

CALIFORNIA HEALTHY KIDS SURVEY



Piedmont City Unified Secondary 2023-2024 Main Report

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

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

Recommended citation:
Piedmont City Unified School District. *California Healthy Kids Survey, 2023-2024: Main Report*. San Francisco: WestEd for the California Department of Education.

Contents

Page

List of Tables	III
PREFACE	IX
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	13
5. Remote Schooling	14
6. School Performance, Engagement, and Supports	16
7. Social and Emotional Health	33
8. School Violence, Victimization, and Safety	38
9. Alcohol and Other Drug Use	45
10. Tobacco Use	57
11. Other Health Risks	66
12. Race/Ethnicity Breakdowns	67
13. Gender Breakdowns	83
14. Parental Education Breakdowns	93
15. English Learner Breakdowns	104
16. Long-Term English Learner (LTEL) Breakdowns	112
17. Special Education Breakdowns	120
18. Living Situation Breakdowns	130
B. Behavioral Health Module (Form A)	140
Alcohol and Other Drugs	140
1. Student Sample	140
2. Summary of Key Indicators	141
3. Alcohol, Tobacco, and Other Drug Consumption Patterns	142
4. Reasons for and Consequences of AOD Consumption	146
5. Supports to Reduce AOD Use	150
6. Availability	151
7. Influences on ATOD Use	153

B. Behavioral Health Module (Form B)	157
Other Behavioral Health Factors	157
1. Student Sample	157
2. Summary of Key Indicators	158
3. Behavioral Health Protective Factors	159
4. Resilience Assets	164
5. Student Wellness	165
6. Mental Health Supports	173

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate	3
A2.2 Key Indicators of Substance Use, Remote Schooling, and Student Well-Being	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Gender of Sample	5
A3.3 Sexual Orientation	6
A3.4 Gender Identity	6
A3.5 Race or Ethnicity	7
A3.6 Living Arrangements and Housing Status	7
A3.7 Living Situation	8
A3.8 Parental Education	8
A3.9 Special Education Services	9
A3.10 English Learner Program Designation	9
A3.11 English Learner Program Duration and Long-Term English Learner Status	9
A3.12 Language Spoken at Home	10
A3.13 English Language Proficiency – Home Language Other Than English	11
A3.14 Number of Days Attending Afterschool Program	12
A3.15 Military Connections	12
4. Routines	13
A4.1 Eating of Breakfast	13
A4.2 Bedtime	13
5. Remote Schooling	14
A5.1 Remote Schooling Schedule and Instructional Time	14
A5.2 Interesting Activities Provided for Student in Remote Schooling	15
A5.3 Interest in Schoolwork Done from Home	15
6. School Performance, Engagement, and Supports	16
A6.1 Grades, Past 12 Months	16
A6.2 Absences, Past 30 Days	16
A6.3 Reasons for Absence, Past 30 Days	17
A6.4 School Environment & Connectedness, Academic Motivation, Parental Involvement	18
A6.5 Caring Relationships Scale Questions	19

A6.6	High Expectations Scale Questions	20
A6.7	Meaningful Participation Scale Questions	21
A6.8	School Connectedness Scale Questions	22
A6.8	School Connectedness Scale Questions – Continued	23
A6.9	Academic Motivation Scale Questions	24
A6.10	Maintaining Focus on Schoolwork	25
A6.11	School Boredom and Value of School	26
A6.12A	School Boredom Profile Groups - 9th Grade	27
A6.12B	School Boredom Profile Groups - 10th Grade	28
A6.12C	School Boredom Profile Groups - 11th Grade	29
A6.12D	School Boredom Profile Groups - 12th Grade	30
A6.13	Promotion of Parental Involvement Scale Questions	31
A6.14	Checking Student Progress	32
A6.15	Quality of School Physical Environment	32
7.	Social and Emotional Health	33
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	33
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	33
A7.3	Optimism Scale Questions	34
A7.4	Life Satisfaction Scale Questions	35
A7.4	Life Satisfaction Scale Questions – Continued	36
A7.5	Social Emotional Distress Scale Questions	37
8.	School Violence, Victimization, and Safety	38
A8.1	Perceived Safety at School	38
A8.2	Reasons for Harassment, Past 12 Months	39
A8.2	Reasons for Harassment, Past 12 Months – Continued	40
A8.3	School Violence Victimization Scale Questions	41
A8.3	School Violence Victimization Scale Questions – Continued	42
A8.4	School Violence Perpetration Scale Questions	43
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	44
A8.6	Weapons Possession on School Property, Past 12 Months	44
9.	Alcohol and Other Drug Use	45
A9.1	Summary Measures of Level of AOD Use and Perceptions	45
A9.2	Summary of AOD Lifetime Use	46
A9.3	Lifetime AOD Use	47
A9.3	Lifetime AOD Use – Continued	48
A9.4	Methods of Marijuana Consumption	49
A9.5	Current AOD Use, Past 30 Days	50
A9.6	Frequency of Current AOD Use, Past 30 Days	51
A9.7	Lifetime Drunk or “High”	52
A9.8	Current AOD Use on School Property, Past 30 Days	53
A9.9	Lifetime Drunk or “High” on School Property	53
A9.10	Cessation Attempts	54
A9.11	Perceived Harm of AOD Use	55
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	56

10. Tobacco Use	57
A10.1 Summary of Key CHKS Tobacco Indicators	57
A10.2 Lifetime Tobacco Use	58
A10.3 Substances Ever Vaped	59
A10.4 Any Current Use and Daily Use	60
A10.5 Substances Vaped, Past 30 Days	61
A10.6 Current Tobacco Use, Past 30 Days	62
A10.7 Current Smoking on School Property, Past 30 Days	62
A10.8 Secondhand Smoke on School Property, Past 30 Days	63
A10.9 Cigarette Smoking and Vaping Cessation Attempts	63
A10.10 Perceived Harm of Cigarette Smoking	64
A10.11 Perceived Harm of Using Vape Products	64
A10.12 Perceived Difficulty of Obtaining Cigarettes and Vape Products	65
A10.13 School Bans Tobacco Use and Vaping	65
11. Other Health Risks	66
A11.1 Gang Involvement	66
12. Race/Ethnicity Breakdowns	67
A12.1 School Engagement and Supports by Race/Ethnicity	67
A12.1 School Engagement and Supports by Race/Ethnicity – Continued	68
A12.1 School Engagement and Supports by Race/Ethnicity – Continued	69
A12.1 School Engagement and Supports by Race/Ethnicity – Continued	70
A12.2 School Safety by Race/Ethnicity	71
A12.2 School Safety by Race/Ethnicity – Continued	72
A12.2 School Safety by Race/Ethnicity – Continued	73
A12.3 Cyberbullying by Race/Ethnicity	73
A12.4 Substance Use by Race/Ethnicity	74
A12.4 Substance Use by Race/Ethnicity – Continued	75
A12.4 Substance Use by Race/Ethnicity – Continued	76
A12.4 Substance Use by Race/Ethnicity – Continued	77
A12.5 Routines by Race/Ethnicity	78
A12.6 Remote Schooling by Race/Ethnicity	79
A12.6 Remote Schooling by Race/Ethnicity – Continued	80
A12.7 Social and Emotional Health by Race/Ethnicity	81
A12.7 Social and Emotional Health by Race/Ethnicity – Continued	82
13. Gender Breakdowns	83
A13.1 School Engagement and Supports by Gender	83
A13.1 School Engagement and Supports by Gender – Continued	84
A13.1 School Engagement and Supports by Gender – Continued	85
A13.2 School Safety by Gender	86
A13.2 School Safety by Gender – Continued	87
A13.3 Cyberbullying by Gender	87
A13.4 Substance Use by Gender	88
A13.4 Substance Use by Gender – Continued	89
A13.5 Routines by Gender	90
A13.6 Remote Schooling by Gender	91

A13.7	Social and Emotional Health by Gender	92
14.	Parental Education Breakdowns	93
A14.1	School Engagement and Supports by Parental Education	93
A14.1	School Engagement and Supports by Parental Education – Continued	94
A14.1	School Engagement and Supports by Parental Education – Continued	95
A14.2	School Safety by Parental Education	96
A14.2	School Safety by Parental Education – Continued	97
A14.3	Cyberbullying by Parental Education	97
A14.4	Substance Use by Parental Education	98
A14.4	Substance Use by Parental Education – Continued	99
A14.4	Substance Use by Parental Education – Continued	100
A14.5	Routines by Parental Education	101
A14.6	Remote Schooling by Parental Education	102
A14.7	Social and Emotional Health by Parental Education	103
15.	English Learner Breakdowns	104
A15.1	School Engagement and Supports by English Learner Status	104
A15.1	School Engagement and Supports by English Learner Status – Continued	105
A15.2	School Safety by English Learner Status	106
A15.3	Cyberbullying by English Learner Status	107
A15.4	Substance Use by English Learner Status	107
A15.4	Substance Use by English Learner Status – Continued	108
A15.5	Routines by English Learner Status	109
A15.6	Remote Schooling by English Learner Status	110
A15.7	Social and Emotional Health by English Learner Status	111
16.	Long-Term English Learner (LTEL) Breakdowns	112
A16.1	School Engagement and Supports by English Learner (EL) Program Duration	112
A16.1	School Engagement and Supports by English Learner Program Duration – Continued	113
A16.2	School Safety by English Learner (EL) Program Duration	114
A16.3	Cyberbullying by English Learner (EL) Program Duration	115
A16.4	Substance Use by English Learner (EL) Program Duration	115
A16.4	Substance Use by English Learner (EL) Program Duration – Continued	116
A16.5	Routines by English Learner (EL) Program Duration	117
A16.6	Remote Schooling by English Learner (EL) Program Duration	118
A16.7	Social and Emotional Health by English Learner (EL) Program Duration	119
17.	Special Education Breakdowns	120
A17.1	School Engagement and Supports by Individualized Education Plan (IEP) Placement	120
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	121
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	122
A17.2	School Safety by Individualized Education Plan (IEP) Placement	123
A17.2	School Safety by Individualized Education Plan (IEP) Placement – Continued	124
A17.3	Cyberbullying by Individualized Education Plan (IEP) Placement	124
A17.4	Substance Use by Individualized Education Plan (IEP) Placement	125
A17.4	Substance Use by Individualized Education Plan (IEP) Placement – Continued	126
A17.5	Routines by Individualized Education Plan (IEP) Placement	127

A17.6	Remote Schooling by Individualized Education Plan (IEP) Placement	128
A17.7	Social and Emotional Health by Individualized Education Plan (IEP) Placement . . .	129
18.	Living Situation Breakdowns	130
A18.1	School Engagement and Supports by Living Situation	130
A18.1	School Engagement and Supports by Living Situation – Continued	131
A18.1	School Engagement and Supports by Living Situation – Continued	132
A18.2	School Safety by Living Situation	133
A18.2	School Safety by Living Situation – Continued	134
A18.3	Cyberbullying by Living Situation	134
A18.4	Substance Use by Living Situation	135
A18.4	Substance Use by Living Situation – Continued	136
A18.5	Routines by Living Situation	137
A18.6	Remote Schooling by Living Situation	138
A18.7	Social and Emotional Health by Living Situation	139
B.	Behavioral Health Module (Form A)	140
	Alcohol and Other Drugs (AOD)	140
1.	Student Sample	140
B.I.1.1	Student Sample for AOD Indicators	140
2.	Summary of Key Indicators	141
B.I.2.1	Key Indicators of Alcohol and Other Drug Use	141
3.	Alcohol, Tobacco, and Other Drug Consumption Patterns	142
B.I.3.1	Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulants	142
B.I.3.2	Age of Onset – AOD Use	143
B.I.3.3	Age of Onset – Tobacco Use	144
B.I.3.4	Usual Alcohol Consumption Level	144
B.I.3.5	Usual Drug Consumption Level	145
B.I.3.6	Driving Under the Influence Experiences, Lifetime	145
4.	Reasons for and Consequences of AOD Consumption	146
B.I.4.1	Reasons for AOD Use, Past 12 Months	146
B.I.4.2	Problems Caused by AOD Use	147
B.I.4.3	Alcohol or Other Drug Use Caused Dependency-Related Experiences	148
B.I.4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . .	149
5.	Supports to Reduce AOD Use	150
B.I.5.1	Needed Counseling for Use	150
B.I.5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	150
B.I.5.3	Talked with Parent About AOD Use, Past 12 Months	150
6.	Availability	151
B.I.6.1	Sources for Obtaining Alcohol	151
B.I.6.2	Sources for Obtaining Marijuana	152

7. Influences on ATOD Use	153
B.I.7.1 Personal Disapproval of AOD Use	153
B.I.7.2 Parent Disapproval of ATOD Use	154
B.I.7.3 Peer Disapproval of ATOD Use	155
B.I.7.4 Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months	156
B. Behavioral Health Module (Form B)	157
Other Behavioral Health Factors	157
1. Student Sample	157
B.II.1.1 Student Sample on Other Behavioral Health Factors	157
2. Summary of Key Indicators	158
B.II.2.1 Key Indicators of Other Behavioral Health Factors	158
3. Behavioral Health Protective Factors	159
B.II.3.1 Perceived Safety at Home and in Neighborhood	159
B.II.3.2 Emotional Safety at School Scale Questions	160
B.II.3.3 School Co-Regulation Supports Scale Questions	161
B.II.3.4 Home Adult Co-Regulation Supports Scale Questions	162
B.II.3.5 Peer Co-Regulation Supports Scale Questions	163
4. Resilience Assets	164
B.II.4.1 Emotion Regulation Scale Questions	164
5. Student Wellness	165
B.II.5.1 Responses to Trauma Scale Questions	165
B.II.5.1 Responses to Trauma Scale Questions – Continued	166
B.II.5.2 Post-Traumatic Stress (PTS) Profile, Past 30 Days	166
B.II.5.3 Stress Associated Health Symptoms Scale Questions	167
B.II.5.3 Stress Associated Health Symptoms Scale Questions – Continued	168
B.II.5.4 Loneliness Scale Questions	169
B.II.5.5 Body Image	170
B.II.5.6 Weight Management	170
B.II.5.7 Disordered Eating Behavior	171
B.II.5.8 Self-Harm, Past 12 Months	172
6. Mental Health Supports	173
B.II.6.1 Availability of Mental Health Supports at School, Past Year	173
B.II.6.2 Mental Health Help-Seeking Attitude	173
B.II.6.3 Mental Health Help-Seeking Attitude Toward Peers	174
B.II.6.4 Mental Health Services Usage, Past Year	175
B.II.6.5 Barriers to Using Mental Health Services	176
B.II.6.6 School Promotion of Mental Health Awareness	177

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2023-24 *California Healthy Kids Survey* (CHKS) for schools within this school district. 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. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

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

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer.

Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-

emotional capacities linked to student mental health and well-being and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

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

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

- compare their data with district and state averages;

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate

improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline

referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports, School Climate Report Cards, Mental Health Reports, and School Boredom Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Four types of reports are available:

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, School Health and Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	157	180	209	189
Final number	142	161	186	162
Response Rate	90%	89%	89%	86%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	142	161	186	161
Remote learning only	0	0	0	1

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>	79	73	72	77	A6.4
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.4
Academic motivation [†]	71	75	70	63	A6.4
School is really boring [±]	42	27	28	38	A6.11
School is worthless and a waste of time [±]	9	4	7	8	A6.11
Monthly Absences (3 or more)	13	11	8	19	A6.2
Maintaining focus on schoolwork ^{†Γ}	34	35	28	30	A6.10
Caring adult relationships [‡]	71	77	83	84	A6.4
High expectations [‡]	81	84	88	89	A6.4
Meaningful participation [‡]	33	41	38	39	A6.4
Facilities upkeep ^{†Φ}	86	87	80	89	A6.15
Promotion of parental involvement in school [†]	65	63	62	65	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	84	87	84	89	A8.1
Experienced any harassment or bullying [§]	28	21	23	16	A8.2
Had mean rumors or lies spread about you [§]	31	31	20	17	A8.3
Been afraid of being beaten up ^{§Φ}	8	4	4	1	A8.3
Been in a physical fight ^{§Φ}	6	3	2	0	A8.4
Seen a weapon on campus ^{§Φ}	3	1	2	1	A8.6
Cyberbullying [§]	17	21	14	12	A8.3

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

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

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

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

[±] Rating of 7 or higher.

^Γ Survey question was reverse-coded.

^Φ In-School only.

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

[§] Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Substance Use					
Current alcohol or drug use [¶]	13	17	35	56	A9.5
Current tobacco use [¶]	7	4	12	21	A10.6
Current marijuana use [¶]	8	9	18	38	A9.5
Current binge drinking [¶]	4	6	20	39	A9.5
Very drunk or “high” 7 or more times, ever	3	5	14	26	A9.7
Been drunk or “high” on drugs at school, ever	3	4	6	16	A9.9
Current cigarette smoking [¶]	2	2	3	7	A10.4
Current use of vape products [¶]	7	4	11	23	A10.4
Current tobacco vaping [¶]	6	2	7	17	A10.5
Current marijuana vaping [¶]	5	3	10	17	A10.5
Routines					
Eating of breakfast	75	77	72	73	A4.1
Bedtime (at 12 am or later)	19	19	32	38	A4.2
Remote Schooling					
Remote learning frequency (5 days per week) ^{¶δ}					A5.1
Synchronous instruction (4 days or more) ^{¶δ}					A5.1
Interest in schoolwork done from home ^{†δ}					A5.3
Meaningful opportunities ^{‡δ}					A5.2
Social and Emotional Health					
Social emotional distress [‡]	21	20	28	19	A7.5
Experienced chronic sadness/hopelessness [§]	15	18	22	18	A7.1
Considered suicide [§]	7	4	3	7	A7.2
Optimism [‡]	51	54	47	55	A7.3
Life satisfaction [±]	75	72	69	72	A7.4

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

[¶]Past 30 days.

[|]Today.

^δRemote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

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

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	59	53	50	53
Female	40	45	48	44
Nonbinary	1	1	1	2
Something else	1	1	2	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)	81	73	67	69
Lesbian or Gay	1	3	5	1
Bisexual	8	13	10	17
Something else	1	2	2	3
Not sure	5	6	9	3
Decline to respond	4	4	6	6

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	94	96	92	96
Yes, I am transgender	1	2	2	2
I am not sure if I am transgender	0	0	2	0
Decline to respond	5	3	4	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	0	0	0
Asian or Asian American, non-Hispanic	20	21	16	13
Black or African American, non-Hispanic	1	1	2	2
Hispanic or Latinx	9	8	10	11
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0
White, non-Hispanic	53	53	49	57
Multiracial, non-Hispanic	14	16	19	16
Something else, non-Hispanic	3	1	4	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	100	100	98	99
Other relative's home	0	0	0	0
A home with more than one family	0	0	0	1
Friend's home	0	0	1	0
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	0	0	2	1

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

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

Table A3.7
Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Home with one or more parent or guardian	100	100	98	99
Foster home	0	0	0	0
Homeless	0	0	1	0
Other living arrangement	0	0	2	1

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

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

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

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

Table A3.8
Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	1	0	3	1
Graduated from high school	1	0	1	1
Attended college but did not complete four-year degree	0	2	1	2
Graduated from college	95	97	94	96
Don’t know	3	1	2	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	77	79	74	82
Yes	11	17	21	17
Don't know	12	3	4	1
Prefer not to say	0	1	2	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	85	88	91	97
Yes	3	4	3	0
Don't know	13	8	7	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Not currently in English Learner Program	97	95	98	100
Less than 7 years (EL)	2	3	2	0
7 years or more (LTEL)	2	2	0	0

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	92	91	91	97
Spanish	1	1	2	1
Mandarin	1	1	1	0
Cantonese	0	1	1	1
Taiwanese	0	0	0	0
Tagalog	1	1	0	0
Vietnamese	1	1	0	0
Korean	0	0	0	0
Arabic	0	0	0	0
Other	4	5	6	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How well do you...</i>				
understand English?				
Very well	83	87	82	
Well	17	13	12	
Not well	0	0	0	
Not at all	0	0	6	
speak English?				
Very well	83	87	82	
Well	8	13	12	
Not well	8	0	6	
Not at all	0	0	0	
read English?				
Very well	83	87	53	
Well	17	13	41	
Not well	0	0	0	
Not at all	0	0	6	
write English?				
Very well	75	87	59	
Well	17	13	41	
Not well	8	0	0	
Not at all	0	0	0	
<i>English Language Proficiency Status</i>				
Proficient	83	87	53	
Not proficient	17	13	47	

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	65	74	83	88
1 day	0	3	1	1
2 days	2	1	2	1
3 days	5	3	4	1
4 days	10	8	3	1
5 days	18	11	8	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	97	97	97	99
Yes	1	1	0	0
Don't know	2	1	3	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	25	23	28	27
Yes	75	77	72	73

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

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

Table A4.2

Bedtime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Before 7:00 pm	0	0	1	0
7:00-7:59 pm	0	0	0	0
8:00-8:59 pm	1	3	0	0
9:00-9:59 pm	6	11	6	4
10:00-10:59 pm	49	36	20	15
11:00-11:59 pm	25	30	41	43
12:00-12:59 am	12	13	20	24
After 1:00 am	7	6	12	13
<i>Bedtime at 12 am or later</i>	19	19	32	38

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

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

5. Remote Schooling

Table A5.1

Remote Schooling Schedule and Instructional Time (Remote Only)

	Grade 9 %	Grade 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.20-22: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

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

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

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

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

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

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

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

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	60	60	40	53
A's and B's	29	25	46	31
Mostly B's	4	8	6	7
B's and C's	6	6	7	7
Mostly C's	1	1	1	1
C's and D's	1	0	0	1
Mostly D's	0	0	0	0
Mostly F's	0	0	1	0

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

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

Table A6.2

Absences, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	54	54	56	38
1 day	23	23	22	23
2 days	10	12	13	20
3 or more days	13	11	8	19

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	50	48	48	33
Illness (feeling physically sick), including problems with breathing or your teeth	40	45	40	52
Were being bullied or mistreated at school <i>(In-School Only)</i>	0	0	0	0
Felt very sad, hopeless, anxious, stressed, or angry	5	4	8	8
Didn't get enough sleep	8	8	15	18
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	0	1	1
Had to take care of or help a family member or friend	0	0	2	3
Wanted to spend time with friends	1	1	2	6
Used alcohol or drugs	0	0	1	0
Were behind in schoolwork or weren't prepared for a test or class assignment	5	4	11	15
Were bored or uninterested in school	4	2	5	13
Had no transportation to school <i>(In-School Only)</i>	0	0	1	1
Other reason	9	7	9	10

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports	62	67	70	70	
Caring relationships-adults in school [‡]	71	77	83	84	A6.5
High expectations-adults in school [‡]	81	84	88	89	A6.6
Meaningful participation at school [‡]	33	41	38	39	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	79	73	72	77	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	71	75	70	63	A6.9
Promotion of parental involvement in school [†]	65	63	62	65	A6.13

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

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

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

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

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

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

Table A6.5

Caring Relationships Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring relationships-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	77	83	84
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	4	4	3	3
A little true	33	24	15	15
Pretty much true	38	46	47	37
Very much true	25	26	35	45
<i>who notices when I’m not there.</i>				
Not at all true	11	4	5	3
A little true	23	22	19	19
Pretty much true	39	42	42	41
Very much true	28	32	35	36
<i>who listens to me when I have something to say.</i>				
Not at all true	3	1	1	0
A little true	13	15	10	7
Pretty much true	48	44	48	46
Very much true	36	40	41	47

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	84	88	89
<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	5	1	3	2
A little true	18	15	12	13
Pretty much true	46	48	44	44
Very much true	30	36	41	41
<i>who always wants me to do my best.</i>				
Not at all true	4	1	2	2
A little true	8	10	6	9
Pretty much true	47	47	42	38
Very much true	41	42	50	51
<i>who believes that I will be a success.</i>				
Not at all true	5	3	1	1
A little true	17	20	11	6
Pretty much true	44	39	46	43
Very much true	34	38	42	49

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

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	33	41	38	39
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	4	1	4	4
A little true	29	31	22	26
Pretty much true	45	46	48	49
Very much true	21	23	25	20
I help decide things like class activities or rules.				
Not at all true	33	21	29	36
A little true	42	43	44	38
Pretty much true	21	24	18	19
Very much true	4	13	9	7
I do things that make a difference.				
Not at all true	21	13	19	12
A little true	51	49	43	46
Pretty much true	22	26	23	31
Very much true	6	12	16	11
I have a say in how things work.				
Not at all true	31	24	31	23
A little true	42	38	38	46
Pretty much true	21	27	20	23
Very much true	6	11	11	9
I help decide school activities or rules.				
Not at all true	48	41	50	42
A little true	36	33	30	34
Pretty much true	13	15	12	15
Very much true	4	10	8	9

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

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

Table A6.8
School Connectedness Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness[#] (<i>In-School Only</i>)				
Average reporting “Agree” or “Strongly agree”	79	73	72	77
School connectedness^ψ (<i>Remote Only</i>)				
Average reporting “Agree” or “Strongly agree”				
I feel close to people at/from this school.				
Strongly disagree	2	0	1	1
Disagree	4	8	6	5
Neither disagree nor agree	11	20	17	16
Agree	51	50	51	47
Strongly agree	32	23	25	32
I am happy with/to be at this school.				
Strongly disagree	4	0	3	0
Disagree	4	6	8	5
Neither disagree nor agree	14	27	23	25
Agree	52	47	44	51
Strongly agree	26	20	22	19
I feel like I am part of this school.				
Strongly disagree	4	1	3	2
Disagree	4	5	7	5
Neither disagree nor agree	22	28	24	21
Agree	49	42	47	55
Strongly agree	21	23	20	18

