

CALIFORNIA HEALTHY KIDS SURVEY



Saratoga High Secondary 2023-2024 Main Report

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

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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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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	X
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
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	304	280	294	287
Final number	280	230	245	184
Response Rate	92%	82%	83%	64%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	280	230	242	184
Remote learning only	0	0	3	0

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>)	71	71	71	70	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	65	67	71	68	A6.4
School is really boring [±]	28	35	31	33	A6.11
School is worthless and a waste of time [±]	7	13	10	11	A6.11
Monthly Absences (3 or more)	12	12	13	22	A6.2
Maintaining focus on schoolwork ^{†Γ}	27	33	30	32	A6.10
Caring adult relationships [‡]	64	68	69	73	A6.4
High expectations [‡]	76	76	74	76	A6.4
Meaningful participation [‡]	33	35	37	45	A6.4
Facilities upkeep ^{†Φ}	75	70	78	73	A6.15
Promotion of parental involvement in school [†]	58	58	56	57	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	81	88	86	92	A8.1
Experienced any harassment or bullying [§]	24	19	20	17	A8.2
Had mean rumors or lies spread about you [§]	27	25	19	22	A8.3
Been afraid of being beaten up ^{§Φ}	9	7	2	2	A8.3
Been in a physical fight ^{§Φ}	5	5	0	1	A8.4
Seen a weapon on campus ^{§Φ}	2	2	1	1	A8.6
Cyberbullying [§]	17	16	14	13	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 [¶]	3	4	12	14	A9.5
Current tobacco use [¶]	2	3	3	4	A10.6
Current marijuana use [¶]	2	2	5	4	A9.5
Current binge drinking [¶]	2	2	6	7	A9.5
Very drunk or “high” 7 or more times, ever	2	0	4	4	A9.7
Been drunk or “high” on drugs at school, ever	2	0	3	4	A9.9
Current cigarette smoking [¶]	1	1	2	1	A10.4
Current use of vape products [¶]	2	2	4	2	A10.4
Current tobacco vaping [¶]	2	2	2	1	A10.5
Current marijuana vaping [¶]	2	1	2	1	A10.5
Routines					
Eating of breakfast	72	73	62	61	A4.1
Bedtime (at 12 am or later)	30	48	58	64	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 [‡]	26	24	34	23	A7.5
Experienced chronic sadness/hopelessness [§]	24	20	27	17	A7.1
Considered suicide [§]	14	12	14	9	A7.2
Optimism [‡]	47	48	43	45	A7.3
Life satisfaction [±]	69	64	67	69	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	100	99	100
Remote Learning Model	0	0	1	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	54	54	48	51
Female	44	44	48	48
Nonbinary	1	0	2	1
Something else	1	2	2	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	81	83	75	76
Lesbian or Gay	1	1	5	4
Bisexual	4	4	7	6
Something else	2	4	3	3
Not sure	7	4	6	3
Decline to respond	5	4	4	9

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	95	94	91	93
Yes, I am transgender	1	2	3	2
I am not sure if I am transgender	2	2	1	2
Decline to respond	2	2	5	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native, non-Hispanic	1	0	1	0
Asian or Asian American, non-Hispanic	69	66	62	62
Black or African American, non-Hispanic	1	0	0	0
Hispanic or Latinx	4	6	6	7
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0
White, non-Hispanic	15	13	15	15
Multiracial, non-Hispanic	6	9	9	12
Something else, non-Hispanic	4	5	6	3

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	98	97	98	97
Other relative's home	0	1	0	1
A home with more than one family	1	0	0	0
Friend's home	0	0	0	1
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	1	0	1
Shelter, car, campground, or other transitional or temporary housing	0	0	0	1
Other living arrangement	0	0	1	0

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	98	97	98	97
Foster home	0	0	0	0
Homeless	0	1	0	2
Other living arrangement	1	1	2	1

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	3	4	4
Graduated from high school	1	1	2	2
Attended college but did not complete four-year degree	1	1	2	1
Graduated from college	94	94	89	89
Don’t know	2	0	3	4

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	85	86	85	83
Yes	10	12	11	14
Don't know	4	2	2	2
Prefer not to say	1	0	2	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	92	92	94	94
Yes	5	5	2	2
Don't know	3	3	4	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	96	98	98
Less than 7 years (EL)	4	1	2	2
7 years or more (LTEL)	1	3	0	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	60	58	65	69
Spanish	1	1	2	2
Mandarin	21	22	15	16
Cantonese	1	2	3	3
Taiwanese	1	0	0	0
Tagalog	0	0	1	1
Vietnamese	0	0	0	0
Korean	2	3	3	2
Arabic	1	0	0	1
Other	12	12	11	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	80	79	86	85
Well	16	18	9	12
Not well	4	1	2	2
Not at all	1	2	2	2
speak English?				
Very well	76	78	88	86
Well	18	18	9	10
Not well	6	2	2	4
Not at all	0	2	1	0
read English?				
Very well	75	75	83	80
Well	18	18	14	14
Not well	8	5	1	2
Not at all	0	2	2	4
write English?				
Very well	69	71	84	74
Well	24	20	10	24
Not well	8	7	4	0
Not at all	0	2	3	2
<i>English Language Proficiency Status</i>				
Proficient	72	73	83	78
Not proficient	28	27	17	22

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	85	87	87	90
1 day	1	0	0	1
2 days	3	1	2	1
3 days	2	1	4	2
4 days	1	2	1	1
5 days	8	7	7	6

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	98	98	98	98
Yes	1	0	1	1
Don't know	1	2	1	1

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	28	27	38	39
Yes	72	73	62	61

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	0	1	1	2
7:00-7:59 pm	0	0	0	0
8:00-8:59 pm	0	0	1	0
9:00-9:59 pm	7	5	2	3
10:00-10:59 pm	29	14	10	9
11:00-11:59 pm	34	32	28	22
12:00-12:59 am	17	24	23	28
After 1:00 am	13	23	34	36
<i>Bedtime at 12 am or later</i>	30	48	58	64

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	55	56	48	38
A's and B's	28	32	39	44
Mostly B's	8	4	5	11
B's and C's	6	6	4	6
Mostly C's	0	2	0	1
C's and D's	2	0	1	0
Mostly D's	0	0	1	0
Mostly F's	0	0	1	1

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	60	56	49	35
1 day	19	22	23	22
2 days	9	10	15	22
3 or more days	12	12	13	22

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	56	52	46	33
Illness (feeling physically sick), including problems with breathing or your teeth	35	36	44	51
Were being bullied or mistreated at school <i>(In-School Only)</i>	0	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	4	5	6	7
Didn't get enough sleep	7	5	15	19
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	0	1	0	1
Had to take care of or help a family member or friend	1	1	1	2
Wanted to spend time with friends	0	1	1	4
Used alcohol or drugs	0	0	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	6	6	13	12
Were bored or uninterested in school	2	2	4	7
Had no transportation to school <i>(In-School Only)</i>	0	1	0	1
Other reason	10	11	8	16

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	58	60	60	65	
Caring relationships-adults in school [‡]	64	68	69	73	A6.5
High expectations-adults in school [‡]	76	76	74	76	A6.6
Meaningful participation at school [‡]	33	35	37	45	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	71	71	71	70	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	65	67	71	68	A6.9
Promotion of parental involvement in school [†]	58	58	56	57	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>	64	68	69	73
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	7	8	4	4
A little true	31	28	22	23
Pretty much true	41	40	44	46
Very much true	21	24	30	28
<i>who notices when I’m not there.</i>				
Not at all true	13	8	11	7
A little true	30	28	27	27
Pretty much true	38	39	38	40
Very much true	19	25	24	26
<i>who listens to me when I have something to say.</i>				
Not at all true	4	5	7	2
A little true	22	18	20	20
Pretty much true	49	45	42	47
Very much true	25	32	31	32

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>	76	76	74	76
<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	5	6	9	4
A little true	23	21	20	24
Pretty much true	51	43	41	42
Very much true	21	30	29	30
<i>who always wants me to do my best.</i>				
Not at all true	4	3	4	3
A little true	14	16	16	17
Pretty much true	46	46	41	45
Very much true	37	35	39	36
<i>who believes that I will be a success.</i>				
Not at all true	4	3	7	3
A little true	22	23	23	22
Pretty much true	47	45	37	44
Very much true	26	28	33	31

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>	33	35	37	45
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	8	7	7	7
A little true	24	23	22	27
Pretty much true	42	42	42	42
Very much true	26	28	29	24
I help decide things like class activities or rules.				
Not at all true	44	39	38	33
A little true	34	36	34	31
Pretty much true	17	17	18	27
Very much true	6	8	9	9
I do things that make a difference.				
Not at all true	28	22	17	18
A little true	42	42	46	37
Pretty much true	22	27	26	31
Very much true	9	8	11	15
I have a say in how things work.				
Not at all true	32	28	28	22
A little true	41	41	42	33
Pretty much true	20	22	20	33
Very much true	6	8	10	13
I help decide school activities or rules.				
Not at all true	58	57	50	39
A little true	25	28	30	30
Pretty much true	12	9	12	22
Very much true	5	5	8	9

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>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	71	71	71	70
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>				
I feel close to people at/from this school.				
Strongly disagree	3	5	4	2
Disagree	5	6	4	5
Neither disagree nor agree	17	22	15	21
Agree	49	44	49	48
Strongly agree	25	23	28	24
I am happy with/to be at this school.				
Strongly disagree	5	6	6	2
Disagree	5	6	10	8
Neither disagree nor agree	26	25	25	27
Agree	44	44	37	49
Strongly agree	21	20	22	14
I feel like I am part of this school.				
Strongly disagree	3	5	5	2
Disagree	7	7	8	7
Neither disagree nor agree	25	25	22	29
Agree	50	44	46	47
Strongly agree	14	20	19	15

