

CALIFORNIA HEALTHY KIDS SURVEY



Redwood High Secondary 2021-2022 Main Report

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

Hilva Chan
California Department of Education
School Health and Safety Office
Educator Excellence and Equity Division
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

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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 2021-22 *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), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). 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 Regional Centers offer 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 includes 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.

What's New? Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CHKS still contains skip logic to direct students to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. In addition, questions asking about students' social and emotional distress and optimism about the future have been retained and life satisfaction items have been added to the Core Module to assess student wellness. The new content assessed by the Core Module includes the following:

- boredom at school;
- life satisfaction;
- perceived harm of occasional and frequent vaping of tobacco/nicotine;
- perceived difficulty of obtaining prescription drugs; and
- frequency of vaping specific substances (tobacco or nicotine, marijuana or THC, other).

In addition, display logic has been added to the survey so that all students are not asked questions that are not applicable to them (e.g., cessation attempts are only asked of students who had used substances in their lifetime). To reduce survey burden, items assessing self-efficacy, problem solving, self-awareness, gratitude, and adult and peer caring relationships have been moved back to the Social Emotional Health Module (SEHM).

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.

Racial/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

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 Module, trends over time, and disparities in survey outcomes across subgroups. Group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students (before 2021-22), and foster youth – three important LCAP priority groups. 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 now also purchase a two-year subscription to a password protected, private data dashboard that displays up to eight 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 afterschool participation; 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).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *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).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional

competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.

- **Helpful Resources for Local Control and Accountability Plans** describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The **California Safe and Supportive Schools Newsletter** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- 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/docs/calschls-crosswalk.pdf) 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 Regional Centers. 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 Regional Center 888.841.7536 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/docs/calschls-crosswalk.pdf) 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_1719.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 Regional Center 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 Regional Center (888.841.7536) 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 through the CalSCHLS Regional Centers 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 Cards

In addition to this school-level report with all the survey results, a short, user-friendly, graphic **School Climate Report Card** is also available. The School Climate Report Card provides results across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data).

Disaggregated Reports

The staff of the CalSCHLS Regional Centers 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 (888.841.7536) 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 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. Alcohol and Other Drugs (AOD) Module	X
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module	
E. District Afterschool Module (DASM)	
F. Drug-Free Communities (DFC) Module	X
G. Gang Risk Awareness Module (GRAM)	
H. Gender Identity & Sexual Orientation-Based Harassment Module	
I. Mental Health Supports Module	X
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	X
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco Module	
R. Trauma Informed Care Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	467	506	499	491
Final number	390	382	329	286
Response Rate	84%	75%	66%	58%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	388	381	325	286
Remote learning only	2	1	4	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	69	68	67	65	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	68	64	69	64	A6.4
School is really boring [±]	54	54	47	61	A6.11
School is worthless and a waste of time [±]	19	19	16	18	A6.11
Monthly Absences (3 or more)	10	14	9	18	A6.2
Maintaining focus on schoolwork [†]	30	26	27	25	A6.10
Caring adult relationships [‡]	64	67	70	71	A6.4
High expectations-adults in school [‡]	75	77	79	77	A6.4
Meaningful participation [‡]	31	33	37	31	A6.4
Facilities upkeep ^{†Φ}	57	53	61	62	A6.14
Promotion of parental involvement in school [†]	54	46	48	42	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	75	77	82	79	A8.1
Experienced any harassment or bullying [§]	28	20	29	24	A8.2
Had mean rumors or lies spread about you [§]	27	23	30	29	A8.3
Been afraid of being beaten up ^{§Φ}	10	9	8	5	A8.3
Been in a physical fight ^{§Φ}	7	4	5	4	A8.4
Seen a weapon on campus ^{§Φ}	6	6	7	8	A8.6
Cyberbullying [§]	23	23	25	18	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.

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

[±]Rating of 6 or higher.

^ΦIn-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 Learning, and Student Well-Being**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Substance Use					
Current alcohol or drug use [¶]	19	29	39	57	A9.5
Current marijuana use [¶]	10	16	23	29	A9.5
Current binge drinking [¶]	11	13	21	36	A9.5
Very drunk or “high” 7 or more times, ever	10	13	20	31	A9.7
Been drunk or “high” on drugs at school, ever	8	10	12	13	A9.9
Current cigarette smoking [¶]	4	4	6	4	A10.4
Current vaping [¶]	8	13	16	18	A10.4
Current tobacco vaping [¶]	7	10	14	14	A10.5
Current marijuana vaping [¶]	5	10	12	13	A10.5
Routines					
Eating of breakfast [‡]	76	75	72	66	A4.1
Bedtime (at 12 am or later)	21	24	29	42	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶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 [‡]	28	30	35	36	A7.5
Experienced chronic sadness/hopelessness [§]	31	30	35	32	A7.1
Considered suicide [§]	14	13	16	12	A7.2
Optimism [‡]	52	50	50	49	A7.3
Life satisfaction [‡]	68	66	65	58	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
In-School Model	99	100	99	100
Remote Learning Model	1	0	1	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	49	42	48	49
Female	48	54	48	49
Nonbinary	1	2	3	1
Something else	2	2	1	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	72	74	71	75
Lesbian or Gay	4	4	3	4
Bisexual	11	9	12	11
Something else	4	4	5	3
Not sure	7	6	4	4
Decline to respond	2	3	4	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	93	92	93	95
Yes, I am transgender	3	2	3	1
I am not sure if I am transgender	2	3	2	1
Decline to respond	2	3	2	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native, non-Hispanic	0	1	0	0
Asian or Asian American, non-Hispanic	8	4	7	8
Black or African American, non-Hispanic	1	0	1	1
Hispanic or Latinx	16	15	19	13
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0
White, non-Hispanic	60	69	61	67
Multiracial, non-Hispanic	10	8	8	9
Something else, non-Hispanic	4	3	3	2

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

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

Table A3.6***Living Situation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	96	97	97	97
Other relative's home	1	0	1	0
A home with more than one family	2	2	0	0
Friend's home	0	0	0	1
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	1	1	1	1

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

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

Table A3.7***Highest Education of Parents***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	3	4	7	4
Graduated from high school	3	3	3	4
Attended college but did not complete four-year degree	3	4	6	4
Graduated from college	87	85	82	86
Don't know	4	4	3	2

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 A3.8***Language Spoken at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	86	90	87	89
Spanish	5	5	7	3
Mandarin	2	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	0	0	1
Vietnamese	0	0	0	0
Korean	1	0	0	0
Arabic	0	0	0	0
Other	6	5	5	6

Question HS/MS A.14: What language is spoken most of the time in your home?

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

Table A3.9***English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How well do you...</i>				
understand English?				
Very well	85	76	74	81
Well	15	21	17	16
Not well	0	3	5	3
Not at all	0	0	5	0
speak English?				
Very well	75	78	66	77
Well	19	19	24	13
Not well	4	3	7	10
Not at all	2	0	2	0
read English?				
Very well	74	69	71	74
Well	25	25	20	23
Not well	0	6	7	3
Not at all	2	0	2	0
write English?				
Very well	60	69	63	65
Well	36	28	27	32
Not well	4	3	7	3
Not at all	0	0	2	0
<i>English Language Proficiency Status</i>				
Proficient	72	69	63	71
Not proficient	28	31	37	29

Question HS/MS A.14, 14A-14D: 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 A3.10***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	70	82	88	86
1 day	2	2	1	0
2 days	2	1	2	1
3 days	3	2	1	3
4 days	3	2	2	1
5 days	20	11	6	8

Question HS/MS A.21: 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 A3.11***Military Connections***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	96	98	97	97
Yes	2	1	2	2
Don't know	1	1	2	1

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

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	24	25	28	34
Yes	76	75	72	66

Question HS/MS A.16: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Before 7:00 pm	1	1	1	1
7:00-7:59 pm	0	0	0	0
8:00-8:59 pm	2	2	0	0
9:00-9:59 pm	14	8	7	5
10:00-10:59 pm	36	30	27	18
11:00-11:59 pm	27	35	36	33
12:00-12:59 am	12	16	19	26
After 1:00 am	9	8	11	16
<i>Bedtime at 12 am or later</i>	21	24	29	42

Question HS/MS A.15: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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.22, 24, 25: 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 Learning (Remote Only)

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Not at all true				
A little true				
Pretty much true				
Very much true				

Question HS/MS A.53: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree				
Disagree				
Neither disagree nor agree				
Agree				
Strongly agree				

Question HS/MS A.44: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	56	46	43	48
A's and B's	31	32	33	33
Mostly B's	6	8	10	8
B's and C's	5	9	8	8
Mostly C's	1	2	3	1
C's and D's	1	2	1	1
Mostly D's	0	1	1	0
Mostly F's	0	1	0	0

Question HS/MS A.27: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2

Absences, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	57	51	56	42
1 day	21	21	22	22
2 days	12	13	14	18
3 or more days	10	14	9	18

Question HS/MS A.17, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	52	48	52	38
Illness (feeling physically sick), including problems with breathing or your teeth	30	32	30	43
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	2	1	1
Felt very sad, hopeless, anxious, stressed, or angry	9	13	17	16
Didn't get enough sleep	11	17	17	20
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1	0
Had to take care of or help a family member or friend	3	2	3	3
Wanted to spend time with friends	1	3	2	6
Used alcohol or drugs	2	2	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	4	10	11	14
Were bored or uninterested in school	5	7	7	14
Had no transportation to school <i>(In-School Only)</i>	1	1	1	1
Other reason	17	15	10	16

Question HS/MS A.28, 30: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-school only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports	57	59	62	60	
Caring adults in school [‡]	64	67	70	71	A6.5
High expectations-adults in school [‡]	75	77	79	77	A6.6
Meaningful participation at school [‡]	31	33	37	31	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	69	68	67	65	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	68	64	69	64	A6.9
Promotion of parental involvement in school [†]	54	46	48	42	A6.12

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

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

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	67	70	71
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	10	7	7	7
A little true	29	32	26	26
Pretty much true	38	36	37	33
Very much true	22	26	29	34
<i>who notices when I’m not there.</i>				
Not at all true	9	11	10	9
A little true	26	22	27	18
Pretty much true	40	41	33	38
Very much true	25	26	30	34
<i>who listens to me when I have something to say.</i>				
Not at all true	8	7	4	5
A little true	24	21	17	21
Pretty much true	42	42	44	39
Very much true	26	30	35	35

Question HS/MS A.51, 54, 57: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	77	79	77
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	9	5	4	7
A little true	20	20	20	22
Pretty much true	44	42	44	38
Very much true	27	33	33	34
<i>who always wants me to do my best.</i>				
Not at all true	6	2	2	3
A little true	13	15	15	14
Pretty much true	43	42	42	38
Very much true	38	41	42	44
<i>who believes that I will be a success.</i>				
Not at all true	11	6	4	5
A little true	17	21	19	19
Pretty much true	41	43	40	36
Very much true	31	30	37	41

Question HS/MS A.52, 55, 58: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	33	37	31
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	9	8	8	11
A little true	31	32	29	35
Pretty much true	39	42	41	32
Very much true	20	19	21	22
I help decide things like class activities or rules.				
Not at all true	40	37	37	41
A little true	35	35	34	35
Pretty much true	16	20	18	15
Very much true	9	8	11	9
I do things that make a difference.				
Not at all true	26	24	24	25
A little true	42	42	37	39
Pretty much true	23	26	27	25
Very much true	9	9	13	12
I have a say in how things work.				
Not at all true	37	37	32	40
A little true	39	37	37	35
Pretty much true	16	19	22	17
Very much true	8	7	8	8
I help decide school activities or rules.				
Not at all true	57	53	56	58
A little true	26	29	23	24
Pretty much true	12	13	14	10
Very much true	6	5	7	8

Question HS/MS A.59-68: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness[#] (In-School Only)				
Average reporting “Agree” or “Strongly agree”	69	68	67	65
School connectedness^ψ (Remote Only)				
Average reporting “Agree” or “Strongly agree”				
I feel close to people at/from this school.				
Strongly disagree	3	4	3	6
Disagree	6	6	8	8
Neither disagree nor agree	16	17	16	19
Agree	46	46	47	43
Strongly agree	29	28	26	24
I am happy with/to be at this school.				
Strongly disagree	5	4	5	6
Disagree	8	8	9	12
Neither disagree nor agree	22	23	25	24
Agree	46	46	43	42
Strongly agree	19	18	18	16
I feel like I am part of this school.				
Strongly disagree	5	3	3	5
Disagree	7	10	8	12
Neither disagree nor agree	27	29	31	27
Agree	44	44	44	40
Strongly agree	16	15	14	16

Question HS/MS A.31-38: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	2	4	3	4
Disagree	8	4	10	9
Neither disagree nor agree	18	21	23	23
Agree	55	54	47	48
Strongly agree	17	16	17	16
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	3	3	2	3
Disagree	4	4	4	3
Neither disagree nor agree	18	18	17	16
Agree	53	56	50	53
Strongly agree	22	19	26	25