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

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

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

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	1	0	2	1
Disagree	6	5	6	2
Neither disagree nor agree	16	18	24	17
Agree	45	56	47	59
Strongly agree	32	21	21	21
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	1	0	0	0
Disagree	0	1	1	1
Neither disagree nor agree	14	15	14	13
Agree	48	52	52	52
Strongly agree	36	32	33	35

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	71	75	70	63
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	0	1	1	1
Disagree	2	3	4	3
Neither disagree nor agree	7	10	10	14
Agree	45	48	47	55
Strongly agree	46	39	38	28
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	4	1	4	4
Disagree	19	16	24	16
Neither disagree nor agree	30	27	24	39
Agree	31	36	33	34
Strongly agree	16	20	15	7
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	1	1	2	1
Disagree	8	7	7	9
Neither disagree nor agree	19	16	19	20
Agree	45	45	48	56
Strongly agree	27	31	24	13
I am always trying to do better in my schoolwork.				
Strongly disagree	1	1	2	2
Disagree	4	5	6	5
Neither disagree nor agree	19	15	16	31
Agree	41	42	42	46
Strongly agree	35	38	34	16

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	7	6	3	5
Disagree	27	30	25	25
Neither disagree nor agree	21	22	25	27
Agree	28	30	30	34
Strongly agree	18	13	17	9

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School boredom				
Low (0-3)	24	25	20	21
Medium (4-6)	34	48	52	41
High (7-10)	42	27	28	38
Value of school				
High (0-3)	68	74	70	73
Medium (4-6)	23	21	23	19
Low (7-10)	9	4	7	8

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

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

Table A6.12A***School Boredom Profile Groups - 9th Grade***

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 24%				Mid Boredom & High Value 27%			High Boredom & High Value 17%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 6%			High Boredom & Mid Value 17%				
	5	Mid Value [̄]										
	6											
	7								High Boredom & Low Value 8%			
	8	Low Boredom &			Mid Boredom &							
	9	Low Value [̄]			Low Value [̄]							
	10 Strongly Agree											

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

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

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

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

Table A6.12B

School Boredom Profile Groups - 10th Grade

		School is really boring (Grade 10)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 25%				Mid Boredom & High Value 38%				High Boredom & High Value 12%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value [̄]				Mid Value				Mid Value		
	6					10%				12%		
	7									High Boredom & Low Value 4%		
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	10 Strongly Agree											

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

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

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

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

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 19%				Mid Boredom & High Value 40%				High Boredom & High Value 10%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value [̄]				Mid Value				Mid Value		
	6					11%				11%		
	7									High Boredom & Low Value 7%		
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	10 Strongly Agree											

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

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

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

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

Table A6.12D

School Boredom Profile Groups - 12th Grade

		School is really boring (Grade 12)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 21%				Mid Boredom & High Value 32%				High Boredom & High Value 19%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value [̄]				Mid Value				Mid Value		
	6					8%				11%		
	7									High Boredom & Low Value 7%		
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	10 Strongly Agree											

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	65	63	62	65
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	1	0	2	1
Disagree	3	8	9	7
Neither disagree nor agree	28	28	31	26
Agree	48	46	44	47
Strongly agree	20	18	14	19
Parents feel welcome to participate at this school.				
Strongly disagree	1	0	1	0
Disagree	5	4	7	4
Neither disagree nor agree	29	34	25	29
Agree	46	42	47	45
Strongly agree	19	21	21	22
School staff take parent concerns seriously.				
Strongly disagree	2	1	2	1
Disagree	6	3	8	5
Neither disagree nor agree	28	34	29	31
Agree	44	42	44	45
Strongly agree	19	21	18	18

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

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

Table A6.14
Checking Student Progress

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	18	15	8	11
A little true	35	24	18	27
Pretty much true	27	34	42	37
Very much true	20	28	32	26

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	1	1	1	0
Disagree	4	3	2	1
Neither disagree nor agree	10	10	17	11
Agree	57	61	53	56
Strongly agree	29	25	27	33

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	85	82	78	82
Yes	15	18	22	18

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

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	93	96	97	93
Yes	7	4	3	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	51	54	47	55
Each day I look forward to having a lot of fun.				
Not at all true	18	13	18	14
A little true	39	38	43	42
Pretty much true	28	34	28	30
Very much true	14	14	11	13
I usually expect to have a good day.				
Not at all true	17	13	16	10
A little true	33	35	37	34
Pretty much true	34	34	35	39
Very much true	17	18	11	17
Overall, I expect more good things to happen to me than bad things.				
Not at all true	12	13	18	9
A little true	26	27	27	26
Pretty much true	39	39	36	45
Very much true	23	20	19	20

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	75	72	69	72
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	0	1	2	1
Dissatisfied	1	3	2	3
A little dissatisfied	4	7	8	9
A little satisfied	9	12	8	11
Satisfied	44	43	46	42
Very satisfied	42	36	35	34
my friendships as...				
Very dissatisfied	0	1	3	1
Dissatisfied	1	3	2	1
A little dissatisfied	7	8	6	7
A little satisfied	12	14	16	15
Satisfied	48	49	37	49
Very satisfied	32	26	35	27
my school experience as...				
Very dissatisfied	0	1	6	1
Dissatisfied	4	5	6	3
A little dissatisfied	12	11	12	12
A little satisfied	25	27	26	26
Satisfied	41	41	31	47
Very satisfied	19	15	20	11

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	1	2	4	1
Dissatisfied	7	5	5	5
A little dissatisfied	11	11	10	8
A little satisfied	21	18	21	18
Satisfied	33	40	41	45
Very satisfied	26	24	19	22
where I live as...				
Very dissatisfied	0	1	2	1
Dissatisfied	2	1	1	1
A little dissatisfied	2	5	2	4
A little satisfied	7	8	13	8
Satisfied	31	36	39	36
Very satisfied	58	49	43	50

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	21	20	28	19
I had a hard time relaxing.				
Not at all true	26	31	29	37
A little true	47	47	35	43
Pretty much true	21	14	24	12
Very much true	7	8	12	8
I felt sad and down.				
Not at all true	32	34	34	39
A little true	49	42	36	37
Pretty much true	10	20	20	16
Very much true	10	5	9	8
I was easily irritated.				
Not at all true	23	30	27	33
A little true	44	40	36	41
Pretty much true	25	18	24	20
Very much true	8	11	13	7
It was hard for me to cope and I thought I would panic.				
Not at all true	64	53	50	64
A little true	21	34	32	24
Pretty much true	9	11	11	8
Very much true	5	3	7	3
It was hard for me to get excited about anything.				
Not at all true	59	56	53	60
A little true	29	33	28	27
Pretty much true	7	8	13	9
Very much true	4	3	6	4

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	39	37	40	49
Safe	44	49	45	40
Neither safe nor unsafe	16	12	14	10
Unsafe	1	1	1	1
Very unsafe	0	0	1	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	87	92	90	97
1 time	7	3	4	2
2 or more times	6	5	6	1
Religion				
0 times	95	99	95	96
1 time	2	1	3	3
2 or more times	3	1	2	1
Gender				
0 times	96	97	94	96
1 time	1	1	3	2
2 or more times	3	1	3	2
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	94	95	97	95
1 time	1	4	1	3
2 or more times	5	1	2	2
A physical or mental disability				
0 times	96	95	97	97
1 time	1	3	1	1
2 or more times	2	1	2	1
Any of the above five reasons	23	15	16	15

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times	94	97	99	100
1 time	2	2	1	0
2 or more times	4	1	1	0
Any other reason				
0 times	86	88	90	96
1 time	4	5	3	3
2 or more times	9	6	7	1
Any harassment	28	21	23	16

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

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence victimization (<i>In-School Only</i>)				
<i>Average reporting “1 or more times”</i>	19	16	14	9
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)				
0 times	84	92	93	100
1 time	9	6	6	0
2 to 3 times	5	2	1	0
4 or more times	2	0	0	0
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	92	96	96	99
1 time	5	3	3	1
2 to 3 times	1	1	1	0
4 or more times	1	0	0	0
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	69	69	80	83
1 time	16	18	13	7
2 to 3 times	7	10	4	9
4 or more times	8	3	3	1
had sexual jokes, comments, or gestures made to you?				
0 times	79	79	81	88
1 time	9	14	6	5
2 to 3 times	5	5	7	3
4 or more times	6	2	6	3

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

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you/did students from your school...</i>				
<i>had your property stolen or deliberately damaged?</i>				
<i>(In-School Only)</i>				
0 times	94	96	93	98
1 time	5	4	5	2
2 to 3 times	1	0	1	0
4 or more times	1	0	2	0
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	71	79	78	89
1 time	10	10	11	7
2 to 3 times	7	8	5	2
4 or more times	12	3	6	2
<i>been made fun of, insulted, or called names?</i>				
0 times	78	80	83	85
1 time	6	10	6	8
2 to 3 times	4	7	5	4
4 or more times	11	3	6	3
<i>During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?</i>				
0 times (never)	83	79	86	88
1 time	8	12	6	6
2 to 3 times	3	6	5	5
4 or more times	7	3	3	1

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

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	5	2	3	2
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	94	97	98	100
1 time	5	2	2	0
2 to 3 times	1	1	0	0
4 or more times	1	0	0	0
been offered, sold, or given an illegal drug?				
0 times	91	93	89	90
1 time	4	3	6	4
2 to 3 times	2	3	3	4
4 or more times	3	1	2	1
damaged school property on purpose?				
0 times	96	100	99	99
1 time	1	0	1	0
2 to 3 times	2	0	1	1
4 or more times	1	0	0	0
carried a gun?				
0 times	98	100	100	100
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	2	0	0	0
carried any other weapon (such as a knife or club)?				
0 times	95	100	99	100
1 time	1	0	1	0
2 to 3 times	1	0	0	0
4 or more times	2	0	0	0

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

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

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

	Grade 9 %	Grade 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	92	97	97	100
1 time	4	1	2	0
2 to 3 times	1	0	1	0
4 or more times	2	1	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	100	99	100
1 time	2	0	1	0
2 to 3 times	0	0	0	0
4 or more times	1	0	0	0

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

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

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

	Grade 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	97	99	98	99
1 time	1	1	1	0
2 to 3 times	1	0	1	1
4 or more times	1	0	1	0

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

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [^]	27	34	49	64	A9.2
Lifetime alcohol or drug use	27	34	49	65	A9.2
Lifetime marijuana use	9	13	27	53	A9.2
Lifetime very drunk or high (7 or more times)	3	5	14	26	A9.7
Current alcohol or drug use [¶]	13	17	35	56	A9.5
Current marijuana use [¶]	8	9	18	38	A9.5
Current heavy drug use [¶]	3	4	11	19	A9.5
Current heavy alcohol use (binge drinking) [¶]	4	6	20	39	A9.5
Current alcohol or drug use on school property ^{¶Φ}	2	3	5	9	A9.8
Harmfulness of occasional marijuana use ^B	25	22	25	16	A9.11
Difficulty of obtaining marijuana ^C	10	7	4	5	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	22	30	47	63
Marijuana	9	13	27	53
Inhalants	2	1	2	5
Cocaine, methamphetamine, or any amphetamines	1	0	2	3
Ecstasy, LSD, or other psychedelics	3	4	5	11
Prescription pain medication (opioids)	4	1	2	4
Cold/cough medicines or other over-the-counter medicines to get “high”	4	1	1	5
Any other drug, pill, or medicine to get “high”	1	1	2	4
<i>Any of the above AOD use</i>	27	34	49	65
<i>Any illicit AOD use to get “high”[^]</i>	27	34	49	64

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

[^]Excludes prescription pain medication.

