	21	20	22	28
A little wrong	10	12	18	23
Not at all wrong	3	6	12	8
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	64	55	41	31
Wrong	20	23	16	18
A little wrong	10	14	24	21
Not at all wrong	5	8	19	31
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	71	69	65	60
Wrong	21	21	22	29
A little wrong	5	7	8	9
Not at all wrong	2	2	5	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	16	18	21	24
Yes	84	82	79	76

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 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	448	491	510	523
Final number	274	265	267	215
Response Rate	61%	54%	52%	41%

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Behavioral Health Protective Factors					
Emotional safety at school [†]	62	69	67	72	B.II.3.2
School co-regulation supports [†]	60	61	63	66	B.II.3.3
Home adult co-regulation supports [†]	78	81	75	77	B.II.3.4
Peer co-regulation supports [†]	77	77	76	83	B.II.3.5
Resilience Assets					
Emotion regulation ^ô	50	50	47	45	B.II.4.1
Student Wellness					
Responses to trauma [¶]	16	16	18	17	B.II.5.1
Potential Post-Traumatic Stress [¶]	25	22	26	24	B.II.5.2
Stress associated health symptoms [*]	13	12	13	13	B.II.5.3
Loneliness ^ê	38	38	44	46	B.II.5.4
Self-harm [§]	16	10	14	12	B.II.5.8
Fasting for 12 hours or more	20	23	24	22	B.II.5.7
Trouble sleeping (daily)	10	9	13	12	B.II.5.1
Mental Health Supports					
Wanted to get mental health services [§]	19	26	28	30	B.II.6.4
Received mental health services [§]	17	15	23	23	B.II.6.4
Barriers to receiving services (3 or more)	13	16	18	19	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.

[†] Average percent of respondents reporting “Pretty much true” or “Very much true.”

^ô Average reporting the top two response categories (“Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm”).

[¶] Average reporting “2-3 times a week” or “Almost every day.”

[§] Past 30 days.

^{*} Past 2 weeks.

^ê Average percent of respondents reporting “Sometimes” or “Often.”

[§] Past 12 months.

3. Behavioral Health Protective Factors

Table B.II.3.1

Perceived Safety at Home and in Neighborhood

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How safe do you feel...</i>				
<i>at home or the place where you live?</i>				
Very safe	74	74	73	77
Safe	22	24	23	20
Neither safe nor unsafe	3	1	3	1
Unsafe	0	0	1	1
Very unsafe	1	1	0	1
<i>in the neighborhood where you live?</i>				
Very safe	73	75	73	79
Safe	25	22	24	18
Neither safe nor unsafe	1	2	3	2
Unsafe	0	1	0	0
Very unsafe	1	0	0	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Emotional safety at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	69	67	72
<i>At my school,...</i>				
I feel socially accepted.				
Not at all true	7	4	9	5
A little true	25	25	21	20
Pretty much true	46	44	45	44
Very much true	22	28	25	31
I feel that I matter to others.				
Not at all true	12	8	12	5
A little true	32	25	25	27
Pretty much true	37	39	37	36
Very much true	20	28	26	32

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	61	63	66
<i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i>				
Not at all true	16	7	11	7
A little true	24	31	27	29
Pretty much true	40	36	35	34
Very much true	20	26	26	30
<i>would be helpful to me if I came to school upset.</i>				
Not at all true	14	11	13	11
A little true	26	30	25	25
Pretty much true	38	35	34	29
Very much true	23	24	29	35
<i>makes me feel good about myself.</i>				
Not at all true	11	9	9	7
A little true	29	28	27	22
Pretty much true	37	37	37	37
Very much true	23	27	27	34

*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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Home adult co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	81	75	77
<i>In my home, there is a parent or some other adult who...</i>				
<i>talks with me about my problems.</i>				
Not at all true	6	7	7	8
A little true	20	15	20	18
Pretty much true	27	26	28	27
Very much true	47	52	46	48
<i>helps me when I am upset.</i>				
Not at all true	5	4	7	8
A little true	14	13	18	13
Pretty much true	29	26	30	27
Very much true	52	57	45	52
<i>makes me feel good about myself.</i>				
Not at all true	5	5	8	7
A little true	16	15	15	16
Pretty much true	27	25	33	23
Very much true	52	55	44	54