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.*

^ψ*The 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	2	3	2
Disagree	6	6	6	5
Neither disagree nor agree	20	19	21	20
Agree	52	55	50	55
Strongly agree	19	17	21	18
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	2	3	2	2
Disagree	3	0	1	1
Neither disagree nor agree	15	11	14	14
Agree	55	58	46	48
Strongly agree	25	28	38	35

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>	65	67	71	68
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	3	3	1
Disagree	2	1	2	1
Neither disagree nor agree	13	10	15	15
Agree	48	50	43	51
Strongly agree	35	36	37	31
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	5	6	5	2
Disagree	19	20	12	14
Neither disagree nor agree	36	32	27	34
Agree	27	29	40	36
Strongly agree	13	13	16	14
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	2	2	3	1
Disagree	5	8	3	5
Neither disagree nor agree	28	21	21	25
Agree	48	44	47	51
Strongly agree	16	25	26	19
I am always trying to do better in my schoolwork.				
Strongly disagree	2	4	2	1
Disagree	3	5	3	4
Neither disagree nor agree	22	18	20	24
Agree	51	43	42	51
Strongly agree	23	30	33	20

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	5	8	7	2
Disagree	22	25	23	30
Neither disagree nor agree	27	22	24	22
Agree	29	31	29	31
Strongly agree	17	14	17	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)	24	19	30	24
Medium (4-6)	48	45	39	43
High (7-10)	28	35	31	33
Value of school				
High (0-3)	65	69	65	69
Medium (4-6)	28	18	25	20
Low (7-10)	7	13	10	11

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 21%				Mid Boredom & High Value 34%			High Boredom & High Value 10%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 13%			High Boredom & Mid Value 13%				
	5	Mid Value [̄]										
	6											
	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 A6.12B

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 18%				Mid Boredom & High Value 35%				High Boredom & High Value 16%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value [̄]				Mid Value				Mid Value		
	6					9%				7%		
	7									High Boredom & Low Value 12%		
	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 30%				Mid Boredom & High Value 24%			High Boredom & High Value 12%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 14%			High Boredom & Mid Value 10%				
	5	Mid Value [̄]										
	6											
	7								High Boredom & Low Value 9%			
	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 21%				Mid Boredom & High Value 30%			High Boredom & High Value 18%			
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &			High Boredom &			
	5	Mid Value [̄]				Mid Value			Mid Value			
	6					12%			7%			
	7								High Boredom & Low Value 9%			
	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>	58	58	56	57
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	3	5	2
Disagree	7	7	10	9
Neither disagree nor agree	36	30	27	33
Agree	41	46	40	42
Strongly agree	14	15	18	13
Parents feel welcome to participate at this school.				
Strongly disagree	2	3	3	1
Disagree	5	7	5	5
Neither disagree nor agree	32	33	35	36
Agree	45	41	38	42
Strongly agree	16	16	20	15
School staff take parent concerns seriously.				
Strongly disagree	2	2	4	4
Disagree	7	5	8	2
Neither disagree nor agree	33	35	35	35
Agree	44	43	37	45
Strongly agree	14	14	16	14

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	19	18	19	11
A little true	38	30	27	30
Pretty much true	30	32	33	37
Very much true	14	19	21	22

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	3	2
Disagree	4	6	3	7
Neither disagree nor agree	19	21	16	18
Agree	61	51	51	56
Strongly agree	14	19	27	17

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	80	73	83
Yes	24	20	27	17

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	86	88	86	91
Yes	14	12	14	9

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>	47	48	43	45
Each day I look forward to having a lot of fun.				
Not at all true	18	21	21	21
A little true	36	35	40	42
Pretty much true	32	28	26	27
Very much true	14	16	13	10
I usually expect to have a good day.				
Not at all true	20	19	20	18
A little true	35	32	38	41
Pretty much true	32	32	27	30
Very much true	13	17	15	11
Overall, I expect more good things to happen to me than bad things.				
Not at all true	21	18	21	16
A little true	29	34	31	26
Pretty much true	32	30	30	40
Very much true	18	18	19	18

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	69	64	67	69
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	2	3	3	3
Dissatisfied	6	4	7	2
A little dissatisfied	5	9	10	6
A little satisfied	11	10	8	12
Satisfied	40	39	44	46
Very satisfied	35	35	29	31
my friendships as...				
Very dissatisfied	2	3	2	2
Dissatisfied	2	5	1	5
A little dissatisfied	6	8	6	5
A little satisfied	14	17	11	18
Satisfied	45	39	50	42
Very satisfied	32	28	30	29
my school experience as...				
Very dissatisfied	3	5	7	2
Dissatisfied	6	7	9	4
A little dissatisfied	11	13	12	11
A little satisfied	25	22	23	33
Satisfied	42	39	37	39
Very satisfied	12	13	13	11

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

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

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	7	5	7	5
Dissatisfied	11	13	9	8
A little dissatisfied	10	13	17	7
A little satisfied	20	24	19	22
Satisfied	34	30	34	35
Very satisfied	19	15	15	22
where I live as...				
Very dissatisfied	2	1	4	3
Dissatisfied	1	2	2	1
A little dissatisfied	2	5	7	3
A little satisfied	6	10	4	5
Satisfied	33	37	37	45
Very satisfied	55	46	47	42

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>	26	24	34	23
I had a hard time relaxing.				
Not at all true	34	37	27	39
A little true	36	34	30	34
Pretty much true	22	21	25	14
Very much true	8	7	19	14
I felt sad and down.				
Not at all true	30	39	30	36
A little true	42	33	36	39
Pretty much true	18	19	20	13
Very much true	10	9	15	12
I was easily irritated.				
Not at all true	26	32	25	37
A little true	36	37	32	35
Pretty much true	23	22	23	19
Very much true	15	9	20	9
It was hard for me to cope and I thought I would panic.				
Not at all true	54	57	46	54
A little true	24	27	29	29
Pretty much true	16	9	13	10
Very much true	5	7	12	7
It was hard for me to get excited about anything.				
Not at all true	57	60	48	57
A little true	28	26	30	24
Pretty much true	12	7	14	10
Very much true	3	7	8	9

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	31	38	43	48
Safe	49	50	43	44
Neither safe nor unsafe	17	11	11	7
Unsafe	2	0	2	0
Very unsafe	1	1	1	2

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	90	90	95
1 time	4	4	3	3
2 or more times	8	6	6	3
Religion				
0 times	95	96	94	97
1 time	0	3	2	2
2 or more times	5	2	3	1
Gender				
0 times	95	94	95	96
1 time	3	2	3	2
2 or more times	3	4	2	2
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	96	95	95	95
1 time	2	2	2	1
2 or more times	2	3	3	4
A physical or mental disability				
0 times	94	95	94	96
1 time	3	1	3	1
2 or more times	3	4	2	3
Any of the above five reasons	18	14	16	14

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	98	96	95	98
1 time	1	3	2	0
2 or more times	1	2	2	2
Any other reason				
0 times	87	88	92	95
1 time	6	3	2	1
2 or more times	8	9	6	5
Any harassment	24	19	20	17

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>	17	14	11	10
<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	91	97	95
1 time	4	5	2	3
2 to 3 times	4	2	0	1
4 or more times	2	2	0	1
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	91	93	98	98
1 time	5	4	2	1
2 to 3 times	3	2	0	0
4 or more times	1	2	0	1
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	73	75	81	78
1 time	12	10	10	13
2 to 3 times	10	10	4	7
4 or more times	5	5	5	2
had sexual jokes, comments, or gestures made to you?				
0 times	85	87	87	90
1 time	6	4	5	7
2 to 3 times	5	3	3	2
4 or more times	5	6	5	1

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	96	97
1 time	6	3	3	3
2 to 3 times	2	2	1	0
4 or more times	1	2	0	0
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	72	79	85	83
1 time	13	12	6	7
2 to 3 times	7	5	2	6
4 or more times	9	4	6	4
<i>been made fun of, insulted, or called names?</i>				
0 times	77	82	84	85
1 time	8	6	6	7
2 to 3 times	7	4	4	5
4 or more times	8	9	6	3
<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)	83	84	86	87
1 time	11	8	8	6
2 to 3 times	4	7	3	4
4 or more times	2	1	3	3

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>	2	4	1	1
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	95	95	100	99
1 time	2	3	0	1
2 to 3 times	2	1	0	1
4 or more times	1	2	0	0
been offered, sold, or given an illegal drug?				
0 times	97	93	97	97
1 time	2	3	2	2
2 to 3 times	2	2	1	1
4 or more times	0	3	0	0
damaged school property on purpose?				
0 times	99	96	100	100
1 time	0	2	0	0
2 to 3 times	1	1	0	0
4 or more times	0	1	0	0
carried a gun?				
0 times	100	98	100	100
1 time	0	0	0	0
2 to 3 times	0	1	0	0
4 or more times	0	1	0	0
carried any other weapon (such as a knife or club)?				
0 times	99	97	99	100
1 time	0	1	0	0
2 to 3 times	0	1	0	0
4 or more times	0	2	0	0

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	95	94	100	98
1 time	3	3	0	2
2 to 3 times	1	3	0	0
4 or more times	1	1	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	99	97	100	99
1 time	1	1	0	1
2 to 3 times	0	2	0	0
4 or more times	0	1	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	98	98	99	99
1 time	2	1	0	1
2 to 3 times	0	1	0	0
4 or more times	0	1	0	0

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” [^]	12	14	25	27	A9.2
Lifetime alcohol or drug use	14	14	25	28	A9.2
Lifetime marijuana use	2	3	10	13	A9.2
Lifetime very drunk or high (7 or more times)	2	0	4	4	A9.7
Current alcohol or drug use [¶]	3	4	12	14	A9.5
Current marijuana use [¶]	2	2	5	4	A9.5
Current heavy drug use [¶]	2	2	2	3	A9.5
Current heavy alcohol use (binge drinking) [¶]	2	2	6	7	A9.5
Current alcohol or drug use on school property ^{¶Φ}	0	1	4	2	A9.8
Harmfulness of occasional marijuana use ^B	45	47	44	39	A9.11
Difficulty of obtaining marijuana ^C	18	19	18	12	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	8	11	22	26
Marijuana	2	3	10	13
Inhalants	1	2	3	4
Cocaine, methamphetamine, or any amphetamines	0	1	2	3
Ecstasy, LSD, or other psychedelics	0	1	2	3
Prescription pain medication (opioids)	3	3	3	6
Cold/cough medicines or other over-the-counter medicines to get “high”	3	3	3	3
Any other drug, pill, or medicine to get “high”	0	2	2	2
<i>Any of the above AOD use</i>	14	14	25	28
<i>Any illicit AOD use to get “high”[^]</i>	12	14	25	27