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	78	70	53	37
1 time	6	8	6	3
2 to 3 times	7	6	11	5
4 or more times	8	15	30	55
Marijuana (smoke, vape, eat, or drink)				
0 times	91	87	73	47
1 time	1	2	4	6
2 to 3 times	2	3	4	5
4 or more times	6	8	18	41
Inhalants				
0 times	98	99	98	95
1 time	2	1	1	2
2 to 3 times	0	1	1	1
4 or more times	0	0	0	2
Cocaine, methamphetamine, or any amphetamines				
0 times	99	100	98	97
1 time	0	0	1	1
2 to 3 times	0	0	0	1
4 or more times	1	0	1	1
Ecstasy, LSD, or other psychedelics				
0 times	97	96	95	89
1 time	2	1	3	4
2 to 3 times	1	1	1	3
4 or more times	0	2	1	3
Prescription pain medication				
0 times	96	99	98	96
1 time	1	0	1	1
2 to 3 times	1	0	1	1
4 or more times	2	1	1	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	96	99	99	95
1 time	1	0	1	3
2 to 3 times	1	1	0	1
4 or more times	2	0	1	1
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	99	99	98	96
1 time	0	0	2	3
2 to 3 times	0	1	0	0
4 or more times	1	0	1	1

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

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

Table A9.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	94	90	78	54
1 time	2	2	3	5
2 to 3 times	2	1	4	10
4 or more times	2	6	15	30
In a vaping device?				
0 times	91	89	79	57
1 time	1	3	1	7
2 to 3 times	4	1	5	5
4 or more times	4	6	14	30
Eat or drink it in products made with marijuana?				
0 times	94	90	77	60
1 time	4	2	8	6
2 to 3 times	1	2	4	12
4 or more times	1	6	10	22

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	11	15	35	53
Binge drinking (5 or more drinks in a row)	4	6	20	39
Marijuana (smoke, vape, eat, or drink)	8	9	18	38
Inhalants	1	0	0	2
Prescription drugs to get “high” or for reasons other than prescribed	0	0	1	3
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	1	2	2
<i>Any drug use</i>	9	10	19	38
<i>Heavy drug use</i>	3	4	11	19
<i>Any AOD Use</i>	13	17	35	56
Two or more substances at the same time	4	5	10	20

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	89	85	65	47
1 or 2 days	9	11	24	25
3 to 9 days	1	3	10	28
10 to 19 days	1	0	1	0
20 to 30 days	0	1	0	1
Binge drinking (5 or more drinks in a row)				
0 days	96	94	80	61
1 or 2 days	4	5	14	22
3 to 9 days	0	1	6	17
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	92	91	82	62
1 or 2 days	5	5	9	20
3 to 9 days	3	2	7	12
10 to 19 days	0	2	1	4
20 to 30 days	0	0	1	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	93	86	70	52
1 to 2 times	6	7	15	21
3 to 6 times	1	4	10	16
7 or more times	1	3	5	11
“High” (loaded, stoned, or wasted) from using drugs				
0 times	89	92	76	54
1 to 2 times	5	2	9	13
3 to 6 times	4	1	3	9
7 or more times	2	5	12	24
<i>Very drunk or “high” 7 or more times</i>	3	5	14	26

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	99	99	96	95
1 to 2 days	1	0	3	4
3 or more days	0	1	1	1
Marijuana (smoke, vape, eat, or drink)				
0 days	99	99	97	92
1 to 2 days	1	1	2	6
3 or more days	0	1	1	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	99	99	99	99
1 to 2 days	1	1	0	1
3 or more days	0	0	1	0
Any of the above	2	3	5	9

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	97	96	94	84
1 to 2 times	3	1	5	7
3 to 6 times	0	2	1	5
7 or more times	0	1	1	4

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

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

Table A9.10
Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	90	87	71	54
0 times	9	11	26	42
1 time	1	2	2	3
2 to 3 times	0	0	1	1
4 or more times	0	0	1	0
Marijuana				
Does not apply, don't use	94	92	79	64
0 times	6	6	16	29
1 time	1	1	4	6
2 to 3 times	0	1	1	1
4 or more times	0	0	1	0

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	12	16	19	12
Moderate	25	25	17	15
Slight	41	44	46	56
None	22	15	19	17
Alcohol - 5 or more drinks once or twice a week				
Great	48	52	51	36
Moderate	35	35	33	43
Slight	6	8	10	16
None	10	5	7	5
Marijuana - use occasionally				
Great	25	22	25	16
Moderate	28	33	22	22
Slight	28	34	41	50
None	20	11	13	12
Marijuana - use daily				
Great	58	60	57	48
Moderate	23	30	24	39
Slight	8	6	13	9
None	11	4	6	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	6	6	3	5
Fairly difficult	7	9	4	2
Fairly easy	27	23	20	21
Very easy	31	36	57	53
Don’t know	28	25	16	19
Marijuana				
Very difficult	10	7	4	5
Fairly difficult	16	13	7	5
Fairly easy	14	24	28	28
Very easy	21	26	39	39
Don’t know	39	30	22	22
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	14	9	7	14
Fairly difficult	19	21	18	18
Fairly easy	18	23	28	16
Very easy	10	11	10	6
Don’t know	40	36	37	47

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	4	4	10	20	A10.2
Current cigarette smoking [¶]	2	2	3	7	A10.4
Current cigarette smoking at school ^{¶Φ}	1	0	0	1	A10.7
Ever tried smokeless tobacco	4	4	11	8	A10.2
Current smokeless tobacco use [¶]	1	2	6	6	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	2	1	A10.7
Ever used vape products	11	11	19	34	A10.2
Current use of vape products [¶]	7	4	11	23	A10.4
Current tobacco vaping [¶]	6	2	7	17	A10.5
Current marijuana vaping [¶]	5	3	10	17	A10.5
Current vaping at school ^{¶Φ}	0	1	1	5	A10.7
Lifetime tobacco use	10	9	20	31	A10.2
Current tobacco use [¶]	7	4	12	21	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	5	1	3	10	A10.9
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	19	25	25	22	A10.10
Harmfulness of smoking 1 or more packs/day ^B	72	85	85	84	A10.10
Harmfulness of vaping occasionally ^B	24	24	29	25	A10.11
Harmfulness of vaping several times a day ^B	73	86	84	84	A10.11
Difficulty of obtaining cigarettes ^C	8	5	3	7	A10.12
Difficulty of obtaining vape products ^C	6	5	3	5	A10.12
Anti-Tobacco Policy					
School bans tobacco use and vaping	77	76	85	87	A10.13

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	96	96	90	80
1 time	1	1	2	5
2 to 3 times	1	2	3	4
4 or more times	2	1	5	12
Smokeless tobacco				
0 times	96	96	89	92
1 time	2	1	2	3
2 to 3 times	1	2	5	1
4 or more times	0	1	4	5
Vape products				
0 times	89	89	81	66
1 time	3	5	7	6
2 to 3 times	2	1	2	1
4 or more times	6	4	11	26
<i>Lifetime tobacco use</i>				
No	90	91	80	69
Yes	10	9	20	31

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

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

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

Table A10.3
Substances Ever Vaped

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 times	92	93	87	71
1 time	1	3	3	3
2 to 3 times	1	3	2	3
4 or more times	6	2	8	24
Vaped marijuana or THC				
0 times	92	91	86	69
1 time	1	3	1	4
2 to 3 times	4	2	2	1
4 or more times	4	4	11	26
Vaped other product				
0 times	99	99	96	91
1 time	1	0	2	3
2 to 3 times	0	0	1	3
4 or more times	0	1	2	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	2	2	3	7
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	1	2	6	6
Daily (20 or more days)	0	0	1	1
Vape products				
Any	7	4	11	23
Daily (20 or more days)	1	1	1	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 days	94	98	93	83
1 or 2 days	3	1	5	5
3 to 9 days	2	0	3	7
10 to 19 days	0	0	0	3
20 to 30 days	1	1	0	2
Vaped marijuana or THC				
0 days	95	97	90	83
1 or 2 days	4	1	3	6
3 to 9 days	1	0	5	5
10 to 19 days	0	1	0	3
20 to 30 days	0	0	1	2
Vaped other product				
0 days	100	99	99	96
1 or 2 days	0	1	1	2
3 to 9 days	0	0	1	2
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	93	96	88	79
Yes	7	4	12	21

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

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

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

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	96	96	98	94
1 day	2	2	1	2
2 days	1	1	1	1
3-9 days	0	1	0	2
10-19 days	1	0	0	0
20-30 days	0	0	1	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	93	97	88	79
0 times	2	2	9	11
1 time	3	1	1	5
2 to 3 times	1	0	2	3
4 or more times	1	1	1	1

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	19	25	25	22
Moderate	39	44	41	44
Slight	28	28	26	27
None	14	3	9	7
Smoke 1 or more packs of cigarettes each day				
Great	72	85	85	84
Moderate	13	10	7	9
Slight	4	2	2	3
None	11	3	7	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vape tobacco or nicotine occasionally				
Great	24	24	29	25
Moderate	37	47	44	45
Slight	25	25	19	25
None	14	4	7	5
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	73	86	84	84
Moderate	12	10	8	9
Slight	5	1	1	3
None	9	3	7	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	8	5	3	7
Fairly difficult	17	14	10	6
Fairly easy	24	29	29	30
Very easy	13	18	32	27
Don't know	38	33	26	30
Vape products				
Very difficult	6	5	3	5
Fairly difficult	11	9	5	3
Fairly easy	26	32	31	22
Very easy	26	26	43	45
Don't know	31	28	18	24

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	2	6	2	1
Yes	77	76	85	87
Don't know	21	18	12	11

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

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

11. Other Health Risks

Table A11.1

Gang Involvement (In-School Only)

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	97	99	97	99
Yes	3	1	3	1

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

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	79	63	66	86
Black or African American				
Hispanic or Latinx	87	82	74	61
Native Hawaiian or Pacific Islander				
White	79	79	75	80
Multiracial	79	70	70	76
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	75	73	70	78
Black or African American				
Hispanic or Latinx	71	88	68	61
Native Hawaiian or Pacific Islander				
White	73	75	71	63
Multiracial	71	71	75	55
Something else				

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American	39	23	28	32
Black or African American				
Hispanic or Latinx	50	18	39	29
Native Hawaiian or Pacific Islander				
White	38	31	23	38
Multiracial	55	24	33	46
Something else				
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	7	3	3	5
Black or African American				
Hispanic or Latinx	8	0	17	6
Native Hawaiian or Pacific Islander				
White	8	6	5	9
Multiracial	5	4	6	8
Something else				
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	11	3	3	19
Black or African American				
Hispanic or Latinx	0	25	11	29
Native Hawaiian or Pacific Islander				
White	14	12	9	16
Multiracial	30	16	12	25
Something else				

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

[±]*Rating of 7 or higher.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American	18	25	28	42
Black or African American				
Hispanic or Latinx	58	50	32	41
Native Hawaiian or Pacific Islander				
White	36	40	30	26
Multiracial	40	28	27	29
Something else				
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American	67	73	74	82
Black or African American				
Hispanic or Latinx	72	76	83	80
Native Hawaiian or Pacific Islander				
White	73	81	83	84
Multiracial	73	68	87	89
Something else				
High expectations[‡]				
American Indian or Alaska Native				
Asian or Asian American	71	84	86	91
Black or African American				
Hispanic or Latinx	89	88	83	88
Native Hawaiian or Pacific Islander				
White	84	88	88	90
Multiracial	82	68	89	88
Something else				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation[‡]				
American Indian or Alaska Native				
Asian or Asian American	35	36	36	43
Black or African American				
Hispanic or Latinx	38	58	39	32
Native Hawaiian or Pacific Islander				
White	32	42	43	39
Multiracial	32	46	30	37
Something else				
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	71	88	69	94
Black or African American				
Hispanic or Latinx	83	92	95	82
Native Hawaiian or Pacific Islander				
White	91	87	83	90
Multiracial	95	80	76	88
Something else				
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American	71	60	59	72
Black or African American				
Hispanic or Latinx	75	69	56	49
Native Hawaiian or Pacific Islander				
White	63	64	69	68
Multiracial	62	65	57	64
Something else				

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 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	78	81	75	94
Black or African American				
Hispanic or Latinx	92	91	74	75
Native Hawaiian or Pacific Islander				
White	88	89	89	94
Multiracial	80	92	85	83
Something else				
Experienced harassment due to five reasons^λ				
American Indian or Alaska Native				
Asian or Asian American	30	22	32	6
Black or African American				
Hispanic or Latinx	25	9	11	19
Native Hawaiian or Pacific Islander				
White	22	9	11	14
Multiracial	20	28	18	21
Something else				
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	33	22	36	12
Black or African American				
Hispanic or Latinx	25	27	17	19
Native Hawaiian or Pacific Islander				
White	28	16	13	14
Multiracial	25	32	30	21
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 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	30	22	25	11
Black or African American				
Hispanic or Latinx	25	27	11	25
Native Hawaiian or Pacific Islander				
White	33	36	19	19
Multiracial	25	28	24	13
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	15	3	4	0
Black or African American				
Hispanic or Latinx	8	9	0	0
Native Hawaiian or Pacific Islander				
White	6	2	4	1
Multiracial	5	4	6	0
Something else				
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	11	0	0	0
Black or African American				
Hispanic or Latinx	0	0	0	0
Native Hawaiian or Pacific Islander				
White	7	5	5	0
Multiracial	0	0	0	0
Something else				

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

[§]Past 12 months.

