

CALIFORNIA HEALTHY KIDS SURVEY



Perris Union High Secondary 2023-2024 Main Report

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Contents

	Page
List of Tables	III
PREFACE	IX
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	13
5. Remote Schooling	14
6. School Performance, Engagement, and Supports	16
7. Social and Emotional Health	33
8. School Violence, Victimization, and Safety	38
9. Alcohol and Other Drug Use	45
10. Tobacco Use	57
11. Other Health Risks	66
12. Race/Ethnicity Breakdowns	67
13. Gender Breakdowns	83
14. Parental Education Breakdowns	93
15. English Learner Breakdowns	104
16. Long-Term English Learner (LTEL) Breakdowns	112
17. Special Education Breakdowns	120
18. Living Situation Breakdowns	130
B. Behavioral Health Module (Form A)	140
Alcohol and Other Drugs	140
1. Student Sample	140
2. Summary of Key Indicators	141
3. Alcohol, Tobacco, and Other Drug Consumption Patterns	142
4. Reasons for and Consequences of AOD Consumption	146
5. Supports to Reduce AOD Use	150
6. Availability	151
7. Influences on ATOD Use	153

B. Behavioral Health Module (Form B)	157
Other Behavioral Health Factors	157
1. Student Sample	157
2. Summary of Key Indicators	158
3. Behavioral Health Protective Factors	159
4. Resilience Assets	164
5. Student Wellness	165
6. Mental Health Supports	173

List of Tables

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

A6.6	High Expectations Scale Questions	20
A6.7	Meaningful Participation Scale Questions	21
A6.8	School Connectedness Scale Questions	22
A6.8	School Connectedness Scale Questions – Continued	23
A6.9	Academic Motivation Scale Questions	24
A6.10	Maintaining Focus on Schoolwork	25
A6.11	School Boredom and Value of School	26
A6.12A	School Boredom Profile Groups - 7th Grade	27
A6.12B	School Boredom Profile Groups - 9th Grade	28
A6.12C	School Boredom Profile Groups - 11th Grade	29
A6.12D	School Boredom Profile Groups - Non-Traditional	30
A6.13	Promotion of Parental Involvement Scale Questions	31
A6.14	Checking Student Progress	32
A6.15	Quality of School Physical Environment	32
7.	Social and Emotional Health	33
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	33
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	33
A7.3	Optimism Scale Questions	34
A7.4	Life Satisfaction Scale Questions	35
A7.4	Life Satisfaction Scale Questions – Continued	36
A7.5	Social Emotional Distress Scale Questions	37
8.	School Violence, Victimization, and Safety	38
A8.1	Perceived Safety at School	38
A8.2	Reasons for Harassment, Past 12 Months	39
A8.2	Reasons for Harassment, Past 12 Months – Continued	40
A8.3	School Violence Victimization Scale Questions	41
A8.3	School Violence Victimization Scale Questions – Continued	42
A8.4	School Violence Perpetration Scale Questions	43
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	44
A8.6	Weapons Possession on School Property, Past 12 Months	44
9.	Alcohol and Other Drug Use	45
A9.1	Summary Measures of Level of AOD Use and Perceptions	45
A9.2	Summary of AOD Lifetime Use	46
A9.3	Lifetime AOD Use	47
A9.3	Lifetime AOD Use – Continued	48
A9.4	Methods of Marijuana Consumption	49
A9.5	Current AOD Use, Past 30 Days	50
A9.6	Frequency of Current AOD Use, Past 30 Days	51
A9.7	Lifetime Drunk or “High”	52
A9.8	Current AOD Use on School Property, Past 30 Days	53
A9.9	Lifetime Drunk or “High” on School Property	53
A9.10	Cessation Attempts	54
A9.11	Perceived Harm of AOD Use	55
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	56

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

A13.6	Remote Schooling by Gender	91
A13.7	Social and Emotional Health by Gender	92
14.	Parental Education Breakdowns	93
A14.1	School Engagement and Supports by Parental Education	93
A14.1	School Engagement and Supports by Parental Education – Continued	94
A14.1	School Engagement and Supports by Parental Education – Continued	95
A14.2	School Safety by Parental Education	96
A14.2	School Safety by Parental Education – Continued	97
A14.3	Cyberbullying by Parental Education	97
A14.4	Substance Use by Parental Education	98
A14.4	Substance Use by Parental Education – Continued	99
A14.4	Substance Use by Parental Education – Continued	100
A14.5	Routines by Parental Education	101
A14.6	Remote Schooling by Parental Education	102
A14.7	Social and Emotional Health by Parental Education	103
15.	English Learner Breakdowns	104
A15.1	School Engagement and Supports by English Learner Status	104
A15.1	School Engagement and Supports by English Learner Status – Continued	105
A15.2	School Safety by English Learner Status	106
A15.3	Cyberbullying by English Learner Status	107
A15.4	Substance Use by English Learner Status	107
A15.4	Substance Use by English Learner Status – Continued	108
A15.5	Routines by English Learner Status	109
A15.6	Remote Schooling by English Learner Status	110
A15.7	Social and Emotional Health by English Learner Status	111
16.	Long-Term English Learner (LTEL) Breakdowns	112
A16.1	School Engagement and Supports by English Learner (EL) Program Duration	112
A16.1	School Engagement and Supports by English Learner Program Duration – Continued	113
A16.2	School Safety by English Learner (EL) Program Duration	114
A16.3	Cyberbullying by English Learner (EL) Program Duration	115
A16.4	Substance Use by English Learner (EL) Program Duration	115
A16.4	Substance Use by English Learner (EL) Program Duration – Continued	116
A16.5	Routines by English Learner (EL) Program Duration	117
A16.6	Remote Schooling by English Learner (EL) Program Duration	118
A16.7	Social and Emotional Health by English Learner (EL) Program Duration	119
17.	Special Education Breakdowns	120
A17.1	School Engagement and Supports by Individualized Education Plan (IEP) Placement	120
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	121
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	122
A17.2	School Safety by Individualized Education Plan (IEP) Placement	123
A17.2	School Safety by Individualized Education Plan (IEP) Placement – Continued	124
A17.3	Cyberbullying by Individualized Education Plan (IEP) Placement	124
A17.4	Substance Use by Individualized Education Plan (IEP) Placement	125
A17.4	Substance Use by Individualized Education Plan (IEP) Placement – Continued	126

A17.5	Routines by Individualized Education Plan (IEP) Placement	127
A17.6	Remote Schooling by Individualized Education Plan (IEP) Placement	128
A17.7	Social and Emotional Health by Individualized Education Plan (IEP) Placement	129
18.	Living Situation Breakdowns	130
A18.1	School Engagement and Supports by Living Situation	130
A18.1	School Engagement and Supports by Living Situation – Continued	131
A18.1	School Engagement and Supports by Living Situation – Continued	132
A18.2	School Safety by Living Situation	133
A18.2	School Safety by Living Situation – Continued	134
A18.3	Cyberbullying by Living Situation	134
A18.4	Substance Use by Living Situation	135
A18.4	Substance Use by Living Situation – Continued	136
A18.5	Routines by Living Situation	137
A18.6	Remote Schooling by Living Situation	138
A18.7	Social and Emotional Health by Living Situation	139
B.	Behavioral Health Module (Form A)	140
	Alcohol and Other Drugs (AOD)	140
1.	Student Sample	140
B.I.1.1	Student Sample for AOD Indicators	140
2.	Summary of Key Indicators	141
B.I.2.1	Key Indicators of Alcohol and Other Drug Use	141
3.	Alcohol, Tobacco, and Other Drug Consumption Patterns	142
B.I.3.1	Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulants	142
B.I.3.2	Age of Onset – AOD Use	143
B.I.3.3	Age of Onset – Tobacco Use	144
B.I.3.4	Usual Alcohol Consumption Level	144
B.I.3.5	Usual Drug Consumption Level	145
B.I.3.6	Driving Under the Influence Experiences, Lifetime	145
4.	Reasons for and Consequences of AOD Consumption	146
B.I.4.1	Reasons for AOD Use, Past 12 Months	146
B.I.4.2	Problems Caused by AOD Use	147
B.I.4.3	Alcohol or Other Drug Use Caused Dependency-Related Experiences	148
B.I.4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession	149
5.	Supports to Reduce AOD Use	150
B.I.5.1	Needed Counseling for Use	150
B.I.5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	150
B.I.5.3	Talked with Parent About AOD Use, Past 12 Months	150
6.	Availability	151
B.I.6.1	Sources for Obtaining Alcohol	151
B.I.6.2	Sources for Obtaining Marijuana	152

7. Influences on ATOD Use	153
B.I.7.1 Personal Disapproval of AOD Use	153
B.I.7.2 Parent Disapproval of ATOD Use	154
B.I.7.3 Peer Disapproval of ATOD Use	155
B.I.7.4 Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months	156
B. Behavioral Health Module (Form B)	157
Other Behavioral Health Factors	157
1. Student Sample	157
B.II.1.1 Student Sample on Other Behavioral Health Factors	157
2. Summary of Key Indicators	158
B.II.2.1 Key Indicators of Other Behavioral Health Factors	158
3. Behavioral Health Protective Factors	159
B.II.3.1 Perceived Safety at Home and in Neighborhood	159
B.II.3.2 Emotional Safety at School Scale Questions	160
B.II.3.3 School Co-Regulation Supports Scale Questions	161
B.II.3.4 Home Adult Co-Regulation Supports Scale Questions	162
B.II.3.5 Peer Co-Regulation Supports Scale Questions	163
4. Resilience Assets	164
B.II.4.1 Emotion Regulation Scale Questions	164
5. Student Wellness	165
B.II.5.1 Responses to Trauma Scale Questions	165
B.II.5.1 Responses to Trauma Scale Questions – Continued	166
B.II.5.2 Post-Traumatic Stress (PTS) Profile, Past 30 Days	166
B.II.5.3 Stress Associated Health Symptoms Scale Questions	167
B.II.5.3 Stress Associated Health Symptoms Scale Questions – Continued	168
B.II.5.4 Loneliness Scale Questions	169
B.II.5.5 Body Image	170
B.II.5.6 Weight Management	170
B.II.5.7 Disordered Eating Behavior	171
B.II.5.8 Self-Harm, Past 12 Months	172
6. Mental Health Supports	173
B.II.6.1 Availability of Mental Health Supports at School, Past Year	173
B.II.6.2 Mental Health Help-Seeking Attitude	173
B.II.6.3 Mental Health Help-Seeking Attitude Toward Peers	174
B.II.6.4 Mental Health Services Usage, Past Year	175
B.II.6.5 Barriers to Using Mental Health Services	176
B.II.6.6 School Promotion of Mental Health Awareness	177

PREFACE

HYPERLINK FEATURE

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

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

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org). 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. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

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

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

Core Module

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

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

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). 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 Reports, School Climate Report Cards, Mental Health Reports, and School Boredom Reports

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	636	2,563	2,499	103
Final number	467	1,995	1,730	86
Response Rate	73%	78%	69%	83%

Note: ^ANT includes continuation, community day, and other alternative school types.

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	452	1,965	1,700	85
Remote learning only	15	30	30	1

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness ^{†#} <i>(In-School Only)</i>	49	48	47	64	A6.4
School connectedness ^{†ψ} <i>(Remote Only)</i>	38	46	33		A6.4
Academic motivation [†]	62	57	58	61	A6.4
School is really boring [±]	44	47	50	25	A6.11
School is worthless and a waste of time [±]	15	16	17	18	A6.11
Monthly Absences (3 or more)	21	19	20	29	A6.2
Maintaining focus on schoolwork ^{†Γ}	30	27	26	38	A6.10
Caring adult relationships [‡]	50	51	57	43	A6.4
High expectations [‡]	66	64	67	55	A6.4
Meaningful participation [‡]	19	21	21	19	A6.4
Facilities upkeep ^{†Φ}	34	40	35	78	A6.15
Promotion of parental involvement in school [†]	50	41	39	53	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	52	56	54	72	A8.1
Experienced any harassment or bullying [§]	30	25	22	18	A8.2
Had mean rumors or lies spread about you [§]	28	27	26	20	A8.3
Been afraid of being beaten up ^{§Φ}	18	14	8	5	A8.3
Been in a physical fight ^{§Φ}	10	7	5	18	A8.4
Seen a weapon on campus ^{§Φ}	8	7	6	4	A8.6
Cyberbullying [§]	25	21	21	16	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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	7	7	9	23	A9.5
Current tobacco use [¶]	2	3	3	15	A10.6
Current marijuana use [¶]	2	3	4	15	A9.5
Current binge drinking [¶]	2	2	2	7	A9.5
Very drunk or “high” 7 or more times, ever	1	3	5	15	A9.7
Been drunk or “high” on drugs at school, ever	1	3	4	12	A9.9
Current cigarette smoking [¶]	1	1	0	9	A10.4
Current use of vape products [¶]	4	4	4	11	A10.4
Current tobacco vaping [¶]	2	3	3	10	A10.5
Current marijuana vaping [¶]	2	2	2	9	A10.5
Routines					
Eating of breakfast [‡]	59	58	53	33	A4.1
Bedtime (at 12 am or later)	14	22	30	33	A4.2
Remote Schooling					
Remote learning frequency (5 days per week) ^{¶δ}	25	18	21		A5.1
Synchronous instruction (4 days or more) ^{¶δ}	17	14	3		A5.1
Interest in schoolwork done from home ^{‡δ}	27	37	48		A5.3
Meaningful opportunities ^{‡δ}	30	41	29		A5.2
Social and Emotional Health					
Social emotional distress [‡]	22	24	28	27	A7.5
Experienced chronic sadness/hopelessness [§]	29	29	34	38	A7.1
Considered suicide [§]	9	9	10	20	A7.2
Optimism [‡]	48	43	40	41	A7.3
Life satisfaction [‡]	63	64	60	57	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 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	97	98	98	99
Remote Learning Model	3	2	2	1