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	92	89	78	74
1 time	2	3	6	4
2 to 3 times	4	2	7	4
4 or more times	2	5	9	18
Marijuana (smoke, vape, eat, or drink)				
0 times	98	97	90	87
1 time	0	0	3	2
2 to 3 times	0	1	3	4
4 or more times	2	1	4	7
Inhalants				
0 times	99	98	97	96
1 time	0	1	0	1
2 to 3 times	0	1	2	2
4 or more times	1	0	1	1
Cocaine, methamphetamine, or any amphetamines				
0 times	100	99	98	97
1 time	0	0	1	0
2 to 3 times	0	0	0	1
4 or more times	0	0	0	2
Ecstasy, LSD, or other psychedelics				
0 times	100	99	98	97
1 time	0	0	0	0
2 to 3 times	0	0	1	1
4 or more times	0	0	1	2
Prescription pain medication				
0 times	97	97	97	94
1 time	1	0	0	3
2 to 3 times	1	0	1	1
4 or more times	1	3	1	3

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	97	97	97	97
1 time	0	1	1	1
2 to 3 times	2	0	1	2
4 or more times	1	3	1	1
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	100	98	98	98
1 time	0	1	0	0
2 to 3 times	0	1	1	1
4 or more times	0	1	1	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 %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	98	99	94	90
1 time	0	0	0	1
2 to 3 times	0	0	2	3
4 or more times	1	0	3	5
In a vaping device?				
0 times	98	99	94	92
1 time	0	0	0	1
2 to 3 times	0	0	2	3
4 or more times	2	1	4	3
Eat or drink it in products made with marijuana?				
0 times	98	99	92	90
1 time	0	1	3	3
2 to 3 times	0	0	2	3
4 or more times	1	0	2	3

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)	3	2	10	13
Binge drinking (5 or more drinks in a row)	2	2	6	7
Marijuana (smoke, vape, eat, or drink)	2	2	5	4
Inhalants	0	1	2	1
Prescription drugs to get “high” or for reasons other than prescribed	0	2	1	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	1	1	1
<i>Any drug use</i>	2	3	5	5
<i>Heavy drug use</i>	2	2	2	3
<i>Any AOD Use</i>	3	4	12	14
Two or more substances at the same time	1	2	3	2

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	97	98	90	87
1 or 2 days	1	1	8	10
3 to 9 days	0	1	2	3
10 to 19 days	1	0	0	1
20 to 30 days	0	0	0	0
Binge drinking (5 or more drinks in a row)				
0 days	98	98	94	93
1 or 2 days	0	2	5	6
3 to 9 days	1	0	0	1
10 to 19 days	0	0	0	0
20 to 30 days	0	1	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	98	98	95	96
1 or 2 days	0	1	3	1
3 to 9 days	0	1	0	2
10 to 19 days	1	0	0	0
20 to 30 days	0	1	1	1

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	96	95	94	87
1 to 2 times	1	4	2	8
3 to 6 times	2	1	1	3
7 or more times	0	0	2	2
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	96	91	90
1 to 2 times	0	2	5	4
3 to 6 times	0	1	1	3
7 or more times	2	0	3	3
<i>Very drunk or “high” 7 or more times</i>	2	0	4	4

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	100	99	98	98
1 to 2 days	0	1	2	1
3 or more days	0	0	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	100	99	98	99
1 to 2 days	0	0	2	1
3 or more days	0	1	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	99	99	99
1 to 2 days	0	1	1	1
3 or more days	0	1	0	0
Any of the above	0	1	4	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	98	100	97	96
1 to 2 times	1	0	2	3
3 to 6 times	0	0	1	1
7 or more times	0	0	0	1

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	98	99	95	90
0 times	1	1	3	9
1 time	1	0	1	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	1
Marijuana				
Does not apply, don't use	99	100	97	94
0 times	0	0	2	5
1 time	0	0	0	0
2 to 3 times	0	0	1	0
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	33	36	35	32
Moderate	19	28	16	22
Slight	32	23	34	29
None	16	13	14	17
Alcohol - 5 or more drinks once or twice a week				
Great	62	73	69	68
Moderate	22	15	17	18
Slight	5	2	5	6
None	12	11	9	8
Marijuana - use occasionally				
Great	45	47	44	39
Moderate	31	26	28	26
Slight	11	15	17	19
None	13	11	11	16
Marijuana - use daily				
Great	74	75	77	72
Moderate	12	12	11	16
Slight	2	3	4	4
None	12	11	9	8

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	15	14	14	12
Fairly difficult	15	12	9	10
Fairly easy	19	23	23	23
Very easy	14	14	22	22
Don’t know	36	37	32	33
Marijuana				
Very difficult	18	19	18	12
Fairly difficult	18	18	12	11
Fairly easy	15	12	19	21
Very easy	7	8	9	14
Don’t know	43	44	41	41
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	18	19	19	13
Fairly difficult	19	14	14	18
Fairly easy	12	15	14	15
Very easy	7	8	7	7
Don’t know	45	45	46	48

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	2	3	5	4	A10.2
Current cigarette smoking [¶]	1	1	2	1	A10.4
Current cigarette smoking at school ^{¶Φ}	1	1	0	1	A10.7
Ever tried smokeless tobacco	2	2	3	5	A10.2
Current smokeless tobacco use [¶]	1	1	1	3	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	1	0	1	A10.7
Ever used vape products	4	5	8	7	A10.2
Current use of vape products [¶]	2	2	4	2	A10.4
Current tobacco vaping [¶]	2	2	2	1	A10.5
Current marijuana vaping [¶]	2	1	2	1	A10.5
Current vaping at school ^{¶Φ}	0	1	0	1	A10.7
Lifetime tobacco use	4	6	7	8	A10.2
Current tobacco use [¶]	2	3	3	4	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	1	2	1	0	A10.9
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	41	42	43	44	A10.10
Harmfulness of smoking 1 or more packs/day ^B	75	78	79	84	A10.10
Harmfulness of vaping occasionally ^B	48	48	46	47	A10.11
Harmfulness of vaping several times a day ^B	80	82	82	84	A10.11
Difficulty of obtaining cigarettes ^C	16	19	15	12	A10.12
Difficulty of obtaining vape products ^C	15	16	15	10	A10.12
Anti-Tobacco Policy					
School bans tobacco use and vaping	60	70	79	76	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	98	97	95	96
1 time	0	0	1	1
2 to 3 times	1	1	1	1
4 or more times	1	2	3	2
Smokeless tobacco				
0 times	98	98	97	95
1 time	1	0	0	1
2 to 3 times	0	0	2	1
4 or more times	1	2	1	3
Vape products				
0 times	96	95	92	93
1 time	1	1	0	1
2 to 3 times	1	1	3	4
4 or more times	2	2	4	3
<i>Lifetime tobacco use</i>				
No	96	94	93	92
Yes	4	6	7	8

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	96	96	93	94
1 time	1	1	1	1
2 to 3 times	1	1	3	3
4 or more times	2	2	3	1
Vaped marijuana or THC				
0 times	98	97	93	94
1 time	0	0	0	1
2 to 3 times	0	2	2	3
4 or more times	2	0	4	3
Vaped other product				
0 times	98	98	96	98
1 time	1	1	0	0
2 to 3 times	0	0	0	1
4 or more times	1	0	3	1

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

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

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 days	98	98	98	99
1 or 2 days	0	1	1	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	1	0	1	1
Vaped marijuana or THC				
0 days	98	99	98	99
1 or 2 days	0	0	1	1
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	0
Vaped other product				
0 days	100	100	98	100
1 or 2 days	0	0	1	0
3 to 9 days	0	0	0	0
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	98	97	97	96
Yes	2	3	3	4

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	99	99	100	99
1 or 2 days	1	1	0	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
Smokeless tobacco				
0 days	100	99	100	99
1 or 2 days	0	0	0	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	100	99	100	99
1 or 2 days	0	1	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	1	0	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	98	99	100	99
1 day	2	0	0	0
2 days	0	1	0	1
3-9 days	0	0	0	0
10-19 days	0	1	0	0
20-30 days	0	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	99	98	97	97
0 times	0	0	2	3
1 time	0	1	1	0
2 to 3 times	1	0	0	0
4 or more times	0	0	0	0

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	41	42	43	44
Moderate	34	37	29	33
Slight	12	11	18	14
None	13	10	10	9
Smoke 1 or more packs of cigarettes each day				
Great	75	78	79	84
Moderate	10	10	9	7
Slight	2	0	2	1
None	12	11	9	9

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	48	48	46	47
Moderate	32	36	31	34
Slight	7	6	15	11
None	13	11	9	9
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	80	82	82	84
Moderate	6	7	9	7
Slight	2	1	2	1
None	11	11	8	8

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	16	19	15	12
Fairly difficult	19	17	18	13
Fairly easy	17	16	18	18
Very easy	5	7	9	13
Don't know	42	42	41	44
Vape products				
Very difficult	15	16	15	10
Fairly difficult	14	15	12	10
Fairly easy	18	20	23	20
Very easy	13	10	15	21
Don't know	40	39	37	39

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	3	5	4	5
Yes	60	70	79	76
Don't know	36	25	17	19

