

CALIFORNIA HEALTHY KIDS SURVEY



Liberty High Secondary 2023-2024 Main Report

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Contents

	Page
List of Tables	III
PREFACE	IX
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	13
5. Remote Schooling	14
6. School Performance, Engagement, and Supports	16
7. Social and Emotional Health	31
8. School Violence, Victimization, and Safety	36
9. Alcohol and Other Drug Use	43
10. Tobacco Use	55
11. Other Health Risks	64
12. Race/Ethnicity Breakdowns	65
13. Gender Breakdowns	81
14. Parental Education Breakdowns	91
15. English Learner Breakdowns	102
16. Long-Term English Learner (LTEL) Breakdowns	110
17. Special Education Breakdowns	118
18. Living Situation Breakdowns	128
B. Behavioral Health Module (Form A)	138
Alcohol and Other Drugs	138
1. Student Sample	138
2. Summary of Key Indicators	139
3. Alcohol, Tobacco, and Other Drug Consumption Patterns	140
4. Reasons for and Consequences of AOD Consumption	144
5. Supports to Reduce AOD Use	148
6. Availability	149
7. Influences on ATOD Use	151

B. Behavioral Health Module (Form B)	155
Other Behavioral Health Factors	155
1. Student Sample	155
2. Summary of Key Indicators	156
3. Behavioral Health Protective Factors	157
4. Resilience Assets	162
5. Student Wellness	163
6. Mental Health Supports	171

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

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

14. Parental Education Breakdowns	91
A14.1 School Engagement and Supports by Parental Education	91
A14.1 School Engagement and Supports by Parental Education – Continued	92
A14.1 School Engagement and Supports by Parental Education – Continued	93
A14.2 School Safety by Parental Education	94
A14.2 School Safety by Parental Education – Continued	95
A14.3 Cyberbullying by Parental Education	95
A14.4 Substance Use by Parental Education	96
A14.4 Substance Use by Parental Education – Continued	97
A14.4 Substance Use by Parental Education – Continued	98
A14.5 Routines by Parental Education	99
A14.6 Remote Schooling by Parental Education	100
A14.7 Social and Emotional Health by Parental Education	101
15. English Learner Breakdowns	102
A15.1 School Engagement and Supports by English Learner Status	102
A15.1 School Engagement and Supports by English Learner Status – Continued	103
A15.2 School Safety by English Learner Status	104
A15.3 Cyberbullying by English Learner Status	105
A15.4 Substance Use by English Learner Status	105
A15.4 Substance Use by English Learner Status – Continued	106
A15.5 Routines by English Learner Status	107
A15.6 Remote Schooling by English Learner Status	108
A15.7 Social and Emotional Health by English Learner Status	109
16. Long-Term English Learner (LTEL) Breakdowns	110
A16.1 School Engagement and Supports by English Learner (EL) Program Duration	110
A16.1 School Engagement and Supports by English Learner Program Duration – Continued	111
A16.2 School Safety by English Learner (EL) Program Duration	112
A16.3 Cyberbullying by English Learner (EL) Program Duration	113
A16.4 Substance Use by English Learner (EL) Program Duration	113
A16.4 Substance Use by English Learner (EL) Program Duration – Continued	114
A16.5 Routines by English Learner (EL) Program Duration	115
A16.6 Remote Schooling by English Learner (EL) Program Duration	116
A16.7 Social and Emotional Health by English Learner (EL) Program Duration	117
17. Special Education Breakdowns	118
A17.1 School Engagement and Supports by Individualized Education Plan (IEP) Placement	118
A17.1 School Engagement and Supports by Individualized Ed. Plan Placement – Continued	119
A17.1 School Engagement and Supports by Individualized Ed. Plan Placement – Continued	120
A17.2 School Safety by Individualized Education Plan (IEP) Placement	121
A17.2 School Safety by Individualized Education Plan (IEP) Placement – Continued	122
A17.3 Cyberbullying by Individualized Education Plan (IEP) Placement	122
A17.4 Substance Use by Individualized Education Plan (IEP) Placement	123
A17.4 Substance Use by Individualized Education Plan (IEP) Placement – Continued	124
A17.5 Routines by Individualized Education Plan (IEP) Placement	125
A17.6 Remote Schooling by Individualized Education Plan (IEP) Placement	126
A17.7 Social and Emotional Health by Individualized Education Plan (IEP) Placement	127

18. Living Situation Breakdowns	128
A18.1 School Engagement and Supports by Living Situation	128
A18.1 School Engagement and Supports by Living Situation – Continued	129
A18.1 School Engagement and Supports by Living Situation – Continued	130
A18.2 School Safety by Living Situation	131
A18.2 School Safety by Living Situation – Continued	132
A18.3 Cyberbullying by Living Situation	132
A18.4 Substance Use by Living Situation	133
A18.4 Substance Use by Living Situation – Continued	134
A18.5 Routines by Living Situation	135
A18.6 Remote Schooling by Living Situation	136
A18.7 Social and Emotional Health by Living Situation	137
B. Behavioral Health Module (Form A)	138
Alcohol and Other Drugs (AOD)	138
1. Student Sample	138
B.I.1.1 Student Sample for AOD Indicators	138
2. Summary of Key Indicators	139
B.I.2.1 Key Indicators of Alcohol and Other Drug Use	139
3. Alcohol, Tobacco, and Other Drug Consumption Patterns	140
B.I.3.1 Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulants	140
B.I.3.2 Age of Onset – AOD Use	141
B.I.3.3 Age of Onset – Tobacco Use	142
B.I.3.4 Usual Alcohol Consumption Level	142
B.I.3.5 Usual Drug Consumption Level	143
B.I.3.6 Driving Under the Influence Experiences, Lifetime	143
4. Reasons for and Consequences of AOD Consumption	144
B.I.4.1 Reasons for AOD Use, Past 12 Months	144
B.I.4.2 Problems Caused by AOD Use	145
B.I.4.3 Alcohol or Other Drug Use Caused Dependency-Related Experiences	146
B.I.4.4 Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . .	147
5. Supports to Reduce AOD Use	148
B.I.5.1 Needed Counseling for Use	148
B.I.5.2 Likelihood of Finding Help at School for Quitting or Reducing Use	148
B.I.5.3 Talked with Parent About AOD Use, Past 12 Months	148
6. Availability	149
B.I.6.1 Sources for Obtaining Alcohol	149
B.I.6.2 Sources for Obtaining Marijuana	150
7. Influences on ATOD Use	151
B.I.7.1 Personal Disapproval of AOD Use	151
B.I.7.2 Parent Disapproval of ATOD Use	152

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

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 9	Grade 11
<i>Student Sample Size</i>		
Target sample	674	635
Final number	555	507
Response Rate	82%	80%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 11
In-school learning only	551	503
Remote learning only	4	4

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness ^{†#} (<i>In-School Only</i>)	57	54	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)			A6.4
Academic motivation [†]	58	57	A6.4
School is really boring [±]	50	55	A6.11
School is worthless and a waste of time [±]	15	21	A6.11
Monthly Absences (3 or more)	18	23	A6.2
Maintaining focus on schoolwork ^{†Γ}	28	25	A6.10
Caring adult relationships [‡]	57	62	A6.4
High expectations [‡]	71	70	A6.4
Meaningful participation [‡]	20	22	A6.4
Facilities upkeep ^{†Φ}	59	48	A6.15
Promotion of parental involvement in school [†]	47	44	A6.4
School Safety and Cyberbullying			
School perceived as very safe or safe ^Φ	69	63	A8.1
Experienced any harassment or bullying [§]	31	25	A8.2
Had mean rumors or lies spread about you [§]	33	30	A8.3
Been afraid of being beaten up ^{§Φ}	17	9	A8.3
Been in a physical fight ^{§Φ}	6	6	A8.4
Seen a weapon on campus ^{§Φ}	8	5	A8.6
Cyberbullying [§]	25	24	A8.3

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

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

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

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

[±] Rating of 7 or higher.

^Γ Survey question was reverse-coded.

^Φ In-School only.

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

[§] Past 12 months.

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

	Grade 9 %	Grade 11 %	Table
Substance Use			
Current alcohol or drug use [¶]	6	7	A9.5
Current tobacco use [¶]	3	3	A10.6
Current marijuana use [¶]	2	3	A9.5
Current binge drinking [¶]	1	2	A9.5
Very drunk or “high” 7 or more times, ever	2	4	A9.7
Been drunk or “high” on drugs at school, ever	2	3	A9.9
Current cigarette smoking [¶]	0	0	A10.4
Current use of vape products [¶]	3	3	A10.4
Current tobacco vaping [¶]	3	3	A10.5
Current marijuana vaping [¶]	2	2	A10.5
Routines			
Eating of breakfast	64	57	A4.1
Bedtime (at 12 am or later)	26	40	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 [‡]	29	31	A7.5
Experienced chronic sadness/hopelessness [§]	34	37	A7.1
Considered suicide [§]	12	13	A7.2
Optimism [‡]	47	44	A7.3
Life satisfaction [⊖]	65	60	A7.4

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

[¶]Past 30 days.

[|]Today.

^δRemote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 9 %	Grade 11 %
In-School Model	99	99
Remote Learning Model	1	1

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 11 %
Male	48	56
Female	49	42
Nonbinary	1	1
Something else	2	1

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

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

Table A3.3
Sexual Orientation

	Grade 9 %	Grade 11 %
Straight (not gay)	84	78
Lesbian or Gay	2	3
Bisexual	5	9
Something else	2	3
Not sure	4	3
Decline to respond	3	4

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

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

Table A3.4
Gender Identity

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

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

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

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

	Grade 9 %	Grade 11 %
American Indian or Alaska Native, non-Hispanic	1	0
Asian or Asian American, non-Hispanic	9	7
Black or African American, non-Hispanic	9	9
Hispanic or Latinx	46	49
Native Hawaiian or Pacific Islander, non-Hispanic	0	1
White, non-Hispanic	21	22
Multiracial, non-Hispanic	10	10
Something else, non-Hispanic	4	2

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

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

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

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	94	95
Other relative's home	1	1
A home with more than one family	3	3
Friend's home	0	1
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	1	0

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

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

Table A3.7
Living Situation

	Grade 9 %	Grade 11 %
Home with one or more parent or guardian	94	95
Foster home	0	0
Homeless	0	1
Other living arrangement	5	4

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

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

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

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

Table A3.8
Parental Education

	Grade 9 %	Grade 11 %
Did not finish high school	7	10
Graduated from high school	15	16
Attended college but did not complete four-year degree	15	18
Graduated from college	48	47
Don’t know	16	9

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

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

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

	Grade 9 %	Grade 11 %
No	75	80
Yes	12	11
Don't know	11	7
Prefer not to say	2	2

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

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

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

	Grade 9 %	Grade 11 %
No	76	83
Yes	6	5
Don't know	18	12

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

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

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

	Grade 9 %	Grade 11 %
Not currently in English Learner Program	93	95
Less than 7 years (EL)	4	3
7 years or more (LTEL)	3	2

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

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

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

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

	Grade 9 %	Grade 11 %
English	82	87
Spanish	10	8
Mandarin	1	0
Cantonese	0	0
Taiwanese	0	0
Tagalog	3	3
Vietnamese	0	0
Korean	0	0
Arabic	2	0
Other	3	2