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	49	52	53
Female	47	48	46	45
Nonbinary	1	1	1	1
Something else	2	2	1	1

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	86	84	79	80
Lesbian or Gay	0	3	3	1
Bisexual	3	6	9	12
Something else	3	2	2	1
Not sure	4	3	3	2
Decline to respond	3	3	5	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	94	93	93	88
Yes, I am transgender	1	2	2	1
I am not sure if I am transgender	2	1	1	3
Decline to respond	3	4	4	7

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 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	0	0	0	1
Asian or Asian American, non-Hispanic	1	6	5	0
Black or African American, non-Hispanic	4	6	7	5
Hispanic or Latinx	84	64	66	87
Native Hawaiian or Pacific Islander, non-Hispanic	1	0	1	0
White, non-Hispanic	2	15	13	5
Multiracial, non-Hispanic	2	6	6	1
Something else, non-Hispanic	5	3	2	1

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 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	84	93	94	88
Other relative's home	2	2	1	4
A home with more than one family	8	4	3	5
Friend's home	0	0	0	2
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	1
Other living arrangement	5	1	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 7 %	Grade 9 %	Grade 11 %	NT %
Home with one or more parent or guardian	84	93	94	88
Foster home	0	0	0	0
Homeless	1	1	0	4
Other living arrangement	15	6	5	8

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 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	11	13	18	27
Graduated from high school	29	22	22	31
Attended college but did not complete four-year degree	7	14	16	10
Graduated from college	15	32	32	11
Don’t know	38	19	12	21

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	72	72	77	70
Yes	4	10	11	8
Don't know	20	16	9	19
Prefer not to say	3	2	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 7 %	Grade 9 %	Grade 11 %	NT %
No	63	74	82	70
Yes	22	11	7	8
Don't know	15	15	11	21

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 7 %	Grade 9 %	Grade 11 %	NT %
Not currently in English Learner Program	74	87	92	89
Less than 7 years (EL)	20	8	5	8
7 years or more (LTEL)	6	5	3	3

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 7 %	Grade 9 %	Grade 11 %	NT %
English	48	68	69	51
Spanish	50	28	28	48
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	1	1	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Arabic	0	1	0	0
Other	2	1	1	1

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 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	81	79	83	63
Well	15	19	14	37
Not well	3	2	3	0
Not at all	1	1	1	0
speak English?				
Very well	70	70	73	48
Well	23	26	21	50
Not well	6	3	6	3
Not at all	1	1	1	0
read English?				
Very well	66	68	71	50
Well	23	27	23	50
Not well	8	3	5	0
Not at all	2	1	1	0
write English?				
Very well	64	64	66	41
Well	27	30	27	54
Not well	7	4	5	5
Not at all	2	1	1	0
<i>English Language Proficiency Status</i>				
Proficient	63	67	70	41
Not proficient	37	33	30	59

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 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	79	77	79	94
1 day	2	4	5	2
2 days	4	4	4	0
3 days	7	3	2	1
4 days	2	3	2	1
5 days	6	10	8	1

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	92	89	91	93
Yes	4	8	7	2
Don't know	5	3	2	5

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 7 %	Grade 9 %	Grade 11 %	NT %
No	41	42	47	67
Yes	59	58	53	33

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 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	1	1	1	1
7:00-7:59 pm	2	1	1	5
8:00-8:59 pm	8	4	3	8
9:00-9:59 pm	29	16	11	8
10:00-10:59 pm	31	31	26	24
11:00-11:59 pm	14	25	28	20
12:00-12:59 am	8	11	17	18
After 1:00 am	6	11	13	15
<i>Bedtime at 12 am or later</i>	14	22	30	33

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 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	50	24	14	
Between 1 and 2 hours	8	38	24	
Between 2 and 3 hours	33	17	34	
Between 3 and 4 hours	0	10	10	
Between 4 and 5 hours	0	0	7	
More than 5 hours	8	10	10	
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	83	83	90	
1 day	0	0	3	
2 days	0	3	3	
3 days	0	0	0	
4 days	0	7	3	
5 days	17	7	0	
Number of weekdays participating in school from home for the entire school day				
0 days	25	14	14	
1 day	17	14	10	
2 days	17	14	28	
3 days	17	11	14	
4 days	0	29	14	
5 days	25	18	21	

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 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	20	33	50	
A little true	50	26	21	
Pretty much true	30	22	21	
Very much true	0	19	7	

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 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	9	0	11	
Disagree	18	26	19	
Neither disagree nor agree	45	37	22	
Agree	27	19	41	
Strongly agree	0	19	7	

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 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	13	18	16	5
A's and B's	36	32	31	13
Mostly B's	8	6	7	6
B's and C's	27	21	25	24
Mostly C's	4	5	7	10
C's and D's	9	11	10	25
Mostly D's	1	3	2	6
Mostly F's	4	4	2	12

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 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	41	39	35	29
1 day	18	22	24	23
2 days	20	20	21	20
3 or more days	21	19	20	29

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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	37	38	32	35
Illness (feeling physically sick), including problems with breathing or your teeth	43	44	49	40
Were being bullied or mistreated at school <i>(In-School Only)</i>	0	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	8	9	12	18
Didn't get enough sleep	9	9	13	18
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1	0
Had to take care of or help a family member or friend	7	7	7	11
Wanted to spend time with friends	1	2	1	0
Used alcohol or drugs	0	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	2	3	9	5
Were bored or uninterested in school	5	6	7	6
Had no transportation to school <i>(In-School Only)</i>	5	5	7	9
Other reason	16	20	18	14

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	45	45	48	40	
Caring relationships-adults in school [‡]	50	51	57	43	A6.5
High expectations-adults in school [‡]	66	64	67	55	A6.6
Meaningful participation at school [‡]	19	21	21	19	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	49	48	47	64	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>	38	46	33		A6.8
Academic motivation [†]	62	57	58	61	A6.9
Promotion of parental involvement in school [†]	50	41	39	53	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 7 %	Grade 9 %	Grade 11 %	NT %
Caring relationships-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	50	51	57	43
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	13	12	10	26
A little true	37	37	32	33
Pretty much true	34	34	35	30
Very much true	15	16	23	11
<i>who notices when I’m not there.</i>				
Not at all true	19	19	16	23
A little true	33	35	31	36
Pretty much true	31	29	30	29
Very much true	18	17	23	13
<i>who listens to me when I have something to say.</i>				
Not at all true	18	14	12	18
A little true	30	30	27	33
Pretty much true	31	36	35	32
Very much true	21	20	26	17

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 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	64	67	55
<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	10	11	11	22
A little true	26	29	27	31
Pretty much true	42	38	38	32
Very much true	22	22	24	15
<i>who always wants me to do my best.</i>				
Not at all true	7	7	7	11
A little true	22	23	21	26
Pretty much true	40	39	40	35
Very much true	31	31	32	28
<i>who believes that I will be a success.</i>				
Not at all true	13	10	10	10
A little true	23	29	24	31
Pretty much true	36	34	34	32
Very much true	27	28	31	27

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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	19	21	21	19
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	22	22	24	29
A little true	43	35	35	41
Pretty much true	24	27	24	20
Very much true	12	16	17	10
I help decide things like class activities or rules.				
Not at all true	58	58	61	58
A little true	28	28	22	26
Pretty much true	11	10	11	13
Very much true	3	4	5	4
I do things that make a difference.				
Not at all true	45	45	44	52
A little true	35	35	35	26
Pretty much true	15	14	14	18
Very much true	5	5	7	4
I have a say in how things work.				
Not at all true	51	51	56	63
A little true	32	32	28	23
Pretty much true	12	13	12	10
Very much true	5	4	5	5
I help decide school activities or rules.				
Not at all true	72	71	72	73
A little true	19	19	17	15
Pretty much true	6	6	7	9
Very much true	3	4	4	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness[#] (<i>In-School Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	49	48	47	64
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	38	46	33	
I feel close to people at/from this school.				
Strongly disagree	5	6	6	10
Disagree	8	10	11	11
Neither disagree nor agree	29	30	30	40
Agree	44	41	41	33
Strongly agree	14	12	12	7
I am happy with/to be at this school.				
Strongly disagree	10	7	8	4
Disagree	11	10	12	4
Neither disagree nor agree	32	38	39	28
Agree	35	36	34	48
Strongly agree	11	8	7	17
I feel like I am part of this school.				
Strongly disagree	9	8	8	5
Disagree	11	12	14	8
Neither disagree nor agree	40	41	41	33
Agree	31	33	31	41
Strongly agree	8	6	6	13

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 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	7	5	4	4
Disagree	12	9	9	1
Neither disagree nor agree	33	34	35	10
Agree	38	43	45	52
Strongly agree	10	9	8	34
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	6	6	3	2
Disagree	10	7	7	0
Neither disagree nor agree	31	36	41	18
Agree	43	42	42	59
Strongly agree	10	9	8	21

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 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	62	57	58	61
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	2	2	2
Disagree	4	4	4	0
Neither disagree nor agree	19	22	21	27
Agree	49	48	50	56
Strongly agree	26	24	23	15
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	7	8	9	9
Disagree	24	19	22	14
Neither disagree nor agree	35	41	37	40
Agree	26	23	25	31
Strongly agree	8	8	7	7
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	2	4	4	3
Disagree	8	9	9	8
Neither disagree nor agree	28	34	32	29
Agree	46	40	43	50
Strongly agree	15	13	13	11
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	2	3
Disagree	3	4	4	5
Neither disagree nor agree	18	22	22	21
Agree	46	47	48	56
Strongly agree	31	24	23	15

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	7	6	5	9
Disagree	22	21	21	29
Neither disagree nor agree	31	32	27	23
Agree	22	29	30	24
Strongly agree	17	12	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 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	18	12	11	24
Medium (4-6)	38	41	38	51
High (7-10)	44	47	50	25
Value of school				
High (0-3)	62	53	54	51
Medium (4-6)	22	31	29	31
Low (7-10)	15	16	17	18

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 - 7th Grade***

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 17%				Mid Boredom & High Value 29%			High Boredom & High Value 17%			
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &			High Boredom &			
	5	Mid Value [̄]				Mid Value			Mid Value			
	6					7%			15%			
	7								High Boredom & Low Value 13%			
	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 - 9th Grade***

		School is really boring (Grade 9)									
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 10%				Mid Boredom & High Value 26%			High Boredom & High Value 16%		
	1										
	2										
	3										
	4	Low Boredom &			Mid Boredom & Mid Value 12%			High Boredom & Mid Value 18%			
	5	Mid Value [̄]									
	6										
	7								High Boredom & Low Value 13%		
	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 10%				Mid Boredom & High Value 26%				High Boredom & High Value 18%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value [̄]				Mid Value				Mid Value		
	6					11%				18%		
	7									High Boredom & Low Value 15%		
	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 - Non-Traditional

		School is really boring (NT)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 19%				Mid Boredom & High Value 27%			High Boredom & High Value 5%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 18%			High Boredom & Mid Value 8%				
	5	Mid Value [̄]										
	6											
	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 A6.13***Promotion of Parental Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	50	41	39	53
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	4	4	2
Disagree	7	11	11	5
Neither disagree nor agree	35	38	39	34
Agree	44	40	40	46
Strongly agree	11	7	6	12
Parents feel welcome to participate at this school.				
Strongly disagree	3	3	4	4
Disagree	6	7	9	5
Neither disagree nor agree	43	51	51	54
Agree	37	34	31	32
Strongly agree	11	6	5	6
School staff take parent concerns seriously.				
Strongly disagree	4	5	7	2
Disagree	10	10	13	0
Neither disagree nor agree	39	47	45	34
Agree	33	32	29	52
Strongly agree	13	6	6	11

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

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

Table A6.14
Checking Student Progress

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	30	28	28	24
A little true	32	31	30	29
Pretty much true	24	24	25	29
Very much true	15	16	18	18

Question HS/MS A.52: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	9	8	9	5
Disagree	20	15	21	2
Neither disagree nor agree	37	37	36	15
Agree	29	34	30	60
Strongly agree	5	6	5	18

Question HS/MS A.35: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	71	71	66	62
Yes	29	29	34	38

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 7 %	Grade 9 %	Grade 11 %	NT %
No	91	91	90	80
Yes	9	9	10	20

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 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	48	43	40	41
Each day I look forward to having a lot of fun.				
Not at all true	24	23	24	28
A little true	32	37	39	36
Pretty much true	27	27	26	26
Very much true	17	13	11	10
I usually expect to have a good day.				
Not at all true	23	23	23	34
A little true	28	34	36	21
Pretty much true	33	29	29	38
Very much true	16	14	12	8
Overall, I expect more good things to happen to me than bad things.				
Not at all true	28	25	24	29
A little true	22	31	33	27
Pretty much true	29	28	27	31
Very much true	21	16	17	13

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 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	63	64	60	57
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	6	4	3	8
Dissatisfied	4	4	3	6
A little dissatisfied	7	6	8	13
A little satisfied	8	12	13	16
Satisfied	33	39	37	36
Very satisfied	43	36	35	21
my friendships as...				
Very dissatisfied	5	4	3	5
Dissatisfied	2	3	3	3
A little dissatisfied	6	6	7	13
A little satisfied	14	15	15	22
Satisfied	35	39	39	35
Very satisfied	39	34	33	23
my school experience as...				
Very dissatisfied	11	7	8	5
Dissatisfied	9	8	10	6
A little dissatisfied	15	17	19	14
A little satisfied	28	28	29	24
Satisfied	23	28	26	38
Very satisfied	13	11	8	13