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	100	95	97	97
Yes	0	5	3	3

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

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	71	72	71	72
Black or African American				
Hispanic or Latinx	71	55	72	73
Native Hawaiian or Pacific Islander				
White	68	73	76	72
Multiracial	69	77	75	60
Something else		64	64	
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	66	70	70	72
Black or African American				
Hispanic or Latinx	70	48	58	79
Native Hawaiian or Pacific Islander				
White	59	71	76	70
Multiracial	59	63	76	44
Something else		68	67	

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	26	34	32	35
Black or African American				
Hispanic or Latinx	25	46	38	31
Native Hawaiian or Pacific Islander				
White	41	35	34	27
Multiracial	38	33	25	27
Something else		30	23	
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	6	13	10	9
Black or African American				
Hispanic or Latinx	8	15	0	23
Native Hawaiian or Pacific Islander				
White	11	13	6	9
Multiracial	6	10	10	14
Something else		0	15	
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	8	10	13	23
Black or African American				
Hispanic or Latinx	25	15	15	23
Native Hawaiian or Pacific Islander				
White	28	4	16	12
Multiracial	6	30	10	27
Something else	10	0	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	28	36	32	35
Black or African American				
Hispanic or Latinx	9	8	8	23
Native Hawaiian or Pacific Islander				
White	24	42	27	23
Multiracial	31	24	26	36
Something else		20	31	
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American	63	68	67	72
Black or African American				
Hispanic or Latinx	58	72	56	82
Native Hawaiian or Pacific Islander				
White	71	71	83	70
Multiracial	71	61	82	72
Something else		80	69	
High expectations[‡]				
American Indian or Alaska Native				
Asian or Asian American	75	76	73	75
Black or African American				
Hispanic or Latinx	82	79	54	82
Native Hawaiian or Pacific Islander				
White	84	75	89	67
Multiracial	77	70	83	82
Something else		87	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	37	37	40
Black or African American				
Hispanic or Latinx	31	20	28	60
Native Hawaiian or Pacific Islander				
White	24	35	42	47
Multiracial	33	27	33	53
Something else		50	40	
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	75	67	80	77
Black or African American				
Hispanic or Latinx	64	62	92	62
Native Hawaiian or Pacific Islander				
White	76	83	73	73
Multiracial	81	86	75	59
Something else		70	77	
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American	57	58	55	58
Black or African American				
Hispanic or Latinx	52	54	59	64
Native Hawaiian or Pacific Islander				
White	56	53	64	61
Multiracial	60	70	70	42
Something else		67	56	

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	79	89	83	92
Black or African American				
Hispanic or Latinx	82	85	91	100
Native Hawaiian or Pacific Islander				
White	83	87	94	90
Multiracial	88	85	83	90
Something else		90	90	
Experienced harassment due to five reasons^{λ§}				
American Indian or Alaska Native				
Asian or Asian American	14	12	11	11
Black or African American				
Hispanic or Latinx	27	23	40	36
Native Hawaiian or Pacific Islander				
White	34	32	26	21
Multiracial	19	10	12	15
Something else		10	40	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	20	14	14	14
Black or African American				
Hispanic or Latinx	36	38	45	36
Native Hawaiian or Pacific Islander				
White	37	41	32	26
Multiracial	31	20	18	15
Something else		10	40	

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	21	22	15	15
Black or African American				
Hispanic or Latinx	45	23	40	36
Native Hawaiian or Pacific Islander				
White	43	35	25	45
Multiracial	44	21	28	26
Something else		40	20	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	5	4	2	1
Black or African American				
Hispanic or Latinx	27	15	10	0
Native Hawaiian or Pacific Islander				
White	11	9	3	5
Multiracial	19	11	0	5
Something else		10	0	
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	3	3	0	0
Black or African American				
Hispanic or Latinx	18	0	10	0
Native Hawaiian or Pacific Islander				
White	9	9	0	5
Multiracial	0	5	0	5
Something else		10	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	1	1	2	2
Black or African American				
Hispanic or Latinx	18	0	0	0
Native Hawaiian or Pacific Islander				
White	3	4	0	0
Multiracial	13	0	0	0
Something else		0		

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	12	10	9
Black or African American				
Hispanic or Latinx	36	31	36	9
Native Hawaiian or Pacific Islander				
White	26	17	10	25
Multiracial	31	22	24	25
Something else		30	20	

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	1	2	11	11
Black or African American				
Hispanic or Latinx	9	23	25	0
Native Hawaiian or Pacific Islander				
White	14	5	12	29
Multiracial	0	5	6	25
Something else		0	17	
Current tobacco use[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	2	1	2
Black or African American				
Hispanic or Latinx	9	15	17	17
Native Hawaiian or Pacific Islander				
White	11	4	6	10
Multiracial	0	0	0	0
Something else		10	8	
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	1	3	2
Black or African American				
Hispanic or Latinx	0	15	8	0
Native Hawaiian or Pacific Islander				
White	11	5	6	14
Multiracial	0	0	6	5
Something else		0	8	

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	1	5	6
Black or African American				
Hispanic or Latinx	0	15	8	0
Native Hawaiian or Pacific Islander				
White	11	5	9	14
Multiracial	0	0	6	10
Something else		0	0	
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	1
Black or African American				
Hispanic or Latinx	0	8	8	8
Native Hawaiian or Pacific Islander				
White	11	0	9	14
Multiracial	0	0	0	5
Something else		0	0	
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	1	0	2	2
Black or African American				
Hispanic or Latinx	0	0	0	8
Native Hawaiian or Pacific Islander				
White	6	0	6	5
Multiracial	6	0	6	14
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 alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	2	10	11
Black or African American				
Hispanic or Latinx	9	8	17	0
Native Hawaiian or Pacific Islander				
White	14	5	12	24
Multiracial	0	0	6	25
Something else		0	8	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	1	4	3
Black or African American				
Hispanic or Latinx	0	8	0	0
Native Hawaiian or Pacific Islander				
White	0	4	0	0
Multiracial	0	0	0	0
Something else		0	0	
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	1	0	0
Black or African American				
Hispanic or Latinx	9	0	8	8
Native Hawaiian or Pacific Islander				
White	3	4	3	5
Multiracial	0	0	0	0
Something else		0	8	

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	2	1	1
Black or African American				
Hispanic or Latinx	0	15	17	8
Native Hawaiian or Pacific Islander				
White	11	0	6	5
Multiracial	0	0	6	0
Something else		10	8	
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	1	1	1
Black or African American				
Hispanic or Latinx	0	15	8	0
Native Hawaiian or Pacific Islander				
White	11	0	6	5
Multiracial	0	0	0	0
Something else		10	0	
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	1	1
Black or African American				
Hispanic or Latinx	0	15	0	0
Native Hawaiian or Pacific Islander				
White	11	0	3	5
Multiracial	0	0	6	0
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	74	71	66
Black or African American				
Hispanic or Latinx	58	62	62	85
Native Hawaiian or Pacific Islander				
White	72	65	50	40
Multiracial	71	81	35	45
Something else	70	60	50	
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	32	50	63	72
Black or African American				
Hispanic or Latinx	42	54	46	31
Native Hawaiian or Pacific Islander				
White	26	35	41	36
Multiracial	29	43	65	77
Something else	10	60	50	

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	26	24	35	22
Black or African American				
Hispanic or Latinx	31	27	30	30
Native Hawaiian or Pacific Islander				
White	29	25	38	34
Multiracial	35	19	25	21
Something else		16	30	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	21	19	24	13
Black or African American				
Hispanic or Latinx	64	31	45	18
Native Hawaiian or Pacific Islander				
White	35	18	26	38
Multiracial	19	25	29	15
Something else		10	40	
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	13	12	16	10
Black or African American				
Hispanic or Latinx	36	8	18	9
Native Hawaiian or Pacific Islander				
White	12	9	6	10
Multiracial	19	20	18	5
Something else		0	20	

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	45	49	41	46
Black or African American				
Hispanic or Latinx	42	36	33	47
Native Hawaiian or Pacific Islander				
White	53	44	51	40
Multiracial	42	41	59	42
Something else		60	37	
Life satisfaction[±]				
American Indian or Alaska Native				
Asian or Asian American	69	64	68	71
Black or African American				
Hispanic or Latinx	69	49	60	68
Native Hawaiian or Pacific Islander				
White	68	68	72	59
Multiracial	66	69	65	64
Something else		66	56	

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	71	72	73	68
Female	72	70	70	75
Nonbinary				
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	65	65	70	65
Female	66	72	73	73
Nonbinary				
Something else				
School is really boring[±]				
Male	31	42	30	36
Female	23	24	32	28
Nonbinary				
Something else				
School is worthless and a waste of time[±]				
Male	8	17	10	9
Female	5	7	9	10
Nonbinary				
Something else				

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 A13.1
School Engagement and Supports by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Male	8	9	11	26
Female	15	14	12	16
Nonbinary				
Something else				
Maintaining focus on schoolwork[†]				
Male	27	34	35	28
Female	28	32	24	36
Nonbinary				
Something else				
Caring adult relationships[‡]				
Male	72	71	74	71
Female	58	64	67	77
Nonbinary				
Something else				
High expectations[‡]				
Male	79	76	76	75
Female	74	74	73	78
Nonbinary				
Something else				
Meaningful participation[‡]				
Male	36	36	37	46
Female	30	34	38	45
Nonbinary				
Something else				

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	74	69	73	68
Female	79	69	82	80
Nonbinary				
Something else				
Promotion of parental involvement in school[†]				
Male	60	61	57	54
Female	57	55	56	64
Nonbinary				
Something else				

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	81	92	89	91
Female	81	83	81	93
Nonbinary				
Something else				
Experienced harassment due to five reasons[^][§]				
Male	22	16	15	17
Female	13	10	15	10
Nonbinary				
Something else				
Experienced any harassment or bullying[§]				
Male	26	20	21	21
Female	19	16	19	11
Nonbinary				
Something else				
Had mean rumors or lies spread about you[§]				
Male	26	22	20	24
Female	29	29	19	19
Nonbinary				
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	7	6	3	4
Female	9	9	2	0
Nonbinary				
Something else				