Question HS/MS A.36-38 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	68	64	69	64
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	3	1	2
Disagree	2	2	4	3
Neither disagree nor agree	13	16	13	13
Agree	43	45	39	49
Strongly agree	40	34	43	33
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	8	8	7	6
Disagree	18	17	18	22
Neither disagree nor agree	29	34	28	35
Agree	30	30	34	29
Strongly agree	15	13	14	8
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	4	4	1	3
Disagree	9	6	8	8
Neither disagree nor agree	18	26	21	21
Agree	46	47	45	52
Strongly agree	23	18	25	15
I am always trying to do better in my schoolwork.				
Strongly disagree	3	3	2	3
Disagree	5	4	3	7
Neither disagree nor agree	17	22	18	22
Agree	45	43	46	48
Strongly agree	31	27	32	21

Question HS/MS A.45-48: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	7	6	4	5
Disagree	23	20	23	20
Neither disagree nor agree	22	25	17	17
Agree	33	30	31	35
Strongly agree	15	18	25	22

Question HS/MS A.43: 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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring.				
0 (Strongly disagree)	2	3	2	2
1	3	3	2	1
2	6	4	8	5
3	9	10	12	6
4	11	12	10	9
5	17	16	19	17
6	13	14	12	16
7	12	13	13	19
8	10	11	10	12
9	5	4	4	5
10 (Strongly agree)	14	12	9	10
School is worthless and a waste of time.				
0 (Strongly disagree)	27	21	24	17
1	10	14	13	10
2	15	16	15	23
3	13	14	14	16
4	7	6	6	6
5	9	10	13	10
6	3	3	4	6
7	5	4	6	5
8	4	3	1	2
9	2	1	2	2
10 (Strongly agree)	5	8	2	3

Question HS/MS A.49, 50: 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 A6.12***Promotion of Parental Involvement Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	54	46	48	42
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	5	5	5	7
Disagree	9	12	19	19
Neither disagree nor agree	32	37	30	34
Agree	43	36	36	34
Strongly agree	12	9	11	7
Parents feel welcome to participate at this school.				
Strongly disagree	3	3	3	4
Disagree	8	8	10	9
Neither disagree nor agree	37	45	41	47
Agree	41	35	36	31
Strongly agree	10	9	11	9
School staff take parent concerns seriously.				
Strongly disagree	2	4	3	6
Disagree	6	9	9	12
Neither disagree nor agree	35	38	38	35
Agree	45	37	39	35
Strongly agree	12	12	11	11

Question HS/MS A.40-42: 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 A6.13**Checking Student Progress**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	24	17	25	19
A little true	33	29	32	34
Pretty much true	25	32	25	21
Very much true	18	22	18	26

Question HS/MS A.56: 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 A6.14**Quality of School Physical Environment (In-School Only)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	5	4	3	4
Disagree	11	13	10	13
Neither disagree nor agree	27	31	26	21
Agree	46	43	47	51
Strongly agree	11	10	15	11

Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	69	70	65	68
Yes	31	30	35	32

Question HS A.157/MS A.150: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	86	87	84	88
Yes	14	13	16	12

Question HS A.158/MS A.151: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3***Optimism Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	52	50	50	49
Each day I look forward to having a lot of fun.				
Not at all true	19	19	17	20
A little true	32	33	39	35
Pretty much true	34	35	28	29
Very much true	15	13	15	16
I usually expect to have a good day.				
Not at all true	22	17	16	19
A little true	27	36	35	35
Pretty much true	35	33	36	31
Very much true	15	14	13	15
Overall, I expect more good things to happen to me than bad things.				
Not at all true	22	17	15	18
A little true	20	26	26	27
Pretty much true	36	37	38	36
Very much true	22	20	21	19

Question HS A.164-166/MS A.157-159: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	68	66	65	58
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	4	4	2	6
Dissatisfied	6	5	8	9
A little dissatisfied	8	7	10	10
A little satisfied	10	14	10	12
Satisfied	40	42	37	37
Very satisfied	31	28	31	27
my friendships as...				
Very dissatisfied	4	3	1	4
Dissatisfied	3	4	4	3
A little dissatisfied	5	8	9	8
A little satisfied	15	14	14	18
Satisfied	46	43	41	41
Very satisfied	27	28	31	26
my school experience as...				
Very dissatisfied	6	5	4	6
Dissatisfied	7	7	11	10
A little dissatisfied	11	15	13	17
A little satisfied	23	25	30	26
Satisfied	38	37	32	31
Very satisfied	14	11	11	10

Question HS A.167-169/MS A.160-162: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	10	7	5	7
Dissatisfied	6	10	10	9
A little dissatisfied	9	11	11	12
A little satisfied	16	16	17	26
Satisfied	37	36	34	28
Very satisfied	23	21	24	17
where I live as...				
Very dissatisfied	3	2	2	4
Dissatisfied	2	1	3	3
A little dissatisfied	4	5	3	4
A little satisfied	7	9	6	14
Satisfied	38	39	36	28
Very satisfied	46	45	49	47

Question HS A.170, 171/MS A.163, 164: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	28	30	35	36
I had a hard time relaxing.				
Not at all true	34	30	27	27
A little true	35	37	28	31
Pretty much true	17	22	23	24
Very much true	14	11	22	18
I felt sad and down.				
Not at all true	41	33	33	26
A little true	29	34	30	34
Pretty much true	16	22	18	20
Very much true	15	12	20	20
I was easily irritated.				
Not at all true	33	29	25	27
A little true	31	31	33	29
Pretty much true	20	23	20	24
Very much true	17	16	23	20
It was hard for me to cope and I thought I would panic.				
Not at all true	56	53	45	55
A little true	21	24	27	18
Pretty much true	12	13	14	16
Very much true	11	10	14	11
It was hard for me to get excited about anything.				
Not at all true	56	57	47	51
A little true	23	25	31	21
Pretty much true	11	11	12	18
Very much true	9	7	11	9

Question HS A.159-163/MS A.152-156: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	24	25	28	30
Safe	52	52	55	49
Neither safe nor unsafe	20	18	17	18
Unsafe	4	3	1	2
Very unsafe	1	1	0	1

Question HS A.121/MS A.114: How safe do you feel when you are at school?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	92	94	90	89
1 time	3	2	6	5
2 or more times	5	4	5	6
Religion				
0 times	95	96	94	95
1 time	2	2	2	3
2 or more times	3	1	3	2
Gender				
0 times	91	93	89	93
1 time	5	3	6	4
2 or more times	5	4	6	4
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	89	95	91	92
1 time	5	2	3	4
2 or more times	6	3	7	4
A physical or mental disability				
0 times	91	96	93	93
1 time	3	2	4	3
2 or more times	5	2	3	4
Any of the above five reasons	24	15	24	20

Question HS A.141-145, 148-152/MS A.134-138, 141-145: 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 on School Property, Past 12 Months – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times	96	98	97	96
1 time	2	2	2	2
2 or more times	2	1	1	2
Any other reason				
0 times	87	89	88	89
1 time	3	4	3	4
2 or more times	9	7	9	6
Any harassment	28	20	29	24

Question HS A.141-154/MS A.134-147: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3***School Violence Victimization Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence victimization (<i>In-School Only</i>)				
<i>Average reporting “1 or more times”</i>	21	19	21	17
<i>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)</i>				
0 times	84	87	88	91
1 time	10	9	7	3
2 to 3 times	5	3	3	3
4 or more times	1	1	2	3
<i>been afraid of being beaten up? (In-School Only)</i>				
0 times	90	91	92	95
1 time	6	5	5	2
2 to 3 times	2	2	1	1
4 or more times	3	1	2	2
<i>During the past 12 months, how many times have you... had mean rumors or lies spread about you?</i>				
0 times	73	77	70	71
1 time	15	10	16	18
2 to 3 times	7	7	9	6
4 or more times	5	6	6	5
<i>had sexual jokes, comments, or gestures made to you?</i>				
0 times	76	74	70	78
1 time	9	9	10	8
2 to 3 times	5	9	11	7
4 or more times	10	8	9	8

Question HS A.122, 123, 125, 126, 133, 137, 138/MS A.115, 116, 118, 119, 130, 131: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-school only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
had your property stolen or deliberately damaged? (In-School Only)				
0 times	85	86	89	92
1 time	11	9	6	5
2 to 3 times	4	3	3	2
4 or more times	1	1	2	1
been made fun of because of your looks or the way you talk?				
0 times	72	75	73	77
1 time	10	12	8	14
2 to 3 times	10	6	13	4
4 or more times	9	7	6	5
been made fun of, insulted, or called names?				
0 times	74	77	75	78
1 time	9	8	10	13
2 to 3 times	7	8	9	4
4 or more times	10	6	7	6
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)	77	77	75	82
1 time	10	12	10	10
2 to 3 times	6	4	8	6
4 or more times	6	7	7	3

Question HS A.127, 128, 136, 139, 140, 155/MS A.120, 121, 129, 132, 133, 148: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	7	6	7	6
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	93	96	95	96
1 time	5	3	3	1
2 to 3 times	1	1	1	2
4 or more times	0	0	1	1
been offered, sold, or given an illegal drug?				
0 times	83	82	81	85
1 time	8	12	7	7
2 to 3 times	4	3	5	3
4 or more times	5	4	7	5
damaged school property on purpose?				
0 times	94	97	94	97
1 time	3	1	3	1
2 to 3 times	1	1	1	0
4 or more times	1	1	2	1
carried a gun?				
0 times	99	100	100	98
1 time	0	0	0	1
2 to 3 times	0	0	0	0
4 or more times	0	0	0	1
carried any other weapon (such as a knife or club)?				
0 times	96	97	96	96
1 time	2	1	2	1
2 to 3 times	1	1	0	1
4 or more times	1	1	2	2

Question HS A.124, 129-132/MS A.117, 122-125: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	93	96	94	97
1 time	5	1	3	2
2 to 3 times	1	1	2	1
4 or more times	1	1	1	1
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	98	96	97
1 time	2	1	3	2
2 to 3 times	0	1	0	0
4 or more times	1	0	1	1

Question HS A.133, 135/MS A.126, 128: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<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	94	93	92
1 time	3	3	4	4
2 to 3 times	2	2	2	2
4 or more times	1	1	1	2

Question HS A.134/MS A.127: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [^]	33	49	58	66	A9.2
Lifetime alcohol or drug use	34	50	60	68	A9.2
Lifetime marijuana use	17	29	41	52	A9.2
Lifetime very drunk or high (7 or more times)	10	13	20	31	A9.7
Current alcohol or drug use [‡]	19	29	39	57	A9.5
Current marijuana use [‡]	10	16	23	29	A9.5
Current heavy drug use [‡]	7	9	12	19	A9.5
Current heavy alcohol use (binge drinking) [‡]	11	13	21	36	A9.5
Current alcohol or drug use on school property ^{‡Φ}	7	7	5	10	A9.8
Harmfulness of occasional marijuana use ^{BΦ}	25	22	18	15	A9.11
Difficulty of obtaining marijuana ^{CΦ}	3	3	6	4	A9.12

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

[^]Excludes prescription pain medication.