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 7 %	Grade 9 %	Grade 11 %	NT %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	11	8	7	18
Dissatisfied	10	6	9	4
A little dissatisfied	10	12	13	10
A little satisfied	15	20	23	20
Satisfied	26	30	29	29
Very satisfied	28	24	19	19
where I live as...				
Very dissatisfied	6	4	3	5
Dissatisfied	2	2	3	5
A little dissatisfied	6	6	5	6
A little satisfied	12	11	13	12
Satisfied	31	38	38	44
Very satisfied	43	39	38	28

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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	22	24	28	27
I had a hard time relaxing.				
Not at all true	48	43	37	43
A little true	31	32	33	30
Pretty much true	13	15	18	20
Very much true	8	10	12	7
I felt sad and down.				
Not at all true	51	47	39	46
A little true	24	26	30	24
Pretty much true	14	17	19	18
Very much true	10	11	12	13
I was easily irritated.				
Not at all true	46	36	31	46
A little true	22	26	28	20
Pretty much true	18	19	22	18
Very much true	15	19	19	16
It was hard for me to cope and I thought I would panic.				
Not at all true	72	66	61	63
A little true	14	16	19	19
Pretty much true	7	9	11	11
Very much true	6	8	9	8
It was hard for me to get excited about anything.				
Not at all true	67	61	55	58
A little true	17	24	25	14
Pretty much true	8	8	11	16
Very much true	8	8	8	11

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 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	15	11	10	28
Safe	37	45	44	43
Neither safe nor unsafe	38	38	41	25
Unsafe	6	4	4	1
Very unsafe	4	3	2	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 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	87	86	90	91
1 time	4	5	4	4
2 or more times	9	9	7	5
Religion				
0 times	96	95	95	94
1 time	3	2	2	4
2 or more times	1	3	2	3
Gender				
0 times	96	93	94	96
1 time	1	3	2	0
2 or more times	3	4	3	4
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	93	93	94	95
1 time	3	3	1	2
2 or more times	3	4	4	2
A physical or mental disability				
0 times	97	95	96	96
1 time	1	2	1	1
2 or more times	2	3	2	3
Any of the above five reasons	22	20	17	13

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 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	95	95	96	93
1 time	4	2	2	4
2 or more times	1	3	3	4
Any other reason				
0 times	81	88	90	91
1 time	7	4	3	3
2 or more times	11	8	7	6
Any harassment	30	25	22	18

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 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization (<i>In-School Only</i>)				
<i>Average reporting “1 or more times”</i>	25	22	18	12
<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	75	81	90	93
1 time	14	9	6	4
2 to 3 times	5	5	2	2
4 or more times	6	4	2	1
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	82	86	92	95
1 time	12	8	4	4
2 to 3 times	3	4	2	0
4 or more times	4	2	1	1
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	72	73	74	80
1 time	15	12	11	9
2 to 3 times	7	9	7	5
4 or more times	6	6	8	6
had sexual jokes, comments, or gestures made to you?				
0 times	82	76	79	86
1 time	7	7	6	6
2 to 3 times	5	8	7	4
4 or more times	7	9	8	4

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 7 %	Grade 9 %	Grade 11 %	NT %
<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	86	84	88	91
1 time	8	9	7	6
2 to 3 times	4	4	3	3
4 or more times	2	2	2	0
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	64	71	76	86
1 time	13	11	9	6
2 to 3 times	8	9	8	6
4 or more times	15	9	8	1
<i>been made fun of, insulted, or called names?</i>				
0 times	69	76	81	87
1 time	11	8	6	8
2 to 3 times	8	7	6	5
4 or more times	12	9	7	0
<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)	75	79	79	84
1 time	13	10	9	4
2 to 3 times	8	6	7	5
4 or more times	4	5	5	7

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 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	5	5	4	7
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	90	93	95	83
1 time	6	4	3	10
2 to 3 times	3	2	1	3
4 or more times	2	1	0	5
been offered, sold, or given an illegal drug?				
0 times	93	90	88	91
1 time	3	5	6	4
2 to 3 times	2	3	3	1
4 or more times	2	2	3	4
damaged school property on purpose?				
0 times	96	97	98	97
1 time	3	2	1	3
2 to 3 times	1	1	0	0
4 or more times	1	1	1	0
carried a gun?				
0 times	100	99	99	98
1 time	0	0	0	1
2 to 3 times	0	0	0	1
4 or more times	0	0	0	0
carried any other weapon (such as a knife or club)?				
0 times	98	98	98	98
1 time	1	1	1	0
2 to 3 times	1	1	0	1
4 or more times	1	1	1	1

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	93	92	95	94
1 time	6	3	2	3
2 to 3 times	2	3	2	4
4 or more times	0	2	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	97	98	95
1 time	2	2	1	4
2 to 3 times	0	1	0	0
4 or more times	0	0	1	1

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	92	93	94	96
1 time	5	4	4	4
2 to 3 times	2	2	1	0
4 or more times	1	1	1	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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [^]	12	20	24	49	A9.2
Lifetime alcohol or drug use	12	21	25	51	A9.2
Lifetime marijuana use	5	8	12	36	A9.2
Lifetime very drunk or high (7 or more times)	1	3	5	15	A9.7
Current alcohol or drug use [¶]	7	7	9	23	A9.5
Current marijuana use [¶]	2	3	4	15	A9.5
Current heavy drug use [¶]	2	2	2	11	A9.5
Current heavy alcohol use (binge drinking) [¶]	2	2	2	7	A9.5
Current alcohol or drug use on school property ^{¶Φ}	3	3	2	6	A9.8
Harmfulness of occasional marijuana use ^B	38	32	32	19	A9.11
Difficulty of obtaining marijuana ^C	18	11	9	11	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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	8	14	20	38
Marijuana	5	8	12	36
Inhalants	4	2	2	10
Cocaine, methamphetamine, or any amphetamines	na	1	1	5
Ecstasy, LSD, or other psychedelics	na	2	2	8
Prescription pain medication (opioids)	na	3	2	13
Cold/cough medicines or other over-the-counter medicines to get “high”	na	4	4	13
Any other drug, pill, or medicine to get “high”	2	2	2	9
Any of the above AOD use	12	21	25	51
Any illicit AOD use to get “high”[^]	12	20	24	49

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

[^]Excludes prescription pain medication.

na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	92	86	80	62
1 time	4	5	5	10
2 to 3 times	2	4	5	6
4 or more times	2	5	9	22
Marijuana (smoke, vape, eat, or drink)				
0 times	95	92	88	64
1 time	3	2	3	5
2 to 3 times	1	2	2	6
4 or more times	1	4	7	25
Inhalants				
0 times	96	98	98	90
1 time	1	1	1	5
2 to 3 times	1	1	1	1
4 or more times	2	1	1	4
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	99	95
1 time	na	0	0	3
2 to 3 times	na	0	0	0
4 or more times	na	0	0	3
Ecstasy, LSD, or other psychedelics				
0 times	na	98	98	92
1 time	na	1	1	4
2 to 3 times	na	0	0	4
4 or more times	na	1	1	0
Prescription pain medication				
0 times	na	97	98	87
1 time	na	1	0	6
2 to 3 times	na	1	1	3
4 or more times	na	2	1	4

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).

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

na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	96	96	87
1 time	na	1	1	5
2 to 3 times	na	1	1	4
4 or more times	na	2	2	4
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	98	98	98	91
1 time	1	1	1	3
2 to 3 times	1	1	1	3
4 or more times	0	1	1	4

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.

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

na—Not asked of middle school students.

Table A9.4
Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	98	95	91	69
1 time	1	1	2	4
2 to 3 times	1	2	1	6
4 or more times	1	3	5	21
In a vaping device?				
0 times	97	94	91	73
1 time	1	1	2	3
2 to 3 times	2	1	1	3
4 or more times	1	4	6	23
Eat or drink it in products made with marijuana?				
0 times	98	96	92	79
1 time	1	1	3	3
2 to 3 times	1	1	2	8
4 or more times	1	1	3	11

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	4	5	6	16
Binge drinking (5 or more drinks in a row)	2	2	2	7
Marijuana (smoke, vape, eat, or drink)	2	3	4	15
Inhalants	1	1	0	4
Prescription drugs to get “high” or for reasons other than prescribed	na	1	0	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	1	0	3
<i>Any drug use</i>	3	3	4	17
<i>Heavy drug use</i>	2	2	2	11
<i>Any AOD Use</i>	7	7	9	23
Two or more substances at the same time	na	1	1	5

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”). na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	96	95	94	84
1 or 2 days	3	3	5	9
3 to 9 days	1	1	1	2
10 to 19 days	0	0	0	1
20 to 30 days	1	0	0	4
Binge drinking (5 or more drinks in a row)				
0 days	98	98	98	93
1 or 2 days	1	1	2	2
3 to 9 days	1	0	0	4
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	98	97	96	85
1 or 2 days	1	1	2	4
3 to 9 days	1	1	1	5
10 to 19 days	0	0	1	3
20 to 30 days	0	1	1	4

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 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	95	91	78
1 to 2 times	2	3	6	13
3 to 6 times	1	1	1	6
7 or more times	0	1	1	2
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	94	89	70
1 to 2 times	2	2	4	9
3 to 6 times	1	2	2	7
7 or more times	1	2	5	14
<i>Very drunk or “high” 7 or more times</i>	1	3	5	15

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	98	99	95
1 to 2 days	2	1	1	1
3 or more days	1	0	0	4
Marijuana (smoke, vape, eat, or drink)				
0 days	99	98	99	95
1 to 2 days	1	1	1	3
3 or more days	0	1	1	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	100	100	97
1 to 2 days	0	0	0	1
3 or more days	0	0	0	1
Any of the above	3	3	2	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	97	96	88
1 to 2 times	0	2	2	4
3 to 6 times	0	1	1	2
7 or more times	0	1	1	6

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	95	93	78
0 times	na	2	5	15
1 time	na	1	1	4
2 to 3 times	na	1	0	1
4 or more times	na	1	1	1
Marijuana				
Does not apply, don't use	na	95	93	74
0 times	na	1	2	8
1 time	na	2	3	5
2 to 3 times	na	1	2	6
4 or more times	na	1	1	8

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.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	28	26	29	20
Moderate	18	19	25	20
Slight	16	21	22	23
None	38	34	23	38
Alcohol - 5 or more drinks once or twice a week				
Great	38	41	52	38
Moderate	16	19	21	14
Slight	9	8	8	13
None	38	33	20	35
Marijuana - use occasionally				
Great	38	32	32	19
Moderate	13	21	24	22
Slight	11	14	20	20
None	38	33	23	39
Marijuana - use daily				
Great	49	48	51	28
Moderate	8	12	19	18
Slight	5	6	9	9
None	38	33	21	46

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	15	10	10	9
Fairly difficult	7	10	9	20
Fairly easy	13	19	20	19
Very easy	10	19	26	20
Don't know	56	42	36	33
Marijuana				
Very difficult	18	11	9	11
Fairly difficult	6	9	7	6
Fairly easy	9	18	20	23
Very easy	8	18	27	30
Don't know	59	43	36	30
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	19	13	13	14
Fairly difficult	5	10	11	11
Fairly easy	7	15	15	14
Very easy	9	13	16	19
Don't know	60	48	45	43

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	2	3	16	A10.2
Current cigarette smoking [¶]	1	1	0	9	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	0	5	A10.7
Ever tried smokeless tobacco	1	2	2	6	A10.2
Current smokeless tobacco use [¶]	0	1	0	5	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	3	A10.7
Ever used vape products	7	10	13	32	A10.2
Current use of vape products [¶]	4	4	4	11	A10.4
Current tobacco vaping [¶]	2	3	3	10	A10.5
Current marijuana vaping [¶]	2	2	2	9	A10.5
Current vaping at school ^{¶Φ}	3	2	2	5	A10.7
Lifetime tobacco use	5	9	11	32	A10.2
Current tobacco use [¶]	2	3	3	15	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	4	4	17	A10.9
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	33	30	35	27	A10.10
Harmfulness of smoking 1 or more packs/day ^B	44	49	63	47	A10.10
Harmfulness of vaping occasionally ^B	33	31	36	28	A10.11
Harmfulness of vaping several times a day ^B	51	53	64	43	A10.11
Difficulty of obtaining cigarettes ^C	18	12	10	11	A10.12
Difficulty of obtaining vape products ^C	12	9	8	9	A10.12
Anti-Tobacco Policy					
School bans tobacco use and vaping	58	67	76	79	A10.13

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	97	na	na	na
1 time	1	na	na	na
2 to 3 times	1	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	99	98	97	84
1 time	1	1	2	6
2 to 3 times	1	1	0	2
4 or more times	0	1	1	7
Smokeless tobacco				
0 times	99	98	98	94
1 time	0	0	0	3
2 to 3 times	1	1	0	0
4 or more times	0	1	1	4
Vape products				
0 times	93	90	87	68
1 time	3	3	4	5
2 to 3 times	2	2	3	7
4 or more times	2	5	6	20
<i>Lifetime tobacco use</i>				
No	95	91	89	68
Yes	5	9	11	32

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

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

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

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	95	93	90	72
1 time	3	2	3	2
2 to 3 times	1	2	3	9
4 or more times	1	4	4	17
Vaped marijuana or THC				
0 times	97	94	92	73
1 time	1	1	2	2
2 to 3 times	1	1	2	4
4 or more times	1	4	5	21
Vaped other product				
0 times	97	97	97	89
1 time	1	1	1	2
2 to 3 times	2	1	0	2
4 or more times	1	2	1	6

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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	0	9
Daily (20 or more days)	0	0	0	1
Smokeless tobacco				
Any	0	1	0	5
Daily (20 or more days)	0	0	0	0
Vape products				
Any	4	4	4	11
Daily (20 or more days)	0	1	1	4