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	5	8	0	3
Female	3	0	1	0
Nonbinary				
Something else				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	3	3	1	1
Female	1	0	0	1
Nonbinary				
Something else				

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	17	12	18	15
Female	16	22	10	10
Nonbinary				
Something else				

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	1	4	9	18
Female	5	5	15	9
Nonbinary				
Something else				
Current tobacco use[¶]				
Male	1	4	4	6
Female	4	3	2	0
Nonbinary				
Something else				
Current marijuana use[¶]				
Male	0	3	6	8
Female	4	1	3	0
Nonbinary				
Something else				
Current binge drinking[¶]				
Male	0	3	6	12
Female	4	1	5	3
Nonbinary				
Something else				
Very drunk or “high” 7 or more times, ever				
Male	0	0	4	6
Female	4	1	4	0
Nonbinary				
Something else				
Been drunk or “high” on drugs at school, ever				
Male	1	0	3	5
Female	3	0	3	3
Nonbinary				
Something else				

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	1	2	7	16
Female	5	2	13	9
Nonbinary				
Something else				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	0	3	1	3
Female	0	0	4	1
Nonbinary				
Something else				
Current cigarette smoking[¶]				
Male	1	3	2	1
Female	2	0	1	0
Nonbinary				
Something else				
Current use of vape products[¶]				
Male	0	2	4	3
Female	4	3	3	0
Nonbinary				
Something else				
Current tobacco vaping[¶]				
Male	0	1	2	3
Female	4	3	2	0
Nonbinary				
Something else				
Current marijuana vaping[¶]				
Male	0	1	1	3
Female	4	1	2	0
Nonbinary				
Something else				

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	72	74	66	56
Female	74	71	59	66
Nonbinary				
Something else				
Bedtime (at 12 am or later)				
Male	24	41	56	68
Female	36	59	58	60
Nonbinary				
Something else				

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	22	19	24	21
Female	30	29	42	26
Nonbinary				
Something else				
Experienced chronic sadness/hopelessness[§]				
Male	22	13	18	20
Female	25	29	33	14
Nonbinary				
Something else				
Considered suicide[§]				
Male	12	9	9	15
Female	16	13	19	3
Nonbinary				
Something else				
Optimism[‡]				
Male	47	49	48	51
Female	47	45	39	39
Nonbinary				
Something else				
Life satisfaction[⊞]				
Male	71	67	71	69
Female	68	61	65	69
Nonbinary				
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.”*

[§]*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				
Some college				
College degree	70	72	72	72
Don't know				
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				
Some college				
College degree	65	69	71	69
Don't know				
School is really boring[±]				
Less than high school				
High school graduate				
Some college				
College degree	28	33	31	32
Don't know				

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				
Some college				
College degree	7	12	10	9
Don't know				
Monthly Absences (3 or more)				
Less than high school				
High school graduate				
Some college				
College degree	12	11	13	24
Don't know				
Maintaining focus on schoolwork[†]				
Less than high school				
High school graduate				
Some college				
College degree	28	33	30	32
Don't know				
Caring adult relationships[‡]				
Less than high school				
High school graduate				
Some college				
College degree	64	68	71	72
Don't know				

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				
Some college				
College degree	77	76	75	76
Don't know				
Meaningful participation[‡]				
Less than high school				
High school graduate				
Some college				
College degree	32	35	37	45
Don't know				
Facilities upkeep[†] (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	74	72	78	74
Don't know				
Promotion of parental involvement in school[†]				
Less than high school				
High school graduate				
Some college				
College degree	57	59	55	56
Don't know				

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				
Some college				
College degree	81	88	87	91
Don't know				
Experienced harassment due to five reasons[^][§]				
Less than high school				
High school graduate				
Some college				
College degree	18	14	15	14
Don't know				
Experienced any harassment or bullying[§]				
Less than high school				
High school graduate				
Some college				
College degree	23	19	19	17
Don't know				
Had mean rumors or lies spread about you[§]				
Less than high school				
High school graduate				
Some college				
College degree	27	25	19	23
Don't know				

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				
Some college				
College degree	8	6	2	2
Don't know				
Been in a physical fight[§] (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	5	3	0	1
Don't know				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	3	1	1	2
Don't know				

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				
Some college				
College degree	16	15	12	12
Don't know				

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				
Some college				
College degree	3	4	13	16
Don't know				
Current tobacco use[¶]				
Less than high school				
High school graduate				
Some college				
College degree	2	3	3	4
Don't know				
Current marijuana use[¶]				
Less than high school				
High school graduate				
Some college				
College degree	2	2	5	4
Don't know				
Current binge drinking[¶]				
Less than high school				
High school graduate				
Some college				
College degree	2	2	6	7
Don't know				

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				
Some college				
College degree	2	1	4	4
Don’t know				
Been drunk or “high” on drugs at school, ever				
Less than high school				
High school graduate				
Some college				
College degree	1	0	4	5
Don’t know				
Current alcohol use[¶]				
Less than high school				
High school graduate				
Some college				
College degree	3	2	11	14
Don’t know				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	0	1	2	2
Don’t know				

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				
Some college				
College degree	1	1	2	1
Don't know				
Current use of vape products[¶]				
Less than high school				
High school graduate				
Some college				
College degree	2	3	3	2
Don't know				
Current tobacco vaping[¶]				
Less than high school				
High school graduate				
Some college				
College degree	2	2	2	1
Don't know				
Current marijuana vaping[¶]				
Less than high school				
High school graduate				
Some college				
College degree	2	1	2	1
Don't know				

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				
High school graduate				
Some college				
College degree	74	74	63	60
Don't know				
Bedtime (at 12 am or later)				
Less than high school				
High school graduate				
Some college				
College degree	30	48	63	67
Don't know				

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				
Some college				
College degree	27	23	32	24
Don't know				
Experienced chronic sadness/hopelessness[§]				
Less than high school				
High school graduate				
Some college				
College degree	24	20	25	19
Don't know				
Considered suicide[§]				
Less than high school				
High school graduate				
Some college				
College degree	14	12	15	10
Don't know				
Optimism[‡]				
Less than high school				
High school graduate				
Some college				
College degree	46	47	43	43
Don't know				
Life satisfaction[‡]				
Less than high school				
High school graduate				
Some college				
College degree	70	65	68	68
Don't know				

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	70	70	71	70
English learner	74			
Don't know				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not English learner				
English learner				
Don't know				
Academic Motivation[†]				
Not English learner	65	68	70	68
English learner	70			
Don't know				
School is really boring[±]				
Not English learner	26	34	31	32
English learner	42			
Don't know				
School is worthless and a waste of time[±]				
Not English learner	6	13	10	10
English learner	17			
Don't know				
Monthly Absences (3 or more)				
Not English learner	12	13	14	23
English learner	8			
Don't know			0	

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	28	33	28	32
English learner	20			
Don't know				
Caring adult relationships[‡]				
Not English learner	64	67	70	72
English learner	70			
Don't know				
High expectations[‡]				
Not English learner	76	75	74	75
English learner	74			
Don't know				
Meaningful participation[‡]				
Not English learner	33	35	36	45
English learner	34			
Don't know				
Facilities upkeep[†] (<i>In-School Only</i>)				
Not English learner	76	68	77	73
English learner	70			
Don't know				
Promotion of parental involvement in school[†]				
Not English learner	58	57	55	56
English learner	47			
Don't know				

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	80	87	85	92
English learner	91			
Don't know				
Experienced harassment due to five reasons^λ				
Not English learner	19	15	15	14
English learner	0			
Don't know				
Experienced any harassment or bullying[§]				
Not English learner	24	20	20	17
English learner	20			
Don't know				
Had mean rumors or lies spread about you[§]				
Not English learner	28	26	19	23
English learner	10			
Don't know				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not English learner	8	8	3	2
English learner	30			
Don't know				
Been in a physical fight[§] <i>(In-School Only)</i>				
Not English learner	5	4	1	1
English learner	10			
Don't know				
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not English learner	3	2	1	1
English learner	0			
Don't know				

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	18	16	13	11
English learner	9			
Don't know				

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	3	4	12	15
English learner	9			
Don't know				
Current alcohol or drug use[¶]				
Not English learner	2	3	3	4
English learner	9			
Don't know				
Current marijuana use[¶]				
Not English learner	2	2	5	4
English learner	0			
Don't know				
Current binge drinking[¶]				
Not English learner	2	2	6	7
English learner	0			
Don't know				
Very drunk or "high" 7 or more times, ever				
Not English learner	2	1	4	4
English learner	0			
Don't know				

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	1	0	3	5
English learner	9			
Don’t know				
Current alcohol use[¶]				
Not English learner	3	2	11	13
English learner	9			
Don’t know				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not English learner	0	1	3	2
English learner	0			
Don’t know				
Current cigarette smoking[¶]				
Not English learner	1	1	2	1
English learner	9			
Don’t know				
Current use of vape products[¶]				
Not English learner	2	2	4	2
English learner	0			
Don’t know				
Current tobacco vaping[¶]				
Not English learner	2	2	2	1
English learner	0			
Don’t know				
Current marijuana vaping[¶]				
Not English learner	2	1	2	1
English learner	0			
Don’t know				

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	74	72	62	62
English learner	69			
Don't know			60	
Bedtime (at 12 am or later)				
Not English learner	27	50	58	64
English learner	62			
Don't know			70	

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	27	24	34	23
English learner	12			
Don't know				
Experienced chronic sadness/hopelessness[§]				
Not English learner	24	21	28	18
English learner	27			
Don't know				
Considered suicide[§]				
Not English learner	13	12	14	9
English learner	27			
Don't know				
Optimism[‡]				
Not English learner	46	47	41	45
English learner	70			
Don't know				
Life satisfaction[±]				
Not English learner	69	64	67	69
English learner	74			
Don't know				