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

	Grade 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	4	0	0	0
Black or African American				
Hispanic or Latinx	0	0	6	0
Native Hawaiian or Pacific Islander				
White	3	0	1	1
Multiracial	0	4	3	0
Something else				

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	22	16	14	12
Black or African American				
Hispanic or Latinx	8	18	17	13
Native Hawaiian or Pacific Islander				
White	18	24	11	13
Multiracial	15	20	18	13
Something else				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American	7	3	21	39
Black or African American				
Hispanic or Latinx	17	18	33	63
Native Hawaiian or Pacific Islander				
White	14	23	40	59
Multiracial	15	17	33	54
Something else				
Current tobacco use[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	0	4	11
Black or African American				
Hispanic or Latinx	0	0	17	12
Native Hawaiian or Pacific Islander				
White	10	6	12	20
Multiracial	10	4	12	33
Something else				
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	0	4	33
Black or African American				
Hispanic or Latinx	17	18	22	31
Native Hawaiian or Pacific Islander				
White	7	11	25	39
Multiracial	10	13	15	43
Something else				

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

[¶]*Past 30 days.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	0	11	17
Black or African American				
Hispanic or Latinx	8	0	22	44
Native Hawaiian or Pacific Islander				
White	4	10	25	44
Multiracial	5	8	12	38
Something else				
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	4	6
Black or African American				
Hispanic or Latinx	0	0	22	41
Native Hawaiian or Pacific Islander				
White	1	9	20	25
Multiracial	10	4	9	33
Something else				
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	4	6
Black or African American				
Hispanic or Latinx	0	0	11	18
Native Hawaiian or Pacific Islander				
White	3	6	6	17
Multiracial	5	4	6	17
Something else				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	7	3	21	28
Black or African American				
Hispanic or Latinx	17	0	33	63
Native Hawaiian or Pacific Islander				
White	11	22	40	58
Multiracial	15	17	30	50
Something else				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	4	0	4	6
Black or African American				
Hispanic or Latinx	0	0	6	13
Native Hawaiian or Pacific Islander				
White	0	1	2	3
Multiracial	0	0	3	4
Something else				
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	0
Black or African American				
Hispanic or Latinx	0	0	0	0
Native Hawaiian or Pacific Islander				
White	4	4	7	7
Multiracial	0	0	0	13
Something else				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current use of vape products[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	0	4	17
Black or African American				
Hispanic or Latinx	8	0	11	24
Native Hawaiian or Pacific Islander				
White	8	6	13	20
Multiracial	10	4	12	33
Something else				
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	0	4	11
Black or African American				
Hispanic or Latinx	0	0	11	6
Native Hawaiian or Pacific Islander				
White	7	4	7	17
Multiracial	10	0	9	29
Something else				
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	0	4	17
Black or African American				
Hispanic or Latinx	8	0	11	19
Native Hawaiian or Pacific Islander				
White	4	5	11	14
Multiracial	10	0	12	25
Something else				

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 breakfast				
American Indian or Alaska Native				
Asian or Asian American	71	66	66	48
Black or African American				
Hispanic or Latinx	75	100	79	76
Native Hawaiian or Pacific Islander				
White	74	78	76	80
Multiracial	85	76	58	63
Something else				
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	21	33	24	57
Black or African American				
Hispanic or Latinx	42	17	42	47
Native Hawaiian or Pacific Islander				
White	15	16	25	30
Multiracial	10	20	52	42
Something else				

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

[|]Today.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
Synchronous instruction (4 days or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
Interest in schoolwork done from home[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

	Grade 9 %	Grade 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				
Multiracial				
Something else				

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American	16	28	37	15
Black or African American				
Hispanic or Latinx	12	11	29	23
Native Hawaiian or Pacific Islander				
White	25	19	20	20
Multiracial	15	15	39	16
Something else				
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	15	23	25	18
Black or African American				
Hispanic or Latinx	17	9	11	31
Native Hawaiian or Pacific Islander				
White	11	17	20	20
Multiracial	20	20	27	4
Something else				
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	4	3	4	6
Black or African American				
Hispanic or Latinx	0	0	0	19
Native Hawaiian or Pacific Islander				
White	7	4	0	7
Multiracial	15	8	9	0
Something else				

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

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

[§]*Past 12 months.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American	51	41	38	59
Black or African American				
Hispanic or Latinx	56	61	46	65
Native Hawaiian or Pacific Islander				
White	50	62	54	56
Multiracial	60	49	34	44
Something else				
Life satisfaction[±]				
American Indian or Alaska Native				
Asian or Asian American	71	60	63	82
Black or African American				
Hispanic or Latinx	82	80	71	65
Native Hawaiian or Pacific Islander				
White	76	78	75	71
Multiracial	73	67	62	73
Something else				

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	82	78	74	81
Female	78	69	72	74
Nonbinary				
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	73	77	69	66
Female	70	74	71	61
Nonbinary				
Something else				
School is really boring[±]				
Male	48	25	33	44
Female	32	27	23	26
Nonbinary				
Something else				
School is worthless and a waste of time[±]				
Male	12	5	7	10
Female	4	3	6	6
Nonbinary				
Something else				

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

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

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

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

[±]*Rating of 7 or higher.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Male	17	13	8	16
Female	7	8	8	24
Nonbinary				
Something else				
Maintaining focus on schoolwork[†]				
Male	39	29	28	37
Female	29	42	28	24
Nonbinary				
Something else				
Caring adult relationships[‡]				
Male	73	75	84	88
Female	70	79	83	80
Nonbinary				
Something else				
High expectations[‡]				
Male	82	84	88	90
Female	81	84	88	88
Nonbinary				
Something else				
Meaningful participation[‡]				
Male	34	37	40	43
Female	31	47	36	35
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	88	83	77	90
Female	88	90	83	88
Nonbinary				
Something else				
Promotion of parental involvement in school[†]				
Male	71	69	66	67
Female	58	57	59	65
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	88	91	82	93
Female	80	82	89	89
Nonbinary				
Something else				
Experienced harassment due to five reasons[^]				
Male	24	15	22	10
Female	20	15	9	21
Nonbinary				
Something else				
Experienced any harassment or bullying[§]				
Male	30	24	30	10
Female	25	18	13	23
Nonbinary				
Something else				
Had mean rumors or lies spread about you[§]				
Male	24	25	16	14
Female	38	36	24	19
Nonbinary				
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	7	6	5	0
Female	5	1	3	2
Nonbinary				
Something else				

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	10	5	5	0
Female	2	0	0	0
Nonbinary				
Something else				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	2	1	4	0
Female	4	0	1	2
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	17	22	16	9
Female	19	19	13	16
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	11	19	34	52
Female	16	14	37	60
Nonbinary				
Something else				
Current tobacco use[¶]				
Male	6	4	16	11
Female	9	4	8	32
Nonbinary				
Something else				
Current marijuana use[¶]				
Male	7	7	24	34
Female	9	10	14	42
Nonbinary				
Something else				
Current binge drinking[¶]				
Male	4	7	23	38
Female	5	6	17	43
Nonbinary				
Something else				
Very drunk or “high” 7 or more times, ever				
Male	1	6	20	22
Female	5	4	9	30
Nonbinary				
Something else				
Been drunk or “high” on drugs at school, ever				
Male	1	5	10	14
Female	5	3	3	18
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[¶]				
Male	10	16	33	48
Female	13	13	37	58
Nonbinary				
Something else				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	1	1	4	4
Female	0	0	3	6
Nonbinary				
Something else				
Current cigarette smoking[¶]				
Male	4	3	7	2
Female	0	1	0	11
Nonbinary				
Something else				
Current use of vape products[¶]				
Male	7	5	12	15
Female	7	3	10	30
Nonbinary				
Something else				
Current tobacco vaping[¶]				
Male	5	2	7	10
Female	7	1	8	26
Nonbinary				
Something else				
Current marijuana vaping[¶]				
Male	5	4	12	12
Female	5	1	8	20
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	82	79	78	79
Female	64	74	67	66
Nonbinary				
Something else				
Bedtime (at 12 am or later)				
Male	18	17	26	38
Female	20	23	36	36
Nonbinary				
Something else				

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

[‡]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Male				
Female				
Nonbinary				
Something else				
Synchronous instruction (4 days or more)				
Male				
Female				
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male				
Female				
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male				
Female				
Nonbinary				
Something else				

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Male	16	15	21	14
Female	27	26	33	23
Nonbinary				
Something else				
Experienced chronic sadness/hopelessness[§]				
Male	10	15	22	16
Female	20	21	21	21
Nonbinary				
Something else				
Considered suicide[§]				
Male	3	1	4	5
Female	13	6	2	8
Nonbinary				
Something else				
Optimism[‡]				
Male	59	56	54	61
Female	40	50	41	49
Nonbinary				
Something else				
Life satisfaction[⌞]				
Male	75	74	70	73
Female	75	69	70	72
Nonbinary				
Something else				

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

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

[§]*Past 12 months.*

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

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	79	74	72	77
Don't know				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Academic Motivation[†]				
Less than high school				
High school graduate				
Some college				
College degree	73	75	72	62
Don't know				
School is really boring[±]				
Less than high school				
High school graduate				
Some college				
College degree	40	27	27	39
Don't know				

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is worthless and a waste of time[±]				
Less than high school				
High school graduate				
Some college				
College degree	8	5	6	8
Don't know				
Monthly Absences (3 or more)				
Less than high school				
High school graduate				
Some college				
College degree	14	11	7	20
Don't know				
Maintaining focus on schoolwork[†]				
Less than high school				
High school graduate				
Some college				
College degree	33	36	29	30
Don't know				
Caring adult relationships[‡]				
Less than high school				
High school graduate				
Some college				
College degree	71	77	84	84
Don't know				

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations[‡]				
Less than high school				
High school graduate				
Some college				
College degree	81	84	89	89
Don't know				
Meaningful participation[‡]				
Less than high school				
High school graduate				
Some college				
College degree	32	41	39	38
Don't know				
Facilities upkeep[†] (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	86	87	80	89
Don't know				
Promotion of parental involvement in school[†]				
Less than high school				
High school graduate				
Some college				
College degree	65	63	63	65
Don't know				

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

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

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

Table A14.2
School Safety by Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	85	88	87	90
Don't know				
Experienced harassment due to five reasons[^]				
Less than high school				
High school graduate				
Some college				
College degree	23	15	17	15
Don't know				
Experienced any harassment or bullying[§]				
Less than high school				
High school graduate				
Some college				
College degree	28	21	22	16
Don't know				
Had mean rumors or lies spread about you[§]				
Less than high school				
High school graduate				
Some college				
College degree	31	31	20	17
Don't know				

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	8	3	4	1
Don't know				
Been in a physical fight[§] (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	7	3	2	0
Don't know				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	3	1	2	1
Don't know				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Less than high school				
High school graduate				
Some college				
College degree	18	21	13	13
Don't know				

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Less than high school				
High school graduate				
Some college				
College degree	12	16	38	58
Don't know				
Current tobacco use[¶]				
Less than high school				
High school graduate				
Some college				
College degree	7	4	13	21
Don't know				
Current marijuana use[¶]				
Less than high school				
High school graduate				
Some college				
College degree	8	9	20	39
Don't know				
Current binge drinking[¶]				
Less than high school				
High school graduate				
Some college				
College degree	4	7	21	42
Don't know				

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or “high” 7 or more times, ever				
Less than high school				
High school graduate				
Some college				
College degree	3	5	15	27
Don’t know				
Been drunk or “high” on drugs at school, ever				
Less than high school				
High school graduate				
Some college				
College degree	3	4	7	16
Don’t know				
Current alcohol use[¶]				
Less than high school				
High school graduate				
Some college				
College degree	10	15	37	55
Don’t know				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	0	1	4	5
Don’t know				

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current cigarette smoking[¶]				
Less than high school				
High school graduate				
Some college				
College degree	2	2	4	6
Don't know				
Current use of vape products[¶]				
Less than high school				
High school graduate				
Some college				
College degree	8	4	12	23
Don't know				
Current tobacco vaping[¶]				
Less than high school				
High school graduate				
Some college				
College degree	6	2	8	18
Don't know				
Current marijuana vaping[¶]				
Less than high school				
High school graduate				
Some college				
College degree	5	3	10	16
Don't know				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
Less than high school				
High school graduate				
Some college				
College degree	74	77	73	72
Don't know				
Bedtime (at 12 am or later)				
Less than high school				
High school graduate				
Some college				
College degree	17	20	32	38
Don't know				

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

[|]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Interest in schoolwork done from home[†]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Meaningful opportunities[‡]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A14.7***Social and Emotional Health by Parental Education***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Less than high school				
High school graduate				
Some college				
College degree	22	21	28	19
Don't know				
Experienced chronic sadness/hopelessness[§]				
Less than high school				
High school graduate				
Some college				
College degree	13	17	23	19
Don't know				
Considered suicide[§]				
Less than high school				
High school graduate				
Some college				
College degree	6	4	3	7
Don't know				
Optimism[‡]				
Less than high school				
High school graduate				
Some college				
College degree	52	54	48	54
Don't know				
Life satisfaction[‡]				
Less than high school				
High school graduate				
Some college				
College degree	75	73	71	71
Don't know				

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

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

[§]Past 12 months.