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 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 days	98	97	97	90
1 or 2 days	1	1	1	3
3 to 9 days	0	1	0	3
10 to 19 days	1	0	0	3
20 to 30 days	0	1	1	3
Vaped marijuana or THC				
0 days	98	98	98	91
1 or 2 days	0	1	1	2
3 to 9 days	1	1	0	4
10 to 19 days	1	0	0	2
20 to 30 days	0	1	0	0
Vaped other product				
0 days	98	99	100	98
1 or 2 days	1	1	0	1
3 to 9 days	0	0	0	1
10 to 19 days	1	0	0	0
20 to 30 days	0	0	0	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	97	97	85
Yes	2	3	3	15

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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	100	95
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	4
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	100	100	98
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	1
Vape				
0 days	97	98	98	95
1 or 2 days	2	1	1	1
3 to 9 days	1	0	0	0
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	3

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 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	96	97	97	95
1 day	2	1	1	0
2 days	1	1	1	4
3-9 days	1	0	1	1
10-19 days	1	0	0	0
20-30 days	0	0	1	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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	95	95	76
0 times	na	1	2	7
1 time	na	1	2	10
2 to 3 times	na	2	1	4
4 or more times	na	1	0	4

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.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	33	30	35	27
Moderate	17	23	28	21
Slight	11	14	17	17
None	39	34	20	35
Smoke 1 or more packs of cigarettes each day				
Great	44	49	63	47
Moderate	12	12	13	11
Slight	6	5	4	5
None	39	34	20	37

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 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	33	31	36	28
Moderate	21	25	31	23
Slight	9	12	15	13
None	37	32	19	38
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	51	53	64	43
Moderate	7	11	13	14
Slight	5	4	4	6
None	38	33	19	37

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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	18	12	10	11
Fairly difficult	7	12	11	7
Fairly easy	10	19	20	26
Very easy	4	12	17	16
Don't know	60	46	41	40
Vape products				
Very difficult	12	9	8	9
Fairly difficult	8	6	5	9
Fairly easy	14	20	21	23
Very easy	16	28	34	31
Don't know	50	38	32	28

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 7 %	Grade 9 %	Grade 11 %	NT %
No	6	6	5	9
Yes	58	67	76	79
Don't know	37	28	19	12

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

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	60	na	na	na
1 day	12	na	na	na
2 days	6	na	na	na
3 days	3	na	na	na
4 days	2	na	na	na
5 days	18	na	na	na

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

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

na—Not asked of high school students.

Table A11.2

Gang Involvement (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	98	98	93
Yes	2	2	2	7

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American		53	51	
Black or African American	54	43	44	
Hispanic or Latinx	49	47	45	65
Native Hawaiian or Pacific Islander				
White		52	54	
Multiracial	30	51	46	
Something else	40	50	49	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx		42	34	
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American		64	71	
Black or African American	70	57	58	
Hispanic or Latinx	60	58	59	63
Native Hawaiian or Pacific Islander				
White	75	53	52	
Multiracial	71	58	55	
Something else	71	49	51	

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 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American		42	45	
Black or African American	33	50	47	
Hispanic or Latinx	45	46	50	24
Native Hawaiian or Pacific Islander				
White	30	50	53	
Multiracial	60	50	59	
Something else	38	58	50	
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American		15	10	
Black or African American	7	17	19	
Hispanic or Latinx	15	15	16	17
Native Hawaiian or Pacific Islander				
White	0	19	21	
Multiracial	40	15	18	
Something else	15	22	17	
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American		10	14	
Black or African American	19	19	23	
Hispanic or Latinx	19	20	19	29
Native Hawaiian or Pacific Islander			20	
White	0	21	24	
Multiracial	50	18	18	
Something else	50	25	27	

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 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American		34	38	
Black or African American	27	29	26	
Hispanic or Latinx	27	27	25	39
Native Hawaiian or Pacific Islander				
White	40	22	29	
Multiracial	40	25	27	
Something else	53	25	17	
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American		54	68	
Black or African American	73	54	63	
Hispanic or Latinx	49	50	55	44
Native Hawaiian or Pacific Islander				
White	47	54	64	
Multiracial	57	52	56	
Something else	49	49	67	
High expectations[‡]				
American Indian or Alaska Native				
Asian or Asian American		68	78	
Black or African American	84	64	72	
Hispanic or Latinx	65	63	64	56
Native Hawaiian or Pacific Islander				
White	70	65	70	
Multiracial	70	70	65	
Something else	65	65	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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation[‡]				
American Indian or Alaska Native				
Asian or Asian American		24	30	
Black or African American	37	26	26	
Hispanic or Latinx	18	19	19	18
Native Hawaiian or Pacific Islander				
White		22	24	
Multiracial	12	25	18	
Something else	23	22	33	
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American		40	41	
Black or African American	14	28	31	
Hispanic or Latinx	34	40	34	79
Native Hawaiian or Pacific Islander				
White		45	36	
Multiracial	40	47	34	
Something else	41	35	46	
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American		43	45	
Black or African American	60	37	40	
Hispanic or Latinx	50	42	40	54
Native Hawaiian or Pacific Islander				
White	45	39	35	
Multiracial	23	41	30	
Something else	41	40	42	

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American		63	54	
Black or African American	79	43	57	
Hispanic or Latinx	50	55	52	73
Native Hawaiian or Pacific Islander				
White		59	58	
Multiracial		56	57	
Something else	59	53	52	
Experienced harassment due to five reasons^{λ§}				
American Indian or Alaska Native				
Asian or Asian American		30	23	
Black or African American	43	29	24	
Hispanic or Latinx	19	17	14	11
Native Hawaiian or Pacific Islander				
White		23	22	
Multiracial		40	26	
Something else	11	19	18	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American		37	24	
Black or African American	43	29	25	
Hispanic or Latinx	29	21	19	15
Native Hawaiian or Pacific Islander				
White		31	29	
Multiracial		45	30	
Something else	11	30	21	

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 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American		32	25	
Black or African American	29	35	30	
Hispanic or Latinx	27	25	25	22
Native Hawaiian or Pacific Islander				
White		27	32	
Multiracial		36	28	
Something else	11	28	18	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American		16	6	
Black or African American	7	11	6	
Hispanic or Latinx	20	13	7	6
Native Hawaiian or Pacific Islander				
White		16	13	
Multiracial		23	10	
Something else	6	20	15	
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American		2	4	
Black or African American	7	15	11	
Hispanic or Latinx	10	7	4	17
Native Hawaiian or Pacific Islander				
White		3	5	
Multiracial		4	6	
Something else	6	8	4	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American		9	5	
Black or African American	7	5	7	
Hispanic or Latinx	9	7	6	4
Native Hawaiian or Pacific Islander				
White		8	9	
Multiracial		9	5	
Something else	0	14	8	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American		28	13	
Black or African American	21	18	28	
Hispanic or Latinx	24	19	19	15
Native Hawaiian or Pacific Islander				
White		24	29	
Multiracial		30	21	
Something else	16	23	14	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American		3	7	
Black or African American	7	4	4	
Hispanic or Latinx	6	7	9	23
Native Hawaiian or Pacific Islander				
White		7	11	
Multiracial		2	17	
Something else	11	5	0	
Current tobacco use[¶]				
American Indian or Alaska Native				
Asian or Asian American		1	5	
Black or African American	0	1	1	
Hispanic or Latinx	2	3	3	15
Native Hawaiian or Pacific Islander				
White		3	5	
Multiracial		2	5	
Something else	0	5	0	
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American		0	4	
Black or African American	7	4	2	
Hispanic or Latinx	1	3	3	13
Native Hawaiian or Pacific Islander				
White		2	5	
Multiracial		1	13	
Something else	0	2	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 7 %	Grade 9 %	Grade 11 %	NT %
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American		1	4	
Black or African American	0	1	1	
Hispanic or Latinx	2	2	3	7
Native Hawaiian or Pacific Islander				
White		2	2	
Multiracial		1	2	
Something else	5	2	0	
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American		0	4	
Black or African American	0	2	4	
Hispanic or Latinx	1	3	4	14
Native Hawaiian or Pacific Islander				
White		4	6	
Multiracial		2	11	
Something else	0	2	3	
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American		0	4	
Black or African American	0	1	2	
Hispanic or Latinx	1	4	3	13
Native Hawaiian or Pacific Islander				
White		3	5	
Multiracial		3	8	
Something else	5	2	7	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American		1	6	
Black or African American	0	4	2	
Hispanic or Latinx	5	5	6	15
Native Hawaiian or Pacific Islander				
White		5	8	
Multiracial		2	8	
Something else	6	5	0	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American		1	1	
Black or African American	0	2	0	
Hispanic or Latinx	2	2	2	4
Native Hawaiian or Pacific Islander				
White		3	0	
Multiracial		1	2	
Something else	6	4	0	
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American		1	1	
Black or African American	0	1	0	
Hispanic or Latinx	0	1	1	8
Native Hawaiian or Pacific Islander				
White		0	0	
Multiracial		0	0	
Something else	0	4	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 7 %	Grade 9 %	Grade 11 %	NT %
Current use of vape products[¶]				
American Indian or Alaska Native				
Asian or Asian American		0	6	
Black or African American	0	3	2	
Hispanic or Latinx	4	4	3	11
Native Hawaiian or Pacific Islander				
White		5	5	
Multiracial		3	7	
Something else	5	4	0	
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American		0	5	
Black or African American	0	1	1	
Hispanic or Latinx	2	3	2	10
Native Hawaiian or Pacific Islander				
White		3	4	
Multiracial		2	5	
Something else	0	2	0	
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American		0	4	
Black or African American	0	2	0	
Hispanic or Latinx	2	3	2	9
Native Hawaiian or Pacific Islander				
White		2	2	
Multiracial		1	6	
Something else	0	2	0	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast				
American Indian or Alaska Native				
Asian or Asian American		62	61	
Black or African American	81	60	55	
Hispanic or Latinx	58	56	50	36
Native Hawaiian or Pacific Islander			60	
White	50	65	57	
Multiracial	20	58	58	
Something else	71	54	57	
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American		34	47	
Black or African American	13	24	33	
Hispanic or Latinx	15	20	28	30
Native Hawaiian or Pacific Islander			0	
White	10	20	33	
Multiracial	30	26	39	
Something else	10	29	30	

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

[|]Today.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx		13	18	
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		7	6	
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		40	56	
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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx		27	44	
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American		29	26	
Black or African American	16	24	25	
Hispanic or Latinx	23	22	28	27
Native Hawaiian or Pacific Islander				
White		27	36	
Multiracial		38	27	
Something else	5	19	18	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American		31	35	
Black or African American	29	24	29	
Hispanic or Latinx	29	28	34	37
Native Hawaiian or Pacific Islander				
White		27	36	
Multiracial		45	40	
Something else	21	23	25	
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American		15	19	
Black or African American	0	9	13	
Hispanic or Latinx	9	8	8	20
Native Hawaiian or Pacific Islander				
White		12	12	
Multiracial		16	16	
Something else	5	9	4	

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 7 %	Grade 9 %	Grade 11 %	NT %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American		49	52	
Black or African American	43	49	43	
Hispanic or Latinx	48	41	40	42
Native Hawaiian or Pacific Islander				
White		45	42	
Multiracial		38	29	
Something else	51	44	35	
Life satisfaction[±]				
American Indian or Alaska Native				
Asian or Asian American		55	64	
Black or African American	65	61	60	
Hispanic or Latinx	63	65	61	57
Native Hawaiian or Pacific Islander				
White		66	60	
Multiracial		58	55	
Something else	59	66	60	

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	55	50	49	64
Female	44	47	44	65
Nonbinary		52	46	
Something else		37	33	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male		61		
Female		35	34	
Nonbinary				
Something else				
Academic Motivation[†]				
Male	61	52	54	65
Female	64	62	62	55
Nonbinary		65	67	
Something else		43	50	
School is really boring[±]				
Male	44	52	55	29
Female	45	42	45	20
Nonbinary		50	42	
Something else		52	77	
School is worthless and a waste of time[±]				
Male	19	21	21	18
Female	11	12	12	17
Nonbinary		8	13	
Something else		16	38	

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	18	16	15	20
Female	24	23	25	39
Nonbinary		25	25	
Something else	30	16	31	
Maintaining focus on schoolwork[†]				
Male	33	27	28	49
Female	26	27	24	26
Nonbinary		17	17	
Something else		23	23	
Caring adult relationships[‡]				
Male	52	49	55	41
Female	48	53	59	45
Nonbinary		39	75	
Something else		48	59	
High expectations[‡]				
Male	67	61	63	55
Female	65	67	70	55
Nonbinary		50	83	
Something else		54	69	
Meaningful participation[‡]				
Male	22	21	20	15
Female	15	21	22	26
Nonbinary		35	18	
Something else		15	23	

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 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	37	35	32	84
Female	32	44	37	71
Nonbinary		42	30	
Something else		40	33	
Promotion of parental involvement in school[†]				
Male	52	42	40	56
Female	49	42	38	52
Nonbinary		28	49	
Something else		31	31	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Male	59	57	57	80
Female	46	55	50	65
Nonbinary		60	48	
Something else		48	50	
Experienced harassment due to five reasons[^]				
Male	21	18	14	14
Female	23	22	19	9
Nonbinary		40	52	
Something else		27	54	
Experienced any harassment or bullying[§]				
Male	30	23	18	16
Female	31	27	24	17
Nonbinary		40	57	
Something else		30	54	
Had mean rumors or lies spread about you[§]				
Male	18	20	19	18
Female	37	34	34	24
Nonbinary			38	
Something else		23	15	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	14	13	6	2
Female	21	15	10	9
Nonbinary		10	30	
Something else		21	17	

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 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	12	8	5	16
Female	10	5	4	18
Nonbinary		10	14	
Something else		3	0	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	10	8	8	2
Female	6	7	5	6
Nonbinary		10	0	
Something else		4	0	