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	70	70	71	70
Less than 7 years (EL)				
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	65	68	70	68
Less than 7 years (EL)				
7 years or more (LTEL)				
School is really boring[±]				
Not currently in English Learner Program	26	34	31	32
Less than 7 years (EL)				
7 years or more (LTEL)				
School is worthless and a waste of time[±]				
Not currently in English Learner Program	6	13	10	10
Less than 7 years (EL)				
7 years or more (LTEL)				
Monthly Absences (3 or more)				
Not currently in English Learner Program	12	13	14	23
Less than 7 years (EL)	0			
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	28	33	28	32
Less than 7 years (EL)				
7 years or more (LTEL)				
Caring adult relationships[‡]				
Not currently in English Learner Program	64	67	70	72
Less than 7 years (EL)				
7 years or more (LTEL)				
High expectations[‡]				
Not currently in English Learner Program	76	75	74	75
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful participation[‡]				
Not currently in English Learner Program	33	35	36	45
Less than 7 years (EL)				
7 years or more (LTEL)				
Facilities upkeep[†] (<i>In-School Only</i>)				
Not currently in English Learner Program	76	68	77	73
Less than 7 years (EL)				
7 years or more (LTEL)				
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	58	57	55	56
Less than 7 years (EL)				
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	80	87	85	92
Less than 7 years (EL)				
7 years or more (LTEL)				
Experienced harassment due to five reasons^λ				
Not currently in English Learner Program	19	15	15	14
Less than 7 years (EL)				
7 years or more (LTEL)				
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	24	20	20	17
Less than 7 years (EL)				
7 years or more (LTEL)				
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	28	26	19	23
Less than 7 years (EL)				
7 years or more (LTEL)				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	8	8	3	2
Less than 7 years (EL)				
7 years or more (LTEL)				
Been in a physical fight[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	5	4	1	1
Less than 7 years (EL)				
7 years or more (LTEL)				
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	3	2	1	1
Less than 7 years (EL)				
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	18	16	13	11
Less than 7 years (EL)				
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	3	4	12	15
Less than 7 years (EL)				
7 years or more (LTEL)				
Current tobacco use[¶]				
Not currently in English Learner Program	2	3	3	4
Less than 7 years (EL)				
7 years or more (LTEL)				
Current marijuana use[¶]				
Not currently in English Learner Program	2	2	5	4
Less than 7 years (EL)				
7 years or more (LTEL)				
Current binge drinking[¶]				
Not currently in English Learner Program	2	2	6	7
Less than 7 years (EL)				
7 years or more (LTEL)				
Very drunk or “high” 7 or more times, ever				
Not currently in English Learner Program	2	1	4	4
Less than 7 years (EL)				
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	1	0	3	5
Less than 7 years (EL)				
7 years or more (LTEL)				
Current alcohol use[¶]				
Not currently in English Learner Program	3	2	11	13
Less than 7 years (EL)				
7 years or more (LTEL)				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not currently in English Learner Program	0	1	3	2
Less than 7 years (EL)				
7 years or more (LTEL)				
Current cigarette smoking[¶]				
Not currently in English Learner Program	1	1	2	1
Less than 7 years (EL)				
7 years or more (LTEL)				
Current use of vape products[¶]				
Not currently in English Learner Program	2	2	4	2
Less than 7 years (EL)				
7 years or more (LTEL)				
Current tobacco vaping[¶]				
Not currently in English Learner Program	2	2	2	1
Less than 7 years (EL)				
7 years or more (LTEL)				
Current marijuana vaping[¶]				
Not currently in English Learner Program	2	1	2	1
Less than 7 years (EL)				
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	74	72	62	62
Less than 7 years (EL)	70			
7 years or more (LTEL)				
Bedtime (at 12 am or later)				
Not currently in English Learner Program	27	50	58	64
Less than 7 years (EL)	60			
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	27	24	34	23
Less than 7 years (EL)				
7 years or more (LTEL)				
Experienced chronic sadness/hopelessness[§]				
Not currently in English Learner Program	24	21	28	18
Less than 7 years (EL)				
7 years or more (LTEL)				
Considered suicide[§]				
Not currently in English Learner Program	13	12	14	9
Less than 7 years (EL)				
7 years or more (LTEL)				
Optimism[‡]				
Not currently in English Learner Program	46	47	41	45
Less than 7 years (EL)				
7 years or more (LTEL)				
Life satisfaction[±]				
Not currently in English Learner Program	69	64	67	69
Less than 7 years (EL)				
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	73	72	73	71
IEP	57	62	62	73
Don't know				
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	67	69	71	69
IEP	57	55	67	70
Don't know				
Prefer not to say				
School is really boring[±]				
No IEP	23	37	29	33
IEP	54	30	44	26
Don't know				
Prefer not to say				
School is worthless and a waste of time[±]				
No IEP	5	12	9	10
IEP	21	17	8	9
Don't know				
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	10	13	12	23
IEP	35	8	20	17
Don't know	0			
Prefer not to say				
Maintaining focus on schoolwork[†]				
No IEP	28	34	30	35
IEP	22	21	16	17
Don't know				
Prefer not to say				
Caring adult relationships[‡]				
No IEP	64	67	69	74
IEP	71	88	72	70
Don't know				
Prefer not to say				
High expectations[‡]				
No IEP	77	74	74	77
IEP	77	89	76	72
Don't know				
Prefer not to say				
Meaningful participation[‡]				
No IEP	34	36	38	47
IEP	23	30	27	37
Don't know				
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	78	69	78	76
IEP	70	75	79	61
Don't know				
Prefer not to say				
Promotion of parental involvement in school[†]				
No IEP	60	56	54	60
IEP	43	74	68	46
Don't know				
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	81	87	87	92
IEP	74	96	83	95
Don't know				
Prefer not to say				
Experienced harassment due to five reasons[^]				
No IEP	15	10	13	15
IEP	48	35	38	5
Don't know				
Prefer not to say				
Experienced any harassment or bullying[§]				
No IEP	20	15	18	19
IEP	52	39	38	5
Don't know				
Prefer not to say				
Had mean rumors or lies spread about you[§]				
No IEP	25	26	17	20
IEP	48	17	29	33
Don't know				
Prefer not to say				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
No IEP	5	7	2	2
IEP	30	9	8	0
Don't know				
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	5	0	2
IEP	13	4	4	0
Don't know				
Prefer not to say				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
No IEP	1	2	1	2
IEP	13	0	0	0
Don't know				
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	16	17	13	10
IEP	30	9	22	19
Don't know				
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	3	4	12	17
IEP	4	4	13	5
Don't know				
Prefer not to say				
Current tobacco use[¶]				
No IEP	2	3	3	3
IEP	4	4	8	9
Don't know				
Prefer not to say				
Current marijuana use[¶]				
No IEP	1	2	4	4
IEP	4	0	8	5
Don't know				
Prefer not to say				
Current binge drinking[¶]				
No IEP	1	2	5	9
IEP	5	0	8	0
Don't know				
Prefer not to say				
Very drunk or “high” 7 or more times, ever				
No IEP	1	1	3	3
IEP	4	0	4	9
Don't know				
Prefer not to say				
Been drunk or “high” on drugs at school, ever				
No IEP	1	0	3	4
IEP	0	0	4	9
Don't know				
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	3	2	11	15
IEP	4	0	8	5
Don't know				
Prefer not to say				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
No IEP	0	1	3	2
IEP	0	8	0	0
Don't know				
Prefer not to say				
Current cigarette smoking[¶]				
No IEP	0	1	2	0
IEP	4	4	4	9
Don't know				
Prefer not to say				
Current use of vape products[¶]				
No IEP	1	2	3	1
IEP	4	4	12	9
Don't know				
Prefer not to say				
Current tobacco vaping[¶]				
No IEP	1	2	2	1
IEP	4	0	4	5
Don't know				
Prefer not to say				
Current marijuana vaping[¶]				
No IEP	1	1	2	1
IEP	4	0	4	5
Don't know				
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	74	73	63	58
IEP	73	72	56	78
Don't know	60			
Prefer not to say				
Bedtime (at 12 am or later)				
No IEP	29	50	60	64
IEP	31	32	40	65
Don't know	40			
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	25	24	32	22
IEP	37	23	42	26
Don't know				
Prefer not to say				
Experienced chronic sadness/hopelessness[§]				
No IEP	21	19	23	17
IEP	52	27	48	14
Don't know				
Prefer not to say				
Considered suicide[§]				
No IEP	12	12	12	10
IEP	26	14	22	0
Don't know				
Prefer not to say				
Optimism[‡]				
No IEP	48	50	44	48
IEP	42	33	43	40
Don't know				
Prefer not to say				
Life satisfaction[‡]				
No IEP	69	64	68	72
IEP	70	64	63	54
Don't know				
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	71	71	72	71
Foster home				
Homeless				
Other living arrangement				
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	65	69	72	69
Foster home				
Homeless				
Other living arrangement				
School is really boring[±]				
Home with one or more parent or guardian	27	34	31	32
Foster home				
Homeless				
Other living arrangement				
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	7	13	10	9
Foster home				
Homeless				
Other living arrangement				

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	12	11	13	20
Foster home				
Homeless				
Other living arrangement				
Maintaining focus on schoolwork[†]				
Home with one or more parent or guardian	26	32	28	32
Foster home				
Homeless				
Other living arrangement				
Caring adult relationships[‡]				
Home with one or more parent or guardian	65	68	70	74
Foster home				
Homeless				
Other living arrangement				
High expectations[‡]				
Home with one or more parent or guardian	77	76	75	77
Foster home				
Homeless				
Other living arrangement				
Meaningful participation[‡]				
Home with one or more parent or guardian	33	36	38	45
Foster home				
Homeless				
Other living arrangement				

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	76	70	78	74
Foster home				
Homeless				
Other living arrangement				
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	58	58	56	58
Foster home				
Homeless				
Other living arrangement				

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	88	86	92
Foster home				
Homeless				
Other living arrangement				
Experienced harassment due to five reasons[^][§]				
Home with one or more parent or guardian	19	15	16	12
Foster home				
Homeless				
Other living arrangement				
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	24	19	20	15
Foster home				
Homeless				
Other living arrangement				
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	28	26	20	21
Foster home				
Homeless				
Other living arrangement				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	9	7	2	2
Foster home				
Homeless				
Other living arrangement				