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

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not English learner	82	72	74	77
English learner				
Don't know	62	83	53	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not English learner				
English learner				
Don't know				
Academic Motivation[†]				
Not English learner	73	73	72	63
English learner				
Don't know	62	83	45	
School is really boring[±]				
Not English learner	38	29	28	38
English learner				
Don't know	59	17	45	
School is worthless and a waste of time[±]				
Not English learner	8	4	6	7
English learner				
Don't know	6	8	27	
Monthly Absences (3 or more)				
Not English learner	11	12	8	18
English learner				
Don't know	22	0	9	

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
Not English learner	37	37	29	29
English learner				
Don't know	24	25	9	
Caring adult relationships[‡]				
Not English learner	72	78	83	84
English learner				
Don't know	72	69	79	
High expectations[‡]				
Not English learner	81	84	89	89
English learner				
Don't know	76	78	73	
Meaningful participation[‡]				
Not English learner	34	42	38	38
English learner				
Don't know	25	38	38	
Facilities upkeep[†] (<i>In-School Only</i>)				
Not English learner	86	87	81	89
English learner				
Don't know	83	83	73	
Promotion of parental involvement in school[†]				
Not English learner	66	62	63	65
English learner				
Don't know	55	61	42	

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

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

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

Table A15.2
School Safety by English Learner Status

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Not English learner	83	85	86	89
English learner				
Don't know	88	100	55	
Experienced harassment due to five reasons^λ				
Not English learner	22	16	15	15
English learner				
Don't know	22	0	36	
Experienced any harassment or bullying[§]				
Not English learner	26	22	20	15
English learner				
Don't know	39	8	64	
Had mean rumors or lies spread about you[§]				
Not English learner	30	32	20	17
English learner				
Don't know	41	33	27	
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not English learner	7	4	4	1
English learner				
Don't know	18	0	9	
Been in a physical fight[§] <i>(In-School Only)</i>				
Not English learner	8	3	3	0
English learner				
Don't know	0	0	0	
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not English learner	3	1	3	1
English learner				
Don't know	0	0	0	

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Not English learner	16	21	14	13
English learner				
Don't know	29	25	27	

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Not English learner	13	16	36	56
English learner				
Don't know	18	25	36	
Current alcohol or drug use[¶]				
Not English learner	8	4	11	20
English learner				
Don't know	6	8	18	
Current marijuana use[¶]				
Not English learner	8	10	18	38
English learner				
Don't know	6	8	18	
Current binge drinking[¶]				
Not English learner	4	7	20	40
English learner				
Don't know	6	8	18	
Very drunk or "high" 7 or more times, ever				
Not English learner	3	5	14	26
English learner				
Don't know	6	8	18	

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been drunk or “high” on drugs at school, ever				
Not English learner	3	4	7	16
English learner				
Don’t know	0	8	0	
Current alcohol use[¶]				
Not English learner	11	13	35	54
English learner				
Don’t know	12	25	36	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not English learner	1	0	4	5
English learner				
Don’t know	0	0	0	
Current cigarette smoking[¶]				
Not English learner	2	2	3	7
English learner				
Don’t know	6	0	0	
Current use of vape products[¶]				
Not English learner	8	4	11	22
English learner				
Don’t know	6	8	0	
Current tobacco vaping[¶]				
Not English learner	6	1	8	17
English learner				
Don’t know	6	8	0	
Current marijuana vaping[¶]				
Not English learner	5	3	10	17
English learner				
Don’t know	6	0	0	

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
Not English learner	72	78	71	73
English learner				
Don't know	89	58	73	
Bedtime (at 12 am or later)				
Not English learner	21	19	34	39
English learner				
Don't know	11	25	18	

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

[|]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Not English learner				
English learner				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Not English learner				
English learner				
Don't know				
Interest in schoolwork done from home[†]				
Not English learner				
English learner				
Don't know				
Meaningful opportunities[‡]				
Not English learner				
English learner				
Don't know				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Not English learner	19	21	28	19
English learner				
Don't know	36	20	36	
Experienced chronic sadness/hopelessness[§]				
Not English learner	14	19	21	18
English learner				
Don't know	25	25	36	
Considered suicide[§]				
Not English learner	6	4	3	7
English learner				
Don't know	13	0	0	
Optimism[‡]				
Not English learner	51	52	46	55
English learner				
Don't know	60	61	42	
Life satisfaction[±]				
Not English learner	75	71	70	72
English learner				
Don't know	69	78	53	

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

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

[§]*Past 12 months.*

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

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not currently in English Learner Program	82	72	74	77
Less than 7 years (EL)				
7 years or more (LTEL)				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Academic Motivation[†]				
Not currently in English Learner Program	73	73	72	63
Less than 7 years (EL)				
7 years or more (LTEL)				
School is really boring[±]				
Not currently in English Learner Program	38	29	28	38
Less than 7 years (EL)				
7 years or more (LTEL)				
School is worthless and a waste of time[±]				
Not currently in English Learner Program	8	4	6	7
Less than 7 years (EL)				
7 years or more (LTEL)				
Monthly Absences (3 or more)				
Not currently in English Learner Program	11	12	8	18
Less than 7 years (EL)				
7 years or more (LTEL)				

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
Not currently in English Learner Program	37	37	29	29
Less than 7 years (EL)				
7 years or more (LTEL)				
Caring adult relationships[‡]				
Not currently in English Learner Program	72	78	83	84
Less than 7 years (EL)				
7 years or more (LTEL)				
High expectations[‡]				
Not currently in English Learner Program	81	84	89	89
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful participation[‡]				
Not currently in English Learner Program	34	42	38	38
Less than 7 years (EL)				
7 years or more (LTEL)				
Facilities upkeep[†] (<i>In-School Only</i>)				
Not currently in English Learner Program	86	87	81	89
Less than 7 years (EL)				
7 years or more (LTEL)				
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	66	62	63	65
Less than 7 years (EL)				
7 years or more (LTEL)				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Not currently in English Learner Program	83	85	86	89
Less than 7 years (EL)				
7 years or more (LTEL)				
Experienced harassment due to five reasons^λ				
Not currently in English Learner Program	22	16	15	15
Less than 7 years (EL)				
7 years or more (LTEL)				
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	26	22	20	15
Less than 7 years (EL)				
7 years or more (LTEL)				
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	30	32	20	17
Less than 7 years (EL)				
7 years or more (LTEL)				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	7	4	4	1
Less than 7 years (EL)				
7 years or more (LTEL)				
Been in a physical fight[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	8	3	3	0
Less than 7 years (EL)				
7 years or more (LTEL)				
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	3	1	3	1
Less than 7 years (EL)				
7 years or more (LTEL)				

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Not currently in English Learner Program	16	21	14	13
Less than 7 years (EL)				
7 years or more (LTEL)				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	13	16	36	56
Less than 7 years (EL)				
7 years or more (LTEL)				
Current tobacco use[¶]				
Not currently in English Learner Program	8	4	11	20
Less than 7 years (EL)				
7 years or more (LTEL)				
Current marijuana use[¶]				
Not currently in English Learner Program	8	10	18	38
Less than 7 years (EL)				
7 years or more (LTEL)				
Current binge drinking[¶]				
Not currently in English Learner Program	4	7	20	40
Less than 7 years (EL)				
7 years or more (LTEL)				
Very drunk or “high” 7 or more times, ever				
Not currently in English Learner Program	3	5	14	26
Less than 7 years (EL)				
7 years or more (LTEL)				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been drunk or “high” on drugs at school, ever				
Not currently in English Learner Program	3	4	7	16
Less than 7 years (EL)				
7 years or more (LTEL)				
Current alcohol use[¶]				
Not currently in English Learner Program	11	13	35	54
Less than 7 years (EL)				
7 years or more (LTEL)				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not currently in English Learner Program	1	0	4	5
Less than 7 years (EL)				
7 years or more (LTEL)				
Current cigarette smoking[¶]				
Not currently in English Learner Program	2	2	3	7
Less than 7 years (EL)				
7 years or more (LTEL)				
Current use of vape products[¶]				
Not currently in English Learner Program	8	4	11	22
Less than 7 years (EL)				
7 years or more (LTEL)				
Current tobacco vaping[¶]				
Not currently in English Learner Program	6	1	8	17
Less than 7 years (EL)				
7 years or more (LTEL)				
Current marijuana vaping[¶]				
Not currently in English Learner Program	5	3	10	17
Less than 7 years (EL)				
7 years or more (LTEL)				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
Not currently in English Learner Program	72	78	71	73
Less than 7 years (EL)				
7 years or more (LTEL)				
Bedtime (at 12 am or later)				
Not currently in English Learner Program	21	19	34	39
Less than 7 years (EL)				
7 years or more (LTEL)				

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

[‡]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Synchronous instruction (4 days or more)[¶]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Interest in schoolwork done from home[†]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful opportunities[‡]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Not currently in English Learner Program	19	21	28	19
Less than 7 years (EL)				
7 years or more (LTEL)				
Experienced chronic sadness/hopelessness[§]				
Not currently in English Learner Program	14	19	21	18
Less than 7 years (EL)				
7 years or more (LTEL)				
Considered suicide[§]				
Not currently in English Learner Program	6	4	3	7
Less than 7 years (EL)				
7 years or more (LTEL)				
Optimism[‡]				
Not currently in English Learner Program	51	52	46	55
Less than 7 years (EL)				
7 years or more (LTEL)				
Life satisfaction[±]				
Not currently in English Learner Program	75	71	70	72
Less than 7 years (EL)				
7 years or more (LTEL)				

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

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

[§]Past 12 months.

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

17. Special Education Breakdowns

Table A17.1

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
No IEP	80	74	76	79
IEP	80	69	63	68
Don't know	71			
Prefer not to say				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
No IEP				
IEP				
Don't know				
Prefer not to say				
Academic Motivation[†]				
No IEP	74	75	74	66
IEP	61	73	61	53
Don't know	65			
Prefer not to say				
School is really boring[±]				
No IEP	35	26	26	40
IEP	63	22	41	31
Don't know	65			
Prefer not to say				
School is worthless and a waste of time[±]				
No IEP	8	3	5	9
IEP	19	11	16	4
Don't know	0			
Prefer not to say				

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
No IEP	11	12	3	17
IEP	38	11	27	31
Don't know	6			
Prefer not to say				
Maintaining focus on schoolwork[†]				
No IEP	40	39	30	35
IEP	13	26	19	8
Don't know	18			
Prefer not to say				
Caring adult relationships[‡]				
No IEP	72	76	81	84
IEP	73	89	91	82
Don't know	69			
Prefer not to say				
High expectations[‡]				
No IEP	80	83	87	90
IEP	88	93	95	84
Don't know	80			
Prefer not to say				
Meaningful participation[‡]				
No IEP	31	41	40	39
IEP	36	44	30	36
Don't know	38			
Prefer not to say				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
No IEP	84	90	81	92
IEP	94	78	81	73
Don't know	88			
Prefer not to say				
Promotion of parental involvement in school[†]				
No IEP	64	64	61	66
IEP	69	59	68	56
Don't know	69			
Prefer not to say				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
No IEP	84	89	88	93
IEP	88	78	72	71
Don't know	76			
Prefer not to say				
Experienced harassment due to five reasons[^][§]				
No IEP	25	11	17	15
IEP	25	33	14	17
Don't know	6			
Prefer not to say				
Experienced any harassment or bullying[§]				
No IEP	29	17	23	16
IEP	31	41	17	17
Don't know	24			
Prefer not to say				
Had mean rumors or lies spread about you[§]				
No IEP	32	28	21	18
IEP	21	44	22	9
Don't know	31			
Prefer not to say				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
No IEP	9	2	3	1
IEP	0	11	6	0
Don't know	6			
Prefer not to say				

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
No IEP	7	3	3	0
IEP	7	4	0	0
Don't know	6			
Prefer not to say				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
No IEP	3	1	2	1
IEP	7	0	6	0
Don't know	0			
Prefer not to say				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
No IEP	20	18	15	13
IEP	7	33	14	9
Don't know	12			
Prefer not to say				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
No IEP	12	16	43	58
IEP	19	19	14	46
Don't know	12			
Prefer not to say				
Current tobacco use[¶]				
No IEP	6	4	14	20
IEP	13	4	6	23
Don't know	6			
Prefer not to say				
Current marijuana use[¶]				
No IEP	8	10	23	40
IEP	13	7	6	31
Don't know	0			
Prefer not to say				
Current binge drinking[¶]				
No IEP	3	7	24	42
IEP	6	4	8	27
Don't know	12			
Prefer not to say				
Very drunk or “high” 7 or more times, ever				
No IEP	2	7	17	30
IEP	6	0	8	8
Don't know	6			
Prefer not to say				
Been drunk or “high” on drugs at school, ever				
No IEP	4	5	7	15
IEP	0	0	6	23
Don't know	0			
Prefer not to say				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
No IEP	9	14	43	57
IEP	19	19	11	38
Don't know	12			
Prefer not to say				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
No IEP	1	0	5	2
IEP	0	4	0	19
Don't know	0			
Prefer not to say				
Current cigarette smoking[¶]				
No IEP	2	2	4	7
IEP	6	4	3	8
Don't know	0			
Prefer not to say				
Current use of vape products[¶]				
No IEP	7	4	12	24
IEP	13	4	8	19
Don't know	0			
Prefer not to say				
Current tobacco vaping[¶]				
No IEP	6	2	8	18
IEP	6	0	6	15
Don't know	0			
Prefer not to say				
Current marijuana vaping[¶]				
No IEP	6	2	11	19
IEP	6	4	6	8
Don't know	0			
Prefer not to say				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
No IEP	72	78	72	71
IEP	75	74	70	77
Don't know	88			
Prefer not to say				
Bedtime (at 12 am or later)				
No IEP	20	17	31	38
IEP	0	22	38	38
Don't know	29			
Prefer not to say				

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

[‡]*Today.*

Table A17.6

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Synchronous instruction (4 days or more)				
No IEP				
IEP				
Don't know				
Prefer not to say				
Interest in schoolwork done from home[†]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Meaningful opportunities[‡]				
No IEP				
IEP				
Don't know				
Prefer not to say				

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

[¶]*Past 30 days.*

^{||}*Past 7 days.*

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
No IEP	20	18	29	20
IEP	26	24	25	16
Don't know	25			
Prefer not to say				
Experienced chronic sadness/hopelessness[§]				
No IEP	16	14	19	16
IEP	0	37	31	26
Don't know	25			
Prefer not to say				
Considered suicide[§]				
No IEP	6	3	2	6
IEP	7	11	6	9
Don't know	13			
Prefer not to say				
Optimism[‡]				
No IEP	50	53	48	55
IEP	64	58	40	49
Don't know	48			
Prefer not to say				
Life satisfaction[‡]				
No IEP	74	74	70	73
IEP	87	64	69	68
Don't know	66			
Prefer not to say				

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

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

[§]Past 12 months.