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	18	17	16	11
Female	33	25	26	20
Nonbinary		10	21	
Something else		13	15	

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male	3	5	9	16
Female	11	8	9	29
Nonbinary		0	26	
Something else		13	0	
Current tobacco use[¶]				
Male	0	1	3	9
Female	4	5	3	21
Nonbinary		0	8	
Something else		0	0	
Current marijuana use[¶]				
Male	0	2	4	14
Female	3	4	4	15
Nonbinary		0	23	
Something else		3	0	
Current binge drinking[¶]				
Male	0	1	2	2
Female	4	2	3	9
Nonbinary		0	4	
Something else		0	0	
Very drunk or “high” 7 or more times, ever				
Male	0	2	5	11
Female	2	3	5	18
Nonbinary		9	25	
Something else		0	0	
Been drunk or “high” on drugs at school, ever				
Male	1	3	3	7
Female	1	4	5	21
Nonbinary		9	8	
Something else		0	15	

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
Male	2	3	6	9
Female	7	6	7	20
Nonbinary		0	9	
Something else		10	0	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	1	1	1	2
Female	3	3	2	6
Nonbinary			0	
Something else		0	0	
Current cigarette smoking[¶]				
Male	0	1	1	2
Female	1	1	0	15
Nonbinary		0	0	
Something else		0	0	
Current use of vape products[¶]				
Male	1	2	3	7
Female	6	5	4	15
Nonbinary		9	8	
Something else		0	0	
Current tobacco vaping[¶]				
Male	0	1	2	7
Female	3	4	3	13
Nonbinary		0	8	
Something else		0	0	
Current marijuana vaping[¶]				
Male	0	1	2	4
Female	3	3	2	12
Nonbinary		0	8	
Something else		0	0	

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
Male	67	60	54	33
Female	50	56	51	36
Nonbinary		42	58	
Something else	70	71	54	
Bedtime (at 12 am or later)				
Male	10	25	32	31
Female	19	18	28	36
Nonbinary		33	54	
Something else	20	23	38	

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

[‡]*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Male		14	30	
Female		18	18	
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male		13	10	
Female		18	0	
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male		57		
Female		20	53	
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male		43	20	
Female		40	38	
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Male	15	16	20	18
Female	29	32	36	39
Nonbinary		18	51	
Something else		42	45	
Experienced chronic sadness/hopelessness[§]				
Male	18	20	25	25
Female	40	37	42	53
Nonbinary		40	83	
Something else		40	38	
Considered suicide[§]				
Male	4	6	8	7
Female	14	12	12	33
Nonbinary		20	35	
Something else		21	15	
Optimism[‡]				
Male	57	43	43	46
Female	40	44	38	33
Nonbinary		37	23	
Something else		20	38	
Life satisfaction[‡]				
Male	71	66	62	66
Female	56	62	59	47
Nonbinary		42	48	
Something else		39	51	

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Less than high school	52	44	44	64
High school graduate	51	45	44	69
Some college	41	51	49	
College degree	55	54	52	
Don't know	46	44	41	56
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Less than high school				
High school graduate		50		
Some college				
College degree				
Don't know				
Academic Motivation[†]				
Less than high school	56	56	59	66
High school graduate	65	59	57	59
Some college	56	56	55	
College degree	66	60	62	
Don't know	61	52	54	63
School is really boring[±]				
Less than high school	61	51	51	35
High school graduate	45	48	53	24
Some college	28	45	48	
College degree	41	47	49	
Don't know	43	46	51	22

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 7 %	Grade 9 %	Grade 11 %	NT %
School is worthless and a waste of time[±]				
Less than high school	34	18	16	22
High school graduate	17	18	19	16
Some college	7	14	18	
College degree	8	14	15	
Don't know	12	18	18	22
Monthly Absences (3 or more)				
Less than high school	11	28	20	30
High school graduate	23	22	22	27
Some college	3	19	23	
College degree	27	16	18	
Don't know	23	16	15	22
Maintaining focus on schoolwork[†]				
Less than high school	12	21	20	48
High school graduate	35	29	25	29
Some college	41	24	25	
College degree	33	31	32	
Don't know	25	25	26	39
Caring adult relationships[‡]				
Less than high school	56	49	54	41
High school graduate	54	51	55	43
Some college	40	51	61	
College degree	60	54	62	
Don't know	43	46	49	37

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 7 %	Grade 9 %	Grade 11 %	NT %
High expectations[‡]				
Less than high school	67	62	65	46
High school graduate	68	62	64	55
Some college	62	66	71	
College degree	79	69	71	
Don't know	61	56	57	59
Meaningful participation[‡]				
Less than high school	22	21	22	23
High school graduate	21	20	17	19
Some college	14	21	21	
College degree	20	24	25	
Don't know	18	17	16	13
Facilities upkeep[†] (<i>In-School Only</i>)				
Less than high school	45	38	34	74
High school graduate	32	36	33	76
Some college	39	41	36	
College degree	32	47	39	
Don't know	34	33	27	76
Promotion of parental involvement in school[†]				
Less than high school	51	43	40	52
High school graduate	57	38	39	56
Some college	37	37	37	
College degree	57	46	43	
Don't know	45	39	32	50

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Less than high school	62	48	50	74
High school graduate	54	53	56	72
Some college	57	57	48	
College degree	58	62	60	
Don't know	43	52	47	56
Experienced harassment due to five reasons[^]				
Less than high school	18	18	14	4
High school graduate	21	16	15	12
Some college	18	22	16	
College degree	31	25	23	
Don't know	19	18	12	12
Experienced any harassment or bullying[§]				
Less than high school	24	21	16	13
High school graduate	26	22	19	20
Some college	32	25	21	
College degree	42	30	29	
Don't know	29	24	18	12
Had mean rumors or lies spread about you[§]				
Less than high school	26	25	27	13
High school graduate	28	23	26	16
Some college	19	28	28	
College degree	34	31	29	
Don't know	26	25	16	29

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 7 %	Grade 9 %	Grade 11 %	NT %
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Less than high school	17	10	8	4
High school graduate	17	15	9	4
Some college	26	12	6	
College degree	12	15	10	
Don't know	22	16	7	0
Been in a physical fight[§] (<i>In-School Only</i>)				
Less than high school	9	12	6	17
High school graduate	14	6	6	12
Some college	7	7	3	
College degree	12	6	4	
Don't know	7	6	2	31
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Less than high school	3	7	7	0
High school graduate	8	8	7	4
Some college	7	8	6	
College degree	16	8	6	
Don't know	7	6	4	0

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Less than high school	24	17	21	9
High school graduate	21	19	20	16
Some college	25	25	20	
College degree	28	24	25	
Don't know	27	19	14	18

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Less than high school	7	9	11	17
High school graduate	6	8	12	24
Some college	14	9	10	
College degree	7	5	7	
Don't know	5	5	3	24
Current tobacco use[¶]				
Less than high school	0	4	2	13
High school graduate	2	3	3	13
Some college	0	5	5	
College degree	3	2	2	
Don't know	3	2	2	11
Current marijuana use[¶]				
Less than high school	0	4	4	13
High school graduate	2	2	5	12
Some college	4	5	5	
College degree	2	2	4	
Don't know	1	2	2	18
Current binge drinking[¶]				
Less than high school	0	2	4	0
High school graduate	2	2	1	8
Some college	10	2	3	
College degree	0	1	2	
Don't know	2	2	0	18

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
Less than high school	0	5	4	17
High school graduate	2	2	8	8
Some college	0	4	7	
College degree	2	2	4	
Don’t know	0	2	2	17
Been drunk or “high” on drugs at school, ever				
Less than high school	0	8	4	17
High school graduate	0	2	5	13
Some college	7	4	4	
College degree	2	3	3	
Don’t know	1	2	1	0
Current alcohol use[¶]				
Less than high school	2	7	8	9
High school graduate	4	6	8	16
Some college	7	5	7	
College degree	5	3	5	
Don’t know	4	4	2	18
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Less than high school	0	4	3	0
High school graduate	3	2	1	8
Some college	4	2	1	
College degree	2	1	1	
Don’t know	2	2	0	7

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current cigarette smoking[¶]				
Less than high school	0	1	0	4
High school graduate	0	1	1	4
Some college	0	1	1	
College degree	2	1	0	
Don't know	1	0	1	11
Current use of vape products[¶]				
Less than high school	0	4	3	13
High school graduate	5	4	5	13
Some college	3	5	5	
College degree	3	2	3	
Don't know	4	3	1	6
Current tobacco vaping[¶]				
Less than high school	0	3	2	13
High school graduate	2	3	3	13
Some college	0	5	5	
College degree	2	2	2	
Don't know	2	2	1	6
Current marijuana vaping[¶]				
Less than high school	0	3	1	13
High school graduate	2	2	2	4
Some college	0	4	3	
College degree	2	1	2	
Don't know	2	2	0	6

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast				
Less than high school	67	50	53	39
High school graduate	54	53	48	38
Some college	62	58	55	
College degree	62	63	56	
Don't know	60	59	49	33
Bedtime (at 12 am or later)				
Less than high school	17	23	27	30
High school graduate	18	22	25	27
Some college	17	22	34	
College degree	9	23	35	
Don't know	14	17	30	39

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

[|]*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Less than high school				
High school graduate		8		
Some college				
College degree				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Less than high school				
High school graduate		8		
Some college				
College degree				
Don't know				
Interest in schoolwork done from home[†]				
Less than high school				
High school graduate		50		
Some college				
College degree				
Don't know				
Meaningful opportunities[‡]				
Less than high school				
High school graduate		42		
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Less than high school	19	22	27	23
High school graduate	19	25	28	38
Some college	25	25	34	
College degree	29	25	29	
Don't know	20	24	21	11
Experienced chronic sadness/hopelessness[§]				
Less than high school	18	31	35	26
High school graduate	27	29	34	52
Some college	32	30	45	
College degree	34	29	31	
Don't know	29	28	26	31
Considered suicide[§]				
Less than high school	5	11	7	17
High school graduate	10	11	9	28
Some college	11	10	12	
College degree	14	9	12	
Don't know	8	8	9	19
Optimism[‡]				
Less than high school	50	35	41	39
High school graduate	52	44	37	43
Some college	47	44	40	
College degree	46	48	43	
Don't know	46	36	37	48
Life satisfaction[‡]				
Less than high school	63	61	60	58
High school graduate	69	62	59	60
Some college	61	61	59	
College degree	65	67	63	
Don't know	59	61	59	58

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not English learner	50	48	47	63
English learner	50	50	47	
Don't know	45	45	43	73
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not English learner		44	32	
English learner		50		
Don't know				
Academic Motivation[†]				
Not English learner	62	57	57	59
English learner	66	59	68	
Don't know	60	54	57	60
School is really boring[±]				
Not English learner	46	48	50	26
English learner	44	44	47	
Don't know	35	49	54	17
School is worthless and a waste of time[±]				
Not English learner	14	15	16	19
English learner	18	19	18	
Don't know	16	20	20	11
Monthly Absences (3 or more)				
Not English learner	20	18	19	27
English learner	22	22	23	
Don't know	24	24	19	28

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 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
Not English learner	30	28	26	37
English learner	29	23	18	
Don't know	27	24	27	33
Caring adult relationships[‡]				
Not English learner	51	51	57	43
English learner	51	51	62	
Don't know	46	48	53	47
High expectations[‡]				
Not English learner	66	64	67	55
English learner	68	65	69	
Don't know	63	61	64	63
Meaningful participation[‡]				
Not English learner	18	20	22	21
English learner	26	25	23	
Don't know	11	21	16	19
Facilities upkeep[†] (<i>In-School Only</i>)				
Not English learner	33	40	34	84
English learner	36	40	36	
Don't know	39	38	34	67
Promotion of parental involvement in school[†]				
Not English learner	48	41	38	55
English learner	55	50	52	
Don't know	49	40	38	48

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe <i>(In-School Only)</i>				
Not English learner	51	56	54	68
English learner	55	54	60	
Don't know	53	52	49	83
Experienced harassment due to five reasons^λ				
Not English learner	23	21	18	14
English learner	20	17	12	
Don't know	17	22	12	11
Experienced any harassment or bullying[§]				
Not English learner	32	26	23	21
English learner	26	21	21	
Don't know	30	26	15	11
Had mean rumors or lies spread about you[§]				
Not English learner	30	27	27	14
English learner	26	25	25	
Don't know	22	27	21	39
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not English learner	17	14	9	5
English learner	21	11	2	
Don't know	21	17	9	6
Been in a physical fight[§] <i>(In-School Only)</i>				
Not English learner	11	7	5	13
English learner	11	9	5	
Don't know	8	7	4	33
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not English learner	7	7	6	5
English learner	12	6	7	
Don't know	9	8	5	0

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 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not English learner	28	21	21	16
English learner	20	23	23	
Don't know	23	19	16	22

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not English learner	6	7	9	25
English learner	8	9	9	
Don't know	5	5	11	17
Current alcohol or drug use[¶]				
Not English learner	2	3	3	12
English learner	1	5	4	
Don't know	2	3	4	17
Current marijuana use[¶]				
Not English learner	2	2	4	14
English learner	2	5	4	
Don't know	0	2	6	17
Current binge drinking[¶]				
Not English learner	1	1	2	5
English learner	4	4	3	
Don't know	4	1	3	11
Very drunk or "high" 7 or more times, ever				
Not English learner	1	2	5	16
English learner	1	4	3	
Don't know	0	3	4	11

