

# CALIFORNIA HEALTHY KIDS SURVEY



## Perris High Secondary 2023-2024 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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# PREFACE

## HYPERLINK FEATURE

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

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

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website ([calschls.org](https://calschls.org)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](https://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](https://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](https://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](http://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](http://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](http://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/](http://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/](http://ca-safe-supportive-schools.wested.org/subscribe/).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](http://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](http://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](https://calschls.org/contact)) or email [calschls@wested.org](mailto: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](https://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 9<sup>th</sup> and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> and 7<sup>th</sup> 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](https://data.calschls.org/resources/Biennial_State_1921.pdf)) or examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://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](https://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](https://calschls.org/contact)) or email [calschls@wested.org](mailto: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](https://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](https://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](https://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](https://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](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Attendance (absences and reasons absent)	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
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			✓		
<b>School Climate Conditions</b>					
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		✓		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

## **ACKNOWLEDGMENTS**

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Thomas Hanson, Ph.D.  
CalSCHLS Director, WestEd

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

# Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	X
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module (RYDM)	
M. Safety & Violence Module	X
N. School Climate Module (SCM)	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
<b><i>Student Sample Size</i></b>		
Target sample	481	546
Final number	377	342
<b>Response Rate</b>	78%	63%

**Table A1.2**

***Number of Respondents by Instructional Model***

	Grade 9	Grade 11
In-school learning only	369	339
Remote learning only	8	3

## 2. Summary of Key Indicators

**Table A2.1**

**Key Indicators of School Climate**

	Grade 9 %	Grade 11 %	Table
<b>School Engagement and Supports</b>			
School connectedness <sup>†#</sup> ( <i>In-School Only</i> )	40	44	A6.4
School connectedness <sup>†ψ</sup> ( <i>Remote Only</i> )			A6.4
Academic motivation <sup>†</sup>	57	59	A6.4
School is really boring <sup>±</sup>	46	40	A6.11
School is worthless and a waste of time <sup>±</sup>	17	15	A6.11
Monthly Absences (3 or more)	21	20	A6.2
Maintaining focus on schoolwork <sup>†Γ</sup>	21	21	A6.10
Caring adult relationships <sup>‡</sup>	47	58	A6.4
High expectations <sup>‡</sup>	60	65	A6.4
Meaningful participation <sup>‡</sup>	21	22	A6.4
Facilities upkeep <sup>†Φ</sup>	33	33	A6.15
Promotion of parental involvement in school <sup>†</sup>	39	41	A6.4
<b>School Safety and Cyberbullying</b>			
School perceived as very safe or safe <sup>Φ</sup>	45	47	A8.1
Experienced any harassment or bullying <sup>§</sup>	15	16	A8.2
Had mean rumors or lies spread about you <sup>§</sup>	19	22	A8.3
Been afraid of being beaten up <sup>§Φ</sup>	13	8	A8.3
Been in a physical fight <sup>§Φ</sup>	7	3	A8.4
Seen a weapon on campus <sup>§Φ</sup>	8	10	A8.6
Cyberbullying <sup>§</sup>	18	19	A8.3

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup> The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

<sup>Γ</sup> Survey question was reverse-coded.

<sup>Φ</sup> In-School only.

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup> Past 12 months.

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

	Grade 9 %	Grade 11 %	Table
<b>Substance Use</b>			
Current alcohol or drug use <sup>¶</sup>	8	9	A9.5
Current tobacco use <sup>¶</sup>	3	2	A10.6
Current marijuana use <sup>¶</sup>	4	3	A9.5
Current binge drinking <sup>¶</sup>	3	2	A9.5
Very drunk or “high” 7 or more times, ever	3	6	A9.7
Been drunk or “high” on drugs at school, ever	4	4	A9.9
Current cigarette smoking <sup>¶</sup>	2	1	A10.4
Current use of vape products <sup>¶</sup>	4	3	A10.4
Current tobacco vaping <sup>¶</sup>	3	2	A10.5
Current marijuana vaping <sup>¶</sup>	3	0	A10.5
<b>Routines</b>			
Eating of breakfast <sup>‡</sup>	51	52	A4.1
Bedtime (at 12 am or later)	20	24	A4.2
<b>Remote Schooling</b>			
Remote learning frequency (5 days per week) <sup>¶δ</sup>			A5.1
Synchronous instruction (4 days or more) <sup>¶δ</sup>			A5.1
Interest in schoolwork done from home <sup>‡δ</sup>			A5.3
Meaningful opportunities <sup>‡δ</sup>			A5.2
<b>Social and Emotional Health</b>			
Social emotional distress <sup>‡</sup>	21	24	A7.5
Experienced chronic sadness/hopelessness <sup>§</sup>	24	34	A7.1
Considered suicide <sup>§</sup>	8	8	A7.2
Optimism <sup>‡</sup>	36	38	A7.3
Life satisfaction <sup>‡</sup>	60	60	A7.4

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

<sup>¶</sup>Past 30 days.

<sup>‡</sup>Today.

<sup>δ</sup>Remote only.

<sup>¶</sup>Past 7 days.

<sup>‡</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>‡</sup>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	98	99
Remote Learning Model	2	1

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

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

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

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

**Table A3.2**

***Gender of Sample***

	Grade 9 %	Grade 11 %
Male	53	49
Female	46	49
Nonbinary	0	1
Something else	0	0

*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	82
Lesbian or Gay	2	2
Bisexual	5	7
Something else	3	2
Not sure	3	3
Decline to respond	4	5

*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	92	95
Yes, I am transgender	1	1
I am not sure if I am transgender	1	1
Decline to respond	5	3

*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	0	0
Asian or Asian American, non-Hispanic	1	1
Black or African American, non-Hispanic	4	8
Hispanic or Latinx	87	85
Native Hawaiian or Pacific Islander, non-Hispanic	0	0
White, non-Hispanic	1	1
Multiracial, non-Hispanic	2	2
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	91	91
Other relative's home	3	2
A home with more than one family	4	5
Friend's home	1	0
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	2

*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	91	91
Foster home	0	0
Homeless	1	0
Other living arrangement	8	8

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

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

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

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

**Table A3.8**  
***Parental Education***

	Grade 9 %	Grade 11 %
Did not finish high school	22	33
Graduated from high school	30	30
Attended college but did not complete four-year degree	8	12
Graduated from college	13	11
Don’t know	27	14

*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	67	72
Yes	10	9
Don't know	20	16
Prefer not to say	3	3

*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	61	75
Yes	24	14
Don't know	15	11

*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	72	85
Less than 7 years (EL)	20	13
7 years or more (LTEL)	8	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	42	39
Spanish	56	59
Mandarin	0	0
Cantonese	0	0
Taiwanese	0	0
Tagalog	1	0
Vietnamese	0	0
Korean	0	0
Arabic	0	0
Other	1	1

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

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

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

	Grade 9 %	Grade 11 %
<b><i>How well do you...</i></b>		
<b>understand English?</b>		
Very well	76	80
Well	21	14
Not well	3	5
Not at all	0	2
<b>speak English?</b>		
Very well	63	71
Well	33	20
Not well	4	7
Not at all	0	2
<b>read English?</b>		
Very well	60	69
Well	36	24
Not well	3	6
Not at all	0	1
<b>write English?</b>		
Very well	58	64
Well	38	27
Not well	4	7
Not at all	0	2
<b><i>English Language Proficiency Status</i></b>		
Proficient	59	67
Not proficient	41	33

*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	78	74
1 day	5	10
2 days	3	6
3 days	3	2
4 days	1	2
5 days	10	7

*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	94	94
Yes	2	3
Don't know	4	3

*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	49	48
Yes	51	52

*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	2	2
7:00-7:59 pm	3	1
8:00-8:59 pm	5	2
9:00-9:59 pm	15	16
10:00-10:59 pm	28	27
11:00-11:59 pm	27	27
12:00-12:59 am	11	14
After 1:00 am	9	10
<b><i>Bedtime at 12 am or later</i></b>	20	24

*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 %
<b>Time spent on learning and completing schoolwork from home on the average weekday</b>		
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		
<b>Number of days in the past week participating in an online class from home where your teacher talked to students</b>		
0 days		
1 day		
2 days		
3 days		
4 days		
5 days		
<b>Number of weekdays participating in school from home for the entire school day</b>		
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	7	8
A's and B's	25	28
Mostly B's	7	6
B's and C's	27	27
Mostly C's	7	9
C's and D's	17	17
Mostly D's	4	2
Mostly F's	6	4

*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	43	36
1 day	18	23
2 days	17	21
3 or more days	21	20

*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	41	32
Illness (feeling physically sick), including problems with breathing or your teeth	41	44
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1
Felt very sad, hopeless, anxious, stressed, or angry	7	9
Didn't get enough sleep	11	12
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	9	6
Wanted to spend time with friends	1	0
Used alcohol or drugs	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	2	6
Were bored or uninterested in school	4	7
Had no transportation to school <i>(In-School Only)</i>	4	8
Other reason	19	17

*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	43	48	
Caring relationships-adults in school <sup>‡</sup>	47	58	A6.5
High expectations-adults in school <sup>‡</sup>	60	65	A6.6
Meaningful participation at school <sup>‡</sup>	21	22	A6.7
School connectedness <sup>‡#</sup> <i>(In-School Only)</i>	40	44	A6.8
School connectedness <sup>‡ψ</sup> <i>(Remote Only)</i>			A6.8
Academic motivation <sup>†</sup>	57	59	A6.9
Promotion of parental involvement in school <sup>†</sup>	39	41	A6.13

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

<sup>‡</sup>Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”

<sup>†</sup>Scales are based on average of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

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

**Table A6.5**

***Caring Relationships Scale Questions***

	Grade 9 %	Grade 11 %
<b>Caring relationships-adults in school</b>		
<i>Average reporting “Pretty much true” or “Very much true”</i>	47	58
<b><i>There is a teacher or some other adult from my school... who really cares about me.</i></b>		
Not at all true	15	12
A little true	38	33
Pretty much true	35	36
Very much true	12	20
<b><i>who notices when I’m not there.</i></b>		
Not at all true	22	15
A little true	32	26
Pretty much true	29	37
Very much true	17	21
<b><i>who listens to me when I have something to say.</i></b>		
Not at all true	19	12
A little true	33	29
Pretty much true	33	35
Very much true	15	24

*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 %
<b>High expectations-adults in school</b>		
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	65
<b><i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i></b>		
Not at all true	10	12
A little true	32	28
Pretty much true	40	39
Very much true	17	21
<b><i>who always wants me to do my best.</i></b>		
Not at all true	7	8
A little true	28	21
Pretty much true	41	40
Very much true	24	31
<b><i>who believes that I will be a success.</i></b>		
Not at all true	8	12
A little true	34	23
Pretty much true	33	33
Very much true	25	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 %
<b>Meaningful participation at school</b>		
<i>Average reporting “Pretty much true” or “Very much true”</i>	21	22
<b><i>At school/When I participate in school,...</i></b>		
<b>I do interesting activities.</b>		
Not at all true	27	27
A little true	38	36
Pretty much true	23	23
Very much true	12	14
<b>I help decide things like class activities or rules.</b>		
Not at all true	59	60
A little true	24	22
Pretty much true	12	12
Very much true	5	7
<b>I do things that make a difference.</b>		
Not at all true	49	46
A little true	30	33
Pretty much true	16	13
Very much true	5	8
<b>I have a say in how things work.</b>		
Not at all true	52	56
A little true	31	28
Pretty much true	13	10
Very much true	5	6
<b>I help decide school activities or rules.</b>		
Not at all true	67	66
A little true	19	18
Pretty much true	9	9
Very much true	6	7