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

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

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

	Grade 9 %	Grade 11 %
<i>How well do you...</i>		
understand English?		
Very well	89	83
Well	8	15
Not well	1	0
Not at all	2	2
speak English?		
Very well	84	75
Well	13	17
Not well	1	6
Not at all	2	2
read English?		
Very well	77	81
Well	18	17
Not well	3	0
Not at all	2	2
write English?		
Very well	72	70
Well	22	23
Not well	4	5
Not at all	2	2
<i>English Language Proficiency Status</i>		
Proficient	78	75
Not proficient	22	25

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 9 %	Grade 11 %
I do not attend my school's afterschool program	74	80
1 day	2	1
2 days	5	4
3 days	3	1
4 days	3	2
5 days	14	11

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

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

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

	Grade 9 %	Grade 11 %
No	84	88
Yes	13	10
Don't know	3	2

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

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	36	43
Yes	64	57

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

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

Table A4.2

Bedtime

	Grade 9 %	Grade 11 %
Before 7:00 pm	0	1
7:00-7:59 pm	0	0
8:00-8:59 pm	3	1
9:00-9:59 pm	17	6
10:00-10:59 pm	29	24
11:00-11:59 pm	24	27
12:00-12:59 am	13	23
After 1:00 am	13	17
<i>Bedtime at 12 am or later</i>	26	40

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

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

5. Remote Schooling

Table A5.1

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

	Grade 9 %	Grade 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 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 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 9 %	Grade 11 %
Mostly A's	25	20
A's and B's	34	31
Mostly B's	6	9
B's and C's	18	22
Mostly C's	5	7
C's and D's	8	7
Mostly D's	2	2
Mostly F's	2	1

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

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

Table A6.2

Absences, Past 30 Days

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	39	33
1 day	23	23
2 days	20	22
3 or more days	18	23

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

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

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

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	37	32
Illness (feeling physically sick), including problems with breathing or your teeth	44	51
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1
Felt very sad, hopeless, anxious, stressed, or angry	9	14
Didn't get enough sleep	9	14
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1
Had to take care of or help a family member or friend	7	7
Wanted to spend time with friends	2	3
Used alcohol or drugs	1	0
Were behind in schoolwork or weren't prepared for a test or class assignment	5	9
Were bored or uninterested in school	7	9
Had no transportation to school <i>(In-School Only)</i>	5	5
Other reason	23	21

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

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

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

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

	Grade 9 %	Grade 11 %	Table
Total school supports	49	51	
Caring relationships-adults in school [‡]	57	62	A6.5
High expectations-adults in school [‡]	71	70	A6.6
Meaningful participation at school [‡]	20	22	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	57	54	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>			A6.8
Academic motivation [†]	58	57	A6.9
Promotion of parental involvement in school [†]	47	44	A6.13

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

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

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

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

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

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

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

	Grade 9 %	Grade 11 %
Caring relationships-adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	62
<i>There is a teacher or some other adult from my school... who really cares about me.</i>		
Not at all true	9	6
A little true	35	30
Pretty much true	38	34
Very much true	18	30
<i>who notices when I’m not there.</i>		
Not at all true	17	13
A little true	33	30
Pretty much true	32	31
Very much true	18	26
<i>who listens to me when I have something to say.</i>		
Not at all true	11	9
A little true	24	26
Pretty much true	41	35
Very much true	24	30

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

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

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

	Grade 9 %	Grade 11 %
High expectations-adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	70
<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	9	9
A little true	23	27
Pretty much true	43	34
Very much true	25	30
<i>who always wants me to do my best.</i>		
Not at all true	6	4
A little true	17	18
Pretty much true	41	40
Very much true	36	38
<i>who believes that I will be a success.</i>		
Not at all true	9	7
A little true	24	25
Pretty much true	36	35
Very much true	31	32

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

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

Table A6.7
Meaningful Participation Scale Questions

	Grade 9 %	Grade 11 %
Meaningful participation at school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	20	22
<i>At school/When I participate in school,...</i>		
I do interesting activities.		
Not at all true	22	20
A little true	33	35
Pretty much true	28	25
Very much true	18	19
I help decide things like class activities or rules.		
Not at all true	58	62
A little true	29	22
Pretty much true	9	11
Very much true	4	5
I do things that make a difference.		
Not at all true	47	41
A little true	34	37
Pretty much true	15	16
Very much true	5	6
I have a say in how things work.		
Not at all true	51	54
A little true	34	29
Pretty much true	12	12
Very much true	3	4
I help decide school activities or rules.		
Not at all true	72	75
A little true	20	15
Pretty much true	5	6
Very much true	4	4

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

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

Table A6.8
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
School connectedness[#] (In-School Only)		
Average reporting “Agree” or “Strongly agree”	57	54
School connectedness^ψ (Remote Only)		
Average reporting “Agree” or “Strongly agree”		
I feel close to people at/from this school.		
Strongly disagree	5	6
Disagree	8	8
Neither disagree nor agree	24	22
Agree	45	46
Strongly agree	18	18
I am happy with/to be at this school.		
Strongly disagree	7	8
Disagree	8	12
Neither disagree nor agree	33	32
Agree	41	40
Strongly agree	11	9
I feel like I am part of this school.		
Strongly disagree	8	7
Disagree	12	13
Neither disagree nor agree	33	37
Agree	38	37
Strongly agree	8	6

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

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

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

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 9 %	Grade 11 %
The teachers at this school treat students fairly/The teachers treat students fairly.		
Strongly disagree	3	3
Disagree	9	9
Neither disagree nor agree	29	29
Agree	50	52
Strongly agree	8	7
I feel safe in my school. (<i>In-School Only</i>)		
Strongly disagree	4	2
Disagree	4	5
Neither disagree nor agree	29	35
Agree	50	48
Strongly agree	13	10

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

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

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

	Grade 9 %	Grade 11 %
Academic motivation		
<i>Average reporting “Agree” or “Strongly agree”</i>	58	57
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	2	2
Disagree	5	4
Neither disagree nor agree	17	22
Agree	51	48
Strongly agree	25	25
I try hard on my schoolwork because I am interested in it.		
Strongly disagree	8	12
Disagree	25	24
Neither disagree nor agree	38	35
Agree	21	20
Strongly agree	8	9
I work hard to try to understand new things when doing my schoolwork.		
Strongly disagree	3	4
Disagree	12	11
Neither disagree nor agree	31	29
Agree	40	41
Strongly agree	14	15
I am always trying to do better in my schoolwork.		
Strongly disagree	2	3
Disagree	4	3
Neither disagree nor agree	20	23
Agree	49	48
Strongly agree	25	23

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

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

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

	Grade 9 %	Grade 11 %
It is hard for me to stay focused when doing my schoolwork.		
Strongly disagree	6	4
Disagree	22	21
Neither disagree nor agree	28	21
Agree	29	32
Strongly agree	15	23

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

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

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

	Grade 9 %	Grade 11 %
School boredom		
Low (0-3)	11	7
Medium (4-6)	39	38
High (7-10)	50	55
Value of school		
High (0-3)	55	51
Medium (4-6)	30	28
Low (7-10)	15	21

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

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

Table A6.12A

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)									
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 10%				Mid Boredom & High Value 28%			High Boredom & High Value 17%		
	1										
	2										
	3										
	4	Low Boredom &				Mid Boredom &			High Boredom &		
	5	Mid Value [̄]				Mid Value			Mid Value		
	6					10%			20%		
	7								High Boredom & Low Value 13%		
	8	Low Boredom &				Mid Boredom &					
	9	Low Value [̄]				Low Value [̄]					
	10 Strongly Agree										

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

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

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

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

Table A6.12B

School Boredom Profile Groups - 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 7%				Mid Boredom & High Value 26%			High Boredom & High Value 18%			
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &			High Boredom &			
	5	Mid Value [̄]				Mid Value			Mid Value			
	6					9%			19%			
	7								High Boredom & Low Value 18%			
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	10 Strongly Agree											

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

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

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

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

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

	Grade 9 %	Grade 11 %
Promotion of parental involvement in school		
<i>Average reporting “Agree” or “Strongly agree”</i>	47	44
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	3	3
Disagree	7	9
Neither disagree nor agree	32	33
Agree	47	46
Strongly agree	10	10
Parents feel welcome to participate at this school.		
Strongly disagree	3	3
Disagree	6	8
Neither disagree nor agree	50	50
Agree	35	32
Strongly agree	6	7
School staff take parent concerns seriously.		
Strongly disagree	4	6
Disagree	9	14
Neither disagree nor agree	44	43
Agree	36	31
Strongly agree	7	6

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

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

Table A6.14
Checking Student Progress

	Grade 9 %	Grade 11 %
A teacher or some other adult from my school checks on how I am feeling.		
Not at all true	27	25
A little true	28	30
Pretty much true	26	24
Very much true	19	21

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

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

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	4	6
Disagree	11	15
Neither disagree nor agree	27	31
Agree	47	39
Strongly agree	11	9

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	66	63
Yes	34	37

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

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	88	87
Yes	12	13

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

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

Table A7.3
Optimism Scale Questions

	Grade 9 %	Grade 11 %
Optimism		
<i>Average reporting “Pretty much true” or “Very much true”</i>	47	44
Each day I look forward to having a lot of fun.		
Not at all true	17	22
A little true	37	37
Pretty much true	32	27
Very much true	14	13
I usually expect to have a good day.		
Not at all true	18	22
A little true	36	32
Pretty much true	31	33
Very much true	15	13
Overall, I expect more good things to happen to me than bad things.		
Not at all true	21	24
A little true	30	31
Pretty much true	31	28
Very much true	18	18

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 9 %	Grade 11 %
Life satisfaction		
<i>Average reporting “Satisfied” or “Very satisfied”</i>	65	60
<i>I would describe my satisfaction with...</i>		
my family life as...		
Very dissatisfied	2	4
Dissatisfied	5	4
A little dissatisfied	7	8
A little satisfied	10	12
Satisfied	37	36
Very satisfied	38	35
my friendships as...		
Very dissatisfied	2	3
Dissatisfied	2	2
A little dissatisfied	6	8
A little satisfied	16	17
Satisfied	39	37
Very satisfied	34	33
my school experience as...		
Very dissatisfied	5	9
Dissatisfied	9	10
A little dissatisfied	17	20
A little satisfied	26	28
Satisfied	32	26
Very satisfied	10	8

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

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

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 9 %	Grade 11 %
<i>I would describe my satisfaction with...</i>		
myself as...		
Very dissatisfied	8	7
Dissatisfied	7	9
A little dissatisfied	13	13
A little satisfied	19	24
Satisfied	33	29
Very satisfied	21	19
where I live as...		
Very dissatisfied	2	3
Dissatisfied	2	3
A little dissatisfied	4	5
A little satisfied	11	14
Satisfied	40	37
Very satisfied	41	38

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

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

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

	Grade 9 %	Grade 11 %
Social emotional distress		
<i>Average reporting “Pretty much true” or “Very much true”</i>	29	31
I had a hard time relaxing.		
Not at all true	39	37
A little true	32	32
Pretty much true	17	20
Very much true	13	12
I felt sad and down.		
Not at all true	37	36
A little true	30	29
Pretty much true	19	22
Very much true	13	13
I was easily irritated.		
Not at all true	26	28
A little true	28	28
Pretty much true	21	25
Very much true	25	20
It was hard for me to cope and I thought I would panic.		
Not at all true	62	59
A little true	17	18
Pretty much true	9	14
Very much true	12	10
It was hard for me to get excited about anything.		
Not at all true	57	53
A little true	25	26
Pretty much true	8	12
Very much true	11	8