[‡]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	31	47	56	63
Marijuana	17	29	41	52
Inhalants	6	4	8	4
Cocaine, methamphetamine, or any amphetamines	2	2	4	2
Ecstasy, LSD, or other psychedelics	4	3	7	5
Prescription pain medication (opioids)	8	4	10	7
Cold/cough medicines or other over-the-counter medicines to get “high”	8	6	7	5
Any other drug, pill, or medicine to get “high”	7	3	8	2
Any of the above AOD use	34	50	60	68
Any illicit AOD use to get “high”[^]	33	49	58	66

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

[^]Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	69	53	44	37
1 time	8	8	7	3
2 to 3 times	6	7	8	6
4 or more times	17	31	41	54
Marijuana (smoke, vape, eat, or drink)				
0 times	83	71	59	48
1 time	3	4	5	7
2 to 3 times	3	6	7	7
4 or more times	11	19	28	37
Inhalants				
0 times	94	96	92	96
1 time	3	1	2	2
2 to 3 times	1	1	2	0
4 or more times	2	2	4	1
Cocaine, methamphetamine, or any amphetamines				
0 times	98	98	96	98
1 time	1	1	1	1
2 to 3 times	1	0	1	0
4 or more times	1	1	2	1
Ecstasy, LSD, or other psychedelics				
0 times	96	97	93	95
1 time	2	1	1	2
2 to 3 times	2	1	1	0
4 or more times	1	1	4	2
Prescription pain medication				
0 times	92	96	90	93
1 time	4	1	3	2
2 to 3 times	2	1	4	3
4 or more times	2	3	3	2

Question HS A.72-75, 77, 78/MS A.73-75: 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, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	92	94	93	95
1 time	3	2	2	2
2 to 3 times	2	1	2	0
4 or more times	3	3	3	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	93	97	92	98
1 time	2	0	3	2
2 to 3 times	3	1	1	0
4 or more times	2	2	4	0

Question HS A.79, 80/MS A.77: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get “high...” Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	85	79	68	58
1 time	2	3	8	6
2 to 3 times	4	5	4	8
4 or more times	8	14	19	28
In a vaping device?				
0 times	88	76	66	60
1 time	2	3	5	5
2 to 3 times	2	4	6	5
4 or more times	8	17	22	30
Eat or drink it in products made with marijuana?				
0 times	89	81	69	61
1 time	3	6	7	6
2 to 3 times	3	6	8	10
4 or more times	5	8	16	22

Question HS A.84-86/MS A.81-83: 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, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	17	25	34	50
Binge drinking (5 or more drinks in a row)	11	13	21	36
Marijuana (smoke, vape, eat, or drink)	10	16	23	29
Inhalants	3	1	3	1
Prescription drugs to get “high” or for reasons other than prescribed	2	1	2	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	1	2	2
<i>Any drug use</i>	11	16	23	30
<i>Heavy drug use</i>	7	9	12	19
<i>Any AOD Use</i>	19	29	39	57
Two or more substances at the same time	5	6	11	16

Question HS A.90-96/MS A.87-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	83	75	66	50
1 or 2 days	8	19	20	27
3 to 9 days	7	5	10	21
10 to 19 days	1	1	2	2
20 to 30 days	1	0	1	0
Binge drinking (5 or more drinks in a row)				
0 days	89	87	79	64
1 or 2 days	8	10	13	24
3 to 9 days	2	2	6	12
10 to 19 days	1	1	1	1
20 to 30 days	1	0	1	0
Marijuana (smoke, vape, eat, or drink)				
0 days	90	84	77	71
1 or 2 days	4	8	13	11
3 to 9 days	2	5	6	9
10 to 19 days	2	1	3	4
20 to 30 days	1	2	1	5

Question HS A.90-92/MS A.87-89: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	82	73	62	54
1 to 2 times	10	14	16	20
3 to 6 times	6	8	13	13
7 or more times	3	5	9	14
“High” (loaded, stoned, or wasted) from using drugs				
0 times	83	75	65	56
1 to 2 times	6	7	8	10
3 to 6 times	3	5	8	9
7 or more times	8	12	18	25
<i>Very drunk or “high” 7 or more times</i>	10	13	20	31

Question HS A.81, 82/MS A.78, 79: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	95	98	96	96
1 to 2 days	2	1	3	1
3 or more days	3	1	1	2
Marijuana (smoke, vape, eat, or drink)				
0 days	95	95	96	92
1 to 2 days	1	3	2	3
3 or more days	3	2	2	5
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	98	100	99	99
1 to 2 days	1	0	0	0
3 or more days	1	0	0	1
Any of the above	7	7	5	10

Question HS A.100-102/MS A.95-97: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	92	90	88	87
1 to 2 times	3	5	5	6
3 to 6 times	2	3	3	1
7 or more times	2	3	4	5

Question HS A.83/MS A.80: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	85	80	68	61
0 times	11	17	28	36
1 time	2	1	2	1
2 to 3 times	1	1	2	0
4 or more times	1	1	0	1
Marijuana				
Does not apply, don't use	89	85	75	71
0 times	7	11	17	22
1 time	2	2	4	2
2 to 3 times	1	1	3	3
4 or more times	1	1	1	2

Question HS A.118, 119: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	20	18	20	12
Moderate	21	25	20	27
Slight	38	40	41	42
None	22	17	19	19
Alcohol - 5 or more drinks once or twice a week				
Great	44	52	51	48
Moderate	33	30	31	28
Slight	12	11	10	16
None	11	7	8	8
Marijuana - use occasionally				
Great	25	22	18	15
Moderate	27	33	23	22
Slight	31	28	34	40
None	17	17	24	22
Marijuana - use daily				
Great	52	50	42	41
Moderate	25	31	33	34
Slight	10	10	14	16
None	13	8	11	9

Question HS A.108-111/MS A.103-106: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	3	3	5	4
Fairly difficult	7	5	3	5
Fairly easy	26	26	27	23
Very easy	40	45	48	56
Don't know	24	20	17	13
Marijuana				
Very difficult	3	3	6	4
Fairly difficult	11	8	5	7
Fairly easy	30	28	30	28
Very easy	26	36	39	46
Don't know	30	26	21	15
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	6	8	14	9
Fairly difficult	19	19	23	28
Fairly easy	22	23	17	17
Very easy	17	13	11	11
Don't know	35	38	36	35

Question HS A.114-116/MS A.109-111: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	10	12	18	15	A10.2
Current cigarette smoking [¶]	4	4	6	4	A10.4
Current cigarette smoking at school ^{¶Φ}	2	0	1	1	A10.6
Ever tried smokeless tobacco	4	5	11	10	A10.2
Current smokeless tobacco use [¶]	2	1	3	2	A10.4
Current smokeless tobacco use at school ^{¶Φ}	1	0	1	1	A10.6
Ever used vape products	16	26	34	39	A10.2
Current use of vape products [¶]	8	13	16	18	A10.4
Current tobacco vaping [¶]	7	10	14	14	A10.5
Current marijuana vaping [¶]	5	10	12	13	A10.5
Current vaping at school ^{¶Φ}	5	5	9	6	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine ^Φ	5	5	13	9	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^{BΦ}	26	23	26	28	A10.9
Harmfulness of smoking 1 or more packs/day ^{BΦ}	68	71	75	79	A10.9
Harmfulness of vaping occasionally ^{BΦ}	32	28	28	32	A10.10
Harmfulness of vaping several times a day ^{BΦ}	75	74	76	79	A10.10
Difficulty of obtaining cigarettes ^{CΦ}	4	5	6	4	A10.11
Difficulty of obtaining vape products ^{CΦ}	2	3	6	5	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping ^Φ	63	69	71	77	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	90	88	82	85
1 time	3	3	4	3
2 to 3 times	3	4	4	5
4 or more times	4	5	9	7
Smokeless tobacco				
0 times	96	95	89	90
1 time	1	2	4	4
2 to 3 times	1	2	3	2
4 or more times	2	2	4	3
Vape products				
0 times	84	74	66	61
1 time	4	5	6	4
2 to 3 times	3	5	7	10
4 or more times	9	16	20	26

Question HS A.69-71/MS A.69-72: 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.

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

Table A10.3
Substances Ever Vaped

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 times	87	79	70	64
1 time	4	2	5	3
2 to 3 times	2	5	7	9
4 or more times	7	13	18	24
Vaped marijuana or THC				
0 times	89	78	70	64
1 time	1	3	4	4
2 to 3 times	2	3	6	3
4 or more times	7	16	19	28
Vaped other product				
0 times	94	94	91	92
1 time	1	1	1	2
2 to 3 times	2	1	1	1
4 or more times	2	4	6	5

Question HS A.71A-71C/MS A.72A-72C: During your life, how many times have you used the following?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	4	4	6	4
Daily (20 or more days)	1	0	0	0
Smokeless tobacco				
Any	2	1	3	2
Daily (20 or more days)	0	0	0	0
Vape products				
Any	8	13	16	18
Daily (20 or more days)	1	2	7	3

Question HS A.87-89/MS A.84-86: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine?				
0 days	93	90	86	86
1 or 2 days	2	6	3	5
3 to 9 days	1	2	2	7
10 to 19 days	2	1	3	2
20 to 30 days	1	1	6	1
Vaped marijuana or THC?				
0 days	95	90	88	87
1 or 2 days	1	4	7	3
3 to 9 days	1	3	4	4
10 to 19 days	1	1	1	2
20 to 30 days	2	2	1	4
Vaped other product?				
0 days	98	99	97	99
1 or 2 days	1	1	2	0
3 to 9 days	0	0	0	1
10 to 19 days	1	0	0	0
20 to 30 days	0	0	2	0

Question HS A.89A-89C/MS A.86A-86C: 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 Smoking on School Property, Past 30 Days (In-School Only)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	98	100	99	99
1 or 2 days	1	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	0
Smokeless tobacco				
0 days	99	100	99	99
1 or 2 days	1	0	1	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	1
Vape				
0 days	95	95	91	94
1 or 2 days	1	2	3	2
3 to 9 days	1	1	1	3
10 to 19 days	2	1	2	1
20 to 30 days	1	1	3	0

Question HS A.97-99/MS A.92-94: 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 A10.7***Secondhand Smoke on School Property, Past 30 days (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	89	90	92	94
1 day	1	2	1	2
2 days	3	2	2	1
3-9 days	3	4	1	1
10-19 days	2	1	1	0
20-30 days	1	1	2	2

Question HS A.103/MS A.98: 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 A10.8***Cigarette Smoking and Vaping Cessation Attempts (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	92	89	81	82
0 times	3	6	6	8
1 time	2	2	4	5
2 to 3 times	3	2	4	3
4 or more times	1	1	4	1

Question HS A.117: How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

Table A10.9***Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	26	23	26	28
Moderate	31	40	36	42
Slight	27	24	26	18
None	15	12	12	11
Smoke 1 or more packs of cigarettes each day				
Great	68	71	75	79
Moderate	15	14	11	11
Slight	6	7	5	4
None	11	8	9	7

Question HS A.104, 105/MS A.99, 100: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vape tobacco or nicotine occasionally				
Great	32	28	28	32
Moderate	38	41	37	42
Slight	17	21	25	17
None	13	9	10	9
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	75	74	76	79
Moderate	10	13	12	11
Slight	4	6	3	3
None	10	7	8	7

Question HS A.106, 107/MS A.101, 102: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	4	5	6	4
Fairly difficult	13	13	12	9
Fairly easy	32	30	31	25
Very easy	20	21	25	37
Don't know	32	31	26	25
Vape products				
Very difficult	2	3	6	5
Fairly difficult	4	4	2	4
Fairly easy	27	26	27	25
Very easy	42	44	47	52
Don't know	25	23	17	14

Question HS A.112, 113/MS A.107, 108: 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 (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	5	4	7	4
Yes	63	69	71	77
Don't know	33	27	22	19

Question HS A.120/MS A.112: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Gang Involvement (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	95	96	95	96
Yes	5	4	5	4

Question HS A.156/MS A.149: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	68	83	73	48
Black or African American				
Hispanic or Latinx	58	61	65	61
Native Hawaiian or Pacific Islander				
White	74	71	70	68
Mixed (two or more) ethnics	65	65	52	63
Something else	67	46		
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				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	60	84	63	61
Black or African American				
Hispanic or Latinx	65	58	74	64
Native Hawaiian or Pacific Islander				
White	70	65	69	65
Mixed (two or more) ethnics	66	62	74	57
Something else	71	60		

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American	57	43	56	65
Black or African American				
Hispanic or Latinx	63	48	43	66
Native Hawaiian or Pacific Islander				
White	50	55	48	60
Mixed (two or more) ethnics	59	53	36	63
Something else	71	60		
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	10	29	17	5
Black or African American				
Hispanic or Latinx	23	20	12	17
Native Hawaiian or Pacific Islander				
White	17	17	18	18
Mixed (two or more) ethnics	24	20	8	29
Something else	29	30		
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	6	7	5	10
Black or African American				
Hispanic or Latinx	13	20	10	28
Native Hawaiian or Pacific Islander				
White	11	14	8	17
Mixed (two or more) ethnics	8	13	8	13
Something else	0	10	10	

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

[±]Rating of 6 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American	17	43	17	10
Black or African American				
Hispanic or Latinx	28	26	23	20
Native Hawaiian or Pacific Islander				
White	33	24	28	30
Mixed (two or more) ethnics	24	31	40	21
Something else	29	20		
Caring adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	63	62	67	53
Black or African American				
Hispanic or Latinx	57	58	73	67
Native Hawaiian or Pacific Islander				
White	65	70	71	73
Mixed (two or more) ethnics	63	68	55	71
Something else	79	67		
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	74	81	73	62
Black or African American				
Hispanic or Latinx	62	72	83	72
Native Hawaiian or Pacific Islander				
White	78	78	81	79
Mixed (two or more) ethnics	73	79	71	77
Something else	83	70		

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school[‡]				
American Indian or Alaska Native				
Asian or Asian American	30	46	38	24
Black or African American				
Hispanic or Latinx	34	37	42	25
Native Hawaiian or Pacific Islander				
White	32	32	35	33
Mixed (two or more) ethnics	28	28	34	37
Something else	26	46		
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	57	79	50	45
Black or African American				
Hispanic or Latinx	55	52	63	63
Native Hawaiian or Pacific Islander				
White	59	52	63	64
Mixed (two or more) ethnics	54	57	52	61
Something else	50	40		
Promotion of parental involvement in School[†]				
American Indian or Alaska Native				
Asian or Asian American	59	57	56	33
Black or African American				
Hispanic or Latinx	53	46	51	45
Native Hawaiian or Pacific Islander				
White	54	46	48	43
Mixed (two or more) ethnics	51	43	41	39
Something else	52	40		