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

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Home with one or more parent or guardian	79	73	72	78
Foster home				
Homeless				
Other living arrangement				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Academic Motivation[†]				
Home with one or more parent or guardian	71	75	71	64
Foster home				
Homeless				
Other living arrangement				
School is really boring[±]				
Home with one or more parent or guardian	42	27	28	38
Foster home				
Homeless				
Other living arrangement				
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	9	4	7	8
Foster home				
Homeless				
Other living arrangement				

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

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

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

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

[±] Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Home with one or more parent or guardian	13	11	7	19
Foster home				
Homeless				
Other living arrangement				
Maintaining focus on schoolwork[†]				
Home with one or more parent or guardian	34	35	27	30
Foster home				
Homeless				
Other living arrangement				
Caring adult relationships[‡]				
Home with one or more parent or guardian	72	77	83	84
Foster home				
Homeless				
Other living arrangement				
High expectations[‡]				
Home with one or more parent or guardian	81	84	88	89
Foster home				
Homeless				
Other living arrangement				
Meaningful participation[‡]				
Home with one or more parent or guardian	33	41	39	39
Foster home				
Homeless				
Other living arrangement				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Home with one or more parent or guardian	86	87	80	89
Foster home				
Homeless				
Other living arrangement				
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	65	63	63	66
Foster home				
Homeless				
Other living arrangement				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Home with one or more parent or guardian	84	87	84	89
Foster home				
Homeless				
Other living arrangement				
Experienced harassment due to five reasons[^][§]				
Home with one or more parent or guardian	23	15	16	15
Foster home				
Homeless				
Other living arrangement				
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	29	21	22	16
Foster home				
Homeless				
Other living arrangement				
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	31	31	20	16
Foster home				
Homeless				
Other living arrangement				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Home with one or more parent or guardian	8	4	4	1
Foster home				
Homeless				
Other living arrangement				

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	7	3	2	0
Foster home				
Homeless				
Other living arrangement				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	3	1	2	1
Foster home				
Homeless				
Other living arrangement				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Home with one or more parent or guardian	18	21	15	12
Foster home				
Homeless				
Other living arrangement				

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Home with one or more parent or guardian	13	17	36	55
Foster home				
Homeless				
Other living arrangement				
Current tobacco use[¶]				
Home with one or more parent or guardian	7	4	12	21
Foster home				
Homeless				
Other living arrangement				
Current marijuana use[¶]				
Home with one or more parent or guardian	8	9	19	38
Foster home				
Homeless				
Other living arrangement				
Current binge drinking[¶]				
Home with one or more parent or guardian	4	6	20	39
Foster home				
Homeless				
Other living arrangement				
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	3	5	15	26
Foster home				
Homeless				
Other living arrangement				
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	3	4	6	15
Foster home				
Homeless				
Other living arrangement				

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
Home with one or more parent or guardian	11	15	35	53
Foster home				
Homeless				
Other living arrangement				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Home with one or more parent or guardian	1	1	4	5
Foster home				
Homeless				
Other living arrangement				
Current cigarette smoking[¶]				
Home with one or more parent or guardian	2	2	3	7
Foster home				
Homeless				
Other living arrangement				
Current use of vape products[¶]				
Home with one or more parent or guardian	7	4	11	23
Foster home				
Homeless				
Other living arrangement				
Current tobacco vaping[¶]				
Home with one or more parent or guardian	6	2	8	18
Foster home				
Homeless				
Other living arrangement				
Current marijuana vaping[¶]				
Home with one or more parent or guardian	5	3	10	17
Foster home				
Homeless				
Other living arrangement				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
Home with one or more parent or guardian	75	77	72	73
Foster home				
Homeless				
Other living arrangement				
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	19	19	32	37
Foster home				
Homeless				
Other living arrangement				

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

[‡]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Synchronous instruction (4 days or more)[¶]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Interest in schoolwork done from home[†]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Meaningful opportunities[‡]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A18.7
Social and Emotional Health by Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Home with one or more parent or guardian	21	20	27	19
Foster home				
Homeless				
Other living arrangement				
Experienced chronic sadness/hopelessness[§]				
Home with one or more parent or guardian	15	18	22	18
Foster home				
Homeless				
Other living arrangement				
Considered suicide[§]				
Home with one or more parent or guardian	7	4	3	6
Foster home				
Homeless				
Other living arrangement				
Optimism[‡]				
Home with one or more parent or guardian	51	54	47	54
Foster home				
Homeless				
Other living arrangement				
Life satisfaction[‡]				
Home with one or more parent or guardian	75	72	70	73
Foster home				
Homeless				
Other living arrangement				

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

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

[§]*Past 12 months.*

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

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1

Student Sample for AOD Indicators

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	79	90	105	95
Final number	69	80	91	69
Response Rate	87%	89%	87%	73%

2. Summary of Key Indicators

Table B.I.2.1

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	4	3	3	10	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	1	1	3	3	B.I.3.5
Driving under the influence experiences	6	4	14	33	B.I.3.6
Consequences of AOD Consumption					
Caused one or more problems	9	1	15	21	B.I.4.2
Caused one or more dependency-related experiences	11	6	13	32	B.I.4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	25	20	22	31	B.I.5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	56	51	52	41	B.I.7.1
Trying marijuana once or twice	29	19	12	6	B.I.7.1
Using marijuana once a month or more	41	37	31	12	B.I.7.1

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

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Heroin				
0 times	99	100	100	100
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	1	0	0	0
Tranquilizers or sedatives				
0 times	99	100	100	98
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	1	0	0	2
Appetite suppressants				
0 times	100	98	99	100
1 time	0	0	0	0
2 to 3 times	0	1	1	0
4 or more times	0	1	0	0
Ritalin or Adderall or other prescription stimulant				
0 times	96	93	95	97
1 time	0	0	2	2
2 to 3 times	1	1	0	0
4 or more times	3	6	2	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
Never	77	60	46	35
10 years or under	1	4	3	3
11-12 years old	4	4	9	3
13-14 years old	16	19	16	20
15-16 years old	1	13	24	32
17 years or older	0	0	1	8
Marijuana (smoke, vape, eat, or drink)				
Never	85	87	71	48
10 years or under	1	0	0	0
11-12 years old	1	0	0	2
13-14 years old	7	8	9	15
15-16 years old	4	5	20	29
17 years or older	0	0	0	6
Any other illegal drug or pill to get “high”				
Never	97	99	95	89
10 years or under	0	0	0	0
11-12 years old	1	0	0	0
13-14 years old	1	0	0	5
15-16 years old	0	1	5	5
17 years or older	0	0	0	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked part or all of a cigarette				
Never	93	95	79	71
10 years or under	0	0	0	0
11-12 years old	0	1	0	0
13-14 years old	4	3	5	6
15-16 years old	3	1	16	18
17 years or older	0	0	0	5
A vape product such as an e-cigarette, vape pen, or mod				
Never	90	92	84	67
10 years or under	0	0	0	0
11-12 years old	3	0	0	5
13-14 years old	7	4	6	12
15-16 years old	0	4	9	17
17 years or older	0	0	1	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't drink alcohol	87	82	60	42
Just enough to feel it a little	6	6	20	19
Enough to feel it moderately	3	9	17	28
Until I feel it a lot or get really drunk	4	3	3	10

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't use drugs	90	92	79	58
Just enough to feel a little high	3	0	9	21
Enough to feel it moderately	6	6	8	18
Until I feel it a lot or get really high	1	1	3	3

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

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

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

	Grade 9 %	Grade 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	94	96	86	67
1 time	3	3	6	8
2 times	2	0	4	9
3 to 6 times	0	1	2	9
7 or more times	2	0	2	6

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

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

4. Reasons for and Consequences of AOD Consumption

Table B.I.4.1

Reasons for AOD Use, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	76	73	56	45
To experiment (try using)	18	16	11	20
To get high	6	9	13	27
To have a good time with friends	12	19	33	50
To fit in with a group you like	4	4	3	15
Because of boredom	6	6	6	6
To relax	3	8	9	18
To get away from problems	6	4	7	14
Because of anger or frustration	0	1	1	2
To get through the day	0	1	2	2
Because it made you feel better	6	6	9	15
To seek deeper insights and understanding	1	5	6	9
None of the above	10	4	6	0

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

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

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

Table B.I.4.2***Problems Caused by AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I've never used alcohol or drugs	85	83	60	49
I've used alcohol or drugs but never had any of these problems	6	17	27	30
Have problems with emotions, nerves, or mental health	3	0	8	3
Get into trouble or have problems with the police	2	0	3	3
Have money problems	0	0	2	0
Miss school	0	0	0	0
Have problems with schoolwork	0	0	2	3
Fight with others	0	0	1	2
Damage a friendship	2	0	2	5
Physically hurt or injure yourself	2	0	2	0
Have unwanted or unprotected sex	0	0	0	3
Forget what happened or pass out	5	1	4	14
Been suspended from school	0	0	0	0
<i>One or more problems</i>	9	1	15	21

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I have not used alcohol or drugs	86	81	62	46
I use alcohol or drugs but have not experienced any of these things	6	14	29	22
Found you had to increase how much you use to have the same effect as before	5	3	7	11
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	0	1	4	3
Used alcohol or drugs a lot more than you intended	5	1	6	9
Used alcohol or drugs when you were alone	5	4	6	11
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	0	0	1	0
You didn't feel OK unless you had something to drink or used a drug	0	0	4	0
Thought about reducing or stopping use	3	3	9	9
Told yourself you were not going to use but found yourself using anyway	0	1	3	5
Spoke with someone about reducing or stopping use	3	1	4	3
Attended counseling, a program, or group to help you reduce or stop use	0	0	2	2
<i>One or more dependency-related experiences</i>	11	6	13	32

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	23	14	10	13
Likely	34	34	24	34
Not likely	17	29	44	33
Don't know	26	23	22	19

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

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

5. Supports to Reduce AOD Use

Table B.I.5.1

Needed Counseling for Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I never used alcohol or other drugs	85	88	67	49
No, but I do use alcohol or other drugs	14	10	32	49
Yes, I have felt that I needed help	2	1	1	1

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

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

Table B.I.5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	25	20	22	31
Likely	41	39	40	46
Not likely	15	17	22	8
Don't know	20	24	15	15

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

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

Table B.I.5.3

Talked with Parent About AOD Use, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	40	35	34	27
Yes	60	65	66	73

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

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

6. Availability

Table B.I.6.1

Sources for Obtaining Alcohol

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	5	3	4	1
At parties	48	55	65	67
At concerts or other social events	20	11	19	15
At their own home	26	31	48	39
From adults at friends' homes	15	15	30	24
From friends or another teenager	32	37	48	46
Get adults to buy it for them	12	19	22	25
Buy it themselves from a store	14	31	43	48
At bars, clubs, or gambling casinos	5	4	2	3
Other	6	7	7	10
Don't know	55	49	39	30

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	8	7	13	6
At parties	31	33	45	37
At concerts or other social events	14	9	20	12
At their own home	8	11	19	15
From an adult acquaintance	15	12	16	16
From friends or another teenager	28	35	42	44
Buy it at a marijuana dispensary	8	19	27	37
At bars or clubs	6	1	3	1
Other	11	9	7	6
Don't know	62	59	51	46

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

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

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

7. Influences on ATOD Use

Table B.I.7.1

Personal Disapproval of AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	32	21	22	22
Somewhat disapprove	13	28	26	37
Strongly disapprove	56	51	52	41
Trying marijuana once or twice				
Neither approve nor disapprove	49	56	72	78
Somewhat disapprove	22	24	16	16
Strongly disapprove	29	19	12	6
Using marijuana once a month or more regularly				
Neither approve nor disapprove	30	38	41	62
Somewhat disapprove	29	24	28	26
Strongly disapprove	41	37	31	12

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	75	79	77	68
Wrong	21	19	19	28
A little wrong	0	1	4	3
Not at all wrong	5	0	0	2
Smoke tobacco				
Very wrong	79	79	73	65
Wrong	17	19	24	29
A little wrong	2	1	4	5
Not at all wrong	2	0	0	2
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	79	82	78	66
Wrong	14	18	19	29
A little wrong	5	0	4	3
Not at all wrong	2	0	0	2
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	79	70	58	49
Wrong	15	14	27	26
A little wrong	3	14	13	22
Not at all wrong	3	1	1	3
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	87	84	86	82
Wrong	11	16	13	17
A little wrong	0	0	1	2
Not at all wrong	2	0	0	0