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 9 %	Grade 11 %
Very safe	12	11
Safe	58	52
Neither safe nor unsafe	26	32
Unsafe	4	3
Very unsafe	1	3

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

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

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

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	83	87
1 time	5	4
2 or more times	12	9
Religion		
0 times	94	95
1 time	2	2
2 or more times	4	3
Gender		
0 times	91	93
1 time	3	2
2 or more times	6	5
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times	92	93
1 time	2	2
2 or more times	5	5
A physical or mental disability		
0 times	93	96
1 time	2	2
2 or more times	5	2
Any of the above five reasons	24	21

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

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

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

	Grade 9 %	Grade 11 %
You are an immigrant or someone thought you were		
0 times	93	96
1 time	2	2
2 or more times	4	2
Any other reason		
0 times	82	88
1 time	6	5
2 or more times	12	7
Any harassment	31	25

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

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 9 %	Grade 11 %
School violence victimization (<i>In-School Only</i>)		
<i>Average reporting “1 or more times”</i>	27	20
<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	77	86
1 time	10	7
2 to 3 times	7	3
4 or more times	6	4
been afraid of being beaten up? (<i>In-School Only</i>)		
0 times	83	91
1 time	10	6
2 to 3 times	5	2
4 or more times	3	2
<i>During the past 12 months, how many times have you...</i>		
had mean rumors or lies spread about you?		
0 times	67	70
1 time	16	13
2 to 3 times	11	7
4 or more times	6	10
had sexual jokes, comments, or gestures made to you?		
0 times	69	77
1 time	8	6
2 to 3 times	10	6
4 or more times	14	10

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

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 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	80	86
1 time	13	8
2 to 3 times	4	3
4 or more times	3	3
<i>been made fun of because of your looks or the way you talk?</i>		
0 times	62	73
1 time	15	9
2 to 3 times	12	6
4 or more times	11	12
<i>been made fun of, insulted, or called names?</i>		
0 times	68	77
1 time	9	6
2 to 3 times	12	7
4 or more times	11	10
<i>During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?</i>		
0 times (never)	75	76
1 time	12	8
2 to 3 times	7	7
4 or more times	5	8

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

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 9 %	Grade 11 %
School violence perpetration		
<i>Average reporting “1 or more times”</i>	5	5
<i>During the past 12 months, how many times on school property have you...</i>		
been in a physical fight?		
0 times	94	94
1 time	4	4
2 to 3 times	1	1
4 or more times	1	1
been offered, sold, or given an illegal drug?		
0 times	87	88
1 time	7	6
2 to 3 times	4	2
4 or more times	2	5
damaged school property on purpose?		
0 times	97	98
1 time	2	1
2 to 3 times	1	0
4 or more times	1	1
carried a gun?		
0 times	100	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	1
carried any other weapon (such as a knife or club)?		
0 times	98	98
1 time	1	1
2 to 3 times	0	0
4 or more times	1	1

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

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

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

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
been threatened with harm or injury?		
0 times	90	94
1 time	4	3
2 to 3 times	4	2
4 or more times	3	1
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	95	99
1 time	3	0
2 to 3 times	2	0
4 or more times	0	1

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

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

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

	Grade 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	92	95
1 time	5	3
2 to 3 times	2	1
4 or more times	2	1

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

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get “high” [^]	19	24	A9.2
Lifetime alcohol or drug use	20	25	A9.2
Lifetime marijuana use	6	11	A9.2
Lifetime very drunk or high (7 or more times)	2	4	A9.7
Current alcohol or drug use [¶]	6	7	A9.5
Current marijuana use [¶]	2	3	A9.5
Current heavy drug use [¶]	2	2	A9.5
Current heavy alcohol use (binge drinking) [¶]	1	2	A9.5
Current alcohol or drug use on school property ^{¶Φ}	2	2	A9.8
Harmfulness of occasional marijuana use ^B	34	33	A9.11
Difficulty of obtaining marijuana ^C	10	10	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 9 %	Grade 11 %
Alcohol	14	19
Marijuana	6	11
Inhalants	3	1
Cocaine, methamphetamine, or any amphetamines	1	1
Ecstasy, LSD, or other psychedelics	1	1
Prescription pain medication (opioids)	4	3
Cold/cough medicines or other over-the-counter medicines to get “high”	3	3
Any other drug, pill, or medicine to get “high”	2	1
<i>Any of the above AOD use</i>	20	25
<i>Any illicit AOD use to get “high”[^]</i>	19	24

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

[^]*Excludes prescription pain medication.*

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	86	81
1 time	6	5
2 to 3 times	4	7
4 or more times	5	7
Marijuana (smoke, vape, eat, or drink)		
0 times	94	89
1 time	2	3
2 to 3 times	1	3
4 or more times	3	5
Inhalants		
0 times	97	99
1 time	1	1
2 to 3 times	1	0
4 or more times	1	0
Cocaine, methamphetamine, or any amphetamines		
0 times	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Ecstasy, LSD, or other psychedelics		
0 times	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	1	1
Prescription pain medication		
0 times	96	97
1 time	0	0
2 to 3 times	1	1
4 or more times	3	2

Question HS A.68-71, 73, 74/MS A.69-71: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

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

	Grade 9 %	Grade 11 %
Cold/cough medicines or other over-the-counter medicines to get “high”		
0 times	97	97
1 time	0	0
2 to 3 times	1	0
4 or more times	2	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 times	98	99
1 time	0	0
2 to 3 times	1	1
4 or more times	1	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.

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

Table A9.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 11 %
During your life, how many times have you used marijuana in any of the following ways...		
Smoke it?		
0 times	97	92
1 time	1	2
2 to 3 times	1	2
4 or more times	2	4
In a vaping device?		
0 times	96	92
1 time	1	1
2 to 3 times	1	2
4 or more times	3	4
Eat or drink it in products made with marijuana?		
0 times	97	94
1 time	1	3
2 to 3 times	1	1
4 or more times	1	2

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

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

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

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

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

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

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

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

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	96	95
1 or 2 days	3	3
3 to 9 days	1	1
10 to 19 days	0	0
20 to 30 days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	99	98
1 or 2 days	1	0
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	98	97
1 or 2 days	1	2
3 to 9 days	1	0
10 to 19 days	0	1
20 to 30 days	1	1

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

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

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

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	95	92
1 to 2 times	3	6
3 to 6 times	1	2
7 or more times	1	1
“High” (loaded, stoned, or wasted) from using drugs		
0 times	95	89
1 to 2 times	2	5
3 to 6 times	2	2
7 or more times	2	4
<i>Very drunk or “high” 7 or more times</i>	2	4

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

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

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

	Grade 9 %	Grade 11 %
Alcohol		
0 days	99	99
1 to 2 days	1	1
3 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	99	99
1 to 2 days	0	0
3 or more days	1	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 days	100	100
1 to 2 days	0	0
3 or more days	0	0
<i>Any of the above</i>	2	2

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

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

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

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

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

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

Table A9.10
Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	95	95
0 times	3	3
1 time	2	1
2 to 3 times	0	0
4 or more times	1	1
Marijuana		
Does not apply, don't use	96	95
0 times	1	2
1 time	1	2
2 to 3 times	2	1
4 or more times	0	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.

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

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great	28	28
Moderate	21	23
Slight	26	26
None	25	23
Alcohol - 5 or more drinks once or twice a week		
Great	48	53
Moderate	20	19
Slight	10	8
None	22	20
Marijuana - use occasionally		
Great	34	33
Moderate	23	21
Slight	20	22
None	23	23
Marijuana - use daily		
Great	57	50
Moderate	13	18
Slight	8	10
None	22	21

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

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

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

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	9	10
Fairly difficult	10	7
Fairly easy	20	23
Very easy	23	26
Don’t know	38	34
Marijuana		
Very difficult	10	10
Fairly difficult	11	6
Fairly easy	19	24
Very easy	19	24
Don’t know	41	36
Prescription drugs to get “high” or for reasons other than prescribed		
Very difficult	13	13
Fairly difficult	12	8
Fairly easy	14	19
Very easy	15	16
Don’t know	45	44

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	1	2	A10.2
Current cigarette smoking [¶]	0	0	A10.4
Current cigarette smoking at school ^{¶Φ}	0	1	A10.7
Ever tried smokeless tobacco	1	1	A10.2
Current smokeless tobacco use [¶]	0	0	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	A10.7
Ever used vape products	10	12	A10.2
Current use of vape products [¶]	3	3	A10.4
Current tobacco vaping [¶]	3	3	A10.5
Current marijuana vaping [¶]	2	2	A10.5
Current vaping at school ^{¶Φ}	1	2	A10.7
Lifetime tobacco use	8	10	A10.2
Current tobacco use [¶]	3	3	A10.6
Cessation Attempts			
Tried to quit smoking or vaping tobacco or nicotine	4	3	A10.9
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking ^B	32	36	A10.10
Harmfulness of smoking 1 or more packs/day ^B	59	66	A10.10
Harmfulness of vaping occasionally ^B	33	35	A10.11
Harmfulness of vaping several times a day ^B	62	65	A10.11
Difficulty of obtaining cigarettes ^C	11	11	A10.12
Difficulty of obtaining vape products ^C	8	8	A10.12
Anti-Tobacco Policy			
School bans tobacco use and vaping	65	77	A10.13

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	99	98
1 time	0	1
2 to 3 times	1	0
4 or more times	1	0
Smokeless tobacco		
0 times	99	99
1 time	0	0
2 to 3 times	1	0
4 or more times	0	0
Vape products		
0 times	90	88
1 time	4	4
2 to 3 times	2	4
4 or more times	4	4
<i>Lifetime tobacco use</i>		
No	92	90
Yes	8	10

Question HS A.65-67/MS A.66-68: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

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

Table A10.3
Substances Ever Vaped

	Grade 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 times	93	91
1 time	3	3
2 to 3 times	1	3
4 or more times	3	3
Vaped marijuana or THC		
0 times	96	92
1 time	1	2
2 to 3 times	1	2
4 or more times	3	4
Vaped other product		
0 times	97	99
1 time	1	1
2 to 3 times	1	0
4 or more times	1	0

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

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

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

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

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

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

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

	Grade 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 days	97	97
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	1	0
20 to 30 days	1	1
Vaped marijuana or THC		
0 days	98	98
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Vaped other product		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	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 9 %	Grade 11 %
No	97	97
Yes	3	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 9 %	Grade 11 %
Cigarettes		
0 days	100	99
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Smokeless tobacco		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Vape		
0 days	99	98
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	0	1
20 to 30 days	0	0

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

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

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

	Grade 9 %	Grade 11 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes		
0 days	97	96
1 day	1	1
2 days	1	0
3-9 days	1	0
10-19 days	0	0
20-30 days	0	2

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

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

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

	Grade 9 %	Grade 11 %
Does not apply, don't use	96	95
0 times	1	1
1 time	2	2
2 to 3 times	1	1
4 or more times	1	0

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

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

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

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

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great	32	36
Moderate	24	25
Slight	21	18
None	23	21
Smoke 1 or more packs of cigarettes each day		
Great	59	66
Moderate	13	9
Slight	6	6
None	23	19

