

CALIFORNIA HEALTHY KIDS SURVEY



Pinacate Middle Secondary 2023-2024 Main Report

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PREFACE

HYPERLINK FEATURE

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

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

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

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

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

THE SURVEY

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

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

Core Module

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

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

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

Data Workshop

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

Request Additional Reports and Data

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

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

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

| Grade 7 | |
|-----------------------------------|-----|
| <i>Student Sample Size</i> | |
| Target sample | 464 |
| Final number | 333 |
| Response Rate | 72% |

Table A1.2

Number of Respondents by Instructional Model

| Grade 7 | |
|-------------------------|-----|
| In-school learning only | 322 |
| Remote learning only | 11 |

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

| | Grade 7 % | Table |
|--|--------------|-------|
| School Engagement and Supports | | |
| School connectedness ^{†#} (<i>In-School Only</i>) | 46 | A6.4 |
| School connectedness ^{†ψ} (<i>Remote Only</i>) | | A6.4 |
| Academic motivation [†] | 61 | A6.4 |
| School is really boring [±] | 47 | A6.11 |
| School is worthless and a waste of time [±] | 17 | A6.11 |
| Monthly Absences (3 or more) | 23 | A6.2 |
| Maintaining focus on schoolwork ^{†Γ} | 29 | A6.10 |
| Caring adult relationships [‡] | 48 | A6.4 |
| High expectations [‡] | 64 | A6.4 |
| Meaningful participation [‡] | 18 | A6.4 |
| Facilities upkeep ^{†Φ} | 29 | A6.15 |
| Promotion of parental involvement in school [†] | 45 | A6.4 |
| School Safety and Cyberbullying | | |
| School perceived as very safe or safe ^Φ | 45 | A8.1 |
| Experienced any harassment or bullying [§] | 31 | A8.2 |
| Had mean rumors or lies spread about you [§] | 27 | A8.3 |
| Been afraid of being beaten up ^{§Φ} | 21 | A8.3 |
| Been in a physical fight ^{§Φ} | 12 | A8.4 |
| Seen a weapon on campus ^{§Φ} | 6 | A8.6 |
| Cyberbullying [§] | 27 | A8.3 |

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

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

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

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

[±] Rating of 7 or higher.

^Γ Survey question was reverse-coded.

^Φ In-School only.

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

[§] Past 12 months.

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

| | Grade 7 % | Table |
|---|--------------|-------|
| Substance Use | | |
| Current alcohol or drug use [¶] | 9 | A9.5 |
| Current tobacco use [¶] | 3 | A10.6 |
| Current marijuana use [¶] | 2 | A9.5 |
| Current binge drinking [¶] | 3 | A9.5 |
| Very drunk or “high” 7 or more times, ever | 1 | A9.7 |
| Been drunk or “high” on drugs at school, ever | 1 | A9.9 |
| Current cigarette smoking [¶] | 1 | A10.4 |
| Current use of vape products [¶] | 6 | A10.4 |
| Current tobacco vaping [¶] | 2 | A10.5 |
| Current marijuana vaping [¶] | 2 | A10.5 |
| Routines | | |
| Eating of breakfast [‡] | 57 | A4.1 |
| Bedtime (at 12 am or later) | 15 | A4.2 |
| Remote Schooling | | |
| Remote learning frequency (5 days per week) ^{¶δ} | | A5.1 |
| Synchronous instruction (4 days or more) ^{¶δ} | | A5.1 |
| Interest in schoolwork done from home ^{‡δ} | | A5.3 |
| Meaningful opportunities ^{‡δ} | | A5.2 |
| Social and Emotional Health | | |
| Social emotional distress [‡] | 21 | A7.5 |
| Experienced chronic sadness/hopelessness [§] | 28 | A7.1 |
| Considered suicide [§] | 11 | A7.2 |
| Optimism [‡] | 45 | A7.3 |
| Life satisfaction [‡] | 60 | A7.4 |

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

| | Grade 7 % |
|-----------------------|--------------|
| In-School Model | 97 |
| Remote Learning Model | 3 |

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

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

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

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

Table A3.2

Gender of Sample

| | Grade 7 % |
|----------------|--------------|
| Male | 51 |
| Female | 45 |
| Nonbinary | 1 |
| Something else | 3 |

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

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

Table A3.3
Sexual Orientation

| | Grade 7 % |
|--------------------|--------------|
| Straight (not gay) | 86 |
| Lesbian or Gay | 0 |
| Bisexual | 4 |
| Something else | 3 |
| Not sure | 3 |
| Decline to respond | 3 |

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

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

Table A3.4
Gender Identity

| | Grade 7 % |
|-----------------------------------|--------------|
| No, I am not transgender | 94 |
| Yes, I am transgender | 1 |
| I am not sure if I am transgender | 2 |
| Decline to respond | 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 7 % |
|---|--------------|
| American Indian or Alaska Native, non-Hispanic | 1 |
| Asian or Asian American, non-Hispanic | 2 |
| Black or African American, non-Hispanic | 2 |
| Hispanic or Latinx | 84 |
| Native Hawaiian or Pacific Islander, non-Hispanic | 0 |
| White, non-Hispanic | 3 |
| Multiracial, non-Hispanic | 3 |
| Something else, non-Hispanic | 6 |

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

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

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

| | Grade 7 % |
|--|--------------|
| A home with one or more parent or guardian | 81 |
| Other relative's home | 4 |
| A home with more than one family | 10 |
| Friend's home | 1 |
| Foster home, group care, or waiting placement | 0 |
| Hotel or motel | 0 |
| Shelter, car, campground, or other transitional or temporary housing | 0 |
| Other living arrangement | 5 |

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

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

Table A3.7
Living Situation

| | Grade 7 % |
|--|--------------|
| Home with one or more parent or guardian | 81 |
| Foster home | 0 |
| Homeless | 1 |
| Other living arrangement | 18 |

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

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

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

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

Table A3.8
Parental Education

| | Grade 7 % |
|--|--------------|
| Did not finish high school | 13 |
| Graduated from high school | 29 |
| Attended college but did not complete four-year degree | 6 |
| Graduated from college | 11 |
| Don’t know | 41 |

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

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

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

| | Grade 7 % |
|-------------------|--------------|
| No | 71 |
| Yes | 5 |
| Don't know | 19 |
| Prefer not to say | 4 |

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

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

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

| | Grade 7 % |
|------------|--------------|
| No | 59 |
| Yes | 25 |
| Don't know | 15 |

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

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

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

| | Grade 7 % |
|--|--------------|
| Not currently in English Learner Program | 70 |
| Less than 7 years (EL) | 24 |
| 7 years or more (LTEL) | 6 |

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

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

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

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

| | Grade 7 % |
|------------|--------------|
| English | 47 |
| Spanish | 50 |
| Mandarin | 0 |
| Cantonese | 0 |
| Taiwanese | 0 |
| Tagalog | 0 |
| Vietnamese | 1 |
| Korean | 0 |
| Arabic | 0 |
| Other | 2 |

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

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

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

| | Grade 7 % |
|---|--------------|
| <i>How well do you...</i> | |
| understand English? | |
| Very well | 77 |
| Well | 18 |
| Not well | 4 |
| Not at all | 1 |
| speak English? | |
| Very well | 68 |
| Well | 23 |
| Not well | 7 |
| Not at all | 2 |
| read English? | |
| Very well | 65 |
| Well | 23 |
| Not well | 9 |
| Not at all | 3 |
| write English? | |
| Very well | 61 |
| Well | 28 |
| Not well | 8 |
| Not at all | 2 |
| <i>English Language Proficiency Status</i> | |
| Proficient | 60 |
| Not proficient | 40 |

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

| | Grade 7 % |
|---|--------------|
| I do not attend my school's afterschool program | 87 |
| 1 day | 2 |
| 2 days | 2 |
| 3 days | 8 |
| 4 days | 1 |
| 5 days | 1 |

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

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

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

| | Grade 7 % |
|------------|--------------|
| No | 91 |
| Yes | 4 |
| Don't know | 5 |

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

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

4. Routines

Table A4.1

Eating of Breakfast

| | Grade 7 % |
|-----|--------------|
| No | 43 |
| Yes | 57 |

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

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

Table A4.2

Bedtime

| | Grade 7 % |
|---|--------------|
| Before 7:00 pm | 1 |
| 7:00-7:59 pm | 2 |
| 8:00-8:59 pm | 9 |
| 9:00-9:59 pm | 28 |
| 10:00-10:59 pm | 30 |
| 11:00-11:59 pm | 16 |
| 12:00-12:59 am | 9 |
| After 1:00 am | 6 |
| <i>Bedtime at 12 am or later</i> | 15 |

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

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

5. Remote Schooling

Table A5.1

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

| | Grade 7 % |
|---|--------------|
| Time spent on learning and completing schoolwork from home on the average weekday | |
| Less than 1 hour | |
| Between 1 and 2 hours | |
| Between 2 and 3 hours | |
| Between 3 and 4 hours | |
| Between 4 and 5 hours | |
| More than 5 hours | |
| Number of days in the past week participating in an online class from home where your teacher talked to students | |
| 0 days | |
| 1 day | |
| 2 days | |
| 3 days | |
| 4 days | |
| 5 days | |
| Number of weekdays participating in school from home for the entire school day | |
| 0 days | |
| 1 day | |
| 2 days | |
| 3 days | |
| 4 days | |
| 5 days | |

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

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

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

| | Grade 7 % |
|------------------|--------------|
| Not at all true | |
| A little true | |
| Pretty much true | |
| Very much true | |

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

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

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

| | Grade 7 % |
|----------------------------|--------------|
| Strongly disagree | |
| Disagree | |
| Neither disagree nor agree | |
| Agree | |
| Strongly agree | |

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

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

| | Grade 7 % |
|-------------|--------------|
| Mostly A's | 11 |
| A's and B's | 33 |
| Mostly B's | 8 |
| B's and C's | 27 |
| Mostly C's | 5 |
| C's and D's | 10 |
| Mostly D's | 1 |
| Mostly F's | 5 |

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

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

Table A6.2

Absences, Past 30 Days

| | Grade 7 % |
|---|--------------|
| I did not miss any days of school in the past 30 days | 39 |
| 1 day | 19 |
| 2 days | 19 |
| 3 or more days | 23 |

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

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

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

| | Grade 7 % |
|--|--------------|
| Does not apply; I didn't miss any school | 35 |
| Illness (feeling physically sick), including problems with breathing or your teeth | 42 |
| Were being bullied or mistreated at school <i>(In-School Only)</i> | 0 |
| Felt very sad, hopeless, anxious, stressed, or angry | 6 |
| Didn't get enough sleep | 10 |
| Didn't feel safe at school or going to and from school <i>(In-School Only)</i> | 2 |
| Had to take care of or help a family member or friend | 6 |
| Wanted to spend time with friends | 2 |
| Used alcohol or drugs | 0 |
| Were behind in schoolwork or weren't prepared for a test or class assignment | 1 |
| Were bored or uninterested in school | 5 |
| Had no transportation to school <i>(In-School Only)</i> | 5 |
| Other reason | 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 7 % | Table |
|--|--------------|-------|
| Total school supports | 43 | |
| Caring relationships-adults in school [‡] | 48 | A6.5 |
| High expectations-adults in school [‡] | 64 | A6.6 |
| Meaningful participation at school [‡] | 18 | A6.7 |
| School connectedness ^{‡#} <i>(In-School Only)</i> | 46 | A6.8 |
| School connectedness ^{‡ψ} <i>(Remote Only)</i> | | A6.8 |
| Academic motivation [†] | 61 | A6.9 |
| Promotion of parental involvement in school [†] | 45 | A6.13 |

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

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

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

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

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

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

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

| | Grade 7 % |
|---|--------------|
| Caring relationships-adults in school | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 48 |
| <i>There is a teacher or some other adult from my school... who really cares about me.</i> | |
| Not at all true | 14 |
| A little true | 38 |
| Pretty much true | 34 |
| Very much true | 14 |
| <i>who notices when I’m not there.</i> | |
| Not at all true | 21 |
| A little true | 32 |
| Pretty much true | 31 |
| Very much true | 16 |
| <i>who listens to me when I have something to say.</i> | |
| Not at all true | 20 |
| A little true | 30 |
| Pretty much true | 31 |
| Very much true | 20 |

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

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

Table A6.6
High Expectations Scale Questions

| | Grade 7 % |
|---|--------------|
| High expectations-adults in school | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 64 |
| <i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i> | |
| Not at all true | 11 |
| A little true | 29 |
| Pretty much true | 39 |
| Very much true | 21 |
| <i>who always wants me to do my best.</i> | |
| Not at all true | 8 |
| A little true | 23 |
| Pretty much true | 37 |
| Very much true | 31 |
| <i>who believes that I will be a success.</i> | |
| Not at all true | 14 |
| A little true | 23 |
| Pretty much true | 36 |
| Very much true | 27 |

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

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

Table A6.7
Meaningful Participation Scale Questions

| | Grade 7 % |
|---|--------------|
| Meaningful participation at school | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 18 |
| <i>At school/When I participate in school,...</i> | |
| I do interesting activities. | |
| Not at all true | 24 |
| A little true | 43 |
| Pretty much true | 21 |
| Very much true | 11 |
| I help decide things like class activities or rules. | |
| Not at all true | 60 |
| A little true | 26 |
| Pretty much true | 10 |
| Very much true | 4 |
| I do things that make a difference. | |
| Not at all true | 47 |
| A little true | 36 |
| Pretty much true | 12 |
| Very much true | 6 |
| I have a say in how things work. | |
| Not at all true | 52 |
| A little true | 32 |
| Pretty much true | 10 |
| Very much true | 5 |
| I help decide school activities or rules. | |
| Not at all true | 72 |
| A little true | 19 |
| Pretty much true | 6 |
| Very much true | 3 |

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

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

Table A6.8
School Connectedness Scale Questions

| | Grade 7 % |
|---|--------------|
| School connectedness[#] (<i>In-School Only</i>) | |
| Average reporting “Agree” or “Strongly agree” | 46 |
| School connectedness^ψ (<i>Remote Only</i>) | |
| Average reporting “Agree” or “Strongly agree” | |
| I feel close to people at/from this school. | |
| Strongly disagree | 5 |
| Disagree | 8 |
| Neither disagree nor agree | 30 |
| Agree | 44 |
| Strongly agree | 12 |
| I am happy with/to be at this school. | |
| Strongly disagree | 11 |
| Disagree | 14 |
| Neither disagree nor agree | 32 |
| Agree | 34 |
| Strongly agree | 9 |
| I feel like I am part of this school. | |
| Strongly disagree | 11 |
| Disagree | 11 |
| Neither disagree nor agree | 43 |
| Agree | 28 |
| Strongly agree | 7 |

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

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

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

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

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

| | Grade 7 % |
|--|--------------|
| The teachers at this school treat students fairly/The teachers treat students fairly. | |
| Strongly disagree | 8 |
| Disagree | 12 |
| Neither disagree nor agree | 33 |
| Agree | 38 |
| Strongly agree | 9 |
| I feel safe in my school. <i>(In-School Only)</i> | |
| Strongly disagree | 8 |
| Disagree | 12 |
| Neither disagree nor agree | 34 |
| Agree | 39 |
| Strongly agree | 7 |

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

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

Table A6.9
Academic Motivation Scale Questions

| | Grade 7 % |
|--|--------------|
| Academic motivation | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 61 |
| I try hard to make sure that I am good at my schoolwork. | |
| Strongly disagree | 2 |
| Disagree | 3 |
| Neither disagree nor agree | 22 |
| Agree | 50 |
| Strongly agree | 24 |
| I try hard on my schoolwork because I am interested in it. | |
| Strongly disagree | 7 |
| Disagree | 24 |
| Neither disagree nor agree | 36 |
| Agree | 26 |
| Strongly agree | 7 |
| I work hard to try to understand new things when doing my schoolwork. | |
| Strongly disagree | 2 |
| Disagree | 9 |
| Neither disagree nor agree | 27 |
| Agree | 46 |
| Strongly agree | 15 |
| I am always trying to do better in my schoolwork. | |
| Strongly disagree | 3 |
| Disagree | 3 |
| Neither disagree nor agree | 18 |
| Agree | 46 |
| Strongly agree | 30 |

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

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

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

| | Grade 7 % |
|--|--------------|
| It is hard for me to stay focused when doing my schoolwork. | |
| Strongly disagree | 8 |
| Disagree | 21 |
| Neither disagree nor agree | 32 |
| Agree | 23 |
| Strongly agree | 16 |

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

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

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

| | Grade 7 % |
|------------------------|--------------|
| School boredom | |
| Low (0-3) | 16 |
| Medium (4-6) | 37 |
| High (7-10) | 47 |
| Value of school | |
| High (0-3) | 61 |
| Medium (4-6) | 22 |
| Low (7-10) | 17 |

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

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

Table A6.12A***School Boredom Profile Groups - 7th Grade***

| | | School is really boring (Grade 7) | | | | | | | | | | |
|---|---------------------------|--------------------------------------|---|---|----------------------------------|------------------------------------|---|------------------------------------|-------------------------------------|---|---|-------------------------|
| | | 0 Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 Strongly Agree |
| School is worthless and a waste of time | Strongly Disagree 0 | Low Boredom & High Value 15% | | | | Mid Boredom & High Value 27% | | | High Boredom & High Value 19% | | | |
| | 1 | | | | | | | | | | | |
| | 2 | | | | | | | | | | | |
| | 3 | | | | | | | | | | | |
| | 4 | Low Boredom & | | | Mid Boredom & Mid Value 6% | | | High Boredom & Mid Value 15% | | | | |
| | 5 | Mid Value [̄] | | | | | | | | | | |
| | 6 | | | | | | | | | | | |
| | 7 | | | | | | | | High Boredom & Low Value 14% | | | |
| | 8 | Low Boredom & | | | Mid Boredom & | | | | | | | |
| | 9 | Low Value [̄] | | | Low Value [̄] | | | | | | | |
| 10 Strongly Agree | | | | | | | | | | | | |

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

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

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

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

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

| | Grade 7 % |
|---|--------------|
| Promotion of parental involvement in school | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 45 |
| Teachers at this school communicate with parents about what students are expected to learn in class. | |
| Strongly disagree | 3 |
| Disagree | 8 |
| Neither disagree nor agree | 37 |
| Agree | 42 |
| Strongly agree | 11 |
| Parents feel welcome to participate at this school. | |
| Strongly disagree | 4 |
| Disagree | 8 |
| Neither disagree nor agree | 48 |
| Agree | 33 |
| Strongly agree | 6 |
| School staff take parent concerns seriously. | |
| Strongly disagree | 4 |
| Disagree | 13 |
| Neither disagree nor agree | 41 |
| Agree | 32 |
| Strongly agree | 10 |

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

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

Table A6.14
Checking Student Progress

| | Grade 7 % |
|---|--------------|
| A teacher or some other adult from my school checks on how I am feeling. | |
| Not at all true | 30 |
| A little true | 29 |
| Pretty much true | 25 |
| Very much true | 16 |

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

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

| | Grade 7 % |
|---|--------------|
| My school is usually clean and tidy. | |
| Strongly disagree | 11 |
| Disagree | 21 |
| Neither disagree nor agree | 38 |
| Agree | 25 |
| Strongly agree | 5 |

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

| | Grade 7 % |
|-----|--------------|
| No | 72 |
| Yes | 28 |

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

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

| | Grade 7 % |
|-----|--------------|
| No | 89 |
| Yes | 11 |

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

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

Table A7.3
Optimism Scale Questions

| | Grade 7 % |
|--|--------------|
| Optimism | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 45 |
| Each day I look forward to having a lot of fun. | |
| Not at all true | 25 |
| A little true | 33 |
| Pretty much true | 26 |
| Very much true | 15 |
| I usually expect to have a good day. | |
| Not at all true | 26 |
| A little true | 28 |
| Pretty much true | 31 |
| Very much true | 15 |
| Overall, I expect more good things to happen to me than bad things. | |
| Not at all true | 30 |
| A little true | 22 |
| Pretty much true | 28 |
| Very much true | 20 |

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

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

Table A7.4
Life Satisfaction Scale Questions

| | Grade 7 % |
|--|--------------|
| Life satisfaction | |
| <i>Average reporting “Satisfied” or “Very satisfied”</i> | 60 |
| <i>I would describe my satisfaction with...</i> | |
| my family life as... | |
| Very dissatisfied | 9 |
| Dissatisfied | 3 |
| A little dissatisfied | 9 |
| A little satisfied | 9 |
| Satisfied | 32 |
| Very satisfied | 39 |
| my friendships as... | |
| Very dissatisfied | 6 |
| Dissatisfied | 2 |
| A little dissatisfied | 6 |
| A little satisfied | 15 |
| Satisfied | 35 |
| Very satisfied | 36 |
| my school experience as... | |
| Very dissatisfied | 12 |
| Dissatisfied | 9 |
| A little dissatisfied | 17 |
| A little satisfied | 27 |
| Satisfied | 21 |
| Very satisfied | 13 |

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

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

Table A7.4
Life Satisfaction Scale Questions – Continued

| | Grade 7 % |
|--|--------------|
| <i>I would describe my satisfaction with...</i> | |
| myself as... | |
| Very dissatisfied | 12 |
| Dissatisfied | 10 |
| A little dissatisfied | 10 |
| A little satisfied | 16 |
| Satisfied | 25 |
| Very satisfied | 28 |
| where I live as... | |
| Very dissatisfied | 8 |
| Dissatisfied | 3 |
| A little dissatisfied | 7 |
| A little satisfied | 12 |
| Satisfied | 30 |
| Very satisfied | 41 |

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

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

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

| | Grade 7 % |
|---|--------------|
| Social emotional distress | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 21 |
| I had a hard time relaxing. | |
| Not at all true | 49 |
| A little true | 31 |
| Pretty much true | 14 |
| Very much true | 7 |
| I felt sad and down. | |
| Not at all true | 50 |
| A little true | 25 |
| Pretty much true | 16 |
| Very much true | 8 |
| I was easily irritated. | |
| Not at all true | 46 |
| A little true | 21 |
| Pretty much true | 19 |
| Very much true | 14 |
| It was hard for me to cope and I thought I would panic. | |
| Not at all true | 73 |
| A little true | 16 |
| Pretty much true | 6 |
| Very much true | 5 |
| It was hard for me to get excited about anything. | |
| Not at all true | 66 |
| A little true | 19 |
| Pretty much true | 7 |
| Very much true | 8 |

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

| | Grade 7 % |
|-------------------------|--------------|
| Very safe | 10 |
| Safe | 35 |
| Neither safe nor unsafe | 42 |
| Unsafe | 7 |
| Very unsafe | 6 |

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

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

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

| | Grade 7 % |
|--|--------------|
| Race, ethnicity, or national origin | |
| 0 times | 86 |
| 1 time | 3 |
| 2 or more times | 11 |
| Religion | |
| 0 times | 95 |
| 1 time | 3 |
| 2 or more times | 2 |
| Gender | |
| 0 times | 96 |
| 1 time | 1 |
| 2 or more times | 3 |
| Because you are gay, lesbian, or bisexual or someone thought you were | |
| 0 times | 93 |
| 1 time | 4 |
| 2 or more times | 3 |
| A physical or mental disability | |
| 0 times | 97 |
| 1 time | 1 |
| 2 or more times | 2 |
| Any of the above five reasons | 23 |

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

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

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

| | Grade 7 % |
|---|--------------|
| You are an immigrant or someone thought you were | |
| 0 times | 96 |
| 1 time | 3 |
| 2 or more times | 2 |
| Any other reason | |
| 0 times | 80 |
| 1 time | 8 |
| 2 or more times | 11 |
| Any harassment | 31 |

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

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

Table A8.3
School Violence Victimization Scale Questions

| | Grade 7 % |
|--|--------------|
| School violence victimization <i>(In-School Only)</i> | |
| <i>Average reporting “1 or more times”</i> | 26 |
| <i>During the past 12 months, how many times on school property have you...</i> | |
| been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? <i>(In-School Only)</i> | |
| 0 times | 73 |
| 1 time | 14 |
| 2 to 3 times | 5 |
| 4 or more times | 7 |
| been afraid of being beaten up? <i>(In-School Only)</i> | |
| 0 times | 79 |
| 1 time | 14 |
| 2 to 3 times | 4 |
| 4 or more times | 4 |
| <i>During the past 12 months, how many times have you...</i> | |
| had mean rumors or lies spread about you? | |
| 0 times | 73 |
| 1 time | 14 |
| 2 to 3 times | 7 |
| 4 or more times | 6 |
| had sexual jokes, comments, or gestures made to you? | |
| 0 times | 79 |
| 1 time | 8 |
| 2 to 3 times | 6 |
| 4 or more times | 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 7 % |
|---|--------------|
| During the past 12 months, how many times on school property have you/did students from your school... | |
| had your property stolen or deliberately damaged? (In-School Only) | |
| 0 times | 85 |
| 1 time | 9 |
| 2 to 3 times | 3 |
| 4 or more times | 2 |
| been made fun of because of your looks or the way you talk? | |
| 0 times | 62 |
| 1 time | 14 |
| 2 to 3 times | 8 |
| 4 or more times | 16 |
| been made fun of, insulted, or called names? | |
| 0 times | 68 |
| 1 time | 11 |
| 2 to 3 times | 8 |
| 4 or more times | 13 |
| 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? | |
| 0 times (never) | 73 |
| 1 time | 14 |
| 2 to 3 times | 10 |
| 4 or more times | 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 7 % |
|--|--------------|
| School violence perpetration | |
| <i>Average reporting “1 or more times”</i> | 5 |
| <i>During the past 12 months, how many times on school property have you...</i> | |
| been in a physical fight? | |
| 0 times | 88 |
| 1 time | 7 |
| 2 to 3 times | 3 |
| 4 or more times | 2 |
| been offered, sold, or given an illegal drug? | |
| 0 times | 93 |
| 1 time | 3 |
| 2 to 3 times | 2 |
| 4 or more times | 2 |
| damaged school property on purpose? | |
| 0 times | 95 |
| 1 time | 3 |
| 2 to 3 times | 1 |
| 4 or more times | 1 |
| carried a gun? | |
| 0 times | 100 |
| 1 time | 0 |
| 2 to 3 times | 0 |
| 4 or more times | 0 |
| carried any other weapon (such as a knife or club)? | |
| 0 times | 97 |
| 1 time | 1 |
| 2 to 3 times | 0 |
| 4 or more times | 1 |

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

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

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

| | Grade 7 % |
|--|--------------|
| <i>During the past 12 months, how many times on school property have you...</i> | |
| been threatened with harm or injury? | |
| 0 times | 93 |
| 1 time | 5 |
| 2 to 3 times | 2 |
| 4 or more times | 0 |
| been threatened or injured with a weapon (gun, knife, club, etc.)? | |
| 0 times | 97 |
| 1 time | 3 |
| 2 to 3 times | 0 |
| 4 or more times | 0 |

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

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

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

| | Grade 7 % |
|--|--------------|
| <i>During the past 12 months, how many times on school property have you...</i> | |
| seen someone carrying a gun, knife, or other weapon? | |
| 0 times | 94 |
| 1 time | 4 |
| 2 to 3 times | 2 |
| 4 or more times | 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 7 % | Table |
|--|--------------|-------|
| Lifetime illicit AOD use to get “high” [⌘] | 15 | A9.2 |
| Lifetime alcohol or drug use | 15 | A9.2 |
| Lifetime marijuana use | 6 | A9.2 |
| Lifetime very drunk or high (7 or more times) | 1 | A9.7 |
| Current alcohol or drug use [¶] | 9 | A9.5 |
| Current marijuana use [¶] | 2 | A9.5 |
| Current heavy drug use [¶] | 3 | A9.5 |
| Current heavy alcohol use (binge drinking) [¶] | 3 | A9.5 |
| Current alcohol or drug use on school property [¶] ^Φ | 5 | A9.8 |
| Harmfulness of occasional marijuana use ^B | 34 | A9.10 |
| Difficulty of obtaining marijuana ^C | 17 | A9.11 |

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

[⌘]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

| | Grade 7 % |
|---|--------------|
| Alcohol | 10 |
| Marijuana | 6 |
| Inhalants | 5 |
| Any other drug, pill, or medicine to get “high” | 3 |
| <i>Any of the above AOD use</i> | 15 |
| <i>Any illicit AOD use to get “high”[^]</i> | 15 |

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

[^]*Excludes prescription pain medication.*

Table A9.3
Lifetime AOD Use

| | Grade 7 % |
|--|--------------|
| Alcohol (one full drink) | |
| 0 times | 90 |
| 1 time | 5 |
| 2 to 3 times | 2 |
| 4 or more times | 3 |
| Marijuana (smoke, vape, eat, or drink) | |
| 0 times | 94 |
| 1 time | 3 |
| 2 to 3 times | 2 |
| 4 or more times | 1 |
| Inhalants | |
| 0 times | 95 |
| 1 time | 1 |
| 2 to 3 times | 1 |
| 4 or more times | 2 |
| Any other drug, pill, or medicine to get “high” or for reasons other than medical | |
| 0 times | 97 |
| 1 time | 1 |
| 2 to 3 times | 1 |
| 4 or more times | 0 |

Question HS A.68-70, 76/MS A.69-71, 73: 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)... 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 7 % |
|---|--------------|
| <i>During your life, how many times have you used marijuana in any of the following ways...</i> | |
| Smoke it? | |
| 0 times | 97 |
| 1 time | 1 |
| 2 to 3 times | 1 |
| 4 or more times | 1 |
| In a vaping device? | |
| 0 times | 96 |
| 1 time | 1 |
| 2 to 3 times | 2 |
| 4 or more times | 1 |
| Eat or drink it in products made with marijuana? | |
| 0 times | 97 |
| 1 time | 1 |
| 2 to 3 times | 1 |
| 4 or more times | 1 |

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

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

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

| | Grade 7 % |
|---|--------------|
| Alcohol (one or more drinks of alcohol) | 5 |
| Binge drinking (5 or more drinks in a row) | 3 |
| Marijuana (smoke, vape, eat, or drink) | 2 |
| Inhalants | 2 |
| Other drug, pill, or medicine to get “high” or for reasons other than medical | 2 |
| <i>Any drug use</i> | 4 |
| <i>Heavy drug use</i> | 3 |
| <i>Any AOD Use</i> | 9 |

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 7 % |
|---|--------------|
| Alcohol (one or more drinks) | |
| 0 days | 95 |
| 1 or 2 days | 3 |
| 3 to 9 days | 1 |
| 10 to 19 days | 0 |
| 20 to 30 days | 1 |
| Binge drinking (5 or more drinks in a row) | |
| 0 days | 97 |
| 1 or 2 days | 1 |
| 3 to 9 days | 1 |
| 10 to 19 days | 0 |
| 20 to 30 days | 1 |
| Marijuana (smoke, vape, eat, or drink) | |
| 0 days | 98 |
| 1 or 2 days | 1 |
| 3 to 9 days | 1 |
| 10 to 19 days | 0 |
| 20 to 30 days | 0 |

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

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

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

| | Grade 7 % |
|--|--------------|
| Very drunk or sick after drinking alcohol | |
| 0 times | 96 |
| 1 to 2 times | 3 |
| 3 to 6 times | 1 |
| 7 or more times | 0 |
| “High” (loaded, stoned, or wasted) from using drugs | |
| 0 times | 96 |
| 1 to 2 times | 3 |
| 3 to 6 times | 1 |
| 7 or more times | 1 |
| <i>Very drunk or “high” 7 or more times</i> | 1 |

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

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

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

| | Grade 7 % |
|--|--------------|
| Alcohol | |
| 0 days | 97 |
| 1 to 2 days | 2 |
| 3 or more days | 1 |
| Marijuana (smoke, vape, eat, or drink) | |
| 0 days | 98 |
| 1 to 2 days | 1 |
| 3 or more days | 0 |
| Any other drug, pill, or medicine to get “high” or for reasons other than medical | |
| 0 days | 100 |
| 1 to 2 days | 0 |
| 3 or more days | 0 |
| Any of the above | 5 |

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

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

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

| | Grade 7 % |
|-----------------|--------------|
| 0 times | 99 |
| 1 to 2 times | 1 |
| 3 to 6 times | 0 |
| 7 or more times | 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***Perceived Harm of AOD Use***

| | Grade 7 % |
|--|--------------|
| Alcohol - drink occasionally | |
| Great | 28 |
| Moderate | 17 |
| Slight | 16 |
| None | 40 |
| Alcohol - 5 or more drinks once or twice a week | |
| Great | 35 |
| Moderate | 16 |
| Slight | 9 |
| None | 39 |
| Marijuana - use occasionally | |
| Great | 34 |
| Moderate | 14 |
| Slight | 13 |
| None | 40 |
| Marijuana - use daily | |
| Great | 45 |
| Moderate | 10 |
| Slight | 6 |
| None | 39 |

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 A9.11***Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

| | Grade 7 % |
|--|--------------|
| Alcohol | |
| Very difficult | 14 |
| Fairly difficult | 6 |
| Fairly easy | 14 |
| Very easy | 12 |
| Don’t know | 55 |
| Marijuana | |
| Very difficult | 17 |
| Fairly difficult | 6 |
| Fairly easy | 8 |
| Very easy | 9 |
| Don’t know | 61 |
| Prescription drugs to get “high” or for reasons other than prescribed | |
| Very difficult | 18 |
| Fairly difficult | 4 |
| Fairly easy | 6 |
| Very easy | 10 |
| Don’t know | 62 |

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

| | Grade 7 % | Table |
|--|--------------|--------|
| Use Prevalence and Patterns | | |
| Ever smoked a whole cigarette | 2 | A10.2 |
| Current cigarette smoking [¶] | 1 | A10.4 |
| Current cigarette smoking at school ^{¶Φ} | 0 | A10.7 |
| Ever tried smokeless tobacco | 2 | A10.2 |
| Current smokeless tobacco use [¶] | 0 | A10.4 |
| Current smokeless tobacco use at school ^{¶Φ} | 0 | A10.7 |
| Ever used vape products | 10 | A10.2 |
| Current use of vape products [¶] | 6 | A10.4 |
| Current tobacco vaping [¶] | 2 | A10.5 |
| Current marijuana vaping [¶] | 2 | A10.5 |
| Current vaping at school ^{¶Φ} | 4 | A10.7 |
| Lifetime tobacco use | 7 | A10.2 |
| Current tobacco use [¶] | 3 | A10.6 |
| Attitudes and Correlates | | |
| Harmfulness of occasional cigarette smoking ^B | 31 | A10.9 |
| Harmfulness of smoking 1 or more packs/day ^B | 41 | A10.9 |
| Harmfulness of vaping occasionally ^B | 30 | A10.10 |
| Harmfulness of vaping several times a day ^B | 48 | A10.10 |
| Difficulty of obtaining cigarettes ^C | 17 | A10.11 |
| Difficulty of obtaining vape products ^C | 11 | A10.11 |
| Anti-Tobacco Policy | | |
| School bans tobacco use and vaping | 53 | A10.12 |

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

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

| | Grade 7 % |
|---|--------------|
| A cigarette, even one or two puffs | |
| 0 times | 96 |
| 1 time | 2 |
| 2 to 3 times | 1 |
| 4 or more times | 0 |
| A whole cigarette | |
| 0 times | 98 |
| 1 time | 1 |
| 2 to 3 times | 1 |
| 4 or more times | 0 |
| Smokeless tobacco | |
| 0 times | 98 |
| 1 time | 1 |
| 2 to 3 times | 1 |
| 4 or more times | 0 |
| Vape products | |
| 0 times | 90 |
| 1 time | 3 |
| 2 to 3 times | 4 |
| 4 or more times | 3 |
| <i>Lifetime tobacco use</i> | |
| No | 93 |
| Yes | 7 |

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

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

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

Table A10.3
Substances Ever Vaped

| | Grade 7 % |
|----------------------------------|--------------|
| Vaped tobacco or nicotine | |
| 0 times | 94 |
| 1 time | 3 |
| 2 to 3 times | 2 |
| 4 or more times | 1 |
| Vaped marijuana or THC | |
| 0 times | 96 |
| 1 time | 1 |
| 2 to 3 times | 1 |
| 4 or more times | 1 |
| Vaped other product | |
| 0 times | 96 |
| 1 time | 1 |
| 2 to 3 times | 2 |
| 4 or more times | 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 7 % |
|--------------------------|--------------|
| Cigarettes | |
| Any | 1 |
| Daily (20 or more days) | 0 |
| Smokeless tobacco | |
| Any | 0 |
| Daily (20 or more days) | 0 |
| Vape products | |
| Any | 6 |
| Daily (20 or more days) | 0 |

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

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

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

| | Grade 7 % |
|----------------------------------|--------------|
| Vaped tobacco or nicotine | |
| 0 days | 98 |
| 1 or 2 days | 1 |
| 3 to 9 days | 0 |
| 10 to 19 days | 1 |
| 20 to 30 days | 0 |
| Vaped marijuana or THC | |
| 0 days | 98 |
| 1 or 2 days | 0 |
| 3 to 9 days | 1 |
| 10 to 19 days | 1 |
| 20 to 30 days | 0 |
| Vaped other product | |
| 0 days | 98 |
| 1 or 2 days | 1 |
| 3 to 9 days | 0 |
| 10 to 19 days | 1 |
| 20 to 30 days | 0 |

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

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

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

| | Grade 7 % |
|-----|--------------|
| No | 97 |
| Yes | 3 |

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

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

Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.7***Current Smoking on School Property, Past 30 Days (In-School Only)***

| | Grade 7 % |
|--------------------------|--------------|
| Cigarettes | |
| 0 days | 100 |
| 1 or 2 days | 0 |
| 3 to 9 days | 0 |
| 10 to 19 days | 0 |
| 20 to 30 days | 0 |
| Smokeless tobacco | |
| 0 days | 100 |
| 1 or 2 days | 0 |
| 3 to 9 days | 0 |
| 10 to 19 days | 0 |
| 20 to 30 days | 0 |
| Vape | |
| 0 days | 96 |
| 1 or 2 days | 3 |
| 3 to 9 days | 1 |
| 10 to 19 days | 0 |
| 20 to 30 days | 0 |

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

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

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

| | Grade 7 % |
|--|--------------|
| Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes | |
| 0 days | 97 |
| 1 day | 2 |
| 2 days | 0 |
| 3-9 days | 0 |
| 10-19 days | 0 |
| 20-30 days | 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***Perceived Harm of Cigarette Smoking***

| | Grade 7 % |
|---|--------------|
| Smoke cigarettes occasionally | |
| Great | 31 |
| Moderate | 18 |
| Slight | 11 |
| None | 40 |
| Smoke 1 or more packs of cigarettes each day | |
| Great | 41 |
| Moderate | 13 |
| Slight | 6 |
| None | 40 |

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 A10.10***Perceived Harm of Using Vape Products***

| | Grade 7 % |
|---|--------------|
| Vape tobacco or nicotine occasionally | |
| Great | 30 |
| Moderate | 20 |
| Slight | 10 |
| None | 39 |
| Vape tobacco or nicotine several times a day (100 puffs or more) | |
| Great | 48 |
| Moderate | 7 |
| Slight | 6 |
| None | 40 |

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 A10.11***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

| | Grade 7 % |
|----------------------|--------------|
| Cigarettes | |
| Very difficult | 17 |
| Fairly difficult | 7 |
| Fairly easy | 10 |
| Very easy | 4 |
| Don't know | 61 |
| Vape products | |
| Very difficult | 11 |
| Fairly difficult | 7 |
| Fairly easy | 14 |
| Very easy | 18 |
| Don't know | 50 |

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 A10.12***School Bans Tobacco Use and Vaping***

| | Grade 7 % |
|------------|--------------|
| No | 6 |
| Yes | 53 |
| Don't know | 40 |

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

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

| | Grade 7 % |
|--------|--------------|
| Never | 56 |
| 1 day | 12 |
| 2 days | 7 |
| 3 days | 3 |
| 4 days | 2 |
| 5 days | 20 |

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

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

Table A11.2

Gang Involvement (In-School Only)

| | Grade 7 % |
|-----|--------------|
| No | 97 |
| Yes | 3 |

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

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

| | Grade 7 % |
|--|--------------|
| School Connectedness^{†#} (<i>In-School Only</i>) | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 46 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 43 |
| School Connectedness^{†ψ} (<i>Remote Only</i>) | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | |
| Academic Motivation[†] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 59 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 72 |

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

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

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

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

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

| | Grade 7 % |
|--|--------------|
| School is really boring[±] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 47 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 39 |
| School is worthless and a waste of time[±] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 17 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 18 |
| Monthly Absences (3 or more) | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 19 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 53 |

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

[±]*Rating of 7 or higher.*

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

| | Grade 7 % |
|--|--------------|
| Maintaining focus on schoolwork[†] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 27 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 50 |
| Caring adult relationships[‡] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 49 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 44 |
| High expectations[‡] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 64 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 60 |

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

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

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

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

| | Grade 7 % |
|--|--------------|
| Meaningful participation[‡] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 16 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 26 |
| Facilities upkeep[†] (<i>In-School Only</i>) | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 27 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 43 |
| Promotion of parental involvement in school[†] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 46 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 33 |

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

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

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

Table A12.2
School Safety by Race/Ethnicity

| | Grade 7 % |
|--|--------------|
| School perceived as very safe or safe (<i>In-School Only</i>) | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 44 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 57 |
| Experienced harassment due to five reasons^{^§} | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 21 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 13 |
| Experienced any harassment or bullying[§] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 30 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 13 |

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

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

[§]Past 12 months.

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

| | Grade 7 % |
|---|--------------|
| Had mean rumors or lies spread about you[§] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 25 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 7 |
| Been afraid of being beaten up[§] (<i>In-School Only</i>) | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 24 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 0 |
| Been in a physical fight[§] (<i>In-School Only</i>) | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 11 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 8 |

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

[§]Past 12 months.

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

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

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

| | Grade 7 % |
|-------------------------------------|--------------|
| Cyberbullying[§] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 25 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 19 |

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

| | Grade 7 % |
|--|--------------|
| Current alcohol or drug use[¶] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 8 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 13 |
| Current tobacco use[¶] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 3 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 0 |
| Current marijuana use[¶] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 2 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 0 |

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

[¶]*Past 30 days.*

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

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

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

[¶]*Past 30 days.*

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

| | Grade 7 % |
|--|--------------|
| Current alcohol use[¶] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 6 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 7 |
| Current alcohol use at school[¶] (<i>In-School Only</i>) | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 4 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 8 |
| Current cigarette smoking[¶] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 0 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 0 |

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

[¶]Past 30 days.

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

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

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

[¶]*Past 30 days.*

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

| | Grade 7 % |
|--|--------------|
| Eating of breakfast | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 56 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 67 |
| Bedtime (at 12 am or later) | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 14 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 12 |

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

[|]*Today.*

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

| | Grade 7 % |
|--|--------------|
| Remote learning frequency (5 days per week)[¶] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | |
| Synchronous instruction (4 days or more)[¶] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | |
| Interest in schoolwork done from home[†] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | |

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

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

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

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

| | Grade 7 % |
|---|--------------|
| Social emotional distress[‡] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 22 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 1 |
| Experienced chronic sadness/hopelessness[§] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 27 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 19 |
| Considered suicide[§] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 11 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 6 |

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

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

[§]*Past 12 months.*

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

| | Grade 7 % |
|--------------------------------------|--------------|
| Optimism[‡] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 46 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 48 |
| Life satisfaction[±] | |
| American Indian or Alaska Native | |
| Asian or Asian American | |
| Black or African American | |
| Hispanic or Latinx | 61 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Multiracial | |
| Something else | 55 |

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

| | Grade 7 % |
|--|--------------|
| School Connectedness^{†#} (<i>In-School Only</i>) | |
| Male | 52 |
| Female | 40 |
| Nonbinary | |
| Something else | |
| School Connectedness^{†ψ} (<i>Remote Only</i>) | |
| Male | |
| Female | |
| Nonbinary | |
| Something else | |
| Academic Motivation[†] | |
| Male | 60 |
| Female | 62 |
| Nonbinary | |
| Something else | |
| School is really boring[±] | |
| Male | 46 |
| Female | 49 |
| Nonbinary | |
| Something else | |
| School is worthless and a waste of time[±] | |
| Male | 23 |
| Female | 11 |
| Nonbinary | |
| Something else | |

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

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

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

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

[±]*Rating of 7 or higher.*

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

| | Grade 7 % |
|--|--------------|
| Monthly Absences (3 or more) | |
| Male | 19 |
| Female | 24 |
| Nonbinary | |
| Something else | 30 |
| Maintaining focus on schoolwork[†] | |
| Male | 33 |
| Female | 24 |
| Nonbinary | |
| Something else | |
| Caring adult relationships[‡] | |
| Male | 50 |
| Female | 47 |
| Nonbinary | |
| Something else | |
| High expectations[‡] | |
| Male | 64 |
| Female | 63 |
| Nonbinary | |
| Something else | |
| Meaningful participation[‡] | |
| Male | 21 |
| Female | 14 |
| Nonbinary | |
| Something else | |

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

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

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

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

| | Grade 7 % |
|--|--------------|
| Facilities upkeep[†] (<i>In-School Only</i>) | |
| Male | 33 |
| Female | 26 |
| Nonbinary | |
| Something else | |
| Promotion of parental involvement in school[†] | |
| Male | 48 |
| Female | 42 |
| Nonbinary | |
| Something else | |

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

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

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

Table A13.2
School Safety by Gender

| | Grade 7 % |
|---|--------------|
| School perceived as very safe or safe (<i>In-School Only</i>) | |
| Male | 52 |
| Female | 41 |
| Nonbinary | |
| Something else | |
| Experienced harassment due to five reasons[^][§] | |
| Male | 23 |
| Female | 23 |
| Nonbinary | |
| Something else | |
| Experienced any harassment or bullying[§] | |
| Male | 30 |
| Female | 33 |
| Nonbinary | |
| Something else | |
| Had mean rumors or lies spread about you[§] | |
| Male | 19 |
| Female | 34 |
| Nonbinary | |
| Something else | |
| Been afraid of being beaten up[§] (<i>In-School Only</i>) | |
| Male | 15 |
| Female | 27 |
| Nonbinary | |
| Something else | |

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

| | Grade 7 % |
|---|--------------|
| Been in a physical fight[§] (<i>In-School Only</i>) | |
| Male | 11 |
| Female | 14 |
| Nonbinary | |
| Something else | |
| Seen a weapon on campus[§] (<i>In-School Only</i>) | |
| Male | 8 |
| Female | 3 |
| Nonbinary | |
| Something else | |

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

| | Grade 7 % |
|----------------------------------|--------------|
| Cyberbullying[§] | |
| Male | 19 |
| Female | 36 |
| Nonbinary | |
| Something else | |

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

| | Grade 7 % |
|--|--------------|
| Current alcohol or drug use[¶] | |
| Male | 3 |
| Female | 15 |
| Nonbinary | |
| Something else | |
| Current tobacco use[¶] | |
| Male | 0 |
| Female | 5 |
| Nonbinary | |
| Something else | |
| Current marijuana use[¶] | |
| Male | 0 |
| Female | 5 |
| Nonbinary | |
| Something else | |
| Current binge drinking[¶] | |
| Male | 0 |
| Female | 5 |
| Nonbinary | |
| Something else | |
| Very drunk or “high” 7 or more times, ever | |
| Male | 0 |
| Female | 2 |
| Nonbinary | |
| Something else | |
| Been drunk or “high” on drugs at school, ever | |
| Male | 1 |
| Female | 2 |
| Nonbinary | |
| Something else | |

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

| | Grade 7 % |
|--|--------------|
| Current alcohol use[¶] | |
| Male | 1 |
| Female | 10 |
| Nonbinary | |
| Something else | |
| Current alcohol use at school[¶] (<i>In-School Only</i>) | |
| Male | 1 |
| Female | 5 |
| Nonbinary | |
| Something else | |
| Current cigarette smoking[¶] | |
| Male | 0 |
| Female | 1 |
| Nonbinary | |
| Something else | |
| Current use of vape products[¶] | |
| Male | 1 |
| Female | 9 |
| Nonbinary | |
| Something else | |
| Current tobacco vaping[¶] | |
| Male | 0 |
| Female | 5 |
| Nonbinary | |
| Something else | |
| Current marijuana vaping[¶] | |
| Male | 0 |
| Female | 5 |
| Nonbinary | |
| Something else | |

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

| | Grade 7 % |
|--|--------------|
| Eating of breakfast[‡] | |
| Male | 65 |
| Female | 47 |
| Nonbinary | |
| Something else | 70 |
| Bedtime (at 12 am or later) | |
| Male | 10 |
| Female | 20 |
| Nonbinary | |
| Something else | 20 |

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

[‡]*Today.*

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

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

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

| | Grade 7 % |
|---|--------------|
| Social emotional distress[‡] | |
| Male | 15 |
| Female | 28 |
| Nonbinary | |
| Something else | |
| Experienced chronic sadness/hopelessness[§] | |
| Male | 17 |
| Female | 38 |
| Nonbinary | |
| Something else | |
| Considered suicide[§] | |
| Male | 4 |
| Female | 17 |
| Nonbinary | |
| Something else | |
| Optimism[‡] | |
| Male | 53 |
| Female | 38 |
| Nonbinary | |
| Something else | |
| Life satisfaction[⊞] | |
| Male | 70 |
| Female | 51 |
| Nonbinary | |
| Something else | |

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

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

[§]*Past 12 months.*

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

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

| | Grade 7 % |
|--|--------------|
| School Connectedness^{†#} (<i>In-School Only</i>) | |
| Less than high school | 53 |
| High school graduate | 47 |
| Some college | 32 |
| College degree | 50 |
| Don't know | 44 |
| School Connectedness^{†ψ} (<i>Remote Only</i>) | |
| Less than high school | |
| High school graduate | |
| Some college | |
| College degree | |
| Don't know | |
| Academic Motivation[†] | |
| Less than high school | 56 |
| High school graduate | 65 |
| Some college | 56 |
| College degree | 60 |
| Don't know | 61 |
| School is really boring[±] | |
| Less than high school | 62 |
| High school graduate | 46 |
| Some college | 22 |
| College degree | 52 |
| Don't know | 45 |

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

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

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

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

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

| | Grade 7 % |
|--|--------------|
| School is worthless and a waste of time[±] | |
| Less than high school | 35 |
| High school graduate | 17 |
| Some college | 6 |
| College degree | 12 |
| Don't know | 15 |
| Monthly Absences (3 or more) | |
| Less than high school | 13 |
| High school graduate | 24 |
| Some college | 0 |
| College degree | 37 |
| Don't know | 23 |
| Maintaining focus on schoolwork[†] | |
| Less than high school | 14 |
| High school graduate | 31 |
| Some college | 41 |
| College degree | 39 |
| Don't know | 24 |
| Caring adult relationships[‡] | |
| Less than high school | 57 |
| High school graduate | 53 |
| Some college | 33 |
| College degree | 59 |
| Don't know | 42 |

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

[±]Rating of 7 or higher.

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

| | Grade 7 % |
|--|--------------|
| High expectations[‡] | |
| Less than high school | 66 |
| High school graduate | 69 |
| Some college | 62 |
| College degree | 76 |
| Don't know | 58 |
| Meaningful participation[‡] | |
| Less than high school | 23 |
| High school graduate | 16 |
| Some college | 13 |
| College degree | 16 |
| Don't know | 18 |
| Facilities upkeep[†] (<i>In-School Only</i>) | |
| Less than high school | 46 |
| High school graduate | 29 |
| Some college | 12 |
| College degree | 26 |
| Don't know | 30 |
| Promotion of parental involvement in school[†] | |
| Less than high school | 46 |
| High school graduate | 52 |
| Some college | 33 |
| College degree | 48 |
| Don't know | 41 |

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

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

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

Table A14.2
School Safety by Parental Education

| | Grade 7 % |
|---|--------------|
| School perceived as very safe or safe (<i>In-School Only</i>) | |
| Less than high school | 59 |
| High school graduate | 47 |
| Some college | 35 |
| College degree | 45 |
| Don't know | 40 |
| Experienced harassment due to five reasons[^][§] | |
| Less than high school | 19 |
| High school graduate | 26 |
| Some college | 29 |
| College degree | 23 |
| Don't know | 19 |
| Experienced any harassment or bullying[§] | |
| Less than high school | 25 |
| High school graduate | 32 |
| Some college | 35 |
| College degree | 37 |
| Don't know | 29 |
| Had mean rumors or lies spread about you[§] | |
| Less than high school | 28 |
| High school graduate | 27 |
| Some college | 13 |
| College degree | 33 |
| Don't know | 25 |

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

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

[§]Past 12 months.

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

| | Grade 7 % |
|---|--------------|
| Been afraid of being beaten up[§] (<i>In-School Only</i>) | |
| Less than high school | 20 |
| High school graduate | 20 |
| Some college | 25 |
| College degree | 14 |
| Don't know | 26 |
| Been in a physical fight[§] (<i>In-School Only</i>) | |
| Less than high school | 11 |
| High school graduate | 16 |
| Some college | 13 |
| College degree | 14 |
| Don't know | 7 |
| Seen a weapon on campus[§] (<i>In-School Only</i>) | |
| Less than high school | 3 |
| High school graduate | 10 |
| Some college | 6 |
| College degree | 10 |
| Don't know | 4 |

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

[§]Past 12 months.

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

| | Grade 7 % |
|----------------------------------|--------------|
| Cyberbullying[§] | |
| Less than high school | 28 |
| High school graduate | 22 |
| Some college | 29 |
| College degree | 21 |
| Don't know | 31 |

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

| | Grade 7 % |
|--|--------------|
| Current alcohol or drug use[¶] | |
| Less than high school | 9 |
| High school graduate | 9 |
| Some college | 22 |
| College degree | 6 |
| Don't know | 6 |
| Current tobacco use[¶] | |
| Less than high school | 0 |
| High school graduate | 2 |
| Some college | 0 |
| College degree | 6 |
| Don't know | 4 |
| Current marijuana use[¶] | |
| Less than high school | 0 |
| High school graduate | 3 |
| Some college | 6 |
| College degree | 3 |
| Don't know | 2 |
| Current binge drinking[¶] | |
| Less than high school | 0 |
| High school graduate | 2 |
| Some college | 17 |
| College degree | 0 |
| Don't know | 3 |

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

| | Grade 7 % |
|--|--------------|
| Very drunk or “high” 7 or more times, ever | |
| Less than high school | 0 |
| High school graduate | 2 |
| Some college | 0 |
| College degree | 3 |
| Don’t know | 0 |
| Been drunk or “high” on drugs at school, ever | |
| Less than high school | 0 |
| High school graduate | 0 |
| Some college | 11 |
| College degree | 3 |
| Don’t know | 1 |
| Current alcohol use[¶] | |
| Less than high school | 3 |
| High school graduate | 5 |
| Some college | 12 |
| College degree | 3 |
| Don’t know | 6 |
| Current alcohol use at school[¶] (<i>In-School Only</i>) | |
| Less than high school | 0 |
| High school graduate | 4 |
| Some college | 6 |
| College degree | 3 |
| Don’t know | 3 |

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

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

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

[¶]Past 30 days.

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

| | Grade 7 % |
|--|--------------|
| Eating of breakfast[‡] | |
| Less than high school | 72 |
| High school graduate | 48 |
| Some college | 61 |
| College degree | 66 |
| Don't know | 56 |
| Bedtime (at 12 am or later) | |
| Less than high school | 18 |
| High school graduate | 18 |
| Some college | 17 |
| College degree | 6 |
| Don't know | 15 |

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

[‡]*Today.*

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

| | Grade 7 % |
|--|--------------|
| Remote learning frequency (5 days per week)[¶] | |
| Less than high school | |
| High school graduate | |
| Some college | |
| College degree | |
| Don't know | |
| Synchronous instruction (4 days or more)[¶] | |
| Less than high school | |
| High school graduate | |
| Some college | |
| College degree | |
| Don't know | |
| Interest in schoolwork done from home[†] | |
| Less than high school | |
| High school graduate | |
| Some college | |
| College degree | |
| Don't know | |
| Meaningful opportunities[‡] | |
| Less than high school | |
| High school graduate | |
| Some college | |
| College degree | |
| Don't know | |

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A14.7
Social and Emotional Health by Parental Education

| | Grade 7 % |
|---|--------------|
| Social emotional distress[‡] | |
| Less than high school | 20 |
| High school graduate | 18 |
| Some college | 29 |
| College degree | 24 |
| Don't know | 20 |
| Experienced chronic sadness/hopelessness[§] | |
| Less than high school | 19 |
| High school graduate | 25 |
| Some college | 41 |
| College degree | 28 |
| Don't know | 28 |
| Considered suicide[§] | |
| Less than high school | 6 |
| High school graduate | 13 |
| Some college | 18 |
| College degree | 14 |
| Don't know | 9 |
| Optimism[‡] | |
| Less than high school | 51 |
| High school graduate | 50 |
| Some college | 48 |
| College degree | 35 |
| Don't know | 43 |
| Life satisfaction[‡] | |
| Less than high school | 61 |
| High school graduate | 68 |
| Some college | 60 |
| College degree | 61 |
| Don't know | 55 |

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

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

[§]*Past 12 months.*

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

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

| | Grade 7 % |
|--|--------------|
| School Connectedness^{†#} (<i>In-School Only</i>) | |
| Not English learner | 46 |
| English learner | 47 |
| Don't know | 43 |
| School Connectedness^{†ψ} (<i>Remote Only</i>) | |
| Not English learner | |
| English learner | |
| Don't know | |
| Academic Motivation[†] | |
| Not English learner | 60 |
| English learner | 63 |
| Don't know | 59 |
| School is really boring[±] | |
| Not English learner | 50 |
| English learner | 47 |
| Don't know | 33 |
| School is worthless and a waste of time[±] | |
| Not English learner | 15 |
| English learner | 20 |
| Don't know | 18 |
| Monthly Absences (3 or more) | |
| Not English learner | 21 |
| English learner | 22 |
| Don't know | 29 |

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

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

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

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

[±]Rating of 7 or higher.

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

| | Grade 7 % |
|--|--------------|
| Maintaining focus on schoolwork[†] | |
| Not English learner | 31 |
| English learner | 25 |
| Don't know | 25 |
| Caring adult relationships[‡] | |
| Not English learner | 49 |
| English learner | 52 |
| Don't know | 42 |
| High expectations[‡] | |
| Not English learner | 64 |
| English learner | 66 |
| Don't know | 62 |
| Meaningful participation[‡] | |
| Not English learner | 16 |
| English learner | 25 |
| Don't know | 10 |
| Facilities upkeep[†] (<i>In-School Only</i>) | |
| Not English learner | 29 |
| English learner | 27 |
| Don't know | 36 |
| Promotion of parental involvement in school[†] | |
| Not English learner | 41 |
| English learner | 51 |
| Don't know | 46 |

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

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

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

Table A15.2***School Safety by English Learner Status***

| | Grade 7 % |
|---|--------------|
| School perceived as very safe or safe <i>(In-School Only)</i> | |
| Not English learner | 43 |
| English learner | 47 |
| Don't know | 51 |
| Experienced harassment due to five reasons^λ | |
| Not English learner | 24 |
| English learner | 20 |
| Don't know | 21 |
| Experienced any harassment or bullying[§] | |
| Not English learner | 32 |
| English learner | 28 |
| Don't know | 32 |
| Had mean rumors or lies spread about you[§] | |
| Not English learner | 29 |
| English learner | 24 |
| Don't know | 22 |
| Been afraid of being beaten up[§] <i>(In-School Only)</i> | |
| Not English learner | 20 |
| English learner | 25 |
| Don't know | 22 |
| Been in a physical fight[§] <i>(In-School Only)</i> | |
| Not English learner | 12 |
| English learner | 12 |
| Don't know | 11 |
| Seen a weapon on campus[§] <i>(In-School Only)</i> | |
| Not English learner | 3 |
| English learner | 11 |
| Don't know | 11 |

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

| | Grade 7 % |
|----------------------------------|--------------|
| Cyberbullying[§] | |
| Not English learner | 29 |
| English learner | 21 |
| Don't know | 29 |

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

| | Grade 7 % |
|---|--------------|
| Current alcohol or drug use[¶] | |
| Not English learner | 8 |
| English learner | 10 |
| Don't know | 8 |
| Current alcohol or drug use[¶] | |
| Not English learner | 4 |
| English learner | 1 |
| Don't know | 2 |
| Current marijuana use[¶] | |
| Not English learner | 2 |
| English learner | 3 |
| Don't know | 0 |
| Current binge drinking[¶] | |
| Not English learner | 2 |
| English learner | 4 |
| Don't know | 5 |
| Very drunk or "high" 7 or more times, ever | |
| Not English learner | 1 |
| English learner | 1 |
| Don't know | 0 |

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

| | Grade 7 % |
|--|--------------|
| Eating of breakfast | |
| Not English learner | 55 |
| English learner | 60 |
| Don't know | 58 |
| Bedtime (at 12 am or later) | |
| Not English learner | 17 |
| English learner | 14 |
| Don't know | 8 |

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

[|]*Today.*

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

| | Grade 7 % |
|--|--------------|
| Remote learning frequency (5 days per week)[¶] | |
| Not English learner | |
| English learner | |
| Don't know | |
| Synchronous instruction (4 days or more)[¶] | |
| Not English learner | |
| English learner | |
| Don't know | |
| Interest in schoolwork done from home[†] | |
| Not English learner | |
| English learner | |
| Don't know | |
| Meaningful opportunities[‡] | |
| Not English learner | |
| English learner | |
| Don't know | |

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

| | Grade 7 % |
|---|--------------|
| Social emotional distress[‡] | |
| Not English learner | 22 |
| English learner | 16 |
| Don't know | 23 |
| Experienced chronic sadness/hopelessness[§] | |
| Not English learner | 29 |
| English learner | 25 |
| Don't know | 29 |
| Considered suicide[§] | |
| Not English learner | 10 |
| English learner | 13 |
| Don't know | 8 |
| Optimism[‡] | |
| Not English learner | 45 |
| English learner | 41 |
| Don't know | 51 |
| Life satisfaction[±] | |
| Not English learner | 62 |
| English learner | 57 |
| Don't know | 55 |

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

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

[§]*Past 12 months.*

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

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

| | Grade 7 % |
|--|--------------|
| School Connectedness^{†#} (<i>In-School Only</i>) | |
| Not currently in English Learner Program | 46 |
| Less than 7 years (EL) | 50 |
| 7 years or more (LTEL) | 33 |
| School Connectedness^{†ψ} (<i>Remote Only</i>) | |
| Not currently in English Learner Program | |
| Less than 7 years (EL) | |
| 7 years or more (LTEL) | |
| Academic Motivation[†] | |
| Not currently in English Learner Program | 60 |
| Less than 7 years (EL) | 62 |
| 7 years or more (LTEL) | 69 |
| School is really boring[±] | |
| Not currently in English Learner Program | 50 |
| Less than 7 years (EL) | 47 |
| 7 years or more (LTEL) | 47 |
| School is worthless and a waste of time[±] | |
| Not currently in English Learner Program | 15 |
| Less than 7 years (EL) | 15 |
| 7 years or more (LTEL) | 40 |
| Monthly Absences (3 or more) | |
| Not currently in English Learner Program | 21 |
| Less than 7 years (EL) | 22 |
| 7 years or more (LTEL) | 20 |

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

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

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

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

[±]Rating of 7 or higher.

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

| | Grade 7 % |
|--|--------------|
| Maintaining focus on schoolwork[†] | |
| Not currently in English Learner Program | 31 |
| Less than 7 years (EL) | 24 |
| 7 years or more (LTEL) | 27 |
| Caring adult relationships[‡] | |
| Not currently in English Learner Program | 49 |
| Less than 7 years (EL) | 48 |
| 7 years or more (LTEL) | 67 |
| High expectations[‡] | |
| Not currently in English Learner Program | 64 |
| Less than 7 years (EL) | 66 |
| 7 years or more (LTEL) | 67 |
| Meaningful participation[‡] | |
| Not currently in English Learner Program | 16 |
| Less than 7 years (EL) | 24 |
| 7 years or more (LTEL) | 29 |
| Facilities upkeep[†] (<i>In-School Only</i>) | |
| Not currently in English Learner Program | 29 |
| Less than 7 years (EL) | 27 |
| 7 years or more (LTEL) | 27 |
| Promotion of parental involvement in school[†] | |
| Not currently in English Learner Program | 41 |
| Less than 7 years (EL) | 54 |
| 7 years or more (LTEL) | 42 |

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

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

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

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

| | Grade 7 % |
|---|--------------|
| School perceived as very safe or safe <i>(In-School Only)</i> | |
| Not currently in English Learner Program | 43 |
| Less than 7 years (EL) | 50 |
| 7 years or more (LTEL) | 36 |
| Experienced harassment due to five reasons^λ | |
| Not currently in English Learner Program | 24 |
| Less than 7 years (EL) | 19 |
| 7 years or more (LTEL) | 21 |
| Experienced any harassment or bullying[§] | |
| Not currently in English Learner Program | 32 |
| Less than 7 years (EL) | 30 |
| 7 years or more (LTEL) | 21 |
| Had mean rumors or lies spread about you[§] | |
| Not currently in English Learner Program | 29 |
| Less than 7 years (EL) | 23 |
| 7 years or more (LTEL) | 29 |
| Been afraid of being beaten up[§] <i>(In-School Only)</i> | |
| Not currently in English Learner Program | 20 |
| Less than 7 years (EL) | 23 |
| 7 years or more (LTEL) | 29 |
| Been in a physical fight[§] <i>(In-School Only)</i> | |
| Not currently in English Learner Program | 12 |
| Less than 7 years (EL) | 11 |
| 7 years or more (LTEL) | 14 |
| Seen a weapon on campus[§] <i>(In-School Only)</i> | |
| Not currently in English Learner Program | 3 |
| Less than 7 years (EL) | 11 |
| 7 years or more (LTEL) | 14 |

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

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

[§]Past 12 months.

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

| | Grade 7 % |
|--|--------------|
| Cyberbullying[§] | |
| Not currently in English Learner Program | 29 |
| Less than 7 years (EL) | 19 |
| 7 years or more (LTEL) | 29 |

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

[§]Past 12 months.

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

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

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

[¶]Past 30 days.

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

| | Grade 7 % |
|--|--------------|
| Been drunk or “high” on drugs at school, ever | |
| Not currently in English Learner Program | 1 |
| Less than 7 years (EL) | 2 |
| 7 years or more (LTEL) | 0 |
| Current alcohol use[¶] | |
| Not currently in English Learner Program | 4 |
| Less than 7 years (EL) | 9 |
| 7 years or more (LTEL) | 7 |
| Current alcohol use at school[¶] (<i>In-School Only</i>) | |
| Not currently in English Learner Program | 2 |
| Less than 7 years (EL) | 4 |
| 7 years or more (LTEL) | 15 |
| Current cigarette smoking[¶] | |
| Not currently in English Learner Program | 1 |
| Less than 7 years (EL) | 0 |
| 7 years or more (LTEL) | 0 |
| Current use of vape products[¶] | |
| Not currently in English Learner Program | 6 |
| Less than 7 years (EL) | 2 |
| 7 years or more (LTEL) | 21 |
| Current tobacco vaping[¶] | |
| Not currently in English Learner Program | 3 |
| Less than 7 years (EL) | 0 |
| 7 years or more (LTEL) | 7 |
| Current marijuana vaping[¶] | |
| Not currently in English Learner Program | 3 |
| Less than 7 years (EL) | 0 |
| 7 years or more (LTEL) | 7 |

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

[¶]Past 30 days.

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

| | Grade 7 % |
|--|--------------|
| Eating of breakfast | |
| Not currently in English Learner Program | 55 |
| Less than 7 years (EL) | 59 |
| 7 years or more (LTEL) | 67 |
| Bedtime (at 12 am or later) | |
| Not currently in English Learner Program | 17 |
| Less than 7 years (EL) | 13 |
| 7 years or more (LTEL) | 20 |

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

[|]*Today.*

Table A16.6

Remote Schooling by English Learner (EL) Program Duration (*Remote Only*)

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

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

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

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

| | Grade 7 % |
|---|--------------|
| Social emotional distress[‡] | |
| Not currently in English Learner Program | 22 |
| Less than 7 years (EL) | 13 |
| 7 years or more (LTEL) | 26 |
| Experienced chronic sadness/hopelessness[§] | |
| Not currently in English Learner Program | 29 |
| Less than 7 years (EL) | 19 |
| 7 years or more (LTEL) | 43 |
| Considered suicide[§] | |
| Not currently in English Learner Program | 10 |
| Less than 7 years (EL) | 9 |
| 7 years or more (LTEL) | 29 |
| Optimism[‡] | |
| Not currently in English Learner Program | 45 |
| Less than 7 years (EL) | 43 |
| 7 years or more (LTEL) | 35 |
| Life satisfaction[±] | |
| Not currently in English Learner Program | 62 |
| Less than 7 years (EL) | 62 |
| 7 years or more (LTEL) | 42 |

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

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

[§]Past 12 months.

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

17. Special Education Breakdowns

Table A17.1

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

| | Grade 7 % |
|--|--------------|
| School Connectedness^{†#} (<i>In-School Only</i>) | |
| No IEP | 46 |
| IEP | 51 |
| Don't know | 48 |
| Prefer not to say | 15 |
| School Connectedness^{†ψ} (<i>Remote Only</i>) | |
| No IEP | |
| IEP | |
| Don't know | |
| Prefer not to say | |
| Academic Motivation[†] | |
| No IEP | 58 |
| IEP | 81 |
| Don't know | 68 |
| Prefer not to say | 61 |
| School is really boring[±] | |
| No IEP | 48 |
| IEP | 36 |
| Don't know | 43 |
| Prefer not to say | 45 |
| School is worthless and a waste of time[±] | |
| No IEP | 16 |
| IEP | 14 |
| Don't know | 20 |
| Prefer not to say | 27 |

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

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

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

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

[±]Rating of 7 or higher.

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

| | Grade 7 % |
|--|--------------|
| Monthly Absences (3 or more) | |
| No IEP | 19 |
| IEP | 31 |
| Don't know | 32 |
| Prefer not to say | 25 |
| Maintaining focus on schoolwork[†] | |
| No IEP | 31 |
| IEP | 38 |
| Don't know | 20 |
| Prefer not to say | 10 |
| Caring adult relationships[‡] | |
| No IEP | 50 |
| IEP | 40 |
| Don't know | 40 |
| Prefer not to say | 61 |
| High expectations[‡] | |
| No IEP | 64 |
| IEP | 62 |
| Don't know | 60 |
| Prefer not to say | 88 |
| Meaningful participation[‡] | |
| No IEP | 15 |
| IEP | 49 |
| Don't know | 17 |
| Prefer not to say | 24 |

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

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

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

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

| | Grade 7 % |
|--|--------------|
| Facilities upkeep[†] (<i>In-School Only</i>) | |
| No IEP | 28 |
| IEP | 38 |
| Don't know | 35 |
| Prefer not to say | 27 |
| Promotion of parental involvement in school[‡] | |
| No IEP | 44 |
| IEP | 51 |
| Don't know | 49 |
| Prefer not to say | 32 |

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

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

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

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

| | Grade 7 % |
|---|--------------|
| School perceived as very safe or safe <i>(In-School Only)</i> | |
| No IEP | 45 |
| IEP | 57 |
| Don't know | 47 |
| Prefer not to say | |
| Experienced harassment due to five reasons[^] | |
| No IEP | 23 |
| IEP | 38 |
| Don't know | 14 |
| Prefer not to say | |
| Experienced any harassment or bullying[§] | |
| No IEP | 32 |
| IEP | 38 |
| Don't know | 22 |
| Prefer not to say | |
| Had mean rumors or lies spread about you[§] | |
| No IEP | 27 |
| IEP | 29 |
| Don't know | 21 |
| Prefer not to say | |
| Been afraid of being beaten up[§] <i>(In-School Only)</i> | |
| No IEP | 24 |
| IEP | 14 |
| Don't know | 15 |
| Prefer not to say | |

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

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

[§]Past 12 months.

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

| | Grade 7 % |
|---|--------------|
| Been in a physical fight[§] (<i>In-School Only</i>) | |
| No IEP | 10 |
| IEP | 36 |
| Don't know | 11 |
| Prefer not to say | |
| Seen a weapon on campus[§] (<i>In-School Only</i>) | |
| No IEP | 6 |
| IEP | 14 |
| Don't know | 2 |
| Prefer not to say | |

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

[§]Past 12 months.

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

| | Grade 7 % |
|----------------------------------|--------------|
| Cyberbullying[§] | |
| No IEP | 30 |
| IEP | 23 |
| Don't know | 16 |
| Prefer not to say | |

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

[§]Past 12 months.

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

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

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

| | Grade 7 % |
|--|--------------|
| Eating of breakfast[‡] | |
| No IEP | 55 |
| IEP | 75 |
| Don't know | 68 |
| Prefer not to say | 25 |
| Bedtime (at 12 am or later) | |
| No IEP | 16 |
| IEP | 13 |
| Don't know | 13 |
| Prefer not to say | 0 |

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

[‡]*Today.*

Table A17.6

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

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

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

[¶]*Past 30 days.*

^{||}*Past 7 days.*

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

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

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

| | Grade 7 % |
|---|--------------|
| Social emotional distress[‡] | |
| No IEP | 21 |
| IEP | 28 |
| Don't know | 17 |
| Prefer not to say | |
| Experienced chronic sadness/hopelessness[§] | |
| No IEP | 30 |
| IEP | 31 |
| Don't know | 18 |
| Prefer not to say | |
| Considered suicide[§] | |
| No IEP | 12 |
| IEP | 0 |
| Don't know | 10 |
| Prefer not to say | |
| Optimism[‡] | |
| No IEP | 45 |
| IEP | 47 |
| Don't know | 49 |
| Prefer not to say | |
| Life satisfaction[‡] | |
| No IEP | 61 |
| IEP | 44 |
| Don't know | 61 |
| Prefer not to say | |

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

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

[§]Past 12 months.

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

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

| | Grade 7 % |
|--|--------------|
| School Connectedness^{†#} (<i>In-School Only</i>) | |
| Home with one or more parent or guardian | 45 |
| Foster home | |
| Homeless | |
| Other living arrangement | 46 |
| School Connectedness^{†ψ} (<i>Remote Only</i>) | |
| Home with one or more parent or guardian | |
| Foster home | |
| Homeless | |
| Other living arrangement | |
| Academic Motivation[†] | |
| Home with one or more parent or guardian | 60 |
| Foster home | |
| Homeless | |
| Other living arrangement | 65 |
| School is really boring[±] | |
| Home with one or more parent or guardian | 48 |
| Foster home | |
| Homeless | |
| Other living arrangement | 42 |
| School is worthless and a waste of time[±] | |
| Home with one or more parent or guardian | 16 |
| Foster home | |
| Homeless | |
| Other living arrangement | 19 |

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

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

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

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

[±] Rating of 7 or higher.

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

| | Grade 7 % |
|--|--------------|
| Monthly Absences (3 or more) | |
| Home with one or more parent or guardian | 19 |
| Foster home | |
| Homeless | |
| Other living arrangement | 38 |
| Maintaining focus on schoolwork[†] | |
| Home with one or more parent or guardian | 29 |
| Foster home | |
| Homeless | |
| Other living arrangement | 29 |
| Caring adult relationships[‡] | |
| Home with one or more parent or guardian | 50 |
| Foster home | |
| Homeless | |
| Other living arrangement | 43 |
| High expectations[‡] | |
| Home with one or more parent or guardian | 64 |
| Foster home | |
| Homeless | |
| Other living arrangement | 63 |
| Meaningful participation[‡] | |
| Home with one or more parent or guardian | 16 |
| Foster home | |
| Homeless | |
| Other living arrangement | 23 |

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

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

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

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

| | Grade 7 % |
|--|--------------|
| Facilities upkeep[†] (<i>In-School Only</i>) | |
| Home with one or more parent or guardian | 28 |
| Foster home | |
| Homeless | |
| Other living arrangement | 38 |
| Promotion of parental involvement in school[†] | |
| Home with one or more parent or guardian | 45 |
| Foster home | |
| Homeless | |
| Other living arrangement | 44 |

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

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

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

Table A18.2
School Safety by Living Situation

| | Grade 7 % |
|---|--------------|
| School perceived as very safe or safe (<i>In-School Only</i>) | |
| Home with one or more parent or guardian | 46 |
| Foster home | |
| Homeless | |
| Other living arrangement | 41 |
| Experienced harassment due to five reasons[^] | |
| Home with one or more parent or guardian | 22 |
| Foster home | |
| Homeless | |
| Other living arrangement | 24 |
| Experienced any harassment or bullying[§] | |
| Home with one or more parent or guardian | 31 |
| Foster home | |
| Homeless | |
| Other living arrangement | 26 |
| Had mean rumors or lies spread about you[§] | |
| Home with one or more parent or guardian | 28 |
| Foster home | |
| Homeless | |
| Other living arrangement | 26 |
| Been afraid of being beaten up[§] (<i>In-School Only</i>) | |
| Home with one or more parent or guardian | 20 |
| Foster home | |
| Homeless | |
| Other living arrangement | 31 |

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

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

[§]Past 12 months.

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

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

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

[§]Past 12 months.

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

| | Grade 7 % |
|--|--------------|
| Cyberbullying[§] | |
| Home with one or more parent or guardian | 29 |
| Foster home | |
| Homeless | |
| Other living arrangement | 18 |

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

| | Grade 7 % |
|--|--------------|
| Current alcohol or drug use[¶] | |
| Home with one or more parent or guardian | 10 |
| Foster home | |
| Homeless | |
| Other living arrangement | 2 |
| Current tobacco use[¶] | |
| Home with one or more parent or guardian | 3 |
| Foster home | |
| Homeless | |
| Other living arrangement | 2 |
| Current marijuana use[¶] | |
| Home with one or more parent or guardian | 3 |
| Foster home | |
| Homeless | |
| Other living arrangement | 0 |
| Current binge drinking[¶] | |
| Home with one or more parent or guardian | 3 |
| Foster home | |
| Homeless | |
| Other living arrangement | 0 |
| Very drunk or “high” 7 or more times, ever | |
| Home with one or more parent or guardian | 1 |
| Foster home | |
| Homeless | |
| Other living arrangement | 0 |
| Been drunk or “high” on drugs at school, ever | |
| Home with one or more parent or guardian | 2 |
| Foster home | |
| Homeless | |
| Other living arrangement | 0 |

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

| | Grade 7 % |
|--|--------------|
| Eating of breakfast[‡] | |
| Home with one or more parent or guardian | 56 |
| Foster home | |
| Homeless | |
| Other living arrangement | 60 |
| Bedtime (at 12 am or later) | |
| Home with one or more parent or guardian | 16 |
| Foster home | |
| Homeless | |
| Other living arrangement | 9 |

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

[‡]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

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

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

Table A18.7
Social and Emotional Health by Living Situation

| | Grade 7 % |
|---|--------------|
| Social emotional distress[‡] | |
| Home with one or more parent or guardian | 20 |
| Foster home | |
| Homeless | |
| Other living arrangement | 23 |
| Experienced chronic sadness/hopelessness[§] | |
| Home with one or more parent or guardian | 28 |
| Foster home | |
| Homeless | |
| Other living arrangement | 26 |
| Considered suicide[§] | |
| Home with one or more parent or guardian | 11 |
| Foster home | |
| Homeless | |
| Other living arrangement | 8 |
| Optimism[‡] | |
| Home with one or more parent or guardian | 44 |
| Foster home | |
| Homeless | |
| Other living arrangement | 52 |
| Life satisfaction[‡] | |
| Home with one or more parent or guardian | 60 |
| Foster home | |
| Homeless | |
| Other living arrangement | 59 |

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

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

[§]*Past 12 months.*

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

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1

Student Sample for AOD Indicators

| Grade 7 | |
|-----------------------------------|-----|
| <i>Student Sample Size</i> | |
| Target sample | 232 |
| Final number | 115 |
| Response Rate | 50% |

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

| | Grade 7 % | Table |
|---|--------------|---------|
| Alcohol Consumption Patterns | | |
| Usually drank until felt it a lot | 0 | B.I.3.3 |
| Driving under the influence experiences | 29 | B.I.3.4 |
| Strong Personal Disapproval of AOD Use | | |
| Having one or two drinks of any alcoholic beverage nearly every day | 39 | B.I.7.1 |
| Trying marijuana once or twice | 39 | B.I.7.1 |
| Using marijuana once a month or more | 47 | 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

Age of Onset – AOD Use

| | Grade 7 % |
|---|--------------|
| Alcohol (one full drink) | |
| Never | 82 |
| 10 years or under | 11 |
| 11-12 years old | 7 |
| 13-14 years old | 0 |
| 15-16 years old | 0 |
| 17 years or older | 0 |
| Marijuana (smoke, vape, eat, or drink) | |
| Never | 91 |
| 10 years or under | 2 |
| 11-12 years old | 6 |
| 13-14 years old | 1 |
| 15-16 years old | 0 |
| 17 years or older | 0 |
| Any other illegal drug or pill to get “high” | |
| Never | 96 |
| 10 years or under | 2 |
| 11-12 years old | 2 |
| 13-14 years old | 1 |
| 15-16 years old | 0 |
| 17 years or older | 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.3.2***Age of Onset – Tobacco Use***

| | Grade 7 % |
|--|--------------|
| Smoked part or all of a cigarette | |
| Never | 96 |
| 10 years or under | 2 |
| 11-12 years old | 2 |
| 13-14 years old | 0 |
| 15-16 years old | 0 |
| 17 years or older | 0 |
| A vape product such as an e-cigarette, vape pen, or mod | |
| Never | 91 |
| 10 years or under | 2 |
| 11-12 years old | 6 |
| 13-14 years old | 1 |
| 15-16 years old | 0 |
| 17 years or older | 0 |

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

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

Table B.I.3.3***Usual Alcohol Consumption Level***

| | Grade 7 % |
|---|--------------|
| I don't drink alcohol | 91 |
| Just enough to feel it a little | 7 |
| Enough to feel it moderately | 2 |
| Until I feel it a lot or get really drunk | 0 |

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

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

Table B.I.3.4
Driving Under the Influence Experiences, Lifetime

| | Grade 7 % |
|---|--------------|
| Have ridden in a car driven by someone who had been using alcohol or drugs | |
| Never | 71 |
| 1 time | 12 |
| 2 times | 3 |
| 3 to 6 times | 6 |
| 7 or more times | 7 |

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

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 7 % |
|--|--------------|
| Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months. | 74 |
| To experiment (try using) | 4 |
| To get high | 2 |
| To have a good time with friends | 4 |
| To fit in with a group you like | 2 |
| Because of boredom | 5 |
| To relax | 4 |
| To get away from problems | 4 |
| Because of anger or frustration | 4 |
| To get through the day | 4 |
| Because it made you feel better | 3 |
| To seek deeper insights and understanding | 1 |
| None of the above | 27 |

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.

5. Supports to Reduce AOD Use

Table B.I.5.1
Talked with Parent About AOD Use, Past 12 Months

| | Grade 7 % |
|-----|--------------|
| No | 68 |
| Yes | 32 |

Question HS B.I.23/MS B.I.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?
Note: Cells are empty if there are less than 10 respondents.

6. Availability

Table B.I.6.1

Sources for Obtaining Alcohol

| | Grade 7 % |
|-------------------------------------|--------------|
| At school | 8 |
| At parties | 12 |
| At concerts or other social events | 4 |
| At their own home | 11 |
| From adults at friends' homes | 8 |
| From friends or another teenager | 11 |
| Get adults to buy it for them | 4 |
| Buy it themselves from a store | 3 |
| At bars, clubs, or gambling casinos | 2 |
| Other | 10 |
| Don't know | 81 |

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

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

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

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

| | Grade 7 % |
|------------------------------------|--------------|
| At school | 11 |
| At parties | 5 |
| At concerts or other social events | 4 |
| At their own home | 8 |
| From an adult acquaintance | 7 |
| From friends or another teenager | 14 |
| Buy it at a marijuana dispensary | 6 |
| At bars or clubs | 1 |
| Other | 6 |
| Don't know | 81 |

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

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

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

7. Influences on ATOD Use

Table B.I.7.1

Personal Disapproval of AOD Use

| | Grade 7 % |
|--|--------------|
| Having one or two drinks of any alcoholic beverage nearly every day | |
| Neither approve nor disapprove | 47 |
| Somewhat disapprove | 13 |
| Strongly disapprove | 39 |
| Trying marijuana once or twice | |
| Neither approve nor disapprove | 49 |
| Somewhat disapprove | 12 |
| Strongly disapprove | 39 |
| Using marijuana once a month or more regularly | |
| Neither approve nor disapprove | 43 |
| Somewhat disapprove | 10 |
| Strongly disapprove | 47 |

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

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

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

| | Grade 7 % |
|--|--------------|
| Take one or two drinks of alcohol nearly every day | |
| Very wrong | 87 |
| Wrong | 11 |
| A little wrong | 1 |
| Not at all wrong | 1 |
| Smoke tobacco | |
| Very wrong | 96 |
| Wrong | 3 |
| A little wrong | 0 |
| Not at all wrong | 1 |
| Use vape products such as e-cigarettes, vape pens, or mods | |
| Very wrong | 95 |
| Wrong | 4 |
| A little wrong | 0 |
| Not at all wrong | 1 |
| Use marijuana (smoke, vape, eat, or drink) | |
| Very wrong | 95 |
| Wrong | 3 |
| A little wrong | 1 |
| Not at all wrong | 1 |
| Use prescription drugs to get high or for reasons other than prescribed | |
| Very wrong | 95 |
| Wrong | 3 |
| A little wrong | 1 |
| Not at all wrong | 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 7 % |
|--|--------------|
| Take one or two drinks of alcohol nearly every day | |
| Very wrong | 58 |
| Wrong | 20 |
| A little wrong | 15 |
| Not at all wrong | 7 |
| Smoke tobacco | |
| Very wrong | 61 |
| Wrong | 20 |
| A little wrong | 11 |
| Not at all wrong | 8 |
| Use vape products such as e-cigarettes, vape pens, or mods | |
| Very wrong | 58 |
| Wrong | 18 |
| A little wrong | 13 |
| Not at all wrong | 11 |
| Use marijuana (smoke, vape, eat, or drink) | |
| Very wrong | 60 |
| Wrong | 20 |
| A little wrong | 10 |
| Not at all wrong | 9 |
| Use prescription drugs to get high or for reasons other than prescribed | |
| Very wrong | 65 |
| Wrong | 17 |
| A little wrong | 10 |
| Not at all wrong | 7 |

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

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

Table B.I.7.4

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

| | Grade 7 % |
|-----|--------------|
| No | 51 |
| Yes | 49 |

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

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

Behavioral Health Module

Form B. Other Behavioral Health Factors

1. Student Sample

Table B.II.1.1

Student Sample on Other Behavioral Health Factors

| | | Grade 7 |
|-----------------------------------|--|---------|
| <i>Student Sample Size</i> | | |
| Target sample | | 232 |
| Final number | | 120 |
| Response Rate | | 52% |

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

| | Grade 7 % | Table |
|---|--------------|----------|
| Behavioral Health Protective Factors | | |
| Emotional safety at school [†] | 46 | B.II.3.2 |
| School co-regulation supports [†] | 42 | B.II.3.3 |
| Home adult co-regulation supports [†] | 58 | B.II.3.4 |
| Peer co-regulation supports [†] | 65 | B.II.3.5 |
| Resilience Assets | | |
| Emotion regulation ^ô | 36 | B.II.4.1 |
| Student Wellness | | |
| Responses to trauma [¶] | 16 | B.II.5.1 |
| Potential Post-Traumatic Stress [¶] | 25 | B.II.5.2 |
| Stress associated health symptoms [*] | 11 | B.II.5.3 |
| Loneliness ^ê | 35 | B.II.5.4 |
| Self-harm [§] | 21 | B.II.5.8 |
| Fasting for 12 hours or more | 27 | B.II.5.7 |
| Trouble sleeping (daily) | 11 | B.II.5.1 |
| Mental Health Supports | | |
| Wanted to get mental health services [§] | 15 | B.II.6.4 |
| Received mental health services [§] | 16 | B.II.6.4 |
| Barriers to receiving services (3 or more) | 31 | B.II.6.5 |

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

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

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

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

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

[§] Past 30 days.

^{*} Past 2 weeks.

^ê Average percent of respondents reporting “Sometimes” or “Often.”

[§] Past 12 months.

3. Behavioral Health Protective Factors

Table B.II.3.1

Perceived Safety at Home and in Neighborhood

| | Grade 7 % |
|---|--------------|
| <i>How safe do you feel...</i> | |
| at home or the place where you live? | |
| Very safe | 61 |
| Safe | 32 |
| Neither safe nor unsafe | 6 |
| Unsafe | 1 |
| Very unsafe | 0 |
| in the neighborhood where you live? | |
| Very safe | 45 |
| Safe | 35 |
| Neither safe nor unsafe | 18 |
| Unsafe | 3 |
| Very unsafe | 0 |

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

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

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

| | Grade 7 % |
|---|--------------|
| Emotional safety at school | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 46 |
| <i>At my school,...</i> | |
| I feel socially accepted. | |
| Not at all true | 16 |
| A little true | 36 |
| Pretty much true | 30 |
| Very much true | 19 |
| I feel that I matter to others. | |
| Not at all true | 25 |
| A little true | 32 |
| Pretty much true | 24 |
| Very much true | 18 |

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

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

Table B.II.3.3

School Co-Regulation Supports Scale Questions

| | Grade 7 % |
|---|--------------|
| School co-regulation supports | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 42 |
| <i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i> | |
| Not at all true | 32 |
| A little true | 29 |
| Pretty much true | 21 |
| Very much true | 18 |
| <i>would be helpful to me if I came to school upset.</i> | |
| Not at all true | 36 |
| A little true | 23 |
| Pretty much true | 23 |
| Very much true | 17 |
| <i>makes me feel good about myself.</i> | |
| Not at all true | 25 |
| A little true | 30 |
| Pretty much true | 22 |
| Very much true | 23 |

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

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

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

| | Grade 7 % |
|---|--------------|
| Home adult co-regulation supports | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 58 |
| <i>In my home, there is a parent or some other adult who... talks with me about my problems.</i> | |
| Not at all true | 21 |
| A little true | 28 |
| Pretty much true | 20 |
| Very much true | 32 |
| <i>helps me when I am upset.</i> | |
| Not at all true | 20 |
| A little true | 21 |
| Pretty much true | 27 |
| Very much true | 32 |
| <i>makes me feel good about myself.</i> | |
| Not at all true | 20 |
| A little true | 16 |
| Pretty much true | 30 |
| Very much true | 34 |

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

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

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

| | Grade 7 % |
|---|--------------|
| Peer co-regulation supports | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 65 |
| <i>I have a friend my age who...</i> | |
| talks with me about my problems. | |
| Not at all true | 19 |
| A little true | 20 |
| Pretty much true | 31 |
| Very much true | 29 |
| helps me when I am upset. | |
| Not at all true | 16 |
| A little true | 19 |
| Pretty much true | 33 |
| Very much true | 31 |
| makes me feel good about myself. | |
| Not at all true | 15 |
| A little true | 14 |
| Pretty much true | 33 |
| Very much true | 38 |

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

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

4. Resilience Assets

Table B.II.4.1

Emotion Regulation Scale Questions

| | Grade 7 % |
|--|--------------|
| Emotion regulation | |
| <i>Average reporting the top two response categories^o</i> | 36 |
| When everybody around you gets angry, how relaxed can you stay? | |
| Not relaxed at all | 11 |
| Slightly relaxed | 33 |
| Somewhat relaxed | 25 |
| Quite relaxed | 24 |
| Extremely relaxed | 8 |
| How often are you able to control your emotions when you need to? | |
| Almost never | 10 |
| Once in a while | 14 |
| Sometimes | 31 |
| Frequently | 26 |
| Almost always | 20 |
| When things go wrong for you, how calm are you able to remain? | |
| Not calm at all | 12 |
| Slightly calm | 27 |
| Somewhat calm | 32 |
| Quite calm | 21 |
| Extremely calm | 8 |

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

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

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

5. Student Wellness

Table B.II.5.1

Responses to Trauma Scale Questions

| | Grade 7 % |
|---|--------------|
| Responses to trauma | |
| <i>Average reporting “2-3 times a week” or “Almost every day”</i> | 16 |
| <i>During the past 30 days,...</i> | |
| I got upset easily or got into arguments or physical fights. | |
| Never | 63 |
| 1-3 times a month | 20 |
| 1-2 times a week | 11 |
| 2-3 times a week | 4 |
| Almost every day | 3 |
| I had trouble concentrating or paying attention. | |
| Never | 43 |
| 1-3 times a month | 18 |
| 1-2 times a week | 15 |
| 2-3 times a week | 12 |
| Almost every day | 13 |
| I had trouble feeling happiness or love. | |
| Never | 62 |
| 1-3 times a month | 19 |
| 1-2 times a week | 6 |
| 2-3 times a week | 5 |
| Almost every day | 8 |

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

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

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

| | Grade 7 % |
|---|--------------|
| During the past 30 days,... | |
| I felt alone even when I was around other people. | |
| Never | 56 |
| 1-3 times a month | 20 |
| 1-2 times a week | 8 |
| 2-3 times a week | 8 |
| Almost every day | 8 |
| I had trouble going to sleep, woke up often, or had trouble getting back to sleep. | |
| Never | 48 |
| 1-3 times a month | 18 |
| 1-2 times a week | 14 |
| 2-3 times a week | 9 |
| Almost every day | 11 |

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

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

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

| | Grade 7 % |
|----------------------|--------------|
| Minimal PTS Symptoms | 40 |
| Mild PTS Symptoms | 36 |
| Potential PTS | 25 |

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

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

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

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

| | Grade 7 % |
|---|--------------|
| Stress associated health symptoms | |
| <i>Average reporting “A lot” or “A whole lot”</i> | 11 |
| <i>In the last 2 weeks, how much were you bothered by the following physical problems?</i> | |
| Stomachaches | |
| Not at all | 42 |
| A little | 27 |
| Some | 20 |
| A lot | 7 |
| A whole lot | 4 |
| Headaches | |
| Not at all | 45 |
| A little | 19 |
| Some | 18 |
| A lot | 11 |
| A whole lot | 6 |
| Pains in your lower back | |
| Not at all | 51 |
| A little | 25 |
| Some | 14 |
| A lot | 8 |
| A whole lot | 2 |

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

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

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

| | Grade 7 % |
|---|--------------|
| <i>In the last 2 weeks, how much were you bothered by the following physical problems?</i> | |
| Feeling faint or dizzy | |
| Not at all | 58 |
| A little | 22 |
| Some | 8 |
| A lot | 4 |
| A whole lot | 8 |
| Heart beating too fast (even when you are not exercising) | |
| Not at all | 75 |
| A little | 12 |
| Some | 8 |
| A lot | 1 |
| A whole lot | 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 7 % |
|--|--------------|
| Loneliness | |
| <i>Average reporting “Sometimes” or “Often”</i> | 35 |
| How often do you feel lonely? | |
| Never | 36 |
| Rarely | 30 |
| Sometimes | 23 |
| Often | 11 |
| How often do you feel that you are no longer close to anyone? | |
| Never | 43 |
| Rarely | 21 |
| Sometimes | 25 |
| Often | 11 |

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

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

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

| | Grade 7 % |
|------------------------------------|--------------|
| Very dissatisfied | 14 |
| Dissatisfied | 14 |
| Neither dissatisfied nor satisfied | 39 |
| Satisfied | 22 |
| Very satisfied | 12 |

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

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

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

| | Grade 7 % |
|---|--------------|
| Which of the following are you trying to do about your weight? | |
| Lose weight | 55 |
| Gain weight | 10 |
| Stay the same weight | 17 |
| I am not trying to do anything about my weight | 17 |

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

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

Table B.II.5.7
Disordered Eating Behavior

| | Grade 7 % |
|---|--------------|
| During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight: | |
| Exercise | |
| No | 31 |
| Yes | 69 |
| Eat less food, fewer calories, or foods low in fat | |
| No | 44 |
| Yes | 56 |
| Go without eating for 12 hours or more | |
| No | 73 |
| Yes | 27 |
| Take diet pills, powders, or liquids without a doctor's advice | |
| No | 92 |
| Yes | 8 |
| Vomit or take laxatives | |
| No | 95 |
| Yes | 5 |

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

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

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

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

| | Grade 7 % |
|-----------------|--------------|
| 0 times | 79 |
| 1 time | 6 |
| 2 or 3 times | 6 |
| 4 or 5 times | 4 |
| 6 or more times | 5 |

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

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

6. Mental Health Supports

Table B.II.6.1

Availability of Mental Health Supports at School, Past Year

| | Grade 7 % |
|--------------|--------------|
| No | 76 |
| Yes | 12 |
| I don't know | 12 |

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

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

| | Grade 7 % |
|--|--------------|
| <i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i> | |
| talk to a teacher or another adult from your school? | 24 |
| talk to your parents or someone else in your family? | 54 |
| get help from a counselor or therapist? | 17 |
| talk to your friends? | 58 |
| be afraid to get help? | 22 |
| not know what to do? | 36 |

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

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

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

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

| | Grade 7 % |
|---|--------------|
| <i>If someone my age felt very sad, stressed, lonely, or depressed,...</i> | |
| <i>talking to an adult could help them feel better.</i> | |
| Strongly disagree | 16 |
| Disagree | 16 |
| Agree | 53 |
| Strongly agree | 16 |
| <i>kids at my school would be nice to them.</i> | |
| Strongly disagree | 18 |
| Disagree | 40 |
| Agree | 32 |
| Strongly agree | 10 |

Question HS/MS B.II.35, 36: If someone my age felt very sad, stressed, lonely, or depressed,... talking to an adult could help them feel better.... kids at my school would be nice to them.

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

Table B.II.6.4***Mental Health Services Usage, Past Year***

| | Grade 7 % |
|---|--------------|
| <i>In the past year,...</i> | |
| did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed? | |
| No | 72 |
| Yes | 15 |
| I don't know | 13 |
| did you get help from a counselor or therapist when you needed it? | |
| Does not apply, I didn't need help | 62 |
| No, I didn't get help when I needed it | 22 |
| Yes, I got help when I needed it | 16 |
| where did you get help from a counselor or therapist? (Mark All That Apply.)[#] | |
| Nowhere | 0 |
| At school (in person, by phone, or online) | 69 |
| From a counselor or therapist not from my school (in person, by phone, or online) | 38 |
| Somewhere else | 6 |
| I don't know | 19 |

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

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

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

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

| | Grade 7 % |
|---|--------------|
| I would not know where to go for help | 39 |
| There isn't anyone I can talk to | 13 |
| They wouldn't understand | 20 |
| People would think there's something wrong with me | 23 |
| My parents might find out | 26 |
| Other students might find out | 16 |
| I wouldn't have a way to pay for it | 10 |
| I wouldn't want to talk to a counselor or therapist | 27 |
| Other reasons | 20 |
| Does not apply, none of these things would stop you from talking to a counselor or therapist. | 36 |
| <i>Three or more barriers</i> | 31 |

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

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

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

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

| | Grade 7 % |
|--|--------------|
| I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed. | |
| Strongly disagree | 28 |
| Disagree | 18 |
| Agree | 39 |
| Strongly agree | 15 |
| People at my school talk openly about mental health. | |
| Strongly disagree | 31 |
| Disagree | 40 |
| Agree | 22 |
| Strongly agree | 7 |
| My school encourages students to take care of their mental health. | |
| Strongly disagree | 21 |
| Disagree | 15 |
| Agree | 47 |
| Strongly agree | 17 |

Question HS/MS B.II.32-34: How strongly do you agree or disagree with the following statements?... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.

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