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	79	86	81	50
Black or African American				
Hispanic or Latinx	64	65	74	76
Native Hawaiian or Pacific Islander				
White	79	81	87	85
Mixed (two or more) ethnics	71	80	76	74
Something else	71			
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native				
Asian or Asian American	22	36	25	35
Black or African American				
Hispanic or Latinx	35	18	33	18
Native Hawaiian or Pacific Islander				
White	21	12	21	17
Mixed (two or more) ethnics	25	23	36	35
Something else	29			
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	26	43	25	35
Black or African American				
Hispanic or Latinx	39	30	38	29
Native Hawaiian or Pacific Islander				
White	25	15	26	21
Mixed (two or more) ethnics	38	30	36	39
Something else	29			

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American	29	21	6	20
Black or African American				
Hispanic or Latinx	27	35	34	27
Native Hawaiian or Pacific Islander				
White	28	20	32	29
Mixed (two or more) ethnics	28	20	36	30
Something else	14			
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	7	7	13	5
Black or African American				
Hispanic or Latinx	12	17	18	9
Native Hawaiian or Pacific Islander				
White	12	6	4	4
Mixed (two or more) ethnics	6	7	12	0
Something else	0			
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	0
Black or African American				
Hispanic or Latinx	12	9	9	3
Native Hawaiian or Pacific Islander				
White	7	3	3	4
Mixed (two or more) ethnics	3	7	8	0
Something else	0			

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	7	19	10
Black or African American				
Hispanic or Latinx	9	11	9	12
Native Hawaiian or Pacific Islander				
White	6	3	6	7
Mixed (two or more) ethnics	3	17	4	4
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American	25	21	13	5
Black or African American				
Hispanic or Latinx	19	30	25	18
Native Hawaiian or Pacific Islander				
White	24	22	27	21
Mixed (two or more) ethnics	22	20	20	17
Something else	14			

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American	11	21	19	45
Black or African American				
Hispanic or Latinx	16	33	30	47
Native Hawaiian or Pacific Islander				
White	23	31	48	60
Mixed (two or more) ethnics	9	20	24	61
Something else	14			
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	14	13	30
Black or African American				
Hispanic or Latinx	13	15	13	29
Native Hawaiian or Pacific Islander				
White	11	17	28	26
Mixed (two or more) ethnics	0	13	24	39
Something else	7			
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	11	14	19	25
Black or African American				
Hispanic or Latinx	14	11	13	29
Native Hawaiian or Pacific Islander				
White	12	15	28	40
Mixed (two or more) ethnics	3	3	0	39
Something else	0			

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	4	0	12	25
Black or African American				
Hispanic or Latinx	12	19	12	26
Native Hawaiian or Pacific Islander				
White	10	13	25	32
Mixed (two or more) ethnics	8	10	12	43
Something else	7	10		
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	4	0	19	10
Black or African American				
Hispanic or Latinx	9	20	14	9
Native Hawaiian or Pacific Islander				
White	9	9	12	13
Mixed (two or more) ethnics	3	7	8	22
Something else	7	10		
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	11	21	19	30
Black or African American				
Hispanic or Latinx	14	28	26	38
Native Hawaiian or Pacific Islander				
White	20	25	43	55
Mixed (two or more) ethnics	9	20	8	57
Something else	0			

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] (In-School Only)				
American Indian or Alaska Native				
Asian or Asian American	4	0	6	0
Black or African American				
Hispanic or Latinx	5	2	7	3
Native Hawaiian or Pacific Islander				
White	6	3	3	4
Mixed (two or more) ethnics	0	0	0	4
Something else	0			
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	7	0	0
Black or African American				
Hispanic or Latinx	5	6	0	0
Native Hawaiian or Pacific Islander				
White	5	2	9	5
Mixed (two or more) ethnics	0	7	4	0
Something else	7	20		
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	21	12	5
Black or African American				
Hispanic or Latinx	11	17	14	17
Native Hawaiian or Pacific Islander				
White	9	12	18	18
Mixed (two or more) ethnics	3	10	12	26
Something else	7	20		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	7	12	5
Black or African American				
Hispanic or Latinx	9	17	12	17
Native Hawaiian or Pacific Islander				
White	8	9	16	12
Mixed (two or more) ethnics	0	10	8	26
Something else	7			
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	7	6	5
Black or African American				
Hispanic or Latinx	5	11	12	9
Native Hawaiian or Pacific Islander				
White	6	9	13	14
Mixed (two or more) ethnics	0	10	12	17
Something else	7			

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast¹				
American Indian or Alaska Native				
Asian or Asian American	74	88	70	52
Black or African American				
Hispanic or Latinx	72	67	77	58
Native Hawaiian or Pacific Islander				
White	77	76	73	70
Mixed (two or more) ethnics	86	71	58	64
Something else	63	70	73	
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	41	25	35	67
Black or African American				
Hispanic or Latinx	18	37	31	39
Native Hawaiian or Pacific Islander				
White	19	19	26	39
Mixed (two or more) ethnics	27	42	42	40
Something else	13	27	36	

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

¹*Today.*

Table A12.6***Learning from Home by Race/Ethnicity (Remote Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
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				
Mixed (two or more) ethnics				
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				
Mixed (two or more) ethnics				
Something else				

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

[¶]*Past 30 days.*

^{¶¶}*Past 7 days.*

Table A12.6

Learning from Home by Race/Ethnicity – Continued (Remote Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful opportunities[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American	32	12	34	39
Black or African American				
Hispanic or Latinx	38	29	33	37
Native Hawaiian or Pacific Islander				
White	25	31	34	36
Mixed (two or more) ethnics	33	33	50	25
Something else	20			
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	36	0	50	40
Black or African American				
Hispanic or Latinx	40	34	32	32
Native Hawaiian or Pacific Islander				
White	27	29	34	30
Mixed (two or more) ethnics	30	50	44	30
Something else	36			
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	18	8	19	20
Black or African American				
Hispanic or Latinx	14	18	13	18
Native Hawaiian or Pacific Islander				
White	14	10	17	8
Mixed (two or more) ethnics	16	30	24	22
Something else	7			

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American	55	83	64	38
Black or African American				
Hispanic or Latinx	49	49	53	39
Native Hawaiian or Pacific Islander				
White	52	51	51	54
Mixed (two or more) ethnics	54	42	40	38
Something else	50			
Life satisfaction[‡]				
American Indian or Alaska Native				
Asian or Asian American	64	72	72	50
Black or African American				
Hispanic or Latinx	57	72	62	51
Native Hawaiian or Pacific Islander				
White	72	64	67	63
Mixed (two or more) ethnics	67	63	60	46
Something else	53			

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	73	73	71	67
Female	67	66	64	63
Nonbinary				
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	68	64	67	56
Female	70	64	72	71
Nonbinary				
Something else				
School is really boring[±]				
Male	54	49	43	59
Female	51	55	50	62
Nonbinary				
Something else				
School is worthless and a waste of time[±]				
Male	19	15	17	22
Female	17	20	14	14
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.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Male	9	12	5	18
Female	11	17	12	18
Nonbinary				
Something else				
Maintaining focus on schoolwork[†]				
Male	31	32	34	24
Female	30	22	22	28
Nonbinary				
Something else				
Caring adults in school[‡]				
Male	67	68	76	71
Female	61	66	65	72
Nonbinary				
Something else				
High expectations-adults in school[‡]				
Male	77	77	83	77
Female	73	76	75	78
Nonbinary				
Something else				
Meaningful participation at school[‡]				
Male	36	35	42	33
Female	28	32	34	31
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	62	56	65	63
Female	53	49	60	61
Nonbinary				
Something else				
Promotion of parental involvement in School[†]				
Male	63	48	53	43
Female	47	45	44	43
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Male	78	85	87	81
Female	74	73	80	78
Nonbinary				
Something else				
Experienced harassment due to five reasons^{λ§}				
Male	23	11	19	18
Female	22	17	26	19
Nonbinary				
Something else				
Experienced any harassment or bullying[§]				
Male	28	16	23	21
Female	25	21	29	24
Nonbinary				
Something else				
Had mean rumors or lies spread about you[§]				
Male	23	17	24	27
Female	32	26	35	29
Nonbinary				
Something else				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Male	12	8	7	4
Female	7	8	9	4
Nonbinary				
Something else				

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 A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	9	5	6	8
Female	4	3	4	0
Nonbinary				
Something else				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	5	3	7	12
Female	5	8	7	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Male	20	18	22	18
Female	24	25	27	18
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Male	20	20	30	57
Female	19	38	48	56
Nonbinary				
Something else				
Current marijuana use[¶]				
Male	11	12	17	36
Female	9	20	27	22
Nonbinary				
Something else				
Current binge drinking[¶]				
Male	12	9	15	39
Female	11	17	27	35
Nonbinary				
Something else				
Very drunk or “high” 7 or more times, ever				
Male	7	11	16	38
Female	11	15	23	26
Nonbinary				
Something else				
Been drunk or “high” on drugs at school, ever				
Male	8	5	9	18
Female	8	14	15	8
Nonbinary				
Something else				
Current alcohol use[¶]				
Male	18	16	25	49
Female	15	34	44	50
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	6	1	1	3
Female	4	3	6	4
Nonbinary				
Something else				
Current cigarette smoking[¶]				
Male	3	1	2	6
Female	5	6	9	2
Nonbinary				
Something else				
Current vaping[¶]				
Male	7	8	7	21
Female	9	16	24	15
Nonbinary				
Something else				
Current tobacco vaping[¶]				
Male	7	5	6	16
Female	7	14	19	13
Nonbinary				
Something else				
Current marijuana vaping[¶]				
Male	6	6	6	18
Female	5	13	19	9
Nonbinary				
Something else				

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[†]				
Male	80	81	75	65
Female	73	71	71	67
Nonbinary				
Something else				
Bedtime (at 12 am or later)				
Male	18	25	25	45
Female	22	22	32	39
Nonbinary				
Something else				

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

Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.

[†]*Today.*

[‡]*Past 7 days.*

Table A13.6***Learning from Home by Gender (Remote Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Average days worked on schoolwork (5 or more)[¶]				
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 “Pretty much true” or “Very much true.”*

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Male	17	18	19	22
Female	37	37	46	49
Nonbinary				
Something else				
Experienced chronic sadness/hopelessness[§]				
Male	20	18	19	23
Female	37	38	46	40
Nonbinary				
Something else				
Considered suicide[§]				
Male	8	8	8	9
Female	18	16	19	13
Nonbinary				
Something else				
Optimism[‡]				
Male	61	57	59	51
Female	46	47	46	47
Nonbinary				
Something else				
Life satisfaction[‡]				
Male	76	72	74	59
Female	62	61	60	58
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.”

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	467	506	499	491
Final number	322	303	262	238
Response Rate	69%	60%	53%	48%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	7	7	12	18	B3.4
Usually used marijuana or other drugs until felt it a lot	5	4	9	13	B3.5
Driving under the influence experiences	7	8	27	31	B3.6
Consequences of AOD Consumption					
Caused one or more problems	14	13	23	24	B4.2
Caused one or more dependency-related experiences	14	15	25	34	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	31	22	22	27	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	47	46	43	42	B7.1
Trying marijuana once or twice	24	17	11	8	B7.1
Using marijuana once a month or more	40	27	21	11	B7.1

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

3. ATOD Consumption Patterns

Table B3.1

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Heroin				
0 times	97	98	96	98
1 time	0	1	1	0
2 to 3 times	0	0	0	1
4 or more times	3	1	2	1
Tranquilizers or sedatives				
0 times	95	97	93	97
1 time	3	1	2	0
2 to 3 times	1	1	2	2
4 or more times	2	1	3	1
Appetite suppressants				
0 times	92	95	94	94
1 time	1	1	1	0
2 to 3 times	0	1	1	1
4 or more times	7	4	4	4
Ritalin or Adderall or other prescription stimulant				
0 times	93	94	91	88
1 time	1	2	1	2
2 to 3 times	0	2	2	2
4 or more times	6	3	6	8

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

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

Table B3.2**Age of Onset – AOD Use**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
Never	65	48	40	31
10 years or under	7	4	3	3
11-12 years old	7	9	7	4
13-14 years old	17	20	22	18
15-16 years old	3	18	25	33
17 years or older	1	0	2	12
Marijuana (smoke, vape, eat, or drink)				
Never	83	71	59	48
10 years or under	1	0	0	0
11-12 years old	3	3	3	3
13-14 years old	11	11	13	14
15-16 years old	1	14	22	25
17 years or older	0	0	3	10
Any other illegal drug or pill to get “high”				
Never	91	94	87	90
10 years or under	2	0	1	0
11-12 years old	2	2	2	1
13-14 years old	3	1	5	3
15-16 years old	1	3	5	4
17 years or older	1	0	1	1