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

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

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

	Grade 9 %	Grade 11 %
Vape tobacco or nicotine occasionally		
Great	33	35
Moderate	28	31
Slight	18	14
None	21	19
Vape tobacco or nicotine several times a day (100 puffs or more)		
Great	62	65
Moderate	11	11
Slight	5	5
None	22	19

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

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

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

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult	11	11
Fairly difficult	12	9
Fairly easy	20	23
Very easy	13	16
Don't know	44	41
Vape products		
Very difficult	8	8
Fairly difficult	6	3
Fairly easy	21	26
Very easy	33	32
Don't know	33	31

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

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

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

	Grade 9 %	Grade 11 %
No	5	5
Yes	65	77
Don't know	29	17

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

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

11. Other Health Risks

Table A11.1

Gang Involvement *(In-School Only)*

	Grade 9	Grade 11
	%	%
No	98	97
Yes	2	3

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

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American	58	52
Black or African American	51	47
Hispanic or Latinx	56	53
Native Hawaiian or Pacific Islander		
White	59	61
Multiracial	59	52
Something else	51	
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	65	73
Black or African American	66	60
Hispanic or Latinx	58	60
Native Hawaiian or Pacific Islander		
White	55	46
Multiracial	63	59
Something else	48	

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

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

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

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

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

	Grade 9 %	Grade 11 %
School is really boring[±]		
American Indian or Alaska Native		
Asian or Asian American	47	41
Black or African American	51	59
Hispanic or Latinx	48	55
Native Hawaiian or Pacific Islander		
White	49	59
Multiracial	52	50
Something else	67	
School is worthless and a waste of time[±]		
American Indian or Alaska Native		
Asian or Asian American	10	9
Black or African American	9	22
Hispanic or Latinx	15	20
Native Hawaiian or Pacific Islander		
White	13	26
Multiracial	16	15
Something else	29	
Monthly Absences (3 or more)		
American Indian or Alaska Native		
Asian or Asian American	8	17
Black or African American	17	26
Hispanic or Latinx	18	23
Native Hawaiian or Pacific Islander		
White	22	21
Multiracial	19	23
Something else	19	

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork[†]		
American Indian or Alaska Native		
Asian or Asian American	38	26
Black or African American	26	22
Hispanic or Latinx	28	25
Native Hawaiian or Pacific Islander		
White	24	26
Multiracial	30	24
Something else	35	
Caring adult relationships[‡]		
American Indian or Alaska Native		
Asian or Asian American	59	69
Black or African American	56	71
Hispanic or Latinx	57	60
Native Hawaiian or Pacific Islander		
White	57	67
Multiracial	60	50
Something else	58	
High expectations[‡]		
American Indian or Alaska Native		
Asian or Asian American	74	77
Black or African American	71	77
Hispanic or Latinx	70	66
Native Hawaiian or Pacific Islander		
White	68	73
Multiracial	77	67
Something else	75	

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

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

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

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

	Grade 9 %	Grade 11 %
Meaningful participation[‡]		
American Indian or Alaska Native		
Asian or Asian American	24	25
Black or African American	21	24
Hispanic or Latinx	21	21
Native Hawaiian or Pacific Islander		
White	16	24
Multiracial	22	20
Something else	21	
Facilities upkeep[†] (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American	63	56
Black or African American	36	43
Hispanic or Latinx	58	49
Native Hawaiian or Pacific Islander		
White	62	48
Multiracial	70	44
Something else	70	
Promotion of parental involvement in school[†]		
American Indian or Alaska Native		
Asian or Asian American	49	51
Black or African American	44	47
Hispanic or Latinx	50	47
Native Hawaiian or Pacific Islander		
White	42	37
Multiracial	47	38
Something else	50	

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	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	71	66
Black or African American	57	67
Hispanic or Latinx	67	61
Native Hawaiian or Pacific Islander		
White	75	65
Multiracial	74	57
Something else	60	
Experienced harassment due to five reasons^{^§}		
American Indian or Alaska Native		
Asian or Asian American	31	19
Black or African American	28	27
Hispanic or Latinx	23	19
Native Hawaiian or Pacific Islander		
White	17	20
Multiracial	37	25
Something else	29	
Experienced any harassment or bullying[§]		
American Indian or Alaska Native		
Asian or Asian American	41	22
Black or African American	28	27
Hispanic or Latinx	28	24
Native Hawaiian or Pacific Islander		
White	28	23
Multiracial	44	27
Something else	43	

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 9 %	Grade 11 %
Had mean rumors or lies spread about you[§]		
American Indian or Alaska Native		
Asian or Asian American	33	23
Black or African American	38	33
Hispanic or Latinx	32	30
Native Hawaiian or Pacific Islander		
White	31	30
Multiracial	31	28
Something else	38	
Been afraid of being beaten up[§] (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American	16	6
Black or African American	15	8
Hispanic or Latinx	18	8
Native Hawaiian or Pacific Islander		
White	15	12
Multiracial	22	9
Something else	15	
Been in a physical fight[§] (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American	0	6
Black or African American	15	15
Hispanic or Latinx	8	4
Native Hawaiian or Pacific Islander		
White	3	3
Multiracial	2	11
Something else	11	

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Seen a weapon on campus[§] (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American	8	3
Black or African American	7	11
Hispanic or Latinx	7	4
Native Hawaiian or Pacific Islander		
White	8	7
Multiracial	13	7
Something else	16	

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
American Indian or Alaska Native		
Asian or Asian American	24	13
Black or African American	20	32
Hispanic or Latinx	22	24
Native Hawaiian or Pacific Islander		
White	29	24
Multiracial	28	20
Something else	33	

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	10
Black or African American	2	3
Hispanic or Latinx	8	6
Native Hawaiian or Pacific Islander		
White	7	6
Multiracial	2	20
Something else	10	
Current tobacco use[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	6
Black or African American	2	0
Hispanic or Latinx	3	3
Native Hawaiian or Pacific Islander		
White	5	3
Multiracial	2	2
Something else	5	
Current marijuana use[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	6
Black or African American	2	0
Hispanic or Latinx	3	1
Native Hawaiian or Pacific Islander		
White	2	3
Multiracial	2	14
Something else	0	

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Eating of breakfast		
American Indian or Alaska Native		
Asian or Asian American	69	67
Black or African American	66	58
Hispanic or Latinx	63	51
Native Hawaiian or Pacific Islander		
White	69	64
Multiracial	60	65
Something else	52	
Bedtime (at 12 am or later)		
American Indian or Alaska Native		
Asian or Asian American	41	53
Black or African American	30	49
Hispanic or Latinx	23	38
Native Hawaiian or Pacific Islander		
White	24	41
Multiracial	23	39
Something else	38	

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

[|]Today.

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

	Grade 9 %	Grade 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 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 9 %	Grade 11 %
Social emotional distress[‡]		
American Indian or Alaska Native		
Asian or Asian American	33	27
Black or African American	26	24
Hispanic or Latinx	28	31
Native Hawaiian or Pacific Islander		
White	29	33
Multiracial	38	35
Something else	25	
Experienced chronic sadness/hopelessness[§]		
American Indian or Alaska Native		
Asian or Asian American	33	31
Black or African American	32	41
Hispanic or Latinx	33	37
Native Hawaiian or Pacific Islander		
White	28	30
Multiracial	50	50
Something else	38	
Considered suicide[§]		
American Indian or Alaska Native		
Asian or Asian American	16	9
Black or African American	8	16
Hispanic or Latinx	9	12
Native Hawaiian or Pacific Islander		
White	12	10
Multiracial	13	20
Something else	19	

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Optimism[‡]		
American Indian or Alaska Native		
Asian or Asian American	50	58
Black or African American	59	47
Hispanic or Latinx	45	41
Native Hawaiian or Pacific Islander		
White	49	48
Multiracial	39	34
Something else	55	
Life satisfaction[±]		
American Indian or Alaska Native		
Asian or Asian American	55	61
Black or African American	65	59
Hispanic or Latinx	68	60
Native Hawaiian or Pacific Islander		
White	68	62
Multiracial	56	49
Something else	63	

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)		
Male	56	54
Female	58	56
Nonbinary		
Something else	47	
School Connectedness^{†ψ} (<i>Remote Only</i>)		
Male		
Female		
Nonbinary		
Something else		
Academic Motivation[†]		
Male	54	53
Female	63	62
Nonbinary		
Something else	34	
School is really boring[±]		
Male	53	61
Female	45	47
Nonbinary		
Something else	64	
School is worthless and a waste of time[±]		
Male	18	25
Female	11	15
Nonbinary		
Something else	27	

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

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

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

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

[±]*Rating of 7 or higher.*

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

	Grade 9 %	Grade 11 %
Monthly Absences (3 or more)		
Male	16	18
Female	20	29
Nonbinary		
Something else	18	
Maintaining focus on schoolwork[†]		
Male	25	25
Female	32	25
Nonbinary		
Something else	18	
Caring adult relationships[‡]		
Male	54	61
Female	61	63
Nonbinary		
Something else	48	
High expectations[‡]		
Male	67	68
Female	74	72
Nonbinary		
Something else	64	
Meaningful participation[‡]		
Male	19	20
Female	22	25
Nonbinary		
Something else	18	

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

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

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

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

	Grade 9 %	Grade 11 %
Facilities upkeep[†] (<i>In-School Only</i>)		
Male	48	42
Female	70	57
Nonbinary		
Something else	45	
Promotion of parental involvement in school[†]		
Male	48	44
Female	47	44
Nonbinary		
Something else	36	

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

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

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

Table A13.2
School Safety by Gender

	Grade 9 %	Grade 11 %
School perceived as very safe or safe (<i>In-School Only</i>)		
Male	67	61
Female	71	65
Nonbinary		
Something else	64	
Experienced harassment due to five reasons[^]		
Male	24	16
Female	24	26
Nonbinary		
Something else	36	
Experienced any harassment or bullying[§]		
Male	30	19
Female	32	31
Nonbinary		
Something else	45	
Had mean rumors or lies spread about you[§]		
Male	30	22
Female	36	40
Nonbinary		
Something else	36	
Been afraid of being beaten up[§] (<i>In-School Only</i>)		
Male	20	5
Female	15	13
Nonbinary		
Something else	18	

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§] (<i>In-School Only</i>)		
Male	9	7
Female	3	6
Nonbinary		
Something else	0	
Seen a weapon on campus[§] (<i>In-School Only</i>)		
Male	11	7
Female	7	3
Nonbinary		
Something else	9	

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Male	23	19
Female	26	30
Nonbinary		
Something else	27	

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Male	6	6
Female	5	8
Nonbinary		
Something else	18	
Current tobacco use[¶]		
Male	2	2
Female	3	4
Nonbinary		
Something else	0	
Current marijuana use[¶]		
Male	2	2
Female	3	4
Nonbinary		
Something else	0	
Current binge drinking[¶]		
Male	1	0
Female	2	3
Nonbinary		
Something else	0	
Very drunk or “high” 7 or more times, ever		
Male	2	4
Female	3	5
Nonbinary		
Something else	0	
Been drunk or “high” on drugs at school, ever		
Male	2	2
Female	3	4
Nonbinary		
Something else	0	

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 9 %	Grade 11 %
Current alcohol use[¶]		
Male	3	4
Female	5	6
Nonbinary		
Something else	18	
Current alcohol use at school[¶] (<i>In-School Only</i>)		
Male	1	2
Female	2	1
Nonbinary		
Something else	0	
Current cigarette smoking[¶]		
Male	0	0
Female	0	1
Nonbinary		
Something else	0	
Current use of vape products[¶]		
Male	3	2
Female	4	4
Nonbinary		
Something else	0	
Current tobacco vaping[¶]		
Male	2	2
Female	4	4
Nonbinary		
Something else	0	
Current marijuana vaping[¶]		
Male	2	2
Female	3	2
Nonbinary		
Something else	0	

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 9 %	Grade 11 %
Eating of breakfast[‡]		
Male	65	57
Female	64	58
Nonbinary		
Something else	64	
Bedtime (at 12 am or later)		
Male	32	42
Female	20	37
Nonbinary		
Something else	27	

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

[‡]*Today.*

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

	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 9 %	Grade 11 %
Social emotional distress[‡]		
Male	23	20
Female	34	43
Nonbinary		
Something else	56	
Experienced chronic sadness/hopelessness[§]		
Male	25	26
Female	42	49
Nonbinary		
Something else	73	
Considered suicide[§]		
Male	8	8
Female	14	18
Nonbinary		
Something else	45	
Optimism[‡]		
Male	49	46
Female	47	43
Nonbinary		
Something else	24	
Life satisfaction[⌞]		
Male	68	62
Female	63	57
Nonbinary		
Something else	40	

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

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

[§]*Past 12 months.*

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

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)		
Less than high school	53	51
High school graduate	55	57
Some college	56	58
College degree	59	57
Don't know	51	36
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	50	60
High school graduate	54	58
Some college	54	50
College degree	63	61
Don't know	55	44
School is really boring[±]		
Less than high school	59	62
High school graduate	51	49
Some college	57	54
College degree	46	53
Don't know	45	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.*

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

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

	Grade 9 %	Grade 11 %
School is worthless and a waste of time[±]		
Less than high school	28	23
High school graduate	17	26
Some college	14	24
College degree	12	16
Don't know	16	25
Monthly Absences (3 or more)		
Less than high school	30	27
High school graduate	22	27
Some college	23	23
College degree	16	22
Don't know	10	17
Maintaining focus on schoolwork[†]		
Less than high school	25	23
High school graduate	25	24
Some college	21	21
College degree	33	28
Don't know	28	20
Caring adult relationships[‡]		
Less than high school	51	58
High school graduate	58	64
Some college	57	63
College degree	60	65
Don't know	52	49

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
High expectations[‡]		
Less than high school	66	72
High school graduate	69	69
Some college	69	71
College degree	74	72
Don't know	64	51
Meaningful participation[‡]		
Less than high school	18	23
High school graduate	15	18
Some college	19	21
College degree	24	26
Don't know	17	14
Facilities upkeep[†] (<i>In-School Only</i>)		
Less than high school	49	53
High school graduate	53	48
Some college	64	51
College degree	63	50
Don't know	49	30
Promotion of parental involvement in school[†]		
Less than high school	36	41
High school graduate	42	48
Some college	41	43
College degree	52	47
Don't know	47	24

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

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

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

Table A14.2
School Safety by Parental Education

	Grade 9 %	Grade 11 %
School perceived as very safe or safe (<i>In-School Only</i>)		
Less than high school	61	54
High school graduate	72	66
Some college	68	65
College degree	75	67
Don't know	55	37
Experienced harassment due to five reasons[^]		
Less than high school	19	20
High school graduate	23	19
Some college	20	12
College degree	25	27
Don't know	28	16
Experienced any harassment or bullying[§]		
Less than high school	28	27
High school graduate	30	23
Some college	30	13
College degree	31	31
Don't know	36	18
Had mean rumors or lies spread about you[§]		
Less than high school	31	39
High school graduate	30	37
Some college	36	29
College degree	33	27
Don't know	34	24

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Been afraid of being beaten up[§] (<i>In-School Only</i>)		
Less than high school	14	7
High school graduate	13	11
Some college	14	4
College degree	17	11
Don't know	24	11
Been in a physical fight[§] (<i>In-School Only</i>)		
Less than high school	14	12
High school graduate	3	12
Some college	11	6
College degree	5	5
Don't know	4	0
Seen a weapon on campus[§] (<i>In-School Only</i>)		
Less than high school	9	7
High school graduate	6	7
Some college	14	4
College degree	8	5
Don't know	6	5

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Less than high school	25	29
High school graduate	17	26
Some college	34	23
College degree	25	23
Don't know	22	19

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

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

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Very drunk or “high” 7 or more times, ever		
Less than high school	3	4
High school graduate	4	9
Some college	3	5
College degree	1	3
Don’t know	3	0
Been drunk or “high” on drugs at school, ever		
Less than high school	8	0
High school graduate	1	5
Some college	1	4
College degree	2	2
Don’t know	3	0
Current alcohol use[¶]		
Less than high school	11	0
High school graduate	5	7
Some college	8	7
College degree	3	4
Don’t know	1	3
Current alcohol use at school[¶] (<i>In-School Only</i>)		
Less than high school	3	2
High school graduate	3	0
Some college	1	1
College degree	1	2
Don’t know	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 9 %	Grade 11 %
Current cigarette smoking[¶]		
Less than high school	0	0
High school graduate	0	1
Some college	1	1
College degree	0	0
Don't know	0	0
Current use of vape products[¶]		
Less than high school	3	2
High school graduate	4	4
Some college	7	4
College degree	2	3
Don't know	3	3
Current tobacco vaping[¶]		
Less than high school	3	2
High school graduate	3	3
Some college	7	4
College degree	2	2
Don't know	3	3
Current marijuana vaping[¶]		
Less than high school	3	2
High school graduate	3	1
Some college	4	2
College degree	1	2
Don't know	3	0

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Eating of breakfast[‡]		
Less than high school	43	55
High school graduate	64	50
Some college	60	65
College degree	67	59
Don't know	70	52
Bedtime (at 12 am or later)		
Less than high school	32	45
High school graduate	34	26
Some college	27	41
College degree	25	41
Don't know	21	52

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

[‡]*Today.*

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

	Grade 9 %	Grade 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 9 %	Grade 11 %
Social emotional distress[‡]		
Less than high school	23	26
High school graduate	33	31
Some college	29	33
College degree	28	32
Don't know	33	30
Experienced chronic sadness/hopelessness[§]		
Less than high school	40	33
High school graduate	36	40
Some college	36	42
College degree	32	34
Don't know	35	32
Considered suicide[§]		
Less than high school	20	7
High school graduate	17	11
Some college	14	17
College degree	9	14
Don't know	11	8
Optimism[‡]		
Less than high school	42	50
High school graduate	40	36
Some college	43	48
College degree	53	46
Don't know	45	34
Life satisfaction[‡]		
Less than high school	61	60
High school graduate	64	55
Some college	59	61
College degree	69	62
Don't know	62	52

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

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

[§]*Past 12 months.*

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

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)		
Not English learner	58	55
English learner	53	53
Don't know	54	49
School Connectedness^{†ψ} (<i>Remote Only</i>)		
Not English learner		
English learner		
Don't know		
Academic Motivation[†]		
Not English learner	58	57
English learner	57	63
Don't know	61	54
School is really boring[±]		
Not English learner	49	55
English learner	47	61
Don't know	52	53
School is worthless and a waste of time[±]		
Not English learner	15	20
English learner	18	35
Don't know	13	17
Monthly Absences (3 or more)		
Not English learner	17	22
English learner	21	30
Don't know	19	25

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork[†]		
Not English learner	29	25
English learner	15	9
Don't know	28	24
Caring adult relationships[‡]		
Not English learner	58	63
English learner	45	48
Don't know	58	65
High expectations[‡]		
Not English learner	71	70
English learner	67	59
Don't know	71	70
Meaningful participation[‡]		
Not English learner	21	24
English learner	19	16
Don't know	18	14
Facilities upkeep[†] (<i>In-School Only</i>)		
Not English learner	59	48
English learner	63	45
Don't know	54	51
Promotion of parental involvement in school[†]		
Not English learner	47	43
English learner	54	67
Don't know	47	37

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

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

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

Table A15.2
School Safety by English Learner Status

	Grade 9 %	Grade 11 %
School perceived as very safe or safe (<i>In-School Only</i>)		
Not English learner	71	63
English learner	58	64
Don't know	64	59
Experienced harassment due to five reasons^λ		
Not English learner	22	21
English learner	32	18
Don't know	32	23
Experienced any harassment or bullying[§]		
Not English learner	30	25
English learner	35	23
Don't know	36	25
Had mean rumors or lies spread about you[§]		
Not English learner	31	31
English learner	45	27
Don't know	34	27
Been afraid of being beaten up[§] (<i>In-School Only</i>)		
Not English learner	15	10
English learner	27	5
Don't know	24	7
Been in a physical fight[§] (<i>In-School Only</i>)		
Not English learner	6	6
English learner	10	10
Don't know	6	8
Seen a weapon on campus[§] (<i>In-School Only</i>)		
Not English learner	8	5
English learner	10	14
Don't know	11	2

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Not English learner	25	24
English learner	32	18
Don't know	22	23

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Not English learner	6	6
English learner	13	4
Don't know	3	12
Current alcohol or drug use[¶]		
Not English learner	3	3
English learner	6	4
Don't know	2	4
Current marijuana use[¶]		
Not English learner	2	2
English learner	6	4
Don't know	1	7
Current binge drinking[¶]		
Not English learner	1	1
English learner	3	0
Don't know	1	4
Very drunk or "high" 7 or more times, ever		
Not English learner	2	4
English learner	3	4
Don't know	2	4

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Eating of breakfast		
Not English learner	64	59
English learner	68	48
Don't know	64	51
Bedtime (at 12 am or later)		
Not English learner	26	40
English learner	38	43
Don't know	23	39

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

[|]*Today.*

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

	Grade 9 %	Grade 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 9 %	Grade 11 %
Social emotional distress[‡]		
Not English learner	30	32
English learner	28	20
Don't know	29	31
Experienced chronic sadness/hopelessness[§]		
Not English learner	34	38
English learner	27	27
Don't know	37	29
Considered suicide[§]		
Not English learner	12	13
English learner	13	5
Don't know	11	13
Optimism[‡]		
Not English learner	47	44
English learner	47	57
Don't know	48	38
Life satisfaction[±]		
Not English learner	64	60
English learner	66	69
Don't know	67	56

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

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

[§]*Past 12 months.*

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

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)		
Not currently in English Learner Program	58	55
Less than 7 years (EL)	61	53
7 years or more (LTEL)	47	
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	58	57
Less than 7 years (EL)	54	61
7 years or more (LTEL)	57	
School is really boring[±]		
Not currently in English Learner Program	49	55
Less than 7 years (EL)	61	57
7 years or more (LTEL)	36	
School is worthless and a waste of time[±]		
Not currently in English Learner Program	15	20
Less than 7 years (EL)	22	36
7 years or more (LTEL)	14	
Monthly Absences (3 or more)		
Not currently in English Learner Program	17	22
Less than 7 years (EL)	17	29
7 years or more (LTEL)	21	