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 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not English learner	1	3	4	14
English learner	1	5	0	
Don’t know	2	3	3	11
Current alcohol use[¶]				
Not English learner	4	5	6	16
English learner	7	8	6	
Don’t know	4	2	8	11
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not English learner	2	2	1	2
English learner	5	3	0	
Don’t know	2	1	2	17
Current cigarette smoking[¶]				
Not English learner	0	1	0	5
English learner	0	1	1	
Don’t know	2	1	1	11
Current use of vape products[¶]				
Not English learner	4	3	3	11
English learner	5	6	4	
Don’t know	3	3	6	17
Current tobacco vaping[¶]				
Not English learner	2	2	2	9
English learner	1	5	3	
Don’t know	0	2	4	17
Current marijuana vaping[¶]				
Not English learner	2	2	2	11
English learner	1	5	2	
Don’t know	0	2	3	6

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast				
Not English learner	59	58	53	29
English learner	60	55	64	
Don't know	58	55	47	44
Bedtime (at 12 am or later)				
Not English learner	16	22	31	34
English learner	13	20	25	
Don't know	9	22	29	33

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

[|]*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not English learner		15	33	
English learner		30		
Don't know				
Synchronous instruction (4 days or more)[¶]				
Not English learner		15	0	
English learner		20		
Don't know				
Interest in schoolwork done from home[†]				
Not English learner		42	50	
English learner		40		
Don't know				
Meaningful opportunities[‡]				
Not English learner		33	36	
English learner		60		
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not English learner	23	25	29	33
English learner	16	17	25	
Don't know	24	25	25	17
Experienced chronic sadness/hopelessness[§]				
Not English learner	31	30	35	44
English learner	25	19	36	
Don't know	30	28	28	28
Considered suicide[§]				
Not English learner	9	10	11	21
English learner	11	3	6	
Don't know	8	10	8	22
Optimism[‡]				
Not English learner	47	43	40	39
English learner	45	42	42	
Don't know	54	43	39	52
Life satisfaction[±]				
Not English learner	64	63	60	52
English learner	60	65	67	
Don't know	58	63	59	67

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not currently in English Learner Program	50	48	47	63
Less than 7 years (EL)	51	54	50	
7 years or more (LTEL)	45	46	43	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not currently in English Learner Program		44	32	
Less than 7 years (EL)				
7 years or more (LTEL)				
Academic Motivation[†]				
Not currently in English Learner Program	62	57	57	59
Less than 7 years (EL)	64	60	69	
7 years or more (LTEL)	72	56	68	
School is really boring[±]				
Not currently in English Learner Program	46	48	50	26
Less than 7 years (EL)	45	46	45	
7 years or more (LTEL)	41	42	51	
School is worthless and a waste of time[±]				
Not currently in English Learner Program	14	15	16	19
Less than 7 years (EL)	13	21	17	
7 years or more (LTEL)	32	18	19	
Monthly Absences (3 or more)				
Not currently in English Learner Program	20	18	19	27
Less than 7 years (EL)	24	25	22	
7 years or more (LTEL)	14	15	23	

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 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
Not currently in English Learner Program	30	28	26	37
Less than 7 years (EL)	28	24	20	
7 years or more (LTEL)	32	24	11	
Caring adult relationships[‡]				
Not currently in English Learner Program	51	51	57	43
Less than 7 years (EL)	47	51	61	
7 years or more (LTEL)	65	53	60	
High expectations[‡]				
Not currently in English Learner Program	66	64	67	55
Less than 7 years (EL)	67	63	73	
7 years or more (LTEL)	73	68	61	
Meaningful participation[‡]				
Not currently in English Learner Program	18	20	22	21
Less than 7 years (EL)	22	27	26	
7 years or more (LTEL)	39	22	18	
Facilities upkeep[†] (<i>In-School Only</i>)				
Not currently in English Learner Program	33	40	34	84
Less than 7 years (EL)	33	47	42	
7 years or more (LTEL)	43	30	24	
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	48	41	38	55
Less than 7 years (EL)	55	53	59	
7 years or more (LTEL)	56	44	43	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe <i>(In-School Only)</i>				
Not currently in English Learner Program	51	56	54	68
Less than 7 years (EL)	55	55	64	
7 years or more (LTEL)	55	54	50	
Experienced harassment due to five reasons^λ				
Not currently in English Learner Program	23	21	18	14
Less than 7 years (EL)	21	10	7	
7 years or more (LTEL)	16	25	24	
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	32	26	23	21
Less than 7 years (EL)	30	15	15	
7 years or more (LTEL)	16	30	33	
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	30	27	27	14
Less than 7 years (EL)	28	19	23	
7 years or more (LTEL)	21	36	30	
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	17	14	9	5
Less than 7 years (EL)	21	9	1	
7 years or more (LTEL)	21	14	3	
Been in a physical fight[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	11	7	5	13
Less than 7 years (EL)	11	10	6	
7 years or more (LTEL)	11	9	3	
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	7	7	6	5
Less than 7 years (EL)	11	5	3	
7 years or more (LTEL)	16	9	18	

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 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not currently in English Learner Program	28	21	21	16
Less than 7 years (EL)	18	21	23	
7 years or more (LTEL)	26	27	25	

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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	6	7	9	25
Less than 7 years (EL)	9	9	14	
7 years or more (LTEL)	5	9	0	
Current tobacco use[¶]				
Not currently in English Learner Program	2	3	3	12
Less than 7 years (EL)	0	5	7	
7 years or more (LTEL)	5	5	0	
Current marijuana use[¶]				
Not currently in English Learner Program	2	2	4	14
Less than 7 years (EL)	2	5	7	
7 years or more (LTEL)	5	6	0	
Current binge drinking[¶]				
Not currently in English Learner Program	1	1	2	5
Less than 7 years (EL)	3	5	4	
7 years or more (LTEL)	5	1	0	
Very drunk or “high” 7 or more times, ever				
Not currently in English Learner Program	1	2	5	16
Less than 7 years (EL)	0	4	5	
7 years or more (LTEL)	5	3	0	

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 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not currently in English Learner Program	1	3	4	14
Less than 7 years (EL)	2	3	0	
7 years or more (LTEL)	0	7	0	
Current alcohol use[¶]				
Not currently in English Learner Program	4	5	6	16
Less than 7 years (EL)	8	8	10	
7 years or more (LTEL)	5	8	0	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not currently in English Learner Program	2	2	1	2
Less than 7 years (EL)	3	5	0	
7 years or more (LTEL)	11	1	0	
Current cigarette smoking[¶]				
Not currently in English Learner Program	0	1	0	5
Less than 7 years (EL)	0	2	1	
7 years or more (LTEL)	0	0	0	
Current use of vape products[¶]				
Not currently in English Learner Program	4	3	3	11
Less than 7 years (EL)	2	7	7	
7 years or more (LTEL)	15	5	0	
Current tobacco vaping[¶]				
Not currently in English Learner Program	2	2	2	9
Less than 7 years (EL)	0	4	4	
7 years or more (LTEL)	5	5	0	
Current marijuana vaping[¶]				
Not currently in English Learner Program	2	2	2	11
Less than 7 years (EL)	0	5	3	
7 years or more (LTEL)	5	4	0	

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 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
Not currently in English Learner Program	59	58	53	29
Less than 7 years (EL)	58	52	61	
7 years or more (LTEL)	68	58	69	
Bedtime (at 12 am or later)				
Not currently in English Learner Program	16	22	31	34
Less than 7 years (EL)	12	21	21	
7 years or more (LTEL)	14	16	33	

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 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program		15	33	
Less than 7 years (EL)				
7 years or more (LTEL)				
Synchronous instruction (4 days or more)[¶]				
Not currently in English Learner Program		15	0	
Less than 7 years (EL)				
7 years or more (LTEL)				
Interest in schoolwork done from home[†]				
Not currently in English Learner Program		42	50	
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful opportunities[‡]				
Not currently in English Learner Program		33	36	
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not currently in English Learner Program	23	25	29	33
Less than 7 years (EL)	14	16	24	
7 years or more (LTEL)	20	17	21	
Experienced chronic sadness/hopelessness[§]				
Not currently in English Learner Program	31	30	35	44
Less than 7 years (EL)	23	17	34	
7 years or more (LTEL)	32	20	39	
Considered suicide[§]				
Not currently in English Learner Program	9	10	11	21
Less than 7 years (EL)	7	3	7	
7 years or more (LTEL)	21	1	3	
Optimism[‡]				
Not currently in English Learner Program	47	43	40	39
Less than 7 years (EL)	43	38	45	
7 years or more (LTEL)	51	50	39	
Life satisfaction[±]				
Not currently in English Learner Program	64	63	60	52
Less than 7 years (EL)	62	61	66	
7 years or more (LTEL)	56	70	71	

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
No IEP	50	50	47	65
IEP	51	48	47	
Don't know	50	42	42	68
Prefer not to say	22	33	42	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
No IEP		46	39	
IEP				
Don't know		50		
Prefer not to say				
Academic Motivation[†]				
No IEP	61	59	58	59
IEP	81	52	56	
Don't know	64	52	56	73
Prefer not to say	67	56	59	
School is really boring[±]				
No IEP	45	47	50	26
IEP	33	46	48	
Don't know	46	49	53	25
Prefer not to say	36	44	56	
School is worthless and a waste of time[±]				
No IEP	14	15	15	17
IEP	13	23	24	
Don't know	18	16	20	19
Prefer not to say	21	21	18	

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 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
No IEP	20	18	19	27
IEP	29	18	25	
Don't know	26	24	19	25
Prefer not to say	20	24	14	
Maintaining focus on schoolwork[†]				
No IEP	31	29	28	39
IEP	43	20	19	
Don't know	23	23	20	38
Prefer not to say	15	28	35	
Caring adult relationships[‡]				
No IEP	52	51	57	43
IEP	44	55	60	
Don't know	43	48	55	27
Prefer not to say	67	51	59	
High expectations[‡]				
No IEP	66	65	66	54
IEP	62	64	71	
Don't know	62	59	64	50
Prefer not to say	90	60	66	
Meaningful participation[‡]				
No IEP	17	20	21	20
IEP	47	24	24	
Don't know	20	21	22	23
Prefer not to say	22	19	22	

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
No IEP	32	41	35	84
IEP	43	42	31	
Don't know	44	35	31	63
Prefer not to say	31	24	36	
Promotion of parental involvement in school[†]				
No IEP	50	42	39	57
IEP	55	47	45	
Don't know	50	36	37	40
Prefer not to say	37	31	40	

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe <i>(In-School Only)</i>				
No IEP	52	56	54	73
IEP	60	60	54	
Don't know	53	52	50	69
Prefer not to say	36	39	53	
Experienced harassment due to five reasons[^][§]				
No IEP	22	20	16	9
IEP	36	28	25	
Don't know	15	18	15	6
Prefer not to say	27	23	18	
Experienced any harassment or bullying[§]				
No IEP	31	25	20	12
IEP	36	32	31	
Don't know	26	24	21	13
Prefer not to say	27	26	21	
Had mean rumors or lies spread about you[§]				
No IEP	28	26	26	14
IEP	33	35	31	
Don't know	22	27	24	25
Prefer not to say	45	31	24	
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
No IEP	20	14	8	5
IEP	13	18	12	
Don't know	14	13	6	6
Prefer not to say	18	23	9	

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 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
No IEP	9	6	4	16
IEP	33	11	5	
Don't know	10	8	7	13
Prefer not to say	9	13	9	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
No IEP	9	6	6	4
IEP	13	11	7	
Don't know	4	7	9	6
Prefer not to say	9	17	3	

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 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
No IEP	29	21	21	11
IEP	21	24	27	
Don't know	14	19	15	19
Prefer not to say	27	13	15	

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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
No IEP	8	6	9	25
IEP	7	9	11	
Don't know	4	5	7	0
Prefer not to say	0	6	3	
Current tobacco use[¶]				
No IEP	2	2	3	14
IEP	7	7	5	
Don't know	3	3	3	0
Prefer not to say	0	6	0	
Current marijuana use[¶]				
No IEP	1	2	4	16
IEP	7	5	7	
Don't know	1	3	3	0
Prefer not to say	0	0	0	
Current binge drinking[¶]				
No IEP	2	1	2	5
IEP	7	5	3	
Don't know	1	1	2	0
Prefer not to say	0	3	3	
Very drunk or “high” 7 or more times, ever				
No IEP	1	2	5	12
IEP	0	3	7	
Don't know	1	3	4	19
Prefer not to say	0	3	3	
Been drunk or “high” on drugs at school, ever				
No IEP	1	3	4	14
IEP	0	3	4	
Don't know	3	4	4	6
Prefer not to say	0	3	3	

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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
No IEP	5	4	6	14
IEP	7	7	7	
Don't know	1	3	5	0
Prefer not to say	0	6	3	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
No IEP	2	2	1	4
IEP	0	4	1	
Don't know	3	1	1	7
Prefer not to say	0	3	3	
Current cigarette smoking[¶]				
No IEP	1	0	0	9
IEP	0	3	0	
Don't know	0	1	1	0
Prefer not to say	0	0	0	
Current use of vape products[¶]				
No IEP	4	3	3	11
IEP	13	8	6	
Don't know	4	3	4	0
Prefer not to say	0	6	0	
Current tobacco vaping[¶]				
No IEP	1	2	2	9
IEP	7	6	5	
Don't know	3	3	1	0
Prefer not to say	0	6	0	
Current marijuana vaping[¶]				
No IEP	1	2	2	9
IEP	7	4	3	
Don't know	1	3	1	0
Prefer not to say	0	3	0	

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 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
No IEP	57	57	53	29
IEP	76	55	58	
Don't know	65	62	51	56
Prefer not to say	40	53	31	
Bedtime (at 12 am or later)				
No IEP	16	22	31	36
IEP	12	20	28	
Don't know	13	21	25	19
Prefer not to say	0	29	43	

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 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
No IEP		17	16	
IEP				
Don't know		18		
Prefer not to say				
Synchronous instruction (4 days or more)[¶]				
No IEP		17	5	
IEP				
Don't know		17		
Prefer not to say				
Interest in schoolwork done from home[†]				
No IEP		33	56	
IEP				
Don't know		45		
Prefer not to say				
Meaningful opportunities[‡]				
No IEP		42	32	
IEP				
Don't know		45		
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
No IEP	22	25	28	27
IEP	25	21	31	
Don't know	19	24	26	18
Prefer not to say	16	24	25	
Experienced chronic sadness/hopelessness[§]				
No IEP	31	29	33	36
IEP	29	31	39	
Don't know	25	26	35	31
Prefer not to say	27	29	30	
Considered suicide[§]				
No IEP	11	9	10	15
IEP	0	10	13	
Don't know	7	10	8	25
Prefer not to say	0	0	6	
Optimism[‡]				
No IEP	47	43	41	43
IEP	45	41	43	
Don't know	52	44	33	35
Prefer not to say	45	26	37	
Life satisfaction[‡]				
No IEP	64	64	61	61
IEP	44	64	61	
Don't know	62	63	57	51
Prefer not to say	58	60	60	

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

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

[§]Past 12 months.