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	0	1
Foster home				
Homeless				
Other living arrangement				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	2	2	1	1
Foster home				
Homeless				
Other living arrangement				

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	17	16	14	12
Foster home				
Homeless				
Other living arrangement				

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	3	4	13	13
Foster home				
Homeless				
Other living arrangement				
Current tobacco use[¶]				
Home with one or more parent or guardian	2	4	3	3
Foster home				
Homeless				
Other living arrangement				
Current marijuana use[¶]				
Home with one or more parent or guardian	2	2	5	4
Foster home				
Homeless				
Other living arrangement				
Current binge drinking[¶]				
Home with one or more parent or guardian	2	2	6	7
Foster home				
Homeless				
Other living arrangement				
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	2	1	4	3
Foster home				
Homeless				
Other living arrangement				
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	2	0	3	4
Foster home				
Homeless				
Other living arrangement				

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

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	73	73	62	62
Foster home				
Homeless				
Other living arrangement				
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	30	49	58	65
Foster home				
Homeless				
Other living arrangement				

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	26	23	33	23
Foster home				
Homeless				
Other living arrangement				
Experienced chronic sadness/hopelessness[§]				
Home with one or more parent or guardian	24	20	27	17
Foster home				
Homeless				
Other living arrangement				
Considered suicide[§]				
Home with one or more parent or guardian	14	12	14	9
Foster home				
Homeless				
Other living arrangement				
Optimism[‡]				
Home with one or more parent or guardian	47	47	44	46
Foster home				
Homeless				
Other living arrangement				
Life satisfaction[‡]				
Home with one or more parent or guardian	69	64	68	70
Foster home				
Homeless				
Other living arrangement				

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	304	280	294	287
Final number	226	176	179	138
Response Rate	74%	63%	61%	48%

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	1	2	3	4	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	1	1	1	0	B.I.3.5
Driving under the influence experiences	2	5	5	6	B.I.3.6
Consequences of AOD Consumption					
Caused one or more problems	2	3	2	4	B.I.4.2
Caused one or more dependency-related experiences	2	3	3	7	B.I.4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	31	42	31	29	B.I.5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	72	78	63	63	B.I.7.1
Trying marijuana once or twice	54	53	39	31	B.I.7.1
Using marijuana once a month or more	73	74	61	52	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	100	98	100	99
1 time	0	0	0	0
2 to 3 times	0	1	0	1
4 or more times	0	1	0	0
Tranquilizers or sedatives				
0 times	100	98	99	99
1 time	0	1	1	0
2 to 3 times	0	0	0	1
4 or more times	0	1	1	0
Appetite suppressants				
0 times	96	93	98	96
1 time	0	1	0	0
2 to 3 times	1	1	0	1
4 or more times	3	6	2	3
Ritalin or Adderall or other prescription stimulant				
0 times	97	96	98	97
1 time	1	1	1	0
2 to 3 times	0	1	0	1
4 or more times	2	2	2	2

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	87	84	76	77
10 years or under	4	4	1	3
11-12 years old	3	2	2	2
13-14 years old	6	4	6	2
15-16 years old	0	5	15	8
17 years or older	0	1	0	9
Marijuana (smoke, vape, eat, or drink)				
Never	97	96	92	91
10 years or under	1	0	0	0
11-12 years old	0	1	0	0
13-14 years old	1	2	1	0
15-16 years old	0	1	6	6
17 years or older	0	0	1	3
Any other illegal drug or pill to get “high”				
Never	99	99	97	98
10 years or under	0	1	0	0
11-12 years old	1	1	0	0
13-14 years old	0	0	0	0
15-16 years old	0	0	2	2
17 years or older	0	0	1	1

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	97	95	96
10 years or under	0	0	0	0
11-12 years old	0	1	0	1
13-14 years old	2	0	0	0
15-16 years old	0	2	5	2
17 years or older	0	0	0	2
A vape product such as an e-cigarette, vape pen, or mod				
Never	96	94	94	95
10 years or under	0	1	0	0
11-12 years old	1	2	0	0
13-14 years old	2	1	0	2
15-16 years old	0	2	6	2
17 years or older	0	0	0	2

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	96	93	88	83
Just enough to feel it a little	1	3	6	8
Enough to feel it moderately	1	2	4	5
Until I feel it a lot or get really drunk	1	2	3	4

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	98	97	94	92
Just enough to feel a little high	0	1	3	3
Enough to feel it moderately	1	2	2	5
Until I feel it a lot or get really high	1	1	1	0

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	98	95	95	94
1 time	0	1	3	2
2 times	1	1	0	2
3 to 6 times	0	1	1	2
7 or more times	0	1	1	1

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.	87	90	83	78
To experiment (try using)	4	3	5	11
To get high	1	1	4	5
To have a good time with friends	2	2	10	15
To fit in with a group you like	0	0	3	3
Because of boredom	0	0	4	3
To relax	3	0	4	6
To get away from problems	1	1	2	3
Because of anger or frustration	1	0	1	2
To get through the day	1	0	1	1
Because it made you feel better	1	0	2	5
To seek deeper insights and understanding	0	0	1	4
None of the above	8	5	7	3

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	95	95	87	84
I've used alcohol or drugs but never had any of these problems	4	3	11	13
Have problems with emotions, nerves, or mental health	0	1	1	0
Get into trouble or have problems with the police	1	0	1	1
Have money problems	0	1	0	0
Miss school	0	0	1	0
Have problems with schoolwork	0	1	1	0
Fight with others	0	0	0	1
Damage a friendship	1	0	0	2
Physically hurt or injure yourself	0	0	0	0
Have unwanted or unprotected sex	0	0	1	0
Forget what happened or pass out	1	0	1	3
Been suspended from school	0	1	0	0
<i>One or more problems</i>	2	3	2	4

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	96	94	87	82
I use alcohol or drugs but have not experienced any of these things	1	5	10	10
Found you had to increase how much you use to have the same effect as before	1	0	1	2
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	0	1	1	2
Used alcohol or drugs a lot more than you intended	1	1	2	2
Used alcohol or drugs when you were alone	1	0	2	6
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	0	0	0	1
You didn't feel OK unless you had something to drink or used a drug	0	0	1	0
Thought about reducing or stopping use	1	1	1	2
Told yourself you were not going to use but found yourself using anyway	0	1	2	2
Spoke with someone about reducing or stopping use	0	0	1	1
Attended counseling, a program, or group to help you reduce or stop use	1	1	0	0
<i>One or more dependency-related experiences</i>	2	3	3	7

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	28	33	35	32
Likely	27	29	28	32
Not likely	19	9	9	8
Don't know	26	29	28	28

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	95	97	88	84
No, but I do use alcohol or other drugs	4	3	12	15
Yes, I have felt that I needed help	0	1	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	31	42	31	29
Likely	35	28	31	40
Not likely	10	9	9	6
Don't know	24	21	28	26

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	48	54	56	53
Yes	52	46	44	47

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	4	5	6	1
At parties	14	20	47	37
At concerts or other social events	3	5	12	10
At their own home	18	22	33	28
From adults at friends' homes	7	11	22	14
From friends or another teenager	14	19	33	23
Get adults to buy it for them	7	4	13	13
Buy it themselves from a store	10	8	16	10
At bars, clubs, or gambling casinos	1	2	3	2
Other	4	3	7	5
Don't know	78	70	53	58

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	5	5	8	2
At parties	6	11	13	16
At concerts or other social events	2	5	6	3
At their own home	6	6	4	4
From an adult acquaintance	5	3	7	4
From friends or another teenager	13	14	17	17
Buy it at a marijuana dispensary	6	2	9	9
At bars or clubs	1	1	2	1
Other	4	1	3	2
Don't know	84	81	79	76

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	15	11	17	19
Somewhat disapprove	13	11	19	18
Strongly disapprove	72	78	63	63
Trying marijuana once or twice				
Neither approve nor disapprove	25	19	35	43
Somewhat disapprove	21	28	26	25
Strongly disapprove	54	53	39	31
Using marijuana once a month or more regularly				
Neither approve nor disapprove	13	13	19	23
Somewhat disapprove	14	14	19	25
Strongly disapprove	73	74	61	52

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	92	90	85	79
Wrong	6	9	12	13
A little wrong	1	1	2	6
Not at all wrong	0	0	1	1
Smoke tobacco				
Very wrong	93	93	85	85
Wrong	5	7	12	13
A little wrong	2	0	1	1
Not at all wrong	1	0	1	2
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	92	93	87	85
Wrong	6	7	12	13
A little wrong	1	0	1	1
Not at all wrong	1	0	1	2
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	93	91	82	80
Wrong	6	8	15	14
A little wrong	1	1	2	3
Not at all wrong	0	0	1	2
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	95	93	88	87
Wrong	4	5	10	10
A little wrong	0	1	1	1
Not at all wrong	0	1	1	2

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	79	80	70	62
Wrong	15	12	24	22
A little wrong	3	5	4	12
Not at all wrong	2	3	2	4
Smoke tobacco				
Very wrong	81	82	70	65
Wrong	13	13	21	23
A little wrong	4	4	5	7
Not at all wrong	2	1	3	6
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	80	81	71	62
Wrong	12	12	21	24
A little wrong	6	6	6	9
Not at all wrong	2	1	2	6
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	80	77	68	58
Wrong	14	14	19	23
A little wrong	4	7	8	10
Not at all wrong	2	2	5	10
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	87	84	76	70
Wrong	10	11	21	20
A little wrong	2	5	2	7
Not at all wrong	1	1	1	4

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	20	27	27	23
Yes	80	73	73	77

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	304	280	294	287
Final number	216	159	173	133
Response Rate	71%	57%	59%	46%

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 [†]	65	66	71	68	B.II.3.2
School co-regulation supports [†]	59	65	65	62	B.II.3.3
Home adult co-regulation supports [†]	73	75	73	75	B.II.3.4
Peer co-regulation supports [†]	74	73	81	78	B.II.3.5
Resilience Assets					
Emotion regulation ^ô	38	40	43	47	B.II.4.1
Student Wellness					
Responses to trauma [¶]	14	13	15	11	B.II.5.1
Potential Post-Traumatic Stress [¶]	22	20	23	20	B.II.5.2
Stress associated health symptoms [*]	10	9	12	6	B.II.5.3
Loneliness ^ê	40	42	45	36	B.II.5.4
Self-harm [§]	13	13	9	9	B.II.5.8
Fasting for 12 hours or more	21	26	21	20	B.II.5.7
Trouble sleeping (daily)	6	10	6	7	B.II.5.1
Mental Health Supports					
Wanted to get mental health services [§]	16	14	21	24	B.II.6.4
Received mental health services [§]	14	13	13	22	B.II.6.4
Barriers to receiving services (3 or more)	18	15	17	11	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”).