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork[†]		
Not currently in English Learner Program	29	25
Less than 7 years (EL)	17	7
7 years or more (LTEL)	14	
Caring adult relationships[‡]		
Not currently in English Learner Program	58	63
Less than 7 years (EL)	49	48
7 years or more (LTEL)	43	
High expectations[‡]		
Not currently in English Learner Program	71	70
Less than 7 years (EL)	71	69
7 years or more (LTEL)	64	
Meaningful participation[‡]		
Not currently in English Learner Program	21	24
Less than 7 years (EL)	25	14
7 years or more (LTEL)	14	
Facilities upkeep[†] (<i>In-School Only</i>)		
Not currently in English Learner Program	59	48
Less than 7 years (EL)	69	57
7 years or more (LTEL)	50	
Promotion of parental involvement in school[†]		
Not currently in English Learner Program	47	43
Less than 7 years (EL)	59	71
7 years or more (LTEL)	45	

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

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

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

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

	Grade 9 %	Grade 11 %
School perceived as very safe or safe <i>(In-School Only)</i>		
Not currently in English Learner Program	71	63
Less than 7 years (EL)	69	64
7 years or more (LTEL)	54	
Experienced harassment due to five reasons^λ		
Not currently in English Learner Program	22	21
Less than 7 years (EL)	29	8
7 years or more (LTEL)	38	
Experienced any harassment or bullying[§]		
Not currently in English Learner Program	30	25
Less than 7 years (EL)	35	15
7 years or more (LTEL)	38	
Had mean rumors or lies spread about you[§]		
Not currently in English Learner Program	31	31
Less than 7 years (EL)	53	31
7 years or more (LTEL)	38	
Been afraid of being beaten up[§] <i>(In-School Only)</i>		
Not currently in English Learner Program	15	10
Less than 7 years (EL)	31	8
7 years or more (LTEL)	15	
Been in a physical fight[§] <i>(In-School Only)</i>		
Not currently in English Learner Program	6	6
Less than 7 years (EL)	13	8
7 years or more (LTEL)	8	
Seen a weapon on campus[§] <i>(In-School Only)</i>		
Not currently in English Learner Program	8	5
Less than 7 years (EL)	6	8
7 years or more (LTEL)	15	

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Not currently in English Learner Program	25	24
Less than 7 years (EL)	29	15
7 years or more (LTEL)	38	

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Not currently in English Learner Program	6	6
Less than 7 years (EL)	12	7
7 years or more (LTEL)	15	
Current tobacco use[¶]		
Not currently in English Learner Program	3	3
Less than 7 years (EL)	6	7
7 years or more (LTEL)	8	
Current marijuana use[¶]		
Not currently in English Learner Program	2	2
Less than 7 years (EL)	6	7
7 years or more (LTEL)	8	
Current binge drinking[¶]		
Not currently in English Learner Program	1	1
Less than 7 years (EL)	6	0
7 years or more (LTEL)	0	
Very drunk or “high” 7 or more times, ever		
Not currently in English Learner Program	2	4
Less than 7 years (EL)	0	7
7 years or more (LTEL)	7	

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Been drunk or “high” on drugs at school, ever		
Not currently in English Learner Program	2	3
Less than 7 years (EL)	6	0
7 years or more (LTEL)	14	
Current alcohol use[¶]		
Not currently in English Learner Program	4	5
Less than 7 years (EL)	12	0
7 years or more (LTEL)	15	
Current alcohol use at school[¶] (<i>In-School Only</i>)		
Not currently in English Learner Program	2	1
Less than 7 years (EL)	0	0
7 years or more (LTEL)	0	
Current cigarette smoking[¶]		
Not currently in English Learner Program	0	0
Less than 7 years (EL)	6	0
7 years or more (LTEL)	0	
Current use of vape products[¶]		
Not currently in English Learner Program	3	3
Less than 7 years (EL)	12	7
7 years or more (LTEL)	8	
Current tobacco vaping[¶]		
Not currently in English Learner Program	3	2
Less than 7 years (EL)	6	7
7 years or more (LTEL)	8	
Current marijuana vaping[¶]		
Not currently in English Learner Program	2	2
Less than 7 years (EL)	6	7
7 years or more (LTEL)	8	

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Eating of breakfast[‡]		
Not currently in English Learner Program	64	59
Less than 7 years (EL)	72	36
7 years or more (LTEL)	57	
Bedtime (at 12 am or later)		
Not currently in English Learner Program	26	40
Less than 7 years (EL)	39	43
7 years or more (LTEL)	29	

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

[‡]*Today.*

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

	Grade 9 %	Grade 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 9 %	Grade 11 %
Social emotional distress[‡]		
Not currently in English Learner Program	30	32
Less than 7 years (EL)	26	23
7 years or more (LTEL)	26	
Experienced chronic sadness/hopelessness[§]		
Not currently in English Learner Program	34	38
Less than 7 years (EL)	24	23
7 years or more (LTEL)	25	
Considered suicide[§]		
Not currently in English Learner Program	12	13
Less than 7 years (EL)	12	8
7 years or more (LTEL)	8	
Optimism[‡]		
Not currently in English Learner Program	47	44
Less than 7 years (EL)	51	56
7 years or more (LTEL)	41	
Life satisfaction[±]		
Not currently in English Learner Program	64	60
Less than 7 years (EL)	74	66
7 years or more (LTEL)	58	

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

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

[§]Past 12 months.

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

17. Special Education Breakdowns

Table A17.1

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

	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)		
No IEP	59	55
IEP	50	46
Don't know	53	52
Prefer not to say	24	64
School Connectedness^{†ψ} (<i>Remote Only</i>)		
No IEP		
IEP		
Don't know		
Prefer not to say		
Academic Motivation[†]		
No IEP	59	58
IEP	52	50
Don't know	61	55
Prefer not to say	62	59
School is really boring[±]		
No IEP	48	54
IEP	52	63
Don't know	56	52
Prefer not to say	50	64
School is worthless and a waste of time[±]		
No IEP	13	18
IEP	22	37
Don't know	14	27
Prefer not to say	40	18

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

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

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

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

[±] Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
Monthly Absences (3 or more)		
No IEP	16	21
IEP	20	35
Don't know	22	20
Prefer not to say	30	27
Maintaining focus on schoolwork[†]		
No IEP	30	29
IEP	16	4
Don't know	26	15
Prefer not to say	40	9
Caring adult relationships[‡]		
No IEP	57	63
IEP	56	61
Don't know	65	53
Prefer not to say	27	79
High expectations[‡]		
No IEP	70	70
IEP	66	71
Don't know	80	60
Prefer not to say	53	85
Meaningful participation[‡]		
No IEP	19	22
IEP	19	22
Don't know	28	21
Prefer not to say		27

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

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

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

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

	Grade 9 %	Grade 11 %
Facilities upkeep[†] (<i>In-School Only</i>)		
No IEP	61	50
IEP	47	32
Don't know	61	48
Prefer not to say	20	64
Promotion of parental involvement in school[‡]		
No IEP	47	44
IEP	50	42
Don't know	47	44
Prefer not to say	33	48

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

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

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

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

	Grade 9 %	Grade 11 %
School perceived as very safe or safe <i>(In-School Only)</i>		
No IEP	71	64
IEP	63	46
Don't know	69	61
Prefer not to say		82
Experienced harassment due to five reasons[^]		
No IEP	22	20
IEP	35	31
Don't know	25	13
Prefer not to say		36
Experienced any harassment or bullying[§]		
No IEP	30	24
IEP	38	35
Don't know	36	23
Prefer not to say		36
Had mean rumors or lies spread about you[§]		
No IEP	29	27
IEP	47	41
Don't know	43	33
Prefer not to say		45
Been afraid of being beaten up[§] <i>(In-School Only)</i>		
No IEP	15	8
IEP	29	19
Don't know	18	0
Prefer not to say		18

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Been in a physical fight[§] (<i>In-School Only</i>)		
No IEP	5	6
IEP	9	0
Don't know	6	14
Prefer not to say		18
Seen a weapon on campus[§] (<i>In-School Only</i>)		
No IEP	8	5
IEP	12	8
Don't know	7	10
Prefer not to say		0

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
No IEP	22	23
IEP	37	33
Don't know	29	17
Prefer not to say		18

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
No IEP	5	7
IEP	8	8
Don't know	9	6
Prefer not to say		9
Current tobacco use[¶]		
No IEP	2	2
IEP	3	4
Don't know	7	6
Prefer not to say		0
Current marijuana use[¶]		
No IEP	2	3
IEP	2	6
Don't know	7	3
Prefer not to say		0
Current binge drinking[¶]		
No IEP	1	1
IEP	0	2
Don't know	5	0
Prefer not to say		10
Very drunk or “high” 7 or more times, ever		
No IEP	2	4
IEP	2	6
Don't know	4	3
Prefer not to say		0
Been drunk or “high” on drugs at school, ever		
No IEP	2	2
IEP	3	6
Don't know	4	0
Prefer not to say		0

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Eating of breakfast[‡]		
No IEP	66	58
IEP	52	54
Don't know	68	56
Prefer not to say	80	27
Bedtime (at 12 am or later)		
No IEP	27	39
IEP	22	48
Don't know	27	35
Prefer not to say	20	64

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

[‡]*Today.*

Table A17.6

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

	Grade 9 %	Grade 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 9 %	Grade 11 %
Social emotional distress[‡]		
No IEP	29	30
IEP	28	36
Don't know	34	23
Prefer not to say		49
Experienced chronic sadness/hopelessness[§]		
No IEP	35	36
IEP	37	48
Don't know	29	27
Prefer not to say		36
Considered suicide[§]		
No IEP	10	12
IEP	12	19
Don't know	22	10
Prefer not to say		9
Optimism[‡]		
No IEP	48	45
IEP	44	42
Don't know	47	37
Prefer not to say		48
Life satisfaction[‡]		
No IEP	65	60
IEP	63	57
Don't know	66	59
Prefer not to say		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.”

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 9 %	Grade 11 %
School Connectedness^{†#} (<i>In-School Only</i>)		
Home with one or more parent or guardian	57	55
Foster home		
Homeless		
Other living arrangement	43	44
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	58	58
Foster home		
Homeless		
Other living arrangement	57	47
School is really boring[±]		
Home with one or more parent or guardian	48	54
Foster home		
Homeless		
Other living arrangement	77	68
School is worthless and a waste of time[±]		
Home with one or more parent or guardian	13	20
Foster home		
Homeless		
Other living arrangement	31	42

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

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

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

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

[±] Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
Monthly Absences (3 or more)		
Home with one or more parent or guardian	18	23
Foster home		
Homeless		
Other living arrangement	22	32
Maintaining focus on schoolwork[†]		
Home with one or more parent or guardian	28	25
Foster home		
Homeless		
Other living arrangement	20	22
Caring adult relationships[‡]		
Home with one or more parent or guardian	57	62
Foster home		
Homeless		
Other living arrangement	51	60
High expectations[‡]		
Home with one or more parent or guardian	71	71
Foster home		
Homeless		
Other living arrangement	64	58
Meaningful participation[‡]		
Home with one or more parent or guardian	20	23
Foster home		
Homeless		
Other living arrangement	16	13

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

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

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

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

	Grade 9 %	Grade 11 %
Facilities upkeep[†] (<i>In-School Only</i>)		
Home with one or more parent or guardian	59	49
Foster home		
Homeless		
Other living arrangement	56	44
Promotion of parental involvement in school[†]		
Home with one or more parent or guardian	48	44
Foster home		
Homeless		
Other living arrangement	37	46

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

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

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

Table A18.2
School Safety by Living Situation

	Grade 9 %	Grade 11 %
School perceived as very safe or safe (<i>In-School Only</i>)		
Home with one or more parent or guardian	70	63
Foster home		
Homeless		
Other living arrangement	58	59
Experienced harassment due to five reasons[^]		
Home with one or more parent or guardian	23	21
Foster home		
Homeless		
Other living arrangement	32	28
Experienced any harassment or bullying[§]		
Home with one or more parent or guardian	30	25
Foster home		
Homeless		
Other living arrangement	44	28
Had mean rumors or lies spread about you[§]		
Home with one or more parent or guardian	32	30
Foster home		
Homeless		
Other living arrangement	40	18
Been afraid of being beaten up[§] (<i>In-School Only</i>)		
Home with one or more parent or guardian	16	9
Foster home		
Homeless		
Other living arrangement	21	12

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

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

[§]Past 12 months.

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

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Home with one or more parent or guardian	24	23
Foster home		
Homeless		
Other living arrangement	36	22

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Home with one or more parent or guardian	6	7
Foster home		
Homeless		
Other living arrangement	12	16
Current tobacco use[¶]		
Home with one or more parent or guardian	2	2
Foster home		
Homeless		
Other living arrangement	8	11
Current marijuana use[¶]		
Home with one or more parent or guardian	2	3
Foster home		
Homeless		
Other living arrangement	0	11
Current binge drinking[¶]		
Home with one or more parent or guardian	1	1
Foster home		
Homeless		
Other living arrangement	0	5
Very drunk or “high” 7 or more times, ever		
Home with one or more parent or guardian	2	4
Foster home		
Homeless		
Other living arrangement	4	11
Been drunk or “high” on drugs at school, ever		
Home with one or more parent or guardian	2	3
Foster home		
Homeless		
Other living arrangement	12	0

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

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

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Eating of breakfast[‡]		
Home with one or more parent or guardian	65	57
Foster home		
Homeless		
Other living arrangement	67	68
Bedtime (at 12 am or later)		
Home with one or more parent or guardian	25	40
Foster home		
Homeless		
Other living arrangement	44	42

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

[‡]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 9 %	Grade 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 9 %	Grade 11 %
Social emotional distress[‡]		
Home with one or more parent or guardian	29	31
Foster home		
Homeless		
Other living arrangement	37	26
Experienced chronic sadness/hopelessness[§]		
Home with one or more parent or guardian	34	37
Foster home		
Homeless		
Other living arrangement	44	17
Considered suicide[§]		
Home with one or more parent or guardian	11	13
Foster home		
Homeless		
Other living arrangement	32	17
Optimism[‡]		
Home with one or more parent or guardian	48	44
Foster home		
Homeless		
Other living arrangement	32	44
Life satisfaction[‡]		
Home with one or more parent or guardian	66	60
Foster home		
Homeless		
Other living arrangement	50	44

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

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

[§]*Past 12 months.*

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

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1

Student Sample for AOD Indicators

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	337	318
Final number	241	232
Response Rate	72%	73%

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 11 %	Table
Alcohol and Marijuana Consumption Patterns			
Usually drank until felt it a lot	2	2	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	0	2	B.I.3.5
Driving under the influence experiences	5	5	B.I.3.6
Consequences of AOD Consumption			
Caused one or more problems	5	6	B.I.4.2
Caused one or more dependency-related experiences	4	7	B.I.4.3
Supports to Reduce AOD Use			
Very likely to find help at school for quitting or reducing use	20	14	B.I.5.2
Strong Personal Disapproval of AOD Use			
Having one or two drinks of any alcoholic beverage nearly every day	56	51	B.I.7.1
Trying marijuana once or twice	44	32	B.I.7.1
Using marijuana once a month or more	56	42	B.I.7.1

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

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1

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

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

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

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

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

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
Never	80	76
10 years or under	5	3
11-12 years old	5	1
13-14 years old	9	6
15-16 years old	1	12
17 years or older	0	2
Marijuana (smoke, vape, eat, or drink)		
Never	91	86
10 years or under	1	0
11-12 years old	2	0
13-14 years old	4	3
15-16 years old	1	10
17 years or older	0	0
Any other illegal drug or pill to get “high”		
Never	98	98
10 years or under	0	0
11-12 years old	1	0
13-14 years old	0	0
15-16 years old	0	1
17 years or older	0	0

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

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

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

	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette		
Never	97	97
10 years or under	0	0
11-12 years old	0	0
13-14 years old	2	1
15-16 years old	0	1
17 years or older	0	0
A vape product such as an e-cigarette, vape pen, or mod		
Never	87	88
10 years or under	0	0
11-12 years old	5	0
13-14 years old	7	4
15-16 years old	1	6
17 years or older	0	1

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

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

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

	Grade 9 %	Grade 11 %
I don't drink alcohol	92	90
Just enough to feel it a little	4	5
Enough to feel it moderately	3	3
Until I feel it a lot or get really drunk	2	2

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

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

Table B.I.3.5***Usual Drug Consumption Level***

	Grade 9 %	Grade 11 %
I don't use drugs	97	93
Just enough to feel a little high	0	3
Enough to feel it moderately	3	2
Until I feel it a lot or get really high	0	2

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

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

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

	Grade 9 %	Grade 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	95	95
1 time	1	2
2 times	0	1
3 to 6 times	1	0
7 or more times	2	2

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

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

4. Reasons for and Consequences of AOD Consumption

Table B.I.4.1

Reasons for AOD Use, Past 12 Months

	Grade 9 %	Grade 11 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	84	81
To experiment (try using)	4	8
To get high	3	5
To have a good time with friends	5	7
To fit in with a group you like	1	1
Because of boredom	3	4
To relax	3	6
To get away from problems	4	5
Because of anger or frustration	2	3
To get through the day	1	3
Because it made you feel better	4	4
To seek deeper insights and understanding	0	0
None of the above	16	11

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

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

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

Table B.I.4.2
Problems Caused by AOD Use

	Grade 9 %	Grade 11 %
Does not apply; I've never used alcohol or drugs	89	84
I've used alcohol or drugs but never had any of these problems	7	11
Have problems with emotions, nerves, or mental health	3	2
Get into trouble or have problems with the police	0	1
Have money problems	0	1
Miss school	0	0
Have problems with schoolwork	1	2
Fight with others	0	1
Damage a friendship	1	2
Physically hurt or injure yourself	2	1
Have unwanted or unprotected sex	0	0
Forget what happened or pass out	2	2
Been suspended from school	0	1
<i>One or more problems</i>	5	6

Question HS B.I.13: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

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

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

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

	Grade 9 %	Grade 11 %
Does not apply; I have not used alcohol or drugs	91	89
I use alcohol or drugs but have not experienced any of these things	4	6
Found you had to increase how much you use to have the same effect as before	2	2
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	1	0
Used alcohol or drugs a lot more than you intended	1	2
Used alcohol or drugs when you were alone	3	4
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	0	2
You didn't feel OK unless you had something to drink or used a drug	1	1
Thought about reducing or stopping use	3	4
Told yourself you were not going to use but found yourself using anyway	3	1
Spoke with someone about reducing or stopping use	0	1
Attended counseling, a program, or group to help you reduce or stop use	0	0
<i>One or more dependency-related experiences</i>	4	7

Question HS B.I.14: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

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

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

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

	Grade 9 %	Grade 11 %
Very likely	33	39
Likely	35	27
Not likely	11	18
Don't know	21	16

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

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

5. Supports to Reduce AOD Use

Table B.I.5.1

Needed Counseling for Use

	Grade 9 %	Grade 11 %
No, I never used alcohol or other drugs	92	89
No, but I do use alcohol or other drugs	7	11
Yes, I have felt that I needed help	1	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?

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

Table B.I.5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 11 %
Very likely	20	14
Likely	39	40
Not likely	16	25
Don't know	26	22

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

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

Table B.I.5.3

Talked with Parent About AOD Use, Past 12 Months

	Grade 9 %	Grade 11 %
No	56	54
Yes	44	46

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

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

6. Availability

Table B.I.6.1

Sources for Obtaining Alcohol

	Grade 9 %	Grade 11 %
At school	17	14
At parties	33	33
At concerts or other social events	9	12
At their own home	28	29
From adults at friends' homes	15	18
From friends or another teenager	29	28
Get adults to buy it for them	17	15
Buy it themselves from a store	9	14
At bars, clubs, or gambling casinos	3	3
Other	11	8
Don't know	64	61

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

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

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

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

	Grade 9 %	Grade 11 %
At school	20	20
At parties	20	23
At concerts or other social events	7	12
At their own home	14	23
From an adult acquaintance	13	15
From friends or another teenager	24	28
Buy it at a marijuana dispensary	9	13
At bars or clubs	2	2
Other	9	5
Don't know	73	62

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

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

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

7. Influences on ATOD Use

Table B.I.7.1

Personal Disapproval of AOD Use

	Grade 9 %	Grade 11 %
Having one or two drinks of any alcoholic beverage nearly every day		
Neither approve nor disapprove	29	38
Somewhat disapprove	15	11
Strongly disapprove	56	51
Trying marijuana once or twice		
Neither approve nor disapprove	36	56
Somewhat disapprove	20	13
Strongly disapprove	44	32
Using marijuana once a month or more regularly		
Neither approve nor disapprove	29	41
Somewhat disapprove	15	17
Strongly disapprove	56	42

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

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

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

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	82	83
Wrong	14	11
A little wrong	3	3
Not at all wrong	1	3
Smoke tobacco		
Very wrong	87	88
Wrong	10	9
A little wrong	1	0
Not at all wrong	2	3
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	83	86
Wrong	13	9
A little wrong	2	3
Not at all wrong	1	3
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	86	83
Wrong	9	10
A little wrong	3	4
Not at all wrong	2	3
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	88	88
Wrong	10	8
A little wrong	1	1
Not at all wrong	1	2

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

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

Table B.I.7.3
Peer Disapproval of ATOD Use

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	69	57
Wrong	17	25
A little wrong	9	12
Not at all wrong	6	6
Smoke tobacco		
Very wrong	75	59
Wrong	14	24
A little wrong	7	10
Not at all wrong	4	7
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	69	57
Wrong	17	22
A little wrong	9	11
Not at all wrong	6	10
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	71	57
Wrong	13	21
A little wrong	10	12
Not at all wrong	6	10
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	76	65
Wrong	14	23
A little wrong	6	7
Not at all wrong	4	5

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

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

Table B.I.7.4

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

	Grade 9 %	Grade 11 %
No	37	35
Yes	63	65

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

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

Behavioral Health Module

Form B. Other Behavioral Health Factors

1. Student Sample

Table B.II.1.1

Student Sample on Other Behavioral Health Factors

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	337	318
Final number	260	194
Response Rate	77%	61%

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 9 %	Grade 11 %	Table
Behavioral Health Protective Factors			
Emotional safety at school [†]	55	56	B.II.3.2
School co-regulation supports [†]	48	56	B.II.3.3
Home adult co-regulation supports [†]	67	70	B.II.3.4
Peer co-regulation supports [†]	72	77	B.II.3.5
Resilience Assets			
Emotion regulation ^ô	37	41	B.II.4.1
Student Wellness			
Responses to trauma [¶]	21	23	B.II.5.1
Potential Post-Traumatic Stress [¶]	28	32	B.II.5.2
Stress associated health symptoms [*]	19	17	B.II.5.3
Loneliness ^ê	43	45	B.II.5.4
Self-harm [§]	17	13	B.II.5.8
Fasting for 12 hours or more	34	36	B.II.5.7
Trouble sleeping (daily)	16	16	B.II.5.1
Mental Health Supports			
Wanted to get mental health services [§]	24	24	B.II.6.4
Received mental health services [§]	14	22	B.II.6.4
Barriers to receiving services (3 or more)	27	19	B.II.6.5

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

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

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

^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 9 %	Grade 11 %
<i>How safe do you feel...</i>		
<i>at home or the place where you live?</i>		
Very safe	65	60
Safe	29	34
Neither safe nor unsafe	5	5
Unsafe	0	1
Very unsafe	0	1
<i>in the neighborhood where you live?</i>		
Very safe	54	53
Safe	37	39
Neither safe nor unsafe	8	5
Unsafe	0	2
Very unsafe	1	1

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

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

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

	Grade 9 %	Grade 11 %
Emotional safety at school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	55	56
<i>At my school,...</i>		
I feel socially accepted.		
Not at all true	12	10
A little true	30	30
Pretty much true	36	40
Very much true	22	20
I feel that I matter to others.		
Not at all true	18	20
A little true	31	27
Pretty much true	29	34
Very much true	22	19

Question HS/MS B.II.10,11: How true do you feel these statements are about your feelings at school? At my school,... I feel socially accepted... I feel that I matter to others.