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

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

Table B.I.7.3
Peer Disapproval of ATOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	56	51	47	45
Wrong	22	33	34	25
A little wrong	17	12	17	27
Not at all wrong	5	4	2	3
Smoke tobacco				
Very wrong	55	50	42	34
Wrong	23	33	31	25
A little wrong	19	12	19	30
Not at all wrong	3	5	7	11
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	52	53	38	30
Wrong	17	29	30	28
A little wrong	25	16	20	23
Not at all wrong	5	3	12	19
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	49	41	34	22
Wrong	17	26	18	15
A little wrong	25	17	23	22
Not at all wrong	8	16	24	42
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	63	53	57	41
Wrong	13	36	29	42
A little wrong	21	11	12	16
Not at all wrong	3	1	2	2

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

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

Table B.I.7.4***Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	24	17	17	21
Yes	76	83	83	79

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

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

Behavioral Health Module

Form B. Other Behavioral Health Factors

1. Student Sample

Table B.II.1.1

Student Sample on Other Behavioral Health Factors

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	79	90	105	95
Final number	69	72	81	75
Response Rate	87%	80%	77%	79%

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Behavioral Health Protective Factors					
Emotional safety at school [†]	73	81	80	73	B.II.3.2
School co-regulation supports [†]	65	75	65	81	B.II.3.3
Home adult co-regulation supports [†]	88	86	89	87	B.II.3.4
Peer co-regulation supports [†]	81	85	82	89	B.II.3.5
Resilience Assets					
Emotion regulation ^ô	54	49	44	58	B.II.4.1
Student Wellness					
Responses to trauma [¶]	13	12	14	13	B.II.5.1
Potential Post-Traumatic Stress [¶]	13	15	29	19	B.II.5.2
Stress associated health symptoms [*]	13	8	15	11	B.II.5.3
Loneliness ^ê	27	35	31	34	B.II.5.4
Self-harm [§]	11	8	9	5	B.II.5.8
Fasting for 12 hours or more	24	12	10	17	B.II.5.7
Trouble sleeping (daily)	9	6	10	7	B.II.5.1
Mental Health Supports					
Wanted to get mental health services [§]	20	17	35	41	B.II.6.4
Received mental health services [§]	22	18	25	38	B.II.6.4
Barriers to receiving services (3 or more)	13	12	7	10	B.II.6.5

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

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

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

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

^εAverage percent of respondents reporting “2-3 times a week” or “Almost every day.”

[¶]Past 30 days.

^{*}Past 2 weeks.

^êAverage percent of respondents reporting “Sometimes” or “Often.”

[§]Past 12 months.

3. Behavioral Health Protective Factors

Table B.II.3.1

Perceived Safety at Home and in Neighborhood

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How safe do you feel...</i>				
<i>at home or the place where you live?</i>				
Very safe	74	64	71	75
Safe	21	30	24	21
Neither safe nor unsafe	5	4	4	4
Unsafe	0	1	0	0
Very unsafe	0	0	1	0
<i>in the neighborhood where you live?</i>				
Very safe	71	55	54	74
Safe	21	39	39	18
Neither safe nor unsafe	8	3	3	7
Unsafe	0	3	3	1
Very unsafe	0	0	1	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Emotional safety at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	81	80	73
<i>At my school,...</i>				
I feel socially accepted.				
Not at all true	6	1	4	3
A little true	14	14	16	23
Pretty much true	48	50	39	42
Very much true	32	34	41	32
I feel that I matter to others.				
Not at all true	8	4	3	7
A little true	26	17	16	22
Pretty much true	38	47	43	41
Very much true	29	31	38	31

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

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

Table B.II.3.3

School Co-Regulation Supports Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	75	65	81
<i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i>				
Not at all true	9	3	8	7
A little true	26	19	29	15
Pretty much true	40	41	35	35
Very much true	25	37	28	43
<i>would be helpful to me if I came to school upset.</i>				
Not at all true	12	10	12	7
A little true	25	17	23	12
Pretty much true	34	38	35	36
Very much true	29	35	31	45
<i>makes me feel good about myself.</i>				
Not at all true	11	6	9	5
A little true	22	20	23	12
Pretty much true	45	40	37	40
Very much true	23	34	31	42

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Home adult co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	88	86	89	87
<i>In my home, there is a parent or some other adult who...</i>				
talks with me about my problems.				
Not at all true	3	4	6	3
A little true	12	11	5	12
Pretty much true	28	30	23	31
Very much true	57	54	66	55
helps me when I am upset.				
Not at all true	2	3	4	3
A little true	8	10	6	11
Pretty much true	25	31	22	32
Very much true	66	56	68	55
makes me feel good about myself.				
Not at all true	2	4	4	3
A little true	9	10	8	8
Pretty much true	22	30	25	35
Very much true	68	56	64	55

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

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

Table B.II.3.5

Peer Co-Regulation Supports Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Peer co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	85	82	89
<i>I have a friend my age who...</i>				
talks with me about my problems.				
Not at all true	12	6	6	5
A little true	14	10	12	7
Pretty much true	30	37	21	27
Very much true	44	47	60	61
helps me when I am upset.				
Not at all true	9	9	4	5
A little true	6	9	19	7
Pretty much true	44	34	15	25
Very much true	41	49	63	63
makes me feel good about myself.				
Not at all true	5	4	2	3
A little true	12	9	11	7
Pretty much true	38	36	25	23
Very much true	45	51	62	68

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

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

4. Resilience Assets

Table B.II.4.1

Emotion Regulation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Emotion regulation				
<i>Average reporting the top two response categories^o</i>	54	49	44	58
When everybody around you gets angry, how relaxed can you stay?				
Not relaxed at all	6	4	13	7
Slightly relaxed	22	27	22	21
Somewhat relaxed	33	37	28	27
Quite relaxed	28	21	28	37
Extremely relaxed	10	11	9	8
How often are you able to control your emotions when you need to?				
Almost never	3	0	3	1
Once in a while	4	7	5	3
Sometimes	15	22	34	17
Frequently	39	46	35	43
Almost always	39	25	23	36
When things go wrong for you, how calm are you able to remain?				
Not calm at all	3	1	4	3
Slightly calm	13	17	13	7
Somewhat calm	37	39	45	40
Quite calm	33	33	31	39
Extremely calm	13	10	8	12

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

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

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

5. Student Wellness

Table B.II.5.1

Responses to Trauma Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Responses to trauma				
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	13	12	14	13
<i>During the past 30 days,...</i>				
I got upset easily or got into arguments or physical fights.				
Never	69	73	69	71
1-3 times a month	21	21	22	19
1-2 times a week	6	3	6	7
2-3 times a week	1	1	1	4
Almost every day	3	1	1	0
I had trouble concentrating or paying attention.				
Never	30	30	27	24
1-3 times a month	27	33	27	25
1-2 times a week	12	11	17	21
2-3 times a week	13	7	8	13
Almost every day	18	19	21	16
I had trouble feeling happiness or love.				
Never	66	60	63	55
1-3 times a month	20	30	19	28
1-2 times a week	6	6	8	12
2-3 times a week	5	4	8	4
Almost every day	3	0	3	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During the past 30 days,...				
I felt alone even when I was around other people.				
Never	48	53	56	45
1-3 times a month	33	29	21	33
1-2 times a week	9	7	12	15
2-3 times a week	4	4	9	5
Almost every day	6	7	3	1
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.				
Never	52	46	43	49
1-3 times a month	25	27	29	27
1-2 times a week	10	10	12	7
2-3 times a week	3	11	6	11
Almost every day	9	6	10	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Minimal PTS Symptoms	49	46	45	45
Mild PTS Symptoms	38	39	26	35
Potential PTS	13	15	29	19

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Stress associated health symptoms				
<i>Average reporting “A lot” or “A whole lot”</i>	13	8	15	11
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Stomachaches				
Not at all	44	51	44	45
A little	31	24	31	31
Some	13	17	13	16
A lot	8	4	9	5
A whole lot	5	3	3	3
Headaches				
Not at all	44	41	37	32
A little	23	26	19	31
Some	16	24	25	23
A lot	13	6	13	11
A whole lot	5	3	5	3
Pains in your lower back				
Not at all	52	47	45	49
A little	23	21	24	18
Some	9	23	11	15
A lot	9	7	15	14
A whole lot	6	1	5	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Feeling faint or dizzy				
Not at all	56	54	51	59
A little	25	17	16	26
Some	9	20	17	7
A lot	6	7	12	5
A whole lot	3	1	4	3
Heart beating too fast (even when you are not exercising)				
Not at all	70	73	73	76
A little	13	13	9	15
Some	8	9	11	4
A lot	5	3	4	5
A whole lot	5	3	3	0

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

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

Table B.II.5.4***Loneliness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Loneliness				
<i>Average reporting “Sometimes” or “Often”</i>	27	35	31	34
How often do you feel lonely?				
Never	30	27	42	29
Rarely	37	33	22	29
Sometimes	24	30	26	35
Often	9	10	10	7
How often do you feel that you are no longer close to anyone?				
Never	51	41	52	55
Rarely	28	29	23	19
Sometimes	12	21	17	21
Often	9	9	8	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very dissatisfied	6	1	3	3
Dissatisfied	21	11	24	19
Neither dissatisfied nor satisfied	25	41	28	20
Satisfied	31	34	25	36
Very satisfied	18	13	21	23

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Which of the following are you trying to do about your weight?				
Lose weight	21	21	25	23
Gain weight	30	27	17	13
Stay the same weight	12	15	16	9
I am not trying to do anything about my weight	37	37	42	55

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

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

Table B.II.5.7
Disordered Eating Behavior

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</i>				
Exercise				
No	14	15	6	4
Yes	86	85	94	96
Eat less food, fewer calories, or foods low in fat				
No	25	58	42	29
Yes	75	42	58	71
Go without eating for 12 hours or more				
No	76	88	90	83
Yes	24	12	10	17
Take diet pills, powders, or liquids without a doctor's advice				
No	100	100	97	96
Yes	0	0	3	4
Vomit or take laxatives				
No	95	100	97	92
Yes	5	0	3	8

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	89	92	91	95
1 time	2	4	4	3
2 or 3 times	6	3	1	1
4 or 5 times	2	0	3	1
6 or more times	2	1	1	0

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

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

6. Mental Health Supports

Table B.II.6.1

Availability of Mental Health Supports at School, Past Year

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	87	92	85	92
Yes	8	5	8	8
I don't know	5	3	7	0

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

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

	Grade 9 %	Grade 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?	14	17	20	18
talk to your parents or someone else in your family?	62	69	70	51
get help from a counselor or therapist?	25	34	41	40
talk to your friends?	56	75	86	79
be afraid to get help?	16	20	13	13
not know what to do?	21	14	14	11

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If someone my age felt very sad, stressed, lonely, or depressed,...</i>				
<i>talking to an adult could help them feel better.</i>				
Strongly disagree	5	4	5	4
Disagree	22	15	21	13
Agree	52	53	59	64
Strongly agree	22	28	15	19
<i>kids at my school would be nice to them.</i>				
Strongly disagree	6	7	6	3
Disagree	22	25	22	21
Agree	53	50	53	63
Strongly agree	19	18	19	13

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

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

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

	Grade 9 %	Grade 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	73	74	65	53
Yes	20	17	35	41
I don't know	6	9	0	5
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	65	74	61	47
No, I didn't get help when I needed it	13	8	13	15
Yes, I got help when I needed it	22	18	25	38
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]				
Nowhere	0	0	0	0
At school (in person, by phone, or online)	36	50	26	37
From a counselor or therapist not from my school (in person, by phone, or online)	71	67	74	74
Somewhere else	14	0	5	4
I don't know	0	0	0	0

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I would not know where to go for help	10	13	13	10
There isn't anyone I can talk to	5	3	0	0
They wouldn't understand	18	15	21	12
People would think there's something wrong with me	12	12	4	7
My parents might find out	13	13	7	19
Other students might find out	18	7	8	3
I wouldn't have a way to pay for it	2	7	1	9
I wouldn't want to talk to a counselor or therapist	23	18	17	26
Other reasons	13	7	4	9
Does not apply, none of these things would stop you from talking to a counselor or therapist.	43	57	54	47
<i>Three or more barriers</i>	13	12	7	10

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.				
Strongly disagree	9	6	5	5
Disagree	12	13	12	11
Agree	55	48	52	58
Strongly agree	23	33	30	26
People at my school talk openly about mental health.				
Strongly disagree	9	4	8	5
Disagree	31	14	16	18
Agree	40	58	58	61
Strongly agree	20	23	18	16
My school encourages students to take care of their mental health.				
Strongly disagree	2	3	7	7
Disagree	14	13	15	8
Agree	54	51	49	58
Strongly agree	31	33	29	27

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

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