^ε 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	69	70	71	74
Safe	25	22	24	25
Neither safe nor unsafe	4	6	3	1
Unsafe	1	2	1	1
Very unsafe	1	1	1	0
<i>in the neighborhood where you live?</i>				
Very safe	71	69	69	69
Safe	25	27	28	29
Neither safe nor unsafe	4	2	2	2
Unsafe	0	1	1	0
Very unsafe	0	0	0	0

Question HS/MS B.II.12, 13: How safe do you feel at home or the place where you live?... How safe do you feel in the neighborhood where you live?

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

Table B.II.3.2***Emotional Safety at School Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Emotional safety at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	66	71	68
<i>At my school,...</i>				
I feel socially accepted.				
Not at all true	7	8	4	7
A little true	23	23	23	23
Pretty much true	42	41	43	46
Very much true	28	27	31	24
I feel that I matter to others.				
Not at all true	11	12	8	7
A little true	28	25	23	27
Pretty much true	38	37	39	41
Very much true	23	26	30	24

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>	59	65	65	62
<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	12	6	10	4
A little true	33	30	25	34
Pretty much true	28	35	29	30
Very much true	26	29	36	32
<i>would be helpful to me if I came to school upset.</i>				
Not at all true	13	10	13	8
A little true	30	25	22	30
Pretty much true	32	39	31	29
Very much true	25	27	33	33
<i>makes me feel good about myself.</i>				
Not at all true	13	6	10	7
A little true	24	28	25	30
Pretty much true	39	36	31	34
Very much true	25	29	34	29

*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>	73	75	73	75
<i>In my home, there is a parent or some other adult who...</i>				
talks with me about my problems.				
Not at all true	7	3	10	9
A little true	21	24	21	18
Pretty much true	27	28	26	35
Very much true	45	45	43	38
helps me when I am upset.				
Not at all true	8	3	11	6
A little true	18	20	12	20
Pretty much true	28	29	29	32
Very much true	46	48	48	42
makes me feel good about myself.				
Not at all true	8	5	9	8
A little true	19	20	17	16
Pretty much true	29	29	34	38
Very much true	44	45	41	38

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>	74	73	81	78
<i>I have a friend my age who...</i>				
talks with me about my problems.				
Not at all true	9	11	5	6
A little true	21	17	18	18
Pretty much true	28	34	29	39
Very much true	42	38	48	38
helps me when I am upset.				
Not at all true	8	10	4	5
A little true	15	18	15	18
Pretty much true	35	34	30	39
Very much true	43	38	52	38
makes me feel good about myself.				
Not at all true	7	10	2	3
A little true	17	15	12	17
Pretty much true	31	35	36	40
Very much true	45	40	49	40

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>	38	40	43	47
When everybody around you gets angry, how relaxed can you stay?				
Not relaxed at all	17	15	18	20
Slightly relaxed	27	32	30	18
Somewhat relaxed	26	30	24	34
Quite relaxed	20	16	19	17
Extremely relaxed	10	7	9	10
How often are you able to control your emotions when you need to?				
Almost never	4	4	6	5
Once in a while	10	11	9	4
Sometimes	32	26	20	22
Frequently	32	33	36	37
Almost always	22	26	30	33
When things go wrong for you, how calm are you able to remain?				
Not calm at all	9	9	13	6
Slightly calm	25	21	20	20
Somewhat calm	35	32	32	30
Quite calm	22	26	25	31
Extremely calm	10	12	10	13

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>	14	13	15	11
<i>During the past 30 days,...</i>				
I got upset easily or got into arguments or physical fights.				
Never	68	67	73	75
1-3 times a month	22	24	18	16
1-2 times a week	4	4	5	4
2-3 times a week	3	1	4	4
Almost every day	2	3	1	1
I had trouble concentrating or paying attention.				
Never	34	36	35	45
1-3 times a month	21	21	21	19
1-2 times a week	15	19	14	19
2-3 times a week	11	9	11	3
Almost every day	19	16	18	14
I had trouble feeling happiness or love.				
Never	58	52	54	62
1-3 times a month	22	27	23	24
1-2 times a week	11	12	9	4
2-3 times a week	4	4	11	5
Almost every day	6	5	3	5

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	43	51	47	63
1-3 times a month	33	28	26	16
1-2 times a week	13	7	13	7
2-3 times a week	5	7	10	7
Almost every day	5	7	3	6
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.				
Never	53	53	55	62
1-3 times a month	22	19	18	16
1-2 times a week	10	13	14	10
2-3 times a week	8	5	6	4
Almost every day	6	10	6	7

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	37	43	36	41
Mild PTS Symptoms	40	37	41	39
Potential PTS	22	20	23	20

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>	10	9	12	6
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Stomachaches				
Not at all	51	53	49	56
A little	24	22	23	26
Some	16	14	17	12
A lot	7	7	6	3
A whole lot	2	4	5	2
Headaches				
Not at all	42	47	37	46
A little	28	23	23	26
Some	20	17	23	16
A lot	6	6	12	7
A whole lot	4	6	5	4
Pains in your lower back				
Not at all	54	63	55	63
A little	20	13	19	27
Some	12	14	10	3
A lot	10	5	10	4
A whole lot	5	5	5	3

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	63	63	57	62
A little	18	20	15	17
Some	9	12	18	18
A lot	7	1	6	3
A whole lot	4	4	5	1
Heart beating too fast (even when you are not exercising)				
Not at all	72	73	66	77
A little	14	13	12	12
Some	7	9	14	8
A lot	5	1	5	2
A whole lot	2	4	3	3

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>	40	42	45	36
How often do you feel lonely?				
Never	24	23	26	31
Rarely	33	33	27	30
Sometimes	30	33	35	27
Often	13	11	12	12
How often do you feel that you are no longer close to anyone?				
Never	33	31	34	41
Rarely	30	28	24	25
Sometimes	27	28	32	24
Often	10	13	10	10

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	12	13	13	7
Dissatisfied	17	18	23	25
Neither dissatisfied nor satisfied	24	26	32	26
Satisfied	36	30	23	34
Very satisfied	12	12	10	8

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	29	34	43	39
Gain weight	19	16	19	14
Stay the same weight	12	14	13	15
I am not trying to do anything about my weight	39	36	26	33

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 %
<i>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</i>				
Exercise				
No	14	19	24	25
Yes	86	81	76	75
Eat less food, fewer calories, or foods low in fat				
No	40	37	34	28
Yes	60	63	66	72
Go without eating for 12 hours or more				
No	79	74	79	80
Yes	21	26	21	20
Take diet pills, powders, or liquids without a doctor's advice				
No	98	92	95	100
Yes	3	8	5	0
Vomit or take laxatives				
No	95	94	95	100
Yes	5	6	5	0

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	87	87	91	91
1 time	4	6	3	2
2 or 3 times	5	4	4	2
4 or 5 times	2	1	0	2
6 or more times	3	1	2	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	88	84	87	87
Yes	4	9	8	3
I don't know	7	7	5	10

Question HS/MS B.II.41: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to get help?

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

	Grade 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?	28	18	32	35
talk to your parents or someone else in your family?	56	59	62	66
get help from a counselor or therapist?	29	24	37	47
talk to your friends?	66	63	78	76
be afraid to get help?	15	19	15	10
not know what to do?	19	19	14	5

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	8	6	7	3
Disagree	19	14	21	13
Agree	54	55	50	64
Strongly agree	19	25	22	21
<i>kids at my school would be nice to them.</i>				
Strongly disagree	8	6	5	3
Disagree	18	20	13	12
Agree	58	56	56	70
Strongly agree	16	19	25	16

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	74	73	74	70
Yes	16	14	21	24
I don't know	9	13	6	6
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	67	70	67	67
No, I didn't get help when I needed it	19	16	20	11
Yes, I got help when I needed it	14	13	13	22
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]				
Nowhere	0	6	0	0
At school (in person, by phone, or online)	68	29	70	43
From a counselor or therapist not from my school (in person, by phone, or online)	36	53	50	48
Somewhere else	12	18	5	14
I don't know	0	12	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	18	14	10	8
There isn't anyone I can talk to	8	8	9	2
They wouldn't understand	18	14	16	10
People would think there's something wrong with me	12	16	14	10
My parents might find out	17	24	19	16
Other students might find out	11	15	12	11
I wouldn't have a way to pay for it	5	4	4	8
I wouldn't want to talk to a counselor or therapist	19	17	25	11
Other reasons	14	12	13	6
Does not apply, none of these things would stop you from talking to a counselor or therapist.	50	44	43	56
<i>Three or more barriers</i>	18	15	17	11

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	9	8	7	5
Disagree	17	10	9	6
Agree	47	53	59	58
Strongly agree	27	29	26	31
People at my school talk openly about mental health.				
Strongly disagree	12	11	10	9
Disagree	23	24	19	21
Agree	41	42	49	50
Strongly agree	24	23	22	20
My school encourages students to take care of their mental health.				
Strongly disagree	5	6	7	7
Disagree	4	7	5	7
Agree	52	42	53	54
Strongly agree	39	45	36	33

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.