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

Table B.II.3.3***School Co-Regulation Supports Scale Questions***

	Grade 9 %	Grade 11 %
School co-regulation supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	48	56
<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	16
A little true	33	28
Pretty much true	31	31
Very much true	17	26
<i>would be helpful to me if I came to school upset.</i>		
Not at all true	21	20
A little true	30	25
Pretty much true	30	32
Very much true	19	23
<i>makes me feel good about myself.</i>		
Not at all true	22	18
A little true	31	26
Pretty much true	25	33
Very much true	22	23

*Question HS/MS B.II.7-9: How true do you feel these statements are about a teacher or other adult at school?
At my school, there is a teacher or other adult who... would understand my problems if I shared them... would be helpful to me if I came to school upset... makes me feel good about myself.*

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

Table B.II.3.4***Home Adult Co-Regulation Supports Scale Questions***

	Grade 9 %	Grade 11 %
Home adult co-regulation supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	70
<i>In my home, there is a parent or some other adult who...</i>		
talks with me about my problems.		
Not at all true	9	8
A little true	26	23
Pretty much true	25	29
Very much true	39	40
helps me when I am upset.		
Not at all true	13	10
A little true	18	20
Pretty much true	27	29
Very much true	42	41
makes me feel good about myself.		
Not at all true	11	10
A little true	20	20
Pretty much true	27	31
Very much true	42	39

Question HS/MS B.II.1-3: How true do you feel these statements are about your family? In my home, there is a parent or some other adult who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.

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

Table B.II.3.5***Peer Co-Regulation Supports Scale Questions***

	Grade 9 %	Grade 11 %
Peer co-regulation supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	77
<i>I have a friend my age who...</i>		
talks with me about my problems.		
Not at all true	15	8
A little true	17	14
Pretty much true	24	24
Very much true	44	53
helps me when I am upset.		
Not at all true	14	11
A little true	14	13
Pretty much true	28	25
Very much true	44	52
makes me feel good about myself.		
Not at all true	12	6
A little true	13	16
Pretty much true	28	27
Very much true	47	51

Question HS/MS B.II.4-6: How true do you feel these statements are about your friends? I have a friend my age who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.

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

4. Resilience Assets

Table B.II.4.1

Emotion Regulation Scale Questions

	Grade 9 %	Grade 11 %
Emotion regulation		
<i>Average reporting the top two response categories^o</i>	37	41
When everybody around you gets angry, how relaxed can you stay?		
Not relaxed at all	21	18
Slightly relaxed	25	19
Somewhat relaxed	28	29
Quite relaxed	19	27
Extremely relaxed	7	6
How often are you able to control your emotions when you need to?		
Almost never	5	3
Once in a while	14	14
Sometimes	23	23
Frequently	40	34
Almost always	18	25
When things go wrong for you, how calm are you able to remain?		
Not calm at all	6	9
Slightly calm	29	22
Somewhat calm	35	37
Quite calm	24	24
Extremely calm	6	8

Question HS/MS B.II.21-23: When everybody around you gets angry, how relaxed can you stay?... How often are you able to control your emotions when you need to?... When things go wrong for you, how calm are you able to remain?

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

^oThe top two response categories include “Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm.”

5. Student Wellness

Table B.II.5.1

Responses to Trauma Scale Questions

	Grade 9 %	Grade 11 %
Responses to trauma		
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	21	23
<i>During the past 30 days,...</i>		
I got upset easily or got into arguments or physical fights.		
Never	58	61
1-3 times a month	23	23
1-2 times a week	8	8
2-3 times a week	6	3
Almost every day	4	5
I had trouble concentrating or paying attention.		
Never	24	25
1-3 times a month	27	17
1-2 times a week	16	15
2-3 times a week	8	20
Almost every day	25	22
I had trouble feeling happiness or love.		
Never	53	47
1-3 times a month	23	26
1-2 times a week	10	11
2-3 times a week	6	9
Almost every day	9	7

Question HS/MS B.II.14-16: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love.

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

Table B.II.5.1**Responses to Trauma Scale Questions – Continued**

	Grade 9 %	Grade 11 %
During the past 30 days,...		
I felt alone even when I was around other people.		
Never	43	42
1-3 times a month	25	24
1-2 times a week	11	12
2-3 times a week	8	11
Almost every day	13	11
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.		
Never	37	33
1-3 times a month	22	27
1-2 times a week	14	11
2-3 times a week	11	13
Almost every day	16	16

Question HS/MS B.II.17, 18: These questions ask about how you felt or what you did in the past 30 days... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

Table B.II.5.2**Post-Traumatic Stress (PTS) Profile, Past 30 Days**

	Grade 9 %	Grade 11 %
Minimal PTS Symptoms	34	27
Mild PTS Symptoms	38	41
Potential PTS	28	32

Question HS/MS B.II.14-18: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

PTS Profile categories are based on the UCLA Brief Screen for Child/Adolescent Trauma and PTSD.

Table B.II.5.3***Stress Associated Health Symptoms Scale Questions***

	Grade 9 %	Grade 11 %
Stress associated health symptoms		
<i>Average reporting “A lot” or “A whole lot”</i>	19	17
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>		
Stomachaches		
Not at all	36	42
A little	27	23
Some	19	18
A lot	11	11
A whole lot	7	6
Headaches		
Not at all	24	31
A little	28	24
Some	24	25
A lot	13	13
A whole lot	11	7
Pains in your lower back		
Not at all	40	39
A little	21	19
Some	17	20
A lot	13	13
A whole lot	9	9

Question HS/MS B.II.27-29: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Stomachaches... Headaches... Pains in your lower back.

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

Table B.II.5.3***Stress Associated Health Symptoms Scale Questions – Continued***

	Grade 9 %	Grade 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	47	57
A little	19	17
Some	15	10
A lot	12	10
A whole lot	7	5
Heart beating too fast (even when you are not exercising)		
Not at all	64	66
A little	12	16
Some	11	7
A lot	6	6
A whole lot	6	5

Question HS/MS B.II.30, 31: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Feeling faint or dizzy... Heart beating too fast (even when you are not exercising).

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

Table B.II.5.4
Loneliness Scale Questions

	Grade 9 %	Grade 11 %
Loneliness		
<i>Average reporting “Sometimes” or “Often”</i>	43	45
How often do you feel lonely?		
Never	26	27
Rarely	26	28
Sometimes	30	23
Often	18	21
How often do you feel that you are no longer close to anyone?		
Never	38	37
Rarely	24	19
Sometimes	15	22
Often	23	23

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

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

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

	Grade 9 %	Grade 11 %
Very dissatisfied	15	15
Dissatisfied	17	24
Neither dissatisfied nor satisfied	30	28
Satisfied	29	22
Very satisfied	10	11

Question HS/MS B.II.24: Over the past 30 days, how satisfied have you been with your weight and shape?

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

Table B.II.5.6***Weight Management***

	Grade 9 %	Grade 11 %
Which of the following are you trying to do about your weight?		
Lose weight	46	48
Gain weight	23	25
Stay the same weight	11	9
I am not trying to do anything about my weight	20	18

Question HS/MS B.II.25: Which of the following are you trying to do about your weight?

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

Table B.II.5.7
Disordered Eating Behavior

	Grade 9 %	Grade 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	18	16
Yes	82	84
Eat less food, fewer calories, or foods low in fat		
No	33	36
Yes	67	64
Go without eating for 12 hours or more		
No	66	64
Yes	34	36
Take diet pills, powders, or liquids without a doctor's advice		
No	94	92
Yes	6	8
Vomit or take laxatives		
No	94	90
Yes	6	10

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

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

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

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

	Grade 9 %	Grade 11 %
0 times	83	87
1 time	5	5
2 or 3 times	5	4
4 or 5 times	2	3
6 or more times	4	1

Question HS/MS B.II.26: During the past 12 months, how many times did you do something to purposely hurt yourself, such as cutting, scratching, or burning yourself?

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

6. Mental Health Supports

Table B.II.6.1

Availability of Mental Health Supports at School, Past Year

	Grade 9 %	Grade 11 %
No	83	83
Yes	10	9
I don't know	6	8

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

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

	Grade 9 %	Grade 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?	21	21
talk to your parents or someone else in your family?	53	60
get help from a counselor or therapist?	17	24
talk to your friends?	66	76
be afraid to get help?	22	16
not know what to do?	25	17

Question HS/MS B.II.37: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)

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

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

Table B.II.6.3***Mental Health Help-Seeking Attitude Toward Peers***

	Grade 9 %	Grade 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	14	12
Disagree	18	23
Agree	56	56
Strongly agree	13	9
<i>kids at my school would be nice to them.</i>		
Strongly disagree	13	13
Disagree	35	28
Agree	43	49
Strongly agree	9	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 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	69	70
Yes	24	24
I don't know	7	5
did you get help from a counselor or therapist when you needed it?		
Does not apply, I didn't need help	61	59
No, I didn't get help when I needed it	25	19
Yes, I got help when I needed it	14	22
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]		
Nowhere	0	0
At school (in person, by phone, or online)	52	39
From a counselor or therapist not from my school (in person, by phone, or online)	70	58
Somewhere else	15	18
I don't know	0	3

Question HS/MS B.II.38-40: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)

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

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

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

	Grade 9 %	Grade 11 %
I would not know where to go for help	21	11
There isn't anyone I can talk to	15	10
They wouldn't understand	24	23
People would think there's something wrong with me	16	15
My parents might find out	28	23
Other students might find out	17	13
I wouldn't have a way to pay for it	10	12
I wouldn't want to talk to a counselor or therapist	27	20
Other reasons	18	17
Does not apply, none of these things would stop you from talking to a counselor or therapist.	36	44
<i>Three or more barriers</i>	27	19

Question HS/MS B.II.42: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)

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

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

Table B.II.6.6***School Promotion of Mental Health Awareness***

	Grade 9 %	Grade 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	15	11
Disagree	15	14
Agree	50	63
Strongly agree	20	13
People at my school talk openly about mental health.		
Strongly disagree	21	20
Disagree	29	24
Agree	39	47
Strongly agree	12	10
My school encourages students to take care of their mental health.		
Strongly disagree	10	10
Disagree	12	11
Agree	57	62
Strongly agree	22	17

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.