*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 %
<b>School connectedness<sup>#</sup> (<i>In-School Only</i>)</b>		
<i>Average reporting “Agree” or “Strongly agree”</i>	40	44
<b>School connectedness<sup>ψ</sup> (<i>Remote Only</i>)</b>		
<i>Average reporting “Agree” or “Strongly agree”</i>		
<b>I feel close to people at/from this school.</b>		
Strongly disagree	7	7
Disagree	12	12
Neither disagree nor agree	39	34
Agree	32	38
Strongly agree	11	9
<b>I am happy with/to be at this school.</b>		
Strongly disagree	7	8
Disagree	13	9
Neither disagree nor agree	43	46
Agree	30	30
Strongly agree	9	7
<b>I feel like I am part of this school.</b>		
Strongly disagree	7	7
Disagree	12	13
Neither disagree nor agree	48	44
Agree	27	31
Strongly agree	6	5

*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.*

<sup>#</sup>*The scale was based on five survey questions for in-school respondents.*

<sup>ψ</sup>*The scale was based on four questions for remote respondents.*

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

	Grade 9 %	Grade 11 %
<b>The teachers at this school treat students fairly/The teachers treat students fairly.</b>		
Strongly disagree	4	6
Disagree	8	6
Neither disagree nor agree	42	34
Agree	37	43
Strongly agree	9	11
<b>I feel safe in my school. <i>(In-School Only)</i></b>		
Strongly disagree	8	3
Disagree	9	7
Neither disagree nor agree	44	45
Agree	32	37
Strongly agree	8	8

*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 %
<b>Academic motivation</b>		
<i>Average reporting “Agree” or “Strongly agree”</i>	57	59
<b>I try hard to make sure that I am good at my schoolwork.</b>		
Strongly disagree	2	2
Disagree	5	5
Neither disagree nor agree	26	22
Agree	47	54
Strongly agree	20	17
<b>I try hard on my schoolwork because I am interested in it.</b>		
Strongly disagree	6	7
Disagree	13	17
Neither disagree nor agree	43	36
Agree	29	29
Strongly agree	9	10
<b>I work hard to try to understand new things when doing my schoolwork.</b>		
Strongly disagree	4	3
Disagree	8	8
Neither disagree nor agree	36	36
Agree	39	41
Strongly agree	13	12
<b>I am always trying to do better in my schoolwork.</b>		
Strongly disagree	3	3
Disagree	5	4
Neither disagree nor agree	21	21
Agree	48	51
Strongly agree	23	21

*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 %
<b>It is hard for me to stay focused when doing my schoolwork.</b>		
Strongly disagree	5	3
Disagree	16	17
Neither disagree nor agree	36	34
Agree	32	31
Strongly agree	11	15

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

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

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

	Grade 9 %	Grade 11 %
<b>School boredom</b>		
Low (0-3)	12	15
Medium (4-6)	43	45
High (7-10)	46	40
<b>Value of school</b>		
High (0-3)	52	58
Medium (4-6)	31	27
Low (7-10)	17	15

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

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

**Table A6.12A**

***School Boredom Profile Groups - 9th Grade***

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 11%				Mid Boredom & High Value 25%				High Boredom & High Value 16%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value <sup>̄</sup>				Mid Value				Mid Value		
	6					14%				15%		
	7									High Boredom & Low Value 14%		
	8	Low Boredom &				Mid Boredom &						
	9	Low Value <sup>̄</sup>				Low Value <sup>̄</sup>						
	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.*

*<sup>̄</sup>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 14%				Mid Boredom & High Value 30%				High Boredom & High Value 15%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value <sup>̄</sup>				Mid Value				Mid Value		
	6					13%				13%		
	7									High Boredom & Low Value 13%		
	8	Low Boredom &				Mid Boredom &						
	9	Low Value <sup>̄</sup>				Low Value <sup>̄</sup>						
	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.*

*<sup>̄</sup>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 %
<b>Promotion of parental involvement in school</b>		
<i>Average reporting “Agree” or “Strongly agree”</i>	39	41
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>		
Strongly disagree	2	4
Disagree	10	12
Neither disagree nor agree	48	42
Agree	34	38
Strongly agree	6	4
<b>Parents feel welcome to participate at this school.</b>		
Strongly disagree	3	3
Disagree	6	10
Neither disagree nor agree	52	48
Agree	32	34
Strongly agree	6	5
<b>School staff take parent concerns seriously.</b>		
Strongly disagree	5	7
Disagree	9	11
Neither disagree nor agree	49	43
Agree	31	33
Strongly agree	7	7

*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 %
<b>A teacher or some other adult from my school checks on how I am feeling.</b>		
Not at all true	28	28
A little true	33	27
Pretty much true	24	28
Very much true	15	18

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

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

	Grade 9 %	Grade 11 %
<b>My school is usually clean and tidy.</b>		
Strongly disagree	7	8
Disagree	16	20
Neither disagree nor agree	44	39
Agree	30	30
Strongly agree	3	3

*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	76	66
Yes	24	34

*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	92	92
Yes	8	8

*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 %
<b>Optimism</b>		
<i>Average reporting “Pretty much true” or “Very much true”</i>	36	38
<b>Each day I look forward to having a lot of fun.</b>		
Not at all true	28	25
A little true	39	41
Pretty much true	21	25
Very much true	11	8
<b>I usually expect to have a good day.</b>		
Not at all true	27	23
A little true	36	38
Pretty much true	25	28
Very much true	13	11
<b>Overall, I expect more good things to happen to me than bad things.</b>		
Not at all true	30	25
A little true	31	33
Pretty much true	24	26
Very much true	14	16

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

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

**Table A7.4**  
***Life Satisfaction Scale Questions***

	Grade 9 %	Grade 11 %
<b>Life satisfaction</b>		
<i>Average reporting “Satisfied” or “Very satisfied”</i>	60	60
<b><i>I would describe my satisfaction with...</i></b>		
<b>my family life as...</b>		
Very dissatisfied	5	3
Dissatisfied	1	2
A little dissatisfied	8	9
A little satisfied	11	13
Satisfied	43	38
Very satisfied	32	34
<b>my friendships as...</b>		
Very dissatisfied	5	4
Dissatisfied	2	4
A little dissatisfied	7	9
A little satisfied	17	13
Satisfied	41	39
Very satisfied	28	31
<b>my school experience as...</b>		
Very dissatisfied	10	7
Dissatisfied	5	7
A little dissatisfied	19	19
A little satisfied	30	33
Satisfied	25	24
Very satisfied	11	9

*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 %
<b><i>I would describe my satisfaction with...</i></b>		
<b>myself as...</b>		
Very dissatisfied	9	8
Dissatisfied	6	10
A little dissatisfied	12	13
A little satisfied	21	20
Satisfied	32	31
Very satisfied	21	19
<b>where I live as...</b>		
Very dissatisfied	6	4
Dissatisfied	3	2
A little dissatisfied	7	4
A little satisfied	14	16
Satisfied	38	39
Very satisfied	32	35

*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 %
<b>Social emotional distress</b>		
<i>Average reporting “Pretty much true” or “Very much true”</i>	21	24
<b>I had a hard time relaxing.</b>		
Not at all true	48	40
A little true	32	32
Pretty much true	16	16
Very much true	5	12
<b>I felt sad and down.</b>		
Not at all true	56	44
A little true	21	30
Pretty much true	15	16
Very much true	7	9
<b>I was easily irritated.</b>		
Not at all true	45	35
A little true	21	30
Pretty much true	21	17
Very much true	13	17
<b>It was hard for me to cope and I thought I would panic.</b>		
Not at all true	72	62
A little true	14	21
Pretty much true	10	10
Very much true	4	6
<b>It was hard for me to get excited about anything.</b>		
Not at all true	61	59
A little true	26	22
Pretty much true	8	11
Very much true	5	7

*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	10
Safe	33	37
Neither safe nor unsafe	44	48
Unsafe	5	3
Very unsafe	5	1

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

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

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

	Grade 9 %	Grade 11 %
<b>Race, ethnicity, or national origin</b>		
0 times	94	93
1 time	3	2
2 or more times	3	5
<b>Religion</b>		
0 times	96	96
1 time	2	3
2 or more times	2	1
<b>Gender</b>		
0 times	96	96
1 time	3	3
2 or more times	2	1
<b>Because you are gay, lesbian, or bisexual or someone thought you were</b>		
0 times	96	97
1 time	1	1
2 or more times	3	2
<b>A physical or mental disability</b>		
0 times	96	98
1 time	1	1
2 or more times	2	1
<b>Any of the above five reasons</b>	12	12

*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 %
<b>You are an immigrant or someone thought you were</b>		
0 times	96	96
1 time	2	2
2 or more times	2	2
<b>Any other reason</b>		
0 times	93	95
1 time	3	1
2 or more times	4	4
<b>Any harassment</b>	15	16

*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 %
<b>School violence victimization (<i>In-School Only</i>)</b>		
<i>Average reporting “1 or more times”</i>	17	16
<b><i>During the past 12 months, how many times on school property have you...</i></b>		
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)</b>		
0 times	85	91
1 time	8	5
2 to 3 times	4	3
4 or more times	3	1
<b>been afraid of being beaten up? (<i>In-School Only</i>)</b>		
0 times	87	92
1 time	6	5
2 to 3 times	4	2
4 or more times	3	1
<b><i>During the past 12 months, how many times have you...</i></b>		
<b>had mean rumors or lies spread about you?</b>		
0 times	81	78
1 time	6	9
2 to 3 times	8	6
4 or more times	6	7
<b>had sexual jokes, comments, or gestures made to you?</b>		
0 times	83	80
1 time	6	6
2 to 3 times	3	8
4 or more times	8	7

*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 %
<b><i>During the past 12 months, how many times on school property have you/did students from your school...</i></b>		
<b><i>had your property stolen or deliberately damaged?</i></b>		
<b><i>(In-School Only)</i></b>		
0 times	86	90
1 time	7	6
2 to 3 times	5	3
4 or more times	2	1
<b><i>been made fun of because of your looks or the way you talk?</i></b>		
0 times	79	78
1 time	8	10
2 to 3 times	6	7
4 or more times	8	5
<b><i>been made fun of, insulted, or called names?</i></b>		
0 times	84	84
1 time	6	8
2 to 3 times	4	5
4 or more times	6	3
<b><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></b>		
0 times (never)	82	81
1 time	8	8
2 to 3 times	7	7
4 or more times	3	4

*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 %
<b>School violence perpetration</b>		
<i>Average reporting “1 or more times”</i>	5	4
<b><i>During the past 12 months, how many times on school property have you...</i></b>		
<b>been in a physical fight?</b>		
0 times	93	97
1 time	5	2
2 to 3 times	1	1
4 or more times	1	0
<b>been offered, sold, or given an illegal drug?</b>		
0 times	91	89
1 time	3	5
2 to 3 times	3	5
4 or more times	2	1
<b>damaged school property on purpose?</b>		
0 times	97	98
1 time	1	1
2 to 3 times	1	0
4 or more times	1	0
<b>carried a gun?</b>		
0 times	99	99
1 time	0	1
2 to 3 times	0	0
4 or more times	1	0
<b>carried any other weapon (such as a knife or club)?</b>		
0 times	97	98
1 time	1	1
2 to 3 times	1	1
4 or more times	1	0

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

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

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

	Grade 9 %	Grade 11 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>		
<b>been threatened with harm or injury?</b>		
0 times	91	98
1 time	4	1
2 to 3 times	2	1
4 or more times	2	0
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>		
0 times	96	99
1 time	3	1
2 to 3 times	1	0
4 or more times	1	0

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

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

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

	Grade 9 %	Grade 11 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>		
<b>seen someone carrying a gun, knife, or other weapon?</b>		
0 times	92	90
1 time	5	7
2 to 3 times	1	2
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” <sup>^</sup>	20	22	A9.2
Lifetime alcohol or drug use	20	22	A9.2
Lifetime marijuana use	9	11	A9.2
Lifetime very drunk or high (7 or more times)	3	6	A9.7
Current alcohol or drug use <sup>¶</sup>	8	9	A9.5
Current marijuana use <sup>¶</sup>	4	3	A9.5
Current heavy drug use <sup>¶</sup>	4	2	A9.5
Current heavy alcohol use (binge drinking) <sup>¶</sup>	3	2	A9.5
Current alcohol or drug use on school property <sup>¶Φ</sup>	4	2	A9.8
Harmfulness of occasional marijuana use <sup>B</sup>	30	31	A9.11
Difficulty of obtaining marijuana <sup>C</sup>	13	10	A9.12

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

<sup>^</sup>*Excludes prescription pain medication.*

<sup>¶</sup>*Past 30 days.*

<sup>Φ</sup>*In-School only.*

<sup>B</sup>*Great harm.*

<sup>C</sup>*Very difficult.*

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

	Grade 9 %	Grade 11 %
Alcohol	14	18
Marijuana	9	11
Inhalants	3	3
Cocaine, methamphetamine, or any amphetamines	2	0
Ecstasy, LSD, or other psychedelics	3	1
Prescription pain medication (opioids)	5	3
Cold/cough medicines or other over-the-counter medicines to get “high”	6	4
Any other drug, pill, or medicine to get “high”	3	2
<b><i>Any of the above AOD use</i></b>	20	22
<b><i>Any illicit AOD use to get “high”<sup>^</sup></i></b>	20	22

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

<sup>^</sup>Excludes prescription pain medication.

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

	Grade 9 %	Grade 11 %
<b>Alcohol (one full drink)</b>		
0 times	86	82
1 time	5	5
2 to 3 times	3	5
4 or more times	6	8
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 times	91	89
1 time	2	3
2 to 3 times	3	1
4 or more times	4	7
<b>Inhalants</b>		
0 times	97	97
1 time	0	1
2 to 3 times	1	1
4 or more times	2	1
<b>Cocaine, methamphetamine, or any amphetamines</b>		
0 times	98	100
1 time	0	0
2 to 3 times	1	0
4 or more times	1	0
<b>Ecstasy, LSD, or other psychedelics</b>		
0 times	97	99
1 time	1	1
2 to 3 times	1	0
4 or more times	2	0
<b>Prescription pain medication</b>		
0 times	95	97
1 time	2	0
2 to 3 times	1	1
4 or more times	2	1

*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 %
<b>Cold/cough medicines or other over-the-counter medicines to get “high”</b>		
0 times	94	96
1 time	2	1
2 to 3 times	2	1
4 or more times	2	2
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>		
0 times	97	98
1 time	1	1
2 to 3 times	1	1
4 or more times	1	1

*Question HS A.75, 76/MS A.73: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for reasons other than medical.*

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

**Table A9.4**  
**Methods of Marijuana Consumption**

	Grade 9 %	Grade 11 %
<b>During your life, how many times have you used marijuana in any of the following ways...</b>		
<b>Smoke it?</b>		
0 times	94	92
1 time	1	2
2 to 3 times	2	1
4 or more times	3	5
<b>In a vaping device?</b>		
0 times	95	92
1 time	1	2
2 to 3 times	1	2
4 or more times	3	5
<b>Eat or drink it in products made with marijuana?</b>		
0 times	96	91
1 time	1	3
2 to 3 times	1	3
4 or more times	2	4

*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)	7	5
Binge drinking (5 or more drinks in a row)	3	2
Marijuana (smoke, vape, eat, or drink)	4	3
Inhalants	2	1
Prescription drugs to get “high” or for reasons other than prescribed	2	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	1
<b><i>Any drug use</i></b>	4	4
<b><i>Heavy drug use</i></b>	4	2
<b><i>Any AOD Use</i></b>	8	9
Two or more substances at the same time	3	0

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

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

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

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

	Grade 9 %	Grade 11 %
<b>Alcohol (one or more drinks)</b>		
0 days	93	95
1 or 2 days	4	5
3 to 9 days	1	0
10 to 19 days	1	0
20 to 30 days	1	0
<b>Binge drinking (5 or more drinks in a row)</b>		
0 days	97	98
1 or 2 days	2	2
3 to 9 days	1	0
10 to 19 days	0	0
20 to 30 days	1	0
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 days	96	97
1 or 2 days	1	2
3 to 9 days	1	0
10 to 19 days	1	0
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 %
<b>Very drunk or sick after drinking alcohol</b>		
0 times	94	90
1 to 2 times	4	7
3 to 6 times	1	1
7 or more times	2	1
<b>“High” (loaded, stoned, or wasted) from using drugs</b>		
0 times	93	89
1 to 2 times	3	4
3 to 6 times	2	2
7 or more times	3	5
<b><i>Very drunk or “high” 7 or more times</i></b>	3	6

*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 %
<b>Alcohol</b>		
0 days	96	99
1 to 2 days	2	1
3 or more days	2	0
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 days	97	99
1 to 2 days	1	1
3 or more days	1	0
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>		
0 days	99	100
1 to 2 days	1	0
3 or more days	0	0
<b>Any of the above</b>	4	2

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

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

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

	Grade 9 %	Grade 11 %
0 times	96	96
1 to 2 times	1	1
3 to 6 times	1	1
7 or more times	2	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 %
<b>Alcohol</b>		
Does not apply, don't use	93	94
0 times	3	4
1 time	2	2
2 to 3 times	1	0
4 or more times	1	1
<b>Marijuana</b>		
Does not apply, don't use	95	94
0 times	2	1
1 time	2	3
2 to 3 times	1	2
4 or more times	1	1

*Question HS A.68, 69, 114, 115: During your life, how many times have you used the following?... One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... How many times have you tried to quit or stop using... alcohol?... marijuana?*

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

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

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

	Grade 9 %	Grade 11 %
<b>Alcohol - drink occasionally</b>		
Great	27	26
Moderate	18	27
Slight	17	17
None	39	30
<b>Alcohol - 5 or more drinks once or twice a week</b>		
Great	34	46
Moderate	19	21
Slight	8	7
None	39	26
<b>Marijuana - use occasionally</b>		
Great	30	31
Moderate	20	25
Slight	10	14
None	40	30
<b>Marijuana - use daily</b>		
Great	43	46
Moderate	11	21
Slight	7	7
None	40	26

*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 %
<b>Alcohol</b>		
Very difficult	9	10
Fairly difficult	7	9
Fairly easy	19	18
Very easy	18	23
Don’t know	47	39
<b>Marijuana</b>		
Very difficult	13	10
Fairly difficult	6	8
Fairly easy	18	16
Very easy	17	27
Don’t know	46	40
<b>Prescription drugs to get “high” or for reasons other than prescribed</b>		
Very difficult	11	13
Fairly difficult	8	10
Fairly easy	16	13
Very easy	11	16
Don’t know	54	48

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

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

## 10. Tobacco Use

**Table A10.1**

*Summary of Key CHKS Tobacco Indicators*

	Grade 9 %	Grade 11 %	Table
<b>Use Prevalence and Patterns</b>			
Ever smoked a whole cigarette	4	4	A10.2
Current cigarette smoking <sup>¶</sup>	2	1	A10.4
Current cigarette smoking at school <sup>¶Φ</sup>	1	0	A10.7
Ever tried smokeless tobacco	3	2	A10.2
Current smokeless tobacco use <sup>¶</sup>	1	1	A10.4
Current smokeless tobacco use at school <sup>¶Φ</sup>	1	0	A10.7
Ever used vape products	11	13	A10.2
Current use of vape products <sup>¶</sup>	4	3	A10.4
Current tobacco vaping <sup>¶</sup>	3	2	A10.5
Current marijuana vaping <sup>¶</sup>	3	0	A10.5
Current vaping at school <sup>¶Φ</sup>	3	2	A10.7
Lifetime tobacco use	9	9	A10.2
Current tobacco use <sup>¶</sup>	3	2	A10.6
<b>Cessation Attempts</b>			
Tried to quit smoking or vaping tobacco or nicotine	4	3	A10.9
<b>Attitudes and Correlates</b>			
Harmfulness of occasional cigarette smoking <sup>B</sup>	29	30	A10.10
Harmfulness of smoking 1 or more packs/day <sup>B</sup>	39	55	A10.10
Harmfulness of vaping occasionally <sup>B</sup>	31	30	A10.11
Harmfulness of vaping several times a day <sup>B</sup>	46	56	A10.11
Difficulty of obtaining cigarettes <sup>C</sup>	10	11	A10.12
Difficulty of obtaining vape products <sup>C</sup>	9	9	A10.12
<b>Anti-Tobacco Policy</b>			
School bans tobacco use and vaping	61	68	A10.13

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

<sup>¶</sup>Past 30 days.

<sup>Φ</sup>In-School only.

<sup>B</sup>Great harm.

<sup>C</sup>Very difficult.

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

	Grade 9 %	Grade 11 %
<b>A whole cigarette</b>		
0 times	96	96
1 time	1	2
2 to 3 times	2	1
4 or more times	1	1
<b>Smokeless tobacco</b>		
0 times	97	98
1 time	1	1
2 to 3 times	2	1
4 or more times	0	1
<b>Vape products</b>		
0 times	89	87
1 time	2	4
2 to 3 times	3	3
4 or more times	5	6
<b><i>Lifetime tobacco use</i></b>		
No	91	91
Yes	9	9

*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 %
<b>Vaped tobacco or nicotine</b>		
0 times	94	93
1 time	1	2
2 to 3 times	2	2
4 or more times	3	3
<b>Vaped marijuana or THC</b>		
0 times	93	94
1 time	2	1
2 to 3 times	2	0
4 or more times	4	5
<b>Vaped other product</b>		
0 times	96	98
1 time	1	1
2 to 3 times	1	1
4 or more times	2	1

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

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

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

	Grade 9 %	Grade 11 %
<b>Cigarettes</b>		
Any	2	1
Daily (20 or more days)	0	0
<b>Smokeless tobacco</b>		
Any	1	1
Daily (20 or more days)	0	0
<b>Vape products</b>		
Any	4	3
Daily (20 or more days)	1	0

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

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

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

	Grade 9 %	Grade 11 %
<b>Vaped tobacco or nicotine</b>		
0 days	97	98
1 or 2 days	1	1
3 to 9 days	1	1
10 to 19 days	0	0
20 to 30 days	1	0
<b>Vaped marijuana or THC</b>		
0 days	97	100
1 or 2 days	1	0
3 to 9 days	1	0
10 to 19 days	0	0
20 to 30 days	1	0
<b>Vaped other product</b>		
0 days	98	100
1 or 2 days	1	0
3 to 9 days	1	0
10 to 19 days	0	0
20 to 30 days	1	0

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

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

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

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

*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 %
<b>Cigarettes</b>		
0 days	99	100
1 or 2 days	1	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
<b>Smokeless tobacco</b>		
0 days	99	100
1 or 2 days	1	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
<b>Vape</b>		
0 days	97	98
1 or 2 days	1	2
3 to 9 days	1	0
10 to 19 days	0	0
20 to 30 days	1	0

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

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

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

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

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

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

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

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

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

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

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



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

	Grade 9 %	Grade 11 %
<b>Smoke cigarettes occasionally</b>		
Great	29	30
Moderate	18	28
Slight	13	15
None	40	27
<b>Smoke 1 or more packs of cigarettes each day</b>		
Great	39	55
Moderate	15	17
Slight	5	3
None	40	26

*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 %
<b>Vape tobacco or nicotine occasionally</b>		
Great	31	30
Moderate	22	29
Slight	9	16
None	39	25
<b>Vape tobacco or nicotine several times a day (100 puffs or more)</b>		
Great	46	56
Moderate	11	15
Slight	4	4
None	39	26

*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 %
<b>Cigarettes</b>		
Very difficult	10	11
Fairly difficult	11	11
Fairly easy	16	16
Very easy	11	19
Don't know	51	43
<b>Vape products</b>		
Very difficult	9	9
Fairly difficult	4	7
Fairly easy	21	17
Very easy	21	30
Don't know	44	37

*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	10	8
Yes	61	68
Don't know	29	23

*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	97	98
Yes	3	2

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

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

## 12. Race/Ethnicity Breakdowns

**Table A12.1**

***School Engagement and Supports by Race/Ethnicity***

	Grade 9 %	Grade 11 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	43	39
Hispanic or Latinx	40	44
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	40	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>		
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		
<b>Academic Motivation<sup>†</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	65	57
Hispanic or Latinx	57	58
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	48	

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>#</sup>*The scale was based on five survey questions for in-school respondents.*

<sup>ψ</sup>*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 %
<b>School is really boring<sup>±</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	60	24
Hispanic or Latinx	43	42
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	62	
<b>School is worthless and a waste of time<sup>±</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	20	13
Hispanic or Latinx	17	16
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	31	
<b>Monthly Absences (3 or more)</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	27	33
Hispanic or Latinx	20	19
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	43	

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

*<sup>±</sup>Rating of 7 or higher.*

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

	Grade 9 %	Grade 11 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	43	20
Hispanic or Latinx	20	20
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	15	
<b>Caring adult relationships<sup>‡</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	56	61
Hispanic or Latinx	47	57
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	54	
<b>High expectations<sup>‡</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	61	67
Hispanic or Latinx	60	64
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	59	

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*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 %
<b>Meaningful participation<sup>‡</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	38	26
Hispanic or Latinx	20	20
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	25	
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	33	23
Hispanic or Latinx	35	34
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	0	
<b>Promotion of parental involvement in school<sup>†</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	38	37
Hispanic or Latinx	39	41
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	21	

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

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

	Grade 9 %	Grade 11 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	27	48
Hispanic or Latinx	47	46
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	50	
<b>Experienced harassment due to five reasons<sup>λ</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	17	30
Hispanic or Latinx	12	9
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	0	
<b>Experienced any harassment or bullying<sup>§</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	17	33
Hispanic or Latinx	15	12
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	0	

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

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.



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

	Grade 9 %	Grade 11 %
<b>Had mean rumors or lies spread about you<sup>§</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	33	33
Hispanic or Latinx	19	21
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	8	
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	9	5
Hispanic or Latinx	13	8
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	0	
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	9	5
Hispanic or Latinx	7	3
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	10	

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	9	5
Hispanic or Latinx	8	10
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	20	

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

*<sup>§</sup>Past 12 months.*

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

	Grade 9 %	Grade 11 %
<b>Cyberbullying<sup>§</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	27	35
Hispanic or Latinx	18	17
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	0	

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

*<sup>§</sup>Past 12 months.*

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

	Grade 9 %	Grade 11 %
<b>Current alcohol or drug use<sup>¶</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	13
Hispanic or Latinx	9	9
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	8	
<b>Current tobacco use<sup>¶</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	0
Hispanic or Latinx	3	2
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	8	
<b>Current marijuana use<sup>¶</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	9
Hispanic or Latinx	4	3
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	8	

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

*<sup>¶</sup>Past 30 days.*

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

	Grade 9 %	Grade 11 %
<b>Current binge drinking<sup>¶</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	4
Hispanic or Latinx	4	2
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	8	
<b>Very drunk or “high” 7 or more times, ever</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	13
Hispanic or Latinx	4	5
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	0	
<b>Been drunk or “high” on drugs at school, ever</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	4
Hispanic or Latinx	4	4
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	0	

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

*<sup>¶</sup>Past 30 days.*

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

	Grade 9 %	Grade 11 %
<b>Current alcohol use<sup>¶</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	4
Hispanic or Latinx	8	5
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	8	
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	0
Hispanic or Latinx	4	1
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	10	
<b>Current cigarette smoking<sup>¶</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	0
Hispanic or Latinx	1	0
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	8	

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 11 %
<b>Current use of vape products<sup>¶</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	4
Hispanic or Latinx	4	2
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	15	
<b>Current tobacco vaping<sup>¶</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	0
Hispanic or Latinx	3	2
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	8	
<b>Current marijuana vaping<sup>¶</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	0	0
Hispanic or Latinx	3	0
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	8	

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

<sup>¶</sup>*Past 30 days.*

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

	Grade 9 %	Grade 11 %
<b>Eating of breakfast<sup> </sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	44	44
Hispanic or Latinx	51	52
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	46	
<b>Bedtime (at 12 am or later)</b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	6	30
Hispanic or Latinx	20	24
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	31	

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

<sup>|</sup>Today.

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

	Grade 9 %	Grade 11 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>		
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		
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>		
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		
<b>Interest in schoolwork done from home<sup>†</sup></b>		
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.

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”



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

	Grade 9 %	Grade 11 %
<b>Meaningful opportunities<sup>‡</sup></b>		
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.*

*<sup>‡</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	25	34
Hispanic or Latinx	20	23
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	7	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	36	35
Hispanic or Latinx	25	33
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	0	
<b>Considered suicide<sup>§</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	10	22
Hispanic or Latinx	7	6
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	0	

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

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

*<sup>§</sup>Past 12 months.*

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

	Grade 9 %	Grade 11 %
<b>Optimism<sup>‡</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	30	32
Hispanic or Latinx	37	39
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	33	
<b>Life satisfaction<sup>±</sup></b>		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American	53	51
Hispanic or Latinx	61	61
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else	67	

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>±</sup>*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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>		
Male	41	47
Female	39	41
Nonbinary		
Something else		
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>		
Male		
Female		
Nonbinary		
Something else		
<b>Academic Motivation<sup>†</sup></b>		
Male	49	52
Female	66	65
Nonbinary		
Something else		
<b>School is really boring<sup>±</sup></b>		
Male	50	46
Female	40	35
Nonbinary		
Something else		
<b>School is worthless and a waste of time<sup>±</sup></b>		
Male	23	20
Female	11	9
Nonbinary		
Something else		

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>#</sup>*The scale was based on five survey questions for in-school respondents.*

<sup>ψ</sup>*The scale was based on four questions for remote respondents.*

<sup>±</sup>*Rating of 7 or higher.*

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

	Grade 9 %	Grade 11 %
<b>Monthly Absences (3 or more)</b>		
Male	21	14
Female	22	27
Nonbinary		
Something else		
<b>Maintaining focus on schoolwork<sup>†</sup></b>		
Male	21	22
Female	21	20
Nonbinary		
Something else		
<b>Caring adult relationships<sup>‡</sup></b>		
Male	43	56
Female	52	59
Nonbinary		
Something else		
<b>High expectations<sup>‡</sup></b>		
Male	56	61
Female	65	70
Nonbinary		
Something else		
<b>Meaningful participation<sup>‡</sup></b>		
Male	21	22
Female	22	22
Nonbinary		
Something else		

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*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 %
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>		
Male	32	32
Female	35	34
Nonbinary		
Something else		
<b>Promotion of parental involvement in school<sup>†</sup></b>		
Male	36	38
Female	41	42
Nonbinary		
Something else		

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A13.2**  
**School Safety by Gender**

	Grade 9 %	Grade 11 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>		
Male	52	51
Female	38	42
Nonbinary		
Something else		
<b>Experienced harassment due to five reasons<sup>^</sup></b>		
Male	11	11
Female	13	13
Nonbinary		
Something else		
<b>Experienced any harassment or bullying<sup>§</sup></b>		
Male	15	13
Female	14	17
Nonbinary		
Something else		
<b>Had mean rumors or lies spread about you<sup>§</sup></b>		
Male	13	15
Female	27	28
Nonbinary		
Something else		
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>		
Male	12	7
Female	14	9
Nonbinary		
Something else		

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

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

<sup>§</sup>Past 12 months.

**Table A13.2**  
**School Safety by Gender – Continued**

	Grade 9 %	Grade 11 %
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>		
Male	6	4
Female	8	3
Nonbinary		
Something else		
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>		
Male	7	11
Female	10	8
Nonbinary		
Something else		

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

<sup>§</sup>Past 12 months.

**Table A13.3**  
**Cyberbullying by Gender**

	Grade 9 %	Grade 11 %
<b>Cyberbullying<sup>§</sup></b>		
Male	13	11
Female	25	27
Nonbinary		
Something else		

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

<sup>§</sup>Past 12 months.



**Table A13.4**  
**Substance Use by Gender**

	Grade 9 %	Grade 11 %
<b>Current alcohol or drug use<sup>¶</sup></b>		
Male	7	9
Female	10	9
Nonbinary		
Something else		
<b>Current tobacco use<sup>¶</sup></b>		
Male	1	3
Female	5	2
Nonbinary		
Something else		
<b>Current marijuana use<sup>¶</sup></b>		
Male	1	3
Female	7	3
Nonbinary		
Something else		
<b>Current binge drinking<sup>¶</sup></b>		
Male	2	2
Female	6	3
Nonbinary		
Something else		
<b>Very drunk or “high” 7 or more times, ever</b>		
Male	3	7
Female	3	4
Nonbinary		
Something else		
<b>Been drunk or “high” on drugs at school, ever</b>		
Male	3	3
Female	5	5
Nonbinary		
Something else		

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

<sup>¶</sup>Past 30 days.

**Table A13.4**  
**Substance Use by Gender – Continued**

	Grade 9 %	Grade 11 %
<b>Current alcohol use<sup>¶</sup></b>		
Male	6	5
Female	8	6
Nonbinary		
Something else		
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>		
Male	2	0
Female	6	2
Nonbinary		
Something else		
<b>Current cigarette smoking<sup>¶</sup></b>		
Male	1	1
Female	3	1
Nonbinary		
Something else		
<b>Current use of vape products<sup>¶</sup></b>		
Male	2	3
Female	7	3
Nonbinary		
Something else		
<b>Current tobacco vaping<sup>¶</sup></b>		
Male	1	3
Female	5	1
Nonbinary		
Something else		
<b>Current marijuana vaping<sup>¶</sup></b>		
Male	1	0
Female	6	1
Nonbinary		
Something else		

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

<sup>¶</sup>Past 30 days.

**Table A13.5**  
***Routines by Gender***

	Grade 9 %	Grade 11 %
<b>Eating of breakfast<sup>‡</sup></b>		
Male	52	53
Female	50	50
Nonbinary		
Something else		
<b>Bedtime (at 12 am or later)</b>		
Male	22	26
Female	18	21
Nonbinary		
Something else		

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

<sup>‡</sup>*Today.*

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

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

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

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>		
Male	13	17
Female	29	31
Nonbinary		
Something else		
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>		
Male	14	25
Female	37	41
Nonbinary		
Something else		
<b>Considered suicide<sup>§</sup></b>		
Male	4	7
Female	12	10
Nonbinary		
Something else		
<b>Optimism<sup>‡</sup></b>		
Male	33	45
Female	40	33
Nonbinary		
Something else		
<b>Life satisfaction<sup>⊖</sup></b>		
Male	63	60
Female	57	60
Nonbinary		
Something else		

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>⊖</sup>*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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>		
Less than high school	43	43
High school graduate	43	40
Some college	36	53
College degree	44	44
Don't know	34	47
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
<b>Academic Motivation<sup>†</sup></b>		
Less than high school	58	60
High school graduate	65	59
Some college	48	57
College degree	60	62
Don't know	50	58
<b>School is really boring<sup>±</sup></b>		
Less than high school	48	37
High school graduate	41	42
Some college	52	37
College degree	49	53
Don't know	45	37

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>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 %
<b>School is worthless and a waste of time<sup>±</sup></b>		
Less than high school	20	17
High school graduate	14	9
Some college	19	17
College degree	20	9
Don't know	17	23
<b>Monthly Absences (3 or more)</b>		
Less than high school	25	21
High school graduate	21	24
Some college	25	21
College degree	9	12
Don't know	22	14
<b>Maintaining focus on schoolwork<sup>†</sup></b>		
Less than high school	13	18
High school graduate	31	27
Some college	12	14
College degree	20	15
Don't know	22	26
<b>Caring adult relationships<sup>‡</sup></b>		
Less than high school	46	50
High school graduate	53	63
Some college	47	71
College degree	45	56
Don't know	44	58

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

<sup>±</sup>*Rating of 7 or higher.*

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

	Grade 9 %	Grade 11 %
<b>High expectations<sup>‡</sup></b>		
Less than high school	64	61
High school graduate	64	65
Some college	58	85
College degree	65	63
Don't know	52	66
<b>Meaningful participation<sup>‡</sup></b>		
Less than high school	21	21
High school graduate	23	18
Some college	12	26
College degree	30	26
Don't know	18	24
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>		
Less than high school	34	30
High school graduate	38	31
Some college	38	31
College degree	35	47
Don't know	26	40
<b>Promotion of parental involvement in school<sup>†</sup></b>		
Less than high school	44	43
High school graduate	39	41
Some college	41	37
College degree	42	45
Don't know	31	34

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”



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

	Grade 9 %	Grade 11 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>		
Less than high school	43	43
High school graduate	47	48
Some college	38	44
College degree	45	52
Don't know	48	56
<b>Experienced harassment due to five reasons<sup>^</sup><sup>§</sup></b>		
Less than high school	11	9
High school graduate	9	14
Some college	24	15
College degree	13	23
Don't know	11	3
<b>Experienced any harassment or bullying<sup>§</sup></b>		
Less than high school	11	11
High school graduate	14	16
Some college	24	18
College degree	13	26
Don't know	15	13
<b>Had mean rumors or lies spread about you<sup>§</sup></b>		
Less than high school	22	22
High school graduate	21	24
Some college	31	24
College degree	15	23
Don't know	16	11

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

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>		
Less than high school	13	9
High school graduate	15	10
Some college	24	9
College degree	10	10
Don't know	8	0
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>		
Less than high school	11	5
High school graduate	6	3
Some college	12	0
College degree	3	0
Don't know	5	3
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>		
Less than high school	8	12
High school graduate	12	9
Some college	12	21
College degree	0	3
Don't know	8	3

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Cyberbullying<sup>§</sup></b>		
Less than high school	15	17
High school graduate	24	18
Some college	23	24
College degree	13	32
Don't know	18	11

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

<sup>§</sup>Past 12 months.

**Table A14.4**  
**Substance Use by Parental Education**

	Grade 9 %	Grade 11 %
<b>Current alcohol or drug use<sup>¶</sup></b>		
Less than high school	9	9
High school graduate	10	11
Some college	12	21
College degree	2	0
Don't know	8	2
<b>Current tobacco use<sup>¶</sup></b>		
Less than high school	4	1
High school graduate	2	1
Some college	8	9
College degree	0	0
Don't know	4	0
<b>Current marijuana use<sup>¶</sup></b>		
Less than high school	5	3
High school graduate	4	4
Some college	12	6
College degree	2	0
Don't know	1	0
<b>Current binge drinking<sup>¶</sup></b>		
Less than high school	6	4
High school graduate	3	1
Some college	4	6
College degree	0	0
Don't know	4	0

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

<sup>¶</sup>Past 30 days.

**Table A14.4**  
**Substance Use by Parental Education – Continued**

	Grade 9 %	Grade 11 %
<b>Very drunk or “high” 7 or more times, ever</b>		
Less than high school	6	4
High school graduate	2	7
Some college	12	18
College degree	0	0
Don’t know	1	0
<b>Been drunk or “high” on drugs at school, ever</b>		
Less than high school	7	6
High school graduate	0	4
Some college	15	0
College degree	0	3
Don’t know	2	0
<b>Current alcohol use<sup>¶</sup></b>		
Less than high school	9	6
High school graduate	9	6
Some college	8	9
College degree	0	0
Don’t know	7	2
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>		
Less than high school	6	2
High school graduate	3	1
Some college	8	0
College degree	0	0
Don’t know	3	0

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

<sup>¶</sup>Past 30 days.

**Table A14.4**  
**Substance Use by Parental Education – Continued**

	Grade 9 %	Grade 11 %
<b>Current cigarette smoking<sup>¶</sup></b>		
Less than high school	1	0
High school graduate	2	1
Some college	4	0
College degree	0	0
Don't know	1	0
<b>Current use of vape products<sup>¶</sup></b>		
Less than high school	6	1
High school graduate	4	3
Some college	8	9
College degree	0	0
Don't know	4	0
<b>Current tobacco vaping<sup>¶</sup></b>		
Less than high school	4	1
High school graduate	2	1
Some college	8	9
College degree	0	0
Don't know	2	0
<b>Current marijuana vaping<sup>¶</sup></b>		
Less than high school	6	0
High school graduate	3	1
Some college	8	0
College degree	0	0
Don't know	1	0

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 11 %
<b>Eating of breakfast<sup>‡</sup></b>		
Less than high school	47	56
High school graduate	51	51
Some college	56	34
College degree	57	47
Don't know	48	66
<b>Bedtime (at 12 am or later)</b>		
Less than high school	21	19
High school graduate	22	31
Some college	25	34
College degree	17	18
Don't know	17	16

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

<sup>‡</sup>*Today.*

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

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

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>‡</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>		
Less than high school	22	28
High school graduate	23	23
Some college	35	29
College degree	14	27
Don't know	16	14
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>		
Less than high school	27	38
High school graduate	27	32
Some college	42	44
College degree	15	26
Don't know	20	26
<b>Considered suicide<sup>§</sup></b>		
Less than high school	5	7
High school graduate	9	11
Some college	28	9
College degree	5	10
Don't know	3	8
<b>Optimism<sup>‡</sup></b>		
Less than high school	26	36
High school graduate	41	41
Some college	47	39
College degree	36	32
Don't know	35	36
<b>Life satisfaction<sup>‡</sup></b>		
Less than high school	58	57
High school graduate	60	65
Some college	58	58
College degree	67	61
Don't know	59	63

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>‡</sup>*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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>		
Not English learner	39	44
English learner	51	45
Don't know	27	38
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>		
Not English learner		
English learner		
Don't know		
<b>Academic Motivation<sup>†</sup></b>		
Not English learner	59	56
English learner	62	71
Don't know	43	60
<b>School is really boring<sup>±</sup></b>		
Not English learner	47	41
English learner	39	35
Don't know	50	44
<b>School is worthless and a waste of time<sup>±</sup></b>		
Not English learner	12	15
English learner	22	13
Don't know	33	19
<b>Monthly Absences (3 or more)</b>		
Not English learner	20	20
English learner	18	21
Don't know	28	17

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>		
Not English learner	20	20
English learner	25	18
Don't know	21	25
<b>Caring adult relationships<sup>‡</sup></b>		
Not English learner	49	59
English learner	50	65
Don't know	36	39
<b>High expectations<sup>‡</sup></b>		
Not English learner	62	65
English learner	62	73
Don't know	47	57
<b>Meaningful participation<sup>‡</sup></b>		
Not English learner	21	21
English learner	25	26
Don't know	17	21
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>		
Not English learner	33	33
English learner	38	42
Don't know	25	26
<b>Promotion of parental involvement in school<sup>†</sup></b>		
Not English learner	38	39
English learner	47	55
Don't know	29	35

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>		
Not English learner	44	46
English learner	52	55
Don't know	43	42
<b>Experienced harassment due to five reasons<sup>λ</sup></b>		
Not English learner	16	14
English learner	8	10
Don't know	2	6
<b>Experienced any harassment or bullying<sup>§</sup></b>		
Not English learner	18	16
English learner	11	19
Don't know	4	9
<b>Had mean rumors or lies spread about you<sup>§</sup></b>		
Not English learner	22	23
English learner	18	17
Don't know	15	22
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>		
Not English learner	14	10
English learner	11	0
Don't know	11	6
<b>Been in a physical fight<sup>§</sup> <i>(In-School Only)</i></b>		
Not English learner	9	4
English learner	5	2
Don't know	2	3
<b>Seen a weapon on campus<sup>§</sup> <i>(In-School Only)</i></b>		
Not English learner	9	11
English learner	5	7
Don't know	9	3

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

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Cyberbullying<sup>§</sup></b>		
Not English learner	20	19
English learner	20	21
Don't know	9	13

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

*<sup>§</sup>Past 12 months.*

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

	Grade 9 %	Grade 11 %
<b>Current alcohol or drug use<sup>¶</sup></b>		
Not English learner	9	10
English learner	10	12
Don't know	6	3
<b>Current alcohol or drug use<sup>¶</sup></b>		
Not English learner	2	1
English learner	6	7
Don't know	2	6
<b>Current marijuana use<sup>¶</sup></b>		
Not English learner	4	3
English learner	4	5
Don't know	2	0
<b>Current binge drinking<sup>¶</sup></b>		
Not English learner	4	3
English learner	4	0
Don't know	2	0
<b>Very drunk or "high" 7 or more times, ever</b>		
Not English learner	4	6
English learner	4	2
Don't know	0	6

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

*<sup>¶</sup>Past 30 days.*

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

	Grade 9 %	Grade 11 %
<b>Been drunk or “high” on drugs at school, ever</b>		
Not English learner	4	4
English learner	3	0
Don’t know	0	6
<b>Current alcohol use<sup>¶</sup></b>		
Not English learner	7	5
English learner	10	7
Don’t know	4	3
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>		
Not English learner	3	1
English learner	7	0
Don’t know	2	0
<b>Current cigarette smoking<sup>¶</sup></b>		
Not English learner	1	0
English learner	1	2
Don’t know	2	0
<b>Current use of vape products<sup>¶</sup></b>		
Not English learner	4	2
English learner	6	7
Don’t know	2	6
<b>Current tobacco vaping<sup>¶</sup></b>		
Not English learner	3	1
English learner	4	5
Don’t know	2	6
<b>Current marijuana vaping<sup>¶</sup></b>		
Not English learner	3	0
English learner	4	0
Don’t know	2	0

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 11 %
<b>Eating of breakfast<sup> </sup></b>		
Not English learner	50	49
English learner	59	68
Don't know	43	50
<b>Bedtime (at 12 am or later)</b>		
Not English learner	22	26
English learner	11	19
Don't know	24	19

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

<sup>|</sup>*Today.*

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

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

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>‡</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>		
Not English learner	26	25
English learner	10	24
Don't know	12	21
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>		
Not English learner	30	34
English learner	16	40
Don't know	16	31
<b>Considered suicide<sup>§</sup></b>		
Not English learner	10	10
English learner	2	2
Don't know	4	6
<b>Optimism<sup>‡</sup></b>		
Not English learner	35	38
English learner	36	36
Don't know	40	39
<b>Life satisfaction<sup>±</sup></b>		
Not English learner	60	59
English learner	59	63
Don't know	61	62

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>±</sup>*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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>		
Not currently in English Learner Program	39	44
Less than 7 years (EL)	57	46
7 years or more (LTEL)	37	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
<b>Academic Motivation<sup>†</sup></b>		
Not currently in English Learner Program	59	56
Less than 7 years (EL)	67	70
7 years or more (LTEL)	51	
<b>School is really boring<sup>±</sup></b>		
Not currently in English Learner Program	47	41
Less than 7 years (EL)	44	32
7 years or more (LTEL)	26	
<b>School is worthless and a waste of time<sup>±</sup></b>		
Not currently in English Learner Program	12	15
Less than 7 years (EL)	25	8
7 years or more (LTEL)	17	
<b>Monthly Absences (3 or more)</b>		
Not currently in English Learner Program	20	20
Less than 7 years (EL)	22	18
7 years or more (LTEL)	9	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>		
Not currently in English Learner Program	20	20
Less than 7 years (EL)	28	19
7 years or more (LTEL)	18	
<b>Caring adult relationships<sup>‡</sup></b>		
Not currently in English Learner Program	49	59
Less than 7 years (EL)	49	64
7 years or more (LTEL)	53	
<b>High expectations<sup>‡</sup></b>		
Not currently in English Learner Program	62	65
Less than 7 years (EL)	60	75
7 years or more (LTEL)	68	
<b>Meaningful participation<sup>‡</sup></b>		
Not currently in English Learner Program	21	21
Less than 7 years (EL)	29	28
7 years or more (LTEL)	15	
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>		
Not currently in English Learner Program	33	33
Less than 7 years (EL)	45	49
7 years or more (LTEL)	19	
<b>Promotion of parental involvement in school<sup>†</sup></b>		
Not currently in English Learner Program	38	39
Less than 7 years (EL)	53	61
7 years or more (LTEL)	33	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>		
Not currently in English Learner Program	44	46
Less than 7 years (EL)	51	59
7 years or more (LTEL)	52	
<b>Experienced harassment due to five reasons<sup>λ</sup></b>		
Not currently in English Learner Program	16	14
Less than 7 years (EL)	5	6
7 years or more (LTEL)	14	
<b>Experienced any harassment or bullying<sup>§</sup></b>		
Not currently in English Learner Program	18	16
Less than 7 years (EL)	9	18
7 years or more (LTEL)	14	
<b>Had mean rumors or lies spread about you<sup>§</sup></b>		
Not currently in English Learner Program	22	23
Less than 7 years (EL)	13	21
7 years or more (LTEL)	27	
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>		
Not currently in English Learner Program	14	10
Less than 7 years (EL)	9	0
7 years or more (LTEL)	14	
<b>Been in a physical fight<sup>§</sup> <i>(In-School Only)</i></b>		
Not currently in English Learner Program	9	4
Less than 7 years (EL)	5	3
7 years or more (LTEL)	5	
<b>Seen a weapon on campus<sup>§</sup> <i>(In-School Only)</i></b>		
Not currently in English Learner Program	9	11
Less than 7 years (EL)	7	3
7 years or more (LTEL)	0	

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

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Cyberbullying<sup>§</sup></b>		
Not currently in English Learner Program	20	19
Less than 7 years (EL)	23	26
7 years or more (LTEL)	14	

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Current alcohol or drug use<sup>¶</sup></b>		
Not currently in English Learner Program	9	10
Less than 7 years (EL)	10	14
7 years or more (LTEL)	9	
<b>Current tobacco use<sup>¶</sup></b>		
Not currently in English Learner Program	2	1
Less than 7 years (EL)	6	9
7 years or more (LTEL)	5	
<b>Current marijuana use<sup>¶</sup></b>		
Not currently in English Learner Program	4	3
Less than 7 years (EL)	4	6
7 years or more (LTEL)	5	
<b>Current binge drinking<sup>¶</sup></b>		
Not currently in English Learner Program	4	3
Less than 7 years (EL)	6	0
7 years or more (LTEL)	0	
<b>Very drunk or “high” 7 or more times, ever</b>		
Not currently in English Learner Program	4	6
Less than 7 years (EL)	4	3
7 years or more (LTEL)	5	

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

<sup>¶</sup>Past 30 days.

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

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

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 11 %
<b>Eating of breakfast<sup>‡</sup></b>		
Not currently in English Learner Program	50	49
Less than 7 years (EL)	60	67
7 years or more (LTEL)	55	
<b>Bedtime (at 12 am or later)</b>		
Not currently in English Learner Program	22	26
Less than 7 years (EL)	13	18
7 years or more (LTEL)	5	

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

<sup>‡</sup>*Today.*

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

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

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>		
Not currently in English Learner Program	26	25
Less than 7 years (EL)	7	27
7 years or more (LTEL)	14	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>		
Not currently in English Learner Program	30	34
Less than 7 years (EL)	14	44
7 years or more (LTEL)	19	
<b>Considered suicide<sup>§</sup></b>		
Not currently in English Learner Program	10	10
Less than 7 years (EL)	2	3
7 years or more (LTEL)	0	
<b>Optimism<sup>‡</sup></b>		
Not currently in English Learner Program	35	38
Less than 7 years (EL)	28	37
7 years or more (LTEL)	49	
<b>Life satisfaction<sup>±</sup></b>		
Not currently in English Learner Program	60	59
Less than 7 years (EL)	52	62
7 years or more (LTEL)	72	

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>±</sup>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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>		
No IEP	43	44
IEP	45	48
Don't know	25	41
Prefer not to say	40	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>		
No IEP		
IEP		
Don't know		
Prefer not to say		
<b>Academic Motivation<sup>†</sup></b>		
No IEP	60	58
IEP	54	59
Don't know	49	56
Prefer not to say	63	
<b>School is really boring<sup>±</sup></b>		
No IEP	48	39
IEP	44	40
Don't know	38	46
Prefer not to say	42	
<b>School is worthless and a waste of time<sup>±</sup></b>		
No IEP	16	14
IEP	32	20
Don't know	15	13
Prefer not to say	17	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
<b>Monthly Absences (3 or more)</b>		
No IEP	20	21
IEP	14	20
Don't know	27	15
Prefer not to say	25	
<b>Maintaining focus on schoolwork<sup>†</sup></b>		
No IEP	22	21
IEP	26	4
Don't know	14	20
Prefer not to say	42	
<b>Caring adult relationships<sup>‡</sup></b>		
No IEP	48	59
IEP	65	56
Don't know	32	55
Prefer not to say	67	
<b>High expectations<sup>‡</sup></b>		
No IEP	63	66
IEP	78	68
Don't know	41	65
Prefer not to say	58	
<b>Meaningful participation<sup>‡</sup></b>		
No IEP	21	19
IEP	30	36
Don't know	13	26
Prefer not to say	35	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>		
No IEP	36	36
IEP	30	30
Don't know	25	24
Prefer not to say	17	
<b>Promotion of parental involvement in school<sup>‡</sup></b>		
No IEP	41	41
IEP	45	50
Don't know	26	31
Prefer not to say	33	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>		
No IEP	47	47
IEP	59	44
Don't know	35	48
Prefer not to say	50	
<b>Experienced harassment due to five reasons<sup>^</sup></b>		
No IEP	12	11
IEP	19	24
Don't know	9	11
Prefer not to say	18	
<b>Experienced any harassment or bullying<sup>§</sup></b>		
No IEP	15	14
IEP	22	28
Don't know	10	15
Prefer not to say	18	
<b>Had mean rumors or lies spread about you<sup>§</sup></b>		
No IEP	17	22
IEP	22	32
Don't know	25	18
Prefer not to say	25	
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>		
No IEP	13	9
IEP	12	0
Don't know	11	8
Prefer not to say	17	

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

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>		
No IEP	5	2
IEP	8	13
Don't know	11	2
Prefer not to say	25	
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>		
No IEP	7	9
IEP	15	4
Don't know	9	17
Prefer not to say	17	

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Cyberbullying<sup>§</sup></b>		
No IEP	19	18
IEP	12	32
Don't know	19	14
Prefer not to say	17	

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Current alcohol or drug use<sup>¶</sup></b>		
No IEP	7	10
IEP	25	19
Don't know	3	2
Prefer not to say	8	
<b>Current tobacco use<sup>¶</sup></b>		
No IEP	2	1
IEP	16	7
Don't know	0	4
Prefer not to say	8	
<b>Current marijuana use<sup>¶</sup></b>		
No IEP	3	4
IEP	17	0
Don't know	0	2
Prefer not to say	0	
<b>Current binge drinking<sup>¶</sup></b>		
No IEP	2	3
IEP	19	4
Don't know	0	0
Prefer not to say	8	
<b>Very drunk or “high” 7 or more times, ever</b>		
No IEP	3	6
IEP	9	11
Don't know	2	4
Prefer not to say	8	
<b>Been drunk or “high” on drugs at school, ever</b>		
No IEP	4	4
IEP	3	7
Don't know	2	4
Prefer not to say	8	

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 11 %
<b>Current alcohol use<sup>¶</sup></b>		
No IEP	6	6
IEP	25	15
Don't know	2	0
Prefer not to say	8	
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>		
No IEP	3	1
IEP	14	0
Don't know	0	0
Prefer not to say	8	
<b>Current cigarette smoking<sup>¶</sup></b>		
No IEP	0	0
IEP	13	0
Don't know	0	2
Prefer not to say	0	
<b>Current use of vape products<sup>¶</sup></b>		
No IEP	3	2
IEP	16	8
Don't know	0	4
Prefer not to say	9	
<b>Current tobacco vaping<sup>¶</sup></b>		
No IEP	1	1
IEP	16	8
Don't know	0	2
Prefer not to say	9	
<b>Current marijuana vaping<sup>¶</sup></b>		
No IEP	2	0
IEP	16	0
Don't know	0	0
Prefer not to say	0	

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 11 %
<b>Eating of breakfast<sup>‡</sup></b>		
No IEP	49	47
IEP	60	67
Don't know	58	64
Prefer not to say	25	
<b>Bedtime (at 12 am or later)</b>		
No IEP	22	25
IEP	6	30
Don't know	21	19
Prefer not to say	25	

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

<sup>‡</sup>*Today.*



**Table A17.6**

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

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

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

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>‡</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>		
No IEP	22	26
IEP	18	28
Don't know	16	19
Prefer not to say	15	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>		
No IEP	25	35
IEP	24	40
Don't know	22	27
Prefer not to say	17	
<b>Considered suicide<sup>§</sup></b>		
No IEP	8	9
IEP	16	8
Don't know	5	4
Prefer not to say	0	
<b>Optimism<sup>‡</sup></b>		
No IEP	36	38
IEP	35	41
Don't know	39	30
Prefer not to say	25	
<b>Life satisfaction<sup>‡</sup></b>		
No IEP	61	60
IEP	57	58
Don't know	58	57
Prefer not to say	67	

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>‡</sup>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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>		
Home with one or more parent or guardian	40	43
Foster home		
Homeless		
Other living arrangement	37	50
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
<b>Academic Motivation<sup>†</sup></b>		
Home with one or more parent or guardian	57	59
Foster home		
Homeless		
Other living arrangement	54	53
<b>School is really boring<sup>±</sup></b>		
Home with one or more parent or guardian	45	39
Foster home		
Homeless		
Other living arrangement	54	60
<b>School is worthless and a waste of time<sup>±</sup></b>		
Home with one or more parent or guardian	18	15
Foster home		
Homeless		
Other living arrangement	19	21

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup> The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
<b>Monthly Absences (3 or more)</b>		
Home with one or more parent or guardian	20	21
Foster home		
Homeless		
Other living arrangement	33	15
<b>Maintaining focus on schoolwork<sup>†</sup></b>		
Home with one or more parent or guardian	21	21
Foster home		
Homeless		
Other living arrangement	30	20
<b>Caring adult relationships<sup>‡</sup></b>		
Home with one or more parent or guardian	47	59
Foster home		
Homeless		
Other living arrangement	44	52
<b>High expectations<sup>‡</sup></b>		
Home with one or more parent or guardian	61	66
Foster home		
Homeless		
Other living arrangement	56	61
<b>Meaningful participation<sup>‡</sup></b>		
Home with one or more parent or guardian	20	21
Foster home		
Homeless		
Other living arrangement	27	20

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*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 %
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>		
Home with one or more parent or guardian	31	33
Foster home		
Homeless		
Other living arrangement	42	40
<b>Promotion of parental involvement in school<sup>†</sup></b>		
Home with one or more parent or guardian	39	41
Foster home		
Homeless		
Other living arrangement	36	41

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

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

	Grade 9 %	Grade 11 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>		
Home with one or more parent or guardian	48	46
Foster home		
Homeless		
Other living arrangement	26	65
<b>Experienced harassment due to five reasons<sup>^</sup></b>		
Home with one or more parent or guardian	11	13
Foster home		
Homeless		
Other living arrangement	19	0
<b>Experienced any harassment or bullying<sup>§</sup></b>		
Home with one or more parent or guardian	13	15
Foster home		
Homeless		
Other living arrangement	31	20
<b>Had mean rumors or lies spread about you<sup>§</sup></b>		
Home with one or more parent or guardian	19	21
Foster home		
Homeless		
Other living arrangement	25	32
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>		
Home with one or more parent or guardian	11	8
Foster home		
Homeless		
Other living arrangement	23	10

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

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>		
Home with one or more parent or guardian	6	4
Foster home		
Homeless		
Other living arrangement	8	0
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>		
Home with one or more parent or guardian	5	9
Foster home		
Homeless		
Other living arrangement	31	20

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Cyberbullying<sup>§</sup></b>		
Home with one or more parent or guardian	17	19
Foster home		
Homeless		
Other living arrangement	36	17

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 11 %
<b>Current alcohol or drug use<sup>¶</sup></b>		
Home with one or more parent or guardian	7	9
Foster home		
Homeless		
Other living arrangement	18	8
<b>Current tobacco use<sup>¶</sup></b>		
Home with one or more parent or guardian	2	2
Foster home		
Homeless		
Other living arrangement	14	0
<b>Current marijuana use<sup>¶</sup></b>		
Home with one or more parent or guardian	3	3
Foster home		
Homeless		
Other living arrangement	7	0
<b>Current binge drinking<sup>¶</sup></b>		
Home with one or more parent or guardian	2	2
Foster home		
Homeless		
Other living arrangement	18	4
<b>Very drunk or “high” 7 or more times, ever</b>		
Home with one or more parent or guardian	3	6
Foster home		
Homeless		
Other living arrangement	4	8
<b>Been drunk or “high” on drugs at school, ever</b>		
Home with one or more parent or guardian	3	4
Foster home		
Homeless		
Other living arrangement	7	0

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

<sup>¶</sup>Past 30 days.



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

	Grade 9 %	Grade 11 %
<b>Current alcohol use<sup>¶</sup></b>		
Home with one or more parent or guardian	6	6
Foster home		
Homeless		
Other living arrangement	18	4
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>		
Home with one or more parent or guardian	2	1
Foster home		
Homeless		
Other living arrangement	15	5
<b>Current cigarette smoking<sup>¶</sup></b>		
Home with one or more parent or guardian	0	1
Foster home		
Homeless		
Other living arrangement	11	0
<b>Current use of vape products<sup>¶</sup></b>		
Home with one or more parent or guardian	3	3
Foster home		
Homeless		
Other living arrangement	11	0
<b>Current tobacco vaping<sup>¶</sup></b>		
Home with one or more parent or guardian	2	2
Foster home		
Homeless		
Other living arrangement	11	0
<b>Current marijuana vaping<sup>¶</sup></b>		
Home with one or more parent or guardian	2	0
Foster home		
Homeless		
Other living arrangement	7	0

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 11 %
<b>Eating of breakfast<sup>‡</sup></b>		
Home with one or more parent or guardian	52	50
Foster home		
Homeless		
Other living arrangement	34	67
<b>Bedtime (at 12 am or later)</b>		
Home with one or more parent or guardian	20	24
Foster home		
Homeless		
Other living arrangement	23	33

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

<sup>‡</sup>*Today.*

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

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

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>		
Home with one or more parent or guardian	20	25
Foster home		
Homeless		
Other living arrangement	24	20
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>		
Home with one or more parent or guardian	23	34
Foster home		
Homeless		
Other living arrangement	38	32
<b>Considered suicide<sup>§</sup></b>		
Home with one or more parent or guardian	5	9
Foster home		
Homeless		
Other living arrangement	22	9
<b>Optimism<sup>‡</sup></b>		
Home with one or more parent or guardian	37	38
Foster home		
Homeless		
Other living arrangement	25	33
<b>Life satisfaction<sup>‡</sup></b>		
Home with one or more parent or guardian	63	59
Foster home		
Homeless		
Other living arrangement	43	70

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>‡</sup>*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><b>Student Sample Size</b></i>		
Target sample	241	273
Final number	146	146
<b>Response Rate</b>	61%	53%

## 2. Summary of Key Indicators

**Table B.I.2.1**

***Key Indicators of Alcohol and Other Drug Use***

	Grade 9 %	Grade 11 %	Table
<b>Alcohol and Marijuana Consumption Patterns</b>			
Usually drank until felt it a lot	2	2	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	3	1	B.I.3.5
Driving under the influence experiences	8	4	B.I.3.6
<b>Consequences of AOD Consumption</b>			
Caused one or more problems	3	4	B.I.4.2
Caused one or more dependency-related experiences	8	5	B.I.4.3
<b>Supports to Reduce AOD Use</b>			
Very likely to find help at school for quitting or reducing use	20	19	B.I.5.2
<b>Strong Personal Disapproval of AOD Use</b>			
Having one or two drinks of any alcoholic beverage nearly every day	40	44	B.I.7.1
Trying marijuana once or twice	38	28	B.I.7.1
Using marijuana once a month or more	40	32	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 %
<b>Heroin</b>		
0 times	99	99
1 time	1	0
2 to 3 times	0	1
4 or more times	1	0
<b>Tranquilizers or sedatives</b>		
0 times	98	99
1 time	1	1
2 to 3 times	1	1
4 or more times	1	0
<b>Appetite suppressants</b>		
0 times	97	98
1 time	1	0
2 to 3 times	0	1
4 or more times	1	1
<b>Ritalin or Adderall or other prescription stimulant</b>		
0 times	99	99
1 time	1	1
2 to 3 times	0	1
4 or more times	1	0

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

*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 %
<b>Alcohol (one full drink)</b>		
Never	82	75
10 years or under	4	1
11-12 years old	4	5
13-14 years old	6	6
15-16 years old	1	12
17 years or older	2	1
<b>Marijuana (smoke, vape, eat, or drink)</b>		
Never	91	85
10 years or under	1	0
11-12 years old	2	3
13-14 years old	4	7
15-16 years old	1	6
17 years or older	1	0
<b>Any other illegal drug or pill to get “high”</b>		
Never	97	97
10 years or under	0	0
11-12 years old	0	1
13-14 years old	2	0
15-16 years old	0	2
17 years or older	1	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 %
<b>Smoked part or all of a cigarette</b>		
Never	96	97
10 years or under	1	3
11-12 years old	1	0
13-14 years old	1	0
15-16 years old	0	1
17 years or older	1	0
<b>A vape product such as an e-cigarette, vape pen, or mod</b>		
Never	91	84
10 years or under	0	0
11-12 years old	4	2
13-14 years old	2	6
15-16 years old	1	7
17 years or older	1	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	90	88
Just enough to feel it a little	3	9
Enough to feel it moderately	5	1
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	92	94
Just enough to feel a little high	2	3
Enough to feel it moderately	3	1
Until I feel it a lot or get really high	3	1

*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 %
<b>Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using</b>		
Never	92	96
1 time	1	2
2 times	2	1
3 to 6 times	3	1
7 or more times	2	1

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

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

## 4. Reasons for and Consequences of AOD Consumption

**Table B.I.4.1**

*Reasons for AOD Use, Past 12 Months*

	Grade 9 %	Grade 11 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	83	82
To experiment (try using)	4	7
To get high	3	3
To have a good time with friends	4	6
To fit in with a group you like	1	1
Because of boredom	4	2
To relax	5	6
To get away from problems	4	5
Because of anger or frustration	4	2
To get through the day	3	3
Because it made you feel better	4	6
To seek deeper insights and understanding	1	1
None of the above	20	13

*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	93	87
I've used alcohol or drugs but never had any of these problems	4	10
Have problems with emotions, nerves, or mental health	2	3
Get into trouble or have problems with the police	0	1
Have money problems	1	1
Miss school	0	1
Have problems with schoolwork	2	1
Fight with others	0	1
Damage a friendship	0	1
Physically hurt or injure yourself	0	1
Have unwanted or unprotected sex	0	1
Forget what happened or pass out	1	1
Been suspended from school	1	1
<b><i>One or more problems</i></b>	3	4

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

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

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

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

	Grade 9 %	Grade 11 %
Does not apply; I have not used alcohol or drugs	91	86
I use alcohol or drugs but have not experienced any of these things	2	10
Found you had to increase how much you use to have the same effect as before	4	2
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	1	1
Used alcohol or drugs a lot more than you intended	2	0
Used alcohol or drugs when you were alone	6	1
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	2	0
You didn't feel OK unless you had something to drink or used a drug	2	1
Thought about reducing or stopping use	3	1
Told yourself you were not going to use but found yourself using anyway	4	1
Spoke with someone about reducing or stopping use	2	1
Attended counseling, a program, or group to help you reduce or stop use	0	0
<b><i>One or more dependency-related experiences</i></b>	<b>8</b>	<b>5</b>

*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	30	44
Likely	21	26
Not likely	14	9
Don't know	34	22

*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	91	85
No, but I do use alcohol or other drugs	7	13
Yes, I have felt that I needed help	2	2

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

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

**Table B.I.5.2**

***Likelihood of Finding Help at School for Quitting or Reducing Use***

	Grade 9 %	Grade 11 %
Very likely	20	19
Likely	27	39
Not likely	17	17
Don't know	36	26

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

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

**Table B.I.5.3**

***Talked with Parent About AOD Use, Past 12 Months***

	Grade 9 %	Grade 11 %
No	62	54
Yes	38	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	12	15
At parties	18	30
At concerts or other social events	9	13
At their own home	15	21
From adults at friends' homes	12	12
From friends or another teenager	15	20
Get adults to buy it for them	11	14
Buy it themselves from a store	7	9
At bars, clubs, or gambling casinos	4	3
Other	5	6
Don't know	78	63

*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	13	16
At parties	11	15
At concerts or other social events	8	6
At their own home	10	7
From an adult acquaintance	8	10
From friends or another teenager	13	17
Buy it at a marijuana dispensary	4	5
At bars or clubs	3	1
Other	3	5
Don't know	81	72

*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 %
<b>Having one or two drinks of any alcoholic beverage nearly every day</b>		
Neither approve nor disapprove	47	37
Somewhat disapprove	13	19
Strongly disapprove	40	44
<b>Trying marijuana once or twice</b>		
Neither approve nor disapprove	50	49
Somewhat disapprove	11	23
Strongly disapprove	38	28
<b>Using marijuana once a month or more regularly</b>		
Neither approve nor disapprove	46	46
Somewhat disapprove	14	22
Strongly disapprove	40	32

*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 %
<b>Take one or two drinks of alcohol nearly every day</b>		
Very wrong	74	80
Wrong	14	14
A little wrong	6	4
Not at all wrong	6	2
<b>Smoke tobacco</b>		
Very wrong	83	89
Wrong	9	7
A little wrong	3	4
Not at all wrong	5	1
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>		
Very wrong	83	90
Wrong	9	7
A little wrong	3	2
Not at all wrong	5	1
<b>Use marijuana (smoke, vape, eat, or drink)</b>		
Very wrong	83	91
Wrong	7	4
A little wrong	5	4
Not at all wrong	5	1
<b>Use prescription drugs to get high or for reasons other than prescribed</b>		
Very wrong	86	93
Wrong	6	5
A little wrong	2	1
Not at all wrong	5	1

*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 %
<b>Take one or two drinks of alcohol nearly every day</b>		
Very wrong	57	57
Wrong	16	26
A little wrong	16	9
Not at all wrong	10	8
<b>Smoke tobacco</b>		
Very wrong	63	62
Wrong	22	22
A little wrong	7	9
Not at all wrong	8	7
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>		
Very wrong	60	60
Wrong	17	25
A little wrong	12	9
Not at all wrong	12	6
<b>Use marijuana (smoke, vape, eat, or drink)</b>		
Very wrong	58	58
Wrong	18	24
A little wrong	12	11
Not at all wrong	12	6
<b>Use prescription drugs to get high or for reasons other than prescribed</b>		
Very wrong	67	68
Wrong	18	19
A little wrong	7	9
Not at all wrong	8	4

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

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

**Table B.I.7.4**

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

	Grade 9 %	Grade 11 %
No	54	48
Yes	46	52

*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><b>Student Sample Size</b></i>		
Target sample	241	273
Final number	139	150
<b>Response Rate</b>	58%	55%

## 2. Summary of Key Indicators

**Table B.II.2.1**

***Key Indicators of Other Behavioral Health Factors***

	Grade 9 %	Grade 11 %	Table
<b>Behavioral Health Protective Factors</b>			
Emotional safety at school <sup>†</sup>	36	54	B.II.3.2
School co-regulation supports <sup>†</sup>	39	51	B.II.3.3
Home adult co-regulation supports <sup>†</sup>	61	58	B.II.3.4
Peer co-regulation supports <sup>†</sup>	65	70	B.II.3.5
<b>Resilience Assets</b>			
Emotion regulation <sup>ô</sup>	39	42	B.II.4.1
<b>Student Wellness</b>			
Responses to trauma <sup>¶</sup>	18	18	B.II.5.1
Potential Post-Traumatic Stress <sup>¶</sup>	31	28	B.II.5.2
Stress associated health symptoms <sup>*</sup>	14	18	B.II.5.3
Loneliness <sup>ê</sup>	37	46	B.II.5.4
Self-harm <sup>§</sup>	13	12	B.II.5.8
Fasting for 12 hours or more	38	40	B.II.5.7
Trouble sleeping (daily)	12	13	B.II.5.1
<b>Mental Health Supports</b>			
Wanted to get mental health services <sup>§</sup>	12	23	B.II.6.4
Received mental health services <sup>§</sup>	8	16	B.II.6.4
Barriers to receiving services (3 or more)	19	18	B.II.6.5

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

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

<sup>†</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

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

<sup>¶</sup>Average reporting “2-3 times a week” or “Almost every day.”

<sup>¶</sup>Past 30 days.

<sup>\*</sup>Past 2 weeks.

<sup>ê</sup>Average percent of respondents reporting “Sometimes” or “Often.”

<sup>§</sup>Past 12 months.

### 3. Behavioral Health Protective Factors

**Table B.II.3.1**

***Perceived Safety at Home and in Neighborhood***

	Grade 9 %	Grade 11 %
<b><i>How safe do you feel...</i></b>		
<b>at home or the place where you live?</b>		
Very safe	49	53
Safe	42	39
Neither safe nor unsafe	7	8
Unsafe	2	0
Very unsafe	1	0
<b>in the neighborhood where you live?</b>		
Very safe	37	39
Safe	38	46
Neither safe nor unsafe	17	13
Unsafe	5	1
Very unsafe	2	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 %
<b>Emotional safety at school</b>		
<i>Average reporting “Pretty much true” or “Very much true”</i>	36	54
<b><i>At my school,...</i></b>		
<b>I feel socially accepted.</b>		
Not at all true	20	14
A little true	38	27
Pretty much true	28	41
Very much true	14	17
<b>I feel that I matter to others.</b>		
Not at all true	22	19
A little true	47	31
Pretty much true	19	33
Very much true	12	17

*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 %
<b>School co-regulation supports</b>		
<i>Average reporting “Pretty much true” or “Very much true”</i>	39	51
<b><i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i></b>		
Not at all true	22	20
A little true	40	26
Pretty much true	20	29
Very much true	18	24
<b><i>would be helpful to me if I came to school upset.</i></b>		
Not at all true	27	25
A little true	34	25
Pretty much true	20	27
Very much true	20	24
<b><i>makes me feel good about myself.</i></b>		
Not at all true	27	22
A little true	33	28
Pretty much true	24	28
Very much true	17	22

*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 %
<b>Home adult co-regulation supports</b>		
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	58
<b><i>In my home, there is a parent or some other adult who...</i></b>		
<b>talks with me about my problems.</b>		
Not at all true	18	17
A little true	24	30
Pretty much true	27	19
Very much true	31	34
<b>helps me when I am upset.</b>		
Not at all true	16	17
A little true	23	26
Pretty much true	28	24
Very much true	33	34
<b>makes me feel good about myself.</b>		
Not at all true	10	13
A little true	26	25
Pretty much true	33	24
Very much true	30	38

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

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

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

	Grade 9 %	Grade 11 %
<b>Peer co-regulation supports</b>		
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	70
<b><i>I have a friend my age who...</i></b>		
<b>talks with me about my problems.</b>		
Not at all true	21	14
A little true	17	16
Pretty much true	27	31
Very much true	35	39
<b>helps me when I am upset.</b>		
Not at all true	17	17
A little true	22	17
Pretty much true	24	28
Very much true	37	39
<b>makes me feel good about myself.</b>		
Not at all true	14	12
A little true	14	14
Pretty much true	35	31
Very much true	37	44

*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 %
<b>Emotion regulation</b>		
<i>Average reporting the top two response categories<sup>o</sup></i>	39	42
<b>When everybody around you gets angry, how relaxed can you stay?</b>		
Not relaxed at all	16	13
Slightly relaxed	19	21
Somewhat relaxed	29	33
Quite relaxed	22	22
Extremely relaxed	13	13
<b>How often are you able to control your emotions when you need to?</b>		
Almost never	10	8
Once in a while	14	15
Sometimes	28	18
Frequently	20	26
Almost always	28	34
<b>When things go wrong for you, how calm are you able to remain?</b>		
Not calm at all	8	8
Slightly calm	20	23
Somewhat calm	38	36
Quite calm	23	22
Extremely calm	12	11

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

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

*<sup>o</sup>The 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 %
<b>Responses to trauma</b>		
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	18	18
<b><i>During the past 30 days,...</i></b>		
<b>I got upset easily or got into arguments or physical fights.</b>		
Never	66	65
1-3 times a month	18	21
1-2 times a week	8	6
2-3 times a week	5	3
Almost every day	3	5
<b>I had trouble concentrating or paying attention.</b>		
Never	42	32
1-3 times a month	23	24
1-2 times a week	8	12
2-3 times a week	12	9
Almost every day	16	22
<b>I had trouble feeling happiness or love.</b>		
Never	64	55
1-3 times a month	16	22
1-2 times a week	9	8
2-3 times a week	5	6
Almost every day	5	9

*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 %
<b>During the past 30 days,...</b>		
<b>I felt alone even when I was around other people.</b>		
Never	60	50
1-3 times a month	14	24
1-2 times a week	9	9
2-3 times a week	9	8
Almost every day	8	9
<b>I had trouble going to sleep, woke up often, or had trouble getting back to sleep.</b>		
Never	49	54
1-3 times a month	16	16
1-2 times a week	9	11
2-3 times a week	14	6
Almost every day	12	13

*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	39	38
Mild PTS Symptoms	31	34
Potential PTS	31	28

*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 %
<b>Stress associated health symptoms</b>		
<i>Average reporting “A lot” or “A whole lot”</i>	14	18
<b><i>In the last 2 weeks, how much were you bothered by the following physical problems?</i></b>		
<b>Stomachaches</b>		
Not at all	44	43
A little	21	18
Some	19	19
A lot	11	13
A whole lot	5	7
<b>Headaches</b>		
Not at all	36	37
A little	21	20
Some	21	20
A lot	8	13
A whole lot	12	11
<b>Pains in your lower back</b>		
Not at all	45	37
A little	18	19
Some	18	21
A lot	10	14
A whole lot	8	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 %
<b><i>In the last 2 weeks, how much were you bothered by the following physical problems?</i></b>		
<b>Feeling faint or dizzy</b>		
Not at all	51	46
A little	17	23
Some	21	15
A lot	6	8
A whole lot	5	8
<b>Heart beating too fast (even when you are not exercising)</b>		
Not at all	69	67
A little	10	16
Some	15	10
A lot	2	4
A whole lot	4	4

*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 %
<b>Loneliness</b>		
<i>Average reporting “Sometimes” or “Often”</i>	37	46
<b>How often do you feel lonely?</b>		
Never	41	31
Rarely	21	22
Sometimes	25	29
Often	13	18
<b>How often do you feel that you are no longer close to anyone?</b>		
Never	45	36
Rarely	20	18
Sometimes	20	30
Often	15	16

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

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

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

	Grade 9 %	Grade 11 %
Very dissatisfied	15	18
Dissatisfied	20	21
Neither dissatisfied nor satisfied	31	30
Satisfied	23	21
Very satisfied	11	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 %
<b>Which of the following are you trying to do about your weight?</b>		
Lose weight	52	51
Gain weight	17	22
Stay the same weight	11	13
I am not trying to do anything about my weight	20	13

*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 %
<b>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</b>		
<b>Exercise</b>		
No	33	25
Yes	67	75
<b>Eat less food, fewer calories, or foods low in fat</b>		
No	28	23
Yes	72	77
<b>Go without eating for 12 hours or more</b>		
No	62	60
Yes	38	40
<b>Take diet pills, powders, or liquids without a doctor's advice</b>		
No	92	91
Yes	8	9
<b>Vomit or take laxatives</b>		
No	94	93
Yes	6	7

*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	87	88
1 time	3	2
2 or 3 times	7	6
4 or 5 times	0	0
6 or more times	2	4

*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	71	75
Yes	14	15
I don't know	16	10

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

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

**Table B.II.6.2**

***Mental Health Help-Seeking Attitude***

	Grade 9 %	Grade 11 %
<b><i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i></b>		
talk to a teacher or another adult from your school?	18	28
talk to your parents or someone else in your family?	57	58
get help from a counselor or therapist?	13	20
talk to your friends?	54	62
be afraid to get help?	23	16
not know what to do?	29	20

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

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

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

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

	Grade 9 %	Grade 11 %
<b><i>If someone my age felt very sad, stressed, lonely, or depressed,...</i></b>		
<b><i>talking to an adult could help them feel better.</i></b>		
Strongly disagree	16	14
Disagree	18	21
Agree	56	50
Strongly agree	11	15
<b><i>kids at my school would be nice to them.</i></b>		
Strongly disagree	17	12
Disagree	32	28
Agree	44	49
Strongly agree	6	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 %
<b><i>In the past year,...</i></b>		
<b>did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?</b>		
No	77	69
Yes	12	23
I don't know	11	9
<b>did you get help from a counselor or therapist when you needed it?</b>		
Does not apply, I didn't need help	72	66
No, I didn't get help when I needed it	19	17
Yes, I got help when I needed it	8	16
<b>where did you get help from a counselor or therapist? (Mark All That Apply.)<sup>#</sup></b>		
Nowhere		0
At school (in person, by phone, or online)		43
From a counselor or therapist not from my school (in person, by phone, or online)		61
Somewhere else		17
I don't know		0

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

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

*<sup>#</sup>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	17	17
There isn't anyone I can talk to	9	5
They wouldn't understand	15	20
People would think there's something wrong with me	15	18
My parents might find out	21	20
Other students might find out	11	6
I wouldn't have a way to pay for it	8	16
I wouldn't want to talk to a counselor or therapist	17	19
Other reasons	16	14
Does not apply, none of these things would stop you from talking to a counselor or therapist.	45	36
<b><i>Three or more barriers</i></b>	19	18

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

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

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

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

	Grade 9 %	Grade 11 %
<b>I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.</b>		
Strongly disagree	24	16
Disagree	25	16
Agree	36	45
Strongly agree	16	24
<b>People at my school talk openly about mental health.</b>		
Strongly disagree	26	16
Disagree	30	30
Agree	38	39
Strongly agree	5	15
<b>My school encourages students to take care of their mental health.</b>		
Strongly disagree	19	13
Disagree	18	18
Agree	50	47
Strongly agree	14	22

*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.*