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Peer co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	77	76	83
<i>I have a friend my age who...</i>				
talks with me about my problems.				
Not at all true	9	6	10	3
A little true	17	20	18	17
Pretty much true	36	32	27	26
Very much true	38	42	45	54
helps me when I am upset.				
Not at all true	6	4	7	2
A little true	16	21	16	15
Pretty much true	39	29	28	30
Very much true	39	45	49	53
makes me feel good about myself.				
Not at all true	4	2	6	2
A little true	16	14	14	12
Pretty much true	35	36	31	30
Very much true	44	47	50	57

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Emotion regulation				
<i>Average reporting the top two response categories^o</i>	50	50	47	45
When everybody around you gets angry, how relaxed can you stay?				
Not relaxed at all	11	14	15	12
Slightly relaxed	26	24	23	25
Somewhat relaxed	28	26	29	35
Quite relaxed	25	23	25	18
Extremely relaxed	10	12	8	9
How often are you able to control your emotions when you need to?				
Almost never	4	3	2	1
Once in a while	8	8	7	5
Sometimes	20	20	23	24
Frequently	37	36	43	38
Almost always	32	33	25	32
When things go wrong for you, how calm are you able to remain?				
Not calm at all	6	7	7	5
Slightly calm	18	20	15	19
Somewhat calm	30	28	37	38
Quite calm	31	32	29	27
Extremely calm	15	13	12	11

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.

^oThe 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Responses to trauma				
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	16	16	18	17
<i>During the past 30 days,...</i>				
I got upset easily or got into arguments or physical fights.				
Never	68	71	77	71
1-3 times a month	22	19	16	21
1-2 times a week	5	6	3	5
2-3 times a week	2	2	2	3
Almost every day	3	2	1	1
I had trouble concentrating or paying attention.				
Never	35	31	36	32
1-3 times a month	24	24	17	18
1-2 times a week	13	10	13	18
2-3 times a week	11	13	14	10
Almost every day	16	22	19	23
I had trouble feeling happiness or love.				
Never	59	57	53	51
1-3 times a month	20	24	23	27
1-2 times a week	6	7	8	9
2-3 times a week	6	6	8	8
Almost every day	9	7	8	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During the past 30 days,...				
I felt alone even when I was around other people.				
Never	47	49	47	46
1-3 times a month	26	27	28	27
1-2 times a week	10	11	8	11
2-3 times a week	7	5	9	11
Almost every day	11	8	8	6
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.				
Never	49	49	49	43
1-3 times a month	24	22	22	30
1-2 times a week	9	12	10	10
2-3 times a week	7	7	6	6
Almost every day	10	9	13	12

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Minimal PTS Symptoms	40	43	39	39
Mild PTS Symptoms	34	35	35	37
Potential PTS	25	22	26	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Stress associated health symptoms				
<i>Average reporting “A lot” or “A whole lot”</i>	13	12	13	13
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Stomachaches				
Not at all	39	45	44	48
A little	35	31	28	26
Some	15	13	17	12
A lot	9	5	9	11
A whole lot	3	5	3	3
Headaches				
Not at all	35	37	34	38
A little	28	25	26	28
Some	21	22	23	19
A lot	10	11	8	9
A whole lot	6	5	8	5
Pains in your lower back				
Not at all	45	45	44	44
A little	21	21	21	22
Some	18	18	20	15
A lot	13	9	9	14
A whole lot	3	8	7	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Feeling faint or dizzy				
Not at all	51	55	51	56
A little	18	20	24	21
Some	19	17	14	13
A lot	7	6	5	9
A whole lot	4	3	6	2
Heart beating too fast (even when you are not exercising)				
Not at all	70	71	64	69
A little	15	13	17	13
Some	8	10	11	12
A lot	5	4	5	5
A whole lot	2	3	4	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Loneliness				
<i>Average reporting “Sometimes” or “Often”</i>	38	38	44	46
How often do you feel lonely?				
Never	29	27	21	19
Rarely	29	31	30	28
Sometimes	26	29	34	36
Often	15	13	15	17
How often do you feel that you are no longer close to anyone?				
Never	42	41	29	37
Rarely	25	26	32	25
Sometimes	21	22	24	22
Often	13	11	15	16

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very dissatisfied	11	5	11	12
Dissatisfied	20	19	23	30
Neither dissatisfied nor satisfied	24	28	28	17
Satisfied	27	28	29	29
Very satisfied	18	20	9	12

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Which of the following are you trying to do about your weight?				
Lose weight	32	32	35	42
Gain weight	20	23	19	19
Stay the same weight	12	18	16	17
I am not trying to do anything about my weight	36	27	30	22

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:				
Exercise				
No	13	9	14	13
Yes	87	91	86	87
Eat less food, fewer calories, or foods low in fat				
No	34	35	36	36
Yes	66	65	64	64
Go without eating for 12 hours or more				
No	80	77	76	78
Yes	20	23	24	22
Take diet pills, powders, or liquids without a doctor's advice				
No	100	93	97	96
Yes	0	7	3	4
Vomit or take laxatives				
No	92	91	91	92
Yes	8	9	9	8

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	84	90	86	88
1 time	4	2	5	4
2 or 3 times	4	4	3	6
4 or 5 times	3	2	1	1
6 or more times	5	2	5	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	84	80	82	88
Yes	10	10	11	5
I don't know	7	11	6	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>				
talk to a teacher or another adult from your school?	29	23	20	19
talk to your parents or someone else in your family?	65	66	57	62
get help from a counselor or therapist?	29	28	30	30
talk to your friends?	62	67	72	78
be afraid to get help?	16	12	17	16
not know what to do?	15	15	16	15

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If someone my age felt very sad, stressed, lonely, or depressed,...</i>				
<i>talking to an adult could help them feel better.</i>				
Strongly disagree	7	4	7	4
Disagree	21	15	20	16
Agree	58	59	56	55
Strongly agree	14	21	17	24
<i>kids at my school would be nice to them.</i>				
Strongly disagree	9	4	8	7
Disagree	24	24	18	21
Agree	56	56	59	57
Strongly agree	11	16	14	15

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>In the past year,...</i>				
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?				
No	73	64	63	65
Yes	19	26	28	30
I don't know	8	10	8	5
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	68	66	55	54
No, I didn't get help when I needed it	15	19	23	23
Yes, I got help when I needed it	17	15	23	23
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]				
Nowhere	6	6	2	5
At school (in person, by phone, or online)	39	41	47	44
From a counselor or therapist not from my school (in person, by phone, or online)	55	65	59	51
Somewhere else	21	9	10	12
I don't know	3	9	0	0

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.

[#]Total percentages may exceed 100% for "mark all that apply" items.

Table B.II.6.5***Barriers to Using Mental Health Services***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I would not know where to go for help	16	12	12	8
There isn't anyone I can talk to	7	10	6	8
They wouldn't understand	16	16	15	18
People would think there's something wrong with me	12	11	13	15
My parents might find out	9	16	15	17
Other students might find out	9	9	9	9
I wouldn't have a way to pay for it	6	9	6	6
I wouldn't want to talk to a counselor or therapist	19	15	22	23
Other reasons	9	10	11	8
Does not apply, none of these things would stop you from talking to a counselor or therapist.	57	55	48	51
<i>Three or more barriers</i>	13	16	18	19

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.				
Strongly disagree	11	9	9	7
Disagree	13	13	11	15
Agree	59	52	56	51
Strongly agree	16	26	24	27
People at my school talk openly about mental health.				
Strongly disagree	12	9	9	4
Disagree	20	20	21	19
Agree	58	51	45	60
Strongly agree	10	20	25	17
My school encourages students to take care of their mental health.				
Strongly disagree	5	6	5	5
Disagree	9	5	8	9
Agree	63	55	49	60
Strongly agree	22	34	38	27

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.