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

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Home with one or more parent or guardian	50	49	47	66
Foster home				
Homeless		42		
Other living arrangement	47	35	42	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Home with one or more parent or guardian		47	38	
Foster home				
Homeless				
Other living arrangement				
Academic Motivation[†]				
Home with one or more parent or guardian	62	57	58	61
Foster home				
Homeless		48		
Other living arrangement	62	51	52	
School is really boring[±]				
Home with one or more parent or guardian	44	47	50	27
Foster home				
Homeless		67		
Other living arrangement	44	52	55	
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	14	16	17	18
Foster home				
Homeless		18		
Other living arrangement	20	19	24	

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 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Home with one or more parent or guardian	19	19	20	28
Foster home				
Homeless		8		
Other living arrangement	36	29	20	
Maintaining focus on schoolwork[†]				
Home with one or more parent or guardian	30	27	26	38
Foster home				
Homeless		27		
Other living arrangement	28	25	26	
Caring adult relationships[‡]				
Home with one or more parent or guardian	52	51	57	43
Foster home				
Homeless		58		
Other living arrangement	41	44	55	
High expectations[‡]				
Home with one or more parent or guardian	67	64	67	55
Foster home				
Homeless		69		
Other living arrangement	63	54	63	
Meaningful participation[‡]				
Home with one or more parent or guardian	19	21	21	20
Foster home				
Homeless		38		
Other living arrangement	20	19	17	

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 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Home with one or more parent or guardian	34	40	35	79
Foster home				
Homeless		64		
Other living arrangement	39	40	34	
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	51	42	39	54
Foster home				
Homeless		39		
Other living arrangement	44	36	34	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe <i>(In-School Only)</i>				
Home with one or more parent or guardian	53	57	54	70
Foster home				
Homeless		50		
Other living arrangement	45	39	57	
Experienced harassment due to five reasons[^]				
Home with one or more parent or guardian	21	20	17	13
Foster home				
Homeless		40		
Other living arrangement	24	20	19	
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	30	25	21	18
Foster home				
Homeless		40		
Other living arrangement	26	27	30	
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	29	27	26	21
Foster home				
Homeless		50		
Other living arrangement	23	25	30	
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Home with one or more parent or guardian	17	14	8	6
Foster home				
Homeless		40		
Other living arrangement	29	16	13	

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 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	11	6	5	17
Foster home				
Homeless		30		
Other living arrangement	11	11	5	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	8	7	6	4
Foster home				
Homeless		30		
Other living arrangement	7	12	13	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Home with one or more parent or guardian	27	21	21	14
Foster home				
Homeless		20		
Other living arrangement	15	24	23	

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Home with one or more parent or guardian	7	6	9	22
Foster home				
Homeless		36		
Other living arrangement	2	11	10	
Current tobacco use[¶]				
Home with one or more parent or guardian	2	3	3	14
Foster home				
Homeless		17		
Other living arrangement	2	8	5	
Current marijuana use[¶]				
Home with one or more parent or guardian	2	2	4	15
Foster home				
Homeless		27		
Other living arrangement	0	4	5	
Current binge drinking[¶]				
Home with one or more parent or guardian	2	1	2	7
Foster home				
Homeless		18		
Other living arrangement	0	5	5	
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	1	2	5	13
Foster home				
Homeless		25		
Other living arrangement	0	4	7	
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	1	3	4	13
Foster home				
Homeless		33		
Other living arrangement	0	8	4	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
Home with one or more parent or guardian	5	4	6	14
Foster home				
Homeless		27		
Other living arrangement	2	9	5	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Home with one or more parent or guardian	3	2	1	4
Foster home				
Homeless		10		
Other living arrangement	0	6	3	
Current cigarette smoking[¶]				
Home with one or more parent or guardian	0	0	1	7
Foster home				
Homeless		17		
Other living arrangement	2	4	0	
Current use of vape products[¶]				
Home with one or more parent or guardian	4	3	4	11
Foster home				
Homeless		17		
Other living arrangement	2	5	5	
Current tobacco vaping[¶]				
Home with one or more parent or guardian	2	2	3	10
Foster home				
Homeless		17		
Other living arrangement	0	5	4	
Current marijuana vaping[¶]				
Home with one or more parent or guardian	2	2	2	8
Foster home				
Homeless		17		
Other living arrangement	0	3	3	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
Home with one or more parent or guardian	59	59	53	34
Foster home				
Homeless		50		
Other living arrangement	61	41	57	
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	15	21	30	34
Foster home				
Homeless		8		
Other living arrangement	8	30	35	

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

[‡]*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Home with one or more parent or guardian		22	24	
Foster home				
Homeless				
Other living arrangement				
Synchronous instruction (4 days or more)[¶]				
Home with one or more parent or guardian		13	0	
Foster home				
Homeless				
Other living arrangement				
Interest in schoolwork done from home[†]				
Home with one or more parent or guardian		41	50	
Foster home				
Homeless				
Other living arrangement				
Meaningful opportunities[‡]				
Home with one or more parent or guardian		41	30	
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Home with one or more parent or guardian	22	24	28	26
Foster home				
Homeless		50		
Other living arrangement	19	31	27	
Experienced chronic sadness/hopelessness[§]				
Home with one or more parent or guardian	30	28	34	37
Foster home				
Homeless		50		
Other living arrangement	22	37	35	
Considered suicide[§]				
Home with one or more parent or guardian	10	9	10	17
Foster home				
Homeless		30		
Other living arrangement	7	21	13	
Optimism[‡]				
Home with one or more parent or guardian	47	44	40	42
Foster home				
Homeless		37		
Other living arrangement	52	24	38	
Life satisfaction[‡]				
Home with one or more parent or guardian	63	65	61	58
Foster home				
Homeless		32		
Other living arrangement	62	51	54	

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 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	317	1,282	1,240	52
Final number	177	825	770	40
Response Rate	56%	64%	62%	77%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	1	1	3	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	na	2	2	5	B.I.3.5
Driving under the influence experiences	27	4	5	11	B.I.3.6
Consequences of AOD Consumption					
Caused one or more problems	na	4	6	25	B.I.4.2
Caused one or more dependency-related experiences	na	5	6	14	B.I.4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	24	18	49	B.I.5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	46	47	51	19	B.I.7.1
Trying marijuana once or twice	45	40	29	14	B.I.7.1
Using marijuana once a month or more	51	48	38	24	B.I.7.1

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

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	100	100	98
1 time	na	0	0	0
2 to 3 times	na	0	0	3
4 or more times	na	0	0	0
Tranquilizers or sedatives				
0 times	na	99	99	100
1 time	na	0	0	0
2 to 3 times	na	0	0	0
4 or more times	na	0	0	0
Appetite suppressants				
0 times	na	97	98	100
1 time	na	1	0	0
2 to 3 times	na	0	0	0
4 or more times	na	2	1	0
Ritalin or Adderall or other prescription stimulant				
0 times	na	99	98	100
1 time	na	0	0	0
2 to 3 times	na	0	0	0
4 or more times	na	1	1	0

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.

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	84	82	77	55
10 years or under	9	5	2	10
11-12 years old	7	5	3	5
13-14 years old	1	7	5	13
15-16 years old	0	1	11	13
17 years or older	0	1	1	5
Marijuana (smoke, vape, eat, or drink)				
Never	94	92	86	56
10 years or under	1	1	0	5
11-12 years old	4	2	1	8
13-14 years old	1	4	5	3
15-16 years old	0	0	6	21
17 years or older	0	0	1	8
Any other illegal drug or pill to get “high”				
Never	97	98	98	87
10 years or under	1	0	0	0
11-12 years old	1	0	0	0
13-14 years old	1	1	0	8
15-16 years old	0	0	1	3
17 years or older	0	0	0	3

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 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	98	96	96	85
10 years or under	1	0	1	8
11-12 years old	1	1	0	0
13-14 years old	0	2	1	5
15-16 years old	0	0	1	0
17 years or older	0	0	0	3
A vape product such as an e-cigarette, vape pen, or mod				
Never	94	89	87	70
10 years or under	1	0	0	3
11-12 years old	4	4	2	8
13-14 years old	1	5	5	8
15-16 years old	0	1	6	10
17 years or older	0	1	1	3

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 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	94	92	89	77
Just enough to feel it a little	5	4	6	10
Enough to feel it moderately	1	3	3	10
Until I feel it a lot or get really drunk	0	1	1	3

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 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	95	92	69
Just enough to feel a little high	na	1	3	8
Enough to feel it moderately	na	2	3	18
Until I feel it a lot or get really high	na	2	2	5

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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	na	96	95	89
1 time	na	2	2	3
2 times	na	1	1	6
3 to 6 times	na	1	1	0
7 or more times	na	1	1	3
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	73	na	na	na
1 time	10	na	na	na
2 times	5	na	na	na
3 to 6 times	5	na	na	na
7 or more times	7	na	na	na

Question HS B.I.35/MS B.I.25: 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?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

na—Not asked of middle school students.

4. Reasons for and Consequences of AOD Consumption

Table B.I.4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	80	83	81	62
To experiment (try using)	3	4	7	5
To get high	1	3	5	18
To have a good time with friends	2	4	7	13
To fit in with a group you like	1	1	1	0
Because of boredom	3	3	4	15
To relax	2	4	6	13
To get away from problems	2	4	4	15
Because of anger or frustration	2	3	3	8
To get through the day	3	2	3	13
Because it made you feel better	2	4	4	8
To seek deeper insights and understanding	1	1	1	3
None of the above	24	16	13	10

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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	90	85	72
I've used alcohol or drugs but never had any of these problems	na	6	10	6
Have problems with emotions, nerves, or mental health	na	3	2	8
Get into trouble or have problems with the police	na	0	1	8
Have money problems	na	1	1	3
Miss school	na	0	1	6
Have problems with schoolwork	na	1	2	11
Fight with others	na	1	0	3
Damage a friendship	na	1	1	6
Physically hurt or injure yourself	na	1	1	6
Have unwanted or unprotected sex	na	0	1	3
Forget what happened or pass out	na	2	2	0
Been suspended from school	na	0	1	8
<i>One or more problems</i>	na	4	6	25

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.

na—Not asked of middle school students.

Table B.I.4.3***Alcohol or Other Drug Use Caused Dependency-Related Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	92	87	80
I use alcohol or drugs but have not experienced any of these things	na	3	8	6
Found you had to increase how much you use to have the same effect as before	na	2	2	6
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	1	1	0
Used alcohol or drugs a lot more than you intended	na	1	2	3
Used alcohol or drugs when you were alone	na	3	3	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	na	0	1	3
You didn't feel OK unless you had something to drink or used a drug	na	1	1	0
Thought about reducing or stopping use	na	2	3	6
Told yourself you were not going to use but found yourself using anyway	na	2	2	3
Spoke with someone about reducing or stopping use	na	2	2	3
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	6
<i>One or more dependency-related experiences</i>	na	5	6	14

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.

na—Not asked of middle school students.

Table B.I.4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	33	42	50
Likely	na	31	29	32
Not likely	na	10	11	3
Don't know	na	26	18	16

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?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B.I.5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	92	88	74
No, but I do use alcohol or other drugs	na	6	11	16
Yes, I have felt that I needed help	na	2	1	11

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?

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

na—Not asked of middle school students.

Table B.I.5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	24	18	49
Likely	na	36	40	30
Not likely	na	13	20	3
Don't know	na	28	22	19

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?

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

na—Not asked of middle school students.

Table B.I.5.3

Talked with Parent About AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	68	59	58	58
Yes	32	41	42	42

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 7 %	Grade 9 %	Grade 11 %	NT %
At school	7	15	10	5
At parties	12	26	29	24
At concerts or other social events	5	9	10	8
At their own home	12	22	25	16
From adults at friends' homes	7	13	14	5
From friends or another teenager	10	23	24	14
Get adults to buy it for them	5	13	14	3
Buy it themselves from a store	3	9	10	5
At bars, clubs, or gambling casinos	1	3	2	0
Other	8	10	7	3
Don't know	82	71	65	70

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 7 %	Grade 9 %	Grade 11 %	NT %
At school	9	18	18	17
At parties	5	16	18	17
At concerts or other social events	3	8	9	8
At their own home	6	12	15	8
From an adult acquaintance	5	11	12	6
From friends or another teenager	12	19	25	19
Buy it at a marijuana dispensary	6	7	8	6
At bars or clubs	1	2	1	3
Other	5	7	5	6
Don't know	84	76	69	64

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 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	41	39	34	50
Somewhat disapprove	13	14	15	31
Strongly disapprove	46	47	51	19
Trying marijuana once or twice				
Neither approve nor disapprove	42	44	51	66
Somewhat disapprove	13	16	20	20
Strongly disapprove	45	40	29	14
Using marijuana once a month or more regularly				
Neither approve nor disapprove	37	40	42	61
Somewhat disapprove	12	13	19	15
Strongly disapprove	51	48	38	24

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 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	89	81	84	78
Wrong	10	13	11	11
A little wrong	1	4	2	6
Not at all wrong	1	2	2	6
Smoke tobacco				
Very wrong	96	85	87	82
Wrong	4	9	10	15
A little wrong	0	3	2	0
Not at all wrong	1	3	2	3
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	95	84	87	71
Wrong	4	10	9	14
A little wrong	1	3	2	11
Not at all wrong	1	3	2	3
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	95	85	84	66
Wrong	4	8	11	17
A little wrong	1	3	3	11
Not at all wrong	1	4	2	6
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	96	87	91	83
Wrong	2	9	7	11
A little wrong	1	1	1	3
Not at all wrong	1	3	2	3

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 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	63	65	58	47
Wrong	18	19	25	33
A little wrong	12	10	11	11
Not at all wrong	7	6	6	8
Smoke tobacco				
Very wrong	66	69	61	53
Wrong	18	19	23	22
A little wrong	9	7	9	11
Not at all wrong	6	5	7	14
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	65	65	59	51
Wrong	16	19	23	17
A little wrong	10	9	10	11
Not at all wrong	9	7	9	20
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	66	66	56	49
Wrong	18	18	22	17
A little wrong	9	8	12	14
Not at all wrong	7	7	11	20
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	69	71	68	65
Wrong	16	17	22	21
A little wrong	9	6	6	6
Not at all wrong	5	5	4	9

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 7 %	Grade 9 %	Grade 11 %	NT %
No	46	44	39	47
Yes	54	56	61	53

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 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	317	1,282	1,250	52
Final number	162	844	743	40
Response Rate	51%	66%	59%	77%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Behavioral Health Protective Factors					
Emotional safety at school [†]	51	50	52	41	B.II.3.2
School co-regulation supports [†]	46	47	51	46	B.II.3.3
Home adult co-regulation supports [†]	64	67	65	47	B.II.3.4
Peer co-regulation supports [†]	71	68	73	62	B.II.3.5
Resilience Assets					
Emotion regulation ^ô	37	40	44	32	B.II.4.1
Student Wellness					
Responses to trauma [¶]	17	18	20	26	B.II.5.1
Potential Post-Traumatic Stress [¶]	28	29	32	54	B.II.5.2
Stress associated health symptoms [*]	12	17	18	18	B.II.5.3
Loneliness ^ê	33	38	43	45	B.II.5.4
Self-harm [§]	20	14	11	8	B.II.5.8
Fasting for 12 hours or more	28	32	38	36	B.II.5.7
Trouble sleeping (daily)	14	14	15	19	B.II.5.1
Mental Health Supports					
Wanted to get mental health services [§]	15	19	21	24	B.II.6.4
Received mental health services [§]	15	13	16	29	B.II.6.4
Barriers to receiving services (3 or more)	30	22	19	18	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 percent of respondents reporting the top two response categories (“Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm”).

^ε Average percent of respondents 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 7 %	Grade 9 %	Grade 11 %	NT %
<i>How safe do you feel...</i>				
<i>at home or the place where you live?</i>				
Very safe	63	58	60	49
Safe	30	33	34	35
Neither safe nor unsafe	5	7	5	16
Unsafe	1	1	1	0
Very unsafe	1	1	0	0
<i>in the neighborhood where you live?</i>				
Very safe	49	49	49	38
Safe	34	36	40	46
Neither safe nor unsafe	14	12	9	14
Unsafe	3	1	2	3
Very unsafe	1	2	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 7 %	Grade 9 %	Grade 11 %	NT %
Emotional safety at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	51	50	52	41
<i>At my school,...</i>				
I feel socially accepted.				
Not at all true	14	15	13	23
A little true	31	31	31	31
Pretty much true	33	34	39	36
Very much true	22	19	17	10
I feel that I matter to others.				
Not at all true	21	19	21	31
A little true	32	35	32	33
Pretty much true	25	28	31	26
Very much true	22	19	16	10

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 7 %	Grade 9 %	Grade 11 %	NT %
School co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	46	47	51	46
<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	28	20	19	25
A little true	29	33	30	31
Pretty much true	20	27	30	33
Very much true	23	20	21	11
<i>would be helpful to me if I came to school upset.</i>				
Not at all true	33	24	23	36
A little true	23	29	26	14
Pretty much true	24	27	29	33
Very much true	21	20	22	17
<i>makes me feel good about myself.</i>				
Not at all true	23	24	21	29
A little true	28	28	29	24
Pretty much true	24	26	29	35
Very much true	26	21	21	12

*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 7 %	Grade 9 %	Grade 11 %	NT %
Home adult co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	67	65	47
<i>In my home, there is a parent or some other adult who...</i>				
talks with me about my problems.				
Not at all true	20	13	12	23
A little true	23	21	25	31
Pretty much true	21	29	27	23
Very much true	37	36	36	23
helps me when I am upset.				
Not at all true	15	13	14	21
A little true	20	20	22	33
Pretty much true	27	28	27	23
Very much true	39	39	37	23
makes me feel good about myself.				
Not at all true	16	11	11	15
A little true	15	20	20	36
Pretty much true	28	31	31	31
Very much true	41	38	38	18

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 7 %	Grade 9 %	Grade 11 %	NT %
Peer co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	68	73	62
<i>I have a friend my age who...</i>				
talks with me about my problems.				
Not at all true	17	17	11	21
A little true	18	18	16	18
Pretty much true	31	27	28	38
Very much true	33	38	45	23
helps me when I am upset.				
Not at all true	13	14	13	23
A little true	15	17	17	15
Pretty much true	35	28	27	33
Very much true	36	40	44	28
makes me feel good about myself.				
Not at all true	12	13	9	16
A little true	11	16	16	18
Pretty much true	36	29	29	37
Very much true	41	42	46	29

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 7 %	Grade 9 %	Grade 11 %	NT %
Emotion regulation				
<i>Average reporting the top two response categories^o</i>	37	40	44	32
When everybody around you gets angry, how relaxed can you stay?				
Not relaxed at all	10	19	15	30
Slightly relaxed	34	24	21	14
Somewhat relaxed	23	25	29	32
Quite relaxed	24	22	25	19
Extremely relaxed	8	10	10	5
How often are you able to control your emotions when you need to?				
Almost never	9	7	5	19
Once in a while	12	13	12	11
Sometimes	29	23	23	27
Frequently	26	35	31	14
Almost always	23	22	29	30
When things go wrong for you, how calm are you able to remain?				
Not calm at all	9	8	9	22
Slightly calm	28	26	22	14
Somewhat calm	34	33	34	35
Quite calm	22	24	25	24
Extremely calm	7	9	10	5

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 7 %	Grade 9 %	Grade 11 %	NT %
Responses to trauma				
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	17	18	20	26
<i>During the past 30 days,...</i>				
I got upset easily or got into arguments or physical fights.				
Never	65	64	64	70
1-3 times a month	19	21	22	8
1-2 times a week	10	8	8	3
2-3 times a week	3	4	3	11
Almost every day	3	3	3	8
I had trouble concentrating or paying attention.				
Never	41	36	30	43
1-3 times a month	19	24	20	22
1-2 times a week	15	13	15	0
2-3 times a week	10	9	13	16
Almost every day	15	17	22	19
I had trouble feeling happiness or love.				
Never	61	60	51	49
1-3 times a month	19	17	24	16
1-2 times a week	5	10	10	14
2-3 times a week	5	7	6	8
Almost every day	10	7	8	14

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 7 %	Grade 9 %	Grade 11 %	NT %
During the past 30 days,...				
I felt alone even when I was around other people.				
Never	56	54	46	54
1-3 times a month	18	19	23	14
1-2 times a week	9	10	10	5
2-3 times a week	9	8	9	11
Almost every day	9	10	12	16
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.				
Never	47	47	43	46
1-3 times a month	19	20	21	24
1-2 times a week	11	10	11	0
2-3 times a week	8	10	9	11
Almost every day	14	14	15	19

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 7 %	Grade 9 %	Grade 11 %	NT %
Minimal PTS Symptoms	38	37	32	33
Mild PTS Symptoms	34	34	36	13
Potential PTS	28	29	32	54

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 7 %	Grade 9 %	Grade 11 %	NT %
Stress associated health symptoms				
<i>Average reporting “A lot” or “A whole lot”</i>	12	17	18	18
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Stomachaches				
Not at all	40	42	41	38
A little	29	25	24	30
Some	20	18	18	14
A lot	6	9	12	14
A whole lot	5	5	6	5
Headaches				
Not at all	42	33	33	32
A little	21	24	22	29
Some	18	20	22	29
A lot	10	12	15	8
A whole lot	9	10	9	3
Pains in your lower back				
Not at all	54	45	39	35
A little	22	19	19	24
Some	11	15	19	11
A lot	8	12	12	22
A whole lot	6	9	10	8

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 7 %	Grade 9 %	Grade 11 %	NT %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Feeling faint or dizzy				
Not at all	56	53	51	54
A little	23	17	20	22
Some	9	15	14	11
A lot	4	10	9	11
A whole lot	8	6	6	3
Heart beating too fast (even when you are not exercising)				
Not at all	73	67	66	65
A little	12	13	13	16
Some	10	9	10	3
A lot	1	6	6	14
A whole lot	3	4	5	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 7 %	Grade 9 %	Grade 11 %	NT %
Loneliness				
<i>Average reporting “Sometimes” or “Often”</i>	33	38	43	45
How often do you feel lonely?				
Never	36	37	29	38
Rarely	30	23	25	19
Sometimes	21	25	28	14
Often	12	15	18	30
How often do you feel that you are no longer close to anyone?				
Never	44	43	38	41
Rarely	23	21	21	14
Sometimes	21	19	23	30
Often	12	17	18	16

Question HS/MS B.II.19, 20: How often do you feel lonely?... How often do you feel that you are no longer close to anyone?

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

Table B.II.5.5***Body Image***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very dissatisfied	14	15	14	27
Dissatisfied	11	17	20	22
Neither dissatisfied nor satisfied	37	30	32	27
Satisfied	25	28	22	19
Very satisfied	12	11	12	5

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 7 %	Grade 9 %	Grade 11 %	NT %
Which of the following are you trying to do about your weight?				
Lose weight	55	47	51	51
Gain weight	10	19	22	19
Stay the same weight	14	14	12	11
I am not trying to do anything about my weight	21	20	15	19

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 7 %	Grade 9 %	Grade 11 %	NT %
During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:				
Exercise				
No	26	23	20	13
Yes	74	77	80	87
Eat less food, fewer calories, or foods low in fat				
No	39	35	31	18
Yes	61	65	69	82
Go without eating for 12 hours or more				
No	72	68	63	64
Yes	28	32	38	36
Take diet pills, powders, or liquids without a doctor's advice				
No	94	93	94	81
Yes	6	7	6	19
Vomit or take laxatives				
No	95	93	93	87
Yes	5	7	7	13

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 7 %	Grade 9 %	Grade 11 %	NT %
0 times	80	86	89	92
1 time	6	4	4	3
2 or 3 times	7	5	4	3
4 or 5 times	3	2	1	0
6 or more times	5	3	2	3

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 7 %	Grade 9 %	Grade 11 %	NT %
No	78	80	84	73
Yes	11	12	8	16
I don't know	12	8	8	11

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 7 %	Grade 9 %	Grade 11 %	NT %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>				
talk to a teacher or another adult from your school?	24	25	24	19
talk to your parents or someone else in your family?	57	54	54	39
get help from a counselor or therapist?	21	21	19	11
talk to your friends?	58	61	67	56
be afraid to get help?	22	19	18	19
not know what to do?	33	27	21	22

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 7 %	Grade 9 %	Grade 11 %	NT %
<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	13	16	13	21
Disagree	14	17	23	21
Agree	56	55	53	42
Strongly agree	17	12	11	16
<i>kids at my school would be nice to them.</i>				
Strongly disagree	15	16	14	16
Disagree	32	31	30	27
Agree	43	43	49	46
Strongly agree	10	9	7	11

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 7 %	Grade 9 %	Grade 11 %	NT %
<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	72	72	72	63
Yes	15	19	21	24
I don't know	13	9	7	13
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	63	64	62	53
No, I didn't get help when I needed it	22	23	22	18
Yes, I got help when I needed it	15	13	16	29
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]				
Nowhere	0	6	1	0
At school (in person, by phone, or online)	63	45	43	36
From a counselor or therapist not from my school (in person, by phone, or online)	47	53	53	64
Somewhere else	5	19	16	0
I don't know	16	1	4	9

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 7 %	Grade 9 %	Grade 11 %	NT %
I would not know where to go for help	35	21	15	24
There isn't anyone I can talk to	12	13	10	12
They wouldn't understand	22	19	22	15
People would think there's something wrong with me	22	16	16	24
My parents might find out	28	24	20	12
Other students might find out	17	14	9	6
I wouldn't have a way to pay for it	10	9	13	12
I wouldn't want to talk to a counselor or therapist	26	20	20	24
Other reasons	19	17	17	12
Does not apply, none of these things would stop you from talking to a counselor or therapist.	38	38	40	35
<i>Three or more barriers</i>	30	22	19	18

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 7 %	Grade 9 %	Grade 11 %	NT %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.				
Strongly disagree	26	20	15	35
Disagree	17	16	16	8
Agree	40	46	53	38
Strongly agree	18	18	17	19
People at my school talk openly about mental health.				
Strongly disagree	26	22	18	26
Disagree	37	27	28	14
Agree	32	40	44	51
Strongly agree	5	10	10	9
My school encourages students to take care of their mental health.				
Strongly disagree	18	14	11	24
Disagree	13	13	14	3
Agree	48	53	55	47
Strongly agree	21	19	19	26

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.