Question HS/MS B.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 B3.3***Age of Onset – Tobacco Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked part or all of a cigarette				
Never	86	87	76	75
10 years or under	3	1	0	0
11-12 years old	2	1	2	1
13-14 years old	7	4	8	4
15-16 years old	1	7	12	10
17 years or older	1	0	2	9
A vape product such as an e-cigarette, vape pen, or mod				
Never	84	78	66	58
10 years or under	1	0	0	0
11-12 years old	5	4	5	6
13-14 years old	9	12	15	15
15-16 years old	1	6	12	16
17 years or older	0	0	2	5

Question HS/MS B.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 B3.4***Usual Alcohol Consumption Level***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't drink alcohol	77	65	57	43
Just enough to feel it a little	6	12	9	10
Enough to feel it moderately	10	16	22	28
Until I feel it a lot or get really drunk	7	7	12	18

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

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

Table B3.5***Usual Drug Consumption Level***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't use drugs	87	79	68	60
Just enough to feel a little high	3	7	9	7
Enough to feel it moderately	5	10	14	20
Until I feel it a lot or get really high	5	4	9	13

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

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

Table B3.6***Driving Under the Influence Experiences, Lifetime***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	93	92	73	69
1 time	0	2	10	10
2 times	3	3	6	8
3 to 6 times	2	1	6	7
7 or more times	2	1	5	7

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

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	74	59	50	37
To experiment (try using)	13	20	26	23
To get high	11	14	22	30
To have a good time with friends	17	31	41	54
To fit in with a group you like	6	5	9	13
Because of boredom	8	8	13	19
To relax	9	18	18	32
To get away from problems	11	13	15	20
Because of anger or frustration	6	5	8	8
To get through the day	6	4	6	10
Because it made you feel better	9	12	17	26
To seek deeper insights and understanding	6	5	11	14
None of the above	6	6	5	4

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

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

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

Table B4.2***Problems Caused by AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I've never used alcohol or drugs	76	66	56	42
I've used alcohol or drugs but never had any problems	11	23	24	36
Have problems with emotions, nerves, or mental health	5	4	10	10
Get into trouble or have problems with the police	2	3	7	6
Have money problems	2	2	4	2
Miss school	2	2	2	3
Have problems with schoolwork	3	2	5	7
Fight with others	2	2	2	2
Damage a friendship	4	4	4	4
Physically hurt or injure yourself	4	4	5	5
Have unwanted or unprotected sex	1	2	4	4
Forget what happened or pass out	7	8	16	14
Been suspended from school	1	0	1	0
<i>One or more problems</i>	14	13	23	24

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

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

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

Table B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I have not used alcohol or drugs	78	65	59	44
I use alcohol or drugs but have not experienced any of these things	10	22	19	26
Found you had to increase how much you use to have the same effect as before	7	7	12	21
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	4	3	10	9
Used alcohol or drugs a lot more than you intended	5	6	10	12
Used alcohol or drugs when you were alone	7	9	13	20
Your use of alcohol or drugs often kept you from doing a normal activity	2	2	4	2
You didn't feel OK unless you had something to drink or used a drug	2	1	2	5
Thought about reducing or stopping use	6	6	13	15
Told yourself you were not going to use but found yourself using anyway	6	4	6	9
Spoke with someone about reducing or stopping use	3	3	4	6
Attended counseling, a program, or group to help you reduce or stop use	1	0	2	1
<i>One or more negative experiences</i>	14	15	25	34

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

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

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

Table B4.4

Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	18	24	26	29
Likely	30	32	29	35
Not likely	23	20	20	18
Don't know	29	24	25	18

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

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

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I never used alcohol or other drugs	82	70	60	44
No, but I do use alcohol or other drugs	17	29	38	54
Yes, I have felt that I needed help	1	1	3	2

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

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

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	31	22	22	27
Likely	32	37	33	30
Not likely	13	21	20	25
Don't know	24	20	25	18

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

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

Table B5.3

Talked with Parent About AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	35	36	39	44
Yes	65	64	61	56

Question HS B.23/MS B.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 B6.1

Sources for Obtaining Alcohol

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	12	15	9	5
At parties	42	61	60	72
At concerts or other social events	14	22	29	32
At their own home	31	41	43	53
From adults at friends' homes	20	23	28	33
From friends or another teenager	36	52	52	57
Get adults to buy it for them	13	18	29	28
Buy it themselves from a store	20	35	43	58
At bars, clubs, or gambling casinos	3	8	13	19
Other	15	16	13	8
Don't know	54	34	35	23

Question HS B.18/MS B.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 B6.2***Sources for Obtaining Marijuana***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	15	20	15	19
At parties	27	33	39	53
At concerts or other social events	14	13	25	26
At their own home	13	14	22	22
From an adult acquaintance	15	15	23	26
From friends or another teenager	30	44	47	54
Buy it at a marijuana dispensary	10	16	31	45
At bars or clubs	3	4	5	7
Other	8	8	11	9
Don't know	62	50	45	35

Question HS B.19/MS B.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 B7.1

Personal Disapproval of AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	34	35	36	33
Somewhat disapprove	19	19	22	25
Strongly disapprove	47	46	43	42
Trying marijuana once or twice				
Neither approve nor disapprove	55	67	73	82
Somewhat disapprove	20	16	15	10
Strongly disapprove	24	17	11	8
Using marijuana once a month or more regularly				
Neither approve nor disapprove	40	47	54	67
Somewhat disapprove	20	26	25	22
Strongly disapprove	40	27	21	11

Question HS B.20-22/MS B.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 B7.2***Parent Disapproval of ATOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	74	73	74	62
Wrong	17	20	15	22
A little wrong	6	4	6	8
Not at all wrong	3	3	5	8
Smoke tobacco				
Very wrong	77	75	75	68
Wrong	15	18	18	23
A little wrong	5	5	4	6
Not at all wrong	3	1	3	3
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	76	75	76	66
Wrong	17	19	17	23
A little wrong	4	4	4	8
Not at all wrong	4	2	2	3
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	69	63	60	49
Wrong	19	22	22	20
A little wrong	8	13	12	22
Not at all wrong	4	2	6	8
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	81	82	86	85
Wrong	13	14	11	9
A little wrong	3	3	2	4
Not at all wrong	3	1	1	3

Question HS B.25-29/MS B.15-19: How wrong do your parents or guardians feel it would be for you to do 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 B7.3**Peer Disapproval of ATOD Use**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	55	44	46	40
Wrong	25	32	32	26
A little wrong	13	16	12	17
Not at all wrong	8	9	10	17
Smoke tobacco				
Very wrong	56	42	44	36
Wrong	24	29	30	29
A little wrong	12	19	15	22
Not at all wrong	8	10	11	14
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	53	39	39	25
Wrong	24	24	25	26
A little wrong	14	23	19	29
Not at all wrong	9	14	18	20
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	50	34	30	15
Wrong	21	21	19	13
A little wrong	16	19	18	29
Not at all wrong	13	26	34	42
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	61	56	56	57
Wrong	23	28	26	25
A little wrong	11	13	12	11
Not at all wrong	6	4	6	7

Question HS B.30-34/MS B.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 B7.4

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	22	28	30	29
Yes	78	72	70	71

Question HS B.24/MS B.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.

Drug-Free Communities (DFC) Module

1. Module Sample

Table F1.1

Student Sample for DFC Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	467	506	499	491
Final number	302	288	251	223
Response Rate	65%	57%	50%	45%

2. Prescription Drug Use

Table F2.1

Prescription Drug Use, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	96	96	93	95
Yes	4	4	7	5

Question HS/MS F.2: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Prescription Drug Use

Table F3.1

Parental Disapproval of Prescription Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very wrong	83	83	90	89
Wrong	12	12	7	6
A little wrong	3	2	2	2
Not at all wrong	2	2	0	2

Question HS/MS F.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table F3.2

Peer Disapproval of Prescription Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very wrong	64	62	64	65
Wrong	26	25	25	24
A little wrong	7	11	8	7
Not at all wrong	4	2	3	3

Question HS/MS F.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm of Substance Use

Table F4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke marijuana once or twice a week				
Great risk	33	26	19	17
Moderate risk	32	34	35	26
Slight risk	24	27	29	36
No risk	11	14	17	21
Use prescription drugs that are not prescribed to them				
Great risk	58	60	58	65
Moderate risk	29	26	32	21
Slight risk	7	9	8	10
No risk	5	5	2	5

Question HS/MS F.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

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

Mental Health Supports Module

1. Module Sample

Table I1.1

Student Sample for Mental Health Supports Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	467	506	499	491
Final number	325	308	269	241
Response Rate	70%	61%	54%	49%

2. Mental Health Perceptions and Supports

Table I2.1

Feeling Lonely, Past Month

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
In the past month, how often did you feel very lonely?				
Never	40	31	33	26
Sometimes	44	51	50	56
Most of the time	12	14	14	12
All of the time	4	4	3	6

Question HS/MS I.10: In the past month, how often did you feel very lonely?

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

Table I2.2

Mental Health Awareness

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mental health is an important issue for people my age.				
Strongly disagree	3	3	2	2
Disagree	8	3	5	2
Agree	42	45	41	39
Strongly agree	47	49	52	57

Question HS/MS I.3: How strongly do you agree or disagree with the following statements?... Mental health is an important issue for people my age.

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

Table I2.3***School Supports for Mental Health***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I have an adult at my school that I can talk to about my problems.				
Strongly disagree	11	10	13	13
Disagree	20	22	23	21
Agree	48	47	43	44
Strongly agree	22	22	20	22
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.				
Strongly disagree	5	7	4	8
Disagree	14	10	11	16
Agree	50	58	57	48
Strongly agree	31	26	27	28
People at my school talk openly about mental health.				
Strongly disagree	7	6	3	8
Disagree	19	20	25	21
Agree	50	50	49	45
Strongly agree	24	25	23	26
My school encourages students to take care of their mental health.				
Strongly disagree	4	4	5	5
Disagree	12	11	10	13
Agree	51	53	52	49
Strongly agree	33	32	33	32

Question HS/MS I.1, 2, 4, 5: How strongly do you agree or disagree with the following statements?... I have an adult at my school that I can talk to about my problems... 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.

3. Perceptions about Help-Seeking for Depression

Table I3.1

Personal Help-Seeking Attitudes

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>				
talk to a teacher or another adult from your school?	23	22	21	19
talk to your parents or someone else in your family?	48	46	46	46
get help from a counselor or therapist?	33	35	35	43
talk to your friends?	68	75	73	78
be afraid to get help?	23	18	21	20
not know what to do?	26	23	23	19

Question HS/MS I.11: 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 I3.2

Positive Perceptions about Seeking Help for Depression

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If I was very sad, stressed, lonely, or depressed...</i>				
<i>talking to an adult could help me feel better.</i>				
Strongly disagree	14	10	10	12
Disagree	22	21	21	16
Agree	44	51	51	47
Strongly agree	20	18	18	24
<i>kids at my school would be nice to me.</i>				
Strongly disagree	7	4	3	9
Disagree	17	13	20	13
Agree	57	62	60	56
Strongly agree	19	20	17	21

Question HS/MS I.8, 9: If I was very sad, stressed, lonely, or depressed... talking to an adult could help me feel better... kids at my school would be nice to me.

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

Table I3.3***Attitudes Toward Seeking Help for Depression Among Peers***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If someone my age felt very sad, stressed, lonely, or depressed...</i>				
talking to an adult could help them feel better.				
Strongly disagree	6	5	5	4
Disagree	18	16	15	16
Agree	55	59	59	53
Strongly agree	21	20	21	27
kids at my school would be nice to them.				
Strongly disagree	5	3	2	6
Disagree	18	16	19	17
Agree	61	63	63	58
Strongly agree	17	18	16	18

Question HS/MS I.6, 7: 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.

4. Professional Help Seeking for Depression

Table I4.1

Seeking Professional Help for Depression, Past Year

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<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	63	57	54	54
Yes	30	35	38	41
I don't know	8	8	8	5
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	52	44	46	42
No, I didn't get help when I needed it	21	22	21	22
Yes, I got help when I needed it	27	35	33	36
where did you get help from a counselor or therapist? (Mark All That Apply.)				
Nowhere	65	54	52	55
At school (in person, by phone, or online)	13	22	22	17
From a counselor or therapist not from my school (in person, by phone, or online)	20	26	28	29
Somewhere else	5	6	7	8
I don't know	4	5	4	3

Question HS/MS I.12-14: 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 I4.2***School Referral to a Counselor or an Adult Professional, Past Year***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	79	84	84	90
Yes	14	12	14	8
I don't know	7	4	3	1

Question HS/MS I.15: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to talk about your feelings?

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

Table I4.3***Barriers to Seeking Help from Health Professionals***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You don't know where to go for help	23	17	15	19
There isn't anyone you can talk to	16	16	10	16
They wouldn't understand	26	26	21	26
People would think there's something wrong with you	20	18	13	18
Your parents might find out	23	22	20	22
Other students might find out	19	13	12	16
You don't have a way to pay for it	9	9	12	17
You don't want to talk to a counselor or therapist	25	26	24	25
Other reasons	17	19	17	13
Does not apply, none of these things would stop me from talking to a counselor or therapist.	39	34	40	40

Question HS/MS I.16: 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.

