

CALIFORNIA HEALTHY KIDS SURVEY



California Military Institute 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	32
8. School Violence, Victimization, and Safety	37
9. Alcohol and Other Drug Use	44
10. Tobacco Use	56
11. Other Health Risks	65
12. Race/Ethnicity Breakdowns	66
13. Gender Breakdowns	82
14. Parental Education Breakdowns	92
15. English Learner Breakdowns	103
16. Long-Term English Learner (LTEL) Breakdowns	111
17. Special Education Breakdowns	119
18. Living Situation Breakdowns	129
B. Behavioral Health Module (Form A)	139
Alcohol and Other Drugs	139
1. Student Sample	139
2. Summary of Key Indicators	140
3. Alcohol, Tobacco, and Other Drug Consumption Patterns	141
4. Reasons for and Consequences of AOD Consumption	145
5. Supports to Reduce AOD Use	149
6. Availability	150
7. Influences on ATOD Use	152

B. Behavioral Health Module (Form B)	156
Other Behavioral Health Factors	156
1. Student Sample	156
2. Summary of Key Indicators	157
3. Behavioral Health Protective Factors	158
4. Resilience Assets	163
5. Student Wellness	164
6. Mental Health Supports	172

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
A6.13	Promotion of Parental Involvement Scale Questions	30
A6.14	Checking Student Progress	31
A6.15	Quality of School Physical Environment	31
7.	Social and Emotional Health	32
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	32
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	32
A7.3	Optimism Scale Questions	33
A7.4	Life Satisfaction Scale Questions	34
A7.4	Life Satisfaction Scale Questions – Continued	35
A7.5	Social Emotional Distress Scale Questions	36
8.	School Violence, Victimization, and Safety	37
A8.1	Perceived Safety at School	37
A8.2	Reasons for Harassment, Past 12 Months	38
A8.2	Reasons for Harassment, Past 12 Months – Continued	39
A8.3	School Violence Victimization Scale Questions	40
A8.3	School Violence Victimization Scale Questions – Continued	41
A8.4	School Violence Perpetration Scale Questions	42
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	43
A8.6	Weapons Possession on School Property, Past 12 Months	43
9.	Alcohol and Other Drug Use	44
A9.1	Summary Measures of Level of AOD Use and Perceptions	44
A9.2	Summary of AOD Lifetime Use	45
A9.3	Lifetime AOD Use	46
A9.3	Lifetime AOD Use – Continued	47
A9.4	Methods of Marijuana Consumption	48
A9.5	Current AOD Use, Past 30 Days	49
A9.6	Frequency of Current AOD Use, Past 30 Days	50
A9.7	Lifetime Drunk or “High”	51
A9.8	Current AOD Use on School Property, Past 30 Days	52
A9.9	Lifetime Drunk or “High” on School Property	52
A9.10	Cessation Attempts	53
A9.11	Perceived Harm of AOD Use	54
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	55
10.	Tobacco Use	56

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

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

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

7. Influences on ATOD Use	152
B.I.7.1 Personal Disapproval of AOD Use	152
B.I.7.2 Parent Disapproval of ATOD Use	153
B.I.7.3 Peer Disapproval of ATOD Use	154
B.I.7.4 Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months	155
B. Behavioral Health Module (Form B)	156
Other Behavioral Health Factors	156
1. Student Sample	156
B.II.1.1 Student Sample on Other Behavioral Health Factors	156
2. Summary of Key Indicators	157
B.II.2.1 Key Indicators of Other Behavioral Health Factors	157
3. Behavioral Health Protective Factors	158
B.II.3.1 Perceived Safety at Home and in Neighborhood	158
B.II.3.2 Emotional Safety at School Scale Questions	159
B.II.3.3 School Co-Regulation Supports Scale Questions	160
B.II.3.4 Home Adult Co-Regulation Supports Scale Questions	161
B.II.3.5 Peer Co-Regulation Supports Scale Questions	162
4. Resilience Assets	163
B.II.4.1 Emotion Regulation Scale Questions	163
5. Student Wellness	164
B.II.5.1 Responses to Trauma Scale Questions	164
B.II.5.1 Responses to Trauma Scale Questions – Continued	165
B.II.5.2 Post-Traumatic Stress (PTS) Profile, Past 30 Days	165
B.II.5.3 Stress Associated Health Symptoms Scale Questions	166
B.II.5.3 Stress Associated Health Symptoms Scale Questions – Continued	167
B.II.5.4 Loneliness Scale Questions	168
B.II.5.5 Body Image	169
B.II.5.6 Weight Management	169
B.II.5.7 Disordered Eating Behavior	170
B.II.5.8 Self-Harm, Past 12 Months	171
6. Mental Health Supports	172
B.II.6.1 Availability of Mental Health Supports at School, Past Year	172
B.II.6.2 Mental Health Help-Seeking Attitude	172
B.II.6.3 Mental Health Help-Seeking Attitude Toward Peers	173
B.II.6.4 Mental Health Services Usage, Past Year	174
B.II.6.5 Barriers to Using Mental Health Services	175
B.II.6.6 School Promotion of Mental Health Awareness	176

PREFACE

HYPERLINK FEATURE

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

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

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

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

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module

yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Climate Report Card, Mental Health Report, and School Boredom Report

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	X
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module (RYDM)	
M. Safety & Violence Module	X
N. School Climate Module (SCM)	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
<i>Student Sample Size</i>			
Target sample	170	179	138
Final number	134	99	77
Response Rate	79%	55%	56%

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11
In-school learning only	130	99	77
Remote learning only	4	0	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	Table
School Engagement and Supports				
School connectedness ^{†#} (<i>In-School Only</i>)	57	44	46	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)				A6.4
Academic motivation [†]	65	61	58	A6.4
School is really boring [±]	38	52	53	A6.11
School is worthless and a waste of time [±]	11	11	11	A6.11
Monthly Absences (3 or more)	18	13	4	A6.2
Maintaining focus on schoolwork ^{†Γ}	32	36	24	A6.10
Caring adult relationships [‡]	54	44	51	A6.4
High expectations [‡]	71	55	65	A6.4
Meaningful participation [‡]	22	15	20	A6.4
Facilities upkeep ^{†Φ}	46	34	26	A6.15
Promotion of parental involvement in school [†]	62	49	45	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe ^Φ	67	48	64	A8.1
Experienced any harassment or bullying [§]	29	28	21	A8.2
Had mean rumors or lies spread about you [§]	30	32	23	A8.3
Been afraid of being beaten up ^{§Φ}	11	13	5	A8.3
Been in a physical fight ^{§Φ}	7	10	2	A8.4
Seen a weapon on campus ^{§Φ}	13	3	7	A8.6
Cyberbullying [§]	21	29	11	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 %	Table
Substance Use				
Current alcohol or drug use [¶]	2	5	8	A9.5
Current tobacco use [¶]	0	4	3	A10.6
Current marijuana use [¶]	0	1	2	A9.5
Current binge drinking [¶]	0	0	0	A9.5
Very drunk or “high” 7 or more times, ever	0	0	3	A9.7
Been drunk or “high” on drugs at school, ever	0	4	3	A9.9
Current cigarette smoking [¶]	0	0	0	A10.4
Current use of vape products [¶]	0	4	3	A10.4
Current tobacco vaping [¶]	0	4	3	A10.5
Current marijuana vaping [¶]	0	0	0	A10.5
Routines				
Eating of breakfast	65	68	48	A4.1
Bedtime (at 12 am or later)	13	15	21	A4.2
Remote Schooling				
Remote learning frequency (5 days per week) ^{¶δ}				A5.1
Synchronous instruction (4 days or more) ^{¶δ}				A5.1
Interest in schoolwork done from home ^{†δ}				A5.3
Meaningful opportunities ^{‡δ}				A5.2
Social and Emotional Health				
Social emotional distress [‡]	23	25	18	A7.5
Experienced chronic sadness/hopelessness [§]	33	25	18	A7.1
Considered suicide [§]	6	9	5	A7.2
Optimism [‡]	54	45	43	A7.3
Life satisfaction [±]	70	69	65	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 %
In-School Model	97	100	100
Remote Learning Model	3	0	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %
Male	48	48	53
Female	52	52	44
Nonbinary	0	0	1
Something else	0	0	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 %
Straight (not gay)	87	82	85
Lesbian or Gay	1	2	3
Bisexual	1	10	6
Something else	2	2	0
Not sure	5	1	4
Decline to respond	4	2	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 %
No, I am not transgender	95	97	91
Yes, I am transgender	0	1	1
I am not sure if I am transgender	2	2	1
Decline to respond	3	0	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 %
American Indian or Alaska Native, non-Hispanic	0	0	0
Asian or Asian American, non-Hispanic	0	2	1
Black or African American, non-Hispanic	8	1	1
Hispanic or Latinx	86	87	93
Native Hawaiian or Pacific Islander, non-Hispanic	2	0	0
White, non-Hispanic	2	2	1
Multiracial, non-Hispanic	1	2	0
Something else, non-Hispanic	2	5	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	92	94	92
Other relative's home	0	1	0
A home with more than one family	4	2	7
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	1	1	0
Other living arrangement	4	1	1

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

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

Table A3.7
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %
Home with one or more parent or guardian	92	94	92
Foster home	0	0	0
Homeless	1	1	0
Other living arrangement	8	4	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 %
Did not finish high school	6	15	29
Graduated from high school	29	28	20
Attended college but did not complete four-year degree	9	13	7
Graduated from college	24	17	17
Don’t know	32	28	27

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 %
No	74	77	77
Yes	1	2	7
Don't know	23	20	14
Prefer not to say	2	0	1

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 %
No	71	74	73
Yes	14	11	7
Don't know	15	15	20

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 %
Not currently in English Learner Program	83	87	91
Less than 7 years (EL)	10	7	2
7 years or more (LTEL)	6	7	7