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	467	506	499	491
Final number	351	332	284	255
Response Rate	75%	66%	57%	52%

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Student learning environment [†]	58	58	55	56	N3.1
Learning engagement climate [†]	42	43	48	49	N3.2
Fairness and respect [†]	53	53	48	46	N4.1
Racial/Ethnic conflict [†]	23	17	22	22	N4.2
Respect for diversity [†]	62	66	62	61	N4.3
Clarity of rules [†]	44	46	42	46	N5.1
Disciplinary harshness [†]	20	18	17	17	N5.2
Student peer relationships [†]	61	63	61	61	N6.1
Support for social emotional learning [†]	56	55	52	51	N7.1
Antibullying climate [†]	45	42	40	41	N8.1
Quality of school facilities ^{†Φ}	56	55	60	61	N9.1
Time for lunch [†]	57	53	46	46	N10.1

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

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

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

^Φ*In-school only.*

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Student learning environment				
<i>Average reporting “Agree” or “Strongly agree”</i>	58	58	55	56
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	3	6	4	4
Disagree	7	9	8	4
Neither disagree nor agree	26	20	21	20
Agree	47	47	48	49
Strongly agree	16	17	20	22
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	4	6	3	3
Disagree	5	7	8	6
Neither disagree nor agree	24	23	30	26
Agree	53	47	40	48
Strongly agree	14	17	19	16
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	10	10	8	9
Disagree	20	19	24	23
Neither disagree nor agree	28	27	34	30
Agree	33	35	24	29
Strongly agree	9	9	10	9

Question HS/MS N.3-6: How strongly do you agree or disagree with the following statements about your school?... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose. [In-school]... Adults from this school encourage me to work hard so I can be successful in college or at the job I choose. [Remote only]... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table N3.1***Student Learning Environment Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	2	5	2	3
Disagree	5	4	3	2
Neither disagree nor agree	21	18	18	15
Agree	54	55	54	57
Strongly agree	18	18	22	23
Teachers go out of their way to help students.				
Strongly disagree	5	7	6	4
Disagree	9	8	14	11
Neither disagree nor agree	34	32	33	35
Agree	41	40	34	35
Strongly agree	12	14	14	14
Teachers help students catch up when they return from an absence.				
Strongly disagree	5	10	9	10
Disagree	15	19	20	23
Neither disagree nor agree	32	25	28	31
Agree	38	35	31	26
Strongly agree	10	11	12	10
My teachers give me useful feedback on my work.				
Strongly disagree	3	4	6	5
Disagree	11	10	11	10
Neither disagree nor agree	29	25	26	31
Agree	45	50	44	43
Strongly agree	12	12	14	12

Question HS/MS N.7, 9-12: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence. [In-school]... Teachers help students catch up after being absent from online classes. [Remote only]... My teachers give me useful feedback on my work.

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

Table N3.1***Student Learning Environment Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school is a supportive and inviting place for students to learn.^Ø (<i>In-School Only</i>)				
Strongly disagree	5	5	3	5
Disagree	8	5	8	7
Neither disagree nor agree	26	25	32	29
Agree	51	51	43	45
Strongly agree	11	12	15	14

Question HS/MS N.8: How strongly do you agree or disagree with the following statements about your school?...

This school is a supportive and inviting place for students to learn.

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

^ØItem not included in the scale.

Table N3.2***Learning Engagement Climate Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Learning engagement climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	42	43	48	49
Students at this school are motivated to learn.				
Strongly disagree	7	9	4	6
Disagree	17	13	14	10
Neither disagree nor agree	34	35	31	27
Agree	33	34	39	41
Strongly agree	9	9	12	17
Students pay attention in class.				
Strongly disagree	5	5	4	3
Disagree	15	16	16	18
Neither disagree nor agree	42	39	41	39
Agree	31	32	33	31
Strongly agree	7	8	6	9
Students try their best in school.				
Strongly disagree	4	4	2	3
Disagree	14	9	9	9
Neither disagree nor agree	40	41	38	34
Agree	35	36	43	42
Strongly agree	7	11	8	13

Question HS/MS N.1, 2, 57-60: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn. [In-school]... Students from this school are motivated to learn. [Remote only]... Students pay attention in class. [In-school]... Students pay attention during class. [Remote only]... Students try their best in school. [In-school]... Students try their best on schoolwork. [Remote only]

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

Table N3.2***Learning Engagement Climate Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Students turn in their homework on time.				
Strongly disagree	3	4	2	4
Disagree	13	12	11	13
Neither disagree nor agree	40	42	36	38
Agree	38	36	44	38
Strongly agree	6	7	7	6
Students usually follow the rules at school.^ø <i>(In-School Only)</i>				
Strongly disagree	4	5	2	3
Disagree	12	8	6	10
Neither disagree nor agree	31	36	34	32
Agree	46	42	49	46
Strongly agree	7	8	9	10

Question HS/MS N.61, 62: How strongly do you agree or disagree with the following statements about your school?... Students usually follow the rules at school... Students turn in their homework on time.

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

^øItem not included in the scale.

Table N3.3***School Promotes Academic Success***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school promotes academic success for all students.				
Strongly disagree	2	3	1	3
Disagree	4	5	4	5
Neither disagree nor agree	27	25	26	23
Agree	52	51	51	48
Strongly agree	15	16	18	21

Question HS/MS N.63: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Fairness and respect				
<i>Average reporting “Agree” or “Strongly agree”</i>	53	53	48	46
Adults at this school treat all students with respect.				
Strongly disagree	5	6	6	7
Disagree	10	10	12	12
Neither disagree nor agree	29	27	29	29
Agree	45	44	37	40
Strongly agree	11	12	16	12
Students treat teachers with respect.				
Strongly disagree	6	5	4	6
Disagree	16	15	19	16
Neither disagree nor agree	37	38	38	35
Agree	34	36	31	34
Strongly agree	7	7	8	9
The school rules are fair.				
Strongly disagree	3	6	4	4
Disagree	5	6	7	11
Neither disagree nor agree	28	25	32	32
Agree	52	50	43	38
Strongly agree	12	13	15	14
All students are treated fairly when they break school rules.				
Strongly disagree	5	7	6	10
Disagree	13	12	15	17
Neither disagree nor agree	31	32	36	38
Agree	41	39	31	25
Strongly agree	10	10	11	10

Question HS/MS N.13-17: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect. [In-school]... Adults from this school treat all students with respect. [Remote only]... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

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

Table N4.2***Racial/Ethnic Conflict Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Racial/Ethnic conflict				
<i>Average reporting “Agree” or “Strongly agree”</i>	23	17	22	22
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	31	44	36	41
Disagree	23	20	23	19
Neither disagree nor agree	24	19	23	22
Agree	15	13	12	12
Strongly agree	7	3	5	6
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	18	27	20	18
Disagree	26	29	24	24
Neither disagree nor agree	32	27	30	33
Agree	17	13	17	18
Strongly agree	6	3	8	7

Question HS/MS N.43-45: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture. [In-school]... I have been disrespected by an adult from this school because of my race, ethnicity, or culture. [Remote only]... There is a lot of tension in this school between people of different cultures, races, or ethnicities.

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

Table N4.3**Respect for Diversity Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Respect for diversity				
<i>Average reporting “Agree” or “Strongly agree”</i>	62	66	62	61
Students in this school respect each other’s differences.				
Strongly disagree	6	5	5	6
Disagree	9	7	14	12
Neither disagree nor agree	31	30	30	35
Agree	43	41	39	35
Strongly agree	11	17	12	13
Adults/teachers in this school respect differences in students.				
Strongly disagree	5	5	1	2
Disagree	3	2	1	6
Neither disagree nor agree	24	21	28	22
Agree	52	51	48	48
Strongly agree	15	20	21	22
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	3	3	1	2
Disagree	4	4	4	3
Neither disagree nor agree	30	23	29	29
Agree	48	50	47	44
Strongly agree	16	20	19	21

Question HS/MS N.46-51: How strongly do you agree or disagree with the following statements about your school?... Students in this school respect each other’s differences (for example, gender, race, culture, sexual orientation). [In-school]... Students from this school respect each other’s differences (for example, gender, race, culture, sexual orientation). [Remote only]... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation). [In-school]... Teachers from this school respect differences in students (for example, gender, race, culture, sexual orientation). [Remote only]... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other. [In-school]... Teachers show that they think it is important for students of different races and cultures to get along with each other. [Remote only]

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

Table N4.4***Restorative Practices***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	2	5	4	7
Disagree	9	9	11	7
Neither disagree nor agree	44	41	42	44
Agree	35	34	34	30
Strongly agree	9	11	8	11

Question HS/MS N.64: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Clarity of rules				
<i>Average reporting “Agree” or “Strongly agree”</i>	44	46	42	46
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	4	8	8	11
Disagree	19	18	18	18
Neither disagree nor agree	31	28	37	29
Agree	35	37	29	31
Strongly agree	10	10	9	12
Rules in this school are made clear to students.				
Strongly disagree	4	5	5	6
Disagree	17	14	18	15
Neither disagree nor agree	40	41	40	39
Agree	30	33	30	33
Strongly agree	9	7	8	7
This school makes it clear how students are expected to act.				
Strongly disagree	3	4	2	5
Disagree	10	8	12	6
Neither disagree nor agree	38	35	35	34
Agree	39	46	41	46
Strongly agree	9	7	9	9

Question HS/MS N.18, 23-25: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students. [In-school]... School rules are made clear to students. [Remote only]... This school makes it clear how students are expected to act.

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

Table N5.2***Disciplinary Harshness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Disciplinary harshness				
<i>Average reporting “Agree” or “Strongly agree”</i>	20	18	17	17
The rules in this school are too strict.				
Strongly disagree	6	8	9	7
Disagree	34	34	32	30
Neither disagree nor agree	45	42	44	45
Agree	11	12	11	14
Strongly agree	5	4	4	4
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	8	12	14	10
Disagree	38	35	37	37
Neither disagree nor agree	36	37	35	41
Agree	13	12	10	9
Strongly agree	6	4	4	3
Students get in trouble for breaking small rules.				
Strongly disagree	6	8	8	7
Disagree	30	28	33	28
Neither disagree nor agree	40	42	37	43
Agree	19	17	17	19
Strongly agree	5	6	5	3

Question HS/MS N.19-22: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended. [In-school]... It is easy for students to get kicked out of class (in person or remote) or get suspended. [Remote only]... Students get in trouble for breaking small rules.

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Student peer relationships				
<i>Average reporting “Agree” or “Strongly agree”</i>	61	63	61	61
Students enjoy doing things with each other during school activities.				
Strongly disagree	2	5	1	6
Disagree	6	3	3	5
Neither disagree nor agree	24	24	25	21
Agree	52	53	56	53
Strongly agree	16	15	15	15
Students care about each other.				
Strongly disagree	3	4	1	4
Disagree	6	8	8	7
Neither disagree nor agree	26	23	30	29
Agree	54	54	46	47
Strongly agree	10	11	15	14
Students treat each other with respect.				
Strongly disagree	4	5	3	2
Disagree	11	7	8	9
Neither disagree nor agree	34	33	38	36
Agree	43	46	42	43
Strongly agree	8	10	9	10
Students get along well with each other.				
Strongly disagree	3	5	1	3
Disagree	5	3	5	2
Neither disagree nor agree	32	30	32	34
Agree	51	52	53	50
Strongly agree	9	11	10	10

Question HS/MS N.26-29: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Support for social emotional learning				
<i>Average reporting “Agree” or “Strongly agree”</i>	56	55	52	51
This school encourages students to feel responsible for how they act.				
Strongly disagree	3	4	3	4
Disagree	9	7	11	10
Neither disagree nor agree	31	32	32	34
Agree	48	47	45	41
Strongly agree	9	10	10	12
This school encourages students to understand how others think and feel.				
Strongly disagree	2	4	2	6
Disagree	9	11	10	10
Neither disagree nor agree	34	28	36	31
Agree	45	47	40	41
Strongly agree	10	10	12	12
Students are taught that they can control their own behavior.				
Strongly disagree	3	3	2	4
Disagree	8	8	11	9
Neither disagree nor agree	33	32	31	35
Agree	48	48	46	40
Strongly agree	9	9	10	11

Question HS/MS N.30-32: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel.... Students are taught that they can control their own behavior.

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

Table N7.1***Support for Social Emotional Learning Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school helps students resolve conflicts with one another.				
Strongly disagree	5	5	5	7
Disagree	14	14	21	17
Neither disagree nor agree	34	38	38	39
Agree	38	35	30	29
Strongly agree	9	8	7	8
This school encourages students to care about how others feel.				
Strongly disagree	5	3	4	4
Disagree	8	11	8	9
Neither disagree nor agree	32	34	37	34
Agree	45	42	42	42
Strongly agree	10	11	9	11
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	4	4	1	4
Disagree	5	7	8	10
Neither disagree nor agree	25	26	29	29
Agree	53	46	43	40
Strongly agree	13	17	19	17

Question HS/MS N.33-36: How strongly do you agree or disagree with the following statements about your school?... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated. [In-school]... Teachers make it clear to students that bullying is not tolerated. [Remote only]

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

8. School Antibullying Climate

Table N8.1

Antibullying Climate Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Antibullying climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	45	42	40	41
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	10	10	12	13
Disagree	15	19	18	17
Neither disagree nor agree	31	29	28	29
Agree	34	30	30	30
Strongly agree	11	12	12	12
Students tell teachers when other students are being bullied.				
Strongly disagree	10	10	11	13
Disagree	18	20	22	25
Neither disagree nor agree	36	37	41	35
Agree	27	27	19	20
Strongly agree	8	6	7	8
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	4	4	1	3
Disagree	4	5	7	3
Neither disagree nor agree	34	34	33	33
Agree	44	44	44	44
Strongly agree	14	13	15	17

Question HS/MS N.37-40: How strongly do you agree or disagree with the following statements about your school?... If another student was bullying me, I would tell one of the teachers or staff at school. [In-school]... If another student was bullying me, I would tell one of the teachers or school staff. [Remote only]...Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table N8.1***Antibullying Climate Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Students here try to stop bullying when they see it happening.				
Strongly disagree	7	7	6	6
Disagree	15	15	16	14
Neither disagree nor agree	38	43	41	46
Agree	32	29	27	25
Strongly agree	8	7	9	9

Question HS/MS N.41, 42: How strongly do you agree or disagree with the following statements about your school?... Students here try to stop bullying when they see it happening. [In-school]... Students try to stop bullying when they see it happening. [Remote only]

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

9. School Physical Environment

Table N9.1

Quality of School Facilities Scale Questions (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Quality of school facilities				
<i>Average reporting “Agree” or “Strongly agree”</i>	56	55	60	61
My school is usually clean and tidy.				
Strongly disagree	5	3	3	4
Disagree	11	13	9	13
Neither disagree nor agree	27	31	28	21
Agree	45	42	46	51
Strongly agree	12	11	15	11
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	3	4	2	2
Disagree	11	9	7	10
Neither disagree nor agree	29	30	30	26
Agree	46	45	47	48
Strongly agree	11	13	14	14
The school grounds are kept clean.				
Strongly disagree	4	4	2	4
Disagree	9	9	11	10
Neither disagree nor agree	32	32	27	26
Agree	44	43	48	48
Strongly agree	10	12	13	13

Question HS/MS A.39, N.52, 56: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

Table N9.2
Classroom Crowding (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	10	11	10	11
Disagree	39	38	39	36
Neither disagree nor agree	30	30	33	33
Agree	14	16	10	16
Strongly agree	7	6	7	5

Question HS/MS N.53: How strongly do you agree or disagree with the following statements about your school?...

My classroom is so crowded it is hard to concentrate and learn.

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Time for lunch				
<i>Average reporting “Agree” or “Strongly agree”</i>	57	53	46	46
I eat my lunch at the right time of day.				
Strongly disagree	4	6	6	6
Disagree	6	10	11	14
Neither disagree nor agree	23	22	28	28
Agree	50	48	41	40
Strongly agree	16	14	13	12
I have plenty of time to eat my lunch.				
Strongly disagree	15	16	16	11
Disagree	18	16	19	24
Neither disagree nor agree	20	24	27	25
Agree	37	34	29	29
Strongly agree	10	10	10	11

Question HS/MS N.54, 55: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Table N10.2***Clean and Drinkable Water (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school has clean and drinkable water.				
Strongly disagree	3	3	1	1
Disagree	2	1	2	2
Neither disagree nor agree	20	17	18	17
Agree	48	46	48	43
Strongly agree	27	33	32	36

Question HS/MS N.65: How strongly do you agree or disagree with the following statements about your school?...

This school has clean and drinkable water.

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

Sexual Behavior Module

1. Module Sample

Table O1.1

Student Sample for Sexual Behavior Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	467	506	499	491
Final number	302	287	251	222
Response Rate	65%	57%	50%	45%

2. Sexual Behavior Prevalence

Table O2.1

Ever Had Sexual Intercourse

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	90	84	67	56
Yes	10	16	33	44

Question HS/MS O.11: Have you ever had sexual intercourse?

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

Table O2.2

Age of First Sexual Intercourse

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I have never had sexual intercourse	3	7	0	2
11 years old or younger	21	4	3	2
12 years old	3	2	1	2
13 years old	14	11	5	0
14 years old	45	22	13	13
15 years old	7	49	30	16
16 years old	3	4	42	24
17 years old or older	3	0	6	40

Question HS/MS O.12: How old were you when you had sexual intercourse for the first time?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

Table O2.3***Number of Sexual Intercourse Partners, Lifetime***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I have never had sexual intercourse	3	7	3	4
1 person	45	49	50	45
2 people	17	16	8	19
3 people	7	12	12	16
4 people	10	2	10	4
5 people	3	2	5	1
6 or more people	14	12	13	10

Question HS O.13: During your life, with how many people have you had sexual intercourse?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

Table O2.4***Number of Sexual Intercourse Partners, Past 3 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I have never had sexual intercourse	10	9	1	7
I had sexual intercourse, but not during the past 3 months	21	30	28	17
1 person	41	39	50	63
2 people	7	14	11	9
3 people	3	0	1	1
4 people	0	2	4	1
5 people	3	0	0	2
6 or more people	14	7	5	0

Question HS O.14: During the past 3 months, with how many people did you have sexual intercourse?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

3. Factors That Can Lead to Sexual Activity

Table O3.1

Alcohol/Drug Use Before Last Sexual Intercourse

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I have never had sexual intercourse	7	5	1	1
No	66	65	61	73
Yes	28	30	37	26

Question HS O.15: Did you drink alcohol or use drugs before you had sexual intercourse the last time?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

4. Sexual Risk Behavior

Table O4.1

Condom Use by Self or Partner During Last Sexual Intercourse

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I have never had sexual intercourse	14	7	1	5
No	45	37	48	47
Yes	41	56	51	47

Question HS O.16/MS O.13: The last time you had sexual intercourse, did you or your partner use a condom?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

Table O4.2

Methods of Pregnancy Prevention During Last Sexual Intercourse

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I have never had sexual intercourse or had intercourse with someone of the same sex	18	16	5	4
No method was used to prevent pregnancy	18	14	5	7
Birth control pills	14	23	12	26
Condoms	25	43	47	35
An IUD or implant	0	2	15	20
A shot, patch, or birth control ring	0	0	5	0
Withdrawal	11	0	7	4
Some other method	7	2	3	1
Not sure	7	0	1	2

Question HS O.17: The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

Table O4.3
Frequency of Being or Getting Someone Else Pregnant

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	79	91	92	91
1 time	4	0	0	1
2 or more times	14	7	7	2
Not sure	4	2	1	5

Question HS O.18: How many times have you been pregnant or gotten someone pregnant?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

5. Likelihood of Having Sexual Intercourse

Table O5.1

Likelihood of Having Sexual Intercourse One or More Times During Next Year

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I am sure it will not happen	40	30	21	15
It probably will not happen	31	30	25	15
There is an even chance that it will or won't happen	18	22	16	22
It probably will happen	5	10	13	17
It will happen for sure	6	9	25	30

Question HS/MS O.10: How likely do you think it is that you will choose to have sexual intercourse one or more times in the next year?

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

6. Forced Sex

Table O6.1

Ever Forced Into Unwanted Sexual Intercourse

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	83	91	82	82
Yes	17	9	18	18

Question HS O.19/MS O.14: Have you ever been forced to have sexual intercourse when you did not want to?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

7. Attitudes and Beliefs About Sexual Behavior

Table O7.1

Student Perception of Peers at School Who Have Had Sexual Intercourse

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 percent (None)	9	10	6	5
10 percent	21	13	8	2
20 percent	18	13	10	2
30 percent	17	15	20	10
40 percent	14	16	16	12
50 percent (Half)	8	17	16	27
60 percent	6	8	13	14
70 percent	3	4	6	15
80 percent	1	3	1	8
90 percent	0	0	2	1
100 percent (All)	3	1	2	3

Question HS/MS O.1: About what percent of students in your school grade do you think ever had sexual intercourse? (For example, you might think about how many in a group of 100 students or three classrooms.)

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

Table O7.2

Agreement that Teen Abstinence is A Better Choice Than Having Sexual Intercourse

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very much agree	19	13	11	6
Agree	45	36	32	21
Disagree	29	38	40	53
Very much disagree	7	13	17	20

Question HS/MS O.2: For teens your age, abstinence (not having sexual intercourse) is a better choice than having sexual intercourse.

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

Table O7.3

Agreement That for Some Teens Having a Baby is a Good Decision

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very much agree	7	8	4	1
Agree	6	4	4	3
Disagree	32	25	26	27
Very much disagree	54	63	66	69

Question HS/MS O.3: For some teens under 18 years old, it is a good decision to have a baby.

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

8. Discussion With Parents/Adults in Family

Table O8.1

Topics Discussed With Parents/Adult in Family, Past 6 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
What your parents think about teenagers having sex				
No	67	68	67	65
Yes	33	32	33	35
Your questions about sex				
No	79	77	82	78
Yes	21	23	18	22
Reasons why you shouldn't have sex at your age				
No	72	77	79	80
Yes	28	23	21	20
How your life would change if you became a father or mother while you're a teenager				
No	72	71	76	70
Yes	28	29	24	30
Birth control				
No	71	64	59	52
Yes	29	36	41	48
AIDS/HIV and other sexually transmitted diseases				
No	74	71	72	69
Yes	26	29	28	31

Question HS/MS O.4-9: In the past 6 months, have you talked with your parents or other adults in your family about... what your parents think about teenagers having sex?... your questions about sex?... reasons why you shouldn't have sex at your age?... how your life would change if you became a father or mother while you're a teenager?... birth control?... AIDS/HIV and other sexually transmitted diseases?

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

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	467	506	499	491
Final number	330	311	270	245
Response Rate	71%	61%	54%	50%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Covitality[†]	71	73	72	72	
Belief in self [†]	70	70	70	68	P2.2
Belief in others [†]	76	79	78	77	P2.2
Emotional competence [†]	77	82	81	82	P2.2
Engaged living [†]	61	61	58	58	P2.2
Growth mindset[‡]	67	62	70	69	P7.1
Goals[†]	79	80	83	82	P8.1
Collaboration[†]	74	78	74	78	P9.1
Problem solving[†]	60	65	62	62	P10.1

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.”

[‡]Average percent of respondents reporting “A little true” or “Not at all true.”

Table P2.2***Covitality Domains and Subdomains***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Belief in self	70	70	70	68	
Self-efficacy	80	83	85	84	P3.1
Self-awareness	71	72	70	70	P3.2
Persistence	59	56	54	51	P3.3
Belief in others	76	79	78	77	
School supports	75	78	80	77	P4.1
Family connectedness	73	74	72	70	P4.2
Peer supports	78	83	82	83	P4.3
Emotional competence	77	82	81	82	
Emotional regulation	80	83	84	85	P5.1
Empathy	80	87	85	86	P5.2
Behavioral self-control	72	77	72	73	P5.3
Engaged living	61	61	58	58	
Optimism	53	51	51	49	P6.1
Gratitude	70	75	71	71	P6.2
Zest	60	57	52	53	P6.3

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.