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 %
English	50	37	32
Spanish	49	61	67
Mandarin	0	0	0
Cantonese	0	0	0
Taiwanese	0	0	0
Tagalog	0	1	0
Vietnamese	0	0	0
Korean	0	0	0
Arabic	0	1	0
Other	2	0	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 %
<i>How well do you...</i>			
understand English?			
Very well	92	79	82
Well	8	21	18
Not well	0	0	0
Not at all	0	0	0
speak English?			
Very well	75	68	67
Well	23	30	33
Not well	2	2	0
Not at all	0	0	0
read English?			
Very well	69	71	53
Well	25	27	45
Not well	6	2	2
Not at all	0	0	0
write English?			
Very well	72	59	59
Well	25	38	39
Not well	3	4	2
Not at all	0	0	0
<i>English Language Proficiency Status</i>			
Proficient	70	70	61
Not proficient	30	30	39

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 %
I do not attend my school's afterschool program	61	93	92
1 day	3	3	0
2 days	8	1	3
3 days	6	1	1
4 days	5	0	4
5 days	16	1	0

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 %
No	94	92	97
Yes	3	4	3
Don't know	3	3	0

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

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %
No	35	32	52
Yes	65	68	48

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 %
Before 7:00 pm	0	0	0
7:00-7:59 pm	2	2	1
8:00-8:59 pm	6	5	6
9:00-9:59 pm	31	23	8
10:00-10:59 pm	36	33	30
11:00-11:59 pm	11	23	34
12:00-12:59 am	7	9	14
After 1:00 am	6	6	7
<i>Bedtime at 12 am or later</i>	13	15	21

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Not at all true			
A little true			
Pretty much true			
Very much true			

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Strongly disagree			
Disagree			
Neither disagree nor agree			
Agree			
Strongly agree			

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

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Mostly A's	16	16	11
A's and B's	43	45	50
Mostly B's	9	6	10
B's and C's	26	29	27
Mostly C's	1	3	1
C's and D's	5	1	0
Mostly D's	0	0	0
Mostly F's	1	0	0

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

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

Table A6.2

Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	46	39	49
1 day	15	30	30
2 days	21	19	17
3 or more days	18	13	4

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 %
Does not apply; I didn't miss any school	42	37	54
Illness (feeling physically sick), including problems with breathing or your teeth	47	45	39
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1	0
Felt very sad, hopeless, anxious, stressed, or angry	12	8	6
Didn't get enough sleep	9	10	1
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	0
Had to take care of or help a family member or friend	10	9	4
Wanted to spend time with friends	1	0	0
Used alcohol or drugs	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	2	5	0
Were bored or uninterested in school	6	9	3
Had no transportation to school <i>(In-School Only)</i>	3	2	1
Other reason	14	14	9

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 %	Table
Total school supports	49	38	45	
Caring relationships-adults in school [‡]	54	44	51	A6.5
High expectations-adults in school [‡]	71	55	65	A6.6
Meaningful participation at school [‡]	22	15	20	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	57	44	46	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>				A6.8
Academic motivation [†]	65	61	58	A6.9
Promotion of parental involvement in school [†]	62	49	45	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.*

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Caring relationships-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	44	51
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	12	12	11
A little true	36	42	33
Pretty much true	37	37	45
Very much true	16	9	11
<i>who notices when I’m not there.</i>			
Not at all true	13	21	17
A little true	34	41	38
Pretty much true	31	28	26
Very much true	22	9	18
<i>who listens to me when I have something to say.</i>			
Not at all true	13	20	11
A little true	30	33	37
Pretty much true	33	33	32
Very much true	23	15	20

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 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	55	65
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>			
Not at all true	6	9	15
A little true	21	40	26
Pretty much true	50	30	43
Very much true	23	21	15
<i>who always wants me to do my best.</i>			
Not at all true	5	9	8
A little true	20	30	20
Pretty much true	46	33	43
Very much true	29	28	29
<i>who believes that I will be a success.</i>			
Not at all true	11	5	8
A little true	24	40	27
Pretty much true	38	27	36
Very much true	28	28	30

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 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	22	15	20
<i>At school/When I participate in school,...</i>			
I do interesting activities.			
Not at all true	16	17	25
A little true	42	43	25
Pretty much true	29	31	37
Very much true	13	8	13
I help decide things like class activities or rules.			
Not at all true	52	52	48
A little true	32	40	33
Pretty much true	13	8	16
Very much true	3	0	3
I do things that make a difference.			
Not at all true	40	47	55
A little true	35	42	29
Pretty much true	22	9	13
Very much true	3	1	3
I have a say in how things work.			
Not at all true	50	51	56
A little true	31	36	37
Pretty much true	16	12	6
Very much true	3	1	2
I help decide school activities or rules.			
Not at all true	73	64	68
A little true	19	31	22
Pretty much true	6	4	6
Very much true	3	2	3

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 %
School connectedness[#] (<i>In-School Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>	57	44	46
School connectedness^ψ (<i>Remote Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>			
I feel close to people at/from this school.			
Strongly disagree	5	6	4
Disagree	8	13	12
Neither disagree nor agree	27	31	32
Agree	43	38	37
Strongly agree	18	13	15
I am happy with/to be at this school.			
Strongly disagree	8	13	4
Disagree	6	9	10
Neither disagree nor agree	33	44	43
Agree	38	30	38
Strongly agree	15	5	4
I feel like I am part of this school.			
Strongly disagree	6	11	6
Disagree	10	14	12
Neither disagree nor agree	35	41	49
Agree	38	30	30
Strongly agree	10	3	3

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 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	3	6	1
Disagree	11	6	10
Neither disagree nor agree	32	38	44
Agree	40	46	40
Strongly agree	15	5	4
I feel safe in my school. (<i>In-School Only</i>)			
Strongly disagree	3	2	4
Disagree	4	10	4
Neither disagree nor agree	24	37	34
Agree	51	40	53
Strongly agree	19	10	4

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 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	65	61	58
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	1	1	1
Disagree	5	1	3
Neither disagree nor agree	13	16	24
Agree	48	49	50
Strongly agree	33	32	22
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	6	5	1
Disagree	23	14	16
Neither disagree nor agree	33	53	49
Agree	27	22	28
Strongly agree	10	7	6
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	2	2	1
Disagree	6	9	9
Neither disagree nor agree	30	31	35
Agree	47	40	44
Strongly agree	15	17	10
I am always trying to do better in my schoolwork.			
Strongly disagree	0	1	0
Disagree	2	3	3
Neither disagree nor agree	18	18	25
Agree	46	52	53
Strongly agree	34	25	19

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 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	7	7	1
Disagree	25	29	22
Neither disagree nor agree	29	30	43
Agree	20	23	26
Strongly agree	20	11	7

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 %
School boredom			
Low (0-3)	20	8	14
Medium (4-6)	41	40	33
High (7-10)	38	52	53
Value of school			
High (0-3)	67	60	59
Medium (4-6)	23	29	30
Low (7-10)	11	11	11

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

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

Table A6.12A

School Boredom Profile Groups - 7th Grade

		School is really boring (Grade 7)									
		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 20%				Mid Boredom & High Value 33%			High Boredom & High Value 13%		
	1										
	2										
	3										
	4	Low Boredom &			Mid Boredom & Mid Value 8%			High Boredom & Mid Value 15%			
	5	Mid Value [̄]									
	6										
	7								High Boredom & Low Value 11%		
	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	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 8%				Mid Boredom & High Value 25%			High Boredom & High Value 26%			
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &			High Boredom &			
	5	Mid Value [̄]				Mid Value			Mid Value			
	6					13%			16%			
	7								High Boredom & Low Value 9%			
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	10 Strongly Agree											

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

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

[̄]Results are not reported due to a very small number of responses.

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

Table A6.12C

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 12%				Mid Boredom & High Value 23%			High Boredom & High Value 24%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 8%			High Boredom & Mid Value 23%				
	5	Mid Value [̄]										
	6											
	7								High Boredom & Low Value 6%			
	8	Low Boredom &			Mid Boredom &							
	9	Low Value [̄]			Low Value [̄]							
	10 Strongly Agree											

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

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

[̄]Results are not reported due to a very small number of responses.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Promotion of parental involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	62	49	45
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	1	2	0
Disagree	6	8	10
Neither disagree nor agree	30	36	44
Agree	51	47	40
Strongly agree	13	7	6
Parents feel welcome to participate at this school.			
Strongly disagree	1	2	0
Disagree	2	7	4
Neither disagree nor agree	30	30	40
Agree	47	53	44
Strongly agree	20	8	12
School staff take parent concerns seriously.			
Strongly disagree	4	7	4
Disagree	6	11	7
Neither disagree nor agree	35	49	56
Agree	35	31	29
Strongly agree	20	1	3

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 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	30	30	34
A little true	38	36	32
Pretty much true	22	23	18
Very much true	11	10	15

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 %
My school is usually clean and tidy.			
Strongly disagree	3	10	12
Disagree	18	15	18
Neither disagree nor agree	34	40	44
Agree	39	32	21
Strongly agree	7	2	6

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
	%	%	%
No	67	75	82
Yes	33	25	18

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
	%	%	%
No	94	91	95
Yes	6	9	5

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 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	45	43
Each day I look forward to having a lot of fun.			
Not at all true	21	24	25
A little true	29	34	32
Pretty much true	30	34	30
Very much true	20	8	13
I usually expect to have a good day.			
Not at all true	17	19	23
A little true	27	35	32
Pretty much true	38	40	32
Very much true	19	7	13
Overall, I expect more good things to happen to me than bad things.			
Not at all true	24	24	23
A little true	21	32	36
Pretty much true	30	33	25
Very much true	25	12	16

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 %
Life satisfaction			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	70	69	65
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	1	4	0
Dissatisfied	4	1	4
A little dissatisfied	3	3	4
A little satisfied	5	9	14
Satisfied	34	36	46
Very satisfied	53	46	32
my friendships as...			
Very dissatisfied	3	4	0
Dissatisfied	2	3	0
A little dissatisfied	6	3	11
A little satisfied	11	14	14
Satisfied	33	41	30
Very satisfied	45	36	45
my school experience as...			
Very dissatisfied	7	15	4
Dissatisfied	11	11	4
A little dissatisfied	12	14	21
A little satisfied	31	20	36
Satisfied	28	31	23
Very satisfied	13	9	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 %
<i>I would describe my satisfaction with...</i>			
myself as...			
Very dissatisfied	9	12	4
Dissatisfied	11	1	9
A little dissatisfied	9	9	11
A little satisfied	13	18	29
Satisfied	30	35	27
Very satisfied	30	24	21
where I live as...			
Very dissatisfied	1	3	0
Dissatisfied	2	3	2
A little dissatisfied	4	3	4
A little satisfied	10	8	9
Satisfied	33	55	45
Very satisfied	50	28	41

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 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	23	25	18
I had a hard time relaxing.			
Not at all true	48	47	39
A little true	31	24	45
Pretty much true	10	18	14
Very much true	11	11	2
I felt sad and down.			
Not at all true	54	57	55
A little true	21	18	27
Pretty much true	9	12	11
Very much true	16	13	7
I was easily irritated.			
Not at all true	44	42	43
A little true	23	25	25
Pretty much true	16	14	23
Very much true	17	18	9
It was hard for me to cope and I thought I would panic.			
Not at all true	69	70	77
A little true	12	12	9
Pretty much true	10	9	11
Very much true	8	9	4
It was hard for me to get excited about anything.			
Not at all true	68	59	64
A little true	14	22	25
Pretty much true	10	8	11
Very much true	8	11	0

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 %
Very safe	26	10	19
Safe	41	38	45
Neither safe nor unsafe	28	45	33
Unsafe	4	4	2
Very unsafe	1	4	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 %
Race, ethnicity, or national origin			
0 times	88	87	91
1 time	7	4	2
2 or more times	5	9	7
Religion			
0 times	97	95	93
1 time	3	1	5
2 or more times	0	4	2
Gender			
0 times	96	93	96
1 time	1	3	2
2 or more times	3	5	2
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	95	88	95
1 time	2	1	0
2 or more times	4	11	5
A physical or mental disability			
0 times	96	91	96
1 time	3	5	2
2 or more times	1	4	2
Any of the above five reasons	19	21	18

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 %
You are an immigrant or someone thought you were			
0 times	94	95	93
1 time	5	3	0
2 or more times	1	3	7
Any other reason			
0 times	83	86	91
1 time	6	6	4
2 or more times	11	8	5
Any harassment	29	28	21

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 %
School violence victimization <i>(In-School Only)</i>			
<i>Average reporting “1 or more times”</i>	21	21	14
<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	80	84	95
1 time	13	8	2
2 to 3 times	3	3	2
4 or more times	5	6	2
been afraid of being beaten up? <i>(In-School Only)</i>			
0 times	89	87	95
1 time	6	8	4
2 to 3 times	2	4	2
4 or more times	3	1	0
<i>During the past 12 months, how many times have you...</i>			
had mean rumors or lies spread about you?			
0 times	70	68	77
1 time	18	8	12
2 to 3 times	6	10	7
4 or more times	6	14	4
had sexual jokes, comments, or gestures made to you?			
0 times	86	79	82
1 time	5	5	7
2 to 3 times	3	8	5
4 or more times	6	8	5

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 %
<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	89	96
1 time	6	5	2
2 to 3 times	5	3	2
4 or more times	2	4	0
<i>been made fun of because of your looks or the way you talk?</i>			
0 times	71	78	75
1 time	12	5	7
2 to 3 times	7	5	11
4 or more times	11	11	7
<i>been made fun of, insulted, or called names?</i>			
0 times	72	77	81
1 time	11	8	5
2 to 3 times	7	4	7
4 or more times	10	11	7
<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)	79	71	89
1 time	12	13	4
2 to 3 times	5	6	7
4 or more times	5	10	0

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 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	3	4	1
<i>During the past 12 months, how many times on school property have you...</i>			
been in a physical fight?			
0 times	93	90	98
1 time	5	6	2
2 to 3 times	2	3	0
4 or more times	1	1	0
been offered, sold, or given an illegal drug?			
0 times	94	91	98
1 time	3	3	0
2 to 3 times	2	4	0
4 or more times	1	3	2
damaged school property on purpose?			
0 times	96	99	100
1 time	2	0	0
2 to 3 times	2	0	0
4 or more times	0	1	0
carried a gun?			
0 times	100	100	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0
carried any other weapon (such as a knife or club)?			
0 times	99	99	96
1 time	0	0	2
2 to 3 times	1	0	0
4 or more times	0	1	2

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 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times	92	96	95
1 time	7	3	4
2 to 3 times	1	1	0
4 or more times	0	0	2
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	97	100	98
1 time	2	0	0
2 to 3 times	0	0	2
4 or more times	1	0	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
<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	87	97	93
1 time	9	3	5
2 to 3 times	2	0	2
4 or more times	2	0	0

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

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get “high” [^]	6	14	23	A9.2
Lifetime alcohol or drug use	6	15	23	A9.2
Lifetime marijuana use	2	5	5	A9.2
Lifetime very drunk or high (7 or more times)	0	0	3	A9.7
Current alcohol or drug use [¶]	2	5	8	A9.5
Current marijuana use [¶]	0	1	2	A9.5
Current heavy drug use [¶]	0	1	0	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	0	0	A9.5
Current alcohol or drug use on school property ^{¶Φ}	0	2	5	A9.8
Harmfulness of occasional marijuana use ^B	46	35	32	A9.11
Difficulty of obtaining marijuana ^C	22	17	14	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 %
Alcohol	3	9	18
Marijuana	2	5	5
Inhalants	2	4	3
Cocaine, methamphetamine, or any amphetamines	na	1	2
Ecstasy, LSD, or other psychedelics	na	1	2
Prescription pain medication (opioids)	na	2	3
Cold/cough medicines or other over-the-counter medicines to get “high”	na	2	5
Any other drug, pill, or medicine to get “high”	0	5	0
Any of the above AOD use	6	15	23
Any illicit AOD use to get “high”[^]	6	14	23

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 %
Alcohol (one full drink)			
0 times	97	91	82
1 time	2	2	10
2 to 3 times	2	5	5
4 or more times	0	2	3
Marijuana (smoke, vape, eat, or drink)			
0 times	98	95	95
1 time	2	1	0
2 to 3 times	0	2	0
4 or more times	0	1	5
Inhalants			
0 times	98	96	97
1 time	1	2	2
2 to 3 times	1	1	2
4 or more times	0	0	0
Cocaine, methamphetamine, or any amphetamines			
0 times	na	99	98
1 time	na	1	2
2 to 3 times	na	0	0
4 or more times	na	0	0
Ecstasy, LSD, or other psychedelics			
0 times	na	99	98
1 time	na	0	0
2 to 3 times	na	1	0
4 or more times	na	0	2
Prescription pain medication			
0 times	na	98	97
1 time	na	2	2
2 to 3 times	na	0	2
4 or more times	na	0	0

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 %
Cold/cough medicines or other over-the-counter medicines to get “high”			
0 times	na	98	95
1 time	na	0	2
2 to 3 times	na	1	0
4 or more times	na	1	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	100	95	100
1 time	0	0	0
2 to 3 times	0	1	0
4 or more times	0	4	0

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 %
During your life, how many times have you used marijuana in any of the following ways...			
Smoke it?			
0 times	99	98	95
1 time	1	0	0
2 to 3 times	0	1	2
4 or more times	0	1	3
In a vaping device?			
0 times	99	96	97
1 time	0	1	0
2 to 3 times	1	0	0
4 or more times	0	2	3
Eat or drink it in products made with marijuana?			
0 times	99	98	97
1 time	1	0	0
2 to 3 times	0	2	0
4 or more times	0	0	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	2	2	5
Binge drinking (5 or more drinks in a row)	0	0	0
Marijuana (smoke, vape, eat, or drink)	0	1	2
Inhalants	0	0	0
Prescription drugs to get “high” or for reasons other than prescribed	na	0	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	1	0
<i>Any drug use</i>	0	2	3
<i>Heavy drug use</i>	0	1	0
<i>Any AOD Use</i>	2	5	8
Two or more substances at the same time	na	0	0

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 %
Alcohol (one or more drinks)			
0 days	98	98	95
1 or 2 days	2	2	5
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Binge drinking (5 or more drinks in a row)			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	99	98
1 or 2 days	0	1	2
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol			
0 times	99	99	95
1 to 2 times	1	1	3
3 to 6 times	0	0	0
7 or more times	0	0	2
“High” (loaded, stoned, or wasted) from using drugs			
0 times	100	95	97
1 to 2 times	0	1	0
3 to 6 times	0	4	0
7 or more times	0	0	3
<i>Very drunk or “high” 7 or more times</i>	0	0	3

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 %
Alcohol			
0 days	100	99	97
1 to 2 days	0	1	3
3 or more days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	100	98
1 to 2 days	0	0	2
3 or more days	0	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 days	100	99	100
1 to 2 days	0	0	0
3 or more days	0	1	0
Any of the above	0	2	5

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 %
0 times	100	96	97
1 to 2 times	0	4	2
3 to 6 times	0	0	0
7 or more times	0	0	2

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 %
Alcohol			
Does not apply, don't use	na	96	95
0 times	na	1	3
1 time	na	2	0
2 to 3 times	na	0	2
4 or more times	na	0	0
Marijuana			
Does not apply, don't use	na	98	95
0 times	na	0	0
1 time	na	0	2
2 to 3 times	na	1	3
4 or more times	na	1	0

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 %
Alcohol - drink occasionally			
Great	28	29	28
Moderate	22	18	23
Slight	16	22	20
None	34	30	28
Alcohol - 5 or more drinks once or twice a week			
Great	43	50	47
Moderate	14	15	23
Slight	8	5	3
None	35	30	27
Marijuana - use occasionally			
Great	46	35	32
Moderate	12	20	25
Slight	8	18	14
None	34	27	29
Marijuana - use daily			
Great	58	54	53
Moderate	4	12	17
Slight	4	6	3
None	35	28	27

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 %
Alcohol			
Very difficult	16	20	10
Fairly difficult	10	14	7
Fairly easy	11	14	24
Very easy	6	6	16
Don’t know	57	47	43
Marijuana			
Very difficult	22	17	14
Fairly difficult	6	11	3
Fairly easy	9	15	22
Very easy	7	9	16
Don’t know	56	48	45
Prescription drugs to get “high” or for reasons other than prescribed			
Very difficult	21	19	10
Fairly difficult	5	10	10
Fairly easy	9	14	26
Very easy	8	9	3
Don’t know	58	49	50

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	0	2	0	A10.2
Current cigarette smoking [¶]	0	0	0	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	2	A10.7
Ever tried smokeless tobacco	0	2	2	A10.2
Current smokeless tobacco use [¶]	0	0	0	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	A10.7
Ever used vape products	2	6	8	A10.2
Current use of vape products [¶]	0	4	3	A10.4
Current tobacco vaping [¶]	0	4	3	A10.5
Current marijuana vaping [¶]	0	0	0	A10.5
Current vaping at school ^{¶Φ}	0	2	3	A10.7
Lifetime tobacco use	2	3	5	A10.2
Current tobacco use [¶]	0	4	3	A10.6
Cessation Attempts				
Tried to quit smoking or vaping tobacco or nicotine	na	3	3	A10.9
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^B	39	32	40	A10.10
Harmfulness of smoking 1 or more packs/day ^B	50	56	62	A10.10
Harmfulness of vaping occasionally ^B	39	28	38	A10.11
Harmfulness of vaping several times a day ^B	58	56	57	A10.11
Difficulty of obtaining cigarettes ^C	19	17	10	A10.12
Difficulty of obtaining vape products ^C	14	12	9	A10.12
Anti-Tobacco Policy				
School bans tobacco use and vaping	68	78	76	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 %
A cigarette, even one or two puffs			
0 times	99	na	na
1 time	0	na	na
2 to 3 times	0	na	na
4 or more times	1	na	na
A whole cigarette			
0 times	100	98	100
1 time	0	1	0
2 to 3 times	0	1	0
4 or more times	0	0	0
Smokeless tobacco			
0 times	100	98	98
1 time	0	0	0
2 to 3 times	0	1	0
4 or more times	0	1	2
Vape products			
0 times	98	94	92
1 time	2	2	3
2 to 3 times	0	0	2
4 or more times	0	3	3
<i>Lifetime tobacco use</i>			
No	98	97	95
Yes	2	3	5

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 %
Vaped tobacco or nicotine			
0 times	98	97	95
1 time	2	0	0
2 to 3 times	0	0	2
4 or more times	0	3	3
Vaped marijuana or THC			
0 times	99	97	97
1 time	0	1	0
2 to 3 times	1	1	0
4 or more times	0	1	3
Vaped other product			
0 times	100	97	97
1 time	0	1	2
2 to 3 times	0	1	0
4 or more times	0	1	2

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 %
Cigarettes			
Any	0	0	0
Daily (20 or more days)	0	0	0
Smokeless tobacco			
Any	0	0	0
Daily (20 or more days)	0	0	0
Vape products			
Any	0	4	3
Daily (20 or more days)	0	1	0

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

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 %
No	100	96	97
Yes	0	4	3

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	95	98	98
1 day	2	1	2
2 days	1	1	0
3-9 days	1	0	0
10-19 days	1	0	0
20-30 days	1	0	0

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

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

Table A10.9***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %
Does not apply, don't use	na	97	97
0 times	na	0	0
1 time	na	1	2
2 to 3 times	na	0	2
4 or more times	na	2	0

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

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally			
Great	39	32	40
Moderate	15	20	20
Slight	9	20	15
None	37	29	25
Smoke 1 or more packs of cigarettes each day			
Great	50	56	62
Moderate	10	10	10
Slight	5	5	2
None	35	29	27

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 %
Vape tobacco or nicotine occasionally			
Great	39	28	38
Moderate	23	30	25
Slight	5	15	10
None	33	27	27
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	58	56	57
Moderate	5	12	15
Slight	3	5	2
None	34	27	27

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 %
Cigarettes			
Very difficult	19	17	10
Fairly difficult	9	16	12
Fairly easy	10	14	21
Very easy	3	2	10
Don't know	59	51	47
Vape products			
Very difficult	14	12	9
Fairly difficult	10	10	7
Fairly easy	14	17	17
Very easy	10	16	24
Don't know	52	44	43

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 %
No	4	2	0
Yes	68	78	76
Don't know	28	20	24

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 %
Never	67	na	na
1 day	10	na	na
2 days	4	na	na
3 days	3	na	na
4 days	1	na	na
5 days	16	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 %
No	99	98	98
Yes	1	3	2

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 %
School Connectedness^{†#} (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	57	43	44
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Academic Motivation[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	63	63	58
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 “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 %
School is really boring[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	40	51	52
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
School is worthless and a waste of time[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	11	11	11
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Monthly Absences (3 or more)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0		
Hispanic or Latinx	19	13	5
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	29	39	24
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Caring adult relationships[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	50	45	49
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
High expectations[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	67	53	64
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 “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 %
Meaningful participation[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	21	16	20
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Facilities upkeep[†] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	50	33	25
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Promotion of parental involvement in school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	60	51	45
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 “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 %
School perceived as very safe or safe (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	65	48	65
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced harassment due to five reasons^{^§}			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	15	17	17
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	27	23	21
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	30	28	23
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	12	11	6
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Been in a physical fight[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	9	11	2
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 %
Seen a weapon on campus[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	14	3	6
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	22	28	11
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	2	4	9
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current tobacco use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	4	2
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	1	2
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 %
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Very drunk or “high” 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0		
Hispanic or Latinx	0	0	2
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Been drunk or “high” on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0		
Hispanic or Latinx	0	4	2
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 %
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	2	1	5
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current alcohol use at school[¶] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	0	4
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 %
Current use of vape products[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	4	2
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	4	2
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 %
Eating of breakfast			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	90		
Hispanic or Latinx	62	71	50
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0		
Hispanic or Latinx	16	14	20
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 %
Remote learning frequency (5 days per week)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Synchronous instruction (4 days or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Interest in schoolwork done from home[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Meaningful opportunities[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	24	22	20
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	33	25	19
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	5	8	6
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.”

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	52	46	43
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Life satisfaction[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	68	70	64
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.”

[±]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 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Male	63	46	52
Female	52	42	41
Nonbinary			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Male			
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male	63	57	58
Female	67	64	56
Nonbinary			
Something else			
School is really boring[±]			
Male	39	58	53
Female	38	44	54
Nonbinary			
Something else			
School is worthless and a waste of time[±]			
Male	10	10	8
Female	11	13	11
Nonbinary			
Something else			

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

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

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

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

[±]*Rating of 7 or higher.*

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

	Grade 7 %	Grade 9 %	Grade 11 %
Monthly Absences (3 or more)			
Male	13	7	5
Female	23	18	3
Nonbinary			
Something else			
Maintaining focus on schoolwork[†]			
Male	32	40	34
Female	31	33	11
Nonbinary			
Something else			
Caring adult relationships[‡]			
Male	57	48	48
Female	51	41	54
Nonbinary			
Something else			
High expectations[‡]			
Male	75	65	63
Female	67	47	70
Nonbinary			
Something else			
Meaningful participation[‡]			
Male	25	19	22
Female	19	13	20
Nonbinary			
Something else			

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Facilities upkeep[†] (<i>In-School Only</i>)			
Male	48	33	16
Female	44	33	36
Nonbinary			
Something else			
Promotion of parental involvement in school[†]			
Male	61	47	47
Female	63	50	39
Nonbinary			
Something else			

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

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

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

Table A13.2
School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Male	77	56	77
Female	58	40	52
Nonbinary			
Something else			
Experienced harassment due to five reasons[^]			
Male	15	14	13
Female	22	26	21
Nonbinary			
Something else			
Experienced any harassment or bullying[§]			
Male	31	22	16
Female	28	31	25
Nonbinary			
Something else			
Had mean rumors or lies spread about you[§]			
Male	17	26	19
Female	43	36	25
Nonbinary			
Something else			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Male	12	6	0
Female	10	17	4
Nonbinary			
Something else			

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %
Been in a physical fight[§] (<i>In-School Only</i>)			
Male	13	11	3
Female	2	10	0
Nonbinary			
Something else			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Male	13	3	10
Female	12	2	4
Nonbinary			
Something else			

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 %
Cyberbullying[§]			
Male	15	14	16
Female	26	40	4
Nonbinary			
Something else			

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]			
Male	2	3	6
Female	2	5	12
Nonbinary			
Something else			
Current tobacco use[¶]			
Male	0	0	6
Female	0	7	0
Nonbinary			
Something else			
Current marijuana use[¶]			
Male	0	0	0
Female	0	2	4
Nonbinary			
Something else			
Current binge drinking[¶]			
Male	0	0	0
Female	0	0	0
Nonbinary			
Something else			
Very drunk or “high” 7 or more times, ever			
Male	0	0	0
Female	0	0	8
Nonbinary			
Something else			
Been drunk or “high” on drugs at school, ever			
Male	0	0	0
Female	0	7	8
Nonbinary			
Something else			

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

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

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %
Eating of breakfast[‡]			
Male	72	80	45
Female	58	60	48
Nonbinary			
Something else			
Bedtime (at 12 am or later)			
Male	10	7	21
Female	17	22	23
Nonbinary			
Something else			

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

[‡]*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]			
Male			
Female			
Nonbinary			
Something else			
Synchronous instruction (4 days or more)			
Male			
Female			
Nonbinary			
Something else			
Interest in schoolwork done from home[†]			
Male			
Female			
Nonbinary			
Something else			
Meaningful opportunities[‡]			
Male			
Female			
Nonbinary			
Something else			

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress[‡]			
Male	14	12	15
Female	31	34	18
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness[§]			
Male	21	11	17
Female	43	36	13
Nonbinary			
Something else			
Considered suicide[§]			
Male	4	3	10
Female	9	12	0
Nonbinary			
Something else			
Optimism[‡]			
Male	66	49	49
Female	43	43	39
Nonbinary			
Something else			
Life satisfaction[‡]			
Male	74	73	69
Female	65	66	62
Nonbinary			
Something else			

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

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

[§]*Past 12 months.*

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

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Less than high school		40	42
High school graduate	61	39	50
Some college	56	40	
College degree	60	51	55
Don't know	54	48	38
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Academic Motivation[†]			
Less than high school		58	63
High school graduate	68	63	70
Some college	57	61	
College degree	72	72	45
Don't know	61	57	49
School is really boring[±]			
Less than high school		54	56
High school graduate	44	45	64
Some college	36	45	
College degree	29	53	40
Don't know	34	58	65

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 %
School is worthless and a waste of time[±]			
Less than high school		8	0
High school graduate	18	9	14
Some college	9	18	
College degree	3	13	30
Don't know	5	13	12
Monthly Absences (3 or more)			
Less than high school		8	5
High school graduate	19	26	7
Some college	9	0	
College degree	16	20	0
Don't know	26	4	0
Maintaining focus on schoolwork[†]			
Less than high school		31	28
High school graduate	44	32	21
Some college	40	36	
College degree	26	47	36
Don't know	28	38	11
Caring adult relationships[‡]			
Less than high school		62	61
High school graduate	55	36	55
Some college	48	30	
College degree	62	47	
Don't know	49	42	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 %
High expectations[‡]			
Less than high school		64	70
High school graduate	66	38	79
Some college	61	42	
College degree	82	71	
Don't know	69	59	48
Meaningful participation[‡]			
Less than high school		16	18
High school graduate	32	19	31
Some college	15	15	
College degree	23	16	13
Don't know	16	11	14
Facilities upkeep[†] (<i>In-School Only</i>)			
Less than high school		38	44
High school graduate	42	36	50
Some college	82	27	
College degree	39	47	9
Don't know	47	25	6
Promotion of parental involvement in school[†]			
Less than high school		49	59
High school graduate	69	52	50
Some college	42	42	
College degree	67	56	36
Don't know	56	47	33

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 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Less than high school		62	63
High school graduate	71	35	58
Some college	91	64	
College degree	70	50	70
Don't know	53	40	60
Experienced harassment due to five reasons[^]			
Less than high school		23	19
High school graduate	7	15	18
Some college	0	18	
College degree	38	50	20
Don't know	18	10	13
Experienced any harassment or bullying[§]			
Less than high school		23	19
High school graduate	10	20	36
Some college	27	18	
College degree	48	57	20
Don't know	30	20	13
Had mean rumors or lies spread about you[§]			
Less than high school		23	38
High school graduate	30	40	45
Some college	27	9	
College degree	34	62	0
Don't know	29	25	7

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 %
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Less than high school		8	13
High school graduate	7	15	9
Some college	27	0	
College degree	10	31	0
Don't know	12	10	0
Been in a physical fight[§] (<i>In-School Only</i>)			
Less than high school		17	6
High school graduate	7	15	0
Some college	0	0	
College degree	10	15	0
Don't know	9	5	0
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Less than high school		0	6
High school graduate	4	5	9
Some college	9	0	
College degree	21	0	10
Don't know	18	5	7

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 %
Cyberbullying[§]			
Less than high school		31	25
High school graduate	17	30	9
Some college	18	18	
College degree	34	57	0
Don't know	15	15	0

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 %
Current alcohol or drug use[¶]			
Less than high school		15	12
High school graduate	0	5	15
Some college	0	0	
College degree	7	7	10
Don't know	0	0	0
Current tobacco use[¶]			
Less than high school		8	6
High school graduate	0	0	0
Some college	0	9	
College degree	0	7	0
Don't know	0	0	6
Current marijuana use[¶]			
Less than high school		0	0
High school graduate	0	0	8
Some college	0	0	
College degree	0	7	0
Don't know	0	0	0
Current binge drinking[¶]			
Less than high school		0	0
High school graduate	0	0	0
Some college	0	0	
College degree	0	0	0
Don't know	0	0	0

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

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

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %
Current cigarette smoking[¶]			
Less than high school		0	0
High school graduate	0	0	0
Some college	0	0	
College degree	0	0	0
Don't know	0	0	0
Current use of vape products[¶]			
Less than high school		8	6
High school graduate	0	0	0
Some college	0	9	
College degree	0	7	0
Don't know	0	0	6
Current tobacco vaping[¶]			
Less than high school		8	6
High school graduate	0	0	0
Some college	0	9	
College degree	0	7	0
Don't know	0	0	6
Current marijuana vaping[¶]			
Less than high school		0	0
High school graduate	0	0	0
Some college	0	0	
College degree	0	0	0
Don't know	0	0	0

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 %
Eating of breakfast			
Less than high school		54	60
High school graduate	67	74	64
Some college	64	82	
College degree	58	47	45
Don't know	72	75	26
Bedtime (at 12 am or later)			
Less than high school		15	15
High school graduate	17	26	14
Some college	18	18	
College degree	13	13	18
Don't know	10	4	37

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A14.7
Social and Emotional Health by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress[‡]			
Less than high school		26	24
High school graduate	19	26	22
Some college	20	13	
College degree	34	37	16
Don't know	20	23	8
Experienced chronic sadness/hopelessness[§]			
Less than high school		23	25
High school graduate	31	40	30
Some college	18	9	
College degree	41	29	10
Don't know	33	20	0
Considered suicide[§]			
Less than high school		23	0
High school graduate	3	5	10
Some college	0	0	
College degree	14	14	10
Don't know	3	5	0
Optimism[‡]			
Less than high school		41	35
High school graduate	57	32	43
Some college	45	33	
College degree	57	59	53
Don't know	55	57	42
Life satisfaction[‡]			
Less than high school		75	65
High school graduate	71	60	56
Some college	62	69	
College degree	69	63	70
Don't know	71	76	63

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 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Not English learner	58	43	47
English learner	64	44	
Don't know	47	48	41
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Not English learner			
English learner			
Don't know			
Academic Motivation[†]			
Not English learner	64	63	55
English learner	75	60	
Don't know	63	56	61
School is really boring[±]			
Not English learner	40	53	59
English learner	29	70	
Don't know	39	31	43
School is worthless and a waste of time[±]			
Not English learner	11	11	8
English learner	6	0	
Don't know	11	23	21
Monthly Absences (3 or more)			
Not English learner	19	11	6
English learner	22	20	
Don't know	11	15	0

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork[†]			
Not English learner	28	41	24
English learner	47	20	
Don't know	33	23	29
Caring adult relationships[‡]			
Not English learner	55	45	50
English learner	48	47	
Don't know	56	36	49
High expectations[‡]			
Not English learner	71	54	65
English learner	79	63	
Don't know	65	56	65
Meaningful participation[‡]			
Not English learner	23	15	24
English learner	30	10	
Don't know	13	22	3
Facilities upkeep[†] (<i>In-School Only</i>)			
Not English learner	41	36	29
English learner	75	30	
Don't know	47	31	21
Promotion of parental involvement in school[†]			
Not English learner	61	48	41
English learner	71	53	
Don't know	57	51	55

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 %
School perceived as very safe or safe <i>(In-School Only)</i>			
Not English learner	65	46	65
English learner	88	70	
Don't know	56		54
Experienced harassment due to five reasons^λ			
Not English learner	21	23	21
English learner	20	10	
Don't know	7		8
Experienced any harassment or bullying[§]			
Not English learner	31	30	26
English learner	20	20	
Don't know	27		8
Had mean rumors or lies spread about you[§]			
Not English learner	31	32	26
English learner	33	20	
Don't know	24		15
Been afraid of being beaten up[§] <i>(In-School Only)</i>			
Not English learner	10	13	5
English learner	7	10	
Don't know	19		8
Been in a physical fight[§] <i>(In-School Only)</i>			
Not English learner	9	13	2
English learner	7		
Don't know	0		0
Seen a weapon on campus[§] <i>(In-School Only)</i>			
Not English learner	14	3	10
English learner	13	0	
Don't know	6		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 %
Cyberbullying[§]			
Not English learner	25	31	14
English learner	13	20	
Don't know	7		0

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 %
Current alcohol or drug use[¶]			
Not English learner	2	2	11
English learner	0	10	
Don't know	0	18	0
Current alcohol or drug use[¶]			
Not English learner	0	3	4
English learner	0	0	
Don't know	0	9	0
Current marijuana use[¶]			
Not English learner	0	2	2
English learner	0	0	
Don't know	0	0	0
Current binge drinking[¶]			
Not English learner	0	0	0
English learner	0	0	
Don't know	0	0	0
Very drunk or "high" 7 or more times, ever			
Not English learner	0	0	4
English learner	0	0	
Don't know	0	0	0

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 %
Been drunk or “high” on drugs at school, ever			
Not English learner	0	3	4
English learner	0	0	
Don’t know	0	9	0
Current alcohol use[¶]			
Not English learner	2	0	7
English learner	0	10	
Don’t know	0	9	0
Current alcohol use at school[¶] (<i>In-School Only</i>)			
Not English learner	0	0	5
English learner	0	0	
Don’t know	0	9	0
Current cigarette smoking[¶]			
Not English learner	0	0	0
English learner	0	0	
Don’t know	0	0	0
Current use of vape products[¶]			
Not English learner	0	3	4
English learner	0	0	
Don’t know	0	9	0
Current tobacco vaping[¶]			
Not English learner	0	3	4
English learner	0	0	
Don’t know	0	9	0
Current marijuana vaping[¶]			
Not English learner	0	0	0
English learner	0	0	
Don’t know	0	0	0

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 %
Eating of breakfast			
Not English learner	67	71	50
English learner	61	60	
Don't know	58	62	43
Bedtime (at 12 am or later)			
Not English learner	16	17	23
English learner	6	10	
Don't know	11	8	21

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

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress[‡]			
Not English learner	25	25	20
English learner	15	18	
Don't know	24		12
Experienced chronic sadness/hopelessness[§]			
Not English learner	34	26	20
English learner	27	10	
Don't know	33		8
Considered suicide[§]			
Not English learner	8	10	7
English learner	0	0	
Don't know	7		0
Optimism[‡]			
Not English learner	51	42	41
English learner	60	53	
Don't know	60		51
Life satisfaction[±]			
Not English learner	70	67	63
English learner	71	74	
Don't know	66		66

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 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Not currently in English Learner Program	58	43	47
Less than 7 years (EL)	58		
7 years or more (LTEL)			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Academic Motivation[†]			
Not currently in English Learner Program	64	63	55
Less than 7 years (EL)	73		
7 years or more (LTEL)			
School is really boring[±]			
Not currently in English Learner Program	40	53	59
Less than 7 years (EL)	30		
7 years or more (LTEL)			
School is worthless and a waste of time[±]			
Not currently in English Learner Program	11	11	8
Less than 7 years (EL)	0		
7 years or more (LTEL)			
Monthly Absences (3 or more)			
Not currently in English Learner Program	19	11	6
Less than 7 years (EL)	36		
7 years or more (LTEL)			

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork[†]			
Not currently in English Learner Program	28	41	24
Less than 7 years (EL)	50		
7 years or more (LTEL)			
Caring adult relationships[‡]			
Not currently in English Learner Program	55	45	50
Less than 7 years (EL)	40		
7 years or more (LTEL)			
High expectations[‡]			
Not currently in English Learner Program	71	54	65
Less than 7 years (EL)	73		
7 years or more (LTEL)			
Meaningful participation[‡]			
Not currently in English Learner Program	23	15	24
Less than 7 years (EL)	10		
7 years or more (LTEL)			
Facilities upkeep[†] (<i>In-School Only</i>)			
Not currently in English Learner Program	41	36	29
Less than 7 years (EL)	70		
7 years or more (LTEL)			
Promotion of parental involvement in school[†]			
Not currently in English Learner Program	61	48	41
Less than 7 years (EL)	60		
7 years or more (LTEL)			

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
School perceived as very safe or safe <i>(In-School Only)</i>			
Not currently in English Learner Program	65	46	65
Less than 7 years (EL)	80		
7 years or more (LTEL)			
Experienced harassment due to five reasons^{λ§}			
Not currently in English Learner Program	21	23	21
Less than 7 years (EL)	30		
7 years or more (LTEL)			
Experienced any harassment or bullying[§]			
Not currently in English Learner Program	31	30	26
Less than 7 years (EL)	30		
7 years or more (LTEL)			
Had mean rumors or lies spread about you[§]			
Not currently in English Learner Program	31	32	26
Less than 7 years (EL)	50		
7 years or more (LTEL)			
Been afraid of being beaten up[§] <i>(In-School Only)</i>			
Not currently in English Learner Program	10	13	5
Less than 7 years (EL)	10		
7 years or more (LTEL)			
Been in a physical fight[§] <i>(In-School Only)</i>			
Not currently in English Learner Program	9	13	2
Less than 7 years (EL)	10		
7 years or more (LTEL)			
Seen a weapon on campus[§] <i>(In-School Only)</i>			
Not currently in English Learner Program	14	3	10
Less than 7 years (EL)	10		
7 years or more (LTEL)			

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Cyberbullying[§]			
Not currently in English Learner Program	25	31	14
Less than 7 years (EL)	10		
7 years or more (LTEL)			

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

[§]Past 12 months.

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

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

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Eating of breakfast[‡]			
Not currently in English Learner Program	67	71	50
Less than 7 years (EL)	55		
7 years or more (LTEL)			
Bedtime (at 12 am or later)			
Not currently in English Learner Program	16	17	23
Less than 7 years (EL)	9		
7 years or more (LTEL)			

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

[‡]*Today.*

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

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

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress[‡]			
Not currently in English Learner Program	25	25	20
Less than 7 years (EL)	20		
7 years or more (LTEL)			
Experienced chronic sadness/hopelessness[§]			
Not currently in English Learner Program	34	26	20
Less than 7 years (EL)	40		
7 years or more (LTEL)			
Considered suicide[§]			
Not currently in English Learner Program	8	10	7
Less than 7 years (EL)	0		
7 years or more (LTEL)			
Optimism[‡]			
Not currently in English Learner Program	51	42	41
Less than 7 years (EL)	43		
7 years or more (LTEL)			
Life satisfaction[±]			
Not currently in English Learner Program	70	67	63
Less than 7 years (EL)	60		
7 years or more (LTEL)			

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

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

[§]Past 12 months.

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

17. Special Education Breakdowns

Table A17.1

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

	Grade 7 %	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)			
No IEP	58	43	47
IEP			
Don't know	54	44	
Prefer not to say			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
No IEP			
IEP			
Don't know			
Prefer not to say			
Academic Motivation[†]			
No IEP	66	65	55
IEP			
Don't know	58	47	
Prefer not to say			
School is really boring[±]			
No IEP	36	49	58
IEP			
Don't know	52	67	
Prefer not to say			
School is worthless and a waste of time[±]			
No IEP	10	10	10
IEP			
Don't know	14	11	
Prefer not to say			

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Monthly Absences (3 or more)			
No IEP	20	10	5
IEP			
Don't know	14	17	0
Prefer not to say			
Maintaining focus on schoolwork[†]			
No IEP	32	40	24
IEP			
Don't know	28	17	
Prefer not to say			
Caring adult relationships[‡]			
No IEP	54	42	48
IEP			
Don't know	48	46	
Prefer not to say			
High expectations[‡]			
No IEP	72	49	64
IEP			
Don't know	67	74	
Prefer not to say			
Meaningful participation[‡]			
No IEP	22	16	17
IEP			
Don't know	24	13	
Prefer not to say			

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Facilities upkeep[†] (<i>In-School Only</i>)			
No IEP	41	42	24
IEP			
Don't know	62	11	
Prefer not to say			
Promotion of parental involvement in school[†]			
No IEP	65	49	43
IEP			
Don't know	52	48	
Prefer not to say			

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
School perceived as very safe or safe <i>(In-School Only)</i>			
No IEP	67	45	65
IEP			
Don't know	65	56	
Prefer not to say			
Experienced harassment due to five reasons[^][§]			
No IEP	20	21	20
IEP			
Don't know	17	19	
Prefer not to say			
Experienced any harassment or bullying[§]			
No IEP	29	26	22
IEP			
Don't know	33	31	
Prefer not to say			
Had mean rumors or lies spread about you[§]			
No IEP	32	30	24
IEP			
Don't know	24	38	
Prefer not to say			
Been afraid of being beaten up[§] <i>(In-School Only)</i>			
No IEP	11	10	7
IEP			
Don't know	13	19	
Prefer not to say			

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Been in a physical fight[§] (<i>In-School Only</i>)			
No IEP	7	13	2
IEP			
Don't know	9	0	
Prefer not to say			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
No IEP	14	2	7
IEP			
Don't know	9	6	
Prefer not to say			

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Cyberbullying[§]			
No IEP	25	27	13
IEP			
Don't know	8	31	
Prefer not to say			

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

[§]Past 12 months.

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

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

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

[¶]Past 30 days.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement – Continued

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

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

[¶]*Past 30 days.*

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

	Grade 7 %	Grade 9 %	Grade 11 %
Eating of breakfast[‡]			
No IEP	65	68	51
IEP			
Don't know	59	72	20
Prefer not to say			
Bedtime (at 12 am or later)			
No IEP	15	18	25
IEP			
Don't know	11	6	0
Prefer not to say			

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

[‡]*Today.*

Table A17.6

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

	Grade 7 %	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]			
No IEP			
IEP			
Don't know			
Prefer not to say			
Synchronous instruction (4 days or more)			
No IEP			
IEP			
Don't know			
Prefer not to say			
Interest in schoolwork done from home[†]			
No IEP			
IEP			
Don't know			
Prefer not to say			
Meaningful opportunities[‡]			
No IEP			
IEP			
Don't know			
Prefer not to say			

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress[‡]			
No IEP	24	26	21
IEP			
Don't know	25	18	
Prefer not to say			
Experienced chronic sadness/hopelessness[§]			
No IEP	33	26	20
IEP			
Don't know	38	19	
Prefer not to say			
Considered suicide[§]			
No IEP	8	11	7
IEP			
Don't know	0	0	
Prefer not to say			
Optimism[‡]			
No IEP	51	43	42
IEP			
Don't know	59	56	
Prefer not to say			
Life satisfaction[‡]			
No IEP	71	68	64
IEP			
Don't know	64	73	
Prefer not to say			

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

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

[§]Past 12 months.

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

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Home with one or more parent or guardian	58	44	47
Foster home			
Homeless			
Other living arrangement			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Academic Motivation[†]			
Home with one or more parent or guardian	68	62	59
Foster home			
Homeless			
Other living arrangement			
School is really boring[±]			
Home with one or more parent or guardian	36	52	51
Foster home			
Homeless			
Other living arrangement			
School is worthless and a waste of time[±]			
Home with one or more parent or guardian	9	11	10
Foster home			
Homeless			
Other living arrangement			

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

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

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

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

[±] Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Monthly Absences (3 or more)			
Home with one or more parent or guardian	18	12	5
Foster home			
Homeless			
Other living arrangement			
Maintaining focus on schoolwork[†]			
Home with one or more parent or guardian	33	37	19
Foster home			
Homeless			
Other living arrangement			
Caring adult relationships[‡]			
Home with one or more parent or guardian	56	44	49
Foster home			
Homeless			
Other living arrangement			
High expectations[‡]			
Home with one or more parent or guardian	72	55	65
Foster home			
Homeless			
Other living arrangement			
Meaningful participation[‡]			
Home with one or more parent or guardian	24	15	21
Foster home			
Homeless			
Other living arrangement			

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Facilities upkeep[†] (<i>In-School Only</i>)			
Home with one or more parent or guardian	47	34	27
Foster home			
Homeless			
Other living arrangement			
Promotion of parental involvement in school[†]			
Home with one or more parent or guardian	63	49	48
Foster home			
Homeless			
Other living arrangement			

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

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

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

Table A18.2
School Safety by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Home with one or more parent or guardian	68	48	64
Foster home			
Homeless			
Other living arrangement			
Experienced harassment due to five reasons[^][§]			
Home with one or more parent or guardian	18	21	19
Foster home			
Homeless			
Other living arrangement			
Experienced any harassment or bullying[§]			
Home with one or more parent or guardian	29	28	22
Foster home			
Homeless			
Other living arrangement			
Had mean rumors or lies spread about you[§]			
Home with one or more parent or guardian	31	31	24
Foster home			
Homeless			
Other living arrangement			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Home with one or more parent or guardian	10	14	6
Foster home			
Homeless			
Other living arrangement			

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

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

[§]Past 12 months.

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

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Cyberbullying[§]			
Home with one or more parent or guardian	22	29	11
Foster home			
Homeless			
Other living arrangement			

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]			
Home with one or more parent or guardian	2	4	9
Foster home			
Homeless			
Other living arrangement			
Current tobacco use[¶]			
Home with one or more parent or guardian	0	3	2
Foster home			
Homeless			
Other living arrangement			
Current marijuana use[¶]			
Home with one or more parent or guardian	0	1	2
Foster home			
Homeless			
Other living arrangement			
Current binge drinking[¶]			
Home with one or more parent or guardian	0	0	0
Foster home			
Homeless			
Other living arrangement			
Very drunk or “high” 7 or more times, ever			
Home with one or more parent or guardian	0	0	3
Foster home			
Homeless			
Other living arrangement			
Been drunk or “high” on drugs at school, ever			
Home with one or more parent or guardian	0	3	3
Foster home			
Homeless			
Other living arrangement			

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

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

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Eating of breakfast[‡]			
Home with one or more parent or guardian	65	69	52
Foster home			
Homeless			
Other living arrangement			
Bedtime (at 12 am or later)			
Home with one or more parent or guardian	14	14	23
Foster home			
Homeless			
Other living arrangement			

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

[‡]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Synchronous instruction (4 days or more)			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Interest in schoolwork done from home[†]			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Meaningful opportunities[‡]			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

Table A18.7
Social and Emotional Health by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress[‡]			
Home with one or more parent or guardian	24	24	19
Foster home			
Homeless			
Other living arrangement			
Experienced chronic sadness/hopelessness[§]			
Home with one or more parent or guardian	35	24	19
Foster home			
Homeless			
Other living arrangement			
Considered suicide[§]			
Home with one or more parent or guardian	7	8	6
Foster home			
Homeless			
Other living arrangement			
Optimism[‡]			
Home with one or more parent or guardian	54	45	40
Foster home			
Homeless			
Other living arrangement			
Life satisfaction[‡]			
Home with one or more parent or guardian	70	68	63
Foster home			
Homeless			
Other living arrangement			

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

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

[§]*Past 12 months.*

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

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1

Student Sample for AOD Indicators

	Grade 7	Grade 9	Grade 11
<i>Student Sample Size</i>			
Target sample	85	90	69
Final number	62	36	29
Response Rate	73%	40%	42%

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Alcohol and Marijuana Consumption Patterns				
Usually drank until felt it a lot	0	0	0	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	na	3	4	B.I.3.5
Driving under the influence experiences	24	0	0	B.I.3.6
Consequences of AOD Consumption				
Caused one or more problems	na	6	0	B.I.4.2
Caused one or more dependency-related experiences	na	6	0	B.I.4.3
Supports to Reduce AOD Use				
Very likely to find help at school for quitting or reducing use	na	12	11	B.I.5.2
Strong Personal Disapproval of AOD Use				
Having one or two drinks of any alcoholic beverage nearly every day	59	39	46	B.I.7.1
Trying marijuana once or twice	56	39	25	B.I.7.1
Using marijuana once a month or more	59	48	46	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 %
Heroin			
0 times	na	100	100
1 time	na	0	0
2 to 3 times	na	0	0
4 or more times	na	0	0
Tranquilizers or sedatives			
0 times	na	100	96
1 time	na	0	4
2 to 3 times	na	0	0
4 or more times	na	0	0
Appetite suppressants			
0 times	na	94	100
1 time	na	0	0
2 to 3 times	na	0	0
4 or more times	na	6	0
Ritalin or Adderall or other prescription stimulant			
0 times	na	97	100
1 time	na	0	0
2 to 3 times	na	0	0
4 or more times	na	3	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 %
Alcohol (one full drink)			
Never	89	75	83
10 years or under	3	8	3
11-12 years old	7	6	3
13-14 years old	2	8	3
15-16 years old	0	0	7
17 years or older	0	3	0
Marijuana (smoke, vape, eat, or drink)			
Never	100	92	97
10 years or under	0	0	3
11-12 years old	0	0	0
13-14 years old	0	6	0
15-16 years old	0	0	0
17 years or older	0	3	0
Any other illegal drug or pill to get “high”			
Never	100	92	100
10 years or under	0	0	0
11-12 years old	0	3	0
13-14 years old	0	3	0
15-16 years old	0	0	0
17 years or older	0	3	0

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

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

Table B.I.3.3***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	100	92	93
10 years or under	0	0	3
11-12 years old	0	6	0
13-14 years old	0	0	0
15-16 years old	0	0	3
17 years or older	0	3	0
A vape product such as an e-cigarette, vape pen, or mod			
Never	100	86	97
10 years or under	0	0	3
11-12 years old	0	6	0
13-14 years old	0	6	0
15-16 years old	0	0	0
17 years or older	0	3	0

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

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

Table B.I.3.4***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %
I don't drink alcohol	100	89	96
Just enough to feel it a little	0	8	4
Enough to feel it moderately	0	3	0
Until I feel it a lot or get really drunk	0	0	0

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 %
I don't use drugs	na	91	96
Just enough to feel a little high	na	3	0
Enough to feel it moderately	na	3	0
Until I feel it a lot or get really high	na	3	4

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 %
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	100	100
1 time	na	0	0
2 times	na	0	0
3 to 6 times	na	0	0
7 or more times	na	0	0
Have ridden in a car driven by someone who had been using alcohol or drugs			
Never	76	na	na
1 time	5	na	na
2 times	10	na	na
3 to 6 times	2	na	na
7 or more times	7	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 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	92	83	82
To experiment (try using)	0	6	0
To get high	0	3	0
To have a good time with friends	0	0	0
To fit in with a group you like	0	0	0
Because of boredom	0	3	0
To relax	0	11	0
To get away from problems	0	8	0
Because of anger or frustration	0	6	0
To get through the day	2	8	0
Because it made you feel better	0	8	0
To seek deeper insights and understanding	0	3	0
None of the above	18	25	32

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 %
Does not apply; I've never used alcohol or drugs	na	89	96
I've used alcohol or drugs but never had any of these problems	na	6	4
Have problems with emotions, nerves, or mental health	na	6	0
Get into trouble or have problems with the police	na	0	0
Have money problems	na	0	0
Miss school	na	0	0
Have problems with schoolwork	na	0	0
Fight with others	na	0	0
Damage a friendship	na	3	0
Physically hurt or injure yourself	na	3	0
Have unwanted or unprotected sex	na	0	0
Forget what happened or pass out	na	0	0
Been suspended from school	na	0	0
<i>One or more problems</i>	na	6	0

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 %
Does not apply; I have not used alcohol or drugs	na	89	96
I use alcohol or drugs but have not experienced any of these things	na	6	4
Found you had to increase how much you use to have the same effect as before	na	0	0
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	0	0
Used alcohol or drugs a lot more than you intended	na	0	0
Used alcohol or drugs when you were alone	na	3	0
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	0
You didn't feel OK unless you had something to drink or used a drug	na	0	0
Thought about reducing or stopping use	na	3	0
Told yourself you were not going to use but found yourself using anyway	na	3	0
Spoke with someone about reducing or stopping use	na	3	0
Attended counseling, a program, or group to help you reduce or stop use	na	0	0
<i>One or more dependency-related experiences</i>	na	6	0

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 %
Very likely	na	26	43
Likely	na	32	43
Not likely	na	12	0
Don't know	na	29	14

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 %
No, I never used alcohol or other drugs	na	89	96
No, but I do use alcohol or other drugs	na	9	4
Yes, I have felt that I needed help	na	3	0

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 %
Very likely	na	12	11
Likely	na	35	52
Not likely	na	12	22
Don't know	na	41	15

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 %
No	66	76	61
Yes	34	24	39

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 %
At school	7	9	4
At parties	11	18	11
At concerts or other social events	5	3	0
At their own home	13	12	4
From adults at friends' homes	7	9	0
From friends or another teenager	7	9	0
Get adults to buy it for them	7	3	0
Buy it themselves from a store	3	6	0
At bars, clubs, or gambling casinos	0	0	0
Other	3	9	0
Don't know	84	82	89

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 %
At school	5	12	4
At parties	3	3	4
At concerts or other social events	2	3	0
At their own home	3	3	0
From an adult acquaintance	0	6	0
From friends or another teenager	8	9	0
Buy it at a marijuana dispensary	5	0	0
At bars or clubs	0	0	0
Other	3	3	0
Don't know	90	85	93

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 %
Having one or two drinks of any alcoholic beverage nearly every day			
Neither approve nor disapprove	30	45	43
Somewhat disapprove	11	15	11
Strongly disapprove	59	39	46
Trying marijuana once or twice			
Neither approve nor disapprove	28	39	54
Somewhat disapprove	16	21	21
Strongly disapprove	56	39	25
Using marijuana once a month or more regularly			
Neither approve nor disapprove	26	42	43
Somewhat disapprove	15	9	11
Strongly disapprove	59	48	46

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 %
Take one or two drinks of alcohol nearly every day			
Very wrong	92	88	86
Wrong	7	9	7
A little wrong	2	0	4
Not at all wrong	0	3	4
Smoke tobacco			
Very wrong	95	91	89
Wrong	5	6	7
A little wrong	0	0	0
Not at all wrong	0	3	4
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong	95	91	93
Wrong	3	6	4
A little wrong	2	0	0
Not at all wrong	0	3	4
Use marijuana (smoke, vape, eat, or drink)			
Very wrong	95	91	93
Wrong	5	6	4
A little wrong	0	0	0
Not at all wrong	0	3	4
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	98	91	93
Wrong	2	6	4
A little wrong	0	0	0
Not at all wrong	0	3	4

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 %
Take one or two drinks of alcohol nearly every day			
Very wrong	74	65	75
Wrong	16	23	18
A little wrong	5	6	4
Not at all wrong	5	6	4
Smoke tobacco			
Very wrong	75	68	78
Wrong	16	23	19
A little wrong	5	3	0
Not at all wrong	4	6	4
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong	77	71	82
Wrong	14	16	11
A little wrong	5	6	0
Not at all wrong	4	6	7
Use marijuana (smoke, vape, eat, or drink)			
Very wrong	75	71	79
Wrong	14	19	14
A little wrong	7	3	4
Not at all wrong	4	6	4
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	75	74	86
Wrong	16	16	11
A little wrong	7	3	0
Not at all wrong	2	6	4

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

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

Table B.I.7.4

Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
No	37	55	57
Yes	63	45	43

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
<i>Student Sample Size</i>			
Target sample	85	90	69
Final number	42	36	25
Response Rate	49%	40%	36%

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Behavioral Health Protective Factors				
Emotional safety at school [†]	68	56	63	B.II.3.2
School co-regulation supports [†]	57	47	54	B.II.3.3
Home adult co-regulation supports [†]	80	72	81	B.II.3.4
Peer co-regulation supports [†]	88	68	71	B.II.3.5
Resilience Assets				
Emotion regulation ^ô	40	46	44	B.II.4.1
Student Wellness				
Responses to trauma [¶]	20	15	7	B.II.5.1
Potential Post-Traumatic Stress [¶]	38	32	7	B.II.5.2
Stress associated health symptoms [*]	15	19	8	B.II.5.3
Loneliness ^ê	28	41	20	B.II.5.4
Self-harm [§]	17	19	5	B.II.5.8
Fasting for 12 hours or more	32	18	38	B.II.5.7
Trouble sleeping (daily)	24	15	0	B.II.5.1
Mental Health Supports				
Wanted to get mental health services [§]	16	26	15	B.II.6.4
Received mental health services [§]	10	19	25	B.II.6.4
Barriers to receiving services (3 or more)	27	26	6	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.”

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

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

[¶]Past 30 days.

^{*}Past 2 weeks.

^êAverage 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 %
<i>How safe do you feel...</i>			
<i>at home or the place where you live?</i>			
Very safe	68	45	82
Safe	25	48	14
Neither safe nor unsafe	3	6	0
Unsafe	3	0	0
Very unsafe	3	0	5
<i>in the neighborhood where you live?</i>			
Very safe	60	36	59
Safe	33	55	27
Neither safe nor unsafe	3	9	5
Unsafe	3	0	5
Very unsafe	3	0	5

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 %
Emotional safety at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	56	63
<i>At my school,...</i>			
I feel socially accepted.			
Not at all true	10	18	4
A little true	18	26	22
Pretty much true	43	44	48
Very much true	30	12	26
I feel that I matter to others.			
Not at all true	8	12	4
A little true	30	32	43
Pretty much true	30	41	30
Very much true	33	15	22

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 %
School co-regulation supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	47	54
<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	18	12	17
A little true	30	41	22
Pretty much true	18	32	39
Very much true	35	15	22
<i>would be helpful to me if I came to school upset.</i>			
Not at all true	25	32	26
A little true	20	21	22
Pretty much true	25	35	30
Very much true	30	12	22
<i>makes me feel good about myself.</i>			
Not at all true	15	21	13
A little true	23	32	39
Pretty much true	30	32	30
Very much true	33	15	17

*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 %
Home adult co-regulation supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	72	81
<i>In my home, there is a parent or some other adult who... talks with me about my problems.</i>			
Not at all true	17	9	4
A little true	7	24	25
Pretty much true	24	41	29
Very much true	51	26	42
<i>helps me when I am upset.</i>			
Not at all true	2	6	4
A little true	17	21	17
Pretty much true	24	47	38
Very much true	56	26	42
<i>makes me feel good about myself.</i>			
Not at all true	7	9	4
A little true	10	18	4
Pretty much true	22	47	50
Very much true	61	26	42

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 %
Peer co-regulation supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	88	68	71
<i>I have a friend my age who...</i>			
talks with me about my problems.			
Not at all true	10	18	13
A little true	12	18	17
Pretty much true	32	32	33
Very much true	46	32	38
helps me when I am upset.			
Not at all true	5	18	8
A little true	2	12	25
Pretty much true	41	38	25
Very much true	51	32	42
makes me feel good about myself.			
Not at all true	2	18	4
A little true	5	15	21
Pretty much true	44	35	38
Very much true	49	32	38

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 %
Emotion regulation			
<i>Average reporting the top two response categories^o</i>	40	46	44
When everybody around you gets angry, how relaxed can you stay?			
Not relaxed at all	8	10	5
Slightly relaxed	38	32	23
Somewhat relaxed	21	26	36
Quite relaxed	26	23	18
Extremely relaxed	8	10	18
How often are you able to control your emotions when you need to?			
Almost never	8	6	0
Once in a while	8	10	14
Sometimes	24	19	27
Frequently	26	42	32
Almost always	34	23	27
When things go wrong for you, how calm are you able to remain?			
Not calm at all	3	3	0
Slightly calm	29	39	23
Somewhat calm	39	16	41
Quite calm	24	32	23
Extremely calm	5	10	14

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 %
Responses to trauma			
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	20	15	7
<i>During the past 30 days,...</i>			
I got upset easily or got into arguments or physical fights.			
Never	71	70	68
1-3 times a month	18	15	23
1-2 times a week	8	9	5
2-3 times a week	0	3	5
Almost every day	3	3	0
I had trouble concentrating or paying attention.			
Never	37	52	36
1-3 times a month	21	12	23
1-2 times a week	13	12	32
2-3 times a week	5	9	9
Almost every day	24	15	0
I had trouble feeling happiness or love.			
Never	58	61	73
1-3 times a month	21	15	23
1-2 times a week	3	9	0
2-3 times a week	3	6	5
Almost every day	16	9	0

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 %
During the past 30 days,...			
I felt alone even when I was around other people.			
Never	55	56	73
1-3 times a month	13	16	18
1-2 times a week	11	16	0
2-3 times a week	11	3	5
Almost every day	11	9	5
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.			
Never	45	48	64
1-3 times a month	24	27	27
1-2 times a week	3	6	0
2-3 times a week	5	3	9
Almost every day	24	15	0

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 %
Minimal PTS Symptoms	35	45	67
Mild PTS Symptoms	27	23	27
Potential PTS	38	32	7

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 %
Stress associated health symptoms			
<i>Average reporting “A lot” or “A whole lot”</i>	15	19	8
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>			
Stomachaches			
Not at all	35	37	20
A little	35	27	55
Some	21	23	20
A lot	0	13	5
A whole lot	9	0	0
Headaches			
Not at all	32	27	24
A little	26	23	29
Some	18	23	33
A lot	6	23	14
A whole lot	18	3	0
Pains in your lower back			
Not at all	62	37	48
A little	12	33	19
Some	3	7	29
A lot	6	17	5
A whole lot	18	7	0

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 %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>			
Feeling faint or dizzy			
Not at all	50	43	43
A little	25	27	38
Some	13	13	10
A lot	6	10	5
A whole lot	6	7	5
Heart beating too fast (even when you are not exercising)			
Not at all	68	50	52
A little	12	20	38
Some	15	13	5
A lot	3	17	5
A whole lot	3	0	0

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 %
Loneliness			
<i>Average reporting “Sometimes” or “Often”</i>	28	41	20
How often do you feel lonely?			
Never	37	39	41
Rarely	32	15	36
Sometimes	16	33	14
Often	16	12	9
How often do you feel that you are no longer close to anyone?			
Never	45	52	45
Rarely	32	12	36
Sometimes	8	21	14
Often	16	15	5

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 %
Very dissatisfied	16	26	14
Dissatisfied	5	16	14
Neither dissatisfied nor satisfied	32	32	27
Satisfied	34	23	36
Very satisfied	13	3	9

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 %
Which of the following are you trying to do about your weight?			
Lose weight	54	61	50
Gain weight	11	13	27
Stay the same weight	5	13	14
I am not trying to do anything about my weight	30	13	9

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 %
<i>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</i>			
Exercise			
No	6	5	0
Yes	94	95	100
Eat less food, fewer calories, or foods low in fat			
No	20	36	46
Yes	80	64	54
Go without eating for 12 hours or more			
No	68	82	62
Yes	32	18	38
Take diet pills, powders, or liquids without a doctor's advice			
No	100	90	100
Yes	0	10	0
Vomit or take laxatives			
No	95	91	100
Yes	5	9	0

Question HS/MS B.II.25A-25E: During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 12 hours or more (also called fasting)... Take diet pills, powders, or liquids without a doctor's advice (do not include meal replacement products such as Ensure, Muscle Milk, or SlimFast)... Vomit or take laxatives.

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

Only respondents who selected "Lose weight" or "Stay the same weight" to question "Which of the following are you trying to do about your weight?" were asked to answer these questions.

Table B.II.5.8***Self-Harm, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	83	81	95
1 time	3	6	0
2 or 3 times	8	6	5
4 or 5 times	0	0	0
6 or more times	6	6	0

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 %
No	83	77	95
Yes	7	8	0
I don't know	10	15	5

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 %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>			
talk to a teacher or another adult from your school?	23	22	20
talk to your parents or someone else in your family?	68	52	55
get help from a counselor or therapist?	32	22	15
talk to your friends?	58	59	75
be afraid to get help?	23	11	10
not know what to do?	23	30	20

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 %
<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	3	11	5
Disagree	10	30	35
Agree	65	59	45
Strongly agree	23	0	15
<i>kids at my school would be nice to them.</i>			
Strongly disagree	6	15	5
Disagree	10	33	25
Agree	74	52	60
Strongly agree	10	0	10

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 %
<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	71	63	80
Yes	16	26	15
I don't know	13	11	5
did you get help from a counselor or therapist when you needed it?			
Does not apply, I didn't need help	68	59	70
No, I didn't get help when I needed it	23	22	5
Yes, I got help when I needed it	10	19	25
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]			
Nowhere			
At school (in person, by phone, or online)			
From a counselor or therapist not from my school (in person, by phone, or online)			
Somewhere else			
I don't know			

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 %
I would not know where to go for help	23	22	6
There isn't anyone I can talk to	7	11	6
They wouldn't understand	30	30	11
People would think there's something wrong with me	20	19	11
My parents might find out	33	30	6
Other students might find out	20	15	6
I wouldn't have a way to pay for it	10	11	6
I wouldn't want to talk to a counselor or therapist	23	15	11
Other reasons	17	7	11
Does not apply, none of these things would stop you from talking to a counselor or therapist.	43	48	67
<i>Three or more barriers</i>	27	26	6

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 %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.			
Strongly disagree	16	10	5
Disagree	13	17	15
Agree	45	52	70
Strongly agree	26	21	10
People at my school talk openly about mental health.			
Strongly disagree	10	17	5
Disagree	26	34	35
Agree	65	38	50
Strongly agree	0	10	10
My school encourages students to take care of their mental health.			
Strongly disagree	6	10	0
Disagree	6	24	15
Agree	52	55	65
Strongly agree	35	10	20

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.