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

3. Belief in Self

Table P3.1

Self-Efficacy Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Self-efficacy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	83	85	84
I can work out my problems.				
Not at all true	3	4	2	3
A little true	18	14	15	14
Pretty much true	48	53	52	51
Very much true	31	29	32	32
I can do most things if I try.				
Not at all true	2	2	0	2
A little true	14	12	12	12
Pretty much true	49	50	49	49
Very much true	35	36	39	37
There are many things that I do well.				
Not at all true	3	5	3	6
A little true	19	14	15	11
Pretty much true	43	50	46	48
Very much true	35	31	37	36

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table P3.2***Self-Awareness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Self-awareness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	72	70	70
There is a purpose to my life.				
Not at all true	9	8	5	8
A little true	18	15	18	19
Pretty much true	37	42	38	38
Very much true	36	35	38	34
I understand my moods and feelings.				
Not at all true	9	9	5	7
A little true	22	24	29	24
Pretty much true	43	44	43	43
Very much true	26	23	24	26
I understand why I do what I do.				
Not at all true	8	8	6	8
A little true	22	20	27	24
Pretty much true	43	48	42	42
Very much true	27	24	25	26

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table P3.3***Persistence Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Persistence				
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	56	54	51
When I do not understand something, I ask the teacher again and again until I understand.				
Not at all true	15	17	17	17
A little true	25	28	30	30
Pretty much true	38	37	31	32
Very much true	22	18	21	20
I try to answer all the questions asked in class.				
Not at all true	18	19	22	24
A little true	27	24	24	26
Pretty much true	34	39	37	31
Very much true	20	18	17	19
When I try to solve a math problem, I will not stop until I find a final solution.				
Not at all true	13	17	14	22
A little true	24	27	30	27
Pretty much true	37	35	34	34
Very much true	25	20	22	18

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table P4.1

School Supports Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	78	80	77
<i>There is a teacher or some other adult from my school... who always wants me to do my best.</i>				
Not at all true	5	2	1	4
A little true	12	14	15	14
Pretty much true	45	41	43	39
Very much true	38	43	41	43
<i>who listens to me when I have something to say.</i>				
Not at all true	7	7	4	5
A little true	23	20	15	21
Pretty much true	43	42	45	40
Very much true	26	32	35	34
<i>who believes that I will be a success.</i>				
Not at all true	10	6	4	5
A little true	16	19	19	18
Pretty much true	43	43	40	36
Very much true	31	32	37	40

Question HS/MS A.55, 57, 58: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table P4.2**Family Connectedness Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Family connectedness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	74	72	70
My family members really help and support one another.				
Not at all true	7	7	7	9
A little true	16	14	18	19
Pretty much true	36	43	37	36
Very much true	41	37	39	36
There is a feeling of togetherness in my family.				
Not at all true	9	9	9	11
A little true	19	17	19	19
Pretty much true	33	36	39	35
Very much true	38	38	33	36
My family really gets along well with each other.				
Not at all true	10	10	9	12
A little true	20	22	23	21
Pretty much true	35	38	36	39
Very much true	35	31	32	28

Question HS/MS P.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table P4.3***Peer Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Peer supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	83	82	83
I have a friend my age who really cares about me.				
Not at all true	4	4	2	3
A little true	12	8	9	8
Pretty much true	34	34	32	31
Very much true	50	55	57	59
I have a friend my age who talks with me about my problems.				
Not at all true	11	6	5	8
A little true	14	14	19	13
Pretty much true	31	35	28	25
Very much true	43	46	48	54
I have a friend my age who helps me when I’m having a hard time.				
Not at all true	7	5	5	7
A little true	17	15	13	14
Pretty much true	30	34	35	26
Very much true	45	46	47	53

Question HS/MS P.41-43: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

5. Emotional Competence

Table P5.1

Emotional Regulation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Emotional Regulation				
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	83	84	85
I accept responsibility for my actions.				
Not at all true	3	2	1	1
A little true	14	12	14	11
Pretty much true	46	51	46	46
Very much true	37	35	39	42
When I make a mistake I admit it.				
Not at all true	3	3	3	2
A little true	21	19	16	15
Pretty much true	50	52	49	52
Very much true	25	26	32	31
I can deal with being told no.				
Not at all true	4	3	3	3
A little true	14	11	11	13
Pretty much true	49	51	52	49
Very much true	33	35	34	36

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table P5.2***Empathy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Empathy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	87	85	86
I feel bad when someone gets their feelings hurt.				
Not at all true	5	3	3	4
A little true	16	10	14	10
Pretty much true	36	41	35	36
Very much true	44	46	47	50
I try to understand what other people go through.				
Not at all true	4	2	2	4
A little true	17	10	13	10
Pretty much true	40	48	42	40
Very much true	39	39	43	46
I try to understand how other people feel and think.				
Not at all true	4	4	1	3
A little true	16	10	12	11
Pretty much true	42	45	43	38
Very much true	38	41	44	47

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table P5.3***Behavioral Self-Control Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Behavioral self-control				
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	77	72	73
I can wait for what I want.				
Not at all true	6	5	3	4
A little true	20	14	20	18
Pretty much true	43	53	45	48
Very much true	31	29	32	30
I don’t bother others when they are busy.				
Not at all true	6	5	5	8
A little true	25	24	31	23
Pretty much true	45	50	42	47
Very much true	24	20	23	23
I think before I act.				
Not at all true	5	5	3	5
A little true	22	17	21	24
Pretty much true	46	56	53	46
Very much true	27	22	22	26

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.

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

6. Engaged Living

Table P6.1

Optimism Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	53	51	51	49
Each day I look forward to having a lot of fun.				
Not at all true	18	19	16	20
A little true	31	33	40	33
Pretty much true	35	35	29	29
Very much true	16	13	15	17
I usually expect to have a good day.				
Not at all true	22	17	16	20
A little true	28	35	36	34
Pretty much true	35	33	36	31
Very much true	16	14	13	15
Overall, I expect more good things to happen to me than bad things.				
Not at all true	21	17	14	18
A little true	21	26	27	27
Pretty much true	36	38	38	37
Very much true	22	19	21	19

Question HSA.164-166/MSA.157-159: 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 P6.2**Gratitude Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Gratitude				
<i>Average reporting “Pretty much true” or “Very much true”</i>	70	75	71	71
On most days I feel grateful.				
Not at all true	10	10	5	7
A little true	21	16	23	23
Pretty much true	41	43	42	38
Very much true	28	31	30	32
On most days I feel thankful.				
Not at all true	10	9	5	8
A little true	20	17	24	20
Pretty much true	38	43	42	41
Very much true	31	32	29	31
On most days I feel appreciative.				
Not at all true	10	9	4	8
A little true	19	15	26	21
Pretty much true	41	45	42	40
Very much true	29	31	28	32

Question HS/MS P.32-34: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table P6.3**Zest Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Zest				
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	57	52	53
On most days I feel energetic.				
Not at all true	15	21	17	21
A little true	28	28	36	28
Pretty much true	36	33	30	33
Very much true	22	19	17	18
On most days I feel active.				
Not at all true	12	14	12	18
A little true	25	22	33	27
Pretty much true	38	39	31	34
Very much true	24	25	23	21
On most days I feel enthusiastic.				
Not at all true	15	17	12	17
A little true	27	26	34	29
Pretty much true	37	38	37	35
Very much true	22	19	18	19

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Growth Mindset

Table P7.1

Growth Mindset Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Growth mindset[†]				
<i>Average reporting “A little true” or “Not at all true”</i>	67	62	70	69
My intelligence is something I cannot change very much.				
Not at all true	25	29	29	34
A little true	33	23	35	29
Pretty much true	27	34	26	24
Very much true	15	14	11	13
Challenging myself will not make me any smarter.				
Not at all true	48	49	54	54
A little true	22	21	19	18
Pretty much true	19	21	17	20
Very much true	11	10	10	9
There are some things I am not capable of learning.				
Not at all true	30	27	27	25
A little true	35	33	36	40
Pretty much true	23	29	25	22
Very much true	12	12	12	14
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	45	40	39	43
A little true	31	29	38	34
Pretty much true	15	23	15	16
Very much true	9	8	7	7

Question HS/MS P.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[†]All survey questions that comprise the scale were reverse-coded in computing the scale score.

8. Goals

Table P8.1

Goals Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Goals				
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	80	83	82
I am looking forward to a successful career.				
Not at all true	4	6	5	5
A little true	16	11	12	13
Pretty much true	32	41	37	38
Very much true	48	42	47	45
I have high goals and expectations for myself.				
Not at all true	4	4	3	6
A little true	15	8	9	9
Pretty much true	35	38	36	33
Very much true	47	50	52	52
I don’t expect very much of myself in the future.[†]				
Not at all true	55	52	62	56
A little true	19	18	16	23
Pretty much true	16	20	16	12
Very much true	10	10	7	9

Question HS/MS P.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

[†]*Survey question was reverse-coded in computing the scale score.*

9. Collaboration

Table P9.1

Collaboration Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Collaboration				
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	78	74	78
I enjoy working together with other students on class activities.				
Not at all true	9	7	9	8
A little true	24	21	27	23
Pretty much true	39	46	41	42
Very much true	28	26	24	27
When I work in school groups, I do my fair share.				
Not at all true	3	3	1	4
A little true	11	9	11	7
Pretty much true	41	41	38	44
Very much true	45	47	50	46
I like to listen to other students’ ideas in class.				
Not at all true	7	6	5	5
A little true	25	21	26	19
Pretty much true	46	55	48	53
Very much true	23	18	21	23

Question HS/MS P.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

10. Problem Solving

Table P10.1

Problem Solving Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Problem solving				
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	65	62	62
When I need help I find someone to talk with.				
Not at all true	12	10	12	12
A little true	24	23	29	24
Pretty much true	40	43	39	37
Very much true	24	23	20	26
I try to work out my problems by talking or writing about them.				
Not at all true	23	20	15	17
A little true	30	27	33	31
Pretty much true	32	33	37	29
Very much true	15	19	15	24
I trust my ability to solve difficult problems.				
Not at all true	7	6	3	4
A little true	23	18	22	25
Pretty much true	41	49	45	45
Very much true	29	27	29	27

Question HS/MS P.17, 26, 30: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Appendix

CHKS Content Overview, 2021-22

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.¹ References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to other relevant CHKS reports, factsheets, and resources that can be downloaded from the CalSCHLS website (calschls.org) for further information. What Works Briefs that provide guidance on best practices related to areas assessed by the survey are available from the California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org/resources).

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

MAIN CONTENT FOCUS: REMOTE LEARNING EXPERIENCES, SCHOOL CLIMATE, AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and students supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Fifty-one items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.⁴ The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁵

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state’s standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The more positive the school climate, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school’s level of personnel resources.⁶

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

¹ To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report (calschls.org/reports-data/#state-level-reports). The Biennial State data are derived from a randomly-selected, representative state sample. County level reports are also available on the CHKS website. Biennial State CHKS and county level data can also be examined interactively on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard).

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey-content-guides.

³ Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

⁴ See calschls.org/reports-data/#slcr

⁵ O’Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

⁶ Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁸ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

Indicators of the demographic and background characteristics of the survey respondents help users gain a better sense of how representative the survey sample is compared to the student population overall. They also enable users to analyze how survey results vary by important groups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet LCAP requirements to demonstrate actions across state priorities in regard to socioeconomically disadvantaged students, English learners, and foster youth, as well as other indicators such as race/ethnicity, homeless youth, and LGBTQ youth.

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race.

⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁸ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

⁹ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.¹⁰ They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in the racial/ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools.*¹¹ African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Foster Care Youth

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹² They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.¹³ ¹⁴ For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

Because of such disparities, it is important to examine disparities across LGBTQ and non-LGBTQ youth to identify needs and support the development of practices that promote the healthy development and safety of all youth.

¹⁰ Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

¹¹ Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

¹² Austin, Jones, & Annon. (2007). Download data.calschls.org/resources/FACTSHEET-6.pdf

¹³ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://www.wested.org/resources/lgbtq-students-in-california/)

¹⁴ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

¹⁵ See calschls.org/reports-data/dashboard/

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale and self-reported grades provide insight into cognitive engagement; the School Connectedness scale into emotional engagement; and attendance and truancy data into behavioral engagement. Other behavioral engagement indicators on the survey include substance use at school and violence perpetration. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience three protective factors in their school (caring relationships, high expectations, and opportunities for meaningful participation). These protective factors characterize a positive school climate and are linked to school connectedness and positive academic, behavioral, and health outcomes. Other school climate factors assessed are the level of parent involvement and the quality of the school physical environment, both also LCAP priorities. The likelihood that students will be motivated and engaged is increased to the extent that their teachers, family, and friends effectively support their purposeful involvement in learning and in school.

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email calschls@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.¹⁷

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

¹⁶ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

¹⁷ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.¹⁸ Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.¹⁹

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in schoolwork, and being bored or uninterested in school, another good indicator of disengagement.²⁰

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.^{21 22 23 24 25 26}

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.²⁷ It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

¹⁸ Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

¹⁹ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Download www.attendanceworks.org/portraits-of-change/

²⁰ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

²¹ Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²² Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²³ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁴ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁵ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

²⁷ National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁸ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{29 30}

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.³¹

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/17 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³² Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³³ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁴ These behaviors adversely affect not only students' ability

²⁸ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

²⁹ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³¹ Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

³² Hanson & Austin. (2018). Download calschls.org/docs/facilities_2-18-1.pdf

³³ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁴ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{35 36 37}

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A6.3).

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.³⁸

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.³⁹

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.⁴⁰ Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴¹ ⁴² They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions

³⁵ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

³⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

³⁹ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

⁴⁰ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

⁴¹ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴² Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.⁴³ Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁴ About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

An important barrier to learning, positive youth development, and health, substance use is assessed by the CHKS Core.

Alcohol and Other Drug Use (Section 9)

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁵

Alcohol and Other Drug Use at School (Section 9)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.⁴⁶ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{47 48}

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness.

⁴³ Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

⁴⁴ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁵ Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

⁴⁶ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

⁴⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁴⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{49 50}

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵¹ They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵²

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.^{53 54}

See also the percentage of students who report missing school because they “felt very sad, hopeless, anxious, stressed, or angry.” In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster of social-emotional competencies.

⁴⁹ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵⁰ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵¹ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵² Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵³ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf